THESIS

AN INVESTIGATION OF THE CHARACTERISTICS OF TRANSFORMATIONAL LEADERSHIP IN THE LIVES OF GRADUATES OF A LEADERSHIP ORGANIZATION: A CASE STUDY.

Submitted by

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DECLARATION OF AUTHENTICITY

This thesis is my own composition and is the result of my own research and work.

It contains no material that has been published elsewhere or taken in whole or in part from a thesis by which I have qualified for or been awarded another degree.

No other person’s work has been used without acknowledgment in the main text of this thesis.

All research procedures reported in this thesis have been given the approval of the Education Research Ethics Committee of Morling College Ltd.

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ABSTRACT

The African Leadership Institute was established in Namibia to equip and develop leaders to transform Africa by addressing needs that continue to plague the continent’s development. More than 1500 leaders have been trained but no formal study has been done on the impact of the training on the lives of its graduates. Therefore this study seeks to address this deficit by asking the questions “What characteristics of transformational leadership are demonstrated in the personal and professional lives of graduates of the Institute and how effective is the Institute in training its students to be transformational leaders?”

Transformational leadership includes four principles, Idealized Influence, Inspirational Motivation, Individualized Consideration and Intellectual Stimulation (Bass, 1990). Characteristics from these principles formed the basis of the survey and interview questions that were administered. The research design was an exploratory case study and the survey and interviews were conducted with six graduates from three different sectors of the Namibian society to identify whether characteristics of transformational leadership are demonstrated in their lives.

The results show that many of the characteristics of transformational leadership are evident in the lives of graduates of the Institute but that these characteristics are more apparent with regards to the principles of Idealized Influence and Individualized Consideration than with Inspirational Motivation and Intellectual Stimulation. Recommendations include an evaluation of the Institute’s leadership training courses to improve the development of characteristics related to Inspirational Motivation and Intellectual Stimulation in the lives of its graduates. In particular, that the outcomes of modules that directly relate to Inspirational Motivation and Intellectual Stimulation be reviewed including the timing of sessions. A further recommendation is that the Institute should start to use terminology (Idealized Influence, Inspirational Motivation, Individualized Consideration and Intellectual Stimulation) in its units so that it is clear they directly relate to transformational leadership.
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CHAPTER ONE - INTRODUCTION

1.1 Background to the study
The African Continent is filled with some of most precious resources in this world, yet it struggles to become the international contributor it has the potential to be (Chuhan-Pole, 2014, p.165-166, Taylor, 2014, p.151). It hosts some of the most scenic natural settings in the world, yet struggles unlock the potential therein (Silva & Khatiwada, 2014, p. 22, 36-39)). Africa has some of the most fertile ground in this world, yet hunger and poverty plagues thousands of people annually (Curtis, 2010, p. 3). Africa’s natural wealth include agricultural resources (Jayne et al, 2014, p.36); forestry and fishing (De Graaf & Garibaldi, 2014, p. 1-2; Ministry of Agriculture, Forestry and Fisheries, 2012, p.19-21); large amounts of natural gas and oil (Van Alstine, 2014, p. 26) and is a major producer of metals like uranium, platinum and nickel and minerals like gold and diamonds (April, 2009, p. 462.) With its immense resources the continent of Africa can play a much greater role in the global community. There is growth and development regarding Africa’s contribution to the global economy, however, the challenges to fulfil its potential is immense. According to McCord, Sachs and Woo (2005) Africa’s challenges revolve around poor governance which impacts transport; low productivity in agriculture; health; and slows down diffusion of technology (Teunissen, Akkerman, & FONDAD (Center), 2005, p. 23-32, 43-44; World Bank. Africa Regional Office, 2011, p.2)

The African Leadership Institute (ALI) was established in 2005 in Windhoek, Namibia with the goal to equip and develop leaders to govern and transform Africa. The Institute is accredited by the Namibia Qualifications Authority. It offers a two year Transformational Leadership Course, and has trained more than 1500 government, business, church and educational leaders and numerous stories of transformational change come as a result of the training. Most leaders have completed the First Phase (Certificate in Transformational Leadership – 500 hours of learning) of the Institute’s training whilst others have completed the Second Phase (Diploma in Transformational Leadership – 1400 hours of learning) as well (African Leadership Institute; n.d.).
Numerous studies underline the influence of a transformational leader in various sectors of society (Abrell, Rowold, Weibler & Moenninghoff, 2011; Bass & Riggio, 2006; Brown & May, 2012; Parry & Sinha, 2005; Wang, Courtright & Colbert, 2011). According to Bass (1990) transformational leadership revolves around four developmental principles including Idealized Influence; Inspirational Motivation; Individualized Consideration and Intellectual Stimulation. These principles were further highlighted by Bass and Avolio (2003) and later through Bass and Riggio (2006) as distinct components of transformational leadership. Today these principles are at the core of research on transformational leadership (Abrell, Rowold, Weibler & Moenninghoff, 2011; Brown & May, 2012; Parry & Sinha, 2005; Wang, Courtright & Colbert, 2011). Transformational behaviors of school leaders are directly linked with a positive effect on management where similarities and differences of individuals are valued (Okçua, 2014, p. 2169); within agricultural educational sectors transformational leadership has been shown to positively influenced organizational learning processes in agricultural faculties and the performance of these faculties (Abbasi, Zamani-Miandashti, 2013, p. 514); transformational leadership has positively influenced work performance, job satisfaction and performance evaluations of people with a strong sense of mission (Caillier, 2014, p. 232).

Within the context of Africa, the necessity to develop leaders remains to be a priority for this continent to become an esteemed contributor to the development of the global economy. John Agyekum Kufuor, Ghana’s former president (2001-2009) stated that Africa once needed audacious, risk taking leaders to fight for freedom in Africa, but now a new breed of leaders needs to be groomed. According to him these are transformational leaders with a vision for the socio-economic development of Africa (Kufuor, 2010, p. 86-87).

This study seeks to elaborate further on the transformational leadership but with the proviso that leaders need to seek and be led by God through the guidance of His Spirit (1 Samuel 8:1-9), live lives that are worthy of the calling they received from God (Ephesians 4:1) and as a result influence their teams to fulfill God given purposes.

1.2 The Purpose of the study
The purpose of this study is to explore the characteristics of transformational leadership in the lives of graduates of the African Leadership Institute (ALI).
1.3 Statement of the problem and research questions
The African Leadership Institute has trained more than 1500 government, business, church and educational leaders and there is anecdotal evidence of transformational change in leaders’ lives as a result of the training. However, no formal study exists of the impact of the training on the lives of graduates of the Institute. This case study seeks to explore what characteristics of transformational leadership are demonstrated in the personal and professional lives of graduates of the Institute and the effectiveness of the Institute in their training. The research questions for the study are “what characteristics of transformational leadership are demonstrated in the personal and professional lives of graduates of the Institute and how effective is the Institute in training its students to be transformational leaders?”

1.4 Benefits of the study
One of the benefits of this study relates to the Institute as it should demonstrate to what extent the curriculum of the Institute may need to be adapted to be better aligned with accepted practices regarding transformational leadership. Furthermore, this study investigates the training processes of the Institute as being effective in developing transformational leaders and should provide insights in regards to the continuous improvement of the training practices provided by the Institute. In addition, other Institutes seeking to develop transformational leaders may benefit from this study.

1.5 Outline of the thesis
This chapter provides an introduction and background to the research topic of investigating the characteristics influencing transformational leadership in students’ personal and professional growth through leadership training. Chapter Two consists of a literature review investigating transformational leadership. Chapter Three outlines the research methodology undertaken in this study. It describes information about the participants, the processes and the instruments utilized throughout this study. Chapter Four describes and analyses the results in the data gathered from the instruments with respect to the research question. Chapter Five discusses the results in relation to the research question and the literature review. Chapter Six provides the conclusion, highlighting the pertinent findings, the limitations of this study and future research recommendations.
CHAPTER TWO – LITERATURE REVIEW

2.1 Introduction
The focus of this literature review is on transformational leadership. This review covers topics such as the need for developing leaders, transformational leadership, transformational leadership training processes, effective transformational leadership training, characteristics of transformational leaders and how this links to a Biblical approach to leadership development.

2.2 The need for developing leaders
Abrell, Rowold, Weibler and Moenninghoff identifies the “global economy, the increasing pace of technological development, and fierce competition” as “extraordinary challenges” of our time and that organizations should invest in education and training to support leaders to cope within it (2011, p. 206). This is affirmed by Brown and May who write that the “nature of competition” in current society calls for “more effective leadership responses” (2010, p. 520). Building high potential people through “structured managerial leadership development systems” is the best way to deal with these challenges (Gibler et al, cited in Parry and Sinhal, 2005, p. 165). In the context of Africa, the previous president of Ghana writes that Africa's problem is a leadership problem and that upcoming leaders in Africa needs to be groomed into transformational leaders with skills through which nation building could take place (Kufuor, 2010, p. 86-87). These and numerous other authors affirms that there is a growing need to develop leaders with the knowledge, skills and abilities to thrive within the highly competitive and challenging times in the world (Vinger, 2009, p. 267).

2.3 Transformational leadership
Extensive literature exists on leadership theory, leadership styles and behaviours (Abrell, Rowold, Weibler & Moenninghoff, 2011; Bass & Riggio, 2006; Brown & May, 2012; Parry & Sinha, 2005; Wang, Courtright & Colbert, 2011).

The initial inspiration regarding transformational leadership came from Bass (1990) and then Bass and Avolio (2003) and later from Bass and Riggio (2006) who wrote that transformational leaders are able to motivate followers to achieve extraordinary outcomes while developing capacity as leaders. They do this by responding to the needs of individual followers, by
empowering them and by aligning the objectives and goals of individuals, leaders, the group and the organisation at large (Bass & Riggio, 2006, p. 3).

Transformational leadership has been defined in various ways. Bass (1995, p 469) states that transformational leaders motivate followers to do more than they were initially expected to do; they raise the level of awareness amongst followers about important matters; they increase the level of needs amongst followers from need for security or recognition to need for achievement or self-actualisation, and/or lead followers to transcend self-interests for the good of the team or the organisation. Bass, Avolio Jung and Berson (2003, p. 209) presented a combination of defining thoughts from scholars that transformational leaders transform the self-concept of followers, build identification amongst followers with the mission and goals of the leader and organisation, builds collective confidence with groups to successfully deal with challenges and builds belief about competence amongst followers (Bass, Avolio, Jung, Berson, 2003, p. 209). Balyer states that transformational leadership is the ability to get people to want to change, improve and be led, the ability to assess the motives, satisfy the needs and value those you lead and also the ability to increase members of organisations commitment, capacity and engagement to meet goals (Balyer, 2012, p. 581).

2.3.1 Characteristics of transformational leaders
Abrell, Rowold, Weibler and Moenninghoff (2011) state that transformational leaders thrive through challenging times and that they perform above and beyond expectations (p. 207, p. 212). Also, Brown and May (2010) emphasised that they value personal growth, personal productivity and use goals to produce results; they are deeply committed to their organisations and strive towards achieving organisational outcomes (p. 521-523). Bamfort-Wade and Moss (2010) also witnessed how self-esteem, self-actualization, recognition, autonomy and responsibility of individuals were developed through transformational leadership training (p. 820). Furthermore Hausermann and Stick identified that teachers who were led by transformational principals identified characteristics of transformational leadership more specifically than other teachers indicating that transformational leadership is acknowledged by followers (2013, 193-195).
2.3.1 Transformational leadership developmental principles
The transformational leadership concept has been developed around four developmental principles including 1) Idealised Influence where the leader is respected as authentic role model who is trustworthy and highly credible; 2) Inspirational Motivation where the leader gives meaning to followers by communicating a shared vision and simplifying complex ideas and problems; 3) Individualised Consideration where the leader treats followers individually without showing favouritism on a one-to-one basis and develops them to fulfil their potential; and 4) Intellectual Stimulation where the leader challenges followers to question their way of doing things or work procedures towards improved practices in the future (Abrell, Rowold, Weibler & Moenninghoff, 2011, p. 207). For the purpose of this review and in order to gain greater understanding of transformational leadership, these four developmental principles are elaborated on below.

2.3.2 Idealized Influence
Murphy and Drodge states that Idealized Influence reveals the “moral attributions made by followers regarding a leader’s values and behaviour” (2004, p. 2). The Transformational Leadership Report, written by Cox as a brief history of leadership and the place of transformational leadership in it, states that Idealized Influence grows as leaders display convictions from clarified values that are demonstrated in every action. When leadership is built on solid moral and ethical foundations, the leader becomes a role model and that develops trust between leaders and followers (Cox, 207, p. 5). Hall, Johnson, Wysocki and Kepner adds that leaders who demonstrate the principle of Idealized Influence are trusted by followers to make good decisions for the organisation (2012, p. 1).

2.3.3 Inspirational Motivation
The transformational leadership principle of Inspirational Motivation includes the importance of the vision of the leader and that the implementation of that vision affects personal goal achievement, performance and self-efficacy. This, according to the research, emphasises the importance of vision as a transformational factor (Murphy and Drodge, 2004, p. 2). The Transformational Leadership Report emphasises the importance of vision in leadership and especially the ability of the leader to “articulate vision with precision and power in a compelling
and persuasive way”. This will provide followers with a sense of purpose and will motivate them to act (Cox, 2007, p. 5). Hall, Johnson, Wysocki and Kepner state that Leaders who demonstrate the principle of Inspirational Motivation “encourage team spirit to reach goals of increased revenue and market growth for the organization” (2012, p. 1).

2.3.4 Individualized Consideration
Individualized Consideration relates to the ability of the leader to create the perception with individual followers that support and encouragement is provided in a context where the individual is personally recognised. It includes that the leader is able to relate to followers in ways that are “helpful” but also “gently corrective” (Murphy and Drodge 2004, p. 2). The Transformational Leadership Report adds to this understanding of the principle of Individualized Consideration by accentuating the “need to respect and celebrate the individual contribution that each follower can make to the team”. The Report claims that the principle of Individualized Consideration satisfies the need for self-actualisation, self-fulfilment and self-worth of followers and that it leads to greater levels of growth and achievement (Cox, 2007, p. 5). Further, Hall, Johnson, Wysocki and Kepner (2012, p. 2) state that leaders who act as advisors or coaches can help individuals reach goals that will benefit themselves, associates and their organisations.

2.3.5 Intellectual Stimulation
The principal of Intellectual Stimulation includes the ability of the leader to challenge followers to critically evaluate their working environments towards enhancing productivity and working conditions. Intellectual Stimulation leads to innovation and empowerment amongst followers (Murphy & Drodge, 2004, p. 2). The Transformational Leadership Report states that Intellectual Stimulation clarifies the degree to which the leader “challenges assumptions, takes risks and solicits followers’ ideas”. This leadership ability stimulates and encourages creativity amongst followers but is directly dependent on the leader’s vision. When followers understands the vision and see how they “connect to the leader, the organisation, each other and the goal”, they experience freedom to express creativity to overcome challenges (Cox, 2007, p. 5). In addition, Hall, Johnson, Wysocki and Kepner believe that leaders with Intellectual Stimulation develop critical thinking and problem solving to make organisations better (2012, p. 2).
In summary, Leaders with Idealized Influence are respected in their organizations or communities because of their values and behavior. They lead with high moral standards causing high levels of trust with followers and inspire followers to live with similar principles (Hall, Johnson, Wysocki & Kepner, 2012, p. 1; Murphy & Drodge, 2004, p. 3; Balyer, 2012, p. 582).

- Leaders with Inspirational Motivation have the ability to develop and implement a vision, challenging others to become part of the fulfilment of the vision and then to develop this team to overcome challenges towards the fulfilment of the vision (Hall, Johnson, Wysocki & Kepner, 2012, p. 1; Murphy & Drodge, 2004, p. 3; Balyer, 2012, p. 582).

- Leaders with Individualized Consideration have the ability to see the potential in people, helping these people believe in themselves, challenging these people to improve their abilities and developing these people to fulfil their potential (Hall, Johnson, Wysocki & Kepner, 2012, p. 2; Murphy & Drodge, 2004, p. 2-3; Balyer, 2012, p. 583).

- Leaders with Intellectual Stimulation desire to improve work environments and therefore explore experiences of staff to improve work environments. They do this through interactions and discussions with staff regarding work challenges towards improved work practices (Hall, Johnson, Wysocki & Kepner, 2012, p. 1; Murphy & Drodge, 2004, p. 3; Balyer, 2012, p. 583).

2.4 Transformational leadership training
Abrell, Rowold, Weibler and Moenninghoff (2011, p.206) write that to a large extent leadership training revolves around a few specific areas of leadership development. These include communication or problem solving and are not sufficient in equipping leaders with the competencies to deal with current leadership challenges. These challenges include global diversity and interdependence, ambiguity and change (Maznevski, Amann & Steger, 2007, p. 1-2) or self-awareness, social awareness and the “fluctuation of authority” depending on specific tasks as challenges (Maltz & Witt, n.d., p. 7, 15) required in our modern society.

Parry and Sinha’s essential aspects to a transformational leadership training process are helpful. They emphasise that such training processes should integrate leadership theories with practice by incorporating opportunities to apply the learning to workplace responsibilities. Further, this process should enable participants to construct leadership development plans including personal
and professional improvement strategies. It should include self-analyses of the individual’s growing self-awareness about leadership experiences and reflection upon experiences, success and failures to identify required areas of growth that can be implemented through formal or informal coaching or mentoring. Parry and Sinha also suggest that learning should be summarised into “short, sharp” messages for better retention and implementation (2005, p. 172).

Bass (1990, p. 29) encourages the integration of effective small group discussions, mentoring and action plans to enhance the development of transformational leaders. Also, Abrell, Rowold, Weibler and Moenninghoff (2011) emphasise the importance of Peer-based Team Coaching where a group of colleagues are engaged in formal coaching after group based training was conducted (p. 209, p. 219, p. 221). Parry and Sinha (2005) also highlight the importance of goal setting to enhance transfer of content from the training room to the reality of life and the workplace (p. 181). The findings amongst scholars are that longer term leadership training is more effective than shorter training interventions (Abrell, Rowold, Weibler & Moenninghoff, 2011, p. 221).

Davies (2009) indicates that transformational leadership training is effective when trained leaders are successful in taking ownership and accomplishing tasks without the direct involvement of the leader (p. 383). This ability to work independently is evidence of personal growth and will lead to organisational growth or, as George and Jayan explains, self-transformation is the catalyst for individual and institutional change (2012, p.121)

2.5 A Biblical approach to leadership development
It is now important to consider how these principles of transformational leadership are linked to Biblical concepts. Scripture makes it clear that God have set apart the people of Israel and that He wanted to be their God and they His people (Genesis 17:7-8 & Exodus 6:7). He led the Israelites through judges and prophets that He called to fulfill certain responsibilities during the history of Israel. Here principles of transformational leadership are evident through leaders like Samuel who was trustworthy and credible (1 Samuel 12:1-5), demonstrating Idealized Influence; Joseph who led teams to build storehouses and fill it with food from seven years of abundance which provided food in the seven years of famine (Genesis 41), demonstrating Inspirational Motivation; Moses who invested in the life of Joshua who later became his successor (Exodus
33:11), demonstrating Individualized Consideration; and Jethro who challenged Moses to raise up God fearing men to judge over the people of Israel (Exodus 18:13-25), demonstrating Intellectual Stimulation.

However, the end of Samuel's role as prophet marks a significant shift in the history of Israel in terms of leadership. Here Israel rejected God and His leadership and requested that Samuel appoint a king to lead them so that they can be like other nations (1 Samuel 8:1-9). This was a movement away from God's sovereign reign and rulership over them as nation to being governed by man and mankind’s requirements (Keil & Delitzsch, 2004, p. 104). Significantly in terms of leadership and relevant to this study, Wong (2005) indicates that of the forty three Kings in Israel in Biblical history, only seven did what was right in terms of God’s judgement.

The implication herein for all leaders would be to lead through the guidance of His Spirit and as a result also demonstrate credibility and trustworthiness, development of teams to fulfil visions, development of people to fulfil their potential and challenging teams to improve work procedures and practices towards fulfilling God given purposes. This would enable leaders to lead like Jesus did who demonstrated authenticity, credibility and trustworthiness (John 19:4), who developed a team that sparked a movement through which His vision is still being fulfilled (Matthew 28:18-20), who developed his disciples to fulfil their potential (Matthew 11:1) and who challenged them to improve work procedures and practices (Luke 22:24-26).

Furthermore, the principle of Idealized Influence relates to the influence of the leader’s values and behavior on the beliefs and values of the followers. As such Paul is an example of this as he urges his readers to live lives “worthy of the calling” they received, meaning that they are humble, gentle, patient, loving and pursuing unity of the Spirit through peace (Ephesians 4:1-2). The Greek translation of the words humble, gentle, patient and pursuing the unity of the Spirit is to live with a mindset of lowliness, gentleness of spirit or meekness, consistent steadfastness and endurance towards being in agreement with the Holy Spirit. The implication for transformational leaders here is that as they pursue to become authentic, trustworthy, credible leaders who develop teams to fulfil a vision, influence people to fulfill their potential and challenge their teams to question work procedures towards improved work practices, they should lead with an attitude of lowliness and consistency, gentleness and steadfastness and meekness and endurance.
This is in line with what Martin Luther King Jr had in mind when he spoke about a "tough mind" and a "tender heart" (The Martin Luther King Jr Papers Project, n.d., p. 372-373).

Leading people with a tough mind and a tender heart requires transformational leaders to have the softness of heart to lead people with humility and gentleness but also the toughness of mind to ensure that required results are achieved through consistency, steadfastness and endurance.

The ambition of the Institute under study is that they equip leaders to passionately pursue and fulfil their God-given purposes. These leaders should live lives “worthy of the calling”, meaning that as they lead with impeccable character (authenticity, credibility, trustworthiness), pursuing an inspirational vision, developing people to fulfil their potential and challenge teams to improve work procedures and practices, they should be both tough and tender. This is to a large extent exactly what Jim Collins found after studying some of the most successful fortune 500 companies. Their research indicated that a vital factor in transforming companies from being merely good to truly being great was Level 5 Leadership. These leaders exhibited what they called a “paradoxical mixture of personal humility and professional will” (Harvard Business Review, 2005).

These leaders had similar characteristics to what Paul describes in Ephesians 4:1 regarding lowliness and consistency, gentleness and steadfastness and meekness and endurance and to the description of Martin Luther King Jr regarding being both tough minded and tender hearted. When graduates of the Institute live such transformed lives and lead their people as transformational leaders, they will be able to transform their spheres of influence.

2.6 Conclusion
This chapter has provided a survey of the literature related to transformational leadership. The next chapter will consider the Methodology of this research study.
CHAPTER THREE - METHODOLOGY

3.1 Research design
Qualitative research is an approach used for “exploring and understanding the meaning individuals or groups ascribe to a social or human issue” (Creswell, 2014, p. 4). It is a process that seeks to “understand a given research problem or topic from the perspectives of the local population it involves” and it is especially effective in “obtaining culturally specific information about the values, opinions, behaviors and social contexts of particular populations” (Mack, Woodsong, MacQueen, Guest, Namey, 2011, p. 1). Creswell elaborates that this process involves emerging questions and procedures, that data is typically collected in the participant’s setting, that data builds from particulars to general themes and that the researcher then makes interpretations of the meaning of the data (2014, p. 4). Shuttleworth writes that qualitative research is a less structured research method used to study human behavior and habits and that it is connected to “interviews, survey design techniques and individual case studies to emphasize and evaluate findings over a broader scale” (2010, p. 1).

An exploratory case study, a qualitative research design, was used in this study to identify the characteristics of transformational leadership in the lives of graduates of a Leadership Training Institute. The exploratory case study is centered on a specific group of people within a specific context and requires an in-depth analysis and where the situation being studied has no clear, single set of outcomes (Baxter & Jack, 2008, p 548). This method enables the researcher to discover whether characteristics of transformational leadership are evident in the lives of graduates of the African Leadership Institute. Hyett, Kenny & Dickson-Swift (2014, par. 5) emphasize that case studies in research revolve around an individual case and Cronin (2014, p. 20) explains that it focuses on specific situations, requires a description of the situation and that the researcher can investigate everything in that situation. Creswell (2014, p. 14) writes that case studies are used to evaluate a program towards in-depth analysis of it and Cohen, Manion and Morrison (2007, p. 253) state that a case study is a “single instance in a bounded system” and that its strength is that they can establish cause and effect within a specific context and that they reveal complex situations from real life situations. Exploratory case studies endeavor to understand what happened within a case by studying what happened in a specific context whilst looking beyond descriptive features (Commonwealth Association for Public Administration and
Management, 2010). They are also popular in researching organizations of which little information exists (outside the organization) on the impact of the organization (Barkley, 2006).

With the African Leadership Institute being still in its developmental stages with little information available (outside of the organization) on its impact, it is appropriate to use an exploratory case study design. Mann states that exploratory case studies can be used before a large scale investigation where uncertainty exists about the effectiveness of a program (2006, p.71). In this research, the case being studied is the cause and effect of the impact of the training on the personal and professional lives of the Institute's graduates. This will be done by looking beyond descriptive features to the impact of the Institute’s programs on the values, opinions, behaviors and social contexts of its graduates, making an exploratory case study research approach ideal. These graduates come from government, business, church and educational backgrounds within the Namibian context. This research approach will identify whether characteristics of transformational leadership are demonstrated in their lives after their training and whether the Institute is effective in training students to be transformational leaders.

3.2 Research participants:
The population from which the research sample was drawn was graduates of both Phases 1 and 2 of the two year training conducted by the African Leadership Institute. The research sample consisted of six leaders of which three are males and three females. The sample of six includes two business leaders (employees of different corporate entities in Namibia), two church leaders (leaders of different churches or ministries) and two educational leaders (an Inspector and Principal from the Namibian Ministry of Education). These leaders were randomly selected from lists of graduates that met the criteria and who would be available when the interviews took place.

3.3 Research instruments
Creswell writes that in qualitative research, the researcher has multiple ways of collecting data. These may include interviews, observations, documents and audiovisual material towards understanding the data and organizing it into categories or themes that highlights all sources of data (Creswell, 2014, p. 185). In this study the researcher used two instruments to determine
whether characteristics of transformational leadership exist in the lives of graduates of the Institute. These instruments included a survey and an interview.

Instrument 1 – The Survey (See Appendix A). Part A provided background data on the participants to develop a deeper understanding of the research participants and the specific contexts within which they implement the leadership practices they have been exposed to while being trained through the Institute.

Instrument 1 Part B included a series of eight questions that participants rated on a Likert scale with a criteria of Excellent, Very Good, Good, Fair and Poor. These questions were closed type questions and participants were instructed to rate themselves on these questions which directly related to the four developmental principles of transformational leadership.

Instrument 2 – The Interview (See Appendix B). This included thirteen questions of which nine were open ended. It was used to investigate the factors of transformational leadership that are demonstrated in the lives of participants. The researcher was the only person to collect data to ensure optimal understanding of the data collected (Creswell, 2014, p. 185). These face to face interviews, took between 35 and 40 minutes each to complete and as outlined by Patton, (2007, p. 3) the interviews were reproducible, systematic, credible and transparent.

3.4 Data collection procedure
The participants made time for the survey and interviews within their schedules. Interviews were conducted at the African Leadership Institute’s head office in Windhoek, Namibia’s capital city. Each interview was recorded on an iPad with permission given by each participant. The researcher surveyed and interviewed four participants in November and the two further participants in December 2014. At the start of each survey and interview the researcher explained procedures to the participant, after which participants completed Instrument 1 Part A (Background of the participant). As soon as this was submitted, the researcher explained Instrument 1 Part B (Likert scaled questions) to the participant and then requested him/her to complete it. The researcher then asked the interview questions one by one, transcribing the answers of the participants with special attention to relevant sections which related to the four developmental principles of transformational leadership. The interviews were also recorded on an iPad to ensure accuracy. These transcribed and recorded interviews were later analyzed to
ensure accuracy in identifying factors of transformational leadership in the lives of graduates of the Institute.

3.5 Data analysis
The data collected from Instrument1 was analyzed according to the rankings given by the six participants to the closed questions. This data was included in a table and grouped into the categories of the four principles of transformational leadership i.e. Idealized Influence, Inspirational Motivation, Individualized Consideration and Intellectual Stimulation. The answers to the interview questions were analyzed by the researcher who grouped the responses to each question into similar themes related to the four principles of leadership as well as noting differences from the responses.

3.6 Validity and reliability
Validity refers to the procedures the leader implements to ensure that the findings are accurate (Creswell, 2014, p. 201). In this research the data was transcribed during the interview and also recorded. This enabled the researcher to compare the transcribed data with the recorded data to ensure accuracy. Using both a survey and interview allowed for internal reliability and validity to ensure the participants’ responses were being accurately assessed. Further, the sample of six graduates from different walks of life added to the reliability of the study. In addition, using these different data sources enabled triangulation to take place.

3.7 Ethics
Before the research of this study was conducted, the researcher completed an Ethics Proposal Application which was submitted to, and approved by, the Morling College Research Ethics Committee. Furthermore all participants agreed to take part voluntarily with no compulsion and were free to withdraw from the research at any stage.
CHAPTER FOUR RESULTS

4.1 Introduction
An exploratory case study on the African Leadership Institute was conducted to identify characteristics of transformational leadership in the lives of its graduates. The data in this study was collected through a survey (Instrument 1) and semi-structured interview (Instrument 2) with six graduates that completed both Phase 1 and Phase 2 of training provided by the Institute. The interviewees were coded EM1, JK2, ND3, PL4, DC5 and UD6. The research questions that formed the focus of the study were: “what characteristics of transformational leadership are demonstrated in the personal and professional lives of graduates of the Institute and how effective is the Institute in training its students to be transformational leaders?”

4.2 Background summary of the participants
All participants had completed Phases 1 and 2 of the African Leadership Institute course. Appendix A includes a summary of their background. Three participants were male and three were female. Of those one female was in the 20-30 years age range, two males were in the 31-40 years age range and one male and two females were in the 41 – 50 years age range. The highest qualification held was a Masters Degree in Education and the lowest qualification was a Grade 12 Senior Secondary School Certificate. Fifty per cent of the participants held a Bachelor’s degree. All had held their current leadership position for at least two years and two participants for over ten years. Their areas of influence ranged from two educational leaders, two business leaders and two church leaders.

4.3 Results from the survey
The survey invited the participants to rate themselves on questions related to the four principles (Idealized Influence, Inspirational Motivation, Individualized Consideration and Intellectual Stimulation) of transformational leadership (Abrell, Rowold, Weibler & Moenninghoff, 2011; Bass & Riggio, 2006; Brown & May, 2012; Parry & Sinha, 2005; Wang, Courtright & Colbert, 2011). Table 4.1 summarizes the results of this survey and then an explanation of the results follow related to the four principles of transformational leadership.

Table 4.1 Summary of Results from the Survey
<table>
<thead>
<tr>
<th>Principle</th>
<th>Question</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Totals per question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealised Influence</td>
<td>How do you rate yourself as a trustworthy leader?</td>
<td>0</td>
<td>5 (83%)</td>
<td>1 (17%)</td>
<td>0</td>
<td>0</td>
<td>6 (100%)</td>
</tr>
<tr>
<td></td>
<td>How do you rate yourself as an authentic role model?</td>
<td>1 (17%)</td>
<td>4 (67%)</td>
<td>1 (17%)</td>
<td>0</td>
<td>0</td>
<td>6 (100%)</td>
</tr>
<tr>
<td></td>
<td>How do you rate the respect you gain as a leader?</td>
<td>2 (33%)</td>
<td>3 (50%)</td>
<td>1 (17%)</td>
<td>0</td>
<td>0</td>
<td>6 (100%)</td>
</tr>
<tr>
<td></td>
<td>How do you rate your credibility as a leader?</td>
<td>1 (17%)</td>
<td>3 (50%)</td>
<td>2 (33%)</td>
<td>0</td>
<td>0</td>
<td>6 (100%)</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>How do you rate how you lead your team?</td>
<td>0</td>
<td>3 (50%)</td>
<td>2 (33%)</td>
<td>1 (17%)</td>
<td>0</td>
<td>6 (100%)</td>
</tr>
<tr>
<td></td>
<td>How do you rate how you lead your team with a compelling vision?</td>
<td>0</td>
<td>3 (50%)</td>
<td>3 (50%)</td>
<td>0</td>
<td>0</td>
<td>6 (100%)</td>
</tr>
<tr>
<td>Individualised Consideration</td>
<td>How do you rate how you influence individual members of your team to fulfil their potential?</td>
<td>1 (17%)</td>
<td>4 (67%)</td>
<td>1 (17%)</td>
<td>0</td>
<td>0</td>
<td>6 (100%)</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>How do you rate the way the team influences you towards improving work procedures and work practices?</td>
<td>0</td>
<td>2 (33%)</td>
<td>2 (33%)</td>
<td>2 (33%)</td>
<td>0</td>
<td>6 (100%)</td>
</tr>
</tbody>
</table>

4.3.1 Idealized Influence

Related to the principle of Idealized Influence four questions were asked. While no leader rated their trustworthiness as a leader as excellent, five participants (83%) rated their trustworthiness as very good and one participant (17%) as good. One participant (17%) rated herself as an excellent authentic leader while four participants (67%) rated themselves as very good authentic leaders and one participant (17%) as a good authentic leader. Furthermore, regarding respect they gain as leaders, two participants (34%) rated themselves as excellent, three rated themselves as very good (50%) and one participant (17%) as good. Lastly, one participant (17%) rated herself as excellent, three participants (50%) as very good and two participants (34%) as good when rating their credibility as leaders. In summary, all six participants rated themselves excellent to good in regard to the four factors relating to the leadership principle of Idealized Influence.
4.3.2 Inspirational Motivation
Under the principle of Inspirational Motivation two questions were asked. Regarding the leadership provided to their teams, three participants (50%) evaluated themselves as very good, two participants (34%) as good and one as fair (17%). Also, with regards to leading their teams with compelling visions, three participants (50%) evaluated themselves as very good and three participants (50%) evaluated themselves as good. Therefore the summarized response to the two factors relating to the leadership principle of Inspirational Motivation is five participants rated themselves as very good or good in relation to how they led their team with one participant rating herself as fair. All six participants rated themselves highly (very good or good) in relation to how they lead a team with a compelling vision.

4.3.3 Individualized Consideration
One question was asked in relation to Individualized Consideration regarding influencing individual members of their teams to fulfil their potential. One participant (17%) rated herself as excellent, four participants as (67%) very good and one participant (17%) as good. Thus all participants rated themselves highly with the majority of the participants rated themselves as very good in relation to how they influenced the team members to reach their potential.

4.3.4 Intellectual Stimulation
Regarding the influence of the team towards improving work procedures and practices, relating to Intellectual Stimulation, two participants (34%) rated themselves as very good, two participants (34%) as good and two participants as fair (34%). The results from the survey relating to this leadership principle indicated that participants rated themselves at the middle, or just above, or just below it, on the scale.

4.4 Results of the interviews
The interviews conducted with the six participants were completed face to face taking 35-40 minutes each. The interview questions are included in Appendix B. A summary of the results of the interviews is included as Appendix C. The results of these interviews are explained below as they relate to the four principles of transformational leadership.
4.4.1 Idealized Influence
Participants were asked to rate their leadership in terms of being a respected, trustworthy and highly credible leader. Five out of the six participants rated themselves very good and one participant good. This compares well with results of the survey which showed that participants rated themselves as very good to good relating to three aspects of Idealized Influence namely their trustworthiness, their authenticity and the respect they gain as leaders. The characteristics of an authentic role model who is respected, trustworthy and highly credible that the participants used to describe themselves in their professional and personal lives included the following (please note the number in brackets refers to the number of participants providing that answer):

leading with the interests of others at heart (1), with honesty (2), determination and a clear vision for life (1), authenticity (1), transparency (2), commitment (1), not pretending to be someone you are not (1), require high levels of performance (1), doing what I say I am (1), keeping my word (1), finishing projects well (1), loyalty (1), faithfulness (1), positive attitude (1), being a go getter (1), perseverance e.g. not quitting (1).

In answer to the question related to aspects of the African Leadership Institute (ALI) training that helped them to become a trustworthy leader they stated:

the session on Integrity (3), the training process as a whole (3), the Forgiveness session (1), the Financial Freedom session (1). One participant (DC5) noted that characteristics such as honesty and transparency had always been part of his life but that they were emphasized and strengthened through the training. Another (EM1) stated that sessions like "integrity" developed "character" that is essential in making a difference as leader.

4.4.2 Inspirational Motivation
Participants were asked to rate their leadership in terms of developing a team to become part of a meaningful vision that give purpose to their lives. Three out of six participants rated themselves very good and the other three rated themselves as good. This aligns with the results of the survey which demonstrated that participants primarily rated themselves as very good or good regarding the leadership they provide to their teams and how they lead their teams with compelling visions. Participants identified the following characteristics that they believed helped them to develop a team to become part of a meaningful vision that give purpose to their lives:
providing exemplary leadership (3), recruiting potential leaders who are called and passionate (2), leading with passion (1) and showing high levels of commitment (1).

Participants stated that the African Leadership Institute (ALI) training sessions that had influenced their development of these characteristics were:

Servanthood and Humility, the Attitude of the Leader, the DISC Personality Style Analysis, Time Management and the Action Plan sessions equipped them to develop a team to become part of a meaningful vision that give purpose to their lives. In addition other aspects of the training that were mentioned by participants that had influenced their development of characteristics with regard to Inspirational Motivation included “realizing that people are always a priority", "I need to help people understand their role in the fulfillment of the vision" and "being in training with class mates and faculty members of different cultural backgrounds" equipped leaders to develop a team around a meaningful vision that gives purpose to their lives.

4.4.3 Individualized Consideration
Participants were asked to rate their leadership in terms of treating team members on an individual basis and influencing them to fulfil their potential. One participant rated himself as excellent, four as very good and one as good. This aligns with the findings of the survey in which one rating of excellent, four as very good and one as good were given. In the interviews participants identified the following characteristics that they believed enabled them to treat team members on an individual basis and influencing them to fulfil their potential:

mentoring and coaching their team members on a one-on-one basis (4), setting of goals and action plans (3), keeping individuals accountable regarding these goals and action plans (3), giving them exposure to skills, abilities and attitudes (2) and effective planning regarding the development of people (1). Furthermore, interviewees expressed their conviction that leadership is a process of empowering people to "lead others", "lead teams" and "occupy more influential positions". All six participants stressed the importance of developing the potential of their team as a high priority in their lives.
Participants also explained that the following aspects of the African Leadership Institute (ALI) training equipped them to treat team members on an individual basis and influencing them to fulfil their potential:

the Action Plan session (2), the Purpose in Life session (1), the Integrity session (1), the session of Leaving a Legacy and the sessions on Policies, Procedures and Strategic Planning (1). One participant (DC5) noted that before the ALI training his outlook was “all about his own personal development towards being successful, after the training it is all about seeing others succeed”.

4.4.4 Intellectual Stimulation
Participants were asked to rate their leadership in terms of how they challenge their teams to question work procedures towards improved practices in the future. Three out of six participants rated themselves very good and the other three rated themselves as good. These results were somewhat different to those in the survey with two ratings as very good, two ratings as good and two ratings as fair. Practical examples mentioned by participants on how they challenge their teams to question work procedures towards improved practices in the future included:

planned meetings like leadership, strategic, or feedback sessions with teams that takes place monthly, annually or during the implementation of projects (4), valuing collective decision making (1) and dealing with challenges as they arise (1). Participants were also asked to explain the response of their teams to the leader’s willingness to improve work procedures and practices. Their feedback included that such meetings and processes were appreciated (1), valued (2), motivational (1), it stimulated thinking (1), it developed respect and teamwork (1) and that it lead to greater productivity (4).

The sessions of the African Leadership Institute (ALI) training that participants believed helped to develop their ability to challenge their teams to influence them regarding work procedures towards improved practices in the future included:

Servanthood and Humility (1), How to Build Teams (1), How to Deal with Criticism (1), Emotional Intelligence (1), Listening (1), Forgiveness (1) and Accountability and Transparency (1). In addition, participants placed much emphasis on the importance of the team with regards to the principle of Intellectual stimulation with one participant (JK2) who noted that teams that are
“challenged, kept accountable and empowered, accomplishes greater results and wins together” and that the ALI training emphasized the principle of upward influence (also confirmed by ND3), where subordinates can influence superiors when they do their jobs well, in leadership.

4.5 Conclusion
This chapter has presented the results of the Survey and Interview. The next chapter discusses these results with reference to the literature.
CHAPTER FIVE DISCUSSION OF RESULTS

5.1 Introduction
This chapter discusses the results recorded in Chapter Four with reference to the relevant literature and in answer to the research questions: “what characteristics of transformational leadership are demonstrated in the lives of graduates of the Institute and how effective is the Institute in training its students to be transformational leaders?”

The framework for the discussion of the results will utilize the four principles of Idealized Influence, Inspirational Motivation, Individualized Consideration and Intellectual Stimulation of transformational leadership (Abrell, Rowold, Weibler & Moenninghoff, 2011).

5.2 Idealized Influence
On both the survey and interview all participants rated themselves highly, that is excellent, very good or good, against the factors of trustworthiness, authentic role model, respect and credibility as a leader, which are characteristics relating to the leadership principle of Idealized Influence (Murphy & Drodge, 2004, p. 2).

Leaders demonstrating the principle of Idealized Influence have solid moral and ethical foundations that clarify their values and determine behavior that builds trust (Transformational Leadership Report, 2010, p. 5; Murphy and Drodge, 2004, p. 2). The characteristics identified by the participants included authenticity, transparency, commitment, loyalty and faithfulness which are biblical values related to solid moral and ethical foundations. Also, the participants included reference to not being hypocrites by stating ‘not pretending to be someone you are not’, ‘doing what I said I would’ and ‘keeping my word’ which can be linked with truthfulness. In addition, other participants stated ‘showing high levels of performance’, ‘finishing projects well’ and ‘being a go getter’ which can be linked to endurance. Truthfulness which relates to integrity and honesty, and endurance are biblical values related to solid moral and ethical foundations. Thus the participants in this study demonstrated integrity and honesty which as Blackaby and Blackaby (2011) state, is foundational to leadership success with honesty being more important than vision, competence or accomplishments (p. 163-165). Also, Covey (2006) writes that a
leader’s integrity means there is no gap between what they intend to do and what they actually do (Covey, 2006, p. 59-72).

The African Leadership Institute (ALI) Training sessions in Phase 1 that seek to develop participants as trustworthy leaders include topics like Integrity, Accountability and Transparency, Servanthood and Humility, Financial Freedom, Forgiveness, Purity in Sexuality and Your Wheel of Life. The participants particularly mentioned the sessions on Integrity, Forgiveness and Financial Freedom which had helped them to develop as a trustworthy leader with credibility. One participant commented that it was the training process as a whole that developed credibility and another noted that characteristics such as honesty and transparency had always been a part of his life but were emphasized and strengthened through the training.

Abrell, Rowold, Weibler and Moenninghoff (2011, p.206) write that to a large extent leadership training revolves around a few specific areas of leadership development like communication or problem solving and is not sufficient in equipping leaders with the competencies to deal with leadership challenges such as global diversity and interdependence, ambiguity and change (Maznevski, Amann & Steger, 2007, p. 1-2). However, in this study the participants identified that the broad areas covered in leadership development at ALI sessions had helped them develop as a trustworthy leader. This confirms what Parry and Sinha (2005) recommend that training should include self-analysis of both personal and professional improvement (2005, p. 172) and the findings amongst scholars that longer term leadership training is more effective than shorter training interventions (Abrell, Rowold, Weibler & Moenninghoff, p. 221).

5.3 Inspirational Motivation
Most participants rated themselves very good to fair on both the interview and the survey against the factors of leading their teams and leading their teams with a compelling vision, thus demonstrating a varied response to their assessment of how they demonstrate the characteristics of the principle of Inspirational Motivation.

Vision is important as a factor of a transformational leader who should be able to communicate the vision with precision and power and in compelling and persuasive ways (Murphy and Drodge, 2004, p. 2; Transformational Leadership Report, 2010, p. 5). The factors that participants identified in regard to vision included leading with passion and showing high levels
of commitment. Here participants in the interview highlighted that ‘without a vision you are not leading’, ‘people are always a priority’ and that the ‘leader needs to help people understand their role in the fulfilment of the vision’ as vital aspects in building a team to become part of a meaningful vision that give purpose to their lives.

Participants reported that the sessions of the African Leadership Institute (ALI) Training that developed the skills to enable a team to become part of a meaningful vision included: Servanthood and Humility, the Attitude of the Leader, the DISC Personality Style Analysis, the Action Plan, Priorities and Time Management. These sessions demonstrate the breadth of ALI training which is advocated by Abrell, Rowold, Weibler and Moenninghoff (2011,p 206) who recommend a broad curriculum for leadership training. Further, Rosch, Boyd and Duran state that comprehensive conceptualisation of leadership revolves around the development of traits, skills and behaviours (2014, p. 19). In line with this, participants indicated that their character, expertise and actions towards developing a team to fulfil a vision improved as a result of the training demonstrating the course’s effectiveness.

5.4 Individualized Consideration

Participants rated themselves from excellent to good on both the survey and the interview regarding treating team members on an individual basis and influencing them to fulfil their potential demonstrating confidence in how they developed characteristics relating to the principles of Individualized Consideration.

It is evident from literature that leaders, who demonstrate the characteristics of the leadership principle Individualized Consideration, relate to followers in supportive and encouraging ways that are helpful and corrective (Murphy & Drodge, 2004, p. 2). They enable their followers to develop self-actualisation, self-fulfilment and self-worth of followers which leads to greater levels of growth and achievement (The Transformational Leadership Report, 2010, p. 5). These leaders act as advisors or coaches to help individuals reach goals that will benefit themselves, associates and their organisations (Hall, Johnson, Wysocki & Kepner, 2012, p. 2). Participants in this study identified similar characteristics to those in the literature related to the principle of Individualized Consideration. In particular, the participants’ comments that related to this area included mentoring and coaching their team members on a one-on-one basis, setting of goals and
action plans, keeping individuals accountable regarding these goals and action plans, giving them exposure to skills, abilities and attitudes, and effective planning regarding the development of people. Furthermore, participants expressed their conviction that leadership is a process of empowering people to "lead others", "lead teams" and "occupy more influential positions" and all six participants identified the importance of developing the potential of their people as a high priority in their lives due to the training they had received at ALI.

The sessions at ALI that participants identified as having helped them to develop the skills and abilities as leaders to treat team members on an individual basis and influence them to fulfil their potential included: the Action Plan, Purpose in Life, Integrity, Leaving a Legacy and Policies, Procedures and Strategic Planning sessions. One participant noted that before the ALI training his outlook was “all about my own personal development towards being successful. After the training it is all about seeing others succeed”. Herein it is again demonstrated that the ALI training is multi-dimensional and is equipping leaders with traits, skills and behaviors that empower people by aligning the objectives and goals of individuals, leaders, the group and the organisation at large as recommended by Bass and Riggio, (2006, p. 3) and Rosch, Boyd and Duran (2014, p.19).

5.5 Intellectual Stimulation

Participants rated themselves from very good to fair on the survey and from very good to good in the interview against the factors of challenging their teams to question their work procedures towards improved practices in the future which demonstrates the transformational leadership principle of Intellectual Stimulation.

Participants identified different strategies that they used to challenge their teams to question their work procedures towards improved practices. These strategies included: planned meetings where leaders and their teams plan implementation actions and monitor and evaluate their progression on a periodic basis (monthly, annually or as projects are implemented), valuing collective decision making and dealing with challenges as they arose. Responses showed that participants valued the expertise in their teams and that they were engaged in processes with their teams to improve work procedures and practices.
These strategies that were commented upon by the participants are reported in the literature and include challenging followers to critically evaluate their working environments towards enhancing productivity and working conditions (Murphy & Drodge, 2004, p. 2). In addition, this develops creativity, critical thinking and problem solving within teams (The Transformational Leadership Report, 2010, p. 5; Hall, Johnson, Wysocki & Kepner, 2012, p. 2).

The ALI sessions that helped to develop the skills and ability of the participants to challenge their teams to question their work procedures towards improved practices included: Servanthood and Humility, How to Build Teams, How to Deal with Criticism, Emotional Intelligence, Listening, Forgiveness and Accountability and Transparency. One participant noted that teams that are “challenged, kept accountable and empowered, accomplishes greater results and wins together”. It was also noted by participants that the ALI training emphasized the idea that teams should be challenged to suggest improvement strategies within organizations. This again demonstrated the effectiveness of ALI training program.

5.6 Conclusion
In summary, based on the analysis of the data, the researcher found that the characteristics of the four principles of transformational leadership are demonstrated in the personal and professional lives of graduates of the Institute. Participants were able to identify practical actions they have initiated, implemented or have been part of which related to the transformational leadership principles of Idealized Influence, Inspirational Motivation, Individualized Consideration and Intellectual Stimulation. The researcher however found that participants were more confident to discuss their implementation of the principles of Idealized Influence and Individualized Consideration than Inspirational Motivation and Intellectual Stimulation.
CHAPTER SIX - CONCLUSION

The African Leadership Institute has trained more than 1500 government, business, church, education, municipality and student leaders since 2006. Most of these leaders have completed the First Phase (Certificate in Transformational Leadership – 500 hours of learning) of the Institute’s training whilst others have completed the Second Phase (Diploma in Transformational Leadership – 1400 hours of learning) as well (African Leadership Institute; n.d.).

The management of the Institute has always been aware of the transformational impact of training on the lives of individual students but has never done a formal evaluation of the effect of the training on their lives. This desire to understand to what extent the training transforms lives was the inspiration behind this research and motivated the researcher to discover what characteristics of transformational leadership are demonstrated in the lives of graduates of the Institute and how effective the Institute is in training its students to be transformational leaders.

At the core of understanding transformational leadership are the four developmental principles that every leader needs to grasp and implement if he or she wants to transform his or her sphere of influence (Abrell, Rowold, Weibler & Moenninghoff, 2011; Bass & Riggio, 2006; Brown & May, 2012; Parry & Sinha, 2005; Wang, Courtright & Colbert, 2011). These are Idealized Influence where the leader is an authentic role model who is respected, trustworthy and highly credible; Inspirational Motivation where the leader develops a team to become part of a meaningful vision that give purpose to their lives; Individualized Consideration where the leader treats team members on an individual basis and influences them to fulfil their potential and Intellectual Stimulation where leaders challenges their teams to question their work procedures towards improved practices in the future.

With this as the foundational understanding of transformational leadership, the researcher designed an exploratory case study to identify factors of transformational leadership that are evident in the lives of graduates of the Institute. For this purpose the researcher developed two Instruments to collect data. Instrument 1 A was developed to collect background information of each participant and, Instrument 1 B was a Likert scale rated survey based on the four
developmental principles of transformational leadership. Instrument 2 involved semi-structured interview questions to gather data related to the four principles of transformational leadership.

The data was then analyzed and the results indicated that characteristics of transformational leadership are demonstrated in the lives of graduates of the Institute. The response from participants revealed that they were able to give practical examples of what they have implemented with regards to Idealized Influence, Inspirational Motivation, Individualized Consideration and Intellectual Stimulation. However, the study revealed that the transformational leadership principles of Idealized Influence and Individualized Consideration are more evident in the lives of graduates of the Institute than the characteristics of Inspirational Motivation and Intellectual Stimulation.

6.1 Limitations of the Study
This study was limited to researching one Leadership Organization that develops leaders based on Biblical values. The sample size was small, six participants. It was also limited by the length of time and the length of a minor research project.

6.2 Recommendations arising from the study
It is recommended that:

Modules that relate to Inspirational Motivation and Intellectual Stimulation be reviewed to identify how graduates could be better equipped for more deliberate implementation of the characteristics of these principles of transformational leadership. Based on Ilica’s research, this review should include both the program and the process of training (Ilica, 2014, p. 8);

A revision of curriculum outcomes be undertaken to more deliberately relate to factors of the transformational leadership principles of Inspirational Motivation and Intellectual Stimulation;

Moving sessions relating to Inspirational Motivation and Intellectual Stimulation to times in the curriculum where students are better prepared and positioned to understand and implement its principles.

Furthermore, it might be in the best interest of the Institute to use terminology that directly relates to transformational leadership such as Idealized Influence, Inspirational Motivation,
Individualized Consideration and Intellectual Stimulation to expose the leaders in training to the acknowledged best leadership practices.

6.3 Conclusion
The study has shown that characteristics of the principles of leadership of transformational leadership are demonstrated in the personal and professional lives of graduates of the Institute and that the Institute has been effective in its training particularly in relation to the principles of Idealized Influence and Individualized Consideration. However, it will benefit the Institute to review its training processes, especially outcomes written for modules such as Transformational Leadership, Building Teams, Delivering Results and Mentorship towards better implementation of factors of Inspirational Motivation and Intellectual Stimulation after the training. It will also benefit the Institute to review the training processes in terms of when sessions that directly deals with Inspirational Motivation and Intellectual Stimulation are presented. Finally it is recommended that the Institute specifically use terminology such as “Idealized Influence, Inspirational Motivation, Individualized Consideration and Intellectual Stimulation” that directly relates to transformational leadership.
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doi:10.1080/1367886050100186


APPENDICES

Appendix A – Background information of participants (Instrument 1A)

INSTRUMENT 1 - PART A: ABOUT YOU PARTICIPANT CODE: ___________

Please complete the following details and respond to the statements by ticking the appropriate boxes or answer or providing information where applicable. All information supplied will be strictly confidential.

A1. Place of Employment: _____________________________________

A2. Position held:____________________________________________

A3. Gender: (please tick): □ Male □ Female

A4. Age: 20 – 30 ( ) 31 – 40 ( ) 41 – 50 ( ) 51 – 60 ( ) Over 60 ( )

A5. Number of years in current position? ________years

A6. What is your highest academic qualification so far? (Please tick one box):

1 □ Certificate (please specify): Year completed
    __________________________

2 □ Diploma (please specify): Year completed
    __________________________

3 □ Bachelor Degree (please specify): Year completed
    __________________________

4 □ Bachelor Degree with Honours (please specify): Year completed
    __________________________

5 □ Postgraduate Degree (please specify): Year completed
    __________________________

6 □ Doctorate Year completed
    __________________________

7 □ Other (please specify) Year completed
    __________________________

A7 In which years did you take Phase I of the Institute’s Leadership Course?
A8 In which year did you complete Phase I?
A9 In which years did you take Phase 2 of the Institute’s Leadership Course?
A10 In which year did you complete Phase 2 of the Institute’s Leadership Course?
<table>
<thead>
<tr>
<th>Participant Code</th>
<th>Place of Employment</th>
<th>Position</th>
<th>M/F</th>
<th>Age</th>
<th>No years in position</th>
<th>Highest qual</th>
<th>Year began and completed Phase 1</th>
<th>Year began and completed Phase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM1</td>
<td>Namibia Life-Change Centres Foundation</td>
<td>National Projects Manager</td>
<td>F</td>
<td>20-30</td>
<td>2</td>
<td>B.A. Hons Psychology</td>
<td>2010-2010</td>
<td>2011-2012</td>
</tr>
<tr>
<td>JK2</td>
<td>Samaritans Network</td>
<td>Founder &amp; Executive Director</td>
<td>M</td>
<td>30-40</td>
<td>13</td>
<td>Grade 12</td>
<td>2006-2007</td>
<td>2011</td>
</tr>
<tr>
<td>ND3</td>
<td>Entrepreneur</td>
<td>Director</td>
<td>F</td>
<td>40-50</td>
<td>20</td>
<td>B.A. Business Administration</td>
<td>2012-2012</td>
<td>2013</td>
</tr>
<tr>
<td>PL4</td>
<td>Ministry of Education</td>
<td>Inspector of Education</td>
<td>M</td>
<td>40-50</td>
<td>3</td>
<td>M.Ed.</td>
<td>2007</td>
<td>2014</td>
</tr>
<tr>
<td>DC5</td>
<td>Bank Windhoek</td>
<td>Branch Manager</td>
<td>M</td>
<td>30-40</td>
<td>4</td>
<td>Diploma (Credit); LDP</td>
<td>2011</td>
<td>2012</td>
</tr>
</tbody>
</table>
## Appendix A – Survey Questions (Instrument 1B)

<table>
<thead>
<tr>
<th>Question</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you rate yourself as a trustworthy leader?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you rate yourself as an authentic role model?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>How do you rate the respect you gain as a leader?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>How do you rate your credibility as a leader?</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>How do you rate how you lead your team?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you rate how you lead your team with a compelling vision?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you rate how you influence individual members of your team to fulfil their potential?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you rate the way the team influences you towards improving work procedures and work practices?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B – Interview questions (Instrument 2)

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 On a scale of 1-5 (1 - Poor; 2 - Fair; 3 – Good; 4 – Very good; 5 – Excellent), how would you rate your leadership in terms of being a respected, trustworthy and highly credible leader?</td>
<td></td>
</tr>
<tr>
<td>1.2 Which characteristics have been developed in your life that confirms that you are a trustworthy leader?</td>
<td></td>
</tr>
<tr>
<td>1.3 What happened during the training that caused you to become a trustworthy leader?</td>
<td></td>
</tr>
<tr>
<td>2.1 On a scale of 1-5 (1 - Poor; 2 - Fair; 3 – Good; 4 – Very good; 5 – Excellent), how would you rate your leadership in terms of leading your team with a compelling vision?</td>
<td></td>
</tr>
<tr>
<td>2.2 Which key abilities helped you to develop a team towards the fulfilment of a vision that gives purpose to their lives?</td>
<td></td>
</tr>
<tr>
<td>2.3 What happened during the training that contributed to your ability to develop a team towards the fulfilment of this vision?</td>
<td></td>
</tr>
<tr>
<td>3.1 On a scale of 1-5 (1 - Poor; 2 - Fair; 3 – Good; 4 – Very good; 5 – Excellent), how would you rate your leadership in terms of influencing individual members of your team to fulfil their potential?</td>
<td></td>
</tr>
<tr>
<td>3.2 In which ways do you think you were able to influence individual members of your team to fulfil their potential?</td>
<td></td>
</tr>
<tr>
<td>3.3 Describe specific moments or sessions during the ALI training that developed your ability to influence your team towards fulfilling their potential?</td>
<td></td>
</tr>
<tr>
<td>4.1 On a scale of 1-5 (1 - Poor; 2 - Fair; 3 – Good; 4 – Very good; 5 – Excellent), how would you rate your leadership in terms of allowing your team to influence you towards improving work procedures and work practices?</td>
<td></td>
</tr>
<tr>
<td>4.2 Explain specific ways in which you challenged your team to influence you towards improving work procedures and work practices?</td>
<td></td>
</tr>
<tr>
<td>4.3 How did your team respond to your willingness to improve work procedures and work practices based on their suggestions?</td>
<td></td>
</tr>
<tr>
<td>4.4 In which ways did the ALI training influence you to be more willing to challenge and use the feedback from your team to improve work procedures and work practices?</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C – Summary of Interview Answers –By Question

**Idealized Influence**

**Key:** 1.1 Rate your leadership in terms of being a respected, trustworthy and highly credible leader on a scale of 1 – 5 where 1 – Poor and 5 Excellent.

1.2 Characteristics that confirm you are an authentic role model who is respected, trustworthy and highly credible

1.3 What aspects of your training caused you to become a trustworthy leader

<table>
<thead>
<tr>
<th>Participant Code</th>
<th>1.1</th>
<th>1.2</th>
<th>1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM1</td>
<td>4</td>
<td>Leading with the interests of others at heart, commitment, time commitments, not pretending to be someone that you are not.</td>
<td>Forgiveness session brought reconciliation; Financial freedom and Integrity sessions developed character that is essential to make a difference.</td>
</tr>
<tr>
<td>JK2</td>
<td>3</td>
<td>Leading with honesty, determination and a clear vision for life.</td>
<td>The entire training program and process that develops the spirit, soul and body.</td>
</tr>
<tr>
<td>ND3</td>
<td>4</td>
<td>People trust me and give me responsibility because of my loyalty; faithfulness; positive attitude; being a ‘go getter’ and having an attitude of not quitting.</td>
<td>Training as a whole was an inspiration to be a more trustworthy leader.</td>
</tr>
<tr>
<td>PL4</td>
<td>4</td>
<td>Leading with authenticity and transparency towards demanding respect from people and constantly requiring high levels of performance from them.</td>
<td>The emphasis on the importance of responsibility, integrity and making sure that people are treated fairly.</td>
</tr>
<tr>
<td>DC5</td>
<td>4</td>
<td>Leading with honesty and transparency.</td>
<td>Honesty and transparency was part of my life since I started employment under the influence by Dawie current founder of ALI. It was definitely emphasized and strengthened through the ALI training and is therefore vitally important values in my life.</td>
</tr>
<tr>
<td>UD6</td>
<td>4</td>
<td>Leading by doing what I am saying, keeping my word and focusing on finishing projects well leads to successful implementation and builds trust with people.</td>
<td>The focus of the training on me as a person helped me manage personal relationships, live with integrity and realize what I am capable of as a leader.</td>
</tr>
</tbody>
</table>
## Inspirational Motivation

**Key**

1. Rate your leadership in terms of leading your team with a compelling vision.
2. Which abilities help you develop a team to become part of a meaningful vision that give purpose to their lives?
3. Which aspects of the training equipped you with abilities develop a team to become part of a meaningful vision that give purpose to their lives?

<table>
<thead>
<tr>
<th>Participant Code</th>
<th>2.1</th>
<th>2.2</th>
<th>2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM1</td>
<td>3</td>
<td>Recruiting people who are called and passionate is essential, continuously share vision and communicate how their abilities contribute to the fulfilment of the vision; show interest in the personal lives of people.</td>
<td>Training process and diverse backgrounds of faculty members contribute towards building cross cultural relationships; Servanthood and Humility session creates the right attitude in people to grow.</td>
</tr>
<tr>
<td>JK2</td>
<td>4</td>
<td>Identify potential leaders, give them responsibility, keep them accountable and guide them regarding making decisions.</td>
<td>DISC personality assessment session helped to understand and select right people. Furthermore sessions on the measurement of success and achievements and finishing well sessions challenged to build effective teams.</td>
</tr>
<tr>
<td>ND3</td>
<td>4</td>
<td>Belief in exemplary leadership in “going first”, constantly developing self in deliberate ways to be a better example.</td>
<td>Purpose; Teamwork; Upward influence; How to handle conflict; How to influence people. Training fixed and filled certain “gaps” in my leadership abilities.</td>
</tr>
<tr>
<td>PL4</td>
<td>3</td>
<td>Leading with high levels of commitment, dedication and doing work without compromise - striving towards excellence – 2nd best is not good enough.</td>
<td>The passion of those that presented was contagious and the joy with which they fulfilled their responsibilities was inspirational. The teachable spirit with which training was done – the fact that they were willing to learn – made the training a success.</td>
</tr>
<tr>
<td>DC5</td>
<td>3</td>
<td>Leading with compassion for people causes joy to see colleagues succeed. I want to be a catalyst towards the success of others.</td>
<td>There has to be a vision and the one thing that assisted me immensely is that there is shared buy-in from the team in this vision and it is my role to make my team understand how they are part of the fulfilment of this vision. I need to make every staff member understand their role towards its success which is done through the implementation of action plans.</td>
</tr>
<tr>
<td>UD6</td>
<td>4</td>
<td>Being passionate about my job helps me fulfil my vision. I look at thing how I understand responsibilities and then ask myself how I train others to understand how things should be done. I use meetings and other opportunities to influence others by doing research on key aspects in educational leadership and then to train others in it.</td>
<td>The sessions on priorities and management of time helped me to stop procrastinating, get things done and live a more balanced life.</td>
</tr>
</tbody>
</table>
**Individualized Consideration**

**Key**

3.1 Rate your leadership in terms of influencing individual members of your team to fulfill their potential.

3.2 In which ways were you able to influence individual members of your team to fulfill their potential?

3.3 Which moments or sessions during the ALI training that developed your ability to influence you team towards fulfilling their potential?

<table>
<thead>
<tr>
<th>Participant Code</th>
<th>3.1</th>
<th>3.2</th>
<th>3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM1</td>
<td>4</td>
<td>Giving them opportunities to grow by exposing them to people who have accomplished more in life. One-on-One mentorship to leadership skills through which they could lead others.</td>
<td>Integrity session inspired to influence others and the process of dealing with fellow attendees from various backgrounds during the training inspired her to develop others.</td>
</tr>
<tr>
<td>JK2</td>
<td>5</td>
<td>Identify areas in which the organisation should develop beginning of the year – individuals get opportunity to state how they will fulfill goals – they set up action plans towards achieving these goals and are coached/mentored towards achieving these goals. Accountability and ownership of the process and goals are done and encouraged.</td>
<td>Sessions on writing personal action plans with specific goals that are implemented through the guidance of a mentor was the inspiration to lead the team in the same way.</td>
</tr>
<tr>
<td>ND3</td>
<td>4</td>
<td>Identified few people (5) invest myself in them through one on training, mentoring, coaching, building strong relationships, good communication and discipline.</td>
<td>The purpose session inspired an interest in me to help others also understand and fulfill their purposes in life.</td>
</tr>
<tr>
<td>PL4</td>
<td>3</td>
<td>Inspections in schools is a process of empowering people – mentoring, coaching, guiding people towards a place where they can lead teams themselves. This is done to guide people towards bringing out the strengths that is already existing in people.</td>
<td>Sessions on policies and procedures within the organization, strategic planning sessions, exposure to different ways of doing things and learning from best practices applied by different people during the training.</td>
</tr>
<tr>
<td>DC5</td>
<td>4</td>
<td>All staff have visions and plans for their future and much effort is put into development plans. I challenge my staff regarding their development plans and I keep them accountable regarding it as well as being involved in their personal lives to influence them to live balanced lives.</td>
<td>Before ALI the outlook was to develop myself, but since implementing what I have learned, I realised that I like to see others become successful – I find fulfillment and pride in seeing others succeed. Leadership is about leaving a legacy – the question “what do you want people to say at your own funeral” challenged me immensely. This is something I now live for.</td>
</tr>
<tr>
<td>UD6</td>
<td>4</td>
<td>We do micro-planning and that helps immensely. Management members buy into these plans and they take it back to their teams. When people then come together actions is clarified. Planned actions for myself and each individual helped us perform at higher levels. Through evaluations I was able to see the input of all individual member of the team, what was the gaps, and what are the areas of growth needed. Proper, effective planning played an immense role in the development of people. With that taking responsibility, being trusted, being thanked, and rewarded helped immensely to cause people to believe in their capabilities.</td>
<td>Sessions on personalized development plans helped me to improve personal planning and also inspired me to be more deliberate regarding the planning and implementation of development plans.</td>
</tr>
</tbody>
</table>
**Intellectual Stimulation**

**Key**  
4.1 Rate your leadership in terms of allowing your team to influence you towards improving work procedures and work practices.

4.2 In which ways do you challenge your team to influence you towards improving work procedures and work practices?

4.3 How did your team respond to your willingness to improve work procedures and work practices based on their suggestions?

4.4 In which ways did the ALI training influence you to be more willing to challenge and use the feedback from your team to improve work procedures and work practices?

<table>
<thead>
<tr>
<th>Participant Code</th>
<th>4.1</th>
<th>4.2</th>
<th>4.3</th>
<th>4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EM1</strong></td>
<td>3</td>
<td>We have monthly feedback sessions with teams to get feedback and then to change things. Continued good relationships as a major focus for team to provide suggestions on improvements. I am not sure that I will always implement suggestions but it provides deliberate feedback to superiors towards improved actions (upward influence).</td>
<td>Feedback sessions on implementation of actions are valued and open and transparent relationships created the environment for the team to suggest new practices.</td>
<td>Servanthood and humility session encouraged her to be transparent and open and to earn from others. From this attitude she leads by example to encourage staff to improve work procedures and practices.</td>
</tr>
<tr>
<td><strong>JK2</strong></td>
<td>4</td>
<td>The team is constantly challenged to suggest improvements to work procedures and practices and the team is encouraged to take initiative and leadership provides feedback.</td>
<td>They are open for it and appreciate it when feedback is given. The purpose of these meeting is explained contributing to an attitude of respect, teamwork and running with the vision. They become passionate about what they do. As a result, the team takes responsibility for actions and implement processes effectively.</td>
<td>The sessions on ‘How to build teams’ inspires leaders to build teams that are challenged, empowered and kept accountable towards winning together. This includes being open, to listen and challenging teams to improve work situations (upward influence).</td>
</tr>
<tr>
<td><strong>ND3</strong></td>
<td>3</td>
<td>I happens through leaders meetings where projects are discussed – we workshop ideas and I allow the team to contribute towards the implementation of better actions.</td>
<td>These meetings are very productive, people feel that their ideas matter and they feel valued. Very good feedback towards improved practices. We have follow up discussions towards further improvements. Team leaders also open for feedback towards improved practices by leadership.</td>
<td>The importance of transparency in leadership, openness to listen to others and their perspectives and the contribution of others towards the achievement of the vision. The training emphasized that team involvement accomplishes greater results.</td>
</tr>
<tr>
<td><strong>PL4</strong></td>
<td>3</td>
<td>The strategic planning for session for 2015 included discussions and feedback from teams regarding their suggestions. This challenged everyone to think differently towards managing responsibilities but stimulated great discussions.</td>
<td>Further consultations will be necessary to make conclusions but great thinking was stimulated. These discussions also clarified the need for further research and wider consultation. It challenged the status quo towards improved results.</td>
<td>Sessions on emotional intelligence clarified principles from which relationships should be managed and through which improvement strategies implemented. Other people matters, is a crucial part in getting things done and therefore</td>
</tr>
</tbody>
</table>
they need to be valued. Sessions on how to use criticism (constructive) towards improvement also helped. Maturity was developed throughout the training which is crucial.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>DC5</strong></td>
<td>4</td>
<td><strong>Collective decision making is at the core of our team. It would be foolish to not listen to those who are responsible for their departments as they are the experts there. If they suggest different ways to manage workflow / processes I am very open for suggestions.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>This is a motivation tool and in this branch collective decision making is a principle. Challenges are also addressed collectively and a challenge that is put onto the table must be accompanied by a possible solution.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>No specific situation but the training definitely developed this ability to listen and be open to my people for suggestions. This ability was definitely developed through things that happened, but it is difficult to identify specific things. The success of the training lies in the implementation of learned leadership principles like forgiveness and accountability and transparency.</strong></td>
</tr>
</tbody>
</table>

| **UD6** | 4  | **Work challenges are immense and these are addressed in coorporation with the management team. One challenge was absenteeism. With a large staff this has become a challenge and management came with suggestions that the Principal should be involved with individuals with habitual problems. Management further suggested that all people should be dealt with in the same way. In the long run this changed and caused me to look beyond the problem on ground level. Management’s suggestions were implemented and changes in the lives of individuals took place.** |
|     |     | **The school management and teachers value the Principals openness to them regarding improving challenging situations such as absenteeism and discipline and provided their support in the implementation of new suggestions.** |
|     |     | **Realized that in a work situation nothing can be done in secret – essential to include all stakeholders (teachers; HOD’s; MoE) towards being more transparent. Everyone knew what to do, how to do when to it. This openness helped to create an environment when people wanted to be and were willing to make suggestions towards improvements. Transparency with all stakeholders!** |

Management influenced me also regarding discipline procedures and with their suggestions we developed a unique School based disciplinary system with clarified procedures. This happened as a result of the influence of management.