

Categorisation of actions by leaders in South Africa in terms of the Head, Heart and Hands model

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requirements for the degree of Master of Business Administration.**

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ABSTRACT

This research investigates how leaders categorise their actions in terms of the Head, Heart and Hands model (Goleman, Boyatzis & McKee, 2004) and which one of the three sections is perceived to be most important and why, along with a view on whether the model is an appropriate framework to recommend to future leaders for categorisation of their actions.

A qualitative approach was deemed suitable as it is particularly concerned with understanding multiple perspectives of different individuals (Leedy & Ormrod, 2005; Williams, 2007). It utilised semi-structured interviews with a number of respondents, all effective South African leaders, who have demonstrated successful leadership and have at least five years executive management experience. The intention was to develop an understanding of the respondents' perspectives as to which of their daily actions they consider to have contributed to their efficacy, and how these activities are categorised into the Head, Heart and Hands model (Goleman, et al., 2004).

Each of the respondents spontaneously categorised their top three activities under each of the three elements of the head, the heart or the hands, despite being informed that they could place more than one in the same category. It was difficult for the majority of respondents to put their top three activities in order of preference, however a tally after the first and second choice was nominated, showed all respondents choosing the heart as either a first or second choice. The head was chosen as a first or second choice by 10 of the respondents and the hands by only two.

Although it seems that the Head, Heart and Hands model (Goleman et al., 2004) could be considered as a good model to categorise the actions of an effective leader, there is no clear indication of which element is considered to be most important or indispensable to exceptional leaders as the scoring was very similar for the heart and the head elements. In future a larger sample would ensure better generalizability and aid in the building of a model to adopt when embarking on the journey towards effective leadership.

DECLARATION

I, **Ronél Burger**, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Ronél Burger

Signed at Parktown

On the 3rd day of September 2012

DEDICATION

To Shanél and D'leon, with thanks for your unwavering loyalty, support, inspiration and love.

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1 INTRODUCTION

1.1 Purpose of the study

The purpose of this research is to investigate how leaders in South Africa categorise their actions in terms of the Head, Heart and Hands model (Goleman, Boyatzis & McKee, 2004) and to ascertain which one of the three sections is perceived to be most important, if any and why.

1.2 Context of the study

The importance of effective leaders and CEOs in organisations has been well supported in literature for many years. In fact the CEO as an effective leader has a significant impact on the success of a company as well as its viability (Gaines-Ross, 2000; 2003). Although there is not a single formula that can be prescribed and applied to ensure success as a leader, aspiring leaders want to emulate those that have displayed effective leadership or whom they consider to be successful. However, trying to ascertain what the secrets of success are for leaders proves to be a complex matter that involves much more than company profits. "The job of leadership today is not just to make money, it is to make meaning" (Reich, 1998, p. 132).

Many different studies have been conducted on the fascinating topic of effective leadership and they differ vastly in complexity and focus as evident from the following examples: Maxwell (2008) states simply that leadership is equivalent to influence. Other scholars believe that the best leadership is far more practical and hands-on, while some emphasize the necessity to develop leaders who are truly adept at change as they are vital to the success of an organisation (Kotter & Whitehead, 2010). Yet a further angle on leadership focuses on the importance of taking responsibility for and creating a culture of environmental

relationship (Kluckholm & Strodbeck, 1961). The study of leadership is complex and the topic is widely debated as is clear from the above.

Great leadership has also been defined by certain characteristics by people like Collins (2001) that denotes the importance of boldness as a necessity to be able to bring change within an organisation, as the continuous presence of fear would only cause continued mediocrity (Collins, 2001). The strong interaction between a leader, the team and the environment in which they function was elucidated in the Gallup study of two million people that identified the most prevalent human talents in a practical application on three levels – as individuals, leaders and managers, within organisations, using themes that also revolved around their personalities and characteristics (Buckingham & Clifton, 2001). Leadership is also denoted as a contact sport (Goldsmith & Morgan, 2011) as it always involves other people in one way or another. This concept is strongly supported by Ferrazzi and Raz (2005). Effective leaders achieve higher long-term profitability for companies (Goldsmith, Gandossy & Efron, 2004) and they remain a crucial element of success. The following phrase solidifies this point: “People are voting for the artist, not the painting” (Stewart, 1998, p. 72). The study of effective leadership is thus complex and the topic is widely debated.

Although many leadership approaches have been noted as an introductory background, they only represent a handful of the myriad of opinions on leadership. This research will focus on leadership in terms of the Head, Heart and Hands model (Goleman et al., 2004). All actions of leaders can be defined in this model where the cognitive dimension is denoted by the head, the emotional dimension is denoted by the heart and the physical action by the hands.

This research will reflect on which of the three aspects of head, heart and hands is viewed as most important by effective leaders, or whether they are all viewed as equally important as in the Head, Heart and Hands model of Goleman et al. (2004).

The Head, Heart and Hands model can be visually presented in an equilateral triangle to indicate the equal importance and value of each of these aspects in the model:

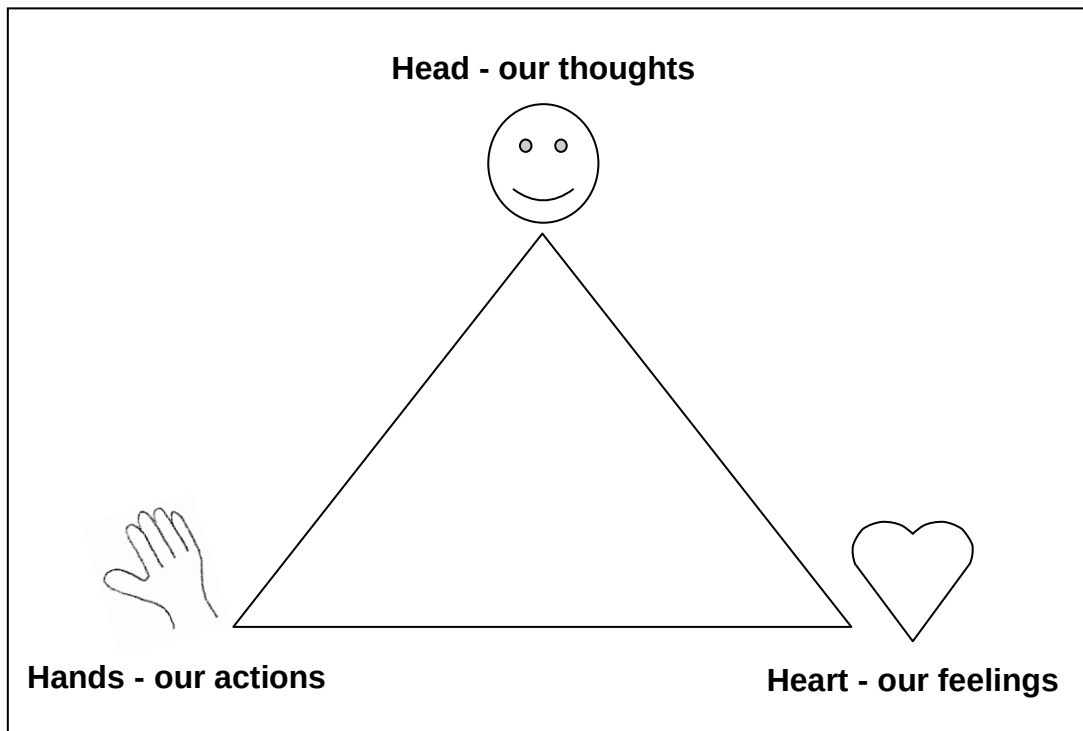


Figure 1: The Head, Heart and Hands model

(Goleman et al., 2004)

1.2.1 The Head (setting direction)

The head component of leadership is about the thinking of the leader. It relates to logical thought processes and ability of leaders to think rationally in organizations. It would reflect on the knowledge of an individual and also on the ability to operate on a cognitive level in order to make well-informed decisions. This includes the ability to draw up a logical plan of action, scheduling, planning, optimal financial gearing, strategy, etc. In short this can be seen as the thinking of the leader to set direction and how to get the organisation to deliver on its strategy. This component is at the cognitive level and includes the ability to draw up logical plans of action, scheduling, etc. (Nicholls, 1994).

This element can be denoted by: I know.

1.2.2 The Heart (building relationships)

The heart component of leadership is about how leaders keep followers willing to contribute and represents what is felt about issues. It relates to the emotions of the individual leadership and to affective functioning within organizations (Boyatzis & McKee, 2005). It includes all the emotional aspects of a person, including their passions, fears, love, hatred and the feelings they attach to their beliefs. It also represents the building of relationships between individuals in the organisations, especially leaders and their followers (George, 2003). Furthermore, transactional leaders are said to be 'instrumental' and frequently focus on exchange relationship with their subordinates (Bass & Avolio, 1993).

This element of the model can be denoted by: I feel.

1.2.3 The Hands (getting things done)

The hands component of leadership is about how the leader makes sure that things happen and represents the actions taken by an individual leader in the workplace based on how they think and feel about a particular matter. It refers to getting the work done, following up and monitoring by leadership in the workplace. Performance management is a process that manages individuals and groups to reach excellent performance in organisations by creating a shared vision (setting goals) and understanding about the achieving the goals through people development, monitoring progress towards those goals and providing feedback to individuals (Armstrong, 1994). Furthermore, it reflects the outcomes (hands) that were directly impacted by the thoughts (head) and feelings (heart) of a person (George, 2003).

This element can be denoted by: I do.

1.3 Problem statement

1.3.1 Main problem

This research investigates how leaders categorise their actions in terms of the Head, Heart and Hands model (Goleman et al., 2004) and which one of the three sections is perceived to be more important than the other two and why.

1.4 Significance of the study

Effective leadership remains a hotly debated topic.

“The fact is inescapable: These choices of single human beings exert enormous influence over entire enterprises. In the aggregate they determine the prosperity of the nation” (Charan & Colvin, 2000, p. 228).

This research aims to use the Head, Heart and Hands model (Goleman et al., 2004) as a framework to interview various high profile and/or successful leaders who have held a leadership position for at least five years, so as to ascertain which of their leadership actions they view as important contributors to their efficiency. By means of semi-structured interviews, the research ascertained which activities the respondents viewed as critical in their own leadership actions and under which section of the Head, Heart and Hands model they would categorise the specified actions mentioned (Goleman et al., 2004). The Head, Heart and Hands model encompasses three different aspects of leadership activities and the analysis of the respondents' answers provided an indication of which section of the model is more prevalent (Goleman et al., 2004).

The study elicits responses from effective South African leaders regarding the activities that they view as the most important and categorised them under the three sections of the Head, Heart and Hands model (Goleman et al., 2004). The

results indicated which section is regarded as the most important section in the model.

It should provide guidance to leaders in order to achieve outstanding results by applying the actions highlighted by the respondents of this research. In this way contributing to economic growth in South Africa.

1.5 Delimitations of the study

The scope of this study was limited to the Gauteng province and to the 12 companies at which the respondents were employed.

1.6 Assumptions

The following assumptions formed the basis of this study:

- That respondents will discuss issues openly and honestly,
- That the respondents will apply their minds to the questions posed to them,
- That the respondents will articulate their views clearly.

2 LITERATURE REVIEW

2.1 Introduction

The literature review provides an overview of the much debated topic of leadership as described by a number of different authors. Their definitions and theories are varied and often contradictory as the review will highlight. Furthermore, the study reflects on the leadership theories that were prevalent at various times in history which further underlines the complexity of this topic. This painted the backdrop of the study.

The review continues by focusing on understanding the Head, Heart and Hands model (Goleman et al., 2004). Each of the three elements will be discussed separately in an attempt to clearly understand the differences between the sections of the Head, Heart and Hands model (Goleman et al., 2004). The information will assist in analysing and understanding the answers received from the respondents of the semi structured interviews where they will not only identify their own top three most important actions in effective leadership, but they will also categorise the particular actions as being representative of either the head, the heart or the hands.

2.2 Leadership

2.2.1 Definitions of leadership

Leadership has been discussed and debated for centuries. A wide variety of definitions of leadership exist. It has been described as the ability of one individual to influence others in order to release their own potential to impact the greater good (Blanchard, 2010), while others believe that one of the most crucial duties of a good leader is to take decisions and therefore the characteristic of being decisive is a recommendation (Burson-Marsteller, 2001;

Gaines-Ross, 2003). Leaders should not only be able to make decisions, but also take calculated risks, under pressure, in order to gain the upper hand (Burson-Marsteller, 2001; Gaines-Ross, 2003).

2.2.2 Theories of leadership

Leadership has been keenly studied historically and different trends have emerged at various times. Several theories of basic approaches to leadership over time are described by Covey (2004) in a historical journey through leadership. The diversity of opinions can be clearly observed as it has changed and developed over the years. In Covey's (2004) book called 'The Eighth Habit' he does not negate the previous seven habits or add the eighth as an afterthought, but rather "represents the pathway to the enormously promising side of today's reality which is in stark contrast to the pain and frustration" experienced by so many people today (Covey, 2004, p. 5). He states that the thinking about leadership has changed over time and that there is a total lack of agreement between scholars of the various eras about which elements of leadership are the most important.

The researcher was concerned with how perceptions on leadership had changed and developed over the years and did not want to expand the scope of the research to an in depth analysis as this was not the focus. Covey (2004 p. 352) provides a comprehensive overview which is suitable for this purpose. Many theories seem to focus on one or more of the three elements of the head, the heart and the hands and different eras emphasized different elements.

The researcher has highlighted those which reflect one or more of the elements of the Head, Heart and Hands model (Goleman, et al., 2004). Each of the elements has been colour coded for easy reference and the legend, is found at Figure 2.

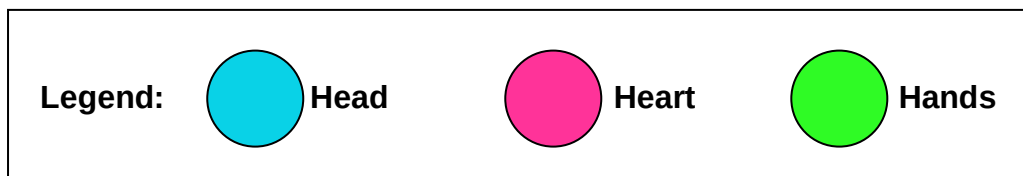


Figure 2: Legend of elements of the model

Table 1: Leadership theories

(Covey, 2004, p. 352)

Theory	Author/Date	Summary
Great-Man Theories	Dowd (1936) as cited in Covey (2004).	History and social institutions shaped by the leadership of great men and women (e.g. Moses, Mohammed, Jeanne d’Arc, Washington, Gandhi, etc.). Dowd (1936) maintained that the masses do not display leadership, but that a few superior individuals would influence the direction of the masses by their varied degrees of intelligence, energy, and moral force.
Trait Theories	Barnard (1926); Bingham (1927); Kilbourne (1935); Kirkpatrick & Lock (1991); Kohs & Irle (1920); Page (1935); Tead (1929) as cited in Covey (2004).	The leader is endowed with superior traits and characteristics that differentiate him/her from followers. It also interrogates the extent of individual differences.
Situational Theories	Bogardus (1938); Hersey & Blanchard (1972); Hocking (1924); Person (1928) as cited in Covey (2004).	Leadership is the product of situational demands: situational factors determine who will emerge as a leader rather than a person’s heritage. The emergence of a great leader is a result of time, place and circumstance.

Theory	Author/Date	Summary
Personal-Situational Theories	Barnard (1938); Bass (1960); Brown (1936); Case (1933); Gibb (1947; 1954); Jenkins (1947); Lapiere (1938); Murphy (1941); Westburgh (1931) as cited in Covey (2004).	Personal-situational theories present a combination of great-man, trait and situational leadership. Research suggests that the study of leadership must include affective, intellectual, and action traits, as well as the specific conditions under which the individual operates. Conditions included: (1) personality traits; (2) nature of group and its members; (3) events confronting the group.
Psychoanalytic Theories	Erikson (1964); Frank (1939); Freud (1913; 1922); Fromm (1941); Levison (1970); Wolman (1971) as cited in Covey (2004).	The leader functions as a father figure: a source of love or fear, as the embodiment of the superego, the emotional outlet for followers' frustrations and destructive aggression.
Humanistic Theories	Argyris (1957, 1962, 1964); Blake & Mouton (1964, 1965); Hersey & Blanchard (1969, 1972); Likert (1961, 1967); Maslow (1965); McGregor (1960, 1966) as cited in Covey (2004).	Humanistic theories deal with the development of the individual in effective and cohesive organisations. Those holding this theoretical perspective assume that human beings are by nature structured and controlled. According to them, leadership is to modify organisational constraints to provide freedom for individuals in order to realise their full potential and contribute to their organisation.

Theory	Author/Date	Summary
Leader-Role Theory	Homans (1950); Kahn & Quinn (1970); Kerr & Jermier (1978); Mintzberg (1973); Osborn & Hunt (1975) as cited in Covey (2004).	Characteristics of the individual and demands of the situation interact in a way to allow one or a few individuals to emerge as leaders. Groups are structured based upon the interaction of members of the group, and the group becomes organised according to different roles and positions. Leadership is one of the differentiated roles, and the person in that position is expected to behave in a way that differs from others in the group. Leaders behave according to how they perceive their role and what others expect them to do. Mintzberg (1973) articulated the following leadership roles: figurehead, leader, liaison, monitor, disseminator, spokesman, entrepreneur, disturbance handler, resource allocator and negotiator.
Path-Goal Theory	Evans (1970); Georgopoulos, Mahoney & Jones (1957); House (1971); House & Dessler (1974) as cited in Covey (2004).	Leaders reinforce change in followers by showing followers the behaviours (path) through which rewards may be obtained. Leaders also clarify followers' goals and encourage them to perform well. Situational factors will determine the way leaders will achieve these path-goal purposes.
Contingency Theory	Fiedler (1967); Fiedler, Chemers & Mahar (1976) as cited in Covey (2004).	The effectiveness of a task- or relations- oriented leader is contingent upon the situation. Leadership-training programmes modelled after the theory help a leader identify his or her orientation and adjust better to the favourability or non-favourability of the situation.

Theory	Author/Date	Summary
Cognitive Leadership: 20 th Century Great-Man	Gardner (1995); Collins (2001) as cited in Covey (2004).	The theory purports that leaders are individuals who success in influencing behaviours, thoughts, and/or feelings of a significant number of other people through their communication and/or example. Gaining an understanding of the nature of the human minds of both the leaders and the followers provides insight into the nature of leadership. The research of Collins (2001) concludes that the difference between organisations that produce sustained great results and those that don't are that the great organisations are led by what he calls Level five Leaders – those with a paradoxical combination of humility and fierce resolve.
Theories and Models of Interactive Processes: Multiple-Linkage Model, Multiple-Screen Model, Vertical-Dyad Linkage, Exchange Theories, Behaviour Theories and Communication Theories	Davis & Luthans (1979); Fiedler & Leister (1977); Fulk & Wendler (1982); Graen (1976); Greene (1975); Yuki (1971) as cited in Covey (2004).	Leadership is an interactive process. Examples include theories regarding leaders' initiation structure, the relationship between a leader's intelligence and his/her group's performance, the relationship between the leader and each individual rather than the group, and social interaction as a form of exchange or behavioural contingency.

Power-influence: Participative Leadership, Rationale-Deductive	Coch & French (1948); Gardner (1990); Lewin, Lippitt & White (1939); Vroom & Yetton (1974) as cited in Covey (2004).	The power-influence approach to leadership includes participative leadership. Power-influence research examines how much power the leader possesses and exerts. The approach also assumes unidirectional causality. Participative leadership deals with power sharing and empowerment of followers. Vroom and Yetton (1974) proposed a prescriptive theory of leadership that assumes leaders are directive and subordinates are passive followers. When subordinates possess more knowledge , however, their role should be more participative. Gardner (1990) believes that leadership is the process whereby a group is convinced to pursue the objectives of the leader by his or her example or persuasion. He indicates that leadership is a role to be filled and therefore, leaders play an integral role in the system over which they preside.
Theory	Author/Date	Summary
Attribution, Information Processing, and Open Systems	Bryon & Kelley (1978); Katz & Kahn (1966); Lord (1976, 1985); Lord, Binning, Rush & Thomas (1978); Mitchell, Larson & Green (1977); Newell & Simon (1972); Weiss (1977) as cited in Covey (2004).	Leadership is a socially constructed reality. According to Mitchell et al., (1977) states that the social realities of each individual would create a bias for the attributions of leadership. Furthermore, individual, processual, structural, and environmental variables are mutually causal phenomena in leadership studies; that is, delineating cause and effect among these variables is difficult.

Integrative: Transformational, Values-Based	Bennis (1984, 1992, 1993); Burns (1978); Downton (1973); Fairholm (1991); O'Toole (1995); DePree (1993) as cited in Covey (2004).	According to Burns (1978), transformational leadership is a process wherein both the leaders and the followers contribute to motivating and uplifting one another to higher levels of morality. Followers are assumed to transcend self-interest for the good of the group, consider long-term objectives, and develop an awareness of what is important. According to Bennis (1984, 1992, 1993), effective leaders perform three functions: align, create and empower. Leaders transform organisations by aligning human and other resources, creating an organisational culture that fosters the free expression of ideas, and empowering others to contribute to the organisation. Bennis (1992) is known for the distinction he makes between management and leadership; in his view, "Leaders are people who do the right thing; managers are people who do things right."
Charismatic Leadership	Conger & Kanungu (1987); House (1977); de Vries (1988); Maxwell (1999); Meindl (1990); Shamir, House & Arthur (1993); Weber (1947) as cited in Covey (2004).	Charismatic leadership assumes that leaders possess exceptional qualities as perceived by subordinates. A leader's influence is not based upon authority or tradition but upon the perceptions of his/her followers. Explanations of charismatic leadership include attribution, objective observations, self-concept theory, psychoanalytic, and social contagion.

Theory	Author/Date	Summary
Competency-Based Leadership	Bennis (1993) as cited in Covey (2004).	One can learn and improve critical competencies that tend to predict differences between outstanding performers (leaders) and average performers.
Aspirational and Visionary Leadership	Burns (2008); Kouzes & Posner (1995); Peters (2003); Waterman (1990); Richards & Engle (1986) as cited in Covey (2004).	According to Kouzes and Posner (1995), leaders 'ignite' subordinates' passions and serve as a compass by which to guide followers. They describe leadership as an art where people are mobilised to struggle for the aspirations that they share. (Kouzes & Posner, 1995) The emphasis lies in the follower's desire to contribute and the leader's ability to motivate others to action . Leaders respond to customers, create vision , energise employees, and thrive in fast-paced, chaotic environments. Leadership is about articulating visions , embodying values, and creating the environment in which things can be accomplished .
Managerial and Strategic Leadership	Drucker (1999); Jacobs & Jacques (1990); Jacques & Clement (1991); Kotter (1998, 1999); Buckingham & Coffman (1999); Buckingham & Clifton (2001) as cited in Covey (2004).	Leadership represents integration between external and internal partnerships. Drucker (1999) highlights three components of that integration: financial, performance and personal. He believes leaders are responsible for performance of their organisations and for the community as a whole. Leaders fill roles and possess special characteristics. According to Kotter (1998), leaders communicate vision and direction, align people, motivate, inspire and energise followers . In addition, leaders are change agents and empower their people. Leadership is the process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose . Further, effective managerial leadership spawns effective managerial work. These authors favour requisite leadership that is dependent upon time and place, and the individual and situations.

Theory	Author/Date	Summary
Results-Based Leadership	Ulrich, Zenger, & Smallwood (1999); Nohria, Joyce & Robertson (2003) as cited in Covey (2004).	Ulrich et al. (1999) propose a leadership brand which attempts to give a description of the results that leaders achieve and links results with character. Leaders possess moral character, integrity and energy, in addition to technical knowledge and strategic thinking. Moreover, leaders demonstrate effective behaviours that further organisational success. Furthermore, since leadership results are measurable, they also may be taught and learned. The four primary practices that truly produce superior results are strategy, execution, culture and structure. Companies with superior results also embrace two of the following four secondary practices: talent, innovation, leadership and mergers and acquisitions.
Leader as Teacher	DePree (1993); Tichy (1998) as cited in Covey (2004).	Leaders are teachers. Leaders establish the teachable point of view (DePree, 1992) Leadership is about motivating others by teaching stories. Tichy (1998) contends that effective leadership equates with effective teaching.
Leadership as a Performing Art	DePree (1993); Mintzberg (1998); Vaill (1989) as cited in Covey (2004).	Leadership is covert in the sense that leaders do not outwardly perform leadership actions (for example, motivating, coaching, etc.) but perform unobtrusive actions that encompass all the things a leader or manager does. A common metaphor for leadership as a performing art is orchestra conductors and jazz ensembles.

Theory	Author/Date	Summary
Cultural and Holistic Leadership	Fairholm (1994); Senge (1990); Schein (1992); Wheatley (1992) as cited in Covey (2004).	Leadership is the ability to step outside the culture to start evolutionary change processes that are more adaptive. Leadership is the ability to include important stakeholders, evoke followership, and empower others. Wheatley's (1992) holistic approach assumes that leadership is contextual and systemic . Leaders create synergistic relationships between individuals, organisations, and the environment. Leaders promote learning organisations through adherence to the five disciplines. According to Senge (1990), leaders play three roles: designers, stewards and teachers .
Servant Leadership	Greenleaf (1996); Spears & Frick (1992) as cited in Covey (2004).	Servant leadership implies that leaders primarily lead by serving others – employees, customers and the community. Characteristics of a servant leader include listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to others' growth, and community building .
Spiritual Leadership	DePree (1989); Etzioni (1993); Fairholm (1997); Greenleaf (1977); Hawley (1993); Keifer (1992); Maxwell (1999); Vaill (1989) as cited in Covey (2004).	Leadership involves influencing people's souls rather than controlling action. Fairholm (1997) believes that leadership involves connecting with others. Furthermore, as leaders commit to the care of the whole person, they must include spiritual care into their practice. Leaders in the new century must consider and actively engage in making for themselves and then helping their followers make these connections. A leader's influence stems from his or her knowledge of the organisational culture, customs values and traditions.

The comments on each of the Leadership Theories in Table 1 reflect on the predominant elements in the Head, Heart and Hands model (Goleman, et al., 2004).

Great-Man Theories

History and social institutions shaped by the leadership of great men and women (e.g. Moses, Mohammed, Jeanne d'Arc, Washington, Gandhi, etc.). Dowd (1936, cited in Covey 2004) maintained that the masses do not display leadership, but that a few superior individuals would influence the **direction** of the masses by their varied degrees of **intelligence**, **energy**, and **moral force**.

As can be seen from this theory of leadership there are two dominant themes namely the head (intelligence) and the heart that influence people. The element of hands is not evident. It is assumed that because action is seen as a natural outcome of leadership it is therefore not mentioned.

Trait Theories

The leader is endowed with superior traits and characteristics that differentiate him/her from followers. It also interrogates the extent of individual differences (Barnard, 1926; Bingham, 1927; Kilbourne, 1935; Kirkpatrick & Lock. 1991; Kohs & Irle, 1920; Page, 1935; Tead, 1929; as cited in Covey 2004).

It is not possible to categorise leaders' actions into the Head, Heart and Hands model because only character traits are mentioned. However if one refers to the literature of Robbins (2009) in this regard, he lists 23 traits to ensure effective leadership, which all refer to either the head or the heart. However, if we refer to literature, "leaders who have certain traits and who display consideration and structuring behaviours, do appear to be more effective" (Robbins, 2009, p. 296). Once again the head and the heart seem to be implicated whilst the hands of the Head, Heart and Hands model (Goleman, et al., 2004) is assumed to be a natural output of the other two and is therefore not included.

Situational Theories

Leadership is the product of situational demands: situational factors determine who will emerge as a leader rather than a person's heritage. The emergence of a great leader is a result of time, place and circumstance (Bogardus, 1938; Hersey & Blanchard, 1972; Hocking, 1924; Person, 1928; as cited in Covey 2004).

The description above does not allow an analysis of the theory in terms of the Head, Heart and Hands model (Goleman, et al., 2004). However if one refers to the Hersey and Blanchard (1972) model of situational leadership one can clearly see the head element being reflected through a clear understanding of what needs to be done, also the heart to empathise with the situation of the subordinates that need to be guided and finally the hands element being facilitated through the leader offering the appropriate level of guidance to subordinates based on his/her maturity and competence. The situational leadership model views leaders as varying their emphasis on task and relationship behaviours to best deal with different levels of follower maturity. Four leadership styles are identified namely a delegating style, a participating style, a selling style and a telling style (Hersey & Blanchard, 1972).

Personal-Situational Theories

Personal-situational theories present a combination of great-man, trait and situational leadership. Research suggests that the study of leadership must include **affective**, **intellectual**, and **action** traits, as well as the specific conditions under which the individual operates. Conditions included: (1) personality traits; (2) nature of group and its members; (3) events confronting the group (Barnard, 1938; Bass, 1960; Brown, 1936; Case, 1933; Gibb, 1947; 1954; Jenkins, 1947; Lapiere, 1938; Murphy, 1941; Westburgh, 1931; as cited in Covey, 2004).

In this theory all three elements of the Head, Heart and Hands model (Goleman, et al., 2004) can be clearly identified. The head is represented by the

intellectual, the heart by the affective qualities and the hands by the actions taken by the leader.

Psychoanalytic Theories

The leader functions as a father figure: a source of love or fear, as the embodiment of the superego, the emotional outlet for followers' frustrations and destructive aggression (Erikson, 1964; Frank, 1939; Freud, 1913; 1922; Fromm, 1941; Levison, 1970; Wolman, 1971 as cited in Covey, 2004).

This theory is all about the heart as it is purported by psychologists and reflects on psychoanalyses. The well-known phrase that claims that people will work hard for a leader if he or she hugs them comes to mind (Mitchell, 2008). Leaders should also be nice to engender trust and instil pride in their employees. This theory appears to be very one-sided as it leaves out the other two elements of the head and the heart. Although the heart and EQ has moved to centre stage, this theory overemphasises the heart to the neglect of the other elements.

Humanistic Theories

Humanistic theories deal with the development of the individual in effective and cohesive organisations. Those holding this theoretical perspective assume that human beings are by nature structured and controlled. According to them, leadership is to modify organisational constraints to provide freedom for individuals in order to realise their full potential and contribute to their organisation (Argyris, 1957; 1962; 1964; Blake & Mouton, 1964; 1965; Hersey & Blanchard, 1969; 1972; Likert, 1961; 1967; Maslow, 1965; McGregor, 1960; 1966; as cited in Covey, 2004).

This theory focuses mainly on the hands element and what people do to make organisations better. Sometimes leaders perform bold actions in order to

facilitate further action, for example, when leaders change the structure of organisations. This action focus of the leader depicts the hands of the Head, Heart and Hands model (Goleman, et al., 2004) and can assist in facilitating performance by getting things done.

Leader-Role Theory

Characteristics of the individual and demands of the situation interact in a way to allow one or a few individuals to emerge as leaders. Groups are structured based upon the **interaction** of members of the group, and the group becomes **organised** according to different roles and positions. Leadership is one of the differentiated roles, and the person in that position is expected to behave in a way that differs from others in the group. Leaders behave according to how they perceive their role and what others expect them to do. Mintzberg (1973) articulated the following leadership roles: figurehead, leader, liaison, monitor, disseminator, spokesman, entrepreneur, disturbance handler, resource allocator and negotiator (Homans, 1950; Kahn & Quinn, 1970; Kerr & Jermier, 1978; Mintzberg, 1973; Osborn & Hunt, 1975; as cited in Covey, 2004).

For this theory the element of the hands is highlighted in terms of clarifying roles in order to facilitate getting things done. However it does not negate the element of the heart that would make people want to do what they have to do. The only element that does not feature here is that of the head.

Path-Goal Theory

Leaders reinforce change in followers by showing followers the behaviours (path) through which **rewards** may be obtained. Leaders also clarify followers' goals and encourage them to perform well. Situational factors will determine the way leaders will achieve these path-goal purposes (Evans, 1970; Georgopoulos, Mahoney & Jones, 1957; House, 1971; House & Dessler, 1974; as cited in Covey, 2004).

This theory assumes that if the head actions of clarifying roles and goals are implemented together with the heart elements of encouragement and rewards that the hands element of outcome actions will fall into place. However having wonderful inspired followers does not automatically ensure performance. Performance management is a process that manages individuals and groups to reach excellent performance in organisations by creating a shared vision and understanding about the achieving the goals through people development (Armstrong, 1994).

Contingency Theory

The effectiveness of a **task-** or **relations**-oriented leader is contingent upon the situation. Leadership-training programmes modelled after the theory help a leader identify his or her orientation and adjust better to the favourability or non-favourability of the situation (Fiedler, 1967; Fiedler, Chemers & Mahar, 1976; as cited in Covey, 2004).

This theory draws a leader's attention to adjusting to the environment. This does entail all elements of the Head, Heart and Hands model (Goleman, et al., 2004) as depending on the situation one may have to redirect (head), work at re-engaging the followers (heart) and creating new ways of getting things done (hands). The leader must give the direction to his or her team based on the situation that prevails.

Cognitive Leadership: 20th Century Great-Man

The theory purports that leaders are individuals who success in influencing **behaviours**, **thoughts**, and/or **feelings** of a significant number of other people through their **communication** and/or example. Gaining an **understanding** of the nature of the human minds of both the leaders and the followers provides insight into the nature of leadership. The research of Collins (2001) concludes that the difference between organisations that produce sustained great results

and those that don't are that the great organisations are led by what he calls Level five Leaders – those with a paradoxical combination of humility and fierce resolve (Gardner, 1995; Collins, 2001; as cited in Covey, 2004).

In this theory one can clearly identify all elements of the Head, Heart and Hands model (Goleman, et al., 2004).

Theories and Models of Interactive Processes: Multiple-Linkage Model, Multiple-Screen Model, Vertical-Dyad Linkage, Exchange Theories, Behaviour Theories and Communication Theories

Leadership is an interactive process. Examples include theories regarding leaders' initiation structure, the relationship between a leader's **intelligence** and his/her **group's performance**, the **relationship** between the leader and each individual rather than the group, and **social interaction** as a form of exchange or **behavioural** contingency (Davis & Luthans, 1979; Fiedler & Leister, 1977; Fulk & Wendler, 1982; Graen, 1976; Greene, 1975; Yuki, 1971; as cited in Covey, 2004).

Theories and Models of Interactive Processes: Multiple-Linkage Model, Multiple-Screen Model, Vertical-Dyad Linkage, Exchange Theories, Behaviour Theories and Communication Theories. These theories rely on all three elements of the Head, Heart and Hands model (Goleman, et al., 2004) as highlighted above.

Power-influence: Participative Leadership, Rationale-Deductive

The power-influence approach to leadership includes participative leadership. Power-influence research examines how much power the leader possesses and exerts. The approach also assumes unidirectional causality. Participative leadership deals with power sharing and empowerment of followers. Vroom and Yetton (1974) proposed a prescriptive theory of leadership that assumes

leaders are directive and subordinates are passive followers. When subordinates possess more **knowledge**, however, their role should be more participative. Gardner (1990) believes that leadership is the process whereby a group is **convinced** to pursue the objectives of the leader by his or her **example or persuasion**. He indicates that leadership is a role to be filled and therefore, leaders play an integral role in the system over which they preside (Coch & French, 1948; Gardner, 1990; Lewin, Lippitt & White, 1939; Vroom & Yetton, 1974; as cited in Covey, 2004).

This theory underlines the importance of the power of using people's emotions to achieve the performance required and this could even include negative emotions like fear. There are five sources of power i.e. Reward power, where one person has the ability to reward the other person for carrying out orders or meeting performance requirements; Coercive power, when the influencer has the ability to punish the other person for not meeting requirements; Legitimate power, where an employee acknowledges that the influencer is entitled to exert influence; Expert power, based on the perception or belief that the influencer has some relevant expertise or special knowledge; and reverent power, based on an individual's desire to identify with the influencer (Robbins, 1990). This is key to leadership as many believe that a leader has power and therefore has the right to command. It would then follow that people who want recognition from their leader would do whatever a leader suggests in order to achieve the required recognition. That still entails power on the part of the leader. This power could extend to the extreme where the employee experiences fear of, for example, being dismissed if they do not comply with the wishes of the leader. It therefore becomes obvious that the leader's power can either evoke positive or negative emotions.

Attribution, Information Processing, and Open Systems

Leadership is a socially constructed reality. According to Mitchell et al., (1977) states that the **social realities** of each individual would create a bias for the

attributions of leadership. Furthermore, individual, processual, structural, and environmental variables are mutually causal phenomena in leadership studies; that is, delineating cause and effect among these variables is difficult (Bryon & Kelley, 1978; Katz & Kahn, 1966; Lord, 1976; 1985; Lord, Binning, Rush & Thomas, 1978; Mitchell, Larson & Green, 1977; Newell & Simon, 1972; Weiss 1977; as cited in Covey, 2004).

These theories purport that there is interplay between the elements of the head, the heart and/or the hands. It would be difficult to determine which element is dominant over the other two because it would vary depending on the circumstances.

Integrative: Transformational, Values-Based

According to Burns (1978), transformational leadership is a process wherein both the leaders and the followers contribute to motivating and uplifting one another to higher levels of morality. Followers are assumed to transcend self-interest for the good of the group, consider long-term objectives, and develop an awareness of what is important. According to Bennis (1984, 1992, 1993), effective leaders perform three functions: align, create and empower. Leaders transform organisations by aligning human and other resources, creating an organisational culture that fosters the free expression of ideas, and empowering others to contribute to the organisation. Bennis (1992) is known for the distinction he makes between management and leadership; in his view, “Leaders are people who do the right thing; managers are people who do things right” (Bennis, 1984; 1992; 1993; Burns, 1978; Downton, 1973; Fairholm, 1991; O’Toole, 1995; DePree, 1993; as cited in Covey, 2004).

Organisational culture is to a large extent how people feel in the organisation and empowering cultures are ones where people feel that they can do things without constraints and that they will supported in their efforts. Culture is not just a way of feeling, but it also facilitates performance and in this way can be seen as having a strong hands component. The popular definition of culture refers to

the way in which things are done (Bower, 1966), which would appear to be all hands at face value, yet before things are done, people must have a feeling of what is allowed and what is not allowed. The passion and energy to achieve that reflects the element of the heart.

Charismatic Leadership

Charismatic leadership assumes that leaders possess exceptional qualities as perceived by subordinates. A leader's influence is not based upon authority or tradition but upon the **perceptions of his/her followers**. Explanations of charismatic leadership include attribution, objective observations, self-concept theory, psychoanalytic, and social contagion (Conger & Kanungu, 1987; House, 1977; de Vries, 1988; Maxwell, 1999; Meindl, 1990; Shamir, House & Arthur, 1993; Weber, 1947; as cited in Covey, 2004).

This explanation of leadership portrays leadership as a purely hearts function. A simple analogy would be that the follower's love and admiration for the leader allows everything to fall into place. This is however not the case. This explanation seems to ignore the head which should provide the direction, as well as the execution of duties which refers to the hands part in the role of the leader in achieving superior results.

Competency-Based Leadership

One can learn and improve critical **competencies** that tend to predict differences between outstanding performers (leaders) and average performers (Bennis, 1993; as cited in Covey, 2004).

In this theory the critical competencies mentioned can refer to all three elements of the Head, Heart and Hands model (Goleman, et al., 2004) in order to provide outstanding performers (leaders).

Aspirational and Visionary Leadership

According to Kouzes and Posner (1995), leaders 'ignite' subordinates' passions and serve as a compass by which to guide followers. They describe leadership as an art where people are mobilised to struggle for the aspirations that they share. (Kouzes & Posner, 1995) The emphasis lies in the follower's desire to contribute and the leader's ability to motivate others to action. Leaders respond to customers, create vision, energise employees, and thrive in fast-paced, chaotic environments. Leadership is about articulating visions, embodying values, and creating the environment in which things can be accomplished (Burns, 2008; Kouzes & Posner, 1995; Peters, 2003; Waterman, 1990; Richards & Engle, 1986; as cited in Covey, 2004).

This theory of leadership covers all three elements of the head, the heart and the hands although the emphasis seems to be on the heart as a precursor to setting the direction (the head) in order to getting things done (the hands).

Managerial and Strategic Leadership

Leadership represents integration between external and internal partnerships. Drucker (1999) highlights three components of that integration: financial, performance and personal. He believes leaders are responsible for performance of their organisations and for the community as a whole. Leaders fill roles and possess special characteristics. According to Kotter (1998), leaders communicate vision and direction, align people, motivate, inspire and energise followers. In addition, leaders are change agents and empower their people. Leadership is the process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose. Further, effective managerial leadership spawns effective managerial work. These authors favour requisite leadership that is dependent upon time and place, and the individual and situations (Drucker, 1999; Jacobs & Jacques, 1990; Jacques & Clement, 1991; Kotter, 1998; 1999; Buckingham & Coffman, 1999; Buckingham & Clifton, 2001; as cited in Covey, 2004).

This theory of leadership encompasses a good balance of all three elements of the Head, Heart and Hands model (Goleman, et al., 2004). The Head is represented by vision, direction and alignment, the Heart by motivation, inspiration and energising and the Hands by actually achieving the purpose. As with other leadership theories it links effective leadership actions to the context in which the leaders perform their duties.

Results-Based Leadership

Ulrich et al. (1999) propose a leadership brand which attempts to give a description of the results that leaders achieve and links results with character. Leaders possess moral character, integrity and energy, in addition to technical knowledge and strategic thinking. Moreover, leaders demonstrate effective behaviours that further organisational success. Furthermore, since leadership results are measurable, they also may be taught and learned. The four primary practices that truly produce superior results are strategy, execution, culture and structure. Companies with superior results also embrace two of the following four secondary practices: talent, innovation, leadership and mergers and acquisitions (Ulrich, Zenger, & Smallwood, 1999; Nohria, Joyce & Robertson, 2003; as cited in Covey, 2004).

The above mentioned theory encompasses all three the elements of the head, the heart and the hands.

Leader as Teacher

Leaders are teachers. Leaders establish the teachable point of view (DePree, 1992) Leadership is about motivating others by teaching stories. Tichy (1998) contends that effective leadership equates with effective teaching (DePree, 1993; Tichy, 1998; as cited in Covey, 2004).

This theory alludes to leaders as being teachers which implies transmitting knowledge to followers. At first glance this may appear to be all about head as teaching has to do with followers acquiring knowledge, however without engaging the heart of the learner teaching can be a futile exercise. The well-known phrase of Theodore Roosevelt that states that people don't care about what you know until they know how much you care, illustrates this point.

Leadership as a Performing Art

Leadership is covert in the sense that leaders do not outwardly perform leadership actions (for example, motivating, coaching, etc.) but perform unobtrusive actions that encompass all the things a leader or manager does. A common metaphor for leadership as a performing art is orchestra conductors and jazz ensembles (DePree, 1993; Mintzberg, 1998; Vaill, 1989; as cited in Covey, 2004).

This theory refers to leader of a jazz band that has the opportunity to draw the best out of all the creative musicians (DePree, 1993). It merely alludes to the fact that the actions of the leader may not be explicit according to the elements of the Head, Heart and Hands model (Goleman, et al., 2004), but that it may be unobtrusive actions that relate to leading the jazz band and achieving success. The skill is denoted as more of an art than a science. This would however still relate to the model.

Cultural and Holistic Leadership

Leadership is the ability to step outside the culture to start **evolutionary change processes** that are more adaptive. Leadership is the ability to **include important stakeholders, evoke followership, and empower** others. Wheatley's (1992) holistic approach assumes that leadership is contextual and **systemic**. Leaders create **synergistic relationships** between individuals, organisations, and the environment. Leaders promote **learning organisations** through adherence to the

five disciplines. According to Senge (1990), leaders play three roles: **designers, stewards and teachers** (Fairholm, 1994; Senge, 1990; Schein, 1992; Wheatley, 1992; as cited in Covey, 2004).

This theory appears to cover only the head and the heart as it emphasises change and relationships, however, the work of Senge (1990) makes great play of the role of systems which is one of the mechanisms used to get things done effectively and refers primarily to the element of the hands in the Head, Heart and Hands model (Goleman, et al., 2004).

Servant Leadership

Servant leadership implies that leaders primarily lead by serving others – employees, customers and the community. Characteristics of a servant leader include **listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to others' growth, and community building** (Greenleaf, 1996; Spears & Frick, 1992; as cited in Covey, 2004).

This theory focuses almost exclusively on the heart as it is about all the interpersonal aspects that build relationships. Conceptualisation and foresight are mentioned (head) but this is a minor part of the underlying theme. The theory appears to be lopsided as it negates the importance of both feeling (heart) and doing (hands).

Spiritual Leadership

Leadership involves **influencing people's souls** rather than controlling action. Fairholm (1997) believes that leadership involves connecting with others. Furthermore, as leaders commit to the care of the whole person, they must include spiritual care into their practice. Leaders in the new century must consider and actively engage in making for themselves and then helping their followers make these connections. A leader's influence stems from his or her

knowledge of the organisational culture, customs values and traditions (DePree, 1989; Etzioni, 1993; Fairholm, 1997; Greenleaf, 1977; Hawley, 1993; Keifer, 1992; Maxwell, 1999; Vaill, 1989; as cited in Covey, 2004).

This theory states that if leadership flows from people's souls and not by controlling their actions. Leadership is about connecting with other people and therefore EQ is by implication paramount. If one takes souls to be one's greater purpose in life, this would equate to the element of the heart which speaks about the emotions. Once again this theory would seem to have a unitary focus in that it deals purely with the emotions and therefore neglects the other two elements of the head and the hands.

The above mentioned theories taken from Covey (2004) are very useful in identifying the importance of the actions pertaining to the head, the heart and the hands during the various eras. It seems that initially the head was regarded as the single most paramount element required from a successful leader, but as leadership evolved, the heart becomes relevant as well. The theories become less one-sided and finally recognize that all three elements are essential before true success can be achieved. Only when the hands become a part of the equation, will the work be accomplished in the workplace. Although it does not allow for a detailed analysis of the theories in terms of the Head, Heart and Hands model (Goleman, et al., 2004), if one refers to Blanchard and Hersey (2007) with the model of situational leadership, one can clearly see the head element being reflected through a clear understanding of what needs to be done, the heart element being reflected by the leader empathising with the situations of subordinates that need to be guided and the hands element being facilitated through the leader offering the appropriate level of guidance to subordinates based on their level of maturity and competence.

The above mentioned examples only represent the main trends that have emerged. It becomes clear that there is a myriad of opinions on leadership that could vary vastly from one another depending on the timeframe. Today there are numerous opinions among academics. For example, leadership is referred to as primal leadership that builds on links to neurology (Goleman, Boyatzis &

McKee, 2002) while according to 'The Essential Traits for Leaders' by Segil (2002, p. 138), "understanding personal equity, listening effectively and empowering with dignity" is a leadership trait that is described as penetration. This requires that the leader has a deep belief in people. Penetrating the organisation enables the leader to build trust. The leader needs to be involved in active listening processes, empowerment and the promotion of equity. The belief in people and the building of trust is the only way to get things done in the workplace (Segil, 2002).

2.3 Emotional Intelligence

The Head, Heart and Hands model encompasses three different aspects of leadership activities, with the focus of emotional intelligence being primarily involved with the heart element. This concept of emotional intelligence, typically referred to as emotional quotient (EQ), has become a more prevalent discussion around leadership issues in later years (Gardner, 1983), and is high on the priority list for scholars that study leadership. EQ is a significant predictor of the individuals, in a particular job category, that rise to the top (Cherniss & Adler, 2000). EQ is the ability to perceive and express emotions, assimilate emotions in thought, understand and reason with emotion and regulate emotion in self and others (Mayer, Salovey & Caruso, 2000). In other words EQ enables leaders to tune into the gut feelings that are most accurate and helpful in making difficult decisions (Cherniss & Adler, 2000). Because many human emotions grow out of social interactions (Kemper, 1978), group emotional intelligence develops the emotional processes to cultivate trust, group identity and group efficacy (Druskat, 1996) resulting in optimal results from leaders. As a result of the fact that EQ focuses on the emotions of people, it links closely to the 'heart' section in the Head, Heart and Hands model (Goleman et al., 2004).

Gardner (1983) first proposed the theory of multiple intelligences that separated the rational intellect from the emotional intelligence. Since Gardner's (1983) contribution of multiple intelligences, theorists and practitioners have explored

the relevance of various intelligences to improve efficacy. EQ is our ability to understand and feel for other people, our ability to read other people's emotions or to read the social situations we are in, and to behave or respond appropriately. Goleman (2001) was largely responsible for taking the notion of EQ out of the academic arena in the late 1980s and making it relevant to effective leadership. This development later formed the basis of the Head, Heart and Hands model (Goleman, et al., 2004) that recognises the role that the heart and the emotions play in effective leadership. The domain of the heart is underlined by the current focus on EQ that has become very popular for leadership, and the building of relationships to ensure organisational success and is emphasised in a quote by Zohar and Marshall (2004, p. 19) 'EQ is the intelligence with which we feel'.

The effectiveness of leaders, making organizations flourish or wither, depends to a remarkable extent on the primal emotional dimension of the leader (Goleman, et al., 2002). The key to optimising primal leadership lies in the leadership competencies of emotional intelligence (Goleman, et al., 2002) which determines how people handle themselves and their relationships with others. It allows a leader to drive the emotions of those they lead in the right direction to achieve the best results (Goleman, et al, 2002). Recent studies of neurological mechanisms of primal leadership have clarified why emotional abilities are so crucial. Scientists call it the open-loop nature of the limbic system or the emotional centre which depends largely on external sources to manage itself. People rely on their connections with other people for emotional stability whereby one person transmits a signal that can alter hormone levels, cardiovascular function, sleep rhythms and even immune function. In all aspects of social life our physiologies intermingle and our emotions automatically shift (Goleman, et al., 2002).

The continual interplay of limbic open loops among members of a group creates a variety of emotional influences, the strongest of which is that of the leader. The group emotional intelligence may cultivate trust, group identity, group efficacy and cohesion (Cherniss & Goleman, 1998). Not only are effective

leaders people magnets, but they should be able to laugh and express positivity in their voices, faces and gestures. When people feel good they work at their best as this lubricates mental efficiency in understanding, flexibility and decision making (Goleman, et al., 2002). The value of strong emotional intelligence is thus vital in the skill set of an effective leader.

Great leaders are resonant leaders that are exciting, motivate others and get results (Boyatzis & McKee, 2005). They build relationships with people around them with emotional intelligence being the key ingredient in producing those relationships. They continuously develop emotional intelligence in themselves and others. Not only are they emotionally intelligent, but they are also awake, aware, attuned and mindful to live in full consciousness of themselves, others, nature and society (Boyatzis & McKee, 2005).

In leadership we can employ the following model of emotional intelligence that indicates clearly the importance of balancing the 'self' with the social interaction with other individuals:

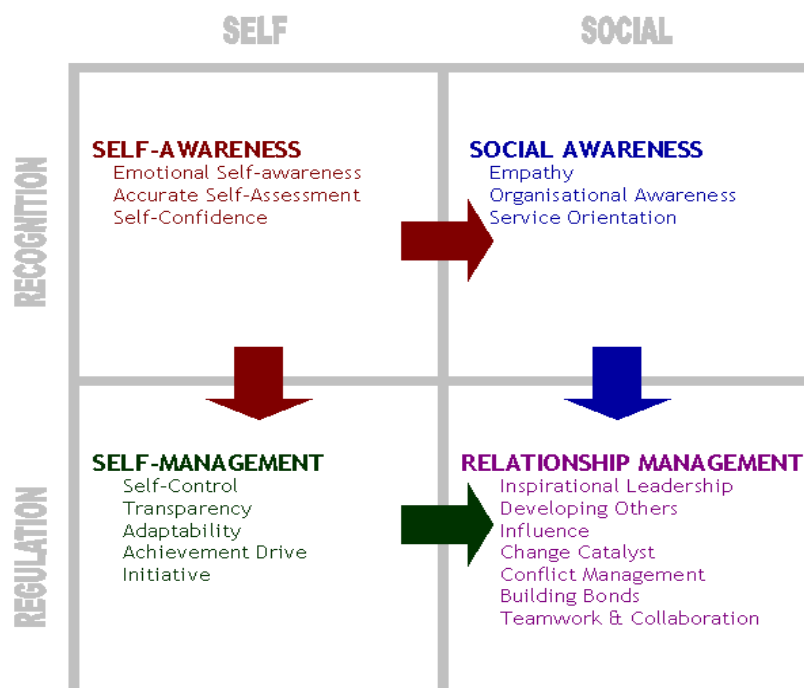


Figure 3: Emotional Intelligence

(Goleman et al., 2002)

Resonant leaders bring out the best in others and people follow them because the leader's heart is so clearly in their work (Boyatzis & McKee, 2005). These leaders manage their emotions well and read individuals and groups accurately. They have the ability to focus people on a common goal or vision by building a sense of belonging and cohesion in the team. This in turn fosters passion, energy, enthusiasm and desire in the community to move together positively in the same direction with a healthy balance between optimism and realism (Boyatzis and McKee, 2005). When people experience the emotional state of hope it is accompanied by clear thoughts about what the future can be and how they can get there (Boyatzis & McKee, 2005). Leaders that feel optimistic about the future and display hope while fostering hope in others, succeed in making dreams come true (Boyatzis & McKee, 2005). In order to cultivate hope that leads to renewal and ultimately to sustainable resonance, a leader needs to:

- Have dreams and aspirations,
- Be in touch with the people around him or her,
- Be optimistic and believe in his or her ability to achieve the goal,
- See the desired future as realistic and feasible.

It remains paramount that a leader does not try to follow rules, other leaders or organisational normative styles. He or she should become an authentic leader that is true to his or her own personality, beliefs and character (George, 2003). Great leaders of the world all have different styles that are unique and resonate with the authentic human beings that they are. George (2003) emphasises that it is not style, but authenticity of leadership that counts. From there, leaders can develop a style that works well and is consistent with their characters and personalities. Over time the leader will learn to adapt his or her style to different people and environments in order to operate optimally and achieve the best results from people (George, 2003). Five qualities of authentic leaders (George, 2003, p. 30) are:

- Understanding their purpose (head),
- Practising solid values (heart),
- Leading with the heart (heart),

- Establishing connected relationships (heart),
- Demonstrating self-discipline (heart).

These qualities are not acquired sequentially but are rather continuously developed by the authentic leader over time. As leaders grow and mature in experience, their leadership approach and style changes according to the shift in their values, purpose and emotions. Figure 4 bears relevance:

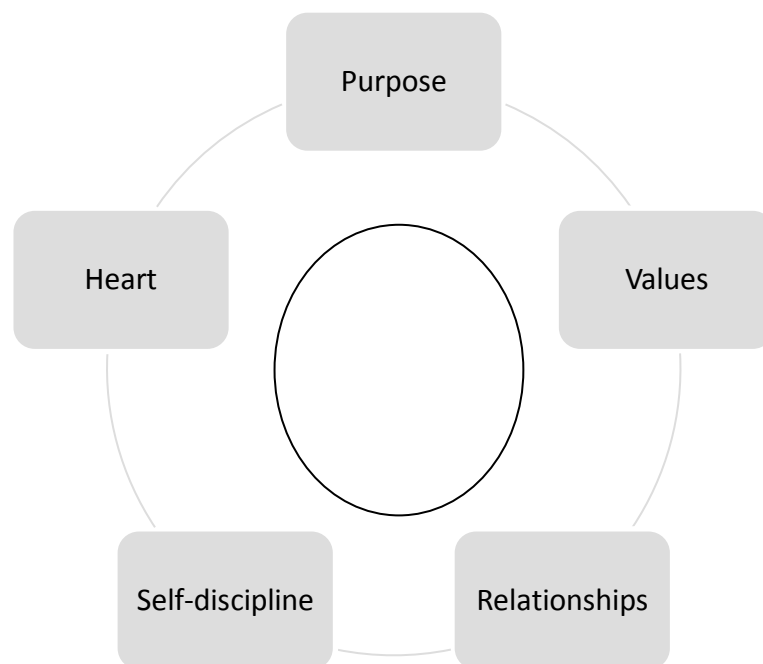


Figure 4: Dimensions of Authentic Leadership

(George, 2003, p. 35)

In line with leaders being emotionally healthy and balanced, George (2003) denotes the importance of them leading a balanced life. Not only does a balanced life make a person a better leader by appropriately delegating their work to enable leaders to make more thoughtful decisions and lead more effectively, but it contributes to their authenticity in all aspects of their life. Work and family life should be balanced and can be viewed as managing dual careers. Finding the delicate balance in the marriage relationship where both people need to grow, while raising a family and maintaining relationships with

friends and family takes the same commitment, planning and dedication to personal purpose and values, as being a successful leader in the workplace. “To live a truly authentic life requires an openness to all that life has to offer and a willingness to go with the flow of life” (George, 2003, p. 159). Everyone, but especially leaders, should seek the richness early in life that would open them to the breadth of its experience to shape the thinking, the emotions of the heart and the actions in future life (George, 2003). Holding the post of CEO at Medtronic, George (2003) experienced the inevitable fears and doubts that huge responsibilities bring because his final decisions – and the lives of thousands of people – rested in his hands, his head and his heart. This approach to authentic leadership correlates well with Head, Heart and Hands model (Goleman, et al., 2004) which will be discussed in more detail.

2.4 The Head, Heart and Hands model

The abovementioned model of guidance for leaders focuses on three specific and very different facets of the human psyche and is all encompassing.

“Gifted leadership occurs where **heart** and **head** – feeling and thought – meet. These are the two wings that allow a leader to deal successfully with the tasks and challenges at **hand**” (Goleman, et al., 2004, p. 72).

The Head, Heart and Hands model will be used to evaluate the responses received from respondents and therefore each of the three sections of the model will be discussed separately.

2.4.1 Head

This section of the model refers to all activities that a leader would engage in that require brain power. Rational intelligence is the intellect with which we think. It refers to our ability to analyse logically and to solve problems rationally. Intelligence refers to our capacity, astuteness or aptitude for learning or

grasping complex and simple issues in preparation to apply to thinking processes relating to strategy, direction, problem solving and thinking about facilitating performance. Academic training, cognitive competence and improving of skills through implicit learning are required actions of leaders (Goleman, et al., 2002); however effective leaders do not need to know everything. In fact they should feel comfortable saying 'I don't know', which in turn will give their employees the freedom to figure something out logically for themselves (Peters, 2003). The ability to take logical decisions based on previous experience is also vitally important (Goleman, et al., 2002), while drawing up efficient processes and systems is further underlined (Goleman, et al., 2002). This ability would therefore focus, in the workplace, on competencies such as strategic planning, financial matters, factual business planning, competitor analysis, etc. No leader can be successful without being able to execute these demands efficiently.

“The central theme of an intellectual philosophy is the desire to understand people, things and the world by constructing an image of how they work, thereby providing some emotional security in predicting the future” (Goleman, et al., 2002, p. 88).

Reason is stressed by a set of guidelines that assess the worth of something based on underlying codes in order to make logic decisions. This outlook relies heavily on cognitive competence and similar to other philosophies it drives a person's actions, thoughts and feelings in very distinctive ways (Goleman, et al., 2002).

2.4.2 Heart

This part of the model refers to emotional intelligence or emotional quotient (EQ). Studies have shown that although technical skills are essential to perform specific duties within organisations, it becomes evident that the higher up the person goes in an organisation, the more important emotional intelligence is to ensure success (Goleman, et al., 2004). Characteristics like initiative, collaboration, empathy, positivity, self-awareness, enthusiasm and humility

seem to be integral parts of being a good leader (Collins 2001). This has been strongly supported by an assertion by Ngambi (2011) who referred to it as total leadership, a principle-based value system that is incorporated in good leadership.

A good example of the need for leadership with a focus on the heart occurred after 9/11 in New York where people once again questioned their values and looked to their leaders for guidance and direction. The fragile nature of human life, exposed with such unbearable clarity, compelled people to ask whether they are really living the way they want to live (Goleman, et al., 2002). This question indicated that people did not need a leader to give them facts and figures but to demonstrate an understanding of their emotions and be able to rebuild their vision and dreams for the future.

The writings of Lencioni (2000) have a unique style of using parables to demonstrate the qualities of communication and interaction that a leader should strive for. An example is cohesive leadership that ensures that teams operate as a cohesive unit by not gossiping, apologising for being out of line, understanding one another and engaging in unguarded debates with honesty on important matters.

Goleman (2000) was largely responsible for taking the notion of EQ and making it relevant to effective leadership. This development later formed the basis of the Head, Heart and Hands model (Goleman, et al., 2004) that recognises the role that the heart and the emotions play in effective leadership.

2.4.3 Hands

As can be expected, this section of the model refers to everything that needs to be done by leaders to achieve success. It relates to the activities that fill the days of a leader and have to be attended to in order to ensure efficacy in an organisation. This would include matters such as good time-keeping, meticulous scheduling and regular reporting. All of these would have to be executed competently and are all essential contributors to the overall success of a leader (Goleman, et al., 2004).

Often the success of leadership is compromised because activities that needed to be carried out were not performed as per the strategy of the company. Poor service delivery in South Africa can be noted as an example of the hands not performing all the actions as initiated by the leadership, constituting a failure in terms of this element of the model, however ultimately service delivery is the responsibility of the leader (Kaplan & Norton, 1996).

Performance management is an essential tool for a leader to utilise in order to make sure that the employees deliver the actions to achieve the company goals as determined by the strategy. The Government policy states that performance management should enhance the organisational efficiency and effectiveness in achieving results (Public Service Regulations, 2001). A Balanced Scorecard performance management model, as introduced by Kaplan and Norton (1996), prescribes performance measurement in terms of four sets of indicators, that is, financial indicators, customer satisfaction indicators, efficiency of business processes, and learning and growth indicators, all to monitor the implementation of activities by employees to deliver on the planned goals. Performance management is concerned with measuring, monitoring and evaluating performance. Organisations today are paying more attention to employee performance and productivity than ever before in a bid to not only remain competitive but to survive (Abu-Doleh and Weir, 2007:75) An example of a performance management system to monitor and evaluate activities of employees would include the following ten steps (Kusek and Rist, 2004, p. 34)

The ten-step monitoring and evaluation system

1. Conducting a readiness assessment,
2. Agreeing on outcomes to monitor and evaluate,
3. Selecting key indicators to monitor outcomes,
4. Obtaining baseline data on indicators (where are we today),
5. Planning for improvement (selecting results targets),
6. Monitoring for results,
7. Evaluating performance,
8. Reporting findings,

9. Using findings,
10. Sustaining the performance management system in the organisation.

Using such a system would be one way in which a successful leader could ensure that employees are achieving the outcomes and doing the work (hands) expected from each one of them to contribute to the overall success of the company.

2.5 Activities of the Head, Heart and Hands model

Drawing on the literature the following points have been extracted as the key elements that fall under each element of the head, the heart and the hands. Below is a summary of the activities that leaders engage in under the headings of the Head, Heart and Hands model (Goleman, et al., 2002; 2004).

Table 2: Contributors to success

Element	Contributors
HEAD	Cognitive competence (Goleman, et al., p. 123)
	Draws up systems and processes (Goleman, et al., 2004, p. 233)
	Analytical thinking (Goleman, et al., 2004, p. 251)
	Logical decision making (Goleman, et al., 2004, p. 123)
	Applies previous experience (Goleman, et al., 2004, p. 154)
	Strong mental ability to visualize (Goleman, et al., 2004, p. 161)
	Firm grasp and understanding of strategic planning (Goleman, et al., 2004, p. 239)
	Improving own skills through implicit learning (Goleman, et al., 2004, p. 155)
	Innovative thinking (George, 2003, p. 133)
HEART	Displays optimism (Goleman, et al., 2004, p. 255)
	Acts confidently (Goleman, et al., 2004, p. 254)
	Displays a sense of humour and laughs (Goleman, et al., 2004, p. 10)
	Maintains good interpersonal relations (Goleman, et al., 2004, p. 148)
	Able to motivate staff and “create a dream” (Goleman, et al., 2004, p. 172)
	Displays empathy and genuine caring (Goleman, et al., 2004, p. 82)

Element	Contributors
	Lives own personal values in the workplace (Goleman, et al., 2004, p. 122)
	Displays enthusiasm and positivity consistently (Goleman, et al., 2004, p. 47)
	Maintains a positive attitude despite pressure (Goleman, et al., 2004 p. 46)
	Communicates effectively (dynamic enquiry) (Goleman, et al., 2004 p. 199)
	Acts transparently (Goleman, et al., 2004, p. 47)
	Displays a passionate demeanour consistently (George, 2003, p. 36)
	Acts with determination and conviction (Goleman, et al., 2004, p. 9)
	Has a strong sense of self-awareness (Goleman, et al., 2004 p. 40)
HANDS	Participates in team activities (Goleman, et al., 2004, p. 63)
	Manages with flexibility (Goleman, et al., 2004, p. 83)
	Maintains a consistency in actions (George, 2003, p. 36)
	Able and willing to give guidance and counselling (Goleman, et al., 2004 p. 62)
	Agree on outcomes to monitor and evaluate (Kusek & Rist, 2004, p. 34)
	Selecting results targets (Kusek & Rist, 2004, p. 34)
	Monitoring for results (Kusek & Rist, 2004, p. 34)
	Evaluating performance (Kusek & Rist, 2004, p. 34)
	Sustaining the performance management system (Kusek & Rist, 2004, p. 34)

2.6 Efficacy of the Head, Heart and Hands model as a leadership framework tool

In our modern world of uncertainty and transformation the world needs a new kind of leadership (Boyatzis & McKee, 2005). The challenges of profound transformation in the planet's climate and economy, as a result of natural disasters, war, social changes and devastating diseases among other things call for resonant leaders that can step up powerfully, passionately and purposefully (Boyatzis & McKee, 2005). A leadership crisis has emerged. 'Traditional' leaders still operating in a mechanistic paradigm have failed to address burgeoning twenty-first century organisational ailments and existential concerns. Leaders operating in a mechanistic paradigm fail to notice the interrelationships of different problems (Covey, 2005). They do not recognise that solutions affect future generations (Capra, 1997). They view organisations and people as machines and are preoccupied with the measurement of goals and performance (Wheatley & Kellner-Rogers, 1996). These leaders are not equipped to operate in such a dynamic and unpredictable environment. Great leaders today are awake, aware and attuned to themselves, to others and to the world around them. They seek to live in full consciousness of self, others, nature and society (Boyatzis & McKee, 2005).

The Head, Heart and Hands model was selected for this research because it separates the different actions of leaders to deal with the ever-increasing challenges posed by society and to identify qualities required for effective leadership for the modern world. Various scholars have increasingly been recognising the value and importance of leaders being authentic and true to their own values, consistent with their personalities and character (George, 2003). Peters (2003) notes that the latent talent that exists within should be awakened in order to invest the most precious resource: emotional commitment. This is confirmed by Goleman et al. (2002) who said that effective leaders should have a deep understanding of their emotions, values and motives (Goleman et al., 2002). A leader should be able to determine their purpose and uncover their shadow beliefs (Law, 2008). A well rounded use of

all intelligences, both head and heart, can create true value (Law, 2008). A study at Yale School of Management found that leaders' emotions have a major impact on the mood of an organisation, which in turn boosts cooperation, fairness and business performance (Barsade & Gibson, 1998).

This research will therefore focus on the Head, Heart and Hands model (Goleman, et al., 2004) which allows for the inclusion of the mind, the emotions and the actions of leaders that have a proven track record of efficacy in our modern world. In order to categorise the information obtained during the interviews with respondents, the results will identify how leaders categorise their activities and which they perceive to be the most important.

2.7 Conclusion of Literature Review

The literature review has attempted to highlight the complexity and diversity of opinions on the fascinating topic of leadership. A broad overview was provided from various well-known authors on the topic of leadership as a background to understanding the diversity and complexity of what are regarded as indicators or requirements for effective leadership both today and over the ages. These various indicators will be taken into consideration when preparing the probing questions for the respondents in order to identify what they regard as contributors to their own efficacy as leaders and why they choose certain actions as more important than others in their leadership focus.

Based on the literature review of the Head, Heart and Hands model (Goleman, et al., 2004) the nominated actions may then be categorised under the head, heart or hands sections of the model. A thorough analysis of the respondents' replies regarding their important actions categorised into the Head, Heart and Hands model may provide an indication or make it possible to identify and categorise a particular action that occurs repetitively as a contributor of effective leadership.

2.8 Problem statement

This research aims to ascertain which activities are identified by leaders as being key contributors to their success. The research problem is as follows:

How do leaders in South Africa categorise their actions in terms of the Head, Heart and Hands model (Goleman et al., 2004)?

2.8.1 Proposition 1

Leaders can categorise their behaviour that leads to success into the elements of the Head, Heart and Hands model (Goleman, et al., 2004).

2.8.2 Proposition 2

One of the three elements of the Head, Heart and Hands model will be seen to be more important than the others by the respondents.

3 RESEARCH METHODOLOGY

3.1 Research methodology/paradigm

The methodology selected for the proposed research was qualitative, since the study was exploratory in nature (Creswell, 2003). Shank (2002, p. 5) defines qualitative research as “a form of systematic empirical inquiry into meaning.” By systematic he means planned, ordered and public, following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience, which in this case would be the experience of the respondents. Inquiry into meaning says researchers try to understand how others make sense of their experiences (Ospina, Dodge, Godsoe, Minieri, Reza & Schall, 2003). A qualitative approach was thus deemed suitable as it is particularly concerned with understanding multiple perspectives of different individuals (Leedy & Ormrod, 2005; Williams, 2007). In order to understand the various focal points that need to be addressed in qualitative research a model from Ereaut (2011) clearly indicates how the focal points are interrelated. This can be seen in Figure 5. During the interviews the researcher was constantly aware of not only the words that the respondents spoke, but also observed their actions and probed to understand their personal desires and needs in order to understand the meaning, while culture differences in the respondents were also be taken into account.



Figure 5: Multiple focal points of qualitative research

(Modified from www.qsrinternational.com)

The answers elicited from the respondents in the research informed the understanding of the various actions that leaders undertook on a daily basis as effective leaders and where these actions should be categorised within the Head, Heart and Hands model (Goleman, et al., 2004)

Qualitative research is particularly suited to this research because it is exploratory in nature (Creswell, 2003). Nonetheless, the researcher acknowledges that although this methodology is best suited to this research, qualitative research also suffers from a number of shortcomings and weaknesses, such as structure, objectivity, large samples, numeric data, established guidelines and clear data analysis conventions (Miles, 1979; Leedy & Ormrod, 2005; Yin, 1994).

However the advantages of doing qualitative research on leadership include (Bryman, Stephen, & Campo, 1996):

- Flexibility to follow unexpected ideas during research and explore processes effectively;
- Sensitivity to contextual factors;
- Ability to study symbolic dimensions and social meaning and;
- Increased opportunities
 - to develop empirically supported new ideas and theories;
 - for in-depth and longitudinal explorations of leadership phenomena; and
 - For more relevance and interest for practitioners.

3.2 Research Design

The methodological approach adopted focused on semi-structured interviews with a number of respondents having demonstrated successful leadership and with at least five years in executive management experience, thus enabling the researcher to elicit views and opinions from respondents that were interviewed. The intention was to develop an understanding of the respondents' perspectives

as to which of their daily actions they consider to have contributed to their efficacy.

The researcher worked from an interview guide when conducting the research. The semi-structured interview initially provided an opportunity for participants to openly share and provide their views. The researcher did not lead the discussion and was aware of potential concerns with regards to corrupted data as a result of researchers pursuing their own agendas.

This was followed by comparing their responses to the Head, Heart and Hands model (Goleman, et al., 2004) in order to identify similarities that can possibly be categorised into the headings of the model. The results informed whether or not the model was suitable for possible recommendation for future leaders to refer to as an appropriate framework to consider for implementation. This qualitative research is suited to analyse leadership as it distils lessons from portraits of and interviews with successful leaders to illustrate particular ideas (Bryman, 2004).

Qualitative research is not quantifiable and totally objective as it may have multiple perspectives and only provide partial views of the leader's objects as their views are subject to the researcher's personal worldview and are filtered through language and historical experience (Best & Kellner, 1991). Yet it is suited to understanding attitudes and behaviours in their natural setting and offers descriptive, overarching details for information and explanation which is appropriate for this research. Qualitative data is used to gain insight into people's attitudes, behaviours, value systems, concerns, motivations, aspirations, culture or lifestyle.

A major advantage of interviews, according to Creswell (2003), is that they provide the researcher with the ability to tweak and manage the questioning process, and they provide a significant amount of flexibility.

Nonetheless, interviews also suffer from a number of limitations, including: inequalities in perceptions, the ability of respondents to articulate clearly,

researcher presence biasing responses, location, and the provision of 'indirect' information by respondents (Creswell, 2003; Hussey & Hussey, 1997).

The interview process comprised interviews of 12 effective leaders with at least a five year track record. Each interview was recorded and safely stored for backup purposes should the researcher require referring to it and/or reviewing the interview for greater detail on a specific comment or statement.

3.3 Population and sample

3.3.1 Population

The population for this research comprised effective leaders of both listed and unlisted companies operating within South Africa, in any industry with a five-year track record of success. There are no limitations of age, race, gender, educational background or previous work experience.

3.3.2 Sample and sampling method

A sample of 12 effective leaders was obtained. Significant effort was made to include black and white, as well as female and male candidates into the sample. A list of respondents is provided at Table 3. They are listed in alphabetical order.

It was decided to target 12 successful leaders of different demographic groups, both male and female in the Gauteng province. A convenience sampling approach was used to identify respondents for this research. This convenience sampling is not expected to affect the research data. The respondents were selected on the basis that they are deemed to be effective and have achieved success in their careers.

Table 3: Profile of respondents

Number	Description of respondent type
1	<i>White, male, chief executive officer:</i> Taddy Blecher is the founding member of CIDA and the Maharishi Institute that has a unique funding model to provide resources and educational qualifications to previously disadvantaged individuals and underprivileged learners Furthermore he serves as a director on various boards and is a ministerial advisor.
2	<i>White, male, entrepreneur and owner of small companies:</i> Rob Childs was Head of Marketing at South African Breweries and spent the majority of his career in large corporations. A few years ago he opted out of the corporate environment and started his own small business.
3	<i>White, female, managing director:</i> Patricia Clark runs a successful group of pre-schools that form a subsidiary company within Advtech (Pty) Ltd a large corporate listed on the Johannesburg Stock Exchange.
4	<i>Black, male, entrepreneur and current head of department:</i> Musa Kalenga has been operating his own business, Monate Fellas for seven years. He is still continuing with his business although he has recently been head hunted to launch a new department within Nedbank for digital marketing.
5	<i>White, male, entrepreneur and chief executive officer:</i> Shaun Laffer started his import company which now has a number of subsidiaries more than 10 years ago and has steadily grown the import companies in the FMCG market to a turnover of more than R200 million annually with a staff compliment of approximately 80.
6	<i>White, male, managing director:</i> Jaco Lotz is a chartered accountant by profession. He entered the education industry by taking up a position within Advtech (Pty) Ltd, a listed company on the Johannesburg Stock Exchange. He is managing director of the Crawford Schools which he has successfully managed to become one of the top academic group of schools.

Number	Description of respondent type
7	<i>Black, male, entrepreneur and chief executive officer:</i> Tunde Owalu has been the owner of a successful architectural firm that has designed award winning buildings like Maropeng and has displayed effective leadership in retaining his staff in the challenging economic times while maintaining a profitable enterprise.
8	<i>Indian, female, director:</i> Dr Reena Ramparsad is Director of Curriculum Development for Gauteng Department of Education (GDE). She also is ministerial advisor and member of National Curriculum Development for South Africa
9	<i>White, male, immigrant, chairman and owner:</i> Marko Saravanja is the Chairman and owner of Regenesys Business School, an institution of higher learning. He came to South Africa as a monk and had a dream to educate the nation. He decided to shed the cloth and has become a multi-millionaire in 10 years through the success of Regenesys that is now the only provider of Stanford University courses in South Africa.
10	<i>White, female, immigrant chief executive officer:</i> Monica Singer is a chartered accountant that eloped to South Africa at eighteen years of age and faced extreme hardships to obtain her qualifications. Amid huge opposition from the banking industry she launched STRATE, a large financial company, a few years ago. The company automates daily transactions on the JSE very cost-effectively. The monthly turnover exceeds R15 billion.
11	<i>White, male, chief executive officer:</i> Lucien Vallun started his career in the public relations field and soon became the CEO of Fleischman Hillard, an international public relations and advertising company in South Africa. He currently heads up their operations in Asia, Europe and North America.
12	<i>White, female, entrepreneur and managing director:</i> Maria van Schalkwyk owns a number of nursery schools) and has had exceptional success in this challenging environment of education.

3.4 The research instrument

The instrument was a semi-structured interview schedule with a limited number of questions that had been drawn up in advance and featured questions relation to the three elements of the Head, Heart and Hands modes as well as a limited number of open-ended questions. It contained mostly open-ended questions that allowed the respondents to give their opinions on the various topics relevant to leadership qualities. The interview commenced with a formal introduction of the researcher as well as a brief background to the research and the objectives thereof. The respondent was then allowed to freely discuss the topic. They were encouraged to respond both positively or negatively. This semi-structured interview was conducted with the researcher working from an interview guide, in which a list of questions to be covered was provided; while at the same time allowing the respondent a significant amount of leeway as to how to reply (Bryman, 2004).

Respondents were also given the opportunity to discuss or mention any other matters that they may feel are relevant and that may not have been covered by the questions posed. The researcher ensured that the time limit afforded to the interview was adhered to. Regarding the wording of the questions, the following guidelines were taken into account (McNamara, 2007):

- Questions to be open-ended. Respondents should be able to choose their own terms when answering questions.
- Questions to be as neutral as possible. Avoid evocative or judgmental wording that might influence respondents' answers.
- Questions to be asked one at a time.
- Questions to be worded clearly. This includes knowing any terms particular to the respondents' culture.
- Be careful when asking 'why' questions. This type of question infers a cause-effect relationship that may not truly exist. These questions may

also cause respondents to feel defensive, for example, they may feel they have to justify their response, which may inhibit their responses to current and future questions.

A sample of the research instrument is included at Annexure B.

3.5 Procedure for data collection

The researcher made preliminary contact with the prospective respondents. This previously discussed arrangement was both telephonically and electronically confirmed in order to determine a mutually suitable date and to confirm the place and time of the interview while also thanking the respondents for their willingness to participate. Each respondent was offered a copy of the final research report, which provided an incentive for participating in the research. Importantly, respondents were also offered the assurance that their responses could be treated as anonymous in order to ensure confidentiality if they so prefer. A schedule of interviews conducted is detailed at Table 4.

Table 4: Schedule of interviews conducted

Number	Date	Institution	Listed/ Unlisted	Respondent
1	20 February 2012	Bastion	Unlisted	Rob Childs
2	24 February 2012	T & M Enterprises	Unlisted	Maria van Schalkwyk
3	25 February 2012	Junior Colleges	Listed subsidiary	Pat Clark
4	27 February 2012	Crawford Schools	Listed subsidiary	Jaco Lotz

Number	Date	Institution	Listed/ Unlisted	Respondent
5	27 February 2012	STRATE	Unlisted	Monica Singer
6	28 February 2012	Odyssey Architects	Unlisted	Tunde Owalu
7	2 March 2012	Maharishi Institute	Unlisted	Dr Taddy Blecher
8	3 March 2012	Sunpac (Pty) Ltd	Unlisted	Shaun Laffer
9	7 March 2012	Fleishman Hillard	Unlisted	Lucien Vallun
10	13 March 2012	Regenesys	Unlisted	Marko Saravanja
11	14 March 2012	Nedbank	Listed	Musa Kalenga
12	2 April 2012	Gauteng Department of Education	Unlisted	Dr Reena Ramparsad

The semi-structured interview processes took place at the respondents' offices, or in a more informal setting, over coffee, whichever was the most convenient for the respondent. The familiarity of the location would have allowed the respondent to feel more at ease when talking to the researcher. Upon consent from the individual respondent, each interview was recorded; notwithstanding the potential risk of respondents' becoming alarmed or self-conscious at this prospect (Bryman, 2004). In addition, handwritten notes were also taken during the interview.

3.6 Data analysis and interpretation

After the interview, the researcher analysed the answers of the respondents on the recording as well as filled in any gaps in the written notes. The interview tapes are available and are safely stored as a reference should there be the need to refer to them in the future for whatever reason.

3.6.1 Content analysis

The researcher listened to the recordings at least twice in order to list all the activities mentioned by the respondents. Thereafter the answers were analysed and the various interviews compared to find similarities and/or differences between the respondents. This process was time consuming and included manual methods of finding themes, extracting meaning and grouping the data in order to use it insightfully. The researcher colour coded responses to look for possible themes or links. The data was then compared to identify commonalities. The findings regarding leadership actions classified under the Head, Heart and Hands sections of the model indicated whether one section was to be weighted heavier than another. The themed content analysis methodology was followed (Burns & Burns, 2008).

According to Burns and Burns (2008):

“Content analysis is the systematic quantification of characteristics the investigator may be interested in, in terms of their frequency of occurrence within a selected context where the survey is aimed.”
(Burns & Burns, 2008 p. 512).

The most useful unit of analysis is the theme that transpires through the research. Content analysis is quite time consuming and laborious. It is more cumbersome than quantitative research and would therefore only be used when the nature of the research problem demands it. This research is particularly suited to themed content research because the answers elicited from respondents had to be analysed in detail to determine any common threads or themes.

3.7 Limitations of the study

The following limitations and potential weaknesses were identified as possible challenges:

- As a result of using a convenience sample it is not possible to generalise the findings to other leaders in South Africa.
- The validity of the responses relied on the honesty of the respondents, who may have been tempted to present themselves in a positive light by providing information that reflects favourably on what they do.

3.8 Validity and reliability

Validity of data would refer to how accurately the semi-structured interview method of data collection would measure what it is designed to measure (Leedy & Ormrod, 2005). On the other hand reliability would refer to the extent that the instrument applied would render the same result if were to be applied elsewhere at another time (Kirk & Miller, 1986). In order for data to produce research of quality it has to be valid and reliable (Leedy & Ormrod, 2005). The extent to which the results may be relied upon will also be influenced by the validity and reliability of the measuring instrument.

3.8.1 External Validity

External validity refers to the extent to which the results of the research may be applied to situations external to the research, or be generalised to other situations (Yin, 1994). This research did not have external validity because it was done with only twelve respondents that were selected as a convenience sample and can therefore not be generalised. It could however be of interest to aspiring leaders.

3.8.2 Internal Validity

Internal validity relates to the extent to which the research design and data results enable the researcher to draw accurate conclusions about cause and effect and other relationships within the data (Leedy & Ormrod, 2005).

This research was conducted with 12 independent individuals and the researcher remained neutral so as not to influence the respondents at all, but to encourage them to speak openly, honestly and freely.

3.8.3 Reliability

Reliability refers to the extent to which the measuring instrument can consistently deliver similar results if applied to the same entity (Kirk & Miller, 1986). A measurement is reliable when it produces the same results when measured again. In order to make the results of this research reliable, the researcher did all the interviews personally and maintained a consistent unbiased and non-directing approach.

4 PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

In order to obtain the data that would be required to conclude this research, introductory letters were sent out to confirm appointments with various respondents. The letter is attached at Annexure A. Most of the respondents reacted favourably, despite their hectic schedules and all interviews, except three, were held face to face. Nick Badminton, the CEO of Pick and Pay resigned and the researcher replaced him with Musa Kalenga, a BEE entrepreneur and recently appointed head of Nedbank digital marketing who was interviewed telephonically. The interview with Lucien Vallun was conducted telephonically after-hours in order to overcome the constraints of the respondents' full programme and international travel. Dr Reena Ramparsad's interview could not be done face to face and was done via email correspondence. She replaced Thembi Nwedamutsu, a black female respondent who turned down the interview as a result of work commitments.

Respondents were briefed at the outset of the interview regarding the focus of the research. They were requested and encouraged to speak openly about their day to day activities and to identify actions that contributed most to their efficiency as leaders. All respondents were found to be particularly helpful and took the interview very seriously, for example one of the respondents, Maria van Schalkwyk called the researcher the following day to request that another activity be added to her list, one that she had forgotten to mention during the interview. With the permission of the respondents, the interview conversations were recorded and the details have been listed below under various headings to facilitate the simplification of the data collected.

4.2 Details of interviews

A total of 12 interviews were conducted. The researcher noted a definite congruence between the manner in which the interview requests were handled and the manner in which the interviews were conducted. For the sake of uniformity, the approach and questioning by the researcher was consistently introduced to all respondents.

4.2.1 General details and timeframes

Nine of the interviews took place at the respondents' offices or in a more informal setting over coffee in Johannesburg, with interviews being conducted against the research instrument (Annexure B). Two respondents' interviews; Lucien Vallun and Musa Kalenga, were conducted telephonically as they were abroad. One respondent; Dr Reena Ramparsad undertook to reply to the questionnaire on e-mail and her response is available for reference.

Prior to conducting the interviews, respondents confirmed their willingness for the interview to be recorded, where applicable, as well as to their preference regarding anonymity. All interviews were recorded, except the one from Dr Ramparsad and none of the respondents requested anonymity.

4.2.2 Demographics of respondents

Table 5 details the demographics of the respondents.

Table 5: Demographics

RESPONDENT	AGE	SEX	NATIONALITY
Dr Taddy Blecher	31-40	M	White South African
Rob Childs	51-60	M	White South African
Pat Clark	51-60	F	White South African
Musa Kalenga	31-40	M	Black South African
Shaun Laffer	31-40	M	White South African

RESPONDENT	AGE	SEX	NATIONALITY
Jaco Lotz	31-40	M	White South African
Tunde Owalu	41-50	M	Zambian Immigrant
Dr Reena Ramparsad	41-50	F	Indian South African
Marko Saravanja	41-50	M	White Immigrant
Monica Singer	41-50	F	Brazilian Immigrant
Lucien Vallun	51-60	M	White South African
Maria van Schalkwyk	51-60	F	White South African

One third of the sample was female (see Figure 6) and two thirds were white (see figure 7).

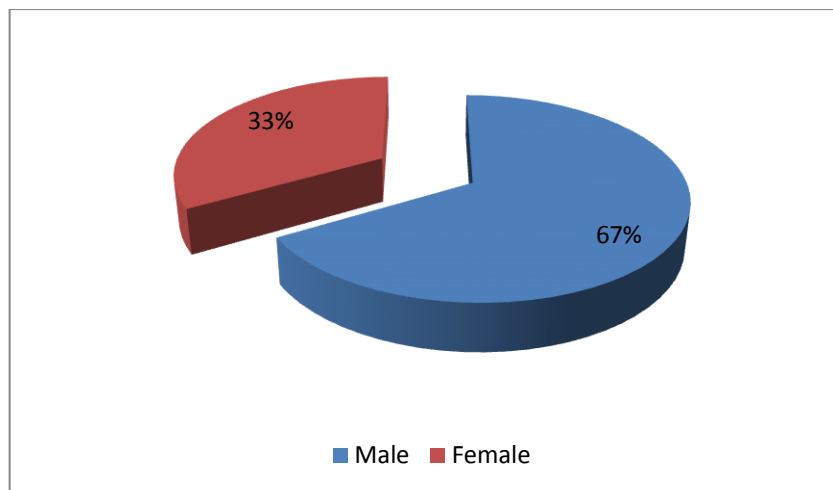


Figure 6: Respondents by Sex

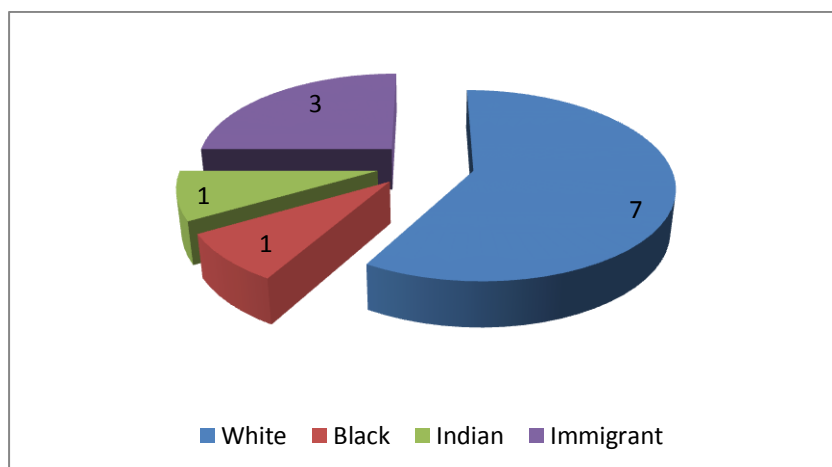


Figure 7: Respondents by Race

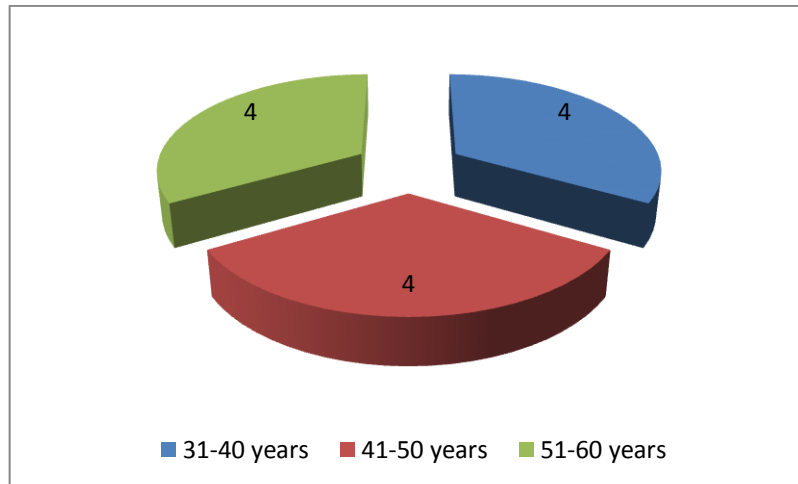


Figure 8: Respondents by Age

Thirty-three per cent were aged between 31 and 40 years of age while another third were aged between 51 and 60 years of age. This convenience sample is not representative of leaders and therefore the results may not be able to be generalised to leaders in in South Africa.

4.3 Results of interviews

4.3.1 Most important daily activities

At the outset of the interview the researcher asked each respondent just to speak generally about the activities that they engaged in during the execution of their day to day tasks. These activities were in no particular order and were not categorised by the respondents into the head, the heart or the hands. The researcher has not only listed all the activities that were mentioned by the respondents as background information, but has also attempted to categorise them under the head, the heart and the hands. This was done in order to record whether any particular category of the Head, Heart and Hands model (Goleman et al., 2004) seemed to be more prevalent. Furthermore the researcher has indicated which activities were mentioned by each one of the various respondents according to the codes listed below. The activities were then ranked in the order of the highest prevalence across all respondents.

Respondents were identified with codes for easy reference, as can be seen in Table 6.

Table 6: Reference Codes

Respondent	Codes
Dr Taddy Blecher	TB
Rob Childs	RC
Pat Clark	PC
Musa Kalenga	MK
Shaun Laffer	SL
Jaco Lotz	JL
Tunde Owalu	TO
Dr Reena Ramparsad	RR
Dr Marko Saravanja	MA
Monica Singer	MS
Lucien Vallun	LV
Maria van Schalkwyk	MV

Head:

The necessity for very thorough planning of daily activities in order to attend to the variety of activities and deadlines required from a successful leader was emphasized by most respondents. Although most of them have the added assistance of a personal assistant the leaders retained the responsibility of planning their own schedules to ensure that they continuously prioritise their activities. Most of the respondents also mentioned that setting a vision and creating a strategy for their company was very high on their list of actions. Remaining on the cutting edge by continuously innovating new ideas, approaches and strategies also featured strongly, while regular competitor analyses were done in order to inform the decisions taken by respondents. Actively thinking about and evaluating company strategies played a major role for the respondents in not only building and growing financial gains, but also in

building the image and brand of their companies. Some of the respondents were very focussed on the financial structuring of their companies and spent a lot of their time planning how to balance financial gearing to ensure that the company achieves optimal profits.

Table 7: Head Activity results

Activity	Result
Planning:	RC, PC, RR, MS, LV, TO, SL, MV, TB, MS,
Vision setting / strategy focus	RC, PC, SL, TO, MA, MK, LV, MS
Innovative and creative thinking	MK, RR, TO, LV, PC, RC, MV, MS
Brand building	JL, PC, MA, MK, SL
Competitor analysis	MV, MS, SL, LV, MK
Decision making	RC, JL, PC, MV, MS
Self-evaluation	TB, MA, MS, LV
Continuous prioritisation	RC, PC, SL, JL
Succession planning	PC, MV, JL, MA
Taking risks (	SL, MA, MS, MV
Research, continuous up skilling (keeping abreast of leading trends)	TO, SL, MV, MS
Financial structuring	MV, SL, MA, LV
Grow and develop business	MS, MV, PC, SL
Check for legal compliance	MV, SL, MS
Risk analysis/ Anticipate threats	MA, TO, SL
Initiate continuously (business renewal)	RC, PC,
Source new talent	PC, MA
Solutions/ Problem solving	RC, PC

Heart

The one action that was mentioned most frequently by the respondents was communication with employees. They communicate with all levels of employees although by necessity it occurs largely with team leaders. Communication is used to remain in touch with the feelings of subordinates as well as to win their hearts and support. The importance of EQ is not only clearly understood by the

respondents, but also used extensively to contribute to their success. Furthermore regular and open communication ensures simultaneously that the actions of employee as well as their own actions remain dedicated and committed to the overall vision and strategy of the company as embodied by the leader. This was also a key component of their success, not only to re-focus their staff on the company strategy, but also to continuously inspire and motivate employees. It is obvious that the respondents realise the power of winning the hearts of employees in order to obtain their buy-in and commitment.

Not only were many respondents aware of remaining closely in touch with the emotions of their employees, but a number of them underlined the importance of them staying in touch with their own emotions and aspirations through regular reflection and meditation. One respondent spends at least 30 minutes a day in a labyrinth that she wanders through in her garden, while a two other respondents participate in daily yoga meditations.

Table 8: Heart activity results

Activity	Result
Communication with staff	RC, PC, MV, MS, JL, TO, SL, MA, RR, MK, TB
Drive the vision/strategy	RC, PC, JL, TO, MK, RR, SL, RR
Motivate and inspire staff	RC, PC, JL, MA, RR, MK, LV
Create a positive environment	TB, MV, LV, JL, MK, PC
Display EQ through positivity and enthusiasm	MS, MA, TO, LV, MK
Self-evaluation/reflection and self-actualisation	MS, JL, LV, SL, TB, MA, RC
Supporting Teams	RR, LV, MK, PC
Display passion, honesty and consistency	PC, MS, TB
Be visible and set the example	RC; PC, MS
Question and listen to advisors and employees	RC, PC, MS
Personify the company values	RC, PC, MS
Adapt management to situation	RC, JL, SL
Persevere	MV, MA, SL
Live, Love, Leave a legacy (Covey, et al.,	TO, JL, MA

2002)	
Empower staff	PC, MA
Attend community events	RC, MS
Make a difference daily	MS, LV
Awaken potential in employees	PC, LV
Interact with customers	RC, MS

Hands

Despite the fact that the respondents understood and used the value of EQ to achieve their goals, many of them mentioned that they were still very aware that activities need to be closely managed to ensure that actions are executed. This is often done during meetings where reports, results etc. are discussed. The respondents get involved in hands-on management when the situation requires them to do so. The monitoring and other controls are further supported by regular e-mail communication. The respondent that selected the Hands as the most important element contributing to his success is a chartered accountant by profession and mentioned that buying and selling was the only thing that affected the bottom line. He acknowledged and accepted the fact that he was often criticised for his lack of people skills but confirmed that the success of his enterprise was undeniable nevertheless.

Table 9: Hands activity results

Activity	Result
Monitoring	RC, PC, JL, TO, MV, MS, SL, MA
Meetings	PC, SL, MV, MS, JL, TO, TB, RR
Hands-on management	PC, MV, SL, MA, JL
E-mails (technological communication)	MS, PC, JL, TO, MA
Financial control	PC, TO, MV, SL, MA
Quality control	RC, MV, JL, TO
Marketing	MV, TO, MA, SL
Travelling	SL, JL, TB, PC
Listen	RC, PC, JL, MS

Brand building	PC, JL, MK, LV
Delegation	RC, TB, PC, LV
Training staff	MV, TO, PC
Multi-tasking	MS, PC
Fundraising	TB, MV
Planning and organisation	PC, MV
Recruitment and Interviews	TO, MA

4.3.2 Top three activities

Respondents were then requested to identify the three activities that contributed most to their efficacy and success as leaders. Once those answers were obtained, the researcher requested the respondents to categorise the three previously mentioned most important activities into the head, the heart or the hands. A short explanation of the Head, Heart and Hands model (Goleman et al., 2004) was given to the respondents by the researcher prior to requesting them to categorise their choices under the three headings. The researcher also made it clear to the respondents that they could list all three activities into one category if they preferred as it was not necessary to use each of the three options. It was interesting to note that the three choices that had been made as the three most important factors to contribute to their success did fit into three separate categories, thus confirming that the feeling, doing and thinking elements were all relevant. The responses were listed per respondent.

The results for the top three activities are detailed in Table 10:

Table 10: Top three activities, highlighting 1st choice

Name	Head	Heart	Hands
Dr Taddy Blecher	Thinking perspective	Meeting key individuals	Fundraising
Rob Childs	Clarify vision and strategy	Communicate staff roles and listen	Monitor progress
Pat Clark	Strategic planning for growth	Communication	Monitoring

Musa Kalenga	Vision and strategy clarification	Inspire and motivate through daily communication	Build team involvement and secure buy in.
Shaun Laffer	Strategic planning	Communicate the vision	Do the business. Buy and sell
Jaco Lotz	Strategic planning	Inspire and motivate staff	Quality assurance
Tunde Olawu	Developing a mission and a strategy	Share and transfer vision and ideas to team	Continuous research and professional growth
Dr Reena Ramparsad	Innovative planning based on a shared vision	Team motivation and support	Developing exemplars of structures and systems
Marko Saravanja	Clear vision to achieve through taking risks and breaking fears	Managing relationships to achieve the best in each person	Sheer hard work
Monica Singer	Plan and Organise	Communication	Keep e-mails up to date
Lucien Vallun	Strategy alignment and implementation	Communication	Prompt daily e-mail response
Maria van Schalkwyk	Financial control	Training and communicating	Conduct meetings

4.3.3 One activity most important to success

Once the top three activities were isolated and categorised by respondents into the head, the heart or the hands, the researcher requested respondents to choose only one of their top three activities as the one most important activity that contributed most to them being the effective leaders that they are. The chosen activity has been highlighted in yellow in Table 10.

4.3.4 Reason this activity is most important

After the respondents had singled out their most important and essential action that contributes to their efficacy as leaders, they were requested to explain why they had chosen that particular activity as paramount to the success of their companies. It should be noted that the respondents found it difficult to choose only one activity as they valued the synergy of all three areas.

The results of the respondents' reasons for their choice of one activity are listed in Table 11:

Table 11: Reason for first choice

Respondent	Category	Reason for this choice
Dr Taddy Blecher	Head	Continuous interaction and communication with all stakeholders, both internally and externally, will ensure that you achieve success.
Rob Childs	Heart	You can have the best strategy in the world and very capable employees that have the ability to do the work, but if you don't win their hearts, you will never achieve true success.
Pat Clark	Head	At this stage of the development of the group, the focus has to be on growing the business and that can only be done if you focus on strategy to make that happen.
Musa Kalenga	Heart	In order to achieve excellence a leader must motivate and inspire through continuous communication in order to get team commitment for optimal output to ensure the success of the organization.
Shaun Laffer	Hands	You can have a very clear strategy and you can motivate and communicate it to your staff continuously, but until you start rowing the boat and take some actual action to sell, you cannot achieve success.
Jaco Lotz	Heart	A leader must personify the vision of the group and must not only win the hearts of his senior staff, but also constantly focus on

Respondent	Category	Reason for this choice
		and direct their emotions.
Tunde Owalu	Heart	When a leader has guided, trained and inspired his successor to carry the dream and the vision forward when he leaves, that should be regarded as achieving true success as a leader
Dr Reena Ramparsad	Head	An agreed upon vision by the team ensures focus, buy-in and performance, hence delivery is optimal.
Marko Saravanja	Head	The one thing that differentiates mediocre and exceptional people is the ability to take risks and face their fears continuously. Only through pushing through the boundaries of fear can success be achieved.
Monica Singer	Heart	Showing honest interest in the well-being of employees and continuously building relationships through communication are the building blocks of being a successful leader
Lucien Vallun	Heart	The strength of any business is the people that make things happen. If you win their hearts and point them in the right direction, they will achieve the dream that you give them for the future.
Maria van Schalkwyk	Head	For an entrepreneur the existence and continuation of a business is paramount and therefore the focus should remain on the finances. Without it there is no business.

The reasons provided above by the respondents as to why they chose one specific element as the most important element, were varied in the content, but one common underlying motivation was clearly detectable: The chosen element was the most essential element in their opinion to achieve the continuation, survival, success and future growth for their businesses.

4.3.5 Results of the total responses that preferred each one of the three elements:

The total number of respondents that selected one of the elements in the model as their first priority are totalled below into either the head, the heart or the hands.

The results are graphically represented in Figure 9:

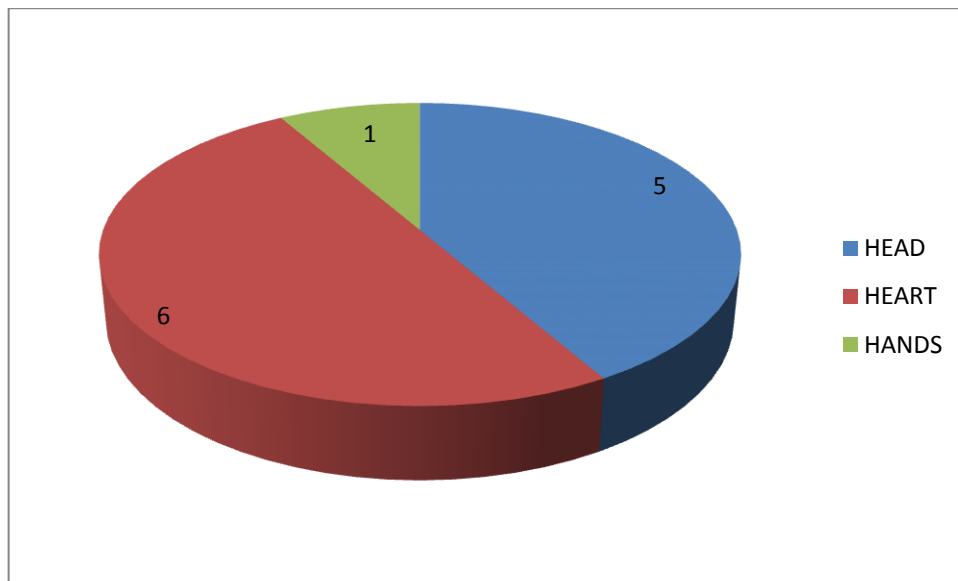


Figure 9: Respondents 1st choice

4.3.6 Second most important activity:

Some of the respondents had great difficulty in isolating the one most important activity that contributed most to their success and had to be coaxed to make a choice. This was mainly because they felt that another one of the top three activities was extremely close in priority for the respondents. A number indicated that a second activity was almost equal to the actions that they had prioritised as the most important. The respondents' second choice has been highlighted in green in Table 12. The researcher used this information to ascertain if anyone of the three elements of the Head, Heart and Hands model

would become more prominent than the other two, as the analysis of the first choice only was not conclusive.

Table 12: Top three activities, highlighting 2nd choice

Name	Head	Heart	Hands
Dr Taddy Blecher	Thinking perspective	Meeting key individuals	Fundraising
Rob Childs	Clarify vision and strategy	Communicate staff roles and listen	Monitor progress
Pat Clark	Strategic planning for growth	Communication	Monitoring
Musa Kalenga	Vision and strategy clarification	Inspire and motivate through daily communication	Build team involvement and secure buy in.
Shaun Laffer	Strategic planning	Communicate the vision	Do the business. Buy and sell
Jaco Lotz	Strategic planning	Inspire and motivate staff	Quality assurance
Tunde Olawu	Developing a mission and a strategy	Share and transfer vision and ideas to team	Continuous research and professional growth
Dr Reena Ramparsad	Innovative planning based on a shared vision	Team motivation and support	Developing exemplars of structures and systems
Marko Saravanja	Clear vision to achieve through taking risks and breaking fears	Managing relationships to achieve the best in each person	Sheer hard work
Monica Singer	Plan and Organise	Communication	Keep e-mails up to date

Name	Head	Heart	Hands
Lucien Vallun	Strategy alignment and implementation	Communication	Prompt daily e-mail response
Maria van Schalkwyk	Financial control	Training and communicating	Conduct meetings

4.3.7 Results of the total responses that selected a second action as very close the first element that was chosen previously:

The total number of respondents, who selected a second action as very close in priority to the first element that was chosen previously, are totalled below into either the head, the heart or the hands.

The results are graphically represented in Figure 10.

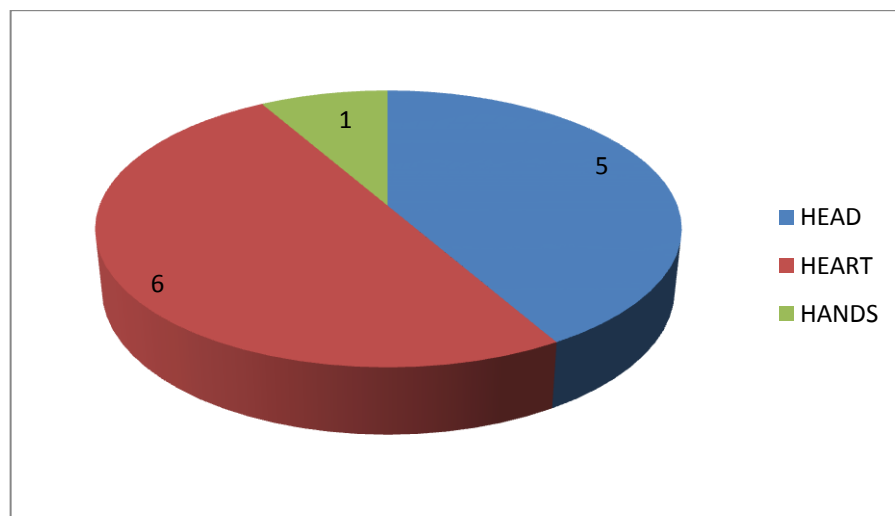


Figure 10: Respondents 2nd choice

4.3.8 Results of the total responses that were selected if both the first and the second choices of the three elements are included:

The total number of respondents that selected two of the elements in the model as being very close in priority are totalled below into either the head, the heart or the hands.

The results are graphically represented in Figure 11.

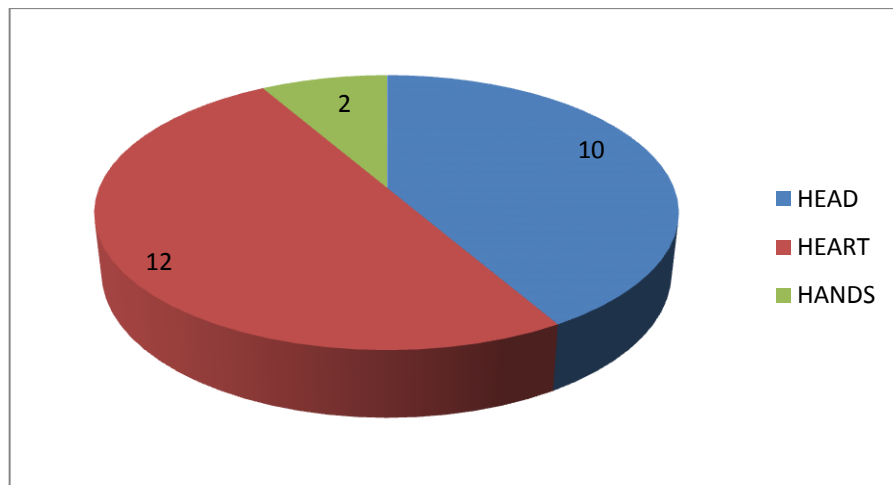


Figure 11: Respondents 1st & 2nd choices

4.4 Proposition 1

Leaders can categorise their behaviour that leads to success into the elements of the Head, Heart and Hands model (Goleman, et al., 2004).

(Goleman, et al., 2004).

The research supports the first proposition and it was noted that each of the respondents spontaneously categorised their top three activities under each of the three elements of the head, the heart or the hands, despite being informed that they could place all three of their main activities in the same category, if they so preferred. It therefore seems that the Head, Heart and Hands model (Goleman et al., 2004) could be considered as a good model to categorise the actions of an effective leader. However there is no clear indication of which element is considered more important or considered to be indispensable to exceptional leaders by the respondents.

4.5 Proposition 2

One of the three elements of the Head, Heart and Hands model will be seen to be more important than the others by the respondents.

The second proposition of the research was to ascertain why respondents chose a particular element as more important than the other two elements as a contributor to their success as leaders. Although the responses were varied in the detail, as indicated in Table 10, the one common and prevalent underlying motivation was identical. They all believed that the chosen action would ensure that their company is successful and sustainable in the long term.

The research confirmed two of the three elements as being of almost equal importance to the respondents. The heart was chosen as first or second choice by all the respondents and the head by 10 respondents. The least important element was the hands, which was chosen as first and second by two respondents.

5 CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

After analysing all the above mentioned responses in this research, there are a number of pertinent concluding remarks to be made. These conclusions would not be relevant for general application as the sample is not large enough, however they may be of interest as a contribution to an analysis of leadership as it extracts lessons from successful leaders to illustrate particular ideas (Bryman, 2004).

5.2 Conclusions of the study

A comparison of the responses with the Head, Heart and Hands model (Goleman, et al., 2004) identify similarities that were categorised into the headings of the model. The following remarks and conclusions may be made that would pertain to this sample only.

- Without exception all respondents recognised the need for the head, the heart and the hands in leadership when they initially mentioned their daily activities,
- When the top three activities were specified by the respondents they all spontaneously noted one of each of the three elements of the head, the heart and the hands,
- Respondents had difficulty in isolating a single one element as the most important contributor to their success,
- It is significant that each of the three elements featured in the final selection of respondents to identify the most important contributors to their success.

Element selected as the most important contributor to success:

- Half of the respondents indicated that the heart was the most important element (6 out of 12),

- The element selected by almost all the remaining respondents as the most important was the head (5 out of 12),
- The element that was least selected by the respondents as the most important was the hands (1 out of 12),
- Although the element of the heart did receive the most votes from the respondents, the results of analysing the first choice only are however not conclusive, in as much as all elements did feature in the final selection and the head had only marginally less votes,
- The only firm conclusion that can be reached if one uses the results of the first choice only, is that the heart seems to be regarded as a critical contributing factor to the success of a majority of the respondents, because although some finally settled on the head as the most important, they had difficulty choosing between the head and the heart,
- The head is regarded as the second most important by the respondents, if one analyses their first choice only,
- Only one respondent highlighted the hands as the most important action of leadership as his first choice.

Element selected as the second most important contributor to success:

- The element selected most by respondents as the second most important to their success, was also the heart (6 out of 12),
- The element that received the second most votes as their second choice of importance to success, was also the head (5 out of 12),
- Only one respondent chose the hands as the second choice of contributor to success (1 out of 12).

Combination of first and second choices as contributors to success:

- Once the researcher combined the results of the both elements selected as the top two contributors to success a clearer direction emerged, as every one of the respondents included the heart. (12 out of 12),
- The element that was regarded next in importance as contributors to their success as leaders was the head (10 out of 12).

- The remaining respondents selected the hands as one of their top two choices as contributors to their success as leaders (2 out of 12),
- It therefore seems that respondents all agree that the heart and EQ are critical to their success while the head comes in as a close second choice,
- The results are thus inconclusive as there is not one element that is a significant leader,
- The heart and the head are however clearly more important to the respondents as the hands,
- The results could be an indication of the lack of service delivery in companies in South Africa as the implementation and monitoring required to implement strategy (hands) does not seem to feature highly on the priority list of most of the respondents.

In today's constantly changing and evolving world leaders face significant challenges in their daily activities. New technologies and mounting competition continue to change the way companies do business and the role of a leader is becoming more and more critical for success. Companies no longer base their appointments of staff only on qualifications (Head), but realise that an emotionally intelligent leader that can build relationships and win the hearts of the team (Heart), will be far better equipped and able to deliver on the goals and visions of the company (Hands) by securing the spontaneous and willing support of a team. The literature review identified the value of emotional intelligence in exceptional leadership. The research provided an understanding of three elements involved in leadership according to the Head, Heart and Hands model (Goleman et al., 2004)) and indicated that all three types of actions were employed by leaders, although the heart category was marginally higher in priority. It therefore becomes clear from the research that the demands made on leaders today are varied and numerous requiring actions of the heart, the head and the hands. However the importance of EQ is recognised increasingly as an indispensable and essential element of truly successful leaders.

5.3 Recommendations and suggestions for further research

Although it seems that the Head, Heart and Hands model (Goleman et al., 2004) could be considered as a good model to categorise the actions of an effective leader, there is no clear indication of which element is considered to be more important or considered to be indispensable to exceptional leaders. The importance of EQ is increasingly recognised as an indispensable and essential element of truly successful leaders and this could be included in any future research. In this instance some quantitative data which can be statistically analysed could provide valuable input.

The research instrument has formed a good foundation from which further research could be explored. Further refinement of the instrument could focus on the ranking of the three aspects of the Head, Heart and Hands model (Goleman et al., 2004) and expand on the finding that this model can be considered a good model to categorise the actions of an effective leader.

If each element of Goleman et al.'s (2004) Head, Heart and Hands model was examined in depth there would possibly be an explanation provided of how the dominant element translates into the appropriate desired action. This could form part of future research.

A larger sample for any further research would ensure better generalisation and aid the building of a comprehensive model for inexperienced leaders to adopt if they want to start their journey towards effective leadership.

Research questions that could be researched in future studies could include the differences between males and females, differences between industries, or consultancies leading to a different leadership styles.

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ANNEXURE A

Letter to request an interview with respondent

Dear Mr/Ms _____,

As per our recent discussion, I am currently completing my research report in order to fulfil all requirements for an MBA at WITS Business School.

This writ serves to request your kind assistance in affording me an opportunity to meet with you in order to conduct an interview as discussed previously. The focus of my research is to interview highly effective leaders like yourself in order to ascertain and analyse what actions are taken by yourself to achieve success. This information will then be categorised under the three sections of the Head, Heart and Hands model to ascertain which activities, if any, are more prevalent than others in your opinion and which actions is regarded as the most important.

I expect that the interview will not require more than forty minutes of your time and total confidentiality and anonymity can be guaranteed if you require. I am prepared to come to your offices so as not to waste any of your valuable time. Please would you revert with a suitable time at your earliest convenience? Once the study has been completed I would gladly share the outcomes with you if you so desire.

I thank you in advance for your willingness to grant me an interview and I look forward to meeting with you soon.

Yours faithfully,

Ronel Burger

Tel: 083 303 8866

E-mail: ronel22@gmail.com or ronel@regenesys.co.za

ANNEXURE B

Research Instrument 1

The following questions will be posed to the respondents once all protocols have been observed. Responses will be recorded during the interview for future reference. Analysis will be done by identifying trends and similarities and colour coding them in order to ascertain which action is regarded as the most important of all and where it would be categorised into the Head, Heart and Hands model framework.

NAME OF RESPONDENT:

Question 1:

What would you regard as the most important activities that you engage in on a daily basis that contribute most to your success as an effective leader? Please feel free to give as many activities as you would like to.

Question 2:

If you had to narrow the above mentioned activities down, what would you regard as the three most highly essential actions that contribute to the success of you as a leader?

Question 3:

NOTE: Provide an explanation of each of the sections of the Head, Heart and Hands model (Goleman, Boyatzis & McKee, 2004) to the respondent before posing the next question.

Would you please categorise the three most important actions that you mentioned above into the Head, Heart and Hands model framework? You do not have to choose one for each category. They may even all be categorised into one heading if you so wish.

a. Head: _____

- b. Heart: _____
- c. Hands: _____

Question 4:

If you were required to narrow the list of the activities that you as a leader regard as the most important contributor to your success down to only one single activity, what would it be?

Question 5:

Why do you think it is the most important?

Question 6:

Where would you categorise this most important contributor? Into the head, the heart or the hands category of the Head, Heart and Hands model (Goleman, Boyatzis & McKee, 2004)?

Question 7:

Is there anything else that you would like to bring to my attention regarding your success as an effective leader that has not already been discussed?

ANNEXURE C

Consistency matrix

Research Problem: This research will investigate how leaders categorise their actions in terms of the Head, Heart and Hands model (Goleman, et al., 2004) and to investigate which one of the three sections is perceived to be more important than the other two and why.					
Main Problem	Literature Review	Research Question	Source of Data	Type of Data	Analysis
To investigate which actions of leadership respondents regard as vital to be effective and to identify if any one section of the Head, Heart and Hands model is indicated by the respondents as more prevalent or important than another.	Blanchard, 2010; Boyatzis and McKee, 2005; Burson-Marsteller, 2001; Collins, 2001; Gardner, 1993; Gaines-Ross, 2003; George, 2003; Lencioni, 2000; Goleman, et al., 2002; 2004; Peters, 2003; Zohar and Marshall, 2004	Which actions do respondents identify as critical to their success as effective leaders?	Semi-structured interviews with respondents. Refer to Annexure A	Qualitative opinions and commentary	Themed Content Analysis (Burns, 2000).