

**FACTORS AFFECTING LEADERSHIP  
EFFECTIVENESS: THE CASE OF SOME SELECTED  
SECTORS OF BAMBASI WOREDA, ASSOSA ZONE  
ETHIOPIA**

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## Table of Contents

Contents	Page
Table of Contents .....	i
A C K N O W L E D G M E N T S.....	<b>Error! Bookmark not defined.</b>
Abstract .....	vi
CHAPTER ONE .....	1
1.1. INTRODUCTION.....	1
1.2. BACKGROUND OF THE STUDY .....	1
1.2. Statements of the Problem.....	3
1.4. Objectives of the Research.....	5
1.4.1. General Objective .....	5
1.4.2. Specific Objectives.....	5
1.5 Significance of the study .....	5
1.6. Scope of the study .....	6
1.7. Organization of the paper.....	6
1.8. Definition of Terms .....	6
CHAPTER TWO .....	9
INTRODUCTION.....	9
2.1. REVIEW OF RELATED LITERATURE .....	9
2.1.1. Theoretical Framework.....	9
2.1.2. Definition of Leadership.....	9
2.1.3. Leadership Theories .....	10
2.1.3.1. The Great Man Theory.....	10
2.1.3.2. The Trait Theory .....	12
2.1.3.3. The Behavioral Theory .....	12
2.1.3.4. University of Michigan Studies .....	14
2.1.3.5. Managerial Grid.....	15

2.1.3.6.	Situational Theory.....	15
2.1.3.7.	Path-Goal Theory.....	16
2.1.3.8.	The Vroom–Yetton Model Theory .....	16
2.1.3.9.	Fiedler’s Contingency Theory .....	17
2.1.4.	Leadership Style .....	18
2.1.4.1.	Transformational Leadership.....	18
2.1.4.2.	Transactional Leadership.....	19
2.1.4.3.	Laissez-faire.....	20
2.1.4.4.	Charismatic /Non charismatic Leaders .....	20
2.1.4.5.	Autocratic/Democratic Leaders .....	20
2.1.4.6.	Situational Leaders.....	20
2.1.4.7.	Leadership Effectiveness and Qualities of leader .....	21
2.1.5.	Top 10 Leadership Qualities of leader .....	21
2.1.6.	Common Leadership Styles.....	24
2.1.7.	The importance of developing a leadership style .....	24
2.1.8.	Types of leadership styles.....	25
	Coaching leadership style.....	25
	Visionary leadership style .....	26
	Servant leadership style .....	27
	Autocratic leadership style .....	28
	Laissez-faire or hands-off leadership style .....	29
	Democratic or participative leadership style .....	30
	Pacesetter leadership style .....	31
	Transformational leadership style .....	32
	Transactional leadership style .....	33
	Bureaucratic leadership style.....	34
2.1.9.	Factors Affecting Leadership Effectiveness.....	<b>Error! Bookmark not defined.</b>

2.1.9.1.	Vision .....	37
2.1.9.2.	Motivation .....	37
2.1.9.3.	Team Building.....	38
2.1.9.4.	Communication .....	38
2.1.9.5.	Feedback.....	39
2.1.9.6.	Credibility.....	39
2.1.9.7.	Empowering .....	39
2.1.10.	Measuring Leadership Effectiveness.....	40
2.2.	EMPIRICAL REVIEW .....	41
2.2.1.	Studies on Leadership Effectiveness in Different Parts of the World.....	41
2.2.2.	What Makes a Great Leader?.....	44
2.2.3.	Damaging Words, Phrases or Statements, the Best Leaders Must Avoid.....	46
2.3.	CONCEPTUAL FRAMEWORK.....	48
CHAPTER THREE .....		50
RESEARCH METHODOLOGY.....		50
1.1.	Introduction .....	50
3.2.	Description of the Study Area .....	50
3.3	Research design.....	51
3.4	Sources of Data.....	51
3.4.1.	Primary Data Sources .....	51
3.4.2.	Secondary Data Sources .....	52
3.5.	Sampling Design .....	52
3.5.1.	Population of the Study .....	52
3.5.3.	Sample Unit .....	52
3.5.4.	Sampling Techniques .....	52
3.5.5.	Sample size .....	53
3.6.	Data collection Techniques .....	53

3.8 Data Analysis and Interpretation .....	54
3.9. Research permission and Ethical Consideration .....	54
CHAPTER FOUR.....	56
MAJOR FINDINGS AND DISCUSSION .....	56
Introduction .....	56
4.1. Results and Discussions .....	56
4.2. Response rate of respondents .....	56
4.3. Demographic Characteristics of Respondents.....	57
4.4. Leadership Effectiveness Dimension .....	59
4.5. Current status of leadership Styles .....	60
4.6. Leadership Style and Leadership Effectiveness .....	61
4.7. Autocratic Leadership Style .....	61
4.8. Transactional Leadership .....	<b>Error! Bookmark not defined.</b>
4.9. Democratic and Liaises-faire Leadership Style .....	62
4.10. Relationship Building .....	63
4.11. Timely Feedback .....	64
4.11.1. Feedback Helps Employees Achieve Their Goals .....	66
4.11.2. Feedback Builds Trust Between the Leader and Employee .....	66
4.11.3. Feedback Influences Employee Engagement .....	66
4.11.4. Feedback Reinforces Individual Accountability .....	66
4.12. Empowerment.....	67
4.13. Motivation .....	68
4.14. Communication .....	70
4.15. Analysis from Interview and Focus Group Discussion .....	71
CHAPTER FIVE .....	73
5.1. Introduction .....	73
5.2. Conclusion and Recommendations .....	73



5.2.1. Conclusion .....	73
5.2.2. Recommendations .....	75
References .....	1
Appendix:.....	<b>Error! Bookmark not defined.</b>
Questionnaire.....	<b>Error! Bookmark not defined.</b>
INTERVIEW GUIDE.....	<b>Error! Bookmark not defined.</b>

## **Abstract**

*This research deals with assessment of leadership effectiveness and its contributing factors the case of Bambasi Woreda. The main objective of this study was to assess the factors affecting leadership effectiveness in some selected public sectors in Assosa Zone, Beneshengul Gumuz Regional states of Ethiopia. In this study descriptive research design, was employed by using multi-stage random sampling method, data was collected from 271 respondents. Data analysis was carried out by descriptive statistics using SPSS software version 20. It is concluded that, relationship building, leadership style, empowerment, and motivating of staffs are found to be the major factors affecting leadership effectiveness. Accordingly training and best practice sharing with empowering employees, relationship building, increasing employee motivation, and working on leadership style are identified as key areas for improvement. Finally, it recommended that in order to enhance leadership effectiveness in selected public sectors of the study area, continuous the concerned body should organize leadership capacity building programs.*

**Key terms:** *Leadership styles, Leadership Effectiveness, effectiveness dimension, Mission statement, Vision statement.*

**CHAPTER ONE**  
**BACKGROUND OF THE STUDY**

**1.1. INTRODUCTION**

This chapter presents the introduction, background, problem statement, and purpose of the study, research questions, scope of the study, significances of the study and organization of the study.

**1.2. BACKGROUND OF THE STUDY**

Leadership can be taken as the critical duty in any organizations that aim to influence employees' behavior towards the direction of goal achievement. According to (Boateng, 2012), leadership is the process of directing people's behavior towards attaining a goal. He stated that the important function of leaders in the attainment of organizational objectives emphasizes why leadership issues internationally given prime attention in the debate of modern organizations (Boateng, 2012).

(Hughes, 2007), defines leadership as an activity that deals with shaping or influencing people to obtain organizational goals. He defines organizational leadership as an interpersonal process that involves attempting to influence other people to attain a goal. As so many different definitions of leadership forming from different perspectives, (Williams, 2005) generalized the leadership concept as the activity deals with the process of influence and inspiring individual, group or organizational success. Leadership effectiveness, on the other hand, refers to 'the extent to which the leadership brings about group or organizational success'. According to him, leadership is a process, whereas leadership effectiveness is a result.

There are three fundamental components of leadership process including the leaders' personality or traits, the followers' perception of leaders and the situations that those interactions take place (Charney, 2008). Leadership is a rational process between leaders and followers are molded by the situation. Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. Influencing is the process of leader communicating ideas, gaining acceptance of the motivating followers to support and implement the ideas through change. According to (Hughes, 2007), leadership must include four essential elements. First, the relationship based on *the influence* that defined

as using convincing skill to have an influence on other people in a relationship. The influence relationship is multidirectional and non-coercive. The second essential element flowing from the definition of leadership is that the people involved in this relationship are leaders and followers. They intend real changes and develop mutual purposes to purchase the organization's objectives (Downton, 1997).

Effective leadership at all levels of private and public organizations is a milestone to achieve and to sustain effective administration, organizational goals, sustain quality and deliver first-rate services to the society. Further, ever increasing demand and complicated activities requires effective leadership for more productivity (John, 2015).

Leadership effectiveness can be influenced by different factors such as gender difference, organization culture, job commitment, leadership styles, emotional intelligence and so on (Fleishman, 2009), an effective leader has to be aware of some essential roles, such as using a proper leadership style which matches to the situation, the followers, and the environment as well. Among the many types of leadership styles in the literature, one of the main models that measure leadership effectiveness is the Full Range Leadership Theory (FRLT) that constitutes transformational, transactional and liase-fair leadership styles. This theory also distinguishes active from passive, leadership and proposes that leaders who possess more active leadership styles are more effective (Coetzee, 2005).

According to Zhu et al (2005), transformational leaders create a strategic vision, communicate that vision through framing and use of metaphor, acting consistently, and build commitment towards the achievement of the vision. (Hughes, 2007)

Generally, without effective leadership organizations are likely to fail. This is because the performance of public sector organizations globally depends largely on their leadership. In any organizations, leaders' daily operations at various departments, units or divisions are highly a complex one that means they have to communicate, plan, organize, and perform various activities within the organization. Working effectively with others requires more, effective utilization of emotional resources. Therefore, having the required level of emotional intelligence makes leaders communicate effectively and at the same time possession of appropriate leadership style enable them to exploit their subordinates' skills and knowledge for the best of both employees and the organization (Downton, 1997).

## 1.2. Statements of the Problem

Now a day the importance of leadership is magnificent to success. More exemplary leaders are needed more than ever, not because of the existence of so much extraordinary work, rather leaders who can unite and ignite us is needed (Sutermeister, 2006).

Wiener, (2002), stated that emotionally intelligent leaders can well communicate and install commitment toward a common goal create shared norms. Mc. Dermott et al (2011) concluded in their research that modern leadership theories prove the benefits of emotional skills for effective leadership. They also added that leadership is an integrally social role; therefore, emotional skills are critical for leaders' development and effectiveness. (Porter, 2011), in his study, investigated that emotional intelligence is very important for leaders with regarding to motivation, decision making, communication, interpersonal relationship, and change management (Vroom, 1973).

Moreover, (Boateng, 2012) (Goulder, 2006) and Singh et al (2012), study stated that elements of emotional intelligence such as emotional literacy and self- motivation have significant relation with leadership effectiveness.

Ozaralli, (2013) extends his conclusion that practical implementation of emotional intelligence elements in any organization plays a important role in leadership effectiveness. Recent studies also confirmed that leaders who are able to control their own emotions effectively are able to understand the needs of followers in a better way. Furthermore, Howard and Irving (2014), study revealed that leadership is contingent upon the development of self- awareness and emotional intelligence. According to Tech and Miner, (2007), leaders owning strong emotional intelligence are supposed to be the efficient and effective performer in the organization.

Similarly, previous research works also demonstrated the availability of strong relationship between full range leadership styles and leadership effectiveness. For instance, the study by Lower, (2003), revealed that transformational and transactional leadership styles have a positive relation with leadership effectiveness; however, laissez-faire style negatively related with leaders' effectiveness. Likewise, Parasuraman, (2010), study also confirmed that transformational and transactional leadership styles had a significant correlation with leadership effectiveness.

Africa continues to face serious development challenges despite recent record growth rates. Such challenges as dependency, corruption, underdeveloped infrastructure and production

sectors, and leadership and governance are some of the impediments to Africa's quest for sustainable and equitable development. Explaining such development challenges has continued to elude scholars. To the radical leftist scholars, Africa's underdevelopment can adequately be explained by its forceful and uneven integration in to the global economic system. However, with over fifty years of independence, the debate is increasingly focusing on Africa's leadership as good explanation for its poverty and underdevelopment. Most African leaders assumed their role with limited experience and training in the art and science of directing and effectively managing the affairs of a modern state. The challenge to African leaders is thus to boost the capacity that would enable us to strike a balance between the values of African societies and the governance that our nations must follow. However, the concern must be to blend the two rather than to treat them as if they were mutually exclusive (Edward, 2015).

In Ethiopia the government has embarked on a series of reform programs in improving public service performance since 1994. With the new change of strategy and radical move, by the Government to implement a high level of decentralization strategies has required effective leadership. But challenges that are prevalent in terms of its effectiveness have been exacerbated in many organizations (Mengistu, 2016). In Ethiopian context, the government has shown commitment to improve public service leadership by launching different initiatives under the scope of CSRP. The top management sub component of the program is specifically focusing on to overcome the problems associated with the effectiveness of public service leadership (Ministry of Capacity Building 2004). However, the review of the Ethiopian Civil Service organizations performance undertaken in 2000, and 2006 highlighted a number of implementation deficiencies from the view point of effectiveness, efficiency of the projects designed under this program. In response, Government tried to add a new initiatives like BPR, result oriented performance management system(ROPMS) which latter changed to BSC Reform Programs with the aim of developing, efficient and effective civil service through institutional reforms (Tesfaye, 2009).

In the Beneshengul Gumuz Regional state, some related studies have been conducted, for example Kemal ( 2015) have conducted under the title of Instructional Leadership Practices in Secondary Schools of Assosa Zone, Ethiopia. However, this study has more focused on assessment of leadership effectiveness and determinants factors affecting leadership

effectiveness in Assoa zone, Bambasi woreda in some selected sectors which is taken as the study gap. Therefore, the findings of the research is expected to fill the existing knowledge gap and to capacitate leaders in the study area to give the most emphasis on the importance of identifying those factors, which may affect leadership effectiveness in Asossa zone of Banishangul Gumuz state of Ethiopia. Accordingly, the study has attempted to look for answers to the following basic research questions.

### **1.3. Basic Research Questions**

1. Which style of leadership is mostly exercised in Asossa zone, Bambasi woreda in selected study area?
2. What factors are affecting leadership effectiveness in Asossa zone, Bambasi woreda in the study area?
3. To what extent leaders in the selected sectors are committed to build relationship, experience and support subordinates?

### **1.4. Objectives of the Research**

#### **1.4.1. General Objective**

The General Objective of the research was to investigate factors affecting leadership effectiveness of Bambasi woreda some selected sectors.

#### **1.4.2. Specific Objectives**

- 1) To examine the most leadership style, which are mainly practiced in the selected study area
- 2) To examine factors affecting leadership effectiveness in Asossa Zone, Bambasi woreda in some selected sectors
- 3) To examine the extent of building relationship among leader and subordinates in the selected study area

### **1.5 Significance of the study**

The aim of this study was to asses' factors affecting factors leadership effectiveness in Ethiopia Benishangul gumuz regional state Asossa zone, Bambasi woreda in particular. Hence, the outcome, will give comprehensive overview of the factors affecting leadership effectiveness in

the study area, as well as the study address the prevailing lack of knowledge and information on the issue. Also it serve as a spring board to other researchers who are interested to conduct further studies in the area and will provide baseline data about factors affecting leadership effectiveness and related issues in the study area. Finally, the result wear expected to serve as a foundation for planning, policy formation and improvement, and program implementation concerning the issues.

### **1.6. Scope of the study**

This study has conducted on factors affecting leadership effectiveness in Bambasi Woreda in some selected sectors of Benishangul Gumuz regional state of Ethiopia. Therefore, the scope of this study is delimited to assessment of leadership effectiveness dimension and factors contributing to leadership effectiveness in Asossa zone, Bambasi Woreda some selected public sectors.

### **1.7. Organization of the paper**

The research was organized into five chapters. The first chapter was to examine aspects that lay the foundations for the research study, it introduce the topic of research, the statement of research problem, the objectives; general and specific and research question, also significances, scope and limitation of the study was presented. The second chapter was conceptual, it deals with the literature review, and it contains various issues regarding the topic. The third Chapter three was methodology part include research design ,method of data collection, sampling methods, sampling frame, Sampling unit, sources of data and data analysis method. The fourth chapter contains analysis of the major finding; other issues, which were emerged in the course of the study, Chapter fifth was bringing summaries of issues, conclusion and recommendations.

### **1.8. Definition of Terms**

**Leadership**-leadership is a communication process of influencing and guiding people to commit & accomplish a shared goal willingly (Charney, 2008).

**Leadership effectiveness**- is a method of; improving the competitiveness, effectiveness, and flexibility of an organization through planning, organizing, and allowing participation of members at fitting level (Jonathan, 2016).

**Motivation**- is a force directed to the accomplishment of preset goal by bringing action and effort together (Heller, 2013).



**Mentoring- refers to** One-to-one relationship between an individual and a more senior manager. Mentoring provides individuals with access to advice and guidance on a range of issues from organizational politics to personal development. Mentors are usually from within the individual's own organization, although they may be found in other, allied, organizations or beyond.

Mentoring is usually seen as having dual developmental benefits: to the mentor as well as to the individual being mentored (Parasuraman, 2010).

**Empowerment-** is a decision making authority and responsibility given to subordinates from leaders (J Howell, 2003).

**Vision-** a declaration used to describe high-level goal for the future. Vision Statement a mental picture of what you want to accomplish or achieve. For example, your vision may be a successful winery business or an economically active community. (Deborah, 2007).

**Mission-** General Statement of how you will achieve the vision. Mission Statement a general statement of how the vision will be achieved. The mission statement is an action statement that usually begins with the word "to".

**360 Degree Appraisal-** Usually used as part of a wider appraisal system. Feedback about performance is solicited from direct reports, peers and managers (as well as others, such as internal or external customers) in order to gain a more rounded view of an individual's contribution. Feedback may be fairly open-ended or gathered with reference to a specific framework (e.g. competency model). "Upwards Appraisal" and "180 Degree Appraisal" are similar – but less comprehensive - systems (Bennis, 2009).

**Psychometric Tests- it refers to** Tests designed to identify a range of deep-seated characteristics – cognitive, behavioral and personal – as part of a wider assessment (Dabrin, 2008).

**Communication-** is defined as exchange of opinion, facts, information, also understanding with one another (Ivancevich M. , 2010).

**Diagnostics** Tests designed to elicit information about an individual with reference to a specific framework (e.g. competency models or leadership styles) (Fleishman, 2009).

**Action Learning Sets-** Small groups of individuals (usually no more than 6-8) brought together on a regular basis to discuss a range of issues relevant to them. Sets can range from facilitated groups (where a facilitator supports and works with the group) to totally self-

managed sets where the individuals themselves determine the agenda. Discussion may be much focused (working on common issues) or much more ad hoc and open ended (exploring individual development needs or coaching others to improve effectiveness). Action Learning Sets may exist within organizations or span organizational and/or agency boundaries (Justin, 2008).

**Climate** “What it feels like to work here”. The concept of organizational climate can be broken down into elements of the environment which impact the initiation and diligence of individuals. Organizational climate has been shown to have a significant impact on organizational performance (Hughes G. , 2007).

**Secondments-** Cover a range of opportunities for individuals to access experiences which stretch them beyond the limits of their own roles. Secondments may last for a few weeks or months, be full or part time, and be located within the individual’s own organization or outside. Some private sector companies are collaborating with “competitors” to offer secondment opportunities as part of retention strategies. In best practice terms, secondments should be designed to address one or more identified development needs and the individual should have regular reviews and support (Williams A. , 2011).

**Coaching** One-to-one sessions with an individual and a coach assigned to him/her for a defined period. The relationship is based on a model of challenge and support and the one-to-one sessions provide opportunities for the individual to reflect and develop greater insight into strengths and weaknesses and to be challenged and stretched. Executive coaching is a growing trend in development of senior managers and is usually performed by independent coaches from outside the business (Sargent, 2008).

**Competency Model** A framework of characteristics associated with particular roles. The term “competency model” is often associated with lists of a range of characteristics, including skills, qualifications and behaviours, although the term was coined in the U.S. to apply to behavioural competencies. “Models” are equally varied, from the “off the shelf” package to fully researched models identifying the differentiating characteristics of superior (as opposed to “average”) performers. Predictive validity (their capacity to predict superior performance in a given role) varies accordingly (but may be as high as 85%) (Kouzes, 2008).

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURES**

#### **INTRODUCTION**

This chapter highlights the related and relevant literature from different sources and authors; this literature is presented in line with study objectives and these included definition of performance, financial performance, the overview of the customer care, strategies of customer care, challenges in customer care related to performance, and relationship between customer care and performance of financial institutions. Generally, in this chapter, the researcher was discussed the three most important framework this are, the theoretical, the conceptual and the empirical framework.

#### **2.1. REVIEW OF RELATED LITERATURE**

##### **2.1.1. Theoretical Framework**

##### **2.1.2. Definition of Leadership**

Leadership deals with the process of influencing the duties of individual or group efforts towards goal advancement in a given situation. Thus, the leadership process is a function of the leader, the follower, the goals, and the situation at the time. It is active, exerts influence requires effort, confronts conflict and related to goals. (Michael McCormick, 2011) different writers have defined leadership in different ways. Books and Google search gives about 533 million entries about leadership (Andrew, 2008). Michael Armstrong defined to lead and leadership as; to lead is to inspire influence and support; while Leadership is a process of getting people to do their best to achieve a desired result. It involves developing and communicating a vision for the future, motivating people and gaining their engagement (Armstrong, 2009).

From the other view point, Carolyn (2004) indicated as leadership not something related with position or role; rather it is a process. As he emphasized, being the CEO, Four-Star General, Pope or Prime Minister does not make someone a leader. As the common complaint about such positions is that, they 'lack Leadership'. Harney (2008) defining leadership by defying leaders, as leaders is people to influence. Both Carolyn (2004) and Thomas (2007) emphasized as leadership is a multifaceted serious of interaction amongst the leader, the followers and the

situation. The leader deals with qualities of personality and character; the followers' address need and values; while the situation deals with partly constant and partly varying. Stevens, (2015) viewed as; people who did a research on leadership disagree far beyond you might think what leadership is. They further extended as the major disagreement comes from the multifaceted phenomenon connecting the leader, the followers and the situation.

Adair (2007) working as international consultant on leadership and management development, who has been listed among the forty men and women by doing most to change the face of management today confirmed as, depending up on the situation one person may emerge as a leader in another situation he or she may not. He took Winston Churchill as an example, coaching, as he was great leader in wartime, however not able to as such successful leader in peace. The above fact takes us to think, our position but the type of role we are playing in our different responsibility we carry do not determine leadership. Thus, everyone is playing his/her leadership role depending upon how we manage the above three complex situation.

Therefore from the above different definitions, we can conclude that leadership is a style which creates working environment where people around will work and support passionately in the process of achieving established common goal. Thus, a person exercising his/her leadership role is the one who has to create enabling environment for others.

### **2.1.3. Leadership Theories**

In order to understand how to effectively lead, understanding leadership theories and apply their significance in today's leadership requirement is found to be worth.

According to Donna and Deborah (2009), suggestion the initial view of leadership depends, as leaders were born not made. As result, this thinking encouraged research to isolate the physical and mental characteristics of leaders. She supported the above idea by indicating as some leaders will be superior to others because of genetics but he stressed, as the fundamental leadership skills can be educated, developed and improved. Further, he described as researchers have done different researches to find out one best leadership style that will be most effective.

#### **2.1.3.1. The Great Man Theory**

Early research on leadership attempted to identify those traits, which differentiated great persons in history from the general masses. The concern of 18th and 19th century philosophers focused on great men rather than on situations. The Great Man Theory assumes that leaders

have unique qualities not found amongst masses. It also assumes that leaders are born, not made. This theoretical perspective is considered the simplest, oldest, and most widely held notion of effective leadership. The theory ignores the achievements of an organization and magnifies the greatness of executives in the organization. In other words, the theory implies that the success of an organization depends entirely on the greatness of its executives. According to this theory, it could assume that history was shaped solely through the efforts of great men such as Moses, Churchill, and Lenin (Stauss, 2011).

In his study of 14 nations over a long period, Woods (1913) mentioned the influence of the man in the making of a nation. He postulated that the man shaped the nation in accordance with his abilities. The Great Man Theory, like others, is not without weaknesses. Among other critics, Smith (1964) criticized the theory in several ways. First, he asserted that great leaders do not have universal traits in common and the applications of those traits happen in myriad ways. Second, he asserted that different trait wear demanded and that leaders have unique qualities not found amongst masses. It also assumes that leaders are born, not made. (Kolb et al). This theoretical perspective wear considered the simplest, oldest, and most widely held notion of effective leadership. The theory ignores the achievements of an organization and magnifies the greatness of executives in the organization. In other words, the theory implies that the failure and success of an organization depends entirely on the greatness of its executives. According to this theory, it could assume that history was shape solely through the efforts of great men such as Moses, Churchill, and Lenin (Spotts, 2004).

In his work of 14 nations over a long period, Woods (1913) mentioned the influence of the man in the making of a nation. He postulated that the man shaped the nation mainly based on his abilities. The Great Man Theory, like others, is not without weaknesses. Among other critics, Smith (1964) criticized the theory in several ways. First, he asserted that great leaders do not have universal traits in common and the application of those traits happens in myriad ways. Second, he asserted that different trait demanded and valued by different societies. For time immemorial, corporations have enriched by such diverse traits of leaders. Smith argued further that in the same society, different organizations demand different traits and that within an organization different department would demand different traits.

### **2.1.3.2.The Trait Theory**

This theory proposes as leading effectively depends on individual Possesses ion of certain personality social and physical traits. Matthew and Gilbert (2009) called this theory is also called Great Man (Person) model. Individuals become leader because they are born with superior qualities that make different from others. They agreed as this theory depends more on who the leader is i.e., the capacity, talent of the leader.

The theory held that if leaders were endowed with superior traits or characteristics that differentiated them from their followers, it shall be possible for these traits or characteristics to be isolated (Bass, 1981).

In a classic literature review on leadership, (RM Stogdill, 2008)reviewed 124 studies of leadership traits. The aim of the review was to check the relationship between the traits approach and effective leadership. As an outcome, He found that there were some characteristics (intelligence, physical, social background, personality and task-related characteristics) that could be used to distinguish leaders from non-leaders. His results revealed little or no link between other characteristics and effective leaders. They also led to (RM Stogdill, 2008)to the realization of the importance of situational variables in determining effective leadership. In general, (RM Stogdill, 2008)conclusion did not support the study of trait theory as the sole approach to leadership research.

### **2.1.3.3.The Behavioral Theory**

It views a person's behavior rather than considering as leadership effectiveness depends on individuals' personal traits. It focuses on what the leader does, which is behavioral in nature. The theory justifies as concentrating on observable behavior is more useful than focusing on traits. This theory paved the way for situational theory.

By the time of 1950s, certain researchers observed that the trait theory was not an adequate approach to explain leadership effectiveness; they started to focus on behavioral traits of leaders. Specifically, they began to focus on what the leader does and how he or she does it. This approach assumed that successful leaders with a particular style of behavior was expected to be fruitful for leading persons and groups toward the achievement of specific goals, which consequently led to high productivity and morale (Ansari, 1990). The behavioral approach simply aimed to identify certain kinds of behaviors that leader's exhibit and to determine the

effects of such behaviors on subordinates. A composite of these behaviors is referred to as leadership style. Ultimately, researchers were able to isolate two contrasting styles of the behaviors of leaders, variously called initiating structure versus consideration, autocratic versus democratic, task-oriented versus socio-emotional, or production-cantered versus employee-centered( Trice , 1993)(Ivancevich, 1977).

Robbins (1994) observed that behavioral style was the focus of a number of studies in the decade of the 1950s. The following sections include reviews of the more popular researches have done at Ohio State University and the University of Michigan. The Managerial Grid developed by Blake and Mouton is also included (Robbinns, 2011).

A leader in the initiating category described as one who was frequently concerned with structure, task, and routine (Reitz, 1981). In these studies of the behaviors of leaders, researchers at OSU could not adequately identify the preferable leadership style. Moreover, the belief that a high consideration and a high initiating structure lead to effective leadership could not prove true in all studies. The results varied, and no single style emerged as the most preferable one. Due to that, this approach also received much criticism from researchers in the field. However, despite obvious weaknesses, the importance of these efforts should not diminish. The contributions of OSU provided.

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Their studies were to determine the types of behavior leader's display and to determine the effects of leadership style on work-group performance and satisfaction (Fleishman, 1957). At the beginning, researchers developed a combination of more than 1,000 leadership behaviors. By using statistical analyses, this list wear eventually narrowed into two categories, initiating structure and consideration (Robbins, 1994).Initiating structure refers to the behavior that is concerned with defining and organizing the work, work relationships and goals. Consideration refers to the behavior that is concerned with mutual trust, respect, and rapport between the leader and his subordinate.

A leader in the initiating category was describing as one who frequently concerned with structure, task, and routine (Reitz, 1981). In these studies of the behaviors of leaders, researchers at OSU could not adequately identify the most effective leadership style. Moreover, the belief that a great attention and a better structure lead to effective leadership could not prove true in all studies. The results varied, and no single style emerged as the best. Due to, this approach also received much criticism from researchers in the field. However, despite obvious weaknesses, the importance of these efforts should not be diminished. The contributions of OSU provided.

#### **2.1.3.4. University of Michigan Studies**

At the same time that the OSU researchers were conducting studies in leadership, other studies on the same topic were in progress at the University of Michigan (UM). The studies at UM sought to identify certain leadership styles that resulted in increased work-group performance and satisfaction. Similar to OSU, the UM's researchers developed two distinct leadership styles labeled as production-centered and employee-centered leadership styles (Ansari, 1990).

The Michigan studies revealed that leaders with a production-centered leadership style emphasized close supervision, legitimate and coercive power, routine, and performance. This style was viewed as similar to the OSU dimension of initiating structure. Leaders with an employee-centered leadership style were described as more concerned about their subordinates as people. These leaders recognized the interest of followers, such as welfare, advancement, and growth. Similarly, the OSU dimension of consideration described like behaviors. University of Michigan researchers concluded that the employee-oriented leadership style would lead to higher productivity and higher job satisfaction and that the production-oriented



leadership style would lead to lower productivity and lower job satisfaction (Robbins, 1994). As with their precursors, these studies were not above criticism. From these studies, another branch of leadership research emerged-situational theories (Ivancevich, 1977).

### 2.1.3.5. Managerial Grid

Another influential behavioral approach to leadership/management is the Managerial Grid developed by Blake and Mouton (1964).

**Figure 2.1: The Managerial Grid: Blake and Mouton**



Source: Managerial Grid of Blake and Mouton, Houston: 1964

### 2.1.3.6. Situational Theory

Situational leadership theory emphasized, as there is no single way of leading works in all situations rather emphasizes as it depends on the conditions at a given time considering internal and external forces.

By the time of late 1960s, behavioral theory wear founded to be insufficient approaches for studying leadership. By this time, researchers had come to recognize that situational factors such as characteristics of leaders and subordinates, the nature of the task, and group characteristics must considered in the study of leadership effectiveness (Ansari, 1990). The implication was that the determination of successful leadership behavior depended on the situation. Contingency or situational theories held that there was no universal leadership behavior that could applied to all situations. The current review will highlight the main

contingency theories: Fiedler's Contingency Theory, Path-Goal Theory, and the Vroom-Yetton Model.

### **2.1.3.7. Path-Goal Theory**

Path Goal theory of leadership indicates as the leader try to influence subordinates awareness of goals and the path to achieve them and choose the styles (directive, supportive, participative, and achievement oriented) fitting to the situation. J Howell, (2003), indicated as this theory developed by Robert House and specifies, as leader has to do in order to improve productivity and moral of employees. Accordingly, the dual purpose of the theory is harmonizing the leadership style to the situation and action be taken by the leader to arouse performance and satisfaction.

Path- Goal theory is a contingency model of leadership developed by Robert House and based on the works of the expectancy theory of motivation and on the work of the OSU group. This theory was promoted as an approach that could explain how a leader might successfully enhance the level of satisfaction and overall performance of his subordinates. The term path-goal is used to indicate the role of a leader in making an effective link between the follower's personal goals and the work goals (Hollander, 2009).

The theory was built upon two propositions. The first proposition was that the behavior of the leader would be acceptable and satisfying to subordinates to the extent that the subordinates perceived it either as an immediate source of satisfaction or as an instrumental source to future satisfaction. The second proposition was that the leader's behavior would be motivational to the extent that (a) it made the satisfaction of subordinates contingent upon effective performance and (b) that it complemented the work environment of subordinates by providing guidance, clear direction, support, and reward for effective performance. With the aim of testing these propositions, House came up with four particular leader's behavior: (a) directive, (b) supportive, (c) achievement-oriented, and (d) participative. According to House, the use of any of these types of leadership would be situation-dependent.

### **2.1.3.8. The Vroom-Yetton Model Theory**

Vroom and Yetton leadership model emphasizes on a procedure determining subordinates involvement in the decision making process.

Vroom, (1973) and Yetton, (1973) developed a model that was designed to help a leader through a rational process to choose a preferable style of leadership that fits with a given situation. The basic premise of the model is that the degree to which the leader should share decision-making power with subordinates depends on the condition. The model identified five leadership styles, each of which reflects a behavioral option for the leader:

**AI:** The leader makes the decision alone.

**AII:** The leader asks for information from subordinates but makes the decision alone. Followers may or may not inform about the condition.

**CI:** The leader shares the situation with the individual. The leader asks subordinates for necessary information and comparison, but the leader alone makes the decision.

**CII:** The leader and subordinates meet as a group to discuss the situation, but the leader makes the decision.

**GII:** Both the followers and leader meet each other as a group to discuss about the situation, and the group (which includes the leader) together they pass decision.

Vroom, (1973) argued that the ultimate effectiveness of decisions could be judged on the following factors: (1) the quality or rationality of the intended decision, (2) the acceptability of the decision by the employees, and (3) the amount of time required to reach for conclusion for the decision. The model has been commented and criticized as complex and cumbersome (Field, 1979). However, some researcher considered, as a useful approach of leadership, there is also a strong linkage of Transformational Leadership to Maslow's hierarchy of Needs, has supported the work of Vroom and Yetton. Transformational Leadership would fit into the higher levels, as it requires a high level of authenticity, self-esteem and self-actualization to successfully a Transformational Leader.

### **Fiedler's Contingency Theory**

Fred Fiedler developed the first comprehensive contingency leadership theory. The basic tenet of the theory is that group effectiveness is dependent upon the proper match between the leader's personality or style and the demands of the situation. The model further suggested that task-oriented and employee-oriented were the two major leadership styles. To estimate if the leader was task-oriented or employee oriented, Fiedler developed an instrument called the Least-Preferred Co-worker (LPC) Questionnaire (Fiedler, 1967).

To arrive at an LPC score, the Leader will be asked to think of the one with whom he/she has worked least well in accomplishing some task, using a combination of bipolar adjectives rated on an 8-point scale (e.g., friendly-unfriendly, pleasant-unpleasant). A high LPC leader who describes his least preferred co-worker in relatively positive concepts is people-motivated. A low LPC leader who uses relatively negative concepts is task-motivated (Siegel & Lane, 1982). According to Fiedler, leaders who characterized as task-oriented will be more effective in favorable and unfavorable situations. Also, Fiedler assumes that employee-oriented leaders will be more effective in situations of moderate favorability than in situations at either extreme. Fiedler as the degree to which the situation enabled the leader to exert influence over his group defined favorableness. According to this definition, situational favorableness consists of three elements ;(1) affective leader-member relations, which deals with the degree of interpersonal relationship of leader and group members; (2) task structure, which refers to the extent to which the task requirements are clear and spelled out; and (3) the leader positional power, which refers to the degree to which the leader has power to reward or to punish followers (Fiedler, 1967). (Peter, 2006), pointed out that Fiedler viewed these elements as changeable and viewed a person's personality as an unchangeable factor. Therefore, the theory resolved that the work situation must change to fit the leader rather than the opposite.

#### **2.1.4. Leadership Style**

Nowadays, Timothy, Andy, Victoria and Idown (2011) indicated as leadership styles may differ from person to person and situation to situation. Further, they elaborated as the word has been used in different parts of human activity for instance in politics, business, academics, social works, etc. Now a day's leaders use different types of leadership style. Each leadership style indicates leaders' behavior that describes their leadership manner. As Armstrong (2009) indicated, there are different types of leaders indicated below:

##### **2.1.4.1. Transformational Leadership**

Many scholars contribute various explanations about transformational leadership in such a way that transformational leaders are characterized by their abilities to inspires communicate a vision and motivates people to achieve something extraordinary. According to Brand and others (2000), transformational leadership is attached with the transformation of follower's, values, beliefs, needs and capabilities. Jones and Gorge (2003), stated that transformational

leaders have the passion to be trusted by their subordinates and organizations. Employees under this type of leaders also feel as they are being treated fairly which in turn positively influence their motivation and commitment (Jones & Gorge, 2003). According to (Swanepoel, 2008) transformational leadership have four components: Idealized influence, Inspirational Motivation, Intellectual Stimulation, and Individual consideration.

Idealized influence this factor consists of firstly, idealized influence attributed, and secondly, idealized influence behavioral. They are the elements of charismatic leader in which leaders become role models who are trusted by subordinates. The leaders show great persistence and determination in the pursuit of objectives, show high standards of ethical, principles, and moral conduct, sacrifice self-gain for the gain of others, consider subordinates' needs over their own needs and share successes and risks with subordinates.

Intellectual stimulation is the abilities of transformational leader to arouse their subordinate's motivation in order to be innovative and creative by reframing problems, questioning assumptions, and approaching old status quo in new ways. Leaders use this ability encourage their employees to try new way of doing things while underlining rationality.

Individualized consideration is another characteristics of transformational leadership that enable leaders to build a respectful relationship with each individual, pay attention to each individual's need for achievement and growth by acting as a mentor or coach, developing subordinates in a supportive climate to higher levels of potential. Individual differences in terms of needs and desires are recognized

#### **2.1.4.2. Transactional Leadership**

According to, Avolio, (2015), transactional leadership style is founded on legitimacy of traditional bureaucratic authority. This type of leadership occurs when the leader takes the initiative in making contact with their subordinates for the purpose of exchange of valued things such as information. Typically, transactional leaders are more concerned about changes within the existing working environment. Transactional leadership usually exhibited by factors including management by exception both active and passive and contingent reward.

**Contingent reward** (Avolio, 2015), stated that contingent reward involves the interaction between the leader and the follower in which the leader uses rewards, promises, and praise to motivate followers to achieve performance up to levels agreed by both parties. These scholars

also added that contingent reward is an important leadership instrument because it can result in bringing employees and group to perform up to the stated level.

**Passive management-by-exception** passive management-by-exception happens when a leader delays inertly till mistakes to occur, intervening only if standards are not met (Mester & others, 2003).

#### **2.1.4.3. Laissez-faire**

In the complete range leadership development model, laissez-faire, or “hands-off” leadership was identified by its non-transactional factors. According to (Avolio, 2015) laissez-faire leadership style is characterized by leaders who avoid decision-making, the provision of rewards and the provision of positive or negative feedback to their subordinates, with the leader clearly abdicating responsibility to others.

#### **2.1.4.4. Charismatic /Non charismatic Leaders**

Charismatic leaders have convincing personality and the capacity to influence followers through creating impression to them and motivation. There is a similarity between the charismatic and the transformational leader. On contrary, non-charismatic leaders depend on their knowledge and their systematic approach in order to solve problems.

#### **2.1.4.5. Autocratic/Democratic Leaders**

Autocratic leaders enforce their decision using their Position power; while democratic leaders support people’s participation and involvement in decision making.

Enabler/Controller Leaders Enabler encourages people to have vision and work for team goal accomplishment; whereas controllers ensure fulfillment of rules and regulations.

#### **2.1.4.6. Situational Leaders**

Situational leaders are leaders who can adopt various types ‘of leadership styles depending upon the situation. The point here is which style of leadership is more appropriate to exercise effective leadership. Effective leaders are required to be flexible in being able to move between the different styles depending upon the situation. This tells us, as there is no one style of leadership fitting to the entire situation. Thus, leaders are required to exercise most preferred style of leadership and should understand the style, which fits to the specific situation and time without compromising the common objective to achieve.

#### **2.1.4.7. Leadership Effectiveness and Qualities of leader**

Effective leaders have their style changing depending upon the situation. This can be justified by taking democratic or participative leadership style how should act in case of crises, where they are required to play a directive leadership style. On contrary poor leaders change their leadership style randomly where their followers get confused to speculate their leadership style. Further effective leaders also change their leadership style depending upon team members' characteristics. This assists to consider and act according to the real situation of the followers. Some prefer to be part of decision making while others need direction. Thus, it is possible to deduce the importance of looking the kind of leadership style depending on the task and the followers in to consideration. Since effective leadership is the key for business success, finding what makes a successful leader is an issue that has been argued for decades. Robbins, Coulter, and R Venkatapathy,( 2009) indicated as organizations want effective leaders.

Pfeffer, (2008), Mentioned as effectiveness of leadership mainly depends upon target. He specified his seven principles of effective leadership have to follow to be successful in his/her effectiveness

- Can adjust their leadership style depending up on the situation
- Eagerly aware of the business structure and culture of the organization
- Create a sense of trust and respect in their followers
- Constantly improve the organization and, as a result, must be agents for change
- Be having a vision and prepared and innovative
- Able to communicate well

Know how to inspire followers and be gifted to manage conflicts that arise.

In general, based on the above facts effectiveness is a measure of different interrelated factors. Accordingly, the researcher believes as these factors have the power in creating influence in the minds of followers and result in making the leadership to be effective or not to be.

#### **2.1.5. Top 10 Leadership Qualities of leader**

##### **A Good Communicator**

The ability to communicate with people at different levels is usually named as the second most important skill by managers. A manager's leadership calls for clear communication about goals, responsibility, performance, expectations and feedback. There is a great deal of value

placed on openness and directness. The manager is also the team's or departments link to the larger organization. The manager must have the capacity to effectively negotiate and use persuasion when necessary to ensure the success of the team or project. Through effective communication, managers support individual and team achievements by creating explicit guidelines for accomplishing results and for their career advancement.

### **Integrity**

Among other very important things a manager must remember is that his or her actions, and not words, set the modus operandi for the team. Good leadership demands commitment to, and demonstration of, ethical practices. Establishing basic standards for ethical behavior for oneself and living by these standards, as well as rewarding those who exemplify these practices, are mandates of leaders. Leadership motivated by self-interest does not serve the well-being of the team. Leadership based on integrity represents nothing less than a set of values others share, behavior consistent with values and dedication to honesty with self and team members. In other words the leader "walks the talk" and in the process earns trust.

### **Enthusiasm**

We want to believe that we are part of an invigorating journey - we want to feel alive. We tend to follow people with a can do attitude, not those who give us 200 reasons why something cannot be done. Enthusiastic leaders are committed to their goals and express this commitment through optimism. Leadership emerges as someone expresses such confident commitment to a project that others want to share his or her optimistic expectations. Enthusiasm is contagious and effective leaders know it.

### **Empathy**

What is the difference between empathy and sympathy? Although the words are similar, they are, in fact, mutually exclusive. According to Norman Paul, in sympathy the subject is principally absorbed in his or her own feelings as they are projected into the object and has little concern for the reality and validity of the object's special experience. From the very beginning empathy deals with presupposes the existence of the object as a separate individual, entitled her or his own emotion, ideas and feeling. As one student so eloquently put it, "It's nice when a project leader acknowledges that we all have a life outside of work."



## **Competence**

Competence simply deals with putting, to enlist in another's cause; we must believe that that person knows what he or she is doing. Leadership competence does not necessarily deals with the leader's technical abilities in the core technology as well as overall business operation. As project management continues to be recognized as a field in and of itself, leaders will be chosen based on their ability to successfully lead others rather than on technical expertise, as in the past. Having a winning record of accomplishment is the surest way to be considered competent. Expertise in leadership skills is another dimension in competence. The ability to challenge, inspire, enable, model and encourage must be demonstrated if leaders are to be seen as capable and competent.

## **Ability to Delegate Tasks**

Trust is an essential element in the relationship of a leader and his or her team. You demonstrate your trust in others through your actions – to what extent you check and control their work, to what extent you delegate and how much you allow people to participate. Someone who never trust other people often fail as leaders and forever remain little more that micromanagers, or end up doing all of the work themselves.

## **Cool Under Pressure**

In a perfect world, projects would deliver on time, under budget and with no major problems or obstacles to overcome. However, we do not live in a perfect world - projects have problems. A leader with a hardy attitude will take these problems in stride. When leaders encounter a stressful event, they consider it interesting, they feel they can influence the outcome and they see it as an opportunity. "Out of the uncertainty and chaos of change, leaders rise up and articulate a new image of the future that pulls the project together." (Romzek, 1990)In addition, remember - never let them see you sweat.

## **Team-Building Skills**

A team builder can best defined as a strong person who provides the substance that holds the team together in common purpose toward the right objective. In order for a team to progress from a group of strangers to a single cohesive unit, the leader must understand the process and dynamics required for this transformation. He or she must also know the appropriate leadership style to use during each stage of team development. The leader must also have an

understanding of the different team player styles and how to capitalize on each at the proper time for the problem at hand.

### **Problem Solving Skills**

Although an effective leader is said to share problem-solving responsibilities with the team, we expect our leaders to have excellent problem-solving skills themselves. They have a "fresh, creative response to here-and-now opportunities and not much concern with how others have performed them (Francisco, 2009)

### **2.1.6. Common Leadership Styles**

At some point in your career, you may take on a leadership role in some capacity. Whether you're leading a meeting, a project, a team or an entire department, you might consider identifying with or adopting a defined leadership style. Most professionals develop their own style of leadership based on factors like experience and personality, as well as the unique needs of their company and its organizational culture. Even though each and every leader is different, there are 10 leadership styles commonly used in the workplace. Under this research, we will cover the 10 most common leadership styles and provide examples and common characteristics of each to help you determine which leadership style you most identify with (Bennis, 2009).

Leadership has a very broad scope when we talk about leadership styles examples. They are all very different in the sense that there is a wide variety of these fellows ever since leadership was incepted. In general there are a number of leadership styles, and one style may not suit with a specific organization. From the very beginning leadership is a complex phenomenon. Sometimes "leaders" don't know that they are leading within the capacity of any responsible role. In other situations, few leadership styles examples point to folks who lead by give and take principle. These types of leaders will reward you only after you have met a certain deadline. So, let's say, you are in an office and someone has a vacation or an important personal commitment coming up, the transactional style of leader will make sure that the concerned person reaches the milestone before he gets that vacation thing (Sanuelson, 1998).

### **2.1.7. The importance of developing a leadership style**

In an Indeed survey, 55% of employers cited asking about leadership skills in an interview as the most accurate evaluation of a candidate's ability to succeed in a role. As you

develop leadership skills, you'll likely use different processes and methods to achieve your employer's objectives and meet the needs of the employees who report to you. To be effective as a manager, you might use several different leadership styles at any given time. By taking the time to familiarize yourself with each of these types of leadership, you might recognize certain areas to improve upon or expand your own leadership style. You can also identify other ways to lead that might better serve your current goals and understand how to work with managers who follow a different style than your own (Schein, 2006).

### **2.1.8. Types of leadership styles**

Here are 10 of the most common leadership styles according to (Richards, 1996):

- i. Coaching style
- ii. Visionary style
- iii. Servant style
- iv. Autocratic style
- v. Laissez-faire or "hands-off" style
- vi. Democratic style
- vii. Pacesetter style
- viii. Transformational style
- ix. Transactional style
- x. Style of bureaucratic leader

In the next section, we'll look at each and every styles of leadership in detail in including benefits, challenges and examples of each.

#### **Coaching leadership style**

A coaching leader is someone who can quickly recognize their team members' strengths, weaknesses and motivations to help each individual improve. This type of leader often assists team members in setting smart goals and then provides regular feedback with challenging projects to promote growth. They're skilled in setting clear expectations and creating a positive, motivating environment.

The coach leadership style is one of the most advantageous for employers as well as the employees they manage. Unfortunately, it's often also one of the most underutilized styles—largely because it can be more time-intensive than other types of leadership.

**You may be a coaching leader if you:**

- Are supportive
- Offer guidance instead of giving commands
- Value learning as a way of growing
- Ask guided questions
- Balance relaying knowledge and helping others find it themselves
- Are self-aware

**Benefits:** Coaching leadership is positive in nature. It promotes the development of new skills, free-thinking, empowerment, revisits company objectives and fosters a confident company culture. Leaders who coach are often seen as valuable mentors

**Challenges:** While this style has many advantages, it is more time consuming as it requires one-on-one time with employees. This may be difficult to obtain in a fast-paced environment with time-sensitive priorities.

**Example:** A sales manager gathers their team of account executives for a meeting to discuss learning's from the previous quarter. They start the meeting by completing an assessment together of strengths, weaknesses, opportunities and threats regarding the team's performance. The manager then recognizes specific team members for exceptional performance and goes over the goals achieved by the team. Finally, the manager closes the meeting by announcing a contest to start the next quarter, motivating the salespeople to reach their goals.

**Visionary leadership style**

Visionary leaders have a powerful ability to drive progress and usher in periods of change by inspiring employees and earning trust for new ideas. A visionary leader is also able to establish a strong organizational bond. They strive to foster confidence among direct reports and

colleagues alike. This type of leadership is especially helpful for small, fast-growing organizations, or larger organizations experiencing transformations or corporate restructuring.

*Someone could be taken as visionary leader if he/she displays the following characters:*

- Persistent and bold
- Strategic
- Risk-taking
- Inspirational
- Optimistic
- Innovative
- Magnetic

**Benefits:** Visionary leadership can help companies grow, unite teams and the overall company and improve outdated technologies or practices.

**Challenges:** Visionary leaders may miss important details or other opportunities because they're so focused on the big picture. They also may sacrifice the resolution of present-day issues may be as a result of they are so future-oriented, which could leave their team feeling unheard.

**Example:** A teacher starts a group at work for colleagues who want to help resolve anxieties and issues students have outside of school. The goal is to help students' better focus on and succeed at school. He has developed testing methods so they can find meaningful ways to help students in a quick, efficient way.

### **Servant leadership style**

Servant leaders live by a people-first mindset and believe that when team members feel personally and professionally fulfilled, they're more effective and more likely to produce great work regularly. Because of their emphasis on employee satisfaction and collaboration, they tend to achieve higher levels of respect.

A servant leader is an excellent leadership style for organizations of any industry and size but is especially prevalent within nonprofits. These types of leaders are exceptionally skilled in building employee morale and helping people re-engage with their work.

**You may be a servant leader if you:**

- Motivate your team
- Have excellent communication skills
- Personally care about your team
- Encourage collaboration and engagement
- Commit to growing your team professionally

**Benefits:** Servant leaders have the capacity to boost employee loyalty and productivity, improve employee development and decision-making, cultivate trust and create future leaders.

**Challenges:** Servant leaders can become burnt-out as they may put the needs of their team above their own, they may have a hard time being authoritative when they need to be and the organization's goals may be at risk if the servant leader is only focused on the needs of their immediate team.

**Say for example:** A product manager hosts monthly one-on-one coffee meetings with everyone that has concerns, questions or thoughts about improving or using the product. This time is meant for her to address the needs of and help those who are using the product in any capacity.

**Autocratic leadership style**

Also called the authoritarian style of leadership, this type of leader is someone who is focused almost entirely on results and efficiency. They often make decisions alone or with a small, trusted group and expect employees to do exactly what they're asked. It can be helpful to think of these types of leaders as military commanders.

This leadership style can be useful in organizations with strict guidelines or compliance-heavy industries. It can also be beneficial when used with employees who need a great deal of

supervision—such as those with little to no experience. However, this leadership style can stifle creativity and make employees feel confined.

**You may be an autocratic leader if you:**

- Have self-confidence
- Are self-motivated
- Communicate clearly and consistently
- Follow the rules
- Are dependable
- Value highly structured environments
- Believe in supervised work environments

**Benefits:** Autocratic leaders can promote productivity through delegation, provide clear and direct communication, and reduce employee stress by making decisions quickly on their own.

**Challenges:** This style of leadership can cause stress to the leader by bearing all the weight of decision making. The lack of flexibility and rigidity, as well as the lack of interest in hearing the ideas from others, can cause resentment on the team.

**Example:** Before an operation, the surgeon carefully recounts the rules and processes of the operation room with every team member who will be helping during the surgery. She wants to ensure everyone is clear on the expectations and follows each procedure carefully and exactly so the surgery goes as smoothly as possible.

**Laissez-faire or hands-off leadership style**

This leadership style is the opposite of the autocratic leadership type, focusing mostly on delegating many tasks to team members and providing little to no supervision. Because a laissez-faire leader does not spend their time intensely managing employees, they often have more time to dedicate to other projects.

Managers may adopt this leadership style when all team members are highly experienced, well-trained and require little oversight. However, it can also cause a dip in productivity if

employees are confused about their leader's expectations, or if some team members need consistent motivation and boundaries to work well.

**You may be a laissez-faire leader if you:**

- Effectively delegate
- Believe in freedom of choice
- Provide sufficient resources and tools
- Will take control if needed
- Offer constructive criticism
- Foster leadership qualities in your team
- Promote an autonomous work environment

**Benefits:** This style encourages accountability, creativity and a relaxed work environment. Because of this, it can also increase employee retention.

**Challenges:** This style does not work well for new employees, as they need guidance and hands-on support in their early days. This method can also lead to a lack of structure, leadership confusion and employees feeling a lack of support.

**For example:** When welcoming new employees, Keisha explains that her engineers can set and maintain their own work schedules as long as they are tracking towards and hitting goals that they set together as a team. They are also free to learn about and participate in projects outside of their team they might be interested in.

**Democratic or participative leadership style**

The democratic leadership style (also called the participative style) is a combination of the autocratic and laissez-faire types of leaders. A democratic leader is someone who asks for input and considers feedback from their team before making a decision. Because team members feel their voice is heard and their contributions matter, a democratic leadership style is often credited with fostering higher levels of employee engagement and workplace satisfaction.



Because this type of leadership drives discussion and participation, it's an excellent style for organizations focused on creativity and innovation—such as the technology industry.

**You may be a democratic/participative leader if you:**

- Value group discussions
- Provide all information to team when making decisions
- Promote a work environment where everyone shares their ideas
- Are rational
- Are flexible
- Are good at mediation

**Benefits:** Under this leadership style employees can feel empowered, valued and unified. It has the power to boost retention and morale. It also requires less managerial oversight, as employees are typically part of decision-making processes and know what they need to do.

**Challenges:** This leadership style has the potential to be inefficient and costly as it takes a long time to organize big group discussions, obtain ideas and feedback, discuss possible outcomes and communicate a decision. It also can add social pressure to members of the team who don't like sharing ideas in group settings.

**For example:** As a store manager, Jack has hired many brilliant and focused team members he trusts. When deciding on storefronts and floor design, Jack acts only as the final moderator for his team to move forward with their ideas. He is there to answer questions and present possible improvements for his team to consider.

**Pacesetter leadership style**

The pacesetter leadership style is one of the most effective for driving fast results. These leaders are primarily focused on performance. They often set high standards and hold their team members accountable for hitting their goals.

While the pacesetter leadership style is motivational and helpful in fast-paced environments where team members need to be energized, it's not always the best option for team members who need mentorship and feedback.

**You may be a pacesetter leader if you:**

- Set a high bar
- Focus on goals
- Are slow to praise
- Will jump in to hit goals if needed
- Are highly competent
- Value performance over soft skills

**Benefits:** Pacesetter leadership pushes employees to hit goals and accomplish business objectives. It promotes high-energy and dynamic work environments.

**Challenges:** Pacesetter leadership can also lead to stressed-out employees as they are always pushing towards a goal or deadline. The fast-paced work environment fostered under this style can also create miscommunications or a lack of clear instructions.

**Say for example:** The leader of a weekly meeting recognized that an hour out of everyone's schedule once a week did not justify the purpose of the meeting. To increase efficiency, she changed the meeting to a 15-minute standup with only those she had updates for.

**Transformational leadership style**

The transformational leadership style is similar to the coach-style in that it focuses on clear communication, goal-setting and employee motivation. However, instead of placing the majority of the energy into each employee's individual goals, the transformational leader is driven by a commitment to organizational objectives.

Because these types of leaders spend much of their time on the big picture, this style of leading is best for teams that can handle many delegated tasks without constant supervision.

**You may be a transformational leader if you:**

- Have mutual respect with your team
- Provide encouragement
- Inspires others to achieve their goals
- Think of the big picture
- Places value on intellectually challenging your team
- Are creative
- Have a good understanding of organizational needs

**Benefits:** Transformational leadership values personal connection with their team, which can boost company morale and retention. It also values the ethics of the organization and team instead of being overly focused on achieving goals.

**Challenges:** Since transformational leaders look at individuals, it can cause team or company wins to go unnoticed. These leaders can also overlook details as they are big picture thinkers.

**Suppose:** Reyna is hired to lead a marketing department in one Company. The CEO requests her to set new goals and organize teams to reach those objectives. She spends the first months in her new role getting to know the company and the marketing employees. She gains a strong understanding of current trends and organizational strengths. After three months, she has set clear targets for each of the teams that report to her and asked individuals to set goals for themselves that align with those.

**Transactional leadership style**

A transactional leader is someone who is laser-focused on performance, similar to a pacesetter. Under this leadership style, the manager establishes predetermined incentives—usually in the form of monetary reward for success and disciplinary action for failure. Unlike the pacesetter leadership style, though, transactional leaders are also focused on mentorship, instruction and training to achieve goals and enjoy the rewards.

While this type of leader is great for organizations or teams tasked with hitting specific goals, such as sales and revenue, it's not the best leadership style for driving creativity.

**You may be a transactional leader if you:**

- Value corporate structure
- Micromanage
- Don't question authority
- Are practical and pragmatic
- Value goal-hitting
- Are reactionary

**Benefits:** Transactional leaders facilitate the achievement of goals, through short-term goals and a clearly defined structure.

**Challenges:** Being overly focused on short-term goals and not having long-term goals can cause a company to struggle with adversity. This style stifles creativity and is un motivating to employees who are not incentivized by monetary rewards.

**Bureaucratic leadership style**

Bureaucratic leaders are similar to autocratic leaders in that they expect their team members to follow the rules and procedures precisely as written.

The bureaucratic leadership style focuses on fixed duties within a hierarchy where each employee has a set list of responsibilities, and there is little need for collaboration and creativity. This leadership style is most effective in highly regulated industries or departments, such as finance, healthcare or government.

**You may be a bureaucratic leader if you:**

- Are detail-oriented and task-focused
- Value rules and structure
- Have a great work ethic

- Are strong-willed
- Have a commitment to your organization
- Are self-disciplined

**Benefits:** This leadership style can be efficient in organizations that need to follow strict rules and regulations. Each person in the team/company has a clearly defined role which leads to efficiency. These leaders separate work from relationships to avoid clouding the team's ability to hit goals.

**Challenges:** This style does not promote creativity which can feel restricting to some employees. This leadership style is also slow to change and does not thrive in an environment that needs to be dynamic.

**Example:** Managers at a Department of Motor Vehicles office instruct their employees to work within a specific, defined framework. They must take many steps to complete a task with strict order and rules.

As someone who is interested in the leadership path or looking for more structure in their leadership approach, it can be helpful to choose a leadership style that feels authentic to you. Some questions you may ask yourself when trying to determine which style is right for you include:

- *What do I value more goals or relationships?*
- *Do I believe in structure or freedom of choice?*
- *Would I rather make a decision on my own, or collectively?*
- *Do I focus on short or long-term goals?*
- *Does motivation come from empowerment or direction?*
- *What does a healthy team dynamic look like to me?*

These are a number of examples of questions to ask yourself while reading through leadership styles that will assist you to decide which style you relate most with. To develop your leadership style considers these strategies:

- **Experiment.** Try out varied approaches in different circumstances and pay attention to the outcome. Be flexible in changing out your approach.
- **Seek a mentor.** Speaking with a leader with more experience than you can offer great insight into how they developed their style and what worked for them.
- **Ask for feedback.** Although sometimes hard to hear, constructive feedback helps you grow into a successful leader. Seek feedback from individuals you trust will give you an honest answer.
- **Be authentic.** If you are trying to perfect a leadership style that is in opposition to your personality or morals, it will come across as inauthentic. Try to choose a style of leadership that's in alignment with your strengths and work to further improve it.

While a certain leadership style may be impactful in a specific job—for example, autocratic leaders tend to do well in a military setting—the best leadership is using a blend of these styles. Knowing what style to enforce in workplace situations comes with time, practice and emotional intelligence. Don't forget that, most leaders borrow from a variety of styles to achieve various goals at different times in their careers.

While you may have excelled in a role using one type of leadership, another position may require a different set of habits to ensure your team is operating most effectively. By understanding each of these leadership types, and the outcomes they're designed to achieve, you can select the right leadership style for your current situation.

### **2.1.9. Contributing Factors to Leadership Effectiveness**

Leadership effectiveness is all about attaining desirable outcomes like more output with less input which implies high productivity, quality and result in satisfaction. As per (Simonson, 1983), an effective leader is required to walk the talk, where what he deed and what he talks in wording is consistent. It is during this time, where the subordinate develop trust on their leader. As result, once the confidence was built on the leader then the support, motivation and adherence to the leadership will develop resulting in effectiveness.

Identifying and internalizing some contributing factors for leadership effectiveness is important for the successful leader of any organization. When we talk of effectiveness, question comes to our mind is why does one person rather than another preferred by followers as a leader? It is

the answer to this question, the preferred qualities makes a leader effective than the other leader.

As per (Lockwood, 2006) and Posner (2008) survey over 75,000 people around the globe for more than two decades in identifying what people look for from their leaders honest, forward looking, competent and inspiring took the major share. This is because leaders exercising these qualities can play strong influencing role on his followers. This goes to the extent of establishing strong bond between the employee and the leader, which will ultimately play its part in bringing attitudinal change of employee towards their work, and their bosses require fulfilling what.

Williams (2005) indicated the important role of emotional intelligence in leadership effectiveness and without it as leaders expected to be less than successful. Fulmer, Robert, Bleak and Jared (2008) stressed as leaders who teach are more effective than those who tell. In general, as per the different literature, the following are found to be the major factors affecting leadership effectiveness (Lincoln, 2010).

#### **2.1.9.1. Vision**

“Vision, conviction, and courage made the difference – for all of us. “Lindsay Levin, the best leader need to have vision and communicate the vision to all concerned ones. Leaders have to specify what kind of organization they want to see in the future, what kind of attention would like to give to their customers, how much money they want to generate in terms of /revenue/profit to shareholders in their vision. By doing so, they will easily create attraction towards the achievement of intended goal (Rocheach, 2007).

(Kelman, 2008), and Cameron (2010) stressed the reason why leaders are needed is to assist employees to commit to the mission and vision, to take the vision as their own, and to work towards its achievement after the establishment of vision. At the same time, it also indicated, as the overall purpose of vision is to mobilize energy and human potential towards the achievement of the objective.

#### **2.1.9.2. Motivation**

“A competent leader can get efficient service from poor troops; while on the contrary, an incapable leader can demoralize the best of troops. General of the Armies John J. Pershing

(Johnston, 2009), defined motivation as; force directed to the achievement of established goal by bringing action and effort together. Donna and Deborah (2009) indicated a few principles have been found to be true for everyone in relation to motivation. These principles are: people respect, on-negative reinforcement, immediate feedback is more workable and incentives have impact on bringing change.

Freemantle (2004) also supported the importance of motivation in order to make a difference to perform exceptionally well and achieve the result on immediate and in the long term. As per (Kanter, 2006) now a day the main reason why organizations need effective leader is that leader initiates and inspires subordinates towards organizational goal. Inspiration is coming from making decisions and result in incremental success.

Morgan, Harkins, and Goldsmith (2005) point out as leaders visualize the future by stimulating potentials and recruit others to common objectives.

### **2.1.9.3. Team Building**

When team members regard each other with mutual respect differences are utilized and are considered strengths rather than weaknesses. Adair and Allen (2004) indicated as a leader has a responsibility to the team to lead, support, develop and motivate them to achieve the organization goal with team and individual goal. Burton and Thakur (2008) stressed as team building uses to foster team spirit, cooperation and dedication to group success. Martin (2006) emphasized the importance of individual to the group performance.

### **2.1.9.4. Communication**

“Our lives begin to end the day we become silent about things that matter”. As Martin Luther King quoted in his statement, a very nice vision cannot be achieving without effective way of communication. Justin and Gail(2007) emphasized the importance of business objectives clear communication by indicating as clear communication of organization’s vision and goal would be a significant leadership behavior during team leadership(Greenberg, 2009).

Armstrong (2006) also highlighted, as good communication is compulsory to achieve harmonized results. Further, he emphasized the importance of communication as the only tool to communicate reason and implication of change for understanding and acceptance in the existing continuous and fast business change.



Sargent (2005) showed the importance of communication and its relation with other responsibility in leadership by saying, as no one can organize, manage, and motivate a team without effective communication.

#### **2.1.9.5. Feedback**

“If you fail to get feedback from your performers and your audience, you are about working in a vacuum.” Peter Maxwell Davies

Feedback is a method where information is conveyed to employees in instead of indicating how well or how bad they are working. At the same time, it also indicates perception of bosses in terms of employees’ capabilities and their future company demand of employees’ career development. One of the sources of this is performance appraisal and career development conversation to be made between employees and their leader (Mathis, and Jackson, 2010).

(Fleishman, 2009), showed as employees are motivated when they are aware of what is going in the organization and showed the importance of employee information awareness program in order to give a chance for employees to know more about the company strategy, performance and related.

#### **2.1.9.6.Credibility**

“As the leader, the more you are open to accept responsibility for your actions, the more credibility you will have.” Brain Morrow,( 2003) credibility is another important factor in effective leadership. One thing to note about credibility is once it is lost it is very difficult and may never be recovered in most of the cases.

#### **2.1.9.7.Empowering**

George (2004), defined empowerment as decision-making authority and responsibility shared from leaders to group members. The writer further explained as a form of participative management, shared decision making, and delegation can be considered as empowerment. Empowering believed, as it will give a chance to group members to develop internal commitment.

However, as Liker (2006) stressed based on his witness of Toyota facility launch at Ontario, California, empowering employees very rapidly is found to be premature and needs to wait until individuals and teams understand more. Accordingly, gradual implementation of workers’ autonomy is more advisable than immediate basis in particular to new business.

The researcher believes as these factors are highly interconnected each other. Say for example if on revision is established, communicating the vision is required next action. As the same time, just to realize the vision, team building, motivating, and empowering staff is required. In the process, collecting about the progress and deviation from objective is mandatory. In this entire journey, the credibility of the leader in the eyes of employees is important for adherence of what the leader says and acts. Accordingly, working in enriching all these factor interconnected will make result more effective.

#### **2.1.10. Measuring Leadership Effectiveness**

Effective leaders result from experience, hard work, intelligence and host of other factors (Burke and Cooper, 2006). It is the ability to improve productivity in the work place through ability to influence employees. Accordingly, an effective leader is one who inspires others to give maximum contribution to achieve the business goal. Effective leaders are not using force to influence others in doing their jobs, rather inspire them to do expect to be done. Mark (2006) described effectiveness as the capacity to achieve high productivity.

Hughes et al. (2007) indicated admitting leader's behavior or personality traits play key role in examining the consequences or impact of these behaviors to make judgments about the relative success of a leader. They further noted as out of the vast number of measures to demark successful and unsuccessful leaders the commonly used as a superior's effectiveness or promotion ratings, subordinates ratings of their job satisfaction and moral or of their leaders' effectiveness, and different work-unit performance indices. Superior rate their leader on different measurement considered by the organization as important, namely integrity, leadership administrative skills, communication impact and so forth.

What are the characteristics of effective leaders all have in common? Donna and Deborah (2009) agree as successful leaders come from every occupation and what connects them is their ability to arouse others to achieve beyond expectation.

There is no universally agreed one professional path to create a leader. However, all good leaders agree the need of working on business objective and people around them – believing as both are mandatory to their effectiveness and achieve the required result (Morgan, 2004).

(Hollander, 2009), defined leadership effectiveness as achieving targeted outcomes in terms of productivity, quality, and satisfaction in a given situation, and indicated as leadership effectiveness depends on four sets of variables as follow:

Leaders' characteristics and traits indicating inner qualities of the leader, like self-confidence and problem solving ability, which assist the leader to perform effectively in different situations. Leaders' behavior and style, which refers the activities, leaders' approach relating to his or her effectiveness.

Overall measuring the overall effectiveness of leadership in terms of achieving the objective of the organization seems logical. This is because since leadership is to achieve the vision of the organization and all leadership effectiveness has to contribute positively towards profit maximization, which are the ultimate objectives of owners.

## **2.2.EMPIRICAL REVIEW**

### **2.2.1. Studies on Leadership Effectiveness in Different Parts of the World**

Under this sub-topic, some basic concepts that are related with this research from studies have discussed. In order to see leadership effectiveness studies in different parts of the world, the researcher took a study conducted in different parts of the world from USA by Akins, Bright, Brunson and (Gaertner, 2002).The research of Akins, Bright, Brunson, and (Meyer, 2011), is done on effective leadership for sustainable development by involving thirteen organizational leaders, executives, and business owners who are third year Doctoral students from the University of Phoenix in the USA. The study tried to identify leadership qualities required for effective leadership. In the process, the leaders' showed as social, economic, or environmental problems affect their capacity to lead in the organization.

As the same time, the result of the study identified ten effective leadership qualities essential for sustainable development. These qualities are learned, empower, adapt, develop, engage, reflect, and sustain, humility, integrity, and practice.

Goulder, (2006), Addison, and Ade (2013) study disclosed very interesting finding; identifying effective behaviors and unacceptable or ineffective leader behaviors. The effective leadership attributes rewarding, open appreciation by leaders for job well done, inspiring followers, supportive and considerate nature of leadership, showing sympathy and carrying for followers, looking all employees as one family is taken as major factor for the effectiveness.

On the other hand, the study identified from the response as there are ineffective leaders demonstrating passive and uncaring situation not exercising leadership at all.

Yammarino, (2009), tried to uncover factors that affect leadership effectiveness in the preparatory experience as department leader, instructional resource fund availability, professional norm and leaders' participation in material development, and larger size teaching staff contributed for the effectiveness.

Zeffani, (2004), and McGregory,(1960) researches' tried to assess the leadership styles and effectiveness of vocational technical institutions in Ghana. According to the research, the general performance of their leadership role is a mixture of transformational and transactional leadership styles in their day-to-day business leadership role. The study further identified, as they are not doing enough in exercising their power and empowering others. As the same time, the leadership style is found to be more transactional than transformational in nature.

Out of the four studies at different parts of the world, the study in USA, Indonesia and Ethiopia tried to identify some of the factors like, empowering, trust, participation, appreciation, rewarding, integrity, and others. On the other hand the study done in Ghana indicated as transformational and transactional leadership is exercised and much transactional style is done than transformational. From the above study made in different parts of the world, we can learn that as leadership effectiveness is dependent on various interrelated factors, which are common to different parts of the world (Loscocco, 2010).

Wondimu, (2017), have conducted the research under the title of "the effect of leadership styles and emotional intelligence on leadership effectiveness in some selected public sectors in Kaffa zone, Ethiopia. The study was intended to examine the effect of full range leadership styles (transformational, transactional, laissez-fair) and emotional intelligence on leadership effectiveness in the selected public sectors of Kaffa Zone. Hence, it was concluded that demonstration of inadequate emotional intelligence and more transactional leadership attributes had shade light on leaders' effectiveness in the selected case. Leaders in the selected public sector were found more transactional and do not adequately exhibited emotional intelligence attributes as well as they were found weak in Further, transformational and emotional intelligence had a positive relationship and showed higher effect on effectiveness of leadership. From these results, the researcher concluded that being emotionally intelligence would have a greater contribution for leaders to demonstrate transformational leadership attributes which conversely enable them to be more effective. To sum up, the study result explicitly indicated

that all the explanatory variables included in the study had significant effect on leadership effectiveness in study area (Wondimu, 2017).

Demissie, (2013) is the other researcher conducted the study on “factors affecting leadership effectiveness at gift group of companies.” The study was mainly focus on knowing the factors which affect leadership effectiveness most will assist other interested party on leadership effectiveness to use it as input for the betterment of their business leadership style (Demissie, 2013).

In addition to others, Lidya, (2019) contributing factors to Leadership effectiveness from employees’ perspective: a case of Ethiopian electric power (EEP). The primary objective of this study was to identify the major factors affecting effectiveness of EEP leaders and find out which factors mostly affect their effectiveness and which factors have poor impact in their effectiveness. From the major findings, the researcher concluded that all the factors: strategic vision sharing practice, the trend of empowering other employees, motivating subordinates, and effective leaders-subordinate communication; under the study have major impact on leadership effectiveness. The absence of these variables under the study has affected the effectiveness of EEP leaders. For instance, leaders’ poor practice of sharing the strategic vision of EEP, employees negative outlook towards communication with their leaders, poor exercise of empowerment in the company, and existence of unmotivated staffs have affected leadership effectiveness (Lidya, 2019).

The other study was conducted by (Oman, 2018), under the title of The Leadership Effectiveness and Organizational Performance of “Leadership Effectiveness & Performance of Gog Woreda, Gambela region.” The findings have revealed that, as whole, Transactional and Transformational leadership styles of organization can encourage the participations in the organization. On the other hand, Laissez-faire leadership style less practically exercised in those areas to encourage Commitment. Therefore; it can be concluded that education leader who perceived their leader better to adopt all three styles of leaders (Oman, 2018).

In addition to others researchers (Kemal A. , 2015) have conducted the study entitled “Instructional Leadership Practices in high school of Assosa Zone, Ethiopia. The purpose of the study was to investigate instructional leadership practices in secondary schools of Assosa zone, Benishangul-Gumuz Regional State, Ethiopia. In order to address the objectives of the study, a cross sectional descriptive survey method was employed. The finding revealed that,

among instructional leadership functions, instructional leaders' role in communicating school goals, supervision and evaluation of instruction, monitoring of school progress, protection of instructional time, maintaining high visibility, are promoting professional development seemed to be at a level near to average. Whereas, coordination of the curriculum, providing incentive for teachers, and incentive for students were significantly low performed (Kemal A. , 2015).

In general, the researcher understood from the different literature reviewed as leadership is inspiring others willingly than forcefully in accomplishing common responsibility. In doing so, adjusting leadership style depending on the situation, trust, vision, ability to communicate, inspire and support followers, consistency with what the leader deed and talks are the major ones.

### **2.2.2. What Makes a Great Leader?**

Great leaders are those who can identify and strike the right balance between what are usually two opposing ideas. According to the study conducted by Boateng, (2012) some peculiar features of great leaders are the following:-

- 1) **Communicating top-down, but also bottom-up:** Leaders have to be great communicators. Leaders should talk to the people they're leading regularly and have a consistent message that resonates. This is what creates alignment and trust between people.
  
- 2) **Having strong convictions, but continuing to learn:** Balancing communicating well with taking in feedback goes hand in hand with having strong ideals while being willing to put those head-to-head with new data points you're taking in.
  
- 3) **Risk-taking, but not reckless:** Because leaders have **conviction around some idea** or some insight into how the world works, they're willing to make bets on that. Leaders need to be able to influence other people through authentic and transparent communication. This is why many organizations today are engaging leadership in workplace communications, and making it an important part of their corporate communications strategy. Leaders should be the role models and continuously encourage others to live by the core company values and align with the ultimate business goals.

- 4) **Building trust and transparency:** Building trust and driving transparency is one of the other most important leadership characteristics. Today, employees expect their leaders to be trustworthy and share all the important information and company updates. Instead of hiding information and leaving employees in the dark, a great leader should openly communicate about everything that is going on in their organization. By giving visibility to your followers, they will buy into your mission and vision, and they will support you with conviction in achieving the goal. Most importantly, transparency and openness give your followers clarity, and make them feel more empowered while keeping them engaged.
- 5) **Understanding multi-generational workplace:** Great leaders have a very good understanding of the generational differences among employees in their organizations. Yet, only 6% of organizations strongly agree that their leaders are equipped to lead a multigenerational workforce effectively. This shocking statistic shows that leaders have a long way to go in understanding, supporting and managing organizations with various generations. Research shows that leaders and managers are accountable for 70% of employee motivation and happiness. Therefore, one of the greatest characteristics of a great leader is the ability to motivate and empower employees no matter their age. On the other hand, even though **3 in 4 employees** see effective communication as the number one leadership attribute, less than 1 in 3 employees feel like their leaders communicate efficiently.
- 6) **Vision and purpose:** *“Good business leaders create a vision, articulate the vision, passionately own the vision, and relentlessly drive it to completion.”* Good leaders always have a clear vision and purpose. Outstanding leaders not only visualize the future, but they also know how to share their vision with their followers, and get their attention and alignment. In the workplace, setting and communicating a clear purpose, mission and vision are the most important prerequisites for company's and employees' success. When employees are able to see the big picture, they can see where they are heading. Great leaders know how to inspire others with their vision of the future, and they are able to influence and inspire others to follow them in achieving great results.

### **2.2.3. Damaging Words, Phrases or Statements, the Best Leaders Must Avoid**

According to the study conducted by Viswesvaran, (1999), there are Damaging Words, Phrases or Statements, the Best Leaders Must Avoid. In regards to the importance of the spoken words that can seriously affect leaders' ability to achieve success. Price says that successful leaders pave the road in inspiring others to achieve the organization's mission. However, there are additional required qualities, behaviors, and talents for leadership, which includes the power of spoken words placed on the top of the rank. Successful leaders recognize the influence of spoken words and phrases as well as its impact on emotions and minds of society. Consequently, good leaders commonly use positive and optimistic phrases when speaking with their team members, such as: "I want to thank you for....", "Our team's mission is....," "I like to hear your opinion", you are a vital part of the team because....," "How may I help you?," "as a team we can accomplish...", "Congratulations on your accomplishments." On the other hand, there are particular phrases that can be harmful to the individual or a group that an influential leader would never mention. Accordingly, there are ten important phrases that are considered the most damaging. Therefore, leaders should refrain in using them:

#### **"I am in charge, or I am the boss"**

By stating this phrase, the leader denies the fact that he or she is the boss. It also weakens the leader showing low self-confident. Therefore, if everyone on the team acknowledges the fact one is the boss, it should not require a reminder. Additionally, a real leader would use her or his authority to empower and encourage others to respect and follow. Efficient and influential leaders are well respected; thereby, must ask questions such as 'What is needed for success?' or, 'how can I contribute to achieve the objectives?'

#### **"You are lucky to have a job here"**

Price states such spoken phrase by a leader takes the motivation out of an employee and destroys morale. The statement suggests the leader doing people a favor by employing them, and they are indebted for the privilege of working for him or her. Instead, a real leader would use a statement like, "We are lucky to have you on our team". Price also indicates that words and actions of great leaders inspire others to have a greater vision, pursue higher learning, provide and grow more. As John Quincy Adams said. "That is why they are seen as leaders, the



combination of their communication and character induces people to follow. The best leaders deliberately choose particular words to say, and not say, just to increase their capacity to achieve results through people".

### **"I want results, not relationships"**

Effective leaders are aware that people produce results; therefore, it is imperative to build robust associations with employees, fellow managers, customers, business partners, vendors, and other key stakeholders. The relationship comes before result (Price 2012). Hence, build the relationship and result will follow.

### **"I know everything"**

I have thought of everything. A leader with knows it all attitude that looks down on subordinates is not a real leader. An effective leader always listens and continues to improve and remains teachable. Great leaders continually value their employees' contributions and aptitude to make them feel safe and smart.

### **"That is not my fault"**

When trouble starts most of the time no one wants to take responsibility for the error; however the great leaders always take the front line as he or she feel responsible for team's actions. As Henry Ford guided, "Don't find fault, find a remedy."

### **"I'll do it myself"**

No one can do everything by themselves, and especially leadership is not a solo act. The higher the person rises in a corporate position, the less is done as an individual contributor; instead leaders contribute through and by others. The aim is to place the right employees in the right position to perform accurately and empower them to succeed.

### **"Failure is not an option"**

According (Barling, 1998), this statement indicates that mistakes are not allowed thereby causes fear into followers, limit creativity, and impedes innovation. Great leaders permit and even encourage their subordinates to fall forward; to learn from mistakes, mishaps into

stepping stones. "That is why Thomas J. Watson, founder of IBM, advised, 'The way to succeed is to double your failure rate.' Alternatively, as Arianna Huffington says, 'Failure is not the opposite of success; it is part of success.'" Nelson Mandela also says, "The greatest glory in living lies not in ever falling, but in rising every time we fall."

### **"That is not the method we use around here"**

Successful leaders realize that their way is not always the best way and are passionate about finding a better method of doing something; therefore, leaders are innovators where they value employees who demonstrate creative thinking, ingenuity, flexibility, and problem-solving skills. In another word, great leaders are open-minded and always look for a better technique for achieving success. In an event if a leader disagrees with someone's notion, he or she should not reject the idea instead say, that is an interesting view, how would that work? Alternatively, that is a different and new approach, why don't we discuss the advantage and disadvantage of this method.

### **"I do not care"**

If leadership is about caring for others then how can a leader say "I do not care?" In fact, caring attitude distinguishes successful leaders from non-leaders. Great leaders are supportive and always encourage others for their efforts toward achieving a common goal.

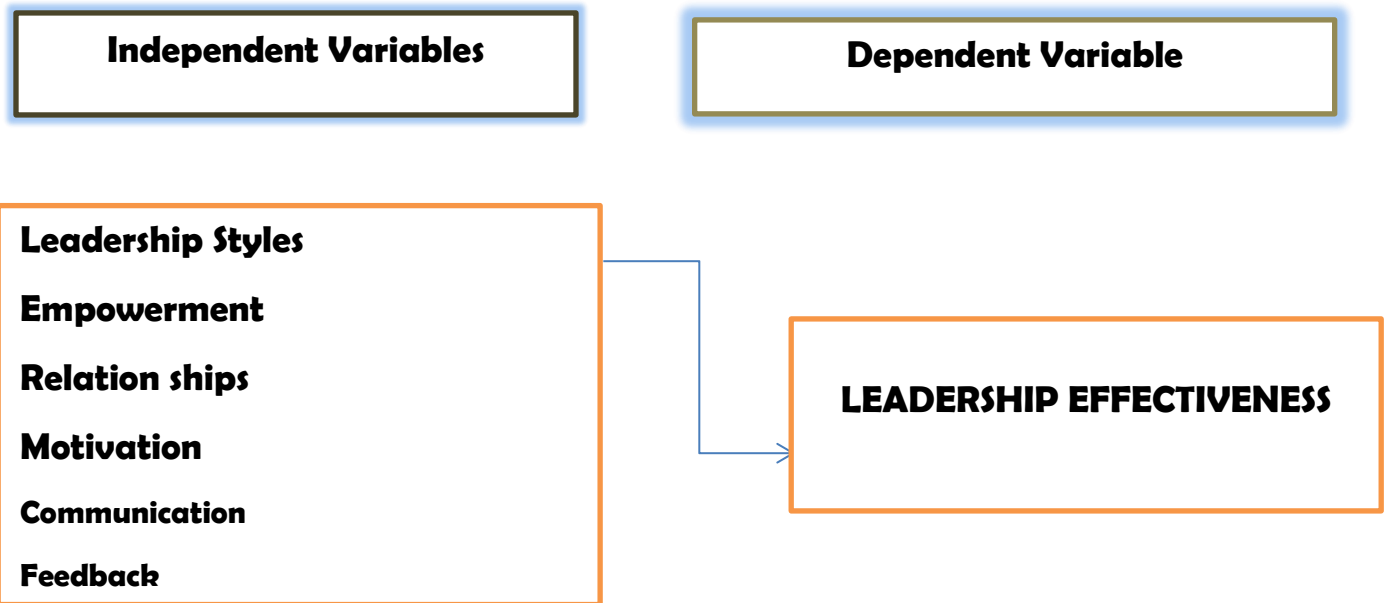
### **"It is impossible"**

A great leader never uses this statement. This proclamation discourages moving forward and halts creativity that is the opposite of leadership characteristics. This expression in response to an idea or action shuts down any possibility of it ever happening. Trust and self-confidence go hand-in-hand with leadership. Therefore, Leaders may say it is a difficult task, but we have the determination and the willpower as a team of creative minds that will overcome any challenges. According to Nelson Mandela, "It always seems impossible until it is done."

## **2.3. CONCEPTUAL FRAMEWORK**

A framework provides an explicit explanation why the problem under study exists by showing how the variables relate to each other.

A theory comprises a generalization that systematically explains the nature and character of relationships between or among variables. Conceptual framework is like a process that involves mapping out or visualizing these theoretical threads to form some diagrammatic representation of inter-relatedness. In general, Conceptual framework is like a process that involves mapping out or visualizing these theoretical threads to form some diagrammatic representation of inter-relatedness. It is also like theoretical framework and can include studying a concept or phenomena in depth. It assists in stimulating research while ensuring the extension of knowledge by providing both direction and impetus to the research inquiry and enhances the empiricism and rigor of the study (Imenda, 2014). Accordingly, the conceptual model depicted below was developed based on above reviewed literature in order to demonstrate the relationships among the study variables.



*Source: Researcher's own construct 2020*

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 1.1. Introduction

This chapter deals all about the overall research design and methodology employed in this research. It also describes the overall background of the study area, research design, study population and sampling frame and sampling methods. In addition, sources of data, the method of data collection and analysis wear presented followed by the ethical consideration of the study.

The research methodology is not only talking about the research methods, but also consider the logic behind the methods used in the context of this study and explain using a particular method so, that research results are capable of being evaluated either by the researcher himself or by others .(C.R. Kothari ,2004). Based on this statement, the study was used survey method, a mixed approach, and descriptive and analytical research types. Questionnaire, interview and group discussion wear used as a data collection technique. The data was obtained from primary and secondary sources, including respondents, key informants, and written documents from both published and unpublished sources.

#### 3.2. Description of the Study Area

Asosa is categorized as one of the three Zones in Benishangul Gumuz Regional state of Ethiopia. This Zone was named after the Assosa Sultanate, which had approximately the same boundaries. Assosa is bordered on the south by the Mao-Komo special woreda, on the west by Sudan, and on the northeast by the Kamashi. The largest town in this zone is Asosa. Its highest point is Mount Bambasi, located in the woreda of the same name. The area Asosa occupies came under Ethiopian control in 1898, when Emperor Menelik II skillfully exploited the traditional rivalry of the three local rulers, Sheikh Hojele al-Hassan of Asosa, Sheikh Mahmud of Komosha and Sheikh Abd al-RahmanHojele of Bela-Shangul proper. When Ethiopia and the British administration of Sudan demarcated their common border in 1902, this finalized their annexation. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 310,822, of whom 158,932 are men and 151,890 women. 39,957 or 12.86% of population are urban inhabitants. A total of 72,879 households

were counted in this Zone, which results in an average of 4.27 persons to a household, and 69,378 housing units. The four largest ethnic groups reported in the Asosa Zone were the Berta (59.95%), the Amhara (23.86%), the Oromo (10.31%), and the Tigrayans (1.5%), 1.48% of the population was from Sudan; all other ethnic groups made up 2.9% of the population. Main languages are the Berta (59.31%), Amharic (25.7%), Oromo (10.68%), and Tigrinya (1.07%). The majority of the inhabitants were Muslim, with 74.08% of the population reporting that they held that belief, while 16.51% practiced Ethiopian Orthodox Christianity, and 8.57% were Protestant.

### **3.3 Research design**

To conduct this study, the researcher used survey methods. The rationale behind the selection of this method was beside its cost and time effectiveness and Survey method was more accurate and manageable. Under survey method, researcher used descriptive method. As C.R. Kothari (2004), descriptive research was concerned with describing the characteristics of a particular phenomenon, with narration of facts and characteristics concerning individual, group or situation. Regarding time dimension of the study cross sectional survey method was employed because it is more suitable to conduct the study at one point of time. Mixed approach is useful to capture the best of both quantitative and qualitative approaches to generalize the findings to a population, develop a detailed view of the meaning of a phenomenon or concept for individuals, and gather both numeric information as well as text information (John M. Creswell, 2009). Likewise, a mixed approach was used for this study; however, qualitative dominant as the research had to dig deep.

### **3.4 Sources of Data**

To obtain necessary information for this study, both primary and secondary data were collected from different sources through various tools.

#### **3.4.1. Primary Data Sources**

In this study, primary data wear collected from government employee of Bambasi, Menge and Homosha woreda through questionnaires containing both open and closed-ended questions. The Interview have also used to collect data from key informants, including employee and

selected experts, officials or leaders at different. The focus group discussion wear undertaken to cross check and assure the data collected by interview and questionnaire.

### **3.4.2. Secondary Data Sources**

Concerning Secondary data published and unpublished data were obtained from different sources like international organizations, books, magazines, newspapers, journals, and reports prepared by researchers and universities (C.R. Kothari, 2004). Based on this, the secondary data wear obtained from concerned organization, books, manuals, proclamation, reports, journals, researches and internet websites (Kothari, 2004).

## **3.5. Sampling Design**

### **3.5.1. Population of the Study**

The populations of this research were the entire government employer of Bambasi woreda, Asossa zone which were 1739, according to the data of Regional public service Bureau, i.e. from some selected sectors.

### **3.5.3. Sample Unit**

The sample unit of this study was individual respondents and key informants including government employer, officials or leaders at different level and community leaders. The researcher was selected the respondents to obtain valid, reliable and sufficient information that enable to attain the objective of the study.

### **3.5.4. Sampling Techniques**

For studying a social problem, it is difficult to study the whole universe under investigation. It is both costly, time consuming and complex as well as financially not viable (Kothari, 2004). To conduct this study, both systematic random sampling and purposive sampling techniques was employed. The systematic random sampling technique was selected because it gives space to measure the errors of estimation or the significance of the results obtained from a random sample and it ensures the law of statistical regularity as a result the sample to have the same composition and characteristics as the universe. In addition, it gives an equal chance to all population to be selected. On the other hand, Purposive samplings have been used to select key informants; those who could be from employer and selected experts, officials or leaders at different level, based on the assumption that they can provide sufficient information on the

issue and their role. Purposive sampling selected due to its relative advantage of time, cost effectiveness, can reduce non-response rate.

### 3.5.5. Sample size

Determining the adequate sample is the most preferable design decision that faces the researcher. There are factors playing a vital role in determining the sample size. These are sample design, level of precision, level of confidence, the rate of variability and non –response rate (Review of documents).

The sample of this study was calculated by using Taro Yamane (Yemane, 1967) formula with 95% confidence level.

$$n = \frac{N}{1+N(e)^2}$$

*Where*

*n*----- is sample size

*N*----- is Population size, and

*e*----- is level of precision, or Sampling error which is  $\pm 5\%$

Based on the above formula, the sample size of respondents are 325 employees. From these, data was collected through questionnaires from 271, on the other hand Purposive sampling have used to select 18 key informants; those were 6 community leaders, 6 officials or leaders and 6 experts for detail interview and three focus group discussion was held with 36 (12 person in each group).

### 3.6. Data collection Techniques

During the course of doing research in survey method and descriptive research type, there are several methods used for data collection techniques; like observation, interview, and questionnaires (C.R. Kothari, 2004). The data of this research were obtained through questionnaires containing both open and closed-ended questions were administered systematically selected respondents and well as semi-structured interviews, it was undertaken face-to-face with purposively selected informants and focus group discussion.

**Questionnaire;** questionnaires containing both open and closed-ended questions were administered to 271 systematically selected individual respondents among leaders or government officials at different level and government employee of Asossa zone Bambasi woreda in some selected sectors. The rationale behind of this method selection is it enable a researcher to acquire data from many people at one time, it gives freedom to respondents and relatively cheaper.

**Interview;** semi structured interviews was undertaken with 21 purposively selected informants such as 12 leaders or government officials at different level, and 6 experts or government employs, 3 from community members. The questions vary slightly between the respondents depending on the information required. The reason behind the selection of this Techniques are its flexibility, high response rate, to get deep information and enable respondent s to express their own opinion through interview.

**Focus group discussion;** discussion was under taken with a group contain 8 individuals. This method was used to crosscheck and assure the reliability of data obtained from respondent, informant and to get detail information on the issue and to collect some additional facts that do not mentioned in the questionnaire and interview.

### **3.8 Data Analysis and Interpretation**

The data collected was analyzed using a combination of qualitative and quantitative methods of statistical analysis. Descriptive data analysis was employed in this research. The analysis of the frequencies, percentages, and other quantitative values was pay special focus on determining the major factors affecting the leadership effectiveness in selected area. The quantitative data were presented in graphs, charts and tables. Whereas, the qualitative data was analyzed in a narrative form then it will be used to explain the quantitative values which are generated from the quantitative analysis.

### **3.9. Research permission and Ethical Consideration**

As social science research as well as primarily focus on human beings as a source of information, this study was fully administered by the ethical principles of social research. Moreover, the researcher obliged consciously to consider ethical issues in seeking consent,



avoiding deception, maintaining confidentiality, respecting the privacy, and keeping and protecting anonymity of all-respondent.

To this end, during data collection through questionnaire and semi-structured interviews, greatest care was made to protect the privacy of every respondent thereby building confidence with participants of the study. Before data collection, the researcher had a great deal of time to inform participants about the purpose and objectives of the study. In addition to this, the data collection instruments were designed considering the ethical issues related to public administration.

## CHAPTER FOUR

### MAJOR FINDINGS AND DISCUSSION

#### Introduction

This chapter deals with the detail analysis of data collected in different form such as distributing questionnaires, interview and focus group discussion conducted from both primary and secondary source.

#### 4.1. Results and Discussions

This research was proposed to assess the contributing factors in leadership effectiveness of in Assosa zone three selected woredas. Hence, this chapter comprises the answer for the research questions, which are guided by the basic research objectives. It presents results and discussions of the data that are categorized into two parts. The first part treats the characteristics of the respondents which describe the study population by sex, age, educational background, service year and current work position, while the second part deals with the analysis of findings of the study that were gathered through questionnaire and interview. Therefore, under this chapter, the data analysis and interpretation have been made based on the 257 returned questionnaires, focus group discussion and interview results.

#### 4.2. Response rate of respondents

Among 271 questionnaires distributed to respondents, 257 were returned successfully. Also 7 among the 271 questionnaires returned back were rejected because of unacceptable responses. Thus, 257 questionnaires constituting 94.8 % response rate were used for data analysis and interpretation with the interview results. Johnson & Owens (2013) reported that although none of the journals contacted for their study reported formal policies regarding minimally acceptable response rates, a study with a response rate of less than 60% get accepted for publication only in rare instances. Accordingly, the response rate for this work was very good.

**Table 4.1 Response Rate**

No	Data Collection Tools	No of Respondents	No of Response	No of Non Response	Response Rate
1	Questionnaires	271	257	14	94.8

<b>2</b>	Interviews	18	18	0	100 %
<b>3</b>	Focus Group discussion	36	34	2	94.44

Source: Own Survey, 2020

### 4.3. Demographic Characteristics of Respondents

The survey result presented in table 4.2, shows the respondents' demographic in sex, age, service years, educational background and current work position.

**Table4.2. Demographic characteristics of the respondents**

<b>Variables</b>	<b>Categories of variables</b>		<b>Frequency</b>	<b>Valid Percent</b>
Gender of Respondents	Male		169	62.4
	Female		88	32.5
	<b>Missed</b>		<b>14</b>	<b>5.2</b>
	<b>Total</b>		<b>271</b>	<b>100</b>
Age of Respondents	18-30		74	27.3
	31-40		117	43.2
	41-50		52	19.2
	51-60		14	5.2
	<b>Missing</b>		<b>14</b>	<b>5.2</b>
	<b>Total</b>		<b>271</b>	<b>100</b>
Education Level of Respondents	Diploma		57	21.0
	First Degree		157	57.9
	Masters Holders		43	15.9
	<b>Missing</b>		<b>14</b>	<b>5.2</b>
	<b>Total</b>		<b>271</b>	<b>100</b>
Service Year of the Respondents	1-5		66	24.4
	6-10		84	31.0
	11-15		61	22.5
	16 and		46	17.0

	above			
	<b>Missing</b>		<b>14</b>	<b>5.2</b>
	<b>Total</b>		<b>271</b>	<b>100</b>
Current work Position of the Respondents	Top leader		14	5.2
	Vice leader		37	13.7
	Coordinator		39	14.4
	Expert		103	38.0
	Other		64	23.6
	<b>Missing</b>		14	5.2
	<b>Total</b>		<b>271</b>	<b>100</b>

*Source: SPSS Result, 2020*

The above table shows that male respondents were much greater than female respondents which may indicate the female participation in Assosa Zone is at minimal. This result may tell us that female in the study area face voluminous socioeconomic problems that make their participation fall short in their cooperatives. This condition be the reason of imbalance in cooperative participation and can lead women unable to solve their economic and social impediments by themselves.

According to UNESCO, (2002), Gender equality is one of the fundamental goals in human development highlighted at numerous global conferences. Eliminating gender gaps and gender inequality means bringing the disadvantaged sex at par with the favored. It ensures that both sexes leave the school system with an education that provides life skills, permits them to pursue higher levels of education or vocational training according to their capabilities, and is free from gender stereotyping. Most importantly, they should be equipped with skills and attitudes that will help them to pursue their potential regardless of their sex”.

Participation, in the development context, is a process through in which all members of a community or organization are involved in and have influence on decisions related to development activities that will affect them. That implies that Participation in the development will address those community or group needs on which members have chosen to focus, and that all phases of the development process will be characterized by active involvement of

community or organization members. Accordingly, participation in Leadership position is one of the development areas where society participates in so as to improve their life and contribute for their country’s development. Now a day’s participation in Leadership position has become a right for every citizen regardless of differences in demographic characteristics.

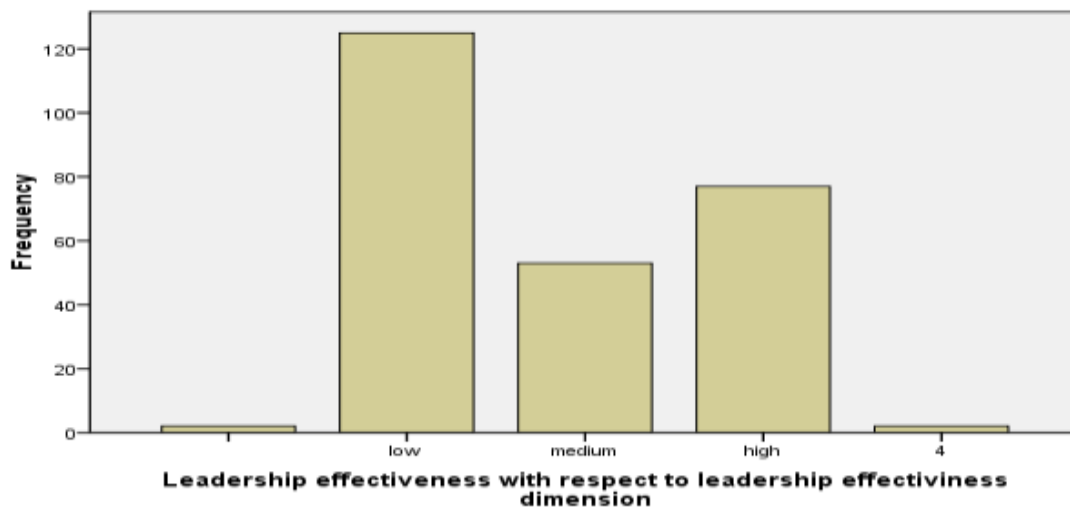
Generally, the demographic characteristics of the respondents show that in terms of sex the respondents were from both sexes (male & female) and the age of most respondents was in a good age range to make informed decisions. Further, most of the respondents were first degree holders and senior in their work experience. Hence, the sampled respondents selected for this study were in a good position to undertake this study.

#### 4.4. Leadership Effectiveness Dimension

The leadership effectiveness dimension is illustrated in bellow table.

**Chart 4.1. Leadership effectiveness dimension**

**Leadership effectiveness with respect to leadership effectiveness dimension**



*Source: SPSS Result, 2020*

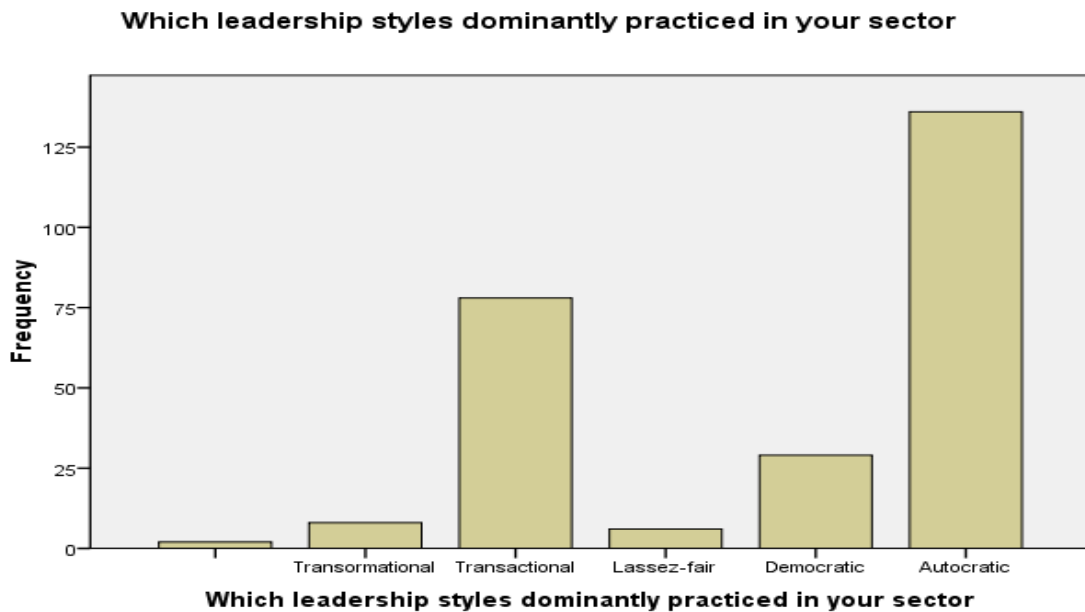
As it is possible to understand from the above Chart 4.2., the leadership effectiveness in the Assosa Zone is found at very minimal level. Majority of respondents (136 from 271, or 50.2 %) agreed that the leadership effectiveness in the Assosa Zone is low. Effective leadership is critical in virtually any type of for-profit or service-based organization. When company managers lack the ability to provide direction, coaching and training and motivation for staff,

the organizational culture and morale often suffer. Poor leadership can have several negative effects on the company and staff.

#### 4.5. Current status of leadership Styles

The Current status of leadership Styles in Assosa Zone according to collected data implies that most of the leaders are partially autocratic leadership style. For father the status of Assosa zone leadership style illustrated bellow.

**Chart 4.2. Current status of leadership Styles in Assosa Zone**



*Source: SPSS Result, 2020*

From above Table, one can understand that the majority 127 (46.9%) respondents believed that the leadership style being practiced is Autocratic Leadership style. Next to Autocratic Leadership style Democratic Leadership style is being practiced as it was responded by respondents which is 75 ( 27.7), proceeded by Transactional Leadership style which is with response rate of 37 (13.7). The Least proportion 18 (6.6 %) respondents believed that the leadership style being practiced is Liaises-faire Leadership style.

To examine the effect of leadership styles on leadership effectiveness, the different leadership behaviors (transformational, translational, Laissez-faire, autocratic and democratic leadership styles) was constituted; and the detail analysis was performed to investigate the ability of these

five leadership styles to predict their effect on leadership effectiveness of Assosa zone. This analyzed one by one as follows.

#### **4.6. Leadership Style and Leadership Effectiveness**

Leadership effectiveness is a significant concept in the area of leadership. In a nutshell, leadership effectiveness focuses largely on output measurability and accomplishment of shared goals. Heller, (2013), see it as coping with changing demands so as to establish successful relationship at the level of customer, employee and organizational purpose and building strong positive relationships. The leadership style is the most essential factor which influences leadership effectiveness. Leadership style is the distinctive way in which a superior manages her/his interfaces with subordinates. Leadership styles are often an extension of the personality of a leader and are shaped by the needs of the position.

#### **4.7. Autocratic Leadership Style**

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. To understand autocratic leadership and its place in history, it's beneficial to examine the origins of the word *autocracy*. The word has Greek roots, with the word reflecting independent and self-sustaining power.

Like other leadership styles, the autocratic style has both some benefits and some weaknesses. While those who rely on this approach to heavily be often seen as bossy or dictator-like, this level of control can have benefits and be useful in certain situations. When and where the authoritarian style is most useful can depend on factors such as the situation, the type of task the group is working on, and characteristics of the team members.

Generally autocratic leadership style is one of the main dominantly practiced in Assosa Zone as it is possible to understand from the findings. From the respondents, the majority of them (127 or 46.9 %) confirmed that the leadership that is being practiced in the zone is Autocratic leadership style. As it discussed earlier the leadership effectiveness in this Zone is very low. The authoritarian leader offers clear expectations about what will be done, when and how. All

decisions are taken by authoritarian leader with minimum input from other group members. This may result the leadership effectiveness minimal. Autocratic leadership also limits the potentials of other members to excel and thus, discourages employee participation and contributes to low level of job satisfaction and trust in the organization.

#### **4.8. Leadership of Transactional Category**

Transactional leader tends to focus on task completion and employee compliance and these leaders rely quite heavily on organizational rewards and punishments to influence employee performance. Therefore, these leadership styles have a negative impact on increase the leadership effectiveness. According to the result obtained from the findings from respondents this leadership style is being well exercised. The total number of Respondents who agreed that with the existence of Transactional leadership style in Assosa Zone is 37 respondents or 13.7 %. This is the high response rate next to Autocratic and Democratic Leadership style.

In general, Transactional leadership style operates as a kind of social exchange between the leaders and the followers. It is a kind of leadership in which compliance from the follower is obtained through the use of reward and punishment. The focus of this style is to supervise, organize and perform individually as well as a group. The leader closely monitors the work of the followers and ensures that he/she follows the prescribed paths. This close supervision may not always fruitful in leadership effectiveness. A leader is known as a transactional leader if he/she is always willing to give something in return. This can include a number of things like promotion, pay raise, performance reviews, new responsibilities etc. The major problem with this type of leadership is the expectation. Therefore transactional leadership may be defined as the exchange of goal or targets between the management or leader and subordinates.

#### **4.9. Democratic and Liaises-faire Leadership Style**

This research paper was mainly focused on the assessment of determinant factors such as leadership styles on leadership effectiveness. The focus was on only four types of leadership styles- transformational, transactional, democratic, and autocratic. This study reveals that leadership effectiveness is highly influenced by the leadership styles. This study has provided deep insights of the impact of leadership styles on the leadership effectiveness.

From the respondents, the majority of them (75 or 27.7 %) next to the autocratic leadership style have confirmed that the leadership that is being practiced in the zone is democratic



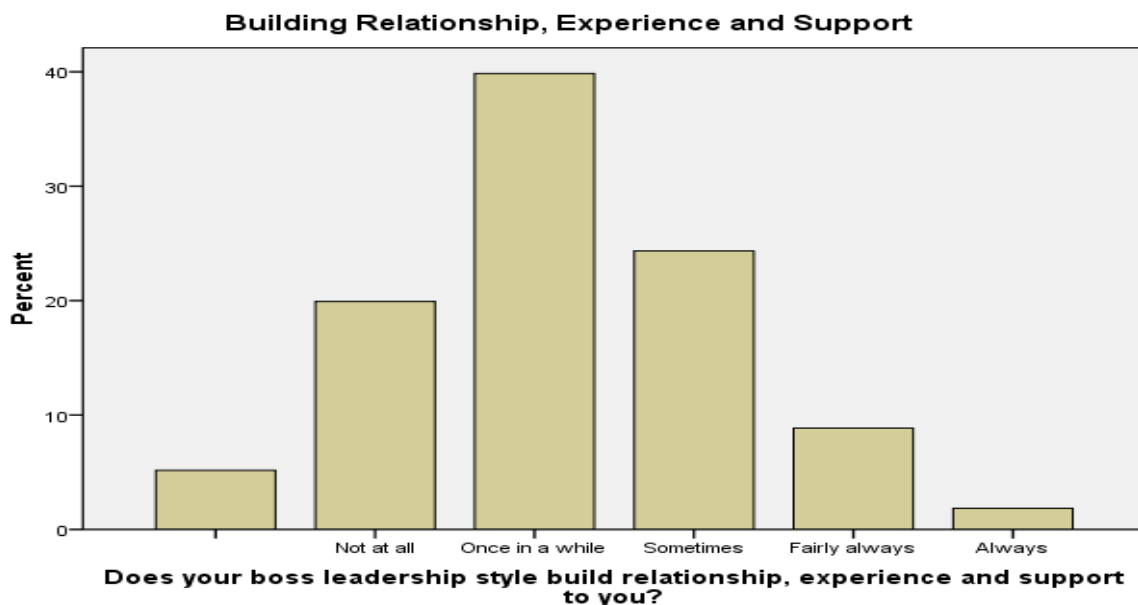
leadership style. However, in comparison to Autocratic leadership (which was with response rate of 127 or 46.9 %) style which reveals the rate of democratic leadership being practiced in the Assosa zone is found minimal.

The least leadership style being practiced in the Assosa zone is Laissez-faire style of leadership with response rate of 18 or 6.6 %. Laissez-faire style of leadership in an organization allows full freedom and power to employees as seen in the study findings, this motivates employees and other low level management to be creative and approach work in a manner that is best for them without the leaders' micro managing them. Their freedom therefore positively affects their work as they will work as a team advocating for innovativeness and eventually high performance and growth of the organization. Effective leadership therefore relies on the ability of the manager to understand the situation in his work environment in regard to employee needs and incorporate this kind of culture in the organization.

#### 4.10. Relationship Building

Relationship building, experience and support are the other very important variable that is identified to be assessed in this study. Accordingly, the finding is elaborated as follow.

**Chart 4.3. Building Relationships, Experience and Support**



Source: SPSS Result, 2020

As indicated in above Chart, respondents were asked if their boss build relationship, experience and support in their leadership style and 39.9% of them responded as it is once in a while, whereas 24.4% of them indicated sometimes. This indicates Leaders are expected to do more to improve the existing relationship, experience and support building mechanism.

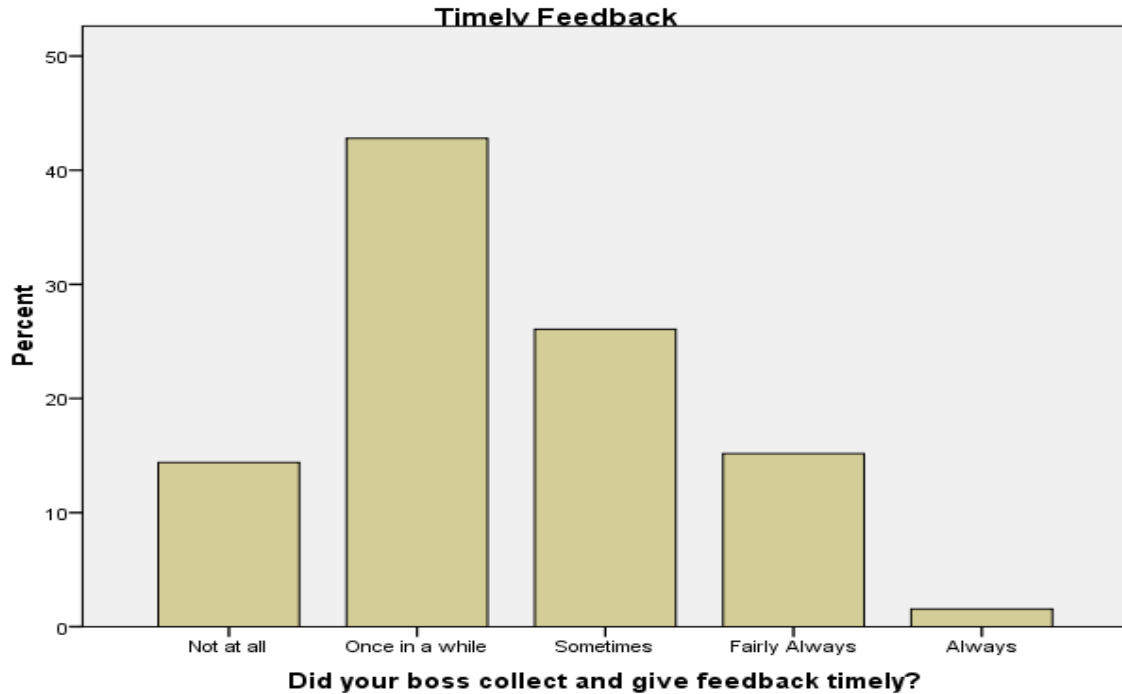
As it is known People are at the center of all leadership efforts. Leaders cannot lead unless they understand the people they are leading. One way to look at leadership is that the function of a leader is to lead and guide people who will follow with the same values. An effective leader thus must be able to build relationships and create communities. We can define leadership as inspiring people and planning for the future with the motivating factors of relationship building and community service. Relationships can happen between concepts, actions, and values.

In general, it is easy to lead for yourself. It is more difficult to lead for others. Honesty, integrity, and the ability to be supportive will create a more successful environment. We all want to know that our leaders are deserving of our trust. It's about having trust in their knowledge of who and what they are leading, trust in why they have chosen to lead, and trust in their ability to accomplish the vision and goals that have been set forward.

#### **4.11. Timely Feedback**

It is obvious that feedback is a vital part of any leader's skillset. Not just giving feedback, but also receiving it is essential for efficiently sharing information within teams and groups. Let's take a closer look at its value and learn how to get better at providing it. Constructive feedback is a robust tool for creating healthy environment, boosting productivity and engagement, and achieving better results.

#### **Chart 4.4. Timely Feedback**



*Source: SPSS Result, 2020*

Respondents were requested if there is a culture of timely feedback collection and provision in their organization. As it is possible to understand from above chart about 40% response given indicated as leaders rarely collect and give feedback on average basis; whereas about 26% of respondents responded that it is being exercised some times. This is mainly because of the existence of a gap for improvement demanding involvement of employees in order to improve leadership styles of leaders and responsibility to those who are non-leaders to do so.

In general, Leaders have a tremendous influence on their direct reports, and one of the most critical areas for leadership success is being able to give feedback to employees, praise when it's deserved, and coaching in the moment. However, not every leader will be able to do so successfully. This is a leadership skill that can be trained, honed, and perfected over time.

According to Barling, (1998) timely feedback provision is very critical in any organization to have effective leadership. Leaders have a tremendous influence on their direct reports, and one of the most critical areas for leadership success is being able to give feedback to employees, praise when it's deserved, and coaching in the moment. However, not every leader will be able to do so successfully. Giving Feedback is an Essential to have effective Leadership in any organization, because of so many reasons (Barling, 1998).

#### **4.11.1. Feedback Helps Employees Achieve Their Goals**

One key characteristic of a good leader is that they are able to reach organizational goals by motivating others. Giving constructive feedback helps individuals grow by learning how they can improve and by reinforcing the activities they are doing well. This ultimately helps them achieve both personal and organizational goals.

#### **4.11.2. Feedback Builds Trust Between the Leader and Employee**

Although it can initially be challenging, when an employee and supervisor become adept at giving and receiving feedback it's a two-way street it builds a foundation of trust. When done well, the feedback process should not be anxiety-inducing for either party. It should be a mutually beneficial learning experience that helps individuals gain new insights that will help them improve performance.

#### **4.11.3. Feedback Influences Employee Engagement**

In companies where leadership knows how to give effective feedback, employees are more engaged. According to Gallup, "When employees strongly agree that their manager provides meaningful feedback to them, they are more likely to be engaged than other employees." Additionally, "Employees who receive daily feedback from their manager are 3x more likely to be engaged than those who receive feedback once a year or less." A higher level of engagement is associated with better performance, lower turnover, and higher rates of employee satisfaction, all essential elements of staying competitive and attracting top talent.

#### **4.11.4. Feedback Reinforces Individual Accountability**

An organization whether large or small, corporate or not for profit, complex or traditionally structured cannot function to its fullest if individuals do not take accountability for their projects, tasks, and behaviors. Keep in mind that accountability is defined as a commitment to

follow through on what has been agreed upon and to take ownership of the outcome. Feedback is crucial at reinforcing an individual's accountability to their commitment as it provides support, guidance, and direction in a way that builds confidence.

#### 4.12. Empowerment

It is important to think through what empowerment means and how best to employ it so your organization can harness its strength. No one leads an organization to success on their own way. It is the collective excellence of many that builds success. Empowerment is the other very important variable that is identified to be assessed in this study. Accordingly, the finding is elaborated as follow.

**Chart 4.5. Employee empowerment**



*Source: SPSS Result, 2020*

Similarly, respondents were asked if there is the practice of empowering employees in their organization and about 47% of the respondents were responded as it is being practiced once in a while, whereas 24% of respondents agreed there is not the practice of empowering employees

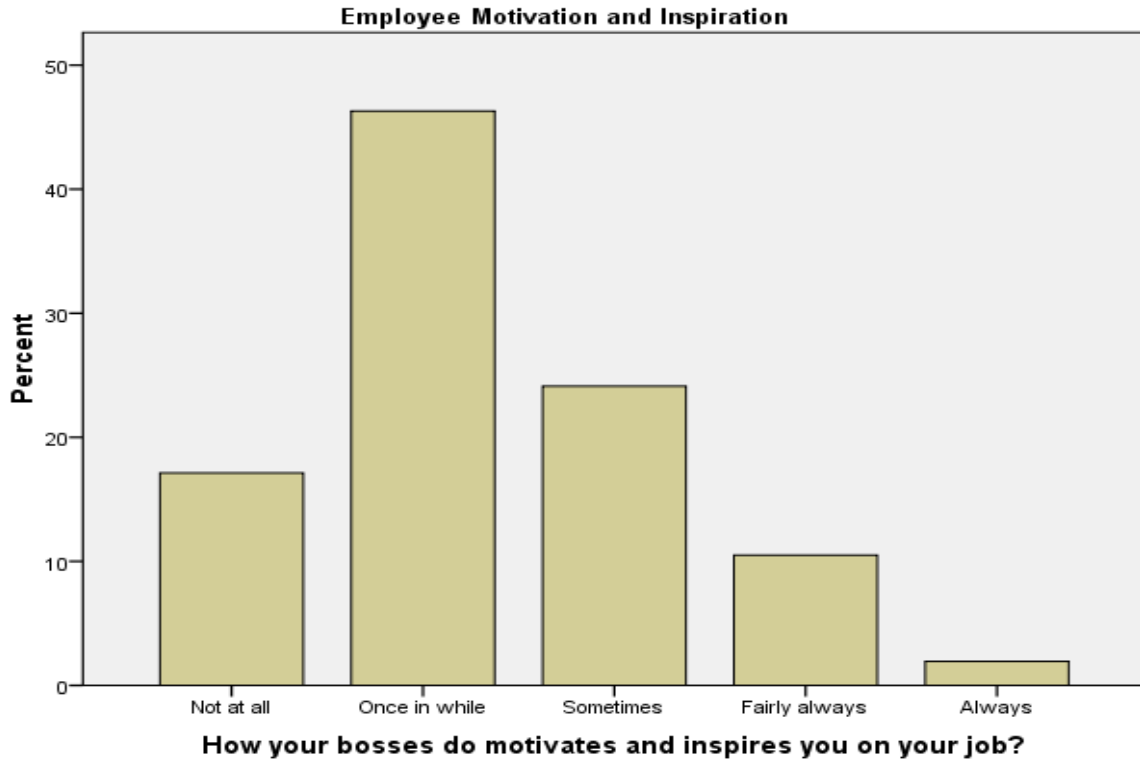
at all, and about 20% responded that that it is being practiced sometimes in their organization. As per Akins et al. (2013) among the ten effective leadership qualities empowering is identified as the major category. In case of Gift both parties have different view in relation to empowering, most of the managers are claiming as they are empowering while employees are not confirming. This means employees are expecting more empowerment from managers than what is happening now.

Empowerment is a means to include the team in decision making, to give them a participatory role which capitalizes on their own expertise and judgment, and that increases their sense of both individual worth and commitment to the organization. Empowerment also demonstrates that you have good listening skills, and that you care about the input of everyone on your team. When you empower your team, you motivate them to “row together” and you increase the overall success of your mission. Empowering builds confidence in their capacity to execute your collective mission and goals, establishes essential trust in an organization, and creates the secondary level of leadership necessary when you are not present for key decisions so that the organization continues. The concept of empowering the members of your team is talked about a lot these days, and with good reason. Good leaders are characterized by their ability to empower their teams to achieve maximum success.

#### **4.13. Motivation**

Like the other variables initiating and motivating are the other very important variables that are identified to be assessed in this study. Accordingly, the finding is elaborated as follow.

#### **Chart 4.6. Employee Motivation and Inspiration**



*Source: SPSS Result, 2020*

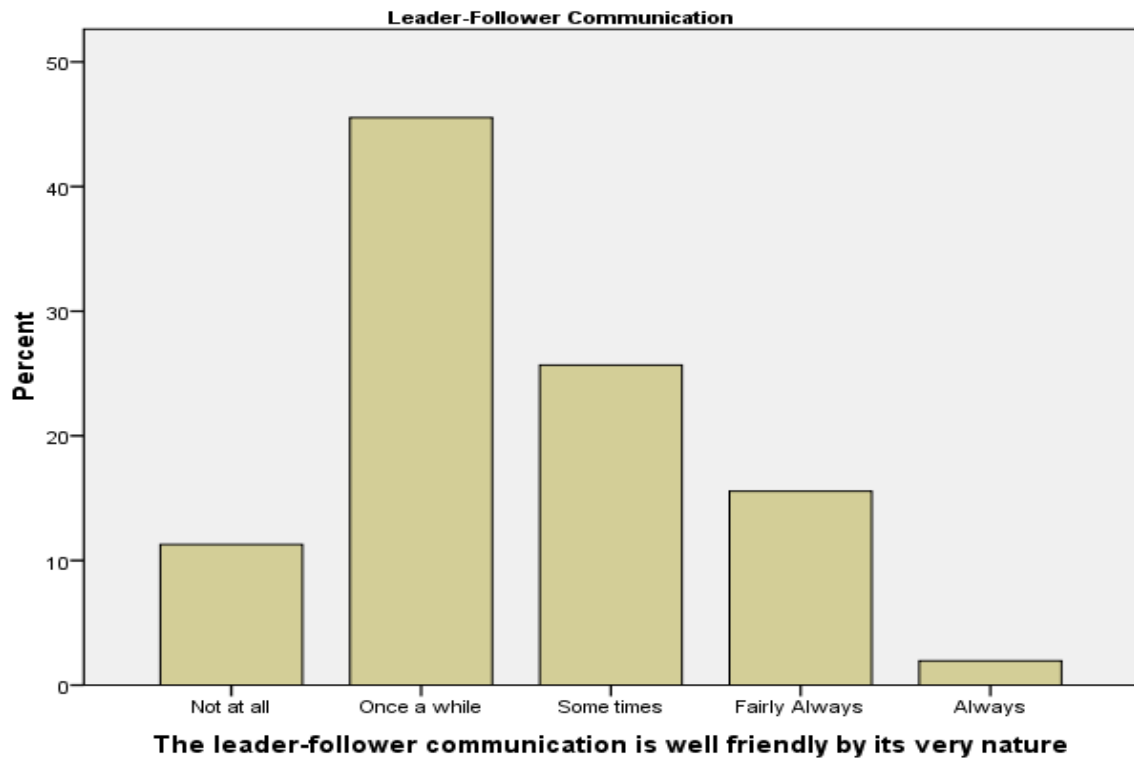
Respondents of Assosa zone of Bambasi woredas some selected sectors are asked about the frequency of motivating and inspiring subordinates. As indicated in the Chart following chart, about 47% of the respondents were responded as the practice of motivating and inspiring of employees are being exercised once in a while (never and rarely respectively), about 24% of them agreed sometimes and about 17 % agreed not at all. Thus, this indicates as the existing motivation and inspiration work is not to the level of satisfying employees that makes leadership effective. Accordingly, leaders have to work for further improvement in regard to motivating and inspiring employees by collecting feedback from employees. Motivation is central in leadership and it is an active mental process initiated by certain needs and wants. It solidifies expectations, shapes and encourages dynamic, unique behavior, action habits to achieve organizational goals. Therefore, Motivation is very important because it allows you as a leader to meet and even exceed your own organizational goals.

In general, the advantages of motivation is often under-estimated in Assosa zone Bambasi woredas some selected sectors and would also venture to say that it's the least understood knowledge area among people who hold vital leadership roles within an organization.

#### 4.14. Communication

Additionally the other variable, intended to be assessed in this research is the nature of leader and follower in their organization. As it is very clear Good communication skills support in creating an atmosphere for exceptional understandings of what is being communicated and encourage teammates to blindly follow their leader. Thus, to become an expert in leadership communication is indispensable priority for managers who want to attain excellence and remarkable growth in their professional career.

**Chart 4.7. Leader- Follower Communication**



*Source: SPSS Result, 2020*

Respondents of Assosa zone, Bambas woreda some selected sectors are asked about the style of communication in their organization. As indicated in the above Chart, about 46% of the respondents were responded as these leaders of the selected study area are rarely friendly communicates with the followers, about 25% of them agreed sometimes and about 15 % agreed fairly often. A Leader is among one of the employees with exceptional skills set and in one situation or another he has potential to step forward to take charge and mentor others who lack



experience and skill set, tries to inculcate skills by motivating them and help them in achieving their individual, team and organizational targets.

In general, the benefits of building an effective team within the workplace cannot be understated. All effective teams need to understand the importance of group communication because it is crucial to their success. Effective communication within a team will build a common purpose among team members that will allow them to reach their goals. Frequent friendly communication can help team members develop a sense of belonging and strengthen relationships. Effective team leaders know that group communication drives organizational efficiency. As employees understand the standards for their work, they will be more willing to reach out for help when they need it and the team will become more capable. Strong group communication will create understanding and that understanding will create powerful relationships within a team.

#### **4.15. Analysis from Interview and Focus Group Discussion**

The interviews were carried out with the officials at the top level leaders among the sampled public sectors especially leaders from civil service and human resource development office were the key interview respondent. This is due to the fact that this office has the duty and responsibility to control and evaluate the performance of public sectors. So, undertaking interviewee with these people helped the researcher to have insight on the leadership style practiced and the overall perceived level of leaders' emotional intelligence and effectiveness in selected public sectors of the study area.

In the first place, the interviewees were asked to elaborate about the overall leadership practice and the type of leadership style mostly demonstrated by leaders in the study area. For this question majority of the respondents argued that transactional leadership style was frequently used by leaders in the study public sectors than transformational and laissez-fair leadership styles. They further explained that leaders use contingent rewarding system that means provision of different incentives such as appreciation letter, promotion and sometimes monetary reward when certain early determined goals are achieved.

Similarly, the interviewees were asked to explain the trend of overall perceived level of leadership effectiveness in their respective sector. In this regard majority of the interview respondents demonstrated their view in such a way that "although there are improvements from time to time, the overall leadership effectiveness in public sectors is not yet satisfactory to the

public”. Interviewees more stressed on “even though all sectors have the goal and vision to be achieved in the near future, in most public sectors implementation is the main problem and it mainly relies on the commitment of leaders at a different level. Rather than leading from the view point of the pre-determined strategic goals, leaders usually run with accidental or issues coming in between. The problems were more expressed by as in most cases leaders’ effectiveness has been measured by political commitment rather than sectorial goal implementation. Further, daily and routine meeting, weak communication, lack of adequate monitoring and timely feedback, inappropriate resource allocation and lack of skills and knowledge on technology utilization are among the others that hinder sectorial vision implementation”.

The interview participants were asked to describe the leadership style of leaders in their respective sector. It was stated that “most of the leaders lack the ability and commitment to understanding the needs and feelings of their employees/subordinates. Further, they also argued that “most of the leaders do not have well understanding on the importance of emotional intelligence on leadership effectiveness.

Finally, the interviewees were asked to suggest what has to be done in order to enhance effectiveness of leadership in the study area. Accordingly, most of them stated that “leadership is a process and learning by doing. These help leaders self-confident, committed, influential and charismatic. Therefore, for the future government has to give more attention on capacitating leaders with timely training and development programs”.

Additionally data were gathered through focus group discussion and accordingly focus group discussions were carried out with some selected officials including leaders and non-leaders from different sectors. This is due to the information that this office has the duty and responsibility to control and evaluate the performance of public sectors. So, undertaking focus group discussions with these people helped the researcher to have insight on the leadership style practiced and the overall perceived level of leaders’ emotional intelligence and effectiveness in selected public sectors of the study area. Accordingly, relating with the question raised in relation to the nature of leadership styles being exercised in their sector have confirmed that mostly the leaders in different levels of their organization did not give chance for non-leaders to take part in decision making process mostly. That means the leadership style of their sectors were Autocratic leadership style.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter highlights the Conclusion and Recommendations drawn from the analyzed data gathered through the questionnaires, focus group discussion, detail interview and document analysis.

#### **5.2. Conclusion and Recommendations**

##### **5.2.1. Conclusion**

The conclusions drawn under this section is based on the list of research questions raised in chapter one and analysis and interpretation of data in chapter four. Therefore, the major conclusions and presented as follows. From the very beginning, the result of findings shows that the overall effectiveness of leadership in the selected study area is found at low level. In addition to overall low leadership effectiveness, the women's empowerment in leader position was found very low.

As it is possible to conclude from the response given from respondents, Leaders in Assosa Zone Bambasi woreda were found more Autocratic leaders and do not adequately allow non-managers and other to take part in decision making process. As a result they were found weak in organizational vision and mission implementation which is meant that leadership effectiveness is very low. Hence, it was concluded that though it is not always, Autocratic leadership styles may lead to low leadership effectiveness. Autocratic leadership also limits the potentials of other members to excel and thus, discourages employee participation and contributes to low level of job satisfaction and trust in the organization.

Autocratic leadership style was found as one of the main determinant factors that may affect the leadership effectiveness in Assosa Zone Bambasi woreda as it is possible to understand from the findings. From the respondents, the majority of them (127 or 46.9 %) confirmed that the leadership that is being practiced in the zone is Autocratic leadership style. As it discussed earlier the leadership effectiveness in this Zone is very low. The authoritarian leader offers clear expectations about what will be done, when and how. All decisions are taken by authoritarian leader with minimum input from other group members. This may result the leadership effectiveness minimal.

From the respondents, the majority of them (75 or 27.7 %) next to the autocratic leadership style have confirmed that the leadership that is being practiced in the zone is democratic leadership style. Transactional leader tends mainly targeted to task completion and employee compliance and these leaders rely quite heavily on organizational rewards and punishments to influence employee performance. Therefore, these leadership styles have a negative impact on increase the leadership effectiveness. According to the result obtained from the findings from respondents this style of leadership which is being well exercised. The total number of Respondents who agreed that with the existence of Transactional leadership style in Assosa Zone Bambasi woreda is 37 respondents or 13.7 %. This is the high response rate next to Autocratic and Democratic Leadership style.

The least leadership style being practiced in the Assosa zone Bambasi woreda some selected sectors is Laissez-faire style of leadership with response rate of 18 or 6.6 %. Laissez-faire style of leadership in an organization allows full freedom and power to employees as seen in the study findings, this motivates employees and other low level management to be creative and approach work in a manner that is best for them without the leaders' micro managing them. Their freedom therefore positively affects their work as they will work as a team advocating for innovativeness and eventually high performance and growth of the organization.

The other important findings revealed that, very less practical experiences of feedback collection from non-leaders and timely feedback provision mechanism in the Assosa zone Bambasi woreda of some selected sectors. As it is earlier explained above 40% response given indicated as leaders rarely collect and give feedback on average basis; whereas about 26% of respondents responded that it is being exercised some times. It is indicated as leaders are collecting and giving feedback in their leadership style rarely.

In addition to the others variables, employee motivation was identified as the other factor needed to be assessed in this research. Similarly about 47% of the respondents were responded as the practice of motivating and inspiring of employees is being exercised once in a while that means that it is rarely practiced. About 24% of respondents agreed sometimes and about 17 % agreed not at all. This indicated that Motivation and inspiration does not exist that much as expected by employees.

Like that of other factors, the trend and practice of Employees empowerment was focused to be investigated in Assosa zone, Bambasi woreda some selected sectors. Accordingly as it was

discussed in detail above, about 47% of the respondents were responded as it is being practiced once in a while, whereas 24% of respondents agreed there is not the practice of empowering employees at all, and about 20% responded that that it is being practiced sometimes in their organization. This revealed that Employees empowerment is rarely exercised.

The study was also focused on assessment of building relationship, experience and support in Assosa zone, Bambasi woreda of some selected sectors. In line with this about 47% of the respondents were responded as it is being practiced once in a while, whereas 24% of respondents agreed there is not the practice of empowering employees at all, and about 20% responded that that it is being practiced sometimes in their organization. It is indicated as leaders are building relationship, experience and support to employees in their leadership style rarely.

It is very clear that communication is central to leadership and in addition to the others variables, the way leader-follower was identified as the other factor needed to be assessed in this research. Accordingly as it is earlier explained, about 46% of the respondents were responded that the leaders rarely communicates with the followers, about 25% of them agreed sometimes and about 15 % agreed fairly often.

### **5.2.2. Recommendations**

Based on the major findings and conclusion drawn above, the following recommendations are forwarded.

- ✚ As it already discussed earlier the leadership effectiveness was found at very minimal level. To minimize this problem or to increase organizational leadership effectiveness the more preferable style of leadership should be the main focus area to be improved. Leaders should be flexible enough they better realize which leadership style is appropriate in which situation. The concerned government body, especially the cooperative promotion agencies at different tiers should make a joint effort with unions themselves and organizations as universities and NGO to capacitate leaders through organizing and implementing consistent package of cooperative leadership training and development program.
- ✚ Additionally, the result of the study shows that, there was gender imbalance in leadership position. Woman's participation takes 32.5% in general. Therefore it is highly recommended that to work on women's empowerment in Assosa Zone to bring them and capable to take the leadership position.

- ✚ The other recommendation of the study deals with the employee motivation and the study revealed that the employee motivation is found at minimal level. Therefore leaders should better focus on how to make them motivated enough in their organization. When motivating, it is necessary to try to meet the different needs of employees, so that they are satisfied, happy and far from the tension. This creates a pleasant environment, in which subordinates are far more focused on work, have more interest and desire for work, and consequently perform their work more effectively. It is particularly important that leadership knows the level of motivation and satisfaction of employees at each workplace well as well as their expectations in terms of workplace, in order to have an impact on improving job engagement when applying the adequate models.
- ✚ Leaders are building relationship, experience and support to employees in their leadership style rarely. Relationships are the foundation upon which winning teams and organizations are built. Relationships build real motivation. It's much easier to motivate someone if you know them and they know you. After all, if you don't take the time to get to know the people who are working for you, then there is no way in which truly know the best way to lead, coach, and motivate them effectively.
- ✚ The way leader and follower communicates in this study is found that they are rarely communicates with the followers. It is obvious that Communication is a powerful tool that leadership may utilize create an environment that brings forth employee motivation. It is necessary to emphasize the importance of direct, two-way communication between the employees and the management of the company which enables the management to verify if the employees correctly understood the received information.
- ✚ As the research result shows that Employees empowerment is rarely exercised. This indicated that leaders must focus and work on employee empowerment. Leaders who were perceived as more empowering were more likely to delegate authority to their employees, ask for their input, and encourage autonomous decision-making. Specifically, this type of leadership seems to encourage employees to generate novel ideas and think of new ways of doing things, and to help others in the workplace, volunteer for extra assignments, and be willing to support their organization outside of an official capacity and this is highly recommended in order to make the leadership effective.



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