

**Impediments faced by Female Leaders in Kenya in 2006-2016:
A Transformational Leadership Theory Perspective**

Dissertation

Submitted to International School of Management
in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF BUSINESS ADMINISTRATION

by

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Paris, France

October 2017

Declaration

Certificate of Authorship:

I hereby certify that I am the author of this dissertation and that any assistance I received in its preparation is fully acknowledged and fully disclosed. I have also cited any sources in the references from which I used data, ideas, theories, or words whether quoted directly or paraphrased. I further acknowledge that this dissertation was prepared by me specifically for this course.

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I hereby affirm that the attached dissertation is entirely my own, except where the words or ideas of other writers are specifically acknowledged according to accepted citation conventions. This assignment has not been submitted, either in whole or in part, for any other course granting activity at the International School of Management or any other institution. I have revised, edited and proofread this paper.

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Dissertation Abstract

This study examines specific impediments that faced women in leadership in Kenya from the period 2006-2016 and how these obstacles influenced their growth in a construct of transformational leadership theory. The research formulated hypotheses on perceptions of women working on teams, leadership, educational achievement, threats from ambitious females, lack of trust, acceptance of criticism and fear of failure. A questionnaire distributed to male and female professionals examined their viewpoints and identified beliefs and attitudes with respect to female professionals in the workplace. A further qualitative study with six members of a committee of experts provided depth to the quantitative findings and unearthed the major drivers of impediments.

The findings are that women faced the following obstacles: (1) lack of acceptance of criticism from both male and females; (2) threat of higher educational achievement by males; and (3) perception that fear of failure and low support will be provided by females when other females fail. The root causes that influence these findings are individual and socio-cultural factors with the most significant and far-reaching impact coming from the individual factor. These findings are significant. The study also points to possible solutions to overcome impediments to the professional development of females using multi-dimensional leadership development practices. These new behaviors will enable female leaders to develop into integrated and transformational leaders who will enhance the growth of Kenya as it builds its next generation of leaders.

This study provides a foundation for further research on how conditions have changed and are changing in Kenya today as women become more transformational and impactful in their spheres of leadership.

Dedications

I dedicate this doctoral research to my husband, George and to each of our daughters, Daniella and Gianna. That you may become the people God created you to become and in so doing transform your environments, personally and professionally while becoming integrated female leaders.

I also dedicate this research to my parents Mr. and Mrs. Kariithi, who sacrificed for me to have this educational opportunity from the start of my learning life and have been a beacon of light both personally and professionally.

Finally, I dedicate this research to my late grandfather James Njogu who planted the idea in me of pursuing a further education that would impact on multiple generations.

Acknowledgments

It is said that when you educate a woman, you educate a community. While that is true in my case, it is also true that my community enabled me attain this doctoral education. My community comprises many special and magnanimous people.

To begin with, I would like to acknowledge Professor Jack Hampton, my doctoral advisor and supervisor who has provided invaluable insight in a timely and enabling manner. He has set the bar on how advisors can be responsive and a pillar for doctoral candidates to get to the end. I also appreciate the International School of Management (ISM) community led by our Dean, Professor Caesar Baena and all the faculty of the mind-changing seminars I attended. I would also like to thank the administrative teams at ISM and I would like to single out the ISM Librarian, Judy Knight whose patience and wisdom has propelled me to the very end. To my ISM classmates and fellow doctoral students, especially Kimberly Reeve, I am grateful for all I learnt from you in class and beyond.

To the Strathmore Business School (SBS) community, led by our Dean, Dr. George Njenga and the management committee who graciously partially sponsored this doctorate and provided me with the opportunity to complete it. I appreciate the SBS team who were open to innovative ways of working and successfully launched the various women in leadership programs that were inspired by my doctoral interests and research. I would not have completed this research without the input of the survey participants. Further, I am deeply grateful for the deep insights I received from the six visionary leaders who formed my committee of experts. Without their candid and thoughtful responses and time for the interviews, this research would not have been possible.

To my travelling companions, Anne, Esther, Irene, Lena, Mercy, Mumbi, Salome, Sarah and many other friends to name but a few, you continued to encourage me with your words and actions cheering me to the very end of this labour of hard work.

To my parents and siblings: When they say the first school is the home, I believe so as I saw my first female leader in the form of my mother and the unwavering support she provided us to become who we are today by being an authentic leader. My father has always been my first teacher and subconsciously, I have followed his footsteps in the world of academia and corporate governance.

This work was deeply inspired by the children God has gifted my husband and I. Daniella (10) and Gianna (3), I deeply appreciate your inquisitive interest in my research, your magnanimous ability to persevere when I was studying for long hours and travelling for my seminars. For our children who have gone ahead of us and have provided divine support; I have felt your presence daily as I write each chapter of this dissertation.

And to the man beside me, my friend and husband George, who has cheered me on, looked forward to my completion of this doctorate and has supported me beyond any of my wildest dreams, shattering all myths and stereotypes of male's perceptions towards female advancement. Thank you for being my anchor, friend, loving advisor and challenger to become the best version of myself.

To God who breathed and continues to breathe life into us, that this work may be a manifestation of my raising myself to a higher divine purpose for the common good of many in
this generation and the next.

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Acronyms

IOD:	Institute of Directors
KIM:	Kenya Institute of Management
KNBS:	Kenya National Bureau of Statistics
SBS:	Strathmore Business School
NASA:	National Aeronautics and Space Administration
KIM:	Kenya Institute of Management
IOD-K:	Institute of Directors- Kenya
EEOC:	Equal Employment Opportunity Commission (EEOC)
WEF:	World Economic Forum
SDGs:	Sustainable Development Goals
LFP:	Labour Force Participation
USIU:	United States International University
CEDAW:	Convention in the Elimination of All Forms of Discriminations Against Women
S&P:	Standard & Poor

Chapter 1: Introduction

Contextual Background

The global debate on women began in the 1900s on International Women's Day (IWD). International Women's Day, now celebrated on March 8, is an annual day celebrating the social, economic, cultural and political achievements of women. The day also marks an urgent call to action for accelerating gender parity. Since then, the United Nations (UN) has organised four world conferences on women. These took place in 1975 in Mexico City, Copenhagen in 1980, Nairobi in 1985 and Beijing in 1995 which was followed by a series of five-year reviews. The first world conference on the status of women was convened in Mexico City to coincide with the International Women's Year. This year was dedicated to women to remind the international community that discrimination against women continued to be a persistent problem universally.

The Conference, along with the United Nations Decade for Women (1976-1985), accelerated the global efforts to promote the advancement of women by opening a worldwide dialogue on gender equality. A process was set in motion that would involve deliberate action towards disabling obstacles, accelerating progress and monitoring and implementation of progress made.

There were 145 member States gathered for a mid-term review at the World Conference of the United Nations Decade for Women in Copenhagen in 1980 with the aim to review progress in employment, health and education.

In 1985, The World Conference to Review and Appraise the Achievements of the UN Decade for Women took place in Nairobi. The aim was to establish concrete measures to overcome impediments that would detract the achievement of the decade's goals.

The Fourth World Conference on Women in Beijing was a significant milestone in the progress towards gender equality. The Beijing Declaration and the Platform for Action, adopted unanimously by 189 countries, was an agenda for women's empowerment and was the key global policy document on gender equality. It set strategic objectives and actions for the advancement of women and the achievement of gender equality in 12 critical areas: women and poverty; education and training of women; women and health; violence against women; women and armed conflict; women and the economy; women in power and decision-making; institutional mechanism for the advancement of women; human rights of women; women and the media; women and the environment and the girl-child. The Beijing conference built on political agreements reached at the three previous global conferences on women, and consolidated five decades of legal advances aimed at securing the equality of women with men in law and in practice.

In 2000, The UN General Assembly held a 23rd special session to conduct a five-year review of the implementation of the Beijing Platform for Action, and to determine future actions and initiatives. "Women 2000: Gender Equality, Development, and Peace for the Twenty-First Century", took place in New York, and resulted in a political declaration and key initiatives to implement the Beijing commitments.

In 2005, a 10-year review and appraisal of the Beijing Platform for Action was conducted as part of the 49th session of the Commission on the Status of Women. Delegates adopted a declaration emphasising that the full and effective implementation of the Beijing Declaration and Platform for Action was essential to achieving the internationally agreed development goals, including those contained in the Millennium Declaration.

In 2010, the 15-year review of the Beijing Platform for Action took place during the Commission's 54th session in 2010 where member States adopted a declaration that pledged to undertake further action to ensure the full and accelerated implementation of the Beijing Declaration and Platform for Action.

In mid-2013, the UN Economic and Social Council requested the Commission on the Status of Women to review and appraise implementation of the Platform for Action in 2015, in a session known as Beijing +20. To influence these deliberations, the Council also called on UN Member States to perform comprehensive national reviews, and encouraged regional commissions to undertake regional reviews. The effect of these conferences and other key milestones have accelerated the contribution and heightened the perception of women's contribution to the work place and business world.

In Kenya, the population census of 2009 indicated that females comprised 50.3% of the total population (KNBS, 2009). From an education standpoint, there is a higher female enrollment into pre-primary schools at 50.2%. However, at the point of secondary education, female students were fewer than male students by 6.4%. At the next point of tertiary education, the numbers of female students were generally lower by 5%. By the time women join the formal corporate sector at entry level, the ratio of men to women in lower cadres of management is 51:49. However, as the management levels rise, the women at the top are fewer than their male counterparts in similar positions.

Globally, from an education standpoint, over the last twenty years, women have been earning 30% of the MBA degrees awarded in the United States of America yet are at only 2% of Fortune 500 CEO's and 8% of top leadership positions (Blount, 2017) and (Lopez & Gonzalez-Barrera, 2014). For 25 years, the legal profession in USA has had more than 40% women

entrants however less than 20% are partners, judges and Fortune 500 general counsels. In Europe, 30% of managers are women but only 3% are Chief Executive Officers (European Commission, 2007).

From a board leadership perspective, generally, European countries are performing marginally better than the United States of America. In terms of board representation held by women, Norway leads the European and Nordic countries with 35.5 percent; Finland has 29.9 percent and France has 29.7 percent of board seats. Significant growth has occurred in England which in 2011, had women representing only 12.5 percent of board seats. However in 2014, the number stood at 22.8% which was almost double the original number of seats held by women. This growth has been fuelled by a range of factors including the use of quotas (Dahlerup, 2003) and regulatory mechanisms to increase the level of gender diversity in the top leadership organ of the organisation, the board. Norway, for instance was the first to introduce and make quotas compulsory. In the Standard & Poor (S&P) 500 companies in the USA, 19.2 percent of the board positions are held by women according to Catalyst (2014).

From a political leadership standpoint, more than 90% of surveyed Americans were willing to vote for a qualified female presidential candidate (Avolio, Walumbwa, & Weber, 2009) while only half think the country is ready to elect one. This statistic seemed to have started to shift in the USA as Hilary Clinton run a strong race against the other presidential nominees although she did not win the USA presidential election in 2016.

In 2017, Njihia (2017) stated in the Kenya Institute of Management (KIM) report that of the 51 publically listed companies, of 449 directors, only 12% were women directors. At the time, there was only 4 lady chairpersons out of 52 quoted companies. In the 98 state corporations with 1,091 directors, 20% were women directors while there were only 13 lady chairpersons out

of 98 boards. From 2012 women in board positions has grown from 12% to 21% in 2017 in Kenya. Furthermore, in the executive team level, women currently hold 25% of the positions. The state of board leadership diversity in the report by Institute of Directors Kenya (2014) showed a gradual increase with companies quoted in the Nairobi Securities Exchange having 18% female board representation while state owned enterprises continued to outperform the private sector with female representation at 26%. This is because of gender mainstreaming efforts in the public sector (Gupta, 2017). On the other hand, gender mainstreaming has also been challenged as it may not have addressed the deeper issues that impede women from becoming transformational leaders (Lee-Gosselin, Briere and Ann, 2013).

When women on boards are a minority, their positive effect is not as impactful as when they are at least 30%. Catalyst (2012) argued that until there are more than 3 women on a board, the impact of their diversity and contribution is not as effective as it should be. As women are already a minority, recruiting them for boards is perceived as riskier, with greater scrutiny of their qualifications and competencies. Recruiting standards may therefore be stricter even though women's competencies and skills are equivalent to those of their men counterparts. Hiring and recruitment processes are also fairly rigorous at senior level and rely on formal and informal networks which women may not be part of.

In Kenya, as in many other parts of the world, the number of women in the labour force participation is much higher than that of their male counterparts (KNBS, 2009). Paradoxically, as leadership roles in Kenyan organisations are assessed, there are fewer women in leadership than men. This means that the growth of competent professional women into senior and board leadership roles is still affected by a multiplicity of influencers. Eagly and Carli (2007) described this multiple factors as the labyrinth of leadership where women were blocked by invisible walls

that prevented their growth. Unearthing what accounts for this trend is the central aim of this research. The findings of this study will enable women gain a deeper appreciation of the influencers and enable effective action to be taken to level the playing field from a leadership perspective and reap the benefits of qualified diversity in corporate Kenya.

Problem Statement

In this study, the term ‘women in leadership’ refers to women in senior management and director positions in the private sector in Kenya. According to Catalyst (2012), an executive officer is defined as one who is appointed and elected by the board of directors and includes the chief executive officer and up to two reporting levels below. In addition, the Equal Employment Opportunity Commission (EEOC) also defines top corporate jobs to include executive and senior level officers as well as managers. This is the definition that will be applied in this study to define the woman in leadership.

Specifically, this woman in leadership will be the woman who is working in corporate Kenya. The leadership level that will be referred to as female leaders will be composed of leaders at board level, executive director level and senior manager level.

Previous research such as that done by Dalton and Dalton (2010) focused on few factors and strategies that can increase board leadership and presence of women in the executive. Ryan, Haslam, Hersby, and Bongiorno (2011) cited the issues around identity and role stereotypes.

Groysberg (2008) focused on how star women build portable skills globally.

Only a small percentage of women advance to senior management positions in public and private sectors. For decades, researchers have sought to understand why women holding senior

leadership positions is a rare occurrence and why many fail to grow and excel in that role and beyond.

In terms of global progress, research conducted by the World Economic Forum (WEF) to assess the gender parity gap showed that in terms of significant progress in closing the gap, Sweden, Norway, Finland, Iceland and New Zealand were making the most progress and were in the top percentile in the overall rankings. Notable, and perhaps surprising absences in the top ten rankings were the USA, United Kingdom and Australia. According to the WEF report, globally, no country has attained full gender parity. It also analysed the status of women in management and revealed that although women were reported to be employed for wages in similar numbers to men worldwide, the number of women holding managerial positions was found to be much lower. Women were viewed to be progressing but in a slow and inconsistent manner due to several barriers to their growth. This study will investigate what impediments result in women making this uneven progress.

According to Begum, Jan and Khan (2013), most developing countries are patriarchal in nature and this order of society was originally viewed to have been designed to keep women in a subordinate place. However, as asserted in the Sustainable Development Goals (SDGs), both male and female members of society have a unique and equitable contribution to perform fully and form strong societal pillars. The SDGs further assert that as far as women capabilities are concerned, they are not less than those of men. From historical ages, women have been participating fully in social economic life with men but have attained a low labor force participation (LFP) as their work tends to be understated, supportive, behind the scenes and aimed at enabling others to perform their work. In addition, their input has not received a similar and objective assessment as work done by men has received. Their contribution remained

invisible as most of this work is in the unorganised and informal sector. Diehl (2014) argued that housework continued to be the full responsibility of the woman. As a result, this sector encompasses domestic and private work domains which have not been measured fully to determine women's invaluable contribution. As a result, women have been left far behind.

Some studies done in South Africa revealed that despite a slow increase of women in senior positions, they still lag behind their male counterparts in terms of representation in management and CEO positions. In Rwanda which has the highest female parliamentary representation in Africa, Ryan et al., (2005), noted that despite their high representation in government and public sector participation, women continued to experience difficulties in influencing policy and having impactful power in this previously male dominated environment due to the glass cliff phenomenon (Ryan & Haslam, 2005). These difficulties are indicators to the complex realities of women's work in a traditionally male-oriented work place.

Transformational Leadership Theory

From the start of leadership theories, most scholars focused on the leader and hardly focused on the followers. Yet, without followers, leadership is null and void. In addition, neither did many theories focus on the long term impact of the leader's style on both the leader and follower. The origins of transformational leadership theory were from the socio-political writings of Burns (1978). His focus through the transformational leadership theory was for the leaders to evaluate who they were and what they did as this combination is what impacted on followers and the organisation being led. The theory thus focused on the personal and behavioral attributes of the leader and on how the leader led others. The unique perspective that the transformational leadership theory introduced into the leadership arena, was the fact that leaders who used the transformational theory were leading others to a previously unknown future mission-based goal.

By its very nature, transformational leadership was meant to transform both the leader and followers with respect to a higher purpose or mission.

Judge and Piccolo (2004) in their study examined aspects of transformational, transactional and laissez-faire leadership styles with the intention of determining the validity of the various leadership styles. The research showed that transformational leadership appeared to be the most valid in terms of influencing on the behavior of the followers as well as the leader.

Over the last two decades, the difference between the transformational and transactional leadership has been highlighted in numerous studies. The study done by Conger and Kanungo, (1998) highlighted further the fact that the difference between the two leadership styles is mainly based on the fact that transformational leadership focuses on a short, medium and long term range for decision making while transactional leadership only takes into account a short term perspective. Leaders who use transformational style of leadership tend to offer a purpose and rely on motivating the intrinsic needs of themselves and their followers. Managers who apply transactional leadership, on the other hand, tend to focus on external forms of motivation, also known as the 'carrot and stick' mode of reward and punishment. Their main points of motivation originate from extrinsic needs of both themselves and their followers. As the word suggests, the transactional leaders tend to lead their teams to give them what they want in exchange for rewards that are in tune with what the followers want (Kuhnert & Lewis, 1987). Burns (1978) then argued that more managers applied the transactional leadership style as it gave visible, short terms results as compared to those who applied the transformational leadership style.

Bass (1990) developed the Burns (1978) theory of transformational leadership further by modifying it to demonstrate that transformational leadership and transactional leadership were not diametrically opposed to each other on a scale of leadership. He also proposed that the best

leaders applied both transactional leadership to a lesser degree and applied transformational leadership to a higher degree. This concept is attune to the situational leadership theory with a transformative impact.

The other key milestone that Bass (1999) achieved was to demonstrate the leadership behaviors that directly impacted on transformational leadership. Further studies have been done that suggest that there are four dimensions of transformational leadership while transactional leadership has three dimensions. The four dimensions of transformational leadership are idealised influence, inspirational motivation, intellectual stimulation and individualised consideration.

Idealised influence refers to the leader's behavior that inspires the followers and causes them to admire and want to intrinsically follow their leader. This ability is transformational when it is viewed to be authentic (Khan, 2010). In other studies, researchers have called this charisma, which is partly inborn and partly nurtured. Leaders who demonstrate idealised influence have deep convictions which they display with passion and purpose. They also have a way of communicating to their followers on a deeper emotional and spiritual level that enables the followers connect with their convictions and purpose.

Inspirational motivation is the extent to which leaders can visualise and articulate the mission that their followers can connect with and intrinsically want to achieve. The leaders who have intrinsic motivation, first have it for themselves and when applied to their leaders, they awaken their followers' intrinsic motivations to move forward and deliver on the work at hand for multiple reasons. These leaders raise the standards of their followers and are not satisfied with the status quo. They lead their followers towards the proverbial 'promised land' by communicating with optimism and providing them with a picture of the meaning of attaining the

goal. These leaders appreciate the concept of meaningful work as argued by Arnold, Turner, Barling, Kelloway and Mckee (2007) who linked meaningful work to the psychological impact on employees and drew a positive correlation that those who viewed the tasks as meaningful achieved more with a higher state of wellbeing. In their study they connected transformational leadership to meaningful work and proposed that those who saw and applied this connection had higher chances of psychological wellbeing.

The third dimension is known as intellectual stimulation and refers to the extent to which leaders seek the third alternative by challenging norms and the status quo by suggesting multiple ways of solving problems which include taking risks and being open to followers' ideas and proposals to solve the problems at hand and chart a new course. Leaders who apply this third dimension tend to ensure that their followers are mentally challenged to develop new solutions and as a result achieve a highly creative working environment which is open to innovations and problem solving.

The final dimension is known as individualised consideration which refers to the extent to which followers are tuned into the needs of their followers and continuously seek to enable their followers attain their goals. These needs tend to occupy a long range based on the degree of homogeneity of the followers. Leaders who apply this dimension tend to apply the coaching leadership style and active listening as well as empathy to connect with their followers challenges while enabling them find a solution that works for them individually as well as a collectively in the team.

In this regard, most studies have been based on a global arena and context and have not attempted to determine which factors have an impact on the growth of women in leadership and what form of impact have they had, that is, have they faced impediments or catalysts in the

process of becoming transformational leaders in Kenya with respect to integrated growth as outlined by the four dimensional leadership formula the researcher has developed known as G=RH4.

This leadership growth formula seeks to enable leaders determine what holistic integrated growth is and make intentional decisions to achieve this. To this end the formula is described as follows:

$G = RH4$ where G refers to integrated leadership growth.

R refers to the ability to raise different dimensions of one's leadership in a transformative way.

H4 refers to four aspects that are raised to lead with impact, transform and serve others.

The first H refers to raising the Heart. This entails growth of character and habits of excellence which is also called developing the character quotient. These includes the ability to know oneself and master oneself with virtues such as courage, hope, authenticity, humility and patience. It also includes emotional, relational and social intelligence.

The second H refers to raising the Head. This entails raising one's mind and intellectual abilities to enable one solve the leadership challenge or sharpen their leadership ability. Raising the head means applying one's effort to gain knowledge which the leader then converts into actions. When actions are repeated consistently they form habits that become the leader's character. The raising of the head thus moves the leader from knowing to doing to becoming the person she was created to be.

The third H refers to raising the Hand. This entails, contributing one's talents, knowledge, time and resources for others. It also includes raising the hand to query and understand fully the knowledge at hand. It includes looking for a mentor and allowing the mentor

to enlighten the area of interest. Raising the hand is two-fold, it is enabling oneself to lead at the table, accessing leadership opportunities without fear but also enabling others who do not have a similar opportunity to be mentored and exposed to these opportunities. Raising the hand enables accountability and responsibility, not only for oneself but also for the others who one works with and leads.

The fourth H is raising the heart, head and hand, for a higher purpose that is, raising the heart, head and hand for a purpose that is greater than one's individual existence. It means that the leader seeks their purpose and calling in life so as to serve from a mission-centric perspective and achieve transformational leadership through all the dimensions of life.

A broad review of literature has demonstrated that there are seven key factors that have an impact on the growth of women in leadership and can result in being a catalyst or impediment.

These are individual factors which refer to personal attributes about the leader. Secondly, are family factors which refer to the family of origin and the family she has created which may include a husband and children. Thirdly, are social-cultural factors which relate to the culture and norms of the society that the leader originates from as well as the society in which she is operating in. The organisational structure forms the fourth category of factors that is based on the company she works in, the team she leads, the policies, practices and culture of leadership as well as the sector the organisational is based in. Attitudinal factors relate to the stereotype effects, biases, unconscious or otherwise that the leader faces during her past and current leadership role. Scientific factors relate to the biological differences between the manner in which the female and male brain works and the presence of different hormones which influence how each male and female gender leads. Global factors relate to the rapid change due to

globalisation and transfer of leadership and work practices beyond borders. Global factors also include the presence and rapid development of technology as an enabler or disabler of effective work practices. These 7 factors have a direct and indirect impact on the growth of a woman in leadership as she aims to become a transformational leader and how she can grow to overcome these factors based on G=RH4 four dimensional leadership formula.

The case of Kenya's corporate scene is unique as has been demonstrated by the innovations that have had a global effect such as *M-Pesa*, a mobile money payment system that has been a trailblazer globally from indigenous roots in Kenya. *M-Pesa* is a product of Safaricom, the largest mobile operator in Kenya and in the leadership team, women have led 60% of their revenue business. The case of banking with dignity as seen by Equity Bank is another innovative, ground breaking banking model that has been acclaimed the world over. 60% of the Equity Bank employees are women and significant business growth has been achieved due to the leadership of a key director at the helm.

In addition, in 2010, Kenya approved a new constitution. The Constitution of Kenya is the absolute and highest law of the Republic of Kenya which replaced the original constitution of 1963 which was approved during the independence of Kenya. This new constitution, has many advantages with respect to female leadership. It aims to devolve and decentralise power across the country and at the same time, raise the gender contribution in parliament and across the 47 counties of devolved power.

Therefore, the aim of this study is to uncover the impediments faced by female leaders in the unique contextual Kenyan environment as they seek to become transformational leaders.

Research Questions and Contribution

The general research question for this study focusses on the impediments faced by women in leadership as they seek to apply transformational leadership theory in Corporate Kenya. Specifically, in order to undertake this research, the general research question and sub-questions are:

Central Research Question:

What were the impediments faced by women in leaders in Kenya as they seek to become transformational leaders during 2006-2016?

To address this research question it is necessary to determine the following:

- i. **Questions to answer RQ1:** What were the impediments faced by female leaders in Kenya seeking to become transformational leaders during 2006-2016?
- ii. **Questions to answer RQ2:** What factors were perceived to influence and drive these impediments?
- iii. **Questions to answer RQ3:** Which of these factors are perceived to have the most significant and far-reaching impact on the impediments?
- iv. **Questions to answer RQ4:** What potential strategies can be applied by female leaders to overcome these barriers and convert them into catalysts to become transformational leaders?

Research Objectives

There is a scarcity of research addressing gender issues in management within developing countries where the context is different. Rudman and Glick (2001) argued in their study of

Argentinian women managers, that it is critical to explore how far western perspectives are applicable in emerging economies. Countries such as Kenya have key differences in the social-cultural framework and the varying pace of development between these environments. This study aims to provide an in-depth description and understanding of the gender related impediments and their impact based on the transformational leadership theory and its connection, if any, to the four dimensional leadership growth of women leaders in Kenya.

This dissertation research study sought to understand the barriers that female leaders face when becoming transformational leaders in Kenya and as a result fail to have an increased impact and influence in the leadership environment. This research seeks to respond to the question why with a gradual increase in women in leadership is the impact not as high as expected. It also seeks to uncover the root cause behind the barriers that female leaders experience in the Kenyan organisational environment as they seek to become transformational leaders who will have a positive far reaching impact in the leadership context.

This research was conducted using the quantitative and multi-case qualitative research (Yin, 2014) methodologies. The first phase entailed a quantitative study of 100 senior male and female managers which sought to discover the perception of female managers across seven themes that demonstrate the application of transformational leadership. The 100 senior male and female leaders were selected using a purposive sample which was drawn from a range of managers who had enrolled into executive education programs and learnt transformational leadership and management from Strathmore Business School in Kenya. The second phase was a qualitative phase which entailed semi structured interviews of six members of a committee of experts.

Each interview lasted 75-90 minutes long and was conducted in person with the researcher documenting all the interview findings in writing. The interviews were based on the data attained from the first phase and the initial quantitative themes and responses. The interviews were structured using the logic of replication for multiple case studies whereby the researcher replicated the order of the semi-structured interview with the intention of achieving an in-depth analysis and exploratory insights on the root causes and potential solutions to the impediments faced by female leaders in Kenya.

The data was then reviewed against literature as well as with evolving thematic areas. The aspect of research credibility and dependability was accounted for by applying several strategies such as source and method triangulation as well as the multiple sources of primary data.

A review of the literature review was conducted to develop a conceptual and theoretical framework for the design and analysis of this research. The use of process analysis enabled the key themes from the data findings to be identified. A further comparison with the literature was done and interpretations and conclusions were drawn for both leadership development and future research.

The intent of this study was that it would make a contribution to the understanding of female leaders in the Kenyan context. This can be viewed from the perspective of the impediments they face when becoming transformational leaders. It is the hope of the researcher that these findings will be of value to the female leaders, their families and the society at large in enabling female leaders become transformational leaders, not only in their workplace context, but also in the context of their families and communities as they aim to be integrated leaders and overcome the impediments and biases cited in this research. It is also hoped that more broadly,

organisations who are keen to develop a future pipeline of female leaders and enable them reach board level positions, will carefully consider the impediments and potential solutions that have been drawn from the findings in this research and embed the solutions in their strategies, structures and organisational culture.

The main research objective is to understand the impediments that impact on women in leadership in corporate Kenya when they apply transformational leadership. In an attempt to find solutions to overcome these impediments and through the qualitative phase of this study, the researcher has proceeded to link the application of transformational leadership theory with integrated growth by developing a four dimensional leadership formula known as G=RH4. 'G' refers to growth to become a transformational leader while 'R' refers to the ability to raise and develop several 'Hs'. This means to raise and develop the heart, the head, raise the hand and raise oneself for a higher purpose to achieve one's highest potential.

This research will be critical as there is little research in Kenya about the extent to which female economic, managerial and leadership progress in the workplace is being achieved with a long term goal of attaining transformational leadership and the integrated growth of women in leadership. This study contributes to the developing body of knowledge on the growth of women leaders in Kenya and will attempt to unveil the range of impediments and driving factors, as well as their impact, whether positive or negative, on the leadership advancement of women as they become transformational leaders. It will create a deeper understanding on how organisations and their stakeholders can make deliberate sustainable progress in society by enabling and enculturating transformational leadership. This study is aimed at enabling companies in corporate Kenya identify their institutional and structural barriers and accelerate the catalysts to enable transformational leadership and four dimensional leadership growth in women executives.

This study also aims at enabling educational providers such as Strathmore Business School (SBS), United States University of Africa (USIU), Kenya Institute of Management (KIM), Institute of Directors (IOD), Stanford Seed Program, Harvard Business School Executive Programs and Women on Boards in Kenya, adopt a more practical, pragmatic and positive perspective to leadership development for women which will have a more sustainable and long term impact. It will also improve the impact of other leadership growth interventions such as leadership development, executive coaching and mentoring, and determine ways of applying the four dimensional growth of women in leadership as a link to enabling transformational leadership.

Due to the evolving legal and constitutional framework, numerous organisations are currently trying to retain their female employees in response to regulations that call for equal treatment and gender parity. Therefore, this study will reduce the impact of experiencing talent attrition from high potential women who are in the pipeline for senior leadership opportunities. This in turn will increase the pool of women who are eligible, ready and effective performers for top board and senior executive positions and who will have a transformational impact on themselves, their teams, their organisations, their families and the society at large.

Summary of Chapter

This mixed method study seeks to answer the research question: What were the impediments faced by women in leaders in Kenya as they seek to become transformational leaders during 2006-2016? It will apply both the quantitative and qualitative methodologies in order to explore the underlying factors that cause the impediments and block female leaders from becoming transformational leaders.

Chapter 2: Literature review

Various studies have been conducted to determine what prevents women from attaining and excelling in executive-level leadership positions. Koenig, Eagly, Mitchell and Ristikari, (2011) argued that leadership was viewed primarily as a masculine role and as such this framed women as being incapable of leading on the basic premise that they were not men. This was because the parameters used to assess them were masculine in perspective and practice. They also noted that women may not be aspiring to these roles because they are not aware that leadership positions are currently open to them. Furthermore, female executives may be discouraged by superiors as well as family members from pursuing these roles. These high potential women may not be viewed to be high potential as they were omitted from the talent pool when succession plans are made.

In this chapter, a brief review of theoretical literature as well as the conceptual framework of the perceived barriers to women career progression in the form of reviewing the seven thematic areas will be done. These seven thematic areas are: individual, family, social- cultural beliefs, organisational structures, technological advances, attitudinal and globalisation will be assessed in light of their impact as impediments and catalysts to women in leadership as they become transformational leaders in Kenya. This will be done with a view to highlighting the research gap in the area of female leaders becoming transformational leaders in Kenya and the impediments they face driven by factors that impede or catalyse their holistic and positively impactful growth.

Outdated and persistent factors have been linked to blocking the proactive growth of women into leadership. As a result, the growth of women in leadership has been an area of interest, bias and research the world over. Kollwe (2015) demonstrated that women do not have

equal pay opportunities. This shows that women constantly perceive that they are underpaid for similar roles and facts show that they are to a large extent. However, further research shows that women have low representation in leadership positions partially due to stereotypes that have been accepted as factual by women (Heilman & Eagly, 2008), as well as resulting expectations and practices. There are several key factors that have been described in previous global research which have had an impact, adverse or otherwise on the growth of women in leadership and their ability to be transformational leaders. Each of these factors and key research findings is elaborated on below.

The Factors Driving Impediments

Individual Factors

The individual attributes and traits including her leadership style, educational level, leadership experiences, level of self-awareness, self-acceptance, self-efficacy and self- mastery as well as her attitude towards leadership. These aspects all amount to individual factors. Individual factors of female leader highlight a lack of fit between the traditionally known and accepted leadership behaviours of being authoritative, masculine and dominant which are directly opposed to the feminine traits of being accommodating, nurturing and assertive (Moran,1992).

Curiously, when women are assessed as a group the attitudes are assessed as being mostly positive. By contrast when the assessment is done of a lone female leader who is excelling in a predominantly male role is done, it results in a negative assessment and a resulting penalty for success achieved by the female leader (Pieta & Dijkema, 2013). This negative assessment has been attributed to the conflict between competency and likeability and is deemed to be a key drawback for many women leaders who then suffer the double bind of either being

competent and unlikeable or likeable and incompetent (Rudman & Glick, 2001). The two key leadership qualities of being task oriented as opposed to people oriented are at cross purposes when it comes to the performance assessment of female leaders.

This important matter of individual identity and the answer to that question: ‘Who am I?’ is a critical question in leadership which leaders, both female and male tend to avoid or are unable to answer it with authenticity.

Other individual factors include the convergence of their biological and professional clocks which seem to be at odds with each other. This results in talented young women leaving the workplace due to the conflict between the fast growing trajectories of motherhood roles which occur when the trajectory of their professional career is growing.

This has led to high attrition rates and a talent challenge as cited by Hewlett (2007). The conflict between advancing their families or careers is a significant influencer of leadership growth. These findings are convergent with significant situation of women in Kenya. However, to reduce this talent attrition, some organisations such as Safaricom, KPMG and Deloitte are developing policies and benefits to enable working mothers retain their jobs and productivity while nurturing their young families. These have impacted on the performance of women for instance in Safaricom (Muli, 2013).

Scientific Factors

The brain and the hormonal effect on leadership and decision making make up the scientific impact on impediments. This is seen through the female fear experienced due to their genetic and biological nature. The biological nature is a basis for differences between the sexes and has become increasingly clear in recent years. The ‘nature–nurture’ debate has made way for the view that the individual is a product of the interaction between genes and environment. For

the world of leadership this means that instead of arguing about them, leaders should acknowledge the differences between female and male leadership and turn the differences to an advantage with respect to the effectiveness of transformational leadership. Men and women working together have a wider range of alternative strategies at their disposal than either acting alone, creating a case for mixed teams with transformational impact.

Survival of any species depends on their ability to respond in a manner that enables self-preservation. Cannon (1932) stated that the human response to unhealthy stress was known as flight- or- fight. Taylor (2006) proposed that the human female responses to this unhealthy stress or danger was not similar to the fight-or- flight and was likened to a pattern they called tend-and-befriend. Their research argued that due to parental effect and socio-cultural experiences, females had selectively evolved to respond to stress in a manner that optimized the survival of self and their offspring. The research went on to demonstrate that females responded to stress by nurturing their offspring, exhibiting behaviours that protected them from hard effects and reducing any neuroendocrine responses that may harm the health of their offspring. The females also proceeded to befriend by creating and affiliating with social groups with the intention of reducing their risk exposure and exchanging resources and responsibilities.

Ultimately, their research showed that women create, maintain and utilise these social groups, particularly with other women, to manage stressful conditions and by doing so, they reduce and regulate the sympathetic and hypothalamic-pituitary- adrenocortical (HPA) responses to stress. The researchers maintained that previous research was unduly based on male studies. This finding of the maternal and affiliative patterns of women which may be based partially on the hormonal effect of hormones such as oxytocin, estrogen and other neuroendocrine effects demonstrates how female leaders then proceed to lead with a higher emphasis on relational

tendencies. Essentially, this means that male and female brain structures are very similar, but their reaction patterns are radically different, especially in the limbic system or the archaic brain responsible for survival. This also influences how female leaders respond to high stress conditions which are likely to occur as they become transformational leaders.

Family Factors

Family factors refer to the impact of the woman's family of origin and the family of creation and the responsibilities and obligations that come with the role of being daughter, wife, mother, aunty, daughter in law and cousin. Africans by their nature tend to be communal and the above roles merge into each other for women. Family influencers have also had a significant impact, for example, African American women are likely to bear the challenge of being the primary caregiver of elderly and sickly extended family members as cited by Hewlett and Luce (2005). These findings are convergent with the current and historic situation of women in leadership in Kenya.

Albeit men shouldering more financial obligations and to some extent (compared to the previous century), slightly more domestic responsibilities in the urban setting of main towns this is not the case in the rural setup. This view deviates from the African setting, as women continue to have the lion's share of domestic and family responsibilities in both the urban and rural settings in Africa and specifically, Kenya. From child-bearing to child-rearing, women have been described to be working throughout: from the workstation and in the home-front and as such the colloquial term, *night shift* was coined.

Several surveys have been conducted on the loss of female talent in the leadership pipeline. The impact of their husbands was due to lack of support in childcare and domestic duties as well as the spoken or silent expectation that their wives should be the ones to step back

from developing their careers. This lack or presence of spousal support (Heikkinen, Lämsä, & Hiillos, 2014) has its impact on the women's careers. This view is convergent with the local scenarios.

In the African society, there is a belief that a good mother must give less effort and priority to work demands. She is therefore seen as less committed mother if she is more committed to work than family. This biased belief is likely to create barriers to women's advancement in the workplace. These barriers make women lack opportunities to present their ideas, therefore reducing their influence over group decisions. In contrast to the societal judgment made towards mothers, employed fathers are regarded as better parents and more professionally competent. This notion includes the bias that mothers must do more than fathers to be labeled as responsible and able parents and as a result mothers are held to higher standards of responsibilities than fathers. The study is supported by social role theory that guides judgment of mothers and fathers where full-time employed mothers are judged as violating the norms of caretaker role but employed fathers embody the provider role.

Therefore, motherhood is perceived to have a detrimental effect on women's career progression. To a large extent, this view is consistent with the current situation in corporate Kenya. Colloquial terms such as *motherhood penalty* have been coined to describe the above situation while for men it is called the *fatherhood bonus*. This view is paradoxical as women in leadership who are single and are not mothers are seen to experience deep anxiety (Hewlett, Luce & West, 2005) and this in turn has an adverse impact on their leadership style. In addition, achieving women in leadership who are divorced or separated carry a stigma and are viewed in a negative light.

Social- Cultural Factors

Social cultural factors have continued to enforce unjustified biases and stereotypes (Ridgeway & Correl, 2004). The theory on cognitive biases, uncovered the effect of other cognitive biases which means that people are more likely to notice and recall information that confirms their prior stereotypes than information that contradicts it. As such, dissonant data is filtered out. A common example of this socio-cultural bias in the workplace is seen when a single female professional gets married and begins a family. Employers will usually assume that she will now give her family responsibilities more priority than the job at hand. As a result, they will remember the times she left early or worked from home due to a critical family commitment as opposed to recalling the times she worked longer hours than usual and exceeded the work expectation. This view is convergent with work-place practices in Kenya.

Hewlett et al., (2005) further argue that this vicious cycle continues when female attrition reinforces the belief that they have lesser commitment to their careers resulting in deeper gender inequalities. This results into what a term that was coined called the “double bind dilemma” where women seemingly face a lose-lose situation.

In addition to this is the cultural context based on where the woman manager originates from. Some cultural patterns underpin the fact that women should only be seen in the kitchen, nurturing the home. Other cultural norms suggest that women should not be heard, only seen. These norms have an adverse impact on the growth potential of women leaders from the societal sphere to the leadership sphere.

In 2007, Kenya held its cyclical elections held after every five years. Tragically, due to several anomalies in the electoral process, the country went into an unprecedented post-election crisis. This crisis was characterised by polarised Kenyan communities on ethnic lines. This crisis,

the first of its kind after independence, had an adverse impact on women who bore the brunt of the violence against women and children. In addition to this, some organisations, in a bid to respond proactively after the crisis, restructured their leadership roles to ensure alignment on ethnic lines. This has had a mixed impact on the female ability to become transformational leaders presenting challenges and opportunities depending on the ethnic origin and organisational culture.

The Constitution of the Republic of Kenya which was promulgated on 27 August 2010 after a national referendum has had a radically positive effect on women by ensuring prohibition of various forms of discrimination. These forms of discrimination include violence against women and any customary laws that perpetuate such acts and customs that degrade and dehumanize women and children who are considered in several communities as the minority groups. An audit conducted by African Woman and Child Feature Service (2010) to assess the impact of the new Constitution on female leadership. This evaluation was conducted based on recognised global standards for women and human rights as articulated in the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Beijing Platform for Action (1995) and African Protocol on Human and People's rights on the rights of Women (Maputo Protocol). The audit found that the Kenyan Constitution is significantly impactful in protecting women's rights and elevating the female contribution in Kenya. It has also provided an avenue to enable women to be represented in leadership roles.

Article 3 of the Constitution states that:

Any attempt to establish a government otherwise than in compliance with this constitution is unlawful.

This means the women in Kenya can challenge the legality of any government organisation that does not observe the one-third representation of women.

Article 27 was written to ensure that any forms of discrimination on the basis of gender were explicitly prohibited. It states that:

(3) Women and men have the right to equal treatment including the right to equal opportunities in political, economic, cultural and social spheres.

(4) The State shall not discriminate directly or indirectly against any person on any ground, including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth.

(8) In addition to measures contemplated in a previous clause (6), the State shall take legislative and other measures to implement the principle that not more than two thirds of the members of elective or appointive bodies shall be of the same gender.

Therefore, due to the above, the spirit of the law is deemed to enable and enhance female representation in leadership in the proposed constitution as stated above.

Another aspect that was steeped in socio-cultural norms and was a contentious issue was the ability for women to be legitimate citizens. In the past, Kenyan women were seen to be second class citizens as only men could pass on citizenship to their foreign wives and children.

However, a female Kenyan could not pass on citizenship to her foreign husband and children.

Article 14 states that:

A person is citizen by birth if on the day of the person's birth, whether or not the person is born in Kenya, either the mother or father of the person is a citizen.

Article 15 goes ahead to state that:

A person who has been married to a citizen for a period of at least seven years is entitled on application to be registered as a citizen.

In 2012, Kenya had another landmark election with the new Constitution in place and due to this, the political powers were to be devolved and decentralised to 47 newly formed counties. This also created an external demand for female leaders in the public sector which in turn had a ripple effect on private sector boards seeking for gender parity. Article 81 of the Constitution of Kenya states that:

The electoral system shall comply with the following principles:

(b) Not more than two-thirds of the members of the elective public bodies shall be of the same gender;

Article 91 states that:

(1) Every political party shall-

(f) respect and promote human rights and fundamental freedoms, and gender equality and equity

(2) A political party shall not-

(a) be founded on a religious, linguistic, racial, ethnic, gender or regional basis or seek to engage in advocacy of hatred on any such basis;

As a result of the above articles, the process of devolution began heightening the effect and impact of female leaders and highlighting their level of preparedness for leadership positions. This was further emphasised by Article 97:

(1) The National Assembly consists of-

(b) 47 women elected by the registered voters of the counties, each county constituting a single member constituency;

Article 98 stipulates that the Senate consists of-

(b) Sixteen women members who shall be nominated by political parties according to their proportion of members of the Senate elected under clause (a)

Article 100 states that:

Parliament shall enact legislation to promote the representation in Parliament of-

- (a) Women
- (b) Persons with disabilities

The newly promulgated Constitution, coupled with a new national cabinet which had 30% female cabinet secretaries was another key milestone in female leadership in Kenya. These six female cabinet secretaries were responsible for some of the most critical cabinets such as Devolution, Defense, Foreign Affairs, Environment, Water and Natural Resource, Land, Housing and Urban Development and Commerce, Tourism and East Africa Region. Together with other roles that female leaders were taking, progress towards levelling the playing ground had begun despite the challenges they continued to face.

Despite all the progress made legislatively and in various subsequent regulatory frameworks, the impact of the socio-cultural norms is still heavily prevalent in impeding women from progressing forward.

Some regional cultures have been outliers in that due to the Mau Mau fight for independence, many male leaders from Central Kenya were occupied in the war and tragically lost their lives. This made their wives the key breadwinners and only parent in many families. The resultant effect is that in Central Kenya, families tend to be heavily matriarchal with women wielding powerful influence over the families and societies. Further research by Parker (2009) demonstrates that the Kikuyu from Central Kenya originally had a matrilineal society in which

lineage, identity and inheritance was derived from the mother's line and not from the father's line as was the case in many ethnic groups in Kenya. In addition, Kikuyu women played a prominent role in governance. Matrilineal societies were most commonly found among farmers, whereas patrilineal societies dominated by male lines were mainly found among pastoralists.

The strongest evidence of matrilineality among the early Kikuyu is the traditional belief that they are the descendants of Mumbi (Muumbi) who took a husband, Gikuyu, and produced nine daughters (Wanjiru, Wambui, Njeri, Wanjiku, Nyambura, Wairimu, Waithira, Wangari and Wangui). Ngai (the *Maa* term for God) provided nine men as husbands for each of the nine daughters, but their father Gikuyu stipulated that they could only marry if they agreed to live under a matriarchal system. This meant that women were the ones to take husbands and not the men who took the wives as was traditionally the case. This supports the view — which can be based on many minor customs even in Kikuyu life today — that the tribe was, originally, matrilineal.

The strongest evidence of sustained matrilineal custom was in certain marriage arrangements. Leakey states in the interview with Parker (2009):

In the Kikuyu custom a female was never forced to marry against her will, and every opportunity was given to girls to proactively determine their marriages by love rather than by design from the community. Those who failed to do so had two alternatives. They could become the second or third or later wives of men who had already a first or senior wife, or they could contract a matrilineal marriage, live at home, and bear children who would become members of their mother's clan and family. No stigma was attached to such a woman bearing children out of wedlock. However, if the father of a woman who had opted for a matrilineal marriage was wealthy and had serfs (*ndungata*) attached

to his household, and his daughter was agreeable, he could arrange for a serf to “marry” her without making the normal marriage payments. This man would then be available to beget children and take on all ceremonial marriage responsibilities. However, any children would take their names from the mother’s family, belong to their mother’s clan and live in the homestead of their mother’s father.

However, subsequently in Kikuyu history, the tribe switched from being a matrilineal society to becoming a patrilineal society. Identity of an individual was then determined by the father’s line, as was inheritance and governance and it is unclear when this change occurred. The neighbouring Akamba, who are linguistically close to the Kikuyu, went through a similar transformation. Popular folklore (Parker, 2009) provides unsubstantiated evidence that it may have been caused by their partial adoption of pastoralism, for while the two communities were primarily cultivating farmers, they both kept considerable numbers of cattle, sheep and goats and were thus partially pastoral. As already referred to earlier, pastoralism and patriarchy go together and perhaps bringing livestock into their cultures initiated the change.

Attitudinal factors

Attitudinal factors are mainly based on gender stereotypes. When the female leader role is traditionally perceived to be a male role, she is deemed inconsistent with an effective leader’s attributes and negative preconceptions occur. The team culture in many organisational settings is averse to women exercising extensive authority that involves the power to make decisions (Eagly & Karau, 2002). Conventional assumptions about the gender differences between men and women have been used as a fact rather than opinion. This has impeded women from taking leadership opportunities proactively and positively (Heilman, Wallen, Fuchs & Tamkins, 2004). The traditional leadership model was based on men due to the historical context whereby

leadership was seen in the art of war and naturally was viewed from masculine perspectives. Masculine traits included assertiveness, decisiveness and strategic thinking, have been and continue to be associated with good leadership.

On the other hand, feminine leaders have been viewed as sensitive, thoughtful, empathetic, approachable, autonomous, participative, fostering growth and development. Feminine leadership styles provide qualities such as being collaborative, inclusive, democratic and participative. Female leadership styles are also credited with effectively managing and inspiring performance and possessing high levels of cultural competence (Eagly, Karau & Makhijani, 1995). These attitudes as seen in research outcomes have had an impact in placing labels on women leaders and have resulted in a negative connotation and bias towards women in leadership. This view is convergent with several experiences of women in leadership in the public domain.

The legacy of traditional stereotypes remains and recent research in the United States suggests that two co-existing and complementary forms of sexism exist. Diehl (2014) describe these as benevolent and hostile sexism which are at the root of the trade-off between competence and likeability. Benevolent sexism is a subjectively favourable chivalrous ideology that offers protection and affection to women based on the premise that they are weaker and need the support. It is used to women who conform to traditional gender role expectations. Hostile sexism was defined as antipathy towards women who challenge the status quo (Rudman & Glick, 2001). Koenig et al., (2011) conducted a meta-analysis to question the notion that masculinity was a leadership pre-requisite.

In Africa, argued that due to cultural biases that led to low self-regard, Ethiopian women play a sub optimal role in decision making and this will delay the economic progress of the

country. When analysed together, these two forms of prejudice reflect negatively on women and promote their inability to grow and lead effectively in a corporate environment.

As much as these kind of labels have diminished in this current century, as argued by Koch et al (2005) women have since become more like men in their career aspirations and are not uncomfortable with being associated with authority. On the positive side, more futuristic research has emerged and shown that attributes that seem to be more feminine have a more impactful result from a leadership perspective as opposed to the colder masculine approaches. Cuddy, Fiske, & Glick (2008) studied the effect of warmth and competence in decision making and the effect of pre-conceived notions on the leadership growth of women.

Another issue that arises is of the type and effect of bias that impacts on women in leadership. This bias can be either unconscious bias or conscious bias based on stereotypes. This bias has been seen to affect how women perceive their own leadership ability and how others perceive their leadership ability.

Avolio et al (2004) and other scholars describe this form of leadership as transformational leadership where the leaders are trustworthy and gain the confidence of their followers empowering them to develop their own potential. This has given rise to a close connection with transformational leadership where leadership theories are focusing more on character and virtues more than previously held beliefs on trait and positional power and leadership.

Organisational Factors

These refer to the organisational structure, culture and performance management systems. Double standards for both types of leaders: female and male, are still propagated in the current workplace. Frequently, women face challenges when working in male-dominated organisational

cultures because they believe that to achieve success, women typically have to adapt to the organisational culture by adapting male attitudes and values and as consequently, women leaders have not exercised authenticity. Tlaiss and Kauser (2010) in their study of Lebanese women and company barriers demonstrated how these blocked career growth of women leaders.

Dahlerup (2013) suggested that holding leadership roles could be difficult for women because the schemas and standards that organisations hold of male leaders are different from those they apply in assessing the effectiveness of women leaders. This is why the need for quotas is justified. This view is convergent with reality but is rarely verbalised.

Organisational factors such as flexible work schedules, availability of mentors and sponsors, availability of leadership development programs and assignments, affordable and accessible child care at work have been a topical issue and action that many future looking organisations have taken up this last 25 years. When the combination of individual, family and organisational factors are assessed, they account for gender differences in paid leadership positions as well as female talent attrition.

Global Factors

Global influencers include aspects such as the world wide move to increase gender representation in board positions as driven by the United Nations, the Sustainability Development Goals (SDG) and other localised regulatory causes have increased the visibility of the impact of women in leadership. Due to global dynamism, workplace demographics, technological dimensions and speed of application of social media, new leadership perspectives are critically required. According to Hora (2014), it is urgent for talent development experts to identify and grow female leaders who can work effectively across organisational, demographic and geographic boundaries.

Therefore, to be successful in the future, companies will need to select and develop leaders who are competent and have future ready competences in managing dynamic organisations as a whole and managing the increasingly complex global leadership scenarios (Bullough, 2008). Organisations need leaders who have authentic charisma and possess the ability to inspire followers while subordinating their own interests for the good of the organisation. It is important that today's organisations have the ability to identify a diverse workforce which includes both women and men to provide transformational leadership which will in turn transform these enterprises to meet the challenges of the new global marketplace in an ethical manner.

Technological factors have contributed to faster career mobility, near instant access to new markets and opportunities. However, these have also blurred the previously clear lines and boundaries between work and personal life. The pressure to be constantly accessible and increasing pace and level of competitiveness is a double edged sword. Technology has tethered women and men to their workplace irrespective of the time or location. On the one hand, Avolio et al (2009) observe that such technologies including social media, have made it easier for flexible working from home. On the other hand, this has contributed to the role overload resulting in an increasing loss in female talent in the pipeline. This has a negative effect on the holistic growth intended for women in leadership.

However, because research and policy tend to view gender issues based on the premise that women are marginalised and that a glass ceiling effect is still the major impediment to women's participation in leadership, other current yet authentic issues may go unnoticed or misunderstood. Another divergent impact is that women lack full presence due to technological distractions which are heightened by their ability to multi-task. Their focus and reflective ability is hampered

and this results in ineffective leadership as the dynamism of the corporate environment requires the competencies of focus and reflection.

Theoretical Framework

In recent years, the amount of literature on women's leadership has increased. However, few studies explore leadership development of African women in leadership. Most literature has been limited to the traditionally defined views of leadership and other geographical contexts such as in America where Davis (2012) studied the effect of leadership development on African American women. Thus, most of the research concentrated on leadership and managerial aspects adopted by white males in the corporate world in developed countries.

Evolution of Leadership Theories

Whilst early theories tend to focus upon the characteristics and behaviours of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership.

Few studies have been done in Africa, that demonstrate any connection between female leadership and their ability to grow holistically and in an integrated manner, enabling all facets of their lives to develop. Specifically, this research will focus on the effect of servant leadership and how it connects with the four dimensional leadership formula of G=RH4. This study will also delve deeply into the catalysts and impediments that were faced by top female leaders in Kenya's listed company and how they dealt with them.

The original leadership theories began with the Great Man theory which focused on the attributes of the leader and sought to see the leader as a man who was invincible. The leadership theories expanded with respect to the leader's traits and the Trait theories began to emerge. As time went on the motivational theories were introduced which focused on the environment – both

external and internal and as such hygiene factors and motivational factors were described as being the corner stone of leadership.

More recently leadership theories began to describe the effect of the leader on his followers and thus began leadership theories such as transactional leadership style, laissez faire leadership style, servant leadership style and transformational leadership style (Day & Antonakis, 2012). These styles focused on why and how leaders applied their leadership ability and the effect it had on their followers and the organisation at large.

Whilst early theories tend to focus upon the characteristics and behaviours of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership. More specifically in this study, we will look at several theories more closely to identify the salient features of transformational leadership.

Transformational, Transactional, and Laissez-Faire Styles

Burns (1978) was the first scholar to introduce the transforming leadership style in a political leadership context. He went on to evaluate the two different leadership styles which were transactional and transforming leadership styles. He saw the main difference to be in terms of what leaders and followers offer and exchange with each other. Bass (1990) based his theory of the transformational leadership style on Burns (1978) concept, and added several modifications and adjustments. He defined transactional leaders as those who led their followers directly in exchange for results and loyalty from their followers usually over a short term. This resulted in a more impersonal style that was founded on cause and effect, and as such, followers were rewarded or punished for achieving or not achieving results arriving at the description, transactional leadership style.

On the other hand, Hay (2006) described leaders who applied the transformational leadership style as focused on the internal motivators of their followers which were described as intrinsic motivations and led their followers to a higher order goals which included meaningful work and mission- centric results. This leadership style had an impact that was more than results, it sought to indirectly have a positive change on both leader and follower for the longer term as argued by Keller (1992). This gave way to the term transformational leadership. Transactional leaders due to their short term horizon tended to be more passive and responsive than transformational leaders who were proactive as they had a high sense of focusing on a higher mission for them and their followers. This anchoring of their leadership actions on a higher purpose is one of the key most differentiating aspects of transformational leaders. Transformational leaders were seen to create and recreate new organisational cultures due to their focus on new ideas and a new culture and way of working while transactional leaders worked within the status quo and within the organisational culture.

Teams led by transformational leaders achieve their objectives as well as a higher mission or purpose (García-Morales, Jiménez-Barrionuevo & Gutierrez, 2012). These teams tend to have higher morale, intrinsic motivation and initiative. Teams led by leaders who apply the transactional leadership style tend to achieve their targets due to fear or extrinsic motivation whereby they are attracted primarily to the prospects of achieving their goal and the rewards or incentives that come with goal attainment. Employees who are managed and led using transactional leadership style tend to appeal to their own self- interests as compared to those led using transformational leadership style who appeal to the team's interest first hence subordinating their self-interest and growing in virtues.

Leaders who apply the transformational leadership style when leading their teams tend to use individualised consideration whereby each team member is assessed individually and the corrective actions are focused on enabling him improve and transform. They also use intellectual stimulation whereby the team is encouraged to solve innovatively their challenges and develop new solutions from the opportunities created by the challenges they experience. On the other hand, those who use transactional leadership style tend to generally use management by exception whereby corrective action is only taken when there is a deviation from the normal situation or status quo to ensure the targeted performance is attained.

A meta-analysis study by Judge and Piccolo (2004) determined the relationship between the leadership behaviours of transactional and transformational leaders and their personality. The 5-factor model of personality was used as a contextual framework and the researchers attained over 380 correlations from 26 studies that were independent of each other. The study found that the leaders' personality traits were connected to three key dimensions of transformational leadership. These three dimensions were: idealised influence which is the ability to inspire intrinsic motivation to a higher goal; intellectual stimulation which bore creativity and innovation; and individualised consideration.

On the other hand the three dimensions of transactional leadership that were found were - contingent reward, management by exception which is active, and passive leadership. Multiple studies have observed that due to the dynamic environment leadership needed to enable leaders, teams and organisations become future ready as a result of multiple disruptors and innovations. The three leadership styles which have been compared are: transformational, transactional and laissez-faire. The laissez faire leadership style, also known as country style management is

generally viewed as an absence of leadership presence and impact. Leaders who typically apply this style are ineffective in both managing people and achieving task completion and results.

Following the above research, another study was done on transformational leadership using the Multifactor Leadership Questionnaire (MLQ; Antonakis, Avolio & Sivasubramaniam, 2003). This assessment instrument analysed transformational leadership across five subscales. It then analysed transactional leadership across three subscales and finally assessed laissez faire leadership across one scale. The behaviours of different leaders were rated in a 360 degree manner across the subscales. The respondents included their team members (subordinates), peer level managers as well as their own self- assessment and that of their own leader who they reported to. The key research question was whether transformational leadership was the most effective leadership style. The research findings based on the multilevel responses from peers, superiors, team members and the leader's self- assessment proved that transformational leadership is the most effective style of leadership. Researchers then developed these ideas about leadership styles by designing instruments to assess transformational leadership and study its effects (Avolio, Bass and Jung, 1999).

In this tradition, transformational leadership involved establishing oneself as a role model by gaining followers' trust and confidence. Such leaders were found to outline organisations' goals, develop plans to achieve those goals, and creatively innovate, even in organisations that were already successful. Transformational leaders are seen to mentor and empower their subordinates through role modelling (Hoyt & Simon, 2011) and encourage them to develop their potential and thus to contribute more effectively to their organisation.

Other researchers have incorporated some of these same qualities under other labels, such as charismatic leadership (Meindl, Conger & Kanungo, 2001). Researchers study how leaders

motivate followers or overcome their resistance, not how leaders encourage followers to challenge the leader's vision or develop a better one.

In spite of the numerous criticisms of transformational leadership, its popularity has grown in recent time (Yukl, 1999). For instance, studies have shown that managers in different settings, including the military and business found that transformational leaders were evaluated as more effective, higher performers, more promotable than their transactional counterparts and more interpersonally sensitive (Rubin, Munz, & Bommer, 2005; Bono and Judge, 2004).

Empirical evidence has also shown that transformational leadership is strongly correlated with employee work outcomes such as: lower turnover rates, higher level of productivity, employee satisfaction, creativity, goal attainment and follower wellbeing (Eisenbeiß & Boerner, 2013).

Transformational Leadership and Gender

Schyns and Sanders (2005) studied 58 leaders and 113 followers and found no significant relationship between transformational leadership and occupational self-efficacy for women, but found a relationship in the two variables for men. Burke and Collins (2001) in a sample of male and female accountants, found that females are more likely than males to indicate that they use a transformational leadership style. Females reported somewhat higher perceived effectiveness on coaching, developing, and communicating. Several theories have emerged that have a direct connection with female leadership and their ability to grow holistically. These theories are mainly based on transformational leadership and servant leadership.

A meta-analysis of 45 studies of transformational, transactional, and laissez-faire leadership styles found that female leaders were more transformational than male leaders. These male leaders were viewed to be involved in contingent reward behaviors that are a component of

transactional leadership. Male leaders were generally more likely to manifest the other aspects of transactional leadership (active and passive management by exception) and laissez-faire leadership. Although these differences between male and female readers were small, the implications of these findings are encouraging for female leadership because other research has established that all of the aspects of leadership style on which women exceeded men relate positively to leaders' effectiveness whereas all of the aspects on which men exceeded women have negative or null relations to effectiveness.

Congruity effects emerged in this meta-analysis as well as in a subsequent meta-analysis of studies of the effectiveness of male and female leaders (Eagly, Karau & Makhijani, 1995). Specifically, to the extent that a leader role was more congruent with the male than female gender role, men were more task-oriented than women and more effective in the role. On the other hand, to the extent that a leader role was more congruent with the female than male gender role, women were more task-oriented than men and more effective in the role.

Evidently, occupancy of a gender-incongruent leadership role is associated with leaders' lacking (or being perceived to lack) the skills necessary to organize effectively the task-relevant aspects of their environment. Gender-incongruent leaders, such as female military officers and male elementary school principals, may tend to lack the authority required to organize people and resources to accomplish the task-relevant goals that are inherent in their role.

The Four Aspects of Transformational leadership

Inspirational Motivation: The foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members. Their vision is so compelling that they know what they want from every interaction. Transformational leaders

guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment.

Intellectual Stimulation: Such leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. The leaders focus on the “what” in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective.

Idealised Influence: They believe in the philosophy that a leader can influence followers only when he practices what he preaches. The leaders act as role models that followers seek to emulate. Such leaders always win the trust and respect of their followers through their action. They typically place their followers needs over their own, sacrifice their personal gains for them, and demonstrate high standards of ethical conduct. The use of power by such leaders is aimed at influencing them to strive for the common goals of the organization.

Individualised Consideration: Leaders act as mentors to their followers and reward them for creativity and innovation. The followers are treated differently according to their talents and knowledge. They are empowered to make decisions and are always provided with the needed support to implement their decisions. These four elements describe how transformational leadership is demonstrated. The diagram in figure one depicts what the four elements of transformational leadership are.

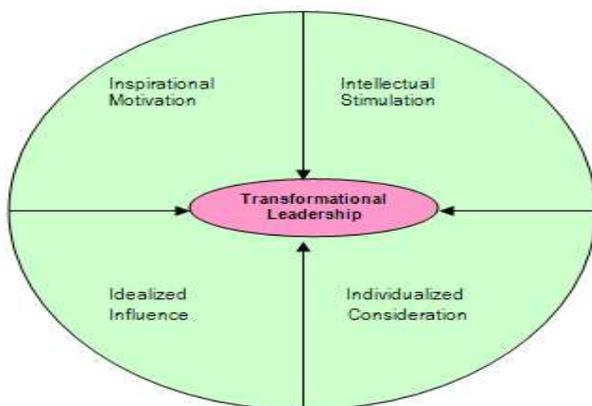


Figure 1: Model of Transformational Leadership

A research study by Eagly and Carli (2003), was done to investigate transformational, transactional, and laissez-faire styles of male and female leaders in a large sample of managers who had been assembled to provide norms for the most widely used measure of these styles, the Multifactor Leadership Questionnaire (MLQ; Center for Leadership Studies, 2000). These managers were predominantly from the United States, but the group included managers from eight other nations. Ratings of the managers (by managers' subordinates, peers, or superiors or by the managers themselves) indicated how frequently a manager engaged in the behaviors that are prototypical of the five subscales of transformational leadership, the three subscales of transactional leadership, and the one laissez-faire scale. Most of these measures of leadership style yielded small but significant sex differences in the norming sample.

In this study, women exceeded men on three transformational scales: the attributes version of idealised influence, inspirational motivation, and individualised consideration. These findings suggest that the female managers, more than the male managers, manifested attributes that motivated their followers to feel respect and pride because of their association with them, showed optimism and excitement about future goals, and attempted to develop and mentor followers and attend to their individual needs.

Women also exceeded men on the transactional scale of contingent reward. This finding suggests that the female managers, more than the male managers, gave their followers rewards for good performance. The largest of these differences in the female direction was on the individualised consideration scale, which has the most obviously communal content of these subscales. Two experimental studies examined whether gender stereotypes about the transformational, transactional, and laissez-faire leadership styles constitute an advantage or an impediment for women's access to leadership positions in organisations. This first study investigated the accuracy of descriptive gender stereotypes about leadership styles, showing that participants accurately believe that women display more transformational and contingent reward behaviors, and fewer management-by-exception and laissez-faire behaviors than men.

The second study by Koenig et al., (2011). investigated prescriptive stereotypes about the importance of leadership styles for the promotion of women and men to different levels in organisations. Inspirational motivation was perceived as more important for men than women and especially important for promotion to the Chief Executive Officer level. In contrast, individualised consideration was perceived as more important for women than men and especially important for promotion to senior management. Consistent with these stereotypical beliefs about leadership, women interested in promotion may be well advised to blend individualised consideration and inspirational motivation behaviors.

Transformational Style Leader Competencies

To see transformational leadership and its effect on the growth of the leader, team and organisation, human resource specialists advise that leadership is seen in behaviour and competencies. Specifically, also in response to refining the transformational theory further, Bass

and Steidlmeier (1999) further outlined that a transformational leader is a role model of integrity and fairness in all spheres of the leader's life. The leader is one who sets clear defined goals while having high expectations and standards. Due to the transformational nature of the leadership style, this leader also encourages others while providing support and recognition. In so doing, this leader positively influences the emotions of people and enables the team to look beyond their self-interest. This leader inspires people to reach for the improbable and mission centered goal. Therefore, these are the behavioural expressions of transformational leadership. When linked to the four attributes of transformational leadership, the section below demonstrates how this link is achieved.

- Inspirational motivation focuses on inspiring others. The leader is seen to talk optimistically about the future and about what needs to be accomplished. The leader consistently articulates a compelling vision of the future and expresses confidence that goals will be achieved. She also provides an exciting image of what is essential to consider and demonstrates courage by taking a stand on controversial issues
- Intellectual stimulation is based on motivating and encouraging others to think of multiple solutions with breadth and depth. This is done by re-examining critical assumptions to question whether they are appropriate and seeking differing perspectives when solving problems. The leader also involves others by looking at problems from many different angles and suggests new ways of looking at how to complete objectives. The leader also encourages non-traditional thinking to deal with traditional problems and rethinks those ideas which have never been questioned before. This attribute is the single most critical factor when enabling innovation.

- Individualised consideration focuses on growing others through coaching and development. This is demonstrated by how a leader treats others as individuals rather than just as members of the group and considers individuals as having different needs, abilities, and aspirations from others in the group or team. The leader also helps others to develop their strengths and listens attentively to others' concerns while encouraging self –development.
- Idealised influence is based on virtues and includes consistently showing respect, trust, and faith in others and a higher purpose. This is done when a leader instills pride in others for being associated with the team and team members and goes beyond their self-interests for the common good of the team. The leader also acts in ways that build others' respect and displays a sense of power and competence. The leader ultimately makes personal sacrifices for the others' benefit and reassures others that obstacles will be overcome. These idealised behaviors are demonstrated by the following competencies: living one's ideals, talking about their most important values and beliefs. One of the critical components is specifying the importance of having a strong sense of purpose as well as having a strong moral compass which considers the moral and ethical consequences of decisions before and after making the decisions. This leader also champions exciting new possibilities and from a team leadership perspective, talks and shows the importance of trusting each other and being trustworthy.

According to a study done by Eagly and Carli (2003), in the United States of America, women were known and recognised to have high and better leadership skills that resulted in effective sustainable performance. Paradoxically, both female and male professionals still preferred male leaders as opposed to female leaders. As a result, this contradiction resulted in more women finding it increasingly challenging to succeed in leadership in what was deemed to

be a male dominated workplace where the rules and performance assessments were determined and based on the male form of leadership.

This reflects the apparent retarded and retroactive progress which has yielded low impact results that women have attained over the last decade as a result of effort in the gender equality movement. More recently in the United States, women have been lauded for having transformational leadership attributes but somehow, the numbers at the top do not reflect a confidence in the skills of women neither do they reflect a just assessment of their abilities and impact. This is because women are still victim to conscious and subconscious biases and negative factors when they attempt to occupy leadership roles or for those who occupy these roles, when they attempt to achieve goals effectively.

A study conducted by Stempel, Rigotti and Mohr (2015) sought to determine whether three key leadership styles were linked to gender. Specifically, they sought to see if there was a connection and causal relationship between gender and the behaviors of transformational, transactional, and laissez-faire leadership. This study was undertaken in Germany using a questionnaire methodology which had 113 participants. The participants were asked to determine and rate the probability of occurrence of a specific leadership behavior for male and female leaders, respectively. A diagnostic ratio for each leadership behavior allows the determination of the direction and degree of gender-specific evaluations.

As predicted, transformational leadership is believed to be more typical of female leaders. Nevertheless, inspirational motivation and idealised influence attributed are rated as being gender neutral. For transactional leadership, contingent reward was perceived to be more typical of female leaders, whereas management by exception was rated as neutral. Contrary to expectation, laissez-faire was not perceived as more typical of male leaders, but rather as gender

neutral. Implications regarding potential gender biases for selection, training, and performance appraisals of leaders are discussed and as a result the phrase, 'Think Transformational, Think Female' was coined from the title of this study.

Limitations of Transformational leadership theory

Despite its numerous apparent benefits, some researchers found the transformational leadership theory to have several limitations. Yukl (1999) in his research criticized transformational leadership theory to be lacking in clarity and ambiguous in several aspects of its application especially when it was applied to processes which had multiple variables. It was unclear how each of the four leadership aspects influenced the related variable to enable transformation to occur. He also found that the theory was heavily designed on a dyadic relationship between the leader and follower. The theory did not explicitly demonstrate how a leader influenced a set of organisational processes and group and how this resulted into organisational effectiveness.

Yukl (1999) found that there was not a clear description of exactly what a leader does or says to demonstrate the transformational behaviours to influence various attributes of the followers and result in positive transformational results. He also found that various attributes of transformational leadership that had previously been included in the original transforming behaviour. These included inspiring (which meant that the leader and followers find meaning in their work), developing (which meant enabling and enhancing the followers' abilities to work better with inner and outer confidence) and empowering (which meant providing the environment to give followers the ability to influence their environment). Another criticism to the theory is that the situational aspects of the leadership environment were ignored and Bass (1999) argued that the theory was transformational irrespective of the situation. This counters

more recent studies that demonstrate that situational factors can influence the results of transformational leadership on the leader, follower and organisation.

Yukl (1999) also argues that another downside was that transformational leadership is seen to be overly optimistic and that it can be applied to all situations. Stevens et al (1995) added that transformational leadership was more favourable for the higher hierarchy as it demonstrated how leaders influenced their followers but did not demonstrate how followers can influence leaders. This one-directional perspective of influence perpetuated the 'hero' view of leadership whereby the leader is responsible for positive transformation and the followers are not charged with any positive effort towards achieving the results. He also posed the risk that leaders can motivate their followers to a negative level (this may occur accidentally) and potentially damage their health and wellbeing through stress and burnout due to their ardent commitment to the goals set with their leader.

In organisations which apply the matrix organisational structure, followers may have two or more leaders. These leaders may have competing or opposing goals and this results in role conflict and goal obscurity.

In most organisations, there may be several team leaders applying transformational leadership and enabling team motivation and this may result in excessive competition between units. In the overall view of organisational effectiveness, this competition can hamper progress across the divisions.

Summary of Critique

A review of the literature above demonstrates that there are seven major influencers that can result in impeding the growth of women in leadership. These factors are individual, family,

scientific, socio-cultural, organisational, attitudinal and global. However, most of this research has been done in the global western arena. It is the intention of this research to seek to validate this factors and unearth other factors in the Kenyan environment. It is also a key focus to assess if these factors have been impediments and as such provide a framework for future work to be done in this area. Furthermore, based on the findings of this research it will be insightful to assess if the findings can be generalized to other parts of Africa.

Based on these theories, a wealth of research exists on the topics of women in leadership and especially women on boards and their impact on corporate governance. Little research has been done on how women in leadership have ascended to the top in the corporate Kenya and what barriers they have faced and overcome. More importantly this study will focus keenly on their growth towards becoming transformational leaders in a holistic and sustainable way. The conceptual framework for this study will be the transformational leadership theory which has been studied and shown to be the leadership style that demonstrates the most sustainable and positively far-reaching effects while goal attainment is also achieved by the leader and follower. The impediments that female leaders face as they become transformational leaders will also be studied to develop potential solutions to overcome them based on the foundation of transformational leadership theory. These solutions to overcome the impediments will be further analysed through the lens of the four dimensional leadership framework: G=RH4 developed by the researcher. This kind of research has not been done in Kenya on women in leadership and it is the hope of the researcher to contribute to the body of knowledge on female transformational leaders in Kenya.

With this review, an apparent gap in the existing research and published literature is identified. This study thus seeks to fill this gap and arrive at revealing conclusions on the impediments female leaders have experienced in Kenya taking into consideration the unique context they are operating in. It also seeks to define what drivers contributed and influenced the impediments they have faced in their transformational leadership journey. Finally, this research seeks to identify potential solutions to overcome the impediments and how if any, aspects of the four dimensional leadership formula may be applied to increase the growth of female transformational leaders.

Chapter 3: The Research Methodology

Researchers tend to aim to ensure that their samples minimise any bias (Murphy et al, 2013). It is suggested that the main reason why qualitative studies are conducted is to provide an in-depth view of the phenomenon under study. This research is an in-depth understanding of the impediments that women in leadership in Kenya face when applying transformational leadership.

The purpose of this multi-case study was to explore with a sample of leaders, the impediments that women in leadership in Kenya face when applying transformational leadership. The research aimed to gain a deeper understanding of this phenomenon as it would enable the female leaders themselves, the companies for which they work and the boards on which they serve to appreciate the barriers faced and develop solutions to minimise or eradicate the impact of these barriers so as to enable transformational leadership to occur.

In seeking to understand this phenomenon, this research addressed four research questions:

- a) What were the obstacles faced by women in leadership in Kenya seeking to become transformational leaders during 2006-2016?
- b) What factors were perceived to create negative biases and cause these barriers?
- c) Which of these factors are perceived to have the most significant and far-reaching impact on the barriers?
- d) What potential strategies can be applied to overcome these barriers and convert them into catalysts for transformational leadership?

This chapter described the study's research methodology and includes discussions and insights in the following areas:

- i. The rationale for the research approach
- ii. The description of the research sample
- iii. The summary of information needed
- iv. The overview of the research design
- v. The methods of data collection
- vi. The analysis and synthesis of data
- vii. Ethical considerations
- viii. Limitations of the research

Rationale for the research approach

Qualitative research is founded in a philosophical and constructivist position which means that it is based with how the complexities of the socio-cultural world are experienced, interpreted, and understood in a particular context and at a specific point in time. The intention of this qualitative research is to examine a social situation or interaction by allowing the researcher delve into a world of others and attempt to achieve a holistic and not a reductionist appreciation of the situation or interaction (Locke, Spirduso & Silverman, 2007; Maxwell, 2005; Merriam, 2009). These objectives are compared to those of quantitative research which seek to test a set of hypotheses and in so doing, establish facts and determine clear relationships between variables that are tested in the hypotheses.

The researcher's perspective is that a purely quantitative method would be insufficient to uncover the wealth of insights and perceptions that would address the research objectives. According to the researcher, a qualitative study is founded on assumptions and features that distinguish what the research seeks to uncover. These features include the following:

- a) Understanding the processes by which events and actions take place

- b) Developing an understanding of the context
- c) Enabling the interaction between the researcher and participants
- d) Adopting a standpoint for analysis and interpretation
- e) Maintaining design flexibility

A quantitative approach enriched with a qualitative multiple-case study design was deemed to be an effective set of tools when attempting to understand how individuals perceive and interact with their environment. In research, this combination is most commonly applied where the phenomenon of interest is complex and highly contextualized, with multiple variables which influence the findings (Rosenberg & Yates, 2007; Yin, 2014).

Rationale for the Case study methodology

The qualitative framework has several approaches of which the case study design was deemed to be the most suitable. As a format of research methodology, the case study is an intensive description and analysis of a social unit, phenomenon or system bounded by time or place (Creswell, 2003; Merriam, 2009; Stake, 1995). As Merriam (2009) argues, the qualitative case study is an ideal design for understanding and interpreting educational phenomena. As she described it,

‘A case study design is employed to gain a deeper understanding of the situation and meaning for all the stakeholders involved. The interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation. The insights attained from case studies can directly influence policy, practice and future research. (Merriam, 2009, p.19)’

The current research fits well with Merriam’s criteria because it sought to better understand why female leaders who are in leadership positions face barriers when applying transformational leadership theory in the Kenyan context.

The Research Population and Sample

A research population in a research study is defined by Yin (2014) as any and all the possible cases which include and defines the population for a research study as all possible cases including organisations, people and events – which constitute a known whole.

A purposive sampling procedure was used to select this research's sample. To yield the most information about the phenomenon under study, purposive sampling is a method that is typical of case study methodology (Patton, 2002; Silverman, 2004; Silverman & Marvasti, 2008). The researcher sought to locate leaders who had undergone executive education programs at Strathmore Business School in Nairobi, Kenya. Therefore, a purposive criterion sampling strategy was applied whereby all the participants had to meet one or more criteria as predetermined by the researcher.

The criteria for the selection of the participants were as follows:

- All participants had enrolled into an executive education leadership program at Strathmore Business School over the last five years.
- All participants were working in managerial roles in Kenyan and Kenyan based companies
- All participants had been working in management and leadership for a minimum of five years. A delimiting time frame of five years was decided on by the researcher to determine they had significant leadership experience and also that they had significant exposure in the leadership executive programs in Strathmore Business School (SBS) over the last five years.

Strathmore Business School (SBS) is the leading business school in East Africa which was founded on the strong backbone of Strathmore University which has been in existence for over

53 years. The mission of SBS is to transform leadership in Africa through virtuous leaders. The underlying principles to each of the leadership and management programs in SBS is thus to ensure that the participants learn and go ahead to apply the aspects of transformational leadership in various spheres of their lives, which include their families, homes, teams, organisations and boards.

Purposive sampling allowed for sampling across various executive education programs in SBS which included the high impact stratified leadership programs. The research sample included 120 male and female managers in Kenyan organisations. Albeit all of them being seasoned managers, there were differences amongst them across several parameters: age, gender and number of years as manager.

The members of the committee of experts were defined as those who “derive legitimacy and authority from their formal education, broad experience and leadership impact. In addition to the specific experience outlined above, each manager had a college, executive education and leadership exposure that were directly related to the area of transformational leadership. Excluded from this population were individuals who did not hold managerial and leadership positions and those who had not attended executive education in Strathmore Business School. Also excluded were managers who were not working in businesses and organisations located in Kenya.

The qualitative phase of this study sought to answer questions about impediments faced by female leaders in Kenya as they seek to apply transformational leadership. It also sought to explore the potential solutions to overcome these impediments and apply transformational leadership thus resulting in an increase in the impact and influence of female leaders.

The selection of the members of the committee of experts was done using a purposive (Palys, 2008) case sampling approach as the members interviewed were viewed in Kenya as being amongst the most impactful transformational leaders. Regional and ethnic diversity as well as gender and sectoral diversity were key elements in the selection of the members of the committee of experts. This ensured a large breadth and depth of perceptions, experiences as well as potential solutions on how to overcome the impediments faced by Kenyan female leaders as they sought to become transformational leaders.

The Sampling Strategy for the Qualitative Phase

There seems to be no mutual agreement and convergence in literature on how many subjects should be used in a qualitative multi-case research (Nonthaleerak & Hendry, 2008). Some researchers recommend the use of a minimum of six subjects as a baseline for a phenomenological study while others such as Mason (2010) argue that a maximum of ten participants in a study will attain the data saturation point of a qualitative study. Patton (2002) states that the sample size should be directly related to the objectives of the study and what is critical to sufficiently respond to the research questions.

Bonde (2013) additionally argues that if participants possess a degree of expertise or knowledge on the research topic, smaller sample sizes can be justified because each participant has a certain amount of common knowledge about the topic and experience that relates directly to the research questions. Therefore, a total of six experts were interviewed in this qualitative research.

Information Required for this Study

This multi-case research was focused on 120 managers from different companies based in Kenya. In seeking to understand the barriers faced by female leaders seeking to be transformational leaders, four research questions were explored to gather the information needed. The information needed to answer these research questions was determined by the theoretical framework and fell into three categories: perceptual, demographic and theoretical. This information included:

- Kenyan managers' perceptions of how female leaders led in various aspects in their path to becoming transformational leaders and the barriers they faced in that process.
- Demographic information relating to the research participants which included their age bracket, the number of years they have been in management since college and their gender.
- An ongoing review of the literature providing the theoretical foundations for this research.

Overview of Research Design

The following summary demonstrates the steps used to conduct this research. Following this summary is a deeper discussion of each step.

- Prior to the actual data collection, a selected review of literature was conducted to study the contributions of other researchers and writers in the broad areas of female leadership and transformational leadership.
- After the proposal defense, the researcher acquired approval from ISM to conduct the research.
- Potential research participants were contacted by phone and email, and those who agreed to

participate in the research were sent a questionnaire by email. The survey was designed to collect demographic and perceptual data from 100 managers in Kenyan businesses.

- Survey data responses were analysed within and between the respondent groups. These data responses were then analysed further across the seven themes that linked to transformational leadership.
- Semi-structured, in-depth interviews were then conducted individually with a committee of six leadership experts who had seasoned broad experience leading organisations of different types across Kenya and Africa at large.
- The committee of experts also had multiple experiences leading teams in global markets which were beyond the Kenyan borders in varied sectors. These in-depth interviews were designed to seek their deeper views of the findings of the quantitative survey done in the first phase. It also served the purpose of cross checking and validating or producing new insights that would serve as potential future research from the data collected in the quantitative phase.

Literature Review

An ongoing and selective review of literature was conducted to inform this research. Two topics of literature were identified: female leadership and transformational leadership theory. The focus of the review was to gain a better understanding of what barriers female leaders experienced in their seeking to be transformational leaders, how those barriers manifested themselves, what factors influenced those barriers and what potential ways were there to overcome these challenges they faced.

- a) What were the impediments faced by women in leadership in Kenya seeking to become transformational leaders during 2006-2016?
- b) What factors were perceived to drive and cause these impediments?

- c) Which of these factors are perceived to have the most significant and far-reaching impact on the impediments?
- d) What potential strategies can be applied to overcome these impediments and convert them into catalysts for transformational leadership?

Questions to answer RQ1: What were the impediments faced by women in leadership in Kenya seeking to become transformational leaders during 2006-2016?

This question above (RQ1) was addressed mainly by the quantitative phase of this research.

The other 3 research questions below were addressed by the qualitative phase of this research.

Questions to answer RQ2: What factors were perceived to drive and cause these impediments?

Questions to answer RQ3: Which of these factors are perceived to have the most significant and far-reaching impact on the impediments?

Questions to answer RQ4: What potential strategies can be applied to overcome these barriers and convert them into catalysts for transformational leadership?

ISM Approval

Following the literature review, the researcher developed and successfully defended the proposal for this study that included the background and context, the problem and purpose statement, research questions as described in Chapter 1, the literature review as included in Chapter 2 and the proposed methodological approach which is described in Chapter 3. ISM provided approval and the doctoral supervisor and advisor was determined.

Data Collection Methods

The researcher used multiple methods and triangulation in an attempt to obtain a deeper understanding of the phenomenon under study. The above methods add rigor, depth and breadth to the research and provided collaborative evidence of the data obtained (Creswell, 2003). As a result, this study applied several data collection tools namely a quantitative survey and qualitative interviews.

To attain an in-depth understanding and response to the research question, an appropriately structured and focused interview that covers the salient points of the research questions was applied. This interview was conducted as a non-formal conversation with the sample selected committee of experts. This aimed to identify patterns of commonality and divergence with regard to how they each identified, perceived and experienced the manner in which female leaders in Kenya faced the impediments when becoming transformational leaders. Interviews will be held after first seeking approval from each of them and signing a confidentiality clause. The researcher to record in written form as well as use audio recording tools to enable accurate appreciation and understanding of the sample's view point and experiences.

Phase 1: The Quantitative Survey

Purposive sampling was used to determine the sample of female and male managers in leadership. Due to access that the researcher had to these managers who had attended the executive education programs at a business school in Kenya, the researcher had a clearer perspective in selecting managers who are closely aligned to the research question and satisfied the criterion.

The sample consisted of 120 male and female managers from a wide range of corporate, non-profit and public organisations in Kenya. These respondents were sought from a diverse pool of senior managers who have attended leadership and managerial executive education programs at Strathmore Business School in Nairobi, Kenya. Strathmore Business School is the leading business school as ranked by Eduniversal in Eastern Africa with a mission of transforming leadership in Africa through virtue.

A total of 120 questionnaires were distributed and 100 were returned. The introductory email outlined the research being conducted, requested for their participation and provided a consent request and confirmation that all the data they presented would be held with confidentiality and coded appropriately. In response to this, all the participants who completed the survey had originally accepted and this served as the consent form.

Some of the questionnaires were completed via email while others were completed in a class setting whereby the participants were requested to take a few minutes during the break to complete the survey. There was a higher completion rate when the survey was done physically as opposed to the emailed response rate. This may be due to other competing interests which these managers have to contend with to gain time to complete this type of survey when they are back in their offices. These competing interests were less of a distraction when the intentionally completed the physical, printed out questionnaire in a class environment.

The questionnaire was designed to collect profile demographical data and also asked the respondents to rate their perceptions of female leaders across seven thematic areas. These seven thematic areas were based on the interpretation of qualities of transformational leaders.

Transformational leadership theory states that leaders gain buy-in and commitment by encouraging, inspiring, and caring for their followers towards a vision. Leaders get results by transforming the environment and relationships and as a result, this researcher argues, they begin by transforming themselves and achieving an inside-out effect.

There are four key attributes of transformational leaders and these were used to derive the seven themes tested in the quantitative survey. The four attributes are intellectual stimulation, individual consideration, inspirational motivation and idealised influence.

To practically survey intellectual stimulation, the survey sought to understand perceptions that occur when female leaders have high educational achievements, when females are ambitious and the threat, if any, that they pose, when they give criticism and how it is taken and how they deal with the fear of failure and the perception that occurs with respect to their support when failure occurs in teams that they lead.

The attribute of individualised consideration was surveyed by asking the respondents to rate their perceptions towards female leaders with respect to their team work competencies, their leadership skills, their trustworthiness (trust quotient), when they provide criticism and how it is taken and how they deal with the fear of failure and the perception that occurs with respect to support when failure occurs in teams that they lead.

The third attribute of transformational leadership is inspirational motivation. This was surveyed by asking the respondents to rate their perceptions towards female leaders with respect to their leadership skills, their trustworthiness, how they are perceived when they give criticism

and how they deal with the fear of failure as well as the perception that occurs with respect to support when failure occurs in teams that they lead.

The final attribute is idealised influence which was surveyed by asking the respondents to rate their perceptions of the female leaders' teamwork competencies, their leadership skills, their trustworthiness, how they are perceived when they gave criticism and how they deal with the fear of failure as well as the perception that occurs with respect to support when failure occurs in teams that they lead.

The link between the survey themes and attributes of transformational leaders is summarised in tables one and two as follows:

Table 1: Link between survey themes and transformational leaders attributes

Code	The Research Hypotheses
H1	Team work
H2	Leadership skills
H3	Educational achievement
H4	Threat from ambitious females
H5	Lack of trust
H6	Acceptance of criticism and feedback
H7	Fear of failure
Transformational Leadership	Link to the hypotheses
Intellectual stimulation	H3,H4, H6,H7
Individuals consideration	H1,H2, H5, H6,H7
Inspirational motivation	H2, H5,H6,H7
Idealised influence	H1,H2,H5,H6,H7

Table 2: Link to research hypotheses of the transformational leaders attributes

Practical attributes of a Transformational Leader	Link to the hypotheses
Integrity and fairness	H1,H2, H5,H6,H7
Sets clear goals	H1,H2
High expectations	H2,H3,H4
Encourages others	H1,H2,H5,H6,H7
Supports and recognises others	H1,H2,H5,H6,H7
Stirs emotions	H1,H2,H5,H6,H7
Gets people to go above their self- interest	H2,H5,H6,H7
Inspires people to reach the improbable	H1,H2,H5,H6,H7

Specifically the survey questions sought to respond to the first research question. The other three research questions were responded to through the qualitative research phase.

The RQ1: What were the impediments faced by women in leadership in Kenya seeking to become transformational leaders during 2006-2016? These impediments were surveyed in the following set of seven hypotheses as shown in table three.

Table 3: The set of seven research hypotheses

1. Working on teams.

Hypothesis: Males do not want to work on teams led by females.

Hypothesis: Females do not want to work on teams led by females.

2. Leadership skills

Hypothesis: Males do not recognise females as having the skills to lead a unit.

Hypothesis: Females do not recognise other females as having the skills to lead a unit.

3. Educational achievement

Hypothesis: Males are threatened by females with higher educational qualifications.

Hypothesis: Females are threatened by females with higher educational qualifications.

4. Threat from ambitious females

Hypothesis: Males do not respect females who are ambitious.

Hypothesis: Females do not respect other females who are ambitious.

5. Lack of trust

Hypothesis: Males do not trust females as bosses.

Hypothesis: Females do not trust females as bosses.

6. Acceptance of feedback

Hypothesis: Males have more difficulty accepting criticism from females than from males.

Hypothesis: Females have more difficulty accepting criticism from females than from males.

7. Fear of failure

Hypothesis: Males do not believe that females will support them if they make a mistake.

Hypothesis: Females do not believe that females will support them if they make a mistake.

This survey appears in Appendix C.

There are several advantages of a quantitative survey. Amongst these advantages is the fact that it is an unassuming and relatively simpler way of administering and managing it as a research tool (Fink, 2013). However, quantitative surveys have a limited scope in examining multifaceted social relationships and connections and in determining intricate patterns and concepts. The researcher used a survey that had the Likert Scale and some open ended questions that sought to discover and uncover the respondents' perceptions and personal experiences. This survey served as a foundational tool for this research and the subsequent phase was designed to draw from the findings of the quantitative survey phase.

As such, due to the fact that this study seeks to understand the 'why' of their leadership journey, as Yin (2009) stated, then a qualitative study is most suitable. To conduct this qualitative study, open ended face to face interviews will be held with each of the women leaders.

Phase II: Interviews

The interview method was the second primary method of data collection used in this research. It was deemed to be the richest mode due to its ability to bring out verbal and non-verbal insights on the questions responded to. In addition to this, the interview method enables the researcher and respondent to seek clarity on statements and responses which are unclear and as a result delve deeper and access more information and perspectives. Marshall and Rossman (2015) argue that a key advantage of data collection using interviews is that interviews offer the ability for the researcher to capture a person's insights and perceptions of an experience or series of experiences. In qualitative research, the interview is one of the most critical tools. Brinkmann and Kvale (1996) described the qualitative research interview as a trial or attempt at appreciating the viewpoint of the subject and detecting their experiences from what is said and unsaid in the process of the interview. Therefore, the researcher sought to interview a committee of experts and held visionary interviews of each of these experts whereby data was collected through speaking with the experts and listening to their responses and experiences as pertained the questions they were asked.

As much as interviews have several strengths, they also have a number of limitations which are mainly connected with the interview process. There is an interviewee barrier that may occur as not all interviewees are open, available and equally communicative in the way they articulate their ideas and experiences. Another barrier has to do with the skill of the researcher who conducted the interviews. The interview process itself poses another limitation as was described by Seidman (2006) due to the fact that the interaction between the respondent and researcher is unique and peculiar to the two people, the environment as well as the overall context within which the interview topic and interview itself is held.

Each of the two research methodologies considered four levels of assessment to establish the level of research quality. These four tests as proposed by Yin (2014) are reliability, construct validity, internal validity and external validity.

To attain construct validity the researcher used multiple sources of data evidence. This was done by developing the study objectives from the literature reviewed, constructing instruments of data collection using quantitative methodologies and lastly using a multi-case qualitative research methodology to validate the data findings and develop thematic interpretations of the data. External validity was attained by the use of a quantitative survey to determine the first phase of findings. Internal validity was achieved by the use of a formal case study protocol (Hyett, Kenny & Dickson-Swift, 2014) which provided the foundation for the qualitative phase of inquiry which applied the use of interviews and observation in a real-world setting to gain a deeper understanding and appreciation of the same phenomenon under study (Denzin, 1989). Interviewing the members of the selected committee of experts provided the most straightforward and research-based engagement and interface between the research subject and the researcher (Kazmer & Xie, 2008).

The Interview schedule and interview content

The researcher sought insightful guidance from the supervisor who advised that the content of the interview was based on the 14 perspectives that were attained from the quantitative survey. Thus, the seven themes in the quantitative phase formed the backbone of the qualitative interview. The summary of the 14 perspectives and results from the survey were then summarized in the form of open ended questions in preparation for the interviews. The interviewee list was then shared with the supervisor and together with the 14 perspectives (two for each of the seven thematic areas), the interview format was approved and the interviews were

scheduled. Face to face interview technique was decided upon as it would capture all the verbal and non-verbal responses and enable the researcher probe further while observing the response and reactions of the interviewee.

The interview process

The interview process was focused on six seasoned leaders who had extensive leadership experience, were at the helm of their organisations, had the leadership experience of working with a female subordinate, peer and leader at executive and non-executive levels and were practicing transformational leadership in their environments. The six were composed of four female leaders and two male leaders. Details of the interview schedule and demographical information is included in Appendix D and Appendix E. The interview process specifically entailed calling each of the six members of the committee of experts and describing the purpose of the research, requesting for their participation and for a convenient time and date for the face-to-face interview. All six members of the committee of experts accepted the invitation and were subsequently interviewed. The interviews took place between December 2016 and July 2017. Before each interview commenced, they received a written request to participate to which they each responded affirmatively and this served as a consent form to participate in this research.

All interviews were recorded in writing by the researcher. This was due to the fact that the six respondents wanted the freedom to respond freely and state when they wanted their response on record and when it was anecdotal personal experiences that they were providing to emphasise their points. The interviews were transcribed verbatim, with the few exceptions of areas where the respondents explicitly requested for data not to be recorded or to be recorded in a coded manner to ensure confidentiality.

Data analysis methods

The methods of data analysis were challenging as there were two phases of this research with significant amounts of data to be analysed and interpreted into significant patterns and information. Merriam (2009) advises researchers to make data analysis and collection a concurrent and iterative activity to minimise the risk of vast amounts of data which could be monotonous and vague. The researcher sought to analyse the survey responses which were based on a Likert Scale and summarised the key findings for each of the seven thematic areas in a detailed excel worksheet. The summary excel worksheet was reviewed for accuracy and completeness against the primary source of data which were the completed questionnaires. The doctoral supervisor assessed the summary worksheet and approved its completeness and accuracy and provided the authorization to use it to formulate the key qualitative questions for the second phase of this research.

In the second phase of the research, qualitative interviews were done. Yin (2009) described the logical application of replication in multiple samples as a key way to result in consistent objective results aligned to the research question. This was applied to each sample interview in that there were a similar order of procedures and questions in the manner in which the research was conducted. Eisenhardt and Graebner (2007) argued that to ensure consistent, reliable and unbiased interpretation of data, the interviews needed to be recorded in writing in verbatim and reviewed to ensure accuracy and completeness. A spreadsheet record was created to input data from each case interview after the data was sorted according to question and theme. The results were then triangulated to identify patterns and trends within the answers and information gathered from both the quantitative and qualitative phases of this research. Triangulation, critical

in-depth self-reflection and cross checking were key tools applied to reduce any effect of bias and subjectivity.

After conducting the interviews, the researcher performed a textual analysis of the interview notes. The methods used for textual analysis are those used in grounded theory and those recommended by Yin (2009). Coding for relevant emerging concepts enabled the researcher understand the conditions under which impediments faced by female leaders when applying transformational leadership emerged. This coding was iterative, beginning with broad themes and then recoding for sub-themes. The researcher then used pattern-matching (both for emerging explanations and also for rival explanations in order to test internal validity). With the cross-case analysis, the researcher observed similarities between the cases, as well as the differences. In so doing, the researcher earnestly looked for emerging patterns and relationships.

In line with the recommendations of Yin (2009) and Eisenhardt (1989) regarding the development of theory, the researcher's focus on the analysis of the data was tightly linked to the research questions that were generated in order to avoid dispersion and being overwhelmed by the richness of the data.

The research aimed to focus on quality interviews rather than quantity interviews as defined by the case method of research. The concept of data saturation will be applied to determine the sample size. This was done by continuously reviewing the new data appearing in the research to determine when to stop which is when the data being collected became repetitive and redundant. This is at the point known as theoretical saturation as defined by Tuckett (2004). Guidance from the doctoral supervisor played a significant role in determining the final sample size for the qualitative surveys which was composed of six seasoned visionary leaders.

The study used grounded theory, which means that the findings collected from the interviews were developed into themes and subsequently analyzed to derive theory (Strauss & Corbin, 1998). Creswell and Clark (2010) support the concept that the grounded theory approach collects qualitative data with the primary intent of developing themes from that data. Therefore, this qualitative research followed a phenomenological theoretical framework.

The role of the researcher

Any research that entails qualitative methodologies is deemed to be interpretive research which means it is through the qualitative findings that interpretations are made that can contribute to a body of knowledge or progressive theories. Due to the expected intense engagement with the research participants in qualitative research, there are potential biases and limitations that can be of an ethical, personal or participant nature that need to be identified and minimised. The researcher has had over 14 years of experience in the women in leadership arena. The benefit of this experience is that the researcher could easily connect with the participants and engage with them and their contributions deeply. The potential risk was the possibility that the researcher could inadvertently influence the participant responses by bringing her own experiences into the interview session. As previously noted, the researcher developed a set of questions from the findings of the quantitative phase which formed the semi-structured interview. These interview questions were reviewed by the doctoral advisor and tested to ensure no researcher bias was experienced.

In terms of ethical assurances and protection of the rights of human respondents for research purposes, the researcher obtained the appropriate approvals from her school. As outlined in earlier chapters, the introductory and consent letters explaining the purpose of the study are attached in Appendix A and Appendix B.

The actual interviews were conducted in person with each interview taking between 60-90 minutes. The researcher and interviewee were located in a closed office or meeting room for the duration of the interview to ensure minimal disruptions to the interview occurred.

Assumptions

This research is based on several assumptions. The first assumption that the research made was the respondents of both the quantitative and qualitative phases would respond to the questions honestly, candidly and openly. Another assumption was that the response rate to the quantitative phase of this research would be 100% which would affect the quality of the research study. A final assumption about the qualitative phase was that the respondents would share their knowledge, expertise, personal experiences and leadership observations when responding to the semi-structured interview questions.

The challenge of case study research is avoidance of bias as described by Yin (2014). The intention of the multiple-case study research is to develop responses that enable a comprehensive response to the research questions. As a result, poor quality work and unmitigated biases can potentially influence the findings and interpretations negatively and this would harm the research outcomes and the reputation of the researcher.

The last assumption was that the researcher conducted the entire research in a professional and forthright manner by following the research protocol and process described before in the data collection, analysis and interpretation stages. The researcher ensured that the implementation of professional standards of case study research (Gomm, Hammersley & Foster, 2000) and the principles of triangulation (Yin, 2014) were applied.

Delimitations

The key delimitation of this research was the targeted participant population from which the respondents were selected. The participant profile for the quantitative phase was a delimitation as described in the Unit of Analysis section. This referred to the fact that the participant had to have specific managerial experience, been working in Kenya and had attended the executive education programs in SBS.

For the qualitative phase, the respondents had to meet the requirement of over 20 years management and leadership experience, board membership, Kenyan leadership scope and they had demonstrated transformational leadership style in their various roles. However, this specific delimitations strengthened the quality of the research as the quality of the leaders was high and as such the sample was fairly homogenous.

Ethical Assurances

During this research, the researcher ensured informed consent through all the data collection stages. Consent was provided by each participant in writing and the rights and interests of the participants were considered critical when choices were made in the analysis and documentation of data. The researcher was committed to ensuring that names, characteristics and other unique points of data were kept confidential. Specific cautionary procedures were applied to ensure safe and confidential storage of all the research related records. This assured that only the researcher had access to the records of this research.

Validity

This refers to assessing the research to ensure that it meets the criteria of validity which means, ensuring the research findings are accurate and credible from the standpoint of the researcher, participants and reader. The researcher sought to achieve this in several ways by

testing the logical methods that were applied to ensure the research questions and explanations that the researcher was developing and ensuring there was a logical fit. This was achieved by checking that the research design was connected to the purpose of the research, conceptual framework as well as research questions and methods.

In terms of the data analysis and interpretation, the researcher applied rigor by triangulating the data sources as well as the data collection methods which were both quantitative and qualitative. Data collection from multiple sources and various methods yield a fuller and richer picture of the phenomenon under review (Mason, 2010). In addition to this, the researcher used various participatory and collaborative methods of research including peer review and discussing findings with professional colleagues to ensure the reality of the participants was adequately represented in the findings.

Further to this, the researcher sought to ensure reliability in both phases of the research given that the research applied both quantitative and qualitative methodologies. Lincoln and Guba (1985) argue that the critical question for a qualitative study, which normally does not have a broad base of participants, is whether the findings are consistent and dependable with the data collected. The goal of qualitative research is not to eradicate inconsistencies but to ensure that the researcher understands when they occur. To achieve this, the researcher maintained an audit trail that chronicled the evolution of their thinking and documented any rationale for the choices and decisions that were made during the entire research process.

Confirmability was based on the principle of attaining objectivity in the qualitative research and ensuring that the research findings are as a result of the research and not the biases and any intended or unintended subjectivity of the researcher. The researcher in this study attempted to achieve this by ensuring there was an audit trail of the entire data process. The use

of memos, journaling the development of the researcher's thoughts and ideas, recording the field notes and coding them appropriately all served as a way of aiming for the research findings to be confirmable.

As this research was a combination of qualitative based on the quantitative phase, transferability was more of the goal of this research as opposed to generalizability which is attained more in purely quantitative studies. Transferability as described by Lincoln and Guba (1985) is the manner in which the reader and consumer of the research determines whether and to what extent this particular phenomenon in this context can be transferred to another particular context. This refers to how the findings can be transferred to another contextual environment. The researcher sought to address this issue of transferability by providing a deep and rich detailed description of the qualitative data.

Limitations

This research had several limiting conditions which include constraints that occur when using qualitative research methodology in general and some that are unique to the context of this research. Significant thought has been given to these limitations in an attempt to minimise their impact. In qualitative research, analysis is ultimately a result of the researcher's thoughts and choices and thus researcher subjectivity and bias can be a limitation. To minimise this impact, this research applied both quantitative and qualitative methodologies. This was done by seeking a more objective and generalisable foundation of data before applying the qualitative method to delve deeply into the perceptions and meanings of the quantitative data.

Another limitation in this study is the issue of subjectivity and potential bias with respect to the researcher's unique participation in the field of leadership as a female leader and also as a faculty member of SBS. A connected limitation was that the interviewees may have had

difficulty adjusting to the researcher being an interviewer for purposes of this research. This phenomenon was coined by Maxwell (2005) as participant reactivity. As all the participants knew the researcher, their responses may have been influenced or affected, even without their being aware. This could have happened in several ways. Firstly, they could have been trying too hard to co-operate and provide the responses they thought the researcher was seeking to find or responses that they thought were helpful to the researcher. Secondly, they could have masked or being guarded or less open in their responses due to familiarity. As the researcher recognised these limitations, the following measures were undertaken to reduce the impact of these limitations. The first step that the researcher took was to recognise the assumptions and by stating their research agenda from the very initial stage of this research.

To achieve construct validity was one way of reducing the limitations. Construct validity was achieved in this research by using multiple sources of primary data for the research and applying both the qualitative and quantitative methodologies (Gibbert, Ruigrok & Wicki, 2008). To increase objectivity and reduce bias, the selection of the members of the committee of experts was done in conjunction with the supervisor to ensure that the members were well suited to respond as well as objective as possible in ensuring they gave complete and candid responses in the qualitative survey. In addition to this, the doctoral advisor reviewed the coding and findings of both phases to ensure validity.

Potential bias during data analysis was reduced by the researcher removing all the participants' names in both the qualitative and quantitative phases and coding the data blindly to ensure no association was made between the data and any particular individual.

With respect to participant reactivity, the researcher continuously reflected on how they affected inadvertently or subconsciously, the participant responses and explored ways to reduce this bias.

This was also done in the consent request form which explicitly stated that all responses from the participant were valid and there were no right or wrong answers. This consent request was intended to enable all participants in both the quantitative and qualitative phase know and feel that their candid responses were necessary and critical for this research.

Furthermore, the researcher made a mindful attempt to create an environment that was conducive to open, honest dialogue. Prior experience as interviewers was helpful in ensuring this bias was minimised.

Another key limitation of this study was that the research sample was restricted. Thus, a critique of this research may be the limited possibility of generalising this study to other female leaders in other contexts. As much as generalisability was not the intended goal of this research, the researcher addressed the issue of transferability (Lincoln & Guba, 1985). By attempting to provide rich, thick and deep descriptions, detailed information regarding the context and background of the study, it was anticipated that knowledge could be assessed for its applicability and applied appropriately in other contexts.

Summary

This dissertation research paper is titled: 'Impediments faced by Female Leaders in Kenya in 2006-2016: A Transformational Leadership Theory Perspective'. It seeks to understand the barriers that female leaders face when becoming transformational leaders and as a result of these barriers they are perceived to fail to have a reduced impact and influence in the leadership environment. This research seeks to respond to the question why the leadership impact is not as high as the gradual increase in women in leadership. It also seeks to uncover the root cause behind the barriers that female leaders experience in the Kenyan organisational environment as

they seek to become transformational leaders who will have a positive far reaching impact in the leadership context.

This research was conducted using both quantitative and multi-case qualitative research (Yin, 2014) methodologies. The first phase entailed a quantitative study of 100 senior male and female managers which sought to discover the perception of female managers across seven themes that demonstrate the application of transformational leadership. The 100 senior male and female leaders were selected using a purposive sample which was drawn from a range of managers who had enrolled and learnt transformational leadership and management from Strathmore Business School in Kenya. The other criteria applied to select the sample in a purposeful manner was that the managers currently worked for organisations that operated in Kenya and had leadership experience with female leaders. The second phase was a qualitative phase which entailed semi structured interviews of six members of a committee of experts.

The data was then reviewed against literature as well as with evolving thematic areas. The aspect of research credibility and dependability was accounted for by applying several strategies such as source and method triangulation as well as the multiple source of primary data.

A review of the literature review was conducted to develop a conceptual and theoretical framework for the design and analysis of this research. The use of process analysis enabled the key themes from the data findings to be identified. A further comparison with the literature was done and interpretations and conclusions were drawn for both leadership development and future research.

The intent of this study was that it would make a contribution to the understanding of women leaders in the Kenyan context and the impediments they face when becoming transformational leaders. It is the hope of the researcher that these findings will be of value to the

women leaders, their families and the society at large in enabling women leaders become transformational leaders, not only in their workplace context, but also in the context of their families and communities as they aim to be integrated leaders and overcome the impediments and biases cited in this research. It is also hoped that more broadly, organisations who are keen to develop a future pipeline of female leaders and enable them reach board level positions, will carefully consider the impediments and potential solutions that have been in the drawn from the findings in this research and embed the solutions in their strategies, structures and organisational culture.

Lastly, it is envisioned that this research will be of value to leadership development institutions such as universities, business schools, coaching and mentoring programs as they seek to develop more female leaders through their educational programs and initiatives to achieve legislative and regulatory requirement. In totality, it is the desire of the researcher that the findings in this research will not only encourage higher numbers of women to seek leadership positions, but also enable female leaders not only rise in numbers but in influence and authentic impact by becoming transformational leaders in Kenya and beyond across Africa where these findings can be transferred to similar contexts.

Chapter Four: Findings and Data Analysis

Research objectives

The purpose of this mixed method research which applied quantitative and qualitative multi-case methodologies was to explore with a sample of leaders and a community of experts, what impediments were experienced by female leaders in Kenya when applying transformational leadership. The researcher believed that a better understanding of this phenomenon would allow female leaders to proceed from a more informed perspective in terms of the barriers and potential catalysts and solutions when becoming transformational leaders.

This research focused on the following four research questions:

RQ1: What were the impediments faced by women in leadership in Kenya seeking to become transformational leaders during 2006-2016?

This question was addressed mainly by the quantitative phase of this research.

The other 3 research questions below were addressed by the qualitative phase of this research.

RQ2: What factors were perceived to drive and cause these impediments in the Kenyan context?

RQ3: Which of these factors are perceived to have the most significant and far-reaching impact on the impediments?

RQ4: What potential strategies can be applied to overcome these barriers and convert them into catalysts for females to become transformational leaders?

This chapter presents the key findings obtained from the quantitative survey which had 100 respondents coupled with qualitative findings from the six in-depth interviews undertaken with a committee of experts. The findings are evaluated based on the responses of both the

quantitative and qualitative respondents following the order of the semi-structured interview questions used in the multi-case qualitative phase of this study:

In Phase I, the respondents answered demographic questions based on their gender, age, number of years of work after college.

In Phase II, the respondents answered questions based on a five point Likert scale which sought to understand their perceptions of seven behaviours of transformational female leaders. These seven areas are: ability to work on teams, female leadership skills, the threat posed by higher educational achievements, threat from ambitious females, lack of trust, acceptance of criticism and fear of failure.

In Phase III, this was the multi-case qualitative phase which was composed of semi-structured interviews for six subject matter experts. The interview guide for this research consisted of nine- open ended questions based on the findings of the above quantitative phase.

The detailed findings of the above three phases are described below in the thick description method (Denzin & Lincoln, 2011). Thereafter, the four major findings that emerged from this study will be explained in detail.

Participants of the Quantitative multi-case methodology

The questionnaire sought to know the gender of the respondents. Of the 120 managers sampled, 100 managers responded resulting in an 83.3% response rate. Of these 100 managers, male managers consisted of 20% of the population while 80% are female managers. It was key that the respondents are both male and female as the hypothesis was based on a comparative assessment of how males and females view the seven attributes of transformational leadership in

women leaders. In addition, this research aimed to understand the perception of impediments from both the male and female perspectives. In addition, in normal practice, teams are made up of both male and female members and this demographic representation sought to appreciate the perceptions in a real-life context.

The questionnaire also sought to know the age bracket of the respondents. 97% were above 30 years old while 3% were below 30 years old. It was important to determine the age bracket as those who are over 30 years old have the possibility of a broad range of experiences and perspectives. It was expected then, that their responses would have breadth and depth based on a range of experiences when working with female leaders.

The third demographical question the questionnaire sought to know was on the years of experience since college of each respondent. 80% of the respondents have over 11 years managerial experience while 17% had 6-10 years of experience and the remaining 3% had under 5 years of experience. This demographic element was key as the researcher aimed to have respondents who had extensive managerial experience after college and as a result were bound to have led and been led by both female and male leaders. This would provide extensive viewpoints on the attributes of transformational leadership being assessed and provide a varied range of perceptions.

There were seven thematic areas from this study.

- Males and females working on teams.
- Female leadership skills.
- Educational achievements
- Threat from ambitious females

- Lack of trust
- Acceptance of criticism
- Fear of failure

The major findings that emerged from the quantitative phase of this study were:

1. An overwhelming majority of the respondents found the most significant impediment to be that both males and females had more difficulty accepting criticism from women than from men.
2. The second most significant impediment was that men are threatened by women with higher educational qualifications.
3. The respondents were split in how they perceived the fear of failure factor. The majority agreed that men believe that women will support them if they make a mistake. However, the majority also agreed that women do not believe that other women would support them if they made a mistake.
4. The respondents generally agreed that they recognise women as having the skills to lead a unit and were not generally opposed to working on teams led by women.
5. The respondents also significantly agreed that men and women respect women who are ambitious.
6. The respondents generally stated that men and women trust women as bosses. However there was a 17% who were neutral who were indifferent to the gender of their boss when it came to rating trust. These cited character and specifically the ability to be trustworthy due to historical and current actions as a key determinant over gender.

The raw data from the survey is shown in Table four.

Table 4: *The quantitative results of the research hypotheses*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total		%
1. Working on Teams.								
Hypothesis: Males do not want to work on teams led by females.	3	31	17	42	6	99	Disagrees	48%
Hypothesis: Females do not want to work on teams led by females.	7	27	17	41	7	99	Disagrees	48%
2. Leadership Skills								
Hypo: Males do not recognise females as having the skills to lead a unit.	3	20	15	50	11	99	Disagrees	62%
Hypo: Females do not recognise other females as having the skills to lead a unit.	8	17	11	57	7	100	Disagrees	64%
3. Educational Achievement								
Hypothesis: Males are threatened by females with higher educational qualifications.	29	34	9	24	4	100	Agrees	63%
Hypothesis: Females are threatened by females with higher educational qualifications.	6	35	11	39	9	100	Disagrees	48%

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total		%
4. Threat from Ambitious Females								
Hypothesis: Males do not respect females who are ambitious.	5	16	8	27	5	61	Disagrees	52%
Hypothesis: Females do not respect other females who are ambitious.	8	25	11	46	9	99	Disagrees	56%
5. Lack of Trust								
Hypo: Males do not trust females as bosses.	4	31	18	39	7	99	Disagrees	46%
Hypo: Females do not trust females as bosses.	10	29	19	38	3	99	Disagrees	41%
6. Acceptance of Feedback								
Hypothesis: Males have more difficulty accepting criticism from females than from males.	33	45	8	10	3	99	Agree	79%
Hypothesis: Females have more difficulty accepting criticism from females than from males.	16	50	11	19	2	98	Agree	67%
7. Fear of Failure								
Hypothesis: Males do not believe that females will support them if they make a mistake.	8	18	20	42	11	99	Disagrees	54%
Hypothesis: Females do not believe that females will support them if they make a mistake.	12	35	14	35	3	99	Agree	47%

Participants of the qualitative multi-case methodology

For the qualitative multi-case phase of this research, the participants were six subject matter experts who were seasoned visionary leaders holding directorships positions in their sector and had extensive leadership experience as transformational leaders. The members of the committee of experts was composed of four female leaders and two male leaders and all held two degrees: bachelors and masters degrees while two also held doctoral degrees. Their ages ranged from 43-65 years and had an average of 22.5 years of experience in leadership roles in multiple sectors. The sectors represented by these six members of the committee of experts included financial, genetics, engineering, academic, management consulting, manufacturing, public sector, media, publishing, philanthropic, agribusiness, medical, industrial, board and business advisory, industrial, air-freight and energy sectors.

The interview guide for this research comprised ten-open ended questions which is the qualitative research standard as it enabled identification of subtle nuances as well as new thematic areas in the responses from the participants as argued by Yin (2014). The semi-structured interview was aligned to the research topic and the literature review as well as the four key research questions, and this process is considered to be critical for a strong qualitative research (2014). The emerging themes and arrays from the data analysis (in both phases which were quantitative and qualitative) were structured into more broad categories and themes in order to address the objectives and intention of this study and answer the research questions.

In Part A, the researcher documented the following demographical and professional details of the members of the committee of experts.

A1: First name of Interviewee

A2: Last name of Interviewee

A3: Age in years

A4: Nationality

A5: Gender

A6: Education- highest academic degree

A7: Leadership development programs completed

A8: Industry experience

A9: Current designation

A10: Name of organisation

A11: Number of years in current position

In Part B, the researcher asked the member of committee of experts to answer the following questions by freely expressing their beliefs and opinions about the research area. The interviewees were asked to elaborate on their responses when appropriate and these interviews followed the normal in-depth interview steps and process. The researcher set the tone by describing the quantitative phase, the population and the demographic aspects of the sample of respondents who provided the findings for the first phase of this study. The researcher then went on to ask the following ten questions:

1. The quantitative findings of this survey reveal that 48% of the respondents agree with the hypothesis that males want to work on teams led by females and another 48% agree with the hypothesis that females want to work on teams led by females.

Finding: The respondents equally agree (each at 48%) as to whether men and women want to work on female led teams. What do you think of these findings?

2. The quantitative findings of this survey reveal that 62% of the respondents agree with the hypothesis that males recognise females as having the leadership skills to lead a unit while another 64% of the respondents also agree with the hypothesis that females recognise females as having the leadership skills to lead a unit.

Finding: The respondents generally agree (each response ranging between 62-64%) as to whether men and women recognise women as having the leadership skills to lead a unit.

What do you think of these findings?

3. The quantitative findings of this survey reveal that 63% of the respondents agree with the hypothesis that men are threatened by females with higher educational achievements while another 48% of the respondents disagree with the hypothesis that females are threatened by females with higher educational achievements.

Finding: The respondents are split on gender lines as they believe men are threatened by women with higher educational achievements while the respondents also believe that women are not threatened by women with higher educational achievements. What do you think of these findings?

4. The quantitative findings of this survey reveal that 52% of the respondents agree with the hypothesis that males respect females who are ambitious while another 56% of the respondents also agree with the hypothesis that females respect other females who are ambitious.

Finding: The respondents generally agree (each response ranging between 52% -56%) that men and women respect women who are ambitious. What do you think of these findings?

5. The quantitative findings of this survey reveal that 46% of the respondents agree with the hypothesis that males trust females as bosses while another 41% of the respondents agree with the hypothesis that females trust females as bosses.

Finding: The respondents generally agree (each at 46% and 41%) as to whether men and women trust women bosses. What do you think of these findings?

6. The quantitative findings of this survey reveal that 79% of the respondents agree with the hypothesis that males have more difficulty accepting criticism from females than from males while another 67% of the respondents also agree with the hypothesis that females have more difficulty accepting criticism from females.

Finding: The respondents believe that both men and women have difficulty accepting criticism from women than from men. What do you think of these findings?

7. The quantitative findings of this survey reveal that 54% of the respondents disagree with the hypothesis that males do not believe that females will support them if they make a mistake while another 47% of the respondents agree with the hypothesis that females believe that females will not support them if they make a mistake.

Finding: The respondents are divided on whether women will support them if they make a mistake. What do you think of these findings?

In addition to this, the other questions the researcher asked are as follows:

8. In your experience, what factors drive these impediments in the Kenyan context?
9. In your experience, which of these factors is perceived to have the most significant and far-reaching impact on the impediments?
10. What potential strategies can be applied to overcome these barriers and convert them into catalysts for females to become transformational leaders?

There were numerous insights emerging from the in-depth interviews which had significance convergence and themes were established for each of the research questions. All the members of the committee of experts said that there was no singular response to most of the questions as the most appropriate response was based on the context. The only question that required a singular response was question nine. All the same, the subject of impediments and solutions to enable the growth of female transformational leaders is complex and multi-dimensional and solution are challenging to define and implement.

Finding 1: Working on Teams

The two hypotheses for this leadership quality of working on teams were:

Hypothesis: Males do not want to work on teams led by females.

Hypothesis: Females do not want to work on teams led by females.

Table five indicates the responses of the quantitative phase of this research with respect to this specific hypotheses.

Table 5: *Quantitative findings on the perception of working on teams by females*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Majority response	%
1. Working on Teams.								
Hypothesis: Males do not want to work on teams led by females.	3	31	17	42	6	99	Disagrees	48%
Hypothesis: Females do not want to work on teams led by females.	7	27	17	41	7	99	Disagrees	48%

The quantitative findings reveal that 48% of the respondents do not agree with the hypothesis that males do not want to work on female-led teams. The findings also reveal that 48% of the respondents do not agree with the hypothesis that females do not want to work on female led teams. The overall perspective of the respondents is that a higher percentage of men and women want to work on teams led by women. 17% were neutral in their responses to this question and commented that the gender was not the key aspect they looked for in a leader. The presence and application of leadership competencies was more critical in assessing the ability to work effectively in a team of a leader.

Visionary Insight on Finding 1: Males and Females working on teams.

The first visionary interview with Visionary 01 (V01) who was a seasoned female board chairman who agreed with the neutral 17% who were indifferent as to whether the team player was male or female but instead focused on the competencies. V01 commented that:

People do not see you as a woman when you lead well and are a competent team player, they view your skills.

This meant that female leaders should continue to focus on leadership capacity and the ability to deliver sustainable results which is what transformational leaders achieve. Visionary 02 (V02) was not surprised by the data as it confirmed his experience and observations as women are open to alternative views, focus on outcomes and sustainable impact. Their style tends to be allowing of flexibility which is positive for the current workplace whereby younger teams want to contribute and older teams are instructor led. The 'know-it-all mentality' is a male tendency which reduces teamwork and this mentality is not found in women who are transformational leaders.

Visionary 03 (V03) found the data surprising as the perceptions she has faced are negative in her sector and experience. This is because the sector she works in is deemed to be male dominated. She also noted that the data shows that progress has been made due to the women's empowerment agenda and as such men are open to working with women on teams.

VO3 stated while reflecting:

When you are looking for a job, you cannot choose your boss and as such you automatically agree and accept whether the boss is male or female and allow yourself to be led by them.

Visionary 04 (V04) found the data in line with her expectation. She also observed that we are making progress as a society and this is due to a generational shift. She asserted that:

In the past, many male leaders have been raised by a single parent- who is essentially the mother especially during the fight for Kenya's national independence. This patrilineal effect has contributed to the view of females working on teams and leading teams.

Visionary 05 (V05) found that the 48% men who want to work on female-led teams does not reflect his experience of the Kenyan thinking. He asserted that from his perspective,

34% is the more realistic situation as Kenya is heavily patriarchal due to the social – cultural context. Although there is progress, we have an attitudinal problem which means we need to learn and gain from the 34% and move the needle forward to a higher percentage.

At board level, he proposed leaders should be thinking differently. He argued that:

We are not making as much progress as boards should due to subtle resistance and biases that leaders have on both sides of the gender divide.

The data points that 48% women want to be on female-led teams is contrary to his expectations as he has seen the reverse bias of women wanting to be led by men. He shared his own experience by saying:

It is not congruent with the negative rhetoric that females are their worst enemies due to their critical attitude and treatment towards each other.

Visionary 06 (V06) went on to affirm her own experience that:

The only time I have seen males question females on female lead teams it is not about gender but it is about competence.

Her view is that males are generally and genetically competitive and are keen to assess early in the team process if one is a valid player. Being a valid player means being competent and having the dual ability to be a follower by being a team player whilst having the ability to lead the team. Due to her extensive work experience in male dominated industries she has been tested several times by male team members.

Once I passed the competence test, I gained their confidence. The question I have seen posed by males in my teams is “Are you worthy to lead me? Do you have the credibility and competence to lead this team?”

In one of the senior roles she held in a highly technical industrial environment, she responded to this unasked question by rolling up her sleeves, took apart the industrial tool and reconnected it. By doing so, she was demonstrating she knew the technical aspects of the job.

In this arena with males you are leading, you do and then you lead, not the other way round, she recalled with a smile.

She then gained the competence and credibility they were looking for in a leader. She however explains that when leading a team with women, the question they asked was “Do you deserve my followership?”

Women tend to be more collaborative and want to partner with others. However, if in a team the female felt the female leader did not empathise with her emotions as a team members, the question that was asked was: “Do you feel how I feel at a deeper level?”

She did empathise and recognise the feeling at a deeper level but also realised her responsibility was to recognise and also lead. This was not easy as she had to then ask herself the question:

Can I come down and show you that I understand and empathise with your challenges and then you can let me lead you?

Then she sought to seek how to demonstrate practically the response to this question and as such solved the leadership challenge posed by female team members on how to work with others on teams. However, the ability to be a team player and team leader calls for the ability to apply transformational leadership in a situational manner and based on the context, the type of followers and the culture of the organisation.

Finding 2: Leadership Skills

To determine the perception towards women leaders with respect to their having leadership skills, the researcher had two hypotheses. These two hypotheses are as follows:

Hypothesis: Males do not recognise females as having the skills to lead a unit

Hypothesis: Females do not recognise other females as having the skills to lead a unit

Table six indicates the responses of the quantitative phase of this research with respect to these specific hypotheses.

Table 6: *Quantitative findings on the perception of leadership skills of females*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Key Finding	%
Leadership Skills								
Hypothesis: Males do not recognise females as having the skills to lead a unit.	3	20	15	50	11	99	Disagrees	62%
Hypothesis: Females do not recognise other females as having the skills to lead a unit.	8	17	11	57	7	100	Disagrees	64%

The findings of this research show that 62% of the respondents disagreed with the hypothesis that males do not recognise that females have the skills to lead a unit. Another 64% of the respondents also disagreed with the hypothesis that females do not recognise other females as

having the skills to lead a unit. This findings demonstrate that a strong majority of both male and female respondents recognise that women have the skills to lead a unit.

Visionary Insight #2: Female leadership skills

The findings showed that a strong majority of both male and female respondents recognise that women have the skills to lead a unit. V01 found these findings in alignment with her own experience. However, she exercises caution that females should develop leadership competencies and not behave out of character.

I reject traits that force women to behave out of character and become inauthentic. I also do not like tokenism which elevates women without leadership skills on boards and thus sets the female leaders up for failure, she added with a frown.

V02 also agreed that women can lead in a transformational manner but from his experience had seen them behave in a more masculine way than male managers and this undermined their impact and authority.

V03 agreed with the data which confirms the stereotype that men do not want to be led by women. She observed:

Some females had also adopted masculine tendencies and do not remain authentic.

Female leaders should not try and be tigers, they should be feminine, wise and fearless in their leadership approach.

V03 also added that:

Usually for a woman to have risen to a specific high point she would have had to work extra hard and have the skills to lead a unit. For instance, to have a lady professor appointed to become Vice Chancellor means she will have already been assessed to ensure she has the skills and experiences. In the Kenyan Public sector, she will have had to have the qualifications, training and experience and as such as she would have had the leadership skills to lead. In the private sector she would have had to go through thick and thin to prove you have the leadership competencies to lead a team.

V04 found the data in line with her expectations and experience and agreed with the findings.

She also observed that:

We are making progress as a society and this is due to a generational shift. In the past, many males have been raised by a single parent- the mother especially during the fight for National independence when the fathers went out to fight for their country and in many cases, died at war and never returned to their families. This has had a wider impact in how some men view their identity and origins. This is why we see many men in Kenya who reference their surname to their mother's name and not their fathers as is normal place. For instance, you must have seen the Kamau wa Wanjiku which is more common with people who come from the central part of Kenya.

This absence of the patrilineal effect has contributed to the modified view and acceptance of females working on teams and leading teams as the females have done this in the home environment. She also deems that the confidence component is key in enabling stronger leadership influence and impact by and for females.

V05 also added:

From my experience he had seen female leaders take the time and trouble to raise their competency level and ensure that they exceed the expected requirement before applying for a role or promotion.

V06 agreed with the findings and confirmed that males know that females can lead.

The issue is that they need to know you have the skills and credibility and that you got the leadership role because you earned it through competence.

She questioned the 64% and highlighted that females will tend to highlight their recognition of females having leadership ability but due to the fact that there have not been numerous examples of transformational leaders, the female leaders are held to a higher standard.

Finding 3: Educational Achievement

To explore the view of managers with respect to how they perceive women with higher educational qualifications, the researcher developed two hypotheses which are:

Hypothesis: Males are threatened by females with higher educational qualifications

Hypothesis: Females are threatened by females with higher educational qualifications

Table seven indicates the responses of the quantitative phase of this research with respect to these specific hypotheses.

Table 7: *Quantitative findings on the perception towards females with higher educational achievements*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total		%
Educational Achievement								
Hypothesis: Males are threatened by females with higher educational qualifications.	29	34	9	24	4	100	Agrees	63%
Hypothesis: Females are threatened by females with higher educational qualifications.	6	35	11	39	9	100	Disagrees	48%

The findings of this research show that 63% of the respondents agreed with the hypothesis that males are threatened by females with higher educational qualifications.

Visionary Insight 3: Educational Achievements

V01 is in the minority (28%) who believe that males are not threatened by women with higher educational achievements. She indicated surprise that the level of threat is over 60% and this is due to the socio-cultural background and the heavily patriarchal mentality. Another reason that has driven this statistic, is the family factors whereby women and men who are married and experiencing marital strife and difficulties may transfer the challenges sub-consciously to the work-place. She argued that:

For instance, if a women has attained higher educational qualifications and due to her individual and attitudinal biases goes ahead to ‘bring him down’ by looking down on him, then both of them are likely to respond to this question in the affirmative that males feel threatened by women with higher educational achievements.

She thus attributes the high score of men been threatened to individual, family, attitudinal and socio-cultural factors. When she reflected on the 48% who agree that women are not threatened by other women with higher educational achievements, she was delighted to see that the old rhetoric that women fight each other is beginning to diminish.

However, 41% of the respondents agreed that women are threatened by other women with higher educational achievements. The percentage difference is low, showing that women still have a long way to go in raising others up and ensuring that respect becomes the key positive driver and not insecurity.

V02 is surprised by the findings as within his organisation, funding is provided for those who want to further their education. Unfortunately, the majority applicants for funding are the

female employees who upon receiving the funding go ahead to complete their higher education while the male employees are not taking up the benefit in such high numbers. He adds that:

This high uptake of educational funding is driven by the individual, attitudinal and socio-cultural factors where women know they must prove themselves continuously and realise that educational achievements are their passage to success.

On the data that women are not threatened by other women, he agreed but added another observation:

Females may not be threatened but however they are also not inspired. This is because many highly educated women behave in more masculine ways than their natural authentic feminine manner and as such do not provide a role model for other women by their behavior. Women need to be authentically themselves and continue to have a mindset to keep learning even beyond their higher educational achievements. V02 agreed with the data which confirms the stereotype that men are threatened by highly educated women as this poses a personal individual threat to men. In his experience, women on the other hand, do not see it in the same way as proven by the data.

He thoughtfully added:

Women admire grounded highly educated women as this motivates them and in some cases, women may be inspired by those women as seen in the Michelle Obama Effect over the eight years of the Obama Presidency in the United States of America.

V03 observed that:

When women achieve high educational goals, they inspire other women rather than threaten them. Several high achieving women are admired despite their shortcomings and challenges when they authentically struggle to overcome them using the knowledge and skills they have attained in their educational journey.

V03 also reflected on her personal current experience:

When I meet women who are endeavoring to study and attain their Masters or PHD and they hear that I am a Professor, they seem to get inspired and react with amazement on how I did it. The question is: 'how did you manage? Being married, having children and being a Professor? Rarely have they been threatened by me. Most have left the

conversation encouraged that they can have it all: marriage, children and high academic qualifications.

She added that:

Recently I was mentoring a PHD student and she reminded me how I advised her to get a boyfriend and get married earlier on in her career when she was doing her masters degree. Now she is submitting her PHD in Nano genetics and she expecting a child. She met me the other day and told me ‘Thank you for encouraging me and having my back.’ All they need to know is that the other side of personal life needs a gentle push and when you turn around to focus on academics, you can get sidelined. This is because men get threatened due to the male dominated society and expect women to be submissive and remain with the sole role of being the primary care giver of the family. Looking back in the post-colonial days, a highly educated woman was deemed to be difficult. Is it culture? And at the same time, the men also expect support from their wives in putting food on the table and this can only be done when women have developed their education further.

She observed that subconsciously she has learnt how to manage perceptions:

Men seem intimidate and subconsciously compete with women who have higher education. As a result, I rarely introduce myself as Professor unless it is a formal official setting. Other times, it is when we exchange cards that the attitude from the men changes and interrogation begins. ‘When did you get all these qualifications?’ is a question that comes more from a threatened position than a position of curious interest.

V04 agreed wholeheartedly with the findings.

I agree with these findings because I am a Kenyan woman and I have seen the British colonialism effect whereby managers in corporate Kenya will socialise according to the schools they attended. The notion of the academic pedigree holds highly in many social settings. And as such, the school pedigree effect which upholds educational achievements attained there is first noticed and then the subordinate effect is the gender effect.

V04 cited that the other driver of the 41% is the socio-cultural factor which results in insecurity in females on either side of the socio-economic divide. These factors also drive and significantly influence who gets a faster opportunity to raise their academic achievements.

V05 found that the 63% of males are threatened compared to 28% who are not threatened by women having higher educational achievements is too high.

More progress should have been made over the last two decades with the affirmative action movement and initiatives in this country. I am surprised by this finding as I thought we have made more progress due to the executive teams and boards that I have served on which have exceeded the 30% minimum ratio.

He attributes this to diminishing identity of males being providers, hunters and gatherers in the past and how this identity is under scrutiny and under risk. This challenge increases their insecurity and threat of women gaining momentum and taking over their male defined roles.

When women are educated, they gain stature, grow in their careers and economic power and as such are perceived to be gaining the hunters role and taking over the male identity of being a proficient provider. Unfortunately, the male folk do not know how to relate to this changing roles and their self-identity and self-worth are under attack. Making adjustments for males in this context is difficult.

V06 found the 63% surprisingly high because experience has shown her that when a woman has higher educational achievements she is treated with credibility and respected by others. Her experience was seen clearly when she had to clarify in one high tension work situation with an alpha-male:

‘If you want me to call you by your professional title, then you will also call me by my title of ‘Doctor’ she said to her alpha-male colleague. Upon hearing this, the alpha-male colleague sat up, removed his hat and treated her with a new found respect due to her higher educational achievements.’ She reported as she laughed when reminiscing on the memory of that incident.

She has found that having higher educational achievements gets her to be described as a female with ‘brains and beauty’ which is a higher compliment rather than ‘beauty and brains.’

V06 went on to explore an alternative environment where this finding may hold true.

On the other hand, this finding may be representative of the family home situation whereby many husbands are supposed to be the head and leader of the home. The males may be threatened in the home when their female wife attains higher educational achievements and is viewed to be more capable and respected more.

On the finding that 48% disagree with the hypothesis, she had found that women are increasingly encouraging other women to read more and gain knowledge and the associated respect based on their contribution and intellect and beyond their gender. She recalls in a bitter sweet manner how when she was studying for her doctorate in a foreign country, a professor pointed out to her, for the very first time, the barriers she was bound to face.

One candid Professor said to me early in my master's program that I was facing what was called double jeopardy. He went on to tell me: 'If you want to do well, you must work twice as hard and get twice as many qualifications. That is the only way you will succeed and overcome the double jeopardy. Double jeopardy referred to the two aspects I could not change: being Kenyan and being a female,' she mused. Due to this well timed advice, she sought to ruthlessly know her research, content and gained knowledge more than anyone else she could compare with to ensure she overcame the double jeopardy effect.

When I finally attained my PHD, I looked for the Professor's contacts and called him to thank him. I told him I had attained my PHD and overcome the double jeopardy thanks to his wake-up call and candid advice, she recalled.

Finding 4: Threat from ambitious females

In order to determine the perception towards ambitious females, the researcher designed a set of two hypotheses as follows:

Hypothesis: Males do not respect females who are ambitious.

Hypothesis: Females do not respect other females who are ambitious.

Table eight indicates the responses of the quantitative phase of this research with respect to these specific hypotheses.

Table 8: Quantitative findings on the perception of ambitious females

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total		%
4. Threat from Ambitious Females								
Hypothesis: Males do not respect females who are ambitious.	5	16	8	27	5	61	Disagrees	52%
Hypothesis: Females do not respect other females who are ambitious.	8	25	11	46	9	99	Disagrees	56%

The findings of this research show that 52% of the respondents disagreed with the hypothesis that males do not respect females who are ambitious. This findings also showed that the 56% of the respondents think that females respect other ambitious females.

Visionary Insight 4: Threat from Ambitious Females

V01 had a contrary view on the meaning of ambition. She stated that

Ambition is not to rise to higher levels but to do what I am doing and give it my very best. This area I am focusing on can be my home, family or managerial role. Climbing up the corporate ladder is commendable, however climbing up the ladder to the detriment of one's family foundation is risky. For a woman to be authentically ambitious she needs to be human and humane. Clarity is critical as one needs to know what they want and where you need to go before commencing the leadership journey.

Hence she suggests that there is negative ambition which tends to be contrary to morals and ethics.

She is surprised at the findings which are contrary to popular belief as she thought that men would resent and feel threatened by ambitious women. She was pleasantly surprised at the 56% who thought that women respect other ambitious women. This is in congruence with her experience that it is because the ambitious women have gone forward to make it easier for other women to rise by overcoming the obstacles of bias and other hurdles.

V02 agreed with the data and commented that people respect ambition as long as the aims being achieved are positively progressive. He went on to state that:

Universally, people respect and admire ambition especially when it is for the common good and for the benefit of more people than the one who is deemed as ambitious,” he added.

V03 found the data confirms her experience and observations and reaffirms earlier findings. She has seen condescending attitudes towards roles that are viewed to be masculine such as driving of heavy machinery by women being looked down upon. She has also observed the stereotypes of men being awed by women in previously masculine roles. The question she posed was:

‘Does a woman have to become or behave like a man to thrive?’ She recalls the Kenyan experienced with the first female presidential candidate during the change to multiparty system and how when she declared her presidential candidature, that began the national debate as to whether Kenya was ready for a female president. The men were awed by her courage and asked: ‘you mean she can lead us?’ She then went ahead to organise her manifesto, her political party and her name was the first female name on the presidential ballot. Women were also in awe as I was previously unheard of. Our minds were closed on how to bring bread on the table and here was a fellow woman who had surpassed that home based issue to progress to the political sphere. This means that our daughters have

the opportunity and possibility to get there and go even further with respect to their ambition.

V03 added that:

Women fear getting out of the comfort zone and as such may admire ambitious females but not want to be like them due to the high hidden price and cost of being ambitious which as has been placed by society.

V04 agreed with the finding that 52% men respect women as they have naked ambition and as such demonstrate drive and recognise it in others.

“The show of silence by females in the face of ambitious decisions demonstrates reluctance to be ambitious and achieve more. Often it is deemed as hampering their growth from a senior male leader’s perspective,” she said wryly.

Of the data showing 56%, she attributed it to mean that the higher quality of ambition is what many females secretly aspire to.

Looking at the Kenyan political scene and comparing some high achieving female leaders shows me that ambition that is issue based not based on personality nor on subjective matters is admired,” she added (nodding).

V05 was surprised by the data that 52% of the respondents perceived that men respect ambitious women.

This finding is surprising and opposed to my own experience as I have seen the effect of the patriarchal society influencing mindsets strongly and negatively when it comes to how female ambition is perceived,” he said reflectively.

The 56% of respondents who disagreed with the hypothesis that women do not respect other ambitious women compared to 33% of respondents who agreed with the hypothesis is in alignment with his own experience and expectation.

“This demonstrates progress and is mainly due to the effect of affirmative action and the resolute spirit caused by the feminist revolution to do things differently,” he concluded.

V06 started by asking for a definition of ambition as was used in this study. She went on to ask:

“What does it mean to be ambitious? Does it mean that a female leader ceases to be a daughter, wife, mother and care giver? No, I think ambition should be seen as all-encompassing and not viewed in a silo perspective,” she asserted while shaking her head.

She explained that from her own experience, self-assured men from her family and professional spheres have respected her and other ambitious women. She went on to state that truly ambitious women tend to aim to excel in everything in all aspects of their lives and see ambition as an expression of themselves in totality.

Unfortunately, from her own experience, other women have not respected ambitious women due to the lens they apply when assessing them. For instance, she has seen some housewives who perceive ambitious women to care more about their work and abdicate their personal roles while ambitious women leaders perceive housewives as abdicating their professional growth and roles. This is driving a negative perception about ambition. She cautioned:

“Ambitious females have ambition on all fronts and sometimes do not attain it thus rendering those ambitious standards as unrealistic.”

Finding #5. Lack of Trust

The researcher developed two hypotheses to determine the perception of the respondents with respect to if they trust female bosses.

Hypothesis: Males do not trust females as bosses

Hypothesis: Females do not trust females as bosses

Table nine indicates the responses of the quantitative phase of this research with respect to these specific hypotheses.

Table 9: *Quantitative findings on the perception of female bosses and trust*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total		%
5. Lack of Trust								
Hypo: Males do not trust females as bosses.	4	31	18	39	7	99	Disagrees	46%
Hypo: Females do not trust females as bosses.	10	29	19	38	3	99	Disagrees	41%

46% of the respondents disagreed with the hypothesis that males do not trust females as bosses while 35% agreed with the hypothesis. This means that the effect of Kenya being a patriarchal society in the core is still a key factor related to socio-cultural and family influences. 41% did not agree with the hypothesis that females do not trust females as bosses.

Visionary Insight 5: Lack of trust

V01 found the data findings that 46% of the respondents do not trust women leaders in alignment with her experience. In her experience in the financial sector, women are viewed to be more trustworthy and are given high trust roles. This is because women fear going to jail, have a high moral responsibility for their family as well as a strong maternal instinct. They also are not

competitive to risk and generally are not bold when the odds seem stacked against them. Her perception is that in the organisations she has observed women are more trustworthy due to individual and family factors.

V02 found that in his experience in the financial sector, women are more trustworthy and as such, on average there are more females in the banking sector and with most being in the lower and middle ranking roles. Where there are instances of untrustworthy behavior, it is usually by younger women who are fraudulent and are influenced by a male peer or supervisor.

His observations is that females commit to completing what they choose to focus on but there is a tendency for women to pull each other down. This is a lose-lose mentality and behavior that is founded on sadistic and narcissistic tendencies which could be driving and resulting in the above data.

V03 was disappointed that the data still showed low trustworthiness and attributed this to conscious and unconscious bias which is seen in numerous studies on implicit bias. She said:

“Unfortunately many times, the female leaders’ performance is assessed on a double standard. If she succeeds she may be viewed as too aggressive, if she fails, she is viewed as incompetent. Change will come when female leaders are allowed to fail and treated like their male counterparts when they fail.”

On the perspective of males, V03 observed that:

It takes a lot from men to trust females fully. Trust is a different ball game and it means putting your heart in another person’s hand. This low percentage sows that the society operates in a way that shows that people are self -focused and self- centered. I am counting on myself to get ahead and not on you to go further is the thought many have. On the females’ perspective, they are saying that I will look up to you and I will take what I can from you to get up there. There is no free lunch mentality contradicts somewhat the respect for ambitious females. Women hardly trust completely due to

disappointment of people who had your back and let you down. The proverb once bitten, twice shy applies fully here.

She recalls when a position was advertised, she sought advice and was encouraged to apply. However, she was surprised that the one who encouraged her to apply has also applied and they meet at the job interview stage. This led to an increase of mistrust and questioning whether the other really meant well in that advise.

V04 finds the data thought provoking as women are more genuine and less competitive which should increase their trustworthiness. She falls in the gender neutral category as she relies on the competencies and actions of a leader to determine if they are trustworthy or not.

V05 finds the data surprisingly high and attributes the 46% of males who trust female leaders to the high educational level of respondents. This is because the core of patriarchic tendencies is deep and can only be dealt with and improved by focusing on collaborative leadership with a strong self- awareness and understanding. Beliefs and attitudes drive a lot of sub-conscious behavior and that is where education should focus on to make more progress in leadership.

V06 started by defining what trust means to her. She said that:

‘Trust in the workplace exists when one follows through reliably, is discrete and when you are who say you are.’

She commented on the 35% who believe that men do not trust women leaders and challenged that this may not be a purely trust issue but a performance question or a questions on integrity or on matters of lack of discretion and a breaking of oath of office.

She went on to assert that the findings demonstrated her own experience that performance is gender neutral and that:

“If I can say I trust her it means she will deliver on the commitment to do this, say this or finish this and this is what being worthy of trust means.”

Finding #6. Acceptance of Feedback

The researcher developed two hypotheses to determine the perception of feedback from female leaders.

Hypothesis: Males have more difficulty accepting criticism from females than from males

Hypothesis: Females have more difficulty accepting criticism from females than from males

Table ten indicates the responses of the quantitative phase of this research with respect to these specific hypotheses.

Table 10: *Quantitative findings on the perception of females providing feedback*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Majority response	%
Acceptance of Feedback								
Hypothesis: Males have more difficulty accepting criticism from females than from males.	33	45	8	10	3	99	Agree	79%
Hypothesis: Females have more difficulty accepting criticism from females than from males.	16	50	11	19	2	98	Agree	67%

The above quantitative findings of this survey reveal that 79% of the respondents agree with the hypothesis that males have more difficulty accepting criticism from females than from males while another 67% of the respondents also agree with the hypothesis that females have

more difficulty accepting criticism from females. The respondents believe that both males and females have difficulty accepting criticism from females than from males.

Visionary Insight 6: Acceptance of criticism

The data shows that 79% of respondents think that males have difficulty accepting criticism from females than from males while 67% think that females have difficulty accepting criticism from females than from males. V01 expected this high data values and derived this from the African context and socio-cultural driver which is highly patriarchal and male dominated. Also from his experience women hold themselves and others to a very high standard driven by ideals and as a result females are unduly harsh to themselves and others.

V01 is surprised by this statistic of 67% as from her female leaders should be more calm, mature and have a high ability to give criticism objectively. This is particularly more so as seasoned female leaders are more likely to be running a home where giving and receiving feedback is the norm. However, she reflected that there are pre-conceived notions such as that women 'should be seen and not heard' from the socio-cultural drivers, as well as attitudinal and family factors which derive a negative narrative and raise the barriers of women leading effectively which normally entails providing developmental feedback.

V01 concluded by indicating that female leaders should constantly evaluate where they place their confidence and their focus as this will determine how they lead, their ambition and the impact they leave on their teams.

V02 found the data exceptionally high and attributes it to the African context and socio-cultural driver which is highly patriarchal. He attributes it to the culture and a sacrosanct

situation which needs to be disrupted by initiatives such as the He-for–she movement to enable women grow their potential. From his experience of female leaders in parts of Kenya such as towns in Northern Kenya which include Bura, Turkana and Wajir which are pastoral communities, the socio-cultural drivers are the prevailing barrier towards females exercising managerial and leadership skills such as providing feedback.

On the data from experienced females V02 was not surprised as he views the Kenyan society constantly aiming for perfection. As a result this perfectionism tendency kills innovation and views constructive criticism as an enemy of progress rather than an enabler. He proposes that:

To mitigate this worrying trend, we need to be true to mission and ensure that leaders think about what legacy they want to live behind as opposed to self -preservation. Society was driven by perception and the society rewards the perfect image and diminishes failures.

V03 agrees with the data and attributes it to the male biological wiring which originates from how they were corrected by their mothers and as such how they then view criticism from other females. The manner and mode of providing criticism and feedback also has an impact on how the criticism is viewed and internalised. She added that:

The cultural impact contributes to the men finding it hard to accept that they did something wrong as they are considered more superior and sometimes fault-less. For women, if it is viewed from a positive place, individual factors contribute to how it is received. Men see corrections as a failure on their part. To take correction, people need to have humility on their part and recognise that someone knows more than they do. Nowadays, we can see a generational shift because we came from a society where we were punished and beaten for making mistakes. However, the millennial generation which who we are raising are growing up to learn that mistakes are lessons to be learnt from to innovate and grow.

The effect of stereotypes whereby women find it difficult to detach emotionally and tend to over-analyse and over-compensate leading to an unforgiving habits. This causes female leaders to view criticism as sabotage while to males it is just a mistake. V03 also reflected on her own experience:

I recall a first class honors student being corrected and he did not take the correction well and instead recited his qualifications instead of taking this positively. More recently in a project assessment, the project manager was defensive and instead of responding to the questions, he was talking down to the panel and he actually stated that he did not see the relevance of the questions asked to his project. I asked him to rethink and give a more suitable response to which he said with a huff and puff that his work should speak for itself. This proves that some men lack the humility to receive feedback.

V04 agrees with the 79% data finding and attributes this to how they relate with the women in their lives particularly in their private lives. Her experience is better male leaders spoke favorably and openly about their wives who interspersed in their conversation while poor male bosses never spoke about their wives reflecting some unsaid tension which may be connected to criticism.

The data that is of high concern to her as men can see that women do have difficulty accepting criticism from other women. This may be based on cowardly behavior while the findings also reflect some deep seated fears in the male psyche.

V05 finds that the driver of the 79% is due to ego issues, low self-awareness and humility which prevents a positive attitude when receiving feedback. Another observation he made was that there seemed to be gender magnetism where a male would rather be criticized by a male due to his negative perception of females. This may be based on gender bias and stereotyping.

V06 said that from her experience, the word 'feedback' conjures up negative emotions and makes the one receiving the feedback have a defensive subconscious or conscious reaction.

This is due to the word's connotations that one is weak or in need of fixing or further development.

The findings do not surprise her and are in alignment with her experience as criticism is seen as an attack on self, it is not progressive or developmental.

Usually, males go into self- preservation mode for themselves and their masculinity in general when they hear the word feedback with respect to themselves or their performance," she pointed out.

On the other finding from a female lens, she commented:

Females by their nurturing nature are more collaborative and may take feedback in a slightly more positive way. However, their competitive streak may emerge when they deem that the feedback takes away from their hard earned progress and waters it down.

Finding 7: Fear of failure

The two hypotheses were developed to determine the perception of the respondents to how to female leaders provide support when mistakes occur.

Hypothesis: Males do not believe that females will support them if they make a mistake

Hypothesis: Females do not believe that females will support them if they make a mistake

Table eleven indicates the responses of the quantitative phase of this research with respect to these specific hypotheses.

Table 11: *Quantitative findings on the perception of female support when mistakes occur*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total		%
Fear of Failure								
Hypothesis: Males do not believe that females will support them if they make a mistake.	8	18	20	42	11	99	Disagrees	54%
Hypothesis: Females do not believe that females will support them if they make a mistake.	12	35	14	35	3	99	Agree	47%

The quantitative findings of this survey reveal that 54% of the respondents disagree with the hypothesis that males do not believe that females will support them if they make a mistake while another 47% of the respondents agree with the hypothesis that females believe that females will not support them if they make a mistake. The respondents are divided on whether females will support them if they make a mistake.

Visionary Insights #7: Fear of Failure

54% of the respondents disagree with the hypothesis that males do not believe that females will support them if they make a mistake while another 47% of the respondents agree with the hypothesis that females believe that females will not support them if they make a mistake. The respondents' findings are thus divided.

V01 found the results that showed that the respondents were divided on whether they would get female support intriguing. She found that women are nurturers and should be more understanding when failure occurs. Failure should be viewed as lessons learned.

However, it also depends on how failure is presented. For instance, if it presented disrespectfully towards the female leader, depending on the leadership style she uses, the female leader may be viewed as unsupportive.

V01 assessment of these findings was that women's mistakes are more glaring because of the expectations of four of the drivers which are: individual standards, attitudinal factors, family factors and organisational factors. Individual and attitudinal drivers push women leaders to constantly aim to prove themselves. This results in them being extremely critical of themselves and of their team members. This then perpetuates the negative rhetoric that women do not grow others.

This high percentage is driven by socio-cultural factors and individual factors whereby the emotional aspects of women -due to the physiological manner in which the brain is wired which retains the memory of old hurts and failures- causes the lack of support.

V02 did not find the data surprising as he found that in Africa, the culture of learning is low and failure is seen negatively as a catastrophe rather than having the culture of fail fast and fail forward. In his organisation, they are trying to build a culture of innovation and this can only be done by rebranding failure as leaning. Initiatives he is spearheading include giving an award for daring initiatives and encouraging teams to share the lessons learnt to reduce the suspicion around failure and to raise vulnerability. He added:

Kenyan society will have made progress when they assess women leaders with the same standard they assess we the male leaders. I wonder if the forgiving attitude shown to men leaders who have led some companies which have failed in the past would be similar to how a woman leader would be treated. We would never hear the end of it if it was a woman leader and that is a biased assessment of leadership.

He stated that for as long as failures were penalized, the data would not change. This indicates that the organisational drivers have a significant impact on how failure is viewed and this can shift the individual and team leadership to a positive perspective that demonstrates how leaders support other when they fail.

V03 found the respondents have a split view and that the 41% percentages are too low as women were not permitted to fail by their individual and societal standards. Precedence has shown that society is ready to forgive a man who has failed and not a woman. This is because she is never given a chance, the failure is projected to be a part of her and as such reflects badly on her and she does not see the failure as a lesson. She added:

For women it gets personal, unforgiving and women do not easily ask for help. She takes failure personally as she has worked much harder than a male counterpart and wants to distance herself from anyone else's failure. In addition, sometimes when others fail, female leaders, sometimes misread it as having an ulterior motive that the failure is a reflection of their competence or lack thereof. This also depends on the leader's experiences whereby female bosses may have less genuine support from their network. This leads the female leader to operate on instinct as opposed to seeking varied viewpoints which may enable her view the failure more objectively.

Genetic wiring also causes women to carry grudges while males do not. Female leaders need to separate themselves from their decisions and past failures so as to provide objective support.

The male view is interesting as women leaders are seen to be more empathic and understanding towards their male colleagues and seem to apply a gender lens. The woman leader sees the person behind the problem and has a whole picture view. Management are willing to give a man a second chance as opposed to a woman. She recalled:

Recently I was part of a panel of a disciplinary hearing for two different members of staff: a male and female. They both got off scot free and the woman escaped being fired

as she and the man had jointly committed the offence. This proves that the gender lens is harsher on women.

V04 found the data reflects her experience and is based on framing and taming the lenses. She queries the experience of the 65% who may have had negative experiences due to the gender dynamic.

V05 found that the split view of 41% is close to his reality and the key drivers are that females are more empathic and forgiving than men. Men are seen as harsh and unforgiving while women have a higher emotional intelligence and thus see results in a more holistic and objective manner. He said that:

I see the law of opposites and polarity in play on gender lines.

V06 reflected that fear of failure was due to several factors. She emphatically said:

A mistake by her is a mistake by all of us. When a female leader fails, we have all failed by extension. She has let us down.

She went on to explain from her own experience, when a woman fails, other women hold her to a higher standard, personalise her mistake and bear it as an entire gender stream. She added:

Unfortunately, when a female leader fails, other women disassociate with the failure and role and penalise the gender. Hence, they say, I will not support her. She has failed us all.

RQ2: What factors were perceived to create negative biases and cause these impediments in the Kenyan context?

This section summarises the seven factors and their impact on creating and driving impediments experienced by female leaders in Kenya as they strive to become transformational leaders.

Individual factors

V01 found the data findings that 46% of the respondents trust female leaders in alignment with her experience. In her experience in the financial sector, women are viewed to be more trustworthy and are given high trust roles. This is because women fear going to jail, have a high moral responsibility for their family as well as a strong maternal instinct. They also are not competitive to risk and generally are not bold when the odds seem stacked against them. Her perception is that in the organisations she has observed women are more trustworthy due to individual and family factors.

V01 found the results that showed that the respondents were divided on whether they would get female support intriguing. Failure should be viewed as lessons learned. However, it also depends on how failure is presented. For instance, if it presented disrespectfully towards the female leader, depending on the leadership style she uses, the female leader may be viewed as unsupportive.

V01 assessment of these findings was that women's mistakes are more glaring because of the expectations of 4 of the key drivers which are: individual standards, attitudinal factors, family factors and organisational factors. Individual and attitudinal drivers push women leaders to constantly aim to prove themselves. This results in them being extremely critical to themselves

and to their team members. This then perpetuates the negative rhetoric that women do not grow others.

V01 suggests that this high percentage of low expectation of support is driven by socio-cultural factors and individual factors whereby the emotional aspects of women due to the physiological manner in which the brain is wired (which retains the memory of old hurts and failures) cause the lack of support

On the data from experienced women and acceptance of feedback, V02 was not surprised as he views the Kenyan society constantly aiming for perfection. As a result this perfectionism tendency kills innovation and views constructive criticism as an enemy of progress rather than an enabler. He proposes that to mitigate this worrying trend, we need to be true to mission and ensure that leaders think about what legacy they want to live behind as opposed to self-preservation.

V03 was disappointed that the data still showed low trustworthiness and attributes this to conscious and unconscious bias which is seen in numerous studies on implicit bias. There is a strong negative connection between female leaders and ability to inspire trust which is driven by all of the seven drivers: individual, scientific, family, attitudinal, socio-cultural, organisational and global drivers.

V03 found the respondents have a split view and the 41% percentages are too low as women are not permitted to fail by their individual and societal standards. Precedence has shown that society is ready to forgive a man who has failed and not a woman. This is because she is never given a chance, the failure is projected to be a part of her and as such reflects badly on her and she does not see the failure as a lesson.

Once again for women it gets personal, unforgiving and women do not easily ask for help. When others fail, women leaders, sometimes misread it as having an ulterior motive. This also depends on the leader's experiences whereby female bosses may have less support from their network. This leads the female leader to operate on instinct as opposed to seeking varied viewpoints which may enable her view the failure more objectively.

V06 provided insight on the double jeopardy she faced.

Double jeopardy referred to the two aspects I could not change: being Kenyan and being a female," she mused. "So I had to work twice as hard to overcome this.

V02 found that in the financial sector, women are more trustworthy and in total there are more females in the banking sector.

V04 agrees with the 76% data finding and attributes this to how they relate with the females in their lives particularly in their private lives. Her experience is better male leaders spoke favorably and openly about their wives who interspersed in their conversation while poor male bosses never spoke about their wives reflecting some unsaid tension which may be connected to criticism.

V05 finds that the driver of the 76% is due to ego issues, low self-awareness, low humility to receive feedback and gender magnetism where a male would rather be criticized by a male due to his perception of females.

Family factors

V01 stated that another reason that has driven this statistic, is the family factors whereby women and men who are married and may be experiencing marital strife and difficulties transfer the

challenges sub-consciously to the work-place. She thus attributes the high score of males been threatened by females with high academic qualifications to individual, family, attitudinal and socio-cultural factors. On the other hand, a supportive family environment can enable a female leader accelerate her progress towards becoming a transformational leader.

V03 also added that due to the family impact on a woman's progress, she needs to find ways to overcome family hurdles and challenges. In some cases, single women may have fewer hurdles as they do not have a husband and children to take care of. The quagmire many women leaders face is that their careers tend to intensely grow when they are in the child bearing age causing what some researchers have termed to be the *hour clock syndrome*.

She added that:

In the case of further academic qualifications, take the situation of two professionals pursuing a master, one is male and the other is female and they face different challenges. The woman will need to attempt to manage the home-front, work and studies while the man will have ample support in the form of a wife who will enable him by managing the home-front during this time when he is studying. In terms of work output, the woman may end up inadvertently giving less output due to the pressure of handling family, work and studies, while the man will generally tend to be consistent. A breakthrough for the female may occur when she receives more support from the family in the form of living with a relative who relieves her of some baby-sitting tasks and psychologically gives her more assurance to then work well and increase her output. This relative may be a mother, sister or a cousin who she trusts to put the family needs first.

In terms of family impact, some women leaders have chosen to work first and then settle into marriage and having children later and they may get the time advantage of advancing their career at the same rate as men. Unfortunately, due to societal expectations, they may face different biases due to not being married and not having children. In addition to that, they may find it more difficult to find an appropriate husband who is self-assured and comfortable with her professional success. This means that she needs to be aware of the choices she is making and the consequences she is bound to face.

V05 attributes this to diminishing identity of males being providers, hunters and gatherers in the past and how this identity is under scrutiny and under risk. This challenge increases their

insecurity and threat of women gaining momentum and taking over their male defined roles in the family.

V06 goes on to explore an alternative environment where this finding may hold true. She added:

On the other hand, this finding may be representative of the family home situation whereby many husbands are supposed to be the head and leader of the home. The males may be threatened in the home when their female wife attains higher educational achievements and is viewed to be more capable and respected more.

Scientific Bias

V01 suggest that this high percentage of low expectation of support is driven by socio-cultural factors and individual factors whereby the emotional aspects of women due to the physiological manner in which the brain is wired (which retains the memory of old hurts and failures) cause the lack of support.

V03 suggested that scientific reasons tied to biological and genetic differences also cause women to carry grudges while males do not. Female leaders need to separate themselves from their decisions and past failures so as to provide objective support.

V05 found this data is of high concern to her as males can see that females do have difficulty accepting criticism from other females. This may be based on cowardly behavior and reflect some deep seated fears in the male psyche.

V05 finds that the driver is due to gender magnetisms where a man would rather receive feedback from another man.

V03 agrees with the data on acceptance of feedback and attributes it to the male wiring which originates from how they were corrected by their mothers and as such how they then view

criticism from other females. The manner and mode of providing criticism and feedback also has an impact on how the criticism is viewed and internalised.

V06 asserts that in her view men are generally and genetically competitive and are keen on assessing early in the team process if one is a valid player.

Her observations is that women commit to completing what they choose to focus on but there is a tendency for females to pull each other down. This is a lose-lose mentality and behavior that is founded on sadistic and narcissistic tendencies which is resulting in the above data.

Visionary 006 cited the impact of scientific and socio-cultural biases as traditionally, women were not visibly present in leadership roles. She reflected:

Thus when women lead today, they are held to a higher standard and should excel in it and show that they can excel. It can almost be similar to the ‘Obama Standard’ in the United States of America where there had been no previous black president and as such he was held to an exceptionally high standard due to being the outlier breaking the historical trends of presidents.”

Attitudinal factors

V06 stated that unfortunately, from her own experience, other females have not respected ambitious females due to the biased lens they apply when assessing themselves and others. For instance, she has seen some housewives who perceive ambitious females to care more about their work and to abdicate their personal roles while ambitious female leaders perceive housewives as abdicating their professional growth and roles. This is driving a negative perception about ambition.

There are also other multiple stereotypes that drive negative attitudes of female leaders. Amongst them is unconscious bias which was faced by one of the interviewees when she joined a board and was asked to chair the board.

Her first reaction was to doubt if she could chair the board effectively and this is based on the ‘impostor syndrome’. She then gathered her courage and sought advice from other experienced chairpersons and tackled the task at hand.

Socio-cultural factors

V01 indicated surprise that the level of threat is over 60% and this is due to the socio-cultural background and the heavily patriarchal mentality.

V01 is surprised by this statistic of 81% as from her experience female leaders should be more calm, mature and have a high ability to give criticism objectively. This is particularly more so as seasoned women are more likely to be running a home where giving and receiving feedback is the norm. However, she reflected that there are pre-conceived notions such as that women ‘should be seen and not heard’ from the socio-cultural, attitudinal and family factors which derive a negative narrative and raise the barriers of women leading effectively which entails providing feedback.

V01 suggested that this high percentage of low expectation of support is driven by socio-cultural factors and individual factors whereby the emotional aspects of women due to the physiological manner in which the brain is wired (which retains the memory of old hurts and failures) cause the lack of support.

V02 found the data exceptionally high on acceptance of criticism and attributes it to the African context and socio-cultural driver which is highly patriarchal. From his experience of women leaders in parts of Kenya such as Bura, Turkana and Wajir, the socio-cultural drivers are the prevailing barrier towards females exercising managerial and leadership skills such as providing feedback.

V03 argued that socio-cultural factors are the first main impediment in the Kenyan male dominated society and this calls for women to be aware and go against the grain to create a new culture.

V04 cited that the other driver is the socio-cultural factor which results in insecurity in females on either side of the socio-economic divide. These factors also drive and significantly influence who gets a faster opportunity to raise their academic achievements.

V05 attributes this to diminishing identity of men being providers, hunters and gatherers in the past and how this identity is under scrutiny and under risk. This challenge increases their insecurity and threat of women gaining momentum and taking over their male defined roles in the family and society too.

V05 was surprised by the finding that more males respect ambitious females.

“This finding is surprising and opposed to my own experience as I have seen the effect of the patriarchal society influencing mindsets strongly and negatively when it comes to how female ambition is perceived,” he said reflectively.

V05 finds the data surprisingly high and attributes the 46% of males who trust female leaders to the high educational level of respondents. This is because the core of patriarchic tendencies is deep and can only be dealt with and improved by focusing on collaborative leadership with a strong self- awareness and understanding.

V06 reflected that fear of failure was due to several factors. She convincingly said:

A mistake by her is a mistake by all of us. When a female leader fails, we have all failed by extension. She has let us down is the wrong mentality most women have.

She went on to explain from her own experience, when a woman failed, other women hold her to a higher standard, personalize her mistake and bear it as an entire gender stream.

There is a strong negative connection between female leaders and ability to inspire trust which is driven by all of the seven drivers: individual, scientific, family, attitudinal, socio-cultural, organisational and global drivers.

Organisational structures

V02 observed that they have inbuilt educational benefits in his organisation. There is a high uptake of educational funding by female leaders is driven by the individual, attitudinal and socio-cultural factors where women know they must prove themselves continuously and realize that educational achievements are their passage to success.

V02 did not find the data surprising as he found that in Africa, the culture of learning is low and failure is seen negatively as a catastrophe rather than having the culture of fail fast and fail forward.

V04 said that we are making progress as a society and this is due to a generational shift. He added:

In the past, many males have been raised by a single parent- the mother especially during the fight for National independence when the fathers went out to fight for their country and in many cases, died at war and never returned to their families.

This absence of the patrilineal effect has contributed to the modified view and acceptance of females working on teams and leading teams. Visionary 005 stated that

Kenya is heavily patriarchal due to the social –cultural context. Although there is progress, we have an attitudinal problem which means we need to learn and gain from the 34% and move the needle forward to a higher percentage.

Global trends

The visionaries did not view global trends as a key impediment facing women in leadership. They in fact saw these trends as a catalyst as the technological advancements have enabled women to search for academic advancement and roles that may be available in different settings, sectors and geographical areas. They have also enabled women make use of technology to increase their output. This has been seen through application of flexible time schedules and use of technology to organise themselves better to achieve and become more.

In terms of global affirmative action and its impact on women in leadership, V05 commented that:

This demonstrates progress and progress has been achieved to date mainly due to the effect of affirmative action and the resolute spirit caused by the feminist revolution to do things differently, he concluded.

RQ3: Which of these factors are perceived to have the most significant and far-reaching impact on the impediments?

The individual factor has the most significant and far reaching impact on the impediments as it is only the female leader who can first choose to strengthen her self-awareness and seek to understand her context, her attitude and scientific makeup as well as the family, socio-cultural, organisational circumstances and global effects. After understanding her context, she can seek to gain competences and knowledge on how to manage these effectively as she becomes a transformational leader.

As Gandhi said, ‘the only person one can change is oneself.’ Assessing the transformational leadership model, it focusses on what a leader can do to transform themselves, their team and ultimately the organisation with positive and sustainable results.

V01 said that the lack of clear identity is a sub key driver and leads to self -destruction due to the lack of peace in the inner self faced by many female leaders. For many females, material success brings in a breed of classism and showiness. As such, solutions to reduce this threat need to be consciously applied first in the home and personal environment before results are seen in the workplace.

V03 felt that the socio-cultural and family factors create a strong interplay that results in the difficult challenges faced by women leaders. V06 stated that however, the individual woman leader still has to make a choice to overcome the external socio-cultural and family factors. In so doing, she can develop her ability to be a team player and team leader. This calls for her increased ability to apply transformational leadership in a situational manner based on the context, the type of followers and the culture of the organisation.

RQ4: What potential strategies can be applied to overcome these barriers and convert them into catalysts for females to become transformational leaders?

As the ability to provide criticism is a key attribute that has been cited across all the four pillars of transformational leadership (see H6 in the table above), the female leaders need to strengthen their leadership knowledge on how to achieve this. This requires a combination of self - awareness, self-management emotional intelligence, appreciation of stereotypes (Hoyt & Blascovich, 2007) and unconscious bias as well as guarding themselves against sexual harassment.

V01 suggested that development of leadership competencies she deemed to be important included the following which can be developed through training, coaching and mentoring.

- Exercise authority with respect and dignity which can be developed.

- Give objective room for dissent which requires humility and active listening skills
- Never give your opinion first as a leader which requires high self-control of the leader.
- Be humble and give others a chance to respond while keeping an open mind which requires strong team leadership skills.
- Wisdom is key when it comes to team work and leadership which requires strength of character.

When a woman has higher educational qualifications, she should not lord it over her husband, brothers and other male colleagues but should recognise the male psychology and manage power relations at home and at work. This requires knowledge that these are seasonal challenges in life and leadership.

V03 suggested that to overcome these impediments and become a transformational leader, the woman leader needs to invest in a robust support system and particularly family support. She also needs to invest regularly in leadership development that has incorporated genuine mentorship programs. This leadership development should be targeted towards enabling women develop their internal individual capabilities and should be based on virtues such as humility and courage.

V06 recommended from her own experience and leadership development work, that to overcome the impediments, self- awareness is the most critical key. She advised that:

Deliberate introspection is required whereby the woman leader can reflect by asking: who am I? Who am I as a leader? How do I land on others when I communicate and work with them? What energy do I bring to the table when I am leading?" she said meditatively.

Developing contextual intelligence and understanding what the gender lens requires is key as she recommended that female leaders should do what they need to show competence to

male followers and intelligence and empathy to female followers. This is because each gender is seeking for something different from a female leader. However, each context brings its own requirements from the leader and followers.

Contextual intelligence opens the path for cultural intelligence for instance, the leadership impact in an Arab country where being subdued is key, means that leaders need to collaborate much more. The same is applicable in other African countries which are steeped in cultural norms and values that alter how leadership is perceived and experienced.

Coaching is a key tool to enable any leader overcome their challenges and develop a more transformational leadership style. This in Kenya has become an increasingly applicable solution with the increase in certified coaches and with global organisations taking the lead to hire coaches for their leaders.

Increased and diverse work exposure through job shadowing, job rotation, different projects and geographical locations enable female leaders grow their confidence and transformational leadership style. These also enable them grow emotional and cultural intelligence.

Opportunities to speak, grow and contribute at the leadership table give both male and female leaders a chance to lead and be lead and to make mistakes and learn from them.

Communication training and application of enabling language is key for female leaders as it expresses their intention. For instance:

“I want us to win. Let us find out what works for you and for me so we can all win.”

Excessive dialogue is key in transformational leadership.

Solutions involving male leaders:

Sensitisation of men personally and seeking to find solutions with the male leaders is critical for success and for true transformation of female leaders because they are not operating in a vacuum.

V06 proposed that all men in leadership have a female family member and that is the way to appeal to him to get involved in raising other women in leadership especially if he has a daughter because it becomes personal. She said:

A male leader may have a wife, mother, daughter, niece or cousin. So, if they would look at raising the hands of other females in the office as they would like their daughter's hand to be raised, then there would be more transformational female leaders who have higher qualifications, exposure and leadership intellect.

To the female leaders who have already risen she advises them:

It is not about us female leaders rising, it is about the community behind us working to raise many other leaders. It is then up to us to enable other female leaders develop fortitude, grit, process knowledge and character that withstands difficulties.

Academic qualifications

V06 stated that she never wore her title unless she found she needed to due to the context of the meeting or work that she was doing. She affirmed that:

She wears her title, the title does not wear her. She came before her title and remains herself beyond the title. Authenticity is fundamental for transformational leadership as female leaders need to be internally aligned and authentic in all the spheres of their lives. If females are aligned then the risk of lauding their qualifications on others is reduced and they see qualifications as a vehicle to become better leaders. The question that female leaders may ask themselves is:
 'What were you before the qualifications and what are you beyond the qualifications?
 Bring 'you' to work, be authentic and transform yourself as you transform others.

She goes on to encourage authenticity and vulnerability whereby communication and accountability are fundamental to enable these two skills of transformational leadership.

Exposure and not compartmentalising their personal life and professional life enables female leaders be more authentic and transfer skills from both worlds of life and work.

Acceptance of criticism

In addition, criticism is viewed negatively and as such many leaders fear it and do not know how to provide it. Some authors have proposed a change of word to critique which demonstrates that the issue is what is being assessed not the person and this may reduce the bias and negative connotation of the word ‘criticism’. Others have suggested the phrase ‘constructive feedback’ to enable a more open attitude towards receiving and giving feedback.

V06 suggested that to overcome the barrier of acceptance of criticism, the intention and language needed to change. She affirmed:

Is the intention of criticism to address a behavior or is it to support the person to do better? If the intent is the work and we are working at the work and how output can improve. Once the intention is defined, then training on language and phraseology is required.

The word criticism and feedback need to be rebranded to be critique or other objective words which refer to the work or issue and do not target the individual person. In addition, the way the feedback is provided is key as the wrong language and emphasis can leave the recipient wounded and detached from making progress. Emotional intelligence is required here. For instance, she proposed that one could say:

I encourage you to have more impact in this way- this is using more energising and empowering language which aligns with transformational leaders.

V02 proposes that highly educated women should aim to pull others up by inspiring them with their behavior and not allowing group think and insecurities to prevent women from attaining higher education. They should provide the positive link between higher educational achievements and better transformational leadership.

V05 observed that beliefs and attitudes drive a lot of sub-conscious behavior and biases and that is where education should focus on to make more progress in leadership. V06 stated that the ability to be a team player and team leader calls for the ability to apply transformational leadership in a situational manner and based on the context, the type of followers and the culture of the organisation.

V01 concluded by indicating that female leaders should constantly evaluate where they place their confidence and their focus as this will determine how they lead, their ambition and the impact they leave on their teams.

V02 attributes it to the culture and a sacrosanct situation which needs to be disrupted by initiatives such as the He-for-she movement to enable women grow their potential. He stated that for as long as failures are penalised, the data and trends will not change. This indicates that the organisational drivers have a significant impact on how failure is viewed and this can shift the individual & team leadership perspective on how leaders support other when they fail.

Evaluation of findings

This mixed methodology research entailing quantitative and qualitative methodologies was undertaken to advance the knowledge of impediments faced by female leaders in Kenya as they become transformational leaders. In this section, the findings of the main research have been evaluated by taking the actual findings and comparing them with the theoretical literature used in

this research. This is laid out below as follows: the research question will be restated and the interview questions linked to it will be indicated. The research findings will then be discussed based on the key themes and analysed in the context of the theoretical literature.

Research Question One: Impediments faced by female leaders as they become transformational leaders in Kenya

This section evaluated the findings for RQ1. What were the impediments faced by female leaders in Kenya seeking to become transformational leaders during 2006-2016? The interview questions that were asked to answer RQ1 were based on seven findings from the quantitative phase of this research. The section below will thus evaluate the qualitative responses based on the seven themes. These themes collectively respond to the research question one. These themes are also directly related to the theoretical framework of this study, which is the transformational leadership theory. The transformational leadership theory states that for a leader to attain sustainable results, they need to develop and apply their leadership across four pillars of the transformational theory. These four pillars are individualised consideration, idealised influence, inspired motivation and intellectual stimulation.

For **finding #1**: The quantitative respondents equally agree (each at 48%) that males and females want to work on female led teams. What do you think of these findings?

All the visionary members of the committee of experts agreed that female leaders have the ability to work on teams. This is supported by previous research from Catalyst (2007) that has shown that female- led teams generally perform better in the long term as long as the female leader is competent for the role. Return on sales, return on investment and return on equity was generally higher in Fortune 500 companies whose boards had more than one woman board

member. This is because the female leader naturally has team-work competencies such as the ability to nurture, to see the long term perspective when decision making and to consider multiple stakeholder views. These are considered to be aspects of transformational leadership. This is further augmented by the fact that she can then handle diverse domains from managing her family, to managing business and team management. The skills she has honed in these areas tend to enable her perform better in a leadership role.

A meta-analysis research integrated the results of 45 studies addressed this question. To compare leadership skills, the researchers adopted the Bass (1990) framework that distinguishes between transformational leadership and transactional leadership. Transformational leaders establish themselves as role models by gaining followers' trust and confidence. They state future goals, develop plans to achieve those goals, and innovate, even when their organisations are generally successful. Such leaders mentor and empower followers, encouraging them to develop their full potential and thus to contribute more effectively to their organisations. By contrast, transactional leaders establish give-and-take relationships that appeal to the subordinates' self-interest. These relationships are not sustainable for the organisation and the teams involved. Such leaders manage in the conventional manner of clarifying subordinates' responsibilities, rewarding them for meeting objectives, and correcting them for failing to meet objectives. Although transformational and transactional leadership styles are different, most leaders adopt at least some behaviors of both types. The meta-analysis found that, in general, female leaders were somewhat more transformational than male leaders, especially when it came to giving support and encouragement to subordinates. They also engaged in more of the rewarding behaviors that are only one aspect of transactional leadership. Meanwhile, men exceeded women on the aspects of transactional leadership involving corrective and disciplinary actions that are either active

(timely) or passive (belated). Men were also more likely than women to apply the laissez-faire leadership style.

These findings add up to a startling conclusion, given that most leadership research has found the transformational style (along with the rewards and positive incentives associated with the transactional style) to be more suited for leading modern organisations. The research argues that not only do men and women have somewhat different leadership styles, but also that women's approaches are the more generally effective — while men's often are only somewhat effective or actually hinder effectiveness in the medium and long run. This view was shared by the six members of the committee of experts as they provided responses to this question.

Another part of this picture, based on a separate meta-analysis, is that women adopt a more participative and collaborative style than men typically favor. The reason for this difference is unlikely to be genetic and is likely to be more driven by individual, family and socio-cultural factors was the view asserted by two members of the committee of experts. Other researchers propose that it may be that collaboration can get results without seeming particularly masculine. As women navigate their way through the double bind, they seek ways to project authority without relying on the autocratic behaviors that people find as negative traits in women. A viable path that female leaders have employed in other spheres such as the home is to bring others into decision making and to lead as an encouraging teacher and positive role model. This style is more linked to the transformational leadership style.

Three of the six visionary interviewees stated that they are concerned with the female leaders adapting a more masculine mode of team leadership mainly due to the pressure caused by socio-cultural and individual factors. This has been cited by several studies on women on boards

such as the Kenya Institute of Management. In their 2016 study that in practice it has been seen that if there is no critical mass of other women to affirm the legitimacy of a participative style, female leaders usually conform to whatever style is typical of the men—and that is sometimes autocratic with dismal results seen in the long range results and culture. This finding has given rise to initiatives such as the 30% target on boards whereby boards are encouraged to have at least 30% of their board members to be women so that their impact is seen and sustained. Real progress on boards, the research argues, is achieved when there are at least three competent females serving on the board. Females increasingly are gaining the skills to be part of and lead teams. However more progress needs to be attained as a result of more women become transformational leaders and increase at the top.

The questions for **finding #2:** The respondents generally agree (each response ranging between 62-64%) as to whether males and females recognise females as having the leadership skills to lead a unit. What do you think of these findings?

All of the visionary interviewees agreed that women have the leadership skills to lead a unit. This is supported by the research done by Folkman (2012) of 7,280 leaders which showed that women excel at most leadership competencies. A global transformational leader needs a high level of cultural and emotional intelligence but above all an awareness of one's own values, purpose, and vulnerabilities. Women have a higher tendency to demonstrate this type of leadership (George, 2012) which is more in tune with transformational leadership.

The psychological literature (Gilligan 1982) suggests that women take responsibility for keeping the group together, whether the group is the family or the work team. Women have a high need for connection, which is expressed in finely tuned interpersonal skills. However, recent manuals on executive leadership warn women with high leadership aspirations to avoid

roles demanding such "instrumental," as well as "relational," styles. This is the paradox of female leadership.

Despite abundant mythology about women's competitiveness vis-a-vis one another, there is convincing evidence that women excel in collaborative, contributory, and mentoring behavior, all important aspects of connective and transformational leadership. Collaborating, contributing to others' tasks, taking vicarious pride in others' accomplishments, are central to traditional female role behavior. Women have been ridiculed for taking pride in their children's and spouse's achievements, even though most societies socialise females with the message that they should sacrifice themselves, first for their brothers, next for their husbands, and then for their children.

However, the association between female behavior and powerlessness is an interesting association that make applying these "female" styles risky in societies who have thrived in authoritarian and competitive individualism. Research data confirms that women's greater propensity for putting the needs of others above their own is based on their scientific biological makeup as they are created to nurture naturally. Laboratory studies of men and women playing the Prisoner's Dilemma (Axelrod and Axelrod, 1984) and the Pollution Game (Watzke, Dana, Doktor and Rubenstein, 1972) have demonstrated that, on average, women are significantly more likely than men to set aside their narrow self-interests for the sake of others. They exhibit vicarious or altruistic behavior which is linked to idealised influence in transformational leadership. Women's socialisation has taught them the importance of contributing to the goals of others and of collaborating in a group.

They nurture others, basking vicariously and altruistically in the success of those they value and love (Gilligan 1982). Gilligan's work suggests that women often experience guilt and

depression when their behavior violates these norms. And when their behavior is aligned with these norms and influences others to do the same, it aligns with the transformational leadership attribute of idealised influence where the individual needs are subordinated for the common and greater good of the team.

As these research findings are representative of the average seasoned leader in Kenya, they reflect that substantial progress has been made in the women's empowerment agenda as a high majority of both male and female respondents found that women have the leadership skills required to lead units.

Thus, there is an increasing recognition that women have strong leadership competencies and in addition to this, there is a higher acknowledgment of this from other women. This is attributed to the family factors whereby many mothers in homes are contributing to the bread-winning role and in some cases may be the primary bread winners. This means that many of the respondents have seen women subconsciously applying leadership skills in the family environment as well as in the organisations in Kenya.

The questions for **finding 3#**: The quantitative respondents are split on gender lines as they believe males are threatened by females with higher educational achievements while the respondents also believe that females are not threatened by females with higher educational achievements. What do you think of these findings?

Four out of six of the visionary interviewees agreed with this finding with the exception of one who introduced a dimension that the high level of threat may have been caused by women who were lauding their high academic qualifications on their male counterparts due to low

emotional intelligence. The other visionary interviewee felt the level of threat was too high and this can be reduced with effective emotional intelligence and character development.

This confirms the literature and previous studies particularly due to the context in corporate Kenya where top leadership is predominantly male dominated. Socio-culturally and historically, women were not educated as they were viewed from a transactional view point as people who were to be ‘sold off’ for bride price at the point of marriage. As such, they were not educated and this bias has been carried forward to the current age causing men to feel threatened when women become highly educated as it shifts the balance.

Further from the African proverbs, it has been said that when a man is educated, an individual is educated, but when a woman is educated, the entire community develops as a result of this education. However, numerous cases have been shown of well educated women disrespecting their male counterparts and husbands based on the multiple opportunities that higher education present. As a result, the negative link that is perceived between education and threat to the males is strengthened.

The findings of this research show that 48% of the respondents disagreed with the hypothesis that females are threatened by females with higher educational qualifications. This is supported by the African experience that when you educate a woman you educate a community. Women recognise that when women achieve higher educational achievements, they inspire other women to aim high for education. Initiatives such as STEM- which aims at inspiring young women through mentorship by educated women in the areas of Science, Technology, Engineering and Mathematics (STEM)- proves this finding.

As seen in the literature review, individual traits, family and socio-cultural factors continue to drive the threat & insecurity in men when women are highly educated. Four of the respondents also cited that women tend to be encouraged by other women with higher educational achievements. They are inspired that they can also do it, aim high and achieve more. This has also been driven by technological and globalization factors, whereby the speed of information sharing enables a woman in Kenya to be inspired through social media by the story, educational experience of an exemplary woman such as Catherine Johnson formerly of NASA and other highly educated women.

According to the study done by Kirai (2013) of 235 women in the public sector in Kenya, over 50 percent of the women managers, when asked about the impact of their educational attainment, stressed its role in their careers. Most of the respondents considered their degrees as the backbone and the base of their progress and 70 percent of women interviewed considered educational attainment as a crucial requirement for development and managerial progression of women.

The questions for **finding 4#**: The respondents generally agree (each response ranging between 52-56%) that males and females respect females who are ambitious. What do you think of these findings?

Five out of the six visionary interviewees agreed with this finding. The five who agreed with this finding stated that it may be because males have raw ambition and when they see it in others, they recognise it as demonstrating hunger for growth. However, in the Kenyan society which is mainly a patriarchal society, this finding is unexpected and demonstrates a shift in

paradigms of the respondents due to the effort of affirmative action as well as the experience of women in the home- front being breadwinners who influenced the quality of life in the home.

On the other hand, 56% of the respondents disagreed with the hypothesis that females do not respect other ambitious females. This translates into the finding that women respect other women for breaking the proverbial '*glass ceiling*' and perceive their progress as an opportunity for other women to rise up and achieve their ambitions.

According to Cornell University, the *glass ceiling* is a metaphor that was researched on by Eagly and Sczesny (2009) to explain the subtle, invisible obstacles women face after they attain mid-management positions. They advance to the top of middle management but are unable to pass through this barrier. Media and contemporary messaging communicate that this glass ceiling is being shattered; the stark reality is that it still exists and more so, tokenism impedes other women from growing and leading upwards creating a more negative bias towards women (Schmitt, Spoor, Danaher & Branscombe, 2009).

Further, nuances of this restriction are surfacing in new forms, eliciting such terms as glass escalators (Eagly & Sczesny, 2009), glass slippers (Rudman & Heppen, 2003), and glass cliffs (Rudman & Heppen, 2003, Ryan et al., 2005). Another term more recently suggested for these barriers is the labyrinth, indicating the complicated, exhausting challenges that women must navigate on their way to senior roles (Guerrero, 2011). Although gains have been made in many employment areas, women remain significantly underrepresented in positions of power. Less than 16% of corporate officers and board members of Fortune 500 companies are women (Catalyst, 2007). These positions have often come at a cost to women who do achieve them.

These women carry such burdens as stereotyping, prejudice, sexual harassment, tokenism, and isolation (Barreto, Ryan, & Schmitt, 2009).

However, two of the visionary interviewees challenged the meaning of ambition and proposed that it needs to be more all-encompassing and not only focused on growth of career and leadership status. Curiously, the subject of what ambition is defined as was raised by some interviewees with a number of them arguing that the term also needed a broader definition beyond the normal definition that it refers to progress up the corporate ladder at any cost. This is an opportunity for further research.

The questions for **finding 5#**: The respondents generally agree (each at 46% and 41%) as to whether males and females trust females as bosses. What do you think of these findings? Fifty percent of the visionary interviewees agreed with this finding with varied reasons and drivers such as the effect of Kenya being a patriarchal society in the core is still a key factor related to socio-cultural and family influences. The other interviewees were surprised as they expected lack of trust to be based on performance not gender.

Another visionary interviewee added that this is driven by the individual traits as well as the organisational factors. Genetically, males tend to think in a compartmentalized manner which removes any emotional bias when trust is threatened. This is not the case with women whose brains and emotional abilities tend to be developed to remember detailed information and this can impair trust.

The questions for **finding 6#**: The respondents believe that both males and females have difficulty accepting criticism from females than from males. What do you think of these findings?

All of the six visionary interviewees agreed with the findings and determined that they were driven by individual, family and socio-cultural factors and specifically the male ego. Two out of six visionary interviewees were surprised at how high the ratings were with respect to acceptance of criticism.

Female leaders are challenged when receiving criticism as is depicted by this score which is the highest score in this study that 78% of the respondents have more difficulty accepting criticism from females than from males. The other two out of six visionary interviewees felt that this rating was too high and had expected that affirmative action and leadership development for women would moderate that rating in practice.

In terms of organisational factors and leadership style, the method and medium of providing this feedback is also a factor that can create a high barrier to males. Similarly, due to how women's brains are wired, socialized & their territorial nature, women also have difficulty receiving criticism from other women.

Leadership traits that mirror the agency style have long been supported as desirable and have been called the "think manager-think male effect" (Eagly & Sczesny, 2009). When women enter positions of leadership, they experience a deep-rooted complexity of expectations where they are preferred to exhibit communal traits as a member of the female gender but at the same time to

exhibit agentic traits as a member of leadership. This is a difficult balancing act where women are criticized both for being too masculine and being too feminine.

Grant (2017) in his book *Originals* cited research that showed that even in these current times, speaking up while female presents multiple challenges for female leaders. In addition, across cultures, there is a rich body of evidence that shows that people continue to hold strong gender role stereotypes, expecting men to be assertive and women to be communal. When women speak up, especially to criticise and challenge the status quo, they run the risk of violating the gender stereotype and being labelled as aggressive or bossy.

One of the visionary interviewees cited the attitudinal drivers that create stress and frustration for executive women who, despite their efforts, often experience attitudinal penalties by associates and subordinates for not conforming to the perceived role. These penalties may include poor evaluations, criticism, and social rejection. In addition, most leadership positions are described using masculine terms, such that men are deemed more appropriate for those roles, whether the position is in a field that was seen as traditionally male- or female-oriented (i.e. healthcare or education). Research by Grant (2017) on an international bank and health care company showed that voicing innovative revenue generating ideas led to higher performance evaluations for men and lower evaluations for women.

This is congruent with the researcher's findings that when women offer suggestions for improvement they are exposed to a number of risks: they are devalued by both male and female peers, managers deem them as less loyal than men and less likely to implement their proposals and more than anything they pay a hidden price for exercising their voice.

Men will therefore accelerate their climb up the corporate ladder, leaving women to slowly ride the glass escalator and to work through external perceptions and biased stereotypes. This is termed as the Double jeopardy of double minorities.

The questions for **finding 7#**: The respondents are divided on whether females will support them if they make a mistake. What do you think of these findings? Why do the respondents have such low expectations of female support from female leaders?

All the six visionary interviewees agreed with the findings however, three were surprised at the level of perception yet agreed with the findings. One expected a higher rating while the other two expected lower ratings.

Individual, attitudinal, scientific, family and socio-cultural factors are accountable for the 54% who believe they will be supported. Unfortunately, 47% is still too high and this depicts that women are still not supporting each other due to the factors above which are working against them. Thus after evaluating the findings of research question one, the impediments faced by female leaders as they become transformational leaders are mainly three:

- The acceptance of criticism by both male and females when female leaders provide that criticism
- The threat perceived by males when females achieve higher educational achievements
- The fear of failure and perceived lack of support by female leaders towards female subordinates when the team fails.

Research Question Two

This section evaluates the findings for research question two. The research question was: In your experience, what factors drive these impediments in the Kenyan context? This was the research question as well as the interview question asked to the members of the visionary interviewees who made up the committee of experts.

The analysis of data from the semi structured interviews with the committee of experts uncovered three key factors that were responsible for influencing the impediments. The first factor cited by all the six visionary interviewees was the power of the individual female leader and how her ability to be self-aware and to understand the factors that were influencing her positively or negatively was the most critical success factor in becoming a transformational leader. The visionary interviewees proposed that the scientific and biological factors were subsets of the individual factors that drove the impediments effect.

The second factor that the visionary interviewees spoke about was the family factor. The two male visionary interviewees alluded to the family relationship and how these relationship was pivotal in providing a foundation for a female leader's growth especially for female leaders who were married. Three female visionary interviewees observed that any unresolved tensions in the family were often transferred to the workplace and as a result, the female would adopt self-preservation techniques and subconsciously develop more masculine and inauthentic leadership behaviours.

The third factor that the visionary interviewees strongly argued was a key driver was the socio-cultural environment which in the Kenyan context was a cocktail of issues such as gender, ethnicity, professional bias, traditional norms and customs, age and others. The socio-cultural

dimension was responsible for the attitudinal and other stereotypes that influenced the impediments faced by Kenyan female leaders.

Thus the main factors that drive the impediments faced by female leaders as they become transformational leaders are these three: individual factors, family factors and socio-cultural factors.

Research Question Three

This section evaluates the findings for RQ3. Which of these factors is perceived to have the most significant and far-reaching impact on the impediments? The interview question asked to the members of the committee of experts was: In your experience which of these factors is perceived to have the most significant and far-reaching impact on the impediments?

An in-depth analysis of the data attained from the visionary interviews showed one key theme emerging of overarching importance. They all cited that the individual factor is the most critical because the female leader has the ability to develop her abilities, competencies and attitude to overcome or deal with all the other multiple factors.

This is in alignment with the transformational leadership theory which focusses on how the leader leads others by first transforming the team, organisation and in the process also transforms to become a more effective leader.

Recent research also validates this as the focus on moral intelligence and other multiple levels of intelligence reflect that the individual factors are most impactful in overcoming any

impediments by first acknowledging the impediments and potential risk they have on the leader's progress. The next step would be to then develop the necessary skills, habits, competencies, virtues and attitude to overcome these impediments and become a transformational leader.

Research Question Four

This section evaluates the findings for RQ4. What potential strategies can be applied to overcome these barriers and convert them into catalysts for females to become transformational leaders?

Multidimensional leadership growth programs

The visionary interviews provided a breadth and depth of insights on the potential solutions that female leaders can apply to overcome these impediments, manage the negative impact of the key drivers and develop to become transformational leaders in the Kenyan context.

They proposed various types of development tools and programs which would need to focus on several forms of intelligences and competencies. They would also need to develop the character quotient of the female leader. Other aspects that need to be developed are spiritual intelligence, mental agility, emotional intelligence, contextual intelligence and the ability to learn, unlearn and relearn key leadership habits and virtues. More recently, Kiel (2015) in his book, *Return on Character*, argued that there are four key reasons why leaders win and transform their environments in a sustainable manner. His study entailed 84 chief executives, their executive teams and organisations. He also had more than 8,500 randomly selected employees who participated in the surveys about these CEOs and their teams. To triangulate the data, there were an estimated one million separate data points in their research base

resulting in this being one of the largest study of this type to date.

He then developed a matrix known as the Return on Character matrix that aimed to demonstrate the four key character habits and virtues that all leaders, irrespective of their background, socio-cultural and spiritual context, can subscribe to and become more transformational in the dynamic environments they are operating in. His research was anchored in cultural anthropology, neurosciences and genetics to develop the definition of character as it applies to leaders. His research found that neither age nor tenure impact the bottom line. But a leader's character does, and we measure that based on behaviour. They studied the extremes — the top-end 'strong character' leaders — and compared them to 'weak character' leaders and they then called the top group Virtuoso Leaders, and the bottom group Self-Focused Leaders, for obvious reasons. The findings showed that Virtuoso CEOs brought in nearly five times greater return on assets. In addition, they enjoyed a 26 per cent higher level of workforce engagement, and their corporate risk profile was much lower.

Specifically, the Return on Character (ROC) Matrix shows the four universal principles and the character habits that are aligned with these principles. These habits when repeated become keystone character habits. The matrix is based on habits that are led by the head, which relates to the intellectual abilities that enable a leader act with integrity and responsibility due to the conscious choice they have made to do so. The other two habits relate to emotional intelligence and the habits that mostly originate from the heart. These habits are compassion and forgiveness.

The following figure which is the Return on Character matrix is adapted from Kiel, F. (2015). *Return on Character: The Real Reason Leaders and Their Companies Win*. Harvard Business Review Press.

Head	<p>Integrity</p> <ul style="list-style-type: none"> • Telling the truth • Acting consistently with principles, values, and beliefs (walking the talk) • Standing up for what is right • Keeping promises 	<p>Responsibility</p> <ul style="list-style-type: none"> • Owning one's personal choices • Admitting mistakes and failures • Expressing a concern for the common good
	Heart	<p>Forgiveness</p> <ul style="list-style-type: none"> • Letting go of one's mistakes • Letting go of others' mistakes • Focusing on what's right versus what's wrong

Figure 2: Return on Character matrix

The ROC matrix has been further linked below to the four dimensional leadership formula developed by the researcher of this study and this demonstrates the power the female leader has in overcoming individual factors and developing her character through virtue and keystone habits. This will lead her to become a resilient transformational leader.

Transformational leadership and the Four Dimensional leadership formula: G=RH4

Transformational leadership focuses on four main premises of a leader: intellectual stimulation, individual consideration, inspired motivation and idealised influence. As previously seen in the

literature reviewed, transformational leadership focuses on the leader making consistent deeply positive transformations in how the leader impacts in both the personal and professional domains. This entails influencing the mind, actions, heart and aiming to leave a positive impact and legacy of leader. When transformational leadership is applied consistently it has the potential to create a significant ripple effect across all domains in society. It connects succinctly with the topical leadership discussions which are now focused on ethical and sustainable leadership beyond the bottom line (as a result of ruinous elements such as the cause and effect of the post global economic crisis).

The four dimensional leadership formula the researcher developed focuses on enabling the leader to raise the four main faculties so as to grow themselves and others in an integrated and sustainable manner. The formula is $G=RH4$ where integrated growth and a transformational impact is achieved by the leader as she applies this formula in leading herself and others.

The letter 'R' refers to raising upwards, achieving a higher and better standard of performance in an inside-out manner. It is seen as the ability to raise different dimensions of one's leadership in a transformative way while being of service to others.

The term 'H4' refers to four aspects that are raised to lead with impact, transform and serve others. These four aspects are the heart, head, hand and for a higher purpose.

Assessed objectively, transformational leadership aims to continuously raise the abilities of the leader and followers to achieve organisational and common good and can be linked to the leadership formula as follows. Specifically this is seen as:

The first 'H': Raising the heart can be described as being selfless, courageous and inspiring others. It refers to knowing and applying spiritual and emotional intelligence. As such in transformational leadership this is seen as inspiring motivation which relates in being of service to others, sharing power and viewing work from a more integrated and meaningful manner. When linked to the ROC matrix, raising the heart entails forgiveness and self-compassion which is a difficult challenge for high achieving female leaders. Raising the heart also entails exercising compassion which includes empathy learnt in emotional intelligence. This will result in a transformational effect as raising the heart refers to inspiring motivation and influencing for higher more virtuous ideals with respect to transformational leadership.

The second 'H': Raising the head in application of transformational leadership means understanding the deeper meaning that work has to uplift those who work and those who are served by it. It also refers to applying shared power to decision making by learning the best way to make decisions given different dynamic situations. To transform others by raising the head means that leaders must constantly intellectually stimulate and sharpen their creative abilities and deepen their understanding on how best to motivate themselves, motivate others and achieve sustainable results. In terms of the ROC matrix, raising the head aligns with integrity and responsibility. Aspects of integrity that connect with raising the head are being truthful and in terms of responsibility, knowing prudently the consequences of one's actions and choosing to act consistently with principles, values and beliefs. Raising the hand also refers to the act of committing to others development which in the ROC is seen to be in the heart habit of compassion. This also refers to how leaders develop their intellectual and leadership abilities so as to constantly seek ways to lead teams without losing the focus on each individual and their human dignity. This is directly linked to intellectual stimulation in transformational leadership.

The third 'H': Raising the hand in transformational leadership can be linked to individual consideration and contributing to team and community's growth as well as sharing power in decision making. To transform themselves and others, this refers to serving others by allowing them to grow. This notion of raising the hand also pertains to 'passing the baton' and developing other leaders by extending one's skills and opportunities to enable subordinates to grow. This is done by applying a coaching style and influencing them to in turn become transformational leaders. This results in the ripple effect whereby these leaders create other leaders by their examples and across different spheres of influence in society. With respect to the ROC matrix, raising the hand can be done by standing up for what is right and keeping principles which is a part of integrity. As the raising of the hand is linked to raising others, it also connects with the empowering others, actively caring for others and empathising with others. This is linked to the pillar in transformational leadership known as individual consideration.

The fourth 'H': Raising for a higher purpose in transformational leadership is seen in service to others beyond self and for a higher calling. This has a transformational effect to all stakeholders as it clarifies the deeper vision for the organisation as well as enabling progress towards an ethical and moral common good. According to the ROC matrix, heart based habits such as focusing on what is right versus what is wrong and forgiveness connect with the researcher's raising oneself to a higher purpose. Habits of the head such as expressing a concern for the common good and owning personal choices are connected to the purpose aspect of the researcher's model. This is linked to the pillar known as idealised influence in the transformational leadership model.

This demonstrates that transformational leadership is in clear congruence to the G=RH4 formula that demonstrates these different components of growth for sustainable, transformational leadership results.

Summary

This dissertation research paper is titled: ‘Impediments faced by Female Leaders in Kenya in 2006-2016: A Transformational Leadership Theory Perspective’ and seeks to understand barriers that female leaders face when becoming transformational leaders and as a result fail to have an increased impact and influence in the leadership environment. This research seeks to respond to the question why with a gradual increase in women in leadership is the impact not as high as expected. It also seeks to uncover the root cause behind the barriers that female leaders experience in the Kenyan organisational environment as they seek to become transformational leaders who will have a positive far reaching impact in the leadership context.

This research was conducted using quantitative and multi-case qualitative research (Yin, 2014) methodologies. The first phase entailed a quantitative study of 100 senior male and female managers which sought to discover the perception of female managers across seven themes that demonstrate the application of transformational leadership. The 100 senior male and female leaders were selected using a purposive sample which was drawn from a range of managers who had enrolled and learnt transformational leadership and management from Strathmore Business School in Kenya. The other criteria applied to select the sample in a purposeful manner was that the managers currently worked for organisations that operated in Kenya and had leadership experience with female leaders. The second phase was a qualitative phase which entailed semi structured interviews of six members of a committee of experts.

The data was then reviewed against literature as well as with evolving thematic areas. The aspect of research credibility and dependability was accounted for by applying several strategies such as source and method triangulation as well as the multiple source of primary data.

A review of the literature review was conducted to develop a conceptual and theoretical framework for the design and analysis of this research. The use of process analysis enabled the key themes from the data findings to be identified. A further comparison with the literature was done and interpretations and conclusions were drawn for both leadership development and future research.

The main findings of this research is that there are three key impediments that face female leaders as they become transformational leaders in Kenya. These impediments are:

- The acceptance of criticism by both male and females when female leaders provide that criticism.
- The threat perceived by males when females achieve higher educational achievements.
- The fear of failure and perceived lack of support by female leaders towards female subordinates when the team fails.

This research went further to uncover the factors that drive these impediments and found that the key drivers were the individual factors which the female leader can take control of and resolve to overcome as she becomes a transformational leader.

Finally this research sought to explore possible ways in which female leaders can overcome these impediments and become transformational leaders. This study proposes several possible ways of achieving this mainly through integrated leadership development programs that would sharpen self- awareness of the female leaders, strengthen emotional intelligence and the ability to

give developmental insights, to manage perceptions of fear and threat and to apply the four dimensions of transformational leadership and largely master oneself in the long run.

The intent of this study was that it would make a contribution to the understanding of female leaders in the Kenyan context and the impediments they face when becoming transformational leaders. It is the hope of the researcher that these findings will be of value to the female leaders, their families and the society at large in enabling female leaders become transformational leaders, not only in their workplace context, but also in the context of their families and communities as they aim to be integrated leaders and overcome the impediments and biases cited in this research. It is also hoped that more broadly, organisations who are keen to develop a future pipeline of female leaders and enable them reach board level positions, will carefully consider the impediments and potential solutions that have been in the drawn from the findings in this research and embed the solutions in their strategies, structures and organisational culture.

Lastly, it is envisioned that this research will be of value to leadership development institutions such as universities, business schools, coaching and mentoring programs as they seek to develop more female leaders through their educational programs and initiatives to achieve legislative and regulatory requirement. In totality, it is the desire of the researcher that the findings in this research will not only encourage higher numbers of women to seek leadership positions, but also enable female leaders not only rise in numbers but in influence and authentic impact by becoming transformational leaders in Kenya and beyond across Africa where these findings can be transferred to similar contexts.

These detailed findings provide new evidence of a changing role of women leaders in the workforce in Kenya and the barriers they face as they emerge to be transformational leaders. The next chapter presents the significance of the findings and points to areas of further study.

Chapter Five: Significance and Future Directions

This dissertation research paper is titled: ‘Impediments faced by Female Leaders in Kenya in 2006-2016: A Transformational Leadership Theory Perspective’ and it seeks to understand barriers that female leaders face when becoming transformational leaders and as a result fail to have an increased impact and influence in the leadership environment. This research seeks to respond to the question why with a gradual increase in women in leadership is the impact not as high as expected. It also seeks to uncover the root cause behind the barriers that female leaders experience in the Kenyan organisational environment as they seek to become transformational leaders who will have a positive far reaching impact in the leadership context.

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The data was then reviewed against literature as well as with evolving thematic areas. The aspect of research credibility and dependability was accounted for by applying several strategies such as source and method triangulation as well as the multiple source of primary data.

A review of the literature review was conducted to develop a conceptual and theoretical framework for the design and analysis of this research. The use of process analysis enabled the key themes from the data findings to be identified. A further comparison with the literature was done and interpretations and conclusions were drawn for both leadership development and future research. The findings are significant in three primary areas.

Area #1: Impediments faced

The findings show that the female leaders who attempt to apply transformational leadership experience these three key impediments:

Barrier 1: Acceptance of criticism from females: Difficulty is faced by both males (79%) and females (67%) when receiving criticism from a female.

Barrier 2: Educational Achievements: Males feel threatened by females with higher educational achievements (63%).

Barrier 3: Fear of Failure: Females do not believe females will support them when they fail (47%)

Area #2: Factors Driving the Impediments

The impediments are influenced by factors that drive them which are linked in different ways and demonstrate a knock-on effect. The key factor is the individual factor which is highly influenced significantly by the family and socio-cultural factors. Attitudinal factors were included in the individual and socio-cultural factors category as they influence both significantly.

The findings of this research show that 63% of the respondents agreed with the hypothesis that males are threatened by females with higher educational qualifications. The individual and socio-cultural factors and biases influence the perception towards female leaders when they attain higher educational achievements. This is mainly due to several historical incidents.

In the first place, the socio-cultural dimension is key whereby most of the Kenyan society was acutely patriarchal. This originates from the historical practice in several cultural groups to educate only the male child as he would bring back a return on investment. This was not the same experience for the girl child who was considered an asset to be sold in exchange for bride price and as such, the traditional community did not consider advancing her education a key investment. This has since changed somewhat as the affirmative action sought to ensure all female children are educated to level the playing field for organisations and to ensure that the female contribution is considered and applied. However, in some communities, considerable progress remains to be made with the scourge of teenage marriages and female genital mutilation (FGM).

To continue developing the benefits of this teamwork, the female leaders will need to consider reversing the negative impacts of the individual biases and stereotypes. They will need to consider harnessing the positive aspects of these factors by applying integrated leadership development through education, coaching, mentoring and seeking multiple opportunities to engage in diversified leadership and stretch their ability to apply transformational leadership and develop the four pillars further. This wide range of leadership development will enable the women in leadership navigate the complex challenges described as a leadership labyrinth by Baruch (2007) and intentionally become transformational leaders.

The most critical challenge faced is that of the individual factors whereby female leaders may not have the interior and exterior confidence to lead others, the contextual knowledge as well as the supportive environment to thrive as transformational leaders.

This consequently results in others applying a multiple bias when assessing their leadership performance which holds female leaders to an unfair, high and double standard when leading. Organisations which are future ready are also coming to terms with the fact that female leadership is a critical imperative to their future sustainable growth as females hold 80% of the domestic budget and also serve as key influencers to many significant decisions within organisations and in the marketplace. This has resulted in the organisations attempting to develop female leadership and raise female leaders to contribute in what has been otherwise a male dominated environment.

These findings also represent the effect of the context and environment whereby the respondents first engaged with leadership. Thus, the family and socio-cultural biases are evident as the respondents were mainly above 30 years of age, they had experienced their mothers as strong contributors to the family docket and as such were exposed to female leadership at an early age. Female leaders in the domestic environment from as early as during the fight for Kenya's independence in 1950's were left behind by their husbands who went to war. The female members of the community had the sole responsibility to take care of the homestead and to protect their family from any ill effects of the war. Leadership development will help them conquer the fear of leading and any biases that are present due to their past.

As such, Kenyan women, particularly those from Central Kenya were hard pressed to learn how to lead effectively during times of crisis. Unfortunately for a number of them, their

husbands were killed at war and they resulted in being the main provider, breadwinner and leader in their homes. This has had a domino effect of female leadership being experienced and accepted long before it entered the agenda of transformational and organisational leadership.

An in-depth analysis of the data attained from the visionary interviews showed one key theme emerging of overarching importance. They all cited that the individual factor is the most critical because the female leader has the ability to develop her abilities, competencies and attitude to overcome or deal with all the other multiple factors. The impact of the individual's impact was cited by Yousafzai and McCormick (2014) in their narrative of Nobel laureate Malala who individually and courageously fought at the risk of losing her life, for the cause for education for children and women in Pakistan where the Taliban had banned education.

This is in alignment with the transformational leadership theory which focusses on how the leader leads others by first transforming the team, organisation and in the process also transforms to become a more effective leader.

Recent research also validates this as the focus on moral intelligence and other multiple levels of intelligence reflect that the individual factors are most impactful in overcoming any impediments by first acknowledging the impediments and potential risk they have on the leader's progress. The next step would be to then develop the necessary skills, habits, competencies, virtues and attitude to overcome these impediments and become a transformational leader.

Proposed solutions to overcome the impediments using the Integrated Four Dimensional leadership development model

The findings support the four dimensional leadership growth model known as G=RH4 as a

proposed way of converting barriers into catalysts as well and opportunities for growth for women to become transformational leaders.

The findings show the key impediments that women in leadership face when becoming transformational leaders as well as the drivers of these impediments and the potential solutions and opportunities for growth. Specifically for women, who have a critical role, because of the influence they potentially have in many spheres ranging from work, business, family, home and community the ability to perceive these barriers and convert them into catalysts is crucial as part of becoming a transformational leader.

The female leaders ability to become an integrated leader and apply emotional intelligence is critical in the family setting whereby most husbands may feel threatened by an upwardly- progressive wife who has achieved higher educational qualifications.

As was discovered in the qualitative phase of this research, the inability of female leaders to reconcile negative, high tension aspects of their family life usually translates into the female leader being besieged with negative individual self – image, coupled with insecurity due to unconstructive attitudinal challenges in the workplace. This subsequently affects her leadership impact. The Individual, attitudinal, family, scientific, socio-cultural, organisational and global biases all influence in varying degrees how ambitious females are perceived as posing a threat to other leaders. This factor influences the level of trust that female leaders experience from their teams and also influences the level of acceptance of criticism that female leaders experience as they attempt to apply the transformational leadership style. Ultimately, it influences the level of fear of failure experienced by the female leaders and teams led by female leaders.

The ROC matrix also demonstrates the link between the impact of the individual and the transformational impact she can have when she develops her character. Kiel (2015) argued that chief executives with strong character had a higher return on sales and investment on their organisations. This validates the findings of this research that the individual factors when developed in an integrated virtue based manner result in higher sustainable results and a deeper transformational impact. Diagrammatically, Kiel (2015) showed this in Figure 3 on the details of who a leader is and what he does.

The following figure three which indicates the ROC methodology is adapted from Kiel, F. (2015). *Return on Character: The Real Reason Leaders and Their Companies Win*. Harvard Business Review Press.

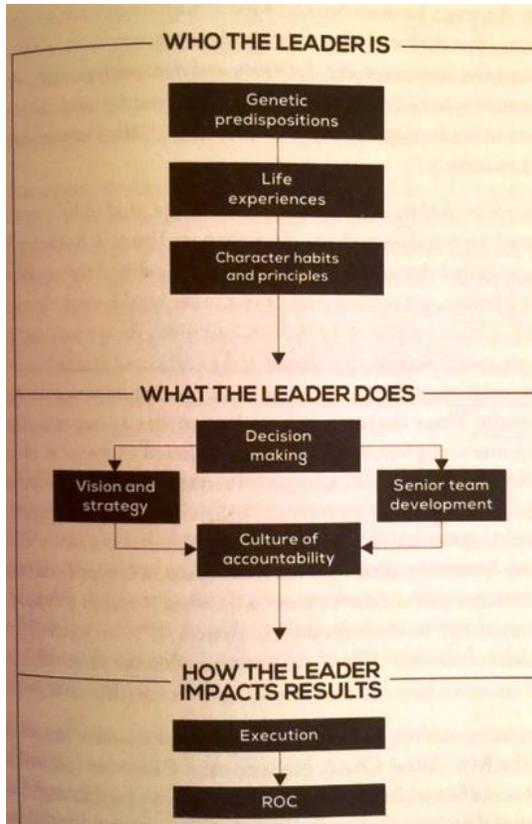


Figure 3: *Return on Character methodology*

The application of the researcher's four dimensional leadership growth model known as $G=RH4$ is a suggested way of converting these impediments into catalysts for transformational leadership to be achieved and enabling integrated growth of the female leaders. The researcher also linked the ROC matrix to this four dimensional leadership model.

H4 refers to the 4 dimensions that are raised to enable leaders have an integrated and wise leadership impact.

$G= RH4$ where G refers to holistic total leadership growth while

R refers to the ability to raising oneself to another level. It refers to the ability to lead oneself in different ways so as to become a better leader and person.

H4 represents four aspects of a leader's domain that are raised to lead with impact, transform and serve others. Female leaders can raise their hearts and heads by attending focused leadership development programs to understand themselves, their environment and then focus on their circle of influence with the assistance of coaching interventions.

Female leaders can raise their hands and the hands of others by deliberately opting to raise other women by apportioning time to mentor and coach peers and junior women. They can also be reverse mentors to more senior women who may be suffering from leadership blind-spots which a younger female leader can enable them identify and develop. The more female leaders who experience the effect of being lifted up to experience a new leadership dimension, the more the data above will shift positively because education is the one thing that can change the female leaders, change the world and diminish the negative socio-cultural, organisational and global factors.

Accordingly, raising one's heart, head and hand will positively influence and counter the harmful effects of the individual and socio-cultural factors to reinvent a new narrative in female leadership. This was seen in the life and times of Mandela (2013) and other activists in historic times who sought to go against negative socio-cultural patterns and redefined progress in their terms from an individual start. Specifically:

H1 means to raise the heart: To raise one's heart is to develop in-depth self-awareness which can only be done by the leader herself through introspection. This self-awareness can then lead to self-management which means harnessing one's leadership strengths and minimising the weaknesses and blind spots. This can be done through regular self-examination of one's attitude and behaviours and the growth of the emotional and spiritual intelligence, the ability to know

oneself and master oneself with virtues such as courage, hope, authenticity, humility and patience. Raising one's heart and others is achieved by delving into continuous self-awareness and mastery which is a personal, inside job that cannot be delegated. Embracing and applying the concept of courage, self- forgiveness, authenticity, boldness, grit and grace with feminine genius is a key way of raising the heart and strengthening the ability to lead a business unit and also work effectively in a team.

H2: Raise the head: This entails raising one's mind and intellectual faculties to enable one solve the leadership challenge or harness their leadership ability. To raise one's head means to apply one's effort in gaining knowledge which the leader in turn converts into actions which when repeated consistently form habits that become the leader's character. The raising of the head thus moves the leader from knowing to doing to becoming the person she was created to be.

This also refers to the intentional practice of learning either by investing formally in learn something new or informally learning from different habits such as mastering the art of reflection on the day's experiences, meditating and practicing a new habit. Learning should focus on all realms of the integrated life of a female leader. For instance, if managing the home needs more focus, then more study on home management is the key. If the leader realises that she is causing a threat to men when she achieves academic progress, then she may want to understand how emotional and social intelligence can enable her be more effective and this is what she will study. The other dimension of this, is when one raises their head to learn, they should in turn share the knowledge with others.

H3: Raise your Hand and those of others. To raise one's hands is to contribute one's talents, knowledge, time and resources for others. It may also include raising the hand to query and

understand fully the situation and knowledge at hand. It may also extend to looking for a mentor and allowing the mentor to enlighten the leader in their area of interest and growth.

Raising the hand is two-fold, it is enabling oneself to lead at the table, accessing leadership opportunities without fear but also enabling others who do not have a similar opportunity to be mentored and exposed to these opportunities.

This H is the one that will render the old negative rhetoric that women are their worst enemies obsolete. This is because it contributes to the talents, ideas and opportunities for many others to gain. This aspect encourages mentorship, sponsorship and coaching leadership styles. This then necessitates that the female leader can share opportunities and provide names of other competent women who are not at the table for them to grow in leadership through a new opportunity. Kay and Shipman (2015) site in their research how confidence and raising others are connected. They provide an example of Christine Lagarde of International Monetary Fund (IMF) who has been known to carry 'The List' in her purse of the top women she considers ready for a new opportunity. She then takes this list and shares names in different fora to enable these women grow. This is a practical way of raising the hand of others as she raises hers.

H4: To raise one's entire being for a higher purpose to their highest potential is the final H and this one focusses on leading with intention and with moral ethical courage and as a result raising others to be the best version of themselves.

This fourth H entails raising the heart, head and hand, for a higher purpose that is, raising oneself for a purpose that is greater than one's individual existence. It means that the leader seeks their purpose and calling in life so as to serve from a mission- centric perspective and achieve

transformational leadership through all the dimensions of life. Table twelve demonstrates the link of the research hypotheses to the four dimensions in the G=RH4 leadership formula.

Table 12: Link of Transformational leadership attributes to hypotheses and to the Four Dimensional formula

Code	My Research Hypotheses	
H1	Team Work	
H2	Leadership Skills	
H3	Threat of Educational Achievement to Males	
H4	Threat from Ambitious Females	
H5	Lack of Trust	
H6	Acceptance of Criticism from Males	
H7	Fear of Failure From females	
Transformational leadership	Link to the hypotheses	Link to G=RH4 formula
		To become a transformational leader
Intellectual stimulation	H3,H4, H6,H7	Raise the head
Consideration for individuals	H1,H2, H5, H6,H7	Raise the hand
Inspirational motivation	H2, H5,H6,H7	Raise the heart
Idealised influence	H1,H2,H5,H6,H7	Raise for a higher purpose

Table 13 demonstrates the significance of H6 which refers to acceptance of criticism across all the four domains of the transformational leadership model.

Table 13: Link of Practical Transformational leadership attributes to research hypotheses and to the Four Dimensional formula, G=RH4

Practical attributes of a Transformational Leader	Link to my Hypotheses	Link to G=RH4
Integrity & fairness	H1,H2, H5,H6,H7	Raise the heart
Sets clear goals	H1,H2	Raise the head
High expectations	H2,H3,H4	Raise the head
Encourages others	H1,H2,H5,H6,H7	Raise the heart
Supports & recognises	H1,H2,H5,H6,H7	Raise the hand
Stirs emotions	H1,H2,H5,H6,H7	Raise the heart
Gets people to go above self interest	H2,H5,H6,H7	Raise for a higher purpose
Inspires people to reach the improbable	H1,H2,H5,H6,H7	Raise for a higher purpose

Consequently, this means that when female leaders learn and apply the most effective way of providing feedback and developing others, they are likely to become more transformational leaders. However, to do this, they need to have deeper self -awareness, a learning spirit and accountability to practice what they learn consistently. This is what would enable the women in leadership translate these habits into virtues which then become their leadership character.

A further significance of the findings is that they support the development of the following model diagrammatically shown in Figure four as proposed by the researcher.

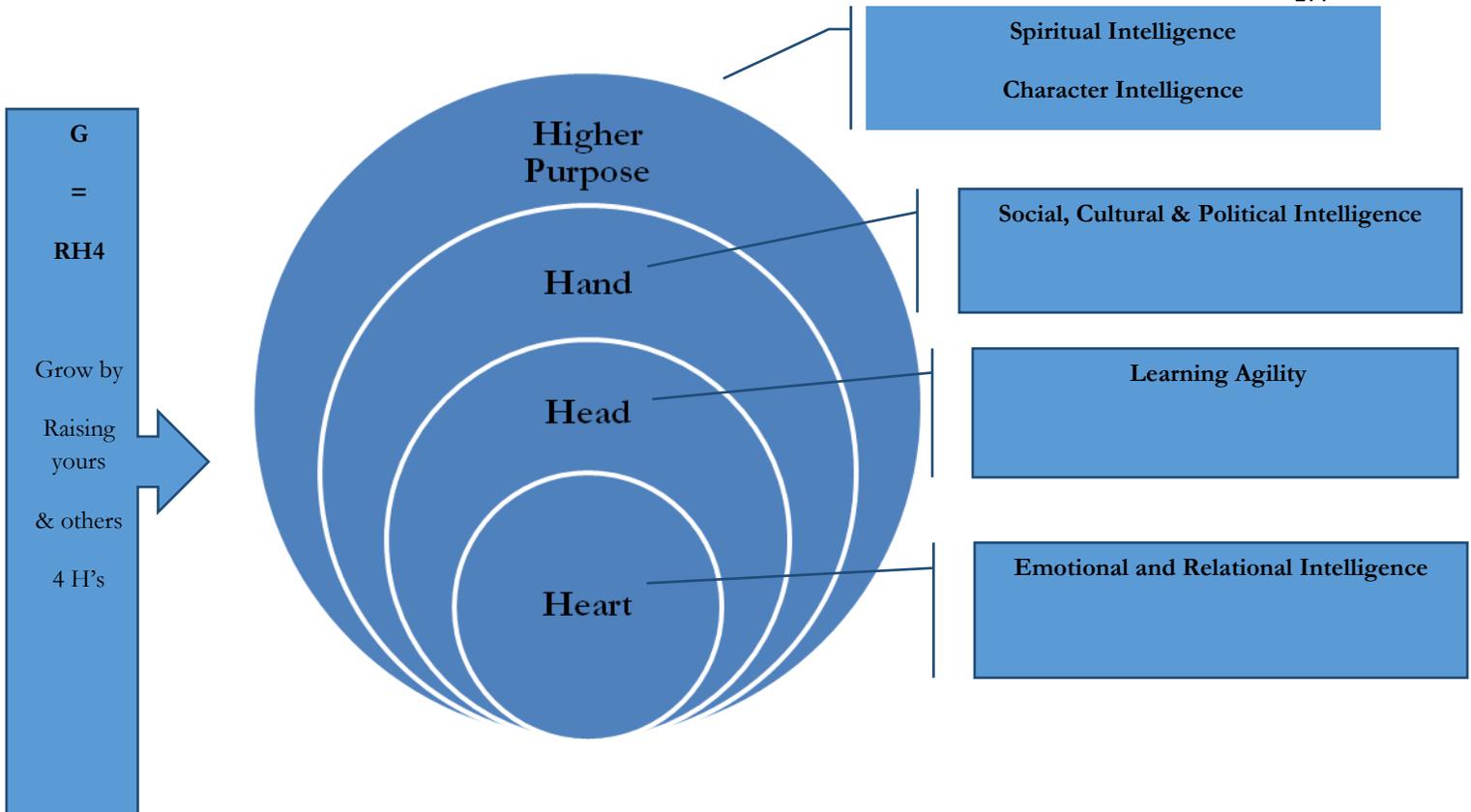


Figure 4: *The G=RH4 model linked to the Leadership quotient factors*

The 7 factors creating barriers as seen in the literature review and validated by this research

were:

- Individual (I)
- Attitudinal (A)
- Scientific (S)
- Family (F)
- Socio-cultural (SC)
- Organisational (O)
- Global- includes technological (G)

This research has demonstrated the following link between the barriers and the seven factors:

- Males and Females working on teams is influenced by the individual, attitudinal, scientific, socio-cultural and organisational factors.
- Female leadership skills are influenced by the individual, attitudinal, scientific, socio-cultural and organisational factors.
- Threat caused by educational achievements is mainly driven by individual, attitudinal, scientific, family and socio-cultural factors.
- Threat from ambitious females is influenced by the individual, attitudinal, family, scientific, socio-cultural, organisational and global factors.
- Lack of trust is influenced by the individual, attitudinal, family, scientific, socio-cultural and organisational factors.
- Acceptance of criticism is influenced by the individual, attitudinal, family, scientific, socio-cultural and organisational factors.
- Fear of Failure is influenced by the individual, attitudinal, family, scientific, socio-cultural and organisational factors.

Therefore, in Kenya, it is not a double bind but a triple bind that holds women back in many ways and causes multiple barriers to their leadership progress as transformational leaders. This triple bind is made of perception of higher academic qualifications, the role of family and socio-cultural factors which create a multiplier effect on their ability to progress in an integrated way. These barriers can only be understood deeply by examining the factors and their impact on the leadership development of female leaders

Limitations

This research had several limiting conditions which include constraints that occurred when using qualitative research methodology in general and some that are unique to the context of this research. Significant thought has been given to these limitations in an attempt to minimise their impact.

In qualitative research, analysis is ultimately a result of the researcher's thoughts and choices and thus researcher subjectivity and bias can be a limitation. To minimise this impact, this research applied both quantitative and qualitative methodologies. This was done by seeking a more objective and generalisable foundation of data before applying the qualitative method to delve deeply into the perceptions and meanings of the quantitative data.

Another limitation in this study is the issue of subjectivity and potential bias with respect to the researcher's unique participation in the field of leadership as a female leader and also as a faculty member.

A connected limitation was that the interviewees may have had difficulty adjusting to the researcher being an interviewer for purposes of this research. This phenomenon was coined by Maxwell (2005) as participant reactivity. As all the participants knew the researchers, their responses may have been influenced or affected, even without their being aware. This could have happened in several ways. Firstly, they could have been trying too hard to co-operate and provide the responses they thought the researcher was seeking to find or responses that they thought were helpful to the researcher. Secondly, they could have masked or being guarded or less open in their responses due to familiarity. As the researcher recognised these limitations, the following measures were undertaken to reduce the impact of these limitations.

The first step that the researcher took was to recognise the assumptions and by stating their research agenda from the very initial stage of this research. Achieving construct validity was one way of minimising the research design's limitations. Construct validity was achieved in this research by using multiple sources of primary data for the research and applying both the qualitative and quantitative methodologies (Gibbert et al., 2008). To increase objectivity and reduce bias, the selection of the visionary interviewees who were the members of the committee of experts was done in conjunction with the supervisor to ensure that the members were well suited to respond as well as objective as possible in ensuring they gave complete and candid responses in the qualitative survey. In addition to this, the doctoral advisor reviewed the coding and findings of both phases to ensure validity.

The second aspect was the risk of potential bias during data analysis which was reduced by the researcher removing all the participants' names in both the qualitative and quantitative phases and coding the data blindly to ensure no association was made between the data and any particular individual.

With respect to participant reactivity, the researcher continuously reflected on how they may have affected the participant responses, inadvertently or subconsciously, and explored ways to reduce this bias. This was also done in the consent request form which explicitly stated that all responses from the participant were valid and there were no right or wrong answers. This consent request was intended to enable all participants in both the quantitative and qualitative phase know and feel that their candid responses were necessary and critical for this research. Furthermore, the researcher made a mindful attempt to create an environment that was conducive to open, honest dialogue. Prior experience as interviewers was helpful in ensuring this bias was minimized.

Another key limitation of this study was that the research sample was restricted. Thus, a critique of this research may be the limited possibility of generalizing this study to other female leaders in other contexts. As much as generalizability was not the intended goal of this research, the researcher addressed the issue of transferability (Lincoln & Guba, 1985). By attempting to provide rich, thick and deep descriptions, detailed information regarding the context and background of the study, it was anticipated that knowledge could be assessed for its applicability and applied appropriately in other contexts.

Suggestions for further research

The researcher proposes that the four dimensional leadership model is plausible, given the linkage to the transformational leadership theory, yet there are other alternatives and opportunities that could be explored in future research and studies.

In addition to further expansion of the findings using focus groups and in other contextual environments to provide new insights, further research may be done by future researchers which can seek to validate the G=RH4 model and unearth ways in which it can be applied to overcome impediments. It can be linked to other leadership quotients such as the following:

- i. Intelligence quotient (IQ)
- ii. Emotional intelligence (EQ)
- iii. Relational intelligence (RQ)
- iv. Spiritual intelligence (SpQ)
- v. Financial intelligence (FQ)
- vi. Character intelligence (ChQ)
- vii. Cultural intelligence (CQ)

- viii. Social intelligence (SQ):
- ix. Political Quotient (PQ):
- x. Execution Quotient (XQ):

Another area for potential further research would be in unearthing the underlying meaning of the word ‘ambition’ and understanding the perceptions held by both men and women in leadership with respect to the meaning and application of ambition. Future research could be done to appreciate what is seen as positive ambition and what is seen as negative ambition when demonstrated by women in leadership.

Other potential areas of research that emerged from the qualitative research that can be explored include the following areas:

- Can a woman be seen to be ambitious if she chooses to focus on her family when she takes a career break or chooses not to take the next big step in her career due to the season of life she is in? For a woman to be authentically ambitious she needs to be human and humane. Is this true? How can they achieve this?
- In the quantitative phase of this research, the sampling procedure applied rendered it close to impossible to determine the extent to which respondents who did not respond to all the hypotheses differed from those who responded. Future research to determine how to include such population and to assess the significance of their responses can be done.

- There was a notion from the qualitative phase of this study that proposed that when society begins to expect less from women and stop holding them to a higher standard that is when real progress will be made. When average women are allowed to lead just like average men are leading currently without the double bind then the leadership barriers will be minimised. At what point can this tipping point be achieved is an area of future research.
- Research on female leaders who have succeeded in both their personal and professional spheres will shed deeper insight on how if at all, they applied the G=RH4 four dimensional leadership model and the impact this had on their progress.
- Another area for future study is to find out if there is any causal relationship between meaningful work and the application of the G=RH4 four dimensional leadership model.

Significance and Contributions made by this Study

The intention of this study was that it would make a contribution to the understanding of female leaders in the Kenyan context and the impediments they face when becoming transformational leaders. It is the hope of the researcher that these findings will be of value to the female leaders, their families and the society at large in enabling female leaders become transformational leaders, not only in their workplace context, but also in the context of their families and communities as they aim to be integrated leaders and overcome the impediments and biases cited in this research.

It is also hoped that more broadly, organisations who are keen to develop a future pipeline of female leaders and enable them reach board level positions, will carefully consider the

impediments and potential solutions that have been drawn from the findings in this research and embed the solutions in their strategies, structures and organisational culture.

Lastly, it is envisioned that this research will be of value to leadership development institutions such as universities, business schools, coaching and mentoring programs as they seek to develop more female leaders through their educational programs and initiatives to achieve legislative and regulatory requirement. In totality, it is the desire of the researcher that the findings in this research will not only encourage higher numbers of women to seek leadership positions, but also enable female leaders not only rise in numbers but in influence and authentic impact by becoming transformational leaders in Kenya and beyond across Africa where these findings can be transferred to similar contexts.

Personal insights on the findings

The researcher previously thought that women being their worst enemies was a myth that has been propagated erroneously. This research has surprisingly validated this myth and connected it to root cause factors such as the scientific biological factor. It has further echoed the research done by Staines, Tavris, and Jayaratne (1974) on psychological effects such as the queen bee syndrome. The queen bee syndrome was coined to describe the behaviour demonstrated by high achieving women leaders who tended to view other upcoming women leaders as competition. They would then develop a negative attitude towards them and increase the barriers that these women in lower management roles faced when attempting to grow further and when trying to shatter the proverbial glass ceiling. The proposed solution of applying integrated leadership development that is deeply founded in self-awareness and transformational theory may enable the woman leader to know and overcome her impediments.

This may in turn convert this myth into a new positive and transformational trend of women in leadership enabling each other and applying the leadership formula in tow to grow in an integrated approach.

The researcher also originates from Central Kenya and is a member of the Agikuyu community. The Agikuyu women began to lead with courage during the fight for Kenya's independence when their husbands went to the war and in many cases, did not return as they died in the war. This left these women to be leaders and resulted in a matriarchal society. The researcher has observed from these findings that women leaders from this community have tended to be the highly represented in leadership positions and conduct their leadership with courage and strength due to their historical background. This was a new insight from this research that seeks to explain this trend observation.

A third insight by the researcher is that this research inadvertently connected the transformation leadership attributes to the researcher's four dimensional leadership matrix. In terms of transformational leadership it is insightful that the four attributes of transformation can be linked directly to the researcher's matrix summarised as follows:

- Inspirational Motivation – Raise the heart with courage, character and clarity through introspection.
- Intellectual Stimulation - Raise the head with intellectual curiosity, mindful competence and learning agility.
- Individualised Consideration – Raise the hand by the leader's contribution increasing and lifting others as the leader rises.

- Idealised Influence - Raise oneself to a higher purpose with moral integrity and ethical decisions based on virtuous habits. This will in turn have a positive ripple effect on the organisation and society to achieve the greater and common good.

Conclusions

This dissertation research study is titled: ‘Impediments faced by Female Leaders in Kenya in 2006-2016: A Transformational Leadership Theory Perspective’ and its objective is to seek to understand barriers that female leaders face when becoming transformational leaders and as a result fail to have an increased impact and influence in the leadership environment. This research seeks to respond to the question why despite a gradual increase in women in leadership was the impact of their leadership not as high as expected (Koenig et al., 2011). It also seeks to uncover the root cause behind the impediments that female leaders experienced in the Kenyan organisational environment as they sought to become transformational leaders who will have a positive far- reaching impact in the leadership context.

This research was conducted using quantitative and multi-case qualitative research (Yin, 2014) methodologies as described in Chapter three. The first phase entailed a quantitative study of 120 senior male and female managers which sought to discover the perception of female managers across seven themes that demonstrate the application of transformational leadership. The 120 senior male and female leaders were selected using a purposive sample which was drawn from a range of managers who had enrolled and completed transformational leadership and management programs from Strathmore Business School in Kenya. The other criteria applied to select the sample in a purposeful manner was that the managers currently worked for organisations that operated in Kenya and that they had leadership experience with female

leaders. 100 of the 120 managers responded to the quantitative survey. The second phase was a qualitative phase which entailed semi structured visionary interviews with six members of a committee of experts.

The data was then reviewed against literature as well as with evolving thematic areas in Chapter four. The aspect of research credibility and dependability was accounted for by applying several strategies such as source and method triangulation as well as the multiple source of primary data.

A review of the literature review in Chapter two was conducted to develop a conceptual and theoretical framework for the design and analysis of this research. The use of process analysis enabled the key themes from the data findings to be identified. A further comparison with the literature was done and interpretations and conclusions were drawn for both leadership development and future research.

The main findings of this research in Chapter five are that there are three key impediments that face female leaders as they become transformational leaders in Kenya. These impediments are:

- The acceptance of criticism by both male and females when female leaders provide that criticism.
- The threat perceived by males when females achieve higher educational achievements.
- The fear of failure and perceived lack of support by female leaders towards female subordinates when the females fail.

This research went further to uncover the factors that drive these impediments and found that the key drivers were the individual and socio-cultural factors. The key insight was that individual

factors are within the sphere of influence of the female leader and she can take control of and resolve to overcome these as she becomes a transformational leader.

In addition, this research sought to explore possible ways in which female leaders can overcome these impediments and become transformational leaders. This study proposes several possible ways of achieving this mainly through integrated leadership development programs that would sharpen self-awareness of the female leaders, strengthen emotional intelligence and the ability to give developmental insights. These programs would enable them manage perceptions of fear and threat and proactively apply the four dimensions of transformational leadership while mastering oneself in the long run.

The intent of this study was that it would make a contribution to the understanding of female leaders in the Kenyan context and the impediments they face when becoming transformational leaders. It is the hope of the researcher that these findings will be of value to the female leaders, their families and the society at large in enabling female leaders become transformational leaders, not only in their workplace context, but also in the context of their families and communities as they aim to be integrated leaders and overcome the impediments and biases cited in this research. It is also hoped that more broadly, organisations who are keen to develop a future pipeline of female leaders and enable them attain board level positions, will carefully consider the impediments and potential solutions that have been drawn from the findings in this research and embed the solutions in their strategies, structures and organisational culture.

Lastly, it is envisioned that this research will be of value to leadership development institutions such as universities, business schools, coaching and mentoring programs as they seek to develop more female leaders through their educational programs and initiatives to adhere to the legislative and regulatory requirements. In totality, it is the desire of the researcher that the

findings in this research will not only encourage higher numbers of women seek leadership positions, but also enable female leaders not only rise in numbers but in influence and authentic impact by becoming transformational leaders in Kenya and beyond Africa where these findings can be transferred to similar contexts.

This research will be critical as there is little research in Kenya about the extent to which female economic, managerial and leadership progress in the workplace is being achieved with a long term goal of attaining transformational leadership and the integrated growth of women in leadership. This study contributes to the developing body of knowledge on the growth of women leaders in Kenya and will attempt to unveil the range of impediments and driving factors, as well as their impact, whether positive or negative, on the leadership advancement of women as they become transformational leaders. It will create a deeper understanding on how organisations and their stakeholders can make deliberate sustainable progress in society by enabling and enculturating transformational leadership. This study is aimed at enabling companies in corporate Kenya identify their organisational, institutional and structural barriers and accelerate the catalysts to enable transformational leadership and four dimensional leadership growth in women executives.

This study also aims at enabling educational providers such as Strathmore Business School (SBS), United States University of Africa (USIU), Kenya Institute of Management (KIM), Institute of Directors (IOD), Stanford Seed Program, Harvard Business School Executive Programs and Women on Boards in Kenya, adopt a more practical, pragmatic and positive perspective to leadership development for women which will have a more sustainable and long term impact. It will also improve the impact of other leadership growth interventions such as leadership development, executive coaching and mentoring, and determine ways of applying the

four dimensional growth of women in leadership as a link to enabling transformational leadership.

Due to the evolving legal and constitutional framework, numerous organisations are currently trying to retain their female employees in response to regulations that call for equal treatment and gender parity. Therefore, this study will reduce the impact of experiencing talent attrition from high potential women who are in the pipeline for senior leadership opportunities. This in turn will increase the pool of women who are eligible, ready and effective performers for top board and senior executive positions and who will have a transformational impact on themselves, their teams, their organisations, their families and the society at large.

These detailed findings provide new evidence of a changing role of women leaders in the workforce in Kenya and the barriers they face as they emerge to be transformational leaders. The findings also propose ways to overcome these barriers by understanding the root cause factors driving these impediments and developing multidimensional leadership development tools such as the use of the ROC matrix and the researcher's proposed four dimensional leadership formula $G=RH4$. These findings will enable female leaders in Kenya become authentic and integrated transformational leaders in the region and beyond.

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Appendices

Appendix A: Introductory Letter

Dear _____

RE: Request for participation in Doctoral research study

As part of my multi-phased Doctorate in Business Administration (DBA) research, I am deepening my understanding of the role of women in leadership in the workplace. Consequently we have selected a sample population of high potential, high performance professionals with rich leadership and managerial experience.

Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than me will know your individual answers to this questionnaire.

If you agree to participate in this project, please answer the 10 questions on the questionnaire as best you can.

It should take approximately ten minutes to complete. Please return the questionnaire as soon as possible via email to me.

I appreciate your encouragement and interest in my DBA and look forward to receiving your feedback before _____.

With My Warm Regards,

Patricia Murugami +254-722-742991 pmurugami@strathmore.edu

Appendix B: Informed Consent Form

The Title of the research project: Impediments faced by female leaders in Kenya: A Transformational Leadership Perspective

Purpose: My name is Patricia Murugami, and you are invited to participate in a study conducted for a doctoral dissertation research at the International School of Management (Paris, France). The purpose of this quantitative and qualitative multiple-case study is to There is no deception in this study, and I am interested in your opinions about your organization.

Participation Requirements: You will be asked to provide in-depth verbal responses to interview questions asked by the researcher. The researcher will schedule the interview based on your convenience and will conduct the interview session with you over the phone or face to face. The interview session will be recorded in writing, and it will last approximately 60-75 minutes.

Research personnel: The following person is leading this research project and may be contacted at any time: Patricia Murugami +254722742991

Potential risk/discomfort: There are no risks in this study. Bear in mind that some of the information is personal, and there are some questions about your specific role as a leader in the organization. The interview process includes semi-structured questions that are intended to encourage your in-depth responses, perceptions, and comments. You will not be asked to divulge proprietary or confidential information about yourself or the organization that you are representing. If you find the questions to be intrusive, you may withdraw at any time, and you

may choose not to answer any questions that you do not feel comfortable answering.

Potential benefit: There are no direct benefits to you for taking part in this research. The benefit for your participation in this study includes access to the final dissertation manuscript that will be sent to you after the study is completed and approved by the International School of Management. The results will have educational interest that may in time have benefits for leaders, managers, board members, and women in leadership.

Anonymity/confidentiality. The data collected in this study is strictly private and confidential. Your name will not be attached to any of the results. In addition, the coded data is made available only to those involved in the research.

Right to withdraw. You have the right to withdraw from this study at any time. You may elect to not answer any interview question. Your participation in this research is completely voluntary. The researcher will answer any questions that you have about this study.

Researcher: Patricia Murugami

Appendix C: Quantitative survey instrument and additional comments

<p>I believe the response really depend on the level of exposure in the corporate ladder and personal believes and preferences. The above was based on my experience in the corporate world. I find women who competent for a given position no different from men. This is however different when they (female bosses) are not competent for the roles; they can be very destructive to self and others more than males in similar circumstances.</p>
<p>As a male employer, my most trusted and dependable employees are female. I think owing to the nurturing nature of women, they fit better in workplaces especially in professional service firms with emphasis on service delivery and client relationships</p>
<p>Based on experience in the early stage financing/development realm, this is heavily dominated by women or people who are development minded & supportive of early stage entities. Thus not a cut throat environment, more of a supportive realm, by both men and women.</p>
<p>Based on my current situation, the female employees in senior leadership are very unsupportive & threatened by juniors who are ambitious or have more experience or more educated. For the men, they are 50/50. Some are very supportive of women leaders, others think the women should be running around not holding management positions.</p>
<p>Both genders don't know how to react to, understand or support the opposite gender. But with more information, (facts, figures & role models) this should drastically change in the next 10 years.</p>
<p>Both males and females do not trust ambitious females. Males expect females to prove their capabilities in order to trust them as leaders.</p>
<p>Both struggle to accept criticism. Females worry that if they make a mistake they will not be liked and it will drive the way they are assessed. This is not always true but sometimes it looks like that. Men don't suffer from such problems, they get over the mistake and move on.</p>
<p>Cultural & societal orientation of the employees does influence behaviour for example more patriarchal (chauvinist) orientation.</p>
<p>Cultural influences in Tanzania affect my view as there women are undermined esp where there are few women leading teams.</p>
<p>Dependent on sector/field. Depends on relationship, the closer the relationship the higher the threat likelihood.</p>
<p>Female leaders are respected but managing teams and appear fair to all members. There is a perception that the female bosses are unfair when they are even less assertive than their male</p>

colleagues.
Females make awesome bosses. The problem begins when the direct reportees form perceptions on their woman boss.
Females might generally try to read a personal motive in another female's actions /decisions.
Females tend to be more sympathetic & lenient to men than women. Men on the other hand seem more subjective.
Generally with older males above 50 years as at 2016, stereotypes against women in the workplace exist strongly. Women whether in the presence of younger or older males really have to be on top of their game to compete with less experienced or qualified males. If however, over time women are consistent in performance (and perhaps at the same job where their consistency is "felt") she is respected as much as her male colleagues. However she does have to work harder than her male peers to be considered equal.
Great women leaders are few & far between. To keep up with the men, women leaders tend to be extremely aggressive & pushy & most times unkind to their female staff. They prefer to work with men who will cower under their leadership vs female staff who may challenge them. Most women leaders tend to get personal & subjective in their daily work interactions & have a way to go in building trust with female staff.
Having worked for a couple of years this is all dependent on the person & boss whether male or female.
I agree with the statement on respect of ambitious female by either male or female but with a caveat. The lack of respect happens if out of ambition she steps on people's toes in unacceptable manner. I am neutral in regard to support in case of a mistake as this is dependent with the person. I do not think its dependent on whether male or female. My response is based on my experience. Being in an institution with a young workforce the issues of gender when leading a team are not a problem per say.
I believe in the workplace, people are people not male or female, hence I regard every work situation with that lens.
I have been a victim of males not accepting me as leader of a team dominated by men. However, I really persistently yet calmly kept leading & the team successfully achieved its goal & they were all very happy. I later learnt that 2 of the men were objected to my leadership because culturally in their ethnic community women do not lead men. NB: As you analyse data the ethnic dimension may be valuable.
I have found increasingly that a female leader not only needs to have the requisite skill to earn respect among both genders but most importantly show ability to deliver exceptional results. More males are willing to be led by females over time as we have women leaders that have

shown over time that they can perform at a much higher level and deliver even higher outcomes. The fallacy that women do not get along will soon disappear as more women lean onto female leaders that have role modeled the picture of success they desire.

I think that many women do have the qualifications and skill to lead both male and female members of a team. However tradition has deeply ingrained the difference in female vs. male leadership - transformational vs. transactional - and many women have had to fight the stereotype to prove they can do the work. Often with consequences e.g. being alienated or paid less because they are women or having their decisions second guessed.

I think there are certain industries where these responses would be more stark such as male dominated industries like engineering.

If one is rational & propagates the existing stereotypes they will get usual responses. If you display different beliefs & goals you are able to empower the team and be respected regardless of gender. The thing that makes women be treated with mistrust is level of EQ.

In manufacturing, government & corporate sectors I have experienced and witnessed limited resistance to women in leadership. In fact in more cases than not, I have seen women actively promoted as their value & contribution is sought after. Women with the right attitude, who are qualified & experienced are in demand. In the past they are well respected & any challenges faced are broadly not because they are women but because of interpersonal differences.

It depends on how you treat your colleagues. If treated with respect, then we have a working environment. If not, then the environment is not fully working.

It will depend on the kind of work relationship you build with the male employees. Women are their worst enemies.

Males get inferiority complex. Challenges come not from skills but from culture, patriarchy, anthropological misunderstanding. Females can survive with female bosses if they reach an understanding. Males may not completely trust. They don't feel safe or secure with female decisions.

Many professionals (male or female) do not embark on a role or career thinking that the gender of their Boss or Colleague matters. However, as they go along, they begin to ascribe to some existing gender stereotypes, depending on the behaviour of a particular Boss or Colleague. (The exception of an individual's deeply rooted cultural beliefs on gender roles/ hierarchy applies here). In my experience, the character of a Boss/Colleague (e.g. trustworthy vs. untrustworthy) will usually be independent of their gender.

Men don't think women ever match up to them given similar education status & exposure they always undermine women.

<p>Most of if not all answers are not about me. But what I see from the general perceptions.</p>
<p>My view & findings from speaking (and interviewing) men who have worked with female bosses is that women who are confident in their abilities (technical & leadership) make better leaders than many male leaders. My experience through speaking & coaching women led by women is that women bosses become insecure with self- confident & learned women in their teams. However, a self -confident & emotionally intelligent woman boss is not insecure leading a learned woman. EQ seems to be the enabler. Females are happy getting feedback from this kind of boss because it is communicated in an objective & constructive way.</p>
<p>My view is the concern around female bosses is often not a competency issue but a personality one.</p>
<p>My work experience has highly influenced my answers. I have led male teams that also include females. Only insecure females think others would not support them if they make a mistake. The power of relationship building is immense.</p>
<p>One the issue of female authority I am of the opinion that women are more sensitive & suspicious of their own. One tends to witness incredible tolerance when it comes to male leadership.</p>
<p>So far both genders work well together, I haven't experienced difficulty working with the males & females.</p>
<p>Some males have issues working with women particularly more qualified ones. But women are their own worst enemies. They have more issues with their fellow women being bosses and/or subordinates.</p>
<p>The behaviour of the male/female is largely determined by the kind of work relationship s/he has had with his/her colleagues over time.</p>
<p>The contribution that women are bringing to the boardroom that translates into a better company performance has been researched & evidenced & therefore cannot be ignored. Fortunately, I work in an organisation that embraces D&I thus I find that to most of these questions a neutral response follows as extremes do not exist.</p>
<p>The diversity/differentiation is around emotional intelligence (EQ). Most males would trust their egos when dealing with females in leadership & successful leaders need 200%+ on EQ- few will make it to this fantastic level.</p>
<p>The male ego does not support being led by a female. Females on the other hand tend to be very critical of one another.</p>
<p>The male/female issue is perceptive, based on how either use their power.</p>

There is growing acceptance of women leadership more so with the Generation Y & Millennial generation. Generation X is a bigger challenge with this change. The resistance is higher within the female gender as opposed to cross gender. Stereotypes of the woman are commonplace. However, male stereotypes are also taking root.

This is based on my experience and what I have seen in the work place. The views do not represent my own opinions. In some cases the answers also reflect the limited training or experience of bosses who may have climbed up the corporate ladder prematurely then the fears are valid.

Very difficult questions, one cannot generalise. I have worked with senior women & cannot generalise. Some female colleagues: some are from hell & others are from heaven. My observation is that each one is different & complex based on numerous forces working on them. Some have issues related to men & hence react harshly when dealing with men.

We women need to work on being better bosses to our fellow women.

Women have a significant role to play in the workplace despite the cultural expectations, personalities, experience & background which have an impact on how they behave in the workplace. There is great potential in achieving efficiency & results, except that women need to know how to conduct and manage self.

Women in leadership experience resistance as they are seen as spoilers not equals. Women viewed as emotional and not objective (as seen by men). Women tend to be more supportive of their own especially if the other WIL is seen to be protecting her fellow women's interests & who is seen to embrace her womanhood rather than behaving like one of the men.

Women in many instances are their own worst enemies. In my career path I have obtained the strongest support from my male colleagues/bosses.

Women prefer male bosses & some male employees will not respect a woman in leadership like they would a man. Both male & female feel threatened by someone with higher qualifications especially in organisations who consider one for promotion based on qualifications & not on experience.

Appendix D: Details of the Interviews

In Part A, the researcher documented the following demographical and professional details of the members of the committee of experts.

A1: First name of Interviewee

A2: Last name of Interviewee

A3: Age in years

A4: Nationality

A5: Gender

A6: Education- highest academic degree

A7: Leadership development programs completed

A8: Industry experience

A9: Current designation

A10: Name of organisation

A11: Number of years in current position

In Part B, the researcher asked the member of committee of experts to answer the following questions by freely expressing their beliefs and opinions about the research area. The interviewees were asked to elaborate on their responses when appropriate and these interviews followed the normal in-depth interview steps and process. The researcher set the tone by describing the quantitative phase, the population and the demographic aspects of the sample of respondents who provided the findings for the first phase of this study. The researcher then went on to ask the following ten questions:

1. The quantitative findings of this survey reveal that 48% of the respondents agree with the hypothesis that males want to work on teams led by females and another 48% agree with the hypothesis that females want to work on teams led by females.

Finding: The respondents equally agree (each at 48%) as to whether men and women want to work on female led teams. What do you think of these findings?

2. The quantitative findings of this survey reveal that 62% of the respondents agree with the hypothesis that males recognise females as having the leadership skills to lead a unit while another 64% of the respondents also agree with the hypothesis that females recognise females as having the leadership skills to lead a unit.

Finding: The respondents generally agree (each response ranging between 62-64%) as to whether men and women recognise women as having the leadership skills to lead a unit. What do you think of these findings?

3. The quantitative findings of this survey reveal that 63% of the respondents agree with the hypothesis that men are threatened by females with higher educational achievements while another 48% of the respondents disagree with the hypothesis that females are threatened by females with higher educational achievements.

Finding: The respondents are split on gender lines as they believe men are threatened by women with higher educational achievements while the respondents also believe that women are not threatened by women with higher educational achievements. What do you think of these findings?

4. The quantitative findings of this survey reveal that 52% of the respondents agree with the hypothesis that males respect females who are ambitious while another 56% of the respondents also agree with the hypothesis that females respect other females who are ambitious.

Finding: The respondents generally agree (each response ranging between 52% -56%) that men and women respect women who are ambitious. What do you think of these findings?

5. The quantitative findings of this survey reveal that 46% of the respondents agree with the hypothesis that males trust females as bosses while another 41% of the respondents agree with the hypothesis that females trust females as bosses.

Finding: The respondents generally agree (each at 46% and 41%) as to whether men and women trust women bosses. What do you think of these findings?

6. The quantitative findings of this survey reveal that 79% of the respondents agree with the hypothesis that males have more difficulty accepting criticism from females than from males while another 67% of the respondents also agree with the hypothesis that females have more difficulty accepting criticism from females.

Finding: The respondents believe that both men and women have difficulty accepting criticism from women than from men. What do you think of these findings?

7. The quantitative findings of this survey reveal that 54% of the respondents disagree with the hypothesis that males do not believe that females will support them if they make a

mistake while another 47% of the respondents agree with the hypothesis that females believe that females will not support them if they make a mistake.

Finding: The respondents are divided on whether women will support them if they make a mistake. What do you think of these findings?

In addition to this, the other questions I asked are as follows:

8. In your experience, what factors drive these impediments in the Kenyan context?
9. In your experience, which of these factors is perceived to have the most significant and far-reaching impact on the impediments?
10. What potential strategies can be applied to overcome these barriers and convert them into catalysts for females to become transformational leaders?

There were numerous insights emerging from the in-depth interviews which had significance convergence and themes were established for each of the research questions. All the members of the committee of experts said that there was no singular response to most of the questions as the most appropriate response was based on the context. The only question that required a singular response was question 9. All the same, the subject of impediments and solutions to enable the growth of female transformational leaders is complex and multi-dimensional and solution are challenging to define and implement.

Appendix E: Visionary Interviewees

Visionary insights were collected through qualitative interviews of six senior experienced leaders. The age bracket of these visionaries was between 45-65 years of age. Each of them had a rich leadership experience leading large teams across their organisations with some having a diverse geographical coverage across Africa.

These leaders were 4 female and 2 male leaders representing diverse industries which included banking, genetics, education, consultancy, media, regulatory and insurance sectors. The table below shows the interviewees coded and demographics indicated.

Visionary Code	Gender	Sector Represented
001	Female	Financial & Financial Regulatory
002	Male	Financial, Manufacturing
003	Female	Science & Technology- Genetics, Education
004	Female	Financial, Manufacturing & Consulting
005	Male	Financial, Media & Manufacturing
006	Female	Financial, Healthcare, Airways management & Education

The following tables describe the characteristics of the Visionary interviewees who were interviewed for this qualitative multiple-case study research.

Visionary Interviewee#	V01
Gender	Female
Age	52
Nationality	Kenyan
Current Sector	Banking
Title/Function	Non-Executive Director,
Education (highest degree)	MBA
Leadership development and qualifications related to current position	MBA, SBS The Effective Director Executive Program
Industry experience (in years)	24
Tenure in current position	4

Visionary Interviewee#	V02
Gender	Male
Age	42
Nationality	Kenyan
Current Sector	Banking
Title/Function	Executive Director, Board member
Education (highest degree)	MBA
Leadership development and qualifications related to current position	MBA and Duke Executive Leadership Program
Industry experience (in years)	17

Tenure in current position	8
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Visionary Interviewee#	V03
Gender	Female
Age	52
Nationality	Kenyan
Current Sector	Genetics and Education
Title/Function	Non-Executive Director,
Education (highest degree)	PHD
Leadership development and qualifications related to current position	PHD and post- doctoral work
Industry experience (in years)	25
Tenure in current position	10

Visionary Interviewee#	V04
Gender	Female
Age	44
Nationality	Kenyan
Current Sector	Banking and Consulting
Title/Function	CEO, Non-Executive Director,
Education (highest degree)	MBA
Leadership development and qualifications related to current position	MBA and SBS The Effective Director Executive Program
Industry experience (in years)	19
Tenure in current position	10

Visionary Interviewee#	V05
Gender	Male
Age	55
Nationality	Kenyan
Current Sector	Banking
Title/Function	Non- Executive Director,
Education (highest degree)	MBA
Leadership development and qualifications related to current position	MBA and SBS Leading the Board executive program
Industry experience (in years)	26
Tenure in current position	9

Visionary Interviewee#	V06
Gender	Female
Age	43
Nationality	Kenyan
Current Sector	Telecommunications
Title/Function	Executive Global Director
Education (highest degree)	PHD
Leadership development and qualifications related to current position	PHD
Industry experience (in years)	20
Tenure in current position	4

