Factors that influence the choices business leaders make

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This report is not confidential. It may be used freely by the Graduate School of Business.

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I certify that except as noted above the report is my own work and all references used are accurately reported.

Signed:

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COGNITIVE FACTORS INFLUENCE DECISION-MAKING

ABSTRACT

This study aims to identify some of the cognitive factors that influence the decision-making processes of business leaders. In order to determine the cognitive influences on decision-making by business leaders, the researcher conducted a content analysis by analysing interviews conducted with business leaders in South Africa and the Netherlands into the six broad cognitive dimensions of the AprilK-Choice Model©. The interviews were open coded according to sub-codes that had previously been identified in another study. Upon completion of open coding, the open codes were axial coded and this process revealed common cognitive themes. Thereafter, the cognitive themes identified were plotted on an interrelationship diagram to establish the primary drivers and outcomes. The drivers were used as the basis for formulating a grounded theory regarding the cognitive factors influencing decision-making of business leaders. The results reveal some relevant insights into the effects of cognitive biases on decision-making.

KEYWORDS: Decision-making, decisions, choices, business leaders, leadership, AprilK-Choice Model©, organisations, business, cognitive influences
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1 Introduction

A range of professional leadership skills is necessary for enhancing performance and success (Winston, 2005). Among them is the need for effective decision-making (Winston, 2005). According to Hall (2007:96) “individuals are subject to cognitive weaknesses in decision-making.” “Cognitive biases can blind individuals to the problems in their decisions” (Hall, 2007:96). Jones (2005) states that vital to successful analysis and decision-making is an understanding of the basics of discernment and cognition.

In light of the above, the researcher chose to conduct research into the cognitive factors that influence the decisions business leaders make. The researcher chose to conduct this process by analysing interviews conducted on business leaders regarding decision-making. The interview respondents were questioned about decisions they had made, specifically using the six dimensions of the AprilK-Choice Model© as cognitive frames of references for those decisions. These six dimensions are: “letting go”; “patterned awareness”; “conscience”; “everything is an offer”; “imagination, and “independent will”.

The researcher began the research process by reviewing previous research conducted by Ortmann (2007), and supervised by Prof. April, into the six dimensions of the AprilK-Choice Model©. Through an analysis of interviews conducted on business leaders from various organisations regarding their decisions made using the six dimensions of the AprilK-Choice Model© as cognitive frames of references, Ortmann (2007) identified sub-codes of each of the six dimensions of the AprilK-Choice Model© that influence decision-making. The researcher chose five of Ortmann’s (2007) sub-codes per choice dimension to explore further, in an attempt to understand some of the cognitive influences on decisions made by business leaders.

The researcher then analysed interviews, also conducted on business leaders regarding their decisions made using the six dimensions of the AprilK-Choice Model© as cognitive frames of references, and coded these interviews into categories using the sub-codes chosen. The coded interviews were then analysed to gain insights into the cognitive influences on decision-making for business leaders. The purpose of the report was to develop a theory as to some of the cognitive factors that influence the decisions business leaders make.
The limitations to the report are as follows:

- The interviews analysed were conducted by MBA students from the University of Cape Town, Graduate School of Business and Rotterdam School of Management, Netherlands. The interview questions were thus formulated by these students and not by the researcher. However, all interview questions were formulated based on the six dimensions of the AprilK-Choice Model©, which means the content of the interviews was relevant to the research conducted in this report. There is no appendix of the interview questions contained in this report as there were sixty different questionnaires.

- The open and axial coding processes could have been categorised using some bias due to the way the researcher perceived themes based on the researchers own mental models.

- Since the respondents were interviewed in South Africa and in the Netherlands only, responses could reflect decision-making influences based on the cultures of these two countries, and the results of the research are thus not necessarily representative of decision-makers across the globe.

- The questions posed to the respondents were broadly framed in the context of the six dimensions of the AprilK-Choice Model© in order for the interviewers to establish insights into the six choice dimensions, rather than influence emergent themes by framing questions too specifically. Owing to this, not all respondents discussed each sub-code analysed by the researcher, and as such the frequency count is not necessarily an indication of actual importance to decision-making influences.

- Due to limitations in length imposed on research reports, five sub-codes per choice dimension were chosen by the researcher to explore further. Leedy and Ormrod (2005) state, however, that it is necessary to be choosy when analysing data which will result in an incomplete view of the research in question. Similarly, Schram (2003, in Leedy and Ormrod, 2005) states that the purpose of conducting qualitative research is to build assertions toward the area of research, which means realities will be approximate, not absolute. “It is not necessary (or feasible) to reach some ultimate truth in order for your study to be credible and useful” (Schram, 2003:97, in Leedy and Ormrod, 2005). The five sub-codes were chosen based on the availability of literature for each sub-code. Although one of the purposes of establishing a grounded theory is to inform the lack of, or little, existing literature, as is the
case here, the researcher felt that, at a minimum, literature broadly defining the sub-codes should be discussed.

The report begins with a discussion of the area of research being addressed in this report. The report will then go on to briefly explain each of the six choice dimensions: letting go, patterned awareness, everything is an offer, conscience, imagination and independent will as defined by April (2008). The report then discusses literature pertaining to each of the sub-codes within the six choice dimensions. Thereafter the report outlines the methodology undertaken for the purposes of this research report. The report then goes on to discuss the findings and analysis of the research conducted. Lastly, the report states conclusions and recommendations.

2 The research problem

Scientists specialising in cognitive theories “have long suggested that individuals and collectives such as groups in organisations are influenced by a number of 'top-down', theory-driven cognitive mechanisms when they make decisions” (Oliver and Roos, 2005). These decisions are affected by an abundant store of knowledge of objects, people and events and their inter-relationships (Nisbett and Ross, 1990 in Oliver and Roos, 2005), are interlinked and evolve over time (Langley, Mintzberg, Pitcher, Posada and Saint-Macary, 1995), and are made based on inspiration, affect and insight by “listening to the voice emanating from his own subconscious or... his own imagination” (Langley, Mintzberg, Pitcher, Posada and Saint-Macary, 1995:268). Similarly, Hall (2007) states that optimism and confidence are important attributes for decision-makers, but these attributes can lead to over-confidence. Flaws such as over-confidence are detrimental to decision-making, due to their invisibility (Hall, 2007). Individuals are strongly inclined to believe in the quality of their own decision-making, especially when previous decisions have been successful (Hall, 2007). This theory holds even more true when individuals believe that their own decision-making ability is primarily responsible for their success (Hall, 2007).

According to Tarter and Hoy (1998), the classic model of decision-making is as follows: identify the problem; diagnose the problem; define the alternatives; examine the consequences; make the decision; implement the decision. This approach to decision-making, however, assumes clear goals, complete information, and the cognitive capacity of the decision maker to analyse the problem
(Tarter and Hoy, 1998). Decision-making is complex: there are many options, many unpredictable consequences and many uncertainties compounded by unconscious biases (Tarter and Hoy, 1998). Therefore it is not possible for humans to make completely rational decisions on complex matters (Tarter and Hoy, 1998).

According to Tversky and Kahneman (1979), individuals use simplification strategies, named heuristics, when making decisions. Heuristics are standard rules that influence the judgement of individuals when making complex decisions (Tversky and Kahneman, 1979). However, Tversky and Kahneman (1979) state that these heuristics can disappoint decision-makers, particularly when decision-makers are under pressure, and can thus lead to disastrous effects on the quality of decisions. Hall (2007) states that the effect of image conscious, successful individuals working for image conscious, successful organisations seriously increases the chances of poor decision-making. Hall cites that individuals who are under pressure to perform and succeed, and most pertinently not to fail, may be more prone to flawed decision-making. According to Hall (2007), mental shortcuts are used for decision-making by individuals. These shortcuts allow individuals to save time when addressing new problems, but become ingrained in their thinking and can thus cause inappropriately applied thinking to impair the quality of decisions (Hall, 2007). It is thus important to understand how and why the mind creates shortcuts, as this increases our understanding of weaknesses in decision-making (Hall, 2007). According to Hall (2007), even the most experienced decision-makers are privy to being influenced by common decision-making weaknesses.

Hall (2007) therefore states that it is essential to look beneath the surface of decision-making, in order to understand unconscious aspects of our thinking. “With increased awareness, cognitive biases can loose their power to unconsciously drive our decisions” (Hall, 2007:103). Hall (2007) further states that we need to acquire a much clearer understanding of the effects that cognitive biases have on executive decision-making, since these biases can blind individuals to the flaws in their decision-making. According to Hall (2007:94), research suggests that many aspects of our decision-making methods operate unconsciously, and it is therefore suggested that “these flaws may be easier to monitor, and therefore to control, when we are aware of their potential impact on our decisions.”

In light of the above, the researcher undertook to explore the cognitive factors that influence the decisions made by business leaders, with the aim of developing a theory on some of these cognitive
influences. The researcher used the AprilK-Choice Model© as a starting point for the research. The AprilK-Choice Model© consists of six dimensions that act as broad cognitive themes influencing decision-making. These dimensions are: letting go; patterned awareness; everything is an offer; conscience; imagination; and independent will. The AprilK-Choice Model© can be viewed below.

Figure 1 - The AprilK-Choice Model©

The researcher then reviewed a research report conducted by Ortmann (2007), and supervised by Prof. April, who analysed interviews conducted on business leaders into their decision-making, using the broad cognitive influences contained in the AprilK-Choice Model©. Ortmann (2007) identified common themes, called sub-codes, within the six dimensions of the AprilK-Choice Model© based on her analysis of the responses from interviewees. The sub-codes identified by Ortmann (2007) can be viewed below.
### Table 1 – Sub-codes: Patterned Awareness, Letting Go and Conscience (Ortmann, 2007)

<table>
<thead>
<tr>
<th>Sub-Codes: Patterned Awareness</th>
<th>Sub-Codes: Letting go</th>
<th>Sub-Codes: Conscience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Inclusion of Others</td>
<td>Power of Personal Values</td>
</tr>
<tr>
<td>Trusting the Instincts</td>
<td>Importance of Trust</td>
<td>Taking Responsibility for Decisions</td>
</tr>
<tr>
<td>Ability to Analyse the Self</td>
<td>Empowerment</td>
<td>Ability to Admit Mistakes</td>
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<tr>
<td>Awareness of choices</td>
<td>Life balance</td>
<td>Respect</td>
</tr>
<tr>
<td>Hierarchy</td>
<td>Importance of Honesty</td>
<td>Consistency</td>
</tr>
<tr>
<td>Networking and Interactions</td>
<td>Financial Considerations</td>
<td>Honesty about personal Shortcomings</td>
</tr>
<tr>
<td>Concerns and Influence of Guardians</td>
<td>Dependency on Others</td>
<td>Responsibility for other’s Wellbeing</td>
</tr>
<tr>
<td>Honesty about personal Shortcomings</td>
<td>Uncertainty</td>
<td>Values of the Profession</td>
</tr>
<tr>
<td>Business vs Private Behaviour</td>
<td>Importance of cooperation</td>
<td>Social Responsible Development</td>
</tr>
<tr>
<td>Knowing the Personal Skills</td>
<td>Optimism</td>
<td>Financial Considerations</td>
</tr>
<tr>
<td>Research and Inquisition</td>
<td>Transference of Skills</td>
<td>Legal Implications</td>
</tr>
<tr>
<td>Understanding the Fear of Others</td>
<td>Patience in Interactions with Others</td>
<td>Protection of the Defenceless</td>
</tr>
<tr>
<td>Understanding the Personal Self-Worth</td>
<td>Overcoming Fear</td>
<td></td>
</tr>
<tr>
<td>Role Model of Idols</td>
<td>Fighting against Perceptions</td>
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<tr>
<td>Impacts on Awareness</td>
<td>Reaction towards change</td>
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<tr>
<td>Learning</td>
<td>Pressure and Impulsive Actions</td>
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</tr>
<tr>
<td>Political and Historical Influences</td>
<td>Recognition of Other’s Abilities</td>
<td></td>
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<tr>
<td>Competition</td>
<td>Influence of the Environment</td>
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<tr>
<td>Use of Systems</td>
<td>Need to Control</td>
<td></td>
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<tr>
<td>Power of Friendships</td>
<td>Recognition of Other’s Abilities</td>
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<tr>
<td></td>
<td>Influence of the Environment</td>
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<td></td>
<td>Need to Control</td>
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</tbody>
</table>
The researcher chose to further explore five sub-codes as identified by Ortmann (2007) per dimension of the AprilK-Choice Model®. The sub-codes chosen to explore are highlighted in red in each of the above two tables. The researcher then analysed interviews conducted by the 2007 and 2008 MBA students from the University of Cape Town, Graduate School of Business, and the Rotterdam School of Management, Netherlands into the decisions made by business leaders using the broad cognitive influences contained in the AprilK-Choice Model®, and coded the responses from interviewees by categorising responses into the relevant sub-code. This process is called content analysis and was conducted by using an open coding method. The purpose of the content analysis was to establish a frequency count for each sub-code. Thereafter the researcher conducted axial coding, by using a conditional relationship guide, in order to identify the common themes within each sub-code. The purpose of conducting axial coding was to identify the themes that acted as cognitive influences on the decision-making of business leaders. From the themes identified the researcher was able to establish relationships, between the themes identified, by using an interrelationship diagraph. This enabled the researcher to formulate a theory as to the cognitive influences that affect the decision-making process of business leaders.
The process of formulating a theory is known as the grounded theory approach. The aim of grounded theory is to understand the research situation, and thus the grounded theory approach tries to establish what theory accounts for the research situation as it exists (Dick, 2005). Lakshman (2007:57) states: “…as opposed to statistical sampling, theoretical sampling begins with a choice of sample that is consistent with the phenomenon being investigated” in reference to the research problem or hypotheses. Thus the choice of sample needs to be consistent with the area of study and investigation topic (Lakshman, 2007). The choice of sample, in this case, was the 180 interviews conducted into the decisions made by business leaders, and was thus consistent with the theory being investigated. The grounded theory approach requires the stating of the general research problem (Leedy and Ormrod, 2005). In this case, the research problem referred to the inadequate existing theory as to what cognitive factors influenced the decisions business leaders made. According to Creswell (2002, in Leedy and Ormrod, 2005) grounded theories are useful when current theories are inadequate. The theory therefore emerges from the data and, as such, grounded theory does not test a hypothesis (Dick, 2005).

3 Literature Review

For the purposes of understanding the 5 sub-codes per dimension within the AprilK-Choice Model©, as identified by Ortmann (2007), and how these sub-codes impact on leaders, a wide range of literature was reviewed by the researcher, and is discussed below.

3.1 Letting go

April (Figure 1, AprilK-Choice Model©) describes letting go as “allowing oneself to be vulnerable”, and letting go of the need for control. Letting go includes the ability to forego the need to dominate and control others and oneself; the ability to admit to mistakes and being wrong, to oneself and others; and letting go of the need to be right or have the answers (April, 2007). Letting go requires a “certain level of awareness” and “personal courage” in order to forego certain habits, aspirations to control and past anxieties (April, 2007). An individual’s power is not derived from the ability to retain control, but rather the realisation that we are unable to control everything and therefore are reliant on others (April, 2007).
3.1.1 Inclusion of others

Mor-Barak and Cherin (1998, in Ferdman and Davidson, 2002:1) describe inclusion as “the degree to which individuals feel part of critical organisational processes, indicated by their access to information and resources, work group involvement, and ability to influence decision-making”. There is increasing evidence to show that inclusion is pertinent to the success of organisations (Ferdman and Davidson, 2002). Ferdman and Davidson (2002) believe that it is the responsibility of each one of us to foster a climate of inclusion, and in so doing we provide the inclusion we expect. Furthermore, in order for us to foster a climate of inclusion, it is necessary to consider each situation as different, and to anticipate and appreciate difference (Ferdman and Davidson, 2002). Additionally, we need to allow others to be themselves, and define their own needs, so that we may address their needs instead of our own (Ferdman and Davidson, 2002). However, inclusion at the individual level alone is not enough. Organisational systems need to support inclusion as well (Ferdman and Davidson, 2002).

Burnett (2006) argues that closing the divide between token diversity and real inclusion is a monumental task. He states that, in order to do this, we need to unravel decades of prejudice, racism and unawareness, and undo societal and organisational compositions (Burnett, 2006). He further states that a business case needs to be identified in order for organisations to become inclusive (Burnett, 2006). If employees feel included and valued they are more likely to remain loyal, and therefore the organisation is more likely to retain its talent (Burnett, 2006). Organisations that practice inclusion have high levels of employee morale, which increases productivity (Burnett, 2006). Burnett (2006) goes on to say that organisations that practice inclusiveness are better able to influence relationships with suppliers, retailers, agents and other stakeholders. They are also in a better position to influence skills, experience and perceptions in international markets, decrease the risk involved in entering new markets, and sustain successful product development in international markets (Burnett, 2006). Managers that are able to implement inclusion effectively will be best prepared to meet future challenges, and will be the first to reap benefits (Burnett, 2006).

3.1.2 Importance of trust

Trust is defined by Nyhan and Marlowe (1997, in Joseph and Winston, 2005:6) as “the level of confidence that one individual has in another’s competence and his or her willingness to act in a fair, ethical, and predictable manner”. Mayer, Davis and Schoorman (1995:711) describe trust as:
“...the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party. This definition of trust is applicable to a relationship with another identifiable party who is perceived to act and react with volition toward the trustor”.

Developing and maintaining trust is viewed as pertinent to the effectiveness of management and decisions (Joseph and Winston, 2005) because it enables co-operation in a changing world, where it is becoming incrementally more difficult to implement hierarchical styles of management based on control (Tyler, 2003). Adding to this observation, Clutterbuck and Hirst (2002) cite a study conducted by Bennis (1985) who identified the link between trust and business performance. Trust is won and maintained by leaders through their behaviour, and most importantly their communicative and supportive behaviours (Joseph and Winston, 2005). Simons’ theory (1999, in Joseph and Winston, 2005) is that the integrity of managers’ behaviour, and the extent to which advocated values corresponds to enacted values, is imperative to managers winning the trust of their subordinates. Therefore, behaviour is the key factor in determining and responding to discernment of trust in leaders (Joseph and Winston, 2005). This is echoed by Levit (2007) who states that it is beyond the scope of organisational ability to acquire, increase or preserve employee trust. She further states that organisations can only implement policies and procedures that promote trust. Individual, and in particular leader behaviour, dictate the levels of trust within an organisation (Levit, 2007). Joseph and Winston (2005) further explore the concept of trust being determined by leader behaviour, by stating that trust is part of organisational culture and that organisational culture is influenced by leaders through the following mediums:

- that which they notice and reward;
- the way in which they distribute resources;
- role modelling;
- the demeanour with which they deal with crucial occurrences; and
- the principles they assign to recruitment, selection, promotion and dismissal

Additionally, Joseph and Winston (2005) argue that there are numerous characteristics correlated to an organisational culture of trust, including the quality of interpersonal relationships, clarity regarding responsibilities, depth and scope of communication, professional competence,
transparency of collective purpose, direction and vision, and fulfilling obligations. Joseph and Winston (2005) further state that these characteristics are the outcome of leadership behaviour, and that an environment of trust is created by credible and consistent behaviour in leaders. This leads to the conclusion that leaders play the most fundamental role in creating organisational trust (Joseph and Winston, 2005).

Atkinson (2004), who conducted a study on senior managers and trust in organisations, goes a step further to state that trust can either be motive-based or competence-based. Motive-based trust pertains to the employee trusting the motives of the manager. For example, if employees feel that the manager considers their best interests, they are more likely to co-operate with decisions taken by the manager. Competence-based trust is based on professional ability to solve problems and execute tasks that have the desired outcome (Tyler, 2003). The study conducted by Atkinson (2004) found that motive-based trust has a greater impact on the employee than competence-based trust. Whereas a lack of competence-based trust was identified as being an annoyance, motive-based trust was found to be a drain on an organisation’s resources (Atkinson, 2004).

Costa (2003) cites ‘being willing to be vulnerable’ and ‘being positive toward the behaviour of others’ as crucial elements to making the choice to trust. Costa (2003) states that team members who trust their colleagues have a high penchant to trust others, heartily observe others as being trustworthy, regularly display co-operative behaviours and do not micro-manage others. Furthermore, risk is perceived as a factor to consider when making a choice to trust (Costa, 2003).

If there was absolute certainty for every action, there would be no need for trust (Costa, 2003).

3.1.3 Empowerment

Empowerment has been described as “dependent on management or leadership actions” (Robbins, Crino and Fredendall, 2002:420). Moye and Henkin (2004) state that studies suggest that the empowerment of employees may provide objectives that are related to management and organisational effectiveness. Deci, Connell and Ryan (1989, in Moye and Henkin, 2004) state that managers, as leaders, have a vital role to play in making empowerment opportunities available to employees. They further propose that the working environment managers create for their subordinates’ is a direct contributor to the feelings of self-worth and self-determination of their subordinates (Deci, Conell and Ryan, 1989, in Moye and Henkin, 2004).
Moye and Henkin (2004:108) found that empowerment is “significantly correlated” to levels of interpersonal trust with managers. Additionally, Bass (1997) states that leaders can empower employees through positive affirmations and positive influence, and by acting as role models for employees.

Thomas and Velthouse (1990, in Moye and Henkin, 2004) state that an individual’s sense of meaning, competence, choice and influence are the four factors that reflect a professional’s orientation to his/her role in the profession, and that this is empowerment. This implies that empowerment is a reflection of an individual’s insight about himself/herself in terms of his/her professional environment (Moye and Henkin, 2004). Yong-Joo Chua and Iyengar (2006) quote deCharms (1968) as stating that when an individual’s behaviour is viewed by that individual as his/her own choice, the individual will cherish the behaviour and the results thereof. Managers who want their subordinates to feel empowered should give their subordinates choices wherever possible (Yong-Joo Chua and Iyengar, 2006).

A study conducted by Greasley, Bryman, Dainty, Price, Naismith and Soetanto (2008:49) found that employees are open to empowerment, however, “they are only willing to accept empowerment up to their level of capability”. Yong-Joo Chua and Iyengar (2006) found that socio-economic status plays a role in employees wanting empowerment. Employees with a low-socio economic status are less concerned with empowerment than their better educated counterparts with a higher socio-economic status (Yong-Joo Chua and Iyengar, 2006). Similarly, cultural background was found to have an influence on the perceived need for empowerment, where individuals from a Westernised culture are more likely to seek empowerment than non-Western individuals (Yong-Joo Chua and Iyengar, 2006). This is attributed to traditional Western ideals such as control, expression of personal preferences, choice and independence, whereas non-Westernised individuals place high emphasis on a sense of belonging within a team (Yong-Joo Chua and Iyengar, 2006). Furthermore, Yong-Choo Chua and Iyengar (2006) state that studies show that empowerment is only appealing to certain individuals when the choices faced will have a positive outcome.

### 3.1.4 Importance of honesty

Scarnati (1997) states that successful leaders consistently display honesty and integrity as values that underline their professional framework. He further states that honesty and integrity cannot be
turned on and off at whim, they form a reflection of an individual’s values, and they must be a source of honour that forms a part of an individual’s life (Scarnati, 1997). Scarnati (1997) cites a study conducted by Kouzes and Posner in 1993, who found that respondents identified honesty as “the most admired characteristic of leaders”. Kouzes and Posner (1993, in Scarnati, 1997) argue that they have conducted this research many times since 1981, and each time the most significant leadership quality has been honesty. This lends credibility to honesty as the cornerstone of leadership behaviour (Scarnati, 1997). Covey (1989, in Scarnati, 1997) states that there is a difference between honesty and integrity. Honesty means telling the truth, whereas integrity includes honesty, but refers to behaviour – enacting the words promised (Covey, 1989 in Scarnati, 1997). Scarnati (1997) further proposes that honesty underpins trust, which is essential to organisational objectives being achieved. Furthermore, trust facilitates credibility which is essential to leading discerning people (Scarnati, 1997).

Scarnati (1997) states that the temptation to commit to dishonest behaviour will always arise. He goes on to say that honesty is a choice. Individuals should make wise choices and consider consequences, in order to continuously demonstrate values to others (Scarnati, 1997). Additionally, honesty and integrity are essential traits in order to foster a climate of trust, which in turn harvests quality professional relationships (Scarnati, 1997). This drives a successful personal and professional life (Scarnati, 1997).

Duignan and Bhindi (1997) refer to a study conducted on college leaders who found that a lack of integrity leads to (and can be led by) empty vision, empty mind, empty heart, empty spirit, empty sensitivity and empty character. Conversely, the opposite traits are all associated with authentic leadership (Duignan and Bhindi, 1997). In a study conducted by Alimo-Metcalfe and Alban-Metcalf (in Gaughan, 2001), it was determined that humility forms part of the leadership capability ‘integrity’. Alimo-Metcalfe and Alban-Metcalf (in Gaughan, 2001) further state that the ability to admit mistakes, and the ability to admit to not knowing the answer, requires humility and reflects integrity.

3.1.5 Life balance

Lewis, Rapoport and Gambles (2003) state that there is a growing attachment to paid work in Western cultures, and this is increasingly becoming the case in non-Western societies as well with
the onset of globalisation. The reasons behind the growing attachment to paid work include increases in economic aspirations or needs; the sense of purpose and/or identity paid work creates, and the opportunities paid work provides for interaction with others (Lewis, Rapoport and Gambles, 2003). The fact that the nature of paid work is changing is exacerbating the blurred lines between paid work and the rest of life (Lewis, Rapoport and Gambles, 2003). Schor (1991, in Lewis, Rapoport and Gambles, 2003) cites the necessity for speediness and convenience as being responsible for the dominance of paid employment in the lives of society’s members due to the link that speediness and convenience have with the power that money and consumerism provide. As working environments become increasingly insecure, competition increases which leads to workers becoming protective of their work and knowledge instead of sharing (Lewis, Rapoport and Gambles, 2003). This leads to the reinforcement that being individualist is necessary and that life balance issues are personal, and steers away from seeking solutions whereby workers collaborate which could enhance the efficiency and experience of workers (Lewis, Rapoport and Gambles, 2003).

Similarly, Bartolomé and Lee Evans (2000:137) state that “a good number of executives accept the cliché that success always demands a price”, and the price is inevitably private life. They further state that executives accept positions that offer substantial material rewards, at the cost of private life, in order to gain status and recognition because Western Society places a high value on these attributes, and this leads to too much value being placed on status and recognition (Bartolomé and Lee Evans, 2000). Furthermore, material wealth was identified by these executives as necessary to having a fulfilling personal life (Bartolomé and Lee Evans, 2000). They go on to state that many executives struggle to refuse the demands of management, and struggle to say 'no' due to the perceived consequences thereof (Bartolomé and Lee Evans, 2000). Being unable to say 'no' leads to career disappointments, such as reaching career plateaus earlier than expected, which leaves a feeling of disillusionment that can lead to feelings of worthlessness and depression; hence the danger in placing too much value on work as purpose fulfilling (Bartolomé and Lee Evans, 2000). These consequences ironically cause private life to suffer even more (Bartolomé and Lee Evans, 2000).
3.2 Patterned Awareness

April (Figure 1, AprilK-Choice Model©) describes patterned awareness as “strengths and limitations of one's preference for sensing emerging patterns in individual and collective consciousness”. April (2007) further states that we are mostly presented with incomplete information, and our mind uses our assumptions, beliefs, values and opinions on an unconscious level to complete the information. This is referred to as patterned awareness (April, 2007). Changing patterns of awareness “requires patience, awareness and relationships with people, information and situations” which are different to what we are accustomed to experiencing (April, 2007).

3.2.1 Experience

Winch and Ingram (2004) state that people do not comprehend a true reflection of reality through experience, but rather a reality specific to their experiences, or a subjective reality. They further state that, through experiences, people form patterns of belief and values that become their truth. These patterns lie in the subconscious and form the basis for likes, dislikes, fears and the like (Winch and Ingram, 2004). Winch and Ingram (2004) quote Kelly (1963) who proposes that patterns are continually adapted in such a way that people are able to control and foresee uncertainty. Kelly (1993, in Winch and Ingram, 2004) further proposes that people become "enslaved" in their own perceptions, and regain freedom by reconstructing their lives. As such, the human personality is constantly evolving, and is guided by patterns from within and a sense of stability and control (Winch and Ingram, 2004). Kelly (1963, in Winch and Ingram, 2004) argues that decisions taken by people are not completely rational, but influenced by emotion which is rooted in the knowledge people have from experience. In order to reconstruct their lives, people need to penetrate their personal beliefs. Rogers and Freiberg (1994, in Wincham and Ingram, 2004) state that "individuals have within them vast resources for self-understanding and altering their self concepts, basic attitudes and self-directed behaviour.

Toor and Ofori (2008) conducted a study in order to determine which people influence the experiences of leaders. They argue that leaders are formed through significant individuals and significant experiences. Significant individuals refers to the influence that certain people have on the leader that form patterns of awareness (Toor and Ofori, 2008). For example, parents were found
to have a substantial influence on adolescents (Toor and Ofori, 2008). More specifically, it was found that leadership possibility, and the qualities associated with leadership, were more likely to be found in individuals who had experienced less rejection, punishment and over protection from parents (Toor and Ofori, 2008). Individuals who provide leaders with a positive influence (a parent, teacher or coach, as examples) have an important impact on the experiences of those leaders (Toor and Ofori, 2008).

Significant experiences refer to those events which impact on an individual’s experience, such as a traumatic event or a "moment that matters" (Toor and Ofori, 2008:215). Significant experiences can occur without influence by a significant individual (Toor and Ofori, 2008). However, significant experiences mainly occur through association with a significant other (Toor and Ofori, 2008). Furthermore, the importance of a significant experience is denoted by how significant the experience is, how often the experience occurs, which significant individuals are involved, what effect the experience had, what results are expected from the individual who had the experience, how long the memories of the experience last, how accurately the experience is recalled and valued, who else is affected by the experience, and which other significant experiences have taken place before and after it (Toor and Ofori, 2008). Significant experiences can have positive or negative effects, and can have a long-term impact (Toor and Ofori, 2008). The study showed that parents and teachers were the most significant individuals; and university experiences, work experiences, childhood family experiences and experiences in the home country were the greatest influences in significant experiences (Toor and Ofori, 2008).

3.2.2 Trusting the instincts

Simon (1997, in Patton, 2003:989) states that “intuition and judgement are simply analysis frozen into habit”. Simon (1997, in Patton, 2003) contends that information is stored and grouped such that it can easily be retrieved, and this is the result of experience. Furthermore, Patton (2003) argues that human reasoning, that could turn much experience into expertise by grouping of information and pattern association, is limited by three things, namely limited attention span and a lack of multitasking ability, limited memory span, and limited long-term memory accessibility.
Patton (2003) reasons that experts have learnt to assimilate and expand on the meaning of certain patterns, and thus are able to recognise certain information. Expertise therefore refers to “a mixture of analysis and pattern” (Patton, 2003:990). According to Patton (2003), experts learn to dismiss immaterial patterns and focus on crucial patterns. Eventually, the expert is able to group together various bits of crucial patterns as a collective understanding, and to link this collective understanding to other groups of patterns (Patton, 2003). Once these various groups of patterns are collated, the groups are seen as singular units which absorb less memory and attention span (Patton, 2003). Additionally, the expert automatically retrieves these groups of patterns from the long-term memory, in order to utilise memory span in association with related patterns (Patton, 2003). Taken together, these variables form a database of knowledge which allows an individual to respond to situations quickly by using intuition (Patton, 2003). Similarly Weick (2001, in Patton, 2003:990) defines intuition as “compressed expertise”.

Knowledge is accessed by applying 'rules of thumb' that are consulted so rapidly as to occur subconsciously (Patton, 2003). The 'rules of thumb' are acquired through trial and error based on extensive experience and observations (Patton, 2003). Patton (2003) cites Simon (1997, in Patton, 2003) as stating that, in principle, even the most complex decision processes can be assigned to patterns. Eisenhardt (1989, in Patton, 2003) states that intuition is formed by patterns due to familiarity. According to Maxwell (1998, in Patton, 2003), there are three levels of leadership intuition:

- individuals who experience it naturally;
- individuals who nourish it to attain and improve it; and
- individuals who are never able to make decisions using intuition.

There are 3 sources of intuition, namely “innate response, general experience and focused learning” (Patton, 2003:992). While not much can be done to enhance innate response, general experience and focused learning can be enhanced to improve intuition (Patton, 2003). Enhancing general experience requires a deeper mindfulness of situations, occurrences and decisions, while enhancing focused learning is where the most improvement is attainable (Patton, 2003). This is achieved
through the development of habits which requires an enhanced personal discipline (Patton, 2003). It is also important to note that carefully weighed decisions are made using a balance between analysis and intuition (Patton, 2003).

Additionally, there is a distinct difference between decisions made based on intuition driven by experience, and those driven by emotion (Patton, 2003). In accordance with this, Keegan (1984, in Anderson, 2000) identified eight types of decision-making. Of those, four are related to intuition (Keegan, 1984, in Anderson, 2000). These are thinking with intuition, intuition with thinking, intuition with feeling and feeling with intuition (Keegan, 1984, in Anderson, 2000). Anderson (2000) used these four variables as part of the basis for testing whether intuitive managers are more effective. The study shows that managers who use intuition with thinking were found to be more effective (Anderson, 2000). Furthermore, intuition was found to be the most dominant variable in effective organisational decision-making (Anderson, 2000). This is attributed to a concentration on future opportunities and threats, in addition to a concentration on taking action to maintain flexibility and manage uncertainty (Anderson, 2000).

### 3.2.3 Ability to analyse the self

According to Dewey (in Levesque, 2007:2), reflection of patterns involves a continued process of assessing “beliefs, assumptions and hypotheses against existing data and against other plausible interpretations of the data”. Dewey (in Levesque, 2007) states that the results of this analysis leads to fair consolidation of different perspectives. Additionally, because this analysis is ongoing, judgements made based on reflection of patterns are more likely to be credible and perceptive as opposed to beliefs based on influences, emotions or narrow mindedness (Dewey in Levesque, 2007). Furthermore, self analysis of patterns involves an objective reflection on behaviour (Levesque, 2007). This is echoed by Morrison and Mezentseff (1997) who state that small changes in patterns of awareness will eventually lead to changes in long-term, ingrained patterns of awareness. Levesque (2007) suggests holding conversations with others and oneself, as well as the Jungian model of eight psychological types, the Myers Briggs Type Indicator®, the Eight Creative Talents Profile, emotional intelligence assessments and 360 degree feedback as possible tools to assist in self-analysis. Strategic choices, which are aligned with strategic leadership, involves a combination of reflection on patterns, reframing and systems thinking in professional and personal life and affords an individual the ability to better cope with uncertainty and change (Levesque,
2007). Clutterbuck and Hirst (2002) state that communication is a key driver in achieving a higher degree of self awareness.

Reframing first requires an identification and understanding of the patterns of awareness used to frame a situation from a collective perspective, in order to accurately analyse a situation; after which the actual problem should be identified (Levesque, 2007). Once this has been completed, reframing can begin (Levesque, 2007). In order to reframe, scenario planning can be used, whereby various possibilities and uncertainties are explored (Levesque, 2007). Reframing is necessary in order to move forward (Levesque, 2007). Systems thinking requires “seeing patterns rather than static snapshots” and “is the ability to see systems holistically by understanding the properties, forces, patterns and interrelationships that shape the behaviours of the system” (Levesque, 2007:4).

3.2.4 Awareness of choices

Senge (1994, in Dresdow and Bensen, 2003) states that the biggest impact on changing the quality of decision-making can be made by changing one's perspective. Dresdow and Bensen (2003) state that gaining an understanding of the patterns of awareness that influence decision-making requires assessing what one's patterns currently are, and reflecting on how they were developed. They further state that the time required for this reflection has a significant return in comparison to the cost of decisions that have failed (Dresdow and Bensen, 2003). Dresdow and Bensen (2003) further propose that emotions play a vital role in how issues are perceived and responded to. It is important that in making decisions, the emotions of the decision-maker, and other stakeholders in the decision, are recognised in order for relationships to be empowered and effective decisions to be made (Dresdow and Bensen, 2003). Additionally, learning from outcomes related to past decisions, as well as learning from before, during and after making decisions is vital (Dresdow and Bensen, 2003). Decision-makers also need to develop a pattern of awareness that focuses on a holistic perspective of the situation, and environment in which the decision is being made (Dresdow and Bensen, 2003). Pascale, Milleman and Gioja (2000, in Dresdow and Bensen, 2003) state that it is critical to recognise the complexity involved in decision-making when forming new patterns of awareness. Recognition of complexity will assist in making a decision in order to solve the correct problem based on the various contexts which have shaped the problem (Dresdow and Bensen, 2003). Furthermore, in order to be aware of choices made based on patterns of awareness, Dresdow and Bensen (2003) cite holding conversations with all stakeholders affected by the decision, to
prevent a one-dimensional view of the situation. The combination of these techniques allows for an approach to decision-making in which the decision-maker thinks before acting (Dresdow and Bensen, 2003).

Eales-White (2003) states that in addition to developing awareness, constructive actions need to be taken in order to grow. Decay will be the result of the absence of both of these constructs (Eales-White, 2003). According to Eales-White (2003), awareness is not enough if behaviour continues to reflect unawareness; nor is it enough to adopt constructive behaviour if one is not aware of the reasons the behaviour is constructive. Constructive behaviour and awareness are thus not mutually exclusive (Eales-White, 2003).

### 3.2.5 Hierarchy

Morrison and Mezentseff (1997) state that the classic hierarchical and supervisor roles, adopted by managers, are becoming redundant. As teams take on more management functions, authoritarian relationships that managers hold with teams need to be replaced by a learning relationship (Morrison and Mezentseff, 1997). According to Osterberg (1993, in Morrison and Mezentseff, 1997) the leader is in the midst of the organisation rather than at the top; orders are not given by the leader, nor are policies formed by the leader; and, the leader is not controlling, he or she is coordinating. In order to progress toward this type of learning relationship, people need to share and test their perceptions of the world (Morrison and Mezentseff, 1997). This will allow for the facilitation of learning (Morrison and Mezentseff, 1997).

Espinosa, Harnden and Walker (2007) state that a system of hierarchy is unnatural in present complex situations. Hierarchical structures were built on the premise that things would not change, and each new problem would simply be a variation of something already experienced (Espinosa, Harnden and Walker, 2007). According to Espinosa, Harnden and Walker (2007:334), the word hierarchy is derived from the Greek word “hieros”, which means “sacred”. This word originally described God and His all-powerful authority over angels and archangels (Espinosa, Harnden and Walker, 2007). Thus a system of hierarchy will be successful providing that the person at the top of the hierarchy is all-knowing, and complete obedience that is non-critical is accepted by the persons
under the hierarchy (Espinosa, Harnden and Walker, 2007).

Popper (2005) illustrates the point that when people obey the instructions of someone who posses authority over them, it is difficult to ascertain whether the instruction is obeyed out of fear or out of respect for the perhaps superior knowledge of the authority. She goes on to say that fear of authority and power are not enough to instill a sense of 'going the extra mile' (Popper, 2005). Popper (2005) argues that behaviours such as 'going the extra mile' stem from a feeling of emotion toward a person of influence. However, there is a difference between a manipulative leader who leads followers down a destructive path through influence, and a leader who is positive and leads through influence with empathy and a sense of relating to the emotions of others (Popper, 2005). Real leadership stems from a positive emotional influence over people, rather than instilling fear through authority (Popper, 2005).

3.3 Conscience

Conscience is described as a “deep inner awareness of right and wrong, and exercising moral courage by choosing service over self-interest” (April, Figure 1, AprilK-Choice Model©). April (2007) further states that courage is required in order to make a choice of the conscience. Furthermore, choices of the conscience require an ability to have humility and admit mistakes, an ability to take responsibility for decisions, an ability to remain firm in moral convictions and values, an ability to be fair and behave with integrity, and the ability to oppose immoral orders (April, 2007).

3.3.1 Power of personal values

According to Washington, Sutton and Field (2005), values are long-lasting standards for prescribing the foundations with which to make decisions and solve problems. Values lead to attitudes that affect behaviour (Washington, Sutton and Field, 2005). The values of an individual have an effect on:

- the perceptions leaders have of situations, the success of organisations and individuals, and ethical and unethical behaviour;
• solutions derived by leaders to solve problems;
• interpersonal relationships of leaders;
• the rejection or acceptance of organisational goals and pressures by leaders;
• and the performance of leaders (England and Lee in Washington, Sutton and Field, 2005).

Rokeach (1979, in Klenke, 2005) asserts that various degrees of importance are held for different values to individuals; values and beliefs that hold the most importance to an individual are the most resistant to change, and the values and beliefs that hold the most importance to an individual, when changed, will have the biggest effect on simultaneously changing other values and beliefs. Furthermore, values are developed through cultural, societal and personality influences and depict behaviours that are socially acceptable (Klenke, 2005). “Values reflect the basic issues or problems that societies must address to regulate human behaviour” (Schwartz, 1999, in Klenke, 2005:52).

Rampersad (2005) states that personal ambition is made up of an individual’s aspirations, intentions, purpose, principles, ethical standards and values. He further states that, in order to act ethically and avoid a personal conflict with the conscience, an individual needs to align personal ambition with behaviour (Rampersad, 2005). This alignment develops inner contentment and personal charisma, and leads to a gain in credibility from others (Rampersad, 2005). In order to ensure that ethical behaviour is carried out, one needs to develop a deeper consciousness of one's own behaviour, strengths, weaknesses and personal goals (Rampersad, 2005). This consciousness should be measured against the views that others hold of an individual, as this allows the individual to improve behaviour (Rampersad, 2005). Self-evaluation requires striking a balance between personal ambition and behaviour, and the alignment of these two variables leads to the assurance that behaviour in society is in line with one's conscience (Rampersad, 2005).

3.3.2 Respect

According to London (1999), principled leaders apply ethical values such as mutual respect in their daily business lives. He further states that treating others with respect forms part of diplomacy (London, 1999). Principled leadership and diplomacy are based on Western philosophies (London, 1999). However, London goes on to mention various non-Western concepts, which principled
leadership and diplomacy are derived from (London, 1999). An example of this is the Japanese concept, Kyosei, which is based on the idea that people can work and/or live together for the common good (London, 1999). “Individuals show Kyosei by taking responsibility for themselves and others and treating people with respect and kindness while they simultaneously attempt to be entrepreneurial, add business value and make a profit” (London, 1999:171). The principles of Kyosei include diplomacy, fairness and kindness in decision-making, conflict resolution and negotiations; and ethical business practices (London, 1999). Similarly, Russell (2001) states that authoritarian leadership demeans subordinates, while servant leaders respect those they serve. Kant (1985, in Bowie, 2000) states that each human being considers themself to be a rational being who deserves dignity and respect. He argues that it is on this basis that respect should be given to others, for if human beings feel entitled to being treated with respect, then the same should hold for how they treat other human beings (Kant, 1985 in Bowie, 2000). He further argues that other human beings can therefore not be used as a means to an end (Kant, 1985 in Bowie, 2000). Bowie (2001) states that, in order to respect others, leaders must take the interests of those affected by the actions of the leader into account.

Dreher (2002) makes an argument for leading with Tao, and states that the major principle of Tao is respect: for self, for others and for life; and these three things form oneness. He states that the principle of Tao holds that disrespect demeans everyone, including oneself, since the self is intimately connected with others (Dreher, 2000). He states that self-respect develops human integrity and unites thoughts, feelings, actions and words to form personal empowerment (Dreher, 2000). Self-respect “keeps us centred, prevents us from compromising our values, treating ourselves as 'less than', or enslaving ourselves to external demand” (Dreher, 2000:208). Self-respect assists one in making wiser decisions (Dreher, 2000). Additionally, respect for others is developed through self-respect (Dreher, 2000). Respect, or disrespect, is shown by the way leaders communicate, and this includes the attitudes and actions as well as the listening skills portrayed by the leader (Dreher, 2000). Dreher (2000) further states that respect should be authentic, for people can tell the difference between genuine respect and corporate manipulation. Dreher (2000) states that in order for people to grow and evolve to become fully themselves, and contribute effectively to the workplace, they need to be valued by being respected.
3.3.3 Taking responsibility for decisions

Scarnati (1999) states that leaders are ultimately responsible for what their organisations do or fail to do. Although leaders delegate tasks they are ultimately responsible for the outcome, and smart leaders share in the glory of a good decision and accepts responsibility for a bad decision (Scarnati, 1999). Scarnati (1999) cites the United States Army Field Manual which states that leadership always demands responsibility for decisions; leaders want subordinates who are able to manage responsibility and help the leader to execute tasks that have a successful outcome; when mistakes are made, criticism thereof should be accepted by the leader and corrective action should be taken; evasion of responsibility should be avoided and blame should not be placed on others; and the leaders objective should be to build trust with subordinates and those in charge of the leader, by seeking and accepting responsibility. Scarnati (1999) further states that while accepting responsibility for failure is difficult, it is the mark of a true leader. Blame is not productive and does not instil loyalty (Scarnati, 1999). While it is important to hold subordinates accountable for mistakes, it is the leader’s plight to take the final responsibility (Scarnati, 1999). Making excuses leads to a larger problem and further criticism, and at best allows for a temporary relief from having to accept responsibility (Scarnati, 1999).

Scarnati (1999) states that leaders are able to delegate tasks, but are never able to delegate responsibility. He states: “responsibility is a binding social contract between leaders and those who are led” (Scarnati, 1999). Scarnati (1999) adds that once responsibility has been accepted by the leader there is no respite from it, and it will always weigh heavily on the leader. He further states that without failure, one would not know the elation of success (Scarnati, 1999). Failure is also an excellent opportunity for learning, though it should be avoided due to the high costs thereof (Scarnati, 1999). Making excuses for failure further leads to a loss of credibility of the leader (Scarnati, 1999). Even when the leader’s motives are honourable, excuses are unacceptable (Scarnati, 1999). While accepting responsibility for mistakes is difficult, it is not as difficult as “denial followed by disclosure” (Scarnati, 1999:334). Accepting responsibility takes moral courage, particularly in the face of emotionally-charged circumstances (Scarnati, 1999). However, the consequence of deceit is far more dire, in that the trust of co-workers and superiors will never again be completely won (Scarnati, 1999). Trying to relieve oneself of responsibility at the expense of others is not what leadership is about (Scarnati, 1999). Cohen (1990, in Scarnati, 1999) states that
accepting responsibility is not only the right thing to do, it is the only thing to do if one wants to be a leader. Additionally, if one wants to become a leader, enjoying the responsibility that comes with leadership cannot be avoided (Cohen, 1990 in Scarnati, 1999).

3.2.4 Consistency

Crowley (2004) states that authentic communication is the key to consistent leadership. Crowley (2004) further states that leaders need to practice committed listening in order to fully understand subordinates. Due to the fact that 7 percent of what is understood when listening comes from spoken words, 38 percent through tone of voice and 55 percent through body language, one may misinterpret meanings due to not listening properly (Crowley, 2004). For example, a leader may accept the words of the subordinate, 'I am fine' to be true, when the body language of the person the leader is listening to should tell the leader something entirely different (Crowley, 2004). This message will be missed if one is not listening properly (Crowley, 2004). Crowley (2004) further states that leaders need to practice committed speaking in order to be consistent. Speaking without thinking can result in misunderstandings (Crowley, 2004). This is because when we speak, we know what we mean, and expect others to be of the same mindset as us (Crowley, 2004).

Crowley (2004) states that research indicates that most subordinates with performance problems were under the impression they were doing as the leader had asked. In particular with spoken communication, shortcuts are taken that confuse the listener and weaken the credibility of the speaker (Crowley, 2004). Committed speaking and listening requires one to pay attention to all facets of messages being sent and received (Crowley, 2004). Committed speaking leads to clarity of intentions, information that is accurate and complete, and the full understanding of the other party (Crowley, 2004). Committed speaking is a choice between clear intentions and hidden agendas (Crowley, 2004). Hidden agendas create resentment, cynicism and demotivation (Crowley, 2004). Crowley (2004) further states that when there is inconsistency between what is said and what is meant, trust will be eroded. Consistency is imperative for building trust in the leader, and allowing others to feel they are able to rely on the leader (Crowley, 2004). A breakdown of trust occurs when there is inconsistency in what employees expect and actually get, due to a communication breakdown (Crowley, 2004). Conversely, trust thrives when communication is clear and there are no surprises (Crowley, 2004). Inconsistency includes over-promising and under-delivering, and destroys credibility and integrity (Crowley, 2004). Authentic communication, the key to
consistency, harbours high employee motivation, respect and value of others (Crowley, 2004).

3.3.5 Ability to admit mistakes

Cramm (2007) states that mistakes can be temporary setbacks or career limiters, depending on the attitude of the leader toward the mistake. Cramm (2005) further states that great leaders admit to mistakes and are able to identify what was learnt from the mistake. Conversely, average leaders lack the confidence and the self-awareness necessary to identify where they went wrong (Cramm, 2007). This is partly due to the fact that leaders need to believe in their own abilities in order to lead others, and admitting mistakes fosters uncertainty about the leader’s own competence (Cramm, 2007). Admitting mistakes also leads to vulnerability, which many will try to avoid (Cramm, 2007). Cramm (2007) states that personal power is enhanced by admitting to mistakes. Without accountability for mistakes, it is not possible to identify possible actions that could repair the situation (Cramm, 2007). Mistakes should be admitted to as early as possible in order to control the damage, retain credibility and put forward a contingency plan in a tolerant environment (Cramm, 2007).

Dao (2008) states that employees value leaders who show commitment and consistency. Leaders are concerned about appearing resolute and strong, and therefore can be adverse to admitting mistakes (Dao, 2008). In the face of having avoided admitting to mistakes, leaders risk the loss of credibility, and the only way to regain that credibility is to admit the mistake (Dao, 2008). Dao (2008) further states that one’s subconscious seeks affirming evidence which supports decisions taken and self-image. This subconscious bias can be so strong that one convinces oneself of things that seem ludicrous to an objective observer (Dao, 2008). Furthermore, employees are more likely to notice mistakes before the leader, and in this time gap, employees will lose faith in the leader (Dao, 2008). Dao (2008) states that the ability of the leader to admit mistakes is far more important than appearing consistent in decisions. The leader should also be aware of subconscious bias in order to guard against not admitting mistakes (Dao, 2008). Additionally, when admitting mistakes the leader should do so without excuses (Dao, 2008). The risk of making a fool of oneself is minor compared to the credibility that will be gained through doing the right thing and admitting mistakes (Dao, 2008). Holberton (2004:56) states:
“Every respectable leader will take the time to analyze his or her mistakes and develop some objectivity about what happened. It’s in that process that we grow, learning from our mistakes and taking actions to prevent similar mistakes from happening again”.

3.4 Everything is an offer

April (Figure 1, AprilK-Choice Model©) describes ‘everything is an offer’ as “receiving what is offered from others, with aprobation (with openness) and acquiescence (acceptance without protest). Offers are everywhere if you are prepared to see them that way”. April (2007:3) further states that offers are “verbal and physical, intended and accidental, explicit or implicit and can come from anyone – colleagues, consumers, even competitors.” April (2007:3) furthermore states:

“(Seeing everything as an offer) creates a shift in your perception and moves you into a relentlessly constructive mode, where your primary interest is not ‘do I like this?’ or ‘is this right?’ but ‘what can I do with this?’ Seeing offers catapults you into the creative world of abundance, where everything is stimuli. The idea is to “use what you have” and reminds you to look anew at obvious things you may be ignoring”.

3.4.1 Appreciating diversity

A participant from a corporate development program involving consciousness-raising describes his learning experience as follows: “It's helping us develop empathy, to put yourself in the other person's shoes – that could be your customer, your colleague or one of your managers. You step outside of your own paradise and get a deep understanding that the way we do things is not the only way” (Mirvis, 2008:180). Bagshaw and Bagshaw (1999) state that an may not provide the best possible customer service if it does not reflect the diversity of the community it serves. Additionally, Bagshaw and Bagshaw (1999) state that leaders need to foster a climate of innovation, productivity and growth and can do so by using the diverse backgrounds of customers. Furthermore, Bagshaw and Bagshaw (1999) state that different and opposing views can bring many benefits. Perspectives will not change if people are just reinforcing one another's opinions (Bagshaw and Bagshaw, 1999). The leader’s role in harnessing diversity involves setting an example by valuing differences and showing an understanding of their differences (Bagshaw and
Bagshaw, 1999). In so doing, people within teams can realise their similarities, which can bring a shared sense of purpose and vision (Bagshaw and Bagshaw, 1999). In the current global climate of business, mutual respect is imperative (Bagshaw and Bagshaw, 1999).

McMillan-Capehart (2005) states that cultural diversity is positively correlated with creativity, productivity and problem-solving. Neck, Smith and Godwin, 1997) suggest forming habits in thought patterns in order to overcome obstacles to appreciating diversity. An example of this is “opportunity thinking”, which refers to constructive ways of dealing with problems and developing thoughts which concentrate on opportunities and valuable challenges (Neck, Smith and Godwin, 1997:194). The main form of influencing thought patterns is via analysing and managing assumptions and beliefs, self-talk, and mental images (Neck, Smith and Godwin, 1997).

3.4.2 Ability to have an impact

Senn (2008) states that people look up to those who have an influence over them, and will emulate the behaviours of those they look up to. He further states that, based on this, those who opt to be leaders are obligated to be aware of the shadow they cast (Senn, 2008). Senn (2008) states that what people observe the leader doing is what really counts. Furthermore, while most leaders accept accountability for their actions, they often do not accept accountability for their ‘state of being’ as opposed to doing (Senn, 2008) Having an impact means doing one's best everyday to live the values espoused (Senn, 2008). When leaders complain, are ungrateful, have low energy levels, have sombre moods, do not listen, or are disrespectful, leaders unconsciously give those who look up to them permission to do the same (Senn, 2008). If leaders collaborate, are accountable, listen and are open to change they will impact subordinates (Senn, 2008). When leaders are grateful, hopeful, optimistic and resourceful, quality of thinking is high and the impact on subordinates is positive and constructive (Senn, 2008). When leaders are critical, angry and impatient, damage is caused (Senn, 2008). Being aware of the impact leaders have on others will help leaders to monitor that impact (Senn, 2008). Furthermore, being aware of the bad days when thinking is less reliable will allow the leader to proceed with caution and minimise damage (Senn, 2008). Senn (2008) cites having a coach, taking care of oneself physically and spiritually, not being self-absorbed, and trying to make a difference to others, as ways to be aware of, and improve, the impact leaders have on others.
Booher (2005) argues that others only see the results of the leaders actions, and therefore the only way to make an impact and build credibility is to communicate ideas and actions taken. Booher (2005) cites common pitfalls of leaders that inhibit their ability to make an impact:

- conforming to the company culture - allowing fear to mean mediocrity;
- being objective - taking a point of view makes an impact;
- dumping - focus on the positive reasons behind a request and carry out the task based on those reasons, for example, one's credentials and abilities;
- using too many visuals which will appear as though a security blanket is necessary - communicate confidently;
- content of thinking outweighs delivery - have a balanced and confident posture and keep eye contact;
- relaxing too much when addressing a smaller group – do not assume a smaller group would not expect the same standard; and
- evaluating later rather than sooner - visualise having to report on your success in order to inspire communication that will have an impact.

3.4.3 Accepting challenges

Eid, Johnsen, Bartone and Nissestad (2008) state that hardy individuals are more open to change and challenges, have a high sense of commitment to life and work, and a greater belief in control. Additionally, hardy individuals view experiences that are stressful or painful as a normal part of life that is interesting and valuable (Eid, Johnsen, Bartone and Nissestad, 2008). Hardiness is also associated with performance under a range of stressful conditions (Bartone, 2000 and Kobasa, 1979 in Eid, Johnsen, Bartone and Nissestad, 2008). Furthermore, hardy individuals interpret stressful circumstances in positive and constructive ways, viewing these circumstances as a challenge and learning opportunity (Eid, Johnsen, Bartone and Nissestad, 2008). Hardy individuals view new experiences as interesting and worthwhile, challenging opportunities from which one can learn and grow, and as external events they can exert control over (Eid, Johnsen, Bartone and Nissestad,
An individual who has the ability to be hardy in the face of challenges is more inclined to accept and adapt to a stressful or demanding environment (Eid, Johnsen, Bartone and Nissestad, 2008).

Limbrick (in Overman, 1993) cites the ability to manage the following challenges as necessary to attaining business savvy (Limbrick in Overman, 1993):

- the challenge of accepting equally success or failure;
- the challenge of take-charge leadership skills;
- the challenge of working with new people and a lot of people;
- the challenge of additional personal pressure;
- the challenge of influencing people, activities and other factors over which one has no control;
- the challenge of dealing with variety, ambiguity and change;
- the challenge of being closely watched by superiors;
- the challenge of starting something new or fixing something that is in trouble; and
- the challenge of offering a strategic component.

Fernandez (2004) states that resilient individuals are able to persevere in the face of difficulty. The capacity to do this is fundamental to success (Fernandez, 2004).

### 3.4.4 Coincidence and destiny

Cowles (1991) states that individuals tend to be wary of accepting destiny as an influence to their boundaries. Individuals tend to resist the idea that destiny binds them to a meaningless fate, or sends them on an unknown journey (Cowles, 1991). It is more acceptable to view destiny as a necessity coupled with meaning (Cowles, 1991). Individuals are threatened by the loss of freedom implied in accepting destiny (Cowles, 1991). However, individuals are equally threatened by the loss of destiny implied in accepting their freedom (Cowles, 1991). Individuals are in danger of defying their destiny by trying to retain their freedom, and are in danger of trying to save their
destiny by surrendering their freedom (Cowles, 1991). Cowles (1991) illustrates his point by using a world-renowned opera singer as an example, and stating that she may want to be free of all the limitations imposed on her as a famous opera singer, but these are conditions she cannot change for they form part of her career. As opposed to complaining about the limitations, she accepts them and views them as a challenge (Cowles, 1991). Cowles (1991) argues that this situation is similar for all individuals. All individuals have their own external conditions to cope with, according to their own abilities (Cowles, 1991). If responded to creatively, these external conditions can offer a means for expressing destiny, instead of being imprisoning (Cowles, 1991). Furthermore, if individuals effectively deal with these inescapable conditions, a feeling of satisfaction ensues and new opportunities arise (Cowles, 1991).

3.4.5 Gratefulness

Harburg (2006) states that selfless gratitude is the ability to have an appreciation for the goodness of life, while having empathy for those who experience pain and suffering. Harburg (2006) further states that anxieties brought on by injustice, violence, illness, hunger and financial pressure can inhibit an individual’s ability to feel gratitude. Harburg (2006) proposes that gratitude during difficulty is an attribute that distinguishes great from good. Gratitude is essential for leaders for three reasons (Harburg, 2006). First, it is imperative to authentic emotional connection (Harburg, 2006). Second, it forms the base of emotional resilience (Harburg, 2006). Third, gratitude leads to effort from others (Harburg, 2006). Harburg (2006) further states that the expression of gratitude leads to a large amount of personal energy.

Kerns (2006) states that there are three parts to gratitude. First is a warm appreciation toward another who has performed a generous or kind act (Kerns, 2006). Second, appreciation is shown toward the individual who performed the kind act (Kerns, 2006). Third, the person experiencing the reception of gratitude will respond appreciatively or positively toward the person expressing the gratitude (Kerns, 2006). Gratitude in the workplace leads to job satisfaction, loyalty, communal behaviour, reduced employee turnover, and increased productivity and profitability (Kerns, 2006). Additionally, Kerns (2006) states that grateful individuals have higher levels of life satisfaction, optimism, energy levels and positive relationships with others. Kerns (2006) states that grateful behaviour can be enhanced through reflecting on at least three things per day for which one is
grateful, being content with one's attributes and what one has, and communicating gratitude. Conversely, an attitude of entitlement and playing the passive victim, a preoccupation with materialism, lack of self-reflection, lack of previous deprivation, and self-centredness inhibits feelings of gratitude (Kerns, 2006).

Lyubomirsky (2007) states that individuals who show consistent gratitude are happier, have more energy, are more hopeful and experience more positive emotions. Additionally, grateful individuals are more helpful and forgiving than those less likely to express gratitude (Lyubomirsky, 2007). Lyubomirsky (2007) states that gratitude boosts happiness by promoting the savoring of happiness, increasing the sense of self-worth, helping to cope with stress, encouraging moral behaviour, building emotional bonds, inhibiting envy, diminishing anger and bitterness, and preventing taking goodness for granted.

3.5 Imagination

April (Figure 1, AprilK-Choice Model©) describes imagination as the “ability to create in our minds beyond our present reality, and projecting our consciousness that makes it compelling for us to assume accountability for our own destinies, and gives license for others to follow”. April (2007) states that we should use imagination to find new solutions and possibilities. Imagination refers to the ability to visualise that which is not yet there (April, 2007). April (2007:7) goes on to claim that using imagination requires “stillness” for reflection, visualising and dreaming, and “proactivity” to foresee and meet the future and respond purposely and freely.

3.5.1 Communication

Clutterbuck and Hirst (2002) state that most authorities on leadership agree that effective leaders are effective communicators (while the reverse is not necessarily true). They go on to state that leaders who are unable to communicate are not actually leaders (Clutterbuck and Hirst, 2002). Messmer (2004) states that effective communication by managers is key to staff morale. Messmer (2004) cites a Robert Half International survey in which 567 full-time employees were participants. Forty nine percent of employees identified communication style as the number one measure of professional reputation. Messmer (2004) proposes a supportive and empowering approach to delegating tasks. Additionally, communicating change is essential as a lack of communication can
lead to anxiety, mistrust and rumours, which will result in a lower level of productivity and decreased motivation (Messmer, 2004). The communication flow should be open and honest (Messmer, 2004). Face-to-face communication is also imperative, rather than impersonal emails or calls (Messmer, 2004). Furthermore, productive meetings are an essential part of communication (Messmer, 2004).

Messmer (2004) further states that care should be taken when delivering criticism and blame should be avoided. Additionally, effective communication involves the provision of praise and recognition (Messmer, 2004). Positive reinforcement is a key driver of employee motivation (Messmer, 2004). In communication, tone of voice, words used and method chosen are important, but the most important skill in communication is listening (Mesmer, 2004). Without listening, there is no communication (Messmer, 2004). Additionally, an open-door policy should be maintained (Messmer, 2004). Furthermore, Messmer (2004) states that there is an etiquette to communicating in the information age. With much communication taking place through technology, one should take care in presenting a professional and warm front (Messmer, 2004). Messmer (2004) cites five communication myths, namely, others do not understand, others are not interested in the big picture, there is not enough time to provide an explanation, others will ask should they require more information, and communication is best done through email, staff meetings or voice mail. Messmer (2004) further states that poor communication can be costly to a company, and impact both directly and indirectly on the bottom-line.

### 3.5.2 Innovation

Basadur (2004:103) states that the most effective leaders of the future:

“… will help individuals … to co-ordinate and integrate their differing styles through a process of applied creativity that includes continuously discovering and defining new problems, solving these problems and implementing the new solutions”.

Deschamps (2005) states that leading innovation is a very different type of leadership to traditional leadership. Deschamps (2005) further states that there are six traits that define an innovation leader:
1. an unorthodox combination of discipline regarding processes, and creativity;

2. an ability to teach subordinates why projects do not succeed, along with the ability to accept risks and failures;

3. the ability to discern when a project should be continued and when it should be stopped;

4. the ability to attract and retain innovators, as well as building up and guiding an effective innovation team;

5. the ability to be open to new ideas and technologies, and a willingness to experiment with them; and

6. the ability to be passionate about their ideas and projects, and the ability to impart that passion on subordinates.

A study conducted by de Jong and Den Hartog (2007) determined that there are twelve constructs that leaders can employ which influence employee innovation. The first is innovative role modelling and involves leading by example, or leaders themselves being innovative in order to influence employees to do the same (de Jong and Den Hartog, 2007). The second construct is intellectual stimulation whereby leaders increase employee awareness of issues, and stimulate them to think of new ways of doing things (de Jong and Den Hartog, 2007). The third construct is stimulating knowledge diffusion, and this involves employee sharing of information and problems in order that employees may think of ways of helping other employees solve problems (de Jong and Den Hartog, 2007). The fourth construct is providing vision, and involves leaders communicating their ambitions to employees in order to improve idea generation (de Jong and Den Hartog, 2007). The fifth construct is consulting, and refers to employees participating in decision-making (de Jong and Den Hartog, 2007). The sixth construct is delegating, and refers to leaders providing employees with autonomy and the freedom to explore, discuss and challenge ideas (de Jong and Den Hartog, 2007).

The seventh construct is support for innovation, and includes the support of both new ideas and support when mistakes are made by using the mistake as a learning curve rather than punishing employees for mistakes (de Jong and Den Hartog, 2007). The eighth construct is organising feedback, and refers to feedback after the initial version of the idea has been produced by the leader,
The factors that influence the choices business leaders make but also to organise feedback from other employees and customers (de Jong and Den Hartog, 2007). The ninth construct is recognition, and includes the leader praising, awarding and holding ceremonies for innovative work (de Jong and Den Hartog, 2007). The tenth construct is awards, and refers to financial rewards for implementing new processes or services (de Jong and Den Hartog, 2007). The eleventh construct is providing resources, and involves leaders making provision for the time and money required to innovate (de Jong and Den Hartog, 2007). The twelfth construct is monitoring, and refers to leaders monitoring the progress of new ideas but not in a controlling manner (de Jong and Den Hartog, 2007).

3.5.3 Inspiration

Stone, Russell and Patterson (2004:351) state that inspiration involves leaders motivating followers to “see the attractive future state, while communicating expectations and demonstrating a commitment to goals and a shared vision”. Additionally, Limsila and Ogunlana (2008) state that inspirational leaders provide subordinates with challenges and meaning; are optimistic and enthusiastic; and arouse the spirit of the team. Furthermore, Dionne, Yammarino, Atwater and Spangler (2004) state that behaviours associated with inspirational motivation include, the ability to instil pride in subordinates for being associated with the leader, the ability to instil in subordinates a sense of moving beyond self-interest for the good of the team, the ability to reassure subordinates that the team will overcome obstacles, the ability to promote confidence in achieving and executing goals, the ability to talk optimistically about the future, the ability to articulate a vision for the future that is compelling; and the ability to portray organisational change with an exciting vision. Dionne, Yammarino, Atwater and Spangler (2004) theorise that team cohesion - described as “the degree to which members of a team are motivated to remain on the team” (Shaw, 1976 in Dionne, Yammarino, Atwater and Spangler, 2004:181) - positively predicts team performance.

According to Morden (1997), providing inspiration requires certain personality traits, namely, being enthusiastic and having initiative, having self-confidence and being self-assured, possessing integrity and being trustworthy, the ability to encourage others, the ability to take risks and accept challenges, having personal commitment and tenacity, and possessing the desire to keep learning.

A study conducted by Soutar and Ridley (2008), which tested the importance of eight leadership attributes in the way that followers perceive their leaders, found that followers perceive ‘providing
motivation’ as the most important leadership attribute. Similarly, Densten (2002) found that inspirational motivation is positively correlated with extra effort by employees. Densten (2002) further found that certain inspirational behaviours are consistent with extra effort, namely, image-based inspirational motivation and concept-based inspirational motivation. Image-based inspirational motivation involves “sense-making communication” and “meaning-making language” (Densten, 2002:42). Concept-based inspirational motivation refers to “strategic vision” and “direction-giving language” (Densten, 2002:42). Densten (2002) also found that image-based inspirational motivation has double the effect on extra effort than concept-based inspirational motivation.

3.5.4 Pressure and impulsive actions

Kemper (1999) cites Goleman (1995) who states that pressure or stress leads to an emotional reaction that will invoke the 'fight or flight' response. This results in a sudden emotional reaction that is very often inappropriate (Goleman, 1995 in Kemper, 1999). Goleman (1995, in Kemper, 1999) further states that part of emotional intelligence is the ability to manage this sudden emotional reaction when under pressure. Goleman (1995, in Kemper, 1999) holds that this skill can be learned. Kemper (1999) cites the 5 step heartmath freeze frame[r] technique as a way of learning this skill. The steps consist of (Kemper, 1999):

- Recognising the pressurised feeling and 'freeze-framing' it in order to take time out;
- Making a concerted effort to avert focus to the heart and away from the racing emotion;
- Remembering a positive experience and trying to re-experience it; and
- Asking one's heart, using intuition, common sense and sincerity, what a better response to the situation would be to minimise future stress;
- Listening to what the heart says.

The Times (2001) discusses coping imagery and its usefulness for dealing with pressurised situations. The Times (2001) recommends the following steps for applying coping imagery:

- Thinking of an event that causes stress;
- Writing down the aspects of the event that cause the most stress;

- Thinking of ways in which these stressful aspects can be overcome, and getting input from friends, family and colleagues;

- Visualising oneself in the pressurised situation and imagining oneself coping using the strategies derived above; and

- Practicing this coping imagery regularly.

The Times (2001) also discusses projection imagery as a coping mechanism for stressful situations. This involves imagining one's life in one, two and four years time with the idea being that one imagines the memory of the stressful event having faded (The Times, 2001). Projection imagery also involves imagining oneself with a new group of friends, living in a new city or anything that would help the person to imagine a positive future state (The Times, 2001).

Fletcher (2000) cites the tendency for one's mind to wander during the practice of visual imagery as a common problem, and suggests shifting focus for a few minutes to determine what is causing the distraction before continuing with the visual imagery process. Additionally, Fletcher (2000) states that self-awareness is necessary for visual imagery, since it requires one to picture various possible selves. Lastly, quiet surroundings are imperative in order to focus the mind (Fletcher, 2000).

### 3.5.5 Skills development

Whetten and Cameron (2002, in McKenna 2004:665) state that “management skills are behavioural” and are consciously controlled by the leader who can demonstrate, practice, improve or restrain these skills or behaviours. Additionally, these skills can be developed and improved through practice and feedback (Whetten and Cameron, 2002 in McKenna, 2004). Furthermore, these skills overlap in the sense that leaders need to use a combination of skills in order to be effective (Whetten and Cameron, 2002 in McKenna, 2004). Managers or leaders need to combine hard and soft skills for effectiveness (Whetten and Cameron, 2002 in McKenna, 2004). Whetten and Cameron (2002, in McKenna, 2004) further propose that there are three sets of managerial skills that can be developed:

- personal skills - self-awareness, stress management and problem-solving;

- interpersonal skills - supportive communication, influence and power gaining, conflict
management and employee motivation; and

- group skills - empowerment, delegation and effective team-building.

Crosbie (2005) states that there are eight requirements for effective leadership skills development. Firstly, expert facilitation, where Crosbie (2005) argues that effective training content will not produce the desired results unless facilitated by an effective trainer. Secondly, contextual awareness, where Crosbie (2005) argues that leaders should attain knowledge of all aspects of the that he/she will lead. Thirdly, Crosbie (2005) argues that formal support through mentoring or coaching is necessary. Fourth, Crosbie (2005) states that informal support from peers, colleagues, friends and family is necessary. Fifth, is the opportunity to use the new skills in real-life settings in the to make a meaningful difference (Crosbie, 2005). Sixth, self-study and self-analysis should be adopted to support the learning by reading literature that is relevant, incorporating the newly learnt skills into personal and professional life and assessing the results thereof (Crosbie, 2005). Seventh, stress, in small amounts, induces growth (Crosbie, 2005). Therefore a fair amount of energy, time and effort should be invested in the training undertaken in order to simulate real life leadership (Crosbie, 2005). Lastly, formal and informal celebration of accomplishments to keep determination and recognise efforts is necessary (Crosbie, 2005).

Baack, Carr-Rufino and Pelletier (1994) identified certain skills leaders need to develop in order to advance in their careers. These are communicating a vision, maintaining self-confidence, remaining composed under pressure, taking on a leadership role outside of work, taking initiative, enhancing customer satisfaction, increasing productivity, problem solving, leading training and development of colleagues, showing leadership to people, understanding the and the people and politics of the, managing one's own career to achieve realistic goals, and getting results.

3.6 Independent Will

April (Figure 1, AprilK-Choice Model©) describes independent will as the “ability to act, on purpose, based on self-awareness, free of all other influence”. April (2007) states:

“Exercising independent will means making the decisions/promises and acting on the choices that reflect your principled self-awareness (keeping them), imagination and collective conscience. It is allowing the Universe to fill you with the necessary power to do the right thing, even when that is a hard thing. It is the ability to say ‘no’ when you
have to, or to admit a mistake when you recognize it, or to allow mistakes (of yourself and others) to follow their independent will. Your own independent will frees you from the influence of pressure- or value-groups, and allows you to be proactive in any situation. Theorists now claim that the degree to which we have developed our independent will is measured by our personal integrity, and ‘integrity’ is the value we place on our principled selves”.

3.6.1 Personal drive to success

Houghton, Bonham, Neck and Singh (2004:427) state that “the process through which people influence themselves to achieve the self-direction and self-motivation necessary to perform” is called self-leadership. They furthermore state that self-leadership is made up of three variables: behaviour, natural reward and constructive thought pattern (Houghton, Bonham, Neck and Singh, 2004). Self-leadership, with regard to behaviour, involves self monitoring of behaviour through “self-assessment, self-reward and self-discipline” (Houghton, Bonham, Neck and Singh, 2004:428). This is in order to promote desirable behaviour and discourage ineffective behaviour (Houghton, Bonham, Neck and Singh, 2004). Natural reward refers to seeking professional activities that are enjoyable and choosing to focus on the positive aspects of a position, rather than the negative aspects (Houghton, Bonham, Neck and Singh, 2004). Constructive thought pattern involves forming constructive habits through discipline of thought and mind (Houghton, Bonham, Neck and Singh, 2004). This occurs by assessing and questioning assumptions, creating mental images of future success and positive self-talk (Houghton, Bonham, Neck and Singh, 2004). Klutterbuck and Hirst (2005) state that effective leaders are extremely self-disciplined, are more demanding of themselves than others, are persistent, self-aware and open to learning more.

Goldsmith (2008) states that successful people have four variables underpinning their beliefs about themselves, namely that success is a choice, success is possible, success will be achieved and success has been achieved. The belief that success is a choice correlates positively with achievement (Goldsmith, 2008). The belief that success is possible is the main driver of individual success (Goldsmith, 2008). It is also the driver that underpins the belief that success is the result of motivation and ability, which is self-controllable (Goldsmith, 2008). The belief that success will be achieved is positively correlated with optimism, self-confidence and the pursuit of opportunity (Goldsmith, 2008). The belief that success has been achieved has a positive relationship with the
belief that success is due to past performance and this increases optimism which, in turn, increases the likelihood of future success (Goldsmith, 2008). However, Goldsmith (2008) states that the four variables that successful individuals hold to be true are the very beliefs that can hinder future success. This is because successful individuals who attribute their success to own choices and past performance are unlikely to be open to change when change becomes necessary (Goldsmith, 2008). Additionally, when individuals believe that their success can be attributed to their behaviour, they are unlikely to examine detrimental behaviour and realise that often times they are successful in spite of certain behaviours, rather than because of certain behaviours (Goldsmith, 2008). Furthermore, successful people tend to over-commit themselves because they are “drowning in a sea of opportunity” and this can lead to burnout (Goldsmith, 2008:98).

3.6.2 Self-control

Johnson and Indvik (1999) cite that individuals with the highest degree of emotional intelligence are able to exercise self control in the following ways:

- by having the ability to be persistent and remain motivated when facing frustration;
- by having the ability to control impulsiveness; and
- by having the ability to control emotions.

Furthermore, these factors are considered to have a bigger impact on personal and team performance than other types of intelligence such as IQ (Johnson and Indvik, 1999). Self-awareness is essential to possessing self-control (Johnson and Indvik, 1999). According to Johnson and Indvik (2004), individuals must have self-awareness, where emotions are known and recognised by the individual, the causes of emotion are known to the individual and there is recognition of the difference between feelings and actions. Additionally, individuals should have self-regulation where the ability to tolerate frustration is developed, anger is managed and judgement is suspended before taking action (Johnson and Indvik, 1999). Furthermore, Olson, Nelson and Parayitam (2006) state that individuals who possess self-awareness recognise the emotions they are feeling and why, and recognise the link between their emotions and their thoughts, actions and words. Additionally, individuals with self-awareness recognise the impact of their emotions on performance (Olson, Nelson and Parayitam, 2006). Self-aware individuals recognise the way in which they react to frustration and how frustration, motivates their behaviour (Olson, Nelson and Parayitam, 2006).
Because self-aware individuals know their strengths and weaknesses, they may be less defensive in responding to frustration (Olson, Nelson and Parayitam, 2006). Awareness of thoughts and emotions and recognition of how these thoughts and emotions affect behaviour, allows self-aware individuals to control aggressive responses (Olson, Nelson and Parayitam, 2006). In order to have emotional self-control, self-awareness is necessary (Olson, Nelson and Parayitam, 2006). Emotional self-control refers to the recognition, understanding and management of emotions in ways that are appropriate to the situation (Olson, Nelson and Parayitam, 2006). Therefore emotional self-control is concerned with the expression of emotion in appropriate ways, rather than suppressing emotion (Olson, Nelson and Parayitam, 2006).

Fernandez (2004:77) states that “the capacity to remain calm, cool and collected is fundamental to success”. Managers need to be able to curb impulses, remain focused, maintain schedules and follow routines, thus self-control is the most important of values according to Plato (Fernandez, 2004).

### 3.6.3 Confidence

Lindenfield (1995) states that there are two components that make up confidence. The first component is psychological strength, or inner confidence, which helps individuals to feel good about themselves. The second component is the skill which allows for the behaviour and appearance of self-assurance (Lindenfield, 1995). Lindenfield (1995) further states that the qualities of inner confidence are self-love – which consists of a self-nurturing lifestyle that stems from consistent self-esteem; self knowledge – which comprises an acute understanding of the strengths, weaknesses, beliefs and values that guide the individual, and the wisdom to know how to use these attributes to realise full potential; clear goals - which consists of having personal direction and the ability to continuously set new objectives; and positive thinking - which involves remaining optimistic about results and people, and being trusting and adventurous.

The qualities of outer confidence are made up of communication - which comprises various communication abilities including polite talk and listening skills; self-presentation - which comprises the ability to dress appropriately and present a strong image of values and strengths through the way in which work and products are presented; assertiveness - which consists of the ability to articulate needs and unwanted things, and speaking for those who are less empowered; emotional control - which comprises the ability to remain calm during crisis and maintain...
composure when excited (Lindenfield, 1995). Confidence further entails “a core belief in our own personal worth”, self-love and self-respect, and the acceptance of the right to happiness and success (Lindenfield, 1995:10). High self-esteem, which drives motivation, is key to all other aspects of confidence (Lindenfield, 1995).

Lindenfield (1995) states that those with low self-esteem are privy to: the flattery and grovelling by others which will initially graciate and eventually irritate; the practice of restraint and inhibition which will allow for quick decisions and the ability to work quickly, but will result in losing out on new ideas; rescuing others which provides a title of heroism but leads to burn out; and over-politeness and conformity which provides for a calm environment until suppressed issues arise and lead to bitterness.

3.6.4 Motivation

Boyatzis and Akrivou (2006:625) state that the “ideal self” activates an individual’s will. The ideal self is described as “a psychological component of the self” and is the key component responsible for self-regulation and motivation (Boyatzis and Akrivou, 2006:625). The ideal self manifests as an image of the type of person an individual wants to be, or a personal vision, and the accomplishments in life and work that an individual hopes to achieve (Boyatzis and Akrivou, 2006:625). The ideal self is constantly evolving, is the motivational core of oneself that focuses one’s desires, hopes, aspirations, dreams, purpose and calling (Boyatzis and Akrivou, 2006). The ideal self assists in organising the will to change and direct self-regulation, self direction, intentional change and desired future achievements (Boyatzis and Akrivou, 2006). A major component of the ideal self is hope (Boyatzis and Akrivou, 2006). Hope is at the core of motivation to set and achieve goals (Boyatzis and Akrivou, 2006). According to Boyatzis and Akrivou (2006:629) hope “has four enduring qualities”:

- it brings people together and builds relationships;
- it presumes imagination and an openness to the future;
- it is a crowning interest of human nature; and
- it promotes creativity.
Hope is also described as a “positive motivational state” (Snyder, 2000 in Boyatzis and Akrivou, 2006:629). The two key components of hope are optimism and self-efficacy (Boyatzis and Akrivou, 2006). Self-efficacy affects the way an individual experiences hope by creating a belief that the desired future is possible (Boyatzis and Akrivou, 2006). Boyatzis and Akrivou (2006) state that optimism enables:

- energetic and efficient pursuit of goals;
- self-evaluation and the ability to usefully integrate negative information about the self;
- the ability to adapt to unexpected, negative changes to life; and
- the ability of the individual to pursue critical goals and disengage from goals that are no longer relevant, will not lead to success, are unsolvable or are misleading.

Optimism is derived from self-efficacy, which in turn drives hope and thus motivation (Boyatzis and Akrivou, 2006). Therefore the lack of optimism leads to the loss of hope, which in turn leads to a lack of energy or motivation to pursue change (Boyatzis and Akrivou, 2006). In order to develop the ideal self, and thus the optimistic hope required to motivate one for the future, the individual should practice mindfulness of future desires, remain committed to changes, and apply a holistic view of all the components that make up the individual’s desired future (Boyatzis and Akrivou, 2006).

### 3.6.5 Risk Approach

Wickham (2006) states that risk has traditionally been associated with finance, in that the technical interpretation of risk allows for a certain return or premium in return for the associated risk. Wickham (2006) further states that the strategic decisions leaders face are different to risk in that risk, in the financial sense, has a known probability or outcome, and strategic risk can only be assigned approximate estimates. Thus, strategic risk is really about uncertainty and the management thereof (Wickham, 2006). Wickham (2006) asserts that there is an important psychological distinction between risk and uncertainty, and therefore an individual’s attitude toward risk is different from the individual’s attitude toward uncertainty. The difference in attitude toward risk and uncertainty lies in the theory that risk is a lack of knowledge, and uncertainty is about the emotional reaction toward the lack of knowledge (Wickham, 2006). Uncertainty is associated with “ill-
structured decision problems, uncertain, dynamic environments, shifting, ill-specified or competing decision goals, multiple feedback loops, time-constraints, high stakes, multiple players and organisational settings” (Orasanu and Connelly, 1993, in Wickham, 2006:203). Similarly, Lipshitz and Strauss (1997, in Wickham, 2006) state that inadequate understanding, contradictory alternatives and missing information are linked to uncertainty.

Courtney (2001, in Wickham, 2006) states that in making strategic choices, the response to uncertainty is concerned with choosing preferred strategic options by:

• adapting and shaping;
• choosing whether to pursue a strategic option sooner or later;
• diversifying or concentrating efforts;
• choosing and implementing tools appropriate to various levels of uncertainty; and
• selecting processes that adapt and change strategies.

Emotion affects decision-making when faced with risk or uncertainty (Wickham, 2006). Emotions can be positive or negative, for example, contentment is positive and leads to a preference for certainty; hope is positive and leads to a preference for uncertainty; anger is negative and leads to certainty; anxiety and fear are negative and lead to uncertainty (Lerner and Keltner, 2001, in Wickham, 2006). Making strategic decisions with regard to uncertainty is associated with certain behaviours (Lipshitz and Strauss, 1997, in Wickham, 2006):

• attempts are made to reduce uncertainty;
• assumptions are made when information is missing;
• weightings are assigned to the pros and cons of various options;
• stalling of decisions that involve too much uncertainty; and
• suppressing evidence that increases uncertainty.

Supporting or rejecting certain options due to risk or uncertainty is partial to the way risk or uncertainty is perceived and responded to by the decision-maker (Wickham, 2006).
4 Research Methodology

Leedy and Ormrod (2001) describe research as a process whereby data is systematically collected, analysed and interpreted in order to increase understanding of knowledge in a particular area of concern. In order to ensure that consistency is maintained while analysing data, in order to develop a grounded theory, Glaser (1978), Glaser and Strauss (1967), and Strauss and Corbin (1990) suggest that the steps followed entail grouping similar data and conceptually labelling the data during a process called open coding. Then concepts should be categorized by linking and organising relationships using an axial coding process, whereby circumstances and themes are developed. Lastly, a theory emerges by using a selective coding process (Glaser, 1978; Glaser and Strauss, 1967; Strauss and Corbin, 1990). The steps followed in conducting the research for this report were: conducting a content analysis using open coding; conducting axial coding using a conditional relationship guide; conducting selective coding and thereby identifying the main drivers influencing decision-making by using an interrelationship diagraph; using the drivers to develop a grounded theory. The researcher will discuss the steps followed in conducting the research in more detail below.

4.1 Data Collection

Srnika and Koeszegi (2007) state that qualitative data collection can take place through collecting existing documents (written, graphical, audio or video), observed behaviour material (manual, automatic or electronic records), or interviews (in-depth or narrative). Qualitative research is conducted for the purpose of understanding the issues being researched from the participants' perspectives (Struwig and Stead, 2001). Additionally, the characteristics of qualitative data are (Saunders, Lewis and Thornhill, 1997:378):

- data is “based on meanings expressed through words”;
- data is collected in a non-standardised way and then requires being categorised; and
- data is analysed through conceptualisation.

For the purposes of this research report, materials have been sourced and consist of 180 existing interviews that were conducted by the 2007 and 2008 MBA students from the University of Cape Town, Graduate School of Business, and the 2007 Executive MBA students from Rotterdam School
of Management, Netherlands, into the decisions made by business leaders using the six broad categories contained in the AprilK-Choice Model© that act as cognitive influences. The data analysed for this report was existing qualitative data in the form of interview transcripts. The data was therefore secondary data. The interviews were conducted on senior managers and executives from various organisations who make up the sample in this case.

4.2 Content analysis

In order to methodically analyse the data used for this research report, a content analysis was undertaken by the researcher as the first step of the research process. Leedy and Ormrod (2001:142) describe a content analysis as “a detailed and systematic examination of the contents of a particular body of material for the purpose of identifying patterns, themes or biases”. Content analysis is conducted on various types of human communication, including transcripts of interviews or conversations (Leedy and Ormrod, 2001).

The researcher used a process known as open coding as the method for conducting the content analysis of the interviews. Coding refers to the attachment of certain key words to portions of text for retrieving easily at a later stage (Miles and Huberman, 2006). In order to conduct coding, an analytic choice, such as which portions of data to code and which patterns fit into those portions, is made by the researcher (Miles and Huberman, 2006). The coding process is a way of sorting data and condensing it (Miles and Huberman, 2006). Glaser and Strauss (1967) and Strauss and Corbin (1990) refer to open coding as the first phase in grounded theory analysis.

In assigning and analysing codes, the researcher utilised software called ATLAS.ti, described on its website (www.atlasti.com) as “a powerful workbench for the qualitative analysis of large bodies of textual, graphical, audio and video data” which “helps you to uncover the complex phenomena hidden in your data”. This software allows for links or associations within the data to be made more easily (Miles and Huberman, 2006). Theories can also more easily be formed using ATLAS.ti (Miles and Huberman, 2006).

The crucial step in conducting content analysis is to establish a frequency count for each category identified in the material being analysed (Leedy and Ormrod, 2005). In this case, a frequency count for the sub-codes, identified by conducting open coding, was established.
4.3 Axial coding

“Axial coding is the process of relating codes (categories and properties) to each other, via a combination of inductive and deductive thinking” (Borgatti, 2008). For simplification purposes, researchers identify causal relationships and place data into a frame of generic relationships (Borgatti, 2008). The frame is made up as follows (Borgatti, 2008):

**Table 3 – Axial coding frame**

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phenomenon</td>
<td>This is what in schema theory might be called the name of the schema or frame. It is the concept that holds the bits together. In grounded theory it is sometimes the outcome of interest, or it can be the subject.</td>
</tr>
<tr>
<td>Causal conditions</td>
<td>These are the events or variables that lead to the occurrence or development of the phenomenon. It is a set of causes and their properties.</td>
</tr>
<tr>
<td>Context</td>
<td>Hard to distinguish from the causal conditions. It is the specific locations (values) of background variables. A set of conditions influencing the action/strategy. Researchers often make a quaint distinction between active variables (causes) and background variables (context). It has more to do with what the researcher finds interesting (causes) and less interesting (context) than with distinctions out in nature.</td>
</tr>
<tr>
<td>Intervening conditions</td>
<td>Similar to context. If we like, we can identify context with <em>moderating</em> variables and intervening conditions with <em>mediating</em> variables. But it is not clear that grounded theorists cleanly distinguish between these two.</td>
</tr>
<tr>
<td>Action strategies</td>
<td>The purposeful, goal-oriented activities that agents perform in response to the phenomenon and intervening conditions.</td>
</tr>
<tr>
<td>Consequences</td>
<td>These are the consequences of the action strategies, intended and unintended.</td>
</tr>
</tbody>
</table>

The researcher conducted axial coding using a conditional relationship guide. The purpose of the conditional relationship guide was to identify the relationships and interactions of the categories with each other, and to describe the consequences of each category (Scott and Howell, 2008). The conditional relationship guide was completed by constructing a table with the following headings:

- “*What* is [the category]? (Using a participant’s words helps avoid bias);
- *When* does [the category] occur? (Using “during . . .” helps form the answer);
- *Where* does [the category] occur? (Using “in . . .” helps form the answer);
- *Why* does [the category] occur? (Using “because . . .” helps form the answer);
- *How* does [the category] occur? (Using “by . . .” helps form the answer); and
- With what *consequence* does [the category] occur or is [the category] understood?
According to Strauss and Corbin (1998:127), grounded theory analysts work to “uncover relationships among categories . . . by answering the questions of who, when, why, how, and with what consequences . . . to relate structure with process”. Strauss and Corbin (1998) further state that grounded theory analysts act as investigative reporters when conducting reflective coding by asking the questions what, when, where, why, how, and with what result or consequence. Answering these questions assists researchers to assemble the broad categories identified during open coding into a coherent pattern (Strauss and Corbin, 1998). This method ensures that themes or patterns identified are not two-dimensional, but are representative of the complex, multi-dimensional realities of the respondents (Strauss and Corbin, 1998). Thus the axial coding process using a conditional relationship guide is a method for discovering the patterns or themes that contextualise a central theme; and the relationships between the categories from which those patterns or themes are constructed (Strauss and Corbin, 1998). Below is a sample of the Conditional Relationship Guide.

### Table 4 – Sample of Conditional Relationship Guide

<table>
<thead>
<tr>
<th>Category</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to admit mistakes</td>
<td>Integrity</td>
<td>Ability to admit mistakes</td>
<td>In work situations</td>
<td>Because others will not trust the individual if he does not own up</td>
<td>By admitting to superiors and working to overcome the mistake</td>
<td>Individual admits mistakes</td>
</tr>
</tbody>
</table>

#### 4.4 Selective coding and formulation of grounded theory

The final phase in the analysis towards developing a grounded theory is called selective coding and includes integrating, interpreting, and refining the theory (McCaslin & Scott, 2003; Strauss & Corbin, 1998 in Scott and Howell, 2008). The interpretation of the emergent theory is formed during the selective coding phase (Scott and Howell, 2008). Selective coding integrates all interpretive work resulting from the analysis (Scott and Howell, 2008). The primary objective of selective coding occurs through establishing categorical relationships in order to explain the theory (Strauss & Corbin, 1998 in Scott and Howell, 2008).
The grounded theory process involves coding the data, that is, breaking down the data, which is most often made up of interviews and/or observations into specific units of meaning which are subsequently labelled in order to generate concepts (Goulding, 1998). The concepts are initially grouped into descriptive categories, and are re-evaluated into inter-relationships (Goulding, 1998).

Through a process of analytical steps these inter-relationships are grouped into higher order categories, which allows for the development of a theory (Goulding, 1998). Furthermore, the purpose of grounded theory is to portray a conceptual understanding of that which makes up the naturalistic worlds of the interviewees (Douglas, 2006). “Thus eliciting meaning from data rather than data themselves” (Douglas, 2006:260).

The researcher conducted selective coding by utilising interrelationship digraphs to establish how the themes that emerged from the axial coding process were interrelated. The interrelationship digraph allows for the systematic identification, analysis and classification of cause and effect relationships that exist among all themes, so that key drivers or outcomes can become the heart of an effective solution (Brassard and Ritter, 1994). Themes identified for each category should be plotted on an affinity diagram (Brassard and Ritter, 1994). Any of the themes can be chosen as a starting point (Brassard and Ritter, 1994). Each theme should be linked to every other theme using one-way relationship arrows only (Brassard and Ritter, 1994). Thus this process of linking arrows will continuously involve linking of arrows between combinations of two themes, until all themes have been linked to all other themes and the process has been exhausted (Brassard and Ritter, 1994). When linking the arrows, the researcher needs to decide which direction of cause or influence is stronger between each combination of two themes (Brassard and Ritter, 1994). An outgoing arrow from a theme is an indication of a stronger cause or influence on the relevant themes (Brassard and Ritter, 1994). Once this process is complete, the number of outgoing and incoming arrows should be counted (Brassard and Ritter, 1994). A theme with a large number of outgoing arrows identifies that the theme is a root cause or driver (Brassard and Ritter, 1994). A large number of incoming arrows identifies that the theme is a key outcome. Thus this process alerts researchers to the drivers of themes, and hence the area necessary to make changes to; and the outcomes alert researchers to the goal that can be achieved through making changes to the driver (Brassard and Ritter, 1994). The drivers and outcomes were used as a basis for establishing the grounded theory regarding the factors that influence the decisions business leaders make.
The approach used for identifying patterns is referred to as the grounded theory approach (Borgatti, 2008). The purpose of the grounded theory approach is to “begin with the data and use them to develop a theory” (Leedy and Ormrod, 2005:140). Grounded is termed as such because it refers to the idea that a theory emerges from the study that is 'grounded' in the data that has been collected, as opposed to a theory emerging from the relevant literature (Leedy and Ormrod, 2005). According to Creswell (2002, in Leedy and Ormrod, 2005) grounded theories are useful when current theories are inadequate. Creswell (2002, in Leedy and Ormrod, 2005) further states that grounded theory is a process whereby people's actions and interactions relate to a specific topic, with the purpose of developing a theory about the process. The only restriction to grounded theory is that the data must reflect the experiences of the people studied for the research (Charmaz, 2002; Strauss and Corbin, 1994 in Leedy and Ormrod, 2005). The theory develops during the research process, and is the product of continuous interplay between data collection and analysis to formulate a theory where there is little knowledge or to provide a new angle on existing knowledge (Goulding, 1998).

Figure 2 – The methodology steps followed
5 Results

The results of the research based on the analysis conducted by the researcher using the methodology discussed above will be explained below.

5.1 Letting Go

The researcher explored 5 sub-codes as identified by Ortmann (2007) into the choice dimension named letting go. The 5 sub-codes explored by the researcher into the choice dimension named letting go are: inclusion of others, empowerment, life balance, importance of trust and importance of honesty.

5.1.1 Content analysis using open coding

The content analysis using an open coding process revealed that of the 180 respondents, 119 discussed matters pertaining to letting go. Of these 43 (36%) discussed matters pertaining to inclusion of others, 25 (21%) discussed matters pertaining to empowerment, 22 (18%) discussed matters pertaining to life balance, 18 (15%) discussed matters pertaining to importance of trust, and 11 (9%) discussed matters pertaining to importance of honesty. A summary of the frequency count for letting go can be viewed in the graph below.

Figure 3 – Frequency count: Letting go
5.1.2 Axial coding using conditional relationship guide

The axial coding was conducted by the researcher using a conditional relationship guide. The total conditional relationship guide for this report was 150 pages long, and hence due to the constraints of the research report, extracts for each sub-code have been tabled in this section showing one example per theme identified for each sub-code.

5.1.2.1 Inclusion of others

The axial coding process, using a conditional relationship guide, revealed that the factors that influenced business leaders’ choices related to inclusion of others were collaboration, inclusivity, and tolerance for mistakes. An example of the axial coding process using a conditional relationship guide for inclusion of others is tabled below.

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration</strong></td>
<td>When making business decisions</td>
<td>In work situations</td>
<td>Because the individual feels the management team form part of the leadership of the organisation and his team is the best source of information</td>
<td>By consulting his management team before making a decision</td>
<td>Individual avoids making costly decisions due to incomplete information</td>
</tr>
<tr>
<td><strong>Inclusivity</strong></td>
<td>When making business decisions</td>
<td>In work situations</td>
<td>Because the individual believes if all employees are not confident to speak up due to the dominance of others, the same people will voice their views each time and this will lead to half a best answer</td>
<td>By creating a culture where all employees feel confident to voice their views</td>
<td>Individual gets the answers from people he least expects and is able to make the right decisions by enabling teamwork</td>
</tr>
<tr>
<td><strong>Tolerance for mistakes</strong></td>
<td>When leading people</td>
<td>In work situations</td>
<td>Because the individual believes an environment where mistakes are not tolerated leads to fear and this is counter-productive</td>
<td>By allowing employees to make mistakes while ensuring they are aware that the same mistake made twice is unacceptable</td>
<td>Employees are able to learn from their mistakes and are motivated not to be complacent about mistakes</td>
</tr>
</tbody>
</table>

5.1.2.2 Empowerment

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to empowerment were accountability, incentivising, responsibility, outcomes driven and hierarchy. An example of the axial coding process using a conditional relationship guide for empowerment is tabled below.
### Table 6 – Extract Conditional Relationship Guide: Empowerment

<table>
<thead>
<tr>
<th>Empowerment</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>When managing people</td>
<td>In work situations</td>
<td>Because employees will not perform well or stay long with the organisation if they are controlled</td>
<td>By delegating responsibility to employees and giving them authority to make decisions but holding them accountable</td>
<td>Employees are motivated and perform well</td>
<td></td>
</tr>
<tr>
<td>Incentivising</td>
<td>When managing people</td>
<td>In work situations</td>
<td>Because individual believes this drives his managers to run the branches well on their own as they are tied into the business</td>
<td>By giving each branch manager profit shares</td>
<td>Individual is free to concentrate on the strategic side of the business without worrying about the operational side of the business</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>When managing people</td>
<td>In work situations</td>
<td>Because individual realised he is paid to strategise and grow the company, not perform routine tasks</td>
<td>By delegating administrative and operational tasks to employees</td>
<td>Individual is free to strategise for the future of the company as they are barely coping with existing business and have put new business developments on hold</td>
<td></td>
</tr>
<tr>
<td>Outcomes driven</td>
<td>When managing people</td>
<td>In work situations</td>
<td>Because individual believes if he provides all the answers he is not teaching the team how to lead</td>
<td>By instructing the team to find their own solutions to problems and allowing the team to make mistakes in order to learn from them</td>
<td>The team learns how to think for themselves and this enhances their management skills, which benefits the organisation long-term</td>
<td></td>
</tr>
<tr>
<td>Hierarchy</td>
<td>When managing people</td>
<td>In work situations</td>
<td>Because individual believes the primary goal of organisations is to deliver returns to shareholders that are better than the returns of competitors and not to be a university</td>
<td>By not allowing the decision making to flow down the channel of employees as the organisation has a proven model that works</td>
<td>Employees are not empowered to make decisions</td>
<td></td>
</tr>
</tbody>
</table>

#### 5.1.2.3 Life balance

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to life balance were workaholism, relaxation, contentment, success and flexibility. An example of the axial coding process using a conditional relationship guide for life balance is tabled below.
### Table 7 – Extract of Conditional Relationship Guide: Life balance

<table>
<thead>
<tr>
<th>Life balance</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workaholism</td>
<td>When</td>
<td>Choosing his</td>
<td>In work</td>
<td>Because the individual</td>
<td>Being the first to arrive at work and the last to leave</td>
<td>The individual imposes inflexibility upon himself due to his perceptions of what leadership demands and thus his life balance suffers</td>
</tr>
<tr>
<td></td>
<td>hours</td>
<td>working hours</td>
<td>situations</td>
<td>believes as a leader he needs to set an example</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxation</td>
<td>When</td>
<td>Managing an</td>
<td>In work</td>
<td>Because the individual believes</td>
<td>Having an active sporting and social life and forcing himself to take regular breaks to travel</td>
<td>The individual is able to clear his mind, enjoys his job and lives a sustainable life</td>
</tr>
<tr>
<td></td>
<td>hours</td>
<td>organisation</td>
<td>situations</td>
<td>that balance is vital to long term mental and physical health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contentment</td>
<td>When</td>
<td>Choosing his</td>
<td>In work</td>
<td>Because the individual believes</td>
<td>Walking his dogs everyday no matter what time he arrives home; and by working until midnight if necessary during the week but refusing under any circumstances to work weekends</td>
<td>The individual manages his stress levels so that he can enjoy his job and his life</td>
</tr>
<tr>
<td></td>
<td>hours</td>
<td>working hours</td>
<td>situations</td>
<td>that achieving balance is a conscious choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td>When</td>
<td>Making career</td>
<td>In work</td>
<td>Because these were the hours</td>
<td>Working 16 hour days</td>
<td>The individual got divorced at age 30, only 2 years after starting to work long hours and realised that he needed to set boundaries as a healthy personal life results in good work results</td>
</tr>
<tr>
<td></td>
<td>choices</td>
<td>choices</td>
<td>situations</td>
<td>expected of the individual in order to get ahead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>When</td>
<td>Choosing his</td>
<td>In work</td>
<td>Because the individual believes</td>
<td>Exercising every morning, playing golf and taking 3 vacations a year and only putting in 12 hours a day when something happens at work that requires it</td>
<td>The individual does not work 12 hour days consistently as he believes that doing this for 20 years is not sustainable and it kills creativity and vision</td>
</tr>
<tr>
<td></td>
<td>hours</td>
<td>working hours</td>
<td>situations</td>
<td>that people who are constantly working either do not manage their personal time properly or do not delegate enough</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.1.2.4 Importance of trust

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to the *importance of trust* were *participative management style, bad experiences, control, suspicion and competition*. An example of the axial coding process using a conditional relationship guide for *importance of trust* is tabled below.
Table 8 – Extract of Conditional Relationship Guide: Importance of trust

<table>
<thead>
<tr>
<th>Importance of trust</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participative management style</td>
<td>When leading people</td>
<td>In work situations</td>
<td>Because the individual believes that without delegation an organisation will not grow</td>
<td>By trusting employees when delegating and giving them a chance to make mistakes and learn</td>
<td>The individual grows a second tier and lower tier delegate of employees and thereby grows the organisation</td>
<td></td>
</tr>
<tr>
<td>Bad experiences</td>
<td>When leading people</td>
<td>In work situations</td>
<td>Because the individual has had repeated bad experiences of being disappointed when delegating which did damage to his leadership reputation</td>
<td>By being inherently mistrusting of people's ability to deliver</td>
<td>The individual only trusts employees once they have repeatedly demonstrated the ability to deliver</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>When leading people</td>
<td>In work situations</td>
<td>Because there are too many deliverables for the individual to manage on his own</td>
<td>By delegating tasks when he has no option</td>
<td>The individual wastes his time delegating as he double checks that tasks are carried out properly</td>
<td></td>
</tr>
<tr>
<td>Suspicion</td>
<td>When leading people</td>
<td>In work situations</td>
<td>Because office politics is entrenched in the company culture</td>
<td>By questioning the ulterior motives of people when they offer to assist with tasks</td>
<td>The individual is very selective when trusting subordinates</td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td>When receiving suggestions</td>
<td>In work situations</td>
<td>Because the individual believes that colleagues have ulterior motives when offering alternate solutions as they have aspirations to climb the corporate ladder, and therefore the solutions offered are not appropriate or worthwhile</td>
<td>By having colleagues that offer solutions in order to show their knowledge and trying to prove that they are adding value</td>
<td>The individual does not trust his colleagues to provide solutions due to the competitive nature of corporate life</td>
<td></td>
</tr>
</tbody>
</table>

5.1.2.5 Importance of honesty

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to the importance of honesty were integrity and candidness. An example of the axial coding process using a conditional relationship guide for importance of honesty is tabled below.

Table 9 – Extract of Conditional Relationship Guide: Importance of honesty

<table>
<thead>
<tr>
<th>Importance of honesty</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>When dealing with unethical people</td>
<td>In work situations</td>
<td>Because the individual does not like dishonest people</td>
<td>By refusing bribes and sticking to the organisational policy</td>
<td>Individual adheres to what he believes in, which is being honest and doing things the right way</td>
<td></td>
</tr>
<tr>
<td>Candidness</td>
<td>When leading people</td>
<td>In work situations</td>
<td>Because individual believes when leading others one must do unto them as you would have done unto you</td>
<td>By being fair and not pretending things are better than they are by not softening the blow</td>
<td>Individual fulfils his role of coaching people to be future leaders</td>
<td></td>
</tr>
</tbody>
</table>
5.1.3 Analysis of interviews and findings

The 5 sub-codes for the choice dimension named *letting go* were chosen based on the availability of literature for each particular sub-code. While the researcher was able to find literature related to the sub-codes for *letting go* she explored, namely, *inclusion of others, empowerment, life balance, importance of trust,* and *importance of honesty,* of the literature that the researcher reviewed, there was a lack of information as to what factors influence the choices business leaders make based on these sub-codes. Based on the analysis of the interviews the researcher attempted to construct a theory as to the factors that influence the choices that business leaders make within each sub-code for *letting go.* These results will be discussed below.

5.1.3.1 Inclusion of others

The core themes that emerged from the sub-code entitled *inclusion of others* identified through analysis of the interviews by the researcher were: *collaboration, inclusivity and tolerance for mistakes.*

*Collaboration* emerged as a theme because respondents involved their teams in assisting them in making decisions, and in analysing previous mistakes as learning exercises.

“From a leadership perspective for me, personally it’s something that I’ve utilized over the years to understand that I’m not a super person who has all the answers. The answers are found around other people and the best thing is to work with people who complement each other. Because it also helps you with confidence and you add value on those things you know and you are also open to say to people on the other aspects I’m not an expert but I’ll try my best. Then the other people start respecting you for what you know but also for your honesty in that you don’t really have all the answers.”

“I always listen to my employee’s point of view as well as that of senior colleagues when a problem is being sorted out. The advantage of course being that one often comes across an idea or notion that had slipped one’s mind previously. Working with other people is important in my line of work and this teamwork demands input from everyone as one can fall into the trap of relying on one’s own opinions too much when searching for solutions.”
Inclusivity emerged as a category because respondents felt that as leaders they needed to build a strong team around them who had complementary skills in order to get the best results as it was not possible for a leader to be all knowledgeable.

“I used to think that as manager or leader I’ve got to have all the answers and that puts huge pressure on one. It brings out the latent fear which I think is in every man which is: ‘Have I got what it takes when the crisis comes, and with it an awful lingering feeling of ‘will I be enough?’ What I’ve discovered is that I really need to build a team around me because my giftings are not enough and I need to get input from others.”

“Well I think it’s healthy to have staff that are experts in their field. As a leader you are not in a position really to carry the knowledge, you can’t expect to be the technical boffin in all fields across the board, so I don’t think that represents an issue. One needs to value the knowledge that that person holds, and make sure that you use that knowledge appropriately and listen to what that person has to say. As long it is all in a constructive sense. Rather than possibly sidelining that person because you feel threatened. You need to look at the bigger picture and they are all contributing to a goal.”

Tolerance for mistakes emerged as a category because respondents felt that it was necessary for teams and individuals to make mistakes in order for the team to grow and in light of that knowledge, they could not react badly to mistakes.

“But I am generally not too harsh on guys making mistakes. The last thing you want is people losing their initiative and if they have fear in their working environment, then they tend to not make decisions because it is. Its better not to make a decision then not to make a mistake - If people are so scared of making mistakes, if the consequences are so severe that they don’t make decisions. I have seen that in organisations. Negative reinforcement is never reinforcement.”

“If you take risks that means sometimes you’re going to get it wrong and if you haven’t got people prepared to take risks you are not going to move ahead and succeed. And you can’t encourage people to take risks and then criticize them for getting it wrong and the same to a certain extent is involved in mistakes. And it depends what the mistake has arisen of a
result of, if it’s a genuine mistake, that’s one thing. But if its, particularly if somebody’s been dishonest or less than forthright in the way they have gone about something and that should be criticized, but I think that allowing people to recover from mistakes and recognize it. People are allowed to make mistakes, everybody makes mistakes, don’t try to hide it.”

The result of business leaders’ subscribing to the policy of inclusion of others is that respondents felt that this was the best method for gaining buy-in from employees, that innovation and creativity was inspired, and that good decisions were made due to fostering an environment of teamwork.

“That’s what leadership means, it’s not to make the decisions, it’s to create the right place for a decision for people to come on and to create a culture that people confidently speak out, because if people aren’t confident to speak out, you always have the same people speaking and you get a half version of the best answer, because the best answer normally comes from a place you didn’t think. For someone is sitting there quietly and you’ve got to ask them, say what do you think, because they think a lot, because they’ve been thinking the whole day because they don’t talk and the other guys are talking and they can’t think, so you’ve got to create that environment where if it is a lot of noise, you stop the noise and create an environment where you get everyone to express their view and you get the right decision from that, so the decision doesn’t come from me, its comes from leading, by enabling teamwork.”

“I’m very much a team player and have a consultative approach and it's scary showing one's vulnerability, because sometimes maybe it's perceived potentially as a sign of weakness and especially when you hold a leadership position, you know, perceptions are quite important. Fortunately, I think it's something, maybe even growing up, it's something I haven't been afraid to necessarily show, is if I don't know something, I'm happy to say, ‘I don't know’ and ask a question and I think, so the need to control or dominate others, I think, you know, that's operating from a level of fear and control and I don't think it gets the best out of people. You stifle innovation and creative thinking if you do that. So one has to create an environment of free thinking.”

“I will just talk to the team and I will share the problem. I will just sit in the boardroom somewhere and say ‘Guys I have a problem.’ I will ask them ‘how do you think we can to resolve the situation?’ What do you think? And then I will listen to what they think, they
come up with a plan, they come up with a scenario. They come up with a solution that is like a collective vision. Who better to implement the solution than the people who sat around the table and came up with it. Thank you so much, go and sort the issue out. Get it done, get it back on course. These are the guys that gave the input and now they have to go and implement. You have shared with them. They have provided the input, they are happy with the solution. They have got buy in, they have bought into the solution because they have provided it.’

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within inclusion of others were inter-related. This process involved discovering what the main drivers, links and outcomes were for the inclusion of others. The researcher established that inclusivity was the main driver of inclusion of others, the link was tolerance for mistakes and the outcome was collaboration. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that inclusivity was the core influence on business leaders’ decisions regarding inclusion of others. The interrelationship diagraph for inclusion of others is shown below.

Figure 4 – Interrelationship diagraph: Inclusion of others
5.1.3.2 Empowerment

The main themes that emerged from the analysis of the interviews that the researcher conducted into the sub-code entitled empowerment were: accountability, incentivising, responsibility, outcomes driven and hierarchy.

Accountability emerged as a category because respondents believed in delegating to employees and empowering them to make decisions, while simultaneously holding them accountable.

“You know, in the first place, you have to delegate to people and you have to be fair in your delegation. You have to actually balance the responsibility with the authority that you give an individual. I like to call it, “Accountability” that you create within the specific position and where you trust the individuals to make the decisions necessary to actually take the responsibility that you've given them and that is very empowering. If you give him more responsibility and more accountability and if you allow him to take the decisions that is necessary to do it, then you're empower him and you motivate him. It's a huge motivational factor and then you get people to perform, then you get people to stand up and to be (accountable).”

“I specifically make everyone responsible and accountable for their own decisions, so you give them freedom, people are free to become who they can be, but the flipside of that is accountability. You can’t have freedom and not be accountable. You either have a hierarchical with an autocrat, in which there is no freedom to do anything, there’s also no accountability and that breeds a certain type of organisation and certain types of individuals go there. I’ve tried to breed a organisation of self manageable people because there is no hierarchy. With that comes a lot of freedom to express themselves, but they have to be accountable, so you can’t be unaccountable with freedom because there is no balance there.”

Incentivising emerged as a category because respondents felt that getting employees buy-in was important to the success of the business and that could be achieved either through profit sharing options or other incentives.
“I feel that maybe it’s a way that our business is set up in that my branches are managed by people who are tied into the business through profit share and they are very much driven and motivated to run the business by themselves. I must admit the biggest learning curve for me was learning how to empower people to do the functions that the business needs. The fact that I’m now quite free to, for instance this morning, spend the whole morning at home working and not worry about the operation side of the business has been a process that has evolved over the last couple of years.”

“The best run businesses are those run by professional managers who are either owners or who are incentivised to act like owners. Also, in the long term, if you don’t allow the decision-making in the business to be decentralized, you effectively divorce the business from its people and you actually disincentivise your workforce to treat the business as if it is their own.”

Responsibility emerged as a category because respondents felt that as leaders of organisations they were required to spend their time strategising for future growth of the organisation and, therefore, they needed to empower their employees to make decisions. Additionally, respondents felt that although they believed in empowering employees, ultimately as leaders of the organisations they were still responsible for the results and would thus need to keep abreast of the situation at hand.

“I try and give away as much as possible of my daily tasks and routine. I believe a manager and a leader are paid to think. He is not paid to write reports, I mean obviously middle management is paid to write reports and reports on what they are doing, but with top management you are paid to think and paid to strategise, not fill your day up by doing Excel spreadsheets, that’s not what you’re there for. When people come to me and offer to do stuff as far as possible, I let them do it. I let them do whatever they want to do. The more time I can have to strategize, the more time I can think about what is important, so I’ve got absolutely no problem with empowering, I’ve got absolutely no problem in handing over tasks and responsibility.”

“Some people want all the empowerment but they don’t want to take all the responsibility that goes with that. It’s meeting people’s expectations along that way because people will say, ‘don’t you trust me, now you’re asking me this question?’ People forget that there are
still control mechanisms in place and that as a manager you have a right to question and some people interpret that as saying ‘well now you’re not empowering me because you ask for explanations’ and things like that. So there is that. I think the greatest thing is a real expectation of people and how they interpret what empowerment means. So people then say, ‘well I want to make my own decisions’ whereas I think, as a manager and a leader you always want people to make decisions in the context of the overall business. It has to be within the boundaries of the vision that we are trying to create or the objectives we are trying to achieve.’”

Outcomes driven emerged as a category because respondents felt that they were very comfortable with delegating as the result of the task delegated was what counted, not the process followed in achieving that result.

“I am not a very hands on kind of manager. I think you get some people who are into micro-management who would want to know every detail of everything that you are doing, which for me is very counterproductive. It means that you might as well do the work yourself. I am more of a manager that would empower my people to do the work in whichever way they want to do it. I am more into results whichever way they do it, which means that I do give them a lot of freedom. I try to give as big a picture as I can about what it is that I want and why it is that that piece is important and where it fits in the bigger picture.”

“You need to be able to have the art of delegation and to me that creates empowerment among people because you respect them and trust them and you enable to make them do things on your behalf in order to achieve a common goal. But I think coupled with that it is important for people to know what is expected of them, so if you are going to delegate to someone, there needs to be a proper understanding of what those expectations are in terms of what the outcome needs to be in terms of the result. So I think it's important that the person understands what his or her objectives are, what is expected and what an acceptable outcome is. So all I do is, I will set them an output. This is what I want. I would like to understand the following trends and it needs to be on my desk every week on that date. How they get there is what you let go, you trust the people that they will get it to you. Once, it gets to you, you look at it you analyse it and you ask where did the info come from how did you derive it, is it the most accurate you can get, but you manage on the output you don’t control the input. And it happens regularly, otherwise you would simply die. If you try to
manage inputs as well as outputs you will never have the capacity to grow, and/or take on new challenges."

Hierarchy emerged as a category because the respondent felt that there were many reasons why employees were not entrusted with decision-making, and that achieving competitive advantage was of priority, and hence entrusted to those appointed as decision-makers as they had proved their capabilities.

“Inexperience, timeframe restraints and paralysis in terms of fear of failure. Business’ primary goal, unfortunately, is not to be a university. Our primary goal is to stay ahead of our industry by delivering returns on capital employed that are better than the rest of our industry and, most importantly, better than those of our best competitors. Thus, if we have a model that works, we don’t allow the decision-making to flow too far down the channel because at that stage the decision has already been proven.”

The result of empowering employees was that respondents felt that they were creating the means to grow the organisation, and they were creating successors for the future of the organisation because they believed that ultimately all employees aspired to some form of recognition.

“The organisations that are very tightly controlled or where delegation is poor usually don’t grow as fast. The growth doesn’t come from the leader per se, but actually from the people who have the authority to make things happen.”

“Get the right people for the right job and put them in place and say ‘okay, right this is your responsibility’ and let them carry the responsibility because most people want some level of responsibility because with it comes recognition, award and fulfilment. My job and my abilities really is to keep focus on the creating of dreams and there is a need to make things happen and part of my job is realising the dreams and making sure that the right people is placed and doing what they need to do to make those dreams a reality.”

“You can’t expect to run a business and do everything you self and take all the decisions yourself and give no one else responsibility, you talk about succession- you can’t expect somebody else to suddenly take over from you when they haven’t had any experience in actually making decisions. Nobody is going to be around forever and nobody doesn’t get
sick, everybody needs to go off and do courses or do something and if nobody else can take decisions then nobody else can take responsibility and nobody else can take risks. Then you are absolutely stuck in your business all the time. There is no way, I don’t believe, that one person can have all the answers; I mean it’s naïve to believe that one person can have all the answers. If people are scared to give and to think and to breath in your company they are not going to give you their ideas because they will be scared you’ll belittle them or you won’t take them seriously. That means everything comes from you, that’s very thin. You know you are not going to get a full rich compliment for your company because you just have your own brainpower and nobody else’s so absolutely I believe in sharing responsibility.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within empowerment are inter-related. This process involved discovering what the main drivers, links and outcomes were for empowerment. The researcher established that incentivising and accountability were the main drivers of empowerment, the link was hierarchy and the outcomes were responsibility and outcomes driven. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that incentivising and accountability were the core influences on business leaders’ decisions regarding empowerment. The interrelationship diagraph for empowerment is shown below.
5.1.3.3 Life balance

The main themes that emerged under the sub-code entitled life balance were flexibility, relaxation, contentment, workaholism and success.

Flexibility emerged as a theme because respondents felt that flexibility was a key factor in enabling a balanced life.

“So for me personally, what has been the most amazing thing is that they allowed me to work three days a week. So it is perfect because I moved to South Africa because I do live on a beautiful farm. So you are looking out on these most amazing Groot Drakenstein Mountains, you’re sitting under the Simonsberg, you get up in the morning and it is absolutely magical. The point is three long days but for two days to wake up there. And then I run four little guest cottages and I have a small staff but I just monitor the bookings and so on. It’s a wonderful balance. And so that when my kids were younger, and at school and university, it was, you were able to spend time with them. I’ve written myself a deal
with a hundred and fifty days where I can work any days, so that if I wanted to go through the month of November working Tuesdays and then take the rest of the week off, and work four days the next week so that you could do that and have that time. So for me the balance has been to live in a beautiful spot, work intensely but for shorter hours, part time, half time whatever you want to call it and really, really take time to be on the road. We’ve travelled almost all over the world, we’ve just been very, very lucky. I mean it’s an incredible.”

“I don’t have an issue with work life balance. I take three vacations a year, I play golf, and I exercise in the mornings. If I feel like it I come to the office at nine in the morning if I decide to go for a walk or a run. I can be here at 7:30, I am not regimented and I quit working, or I stop doing things that require thinking or a fresh mind if my mind is not fresh. Like if there is an important paper to read, or a reply to give, or something to think about seriously I will do it in the first two hours of the morning, not so much in the afternoon. And I would just leave that piece of paper till the next morning so that’s how I handle it. To me people who say they don’t have time and they’re constantly working either don’t manage their personal time properly or they don’t delegate. Obviously there are times when you have to put in twelve hour days but they are, they’re not very frequent.”

Relaxation emerged as a category because respondents felt that it was important to adopt a form of relaxation outside of work in order to manage stress and refresh oneself.

“I have a whole life of art, culture, music, I sit on the board of orchestras, jazz, I love theatre, I love opera, I love art, and I love smoking cigars, and drinking wine, and those friends are different than business. And that’s the secret. That’s the secret. If you only have business, you will die. So you’ve got to balance it.”

“I don’t know whether it is something that I’ve just always been able to do, but I manage to switch it off quite well. I believe that you have to lead a very varied life. Work is not the be all and end all, and I I try to, as far as possible, completely divorce work from other things that I do. I’m very involved in sport, I have a very active social life wherever possible and I believe that that balance is vital to long term mental and physical health for you as an individual. I also believe in forcing regular breaks. I took three holidays last year and enjoyed the travelling.”
Contentment emerged as a category because respondents felt that enjoying life was more important than earning large amounts of money or achieving exceptional success and thus were prepared to sacrifice these things in order to lead a life of contentment.

“They say that when you die, the people from work are not going to be there to look in you coffin, you know, it’s your family that’s going to be there. You have to, you know those are the people you live for, as I said earlier, you know you want to work for these people and for life outside of work, not so that you live outside so that you can come to work.”

“The day I decided that I don’t want to become a CEO was a liberating one. I am not willing to make the sacrifices in terms of time and stress that most likely have to be made to become a chief executive. Striving for a specific future is important, and I will continue to take strategic steps in my career, but not at every cost. Also, I believe that the here and now is just as important as the future. You cannot only dream about all the things you want to do once you are retired. Your life is now. Doing the things you love and being with the people you love is what makes it all worthwhile.”

Workaholism emerged as a category because respondents discussed feeling guilty unless they were working long hours and consequently, their life balance suffered.

“Because I am now the boss people expect more of me and maybe it is that I expect more of me, but I try get there as early as I can in the morning so that the people will see me when they walk in the door and nine times out of ten I will be the last to walk out of here. Now that is just me personally and I don’t think people expect that of me but that is just I find my seat here and people need a leader that they can rely and counsel to. So that obviously impacts on my family life. I am actually imposing this inflexibility on myself, mainly because of the role I am in.”

“At the age of 53 years old I’ve even had to seek therapy in that I had lost, or I never had right from the word go, never had the balance between my own needs, my family needs and that of my work and my workers. My work was more important than my family needs, and I think that was one of the reasons, was because I had become a bachelor, I was a bachelor till the age of 45 years old, so my life was my workers, so I had to reevaluate and
say ‘well hang on a minute, it’s not just my workers there’s a personal side to it’, and therefore I’ve been in therapy for a long time to get a correct balance in life.”

“It’s the biggest issue in my life. And it’s my stuff. I feel that unless I work 12 hours I haven’t worked enough and people will ask if I’m doing a good job. I constantly think people are going to wake up and realize I’m just a fake. So no matter how many times they tell me I’m doing a good job I keep on working the hours. And I resent being the only one there, when my team has left at night and I’m still working. But it’s my stuff, it’s my issue. And I have to stop doing it.”

Success emerged as a category because respondents felt that long hours were required in order to achieve career success.

“When I was younger I worked 16 hours a day as that is what was expected if you wanted to get ahead. The result was that I got divorced when I was 30, this was only 2 years after I started working long hours. A healthy personal life results in good work results.”

“However, there is the constant dilemma of work-life balance, where I have my own values too. I do not wish to eat at the office every day, and work every Saturday or Sunday, and not see my partner and friends. This is my greatest dilemma currently, and I notice that sometimes I cross my own borders here. I know it when I do it, and at that moment I feel very bad about it, but I cannot let my colleagues down and have to accept that I chose to work for one of the best law-firms in our country and that those working hours “go with the job”. However, I struggle and sometimes cross my borders.”

“I sometimes feel that the pressure and focus on shareholder and shareholder value is over exaggerated in our company. Consequently today my personal life and work life are not in balance. I get to spend too little time with my family.”

The end result for all respondents was that they felt that life balance was a necessity in life and was not worth the trade-off for anything, whether they had learnt this lesson through experience or had made a conscious decision early in their careers not to sacrifice life balance, and whether or not they had gotten to the point where they would forfeit success and financial gain in order to achieve life balance.
"That is why everybody says my goal for this year is to achieve balance, and that is because there is a choice. You choose to get stuck in and stay in a work minded frame and you choose to get to Friday and go ‘you know what I am switching it off’. I mean I get very grumpy, very grumpy when I have to work the weekend, I don’t mind working up to midnight, two o’clock in the morning if I have to in the week. But I refuse to work on the weekend, because that is my choice, that is my how I manage my stress levels, my weekends are mine, it is when I have my life and I will be damned if the office or my clients or anyone will intrude on that. You have to make that choice."

“When I had a car accident that almost left me paralysed, I started devoting more time to looking after myself and appreciating the challenges that life offered. Thereafter, I never missed my daughter’s school function or a chance to spend time with loved ones. Life is far too short. I have decided to move from the notion that I am married to my job. I now create time to go to the gym, church and family functions. I believe we choose how to model our careers and the certainly doesn’t force you to be who you do not want to be.”

“I don’t think people can work ten, twelve hours a day, constantly for twenty years. Just physically I don’t think its sustainable, it’s not good for your health and I think it perhaps kills creativity or visualisation, because you’re so busy all the time.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within life balance were inter-related. This process involved discovering what the main drivers, links and outcomes were for life balance. The researcher established that flexibility was the main driver of life balance, the links were workaholism, success and relaxation and the outcome was contentment. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that flexibility was the core influence on business leaders’ decisions regarding life balance. The interrelationship diagraph for life balance is shown below.
5.1.2.4 **Importance of trust**

The core themes that emerged from the analysis of the interviews that the researcher conducted into the sub-code entitled *importance of trust* were: *participative management style, bad experiences, control, suspicion* and *competition*.

*Participative management style* emerged as a theme because respondents discussed the necessity for delegations and thus the necessity for trust due to micro-management being destructive, and due to the need to grow new leaders for the organisation.

“As a manager, what I have forced myself to do, is to learn how to delegate and then how to trust, and learn how to let go and let other people know that I’m giving them responsibility and that I’m placing trust in them and that’s an enormously difficult thing to learn as a manager. There are many managers that I work with who are awesomely bad at it and they micromanage as a result. And that is possibly one of the most destructive things that I have..."
ever seen as a managerial style is micromanagement. You have to learn to let go, you have
to place trust in people and the amazing thing is when you do that, nine times out of ten,
people will step up to the plate and will supply you with what they can do and will do.”

“I believe it is called Participative Management and the only way you can grow an
organisation is by growing a second tier or lower tier delegate. There is only so much one
person can do and without delegation you end up a one man band and your growth is very
limited. Plus people don’t like it if employees don’t like it, you must trust people, give then
an opportunity to grow, make mistakes – learn.”

Bad experiences emerged as a category because respondents had difficulty trusting subordinates
due to past experiences which had left respondents accountable for mistakes.

“If it was somebody, a subordinate to me, in honesty I am less trusting of them even if they
have done nothing wrong. It’s that I feel that they have to demonstrate to me on a repeated
fashion that they can actually deliver. I am probably inherently distrusting of someone’s
ability to get things right, I don’t know if it’s a personality trait. I tend to be control freak
and want to do it then myself but its because I might have had repeated bad experiences,
leaving the job to someone else and them letting me down and your name gets dragged
through.”

“I mean you learn. I am never going to let another contentious report go through my hands
without checking each and every single annexure.”

“So in an environment where you have to be accountable for something you tend not to
delegate. Particularly if it goes wrong you’re still accountable even though you didn’t do it.
So I suffer from that often. I think I have had too many negative experiences particularly
here, where people say “yes” they’ll do it and it never gets done. Yet you then take
responsibility for the way it’s gone wrong.”

Control emerged as a category because respondents discussed having a higher propensity to control
and were thus only comfortable empowering employees once respondents had determined
employees’ competency levels.
“Most people in senior positions are there because they are driven and have a higher propensity to control. However there is the complexity and breadth of the task at hand, and you are dependent on other people and you have to learn to trust. I am fairly comfortable to delegate and then to rely on people, of course people would have to prove themselves to you, and you make judgment calls on who you trust and with what to trust. In a large corporation you are forced to rely on a lot of other people. Having said that, the only caveat is that I believe that delegation does not mean abdication. So despite the fact that you delegate, one has to ensure that the staff deliver on the appropriate standards that is required and that is acceptable and expected.”

“Delegation has not always been easy for me because like a lot of people who are leaders, I am a control freak. And it’s not easy for me to delegate, but once I have determined the competencies of someone then I delegate completely. But once someone has proven to me that they will – you see I think you can delegate but you have got to make sure that the person you delegate to can do what you are asking them to do and will do it reliably.”

Suspicion emerged as a category because respondents discussed their concern that those offering assistance with tasks had ulterior motives.

“I think politics here is a little more entrenched than it was at my previous company. For instance, I think that when somebody here comes and asks if they can help you with something, there are certain people where I will think ‘What is the ulterior motive here?’”

“My second in charge often encourages me to take the day off to sort out personal matters, and I am always immediately suspicious, so I stay at the office, or I call my mom to come ‘say hi’ and then I leave her there while I go out. I never leave the office when an employee suggests I should. No matter how good their intentions may be, I am always suspicious. This is because I have been burnt by employees, I guess, so now I don’t take chances. It just leaves less room for complications that might arise.”

Competition emerged as a category because respondents felt that the competitive nature of corporate life bred mistrust as colleagues were competing with one another, and thus often put their own advancement above that of the best course of action for the organisation.
“Half the time peers, I believe, want to show how clever they are. They’ve been asked to do something, so someone spent money and invested time and effort in getting them there to do a review so therefore they want to show how clever they are and half the time you end up with recommendations which are not really appropriate and actually are out of context and are not worthwhile.”

“I am a competitive person so my initial response is to try and compete with an alternative solution that is better rather than try to, you know, accept or build or see the value in it. So there is something about trust, something about competition and there is something about needing to understand rather than accept things. So if you are a person who takes things on face value and does not necessarily need to truly understand something to believe in it, and you are not competitive and you are very trusting then it would be easy, and you would just say, ooh that is a great idea. There are people who you know, the judgement is that you know there are people who are competitive and trying to secure a competitive advantage or undermine you, or whatever it is and take credit for things and at the end of the day it is very difficult if you believe that’s somebody motivation to still accept their idea if that is the right thing to do and that is where the real trick is.”

The result of the analysis of the sub-code entitled importance of trust was that respondents felt the best way of mitigating the risks they associated with mistrust was to trust, but simultaneously follow up and monitor.

“So you give trust first and you let go. But the most important part of letting go is make sure that regularly you have your checkpoints in place just to validate that things are on track. Doesn’t take a lot to say ‘you promised this by that date, are you on track?’ or ‘you said you would do this are we on track?’, and very quickly you get to understand who are the people that you can let a great deal more go to and who are the people that you have to keep in check. But trust first. My philosophy, trust’s good but checking’s better. You can do them simultaneously.”

“When you trust someone to do a job and you give them responsibility and then you’ve got to step back and watch them do it. It doesn’t mean that you can let your company burn. If you’ve given the responsibility, you have to monitor even if it’s from a distance. It can be
very irritating for employees because you have given them the responsibility but you still have to monitor. I think that’s the biggest lesson that I have learnt.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within importance of trust were inter-related. This process involved discovering what the main drivers, links and outcomes were for importance of trust. The researcher established that participative management style was the main driver of importance of trust, the links were bad experiences, competition and suspicion and the outcome was control. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that participative management style was the core influence on business leaders’ decisions regarding importance of trust. The interrelationship diagraph for importance of trust is shown below.

Figure 7 – Interrelationship diagraph: Importance of trust
5.1.3.5 Importance of honesty

The themes that emerged from the analysis of the interviews conducted into the sub-code entitled importance of honesty were integrity and candidness.

**Integrity** emerged as a category because respondents felt that integrity was the most important value of honesty, and of being a leader.

“I try to stick to what I believe in, I don’t like dishonest people and I don’t like to be bribed into doing things, because that is not the way I do things in my life. I believe in being honest and doing it the right way.”

“Honesty I think is important and not taking that which is not given to you. It’s the whole thing of stealing. There are lots and lots of ways that people steal from one another. Whether its physical stealing or whether it’s taking from someone else’s self esteem or taking someone else’s self respect, or humiliating people – putting people down which happens in institutions all time. I think a lot of people are driven by greed and they are driven by the need for power and in that quest a lot of damage can be done if not handled ethically.”

“I think personal integrity has to be the top of the pile, again not just for businesses but as human being living today whether it’s at work or play. And I think that it’s one of the things I don’t see, if I think it’s not there in business, that gets me riled and certainly in terms of my tolerance levels start to be stretched very quickly.”

**Candidness** emerged as a category because respondents felt that being straight-forward with others was an important part of honesty because the honest thing to do was to let people know where they stood.

“The minute you allow politics within an organisation, back-biting and that type of stuff, which is common and normal, you’ve got a problem, you’ve got a cultural problem. So what you have to do is say, ’listen, here talk the truth. If you don’t like the truth, tough, that’s what it is.’ And don’t play him against you. What you say to him, you say to him. Don’t you, none of that game. And if we have that, we say cheers. Because it’s a team, it’s
really a team.”

“What I find very important is that everybody knows what we are doing, why we are doing this, what our position is and open communication about it. When I have misjudged or missed something people have to feel free to speak up and put it on the table. You also have to be able to support the openness with each other. No secrets. Also the managers and employees between each other. You can only head for a direction if you know all the details.”

“But whether you’re dealing with people and they’re not performing, tell the truth, whether you’re dealing with customers, tell the truth, whether you’re dealing with the tax man, tell the truth. Whether you’re dealing with your family, tell the truth. Be it religious, be it political be it, the problem that we face as parents, the problems that we face as employers, the problem that we face as leaders, is we’re so bust trying to be nice and soften the blow that we’ve forgotten the phrase that you’ve got to be cruel to be kind a lot of the time. Because I think most people would like to know that their jobs are in jeopardy and have the time to do something about it and look for something else than to be told everything’s wonderful and then one day after the next you get called in and you get a letter which says you’re retrenched. The truth is everything.”

The result of the importance of honesty is that respondents felt that it was important for leaders to act with integrity in order to gain employees trust and buy-in, and to reflect honour by being truthful and candid.

“The primary principle is do unto others as you would wish them to do unto you. In terms of working with people and leading people, I think it is absolutely critical that you are fair, that you are honest, that you don’t try and I suppose what is the word I am looking for, soften the blow and sort of kind of pretend things are not as bad as they are.”

“If you are accountable for something, if you don’t intervene then were is the honour in that, where is the truth, where is doing what is right for the client?”

“People need to understand whom they are dealing with, somebody that they are dealing with who has integrity. And in fact, you know so, again, having values, having principles
and building up a personal sort of level of integrity where people actually begin to trust you. So even when they are uncomfortable with the kind of proposition that’s on the table, they are comfortable with the proposer, you know. And within the leadership kind of environment it’s very important, because you know very often you want to take people with you. Sometimes it’s the hard sell of the messenger, you know. But I think very often the messenger is also quite important and the integrity of the messenger sometimes is very critical and that’s part of leadership.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within importance of honesty were inter-related. This process involved discovering what the main drivers, links and outcomes were for importance of honesty. The researcher established that integrity was the main driver of importance of honesty and the outcome was candidness. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that integrity was the core influence on business leaders’ decisions regarding importance of honesty. The interrelationship diagraph for importance of honesty is shown below.

Figure 8 – Interrelationship diagraph: Importance of honesty
5.1.4 Conclusion to the choice dimension: Letting go

The researcher plotted the drivers and outcomes identified within each of the five sub-codes, namely inclusion of others, empowerment, life balance, importance of trust and importance of honesty pertaining to the choice dimension entitled letting go on an interrelationship diagraph in order to establish the cognitive factors that drove the ability of business leaders to let go when making decisions, and to establish which cognitive factors were enhanced through developing the ability to let go.

This process revealed that integrity, contentment, accountability, candidness, outcomes driven and incentivising were the main drivers and hence, cognitive factors, that influenced the ability of business leaders to let go. This process further revealed that control, collaboration and inclusivity were the primary outcomes resulting from the ability to let go. Thus the theory that emerged from the research pertaining to the choice dimension entitled letting go seemed to suggest that business leaders who were content, candid, outcomes driven, possessed integrity, were incentivised and were comfortable being held accountable were better equipped to let go. It can thus be inferred that business leaders who possessed these qualities were likely to manage employees using the same model, for example, by incentivising employees, holding employees accountable and thereby empowering employees, and instilling a company culture of being outcomes driven, having integrity, being candid and being content. This is because the drivers that enabled letting go are the very same drivers that led business managers to make decisions to include others, empower employees, allow the flexibility required to maintain life balance, trust employees and be honest with employees.

Furthermore, the theory that emerged from the research seemed to suggest that the ability to let go enabled business leaders to collaborate with others, and have an inclusivity approach which allowed them to feel in control. This infers that these same outcomes would foster a company culture of collaboration, inclusivity and of employees feeling in control.

Additionally, the theory that has emerged from the research seemed to suggest that business leaders seeking to enhance their ability to let go can focus on improving their levels of integrity, their
outcomes driven focus, their comfort with accountability, their candidness; their contentment levels, and their motivation due to being incentivised. According to what the theory suggests as it has emerged from the research, business leaders who enhance their ability to let go will feel comfortable with collaboration, inclusivity and will feel more in control. The interrelationship diagram for the choice dimension entitled *letting go* can be viewed below.

Figure 9 – Interrelationship diagram: Letting go
5.2 Patterned Awareness

The researcher explored 5 sub-codes as identified by Ortmann (2007) into the choice dimension named *patterned awareness*. The 5 sub-codes explored by the researcher into the choice dimension named *patterned awareness* were: *ability to analyse the self, awareness of choices, trusting the instincts, experience* and *hierarchy*.

5.2.1 Content analysis using open coding

The content analysis using an open coding process revealed that of the 180 respondents, 92 discussed matters pertaining to *patterned awareness*. Of these 49 (53%) discussed matters pertaining to *ability to analyse the self*, 14 (15%) discussed matters pertaining to *awareness of choices*, 11 (12%) discussed matters pertaining to *trusting the instincts*, 9 (10%) discussed matters pertaining to *experience*, and 9 (10%) discussed matters pertaining to *hierarchy*. A summary of the frequency count for *patterned awareness* can be viewed in the graph below.

![Patterned Awareness Frequency Count](image-url)
5.2.2 Axial coding using conditional relationship guide

The axial coding was conducted by the researcher using a conditional relationship guide. The total conditional relationship guide for this report was 150 pages long, and hence due to the constraints of the research report, extracts for each sub-code were tabled in this section showing one example per theme identified for each sub-code.

5.2.2.1 Ability to analyse the self

The axial coding process using a conditional relationship guide revealed that the factors that influenced the choices that business leaders make based on their ability to analyse the self were reflection, self-awareness, self-analysis, open mindedness, self control and personal development. An example of the axial coding process using a conditional relationship guide for ability to analyse the self is tabled below.

| Table 10 – Extract of Conditional Relationship Guide: Ability to analyse the self |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| **What**        | **When**        | **Where**       | **Why**         | **How**         | **Consequence**  |
| Reflection      | When making mistakes | In work situations | Because the individual wants to test his judgement ability | By working through the mistake himself | Individual finds where and at what point he went wrong & what he could have done differently at that stage |
| Self-Awareness  | When managing a team | In work situations | Because individual needs to be aware of when he is being a jerk, being unrealistic or being too critical | By understanding himself | Individual gets the best out of his team |
| Self-analysis   | When dealing with change & problems | In work situations | Because one cannot focus energy on someone or something else because you cannot change them/it | By looking inside & questioning how one can change | Individual focuses on the positive outcomes of very situation |
| Open mindedness | When observing phenomenal people | In all situations | Because individual wants to learn how to be a better person overall | By studying phenomenal people and learning from them | Individual improves himself |
| Personal development | When advancing career | In work situations | Because one needs to learn from various people | By having various mentors | Individual has had a successful career |
| Self-control    | When dealing with upsetting or fearful situations | In work situations | Because the principle thing to do when making decisions is to separate one's own feelings from the decision | By acknowledging the emotional feelings attached to the situation and expressing the felt emotion privately in order to put the emotion aside | Individual is able to make logical decisions without emotional influence |
5.2.2.2 Awareness of choices

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ awareness of choices were responsibility, making mistakes, and accepting circumstances. An example of the axial coding process using a conditional relationship guide for awareness of choices is tabled below.

Table 11 – Extract of Conditional Relationship Guide: Awareness of choices

<table>
<thead>
<tr>
<th>Awareness of choices</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>When</td>
<td>When making business choices</td>
<td>In his business</td>
<td>Because individual believes he is accountable for the success or failure of his business</td>
<td>By actively monitoring the results his business is achieving</td>
<td>Individual does not leave control of his business to external factors</td>
</tr>
<tr>
<td>Making mistakes</td>
<td>When</td>
<td>When making a career choice</td>
<td>In a work situation</td>
<td>Because the individual was not successful at her position and it cost her financially</td>
<td>By taking on a position that the individual did not have the professional ability to perform in</td>
<td>Individual became risk averse and learnt that before making choices the consequences and implications need to be carefully considered</td>
</tr>
<tr>
<td>Accepting circumstances</td>
<td>When</td>
<td>When things do not work out the way the individual expected them to</td>
<td>In all situations</td>
<td>Because individual has an internal locus of control, but believes that God is all powerful and therefore certain things are not in God's plan for him</td>
<td>By controlling how he responds to circumstances when things do not meet his expectations</td>
<td>Individual is able to move on, stop worrying and work hard on the things he can change and control</td>
</tr>
</tbody>
</table>

5.2.2.3 Trusting the instincts

The axial coding process using a conditional relationship guide revealed that the factors that influenced the choices business leaders made based on trusting the instincts were experience, discomfort, and discernment. An example of the axial coding process using a conditional relationship guide for trusting the instincts is tabled below.
Research Report

The factors that influence the choices business leaders make

Table 12 – Extract of Conditional Relationship Guide: Trusting the instincts

<table>
<thead>
<tr>
<th>Trusting instincts</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discernment</td>
<td>When</td>
<td>making decisions</td>
<td>In work situations</td>
<td>Because the individual has ignored her bodily responses in the past and this has led to mistakes</td>
<td>By listening to her body response based on what she is seeing</td>
<td>Individual has learnt to trust her instincts</td>
</tr>
<tr>
<td>Discomfort</td>
<td>When</td>
<td>making career choices</td>
<td>In work situations</td>
<td>Because the individual had done research into both companies and the company she had a bad feeling about was more glamorous and higher paying</td>
<td>By listening to her feelings that something was not right in the company when having to choose between two companies to work for</td>
<td>The individual did not choose the company that she had a bad feeling about and 3 months later the company was declared bankrupt</td>
</tr>
<tr>
<td>Experience</td>
<td>When</td>
<td>making business decisions</td>
<td>In work situations</td>
<td>Because the individual had an instinct about a project, but had to do research to back up her feeling which took 8 months and confirmed her instincts</td>
<td>By reacting to situations based on instinct</td>
<td>The individual has learnt to trust her instincts and then use research and evidence to corroborate her initial instincts</td>
</tr>
</tbody>
</table>

5.2.2.4 Experience

The axial coding process using a conditional relationship guide revealed that the factors that influenced the choices business leaders made based on experience were researching, frame of reference, and balance. An example of the axial coding process using a conditional relationship guide for experience is tabled below.

Table 13 – Extract of Conditional Relationship Guide: Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing realities</td>
<td>When</td>
<td>making decisions</td>
<td>In work situations</td>
<td>Because one cannot extrapolate past experiences into future scenarios because the future will definitely be different to the past</td>
<td>By doing research in order to understand the environment the organisation is in and planning future scenarios based on that</td>
<td>Individual is able to make appropriate decisions based on the future rather than relying on past experience</td>
</tr>
<tr>
<td>Frame of reference</td>
<td>When</td>
<td>making quick decisions</td>
<td>In work situations</td>
<td>Because this is an efficient way to make a quick decision</td>
<td>By using his frame of reference based on past experience to make decisions</td>
<td>The individual uses his experience to make decisions where he can apply it</td>
</tr>
<tr>
<td>Balance</td>
<td>When</td>
<td>making decisions</td>
<td>In work situations</td>
<td>Because the individual believes in a changing environment one cannot rely on what has served one well in the past, but one can also not ignore references to the past</td>
<td>By drawing on past analogies and parallel experiences but also being adaptive and open to change</td>
<td>The individual finds a happy medium between the two for decision-making</td>
</tr>
</tbody>
</table>
5.2.2.5 Hierarchy

The axial coding process using a conditional relationship guide revealed that the factors that influenced the choices business leaders made based on hierarchy were rigidness, flat organisational structure, open management style and autocracy. An example of the axial coding process using a conditional relationship guide for hierarchy is tabled below.

Table 14 – Extract of Conditional Relationship Guide: Hierarchy

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigidness</td>
<td>When managing an organisation</td>
<td>In work situations</td>
<td>Because the individual believes in an organisation with 250 employees, managers cannot entertain the views of every employee as this will lead to the organisation moving in the wrong direction</td>
<td>By having rigid rules and regulations</td>
<td>The organisation becomes more rigid the more it grows</td>
</tr>
<tr>
<td>Flat organisational structure</td>
<td>When managing an organisation</td>
<td>In work situations</td>
<td>Because the individual was head hunted to make the organisation sustainable and he believed that hierarchy becomes an event on it's own in that managers get caught up in their power and do not concentrate on business</td>
<td>By flattening the hierarchy completely</td>
<td>The organisation was transformed into a modern organisation and was able to regain momentum</td>
</tr>
<tr>
<td>Open management style</td>
<td>When managing an organisation</td>
<td>In work situations</td>
<td>Because the individual believes autocratic leadership and micro-management are a thing of the past as generation X does not respond to that kind of leadership style</td>
<td>By adopting a consultative management style</td>
<td>Individual has buy-in from all employees that report directly to him and employees want to be part of the value add process</td>
</tr>
<tr>
<td>Autocracy</td>
<td>When making decisions</td>
<td>In work situations</td>
<td>Because individual does not believe he can give everybody democracy in his business as this will inhibit decision-making</td>
<td>By stating that he is the boss and will therefore make the decisions</td>
<td>Individual is able to make decisions swiftly and is pleased with their outcomes</td>
</tr>
</tbody>
</table>

5.2.3. Analysis of interviews and findings

The 5 sub-codes per for the choice dimension named patterned awareness were chosen based on the availability of literature for each particular sub-code. While the researcher was able to find literature related to the sub-codes for patterned awareness she explored, namely, ability to analyse the self, awareness of choices, trusting the instincts, experience, and hierarchy, of the literature that the researcher reviewed, there was a lack of information as to what factors influence the choices business leaders make based on these sub-codes. Based on the analysis of the interviews the
researcher attempted to construct a theory as to the factors that influence the choices that business leaders make within each sub-code for patterned awareness. These results will be discussed below.

5.2.3.1 Ability to analyse the self

The main themes that emerged from the analysis of the interviews under the sub-code entitled ability to analyse the self were reflection, self-awareness, self-analysis, open mindedness, self control and personal development.

Reflection emerged as a theme for ability to analyse the self because respondents discussed taking time to think before making difficult decisions, or taking time to work through a mistake or criticism.

“I do tend to, if we have made a mistake, or I, I spend quite a lot of time reflecting on it personally. We have in the latest jargon we have a thing called an after action review, but I tend to do that. I work through it myself to think, where did we go wrong, at what point did we go wrong, what could I have done at that stage, or did I make a mistake in my judgement then? I tend to do some reflection”.

“But it’s always better to reflect. It’s a fact and many people do it. It’s the old adage my grandma used to say, if you’ve got a problem, ‘sleep on it’. Let your mind relax, and there are a number of examples in the literature particularly in terms of science where people have been puzzling about a problem and I don’t say they wake up in the morning with a sudden flash of inspiration but because their mind has been allowed to free focus and a solution, I don’t say it presents itself immediately, but a way forward when they get up in the morning, something is different and there’s a bit of way forward and they go back to their desks and they eventually solve the problem. So it is important I guess most times to actually reflect and we try to do it. I mean I’m not saying, I hope I’m not a great prevaricator, but if there’s a major problem and I know I’m not going to solve it quickly and I want to think about it then I won’t deal with it immediately. I will leave it and I’ll think about it I’ll go home and sleep on it and may decide to sleep on it again”.

Tanille Goldberg
Self-awareness emerged as a category because respondents felt that it was important to know one’s strengths and weaknesses, and one’s mental models in order to successfully lead others and organisations.

“I think knowledge of myself is the most important thing. Because if I don’t understand when I am being a jerk, if I don't understand when I am being unrealistic, if I don’t understand when I am being too critical, if I don't understand myself, I cannot possibly begin to get the best out of my team. Self awareness in a manager, is for me incredibly important”.

“I think everyone has all those opportunities around them it’s just whether you are prepared to change the lens on your sunglasses to see them and the lens is the way you were brought up, what coaching would call structural interpretation okay, so the way, the things you see in your structure, I grew up in my life, you grew up in another, we all see things guaranteed different, a whole lot of things are said the same, but your mom would have said things that are buried in your psychic, but are different to what my mother told me, because we are different people, but your dad may have said the same thing, so we all have different views on certain things and that’s normal, the trick is to allow yourself the pleasure of dropping that and seeing what’s actually there for what it is, not the way you want to see it”.

Self-analysis emerged as a category because respondents felt that analysing themselves enabled them to make improvements and this enhanced their decision-making ability and performance.

“I now know and recognise when I am under pressure and stressed and how I can step out of my “preferred modus”. What I tent to do in stressful situations is focus on minor, very minor, details, and now I try to literally step out: just take a walk of five or ten minutes and come back with fresh ideas. This helps me a lot and I can take more distance and make better judgments”.

“If you think you have a limitation in a certain area, if you work on it, dig around then you can make big improvements. I’m not comfortable acknowledging them but they are there and you have to acknowledge them. I certainly know what mine are or some of them are. Do they bother me? Yes, a little bit. You can never say that you are performing at 100%.”
don’t think it’s easy to do that. There’s always something left over, always something where you should have paid more attention”.

**Open mindedness** emerged as a category because respondents felt that learning from others was an important component of developing themselves and developing more efficient ways of managing processes.

“Whenever I come across people through work or my own life that I think are phenomenal, I kind of look at them and try and study them and go ‘what has he got that makes you phenomenal?’ and ‘what is about you that I could learn?’ and ‘what is going to make me better at being me?’ ”.

“There is so much body of knowledge out there that you don’t know you, and only once you relate to that framework you begin to be open to knowing that one day someone is going to tell you something that is very powerful that you didn’t even have a clue you didn’t know. But now what does it take to be able to deal with this? It takes for you to be humble, be open minded and always have at the interest of this thing, ‘what value does this add to my system?’ than to have an ego about it. Where I’m operating I have to be open to say someone is going to add something I have not considered and be able to deal with it in terms of saying, ‘does this add value?’ Be able to listen and say, ‘what value does this bring to the table?’ than be pre-occupied with the feeling that it doesn’t come from you”.

**Self control** emerged as a category because respondents were able to recognise the effects that their reactions had on decisions and employees and, therefore, the importance of controlling their behaviour.

“So I would often be afraid of a situation and feel quite nervous about it. I would acknowledge the feelings to myself, I wouldn’t deny them. And occasionally, if it was really bad, I might have a quiet cry in the corner and then I’d sit myself up and go and sort it out. So I think the ability to have – to me one of a leader’s qualities is an ability to have insight into yourself and your own opinions but to separate feelings from other emotions – and that’s what I call the head-heart gap – your heart wants to do one thing but your head is actually telling you do something else and I always go with my head, basically that’s the principled thing to do”.
“I have developed more consciousness around the impact of my behaviour as well, like I get angry, recognising that you have more power than you actually realise and you can devastate people. So I can walk on a ward round and crap all over the registrar or intern, and I’m fine afterwards but they are devastated for weeks thereafter and feel that is an undermining of their self confidence. So I have actually – one has to work at consciousness”.

*Personal development* emerged as a category because respondents felt that taking leadership courses, or adopting mentors or coaches was an important aspect in growing their leadership capabilities.

“In leadership development there is a moral that says: people meet challenges and they either succeed or they fail but if all you go through in life is the next challenge and you either succeed or fail and you leave it at that, then it is described as being on a loser’s loop and you are learning nothing from it. What is important from whether you succeed or fail, is what you learn from it about yourself, about others, capability, etc. and once you have that awareness, the most fundamental thing is what you do with that awareness, whether you allow that to change yourself so that you become stronger. My view on failure today is my view on success. What have I learned about myself through this and is there something that I can do to improve myself?”

“I’ve selected from 5 coaches and picked up this particular lady. The reason why I picked her up is the ability to see the other sides that I don’t see. She has some degree of psychology with her. But the trick for me has always been, I’m a fast thinker, I strive and I stress, but sometimes I open my mouth before I think. So my insurance policy is in those people who are called, who lead, wait, and watch me, not those who run forward. Those who run forward are part of me and we’ll run together and we’ll have had big jol together, but I know that they are just there to energize me; they are not an insurance policy. The insurance policy for me is those people that are different for me, people that compliment what I’m not correct. People who can help me watch those areas. I tend to use mentors for those people”.
The result of having the *ability to analyse the self* was that respondents felt better equipped to make decisions objectively, manage teams and achieve organisational and personal goals.

> “My job is to facilitate people to bring knowledge to the table, if I had this knowledge within me why would I be having such a big team to support me or to lead? I could be doing this on my own. Precisely because I need each and every other person to bring their knowledge to the table as they are in my team. I’ve made peace with it, it’s a good learning and growth exercise for me to actually know I don’t know everything, I just have to facilitate that knowledge to come through to the table. My big role is to harness it towards organisational objectives and goals”.

> “You need to challenge your own thinking. I think that’s what actually makes you successful, is when you have that ability to step out of your box and see things how other people see things”.

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within the *ability to analyse the self* were inter-related. This process involved discovering what the main drivers, links and outcomes were for the *ability to analyse the self*. The researcher established that reflection, open mindedness and self-analysis were the main drivers of *ability to analyse the self*, the link was personal development and the outcomes were self-awareness and self-control. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that reflection, self-analysis and open mindedness were the core influences on business leaders’ *ability to analyse the self*. The interrelationship diagraph for *ability to analyse the self* is shown below.
5.2.3.2 Awareness of choices

The main themes that emerged from the analysis of the interviews under the sub-code entitled awareness of choices were making mistakes, responsibility and accepting circumstances.

Making mistakes emerged as a category of awareness of choices because respondents were aware that their early career choices had led to their current career situations.

“It was the wrong decision because I did not have the ability, professionally or otherwise, to consult. I was very much in a learning phase of my career. And when you consult you sell skills that you have. No one pays you to develop skills unless in a formal working environment. It was the wrong choice. It was early in my professional career to want to consult and I had to acknowledge that I made a mistake. So I wanted to join an
organisation where I could learn”.

“I sometimes think about what would life be like if I did not make the choices I made in my early years as a working person, if I didn’t switch from the life sciences to the more kind of education and sciences area and who knows, I may be still peering down microscopes right now. I sometimes think about whether I should not have made the choice that I did and I should have stuck to the life sciences and apart from that, all the things that I have done were quite exciting things and hopefully were things that have made some contribution to all that kind of development and the education sphere”.

Responsibility emerged as a category because respondents felt that they had to take responsibility for the choices in life that they had made and where those choices would take them in the future.

“I am accountable for my life and I’m in charge of it and I want to live it the way that I intend to and I will not compromise that for any money, I will not compromise it for anything else”.

“When they spoke about career it’s all choice, you know. It’s my choices and circumstances of yesterday, you know you’ve gone out on certain circumstances and that is what makes you what you are today. The choices that I make are an integral part of what I am today. The choices that I make in terms of friends, in terms of where I go to live have shaped up who I am today. So who I worked to shape up who I am today”.

Accepting circumstances emerged as a category because respondents felt that while they accepted that they were unable to change certain circumstances, they were able to choose their responses to those circumstances.

“First you have to be confident that your locus of control is you. In other words, you are responsible, you are able to respond, and you are not helpless. However, I always leave a certain portion to the supernatural, to God. There are certain things I can't change, and I accept very quickly after having given my best that there are certain things I can't change. And because I accept that this is the way they are, there is nothing I can do about them. It is easier for me to move to the things that I can change and work hard on the things that can change. And even ask, if through prayer, I’m going to do this God, and I know you and can
do this thing. I'm going to give it my best and if it doesn't happen, it wasn't something we had to do. So I use that. This is how deal with circumstances, I can't control. If you can't control it, you can't worry about it forever, you have to pass. You have to pass and let it go. If I try to carry it and it doesn't want to come with me, I leave it behind. It is not about giving up quickly. It is about accepting things that you cannot change”.

“And every obstacle you face and every success you have is because of a choice you make. And the choice is to accept the situation, or ignore it. And if you accept it, you can choose to improve it or you can choose to damage it. And that concept is on anything”.

The result of awareness of choices was that respondents realised that every choice they made would inform their futures and, therefore, they were cognisant of making careful choices in order to achieve their life goals.

“I believe every single choice you make is your choice. In a business sense, the moment you do not believe that you're accountable for how your business is doing, you're giving control away to external factors”.

“I have always said that I would rather end up with nothing but know that I lived life the way that I wanted to. I don’t want to end up with a whole lot of things and say but I regret not having done this and regret having done that and that somebody else is having my life”.

“In earlier times during by consulting career I once had a very important conversation with my mentor who said: “You know, you need to choose which way you want to go”. It is very important to be aware that you can choose – though you need to be conscious about the consequences”.

The researcher conducted selective analysis by plotting an interrelationship graph in order to establish how the categories within awareness of choices were inter-related. This process involved discovering what the main drivers, links and outcomes were for awareness of choices. The researcher established that making mistakes was the main driver of awareness of choices, the link was responsibility and the outcome was accepting circumstances. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that making mistakes was the core influence on
business leaders’ awareness of choices. The interrelationship diagraph for awareness of choices is shown below.

Figure 12 – Interrelationship diagraph: Awareness of choices

5.2.3.3 Trusting the instincts

The main themes that emerged from the analysis of the interviews under the sub-code entitled trusting the instincts were experience, discomfort and discernment.

Experience emerged as a theme because respondents felt that experience informed their instincts when reacting to particular circumstances.

“I interview a massive number of people and it’s right here, it’s right here. I just know it when that guy comes into the office whether I’m going to hire him or not. The one’s that I’ve really betted on have done very well. I can throw away the CV, I don’t need the CV. When a person comes I just get them to talk to me and in that process, you know, I’ve got
age on me so I’ve got a lot of experience in hearing what they’re saying and how they’re responding and their whole persona. So my point is simply that I use a lot of intuition when I am interviewing”.

“But also based on stuff I have done, I’ve done research, I know what the market feels, thinks etc. So my gut says this is how you project the brand. Bring it to my review panel with the rest of my management team, we go through eight months of back and forth, we end up doing research. It comes back and my gut was right all the time and in fact my boss talked about it, about a month ago, telling other people. So, I don’t know if it sounds arrogant but I think those little moments of walking that line and understanding where I am coming from have taught me that my gut is usually right on track and I wait for the evidence and research to actually corroborate it”.

Discomfort emerged as a category because respondents felt that listening to their intuition when experiencing negative feelings ultimately helped them to make the correct decisions.

“I was headhunted for this job at my current company, but there was another job which other people said, ‘That’s the one you go for, that’s glamorous,’ and that was based on having gone and done the analysis and talked to the people, with the experience I’ve had before with the perception that it was the great one. But to me something was not right. Came into this company, didn’t seem glam, looked like in fact the pits compared to the other one, talked to the management, looked at the structure and said this is the one for me, I know this is the one for me. That didn’t mean that my job was going to be easy but this was where I was supposed to be. Three months down the line, that other company folded.”

“One thing that has worked for me is that I didn’t get into situations where my beliefs were dramatically contradictory of the situation. I have been in situations in which I haven’t been in complete agreement to the situation. But with me, in such cases, when I think I am on the edge of the line of my values, there is a revolting feeling in my stomach. I know it when it happens and then I just draw a line and stop”.

Discernment emerged as a category because respondents discussed situations in which they had a feeling regarding situations and people and being unaware of the reasons for the feeling, but trusting it.
“What he talks about is trusting your initial instinct and you know after a while I find that I do come to be able to make judgements pretty quickly based upon what my own body tells me from what I can see, no more scientific than that”.

“I appointed somebody in a really tricky leadership position. He had to lead – that particular person had to lead a group of technical people that were very, should I say, fussy – technical people can get extremely fussy and particularly on what they want and how they want to do their jobs, and anyway these people have come with a long history, they’ve gone through a company re- and we had to now find a new manager for these people. Eventually I found somebody who was not from the industry, but my gut feel told me that this person was probably quite good. We did the interview – the interview didn’t go that well, in fact we didn’t get all the data that we needed to. We followed up and I saw that we didn’t have the information, yet my gut feel confirmed that this person is the right personality. I eventually went to this person. But it turned out that my gut feel proved me right, this person actually turned out to be a very good supervisor and actually managed the group very well”.

The result of trusting the instincts was that respondents had learnt to trust their intuition and felt intuition enabled them to make decisions when they were unsure as to what the correct course of action should be.

“I don’t think you can be a successful business man if you don’t operate on an element of gut feeling. You have to go with gut feel and you must rely on gut feel. It is essential of any senior position”.

“To be honest, I tend to rely a great deal on intuition. Most of the best choices that I have made were made quickly and intuitively, and ironically those are generally the ones that I don’t regret. I guess I am very lucky in this regard, lucky that it worked out. I know what I want, and if I see a great opportunity that will have no negative effect on others, I don’t hesitate. I don’t see intuition as being irresponsible. Intuition is based on your values and principles and on your perception of yourself and others. If you know what those are, you can trust your gut feeling”.

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within *trusting the instincts* were inter-related. This process involved discovering what the main drivers, links and outcomes were for *trusting the instincts*. The researcher established that *experience* was the main driver of *trusting the instincts*, the link was *discomfort* and the outcome was *discernment*. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that *experience* was the core influence on business leaders’ decisions made by *trusting the instincts*. The interrelationship diagraph for *trusting the instincts* is shown below.

Figure 13 – Interrelationship diagraph: Trusting the instincts

![Interrelationship diagraph: Trusting the instincts](image)

5.2.3.4 **Experience**

The core themes that emerged from the analysis of the interviews for the sub-code entitled *experience* were *testing realities, frame of reference* and *balance*. 
**Testing realities** emerged as a category because respondents felt that it was risky to make decisions based on past experiences as the future would not necessarily reflect the past.

“Time obviously is a huge competitive advantage, but to, to just sit there and think you can make quick decisions without having done at least enough homework to make it a calculated risk when you make such a quick decision, is foolish. You know, if it was a good way of Management, everyone could have been a good Manager. The big condition to that, a major condition to that, is that you must do your homework, you must understand the environment in which you operate and it’s not just to extrapolate your past experience, because one thing you can be very sure about is that the future will be different from the past. So you cannot just extrapolate. You have to develop some concept of the future to be able to make a good decision”.

“I think it is very difficult to separate and forget about your experience. Though it is sometimes extremely important to isolate your opinion from past experience not to distort reality. If there is a risk that my decision is not fully objective I am always trying to discuss it with either other team members or top management, to hear their opinion and see the situation in more objective way”.

**Frame of reference** emerged as a category because respondents felt that using experience to inform decision-making assisted them in making decisions efficiently.

“Everyone has their terms of reference. When a problem arises, the first thing to do is ‘can you solve it with what you know?’ It is about assessing whether you can or can not quickly. Because if you can it’s a lot easier and faster and more efficient. But if you can’t you need to quickly realize it and try and go around it. So I would say that you’re obviously not going to approach every problem with a blank piece of paper. Because that’s what learning is all about. Do I have the tools and experience to solve this? If yes, is it the most efficient way to do it”.

“If you do something and you do a good job, you’re going to want to do that again. And if it keeps working then you’ll keep on doing it. So I find that I certainly try and keep the things that work. But if I have certain behaviours that don’t work, then obviously I’m going to try
and move those away. I am very much into improving and innovating and trying to do better next time. So it’s not, you know, it’s not about repeating mistakes. I would certainly repeat behaviours that work”.

Balance emerged as a category because the respondent felt that using past experiences in conjunction with cognisance of the changes taking place in the marketplace led to better decisions.

“You do have to draw on past analogies and parallel experiences, but also in the business environment, I think my adaptiveness and openness to change is a personal strength of mine, and I think it’s an important part about leadership. This changing environment that we’re in is such that you cannot rely on what’s served you well in the past, that’s when we’re doomed. At the same time, to make every decision without reference to the past, other practices and the like, is also a fool’s paradise. One needs to find the happy medium between the two”.

The result of using experience to inform decisions was that respondents felt that the risks associated with consequences were minimised.

“Life experiences have everything to do with decision-making. When faced with a decision I always try to predict the outcome based on my experience, and any additional information I require, based on other peoples experience. In general, negative experiences outweigh positive experiences re the influence it has on my future decisions. The saying ‘Once bitten, twice shy’ has a lot of truth to it”.

“There will always be times where you are faced with choices that have to be made instantly. You need to rely on your experience and back yourself to at least make a generally right decision. I mean, you are not going to take a guy out of school and ask him to make an instant decision about what type of aircraft to buy. The people making these decisions are generally in that position in the first place because they have some idea of what the facts might be even if they don’t really have them all laid out in front of them. They know the critical points and know how to react on that”.

Tanille Goldberg
The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within experience were inter-related. This process involved discovering what the main drivers, links and outcomes were for experience. The researcher established that frame of reference was the main driver of experience, the link was testing realities and the outcome was balance. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that frame of reference was the core influence on business leaders’ decisions made using experience. The interrelationship diagraph for experience is shown below.

Figure 14 – Interrelationship diagraph: Experience
5.2.3.5 Hierarchy

The core themes that emerged under the sub-code entitled hierarchy were flat organisational structure, rigidness, autocracy and open management style.

Flat organisational structure emerged as a category because respondents felt that a hierarchical system distorted growth in the organisation as employees were unhappy and were not empowered to make decisions.

“You know, in my earlier life, I thought structure and discipline were very, very important things and if I could organise my business such that it is structured and that I have pillars of organisational structure in every way to, to act through and that everything is rigidly organised, then it would have been an easy job for me to manage and when I got it, I realised that maybe that was not the best solution, maybe that was not what I wanted. That I needed flexibility and agility – speed and I saw that, you know, the more rigidly I concretize everything in terms of specifications and definitions and rules and policy and procedure more I straitjacketed people and it was not a good result, so eventually, I had to give more flexibility into that”.

“My job was to basically change the business for sustainability, the view was it wasn’t sustainable at the time, it needed to be sustainable. You just have to change the culture of the business and open the culture and you’ve got to make it flexible enough so you can see what’s going on, so you can take those filters off and there was a heap of filters and we had to take the filters off. I think the way to do that is just being normal, very natural, lots of open communication, set out your expectations, keep it really simple, no hierarchy, flatten all the pride. A lot of organisations, pride rules, the politics of the organisation and reality gets lost, and it’s dark suits and it’s red carpets and it’s Limmo’s, and it’s all podiums and very very serious and advisors. It’s not rather the business or a community. You’re working with people, it’s people and there’s a bunch of people working together and you all have roles. I think that’s what’s happening in a lot of the organisations in the last 30 years is that people have worked out that those artificial hierarchies, the formal structure is wonderful but that does nothing for the company”.
Rigidity emerged as a category because respondents felt that rigidity in a large organisation was necessary in order to avoid chaos.

“You know, I think the bigger the organisation, unfortunately the more rules you need. You can't run a place of 250 people and let everybody kind of give you a reason why they should do something. So that's 250 people pulling in the wrong direction so we just, well we have got rules, we have got regulations. As I say, the bigger the organisation, the more rigid, I believe you have to be. That's the way it is unfortunately”.

“I mean ours is very much a typical entrepreneurial with absolutely nothing, policies or structures, and now we're at the stage of the operation where that is becoming more and more important so I think it's also a function of our of our organisational life cycle. Starting from the top and going once again what's our vision, what are we here to do, what are the processes for the inputs, for the outputs, how does that transform into everyone else's job description, we never had that before so you know, and we didn't really need it. But more and more, we do.”

Autocracy emerged as a category of hierarchy because the respondent felt that business was not a democracy and having too much input from employees inhibited decision-making.

“I think that to make decisions and be pleased with them, you need a little bit of autocracy in your body. Where you will say no, I'm the boss, I am making decisions because you can't give everybody democracy. People will come with their own things and you'll never be able to make decisions”.

Open management style emerged as a category because respondents felt that participative management was necessary in order to compete in today’s business environment in terms of retaining employees.

“I don't think my way is always better because I am very much a believer of everyone has their strengths. Engineers have their strengths in their fields and everyone has their strength and they are far greater strengths than mine so I don’t believe in being autocratic.
I believe in taking everybody’s views and assimilating everybody’s knowledge and then making a decision in reconsultation with my particular site manager”.

“The context in which I was brought in was to transform the company into a happier place but it also to transform it in the political sense, to make it more employment equity compatible and to open the doors. It was a very small company, when I came on board there were just over fifty employees. When now, over four hundred. You can imagine how big my role has gotten over the last couple of years. My initial modus operandi, is one of laissez-faire, leave them to themselves, decentralize decision-making, the managers are best placed to know what kind of candidate they want. I collaborated with them, I’d get them CV’s, I’d get them to see the skills set and then was led by their being satisfied that the competencies were met. So it was very, like non-bureaucratic, not at all centralized. I think that what this company still has going for it is the fact that it has a fairly flat organisational structure, it is not hierarchical, which means that if you have a great idea and you are a portfolio administrator or you’re a secretary and so, you, your views will be heard.”.

The result of hierarchy was mixed for respondents. Respondents felt very strongly about being for or against a system of hierarchy.

“The most important thing is that the company is successful. If that means that you have to be a hard boss or even a bastard then that goes down better with everybody”.

“Autocratic leadership and micro management I think are a thing of the past. The generation “X” does not respond that sort of leadership style. People want to be involved in an organisation and want to be a part of the value add process, not merely a spoke in the wheel”.

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within hierarchy were inter-related. This process involved discovering what the main drivers, links and outcomes were for hierarchy. The researcher established that autocracy was the main driver of hierarchy, the links were rigidity and flat organisational structure and the outcome was open management style. This suggests that the link established named rigidity enhances a hierarchical mind-set, where the link established named flat organisational structure enhances business leaders’ mind-sets toward a move away from hierarchy.
The result of this analysis also suggests that the outcome identified named *open management style* was the outcome for instances where leaders moved away from *hierarchy*. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that *autocracy* was the core influence on business leaders’ wanting to maintain *hierarchy*. The interrelationship diagram for *hierarchy* is shown below.

**Figure 15 – Interrelationship diagram: Hierarchy**

The researcher plotted the drivers and outcomes identified within each of the five sub-codes, namely *experience, trusting the instincts, ability to analyse the self, hierarchy and awareness of choices* pertaining to the choice dimension entitled *patterned awareness* on an interrelationship
diagraph in order to establish the cognitive factors that drove the decisions business leaders’ made using their patterned awareness, and to establish which cognitive factors were enhanced through developing the ability to recognise and control the use of patterned awareness in decision-making. This process revealed that making mistakes, experience, frame of reference, open mindedness and autocracy were the main drivers and hence, cognitive factors that influenced how business leaders made decisions using patterned awareness. This process further revealed that balance, accepting circumstances, open management style, self control and discernment were the primary outcomes resulting from the ability to recognise and control decision-making using patterned awareness. Thus the theory that emerged from the research pertaining to the choice dimension entitled patterned awareness seemed to suggest that patterned awareness increased as business leaders made mistakes and gained experience. Additionally, the emergent theory based on the research seemed to suggest that patterned awareness was formed due to the frame of reference individuals’ developed based on behaviours that contributed to their success throughout life. Furthermore, the theory that emerged from the research conducted seemed to suggest that open mindedness was a cognitive influence on decision-making using patterned awareness since the ability to be open minded served to prevent business leaders from making decisions based purely upon patterned awareness. Lastly, the emergent theory from the research conducted seemed to suggest that autocracy had a cognitive influence on the decisions made by business leaders using patterned awareness, since a belief in autocracy impaired the ability of business leaders to consider alternative decision-making strategies. It can thus be inferred that business leaders who were open minded possess the ability to recognise and control decision-making using patterned awareness, and business leaders who had made mistakes, gained much experience, were autocratic and had acquired much success were unlikely to interrogate their patterned awareness.

Furthermore, the theory that emerged from the research seemed to suggest that the ability to recognise patterned awareness led to balanced decision-making, an open management style, discernment in decision-making, self control and accepting circumstances that could not be changed.

Additionally, the theory that emerged from the research seemed to suggest that business leaders seeking to interrogate their patterned awareness should reflect on past mistakes, experiences and frames of reference, move away from autocracy and develop an open mind. According to what the theory suggests as it has emerged from the research, business leaders who interrogate their
patterned awareness will be able to make more balanced decisions, be more likely to adopt an open management style, develop discernment in decision-making, enhance their self control and accept circumstances they cannot change and therefore move on from them. The interrelationship diagram for the choice dimension entitled patterned awareness can be viewed below.

Figure 16 – Interrelationship diagram: Patterned awareness
5.3 Conscience

The researcher explored 5 sub-codes as identified by Ortmann (2007) into the choice dimension named conscience. The 5 sub-codes explored by the researcher into the choice dimension named conscience were: ability to admit mistakes, power of personal values, consistency, taking responsibility for decisions and respect.

5.3.1 Content analysis using open coding

The content analysis using an open coding process revealed that of the 180 respondents interviewed, 121 discussed matters pertaining to conscience. Of these 57 (47%) discussed matters pertaining to ability to admit mistakes, 38 (31%) discussed matters pertaining to power of personal values, 10 (8%) discussed matters pertaining to consistency, 9 (8%) discussed matters pertaining to taking responsibility for decisions, and 7 (6%) discussed matters pertaining to respect. A summary of the frequency count for conscience can be viewed in the graph below.

Figure 17 - Frequency count: Conscience
5.3.2 Axial coding using conditional relationship guide

The axial coding was conducted by the researcher using a conditional relationship guide. The total conditional relationship guide for this report was 150 pages long, and hence due to the constraints of the research report, extracts for each sub-code have been tabled in this section showing one example per theme identified for each sub-code.

5.3.2.1 Ability to admit mistakes

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to ability to admit mistakes were taking responsibility, willingness to learn, integrity, humility and remorse. In two instances respondents discussed factors that influenced their inability to admit mistakes, those being insecurity and avoiding confrontation.

An example of the axial coding process using a conditional relationship guide for ability to admit mistakes is tabled below.

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking responsibility</td>
<td>When individual has been analytically</td>
<td>In work situations</td>
<td>Because individual will accept criticism for mistakes if the criticism is proved to him and</td>
<td>By apologising</td>
<td>Individual moves on</td>
</tr>
<tr>
<td></td>
<td>proved wrong by others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingness to learn</td>
<td>When individual realises his mistake</td>
<td>In work situations</td>
<td>Because it's a learning curve</td>
<td>By identifying &amp; understanding where the individual went wrong</td>
<td>Learns how to get it right the next time</td>
</tr>
<tr>
<td>Integrity</td>
<td>When a mistake is discovered by others</td>
<td>In work situations</td>
<td>Because others will not trust the individual if he does not own up</td>
<td>By admitting to superiors and working to overcome the mistake</td>
<td>Individual admits mistakes</td>
</tr>
<tr>
<td>Humility</td>
<td>When things go wrong</td>
<td>In work situations</td>
<td>Because individual has learnt not to let mistakes affect his ego or pride</td>
<td>By apologising &amp; discussing</td>
<td>Individual moves on</td>
</tr>
<tr>
<td>Remorse</td>
<td>When individual realises his mistake</td>
<td>In work situations</td>
<td>Because individual feels bad</td>
<td>By explaining why individual did it that way and that individual was wrong</td>
<td>Individual apologises for mistake</td>
</tr>
<tr>
<td>Avoiding confrontation</td>
<td>When the mistake was discovered</td>
<td>In a work situation</td>
<td>Because an employee had been appointed to a position above their competence level and ignoring it for too long, then the employee refused demotion</td>
<td>Company had negative consequences due to lack of competency</td>
<td></td>
</tr>
<tr>
<td>Insecurity</td>
<td>When client discovers mistake</td>
<td>In work situations with clients</td>
<td>Because individual has historical weakness in terms of a disapproving father</td>
<td>By a client suggesting the individual has omitted thinking about something or is not properly organised</td>
<td>Individual is unforgiving of himself</td>
</tr>
</tbody>
</table>
5.3.2.2 Power of personal values

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to power of personal values were remorse, childhood influence, consistency, humility, spirituality, respect, self-respect, courage, and sacrifice. Hypocrisy was raised in two instances as a negative influence on power of personal values. An example of the axial coding process using conditional relationship guide for power of personal values is tabled below.

<table>
<thead>
<tr>
<th>Power of personal values</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remorse</td>
<td>When leading others</td>
<td>In work situations</td>
<td>Because the individual believes hiding the truth is lying and this weighs heavily on his conscience</td>
<td>By having to hide the truth from employees due to being obligated to protect the company</td>
<td>Individual personally rectifies the situation with each employee after the situation has become open knowledge</td>
<td></td>
</tr>
<tr>
<td>Childhood influence</td>
<td>When making career choices</td>
<td>In work situations</td>
<td>Because individual's family wanted to work for the greater good</td>
<td>By being influenced by his family who were heavily involved in community work</td>
<td>Individual has made career choices which would give him the opportunity to influence the bigger picture in the interests of society's wellbeing</td>
<td></td>
</tr>
<tr>
<td>Consistency</td>
<td>When faced with inner conflict</td>
<td>In work situations</td>
<td>Because the organisation policies clashed with his personal values</td>
<td>By resigning from his position</td>
<td>Individual remained true to himself and did not feel like a hypocrit</td>
<td></td>
</tr>
<tr>
<td>Humility</td>
<td>When making decisions</td>
<td>In work situations</td>
<td>Because individual believes his decisions are in line with his personal values and does not reflect his personal values</td>
<td>By making decisions that are sincerely in line with his personal values</td>
<td>Individual is sincere with himself and others and does not overestimate the power of his position in a company</td>
<td></td>
</tr>
<tr>
<td>Spirituality</td>
<td>When making decisions</td>
<td>In all situations</td>
<td>Because individual believes he would be a hypocrit if he used two sets of value systems</td>
<td>By applying the same values to decisions made in work or personal situations</td>
<td>Individual is inspired by his spirituality and remains true to his values</td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td>When working for an organisation</td>
<td>In work situations</td>
<td>Because individual believes one should be very professional at work and separate home life from work</td>
<td>By respecting professional boundaries and therefore not making her personal or home problems the company or her colleagues problem</td>
<td>Individual respects the organisation and her colleagues ad will not take advantage of either</td>
<td></td>
</tr>
<tr>
<td>Courage</td>
<td>When managing an organisation</td>
<td>In work situations</td>
<td>Because the individual has no respect for a client relationship which allows people to be treated badly</td>
<td>By speaking up when a client behaves badly</td>
<td>Individual does not compromise on integrity, honesty, decency or respect under any circumstances</td>
<td></td>
</tr>
<tr>
<td>Sacrifice</td>
<td>When dealing with clients</td>
<td>In work situations</td>
<td>Because the organisation had published a nursing book for children with an illustration showing needle going into the wrong side on a baby at a fatal angle</td>
<td>By taking responsibility and acting ethically in a situation where the law protected the organisation from any legal obligation, but the situation was morally incorrect</td>
<td>Individual withdrew two and a half thousand copies of the book and publicly apologised</td>
<td></td>
</tr>
<tr>
<td>Self-respect</td>
<td>When making career decisions</td>
<td>In work situations</td>
<td>Because the individual struggled with the concept of people losing their jobs for the single benefit of the shareholders</td>
<td>By leaving the corporate world</td>
<td>The individual chose to develop her career in an organisation which is more stakeholder oriented</td>
<td></td>
</tr>
</tbody>
</table>
5.3.2.3 Consistency

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to consistency were fairness, setting an example, structure, and stability. An example of the axial coding process using a conditional relationship guide for consistency is tabled below.

Table 17 – Extract of Conditional Relationship Guide: Consistency

<table>
<thead>
<tr>
<th>Consistency</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairness</td>
<td>When managing people</td>
<td>In work situations</td>
<td>Because individual feels the organisation needs to be fair to those who are performing</td>
<td>By disciplining employees who are not performing</td>
<td>Employees are motivated as they see that justice is done and all employees are treated with equal rules</td>
<td></td>
</tr>
<tr>
<td>Setting an example</td>
<td>When managing people</td>
<td>In work situations</td>
<td>Because the individual believes employees respect a manager’s actions, not his position</td>
<td>By treating all employees with respect and fairness and by being consistent in his actions</td>
<td>Employees are loyal and willing to work harder</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>When managing an organisation</td>
<td>In work situations</td>
<td>Because individual believes inconsistency leads to little or no results</td>
<td>By being consistent in the basic operations of the business</td>
<td>Organisation is able to grow</td>
<td></td>
</tr>
<tr>
<td>Stability</td>
<td>When managing people</td>
<td>In work situations</td>
<td>Because employee sense the stability of the leader and enact that</td>
<td>By demonstrating stable decision-making based on the same principles</td>
<td>Employees are bound together as they know what to expect and this improves the performance of the company</td>
<td></td>
</tr>
</tbody>
</table>

5.3.2.4 Taking responsibility for decisions

The axial coding process using a conditional relationship guide revealed that the factor that influenced business leaders’ choices related to taking responsibility for decisions was accountability. An example of the axial coding process using a conditional relationship guide for taking responsibility for decisions is tabled below.

Table 18 – Extract of Conditional Relationship Guide: Taking responsibility for decisions

<table>
<thead>
<tr>
<th>Taking responsibility for decisions</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>When managing people</td>
<td>In work situations</td>
<td>Because the individual feels he is accountable for anything that comes from his team</td>
<td>By checking all processes, the methodology used and the outcome of the process before signing off on them</td>
<td>The individual is able to present the results discovered by his team, answer questions regarding the results and take responsibility for his team</td>
<td></td>
</tr>
</tbody>
</table>
5.3.2.5 Respect

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to respect were politeness, principles, diplomacy and dignity. An example of the axial coding process using a conditional relationship guide for respect is tabled below.

Table 19 – Extract of Conditional Relationship Guide: Respect

<table>
<thead>
<tr>
<th>Respect</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politeness</td>
<td>When seeing employees</td>
<td>In work situations</td>
<td>Because this prevents the individual from walking onto site and just barking orders and engenders mutual respect</td>
<td>By creating a rule that if the individual arrives on site and does not greet every employee, he pays a fine of R5 per employee to the employees</td>
<td>The whole company ethos is based on mutual respect no matter what standing a person has in the company</td>
<td></td>
</tr>
<tr>
<td>Principles</td>
<td>When clients interact with employees</td>
<td>In work situations</td>
<td>Because this shows employees that disrespect from anyone will not be tolerated by the individual</td>
<td>By demanding an apology from clients when the clients are disrespectful to the workers and explaining to the client that the company is built on respect</td>
<td>The company engenders a culture of mutual respect and this fosters a climate of teamwork</td>
<td></td>
</tr>
<tr>
<td>Diplomacy</td>
<td>When retrenching employees</td>
<td>In work situations</td>
<td>Because the employee will still respect the individual if the individual shows the employee respect in this way</td>
<td>By respecting the employee feelings when retrenching, hence communicating the retrenchment decision with integrity and treating the individual with integrity</td>
<td>The employee comes out of the retrenchment process with their self-worth intact and the individual feels difficult decisions are not so difficult to face if people are treated respectfully when addressed</td>
<td></td>
</tr>
<tr>
<td>Dignity</td>
<td>When dealing with people</td>
<td>In all situations</td>
<td>Because the individual was raised under difficult circumstances and saw people being treated very badly and therefore vowed he would never allow anything to intrude on the dignity of others</td>
<td>By approaching all people the individual encounters with a sense of respect for who they are as an individual</td>
<td>The individual’s core value whether in business situations, with employees, with clients, with friends or family is to engage with people on a level that respects their dignity</td>
<td></td>
</tr>
</tbody>
</table>
5.3.3 Analysis of interviews and findings

The 5 sub-codes for the choice dimension named conscience were chosen based on the availability of literature for each particular sub-code. While the researcher was able to find literature related to the sub-codes for conscience she explored, namely, ability to admit mistakes, power of personal values, consistency, taking responsibility for decisions, and respect, of the literature that the researcher reviewed, there was a lack of information as to what factors influence the choices business leaders make based on these sub-codes. Based on the analysis of the interviews the researcher attempted to construct a theory as to the factors that influence the choices that business leaders make within each sub-code for conscience. These results will be discussed below.

5.3.3.1 Ability to admit mistakes

The core themes that emerged from the analysis of the interviews under the sub-code entitled ability to admit mistakes were integrity, taking responsibility, humility, remorse and willingness to learn.

Integrity emerged as a theme because respondents discussed the importance of maintaining the trust and respect of their superiors, colleagues and subordinates.

“Honesty and making mistakes must be part of your toolset, otherwise you will not sustain yourself because everybody will make a mistake, and if you are always going to hide from it then at some point it is going to catch up with you and people won’t respect you. I think it’s essential that an individual in a leadership position, when you make a mistake, you admit it”.

“I find that if you actually acknowledge it immediately – number one if you come to the mistake and you’re harbouring that mistake its going to make you unproductive and its going to make you untrustworthy to people because how do you tell your fellow board members, your fellow staff people – I knew about this a year ago and I kept quiet. So its better rather just to admit at the beginning and to the partnership and to other people and see how you can work to overcome this mistake”.

Similarly, respondents felt that admitting mistakes due to integrity was responsible management practice as it set an example for subordinates to follow, and thus influenced the company culture.
“I think this has to do with the general culture and climate within the company and again you have to lead by example. You must be prepared to tell your people that you made a mistake and that the correct information or corrective actions, is this or that. If they see that you can tell them that you made a mistake, they will be prepared to do the same to you and obviously you have to have a lot of respect for the people and their opinions. You can’t shoot down people because that message will go into the work place and you won’t get that type of integrity”.

“I believe that it’s crucial for me to be honest about my mistakes in order to instil integrity in the business. I try to lead by example in this way”.

Taking responsibility emerged as a category because respondents felt that it was important to face the mistakes they made as respondents recognised that they had to manage the work that they were accountable for in a responsible manner. Additionally, respondents felt that taking responsibility was a sign of maturity.

“The worst thing you can do with a mistake is run away if you are accountable. You have to admit you made a mistake and then try to avoid them in the future. But you have to be responsible for what you were doing”.

“I think maturity gives you the ability to take it on and say it was my fault, I apologise, I am sorry. These are the reasons I led to this decision but it was actually silly of me to have done so”.

Humility emerged as a category because respondents felt it was important to indicate to employees and to accept for oneself that one is sometimes wrong, and ego should not be a deterrent for admitting mistakes.

“Accepting one’s own mistakes is essential: not only do we learn from them but also it shows our employees that we are not egocentric to the point where we truly believe that we are always right”.

Tanille Goldberg
“Well, there’s that obvious blow to the ego and pride, that’s always there, but it’s, I call it, “developing a thick skin” and knowing how to move on. Accepting the fact that you apologise if you have made an error, you accept the fact that you know, it’s gone wrong and you sit down and talk about how to make it better.”

Remorse emerged as a category for ability to admit mistakes because respondents discussed feeling bad about the mistake they had made.

“I say I’m sorry. I feel awful... That whole mantra of an apology is not an apology if it is followed by an excuse to me”.

“I knew I was wrong. So I called her in the next day and said I was sorry. I knew it was against all that I stood for and I acknowledged it”.

Lastly, willingness to learn emerged as a category for ability to admit mistakes as respondents believed that in order to succeed one had to take risks that led to mistakes, but that the key issue was to learn from those mistakes. Additionally, respondents believed that if one did not make mistakes, one would not learn from those mistakes.

“Failure is part of success. You cannot succeed all the time. Unless you try different things then you will not get to a stage where you are successful”.

“The tragedy is if you make mistakes and you do not learn from them. The thing is to take some positives out of a mistake. The positive is that if you have made a costly error, you make sure that in the future you do not make the same mistake again. I think that is the thing with making mistakes, if you make mistakes and learn from mistakes and move on, and do not make the same mistakes again. It is actually very important that you learn from those mistakes and that it is part of your learning experience. If you make the same mistakes over and over again then it is a problem”.

The result of having the ability to admit mistakes was that respondents took the responsibility of rectifying the mistake as quickly as possible where rectifying the mistake was possible.
“If something has failed, you have to fix it as soon as possible, so once you’ve recognized that something is a failure, you need to put steps in place to minimize or rectify that failure.”

Additionally, respondents learnt from the mistake in order to enhance their decision-making ability in the future.

“Importantly though is that you must realize that you are going to make mistakes along the way, and you are going to pay for them – school fees is what we call them, and you need to pay those school fees and learn the lessons that come out of it, and apply these lessons that you’ve learned going forward”.

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within the ability to admit mistakes were inter-related. This process involved discovering what the main drivers, links and outcomes were for the ability to admit mistakes. The researcher established that integrity was the main driver of ability to admit mistakes, the links were humility, remorse and taking responsibility and the outcome was willingness to learn. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that integrity was the core influence on business leaders’ ability to admit mistakes. The interrelationship diagraph for ability to admit mistakes is shown below.
5.3.3.2 Power of personal values

The core themes that emerged from the analysis of the interviews under the sub-code entitled power of personal values were remorse, courage, self-respect, respect, childhood influence, spirituality, consistency, humility and sacrifice.

Remorse emerged as a category because respondents were forced into a position of lying or acting immorally on behalf of the company under pressure from superiors, and respondents felt that this clashed with their personal values.

“There are obviously times where you have got to stretch the truth a little bit, and I don’t like that it weighs on my conscience heavily, I am not comfortable with that. It bothers me completely”.

“It was a decision to hand over professionally gathered and privileged information to a
body of men I knew to be amoral. My values were that being amoral they should never have access to such information. I made the decision reluctantly under severe pressure from my national superiors who saw it as opportunity to curry political favour. It was a disaster in that the said group immediately used the information to do the equivalent of inside trading, even though they had given the national superiors and myself verbal and written undertakings that they would not do so. I learnt that I would have to argue harder and present my views better than I did on that occasion”.

Courage emerged as a category because respondents stood up for what they believed in against employees, superiors or clients on matters pertaining to mistreatment of employees by superiors or clients, matters where employees abused their positions in the company and matters where clients were mistreated by superiors.

“I speak out. As a suit if a client was behaving badly I went out and I addressed it. I did not say “oh well, they are the client”. I have no respect if a relationship allows people to be treated badly”.

“I was instructed that only privately-paying patients would be put into those private hospital beds. And I told the Minister, in no uncertain terms, over my dead body. That if a patient comes into this hospital and requires a bed, that bed will be given to that patient, not on the basis of their ability to pay. So I stuck my neck out in terms of ethics, against the Minister, probably risked losing my job, and I won the situation”.

Self-respect emerged as a category because respondents had been in positions where they refused to compromise on their own values or behave unethically in order for the company to gain financially, even if this required resigning from the company.

“I don’t tolerate anything that goes against my ethical beliefs. It has happened once before in my career and I subsequently resigned from that company. As a leader I would not cross that line with my staff”.

“I believe in a very professional way of doing things. There have been times where we have been asked to go to a client dinner or something like that and we have been asked to wear low cut tops. I get it, I understand why it works... but at the same time it goes against my
principles, and not just mine, my colleague’s as well. So we will pitch up there in polar
necks. You get to a point where you realize your own value. Your respect for yourself
increases”.

Respect emerged as a category because respondents respected their respective company’s that they
worked for, the reputation of the company and their client’s interests.

“Because if it’s found out and I had to go for inside trading kind of – convicted of insider
trading how could it ever – the ethics, the reputation of (THE COMPANY) will just
disappear in one second, just by my involvement”.

“For the most part I think it is to be respectful of the company and all of us as a rule are so
accepting of the different roles we have, we don’t want to take advantage”.

Childhood influence emerged as a category because respondents were raised by parents who taught
them values, morals and to look to the greater good.

“I have always been influenced in community work, by my parents, my family and that is
important to understand because my career was always going to be working for the greater
good of people and it influenced my career choices”.

“Moral values to me are there because I grew up in a household where my parents taught
me my values and morals and I carry that always in my career because I feel that you need
to believe in yourself and you need to believe in what you stand for. It plays a very big part
in my decision-making, in terms of processing in my mind because I wouldn’t want to give
an answer to which I don’t believe in or which I don’t stand by. So I would say that it plays
a very big part in what I decide on. Personally and on a professional level”.

Spirituality emerged as a category because respondents felt inspired by their spirituality to hold true
to their values when making decisions in work or personal situations, as the respondents did not
agree with having separate sets of values for work and personal situations.
“I think the principle is that you use in work would be the principles that you use at home – it will be very strain full to use two sets of systems. In my home life – I’ve got Christian principles – those principles need to carry through and those principles need to be an inspiration for me in all those various situations. It can’t be different. But it’s important for me to carry those principles through in social, work etc. otherwise you would be hypocritical”.

“Some people meditate. Some people phone a friend. I’m a Christian, I mean when I wanted to leave the foundation and join another company, my husband said to me, “Have you prayed about it? If you are convinced that it’s God’s will for your life, I will support the decision that you make, even though I don’t think you should leave the foundation”. Fundamentally that’s where I seek guidance. It’s when I know my soul is at peace then I can do something. And when it comes to life changing decisions that you seek that kind of stillness of heart and when you’ve got that you’re about to make the right decision”.

Consistency emerged as a category because respondents felt it was important for personal values to be consistent with organisational values. Respondents therefore ensured that they researched organisations before accepting positions there in order to ensure that the values of the organisation matched their values.

“You have to choose the company you work for. Some companies have a reputation for wild office parties and debauchery and late-night parties and things like that and others don’t. Just by way of example. Then others seem more aggressive and that implies that you’re less concerned about the outcome for the client as long as you can make enough money. So you do find that a certain company culture enforces a certain way of doing things if you want to work there. So again, I think it’s a question of, when you are considering a position of a certain company that you actually find if that’s the environment where you will be comfortable, from that point of view”.

“You have to have an alignment with the organisation. So try and not end up in such a situation. If you as a doctor have an issue with patent drugs, don’t work for a pharmaceutical company, because your interest is not aligned with them. So I think it’s this thinking that you must have before you decide to work for a company. But it can be difficult
because sometimes you won’t know. That’s why it’s important to speak to as many people as possible and do your backgrounds search to get a good fit up front”.

**Humility** emerged as a category because respondents felt that they should not become arrogant due to their position and they should not forget who and what really mattered to them.

“The temptations are incredible to get lost in moral things. Everybody has the same problem perhaps today, but yes, I think it has to do with your being sincere with yourself and to keep yourself, not overestimate your position, that is always one point. It happens easily with our people, ambassadors and people like that. They think they are just after God. So, yes, you have to keep your mind and perhaps one way not to lose track or control of moral values is to keep also contact with sincere people, with your friends. You need so many people and some of my colleagues for example they all start thinking that everybody laughs at them, everybody is their friend and then they get retirement for example and they realize there is nothing there anymore. You have to keep from moving this people with real friends and keep this contact with real friends”.

**Sacrifice** emerged as a theme because the respondents stood up for what they believed in at a great personal cost by having to leave an organisation or by having to lose out financially. Respondents made these sacrifices because they wanted to remain true to their values.

“There were also instances where things were legally right but in my view not necessarily morally right. And one of them was an instance where we published a handbook for paediatrics where the illustration that’s being transferred it shows a needle going into a baby’s arm at the wrong angle, at a fatal angle. And it was a nursing book, it was an illustration to teachers, legally we were not liable for any injury. And we had to withdraw the book. And the lawyers said to us you must not apologise and I thought it was absolutely wrong. It may be legally the right thing to do but actually, there are faults you have to admit to. We had to withdraw two and a half thousand copies of the book. And I apologized”.

“There was an incident where one of our suppliers was going to be smashed to pieces because there was a different interpretation of their score points from a BEE perspective. All systems were set up to really get them finished. As a user of their services I could stand
up and make a case for why they should be dealt with or just accept what the committee was telling me should be dealt with. It was clear at the time that all persons were against these guys and I had to be a lone voice in dealing with it. I didn’t do this because I liked the guys I was quite certain that what we were dishing out to them was quite unfair, fairness was compromised. These guys are back to the party, I’ve had feedback where they had an opportunity to talk to one senior executive saying how listening that I did allowed them back and saved their business, but I wasn’t doing it for them I did it because I realized how this was the worst kind of treatment we could meet out to someone. Once I realized I was resolute on fighting their cause and all I had to do was to sell and campaign harder internally to get it done. It meant me leaving and doing things that I ordinarily would have left to others to do”.

The result of having the power of personal values is that business leaders refused to compromise on their values even in circumstances where it did or would cost them their careers.

“I don’t have difficulty with my ethics, it’s not difficult for me to make decisions based on ethics, I just make them. I want to be able to look myself in the mirror and feel proud everyday knowing that I’ve done what I needed to do from an ethics point of view”.

“There are no circumstances under which integrity, honesty, decency and respect can be compromised”.

“If I make a decision, it must be something that I could live with. It is also a question of your very own moral value or perhaps that you always have to be true with yourself. This is probably my biggest strength – being authentic and true to myself. I critically examine this as I need to be true to myself and honest”.

“I think that we must uphold our moral and ethical beliefs, as this is what money can’t buy”.

“The corporate world is definitely cut throat and I don’t feel that I have got quite the heart for that. But I realise in wanting to climb that ladder, you are going to have to become cut-throat and I can’t see me digging into that and using innocent people, that will break my values completely”.

Tanille Goldberg
“My personal values inform my decisions”.

“I learnt to stick with my personal integrity. Don’t go with the opportunism or the personal interest of directors or boards of managers or whoever people you work with. And try to be honest to yourself and your own motivations and to avoid that you are being used as an instrument for the objectives of others”.

“I very clearly made the choice of stepping out of the corporate world, where share holders value was everything, just kicking out people for the single benefits of the share holder, was no longer my cup of tea. I choose to develop my career further in an organisation which is more stake-holder orientated”.

The researcher conducted selective coding by plotting an interrelationship diagraph in order to establish how the categories within the *power of personal values* were inter-related. This process involved discovering what the main drivers, links and outcomes were for the *power of personal values*. The researcher established that *spirituality, childhood influence* and *respect* were the main drivers of *power of personal values*, the links were *self-respect* and *humility*, and the outcomes were *remorse, courage, sacrifice* and *consistency*. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that *spirituality, childhood influence* and *respect* were the core influences on business leaders’ decisions using *power of personal values*. The interrelationship diagraph for *power of personal values* is shown below.
The core themes that emerged from the analysis of the interviews under the sub-code entitled **consistency** were *fairness, stability, setting an example* and *structure*.

*Fairness* emerged as a category because respondents discussed applying the same performance standards to all employees and ensuring that the performance process was transparent.

“When I make decisions I really try to ensure that there is fairness and equity in them. It’s a reality of life. I’ve seen people exit from organisations, people who were not coming to the party in as far as the discharging of their responsibilities is concerned and we need to manage performance. The important thing is to do it without a guilty conscience because we have afforded the individuals the necessary support and counselling to change from what they were to what is aspired. We have given them sufficient opportunities to review and they received all the resources to be used and the support to improve. Failing which we have no
other choice but to let go of them, it’s a painful process but it has to be done, because as an we also need to be fair to others who are doing their work. That they see justice that if you’re not performing or adding value to the organisation in that particular manner despite all the assistance you have, perhaps you are in the wrong area and you need to move on”.

“You need to make sure that the standards and expectations are clear and that it’s a matter of measurement against the standard. If you just let it ride, it doesn’t work because it becomes the norm; then you seem not to address it and you start tackling something else then the issues are: ‘Why are you tasking or tackling this when you neglect the following things’. So, you don’t have an alternative, in my mind, you do have to address non-performance issues”

Setting an example emerged as a category of consistency because respondents felt that employees respected leaders by their actions and it was important for leaders to live the values that they expected employees to follow.

“I think especially when you are in a position of management, people respect you by your actions not by your position and for me it’s really important that you set an example, be consistent in your actions, be professional and be human as well. It is so often forgotten that we manage people; you kind of want to prove a point that you are the boss. That actually doesn’t have to be that way”.

“The most important characteristic of a successful leader is to do what you say you are going to do. Too many people say what they would like to do, but don’t follow it through. A leader must follow up with actions, and carry them through to completion. Leaders must lead by example”.

Structure emerged as a category of consistency because respondents discussed having clear guidelines, rules and regulations to provide security to employees.

“Structure is incredibly liberating. The one thing I’ve learnt, I thought every human being wants to be in a free environment and thrive, and actually every human being wants to feel secure number one. So my colleagues want job descriptions, they want to be performance managed, they want a system for receipting etc, and that then actually creates a liberating
environment where we can focus on the important stuff. If the policies and the rules and the guidelines aren’t in place, you end up dealing with all the silly, petty issues that are a result of that”.

“If you are inconsistent in life, your foundation can be quite fragile. Many people do not realise why they do all possible but they are inconsistent and get very little result. And that’s when you create lots of weak points in your foundation. Inconsistency speaks of impatience with a vision. The layering in your foundation can never settle because you are not doing the basics consistently”.

Stability emerged as a category of consistency because respondents felt that by demonstrating stable decision-making based on the same principles, employees could sense the stability of the leader and enact that. Additionally, respondents felt that stability was an important value to demonstrate to clients.

“By being steady and making choices based on the same principles, the employees will also sense that restfulness and act upon it. People then know what to expect. I think this binds people better and improves the performance of the company”.

“Whatever we say we are going to do, we will do. So there was predictability and clients were forced to say ‘these guys are right, we can trust these guys’. And instead of it working against us or against me, it actually worked for me in the long-term because everybody knew that you don’t mess with that guy, when he says he’s going to do A, B, C and D, he will do A, B, C and D”.

The result of consistency in leadership according to the respondents was that employees, clients and colleagues knew what to expect and this enhanced organisational and personal success.

“You can always get to the top but when you are at the top you need at some stage to look back and see how you got there. Relationships are what get you there and what keep you there. To me acting with a clean conscience is knowing that you are treating people fairly, being consistent and nurturing those relationships because those are what really count at the end of the day”.
The researcher conducted selective coding by plotting an interrelationship diagraph in order to establish how the categories within consistency were inter-related. This process involved discovering what the main drivers, links and outcomes were for consistency. The researcher established that fairness was the main driver of consistency, the links were setting an example and structure, and the outcome was stability. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that fairness was the core influence on business leaders’ applying consistency. The interrelationship diagraph for consistency is shown below.

Figure 20 – Interrelationship diagraph: Consistency

5.3.3.4 Taking responsibility for decisions

The core theme that emerged from the analysis of the interviews under the sub-code entitled taking responsibility for decisions was accountability.
Accountability emerged as a category of taking responsibility for decisions because respondents felt that as leaders they were responsible for decisions that they took, and that they were responsible for the decisions and actions of the teams that they led and thus they were accountable for those decisions and actions.

“I see the decision of my team as my responsibility. Because I should know what goes on in my unit. So if something happened without my knowledge, I am just as much to blame as the person who made the decision”.

“Even if you are the CEO of a company you are accountable to a board, so you can’t just act independently, you are accountable to share holders, government, the reality is there is no such thing as being outside of the box, even the president of the country reports to parliament, to the electorate. No man is an island. That is why people say it is lonely at the top, because you have to ultimately take a decision, and you can’t delegate it away. The buck stops with you”.

“But then you learn that if you’re big enough to make the decision then you must be big enough to take responsibility for the actions”.

“When I am faced with a tough situation, I keep asking myself if I can live with the consequences and stand up and defend that call or choice. Once I am at peace with the decision, I take full responsibility and accountability for the outcome”.

The result of taking responsibility for decisions was that respondents felt that they needed to be fully cognisant of anything that they were held accountable for and ensure that they checked through things before they were sent out.

“Well, I am accountable for anything that comes from my team. Obviously if my name is on it, then I would want to know what was the methodology, what is the outcome, not necessarily have done it, but checked it, made sure that it’s correct before it goes out. And I expect anyone from my team to do the same if anything went out with their name on it. When you are signing off something, you must know it. Because people will question you on it, you’ll have to present the result”.

Tanille Goldberg
Due to the fact that only one category emerged for taking responsibility for decisions, no interrelationship diagram was necessary in order to identify the main driver. Based on the analysis conducted of the interviews and the matters pertaining to taking responsibility for decisions that were discussed by respondents in the interviews, it seems that accountability was the main driver for taking responsibility for decisions.

5.3.3.5 Respect

The core themes that emerged from the analysis of the interviews under the sub-code entitled respect were diplomacy, politeness, dignity and principles.

Diplomacy emerged as a category for respect because respondents felt that it was unnecessary to be anything less than courteous when dealing with a difficult situation.

“If however you need to retrench the bread winner, these decisions you can’t avoid, you have to respect that persons’ feelings, and hence the person must come out the process without losing their self worth. It is not the decision, it is the way in which it is communicated and how people are treated, and often if you do this with integrity, even if the decision led to personal hardship, they will always respect you, they will remain friendly. Difficult decisions are therefore not that difficult but it is how you treat people”.

“For me I have a set of values that’s very much built along the humanist list, I believe that all people are good and that people generally want to do good and that given the right environment and the support, the right understanding that people will flourish and I look to use that value to drive the way I gauge people. It doesn’t mean that you will like certain people more than others, that you will have an attraction to certain people more than others, that is life, it does not mean that your ways of engaging with them will be different but all it means is that you are engaging with everybody in the same way, the fact that you like some people and not like others for whatever reason, you shouldn’t be able to fear the way you engage with them”.

Politeness emerged as a category for respect because respondents felt that being polite to employees engendered mutual respect throughout the company.
"We have a rule on site that if I walk on site and I don’t greet the employees I am given a R5.00 fine and I have to pay whoever is on that site sometimes there are about 25 and I have to pay R5.00 that’s a R125.00 fine. So it immediately kicks of the day on a high and it breaks that not just walk on site bark orders and go. It’s a mutual respect it just engenders respect. Our whole ethos of the company is based on respect for the individual no matter his standing or position in the company”.

Dignity emerged as a category for respect because respondents felt that it was important not to disrespect the dignity of others.

“The thing that underpins me and how I see myself in business, at home, anywhere else I think is I had difficulties growing up and I saw a person, I saw things like racism and what have you and I vowed I would never ever let anything intrude the dignity of anybody, not mine or anybody else’s and so that’s the social construct I value in the business world”.

Principles emerged as a category for respect because respondents felt that respect was a key principle underpinning teamwork.

“Firstly the principle, teamwork, I think can only have mutual respect if they feel you look at them as a person. That’s the first thing, I think team work is based on respect, once there’s this mutual respect, immediately there is this willingness to listen and that’s both ways...respect for them I listen more, respect for me I listen more. So already the communication ahs improved because of the created respect. So we worked on this word of respect. We are very, very particular even when clients are disrespectful”.

“My over-riding value is respect – never lose respect. This was the biggest thing I changed at that company – I couldn’t believe how some people spoke to one another. I remember this group that behaved so badly, they were so abusive. I had to give them warnings that I’d fire them if I ever heard anything like that again. I have no tolerance for this”.

The result of respect as a value for respondents was that it fostered a culture of teamwork and mutual respect that filtered through the organisation.
“Disrespect from any quarter is completely unacceptable and immediately that brings respect on the employees part and it is a mutual respect. Respect I believe is the most important element of any team work”.

“I approach everybody with a sense of respect for who they are as an individual and that is my ongoing basis, so everything that I do has got to be about respecting the dignity of people. Therefore it goes to the core of what I believe in and the way that I work with my team and the way that we run the business to the extent that I can influence that”.

The researcher conducted selective coding by plotting an interrelationship diagraph in order to establish how the categories within respect were inter-related. This process involved discovering what the main drivers, links and outcomes were for respect. The researcher established that principles was the main driver of respect, the links were dignity and politeness, and the outcome was diplomacy. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that principles was the core influence on business leaders’ valuing respect. The interrelationship diagraph for respect is shown below.

**Figure 21 – Interrelationship diagraph: Respect**
5.3.4 Conclusion to the choice dimension: Conscience

The researcher plotted the drivers and outcomes identified within each of the five sub-codes, namely power of personal values, taking responsibility for decisions, ability to admit mistakes, respect and consistency pertaining to the choice dimension entitled conscience on an interrelationship diagraph in order to establish the cognitive factors that drove the decisions business leaders’ made using their conscience, and to establish which cognitive factors business leaders were able to enhance in order to develop their conscience.

This process revealed that childhood influence, integrity, principles and spirituality were the main drivers and hence, cognitive factors, that influenced how business leaders made decisions using conscience. This process further revealed that willingness to learn, diplomacy, consistency, sacrifice and stability were the primary outcomes resulting from decision-making using conscience. Thus the theory that emerged from the research pertaining to the choice dimension entitled conscience seemed to suggest that conscience was developed through childhood influence, and the possession of integrity, principles and spirituality.

Furthermore, the theory that emerged from the research seemed to suggest that possessing a high level of conscience resulted in stability, consistency and diplomacy in decision-making. Additionally, a high level of conscience resulted in a willingness to learn new behaviours and in sacrificing personally in order to defend and uphold justice and principles in the treatment of others.

Additionally, the theory that emerged from the research seemed to suggest that business leaders seeking to interrogate their level of conscience should examine and aim to enhance their level of integrity, their principles and their spirituality. Childhood influence is obviously outside the scope of influence for business leaders. According to what the theory suggests as it has emerged from the research, business leaders who seek to enhance their level of conscience will enhance their ability to make consistent, diplomatic and stable decisions, will develop a willingness to learn new behaviours and decision-making abilities, and will develop the willingness to sacrifice on behalf of others in pursuit of the greater good of society. The interrelationship diagraph for the choice dimension entitled conscience can be viewed below.
Figure 22 – Interrelationship diagraph: Conscience
5.4 Everything is an offer

The researcher explored 5 sub-codes as identified by Ortmann (2007) into the choice dimension named *everything is an offer*. The 5 sub-codes explored by the researcher into the choice dimension named *patterned awareness* were: *accepting challenges, coincidence and destiny, ability to have an impact, appreciating diversity and gratefulness*.

5.4.1 Content analysis using open coding

The content analysis using an open coding process revealed that of the 180 respondents, 105 discussed matters pertaining to *everything is an offer*. Of these 31 (30%) discussed matters pertaining to *accepting challenges*, 24 (23%) discussed matters pertaining to *coincidence and destiny*, 20 (19%) discussed matters pertaining to *ability to have an impact*, 18 (17%) discussed matters pertaining to *appreciating diversity*, and 12 (11%) discussed matters pertaining to *gratefulness*. A summary of the frequency count for *everything is an offer* can be viewed in the graph below.

Figure 23 – Frequency count: Everything is an offer

![Frequency count: Everything is an offer](image_url)
5.4.2 Axial coding using conditional relationship guide

The axial coding was conducted by the researcher using a conditional relationship guide. The total conditional relationship guide for this report was 150 pages long, and hence due to the constraints of the research report, extracts for each sub-code have been tabled in this section showing one example per theme identified for each sub-code.

5.4.2.1 Accepting challenges

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to accepting challenges were facing fear, seeking opportunities, accepting change, and stretching boundaries. An example of the axial coding process using a conditional relationship guide for accepting challenges is tabled below.

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facing fear</td>
<td>When taking on a new position</td>
<td>In a work situation</td>
<td>Because individual was out of his comfort zone</td>
<td>By taking on a position that involved doing work he had always avoided in the past</td>
<td>Individual overcame his fear and learnt new skills</td>
</tr>
<tr>
<td>Seeking opportunities</td>
<td>At all times</td>
<td>In business situations</td>
<td>Because individual is the type of person who is always on the lookout for reachable opportunities</td>
<td>By waking up early everyday and thinking of new ideas and/or businesses</td>
<td>Individual has many different business he is financially invested in</td>
</tr>
<tr>
<td>Accepting change</td>
<td>When offered a new project or position</td>
<td>In work situations</td>
<td>Because individual does not mind change</td>
<td>By taking on the project/position</td>
<td>Individual learns from new challenges</td>
</tr>
<tr>
<td>Stretching boundaries</td>
<td>When making decisions</td>
<td>In work situations</td>
<td>Because the company is growing rapidly</td>
<td>By welcoming the challenge to act outside of the individuals comfort zone</td>
<td>Individual has become a progressive leader and has seen huge results emanate from that</td>
</tr>
</tbody>
</table>

5.4.2.2 Coincidence and destiny

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to coincidence and destiny were accepting fate, controlling the future, and luck. An example of the axial coding process using a conditional relationship guide for coincidence and destiny is tabled below.
Table 21 – Extract of Conditional Relationship Guide: Coincidence and destiny

<table>
<thead>
<tr>
<th>Coincidence and destiny</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Accepting fate</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Controlling the future</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Luck</td>
</tr>
</tbody>
</table>

5.4.2.3 Ability to have an impact

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to *ability to have an impact* were *making a difference*, *influencing others*, and *selflessness*. An example of the axial coding process using a conditional relationship guide for *ability to have an impact* is tabled below.

Table 22 – Extract of Conditional Relationship Guide: Ability to have an impact

<table>
<thead>
<tr>
<th>Ability to have an impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Making a difference</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Influencing others</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Selflessness</td>
</tr>
</tbody>
</table>
5.4.2.4 Appreciating diversity

The axial coding process using a conditional relationship guide revealed that the factors that influenced business leaders’ choices related to appreciating diversity were seeking diversity, challenging mental models, and seeking different perspectives. An example of the axial coding process using a conditional relationship guide for appreciating diversity is tabled below.

Table 23 – Extract Conditional Relationship Guide: Appreciating diversity

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking diversity</td>
<td>When recruiting a team</td>
<td>In work situations</td>
<td>Because individual believes diversity creates a good working team</td>
<td>By actively headhunting a team that is made up of people with different capabilities, capacities and mindsets to each other</td>
<td>Team is better equipped to lead in certain circumstances</td>
</tr>
<tr>
<td>Challenging mental models</td>
<td>When working in a team</td>
<td>In work situations</td>
<td>Because individual has noticed that when trying to solve problems in a team, everybody has a different opinion about the solution</td>
<td>By working with a coach to understand how one's background and history influence one's decisions</td>
<td>Individual has learnt that his solutions are not always correct, to keep an open mind and not to discard new ideas</td>
</tr>
<tr>
<td>Seeking different perspectives</td>
<td>When making decisions</td>
<td>In work situations</td>
<td>Because individual believes that a true decision is reflected in the different views people have due to their different backgrounds and interests</td>
<td>By listening to the views of the whole team and then discussing them until a decision is reached</td>
<td>The best course of action is taken</td>
</tr>
</tbody>
</table>

5.4.2.5 Gratefulness

The axial coding process using a conditional relationship guide revealed that the factor that influenced business leaders’ choices related to gratefulness was feeling fortunate. An example of the axial coding process using a conditional relationship guide for gratefulness is tabled below.

Table 24 – Extract of Conditional Relationship Guide: Gratefulness

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling fortunate</td>
<td>When growing up</td>
<td>In life situations</td>
<td>Because individual had a good education</td>
<td>By having a privileged upbringing</td>
<td>Individual was able to experience the nicer side of life and his exposure to difficult situations in the working world has made him realise how fortunate he is</td>
</tr>
</tbody>
</table>
5.4.3 Analysis of interviews and findings

The 5 sub-codes per for the choice dimension named *everything is an offer* were chosen based on the availability of literature for each particular sub-code. While the researcher was able to find literature related to the sub-codes for *everything is an offer* she explored, namely, *accepting challenges, coincidence and destiny, ability to have an impact, appreciating diversity, and gratefulness*, of the literature that the researcher reviewed, there was a lack of information as to what factors influence the choices business leaders make based on these sub-codes. Based on the analysis of the interviews the researcher attempted to construct a theory as to the factors that influence the choices that business leaders make within each sub-code for *everything is an offer*. These results will be discussed below.

5.4.3.1 Accepting challenges

The themes that emerged through the analysis of the interviews for *accepting challenges* were *facing fear, seeking opportunities, accepting change and stretching boundaries*.

*Facing fear* emerged as a category because respondents felt that they were determined to overcome situations which they were anxious about and make the best of those situations.

“I think moving here was the right challenge and challenge within the organisation and also challenge on me to do things that I have never done before. I mean one of the things that I have always kind of steered clear of in my career is selling and in this role I have to sell the , I have to sell what I do in the to my people and I have to sell to my customers so it was, it is almost like I am kind of hitting some of my fear head on by taking this role”.

“I worked with a team that had significant tertiary qualifications beyond that which I had; so every other person was an MBA graduate and I don’t have a degree and so walking into that team, you can see how I could have felt totally inadequate to the task, but it was the greatest opportunity that I was ever given because I was taught in that, that I need to mobilise people, I need to work with people who are competent and enable high performing teams and that you don’t have to know all the details because there are people who are good and capable and you need to know that. I learned a different way of leadership”.
Seeking opportunities emerged as a category because respondents had a positive outlook and thus chose to view problems as opportunities.

“You’ve got to be constantly aware that there are opportunities and you’ve got to keep on asking the question, how can this problem be changed around into an opportunity, so it’s a mindset, it’s either inherent in a person or you can develop that skill”.

“I don’t say I have a problem because of this. What I would rather say is we’ve got an issue and that’s what we’re going to do about it. So I’m positively inclined. It doesn’t matter what problem. It might be a thing that we say I can’t, that it’s impossible. But I always believe there’s a possibility to push boundaries.”

Stretching boundaries emerged as a category because respondents felt that in order to grow as a leader and an organisation it was necessary to stretch one’s boundaries.

“And so, you know I think that happiness or satisfaction can only really come from the fact that you’ve achieved something that stretches you. You know, to simply be stuck in a rut and be doing the same thing everyday is never satisfying, something that’s easily within your compass of ability and experience, or the stuff you can do with your eyes closed is never satisfying. You always feel kind of empty as a result of doing it. And so you know, unless you’re pressurising yourself, unless you’re stretching yourself, you know frankly I don’t think you can ever be happy, I don’t think you can kind of ever be content or satisfied.”

“The company has grown so rapidly that almost every single decision that we’re making is out of the comfort zone. I can’t rely on anything and I don’t think any progressive leader can act within a comfort zone and expect huge results to come from it, so yes, I welcome it”.

Accepting change emerged as a category because respondents felt that change was part of the future, and in order to compete in changing times, change must be accepted and viewed as a challenge.

“If you do what you’ve done you always get what you’ve got. We live in rapidly changing environment. We cannot stand still, we cannot do things we have always done. If you want
to achieve something, you have to do things differently. You cannot do everything in the way you have done with exactly the same decisions. You have to change and do things differently to fully embrace life, to maximize your business, to develop.”

“I think change always happen, without change there would be no evolution. Most people are not really afraid of the change, but afraid of the uncertainty that goes with it, as individuals or as groups. I personally have no problem with change at all, how we can do better is through communication and better communicate the effect that the change has. Dealing with it is really understanding what the impact is, and once you understand that you may like it or not, but it really takes a lot of the anxiety away for yourself and for others, and then you can deal with it.”

The result of accepting challenges was that respondents were optimistic about challenges, solving problems and times of change as they felt that this was what grew one for the future in terms of leadership and organisational growth.

“Times of uncertainty is my favourite time. Because it’s when the chaos is around that the opportunities arise. When everything is going smoothly, that’s when everyone is just niggling down trying to make a few extra cents, but it’s when the chaos totally hits the fan, that’s my absolute favourite time, like we’re seeing now internationally. I said earlier that I wanted to get back into banking and finance. In times of chaos, you can really see the opportunities and can have the opportunity to make a lot of money.”

“Opportunities very seldom fall in your lap where you haven’t had to do anything to earn the benefit of that opportunity, but then generally those people who don’t take the effort to develop the opportunity further, they’re generally not leaders anyway.”

“The challenge is getting out of the comfort zone and having to operate in the new. What I think it makes you do, is to evaluate the quality of your behaviour and your decision-making, of your interpersonal relationships. And that’s good, it’s good for your personal growth. It makes you more introspective, and ‘it’s not all about me.’ It’s a wonderful opportunity for growth, and it enables you to develop both spiritually and personally.”
The researcher conducted selective analysis by plotting an interrelationship digraph in order to establish how the categories within the *accepting challenges* were inter-related. This process involved discovering what the main drivers, links and outcomes were for the *accepting challenges*. The researcher established that *facing fear* was the main driver of *accepting challenges*, the links were *seeking opportunities* and *accepting change* and the outcome was *stretching boundaries*. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that *facing fear* was the core influence on business leaders’ decisions regarding *accepting challenges*. The interrelationship digraph for *accepting challenges* is shown below.

**Figure 24 – Interrelationship digraph: Accepting challenges**
5.4.3.2 Coincidence and destiny

The core themes that emerged for coincidence and destiny were accepting fate, controlling the future and luck.

Accepting fate emerged as a category because respondents felt that fate had sent them on a particular path, which they accepted would emerge as opportunities that would have greater meaning for their lives, and consequently believed that they ended up in the positions that they today find themselves in.

“My greatest blessing in disguise was probably when I was working for (COMPANY A) around 1997-1998. The company was in a very bad shape and the share prices dropped down to about R17 a share, there was talk about selling (COMPANY A) off. The result of that was increasing uncertainty in where the future of the company was and as a result of that, at that time I was looking for a job. I got a job with (COMPANY B) and I was with them for a very short period of time, and it was in fact my boss at (COMPANY B), with whom I got on very well with, who told me about this position at (COMPANY C) and after much prodding and promising I eventually did apply for it and I got the position here. So if I look back at the chain of events: if (COMPANY A) hadn’t been in the place that it was, I wouldn’t have made the move to (COMPANY B) in order to hit the link to the job were I am now. I have been at (COMPANY C) now for six and a half years and made a relative success of it, it’s been a huge blessing in disguise. If I stayed at (COMPANY A), I am sure I would have done okay there, but I don’t think I would have been in the position were I am right now.”

“So that, I think is serendipity. I mean, we were sitting there, I had a perfectly good life, I had a lovely home, my kids were raised there, I was teaching at a University and we did this big move to another country and then about four or five years later, I was sitting next to my current boss and he asked me to come and meet the directors and tell them how I could make this a happier place, and do a sort of analysis of the company, and a SWOT analysis, and that’s how I got this job. So if that’s not serendipity, there were no rational choices, there wasn’t a card saying you know that you’d trained for this or you’ve done this and therefore you will be that. So in terms of choice, I think that for me, serendipity plays a big role.”
Controlling the future emerged as a category because respondents felt that one has to plan one’s own future in order to achieve one’s life goals.

“There’s no place for destiny in business. My thinking is that you create your own destiny by creating and formulating a business strategy and implementing it. For example you can’t wake up in the morning and say I’m going to be rich. If you don’t implement a strategy and work at it then you are never going to achieve that. To rely on destiny is going to make you complacent. You must work a plan around it, otherwise you are not going to move forward, so I don’t believe in destiny. I believe in working on a plan and looking at the tools and making it happen. You’re destined to get it if you work on it and you work on it daily.”

“I suppose it is having initiative, working hard, and just having a plan. The more experience I have the more I realise that you just have to decide what you want and it might be different from what the next guy wants but you actually have to have a plan.”

Luck emerged as a category because respondents believed that they had achieved success due to chance and therefore did not believe in planning their futures.

“But with total chance, I mean it was a total random event, at a particular point in time. I was sitting on the beach in Cornwall, and needed somebody to crew the boat which I was going to sail in a dingy race and there was that girl sitting on a wall, and I said ‘why don’t you crew for me?’. If that set of circumstances had not happened I would never have joined my company, I would never have met my wife, I would never have come to South Africa. So how could you ever have a purpose because my life has been a totally haphazard kind of conjunction of events, which had knit together into something that I in the end found satisfactory? I never had a guided purpose other than to obviously trying to be a fairly decent guy.”

“I think I have been in a very lucky position that when I started I was producing, directing and writing for the market that is kind of the market that is prevalent today. It’s quite strange I didn’t realize it at the time but then already I was working for that new market long before it was popular to work for that new market.”
The result of making decisions around coincidence and destiny were that respondents felt that destiny would play itself out, but that hard work prepared one for taking advantage of the opportunities that destiny presented one with.

“Let me tell you what I think chance is. Chance is luck. I think it is a catalyst. So I think you need 95% hard work and 5% chance because now if you don’t work hard when chance come you will be caught off guard. But if you work hard you will be ready so that when chance comes you always take advantage of chance.”

“Yes I do believe in destiny. I think that everybody has a specific role to fulfil in life and yes, you create your own destiny. If you as an individual try as hard as you can to become what you want to become, nobody is going to do it for you. So, I believe in destiny. I believe we all have a purpose, and in the bigger scheme of things, each one’s little purpose creates the entirety. As an individual that motivates me to work harder, because ultimately what you want to become is within your hands.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within coincidence and destiny were inter-related. This process involved discovering what the main drivers, links and outcomes were for coincidence and destiny. The researcher established that controlling the future was the main driver of coincidence and destiny, the link was luck and the outcome was accepting fate. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that controlling the future was the core influence on business leaders’ decisions to accept coincidence and destiny. The interrelationship diagraph for coincidence and destiny is shown below.
5.4.3.3 **Ability to have an impact**

The major themes that emerged from the analysis of the interviews into the sub-code entitled *ability to have an impact* were *selflessness, making a difference* and *influencing others*.

*Selflessness* emerged as a category because respondents felt that part of being a leader was being responsible for nurturing others to become future leaders.

“Is my presence making a positive contribution and difference? Not about the enjoyment of the song as such. Is the harmony working for the greater good of the company? In the movies, we have often seen the empty dance floor. Then the maverick appears, starts dancing, and before you know it, the dance floor is full. Impact. If you are positively impacting, it’s a reason to stay and wait for a future train. Sometimes we inspire and mentor people who are taking a loop line from the same station as us. It is bigger than you. Helping another prepare and depart for their next destination is also a reason to wait for your next departure.”
“Management is nothing more than caretaking, and when you choose the path of managing people you accept the responsibility to serve people. You also accept that it’s not a selfish thing, it really isn’t, because the next generation depends on the previous generation. And if you don’t do it properly, you end up like you are in South Africa where there’s a huge skills shortage. Because there are a lot of clever people that are older, who have the experience because they were well taught. They are not sharing their knowledge. And you will end up with a lot of people that have huge qualifications and no experience and you will see the result of that, we are seeing the result of that.”

Making a difference emerged as a category because respondents felt that an important function of being a leader was to make a difference, either to the company that they were employed by or to people.

“If you cannot add value to the business then the business cannot afford to have you around, then you must go on and move to something else. I would never want to work for a business where I felt I am not adding value, there is no point, and it is sort of a meaningless existence.”

“I think success achieved at the expense of doing good, or (at the expense of) a greater number of people, is hollow. I do think we’re here, I think, there are two things we’re here to do, are to learn, or grow and then help others and hopefully, to find joy and be joyful while doing that, while learning and helping others and I think that is why we’re here and so, if you don’t do that, you’ve really not fulfilled your purpose of why you’re here.”

Influencing others emerged as a category because respondents felt that convincing others to aspire to success for the organisation or themselves was imperative to achieving success for the organisation and the respondents.

“I am able to move people in a certain direction. You should be able to show a goal that is not yet there; a vision of the future. Still able to convince, grow the vision and make the right choices for the people and the company. And that is great; by achieving a common goal I knew that my choices were right and people had been convinced to believe in the right vision.”
“I guess to be a successful leader you have to have successful people with you, and I have also proven in an environment, when I went into a very strong operation, that was falling to pieces, I didn’t go and make fundamental changes to the team, I still took that team that wasn’t achieving success and within a very short period of about a year or so, I made that team achieve exceptional results and when I left two or odd years later it was very close to benchmark results. So I think it's very much how you deal with people, how you motivate people, how you empower people, how you respect people and how you earn the respect and establishing the trust relationship. At the end of the day people will go to the end of the world to do whatever they have to do to make a success because they aspire to what the leader believes in.”

The result of business leaders’ ability to have an impact was that respondents made choices that would enable them to have an impact on the organisations they worked for, employees or society. Additionally, respondents felt that there was a bigger purpose to their lives than simply pursuing their own success.

“I try to not do things that don’t have big impacts. It’s more on impact and impact may be both from a profit point of view but also from a relationship point of view. My first role in this organisation is to make sure that business is profitable and equally important is that the profitability is sustainable. What makes it sustainable is that whatever decisions I make today are not going to jeopardize the existence of the organisation tomorrow when I’ve moved on, both from a human point of view and also from the peace in terms of our environment. Our key stakeholders are our employees, the community we live in and the environment as well. Sometimes something looks very profitable but when you check the sustainability therefore its something you’re not going to go for, its not high priority, or you will not be doing it, you take it off the list.”

“I can’t change the world all at once, but I can change one small part of it. So if I can get one person to acknowledge HIV risk and go for a test, that gives me six months of inspiration to keep going. And that gives me the courage to keep going. Small victories, acknowledge them, embrace them, clap your hands and do a jive. Whatever it takes for you to say, I’ve done something really, really good and use that.”
The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within the *ability to have an impact* were inter-related. This process involved discovering what the main drivers, links and outcomes were for the *ability to have an impact*. The researcher established that *selflessness* was the main driver of *ability to have an impact*, the link was *influencing others* and the outcome was *making a difference*. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that *selflessness* was the core influence on business leaders’ *ability to have an impact*. The interrelationship diagraph for *ability to have an impact* is shown below.

**Figure 26 – Interrelationship diagraph: Ability to have an impact**

5.4.3.4 **Appreciating diversity**

The core themes that emerged as a result of analysing the interviews into the sub-code entitled *appreciating diversity* were *seeking diversity, challenging mental models* and *seeking different perspectives*. 
Seeking diversity emerged as a category of appreciating diversity because respondents felt that actively seeking diversity led to better organisational results.

“You have to go out there with a determination to find people who are different, who are thinking differently, who have different capabilities and capacities to do the work and you have to combine them into a good working team and obviously, if you have that, then you will find that in your team, there are people much better equipped to lead in certain circumstances and situations.”

“It’s amazing in a room with far diverse backgrounds and people, what you can actually come out with, and sometimes, you know, you just have to spark on one great idea that could influence and change your business, and that’s not a crisis change, that’s an adaptive change.”

Challenging mental models emerged as a category because respondents felt that in today’s world of business, testing one’s realities was important for enhancing successful leadership style.

“You know absolute power corrupts absolutely. You know, you’ve got to watch out that when you have a leadership position, you don’t eventually end up surrounding yourself with people that say that you’re always perfect because you’re going to fall down, you’re going to come unstuck, you need other people’s view points all the time so that you can engage and test your own realities and test other’s realities.”

“An event we had was a mass training program where we were made aware of the fact that we all have different realities. You have your own reality and I have my own reality. They are not necessarily right or wrong but they are different. So making you more sensitive to the way you see other people and the way they see the world. And I think that had a big impact on the way I deal with people, certainly in my management style.”

Seeking different perspectives emerged as a category because respondents felt that different perspectives offered new solutions to problems, improved decision-making and led to the best decision being taken.
“I always appreciate peoples different views, in fact with my management I have always told them I would be really worried if one day everybody agrees with me because I know it cannot be true, it can’t be true because of the different interests and backgrounds and therefore there is no way that people will be agreeing with my view. If one day that happened, I will know something is wrong. So I always encourage people to have different views, and if somebody came with that I would listen, I always want to listen to what other people have to say. Not that I would necessarily agree with what the other people have said, I just think people should have their views and we should listen to those views and we discuss those views and hopefully whoever is in charge of deciding what must be done, and you have listened to everybody then you can take the best course of action, once you have listened to all the people.”

“Even if I don’t agree with him at least I hear another opinion and often, that will make me think of something I have not thought of. If it was just me on my own, you have a decision to make and you make it in isolation. Often I bring people around the table and say ‘okay, this thing that we’ve got to do what do you think?’ We’ve got to do a project, or a pilot or a brief to answer to. I give it to three or four people just to see their opinion. Let people give their opinion as well, of course it improves your decision-making process.”

The result of appreciating diversity was that respondents felt that a diverse group of employees offered different viewpoints and represented diverse ideas and solutions that were more appropriate in order to compete in today’s rapidly changing business environment.

“When you look at that you end up with teams that are in codes aligned to you, what it means is that they think like you, they can’t oppose you, they do as you say and basically they become clones of you in your team. As human beings we have weaknesses and strengths and other people’s weaknesses are complemented by others strengths, that’s why you have teams to work with. If I get rid of people who have different views from me all the time, it means only me is there as a resource against all of the challenges that I face, and all human beings in their internal capacities are incapable of solving all things, so I set up a team basically where I’m going to fail because my weaknesses becomes very pronounced in the face of challenges and boom the organisation will go.”
“I think if you are working in a team where everyone agrees with everyone else and you are working on a sort of rigid routine, audit basis you can end up with very little creativity and access to seeing new opportunities. I think you need some tension in the team. Where people are questioning, there is a bit of disagreement and team meetings are a bit robust, because people have different points of view. The real danger is if everyone is in line and everyone agrees and everyone does things on a routine basis you will get overtaken.”

The researcher conducted selective analysis by plotting an interrelationship diagram in order to establish how the categories within the *appreciating diversity* were inter-related. This process involved discovering what the main drivers, links and outcomes were for *appreciating diversity*. The researcher established that *challenging mental models* was the main driver of *appreciating diversity*, the link was *seeking different perspectives* and the outcome was *seeking diversity*. Thus, the theory that emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seemed to suggest that *challenging mental models* was the core influence on business leaders’ decisions regarding *appreciating diversity*. The interrelationship diagram for *appreciating diversity* is shown below.

**Figure 27 – Interrelationship diagram: Appreciating diversity**
5.4.3.5 Gratefulness

The main theme that emerged from the sub-code entitled *gratefulness* was *feeling fortunate*.

*Feeling fortunate* emerged as a category because respondents discussed feeling fortunate to have had a privileged upbringing, good career opportunities, good employees or an enjoyable organisation to work for.

“I’ll be the first one to say that I’m incredibly lucky with the management team that I have, who in many cases are much better at what they do than I would be if I was in their position, running branches, doing business development. They are brilliant and that is one way for a leader to keep on their toes is not to shy away from it.”

“So, I was very lucky, I was born with a silver spoon in my mouth. I didn’t have to fight to be put through school by my parents. I had a very privileged upbringing and I saw the nicer side of life.”

“But more than anything for me is acknowledging and realizing how lucky, fortunate and how blessed I am in many, many ways to have the kind of opportunities I have, to have friends and family that I have. And almost my mantra has always been to whom much has been given much is expected. So I feel because I have been given so much I need to give back. I think you have to be very much in touch with your inner self and also understanding what feeds you spiritually and spiritually could be anything. How really you are connected to the broader universe and how that connection is. Personally for that connection goes in various ways, I’m more and more definitely convinced that the higher beings is God, the universe, my ancestors all those coming together to give me the connection and helping to give the opportunities that are there.”

“I just think that I’ve been incredibly fortunate in the company that I work because the culture here is one that I can live with. The philosophy of innovation and unorthodox thought and it appreciates hard work. And really if I have to say a group of people it would be the people I’m in contact with every day. I have great bosses. But I sometimes think I have even greater people working for me and with me. And I just draw energy from the people that I work with.”
The result of feeling fortunate was that respondents recognised that the people or situations that they felt grateful for positioned them to achieve their goals and become successful.

“For me one of my personal visions and dreams is to have a successful career. That has been quite important for me from a young age. What happened is, within the company I was allowed the opportunity to work in a number of different areas and I was actually quite lucky to be promoted quickly throughout my career and that resulted in me being stretched throughout my career. As a result the company has afforded me the opportunity to be successful in my career. From that perspective I have had job satisfaction and so yes, from that perspective in general my career has allowed me to fulfil my vision of having a successful career.”

“There are hundreds of people, without whom I would not have come to where I am now. First it’s my family of course, my brothers, my sisters, my father, my mother all of them, but then also your colleagues at work, your team, the people working with you, working for you.”

“My parents have been a huge support and provided most of the financial backing for the business. I feel very grateful and realise how lucky I am. I am very aware that few people are given the opportunity I was.”

Since there is only one category that emerged as a result of the analysis of the interviews the researcher conducted, the theory seems to suggest that business leaders’ ability to recognise that they were fortunate is the main driver of choices made due to gratefulness.

5.4.4 Conclusion to the choice dimension: Everything is an offer

The researcher plotted the drivers and outcomes identified within each of the five sub-codes, namely accepting challenges, appreciating diversity, coincidence and destiny, gratefulness and ability to have an impact pertaining to the choice dimension entitled everything is an offer on an interrelationship diagram in order to establish the cognitive factors that drove the decisions business leaders’ made based on their willingness to view everything as an offer, and to establish
which cognitive factors business leaders are able to enhance in order to develop their ability to view everything as an offer.

This process revealed that facing fear, stretching boundaries and challenging mental models were the main drivers and hence, cognitive factors, that influence the willingness of business leaders to view everything as an offer. This process further revealed that making a difference, accepting fate and seeking diversity were the primary outcomes resulting from a willingness to view everything as an offer. Thus the theory that emerged from the research pertaining to the choice dimension entitled everything is an offer seemed to suggest that the willingness of business leaders to view everything as an offer was developed through facing and overcoming fears, stretching boundaries by taking on new challenges, and challenging mental models that led to cognitive biases.

Furthermore, the theory that emerged from the research seemed to suggest that the willingness of business leaders to view everything as an offer led to business leaders seeking diversity in organisational teams, accepting and thus making the best of the path that fate had presented them with, and making a difference to the lives of others and to the success of organisations.

Additionally, the theory that emerged from the research seemed to suggest that business leaders seeking to enhance their willingness to view everything as an offer should examine and overcome their fears, stretch their cognitive boundaries by seeking new challenges, and reflect on their mental models in order to move away from making incorrect judgements. According to what the theory suggests as it emerged from the research, business leaders who seek to enhance their willingness to view everything as an offer will be better equipped to make effective decisions due to seeking diverse perspectives, be more likely to achieve success due to their willingness to view situations not planned for as an opportunity rather than a disappointment, and be able to make a difference to people around them and the organisations they work for. The interrelationship diagraph for the choice dimension entitled everything is an offer can be viewed below.
Figure 28 – Interrelationship diagraph: Everything is an offer
5.5 Imagination

The researcher explored 5 sub-codes as identified by Ortmann (2007) into the choice dimension named imagination. The 5 sub-codes explored by the researcher into the choice dimension named imagination were: inspiration, communication, innovation, pressure and impulsive actions and skills development.

5.5.1 Content analysis using open coding

The content analysis using an open coding process revealed that of the 180 respondents interviewed, 50 discussed matters pertaining to imagination. Of these 19 (38%) discussed matters pertaining to inspiration, 11 (22%) discussed matters pertaining to communication, 7 (14%) discussed matters pertaining to innovation, 7 (14%) discussed matters pertaining to pressure and impulsive actions, and 6 (12%) discussed matters pertaining to skills development. A summary of the frequency count for imagination can be viewed in the graph below.

Figure 29 – Frequency count: Imagination

![Frequency count: Imagination](chart.png)
5.5.2 Axial coding using conditional relationship guide

The axial coding was conducted by the researcher using a conditional relationship guide. The total conditional relationship guide for this report is 150 pages long, and hence due to the constraints of the research report, extracts for each sub-code have been tabled in this section showing one example per theme identified for each sub-code.

5.5.2.1 Inspiration

The axial coding process using a conditional relationship guide revealed that the factors that influence business leaders’ choices related to inspiration are stimulation; visualisation; optimism; hope and creativity. An example of the axial coding process using a conditional relationship guide for inspiration is tabled below.

Table 25 – Extract of Conditional Relationship Guide: Inspiration

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulation</td>
<td>When leading a team</td>
<td>In work situations</td>
<td>Because the team is creatively stifled as they have been working with the same brand too much</td>
<td>By moving the creative team onto another brand in order to break the mundane-ness</td>
<td>The team is able to take their imagination to another place and this stimulates creativity</td>
</tr>
<tr>
<td>Visualisation</td>
<td>When leading a team</td>
<td>In work situations</td>
<td>Because employees are unable to tackle a problem due to having too much on their plate</td>
<td>By asking employees to visualise what their ideal character for themselves would do in a particular situation</td>
<td>Employees are pushed out of their comfort zone and are able to look at a problem with a fresh approach</td>
</tr>
<tr>
<td>Optimism</td>
<td>When socialising or employing</td>
<td>In all situations</td>
<td>Because the individual believes that negative people tap into his energy and drain him, whereas positive people make him feel better about life</td>
<td>By surrounding himself with people who are as positive as he is</td>
<td>Individual is able to draw from the positive energy of others to inspire him</td>
</tr>
<tr>
<td>Hope</td>
<td>When thinking about the future</td>
<td>In all situations</td>
<td>Because the individual believes that he will be unfulfilled if he does not have goals to aspire to</td>
<td>By having new aspirations once he has reached a goal</td>
<td>Individual feels intense satisfaction as he is always working towards victory</td>
</tr>
<tr>
<td>Creativity</td>
<td>When leading people</td>
<td>In work situations</td>
<td>Because the individual wants to create an environment of encouragement instead of seeing employees just as productive units</td>
<td>By listening to music in order to replenish himself and stimulate his creativity</td>
<td>Individual’s leadership style has changed dramatically from being very rigid in his approach to open and participative</td>
</tr>
</tbody>
</table>
5.5.2.2 Communication

The axial coding process using a conditional relationship guide revealed that the factors that influence business leaders’ choices related to communication are open management style; technology and participative management style. An example of the axial coding process using a conditional relationship guide for communication is tabled below.

Table 26 – Extract of Conditional Relationship Guide: Communication

<table>
<thead>
<tr>
<th>Communication</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open management style</td>
<td>When employees are nervous about change</td>
<td>In work situations</td>
<td>Because individuals believe if employees are able to understand why the decision taken was the best option they will be able to adapt to the change</td>
<td>By listening to the objections of all employees and talking them through the pros and cons that were considered when the decision was taken</td>
<td>Employees are able to understand the business reasons for the decision and are able to adjust to the change</td>
</tr>
<tr>
<td>Technology</td>
<td>When communicating</td>
<td>In work situations</td>
<td>Because better technology has replaced personal contact</td>
<td>By creating a situation where employees are more distant and impersonal and therefore more difficult to communicate with</td>
<td>Individual’s leadership style has been negatively affected</td>
</tr>
<tr>
<td>Participative management style</td>
<td>When making decision</td>
<td>In work situations</td>
<td>Because individual believes he is accountable for his decisions</td>
<td>By talking to and listening openly and honestly to others about the decision</td>
<td>Individual is able to make the right decision</td>
</tr>
</tbody>
</table>

5.5.2.3 Innovation

The axial coding process using a conditional relationship guide revealed that the factors that influence business leaders’ choices related to innovation are formal process; employee involvement and flat management structure. An example of the axial coding process using a conditional relationship guide for innovation is tabled below.

Table 27 – Extract of Conditional Relationship Guide: Innovation

<table>
<thead>
<tr>
<th>Innovation</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flat management structure</td>
<td>When leading an organisation</td>
<td>In work situations</td>
<td>Because the product and strategies that the company uses are quick and easily copy and product is quickly started trading very cheaply</td>
<td>By having a team leader and the rest of the organisation on the same level with no titles in the organisation and an open plan set up</td>
<td>The employees are constantly able to share ideas and the organisation is constantly able to reinvent itself</td>
</tr>
<tr>
<td>Formal process</td>
<td>When leading people</td>
<td>In work situations</td>
<td>Because this keeps fresh ideas coming in</td>
<td>By having a monthly forum called the Innovation Committee and rotating the employees who work on this committee monthly; and only defining a new idea as an innovation once the idea is operationalised</td>
<td>The individual has a success rate of 50% with innovation</td>
</tr>
<tr>
<td>Employee involvement</td>
<td>When managing an organisation</td>
<td>In work situations</td>
<td>Because employees often have fantastic ideas for a product range</td>
<td>By involving their employees when launching a new product such as the convenience food range</td>
<td>Employees feel a sense of belonging in the company and feel proud of being a part of successful products</td>
</tr>
</tbody>
</table>
5.5.2.4 Pressure and impulsive actions

The axial coding process using a conditional relationship guide revealed that the factors that influence business leaders’ choices related to pressure and impulsive actions are panic; impatience and anger. An example of the axial coding process using a conditional relationship guide for pressure and impulsive actions is tabled below.

Table 28 – Extract of Conditional Relationship Guide: Pressure and impulsive actions

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panic</td>
<td>When facing challenges</td>
<td>In work situations</td>
<td>Because the board frequently overreacts to problems and wants middle management to immediately find solutions and implement them</td>
<td>By making impulsive decisions</td>
<td>The board ends up having to correct the decision and rectify the situation caused by the incorrect solution being implemented</td>
</tr>
<tr>
<td>Impatience</td>
<td>When strategising with the senior team</td>
<td>In work situations</td>
<td>Because the individual felt frustrated when after an hour he could see what goals they would end up reaching</td>
<td>By taking over the strategy meetings from his senior managers and pre-empting the goals of the plan</td>
<td>The individual ended up having to implement the strategy himself as he did not have buy-in from his senior staff; and the senior staff stopped inviting the individual to their strategy sessions and held them quietly so the individual would not know about them</td>
</tr>
<tr>
<td>Anger</td>
<td>When dealing with theft</td>
<td>In work situations</td>
<td>Because the individual felt totally devastated and that this was an unspeakable betrayal</td>
<td>By discovering the individuals’ staff had stolen half a million rand worth of food vouchers meant for poor patients and none of the staff would admit to the theft or tell the individual who the culprits were</td>
<td>The individual fired the entire department</td>
</tr>
</tbody>
</table>

5.5.2.5 Skills development

The axial coding process using a conditional relationship guide revealed that the factors that influence business leaders’ choices related to skills development are development; training and education. An example of the axial coding process using a conditional relationship guide for skills development is tabled below.
### Table 29 – Extract of Conditional Relationship Guide: Skills development

<table>
<thead>
<tr>
<th>Skills development</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td>When</td>
<td>leading</td>
<td>In work situations</td>
<td>Because the individual was unable to find somebody with the skill set and the equity status to fill the position</td>
<td>By recruiting a retiree to train somebody to fill the position within 3 years</td>
<td>The individual finds another way to deal with the challenges regarding skills shortages in order to gear for the future</td>
</tr>
<tr>
<td>Training</td>
<td>When</td>
<td>leading</td>
<td>In work situations</td>
<td>Because the organisation needed to develop the skills specific to their organisation</td>
<td>By having their own training academy which holds classes and full time programmes across all disciplines in the organisation</td>
<td>The organisation has a ten year plan in place and trains young people in order to prepare for the future</td>
</tr>
<tr>
<td>Education</td>
<td>When</td>
<td>leading</td>
<td>In work situations</td>
<td>Because the individual wants to foster a culture of career growth</td>
<td>By encouraging employees to study</td>
<td>The organisation incentivises employees to study by funding education and giving employees who study first preference for vacancies</td>
</tr>
</tbody>
</table>

### 5.5.3 Analysis of interviews and findings

The 5 sub-codes per for the choice dimension named *imagination* were chosen based on the availability of literature for each particular sub-code. While the researcher was able to find literature related to the sub-codes for *imagination* she explored, namely, *inspiration; communication; innovation; pressure and impulsive actions; and skills development*. Of the literature that the researcher reviewed, there was a lack of information as to what factors influence the choices business leaders make based on these sub-codes. Based on the analysis of the interviews the researcher will attempt to construct a theory as to the factors that influence the choices that business leaders make within each sub-code for *imagination*. These results will be discussed below.

#### 5.5.3.1 Inspiration

The core themes that emerged from the sub-code entitled *inspiration* identified through analysis of the interviews by the researcher were: *stimulation, visualisation, creativity, hope* and *optimism*.

*Stimulation* emerged as a category because respondents felt that working for an inspiring leader who challenged their boundaries and pushed them to achieve and thus stimulated them.

“I just connected with him, he inspired me and excited me and he made me look at the other opportunities within, there was room for me to be here and I could maybe do amazing...”
things and although there were unfamiliar accounts, if I was going to the other company I would be going with a familiar account into an new environment. I really believed in my leader and I believed in what he was telling me, about what he thought was great about me and that there were opportunities for me. I told myself ‘you need to be here with this leader, because he is going to lead a dynamic team and they are going to change things, do different things and that is what you really want. I wanted to be a part of something that was going to shake things up and make people question and make things uncomfortable. I got thrown into the deep end like you would not believe, totally out of my depth and it was a sink or swim, but because I had this incredible guy standing next to me, and behind me and in front of me, yelling at me, inspiring me and pushing me further and telling me ‘I believe in you and know you can do it’. I did it and I survived it and three years on I have been promoted. I have moved up in the ranks. I am a relatively senior within the agency and I am still working with him, day to day and he is still to this day inspires me and pushes me onto greater things.”

“I think that’s what you’ve got to do to get a person to be a little bit more stimulated. They will see how another person’s area is or they might embrace it and just get the person out of their rut. For example, we have a person working in a senior position and working purely on one account, and in a four month period would have produced maybe 50 ads for that account. After you’ve done your 50th ad for that account, you’re so sick of that account. So instead of giving them a holiday, what we do is we put them onto another brand. So you get them to do action shoots and those type of things just to break with the style of doing the one account. You give them another account, It is a bit of pressure and they get stimulated.”

Visualisation emerged as a category because respondents discussed using visualisation to imagine different situations and their futures as a source of inspiration.

“I think of scenarios of things. I try and imagine what will happen in meetings at work and try and visualize what it would be like and the kind of questions that people may ask in different situations. I then prepare for these scenarios that I imagined and I find that helps a lot. I believe that if you can imagine it, you can achieve it. So I use imagination frequently in the business setting. I try and visualize it before it happens. I think of long term goals and boundaries for my business and for my personal life and where I want this to go. I use imagination together with experience to deal with things in my life.”
“I am a dreamer, I really dream big dreams and some people who have been close to me, think that this is just impossible, but somehow I have seen in my life the things that I thought was impossible. But because I constantly dreamed, that became possible.”

“For me it was a vision to be successful, it was a vision to really progress my career and to get to a senior position, so I had this aspiration, this long term goal, this vision and I started to work towards it.”

Creativity emerged as a category because respondents discussed using various forms of creativity to inspire them.

“Yes, it’s so important to be replenished - and there many ways. For me one the most effective ways is music. I find this particularly with musical lyrics and how the words of song can stimulate my creativity. My leadership style has changed considerably from being very top-down and rigid to now being much more open and participative. But also sharing in success stories and whatever is encouraging. I’m getting out of the mould of just seeing people as productive units.”

“I went on holiday to the south coast of Durban and had long walks along the beach in the early morning. My mind goes into a gear and you start thinking creatively which you can’t always do in business time and the strategies that I had developed. I had six trips planned – I cancelled them. I was going to do what I did in the past but just more of it. I then decided that the people must come here and I also developed strategies for the North American market, the European market and the Australian market for a start and I am now active on it and it is totally different to what I thought at the end of last year.”

Optimism emerged as a category because respondents felt that positive images or people were a source of inspiration for them.

“Every time before you go to sleep and have a very positive image, have a very positive feeling that you project towards that image. I think that’s quite a nice technique to picture in your mind what is it that I want to achieve in the short-term and where is it that I want to be in the long-term and build that picture and be clear about it, be positive about it. I think that’s quite important.”
“You get two kinds of people. The one kind who are energy thieves, when you see them you feel worse. You know who some of them are. You run because you don’t want them to tap your energy. And then you get people when you see them you feel better. You run across to them because they are there. You run across and say ‘hi how’s it?’ Those are the people in your company, your family or your life. Surround yourself with people that make you feel better, it doesn’t mean that they are the same as you but they make you feel better. You can use their energy.”

Hope emerged as a category because respondents felt that hope was necessary for themselves and for employees in order to fell inspired.

“It’s more aspirations and dreams. So it is a funny thing life, and human nature is funny. It’s whilst you’re in the process of building things or working towards the victory that you have the most intense satisfaction. You finally get there you think you can relax, you can do this or that, but there is no way that it is the same.”

“Ownership, stakeholder, buy-in. That sought of thing. There’s only one thing that drives that. And it’s not money, it’s not education and it’s not a sense of belonging. It’s hope. It’s the only thing people buy into. If people see the hope you have for their career, for the success of a business, for the implementation of a process, if people see the hope and understand the hope and align themselves to ‘how will I benefit?’ Then you have success. Because people will not allow it to fail. If people don’t have hope you have nothing. That’s when people are disinterested. They’re not committed. There’s no buy-in. There’s only one thing, they have no hope in the leader, in the direction. That’s all it is. So what is the most important consideration? There has to be real hope. Real hope it’s going work. Real hope we are going to grow our market share.”

The result of inspiration was that respondents discussed relying on imagination to visualise their futures and inspire them to pursue achieving that future; and how others inspired the respondents to pursue achieving their futures.

“I do rely on my imagination a lot. It’s actually good because my imagination is fuelled by what’s in my head and being and what I am, so my career choice and my future is in line with what’s in my heart. Which is just as well because it means I won’t be in conflict with
“I think one of the things that has been of great value to me is having worked under different leaders with different leadership styles, I think I have worked under great people and they have been quite an inspiration to me and how I could deal with some of the problems that I face in my current leadership approach and also parents, I think they shape what you become ultimately. I believe that my parents, their style may have been inspirational in a way, parents – I am not confining myself to my mother or my father only, the extended family system that is inherent in our culture, it helps you to pick, as you grow up the positive attributes from those around you.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within inspiration are inter-related. This process involves discovering what the main drivers, links and outcomes are for inspiration. The researcher established that hope and visualisation are the main drivers of inspiration, the link is stimulation and the outcomes are creativity and optimism. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that hope and visualisation are the core influences on business leaders’ decisions regarding inspiration. The interrelationship diagraph for inspiration is shown below.

Figure 30 – Interrelationship diagraph: Inspiration
5.5.3.2 Communication

The core themes that emerged from the sub-code entitled communication identified through analysis of the interviews by the researcher were: technology, open management style and participative management style.

Technology emerged as a category of communication because respondents felt that technology hinders communication within an organisation as communication becomes impersonal and decisions are delayed.

“Too many people hide behind emails and sms’s when they should just be picking up the phone, or going to see someone face to face. This ‘hiding’ can lead to something taking two weeks to get resolved, when it should’ve taken 2 minutes.”

“Email did change our lives entirely. People rather send a message these days than talk to each other. It influences the personal contact and has negatively influenced my style as a leader. I regret the distance amongst people getting bigger rather than smaller. This is characterised by employees who are more distant and impersonal and thus more difficult to communicate with. It also looks like people dare to say more and furious things over the email because they have a false sense of security when staring at a computer screen. We recently received blackberry’s. You have to be careful not to communicate the entire day with that thing. I have even seen people in meetings using their blackberry because they suddenly remembered to send someone a message. To me this is totally disrespectful to the meeting and the other person. Modern techniques are extremely handy to reach and inform a lot of people, it should however not replace personal contacts and the spoken word. With reference to leadership, it’s also important to understand that ‘how you do and communicate things’ is important. You’ll notice that leaders are also more charismatic than others. Look at Mandela and Clinton for example, they have a lot of charisma. The question is, can you be charismatic over the Email?”

Open management style emerged as a category because respondents felt that having an open dialogue fosters a climate of trust and is conducive to employees feeling able to approach management with problems and ideas.
“In other words you start with some sort of buy-in in the broad strategic vision of the company and then to take it from there and then to deal with issues of past hurts or racism or just general issues that people felt uncomfortable with. In other words to get a dialogue and open discussion going and to get all the issues out and to deal with them one after the other according to priority and then thereby showing your people that you are changing and you’ve got the will to do it and that you actually end up doing it. In that process you build trust.”

“It’s very much a culture of if you have ideas in the business, come and talk to me. I mean, this is probably one of the first times my door has ever been closed since I have been here, so I have got very much an open door approach and people must just come and talk to me and I am like that all the time.”

“Another important fact is that my office is close to the canteen where most of the people put their head around the door to ask things or just to have a quick chat. This means you hear a lot of things. Also the negative, like: ‘what happened yesterday when you were angry?’, or, ‘you had quite a laugh, what happened?’ These are small things but very important as you are there and the door is always open.”

Participative management style emerged as a category because respondents felt that communicating changes and giving employees and stakeholders an opportunity to voice concerns facilitated the change process. Additionally, respondents felt that in order to adopt a participative management style, employees should approach the respondents with their concerns.

“There are times when some decisions have raised objections from employees. For example, relocation to a new building was a big problem. I brought them all together, heard them out and talked about pros and cons giving them the business reasons why the move happened. You have to give people enough time to express their opinion and hear them out and then reason with them as to why some decision was taken. You have to show them reason and the best in the decision, make them see the positives in it and let them adjust themselves.”
“Personally I like to say, ‘tell me exactly, put it on the table, you know, draw me a picture, get some clarity, so that I can get it.’ I can only relate to things if I can really clearly see things. Without absolute clarity you don’t make any move. I would rather do nothing if I have no clarity, whether it is a customer or whether it is a member of staff. Once I have that clarity then your management style is more of a participative or dialogue based style to try and resolve things.”

“I try to run the council openly, open to the press, open to committee meetings, people are invited - anybody that wants to go can go. I’ve learnt that it’s better to create these opportunities for people so that there is less criticism at the end of the day of decisions. It’s better to involve people in the decision-making process because at the end of the day you can say, ‘but you where there and we discussed it or why weren’t you there when we discussed it?’”

The result of respondents’ discussions on communication was that respondents felt that communication was imperative to a successful working environment.

“Because dialogue, especially in management, it’s the conversations that lead to decisions being made. And the better the dialogue, the better the decisions are that results from it.”

“I have always tried to centralize a positive morale towards the future. How big the company is does not matter much as long as you assist the people, communicate in an open way and convince them of the right way forward. Problems are there to overcome. In order to be able to do this you need to open up for people, recognize their opinion and communicate together. That always dominated my choices and decisions.”

“What I find very important it that everybody knows what we are doing, why we are doing this, what our position is and open communication about it. When I have misjudged or missed something people have to feel free to speak up and put it on the table. You also have to be able to support the openness with each other. No secrets. Also the managers and employees between each other. You can only head for a direction if you know all the details.”
“I think that if there’s one piece of advice I can give to everyone looking be work successfully within an it’s COMMUNICATION. And I mean physical communication.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within communication are inter-related. This process involves discovering what the main drivers, links and outcomes are for communication. The researcher established that open management style is the main driver of communication, the link is technology and the outcome is participative management style. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that open management style is the core influence on business leaders’ decisions regarding communication. The interrelationship diagraph for communication is shown below.

Figure 31 – Interrelationship diagraph: Communication
5.5.3.3 Innovation

The core themes that emerged from the sub-code entitled innovation identified through analysis of the interviews by the researcher were: flat management structure, employee involvement and formal process.

Flat management structure emerged as a category because the respondent felt that no hierarchical system and an open plan office set-up were conducive to their highly innovative company culture.

“The products that we use and the type of strategies are copied by everyone else and the moment it's copied, it spreads and the product becomes decomoditised, which means, it trades for nothing. So you have to constantly think about new opportunities and you have to scheme, scheme, dream, what do you need to do to get there. Maybe you must learn something completely new. The first thing is, if you have a flat structure, it means, whether you are 50 or 20, it doesn't matter, because you're all part of the same team. There is a team leader, the head of the desk, but everyone else is on the same level. We don't have titles, or anything. So the fact that I may be more experienced and older, it doesn't count for anything. So the new people, the only thing that limits them, is their experience and knowledge. But the moment they get involved and they pick it up, then they can express themselves and get involved in whatever they want to. I think that's definitely a positive factor.”

Employee involvement emerged as a category because respondents felt that involving employees in the innovation process in order to instil a culture of continuous innovation.

“What we do here is that people present the companies they would like to buy and so maybe I'll bring it down to that and that is about a team of eight people that sit while the person presents and says this the reason why they would like to buy that company. So essentially you are trying to sell your idea as to why we should buy that company. For somebody who is new in the they always feel like their first one or two ideas is going to make or break them. So we do try to sort of soften that by just, you know, there's a couple of ways you can soften that, is to sort of say, ok just bring in the idea and don't worry about whether we should buy or sell it, just bring in the idea. Just say this is an idea and we just leave it at that just to kind of get used to the whole process of just bringing in an idea because not
every idea is going to work, it shouldn’t."

“We’ve now launched our convenience food range and we will be involving our own staff. If they come to us with their ideas, we listen, because often they’re fantastic ideas. If someone comes with an idea, we say, yes that’s a fantastic idea, can you go and make it happen, so they go out and do it and they feel very proud about it. When you involve everybody in the business there is a sense of belonging and when something works they think wow, that’s fantastic and I was a part of that. It’s very important."

Formal process emerged as a category because respondents felt that having a formal process in order to keep innovating was necessary, otherwise one could get lost in the daily demands of operational tasks.

“I have a monthly forum, its called The Innovation Committee and I have a, its almost a schedule I’ve worked out of the things we’ve got to tackle. So I have The Big Blue Star Ideas vs The Small Details so that every month its a different issue and I call a group of people, a different group of people every month and you pick something up. We go through perhaps a brainstorming technique and we classify innovation as being the ability to take a creative idea and to operationalise it. And it’s only once you’ve operationalised it, that it’s actually defined as an innovation. Because it’s an idea doesn’t make it an innovation. I have an agreement with the MD that if we can get 50% of the ideas coming through to operationalise then we've been highly successful. We accept that one and two isn't going to happen.”

“We analyse the feasibility of new products on a daily basis and have staff dedicated to the sole function of developing new products and testing their feasibility. Once a week we have a formal product development meeting where senior management is briefed on the happenings of the past week.”

The result of the respondents’ discussions on innovation is that respondents felt that without innovation, companies were unlikely to grow and were likely to be surpassed by competitors. Additionally, respondents discussed the necessity for introducing innovation as a formal process and not disincentivising management to innovate, in order to ensure constant innovation was taking place.
“We constantly develop new products as the life cycle of products in some of our market segments is pretty short. If you sit still and do nothing your competitor will inevitably overtake you at some stage. You will lose market share and profits.”

“That’s possibly one of my biggest frustrations is getting told by the board that I am not creative enough or not innovative enough and not strategic enough. When there is so much pressure to do everyday stuff and they are totally not cognisant of it on any level. They don’t see what goes into it, they want to constantly be looking at bigger things and be flying around in the stratosphere, coming up with interesting ideas, doing all sorts of presentations, none of which necessarily will amount to anything for the business in the end. I would love to be able to operate on that level where I really can do that all day long but the reality of my position is that I can’t do that. It’s enormously frustrating, because I will get penalised if the work doesn’t get out the door or if there are any errors. I will also get penalised if I spend time on that and ensure that that is okay and don’t do enough strategically bigger picture sort of stuff. So it’s a catch-22.”

The researcher conducted selective analysis by plotting an interrelationship diagram in order to establish how the categories within innovation are inter-related. This process involves discovering what the main drivers, links and outcomes are for innovation. The researcher established that a formal process is the main driver of innovation, the link is a flat management structure and the outcome is employee involvement. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that a formal process is the core influence on business leaders’ decisions regarding innovation. The interrelationship diagram for innovation is shown below.
5.5.3.4 Pressure and impulsive actions

The core themes that emerged from the sub-code entitled *pressure and impulsive actions* identified through analysis of the interviews by the researcher were: *panic, anger* and *impatience*.

*Panic* emerged as a category of *pressure and impulsive actions* because respondents felt that panicking led to impulsive and incorrect decisions and actions.

“In the face of challenges, very frequently we have to panic and the board places a lot of pressure on their mid level managers to come up with solutions. I don’t frequently see the board coming up with solutions. They get quite cross in wanting middle management to come up with it. They also very frequently over react to problems and make decisions which they later then need to correct.”
"I think that it’s only human that when a situation arises, or a problem arises, and problems in the workplace arise quite often, and if it’s a critical problem that requires a quick solution and my boss is knocking on the door and often I will have an idea of what the solution should be. I’ve had instances where I’ve pushed people into my solution only to find out that it was not the right solution at all, there’s a better solution."

Impatience emerged as a category because respondents discussed situations in which impatience had led to serious mistakes that had a long-term negative effect.

"I actually let myself down when I go to like a strategy meeting or a specific team invite me to a strategy meeting for they are trying to strategise for the year, how they are going to make their goals and how they are going to grow the business, and I go there and when I first started, I found within an hour or so I get frustrated because I can see where I think this thing should be, but they’re not getting there, so I end up that I take over the process. I never got invited back to those guy’s strategy sessions, they used to have them quietly and never tell me about it. So in hindsight, there was a lot I could’ve learnt by that because you completely disempower the leader and if a decision or strategy emerges, which might be the Rolls Royce, it might be the Holy Grail strategies, its buggered anyway because when they get back after the weekend to work on Monday and you go on and do your CEO roll and the strategy that was the Holy Grail is not worth it, because it is not theirs, it was yours, and it has to be followed through by you doing everything yourself. To impose your vision on someone is a serious shortcoming. So I’m very clear about the model that I want to create and sometimes I compromise that by taking control in places and undermining the leadership through frustration."

"I was promoted to a position; the reason for the promotion was that in my particular area we had some success in terms of execution, appearance and service level. When I was promoted to the position to take over the entire retail, I wanted to sort of extrapolate my ideas across the entire business. One of the people that was reporting to me had been a close friend and a peer for ten years. So as I came in and tried to explain and implement some of these services and ideas, he viewed that as my being very much interested in showing my control of the entire region. That was not what I was trying to do, I genuinely felt and was trying to implement what I had seen and the results in my area of that service was important. So it was misinterpreted as personal, as an attempt by me to showcase my
authority and that created problems. I came in knowing this is what I wanted to do, and so I
was moving pretty quickly in saying let’s go this route. For such a senior group, what I
should have done is to back up and say what is the problem and what are some of the
solutions, and help the team look and evaluate all the different solutions. If my idea was
valid then I think it would have won in the marketplace of all idea. But I was pretty young in
terms of taking over a senior group and so I was more focused on speed.”

Anger emerged as a category because the respondent had reacted angrily to a situation and had
made an impulsive decision. Although the respondent did not regret the decision, she regretted the
manner in which she handled the situation.

“I can give you a very good example. I had in a project, when I had discovered that my staff
had stolen half a million rand worth of food vouchers that we used to give to our patients
and it was an unspeakable betrayal for me, I was totally devastated. I was emotionally, I
was very emotional so I decided that, it was a long process, but I decided that there were
certain people who there was a smell around, but I had no evidence, because everybody
just closed rank and there were certain people I trusted and I just went in one day and I
fired them all. I called them in one by one and said you’re out. Not the firing of them, but I
could have done it in a very different way, I was reacting from a hurt and that’s what
consciousness is, when your emotions take over and it was a terrible thing. Retrospectively,
it is very bad behaviour. That’s what the Buddhists teach you, is to witness your emotions
and get a grip on it instead of letting it take over from you because we are all rather base
and crass beings.”

The result of the respondents’ discussions on pressure and impulsive actions was that respondents
felt that impulsive decisions and actions had disastrous implications that could have been avoided if
impulsivity was removed.

“A few years ago the manager of another department was dismissed, fired. The Board took
a very quick decision to transfer a manager from a very small department to this big one.
No time was taken to contemplate this rash decision, and this manager in question lasted
one and a half years, leaving a department in distress and in a financial mess. Much misery
would have been avoided had the Board taken more time to solve this problem.”
“If there is a deadline you will make mistakes. Chances of you making a mistake are a lot higher. Under a deadline you are more pressured and you won’t think about your decision as carefully as you would have otherwise.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within pressure and impulsive actions are inter-related. This process involves discovering what the main drivers, links and outcomes are for pressure and impulsive actions. The researcher established that panic is the main driver of pressure and impulsive actions, the link is anger and the outcome is impatience. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that panic is the core influence on business leaders’ decisions regarding pressure and impulsive actions. The interrelationship diagram for pressure and impulsive actions is shown below.

Figure 33 – Interrelationship diagraph: Pressure and impulsive actions
5.5.3.5 Skills development

The core themes that emerged from the sub-code entitled *skills development* identified through analysis of the interviews by the researcher were: *education, training and development.*

*Education* emerged as a category because the respondents felt that education was a means of developing skills.

“What we do is we encourage education and we pay for education, it’s actually quite common today and we get a refund from the government. So we can have a secretary who wants to do an MBA and we’ll help her; in some way we’ll foster it, without the perception

“What do you want an MBA for?” Probably the older thinking was like that. Today we have drivers training on computers – when we open a computer department the driver will get first preference for the job. We offer education facilities to all our staff.”

*Development* emerged as a category because respondents discussed the necessity for developing employees in order to grow them as future leaders and to improve business performance.

“Something that I do on an ongoing basis is to pick every three months, three people, non-performers in the business and take them through many coaching and mentoring sessions, where you basically teach them life skills as in how to operate their own efficiencies in the workplace. And we have seen huge success coming from that. Rule no1: take someone that gets told by their manager that they are a bad worker and that they don't perform and that they can't do their job properly and put them in a situation where they immediately feel that they are being seen by a senior manager, that they get the opportunity to talk to a senior manager, and firstly it lifts that person's morale substantially, so you just get a lot better participation. This programme has really been a huge success and there's been a huge turnaround in problem employees and non-performers, you know taking the non-willing people, really taking them into the willing and able category, which makes a huge difference in your business performance.”

“My job is to grow those people so that they can be used to run other businesses in the company and they can develop their own skills. If they don’t build that competency, they can’t do it on their own, so if you’re always stepping into the space of the decision as a
leader you’re just going to get wet really badly. I think that is the real challenge is to let go and let the competency build in the individual. It’s the big subtle shift in leadership that’s going on at the moment, so doing the competency not the decision, the decision is actually output of understanding the competency. Once the guy is capable, he can make those kinds of decisions for the whole of his life, he never has to ask you again, so you can focus on what you’re meant to be doing.”

Training emerged as a category because respondents felt that in order to build up competency levels, training was necessary.

“We understand that not everybody knows everything and in fact, to overcome that we actually try and have training. They have training once a week on a Wednesday morning, we have an hour’s training and each department presents something. It’s ongoing training. In fact we’re in an environment where we take on clerks from university on a two year basis and that rotates all the time and we are in a position where the seniors are expected to train them so we know people have had shortcomings and we train them all the time.”

“Then we have our own training academy, invariably we try and develop the skills we need, what we identify. Some of them are financial, some of them are commercial, some of them are operational, and then our operation-based schools, we have full-time schools where, I think we have about forty people in there at the moment, which are full-time. Those are young people, we always target the young people, and there’s a reason for that. We find that you have a lifespan of ten years. I am pretty prone to no longer than ten years.”

The result of respondents’ discussions regarding skills development was that respondents felt that part of leadership was to develop the skills of others.

“A good leader should work with people, mentor people to ensure that one day they will be better leaders than him or her. That’s the leader’s vision. Leaders should not be complacent. I always say that there are a lot of similarities between teaching and leading. Leaders also teach. A teacher teaches the good things. If a teacher takes you through a proper learning process, you still remember.”
“The purpose is not to show how much I know but the purpose is to transfer the skills and knowledge to the learner or follower in a very effective manner. This will mean that they can go further than me. This is passing the baton. This is being a mentor. A good leader is also a good teacher. Develop the mindset as a leader. One day they will acquire more skills, more knowledge, more conclusions than me. So they will become a better leader.”

“I think that it’s a very big problem in South Africa, it happens over and over again where people who happen to be skilful are given a promotion, are given a bigger area of responsibility that requires other skills, management skills. But somehow they are expected almost to learn these skills by osmosis or diffusion or out of ether and it’s a very big problem. People have to be taught how to manage and mentoring and giving people insight into the basic techniques of management are really, really important and lots of good people fail if they don’t.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within skills development are inter-related. This process involves discovering what the main drivers, links and outcomes are for skills development. The researcher established that training is the main driver of skills development, the link is education and the outcome is development. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that training is the core influence on business leaders’ decisions regarding skills development. The interrelationship diagraph for skills development is shown below.
The researcher plotted the drivers and outcomes identified within each of the five sub-codes, namely *communication, innovation, inspiration, pressure and impulsive actions* and *skills development* pertaining to the choice dimension entitled *imagination* on an interrelationship diagraph in order to establish the cognitive factors that drive the decisions business leaders’ make using their imagination; and to establish which cognitive factors business leaders are able to enhance in order to develop their imagination.

This process revealed that *open management style, participative management style* and *hope* are the main drivers and hence, cognitive factors, that influence how business leaders make decisions using *imagination*. This process further revealed that *creativity, optimism* and *development* are the primary outcomes resulting from the ability to use imagination in decision-making. Thus the theory
that has emerged from the research pertaining to the choice dimension entitled imagination seems to suggest that imagination is developed through having an open management style, having a participative management style and possessing hope.

Furthermore, the theory that has emerged from the research seems to suggest that possessing the ability to use imagination for decision-making results in enhanced creativity, a high level of optimism; and self-development along with the development of others.

Additionally, the theory that has emerged from the research seems to suggest that business leaders seeking to enhance their imaginative ability should adopt an open management style whereby there is no hierarchical structure in terms of title or office space, employees are free to present ideas at any stage and the office environment is conducive to teamwork due to having an open plan set up. Furthermore, the theory that has emerged from the research seems to suggest that a participative management style, whereby regular meetings are held incorporating all employees in order to facilitate ideas generation and brainstorming sessions enhances imaginative ability. Lastly, the theory that has emerged from the research seems to suggest that the possession of hope is a key driver in developing imaginative skills since hope implies a vision of a positive future.

According to what the theory suggests as it has emerged from the research, business leaders who seek to enhance their imaginative ability will enhance their ability to pursue and make creative decisions which will enhance the ability of the to continue reinventing itself and maintain competitive advantage; enhance optimism in the leader, the employees and thus throughout the which has a positive effect on the ; and increase self-development in the leader, along with the development of employees and products, which further serves to enhance organisational success. The interrelationship diagram for the choice dimension entitled imagination can be viewed below.
Figure 35 – Interrelationship diagram: Imagination
5.6  Independent will

The researcher explored 5 sub-codes as identified by Ortmann (2007) into the choice dimension named independent will. The 5 sub-codes explored by the researcher into the choice dimension named independent will are: confidence, self control, risk approach, personal drive to success and motivation.

5.6.1  Content analysis using open coding

The content analysis using an open coding process revealed that of the 180 respondents interviewed, 66 discussed matters pertaining to independent will. Of these 26 (39%) discussed matters pertaining to confidence; 15 (23%) discussed matters pertaining to self control; 11 (17%) discussed matters pertaining to risk approach; 10 (15%) discussed matters pertaining to personal drive to success; and 4 (6%) discussed matters pertaining to motivation. A summary of the frequency count for independent will can be viewed in the graph below.

![Frequency count: Independent will](image-url)
5.6.2 Axial coding using conditional relationship guide

The axial coding was conducted by the researcher using a conditional relationship guide. The total conditional relationship guide for this report is 150 pages long, and hence due to the constraints of the research report, extracts for each sub-code have been tabled in this section showing one example per theme identified for each sub-code.

5.6.2.1 Confidence

The axial coding process using a conditional relationship guide revealed that the factors that influence business leaders’ choices related to confidence are courage; experience; self-belief; determination and preparing. An example of the axial coding process using a conditional relationship guide for confidence is tabled below.

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courage</td>
<td>When making decisions</td>
<td>In business situations</td>
<td>Because individual believes that having agility in decision making &amp; leading a business to take risks takes courage but is an indispensable leadership trait as this is what leads to successful businesses</td>
<td>By making snappy decisions &amp; quickly putting plans into actions</td>
<td>The business gains a competitive advantage</td>
</tr>
<tr>
<td>Experience</td>
<td>When making decisions</td>
<td>In work situations</td>
<td>Because individual gains confidence each time he makes a decision</td>
<td>By taking each decision made as a lesson whether it was good or bad and building on that for the next decision</td>
<td>The company has grown consistently over 13 years</td>
</tr>
<tr>
<td>Self-belief</td>
<td>When making decisions</td>
<td>In business situations</td>
<td>Because individual feels confident in his own path and ability</td>
<td>By not asking for advice when making business decisions</td>
<td>Individual is self-reliant</td>
</tr>
<tr>
<td>Determination</td>
<td>When making decisions</td>
<td>In work situations</td>
<td>Because the individual believed in his plan, and believed it was the right way forward for the organisation</td>
<td>By pushing hard for his plan to be chosen above that of others until the board relented</td>
<td>Individual was able to implement his plan which is still the overall company plan today</td>
</tr>
<tr>
<td>Preparing</td>
<td>When attending meetings</td>
<td>In work situations</td>
<td>Because individual wants to empower himself in case he is challenged by the stakeholders</td>
<td>By making sure he is thoroughly familiar with the agenda document and the reasons behind the decision taken</td>
<td>Individual ensures he is not caught off guard when questioned about the agenda released</td>
</tr>
</tbody>
</table>

5.6.2.2 Self control

The axial coding process using a conditional relationship guide revealed that the factors that influence business leaders’ choices related to self control are: experience; pragmatism and restraint.
An example of the axial coding process using a conditional relationship guide for *self control* is tabled below.

### Table 31 – Extract of Conditional Relationship Guide: Self control

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>When annoyed</td>
<td>In work situations</td>
<td>Because when the individual was younger she made her opinions on every small issue very well known and this hurt her standing in the company and her career</td>
<td>By not allowing small issues in the company to upset her as they did in the past</td>
<td>Individual lets go of small issues as she feels they are not worth the cost to her career and that there are bigger issues to focus on</td>
</tr>
<tr>
<td>Pragmatism</td>
<td>When annoyed</td>
<td>In work situations</td>
<td>Because the individual learnt when he was younger that he always regretted it when he lost his temper</td>
<td>By learning to control his temper as he got older</td>
<td>The individual feels there is no place in business for bad behaviour and the organisation is more productive when staff control themselves</td>
</tr>
<tr>
<td>Restraint</td>
<td>When annoyed</td>
<td>In work situations</td>
<td>Because the individual reacted badly to disrespect in the past and this caused him to disregard ideas and suggestions from others</td>
<td>By putting his feelings aside in order to listen to the input of others and gain insights</td>
<td>Individual feels this has enhanced his decision-making ability</td>
</tr>
</tbody>
</table>

### 5.6.2.3 Risk approach

The axial coding process using a conditional relationship guide revealed that the factors that influence business leaders’ choices related to *risk approach* are: *security; passion* and *caution*. An example of the axial coding process using a conditional relationship guide for *risk approach* is tabled below.

### Table 32 – Extract of Conditional Relationship Guide: Risk approach

<table>
<thead>
<tr>
<th>Risk approach</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td>When making career decisions</td>
<td>In work situations</td>
<td>Because the individual's area of passion would not have provided a comfortable lifestyle for him and his family</td>
<td>By choosing a career path that would provide financial security</td>
<td>Individual forfeited his area of passion in favour of a successful career and practices his area of passion as a hobby</td>
<td></td>
</tr>
<tr>
<td>Passion</td>
<td>When making career decisions</td>
<td>In work situations</td>
<td>Because the individual wanted to pursue her passion</td>
<td>By forfeiting a lucrative career</td>
<td>The individual paid a large price personally in order to pursue her passion but has no regrets</td>
<td></td>
</tr>
<tr>
<td>Caution</td>
<td>When making business decisions</td>
<td>In work situations</td>
<td>Because the individual wants to be certain of the outcome</td>
<td>By weighing up the risks, rewards and possibilities before making a decision</td>
<td>Individual avoids making decisions when she cannot be certain of the outcome as she is uncomfortable with uncertainty</td>
<td></td>
</tr>
</tbody>
</table>
5.6.2.4 Personal drive to success

The axial coding process using a conditional relationship guide revealed that the factors that influence business leaders’ choices related to personal drive to success are: self-discipline; tenacity and childhood influence. An example of the axial coding process using a conditional relationship guide for personal drive to success is tabled below.

<table>
<thead>
<tr>
<th>Personal drive to success</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
</tr>
<tr>
<td>Self-discipline</td>
</tr>
<tr>
<td>Tenacity</td>
</tr>
<tr>
<td>Childhood influence</td>
</tr>
</tbody>
</table>

5.6.2.5 Motivation

The axial coding process using a conditional relationship guide revealed that the factors that influence business leaders’ choices related to motivation are: realism and envisioning. An example of the axial coding process using a conditional relationship guide for motivation is tabled below.

<table>
<thead>
<tr>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
</tr>
<tr>
<td>Realism</td>
</tr>
<tr>
<td>Envisioning</td>
</tr>
</tbody>
</table>
5.6.3 Analysis of interviews and findings

The 5 sub-codes per for the choice dimension named independent will were chosen based on the availability of literature for each particular sub-code. While the researcher was able to find literature related to the sub-codes for independent will she explored, namely, confidence; self control; risk approach; personal drive to success; and motivation. Of the literature that the researcher reviewed, there was a lack of information as to what factors influence the choices business leaders make based on these sub-codes. Based on the analysis of the interviews the researcher will attempt to construct a theory as to the factors that influence the choices that business leaders make within each sub-code for independent will. These results will be discussed below.

5.6.3.1 Confidence

The core themes that emerged from the sub-code entitled confidence identified through analysis of the interviews by the researcher were: courage, experience, self-belief, determination and preparing.

Courage emerged as a category because respondents felt that it took courage in order to make quick decisions and to defend decisions.

“I have this experience that, you know, agility in decision-making and in leading a company to take risk, is so important that I believe that the agile, small operation, will eventually always beat the clumsy, big ones to it. I'm not saying that a big is not good, but if a big loses its agility to really make quick, good decisions, then, then you see decay and you see routine operations and routine decisions that's not creating a competitive advantage. You need leadership that, that has the courage to actually move fast and create that vacuum, create that pull in the organisation.”

“I think that if you believe in it and that it is the right thing to do, for that situation, for the company for your division or for yourself, the right thing to do is to stand up for it. If you don’t stand up for it you cant expect anyone from your team to stand up for it. You have to been able to have the courage to defend that decision, to actually challenge people who disagree with that otherwise I don’t think in the eyes of your team or peers or as well as in your own eyes that you are acting as a strong leader.”
Experience emerged as a category because respondents felt that experience in decision-making and in one’s industry improves confidence in one’s own ability.

“But I think what happens is that because each decision is made and you then get confidence from that and you understand that you can control it, that you can then make the next decision. And if you make a stuff up and if it’s wrong, you come back and try to do something about it. We’ve got to the stage where there are 500 people in the group because over the last 13 years we’ve made gradual steps and we’ve gained confidence, learnt a lot of lessons.”

“I think self confidence, you learn it. You have to know your field well enough to be able to…. I think you learn it and you earn it. If enough people seem to respect your opinion, then you think, ‘Maybe I do know what I’m talking about – everybody else seems to think I know what I’m talking about.’ I think it comes from within, and also, once you start to grow, it’s almost like sort of a feedback. You see it, they see it and therefore give you that respect and it grows from there. I mean, I remember my first presentation on a piece of paper – this was probably about ten years ago – and actually watching this damn thing and thinking, ‘How do I stop it from shaking, because I can’t grab it there’, and actually, literally watching this thing relax. And I was probably talking to a room of about five people.”

Self-belief emerged as a category because respondents felt that having self-belief was what made them feel confident in themselves.

“I would say ten years ago I would have been easily influenced but now I would say that I have a greater self belief and I would be able to make more independently minded decisions. It’s derived from the fact that it’s not just a self belief because you think that you’re great now, it’s more that you made mistakes before and now you’ve learnt. You have a greater ability to work out and everybody goes through it. I think you think people are born innately with everything and the confident person on the exterior who seems like at the outside to be the one that never ever is influenced and always knows what to say, in fact they too have been through this. It’s just that we all manage things differently.”
“This is one of the most difficult parts of management. Because as a manager, you can never not have the answer, you always have to have the answer. And the only way to do that is to believe in yourself and be confident enough to say that even if I don’t have an answer to that, I have an opinion, and it’s my point of view. So one of the skills as a manager is I think, to come up with the view on the spot. You almost base it on certain beliefs that you have and you have to subway those believes to the scenario almost efficaciously. So I think a lot of the time when there is no absolute answer, you say ‘this is what I would do’ and you generally have to put a positive spin to that so that people will believe you and what it is you are trying to do.”

Determination emerged as a category because respondents felt that determination to achieve a set goal came from self-confidence.

“Last year we set about the process of restructuring the company. And we were all trying to decide which graphical device we are going to use. We had chosen initially to have a wheel and people had all sort of problems with that, and that was one of those situations when I stuck to my guns and sort of went ‘this is the way it’s suppose to be’. And I took control of the process and created the graphic myself and today it is the graphic that we are using. I think a lot of the time the person with the most determination and the person who pushes the hardest becomes the winner.”

“I have developed an extreme confidence in my ability to achieve what I want, if I set my mind to it, so regardless of the circumstances. I know it is about will, it is about determination and anybody can do it, mostly if they want to.”

Preparing emerged as a category because the respondent discussed feeling confident when attending meetings due to preparing himself well beforehand.

“Some of our agendas that come out today or Tuesday will be 600 to 900 pages, I make sure that I know what’s going on. I’m empowered in a way that people will not challenge me technically in our council meetings. The chances of them catching me out are very slim.”
The result of respondents’ discussions regarding confidence was that respondents felt that confidence was an indispensable leadership trait as this is what inspired employees to believe in the leader.

“You stand your ground, because it's the right thing to do from both a human point of view, as well as a business point of view. And I think that this is a “biggie”, because one's not compromising. I think it's part of what really inspirational leadership is about, is where you feel self-confidence in who you are and what you stand for and the decisions you make and you're comfortable with that regardless of what people think.”

“I found that unless you believe in yourself and you believe that you can do what you set out to do you can't expect other people to follow you and have the same belief and perform the way you would like them to perform. If I don't believe in myself I can't expect you to believe in me, can I?”

The researcher conducted selective analysis by plotting an interrelationship diagram in order to establish how the categories within confidence are inter-related. This process involves discovering what the main drivers, links and outcomes are for confidence. The researcher established that self-belief is the main driver of confidence, the links are courage, experience and preparing and the outcome is determination. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that confidence is the core influence on business leaders’ decisions regarding confidence. The interrelationship diagram for confidence is shown below.
5.6.3.2 Self control

The core themes that emerged from the sub-code entitled self-control identified through analysis of the interviews by the researcher were: pragmatism, restraint and experience.

Pragmatism emerged as a category of self control because respondents discussed having learnt to make more sensible judgements as the inability to control emotion had resulted in stumped career growth and defective decision-making.

“When I was much younger I used to get really upset about small, little corporate decisions and things like which door you could go into or you know, what time you could go and get a sandwich or being able to eat at your desk or not, stuff like that. Back in those days I was obviously a lot firer than I am now and I did take a stand and did make my opinions very well known and there’s no denying that at the time it definitely hurt my standing in the company and definitely hurt my career. I take a much more pragmatic view of it now. I don’t think it’s worth it. Not necessarily just because you do actually do yourself harm but
just because there are absolutely bigger issues to focus on in the workplace than something small.”

“I have realized that I react badly to disrespect, especially if it is regarding an area of my expertise. This used to cause me to disregard the ideas and suggestions I get from the one who I feel is assuming I didn’t have solid understanding and reasons for doing things in this area. I now am much better at putting my feelings aside and listening for any aspect of truth or insight that the person may have. This has led to better decision-making.”

Restraint emerged as a category of self control because respondents discussed the necessity of restraining one’s emotions to function effectively in a business setting.

“It’s been quite a long time since I personally have lost my temper and I’d like to think that I’ve learned quite early in my career that I’ve always come off second best when I lose my temper. You say things that you don’t mean to say, you say things that are hurtful. I’ve yet to have lost my temper and not regret it. And similarly, if other people lose their temper with me, I tend to try and diffuse it as quickly as possible because that kind of behaviour has no place really in the environment that we work in. I think is something that any individual can actually work on, I can’t think of why somebody should want to be hostile, have that kind of behaviour and I think that it’s important that we’re always aware that there is a need to control. We’ll be far more productive by working on our personality to where we are able to control ourselves.”

“You look at the facts and I think anger is an emotion and business is not about emotion. So you can be very passionate about business but people let their emotions override the facts and the logic of what’s going on. Everyone thinks business is democratic, it’s not democratic, democracy is for parliament where you can argue. Business is very straight forward and I think what happens is people translate a lot of their personal emotion inside the business and people get angry, I mean everyone gets angry. The trick is to dissolve yourself in that, actually say, ‘what’s the logic behind that, what are the facts?’, and you skip the emotion and you park it. You can deal with your emotion later. Actually, look at the facts and when you do that it’s surprising how situations that could be very emotional or where you see high levels of anger or distrust form, when you actually take the emotion out,
and start to talk openly about the facts of what is going on, it’s amazing how even the most emotive person, that emotion just calms and then you have a logical debate and it’s amazing how you get to common ground very quickly.”

Experience emerged as a category because respondents discussed the fact that age and time had enabled them to control their emotions.

“Well, I’ve got more and more as age has descended upon me, mellower. I was notoriously volatile and that’s not a good attribute. But I’ve got to accept the fact that you can’t change everything, not everything, you must not fight against it. There’s sometimes when you find that you continually feel like you’re in the current of a river, you’re fighting and you’re leaning upstream, you’re trying and you’re slipping on the rocks and you just trying to swim and you should just lift your legs up and float, float down the river because there’s always a pool, below every rapid, there’s a pool. You get to the pool and it’s quiet and I’ve tried to train myself and I’m getting towards training myself. I’ve improved a lot to not try and fight the world the whole time.”

“I have to be careful because there again my first instinct is always emotional and then – but I think years have taught one to just take a step back sometimes. Sometimes you need someone else to help you take a step back, it’s not always possible. I see now with my mom being so ill, it’s very difficult not to make emotional decisions. And they’re not always the best decisions. So then it helps if there’s just someone else to calm you down. And I think experience does help.”

The result of respondents’ discussions regarding self control was that respondents felt that it was imperative for a leader to have the ability to exercise self control and set the tone in this way for the rest of the employees.

“It is a little bit like a parent-child relationship where you can’t show too much anxiety. If you as a parent show too much stress all the time you can bet the whole family and the kids will get stressed. So it’s important that you’re also okay and show ‘positive stress’. And that’s where you have to deal with it in a personal capacity. You have to find ways to exercise or whatever it is that gives you a kick or relax with friends or so on as to deal with
stress on a personal basis."

“When you are the leader you don’t want to give the impression to the people that you are in a panic mode and that you want to decide now, you still want to have that calmness about you. Let’s not think it must be done now, let’s think about it and see the best option rather than try and rush into something. Because then the people will start to wonder why are we doing this? And then they think you are panicking, we don’t want ever to think that your boss is panicking about things. So I still like to think before I actually decide what to do.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within self control are inter-related. This process involves discovering what the main drivers, links and outcomes are for self control. The researcher established that experience is the main driver of self control, the link is pragmatism and the outcome is restraint. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that experience is the core influence on business leaders’ ability to make decisions using self control. The interrelationship diagraph for self control is shown below.

Figure 38 – Interrelationship diagraph: Self control
5.6.3.3 Risk approach

The core themes that emerged from the sub-code entitled *risk approach* identified through analysis of the interviews by the researcher were: *passion, security* and *caution*.

*Passion* emerged as a category of *risk approach* because respondents discussed making risky decisions and following their passion in order to achieve success.

> So at a young age, I was twenty three I think, thereabouts, I turned to my boss who had been grooming me as the head of strategy for the company and was rapidly promoting me and I said, 'listen, I’m sorry I’m going to give up and start a school. I have an image of a school I want to start and I either stay in this career or I or I go to see if I can start this school’. And this man who has an appalling track record for how people are treated when they leave this company said to me, ‘I didn’t think you would be here with us for long, how can I help you?’ I have taken a lot of risks and that’s just one story about those things and I paid, personally quite a big price for that. But I don’t regret that at all. I’m glad I took the jump when I took it.”

> “People learn a lot from failure and embarrassment. You usually don’t learn so much from success. While making choices, I am not afraid of failure and embarrassment. I do consider them of course. If you are afraid of failure and embarrassment, then you make less risky decisions. And in business, less risky decisions don’t pay off that well. It is important to make risky decisions as well.”

*Security* emerged as a category because respondents discussed making career choices that would provide them with security, and avoiding risky projects in order to protect employees from job losses due to project failures.

> “I see that you could probably make two choices in life right from day one. You could embark on a road that is going to provide you with a secure career essentially and good earnings, stable environment etc. When I entered IT, it was certainly that path for me. There are lots of job opportunities and it’s a field that grows at an unbelievable pace. At the same time it allows you to embark on, or at least get involved in different industries
completely. It affords you flexibility to get involved in different fields. I don’t think there are very many individuals who could scan a whole range of industries like that. I think it was a sensible decision. The other route I could have taken is to really follow my passion, for example, I have a passion for astronomy, however, there aren’t too many opportunities to sustain a very comfortable lifestyle for very long. There are very few opportunities in South Africa, but I took the decision that that has to be a hobby. I do that in my spare time as opposed to my full time career which is in IT. So you’ve got to make that trade off. I’d love to be focused on astronomy all day every day, but that does not put the food on the table, so that wasn’t my option.”

“Uncertainty makes me nervous because I have a very strong social ethic or ethos. Uncertainty with new projects ahead I immediately think of my workers. I immediately think of their families, extended families that are all waiting and looking to them for an income, and any uncertainty in that upsets me because I know it is not them that only suffers, that there is an extended family that suffers through it. So I hate uncertainty in looking for new projects. I don’t find it challenging and I don’t find it invigorating and it’s the one part that I hate of my industry.”

Caution emerged as a category because respondents felt that they would rather exercise caution when making decisions surrounded by uncertainty and would therefore delay decision-making until uncertainty had been reduced. Additionally, respondents discussed controlling the whole process when delegating tasks to inexperienced employees in order to minimise the risk to the business.

“Generally it is not to make a decision I think, if I don’t know the outcome. I try and avoid it to be honest. I like a fair amount of certainty in my life, I like to weigh up the risks and the rewards and the possibilities and try and then process that and come up with something that makes sense to me, before I make a decision, and if that means delaying a decision then so be it, I think.”

“It is all about balance between being in control and delegation. Delegating but simultaneously keeping awareness of what is happening with the delegated task and what are the results. My method to facilitate delegation is first to split people in the team according to their seniority. Then splitting the tasks in line with seniority of people. With an inexperienced member of a team I do track the whole project and control the process a bit
from outside to minimize the risk of failure.”

The result of respondents’ discussions regarding risk approach is that respondents’ feel the best approach to managing risk is to mitigate the risks since risk ca largely not be avoided.

“I have had partners in the past that only look at the upside, like a pipedream that they cling to. Now I like to look at the worst-case scenario. And I know that if I can deal with that anything else is easy. The upside is easy, a lot easier to deal with than the downside. But prepare yourself for the downside and can you live with that. And if you can't live with the downside don't do it, don't get into it. But if you can manage your way through the downside, maybe you can make a plan and still figure a way to get through that, and then you've really prepared yourself for the worst-case scenario. And I really do that. And that's one of the things that I do in life. So I look at the world quite conservatively.”

“People who want to be in control have often difficulty with delegation. Once they lose track of detailed elements of the project they feel discomfort and anxiety. The way how I am doing this, I am selecting no risk or little risk projects that if failed have minimum impact on whole business performance. I am delegating those to people who are either inexperienced or people who failed or didn't prove enough their reliability in the business. In that way we can easily test without getting too much anxious and putting too much risk on the business if people are managing their parts and responsibilities.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within risk approach are inter-related. This process involves discovering what the main drivers, links and outcomes are for risk approach. The researcher established that security is the main driver of risk approach, the link is caution and the outcome is passion. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that security is the core influence on business leaders’ risk approach. The interrelationship diagraph for risk approach is shown below.
5.6.3.4 Personal drive to success

The core themes that emerged from the sub-code entitled *personal drive to success* identified through analysis of the interviews by the researcher were: *self-discipline, tenacity* and *childhood influence*.

*Self-discipline* emerged as a category because respondents discussed forcing themselves to form new habits or change personal weaknesses in order to assist in driving them toward achieving success.

“I’m exhausting to people because I’m absolutely 100%, because that’s in me. I can’t stand still with the concept of not getting 100%, it doesn’t gel with me and it made me anal, but it made me drive this company to be the best. When people came with me, I tired them to be the best, but they know, because the trick is, like what happened to me, it’s exhausting for a little while but then it becomes a habit. Once it becomes a habit, you’re a 100% person and then you’re just anal to everyone else, but you’re not tiring to yourself because you wake up in the morning and everything is going to be right and in business it is key.”
“I have to be on a mission, I need to work at this. And that time I decided also to move away from my parents and go to another suburb and I did everything at one time, because I needed to become strong. I am the type of person who everybody can walk all over - I needed to change. I needed to sort of, become independent, become hard to myself, not outward, I don't have to show anybody that I am hard but I needed internally, I needed to become hard.”

Tenacity emerged as a category for personal drive to success because respondents refused to give up until they had achieved their goals.

“I find when I dream or when I set out something for myself, it becomes all consuming. I felt that I could do a job outside of Information Management, that I could get into a single leadership position, and then I started finding people to help me; so I ended up with an Economics mentor, I ended up with a Business mentor, I ended up with a Strategy mentor, and that's because I wanted to become a leader, so I noticed immediately people in my environment when I sought people who could help me; and I latched onto them, and they helped me; if I did not want to become a leader, I could have passed the economics mentor, I could have passed the strategy mentor, I could have passed all these people who I would have interacted with in daily life and would not have realised that there's an opportunity for me to be significant in my own right; and that's what I say when I become more preoccupied; I'm constantly looking for the opportunity to help me get to where I want to be.”

“From my perspective, tenacity is quite important. Achieving certain goals and milestone’s in life with a lot of people – a lot of people have great ideas, they have great vision – you can’t execute it and if it doesn’t work first time, they give up, and I think that’s the difference between somebody who makes it and somebody who doesn’t, and you know, I haven’t made it yet – I’m not giving up and that tenacity is hopefully what will turn into great success one day. That’s my policy.”

Childhood influence emerged as a category because respondents discussed their drive to succeed being based on financial struggles while growing up or influence by parents to aspire to being the best.
"In terms of a personal vision, I’ve always wanted to be the best. This was really guided through my father as he never accepted second best, which forced me to be the best I could be. That vision still carries on to this day. What ever I do I give absolutely everything that I’ve got. And so the vision came about from my father pushing me to be the absolute best, and also from my childhood where we didn’t have everything, and I just didn’t want to live like my parents when I got older. So my vision became to do whatever I had to do to be the best in my field. My goals are to be the best, I don’t wait for fate to open the doors, I go out to get my goals, and once I’ve achieved them I move on to the next goal."

“I mean I think about it from upbringing as a child, as a teenager, at university etc, I think it was always a time of hardship and difficulty, that part of my life probably built my character, someone that become independent, someone that needed to fend for himself, someone that needed to work and achieve, to work smart and put a lot of energy and initiative and be passionate about things, someone that aspires to make a success of his life and his career. So those have been the big drivers in my life, you know. It’s not about the material gain or the monetary gain. I mean at the end of the day, sure, we all work and want to advance our careers, and part of it is the monetary reward and obviously recognition. But I ultimately wanted to achieve success. So that’s what drives me, you know. Wanting to be successful in what I do, wanting to achieve overriding exceptional results, and wanting to be someone that feels really proud of his accomplishments, you know. Knowing that I have made a difference, that I have added value."

“I grew up in a tough environment financially. This has made me constantly strive to achieve success in my career. I have always been a highly driven person.”

The result of respondents’ discussions on personal drive to success was that respondents stated they would continue to aspire to achieving goals as success could not be taken for granted.

“I think if I did not set myself those far outreaching goals, then perhaps I might not have been driven as I am driven now to achieve and to be what I am, so I think we all have a purpose in life and some of those purposes for people are different. And one of the things that I really pride myself on achieving is success in my career and being recognised for what I do. And I think I will continuously set myself goals to be better and better.”
“You cannot take success for granted. This is not the pinnacle of my life. And so I am not complacent. And so I continuously strive to perform and grow even higher. This is not my final destination.”

“You need to have determination and no arrogance. As you move up, there are lesser and lesser chairs and more and more people wanting those chairs. You need confidence and the hunger to grow.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within personal drive to success are inter-related. This process involves discovering what the main drivers, links and outcomes are for personal drive to success. The researcher established that childhood influence is the main driver of personal drive to success, the link is tenacity and the outcome is self-discipline. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that childhood influence is the core influence on business leaders’ personal drive to success. The interrelationship diagraph for personal drive to success is shown below.

Figure 40 – Interrelationship diagraph: Personal drive to success
5.6.2.5 Motivation

The main themes that emerged from the analysis of the interviews into the sub-code entitled motivation were: realism and envisioning.

Realism emerged as a category for motivation because respondents discussed their awareness of the realities of life as being a motivational factor in achieving goals and success.

“It has always been customer motivated, so what does the end user and customer require. So if customers wait for the solution of a service or a quote for two months because we have a stupid policy or procedure to follow, it has a business need, and I need something on my desk by next week. And if you have a customer to get them the answer or the quote or service or solution by next week, then you must do it, because ultimately the customer is paying my salary. So I have often been motivated by service to my customer.”

“Let me start when I was kicked out of varsity and then I went and got job at a medical aid society, where I worked for eight months. And the fact that I had been kicked out of varsity and the fact that I was doing a book keeping job which was driving me mad motivated me to continue with what I was doing and go and look for a job then as a CA, and then I applied to work somewhere as a CA and that’s when I got the job at this company. That for me was one of the biggest motivating factors, seeing people that are my age, or slightly older, CA always sounds like something other people achieve, you know, not many people actually achieved it. So being there, working in that environment with other CA’s was a huge motivating factor for me to tackle the exam which I did then.”

Envisioning emerged as a category because respondents discussed picturing achieving their future successes as a motivational factor in pursuing their goals and successes.

“Because the more you can see yourself, if you’re not a public speaker, the more you see yourself and dreaming of standing on that rostrum and doing things, that’s how many times that thing is playing through your head. You’ve got to imagine yourself with your MBA each and every day. Walking down and walking up with your cloak on, you’ve got to imagine it each and every day. It drives you.”
"When I was at A-level, my brother said to me, ‘You can play for the next two years and fail and then you’ll live a miserable life after that for your whole life; or you can work hard in these two years and you’ll live a great life after that.’ Somehow it helped me choose the same thing. I think that it’s nicer to see the end first before you embark on a journey. So, it became easier for me to tell that the two years was unimportant to suffer eating at night and whatever, when you’re tired and you come from work and you come and read, it didn’t matter. All that I could see was the purpose was more important. So, when I’m working, when I’m tired, even when I do small things, I tell my big team who get tired after all, ‘now is time to work’, and I’ve used that quite a lot.”

The result of respondents’ discussions regarding motivation was that respondents felt that in order to motivate others, leaders need to motivated themselves.

“You’ve got to be a dreamer to be a good leader. There is no other way. You’ve got to be a visionary. I daydream a lot. If I didn’t daydream about my company, it wouldn’t have been there.”

“To motivate others you have to be motivated yourself. I think different people will have difference sources of inspiration. Something that motivates you and something that makes you want to go forward. I think the best way to do it is through education and people, who can get out there to make real changes.”

The researcher conducted selective analysis by plotting an interrelationship diagraph in order to establish how the categories within motivation are inter-related. This process involves discovering what the main drivers, links and outcomes are for motivation. The researcher established that realism is the main driver of motivation and the outcome is envisioning. Thus, the theory that has emerged as a result of the analysis conducted by the researcher through using the open coding, axial coding and lastly, selective coding methods, seems to suggest that realism is the core influence on business leaders’ motivation. The interrelationship diagraph for motivation is shown below.
5.6.4 Conclusion to the choice dimension: Independent will

The researcher plotted the drivers and outcomes identified within each of the five sub-codes, namely personal drive to success, motivation, risk approach, self control and confidence pertaining to the choice dimension entitled independent will on an interrelationship diagraph in order to establish the cognitive factors that drive the decisions business leaders’ make using their independent will; and to establish which cognitive factors business leaders are able to enhance in order to develop their independent will.

This process revealed that self-belief, determination, childhood influence and passion are the main drivers and hence, cognitive factors that influence how business leaders make decisions using independent will. This process further revealed that experience, restraint, security and self-discipline are the primary outcomes resulting from decisions made using independent will. Thus the theory that has emerged from the research pertaining to the choice dimension entitled independent will seems to suggest that independent will is developed through childhood influence; and the possession of personality traits such as self-belief, determination and passion.
Furthermore, the theory that has emerged from the research seems to suggest that business leaders who make decisions based on *independent will* results in experience since *independent will* drives individuals to pursue and achieve goals, and in so doing individuals advance in their careers and therefore acquire experience. Additionally, the theory that has emerged as a result of the research seems to suggest that business leaders who make decisions based on *independent will* leads to restraint since these individuals are highly driven and goal focussed and are thus unlikely to succumb to emotional decisions that could impair the achievement of their goals. Furthermore, the theory that has emerged from the research seems to suggest that business leaders who make decisions based on *independent will* results in security since these individuals are highly driven but are risk averse when the possibility of failure is considered, and will thus make choices that ensure security over the long-term. Lastly, the theory that emerged from the research seems to suggest that business leaders who make decisions using *independent will* results in self-discipline since these individuals are highly driven and are aware of and are willing to exercise self-discipline in order to achieve their goals.

Additionally, the theory that has emerged from the research seems to suggest that business leaders seeking to enhance their *independent will* should examine and work to enhance their self-belief, determination and passion. Childhood influence cannot be influenced by business leaders for obvious reasons. According to what the theory suggests as it has emerged from the research, business leaders who seek to enhance their *independent will*, will enhance their ability to exercise restraint in decision-making; increase their experience and thus their probability of achieving success; make decisions that are likely to result in a secure future; and enhance their ability to exercise self-discipline which further contributes to the probability of achieving goals and success.

The interrelationship diagram for the choice dimension entitled *independent will* can be viewed below.
Figure 42 – Interrelationship diagraph: Independent will
6 Conclusions and recommendations

The purpose of the research report was to establish a theory regarding the cognitive factors that influence the decisions that business leaders make. The researcher went about establishing this theory by analysing interviews conducted on business leaders into the decisions these business leaders had made using the six dimensions of the AprilK-Choice Model© as broad cognitive influences. The six dimensions are letting go, patterned awareness, conscience, everything is an offer, imagination and independent will. The researcher then conducted a content analysis using open coding. The researcher coded the interviews into categories by using sub-codes of the six dimensions of the AprilK-Choice Model© originally identified by Ortmann (2007). The researcher chose 5 sub-codes per choice dimension to code. The researcher then used the open coded data to conduct axial coding, by using a conditional relationship guide, from which common themes influencing decisions could be identified. The researcher then conducted selective coding by using an interrelationship diagraph, in order to establish how these themes are interrelated and to establish the drivers and outcomes of these themes. The drivers served as a base for formulating the grounded theory regarding the cognitive factors influencing the decisions business leaders make. Although there were a number of cognitive factors that influence the decisions business leaders make, that emerged from the analysis conducted, these are discussed in more detail above. The researcher identified the primary cognitive influences for each choice dimension within its broad framework, and a summary of these primary cognitive factors will be focused on below in conclusion of the report as a whole.

The theory that has emerged from the research pertaining to the choice dimension entitled letting go seems to suggest that business leaders who are content, candid, outcomes driven, possess integrity, are incentivised and are comfortable being held accountable, are better equipped to let go.

Therefore, as supported by the analysis conducted above, theses are the primary cognitive influences on business leaders decisions regarding the ability to let go.

The theory that has emerged from the research seems to suggest that business leaders seeking to interrogate their patterned awareness should reflect on past mistakes, experiences and frames of reference, move away from autocracy and develop an open mind. Therefore, these are the primary cognitive factors influencing business leaders’ decisions regarding patterned awareness, as supported by the analysis conducted above.
The theory that has emerged from the research seems to suggest that business leaders seeking to interrogate their level of conscience should examine and aim to enhance their level of integrity, their principles and their spirituality. These factors thus represent the cognitive factors influencing business leaders’ decisions pertaining to conscience, as supported by the analysis conducted above.

The theory that has emerged from the research seems to suggest that business leaders seeking to enhance their willingness to view everything as an offer should examine and overcome their fears, stretch their cognitive boundaries by seeking new challenges, and reflect on their mental models in order to move away from making incorrect judgements. These factors therefore represent the primary cognitive factors that influence the ability of business leaders to view everything as an offer. This is supported by the analysis conducted above.

The theory that has emerged from the research seems to suggest that business leaders seeking to enhance their imaginative ability should adopt an open management style whereby there is no hierarchical structure in terms of title or office space, employees are free to present ideas at any stage and the office environment is conducive to teamwork due to having an open plan set-up. Furthermore, the theory that has emerged from the research seems to suggest that a participative management style, whereby regular meetings are held incorporating all employees in order to facilitate ideas generation and brainstorming sessions enhances imaginative ability. Lastly, the theory that has emerged from the research seems to suggest that the possession of hope is a key driver in developing imaginative skills, since hope implies a vision of a positive future. These factors thus represent the cognitive factors influencing the decisions made by business leaders using imagination, as is supported by the analysis conducted above.

Additionally, the theory that has emerged from the research seems to suggest that business leaders seeking to enhance their independent will should examine and work to enhance their self-belief, determination and passion. These factors are thus the cognitive factors influencing the decisions business leaders make using independent will, as is supported by the analysis conducted above.

Recommendations for future research are that further research is conducted in order to establish a wider range of cognitive influences on the decisions business leaders make. Additionally, a larger sample of business leaders should be researched. Furthermore, given the possibility of cultural
influence, a broader range of country specific business leaders should be interviewed. A further recommendation for a more intricate understanding of cognitive influences is that cognitive factors be compared to personality type, for example, type A personality, type of upbringing, and locus of control type. Additionally, a richer understanding of particular cognitive influences could be explored, for example, fear. Factors such as which fears the business leader holds, and what was the cause of those fears, would make for a study on its’ own, particularly since fear plays a significant role in the types of decisions business leaders make and impacts on management style, since fear leads to issues such as prejudice. Another possibility for future research would be to do a comparative study between the baby boomers, generation x and generation y generations since each respectively mentioned generation essentially grows the next generations leadership skills, and this represents a challenge due to generational influences such as technology, globalisation and liberalism.

An understanding of cognitive factors influencing decision-makers is becoming increasingly important to the business world in light of a rapidly changing global marketplace, increasing competition, the necessity for virtual office working environments due to increased travelling as a result of globalisation and fraudulent activities resulting in insolvency. Additionally, an increased global awareness of environmental issues such as global warming and future predicted water shortages, societal issues such as poverty and the wealth divide, modern diseases such as HIV/Aids and obesity; an increased consumer awareness regarding health issues such as genetically modified foods; and the effect of rapid growth and inexpensive labour in emerging economies such as China and India are already impacting on the way business is conducted. Going forward, the issues mentioned above will lead to a call for a different set of leadership skills and traits.
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