St. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES

A RESEARCH ON:

ASSESSMENT OF LEADERSHIP PRACTICE AT ETHIOPIAN ELECTRIC POWER CORPORATION

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Acronyms/Abbreviations

BSC= Balanced Scorecard

EEPCo= Ethiopian Electric Power Corporation.

HRM = Human Resources Management.

HR = Human Resource

LBDQ = Leader Behavior Description Questionnaire.

SPSS= Statistical Package for Social Science.

SWOT= Strengths, Weaknesses Opportunities, & Threats.

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Abstract

Effective leadership practice has directly related to organizational goal achievement. The purpose of this study is to assess leadership practice of EEPCo, to identify how much EEPCo's managers are practicing the recent leadership theories such as, transformational, transactional and transcendent leadership styles and to forward recommendations on how to improve the leadership practices to achieve corporate goals. More specifically, the study had tried to address the leadership practices of EEPCo's management in terms of leadership style, decision making, the role of leaders, and coaching, mentoring, and relationship practices. For realization of the study, the researcher employed both quantitative and qualitative research. Both primary and secondary data were used to collect the required information. A combination of systematic random sampling, and stratified sampling methods was used to select the samples from the target population. Besides, structured questionnaire and interviews were used to obtain the required data from professional employees, executives and middle managers that are found in Addis Ababa. Descriptive data analyses methods were used for analyzing and presenting the standard questionnaire and interview questions. The findings of the study revealed that the practiced leadership style of the corporation is more of task oriented approach, which means modern leadership style has been less practiced in EEPCo. The perception of leaders about themselves and the understanding of employees about leaders were found to be different. Regarding decision making, the leaders are not well recognized the employees and there are also problems of coaching, mentoring and communication. Thus, it was recommended that the corporation managers need to change their leadership practice from traditional leadership to modern leadership particularly through using transformational leadership style.

***Key Terms**: Leadership, Leadership Practice, Leadership Style.*

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Leadership in organizations has been widely studied in different forms and has evolved over time (Northouse, 2007). Different leadership styles have been applied depending on the time. The leadership of the 21st century is different. Leadership has evolved with different theories such as a Great Man, Trait, Behavioral, Contingency, Situational, Transformational, and Power and Influence. Effective leadership has been explored because of the link with business organizations that are concerned with profit (Kotter, 1988).

Many theories have been formulated for different leadership styles: personality (traits, motivation, and skills), behavioral (styles, situational, roles), inspirational (transformational and charismatic) and postmodern (social process, shared relational and fluid) (Yukl, 2002). The meaning that followers also has the opportunity to be fully involved, advocated in the recent leadership theory (transformational and situational leaderships), developed from the top down to the bottom up model of leadership. This is the new paradigm of leadership in the 21st century (transformational/modern and situational leaderships).

Leadership concept and practice are the hottest and current issue within an organization. It is directly affecting the production as well as service delivery organization. According to Bass & Avolio (1993), leadership styles are behaviors or processes that leaders conduct or participate in that enable extraordinary things to be done in or by the organization. Therefore, in this study the context of leadership is related to the person who is appointed by the board of directors as well as the corporation senior managers to lead the whole or sub activities of the corporation.

This study focused on leadership practice exercised by the managers at the Ethiopian Electric Power Corporation (EEPCo) and to identify how much the managers have been practicing modern leadership theories.

1.2 Organizational Profile

Nowadays, Ethiopia as a developing country is in the process of undertaking many projects and infrastructures. EEPCo is one of the biggest organizations that play a vital role in the economy of the country by executing many mega projects in the power generation sector.

The one and only electric supplying organization in Ethiopia known as Shewa Electric Power in its former name was established in 1948 E.C. The new organization, although with its limited capacity, had a responsibility to manage the power supply not only in Shewa but also other administrative regions. In light of its function, its name was changed to "Ethiopian Electric Light and Power" in 1955 E.C. Soon after its establishment, the supervision and management of the organization were visited by the Board of Directors appointed by the government.

After eight months of its establishment, the Ethiopian Electric Light and Power was transformed to the "Ethiopian Electric Light and Power Authority". At that time, the capital of the authority was ten million Ethiopian Birr divided into one thousand shares of pre-value of ten thousand Ethiopian Birr each. It was also determined that the Board of Directors appointed by the government shall exercise all the powers of the Authority. In order to accommodate the new changes in the environment, the Ethiopian Electric Light and Power Authority was transferred to the Ethiopian Electric Power Corporation by reorganizing its functions on the basis of the principles of commercialization and decentralization. Accordingly, the Ethiopian Electric Power Corporation (EEPCo) as public enterprise was established for an indefinite duration by regulation No. 18/1997, and conferred with the powers and duties of the previous Ethiopian Electric Light and Power Authority (EEPCo, 1999).

The purpose of the corporation was to engage in the business of producing, transmitting, distributing and selling electrical energy (in accordance with economic and social development policies which are all priorities of the government) and to carry out all other related activities that would enable it in achieving its goal. The major tasks of the corporation are indicated in the following table.

Table1.1: Major tasks of Ethiopian Electric Power Corporation from 2003-2007 E.C

No.	Description	Existing Status	Target of 2007 E.C
1	Power generation	2,000mw	8,000-10,000 MW
2	Transmission Line	18,886km	35,574 km
3	Distribution line upgrading	576 km	266,168 km
5	Number of Customers	1,896,000	4,000,000
6	Access to electricity	41%	75%

Ethiopian Electric Power Corporation (EEPCo) is profitable organization, engaged in the business of production, transmitting, distributing and selling of electric power to the public of Ethiopia and carry on any other lawful related businesses and selling of electric power for neighboring countries of Ethiopia like Djibouti, Kenya & Sudan.

1.2.1 EEPCO'S Vision, Mission and Goal

Vision

To be a first class utility in providing quality service with universal electrification of the country and regionally connected as a competitive export industry.

Mission

To provide adequate and quality electricity generation, transmission, distribution and sales service, through continuous improvement of utility management practices responsive to the socioeconomic development and environmental protection need of the public.

Strategic Goals

The Corporation has put six strategic corporate goals; each goal is accompanied by specific objective.

Goal 1: To bring institutional change by implementing the capacity building program.

Goal 2: To increase the generation capacity to ensure adequate and reliable power supply by implementing the generation program.

Goal 3: To have a reliable transmission network to transmit the power produced from power plants to consumer by implementing the power transmission program.

Goal 4: To ensure quality and reliable power distribution to consumers by implementing the power distribution program.

Goal 5: To increase the electricity supply coverage and access by implementing the customer service program and the Universal Electricity Access Program.

Goal 6: To enhance the financial capacity of the corporation by executing all scheduled projects within specified budget and time (EEPCo, 2009).

1.3 Statement of the Problem

Leadership has been studied widely since the 1900s (Rost, 1993). The definitions have varied over the years. The early definitions of leadership are different from the modern definitions. It is just an indication of the change of leadership concept over time. A key challenge for any organization is to practice what type of leadership concept or style is more appropriate for organizational performance, culture, development, organizational learning, cost effectiveness, and so on.

Most organizations are facing the challenge of lack of good understanding of the concept of leadership and its application aligned with the organization's mission, vision and strategy which can help to achieve the organization's goals. Most of the time, there is a gap between leadership practice and leadership theory that is appropriate to organizational goal achievement.

The absence of leadership is equally dramatic in its effects. Without leadership, organizations move too slowly, stagnate, and lose their way. Much of the literature about organizations stresses decision-making and implies that if decision-making is timely, complete, and correct, then things will go well. Yet a decision by itself changes nothing. After a decision is made, an organization faces the problem of implementation how to get things done in a timely and effective way (D. Quinn Mills, 2005).

In the last two years (2012 & 2013 G.C), EEPCo stakeholders such as the employees, management members, labor unions, board of directors and customers were evaluated the

corporation performance by conference. In the conference, inability to meet the growing demand of electric power, series power interruption and poor customer handling were pointed out as major problems of the corporation. Lack of good leadership practice, employee attitude, limitation of resources, lack of competent employees skills and knowledge are considered as the major contributing factors for the problems (EEPCo Annual Reports, 2012/2013).

To address the current problems and provide high quality services, the organization must have appropriate and good leadership practice. Researches' are not carried out in this area and this motivated the researcher to conduct study to assess leadership practice of the corporation, and prove or disprove the complaints raised by stakeholders.

1.4 Research Questions

This study was aimed at answering the following research questions:

1. How do the managers perceive themselves as leaders and how do employees perceive managers as leaders?
2. Which leadership style (s) is/are practiced in the corporation?
3. What roles do leaders play in the corporation?
4. What does the experience of decision making practice of EEPCO's leaders looks like?
5. To what extent have the managers developed one-to-one relational skills, and practiced coaching and mentoring?

1.5 Objective of the Study

The overall objective of the study was to assess leadership practice of EEPCo, its application of modern theories such as transformational and transactional leadership, and forwarding recommendations on how to improve the leadership practice in order to achieve corporate goals.

The specific objectives of the study are:

- To investigate the managers perception about themselves as leaders and employees' perception about the managers as leaders;
- To evaluate leadership styles practiced in the corporation;
- To assess the role of the leaders in the corporation;
- To explore the managers' decision making experience; and
- To assess the managers' relational skills, coaching and mentoring practice in the corporation.

1.6 Significance of the Study

The researcher believes that the result of this study will be useful for the following:

- It helps to gain knowledge about the leadership theory & practice and its related challenges.
- It can provide some inputs for the corporation if it will be interested in its findings to enhance leadership practices.
- It can be also used as a sort of documentary evidence for other advanced research works**.**

1.7 Scope and Delimitation of the Study

EEPCo has ten departments, and under these departments there are 503 divisions which are scattered all over the country. Because of the number of branches and wider geographical location, this study is delimited to those branches that are found in Addis Ababa including head office.

The other delimitation of the research is a wide and ever growing variety of theories to explain the concept and practice of leadership. And also the leadership definitions and theories are changing over time. Thus, the student researcher used a brief overview of the recent widely known theories such as transformational and transactional theories. Due to all possible constraints, the student researcher delimited the scope of the study to the leadership practices of EEPCo's management in terms of leadership style, decision making, the role of leaders, and coaching, mentoring, and relationship practices.

1.8 Definitions of Terms

Corporation: an organization that has purposefulness, declared social benefit, derived powers, legal entity permanence, and limited liability.

Leadership: a process by which one individual influences others toward the attainment of group or organizational goals.

Leadership Practice: is the leadership style practiced by the managers in the organization.

Leadership Theory: an assumption about distinguishing characteristics of a particular kind of leader. Theories focus on determining specific qualities.

Professional Employees: educated employees, they have a first degree and above.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This part discusses about the leadership theory and practice. As a result, it is intended to provide a clear understanding about the topic of discussion, the definition of leadership, leadership theories, practices and empirical studies.

2.1 Definition and Concepts of Leadership

Leadership is a process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives *(*Yukl, 2002).

Different authors define leadership in different ways. For instance, (Katz & Kahn, 1978) define leadership is superior to the influence imposed by the mechanical obedience guided by an ordinary organization , under certain situations that guides a group to move together towards a specified goal (Tannenbaum, Weschler, & Massarik, 1961).

In the leadership process, all members' activities are guided and coordinated via non-compulsory influence (Jacobs & Jaques, 1990) in order to achieve the goals for the organization (Jago, 1982). Kouzes and Posner (1987) also see leadership as "the art of mobilizing others to want to struggle for shared aspirations". Hence, leadership is a process in which the leader influencing others to achieve organizational goals and objectives. In order, the leaders should know and understand the behaviors of others for maintaining mechanisms to influence their behavior.

Good leadership results in the ability of a company's management to make sound decisions and inspire others to perform well. Good leaders are characterized with a lot of qualities of which some are; being able to set and achieve challenging goals, take swift and decisive action even in difficult situations, being able to outperform their competition, take calculated tasks, persevere in face of failure, have strong communication skills, self confidence, the ability to manage others and the willingness to embrace change.

In general, a leader is one or more people who selects, equips, trains, and influences one or more

follower(s) who have diverse gifts, abilities, and skills and directs the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives.

The leader achieves this influence by humbly conveying a prophetic vision of the future in clear terms that resonates with the follower(s) beliefs and values such that the follower(s) can understand and interpret the future into present-time action steps. In this process, the leader presents the prophetic vision in contrast to the present status of the organization and through the use of critical thinking skills, insight, intuition, and the use of both persuasive rhetoric and interpersonal communication including both active listening and positive discourse, facilitates and draws forth the opinions and beliefs of the followers such that the followers move through ambiguity toward clarity of understanding and shared insight that results in influencing the follower(s) to see and accept the future state of the organization as a desirable condition worth committing personal and corporate resources toward its achievement.

The leader achieves this using ethical means and seeks the greater good of the follower(s) in the process of action steps such that the follower(s) is/are better off (including the personal development of the follower as well as emotional and physical healing of the follower) as a result of the interaction with the leader. The leader achieves this same state for him/her as he/she seeks personal growth, renewal, regeneration, and increased stamina mental, physical, emotional, and spiritual through the leader-follower interactions.

The leader recognizes the diversity of the follower(s) and achieves unity of common values and directions without destroying the uniqueness of the person. The leader accomplishes this through innovative flexible means of education, training, support, and protection that provide each follower with what the follower needs within the reason and scope of the organization's resources and accommodations relative to the value of accomplishing the organization's objectives and the growth of the follower (www.geocities.ws).

2.2 Theories of Leadership

In theories of leadership, for this research purpose, we shall see the major contingency theories of leadership that specify which leaders' practices are best suited for an organization's goal achievement.

The theories of leadership here show the behaviors of leaders and their ability of how to influence others upon different situation. The theories of leadership in this research are categorized by historical and recent development. The theories are discussed as follows.

2.2.1 Historical Development of Theory of Leadership

Under this development three main theoretical frameworks have dominated leadership research at different points in time. These included the trait theory (1930s and 1940s), the behavioral theory (1940s and 1950s), and the contingency or situational theory (1960s and 1970s).

2.2.1.1 Trait Theory

The scientific study of leadership began with a focus on the traits of effective leaders. The basic premise behind trait theory was that effective leaders are born, not made, thus the name sometimes applied to early versions of this idea, the "great man" theory. Many leadership studies based on this theoretical framework were conducted in the 1930s, 1940s, and 1950s.

Trait theory is identified as old theory, concentrating on the issue of “who is most effective leader?” with emphasizing on searching out the characteristic that are possessed by the best leaders (Tsai, 2008). The theory says that effective leaders possess a similar set of traits or characteristics. Traits are relatively stable characteristics such as abilities, psychological motives, or consistent patterns of behavior (Williams, 2009**).**

In trait theory, leaders are different from non-leaders since; they possess unique characteristics like drive, the desire to lead, honesty/integrity, self-confidence, emotional stability, cognitive ability, and knowledge of the business (Ibid**).** Durbin (2001) believes that leaders have nine

characteristics: confidence, high levels of tolerance for frustration, care, humor, passion, reliability, outgoingness, decisiveness and an emotional stability. And also (Bennis & Nanus, 1986) believes that a successful administrator possesses the following characteristics: (1) supervision capability, (2) intelligence, (3) desire for achievement, (4) self-confidence, (5) desire for self-fulfillment, and (6) decisiveness. The theorist stated that all these characteristics are possess by the one who are gifted to be a leader, since they believe that leaders are innate or genetic rather it is received by education or is cultivated by condition.

Even though, trait theory which was flourished from the 1930s to 1950s clarifies "who is the best leader" by showing the characteristics that the best leader should possess, it fails to illustrate the relationship between individual characteristics and leadership.

Finally, trait theory did not consider the impact of situational variables that might moderate the relationship between leader traits and measures of leader effectiveness. As a result of the lack of consistent findings linking individual traits to leadership effectiveness, empirical studies of leader traits were largely abandoned in the 1950s. Partially as a result of the disenchantment with the trait approach to leadership that occurred by the beginning of the 1950s, the focus of leadership research shifted away from leader traits to leader behaviors.

2.2.1.2 Leader Behavior Theory

The main focus in Behavioral theory is "what the leaders do?" or "how the leaders behave to influence others". In this regard, hundreds of studies were conducted and hundreds of leaders' behavior were examined in two Universities found in America. The two most famous behavioral leadership studies took place at Ohio State University and the University of Michigan in the late 1940s and 1950s. These studies sparked hundreds of other leadership studies and are still widely cited (Williams, 2009).

The Ohio State studies utilized the Leader Behavior Description Questionnaire (LBDQ), administering it to samples of individuals in the military, manufacturing companies, college administrators, and student leaders. Answers to the questionnaire were factor-analyzed to determine if common leader behaviors emerged across samples.

The conclusion was that there were two distinct aspects of leadership that describe how leaders carry out their role. Two factors, termed consideration and initiating structure, consistently appeared. Initiating structure, sometimes called task-oriented behavior, involves planning, organizing, and coordinating the work of subordinates. Consideration involves showing concern for subordinates, being supportive, recognizing subordinates' accomplishments, and providing for subordinates' welfare.

The Michigan leadership studies took place at about the same time as those at Ohio State. Under the general direction of Liakert R. (1961), the focus of the Michigan studies was to determine the principles and methods of leadership that led to productivity and job satisfaction. The studies resulted in two general leadership behaviors or orientations: an employee orientation and a production orientation. Leaders with an employee orientation showed genuine concern for interpersonal relations. Those with a production orientation focused on the task or technical aspects of the job.

One concept based largely on the behavioral approach to leadership effectiveness was the Managerial (or Leadership) Grid, developed by Robert Blake and Jane Mouton. The grid combines “concern for production” with “concern for people” and presents five alternative behavioral styles of leadership. An individual who emphasized neither method was practicing “impoverished management” according to the grid. If a person emphasized concern for people and placed little emphasis on production, he was termed a “country-club” manager.

Conversely, a person who emphasized a concern for production but paid little attention to the concerns of subordinates was a “task” manager. A person who tried to balance concern for production and concern for people was termed a “middle-of-the-road” manager.

Finally, an individual who was able to simultaneously exhibit a high concern for production and a high concern for people was practicing “team management.” According to the prescriptions of the grid, team management was the best leadership approach. The Managerial Grid became a major consulting tool and was the basis for a considerable amount of leadership training in the corporate world.

The assumption of the leader behavior approach was that there were certain behaviors that would be universally effective for leaders. Unfortunately, empirical research has not demonstrated consistent relationships between task-oriented or person-oriented leader behaviors and leader effectiveness. Like trait research, leader behavior research did not consider situational influences that might moderate the relationship between leader behaviors and leader effectiveness.

The effectiveness of leadership is dependant up on the situation that the administration faces. But unfortunately neither of the theories raise the issue of the situation nor sees the administrative position to conclude their best leadership style. So to overcome this shortcoming situational leadership emerged after 1960s'.

2.2.1.3 Contingency (Situational) Theory

Leadership is not only about the activities of the leaders, but also involves situations and the environment created by the leader (Horner,1997). Contingency or situational theories of leadership propose that the organizational or work group context affects the extent to which given leader traits and behaviors will be effective. Four of the more well-known contingency theories are:

A) Fiedler's contingency theory,
B) Path-goal theory,
C) Vroom-Yetton-Jago decision-making model of leadership, and
D) Hersey and Blanchard's situational leadership theory.

Each of these approaches to leadership is briefly described in the next paragraphs as follows:

A) Fiedler's contingency theory: Introduced in 1967, Fiedler's contingency theory was the first to specify how situational factors interact with leader traits and behaviors to influence leadership effectiveness. The theory suggests that the "favorability" of the situation determines the effectiveness of task- and person-oriented leader behavior.

Fiedler's Contingency Theory shows the relationship between the leader's orientation or style and group performance under differing situational conditions.

The theory is based on determining the orientation of the leader (relationship or task), the elements of the situation (leader-member relations, task structure, and leader position power), and the leader orientation that was found to be most effective as the situation changed from low to moderate to high control (Fiedler F.E, 1967).

B) Path-goal theory: is a contingency theory, developed by Robert House to explain workplace leadership. The path-goal theory can best be thought of as a process in which leaders select specific behaviors that are best suited to the employees' needs and the working environment so that they may best guide the employees through their path in the obtainment of their daily work activities or goals (Northouse, 2013).

According to the theory, leader behavior should reduce barriers to subordinates' goal attainment, strengthen subordinates' expectancies that improved performance will lead to valued rewards, and provide coaching to make the path to payoffs easier for subordinates. Path-goal theory suggests that the leader behavior that will accomplish these tasks depends upon the subordinate and environmental contingency factors.

Path-goal theory has been criticized because it does not consider interactions among the contingency factors and also because of the complexity of its underlying theoretical model, expectancy theory. Empirical research has provided some support for the theory's propositions, primarily as they relate to directive and supportive leader behaviors.

C) The Vroom-Yetton-Jago decision-making model: was introduced by Victor Vroom and Phillip Yetton in 1973 and revised by Vroom and Jago in (1988). The theory focuses primarily on the degree of subordinate participation that is appropriate in different situations. Thus, it emphasizes the decision-making style of the leader. There are five types of leader decision-making styles, which are labeled AI, AII, CI, CII, and G. These styles range from strongly autocratic (AI), to strongly democratic (G).

The Vroom-Yetton-Jago model has been criticized for its complexity, for its assumption that the decision makers' goals are consistent with organizational goals, and for ignoring the skills needed to arrive at group decisions to difficult problems.

D) Hersey and Blanchard's situational leadership theory: was initially introduced in 1969 and revised in 1977 by Hersey and Blanchard. The theory suggests that two fundamental concepts; leadership style and the individual or group's maturity level. Subordinate maturity is defined in terms of the ability of subordinates to accept responsibility for their own task-related behavior.

Situational leadership theory has been criticized on both theoretical and methodological grounds. However, it remains one of the better-known contingency theories of leadership and offers important insights into the interaction between subordinate ability and leadership style.

2.2.2 Recent Developments of Leadership Theories

Although trait, behavioral, and contingency approaches have each contributed to the understanding of leadership, none of the approaches have provided a completely satisfactory explanation of leadership and leadership effectiveness. Since the 1970s, several alternative theoretical frameworks for the study of leadership have been advanced. Among the more important of these are transformational leadership theory, leader-member exchange theory (transactional), the substitutes for leadership approach, entrepreneurial leadership and the philosophy of servant leadership.

2.2.2.1 Transformational Leadership

For transformational leadership style, the follower feels trust, admiration, loyalty and respect towards the leader, and is motivated to do more than what was originally expected to do (Bass, 1985; Katz & Kahn, 1978). The transformational leader is motivated by making followers more aware of the importance of task outcomes, inducing them to transcend their own self-interest for the sake of the organization or team and activating their higher-order needs. The leader encourages followers to think critically and seek new ways to approach their jobs, resulting in intellectual stimulation (Bass et al., 1993). As a result, there is an increase in their level of performance, satisfaction, and commitment to the goals of their organization (Podsakoff et al, 1996).

The four major characteristics of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 1985). Explained as follows:

- **Idealized Influence:** also known as charismatic leadership, this characteristic describes the extent to which leaders are capable of being role models to their followers and display solid moral and ethical principles. Idealized influence is described in two types: attributed (what traits are assigned to a leader) and behavioral (what one does).

  Those measuring high in idealized influence would respond positively to statements such as "I instill pride in others for being associated with me" and "I emphasize the importance of having a collective sense of mission" (Avolio and Bass, 1995).

- **Inspirational Motivation:** this characteristic reflects the extent to which a leader is also capable of being a cheerleader, so to speak, on behalf of his or her followers. These leaders demonstrate enthusiasm and optimism, and emphasize commitment to a shared goal.

- **Intellectual Stimulation:** transformational leader encourages creativity, innovation, change through intellectual stimulation, change of values and beliefs and fosters an atmosphere in which followers feel compelled to think about old problems in a new way. Public criticism is avoided. Intellectually stimulating leaders relate to statements such as "I re-examine critical assumptions to question whether they are appropriate" and "I suggest new ways of looking at how to complete assignments" (Avolio and Bass, 1995).

- **Individualized Consideration:** individualized consideration ranks among the major characteristics of transformational leadership. Transformational leaders act as mentors and coaches, and take into account individual needs and desires within a group. Two-way communication is particularly recognized under this dimension and differences are accepted. These leaders are considered to be good listeners, and along with this comes personalized interaction. Followers of these leaders move continually toward development of higher levels of potential.

- A transformational leader applies such individual considerations by expressing words of thanks or praise as a means of motivation and ensuring fair workload distribution within a team.

Technological developments, global competition, the changing nature of the workforce, and modern management precepts such as Total Quality Management have in recent years forced organizations to become leaner and flatter. Leadership is the critical factor in the initiation and implementation of such a change process, and the transformational style of leadership engenders a positive impact on individuals, teams, and organizations during the change process (Lievens, Filip; Van Geit, Pascal; & Coetsier, Pol).

2.2.2.2 Transactional Leadership

Transactional leadership involves an exchange process that results in follower compliance with leader request but not likely to generate enthusiasm and commitment to task objective. The leader focuses on having internal actors perform the tasks required for the organization to reach its desired goals (Boehnke et al, 2003). The objective of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barrier within the system, and to motivate the actors to achieve the predetermined goals (House and Aditya, 1997).

Transactional leaders display both constructive and corrective behaviors. Constructive behavior entails contingent reward, and corrective dimension imbibes management by exception. Contingent reward involves the clarification of the work required to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when goals are achieved. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance (Bass, 1985). Active management by exception refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur.

The difference between transformational and transactional leadership lies in the way of motivating others. A transformational leader's behavior originates in the personal values and beliefs of the leader and motivates subordinates to do more than expect (Ibid). Burns (1978) identified transformational leadership as a process where, "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality".

As it is indicated by Bass (2002), "the transactional leaders work within the organizational culture as it exists; the transformational leader changes the organizational culture".

Table 2.1: Difference of transactional and transformation leadership

Transactional Leadership	Transformational Leadership
Leaders are aware of the link between the effort and reward.	Leaders arouse emotions in their followers which motivates them to act beyond the framework of what may be described as exchange relations
Leadership is responsive and its basic orientation is dealing with present issues.	Leadership is proactive and forms new expectations in followers
Leaders rely on standard forms of inducement, reward, punishment and sanction to control followers	Leaders are distinguished by their capacity to inspire and provide individualized consideration, intellectual stimulation and idealized influence to their followers
Leaders motivate followers by setting goals and promising rewards for desired performance	Leaders create learning opportunities for their followers and stimulate followers to solve problems
Leadership depends on the leader's power to reinforce subordinates for their successful completion of the bargain	Leaders possess good visioning, rhetorical and management skills, to develop strong emotional bonds with followers
	Leaders motivate followers to work for goals that go beyond self-interest.

Source: http://leadershipchamps.wordpress.com/

Initial studies portrayed Transactional Leadership and Transformational Leadership as mutually exclusive, but Bass viewed the transactional & transformational leadership as continuum rather than opposites. The transformational leadership style is complementary to the transactional style and likely to be ineffective in the total absence of a transactional relationship between leaders and subordinates (Bass et.al. 2002).

2.2.2.3 Substitutes for Leadership Theory

Kerr and Jermier (1978) introduced the substitutes for leadership theory. The theory's focus is concerned with providing an explanation for the lack of stronger empirical support for a relationship between leader traits or leader behaviors and subordinates' satisfaction and performance. The theory states that different situational factors can enhance, neutralize, or substitute for leader behaviors.

Substitutes for leadership make leader behaviors such as task-oriented or relationship-oriented unnecessary. Characteristics of the organization that may substitute for leadership include formalization, group cohesiveness, inflexible rules, and organizational rewards not under the control of the leader. Characteristics of the task that may substitute for leadership include routine and repetitive tasks or tasks that are satisfying. Characteristics of subordinates that may substitute for leadership include ability, experience, training, and job-related knowledge.

The substitute for leadership theory has generated a considerable amount of interest because it offers an intuitively appealing explanation for why leader behavior impacts subordinates in some situations but not in others. However, some of its theoretical propositions have not been adequately tested.

2.2.2.4 Servant Leadership

Robert K. Greenleaf (1997), never specifically defined servant leadership but, based on the writings of Greenleaf and others; it can still be defined as a leadership philosophy which implies a comprehensive view of the quality of people, work and community spirit. It requires a spiritual understanding of identity, mission, vision and environment. A servant leader is someone who is servant first, who has responsibility to be in the world, and so a leader contributes to the well-being of people and community.

It suggests that leaders must place the needs of subordinates, customers, and the community ahead of their own interests in order to be effective. Characteristics of servant leaders include empathy, stewardship, and commitment to the personal, professional, and spiritual growth of their subordinates. Servant leadership has not been subjected to extensive empirical testing but has generated considerable interest among both leadership scholars and practitioners.

2.2.2.5 Entrepreneurial Leadership

The entrepreneurship theory of leadership, which started developing in the 1970s, is a dynamic process of vision, change, and creation. Entrepreneurial leaders are able to create visionary scenarios to assemble and mobilize a team committed to discovering strategic value creation.

These leaders aim to improve performance, adaptability, and long-term potential, particularly in highly competitive and invariably changing business environments. The entrepreneurial leader aims to drive employees to higher levels of achievement by utilizing inventive organizational strategies.

Essential ingredients of the entrepreneurial leader are the willingness to take calculated risks in terms of time, equity, or career; the ability to form an effective venture team; the creative skill to organize the needed resources; the fundamental skill of building a solid business plan; and, finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion.

Regardless of the type of leadership employed, leaders everywhere have similarities. Robert J. House, created the Global Leadership and Organization Effectiveness (GLOBE) research program in the early 1990s to determine what defined leaders around the world and to compare their styles and values. GLOBE has confirmed that successful leaders have similar characteristics; they are charismatic, dynamic, positive, and socially adept, confident and are expected to be honest and have foresight. Most leaders rely on team performance and have developed styles for dealing and operating with leaders from different cultures (www.encyclopidia.com).

2.2.2.6 Transcendent leadership

Transcendent leadership, grounded in servant leadership, offers a pathway to increased trust necessary for global sustainability. Transcendent leadership offers a more inclusive and consensual decision making process for the economic, social, and environmental sectors, moving beyond a singular focus on the bottom line of profits to a multiple focus on the triple bottom lines of profits, people, and plane (www.leadershipreview.org).

The metaphor of transcendent leadership moves us away from the tired language of our transactional/ transformational reality into a reality worthy of a united planet, a planet of humanity, moving from interdependence to wholeness. The metaphor of transcendent leadership is deeply aligned with the central criteria of shared governance. The complex problems of our world today will not be resolved by the consciousness that had created them. Transcendent leadership offers us a metaphor to help us move more closely to a world where human talents and energies will be maximized for the betterment of all personally, organizationally, and globally (Gardiner, J.J. 2006).

2.3 Importance of Leadership Style

Few leaders understand the full significance of how influential their leadership style is on the performance and satisfaction of their employees. Leaders control both interpersonal and material rewards and punishments that often shape employee behavior and influence an employee's performance, motivation, and attitude. They can affect an employee's self-image and resulting potential in either a positive way by being supportive, fair, and encouraging, or negative way by being unsupportive, inconsistent, and critical. In addition, they can even affect an employee's health and energy level by creating an interesting work climate or one filled with tension and fear. The influence of a leader's style reaches greater proportions as the effects on individuals begin to have a cumulative effect on group performance. There are no doubt variables other than a leader's style that affect employee performance and satisfaction. Certainly, every leaders should be considered job challenge and interest, organizational working conditions and work environment, opportunities for growth and advancement, peer relations and team work in practice.

Leadership is one with the most dynamic effects during individual and organizational interaction. In other words, ability of management to execute "collaborated effort" depends on leadership capability. (Lee and Chuang, 2009), explain that an excellent leader not only inspires his/her subordinate's potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. (Stogdill, 1957) defined leadership as the individual behavior to guide a group to achieve the common target. (Fry, 2003) explained leadership as the use of leading strategy to offer inspiring motive and to enhance the staff's potential for growth and development. Several reasons indicate that there should be a relationship between leadership style and organizational goal achievement.

Today's intensive and dynamic markets feature innovation-based competition, price/performance rivalry, decreasing returns, and the creative destruction of existing competencies (Santora *et al*., 1999). Studies have suggested that effective leadership behaviors can facilitate the improvement of performance when organizations face these new challenges (McGrath and MacMillan, 2000).

Understanding the effects of leadership on organizational goal achievement is also important because leadership is one of the key driving forces for improving a firm's performance.

Effective leadership is seen as a potent source of management development and sustained competitive advantage for organizational performance improvement (Avolio, 1999; Lado, Boyd and Wright, 1992). For instance, transformational leadership helps organizations achieve their current objectives more efficiently by inspiring and motivating employees through organizational vision and mission.

Visionary leaders create a strategic vision of some future state, communicate that vision through framing and use of metaphor, model the vision by acting consistently, and build commitment towards the vision (Avolio, 1999; McShane and Von Glinow, 2000). Some scholars like (Zhu *et al*. 2005), suggest that visionary leadership will result in high levels of cohesion, commitment, trust, motivation, and hence in high levels of performance in the new organizational environments.

(Mehra, et al 2006) argued that when some organizations seek efficient ways to enable them outperform others; a longstanding approach is to focus on the effects of leadership.

Team leaders are believed to play an essential role in shaping collective norms, helping teams cope with their environments, and coordinating collective action. This leader-centered perspective has provided valuable insights into the relationship between leadership and team performance (Guzzo and Dickson, 1996). Some studies have explored the strategic role of leadership to investigate how to employ leadership standard and use leadership behavior to improve organizational performance (Judge, et al, 2002); (Judge and Piccolo, 2004); (Keller, 2006); (McGrath and MacMillan, 2000); (Meyer and Heppard, 2000); (Purcell, et al, 2004); (Yukl, 2002). This is because intangible assets such as leadership styles, culture, skill and competence, and motivation are seen increasingly as key sources of strength in those firms that can combine people and processes and organizational performance (Purcell *et al*., 2004).

In general, however, the effects of leadership on organizational performance have not been well studied, according to (House and Aditya's review 1997), who criticized leadership studies for focusing excessively on superior-subordinate relationships to the exclusion of several other functions that leaders perform, and to the exclusion of organizational and environmental variables that are crucial to mediate the leadership-performance relationship. Other scholars have also suggested that leaders and their leadership style influence both their subordinates and organizational outcomes (Tarabishy, et al, 2005).

2.4 Characteristics of a Good Leader

Having a great idea and assembling a team to bring that concept to life is the first step in creating a successful business venture. While finding a new and unique idea is rare enough; the ability to successfully execute this idea is what separates the dreamers from the entrepreneurs. Here are some key qualities that every good leader should possess, and learn to emphasize (www.buzzle.com).

1) **Honesty:** when leaders are responsible for a team of people, it's important to trusted by their followers. The business and its employees are a reflection of a leader, and if leaders make honest and ethical behavior a key value, the teams will follow suit.
2) **Ability to Delegate:** however essential finessing a brand vision is to creating an organized and efficient business, a leader who doesn't learn to trust his/her team with that vision might never progress to the next stage.

It's important to remember that trusting the team with the idea is a sign of strength, not weakness. Delegating tasks to the appropriate departments is one of the most important skills a leader can develop as the business grows.

The key to delegation is identifying the strengths of the team, and capitalizing on them. Find out what each team member enjoys doing most. Chances are if the team fined that task more enjoyable, the team will likely put more thought and effort behind it. The leader will also get free time to focus on the higher level tasks, which should not be delegated. It's a fine balance, but one that will have a huge impact on the organizational goal achievement.

3) **Communication:** training new members and creating a productive work environment all depend on healthy lines of communication. Whether that stems from an open door policy to the manager office, or making it a point to talk to the staff on a daily basis, the manager making available to discuss interoffice issues is vital. The team will learn to trust and depend on the leader, and will be less hesitant to work harder.

4) **Sense of Humor:** morale is linked to productivity, and it's the job as the team leader to instill a positive energy. That's where the sense of humor will finally pay off. Encourage the team to laugh at the mistakes instead of crying. If leaders are constantly learning to find the humor in the struggles, the work environment will become a happy and healthy space, where the employees look forward to working in, rather than dreading it. Make it a point to crack jokes with the team and encourage personal discussions of weekend plans and trips. It's these short breaks from the task at hand that help keep productivity levels high and morale even higher.

5) **Confidence:** Part of the job as a leader is to put out fires and maintain the team morale. Keep up the confidence level, and assure everyone that setbacks are natural and the important thing is to focus on the larger goal. As the leader, by staying calm and confident, will help keeps the team feeling the same. The important thing is that, the team will take cues from the leader, so if the leaders exude a level of calm damage control, the team will pick up on that feeling. The key objective is to keep everyone working and moving ahead.

6) **Commitment:** if the leader expect the team to work hard and produce quality content, the leader going to need to lead by example. There is no greater motivation than seeing the boss down in the trenches working alongside everyone else, showing that hard work is being done on every level. Once leader have gained the respect of their own teams, teams are more likely to deliver the peak amount of quality work possible.

7) **Positive Attitude:** leader want to keep the team motivated towards the continued success of the business, and keep the energy levels up. Whether that means providing snacks, coffee, relationship advice, remember that everyone on the team is a person. Keep the office mood a fine balance between productivity and playfulness. If the team is feeling happy and upbeat, chances are they won't mind staying that extra hour to finish a report, or devoting their best work to the brand.

8) **Creativity:** some decisions will not always be so clear-cut. a leader may be forced at times to deviate from the set course and make an on the fly decision. This is where leader creativity will prove to be vital. It is during these critical situations that the team will look to a leader for guidance and you may be forced to make a quick decision. For a leader, it's important to learn to think outside the box and to choose which of two bad choices the best option is. Don't immediately choose the first or easiest possibility; sometimes it's best to give these issues some thought, and even turn to the team for guidance. By utilizing all possible options before making a rash decision, a leader can typically reach the end conclusion a leader were aiming for.

9) **Intuition:** when leading a team through uncharted waters, there is no roadmap on what to do. Everything is uncertain, and the higher the risk, the higher the pressure. Guiding the team through the process of a leader day-to-day task can be honed down to a science. But when something unexpected occurs, or a leader is thrown into a new scenario, the team will look to a leader for guidance.

10) **Ability to Inspire: c**reating a business often involves a bit of forecasting. Especially in the beginning stages of a startup, inspiring the team to see the vision of the successes to come is vital. Make the team feel invested in the accomplishments of the company. Whether everyone owns a piece of equity, or a leader operates on a bonus system, generating enthusiasm for the hard work leader all putting in is so important. Being able to inspire the team is great for focusing on the future goals, but it is also important for the current issues. Acknowledge the work that everyone has dedicated and commend the team on each of their efforts. It is a leader job to keep spirits up, and that begins with an appreciation for the hard work (www.buzzle.com).

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the data sources and their collection tools, methods for ensuring the research reliability and validity, research design, data sources, data collection techniques, sampling techniques and sample size, and methods of data analysis are presented.

3.1 Research Design

According to (Singh, 2006), research design is essentially a statement of the object of the inquiry and the strategies for collecting the evidences, analyzing the evidences and reporting the findings. In this study, the researcher had employed both quantitative and qualitative approaches and a cross-sectional descriptive survey type of research. Qualitative method of inquiry help to gather information with an in-depth understanding of human behavior and a quantitative methodology involving a close-ended questionnaire was used as the measuring instrument. Since the intention of the study was to describe the existing practice of leadership in the corporation, each descriptive vector represents the situation under each response category that was professional employees and leaders of the corporation. Descriptive survey method as (Leedy, 1997) described is a method of research that looks with intense accuracy at the phenomena of the moment and describes exactly what the researcher sees.

3.2 Sample and Sampling Techniques

3.2.1 Study Area

The population of this study consists of all professional employees and managers of the corporation which are found in Addis Ababa offices. The selection of this area was based on the reason that in the corporation large number of professional employees and managers are found in Addis Ababa. More specifically, in Addis Ababa the corporation has ten process offices and also160 branches. It is difficult to select a sample from all employees in the corporation. Therefore, it was the need to narrow down the focus of data collection to the branches that are found in Addis Ababa and Head Office (ten process offices and CEO Office).

3.2.2 Target Population

Target population were consist of all professional employees and leaders in Addis Ababa branches and Head Office and the key informants were all executive officers such as CEO, Human Resource Executive Officer, Finance & Supply Chain Executive Officer, Generation Construction Executive Officer, Transmission & Substation Construction Executive Officer, Distribution Executive Officer, Universal Access Electric Program Executive Officer, Marketing & Sales Executive Officer, General Service Executive Officer, Generation Operation Executive Officer and Transmission & Substation Operation Executive Officer of the corporation. In addition to this from middle managers such as Human Resource Training & Development Chief Officer and Performance Measurement & Standard Monitoring Officer and front line professional employees.

3.2.3 Sampling Procedures

Currently, EEPCo has 12,550 employees, of which 10,470 employees are male and 2,080 employees are females. The Corporation's Employees based on educational background is described as follows: 1,947 employees have a first degree and above from which 457 employees are in a manager's position. From 1,947 professional employees 1, 063 and 203 are professional employees and managers respectively; total 1,266 are found in Addis Ababa. 10 percent of the study population was taken as the sample of this study. Because, L. R. Gay (1987), suggests 10% of large populations and 20% of small populations as minimums.

For this study systematic random sampling technique was employed. As a result, 10 percent of (1,063 and 203) are 106 and 21 respectively. Therefore, the total numbers of samples are 127 which was further illustrated in the following Figure 1.1 & Table 3.1. In addition, face to face interviews were conducted with thirteen officials and 15 randomly selected professional employees of the corporation is participating. Based on these, total numbers of twenty eight key respondents from the corporation were selected in order to get relevant information.

The systematic random sampling method was used to decide the target population; The proportional stratified sampling were used to distribute questionnaires. Besides, structured questionnaires and interviews were used to obtain the required data from professional employees and managers. More specifically, structured questionnaires were distributed to the selected professional employees and the leaders .

Interviews were also used for gathering additional information. The data collection made via questionnaire was by using a 5 point Liakert scale, evaluate by the staff of the corporation.

Figure1.1: Manpower Distributions by Educational Background as of Tahissas 30, 2006 E.C

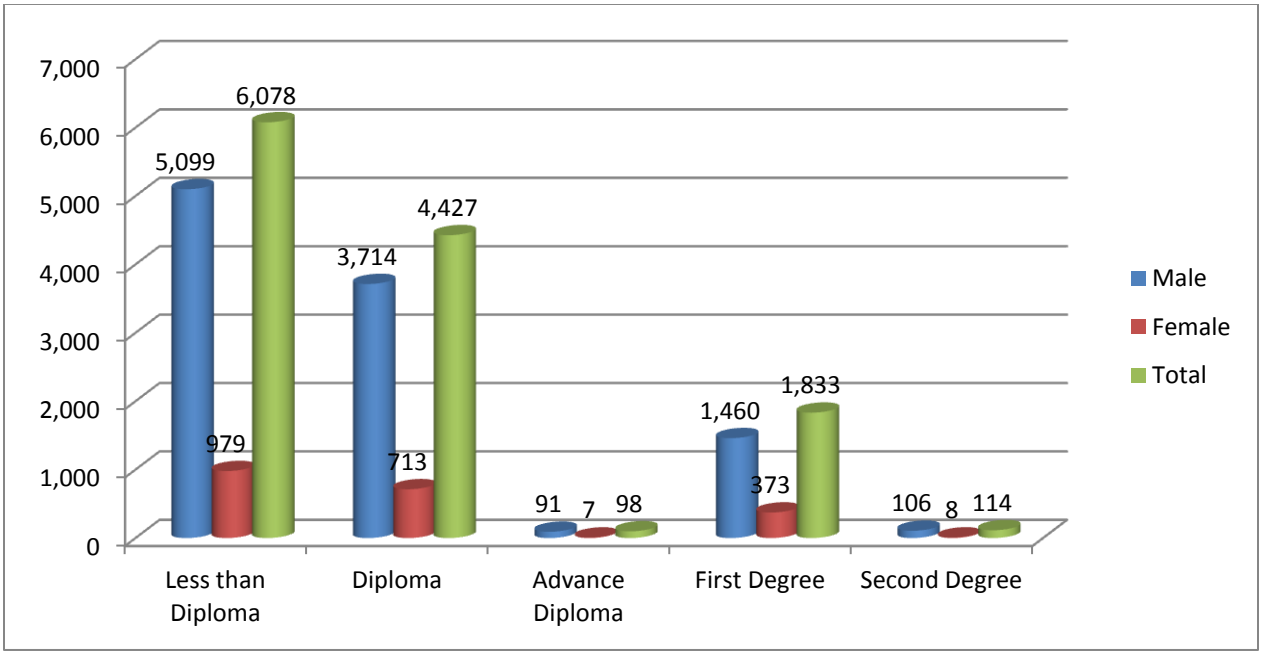

Table 3.1: The Corporation's HR profile by process/work unit as of Tahissas 30, 2006 E.C

No.	Process	No. of Employees	Professional Employees	Professional Employees & managers working in Addis Ababa
1	Generation Construction	221	54	36
2	Generation Operation	875	136	84
3	Transmission Construction	321	51	23
4	Transmission Operation	937	146	97
5	Distribution System	620	30	18
6	Finance & Supply Chain	112	17	17
7	Human Resources	158	25	25
8	Services	778	120	69
9	Universal Electric Access	349	54	38
10	Marketing & Sales	8179	1314	859
	Total	**12550**	**1947**	**1266**

3.3 Data Sources, Data Collection Tools and Procedures

3.3.1 Data Sources

In this research, the student researcher used both primary and secondary data. According to Bigamm (2008), primary data is the information that the researcher finds out from him/herself regarding a specific topic. The primary data include the data gathered through structured questionnaire and interviews.

Secondary data serve researchers with the opportunity to better understand and explain the research problem (*Ibid*). The secondary data of this study were compiled from many sources like books, journals, brochures and human resources policy of the corporation.

3.3.2 Data Collection Tools

For this research, structured questionnaire was designed, distributed and filled by the sampled respondents to collect primary data. Because, the questionnaire is usually cheap, easy to administer to a large number of respondents, and normally gets more consistent and reliable results. The survey questionnaire was employed with five point Likert ranking scale. Interview was conducted with concerned management bodies and professional employees in order to gather the relevant primary data.

3.3.3 Data Collection Procedures

The procedures mentioned below were implemented to get permission and cooperation from the corporation in order to distribute the questionnaire and collect data from the sampled employees' of the corporation.

- Request the corporation permission to communicate the respective process offices.
- The researcher discussed with the respective process higher officials by briefing the purpose and benefit of the study.
- Distributing the questionnaire to the selected employees and conducting interview with the respective managers at their work place.
- The researcher has given a week period of time to the respondents in order to have adequate time to fill the questionnaires and collect the questionnaires from each employee.

3.4 Data Presentation and Analysis

After the data were collected, it was necessary to utilize statistical techniques. The quantitative data were encoded, processed and analyzed by using necessary analytical devices such as cross tabulation; percentage and Software Package for Social Sciences (SPSS) version 20; so as to verify the facts associated with leadership practices in EEPCo. In addition, the qualitative data (responses of open-ended question and interview) were analyzed manually through a content analysis technique. Finally, based on the summary of the findings, conclusions were made and recommendations have been forwarded. The descriptive statistics used in the study were based on tables and textual forms, the responses of discussion including personal information of the respondents. To this end, frequency counts, percentages, and averages were used as major analytical tools.

Regarding the tables interpretations for variables used on Liakert scale; measurement was used on the basis of the survey; 1=strongly disagree; 2 = Disagree 3=neither agree nor Disagree (indifferent); 4=Agree; 5=Strongly Agree. The mean level of agreement between the group or of the group is categorized on the scale; SD = Strongly Disagree; D =Disagree; NA = Neither Agree nor Disagree (Indifferent); A = Agree and SA = Strongly Agree. And the way of description of the leaders' responses was; 1=Never (N),2=Seldom (S), 3=Occasionally (C), 4=Frequently (F), and 5=Always (A).

3.5 Reliability and Validity

According to Babin & Griffin (2009), when alpha values of pilot data in a certain questionnaire are >0.7, the questionnaire is considered to be a reliable and no further action with item deletion was required. Hence, the following tables indicate the reliability determination statistics made for the pilot-test.

Table. 3.2: Reliability Statistics

Cronbach's Alpha	N of Items
0.918	31

Validity is the strength of the conclusions, inferences or propositions. More formally, Cook and Campbell (1979) define it as the "best available approximation to the truth or falsity of a given inference, proposition or conclusion." Internal validity was tested by doing pattern-matching at the data analysis phase of the study. To ensure external validity the researcher was used both sufficient sample size and systematic and stratified random sampling procedure. In addition, the content validity was checked by ensuring that the data collection instruments were designed very carefully to include all the necessary questions related to answer the research question. All the principles of constructing a questionnaire were strictly followed. This includes length of the questionnaire, the structure, the format and clarity of questions. The validity of the research instruments was established by following the logic in which the questions will be checked and rechecked against the objectives of the study by the researcher and the support of experts.

3.6 Ethical Consideration

In line with the ethical considerations of the study, all participants were assured of non-disclosure of their identities as all information was provided in confidence. The questionnaire was distributed to all staff members who were willing to fill-up. The purpose of the questionnaire has been clearly indicated in the questionnaire as well as face-to-face interaction.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents, analyzes and interprets the result of the study in tabular and textual forms. Findings about the demographics of study participants, and the descriptive analyses used to answer the research questions were also presented to interpret and understand the results properly.

4.1 Demographic Characteristics of the Respondents

The first part of the questionnaire consists of demographic characteristics of the respondents such as age, educational background, work position and work experience.

127 professional staffs were selected as the sample of the study and out of these participants, 90.55% of them filled and returned the questionnaire properly. Moreover, face to face interview was conducted with 26 sampled participants of the study.

The leaders' and professional employees' demographic data results are summarized and presented in table 4.1. In the leaders' sample category, 81% of the respondents were male and the rest 19% were female. This indicates that the numbers of female leaders are dominated by males in the corporation. According to the study of Eduardo Melero (2004), women's social behavior is more people caring oriented than men, with higher verbal and non-verbal communication abilities and a rather holistic approach to decision making. In this regard, it can be concluded that female leaders in the corporation do really lack in number and in turn losing the extra ordinary quality female leaders could have brought into the organization.

From the professional staff, 70.2% of the respondents were male and 29.8% were female. Under this category, it is also found that females have a lower number than the male employees. The number of female leaders is also lesser than the male leaders. This implies that the corporation is not focusing on female empowerment.

In terms of age group in the leaders' category, 47.6% and 38.1% of the respondents fall under 41-50 and 31-40 years respectively which covers (85.7%), the majority of the respondents. The lowest number of respondents which is the sum of the employees that falls under the age group of 20-30 and 51-60 years is 14.3%. In contrast to this, from the professional staffs' sample, the first and second largest groups 50% and 34% fall below 20-30 and 31-40 years respectively,

which cover the majority of the respondents 84%. The lowest number of participants 16% is the sum of the age group of 41-50 and 51-60 years. In this regard, professional employees are younger than leaders. This indicates that, most of the corporation, professional staff fall within the age of 20-40 years. This means that, the corporation has more young professionals; important to do energetic works and making a good succession plan for the future. In this research, to recognize the impact of age on their leadership practice is impossible because it needs further investigation. But, according to the University of Queens land School of Psychological Study, there is no link between age and leadership skill, whereas, the study by the University of Bremen in Germany, younger leaders were likely to use the transformational or transactional styles of leadership, both of which can be effective at motivating employees. Older leaders were more likely to use the ineffective passive-evident style. Thus, the corporation increases the numbers of younger leaders are helped to apply the recent leadership style easily.

Of the total respondents, most of the leaders and professional employees were married which are 76.2% and 56.4 %, respectively. About 19% of the leaders are single and 4.8% got divorced whereas 37.2% of professional employees are single, and 6.4% got divorced. This indicates that, most of the professional staff has dual responsibilities in the workplace and in the family at home.

From the leader respondents, 23.8% and 76.2% are senior and middle managers, respectively. Most of the total professional employees have worked for less than 5 years, 40.4%, followed by 6 to 10 years, 24.5%, next to this from 11-15 years, 19.1%, followed by 21-29 years, 7.4% and 6.4%, 2.1% employees worked above 30 years and 16 to 20 years respectively. Most of those have worked less than 5 years under current leader 83%.

The majority of leaders have worked from 21 to 29 years, 28.6%, followed by 6 to 10, 11 to 15 years 23.8% each. In the current position, most of the leaders worked less than 5 years, 81%, and also the previous position of the leaders were working less than 5 years 47.6% and the same for 6 to 10 years 47.6%. In terms of educational status, 85.7% of the leaders have a first degree and 14.3% have a second degree. In the case of professional employees, 93.6% and 6.4% have BA/BSC and MA/MSC respectively.

Table 4.1: Summary of Leaders' and Employees' Profile

Item	Variable	Leaders		Employees	
		Frequency	Percent	Frequency	Percent
Sex	Male	17	81	66	70.2
	Female	4	19	28	29.8
Age group	20-30 Yrs	1	4.8	47	50
	31-40	8	38.1	32	34
	41-50	10	47.6	9	9.6
	51-60	2	9.5	6	6.4
Marital Status	Married	16	76.2	53	56.4
	Single	4	19	35	37.2
	Divorced	1	4.8	6	6.4
Education	BA/BSC	18	85.7	88	93.6
	MA/MSC	3	14.3	6	6.4
Total Experience	< 5 Years	0	0	38	40.4
	10-Jun	5	23.8	23	24.5
	15-Nov	5	23.8	18	19.1
	16-20	3	14.3	2	2.1
	21-29	6	28.6	7	6.4
	> 30	2	9.5	6	7.4

4.2 Descriptive Analysis of the Participants Response

This part of the discussion deals with presenting, analyzing and interpreting the responses given for the closed-ended questions of the second part of the questionnaire. This part mainly shows the responses of the leaders and professional employees independently. This helps to understand the leaders and employees feeling about the corporation leadership style.

4.2.1. Item-Category I: Leadership Style in the Corporation

Table 4.2 (a): Perception of Employees' about EEPCO's Leadership Style (N = 94)

Item Code	Questions	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)	
		No	%	No	%	No	%	No	%	No.	%
Q1	The leader keeps a fine balance between productivity and playfulness.	29	30.9	55	58.5	6	6.4	2	2.1	2	2.1
Q2	The leader gives more attention to people than results.	23	24.5	45	47.9	5	5.3	19	20.2	2	2.1
Q3	Undertaking individualized career counseling & mentoring	33	35.1	25	26.6	25	26.6	11	11.7	0	0.0
Q4	Encourages me to learn new things.	39	41.5	46	48.9	4	4.3	3	3.2	2	2.1
Q5	The leader inspires me by explaining the corporation vision and mission.	37	39.4	46	48.9	4	4.3	6	6.4	1	1.1
Q6	Helps me to be creative and problem solver.	38	40.4	24	25.5	12	12.8	15	16.0	5	5.3
Q7	My leader helps me to develop team work.	32	34.0	43	45.7	9	9.6	7	7.4	3	3.2

As shown in **Table 4.2 (a),** Q1**,** 29(30.9%) of the respondents indicated that they strongly disagreed and 55(58.5%) of them disagreed about the leaders of the corporation keeping a fine balance between productivity and playfulness. The remaining 6(6.4%), 2(2.1%) and 2(2.1%) of them had indicated neutral, agree and strongly agree respectively. This shows that the majority of employees of the corporation have a common understanding about this issue and they stated that managers have unbalanced concern for people and task. In addition to this, Q1 is supported by Q2, from 94 respondents, 24.5% and 47.9% rated 'strongly disagree' and 'disagree', respectively. This indicates that, 72.4% respondents feel that the corporation leaders more concerned to tasks than employees. 22.3% respondents believe that the corporation leadership style is people oriented, and the remaining 5.3% respondents were neutral on the issue.

In response to the question raised about individualized career counseling & mentoring, Q3, more than half of the respondents, 61.7% replied **‘**strongly disagree’ and ‘disagree’ and the rest 26.1% and 11.7% rated ‘neutral’ and ‘agree’, respectively.

The response to Q4 the leaders encourages employees to learn new things. 39(41.5%) and 46(48.9%) of the respondents have strongly disagreed and disagreed respectively that there is encouragement from the leaders to know new things, whereas the rest 4(4.3%), 3(3.2%) and 2(2.1%)of the respondents indicated ‘neutral’, ‘agree’ and ‘strongly agree’ respectively. This shows that almost the entire participants agreed that there is not enough support the employees to learn new things in the corporation.

Regarding to the employees inspiration by the corporation’s vision and mission (Q5), 37(39.4%) and 46(48.9%) of the respondents indicated that they ‘strongly disagree’ and ‘disagree’ with the issue respectively. The remaining 11.7% respondents replied ‘neutral’ ‘agree’ and ‘strongly agree’ to the above given issue. This shows most of the respondents believe that, the leaders are not well motivating and inspiring the employees by explaining the corporate vision and mission effectively.

In addition to the response for Q4 which is fortified by Q6 which is helping employees to be creative and problem solver, more than half of the respondents, 65.9%, indicated **‘**strongly disagree’ and ‘disagree’ but 21.3% respondents believe they have been supported by the leaders to be creative and problem solver. Therefore, the leaders are helping the employees to be creative and problem solver rare.

Concerning Q7 whether leaders help employees to develop teamwork, 79.8% of participants replied **‘**strongly disagree’ and ‘disagree’, 10.6% of the participants respond ‘agree’ and ‘strongly agree’, and the remaining 9.6% is neutral. Most of the respondents confirmed that, they have not been supported by leaders to develop team work.

As it is indicated in the interview response, employees interviewed argued that similarly to the closed ended questions, the leadership style practiced in the corporation is more approached to task oriented and sometimes dictatorship style.

Table 4.2 (b): Perception of Leaders' on their Leadership Style (N = 21)

Item Code	Questions	Never (1)		Seldom (2)		Occasionally (3)		Frequently (4)		Always (5)	
		No.	%	No.	%	No.	%	No.	%	No.	%
Q1	I keep a fine balance between productivity and playfulness.	1	4.8	5	23.8	5	23.8	5	23.8	5	23.8
Q2	I give more attention to productivity than relationship with the staffs.	2	9.5	1	4.8	8	38.1	6	28.6	4	19
Q3	Undertaking individualized career counseling & mentoring	1	4.8	5	23.8	5	23.8	4	19	6	28.6
Q4	I accept conflict and handle it on time.	0	0	5	23.8	6	28.6	5	23.8	5	23.8
Q5	I make sure that the staffs' role in the fulfillment of the shared vision.	0	0	2	9.5	1	4.8	8	38.1	10	47.6
Q6	I appreciate and enable the staffs to be problem solver.	0	0	3	14.3	4	19	6	28.6	8	38.1
Q7	I look my staffs as a friend.	0	0	1	4.8	4	19	2	9.5	14	66.7

In **Table 4.2 (b),** from Q1 to Q7**,** analyze the leaders' response about their leadership style on their leading position.

About Q1, the combined number of respondents, 47.6% rated **'**frequently' and 'always', this percent implies most of the respondents believe that, they keep a fine balance between productivity and playfulness every time and repeating. 23.8% of the respondents valued **'**Occasionally'. In contrary, 28.6% of the participants rated **'**never' and 'seldom'. This shows that, from the responses, 74.4% of the respondents confirmed that they have a fine balanced concern for both people and task. (Q2) discusses about the attention of leaders towards productivity and relationships with the staffs. For this issue, 19% & 28.6% rated **'**always' and 'frequently' respectively, from their answer totals 47.6% of the participant believe that, they are people oriented leader, and 38.1% of the participants explained their practice by **'**Occasionally'. On the other hand 14.3% of the respondent rated **'**never' and 'seldom', they are task oriented.

In general, as per the leaders' responses, the net effect indicates that, the EEPCo leaders' leadership style is people oriented approach. But as shown in table 4.3 (a), most of professional employees confirmed that the leadership style of the corporation is task oriented. In this regard, the findings of the study indicate that employees and leader's attitude towards the corporation leadership style is different. This means that, there is a gap between the leaders and the employees regarding to managerial approach of the corporation.

About individualized career counseling & mentoring, Q3, 47.6% of the respondents replied **'**always' and 'frequently' and 23.8% answered **'**Occasionally'. The remaining 28.6% explained their practice by putting **'**never' and 'seldom'. In this case, three fourth of the respondents believe that they practice counseling & mentoring of an employee. But, still, the participants of professional employees and their leaders have perceived the practice in a different way.

As shown in the above table, Q4 about the concern of acceptance of conflict and handle it on time. 23.8% of the members rated **'**always' and 'frequently' each, and 28.6% of participants rely **'**Occasionally'. But lastly 23.8% of them rated 'seldom'. Therefore, from the above response stated that, most of the leaders of the corporation accept conflict and to handle it on time.

For item code Q5, the leaders sure that the staff's role in the fulfillment of the shared vision, 47.6%, 38.1% & 4.8% rated **'**always', 'frequently' and **'**Occasionally' respectively. In this case, most of the participants believe that they work to build the employees to become the part of the fulfillment of the shared vision.

Regarding to the leaders appreciate and enable the staffs to be problem solved(Q6), 85.7% of the participants encourage and enable the employees becoming problem solver. For Q7, the majority of the respondents confirmed that the corporation leaders and employees have a friendly relationship.

In contrary, in the interview responses, the above issue discussed visibly, the response for the interview, which says, "Do you think that the corporation has a well-defined leadership style?" And "Which leadership style is practiced in EEPCo?" For these interview questions, almost all of the leaders argued that, in the corporation there is not a clear leadership style but the leaders thought ideally following 'participatory leadership style' which is not practically applied.

According to the response given the leadership style is more approach to 'dictatorship'. Therefore, the corporation leadership style is neither people oriented nor team management/participatory but it is task oriented approach leadership style is practiced

4.2.2. Item-Category II: Leaders Experience in Decision Making

Table 4.3 (a): Perception of Employees' on Leaders' Experience of Decision Making. (N= 94)

Item Code	Questions	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)	
		No.	%	No.	%	No.	%	No.	%	No.	%
Q8	Participate in decision making and taking action.	33	35.1	45	47.9	6	6.4	11	11.7	6	6.4
Q9	The leader appreciates and recognizes my idea.	31	33.0	40	42.6	6	6.4	11	11.7	6	6.4
Q10	The leader gives attention for my question.	33	35.1	33	35.1	5	5.3	18	19.1	5	5.3
Q11	Fails to take action until problems become serious.	5	5.3	12	12.8	4	4.3	32	34.0	41	43.6
Q12	Discusses specific terms with the staffs that are responsible for achieving performance targets.	23	24.5	57	60.6	7	7.4	6	6.4	1	1.1
Q13	As an expert I am empowered to decide and taking action.	32	34.0	51	54.3	3	3.2	6	6.4	2	2.1
Q14	The leader did not delegate and have no trust on me.	12	12.8	27	28.7	12	12.8	14	14.9	29	30.9

Table 4.3 (a). Regarding the corporation's trend of decision making, and taking action (Q8), 33 and 45(35.1% & 47.9%) rated 'strongly disagree' and 'disagree' respectively. The remaining 18.1% of the respondents valued 'agree' and 'strongly agree'. In this case, 83% of the participants agreed that they have not involved in decision making.

Item Q9 'the leader appreciates and recognizes the employees' idea', for this question, 33% & 42.5% of participants choose 'to strongly disagree' and 'disagree' respectively. 18.1% rated 'agree' and 'strongly agree', and the remaining 6.4% of respondents are neutral.

In general, 75.5%, which means the majority of the respondents agreed that there is no recognition of employees' idea by the leaders. As a result, in the corporation the leaders recognize the employees' idea rarely.

Regarding to 'the leader gives attention for the employees' question' (Q10), 70.2% of the participants rated 'strongly disagree' and 'disagree'. 24.5% of the participating employees valued 'agree' and 'strongly agree', and the remaining, 5.3% of them come to be neutral. This is the same result to Q9, mentioned the above.

As regards to 'the leader fails to take action until problems become serious' (Q11), 77.6% of the respondents indicate 'agree' and 'strongly agree'. 18.1% of them replied 'strongly disagree' and 'disagree', and 4.3% of them come to be neutral. Based on the responses, most of the respondents believe that the leaders delay to take action.

About (Q12) 'discusses specific terms with the staffs that are responsible for achieving performance targets', as it can be seen, most of the participants 85.1% confirmed that the issue is not well practiced at EEPCo.

As shown in the above table, the researcher asked, EEPCo's professional employees about their level of empowerment to decide and taking action. This idea is similar to Q8, the members' response also the same to that. 88.3% of the participants indicate 'strongly disagree' and 'disagree'. This shows that, the employee empowerment to make decisions and taking action is given less attention to the corporation. In addition to this, about the issue of the latter did not delegate and have no trust on their staffs (Q14), 45.7% of the respondents agreed; 41.5% of the respondents 'strongly disagree' and 'disagree', and 12.8% of them become neutral. This indicates that, the respondents almost separated into two categories, one group of the respondents, have believed that they are delegated and trusted by the leaders and the other group has no delegation, empowerment, and trust from their leaders.

In the interview part, about the decision making practice of the corporation, employees respondents' respond by the same word in the closed ended question, they argued that, most of the time the leaders decide alone.

Table 4.3 (b): Leaders' perception on their experience of decision making practice. (N = 21)

Item Code	Questions	Never (1)		Seldom (2)		Occasionally (3)		Frequently (4)		Always (5)	
		No.	%	No.	%	No.	%	No.	%	No.	%
Q8	My staffs participate in decision making.	0	0	4	19	3	14.3	10	47.6	4	19
Q9	Delays responding to urgent questions.	8	38.1	5	23.8	3	14.3	1	4.8	4	19
Q10	I demonstrate that problems must become chronic before I take action.	5	23.8	3	14.3	3	14.3	4	19	6	28.6
Q11	I consider the moral and ethical consequences of decisions.	1	4.8	2	9.5	0	0	6	28.6	12	57.1
Q12	I am empowered to decide and taking action in my leading position.	0	0	6	28.6	5	23.8	5	23.8	5	23.8
Q13	I fully delegate the work to the staffs.	1	4.8	1	4.8	8	38.1	5	23.8	6	28.6

Table 4.3 (b) discusses about Q8 to Q13, the leaders trend on decision making. With regard the question how much the employees participate in decision making (Q8), 19% of the respondents explained their trend by rating 'always', 47.6% rated 'frequently' and 14.3% rated 'Occasionally' on the other hand 19% of respondents have participated employees rarely. But this specifies that, most of the time the leaders believe that they recognize the idea of the employees in decision making.

For questions No.9, 76.2% of the leaders' participants oppose the idea of suspending the answer of urgent questions, but 23.8% of them express their trend by accepting the postponed the vital issue. In addition to Q9, Q10 & Q13, also respond by the same understanding. About Q11, the subject matter is the leader's concern for the moral and ethical consequences of decisions. 85.7% of the participants respond that they consider the moral and ethical values of decisions every time and regularly. For Q12, 71.4% of the participants have a trust to empower to their leading position; in contrary, 28.6% of them have a claim on their empowerment for decision making and taking action. On the interview responses, almost all leaders argued that, the existing leadership practices of EEPCo is not suitable for achieving the corporate goal, because right now

the leaders and the employees are not discussed responsively, the leaders scheduled the work alone and tell them later, there is no good listening habit, the leaders take decisions without participating the employees. There is a lack of appropriate training for leaders and employees, the selection of the employees to the leader's position is not clear, and in the corporation there is not a clear succession plan. All of the mentioned problem extract from the respondents answer. Even if, in the closed ended question, most of the leaders believe their practice in decision making is participatory but, from the interview responses this issue is proved well. Thus, this indicates that the corporate culture on decision making is not-participatory.

4.2.3. Item-Category III: Relationship, Coaching and Mentoring

Table 4.4 (a): Employees' Perception about Leaders Experience of Relationship, Coaching & Mentoring. (N = 94)

Item Code	Questions	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)	
		No.	%	No.	%	No.	%	No.	%	No.	%
Q15	I have a good working environment to become a hard worker.	36	38.3	29	30.9	4	4.3	20	21.3	5	5.3
Q16	I received reward from the leader because of my good performance.	42	44.7	45	47.9	5	5.3	2	2.1	0	0.0
Q17	Get appropriate training, coaching and mentoring.	47	50.0	39	41.5	5	5.3	1	1.1	2	2.1
Q18	When I made mistakes on the job, the leader became irritated.	5	5.3	12	12.8	7	7.4	38	40.4	32	34.0
Q19	The leader treats me as an individual rather as a member of a group.	9	9.6	8	8.5	10	10.6	37	39.4	30	31.9
Q20	The leader expresses his satisfaction when I meet expectations.	34	36.2	43	45.7	3	3.2	12	12.8	2	2.1
Q21	When my performance is declined, the leader ignores me.	3	3.2	15	16.0	10	10.6	35	37.2	31	33.0
Q22	The leader uses words of thankfulness or praise as a means of motivation.	32	34.0	52	55.3	4	4.3	2	2.1	4	4.3
Q23	Ensure fair workload distribution to the team.	33	35.1	52	55.3	5	5.3	2	2.1	2	2.1
Q24	I have healthy lines of communication with the leader and other team in daily bases.	33	35.1	46	48.9	7	7.4	6	6.4	2	2.1

This category helps to show the corporation leaders, coaching and monitoring level and relationship with the employees.

Regarding good working environment (Q15), the combined number respondents 65 to percent (69.2%) replied **‘**strongly disagree’ and ‘disagree’. This indicates that they are not satisfied with the working environment. In contrary, 26.6% rated ‘agree’ and ‘strongly agree’ supporting the idea that there is good working situation in the corporation.

In terms of reward Q16, 92.6% of the applicants respond **‘**strongly disagree’ and ‘disagree’, while only 2.1% of the members answered ‘agree’ and 5.3% of the participant to become neutral. In addition to performance based reward, on Q17 rise about appropriate training, coaching and mentoring. About training, coaching and mentoring the respondent answer the question with the same word to Q16, 91.5% of participants valued ‘strongly disagree’ and ‘disagree’ whereas 8.5% of the members rated ‘agree, strongly agree and neutral’. From the above response we analyzed that, there is no performance based reward, appropriate training, coaching and mentoring in the corporation.

About Q18, ‘when I made mistakes on the job, the leader became irritated’, by this question to understand the way of the leaders to control internal filling. As usual, three forth of the respondent 74.4% rated ‘agree’ and ‘strongly agree’ this indicates that, when the employees do the work wrongly the leaders became annoyed. But 18.1% of respondents oppose the idea of the first rater and 7.4% participants are neutral. On the other hand, question No.18 more elaborated by Q20, for the idea of ‘the leader expresses his satisfaction when I meet expectations’. 81.9% of the respondents argue the issue, whereas 12.9% of the participants support the idea. In general, most of the participants believe that, the corporation leaders do not give details about the good job, whereas when the employees made a mistake on the job the leaders get emotional.

With regard to Q21, focuses on when the time of employees’ performance declining what is the leaders’ feedback. The combined number of respondents, 70.2% expressed their feelings by rating ‘agree’ and ‘strongly agree’. In contrary, 19.2% of the respondents oppose the idea of the above rates. This shows that, most of the time the EEPCo leaders’ markdown weak performer employees.

For Q22, deals with use word of ‘thank you’ or ‘praise’ as a means of motivation. 89.3% of participants express their feelings by rating ‘strongly disagree’ and ‘disagree’; this indicates that, the culture of appreciation is not well developed in the corporation. For Q19, Q23 and Q24, nearly similar responses were rated with regard to leaders’ treatment trained, work distribution and communication skill respectively. On the interview part also, the employees describe their feeling by the leaders cannot actually coach and mentor them directly and it is never done formally, and also relationship with leaders are not good.

Table 4.4 (b): Leaders’ Perception about their Experience of Relationship, Coaching & Mentoring. (N = 21)

Item Code	Questions	Never (1)		Seldom (2)		Occasionally (3)		Frequently (4)		Always(5)	
		No.	%	No.	%	No.	%	No.	%	No.	%
Q14	I scheduled each work and follow the output based on the schedule.	2	9.5	1	4.8	8	38.1	6	28.6	4	19.0
Q15	I reward and encourage the best performer.	4	19.0	6	28.6	5	23.8	1	4.8	5	23.8
Q16	I spend time on teaching and coaching.	3	14.3	4	19.0	7	33.3	5	23.8	2	9.5
Q17	I ignore staffs that are not successful in their work or assignments.	11	52.4	4	19.0	4	19.0	0	0.0	2	9.5
Q18	I treat the staffs as individuals rather than just as a member of a group.	9	42.9	3	14.3	6	28.6	2	9.5	1	4.8
Q19	Expresses satisfaction when I meet expectations.	3	14.3	2	9.5	4	19.0	6	28.6	6	28.6
Q20	I give attention on irregularities, mistakes, expectations, and deviations from standards.	3	14.3	1	4.8	5	23.8	4	19.0	8	38.1
Q21	I use words of thankfulness or praise as a means of motivation.	1	4.8	2	9.5	4	19.0	8	38.1	6	28.6
Q22	Ensure fair workload distribution to the staffs.	0	0.0	8	38.1	2	9.5	5	23.8	6	28.6
Q23	I have healthy lines of communication with the staffs in daily bases.	5	14.3	2	9.5	4	19.0	5	23.8	7	33.3

As shown in the above Table 4.4 (b), for Q14, the leaders scheduled the work and follow the follow the progress of the work based on the schedule is the main activity. Therefore, the combined number of the respondents, 85.7% rated ‘always’, ‘frequently’ and ‘Occasionally’. But from which only 19% of the participant scheduled the work always. 14.3% of them explain their trained by rating ‘never’ and ‘seldom’.

Regarding to encourage and reward the best performer Q15, above half of the respondents, 52.4% replied ‘always’, ‘frequently’ and ‘Occasionally’. While the remaining, 47.6% of them have no a practice of reward for the best performer. For Q16, nearly similar responses were rated with regard to teaching and coaching.

For Q17, the leaders ignore their own staffs that are not successful in their jobs, 71.4% of the leaders reject this concern but 19% of them apply occasionally. The remaining, 9.5% of the participants ignore weak performer always. From Q18 to Q20, replied by a similar response to the above questions.

About Q21, the leaders use the word of thank you as a means of motivation, 85.7% of the respondents believe that they provide feedback to their subordinates. The remaining, 14.3% of them have not trend of appreciation. In addition, Q22 and Q23, replied by a similar response to the above questions.

In the closed ended questions about the existing practice of relationship, coaching and mentoring the leaders’ responses indicates that, their mentors, experts and treat the employees as a colleague in their leading positions. Whereas, at the open ended and interview question more of respondents approved that for any work position there is no job description. It shows that, in EEPCo coaching and mentoring were not developed at visibly.

4.2.4. Item-Category VI: The Role of the Leader in the Corporation

Table 4.5 (a): Employees' Perception about the Role of Leaders in the Corporation (N) = 94)

Item Code	Questions	Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)	
		No.	%	No.	%	No.	%	No.	%	No.	%
Q25	Supported by the leader to develop my strength.	36	38.3	33	35.1	7	7.4	13	13.8	5	5.3
Q26	Follows my leader's direction of finding new ways to do and complete assignments.	24	25.5	47	50	2	2.1	16	17	5	5.3
Q27	My boss is a role model for me.	38	40.4	34	36.2	8	8.5	8	8.5	6	6.4
Q28	My leader is confidential and knowledgeable.	32	34	28	29.8	12	12.8	12	12.8	10	10.6
Q29	The leader respect work diversity (treat the team member equally).	43	45.7	21	22.3	7	7.4	11	11.7	12	12.8
Q30	Encourages the team to integrate and became part of the overall organizational culture and environment.	26	27.7	24	25.5	14	14.9	24	25.5	6	6.4
Q31	I believe that my boss leads by doing rather than talking.	30	31.9	57	60.6	1	1.1	4	4.3	2	2.1

The above table gives us the practice of the majority leader activities in the corporation. In items of Q25, for the subject of the leaders support to develop the employees' strength, 73.4% above half of the respondents considers that, they are not helped by the leaders, but the other 19.1% participants have trust on the leaders to help buy them and few respondents 7.4% are neutral. The issue of Q26 near to Q25, the idea is the leaders show the employees' new way during completion of the assignment. For this subject the participants explain the same word as Q25. In addition to Q25 and Q26; for Q27 and Q28, 76.6% and 92.5% of the participants express their feeling by valuing 'strongly disagree' and 'disagree' respectively. While, 14.9 % and 6.4% of the members rated 'agree' and 'strongly agree' for the two questions respectively. This implies that, the leaders are not influential to convert their environment.

About Q28, the combined number of respondents, 63.8% clarify their filling by selecting 'strongly disagree' and 'disagree', whereas 12.8% of the respondents became reserved and 23.4% of participants have trust on their leaders' confidence and skillfully.

Regarding, the leaders' respect ion for work diversity Q29, 68.1% of the respondent believe there is unbalance treatment by the leaders within the staff. In contrary, 24.5% of them believe, in the corporation, there is equal treatment with the staffs. The rest 7.4% became reserved.

For Q30, about the idea of encouraging the team to integrate and became part of the overall organizational culture and environment. Above half of the participants, 53.2%, rated 'strongly disagree' and 'disagree', but 31.9% of them support this idea, 14.9% of the respondents comes to be reserved. This shows that, there are no observable activities about the participation of employees to be a part of organizational culture in EEPCo. Similarly, on the interview and open ended responses, the professional employees rely the leaders are not well exercised their role.

Table 4.5 (b): Leaders' perception about their Role in the Corporation (N = 21)

Item Code	Questions	Never (1)		Seldom (2)		Occasionally (3)		Frequently (4)		Always (5)	
		No.	%	No.	%	No.	%	No.	%	No.	%
Q24	I help my staffs to develop themselves.	0	0.0	2	9.5	4	19.0	6	28.6	9	42.9
Q25	I suggest new ways of looking at how to complete assignments.	0	0.0	3	14.3	4	19.0	11	52.4	3	14.3
Q26	I lead by example.	3	14.3	2	9.5	4	19.0	5	23.8	7	33.3
Q27	I get overburden by details.	1	4.8	10	47.6	7	33.3	1	4.8	2	9.5
Q28	Give attention for work diversity (treat all the staffs equally).	0	0.0	2	9.5	0	0.0	10	47.6	9	42.9
Q29	I encourage staffs to integrate and became part of the overall organizational culture and environment.	0	0.0	2	9.5	1	4.8	10	47.6	8	38.1
Q30	I act in ways that build others' respect for me.	4	19.0	1	4.8	3	14.3	6	28.6	7	33.3
Q31	I listen each staffs' needs and concerns.	1	4.8	3	14.3	4	19.0	7	33.3	6	28.6
Q32	Emphasizes the importance of having a collective sense of mission.	1	4.8	1	4.8	4	19.0	8	38.1	7	33.3

In the Table 4.5 (b), shows the response of the participating leaders for Q24 to Q32, in this category mainly shows the role of the leaders towards team building. Regarding, the development of the staffs helped by the leaders Q24, 90.5% of the leaders say that they help their subordinates to increase their strength, and for Q25, also 85.7% of the respondents believe, they are directed the employees to do the job in new ways.

About Q27, above half of the respondents, 52.4% respond that they did not overburden by details, this shows that, they delegate the work and they have trust on their subordinates. Whereas, the rest 47.6% of respondent leaders, give their response to the implication of not well delegated the employees.

According to work diversity, Q28, 90.5% of the respondents rely on they treat all their subordinates equally. Whereas, 9.5% of them believe that, they don't give attention to work diversity.

For Q29, the leaders do towards encourage staffs to integrate and became part of the overall organizational culture and environment. The combined percent of the participants, 90.5% rated ‘always’, ‘frequently’ and ‘Occasionally’. While the rest 9.5% of them, select ‘seldom’. And also from Q30 to Q32 the leaders express their practice the same sense of the above questions.

Even if, in the closed ended questions on the role of the leaders, almost all of the leaders believe that they are responsible and well-practiced on their leading position, but in the interview part they believe that, managers of EEPCo have not played enough their leading position.

Interview analysis

The researcher conducted face to face interview with the sampled participants to collect additional information that are not addressed through the structured questionnaires. The interview questions and response are discussed in the following.

Is there any management development program that related to the quality of leadership for the managers before they are assigned to the managerial position? All of the respondents have common understanding regarding to this issue. Most of them stated that they were not provided any orientation and development programs before their assignment in the position as a leader.

Do the management teams evaluate the influence of leadership style on time? All of the respondents stated that the management teams evaluate the performance of each department

quarterly and measure the overall organizational performance yearly. But, most of them stated that they do not assess their leadership style and its effect on the organizational and employees' performance.

Is there any possibility to change the corporation leadership practice based on the situation? Respondents stated that there is the possibility of change on the leadership style of the corporation. But the corporation current leadership practice was not properly assessed and analyzed its impacts on the employees' and organizational performance. In this fact, the corporation did not determine the impact of the existing leadership style and therefore, there is no ground to change the leadership style based on the situation before the result of impact assessment.

What do you think about the criteria that help to appoint leaders in the corporation? It is also known that leaders should be selected by considering appropriate criteria's that contribute to the achievement of organizational goals such as commitment, education, experience and other related factors. The interviewees explained that the corporation requires highly skilled professionals to provide its power utility to the public properly. But, they stated that the corporation has not clear criteria for both promoting and downgrading leaders.

Do you have any comment about the corporation's leadership practice? Half of the respondents stated that the corporation has to practice modern leadership style align with the appropriate performance management system such as BSC (Balanced Score Card).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In the previous chapter, analysis and interpretation of the study were made. According to the analysis of results and discussion of the study, major findings and conclusions were made and recommendations have been forwarded.

5.1 Summary of Major Findings

The main objective of this study was to assess leadership practices of the Ethiopian Electric Power Corporation, and to identify how much the corporation leaders practice modern leadership styles, such as transformational, transactional and transcendent. The major findings of the study are pointed out as the following;

- 127 professional staffs were selected as the sample of the study and out of these participants, 115 (90.55%) of them filled and returned the questionnaire properly. Moreover, face to face interview was conducted with 26 sampled participants. In the leaders' sample category, 81% of the respondents were male and the rest 19% were female. This indicates that the numbers of female leaders are dominated by males in the corporation. From the professional staff, 70.2% of the respondents were male and 29.8% were female. Under this category, it is also found that females have a lower number than the male employees. The number of female leaders is also lesser than the male leaders. This implies that the corporation is not focusing on female empowerment.

- The result of the study indicated that the attitudes of the leaders and employees towards the leadership style of the corporation are different. On both sides, they stated their own feeling about EEPCo leadership practice on contrary ways. Leaders believed themselves as good leaders and they practiced participatory leadership approach, whereas employees feel that their leaders have problems in their way of leading and they are practicing the autocratic way of leadership style.

- The study of the respondents also indicated that leaders are expected to have vital roles and responsibilities in the corporation. But, they don't carry out their roles and responsibilities with properly.

- The majority of respondents also indicated that leaders have made decisions alone instead of encouraging their subordinates to participate and incorporate their teams' inputs to make appropriate decisions. The interviewee also explained that most leaders have not shared their experience and not suggesting new ways to improve their performance.

- Most of the respondents stated that coaching and mentoring approaches of leadership are required to practice in order to develop their employees. But, they also indicated leaders have not well developed relationship with the employees and are not encouraged to build teamwork.

- Both the interview and questionnaire respondent groups confirmed that the modern leadership style specially transformational leadership is appropriate to achieve the corporate goals.

5.2 Conclusions

The objective of this study was to assess leadership practices of the Ethiopian Electric Power Corporation. Leadership styles in organizations have an impact on organizational performance. Lee and Chuang (2009) explain that excellent leaders inspire not only subordinates' potential to enhance efficiency, but also meet their requirements in the process of achieving organizational goals. Fry (2003) also stated that leadership used as the leading strategy to offer an inspiring motive and to enhance the staff's potential for growth and development. These indicated that leadership has its own impact on both employees' and organizational performance. The research found that the corporation leadership practice has contributed to its poor performance and power interruptions.

Based on the major findings, the researcher concluded the following:

- The research result indicated that EEPCo has practiced more of task oriented leadership style. This implies that leaders have relatively less concern for their employees whereas they are more concerned about their task. This has an impact on its employees and organizational performance negatively.

- In terms of rewarding, praising, and motivating employees, the study showed that the practice of the corporation found to be too limited.

- The research also found that professional staffs are not empowered to make decisions at a lower level and they are not trusted by their leaders to exercise their own expert power.

This implies that employees cannot provide immediate solutions to their customers' problems and complaints at a lower level.

- It is also found that the corporation has practiced traditional leadership style. Leaders have explained that the corporation practices participatory ways of leadership, whereas employees confirmed that the corporation has practically applied autocratic way of management style. In this regard, employees are not empowered and delegated to make decisions and leaders are ot encouraged to participate and provide inputs for decision making.

  It is also found that employees and leaders have different perceptions towards leadership styles of the corporation. Leaders have perceived themselves as good leader whereas employees have perceived as on the contrary. This implies that there is the communication gap between the employees and leaders.

5.3 Recommendations

Based on the findings and conclusions of this study, the following recommendations are forwarded in order to improve the leadership practices of EEPCo.

The corporation should practice modern leadership style, particularly transformational leadership approach. In this regard, leaders of the corporation should inspire employees through the vision and mission of the organization. They should also motivate the employees to participate on decision making.

- ☞ Leaders in the corporation should serve as a role model to their employees through practice. They should show the best ways of doing for their employees and encourage team work.

- ☞ As it is indicated in the conclusion, employees and leaders have different perceptions towards leadership styles of the corporation. This is the result of communication gap between the employees and leaders. Therefore, the corporation should develop good communication to avoid misunderstanding between the leaders and employees. The leaders should also be aware of modern leadership approaches to be successful in practice.

- ☞ As the research findings revealed, professional staffs at a lower level are not empowered to make decisions. This indicated that customers are not provided appropriate response for their complaints immediately. Therefore, the corporation should work towards empowerment to make decisions by experts.

In addition, attention should be given to empower female employees to enable them be active participants in decision making as well as their career.

- ☞ As indicated in the findings of the study, the leaders lack a trend of motivating and rewarding their employees. In order to enhance the commitment of its employees the management should initiate its middle leaders to work towards motivating employees by using a continues praise and reward system.
- ☞ As the study results showed, in the corporation the coaching and guiding practice of leaders was poor. It is more advisable if the leaders and supervisors of the corporation use a systematic coaching and training system to maximize the employees productivity.

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APPENDICES

A. Questionnaire

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

QUESTIONNAIRE TO BE FILLED BY STAFF

Dear Respected Respondent,

I am doing my thesis titled "**The Assessment of Leadership Practice in Ethiopian Electric Power Corporation**" in Partial fulfillment of the requirement for my Masters of Business Administration concentrated on Human Resources Management.

This survey questionnaire is prepared in an effort to collect data on managers' behaviors regarding decision making, coaching and monitoring in EEPCo.

In this regard, the researcher seeks your honest and devoted cooperation to fill this questionnaire. The information gathered will remain confidential and be used for the intended purpose only.

General Instructions:

- There is no need of writing your name.
- In all cases where answer options are available please tick (✓) in the appropriate box.
- If you are unsure or do not know the answer, leave the answer blank.

Remember!

The successful completion of the research entirely necessitates your unbiased and correct answers.

Thank you in Advance!

Researcher:

Simegn Ayalew

St. Mary University

May, 2014

PART ONE: Demographic Questions (Leaders and Employees)

The following questions are concerning your position and other personal information. Completion of this information is voluntary and its confidentiality is assured. Please answer all the questions by putting (✓) mark for all questions with appropriate answers.

THANK YOU!

1. Sex Male ☐ Female ☐

2. Age 20-30 ☐ 41-50 ☐
31-40 ☐ 51-60 ☐

3. Current position in the corporation
Senior Manager ☐ Employee ☐
Middle Manager ☐

3. Marital Status Married ☐ Single ☐
Divorce ☐

4. Work experience in the corporation, (in years).
Below 5 ☐ 6-10 ☐
11-15 ☐ 16-20 ☐
21-29 ☐ Above 30 ☐

5. Work experience on the current position? (Only for a leader)
Below 5 ☐ 6-10 ☐
11-15 ☐ 16-20 ☐
21-29 ☐ Above 30 ☐

6. Previous work experience on the same position? (Only for a leader)
Below 5 ☐ 6-10 ☐
11-15 ☐ 16-20 ☐
21-29 ☐ Above 30 ☐

6. How long have you worked with your current leader?
Below 5 ☐ 6-10 ☐
11-15 ☐ 16-20 ☐
21-29 ☐ Above 30 ☐

8. Educational Qualification.
BA/BSc ☐ MA/MSc ☐

PART TWO: LEADERS' BEHAVIOR SURVEY QUESTIONAIR (For Leaders Only)

The following questions have been designed to assess leaders' leadership practices. So, the questionnaire will help you to describe your leadership style that you are following or practicing in your position. Please answer items below in the described way: Never (N), Seldom (S), Occasionally (O), Frequently (F), or Always (A). put (✓) mark on the applicable answer.

S.N	Items	N	S	O	F	A
1.	I keep a fine balance between productivity and playfulness					
2.	I give more attention to productivity than relationship with the staffs.					
3.	Undertaking individualized career counseling & mentoring					
4.	I accept conflict and handle it on time.					
5.	I make sure that the staffs' role in the fulfillment of the shared vision					
6.	I appreciate and enable the staffs to be problem solver.					
7.	I look my staffs as a friend.					
8	My staffs participate in decision making.					
9	Delays responding to urgent questions					
10	I demonstrate that problems must become chronic before I take action					
11	I consider the moral and ethical consequences of decisions					
12	I am empowered to decide and taking action in my leading position.					
13	I fully delegate the work to the staffs.					
14	I scheduled each work and follow the output based on the schedule.					
15	I reward and encourage the best performer.					
16	I spend time on teaching and coaching.					
17	I ignore staffs that are not successful in their work or assignments.					
18	I treat the staffs as individuals rather than just as a member of a group.					
19	Expresses satisfaction when I meet expectations..					

S.N	Items	N	S	O	F	A
20	I give attention on irregularities, mistakes, expectations, and deviations from standards.					
21	I use words of thankfulness or praise as a means of motivation					
22	Ensure fair workload distribution to the staffs.					
23	I have healthy lines of communication with the staffs in daily bases.					
24	I help my staffs to develop themselves.					
25	I suggest new ways of looking at how to complete assignments..					
26	I lead by example					
27	I get overburden by details.					
28	Give attention for work diversity (treat all the staffs equally).					
29	I encourage staffs to integrate and became part of the overall organizational culture and environment.					
30	I act in ways that build others' respect for me.					
31	I listen each staffs' needs and concerns.					
32	Emphasizes the importance of having a collective sense of mission.					

Additional questions:

1. What do you think are the most critical leadership challenges at your company?
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
2. What should be done to ameliorate the above problems/challenges?

   _____

   _____

   _____

Thank you for your Co-operation!

PART TWO: EMPLOYEES UNDERSTANDING, SURVEY QUESTIONAIR ON LEADER'S BEHAVIOR

The following questions designed for the assessment of leaders behaviors in the corporation. So, the questionnaire to help you to describe your leader's leading style. Please indicate the extent of your agreement or disagreement with each statement: Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (NA), Agree (A), or Strongly Agree (SA).

S.N	Items	SD	D	NA	A	SA
1.	The leader keeps a fine balance between productivity and playfulness.					
2.	The leader gives more attention to people than results.					
3.	Undertaking individualized career counseling & mentoring					
4.	Encourages me to learn new things.					
5.	The leader inspires me by explaining the corporation vision and mission.					
6.	Helps me to be creative and problem solver.					
7.	My leader helps me to develop team work.					
8	Participate in decision making and taking action.					
9	The leader appreciates and recognizes my idea.					
10	The leader gives attention for my question.					
11	Fails to take action until problems become serious.					
12	As an expert I am empowered to decide and taking action					
13	As an expert I am empowered to decide and taking action.					
14	The leader did not delegate and have no trust on me.					
15	I have a good working environment to become a hard worker.					
16	I received reward from the leader because of my good performance.					
17	Get appropriate training, coaching and mentoring.					
18	When I made mistakes on the job, the leader became irritated					
19	The leader treats me as an individual rather as a member of a group.					
20	The leader expresses his satisfaction when I meet expectations.					

S.N	Items	SD	D	NA	A	SA
21	When my performance is declined, the leader ignores me.					
22	The leader uses words of thankfulness or praise as a means of motivation.					
23	Ensure fair workload distribution to the team.					
24	I have healthy lines of communication with the leader and other team in daily bases.					
25	Supported by the leader to develop my strength.					
26	Follows my leader's direction of finding new ways to do and complete assignments.					
27	My boss is a role model for me.					
28	My leader is confidential and knowledgeable.					
29	The leader respect work diversity (treat the team member equally).					
30	Encourages the team to integrate and became part of the overall organizational culture and environment.					
31	I believe that my boss leads by doing rather than talking.					

Additional questions:

1. What do you think are the most critical leadership challenges at your company?
   f. _____
   g. _____
   h. _____
   i. _____
   j. _____
2. What should be done to ameliorate the above problems/challenges?

   _____

   _____

   _____

Thank you for your Co-operation!

B. Interview Questions

INTERVIEW QUESTIONS

This interview questions will be answered by purposively selected respondents.

Face to face interview questions for CEO, Top & Middle Managers and the selected professional employees.

1. Do you think that the corporation has a well-defined leadership style? Which leadership style is practiced in EEPCo?
2. Do you believe that the existing leadership practice is appropriate for the corporation goal achievement? Please justify it.
3. Is there any management development program for the managers related to quality of leadership, before they are assigned to the managerial position?
4. Do the management teams evaluate the influence of leadership style on time?
5. Is there any possibility to change the corporation leadership practice based on the situation?
6. What do you think the criterions are in appointing leaders in the corporation?
7. Do you have any comment about the corporation's leadership practice?

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other University, and that all the sources of material used for the thesis have been properly acknowledged.

Name: SIMEGN AYALEW YESUF

Signature_____

Date_____

ENDORSEMENT

This is to certify that this project work, **"The Assessment of Leadership Practices in Ethiopian Electric Power Corporation"**, undertaken by Simegn Ayalew for the partial fulfillment of Masters of Business Administration [MBA] at St. Mary University, is an original work and not submitted earlier for any degree either at this University or any other University.

Research Advisor

_____

Tilaye Kassahun (PhD)