

Leaders' Role Focus: An Empirical Evidence from Ethiopian Private Commercial Banks

**A Project Work Submitted in Partial Fulfillment of the
Requirements for Master of Arts in Business Leadership**

Submitted to: Addis Ababa University
College of Business and Economics (CoBE)
School of Commerce
Office of Graduate Studies
MA in Business Leadership



By: Neway Megersa

Advisor: Dr. Adane Atara (Assistant Professor)

*August 2020,
Addis Ababa*

Ethiopia

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APPROVAL OF EXAMINING COMMITTEE

As a member of the examining committee of the Master of Arts Degree in Business Leadership Project defence examination, we testify that we have well read and evaluated the Project Work prepared by Neway Megersa and examined the candidate. We recommend that this Project Work be accepted as fulfilling the Project requirements for the degree of Master of Arts in Business Leadership.

Head, Office of Graduate Studies

Signature

Advisor

Signature

External Examiner

Signature

Internal Examiner

Signature

DECLARATION

I hereby declare that, this Project Work titled “Leaders’ Role Focus: An Empirical Evidence from Ethiopian Private Commercial Banks” has been written by myself and it is a record of my own research work. No part of this work has been presented in any previous application for another degree or diploma at any institution. All borrowed ideas have been duly acknowledged in the text and a list of reference is provided.

Name

Signature

ENDORSEMENT

This Project Work has been submitted to Addis Ababa University, College of Business and Economics (CoBE), School of Commerce, Office of Graduate Studies, Master of Arts in Business leadership Coordination Office for examination with my approval as a candidate's advisor.

Advisor

Signature

Abstract

Leaders' Role Focus: An Empirical Evidence from Ethiopian Private Commercial Banks

Neway Megersa

Addis Ababa University, 2020

The purpose of this project work is to try to identify, whether leaders in the Ethiopian Banking industry know their role of a leadership and if they know whether they focus their role or not using leadership model called the competing values framework. This framework was developed by Quinn et al., and the latest version which is the 2015 edition is used. In the process, competing values framework standard questionnaire was applied and approached for the chosen sample bank leaders for their response. For the purpose of data manipulation, SPSS version 23 is employed. The target respondents of this study are members of the Executive Management (Presidents, Vice Presidents and Chiefs) and functional department head of the sampled banks. Out of the 121 approached bank leaders 92 (76%) of them have responded to the inquiries with a reliability of over 90%. The result shows, Leaders in the Ethiopian Banking industry know their role in all the four variables, collaborate (human resource development) create (innovate and compete), compete (productivity and profitability) and control (continuity and stability) and they are focusing to the average of frequently and very frequently. The Banking industry leaders are giving due attention to the human resource (collaborate) of the four variables relatively. Given, the approached number of leaders are increased, it is believed that the precision is yet by far better and it can be taken as a research gap for future studies and the analysis method can also be applied differently.

Keywords: Leadership, role, Banks, competing values approach

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ACRONYMS

AB	Awash bank
AIB	Agricultural Investment Bank
AIDB	Agricultural Investment and Development Bank
BA	Bachelor of Arts
BOA	Bank of Abyssinia
BSC	Bachelor of Science
CBB	Construction and Business Bank
CBE	Commercial Bank of Ethiopia
CBO	Cooperative Bank of Oromia
CoBE	College of Business and Economics
CVF	Competing Values Framework
DB	Dashen Bank
DBE	Development Bank of Ethiopia
Dr	Doctors
Et al.	and others
HSB	Housing and Saving Bank
MA	Master of Arts
MBA	Master of Business Administration
MSC	Master of Science
NBE	National Bank of Ethiopia
NIB	NIB International Bank
OIB	Oromia International Bank
PHD	Doctor of Philosophy
PSS	Proportionate Stratified Sample
S.C	Share Company
SBB	Supervision of Banking Business
TGE	Transitional Government of Ethiopia
USA	United State of America

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Leadership is a highly sought-after and highly valued discipline in the field of Business and organization management. It becomes also the duty of everybody to ask what makes a good leader.

Leaders as individuals seek more information on how to become effective leader in their area of career in organizations they lead. As a result, this day book shelves are full of popular leadership books about leaders and advice on how to be a good leader, and a leadership style with a wide list of leaders' traits. Many people believe that leadership is a way to improve their personal, social, and professional lives. Corporations seek those with good leadership ability because they believe they bring special assets to their organizations and ultimately, improve the bottom line for the organization they are leading and hence their own success (Northouse, 2016).

A review of the scholarly studies on leadership shows that there is a wide variety of theoretical approaches to explain the complexities of the leadership process (Bass, 1990; Bryman, 1992; Day and Antonakis, 2012; Gardner, 1990; Hickman, 2009; Rost, 1991). It is only very recently that practical works are developing in measuring the effectiveness of the leader in their organizational success. The effectiveness of a leadership is primarily identifying specific priority role and then focusing on those roles. (Melo, 2014, Adare, 2016) tried to measure leaders' effectiveness in different industries of practice.

The likes of (Drucker, 1996, Yukl, 1989, Stogdill, 1948) believed that leadership is not different from the social influence processes occurring among all members of a group and that leadership is everything someone is doing in order to lead effectively for the achievement of the common goal with prior focus of their role first.

According to (Northouse, 2016), though, it is unexceptionable that leading is not easy, leaders should have some essential attributes such as vision, integrity, trust, selflessness, commitment, creative ability, toughness, communication ability, risk taking and visibility on top of the role identification and focusing those roles primely.

Capowski 1994, concludes as Leadership is an influence relationship among leaders and followers who intend to bring about real changes and outcomes that reflect their shared purposes.

Despite the multitude of ways in which leadership has been conceptualized, the following components can be identified as central ones according to Northouse, 2016, (a) leadership is a process; (b) leadership involves influence, (c) leadership occurs in groups; and (d) leadership involves common goals (Northouse, 2016). Based on these components, the following definition of leadership can be coined: Leadership is a process whereby an individual influence a group of individuals to achieve a common organizational goal (Northouse, 2016). But, yet how that organizational goal is set is another question to be answered. For the purpose of this project work however, we consider the definition that is presented in the book of Northouse above.

On the other side, when it is critically observed, the practice of this Leadership from the fall of 20th century, which literally counts over 120 years, it confirms that it has been a very dynamic field of study which has been changing with situation and global developments. To briefly tell about the development of management science and hence leadership, the discovery of oil in 1901 was the major achievement in the history of human kind which changed the energy source from coal to oil as cheap energy source immediately after the discovery of Oil in Texas, USA (Quinn et al 2015).

All the dynamic change of working environment in the United States such as sectoral shifts, shortage of finance, limited educated labour, the focus of the manager (Leader) was on productivity and bottom-line maximization followed this discovery. The good example is when Henery Ford maximized the production of a vehicle from 728 hours to 93 minutes, the development of management science and how to lead followed when the Internal process was developed where

bureaucracy took a strong hand of the Leadership in an organization during the second quarter of the 20th century. The internal process is about stability and procedure to get the follower stable. The third quarter of the 20th century is about human relation which is all about getting the staff involved, committed, encouraged, motivated. The last quarter of the 20th century is the open system which dominated about going out and competing in the dynamic world with all creativity, innovation and inventions. This first quarter of 21st Century is a competition in all directions, handling paradoxical scenarios, endeavouring to excel in all dynamics (Quinn R, et al 2015).

Now, therefore, the world is dynamically proceeding and the working environment is fast changing for the chief Leaders. The libraries and book shelves are full of books with concepts of Leadership and its application paradoxically in a complex manner. What is the role of the effective leader in this dynamic world and dynamic working environment is the major puzzle in the mind of major leaders? Do leaders properly recognize their role and do they focus on their role for their effectiveness and efficiencies in business organization? This is, therefore, the target question to be investigated and answered in this piece of project work by taking empirical evidence of commercial banking industry of Ethiopia by zooming in to the private banks. Leadership role is thus the focal question on board to be discussed and questioned in this piece of project work.

1.2. Over view of the Ethiopian Banking Industry

The history of banking in Ethiopia goes back to the beginning of 20th century. The agreement that was reached in 1905 between emperor Menelik II and Mr. McGillivray, representative of the British owned National Bank of Egypt marked the introduction of modern banking in Ethiopia, Mauri, (2003).

Since then the Ethiopian banking sector went through different chapters. During the emperor Haile Selassie, it was an era of competition, booming and there were foreign banks including the Italian and British Banks. The socialist Regime nationalized everything and the competition was highly suppressed.

For the first time, after the emperor regime, in 1994 the private sector allowed to participate in the banking and insurance business. The number of banks active in the economy before the 1974 revolution were nine with a total of 113 branches all together (Alemayehu, 2006).

Consequently, after the proclamation, Awash International Bank the first private bank since the economic policy reform was established in 1994, then Dashen Bank, Bank of Abyssinia, Wegagen Bank, United Bank and Nib International Bank were established from 1994 to 1999. As a second batch, another six private banks were established from 2005 to 2009 after six years of the first batch establishment which encompass Cooperative Bank of Oromia, Lion International Bank, Zemen Bank, Oromia International Bank, Buna International Bank and Berhan International Bank respectively according to the order of their establishment time. Finally, another four private share company banks established and became operational from 2010 to 2012 as a third batch of private bank which are, Abay Bank, Addis International Bank, Dehub Global Bank and Enat Bank. In total, banks operating in Ethiopia until 2019/20 are 18 including the two public banks namely CBE and DBE after the merger of CBB with CBE. The Banking industry is a lucrative industry in the country with a potentially ample number of banks are preparing to join the competition. In a very near future expectation of foreign banks with strong capital and technology is immense to join and stiffen the competition which definitely requires the up to it leadership preparedness and development.

In nutshell, the Ethiopian banking industry has a total of 18 active players as of June 2020 and a potential over ten newly organizing banks with about 5,957 Branches, 119,261 employees, about Birr 742.7 billion deposits, about Birr 1,034.5 billion outstanding loan, about Birr 82.1 billion paid up capital and profit of Birr 33.3 billion as June 2020.

1.3. Statement of the Problem

The concept of Leadership, its dynamics, practice, role and effectiveness differ as that of the definitions of Leadership. Scholars who approached the analysis of Leadership effectiveness and its role, usually conceptualize the leadership effectiveness from their point of understanding has presented above. Most researchers evaluate leadership effectiveness in terms of the consequences of influence on a single individual, a team or group, or an organization, based on the outcome of the target, leader's role focus and determination.

The most commonly used measure of leader effectiveness is the extent to which the performance of the team or organizational unit is enhanced and the attainment of goals is facilitated. Follower attitudes and perceptions of the leader are another common indicator of leader effectiveness. Leader effectiveness is occasionally measured in terms of the leader's contribution to the quality of group processes, as perceived by followers or by outside observers. A final type of criterion for leadership effectiveness is the extent to which a person has a successful career as a leader in the process of organizational achievement.

Thus, what is the role of the Leader that he/she has to focus while targeting organizational achievement and effectiveness?

According to Quinn model (2015) the Role of a Leader is about Collaborating (participation, openness, commitment and morale), Creating (innovation, adaptation, growth and resource acquisition), Competing (productivity, accomplishment, direction and goal clarity) and controlling (stability, control, documentation, and information management). This is the formwork which extends from internal to the external environment management and from high flexibility to a strong all rounded control role of the leader which needs a particular focus for the achievements of goals and objectives that is set for organization to be achieved in a given period of time with limited resources.

As we, the living professionals, are a witness today the business world is becoming so competitive than ever before fuelled by a much widening globalization, communication technology advancement, and business internalization. The likes of rationality or process management character of a leader are becoming too old to compete in the global market which is becoming closest to individual's front door today. Thus, the leader's talent is more than creativity, innovation, marketing and the like these days and become about role identification and getting strong preparation to live in the big challenge.

Globally, a plethora of researches have been conducted on role identification of Leadership and about their focus (Mohona, 2018; Amanda Et al, 2008; Quinn, 2015; Leonard 1988). There are also similar works that have been done in Africa in general and in Ethiopia in particular, (Adare and Et al 2016) using the Quinn model in the context of public organizations.

It is believed that for the effectiveness of a leader in an organization there must be a clear role that a leader has to play in an organization and it is very important that the roles have to be focused which this project work is intending to investigate. The major purpose of this work is to check whether the top-level Leadership understand, care and follow the concepts of leadership as it is developing globally since the second half of the 20th century and much deepening in this 21st century. Most of all, the intention is to identify the critical role of the leader in the Ethiopian Banking Industry and to check whether the Leaders realize their role and if they focus their role or not and to recommend what to do which actually incorporates critical definitions of leadership and role identification of the leaders and measuring whether they focus to their role that can be inferable from the sample taken to the entire industry's leader population.

Now, therefore, to the best of the researcher' knowledge, no research has been conducted in the context of the Banking Industry using the Quinn, et, al Model in Ethiopia or Eastern Africa. Thus, given no or few paperwork on the area of leaders' role focus on the banking industry particularly for that of the banking industry of Ethiopia, this piece of work (project work) shall narrow the

knowledge gap in the industry and it will be the first of its kind in the Ethiopian banking industry and in the private business organization. Thus, to point out the target, we focus to basically identify the role of the leader, check whether the leaders know their role; focus it, and the contribution of the same on the leader and organization effectiveness.

1.4. Basic Research Questions

The central research question for this study is “Do Leaders in the Ethiopian banking Industry properly recognize their role and focus?”

Particularly, the project work critically investigates into the following questions on the role identification of the leaders and focusing their role in the Ethiopian Banking Industry with the special focus to the private banks of the financial sector.

- i. What is the role of leaders for effective leadership?
- ii. Do leaders recognize their role after all?
- iii. If they know do leaders focus their role?

1.5. Objective of the Study

1.5.1. General objective

The general Objective of the study is to empirically examine the role of leaders and whether leaders identify and focus their role by taking the case of Ethiopian Banking industry.

1.5.2. Specific Objective of the project work

- i. Identify the role of leaders in Banking Industry,
- ii. Explore whether leaders focus their role,
- iii. Identify if the Banking sector leaders recognize their role,

1.6. Significance of the Study

This project work is believed to provide relevant information on the role of leadership and how the focus of leaders on their role is important for the effectiveness and efficiency of leaders and the organizations they lead. It is believed that critically identifying the role of business leaders in this 21st Century and strict focus to their role matter a lot for the business growth of organizations. This project outcome shall be significant for the leaders and even followers to identify leader's role and leader's role focus. It will also serve for future research works as a bench mark to expand on and to fill the research gap on the area, contribute to the knowledge on the role of leaders and their role focus visa vice the existing knowledge. It can also help researchers to expand their knowledge on the area of banking leaders specifically of the Ethiopian banking Industry which is well booming to help for better productivity. This work can be significant to be an addition to the existing literature with different and specific view.

1.7. Scope of the Study

The scope of the project work is conceptually leaders' role focus. Ethiopian Banking industry with a focus to the private bank is made even not financial sector as it excludes Insurances and Microfinances due to the time limitation. It bases itself on the sample bank leaders of the Banking industry chosen on convenience basis. The study is a cross sectional one. Geographically, the study confined itself to Addis Ababa as the headquarters and the target leader respondents are found in the city.

1.8. Limitation of the Study

This study has various limitations. The primary limitation was the industry specificity which narrowed the robustness of the outcome which might have revealed more points of leadership roles in the financial sector of Ethiopia which is limited only to the banking industry in this case.

Yet due to the time limit it was difficult to involve more numbers of leaders in the study which would have more impact of inferencing on leader's role. The same analysis can also be seen using the Q- Methodology which needs longer period to study the subjectivity of leaders' role perception, the life lived of the leaders in their role of leading. Another limitation is the scarcity of the reading materials related to the third world in general and the Ethiopian Banking industry context in particular. The references are western references which are always not that relevant to our version. The other limitation of the study is limited only to the banking industry with minimum sample size. The result would have been more power of inferencing if all bank leaders involved or the large sample is taken from the financial sector including insurances, microfinances and other finance sector players.

1.9. Organization of the Study

This paper is organized into five chapters. Following this introduction part, chapter two presents the review of related theoretical and empirical literatures regarding the role of Leaders and their role focus link with an insight to the applied model. Chapter three basically presents the Methodology employed. Chapter four presents' discussion and results and its interpretation and chapter five provides conclusion and implications based on the findings. Finally, references and annex followed.

APTER TWO

REVIEW OF RELATED LITRATURES

2.1. Theoretical Review

Leadership in general and the role of leadership in particular is becoming important and pertinent topic for sustainable businesses and organization development these days than ever before. Based on these circumstances, there are a number of angles that the term leadership is defined. Few of these outlooks are presented as follows. According to (Conger, 1992) Leaders are individuals who establish direction for a working group of individuals and who gain commitment from this group of members to establish direction and who then motivate members to achieve the direction's outcomes.

The term leadership can be seen from multiple angles and impressions yet. Conventionally, leadership is a set of characteristics possessed by the leader or it is a social phenomenon that comes from the relationship to different set ups (Yukl, 1989).

These impressions can give various thoughts about the definition of leadership. It is an ongoing argument that whether the leadership comes from the personal qualities of a leader or a leader makes followership through what she /he does or believes (Grint, 2004). (Grint 2004), in addition, questions whether a leadership is a person in charge, which indicates a position problem with the leadership on top. This highlight, is leadership a person with the true authority to decide or implement, or is it only a person in front who takes her/his directions for someone? Recent reviews take leadership as “a process whereby an individual influences a group of individuals to achieve a common goal (Northouse 2006). Another view about leadership is that “leadership is like the abominable Snowman whose footprints are everywhere but who is nowhere to be seen” (Bennis and Nanus 1985).

Regarding Leadership Definition, Stogdill (1948) for instance concluded that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept". While (Peter F. Drucker, 1996) sums up that: "The only definition of a leader is someone who has followers". According to (Yukl, 1989), leadership is about gaining followers which requires influence but doesn't exclude the lack of integrity in achieving this". Some theorists believe that leadership is not different from the social influence processes occurring among all members of a group and others believe that leadership is everything someone is doing in order to lead effectively. According to (Yukl, 1989), "Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives."

(Northouse, 2016) define leadership as "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal." Northouse summarized the above definition after comparing the evolution of the definition of leadership from 1900 until this 21st century.

Despite the multitude of ways in which leadership has been conceptualized, one can simply draw the following components and can be identified as central to the phenomenon: (a) leadership is a process; (b) leadership involves influence, (c) leadership occurs in groups; and (d) leadership involves common goals. Based on these components, the following definition of leadership can be coined out of the above presented multiple outlooks of definitions of leadership:

In general, leadership /leader is either a person who has power and has authorities to take verdict and also in charge to implement her/his decisions or a process having a set of other authoritative process about organizational, personal or social process of influence for which the groups, teams or organizations can do more to increase their ability. The selection of the leader not only depends on the personal characteristics of the person, but also, on the social and cultural factors along with his/her exposure towards life (Bolden, 2010). Now, therefore, we consider the definition of (Northouse, 2016) while dealing with the role of leaders throughout this work.

2.2. Organizational Leadership

Organizational leadership is not a special magic that one person possesses and others don't. It is not also all that the follower take boss's order and then observed by the boss that whether the follower obeyed the boss's order. The leadership of an organization is rather, an ability of leader to generate and protect the company benefits by grasping followers' interest and company goals and bringing them together to work in a better environment to achieve the common goals (Sansom, 1998). Organizational Leaders help employees to work in a challenging working environment and bring a fruit for the organizations as well.

Dunphy and Stace describe an organization leadership as a person who can promote change in an organization by its vision and strategy (Dunphy and Stace 1994 in Senior and Fleming 2006). The role of leadership is becoming very curtail in this era of stiff competition, dynamic customer demand, and highly melting working environment under the force of fast expanding globalization. Hence, strategic leadership is crucially important for business companies, who is well capable to forecast the important choices and changes, in advance and assure required commitment of his follower and create suitable atmosphere for worker and teams to understand and adopt these changes successfully. This action by leaders is decisive not only for the effectiveness of the organization but also for its very survival (Bass, 1990).

As a strategic business process is a pre-condition for business goal, the strategic role of leader is crucial for organizational success and business sustainability. From allocation of resources to alignment of organizational systems, perception of thing to decide future focusing, commitment and motivating the teams to get the goals of an organization, to confirm the sustainable growth, it is a leadership whose footprints are everywhere (McGuire, 2003). While dealing with kinds of Leadership one can present different types of leadership such as Visionary leadership, innovative leadership and the like. However, as our attention is organizational leadership, we shall zoom in to this organizational leadership concept throughout this piece of work.

2.3. Theories of Leadership

There are various theories of leadership developed by scholars to explain and identify the characteristics of leadership in an organization particularly regarding their effectiveness in organization leadership. Among these theories, the following are the major one as their area of attention is organizational leadership and few of them are briefly presented here under.

2.3.1. Traits Theory

Fundamental to this theory was the idea that some people are born with traits that make them natural leaders (for example, the Great Man). Leadership area research, generally, found only a weak relationship between personal traits and leader's success. The diversity of traits that effective leaders possess indicates that leadership ability is not necessarily a genetic endowment.

For instance, personality traits (creativity and self-confidence); physical traits (age and energy level); abilities (knowledge and fluency of speech); social characteristics (popularity and sociability); work related characteristics (the desire to excel and persistence against obstacles) are among the traits of leaders identified by different scholars. Stogdill (1948) identified several traits that appeared consistent with effective leadership though the importance of a particular trait was often relative to the situation. Thus, possessing certain personal characteristics is no guarantee for success.

Studies have shown that some personal traits do indeed seem to contribute to effective leadership. In 1991, Kirkpatrick and Locke identified a number of personal traits that distinguish leaders from non-leaders. Some studies focused on followers' individual perception of who is a leader in terms of personality traits (intelligence, masculinity, and dominance). Trait research has been an important part of leadership studies till present. Many still contend that some traits are essential to effective leadership, but only in combination with other factors. Some of the traits considered essential are self-confidence, honesty, integrity and drive. Yukl 1989, on the other hand presents five big

personality traits as:

- Surgency: Extroversion (outgoing), introversion, energy (activity level) and need for power (assertive)
- Conscientiousness: dependability, personal integrity and need for achievement
- Agreeableness: Cheerful and optimistic, nurturance (sympathy, helpfulness)
- Adjustment: Emotional stability, self-esteem and self-control
- Intellectance: curious and inquisitive, open minded and learning oriented
- In general, trait theories tried to identify the characteristics of individuals which leads to a great leadership and wanted deep into the investigation as presented here above.

2.3.2. Leadership Behaviour Theories

The Leadership Behaviour theory is developed due to the inability to define effective leadership based on personal traits. These theories in turn tried to uncover the behaviours that leaders engage in for the best performance of an organizations. Since behaviour can be learned more readily, implies that leaders can be trained which focused on the way of doing things, enables leadership to be available to all. In the 1930s, emphasis on behaviourism moved leadership researchers in the direction of leadership behaviour. Among the studies of this leadership behaviour some of the research areas are presented in the following sections.

2.3.2.1. Situational and Contingency Theory

- (i) Fiedler Model

Fiedler presents the contingency or situational theory of leadership by highlighting the three important factors which has effect on the performance of leaders. (i) Leader-Member Relations: This defines that what are the relations between led and the leader and up to what extent the employees have trust on their leader's and how much the leader can attract his/her employees and

subordinates and up to what level the leadership is a source of inspiration for the employees.

(ii) Task Structure: This factor talks about the nature of jobs for employees whether they are routine or non-routine, in order to manage and get the maximum output of employee's work.

(iii) Position Power: The position power is the power of leadership which she/he has in the organization. The leadership with the power of decisions and their implementation is needed to handle and manage the organizational issues with confidence (Fiedler, 1996).

According to (Northouse, 2016) "Situational Leadership is a prescriptive approach to leadership that suggests how leaders can become effective in many different types of organizational settings involving a wide variety of organizational goals. This approach provides a model that suggests to leaders how they should behave based on the demands of a particular situation."

(ii) Path-Goal Theory

The Second situational leadership theory is the Path Goal theory which claims that the most successful leaders are those who keep their employees and subordinates motivated defining and making the path of work clear to them through their clear vision. The main characteristics of a leadership according to this theory are to motivate their teams to meet the organizations goals by keeping control on the outcome of their work and activities. Leaders also appreciate the employees and give rewards on their good work, and to raise and maintain the enthusiasm by giving them confidence about their ability as well as to work (House 1971).

2.4. Charismatic Leadership

According to (Northouse, 2016) and (Yukl, 2010), Charismatic leadership has for long been of great interest to researchers studying political leadership, social movements, and religious cults. In recent years researchers have also studied the impact of charismatic leadership in business organizations. Charisma is difficult to define. It has been called a fire that ignites followers' energy and commitment, producing results above and beyond the call of duty. Charisma is a special quality of

leaders whose purposes, powers, and extraordinary determination differentiate them from others.

Charisma:

- Is a positive and compelling quality of a person that makes many others want to be led by that person
- Is based on perceptions- the attributions made by group members (characteristics- being visionary, results they achieve)
- Involves relationship and interaction
- Charismatic means having a charming and colourful personality.

Charismatic leaders use impression management to deliberately cultivate a certain relationship with group members (take steps to create a favourable, successful impression).

They use impression management by valuing and pursuing an interrelated set of images to convey the impression that they are trustworthy, credible, morally worthy, innovative, esteemed and powerful. They also use the assertive impression management strategies of exemplification and promotion to secure and maintain desired images of themselves, their vision and organization. It is possible to classify leaders as truly and superficial charismatic leaders.

2.5. Transformational Vs Transactional Leadership Theory

Among the most influential theories of leadership in the last few decades has been the transactional-transformational theory of leadership (Bass, 1985, 1990, 1997; Burns, 1978). The transactional and transformational theory of leadership pursues to explicate the astonishing influences that certain leaders have on their followers. From these theories one can observe that transactional leaders obtain expected results from followers based on the pre agreed targets while transformational leaders look to obtain extraordinary effort, motivation, self-sacrificial character and performance from their followers and it is more of about controlling the soul and heart of their employees to deliver unexpected results in a challenging environment. Transactional leadership occurs when leader follower relationships are viewed as exchanges, in which leaders and followers perceive

each other as being potentially instrumental to each other's goals and needs, such as accomplishment of a task (Bass, 1990). By contrast, transformational leadership occurs when leader follower relationships are viewed as transcending their own personal interests to the benefit of higher order values and principles (Burns, 1978). Transformational leaders are visionary, charismatic, sensitive to individuals' needs and feelings, and inspirational. Charisma has been found to be the major component of transformational leadership (Bass, 1985). Charismatic relationships are characterized by followers' intense emotional feelings about the leader, unquestioning acceptance of leaders' beliefs, and an emotional attachment to the mission. These followers react with devotion, affection, admiration, and extraordinary esteem for their leaders. The transactional and transformational theory of leadership has been successfully applied in different organizational contexts, which adds to its construct validity.

There are four main dimensions to transformational leadership;

- **Idealized influence *or* charisma:** refers to the leader's ability to exercise intensive and diffuse influence over followers' beliefs, attitudes and behaviours. Charisma is viewed as a relationship or bond between the leader and the follower. Charismatic leaders articulate overarching goals, communicate high expectations, exhibit confidence in their followers, and establish emotional bonds with them. Charismatic leaders project a sense of power, confidence, and dynamism to other team members.
- **Inspiration:** *refers* to the behaviours of leaders that motivate and inspire followers, such as establishing challenging goals and providing meaning to the job. Inspirational leaders display enthusiasm and optimism and provide a vision of the future that is appealing to their followers. This leadership style includes communicating clear expectations about effectiveness, effort and commitment to the task at hand of the organization.
- **Individualized consideration:** refers to the behaviours of leaders who show concern for their followers' welfare and engage in frequent conversations with them. They stress the

satisfaction and wellbeing of their discussers and often act as coaches and mentors for other team members. They are perceived as friendly and approachable, and show acceptance of individuals' differences. They show active listening and delegate or involve members in challenging tasks to develop them.

- **Intellectual stimulation:** *refers* to the behaviours of leaders who often question the assumptions made by their followers, helping them to reframe problems, and to approach old situations in new ways. They stimulate creativity in the team and never criticize individual members' mistakes. On the other hand, transactional leadership occurs through an exchange between the leader and the follower in which rewards and incentives are offered in exchange for effort and compliance. The style of transactional leadership occurs in a stable working environment than difficult and challenging environment unlike the transformational leadership.

There are two main dimensions in the transactional leadership relationship;

- Contingent reward refers to those aspects of the relationship in which leaders clarify goals, talk about expected behaviours and accomplishments, and reward subordinates for expected levels of performance. These leaders see their relationship with followers as an exchange process in which their role is to assign and get agreements from followers by clarifying the rewards that will likely be obtained in exchange for satisfactory performance.
- Management by exception refers to the behaviours of leaders who often engage in corrective transactions with followers. These leaders arrange to monitor subordinates' performance and look out for errors in order to correct them. This process of searching for mistakes can be passive, waiting for errors to occur, or active, when leaders closely examine work processes so that mistakes can be prevented and corrected.

2.6. Contemporary Theories of Leadership

Leadership and its perspective outlooks are yet sprouting and the concepts about leadership are evolving. It is thought-provoking that the leadership concepts are evolving familiarized to the business nature and the working environment of business organizations in this 21st century where business organizations are in a stiff competition to survive from many dimensions.

The understanding of the concepts of leadership is under a pressure of its multitude definitions and meanings laden by the definer's life history in defining the concepts of leadership for the lack of exact definitions of leadership over a period of century. For instance, some define leadership from what they understood, internalized, shared some process or the social management activities and their experience there. Yet for others it might be the negative outlook they have in a process or scope of exposure linked with the abuse of power; positions focus on the end goal from impersonal angle. Hence, in the literature of leadership theory one can find both angles of outlook (the negative and the positives) from the definer's life experience and perception of leadership. Now, therefore, the contemporary theory of leadership, tries to reframe the concepts of leadership with a greater focus of moral discourse and social purpose moving away from the former management, production and authority focused theories of leadership.

Contemporary approaches to leadership embrace transformational leadership, leader-member exchange, servant leadership, spiritual leadership and authentic leadership in most literature with a subject of contemporary leadership. Transformational leadership approach highlights the importance of leader charisma, inspirational motivation, intellectual stimulation, and individualized consideration as methods of influence. The matching part of transformational leadership is the transactional leadership approach, in which the focus of the leader is about achieving the organization target by the employee. The leader-member exchange (LMX) approach, is a special trust based between the leader and the employee which is believed to be the tool for the effectiveness of the leader. Now adays, leadership scholars are emphasizing the importance of

servicing others and adopting a customer-oriented view in leadership. The more recent focus is on the importance of being true to oneself as a leader. Spiritual value focuses (values and scene utilization) is also getting strong attention from contemporary leadership specialization. While each leadership approach focuses on a different element of leadership, effective leaders will need to change their style based on the demands of the situation as well as using their own values and moral compass.

The definition of the 21st century as a concept of leadership therefore is attention grabbing according to (Northouse 2016, pp 29 and 30) which can be put as follows:

- ***Authentic leadership***; is an approach to the study of leadership in which the authenticity of leaders and their leadership is emphasized in the process of Leadership;
- ***Spiritual leadership***; is a leader which focuses most on leadership that utilizes values and sense of calling and membership to motivate followers;
- ***Servant leadership***; is another type of leader which puts the leader in the role of servant, who utilizes “caring principles” to focus on followers’ needs to help these followers become more autonomous, knowledgeable, and like servants themselves; and finally,
- ***Adaptive leadership***; in which leaders encourage followers to adapt by confronting and solving problems, challenges, and changes after decades of dissonance, leadership scholars agree on one thing: They couldn’t come up with a common definition for leadership. Because of such factors as growing global influences and generational differences, leadership will continue to have different meanings for different people. The bottom line is that leadership is a complex concept for which a determined definition may long be in flux.

2.7. Leaders’ Role

It is over 90 years from 1930s since the role theory has got attention from diverse background of social scientists. As the role theory was applied by different scientists of social science there was disagreements on the assumptions taken from different angles application.

Role theory, for instance is, a branch of functionalism for social scientists and it is a symbolic interactionist perspective for other applying scientists. (Biddle, 1979), begins his discussion of role theory by presenting a broad characteristic of human beings which holds important for the study of human behaviour. Biddle also presents the role concept in his synthesis of role theory. Thus, in defining role, Biddle says it is those behaviours' characteristics of one or more persons in context. According to Biddle, based on Ralph Linton conceptualization, Role theory is a normative conformity style of social interaction where individuals who occupy a given position perceive the normative expectation of their position accordingly.

2.8. Empirical Literature Review

Under this sub part we present the general and specific empirical research works on the roles of leaders in business organization. Accordingly, (Bass 1985) provides a universal theoretical framework with his 'full-range Leadership theory'. It embraces the need for both of 'transactional' and 'transformational' leadership characteristics asserting their importance to heighten performance. It provides insight into the duality that leaders face in current organizational settings (Trottier et al., 2008).

The transactional sides of leadership involve three behaviours; the first is contingent reward which is about clarifying roles and then exchanges. This is a psychic and material reward for the work done or service provided. The second is a passive management by exception which is a behaviour that intervenes only after problems occurred in the target delivery. The third is the management style which dictates and monitors performances and take corrective actions immediately as problems happens and this is called active management by exception.

On the other side, Transformational Leadership embraces four behaviours in the process of influencing. The first is the leader's attribute that lead the followers to compute their leaders, this kind of leadership motivates follower's confidence, loyalty and the like. This sort of leadership is called Idealized influence Leadership. The second behaviour of Leadership is an influence which

leaders show their followers such as appealing vision and known as Inspirational motivation. The third is Individualized Consideration which is the behaviour of the leader that requires the leader's attention to identify and satisfy each follower need. The fourth attribute of a leader is intellectual stimulation (includes leaders' behaviour that encourages followers to view and solve the problems from new angles).

Fairholm (2007: 105-124) in his work that endeavoured to link influential theory and contemporary research works with a title 'Trans-Leadership' he compared the works of Bruns (1978) Transactional and Transformation theory with that of Bass (1985) Transformational Leadership Theory. In this Link analysis, Fairholm (2007) change and begins the first paragraph with leadership is about change. To understand the various mechanisms involved in leading changes, he looked at leadership as 'a triad of trans-leaderships'. The behaviour of leadership which usually focus on operational efficiency and effectiveness and shows the general notion that administration is about Planning, controlling and decision making and the likes. On the other hand, transformational Leadership is about emphasizing changing formations, structures and actors among others. On top of this, the character of Leader which focuses on the people side which emphasizes a moral endeavour as it encourages friendly relationships between a leader and follower. This kind of leadership behaviour is called transforming Leadership.

Similarly, Ingraham et al (2004:154-156) have made a brief review of earlier studies on leadership and proposed four broad models of leadership styles:

- a. 'Hierarchical/command/control model' (leaders have 'power-over' not 'power-with' the led);
- b. 'Transactional leadership' (emphasizes the leader-led exchange rewarding an appropriate behaviour or discouraging behaviour and activities not deemed productive);
- c. 'Transformational leadership' (deals with the leaders' behaviour to deal with changes), and,
- d. 'Integrative leadership' (claims that leadership is a function of both leader and teams' attributes).

Kouzes and Posner (2003:9) endeavoured to identify what leaders do to get extraordinary works

done in the organizations through an intensive empirical study enquiring thousands of respondents about their personal-best leadership experience in business organization. While doing on it, they did not only focus on famous leaders but on what ordinary leaders in all contexts do in business organization. At the end of their work, they found five major practices of exemplary leadership. These findings are summarized as follows. The practices and commitments of exemplary leaders are model in a way that leaders shall one; find their voice by illuminating their personal principles and set the example by aligning actions with shared values, two; inspire a shared vision (envision the future by visualising stimulating and enabling possibilities, and enlist others in a common vision by appealing to shared aspirations, three; challenge the process search for opportunities by seizing the initiative and by looking outward for innovative ways to improve; and four; experiment and take risks by constantly generating small wins and learning from experience, five; enable others to act foster collaboration by building trust and facilitating relationships, and six; strengthen others by increasing self-determination and developing competence); and encourage the heart recognize contributions by showing appreciation for individual excellence; and celebrate the values and victories by creating a spirit of working community) (Kouzes and Posner, 2003: 15; see also Kouzes and Posner 2007, 2010).

Fernandez et al (2010:310-312) presents, integrated leadership have five leadership roles that leads to improved performance. The first integrated leadership role is task-oriented leadership which focuses for goal achievements, group and individuals role clarifications, monitor compliance with rules and procedures, provide feedback, etc. the second role is; relations-oriented leadership which holds behaviours that reflect concern for the welfare of subordinates and a desire to foster good interpersonal relations among organizational members; third is change-oriented leadership, which is primarily concerned with changes and adaptation to those changes; (fourth is diversity-oriented leadership in which leaders understand and appreciate racial and demographic diversity, among others; and the fifth is integrity-oriented leadership that foster strong demands for legality fairness,

and equitable treatment of employees and service recipients and so on.

More recently, Van Wart (2013:561), in his work titled *Lessons from leadership theory and the contemporary challenges of Leaders*, has extensively reviewed an all-encompassing theories of leadership, and divided then into five dimensions: The primary dimension is titled as *Leading for results* (leaders strongly expect results and encourage developmental education and training); The second is *leading the followers* this elaborates that leaders ensure that the led are equipped with what they need to do the job. The second point by the author is *Leaders directions and training, encouragement and support, participation* which is helps the followers to deliver; the third is *leading organizations* ,leaders facilitate change—both the mission and vision, as well as the values and culture; the fourth is *leading system* requires leaders to foster self-operating systems; and the fifth is *leading with values* entails leaders to demonstrate integrity, emphasize the positive, and lead through service, spirit, sacrifices, and sustainability.

In general, the piece of research works on the framing of the roles of leaders in the business organization is massive meanwhile and over the horizon of time its observation is expanded in a number of directions, including distributive (Brown and Gioia, 2002), entrepreneurial (Osborne and Gaebler, 1993), authentic (Avolio and Gardner, 2005), integrative (Ingraham et al., 2004), affective leaders (Newman et al., 2007) leadership. There are, as well, various interpretations for each conceptualization. Distributive leadership, for instance, is branched off and includes: ‘informal leadership’, ‘followership’, ‘substitute for leadership’, ‘super-leadership’, ‘self-leadership’, ‘team leadership’, and ‘network leadership’; each with a distinct focus, though there are overlaps (Van Wart, 2012:92).

Although these immense works on the roles of leaders in business organization undoubtedly are relevant, a question arises as to whether the range of possible conceptualizations suggested by scholars holds true for banking sector managers in Ethiopia. We, therefore, argue for studying the Banking sector managers’ role conceptualizations in the context of Ethiopia. To do this, we used a

simple descriptive analysis where our banking industry leaders are visa-vice this model of leadership.

2.9. Conceptual Frameworks

The management models have been evolving since the beginning of the twentieth century (Quinn et al., 2015). According to (Melo et al, 2014) there are over 40 important management models which can be used for different perspective leadership approach analysis. Some models are formal and written and others are informal. Models helps to understand the complex reality of the real world with basic assumptions.

(Quinn et al 2015), discussed about the major four recent management models. According to the advent, these Quinn's four models can be categorized over four periods of their application: the rational goal model and the internal process model existed mostly from 1901-1925, from 1926-1950- the human relation model was in application and from 1951-1975- the open system model had been applied, from 1976-1999 'both-and' assumption and since 2000 emphasis has been directed towards complexity, ambiguity and paradox leading a complex and ever-changing organizational environments. The advent of these models corresponds with the changing situations of the century and the working environment. Accordingly, the climate, the means-ends theory, the action imperative and emphasis of each model differs. For instance, the duty of every man was to be rich. This period was the period where coal energy was replaced by oil energy following the discovery of petroleum in Texas which made petroleum the cheapest energy and there was a huge migration of population from rural to urban and there was acute financial resource supply during this period. Hence, the focus of everybody was direction, productivity and profitability.

The good symbol of the rational goal model was the dollar symbol. The rational goal model requires the leaders to focus on goal clarification, rational analysis and action taking. Hence, the period of the first quarter of the 20 century is the period of rational goal model. The reason was, the motive

behind every human kind is to be rich. On top, this period was the period of Frederick Taylor (the father of scientific management).

The Internal process model demands the leaders to focus on the controlling side of the organization. Defining responsibility, measurement, documentation, record keeping and the like. The internal process model is a professional bureaucracy and it existed in its hierarchical form and highly evolved over the first quarter of the 20th century and developed in the middle of the second quarter of the 20th Century.

Quinn noted that the Internal process is more developed after the writings of Max Weber and Henri Fayol. The great depression of the 1930s and the second World war has changed the long-stayed set ups in the western world and actually during this period (second quarter of the 20th century) the rational goal model and the internal process had been deep rooted. Thus, attention was given to the unions and labour unions which started increasing the pay check of the labour. Thus, this brought up the employees' keenness to work as their ancestors doing and in 1940s and 50s human relation attentions began developing.

The human relation model focuses on collaboration, participation, conflict resolution and consensus building. The Hawthorn studies by Elton Mayo and Fritz Roethlisberger from 1924 to 1933 according to Ronald and Malcolm is the indication for the development of the Human relation model. The human relation model was all about involving employees in the process of decision making, motivating, participation, conflict resolution and consensus building for the productivity of the individual employee and organization. This writing, however, hadn't come to the final form and only countering the means – end assumption of the rational goal model and internal process.

It is in the next third quarter of the 20th century when it was more crystalized. The best expressing symbol is the circle for the human relation model.

The open system model focuses on continual adaptation and innovation and demands the leaders to focus on political adaptation, creative problem-solving, innovation, change management and so forth in the fast interacting globalization and dynamic world than ever before. The third quarter of the 20th century is the period where the customary practice is highly changed, the presumed cheap energy price is highly hit, aerospace science is fast developed, Japan overtook the quality production and strongly interred into the western reserved seem sector such as car and television and become the most competitor in a quality product. By this period (1950-1975) the human relation and open system leadership models known very well than the rational goal model and the internal process.

The key criteria for the period of the third quarter of 20th C were competing in an ambiguous and competitive environment than ever before and being able to work adaptability and external support. The means-ends assumption is that continual adaptation and innovation lead to the acquisition and maintenance of external resources. Key processes are political adaptation, creative problem solving, innovation, and the management of change and the best symbol for the open system is amoeba which is a single cell and most adaptive cell in its environment.

The 'both-and' assumption and an era of complexity, ambiguity and paradox demands the leaders to play a wide repertoire of roles depending on what the situation demands. As organizations do have innovative working environment this period is more of adhocracy than bureaucracy and if productivity decline it is because of long period of work, stress and burnout and then it is where the leaders focus to change the situation.

During the last quarter of the 20th century the western economy in general and the American economy particularly is badly slumped and that of the Japan economy in reverse astonishingly jumped with excellence at global stage than what it was known by 1960s and before that period. Knowledge becomes the common place and physical work was less demanded and organization resizing and employment security becomes a challenge. Thus, during the fourth quarter of the 20th century particularly after 1980s it becomes clear that the old four models cannot compete with the

era of connectivity, sustainability, global competition and very much melting and dynamic world. The book by (Senge, 1994) clearly indicated this trend which stressed that the role of the leaders is about creating a conducive working environment that facilitate the learning organization. It was quite clear that, during the late 20th and the first two decades of the 21st century, during when we have long living people, smart machine and system are fast popping, the fast growing computational world and big data management, organizational super structure which enabled supper structuring activities, well connected world where the giant western economy cannot play alone, indeed the world is beyond the level where it is used to be expressed and measured by a single model.

Table 3.1: Summary of the four model’s characteristics

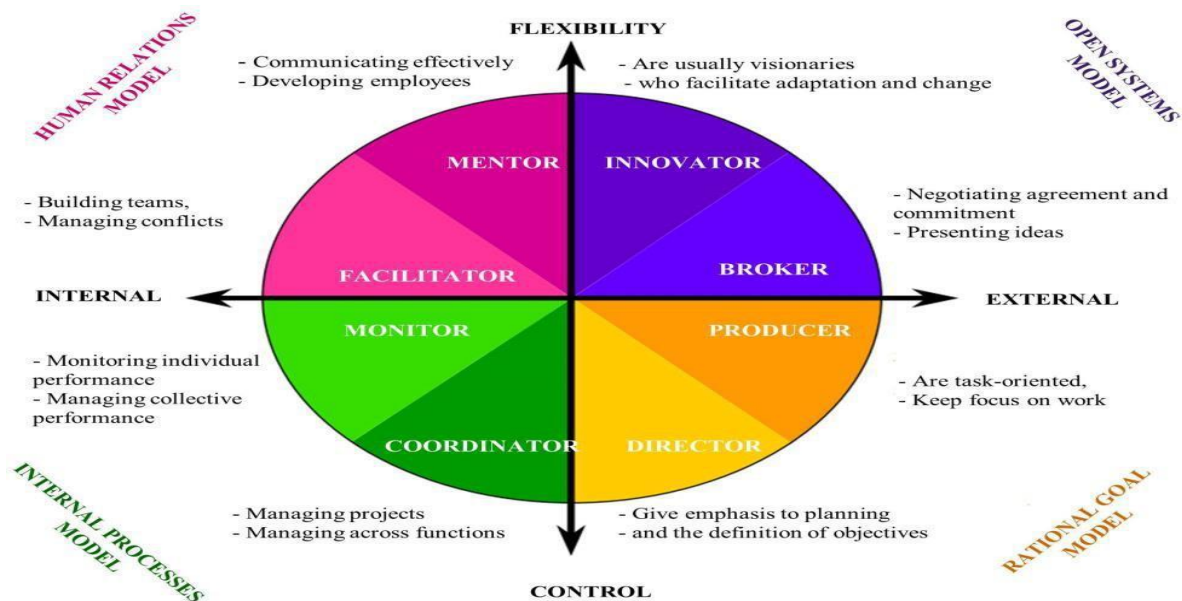
	Rational Goal	Internal Processes	Human Relations	Open Systems
Criteria of effectiveness	Productivity/ profit	Stability, continuity	Commitment, cohesion, morale	Adaptability, external support
Means-ends theory	Clear direction leads to productive results	Reutilisation leads to stability	Involvement results in commitment	Continual adaptation and innovation lead to acquiring and maintaining external resources
Emphasis	Goal clarification, rational analysis, and action taking	Definition of responsibility, measurement, documentation	Participation, conflict resolution, and consensus building	Political adaptation, creative problem-solving, innovation, change management
Atmosphere	Rational economic: “Net profit”	Hierarchy	Team-oriented	Innovative, flexible
Leadership roles	Director and Producer	Monitor and Coordinator	Mentor and Facilitator	Innovator and broker/ mediator

Quinn 2015 page 10

This model, which was considered to be one of the 40 most important models in the history of management (Rosa Melo, 2014), proposes specific relationships between the eight roles. These roles fall within the two key dimensions of management leadership (flexibility/stability and external/internal guidance) from which four quadrants are created (human relations model, open systems model, rational goal model and internal processes model).

Figure 1 shows the two key dimensions of leadership, as well as the division of the eight leadership roles into the four models. The human relations model is represented by the roles of mentor and facilitator; the open systems model is represented by the roles of broker and innovator; the internal processes model is represented by the roles of monitor and coordinator, and the rational goal model is represented by the roles of producer and director.

Fig 1: Competing Values Framework



Taken from Quinn 2015 page 15

The human relations model, which includes the roles of facilitator and mentor, gives emphasis to commitment, cohesion and morale. The premise is that involvement results in commitment and the core values are participation, conflict resolution, and consensus building. The role of the manager is to become an empathic mentor and a process- focused facilitator. According to these authors (Quinn R.E 2015), facilitators encourage collective efforts, promote cohesion and team work, and manage personal conflicts. Mentors dedicate themselves to developing people through careful guidance and empathy. In this role, the manager contributes to enhancing skills and planning the individual development of the subordinates.

From these authors' point of view (Quinn R.E 2015), the open systems model results from the need for leadership in a rapidly changing world where knowledge is vast. On the one hand, leaders have little time to devote to organization and planning issues and, on the other hand, they are forced to make quick decisions. Therefore, the key processes are adaptation, creative problem-solving, innovation, and change management. Thus, according to these authors, the manager should become a creative innovator and a negotiator who uses his/her power to have an influence within the organization. Innovators are usually visionaries who facilitate adaptation and change, while negotiators are concerned with sustaining external legitimacy and obtaining external resources. For this reason, they should have the power and ability to persuade and influence.

The rational goal model aims at productivity and profit. Thus, from this perspective, the role of the manager is to become a deciding director and a pragmatic producer. As directors, managers give emphasis to planning, the establishment of goals and the definition of objectives. In turn, producers are task-oriented, keep focus on work and show high interest and personal motivation (Quinn 2015).

In the internal processes model, the effectiveness criteria are stability and continuity, based on the premise that a clear definition of procedures promotes stability. Thus, as monitors, managers should know what happens in their units and check if people comply with the rules while, as coordinators, they should give emphasis to the organization and coordination of the team's efforts (Ibid).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

In this chapter, the research methodology used is briefly discussed. It describes the research approach, research design/type, sampling design, source of the data, data collection method, data collection instrument, method of data analysis, validity and reliability, and research ethics followed.

3.2. Research Approach

There are three basic types of research approaches; quantitative, qualitative, and mixed approach. Quantitative research approach is based on the philosophy of post positivism world view. It is also reductionist in that the intent is to reduce the ideas into a small, discrete set of ideas to test, such as the variables that constitute hypotheses and research questions. In addition, quantitative approach uses statistical methods in describing patterns of behaviour and generalizing findings from samples to population of interest, and employs strategies of inquiry such as experiments and surveys (Creswell 2003, pp. 13-15).

Therefore, by taking the research objectives and nature of the study into consideration, the study adopted quantitative research approaches from the primary data gathered by standard questionnaire.

3.3. Research Design/Type

The research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. There are three types of research design, namely; exploratory, descriptive, and explanatory (Kothari, 2004).

By taking the research objectives and nature of the study into consideration, descriptive research design is used. As stated by Kothari (2004), descriptive research studies are those studies which are

concerned with describing the characteristics of a particular individual, or of a group. Hence, in this study, it is used to describe the leaders' role focus in the Ethiopian Private Banking industry.

3.4. Sampling Design

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected (Kothari, 2004). Accordingly, the target population, sampling frame, sampling technique, sample size, and sampling procedure of the study are discussed hereunder.

3.4.1. Target Population

A population can be defined as all people or items (unit of analysis) with the characteristics that one wishes to study. The unit of analysis may be a person, individual, organization, country, object, or any other entity that the researchers wish to draw scientific inferences (Kelley et al., 2003).

There are 18 commercial banks that are operating in Ethiopia as at the end of June 2020, out of which two of them are public owned while the remaining sixteen are privately owned. However, the study considered six private commercial banks (Awash, Dashen, BOA, NIB, CBO, and OIB) as a sample from which the respondents selected. These sample private banks are the best performer of the private banks as at the end of June 2020 with a sum total of about 62% in major variables such as Deposit, Foreign currency generation, Income and the likes. The Public banks are left out due to the fact that they are considered as an outlier because of their age, structure, management size and operation size which cannot be compared to the private commercial banks in Ethiopia.

Besides, the target populations of the study are from the Executive Managements (President, Vice Presidents, and Chiefs) and Functional Department Directors of the respective private commercial banks. As per the information obtained from the banks' Human Resource Department, there are 173

Executive Managements (President, Vice Presidents, and Chiefs) and Functional Department Directors in the sampled six Private banks as of June 2020. The researcher selected the positions, for the reason, these are found in the executive and top management level and have a high leadership exposure and quality as compared to other levels of management in the industry.

3.4.2. Sampling Frame

The sampling frame for any sample is a complete list of all the cases in the population from which the sample will be drawn (Saunders et al, 2000). In view of that, the sampling frame for this study is drawn from Executive Managements (President, Vice Presidents, and Chiefs) and Functional Department Directors.

3.4.3. Sampling Technique

In this study, the stratified and purposive sampling techniques are used in combination. The researcher preferred stratified sampling technique based on Kothari (2004) statement that, “If a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample. In this technique population is divided into several sub-populations that are individually more homogeneous than the total population (the different sub-populations are called strata)”.

Therefore, even if different strata or managerial positions are in application in the industry’s organizational structure, in this study, 2 positions: Executive Management i.e. President, Vice Presidents and Chiefs; and Functional Department Directors are taken as the strata. In general, since each stratum is more homogeneous than the total population, the researcher is able to get more precise estimates of the sample for each stratum and by estimating more accurately each of the component parts and get a better estimate of the whole; in brief, stratified sampling results in more reliable and detailed information (Kothari, 2004).

Besides to the stratified sampling technique, purposive sampling technique is used to select the respondents from each stratum. This technique is needed to choose members of the population to

participate in the study purposively based on researcher's own judgments to answer research questions and/or achieve research objectives.

3.4.4. Sample Size

As a general rule, one can say that the sample must be of an optimum size i.e., it should neither be excessively large nor too small (Kothari, 2004). Sample size can be determined using certain formula in the case of quantitative study, whereas, in qualitative study, determining sample size is entirely a matter of judgment, there are no set rules (Cohen, Manion, and Morrison, 2000).

Thus, to get a representative sample for the population, Yamane (1967) finite and large population sample size formula with 95% confidence level was employed. The formula used to obtain this sample size is presented below:

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

Where: n represents sample size, N represents total number of population size, and e represents sampling error/level precision

According to the information obtained from HRM Department of the respective banks, there are a total of 173 executive Management and Department directors as at the end of June 2020.

Therefore, based on the above formula the sample size of the study is 121 leaders.

$$n = \frac{173}{1 + 173(0.05)^2} = \underline{\underline{121}}$$

Following the sample size determination, the researcher was allocated the sample size of each stratum through the method of proportional allocation under which the sizes of the samples from the different strata are kept proportional to the sizes of the strata. In order to do so, proportionate stratified sampling (PSS) formula ($n_i = N_i/N * n$) was used.

Where: n_i represents sample size taken from each stratum, N_i total no. of population of each stratum, n total sample size of the study, and N total population size

Table 4.1: Sample Size of the Respondents from each Stratum

Strata by Position	Total no. of leaders on June 2020	Sample Size From each position $n_i=N_i/N*121$
Executive Managements	51	36
Department Directors	122	85
Total	173	121

Table 4. 2: Sample Size of the Respondents from each bank from each stratum

S/n	Name of Banks	Strata by Position	Total no. of leaders at June 2020	Sample from each position from respective bank $n_i=N_i/N*121$
1	Awash	Executive Managements	8	6
		Department Directors	23	16
2	Dashen	Executive Managements	10	7
		Department Directors	27	19
3	BOA	Executive Managements	11	8
		Department Directors	17	12
4	NIB	Executive Managements	5	3
		Department Directors	22	15
5	CBO	Executive Managements	9	6
		Department Directors	17	12
6	OIB	Executive Managements	8	6
		Department Directors	16	11
	Total		173	121

Thus, as indicated in the above table, using proportional allocation, the sample sizes for executive management and department directors are 36 and 85, respectively which is proportion to the sizes of the strata viz., 51 and 122.

3.4.5. Sampling Procedure

The researcher targeted the leaders/managers operating in six private commercial banks from the executive management, department directors, and division managers. Accordingly, from the total population of 173 executive management and department directors of the six banks, 121 are taken as the sample size. To ensure that all the various groups in the sampling frame are surveyed, the researcher used stratified sampling technique. By using this technique, the researcher grouped them into homogenous groups (strata) i.e. executive management and department directors. Following the classification of the population into homogenous groups (strata), the researcher employed proportionate stratified sampling technique to allocate the sample size of each stratum through the method under which the sizes of the samples from the different strata are kept proportional to the sizes of the strata. Then, the non-probability method which is purposive sampling technique is employed to choose the respondents among the strata based on the judgments of the researcher; because this sampling technique helped to capture the opinion and judgments of management towards the subject matter.

3.5. Data Sources and Types

The study used both primary and secondary source of data. The primary source of data is the response collected from the leaders (Executive Management and Department Directors) of the six private commercial banks.

According to the National Bank of Ethiopia's Directive No.SBB/71/2019 number 2.15 to 2.17 executive management or senior executive management are those who are hired and report to the President of the bank and report to the Board of Directors. Thus, Senior Executive Managements are those members of the management directly report to the President or Chief Executive Officer of the Bank and those departments functionally reporting to the Board of Directors. The rest are departmental directors leading the functional departments. In this research, Senior Executive Management (Presidents, Department Directors Directly Reporting to the President of respective

banks, department directors functionally reporting to the Board of Directors such as Internal Audit, Risk and Compliance departments) and Functional department directors leading their respective departments are involved.

3.6. Data Collection Instrument and Procedure

The study is depended on primary data which collected through self-administrated questionnaire. A questionnaire is a research instrument consisting of a set of questions (items) intended to capture responses from respondents in a standardized manner (Sauders et.al, 2003). The questionnaire is prepared in line with the objectives of the study and structured into two sections. The first section of the questionnaire is concerned with obtaining some demographic characteristics about the respondents. While, the second section of the questionnaire is dealt with the subject matter. The questions are structured in close-ended type and responses to the questions are measured by Likert scale of seven rating scale where: Almost Always= 7; Very frequently= 6; frequently=5, occasionally = 4; Seldom =3; Very Seldom=2; and Never=1. The Likert scale is used to make the questions easier for respondents to answer in a simple way and permit an efficient use of statistics for the interpretation of data. The questionnaire designed in English language for all.

Following the approval of the questionnaire by the advisor and internal examiner, the instrument was pilot tested. Subsequently, upon the completion of pilot testing, the questionnaire was edited based on the respondents' feedback and distributed to the sampled leaders in the respective banks.

3.7. Validity and Reliability

Validity and reliability of the measures need to be assessed before using the instrument of data collection (Hair et al., 2003). Validity concerns whether an instrument can accurately measure, while reliability pertains to the consistency in measurement. Therefore, in this study the reliability and validity were tested as follows;

3.7.1. Validity

Validity is the degree to which a measure accurately represents what it is supposed to. It is concerned with how well the concept is defined by the measure(s). There are three types of validity: content validity, predictive validity, and construct validity. The content validity is the assessment of the correspondence between the individual items and concept. Validity is the criteria for how effective the design is in employing methods of measurement that will capture the data to address the research questions (Kazi, 2010).

Therefore, in this study in order to assure the validity of the research instrument, various relevant literatures and different previous research questionnaires were used. Also, the research advisor and the internal examiner were critically checked for the validity of the questionnaire. As well, the draft survey questionnaire was pilot tested with at least 10 respondents in order to assure that the instrument is clear and unambiguous. Then, following the above-mentioned means and pilot testing, the researcher incorporated the feedback of the respondents into designing of the final survey questionnaire. So, after passing this all process, the research instrument was distributed to the respondents.

3.7.2. Reliability

The reliability of a measure indicates the stability and consistency with which the instrument measures the concept and helps to assess the goodness of a measure (Zikmund, 2003). In this study, the reliability of the items in the instrument was measured using Cronbach's alpha which is the most frequently used reliability test to measure internal consistency when using the Likert scale. According to Sekaran (2003), the closer the reliability coefficient gets to 1.0, the better it is, and those values over .80 are considered as good. Those values in the .70 are considered as acceptable.

3.8. Data Analysis Methods

The primary data collected through self-administrated questionnaire was analysed using both descriptive analyses. In order to do so, Statistical Package for Social Sciences (SPSS) software version 23 is employed. In order to test the reliability of the instrument Cronbach's alpha tests is used.

Descriptive statistics is used for analysis purpose. Accordingly, as the data collected is both quantitative and qualitative in nature; thus, it is analysed by using descriptive analysis techniques such as frequency (number) and percentage. At the end, the analysed data is presented by using table and figure.

3.9. Ethical Consideration

In the context of research, ethics is defined as the appropriateness of the researcher's behaviour in relation to the rights of the participants or subjects of the research work (Saunders, Lewis, and Thornhill, 2009). Therefore, this study was governed by the general rules of research ethics in such a way that, the respondents are requested to provide information on voluntary basis, there is prior communication about the purpose of the study, and confidentiality of the information is guaranteed. Furthermore, attempts were made to bring clarity in the questionnaire to best fit with the industry context. Lastly, the questionnaires were distributed only to voluntary participants.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Introduction

Under this chapter, the results and discussions of the study based on the theoretical framework presented and the primary data gathered from the sample selected Bank Leaders is discussed and presented. Relevant data through survey from Executive Management (President, Vice Presidents, and Chiefs) and Functional Department Directors is collected using a standard questionnaire and analysis is conducted by using SPSS version 23.0. First, the demographic characteristics of the study sample are described, followed by the analysis of descriptive statistics of the Leaders Role focus: The core variables to be measured as a leaders role were, Collaborating (participation, openness, commitment and morale of the employee), Creating (innovation, adaptation, growth and resource acquisition), Competing (productivity, accomplishment, direction and goal clarity) and Controlling (Stability, control, documentation, and information management).

4.2. Response Rate

The primary source of data was collected from the leaders (Executive Management and Department Directors) of the six sampled private commercial banks by distributing 121 survey questionnaires. Among the targeted participants, 92 of them responded the survey questionnaires. Therefore, the response rate is 76% which is believed to be an acceptable response from the existing challenges of getting research questionnaire back even during a normal time as the approached targets are busy personality. On top of that as the timing of this questionnaire distribution was during a high rate of the pandemic, when it is difficult to access leaders, it was very challenging to access the respondents and hand over the hard copies of the questionnaire. Accordingly, the questionnaire has been

collected through friends and co-operators. Thus, the analysis is based on the response of the 92 respondents out of the approached 121 target population.

4.3. Reliability

In attempt to get more realistic tools, the researcher used a standard tool developed by Quinn, (Quinn. et- al, 2015). The competing values competency questionnaire has continuous scale from 1 to 7. The reliability of the instrument is checked for internal consistency and the study’s appropriateness of the methodological procedure and how the research questions could be answered according to the research design.

Cronbach’s alpha reliability coefficient normally ranges between 0 and 1. The closer Cronbach’s alpha coefficient to 1.0 shows greater internal consistency of the items in the scale. George and Mallery (2003) provide the following rules of thumb: > 0.7 => Acceptable.

Table 5.1: Reliability Statistics

S. No	Construct	Cronbach's Alpha	N of Items
1	Collaborate	.907	25
2	Control	.901	25
3	Compete	.902	25
4	Create	.900	25
	Overall Reliability Statistics	.973	100

The above table indicates that excellent internal consistency of the items in the scale. Therefore, the research instrument is reliable to measure the intended target.

4.4. Demographic Characteristics of Respondents

A total of 92 leaders (Executive Management and Functional Department Directors) of the six private commercial banks were participated in the study. Out of the 92 respondents, 80(87%) were male and 12(13%) were female. We can see that the gender proportion of the executive and top management of the Ethiopian Banking Industry is male dominant. Majority of the respondents are

in age group of 36-45 (51.1%) 47 of the 92 respondents' number wise. From the total Respondents 25 (27.2%) are between the age of 46-55. Out of the respondents a leader in the age group of 25-30 are only 19 (20.7%). The age group above 55 age is only one out of the 92 respondents. The education demography shows, 29 (31.5%) participants have MA/MBA/MSc level and 59 (64%) responded in the category of other. Respondents in the range of BA/BSc are 4 in number (4.3%). Position wise majority 74 (80.4%) of the participant are Department Directors and the rest are executive management (President, Vice President and Chiefs).

The following table shows the detail of the demographic presentation of the respondents.

Table 5.2: Demographic Characteristics of respondents

Gender		Frequency	Percent
Valid	Female	12	13.0
	Male	80	87.0
	Total	92	100.0
Age		Frequency	Percent
Valid	25-30	19	20.7
	36-45	47	51.1
	46-55	25	27.2
	>55	1	1.1
	Total	92	100.0
Education		Frequency	Percent
Valid	BA/BSc	4	4.3
	MA/MBA/MSc	29	31.5
	Other	59	64.1
	Total	92	100.0
Position		Frequency	Percent
Valid	Chief	8	8.7
	Director	74	80.4
	President	4	4.3
	Vice President	6	6.5
	Total	92	100.0

4.5. Descriptive Statistics

The competing values framework offers future managers a foundation for analysing, understanding and executing the behaviour that will achieve positive performance, productivity and profitability

in the business working environment of this 21st century. The Competing Values Framework asks the question, “What makes a Leader effective in their organization?”. The framework assists leaders of organizations to work in comprehensive and consistent ways to improve overall performance. This leads to identify the leader’s role that a given leader has to play primarily for the productivity of the organization he or she is leading. Competing Values frame work analysis in detail the behaviours of a leaders over the past about 120 years and developed the competing values where the leaders need to focus for the effectiveness of organization, productivity of its followers and the profitability of its organization. In the following section of the document the major variables in the competing values framework are analysed based on the respondent’s response on major variable.

4.1.1. Validity Test

Convergent Validity, the validity test revealed that all dimensions of CVF are significantly correlated to each other.

Table 5.3: Descriptive statistics of the Response

	N	Mean	Std. Deviation	Variance
Collaborate	92	5.56	.585	.342
Control	92	5.45	.612	.375
Compete	92	5.47	.600	.360
Create	92	5.41	.589	.347
Valid N (listwise)	92			

4.1.2. Collaborate-focused Competencies

The Collaborate quadrant is a human relations model that emphasizes commitment, cohesion, morale of the human resources, and training. This concept was highly attention grabbing in the second quarter of the 20th century. The quadrant represents a cross between an internal, person-oriented focus and a flexible, change-oriented organizational structure. The means-ends assumption

is that involvement results in commitment, and the key values are participation, conflict resolution, and consensus building.

Of the five collaboration focused competency questions, respondents’ managing groups and leading teams’ role (5.8) and communicating honestly and effectively role (5.7) were higher than the other collaboration roles. The overall collaborate-focused competency score is 5.6. This implies that leaders/managers have successfully engaged in Creating and Sustaining Commitment and Cohesion very frequently in the Ethiopian Banking Industry. The Table below presents the mean results of the respondents with a focus on the collaborate questions of the standard questionnaire.

Table 5.4: Mean of descriptive Statistics for the collaborate Variable

Collaborate	Mean
Understanding Self and Others	5.6
Communicating Honestly and Effectively	5.7
Mentoring and Developing Others	5.5
Managing Groups and Leading Teams	5.8
Managing and Encouraging and Constructive Conflict	5.3
Overall Mean	5.6

The human relations part of the study model, which includes the roles of facilitator and mentor, gives emphasis to commitment, cohesion and morale that resulted in commitment and the core values are participation, conflict resolution, and consensus building. According to these authors (Quinn, 2015), facilitators encourage collective efforts, promote cohesion and team work, and manage personal conflicts. In collaboration focused role, the manager contributes to enhancing skills and planning the individual development of the subordinates.

4.1.3. Control-focused Competencies

The Control quadrant is an internal process model and adheres to a traditional notion that organizing occurs in a highly structured and hierarchical way. The Control quadrant represents a cross between an internal, process-oriented focus and a stable organizational structure.

The finding of this study shows that among the five control focused competencies, respondents' organizing information flows role (5.6); measuring and monitoring performance and quality role (5.6); and encouraging and enabling compliance role (5.6) were higher than the other two control focused roles. The overall control-focused competency score is 5.4. This implies that leaders/managers have frequently engaged in Establishing and Maintaining Stability and Continuity.

Table 5.5: Mean of the descriptive statistics for the control variable

Control	Mean
Organizing Information Flows	5.6
Working and Managing Across Functions	5.4
Planning and Coordinating Projects	5.1
Measuring and Monitoring Performance and Quality	5.6
Encouraging and Enabling Compliance	5.6
	Overall Mean 5.4

This result shows that managers frequently check if people comply with the rules while and give emphasis to the organization and coordination of the team's efforts.

4.1.4. Compete-focused Competencies

The Compete quadrant is a rational goal model that emphasizes profit and bottom-line measures and is underlined by the concept of rational action. The Compete quadrant represents a cross between an external, organization-oriented focus and a focused organizational structure.

In this study compete focused competencies were assessed and respondents' Fuelling and Fostering Innovation Negotiating (5.6); and Agreement and Commitment role (5.6) were relatively higher than the other two compete focused roles. The overall compete-focused competency score is 5.4. This implies that leaders/managers have frequently engaged in Improving Productivity and Increasing Profitability.

Table 5.6: Mean of the statistics for the compete variable

Compete	Mean
Using Power Ethically and Effectively	5.3
Championing and Selling New Ideas	5.4
Fuelling and Fostering Innovation Negotiating	5.6
Agreement and Commitment	5.6
Implementing and Sustaining Change	5.3
	Overall Mean 5.4

The Compete focused competencies equip managers for productivity and profit with the skill to become a deciding director and a pragmatic producer. As the result revealed, managers give frequent emphasis to planning, the establishment of goals and the definition of objectives.

4.1.5. Create-focused Competencies

The Create quadrant in CVF is an open system model that can be described as organic, flat, loosely-coupled, matrix-oriented, and temporary. The Create quadrant represents a cross between an external, organization-oriented focus and a flexible, change-oriented organizational structure.

In this study create focused competencies were assessed and respondents' Motivating Self and Others (5.7); and Managing Execution and Driving for Results role (5.6) were relatively higher than the other two create focused roles. The overall create-focused competency score is 5.5. This implies that leaders have frequently engaged in Promoting Change and Encouraging Adaptability.

Table 5.7: Mean of the statistics for the Create variable

Create	Mean
Developing and Communicating a Vision	5.3
Setting Goals and Objectives	5.5
Motivating Self and Others	5.7
Designing and Organizing	5.2
Managing Execution and Driving for Results	5.6
Overall Mean	5.5

Based on the authors' idea (Quinn, 2015), create focused competencies help leaders to devote to organization and planning issues and creative problem-solving, innovation, and change management. Thus, according to this research finding, the managers were prone to become a creative innovator and facilitate adaptation and change.

4.1.6. Competing Values Competency Summary

The CVF places each of focuses (internal vs. external and control vs. flexibility) opposite to each other in quadrant model to illustrate how the goals derived from each focus conflict with each other. Managers/Leaders prefer working as a part of a team to get things done and that they do not like working or being alone. They enjoy communicating and understanding others, naturally see the value in building relationships and gaining input from others.

Table 5.8: Summary of competency values

Collaborate	Create
Creating and Sustaining Commitment and Cohesion	Promoting Change and Encouraging Adaptability
<ul style="list-style-type: none"> ▪ Understanding Self and Others 5.6 ▪ Communicating Honestly and Effectively 5.7 ▪ Mentoring and Developing Others 5.5 ▪ Managing Groups and Leading Teams 5.8 ▪ Managing and Encouraging and Constructive Conflict 5.3 	<ul style="list-style-type: none"> ● Developing & Communicating a Vision 5.3 ● Setting Goals and Objectives 5.5 ● Motivating Self and Others 5.7 ● Designing and Organizing 5.2 ● Managing Execution and Driving for Results 5.6

Control	Compete
<p>Establishing and Maintaining Stability and Continuity</p> <ul style="list-style-type: none"> ● Organizing Information Flows 5.6 ● Working and Managing Across Functions 5.4 ● Planning and Coordinating Projects 5.1 ● Measuring and Monitoring Performance & Quality 5.6 ● Encouraging and Enabling Compliance 5.6 	<p>Improving Productivity and Increasing Profitability</p> <ul style="list-style-type: none"> ● Using Power Ethically and Effectively 5.3 ● Championing and Selling New Ideas 5.4 ● Fuelling & Fostering Innovation Negotiating 5.6 ● Agreement and Commitment 5.6 ● Implementing and Sustaining Change 5.3

Together these dimensions form four quadrants, each representing a distinct set of organizational and individual factors. They identify the criteria of effectiveness that must be pursued by organizations. What is notable about these four core values is that they represent opposite or competing assumptions. Each dimension highlights a core value that is opposite from the value on the other end (that is flexibility versus stability, internal versus external). The dimensions, therefore, produce quadrants that are also contradictory or competing on the diagonal.

The Collaborate quadrant identifies values that emphasize an internal, organic focus, whereas Compete quadrant identifies values that emphasize external, control focus. Similarly, the create quadrant identifies values that emphasize external, organic focus whereas the control quadrant emphasizes internal, control values.

Their preference for collaboration (mean=5.6) and create (mean=5.5) was relatively higher and they showed only a slight preference over control and compete (mean=5.4). The competition and analysis of the CVF assessment and subsequent reflection on the results has given a much clearer idea of respondents' leadership roles. The research revealed that respondents' have relatively much stronger preferences for collaboration and create than control and compete though very marginally.

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSION AND

RECOMMENDATIONS

5.1. Introduction

This chapter outlines the major findings (summary), conclusion, recommendations and areas for further research as presented here under. The chapter is divided into three sections based on the review of related literatures and data analysed.

5.2. Summary

The objective of the study, at the very beginning, was to identify whether the Leaders recognize their role of leadership in a business organization with focus to the Ethiopian banking industry represented by private commercial banks in the third world as it is a practice in advanced nations. For the investigation, the Ethiopian Banking Industry, the lucrative industry for investors at least over the last about two decades has been selected with a special focus on the private banks. Out of the active 16 private banks the six major players of the private banks were (about 62% share players) are sampled and the public giant, Commercial Bank of Ethiopia is left out of the analysis as it is outlier by many variables such as performance and age of operation which triples the other players by its years of operation and performances.

While investigating into the detail, there is no direct works similar with this title as long as the knowledge of the author is consulted. May be, a research work has been done on the Role of public leaders using Q-model by Adare Mitiku by the year 2016.

After a thorough review of related literatures and well framing the Quinn et al Model of competing values approach, a standard questionnaire is used to approach the target population sampled as per the procedure of the research methodology. Accordingly, the response of about 76% of the

approached leaders gave their response and all the data gathered are usable and the responses are analysed using SPSS version 23.0. The result shows on the four major variables, collaborate focused competencies which focus on the human relation management, leaders in the Ethiopian Banking Industry identify their role and frequently focusing to deliver their role. Similarly, on the area of Create (change management and adaptability), Control (Stability and continuity) and compete (organizational productivity and profitability), the selected responding leaders are replied and they are identifying their role and focusing in the range of frequently on the 7 Likert scale measure developed by Quinn et al 2015. Thus, it can be summarized that the Ethiopian Banking Industry Leaders know their role, though it is very difficult to be sure how much strongly they understand and focus from the used Likert scale analysis from what is expected of them. This is also the downside of the scale measure which is difficult to specifically see the respondent's true leadership level which can be taken as the research gap.

5.3. CONCLUSIONS

In conclusion, out of the reviews of the overall leadership role focus in the Ethiopian banking industry with the special focus to the private banks, the following points can be concluded:

- ☞ The concepts and definition of leadership is so fluid that it has been shaping itself with the change of socio-political outlooks of the working environment in the business world. It can be witnessed that over the past about 120 years the conceptualization of the leader and its role has been changing from great man leadership role understanding up to the understanding of contemporary leadership of the first quarter of the 21st century.
- ☞ Now, from the practical analysis therefore, from the total of 18 banks out of which 16 are private banks, six front runner banks are taken as a sample and their 121 leaders (executive and functional department directors) are approached with a complete response from 92 of them which is a 76%-response rate. The analysis is done using SPSS software version 23.0.

The output of the analysis shows, the reliability (internal consistency of over 90% for the four variables, strong correlation for descriptive statistics and two tail statistical analysis.

- ✎ Thus, from the analysis under chapter four above, the respondents gave their response on the four major variables as follows. They agreed on the collaborate variable which is a human relation focused, with a mean response rate of 5.6 which shows, overall leaders frequently practice the human relation handling with a maximum sub variable mean point of 5.8 for managing group and leading team to a mean point for managing conflict. Thus, the overall response for collaborate shows the very frequent or about 6 point out of the 7-point Liker scale measure.
- ✎ On the second variable, control competency, three of the five inquires show that leaders are practicing very frequently (5.6) mean point with overall mean of 5.4 which indicates that they practice control frequently or on 5 of the 7 Likert scale levels. The third is the Compete variable which is about overall productivity and profitability of the organization with the leaders practice showing only frequently out of the response given. It shows Leaders are not that strong on the competency parameter which should have been beyond frequently level of competency measure. Finally, the create competency measure shows an overall 5.5-point overall response measure which is almost frequently with a highest point of motivating self and other of 5.7 (very frequently) and a minimum of design and organize of 5.2 point which is in the range of frequently.
- ✎ From these points of understanding of leadership and its development, we can conclude that the leaders of the Ethiopian banking Industry identify their role of leadership in leading their respective organization to the level of frequently on average and very frequently out of the 7 Likert scale used from Quinn model of competing values approach of leadership roles measures.

- ↳ However, it is yet difficult that from the scale measure used, to confidently conclude, whether our leaders, understand, play their expected role, and working hard to advance their knowledge leadership as it is a case in the developed nations from where we are importing the concept and where actually the competition is fierce visa-vice our protected industry.

5.4. RECOMMENDATIONS

Based on the findings above, the following are the recommendations that can be made for Leadership policy area and Leadership practice in the Ethiopian banking Industry.

5.4.1. Recommendation for Leadership Practice

The theory, practice and the roles that the leaders are expected to play in their area of operation is found so fluid and changing over the past about 120 years at minimum. For the productivity, profitability and overall sustainable development of business organizations, the role of a leadership is so immense. Thus, the researcher recommend that leaders has to update themselves on the area of the concept and role of leaderships, particularly on the area of strategic human resource development, business creativity, innovation, strategic business sustainable development, areas of control and strategic competitiveness in the ever-stiffening competition of the business world from internal or practically from the external world. This is especially real during the melting down of competition virtually from the globalized world except the scenario after novel Corona Virus pandemic which might threaten the way of globalization which has been developing over a century. Even, with the way of life through the pandemic, the strong Leadership practice is the only solution for business organization to go through the most challenging period of human kind. Thus, leaders need to expose themselves to the concepts of leadership in an advanced way, through formal schooling if possible or through short term trainings to cope with the demanding organization leadership and to focus on their role. Thus, it is recommended that the leaders' role has to advance to the always and beyond usual level of leadership response.

5.4.2. Recommendation for Leadership Policy

The leadership policy in general and the banking leadership in particular has to be framed at national level as it is the strong means for business organization sustainable development and scarce resource productivity. This will have a competitive advantage at national level in general and business competitiveness internationalization in particular. Thus, our country needs to have a leadership development policy which properly nurture leaders on the job and off the job to cope with the ever coming nearer global competition for the benefit of national competitiveness.

5.4.3. Suggestion for Further Research Works

The limitations of the study given above have left ample room for further studies with a scope of covering the entire financial sector for more strong result in a different scenario.

A longer time period can be considered in the future so that to establish the trend in order to ensure consistency. A bank which has been in operation over a longer period of time tends to give a clear picture of the study variables as opposed to short term operation.

Different analytical tools can be used as alternative and to the specific subjective leader's role perception analysis using such as the Q-Methodology which involves in person investigations of leader's role perceptions than the Likert scale approach and descriptive.

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ANNEXES

Annex I



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
DEPARTMENT OF BUSINESS LEADERSHIP

Survey Instrument for primary data gathering on Leadership Role focus

Dear Madam/Sir,

This questionnaire is designed to gather a primary data on Leaders Role focus in the Ethiopian Banking Industry. The purpose of the work is for the research as part of the Partial Fulfilments of the Requirements for the Degree of Masters in Business Leadership.

Dear Madam/Sir, it will only take about 20 minutes to complete this questionnaire. Your participation to complete this questionnaire is believed to indicate that you consented to give us your personal feeling correctly. We consider it as we have your full attention while filling the questionnaire. Please answer all the questions by putting the number you believed suitable for each question on the left side the question i.e. from #1 up to #7 of the instruction as you feel it could correctly express your experience.

Your response will be kept confidential and will be used only for the intended academic purpose. If you have any clarity question please contact us by the address given at the end of this questionnaire.

I thank you so much in advance for your cooperation and the valuable time!

You need not write your name on the questionnaire.

Personal Information:

1. Gender: Male Female
2. Age: 25-35 35-45 45-55 >55
3. Educational Level: BA/BSc MA/MBA/MSc Other _____
4. Your Current Job Position: _____

INSTRUCTION TO FILL THE QUESTIONNAIRE

For each item, indicate how often you have successfully engaged in the activity of Leadership. Rate yourself on the following 7-point scale: Only write #1 to #7 on the left side of each questions.

Never	Very Seldom	Seldom	Occasionally	Frequently	Very Frequently	Almost Always
1	2	3	4	5	6	7

My rating

1 = Never

7 = Almost Always

How often have you successfully engaged in . . .

	1	launching important new efforts.
	2	inspiring people to be creative.
	3	encouraging people to try new things.
	4	showing an appetite for hard work.
	5	emphasizing the need to compete.
	6	seeing that procedures are understood.
	7	providing fast responses to emerging issues.
	8	keeping projects under control.
	9	developing a competitive focus.
	10	maintaining an open climate for discussion.
	11	emphasizing producing faster outcomes.
	12	making it legitimate for people to contribute their opinions.
	13	making sure that everyone has a plan to help them develop.
	14	making sure formal guidelines are clear to people.
	15	employing participative decision-making techniques.
	16	closely managing projects.
	17	recognizing people's feelings.
	18	getting people to exceed traditional performance patterns.
	19	communicating my expectation that people need to get the details of their work right.

My rating

1 = Never
7 = Almost
Always

How often have you successfully engaged in . . .

	20	emphasizing the need for accuracy in work efforts.
	21	providing tight project management.
	22	ensuring that policies are known.
	23	initiating bold projects.
	24	being aware when people are burning out.
	25	emphasizing getting work done more quickly.
	26	coaching people on career issues.
	27	encouraging people to have work/life balance
	28	identifying the changing needs of customers and others with whom I negotiate.
	29	meeting with customers and others from whom I need to obtain a commitment to discuss their needs.
	30	encouraging others to think about their career development.
	31	emphasizing accuracy in work efforts.
	32	modelling an intense work effort.
	33	starting ambitious programs.
	34	anticipating what customers and others with whom I negotiate will want next.
	35	insisting on beating outside competitors.
	36	demonstrating full exertion on the job.
	37	developing others by delegating tasks that require them to learn new skills.
	38	recognizing when one source of power is likely to be more useful than another source of power.

My rating

1 = Never
7 = Almost
Always

How often have you successfully engaged in . . .

39	deciding when a face-to-face interaction is more appropriate than an email, phone call, or paper memo.
40	avoiding prematurely smoothing over constructive task-related conflicts.
41	using multiple approaches to encouraging compliance with rules.
42	selecting the most appropriate communication style based on the purpose of my message.
43	providing timely performance feedback that includes specific examples of desirable and undesirable behaviours.
44	anticipating counterarguments that others might express when I make a recommendation.
45	improving performance by appropriately applying the concepts of division of labour and specialization.
46	using brainstorming and nominal group techniques to foster innovative thinking.
47	identifying goals that are not aligned vertically or laterally in the organization.
48	knowing my audience and having a clear understanding of my purpose when I communicate.
49	creating a high-performance environment in which employees can feel empowered and engaged.
50	establishing mutual purpose, mutual meaning, and mutual respect when negotiating with others.
51	overcoming individual and organizational barriers to creative thinking.
52	considering both human and process issues when evaluating how to improve performance.
53	setting goals and objectives that clarify the priorities of the organizational unit.

My rating

1 = Never
7 = Almost
Always

How often have you successfully engaged in . . .

54	stimulating conflict using advocacy groups to encourage higher quality decisions.
55	preparing and using basic project planning tools such as a work breakdown structure.
56	using different tools to create integration across a differentiated organization.
57	evaluating a performance management system to see if it relates appropriately to organizational performance goals.
58	communicating persuasively by providing solid evidence and strong theoretical arguments that support my position.
59	distinguishing among different sources of conflict.
60	building personal power by expanding my personal network.
61	reducing resistance to change.
62	writing a vision that addresses strategic philosophy, tactical policies and practices, and individual emotions.
63	using different approaches to managing conflict depending on the specific situation.
64	picking the right people to work on a cross-functional team.
65	managing messages and materials that I receive efficiently so I only have to handle them once.
66	paying attention to team roles and processes as well as task goals.
67	using different influence tactics depending upon the situation.
68	using empathetic listening and showing my concern for other people's problems.
69	sending concise, friendly electronic messages and voicemails that are effective at getting others to respond promptly and appropriately to my requests.

My rating

1 = Never
7 = Almost
Always

How often have you successfully engaged in . . .

70	tracking my time so I can get an accurate idea of how much time I am spending on different activities.
71	working effectively with people whose personalities are different from my own.
72	ensuring that goals are challenging but attainable as well as relevant to the person trying to achieve those goals.
73	eliminating or minimizing common barriers to effective communication.
74	diagnosing organizational culture and determining if the existing culture is aligned with the competitive environment.
75	increasing my power with specific constituents such as my supervisor, peers, and direct reports.
76	expressing my disagreement in ways that encourage open discussion and problem solving.
77	developing goals that are specific, measurable, and have a clear time frame.
78	determining whether a Participative, Forcing, Telling, or Transformational change strategy would be most appropriate in a particular situation.
79	using insights from theories of motivation to influence the behavior of others.
80	understanding how power can be used effectively.
81	distinguishing between mechanistic and organic organizational structures.
82	preparing a Gantt chart and using it to track progress on projects.
83	accurately assessing the forces for and against change in a given situation.
84	determining whether departmentalization by function, division, or matrix would be most appropriate for a given organization.

My rating 1 = Never 7 = Almost Always	#	How often have you successfully engaged in . . .
	85	focusing on interests, not positions, when I negotiate.
	86	prioritizing my action items so I spend the most time on what is important, rather than on things that seem urgent but that are not important.
	87	using cross-functional teams to provide integration in a traditionally-structured organization.
	88	identifying the best performance measures based on their objectivity, completeness, and responsiveness.
	89	creating systems that make it easy for others to follow procedures.
	90	smoothing over destructive interpersonal conflicts.
	91	distinguishing between helpful information and data that are irrelevant.
	92	planning and implementing meetings that are productive, efficient, and well-attended.
	93	overcoming the challenges of cross-functional teams.
	94	distinguishing between appropriate and inappropriate performance measures with respect to the goals of an organizational unit.
	95	capitalizing on the advantages of using a cross-functional team.
	96	recognizing when proposed organizational changes are likely to provoke employee resistance.
	97	telling my own leadership story so people understand the passion that drives and sustains me.
	98	designing effective change strategies.
	99	working successfully on cross-functional teams.
	100	noticing nonverbal cues and using reflective listening to ensure that I understand what other people are saying to me.

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Annex II

1. Collaborate-focused Competencies

<i>Understanding Self and Others</i>	N	Sum	Mean
recognizing people's feelings.	92	537	5.8
being aware when people are burning out.	92	489	5.3
encouraging people to have work/life balance	92	494	5.4
using empathetic listening and showing my concern for other people's problems.	92	529	5.8
working effectively with people whose personalities are different from my own.	92	512	5.6
Overall Mean			5.6

<i>Communicating Honestly and Effectively</i>	N	Sum	Mean
knowing my audience and having a clear understanding of my purpose when I communicate.	92	539	5.9
communicating persuasively by providing solid evidence and strong theoretical arguments that support my position.	92	521	5.7
eliminating or minimizing common barriers to effective communication.	92	517	5.6
expressing my disagreement in ways that encourage open discussion and problem solving.	90	503	5.6
noticing nonverbal cues and using reflective listening to ensure that I understand what other people are saying to me.	92	515	5.6
Overall Mean			5.7

<i>Mentoring and Developing Others</i>	N	Sum	Mean
making sure that everyone has a plan to help them develop.	92	490	5.3
coaching people on career issues.	92	522	5.7
encouraging others to think about their career development.	92	506	5.5
developing others by delegating tasks that require them to learn new skills.	92	532	5.8
providing timely performance feedback that includes specific examples of desirable and undesirable behaviors.	92	501	5.5
Overall Mean			5.5

<i>Managing Groups and Leading Teams</i>	N	Sum	Mean
maintaining an open climate for discussion.	92	556	6.0
making it legitimate for people to contribute their opinions.	92	542	5.9
employing participative decision-making techniques.	92	513	5.6
paying attention to team roles and processes as well as task goals.	92	533	5.8
planning and implementing meetings that are productive, efficient, and well-attended.	92	523	5.7
Overall Mean			5.8

2. Control-focused Competencies

<i>Organizing Information Flows</i>	N	Sum	Mean
deciding when a face-to-face interaction is more appropriate than an email, phone call, or paper memo.	91	513	5.6
managing messages and materials that I receive efficiently so I only have to handle them once.	89	482	5.4

sending concise, friendly electronic messages and voicemails that are effective at getting others to respond promptly and appropriately to my requests.	92	509	5.5
prioritizing my action items so I spend the most time on what is important, rather than on things that seem urgent but that are not important.	92	516	5.6
distinguishing between helpful information and data that are irrelevant.	92	525	5.7
Overall Mean			5.6

<i>Working and Managing Across Functions</i>	N	Sum	Mean
picking the right people to work on a cross-functional team.	92	510	5.5
using cross-functional teams to provide integration in a traditionally- structured organization.	90	469	5.2
overcoming the challenges of cross-functional teams.	92	500	5.4
capitalizing on the advantages of using a cross-functional team.	92	487	5.3
working successfully on cross-functional teams.	92	507	5.5
Overall Mean			5.4

<i>Planning and Coordinating Projects</i>	N	Sum	Mean
keeping projects under control.	92	492	5.4
closely managing projects.	92	505	5.5
providing tight project management.	92	464	5.0
preparing and using basic project planning tools such as a work breakdown structure.	91	462	5.1
preparing a Gantt chart and using it to track progress on projects.	89	401	4.5
Overall Mean			5.1

<i>Measuring and Monitoring Performance and Quality</i>	N	Sum	Mean
communicating my expectation that people need to get the details of their work right.	91	524	5.8
emphasizing the need for accuracy in work efforts.	92	524	5.7
emphasizing accuracy in work efforts.	92	527	5.7
identifying the best performance measures based on their objectivity, completeness, and responsiveness.	91	474	5.2
distinguishing between appropriate and inappropriate performance measures with respect to the goals of an organizational unit.	91	504	5.5
Overall Mean			5.6

<i>Encouraging and Enabling Compliance</i>	N	Sum	Mean
seeing that procedures are understood.	92	508	5.5
making sure formal guidelines are clear to people.	92	515	5.6
ensuring that policies are known.	92	536	5.8
using multiple approaches to encouraging compliance with rules.	92	506	5.5
creating systems that make it easy for others to follow procedures.	91	492	5.4
Overall Mean			5.6

3. Compete-focused Competencies

Developing and Communicating a Vision	N	Sum	Mean
emphasizing the need to compete.	92	515	5.6
keeping projects under control.	92	492	5.4
insisting on beating outside competitors.	91	494	5.4
writing a vision that addresses strategic philosophy, tactical policies and practices, and individual emotions.	92	462	5.0
telling my own leadership story so people understand the passion that drives and sustains me.	92	470	5.1
Overall Mean			5.3

Setting Goals and Objectives	N	Sum	Mean
identifying goals that are not aligned vertically or laterally in the organization.	91	460	5.1
setting goals and objectives that clarify the priorities of the organizational unit.	92	538	5.9
evaluating a performance management system to see if it relates appropriately to organizational performance goals.	91	477	5.2
ensuring that goals are challenging but attainable as well as relevant to the person trying to achieve those goals.	92	516	5.6
developing goals that are specific, measurable, and have a clear time frame.	92	528	5.7
Overall Mean			5.5

Motivating Self and Others	N	Sum	Mean
showing an appetite for hard work.	92	553	6.0
modeling an intense work effort.	92	510	5.5
demonstrating full exertion on the job.	92	535	5.8
creating a high-performance environment in which employees can feel empowered and engaged.	92	537	5.8
using insights from theories of motivation to influence the behavior of others.	92	487	5.3
Overall Mean			5.7

Designing and Organizing	N	Sum	Mean
improving performance by appropriately applying the concepts of division of labor and specialization.	92	510	5.5
using different tools to create integration across a differentiated organization.	90	450	5.0
diagnosing organizational culture and determining if the existing culture is aligned with the competitive environment.	92	494	5.4
distinguishing between mechanistic and organic organizational structures.	88	459	5.2
determining whether departmentalization by function, division, or matrix would be most appropriate for a given organization.	90	453	5.0
Overall Mean			5.2

Managing Execution and Driving for Results	N	Sum	Mean
providing fast responses to emerging issues.	92	529	5.8
emphasizing producing faster outcomes.	92	516	5.6
emphasizing getting work done more quickly.	92	517	5.6
considering both human and process issues when evaluating how to improve performance.	91	514	5.7
tracking my time so I can get an accurate idea of how much time I am spending on different activities.	92	495	5.4
Overall Mean			5.6

4. Create-focused Competencies

Using Power Ethically and Effectively	N	Sum	Mean
recognizing when one source of power is likely to be more useful than another source of power.	91	497	5.5
building personal power by expanding my personal network.	91	441	4.9
using different influence tactics depending upon the situation.	92	515	5.6
increasing my power with specific constituents such as my supervisor, peers, and direct reports.	88	446	5.1
understanding how power can be used effectively.	92	515	5.6
Overall Mean			5.3

Championing and Selling New Ideas	N	Sum	Mean
launching important new efforts.	92	481	5.2
initiating bold projects.	92	459	5.0
starting ambitious programs.	92	494	5.4
selecting the most appropriate communication style based on the purpose of my message.	92	530	5.8
anticipating counterarguments that others might express when I make a recommendation.	89	483	5.4
Overall Mean			5.4

Fueling and Fostering Innovation Negotiating	N	Sum	Mean
inspiring people to be creative.	92	502	5.5
encouraging people to try new things.	92	514	5.6
getting people to exceed traditional performance patterns.	92	524	5.7
using brainstorming and nominal group techniques to foster innovative thinking.	92	493	5.4
overcoming individual and organizational barriers to creative thinking.	92	521	5.7
Overall Mean			5.6

Agreement and Commitment	N	Sum	Mean
identifying the changing needs of customers and others with whom I negotiate.	92	510	5.5
meeting with customers and others from whom I need to obtain a commitment to discuss their needs.	91	490	5.4
anticipating what customers and others with whom I negotiate will want next.	91	504	5.5
establishing mutual purpose, mutual meaning, and mutual respect when negotiating with others.	91	545	6.0
focusing on interests, not positions, when I negotiate.	92	493	5.4
Overall Mean			5.6

Implementing and Sustaining Change	N	Sum	Mean
reducing resistance to change.	92	511	5.6
determining whether a Participative, Forcing, Telling, or Transformational change strategy would be most appropriate in a particular situation.	91	489	5.4
accurately assessing the forces for and against change in a given situation.	90	439	4.9
prioritizing my action items so I spend the most time on what is important, rather than on things that seem urgent but that are not important.	92	516	5.6
designing effective change strategies.	92	482	5.2
Overall Mean			5.3

5. CVF Summary

<p style="text-align: center;">Collaborate</p> <p>Creating and Sustaining Commitment and Cohesion</p> <ul style="list-style-type: none"> ▪ Understanding Self and Others 5.6 ▪ Communicating Honestly and Effectively 5.7 ▪ Mentoring and Developing Others 5.5 ▪ Managing Groups and Leading Teams 5.8 ▪ Managing and Encouraging and Constructive Conflict 5.3 	<p style="text-align: center;">Create</p> <p>Promoting Change and Encouraging Adaptability</p> <ul style="list-style-type: none"> ● Developing & Communicating a Vision 5.3 ● Setting Goals and Objectives 5.5 ● Motivating Self and Others 5.7 ● Designing and Organizing 5.2 ● Managing Execution and Driving for Results 5.6
<p style="text-align: center;">Control</p> <p>Establishing and Maintaining Stability and Continuity</p> <ul style="list-style-type: none"> ● Organizing Information Flows 5.6 ● Working and Managing Across Functions 5.4 ● Planning and Coordinating Projects 5.1 ● Measuring and Monitoring Performance & Quality 5.6 ● Encouraging and Enabling Compliance 5.6 	<p style="text-align: center;">Compete</p> <p>Improving Productivity and Increasing Profitability</p> <ul style="list-style-type: none"> ● Using Power Ethically and Effectively 5.3 ● Championing and Selling New Ideas 5.4 ● Fueling & Fostering Innovation Negotiating 5.6 ● Agreement and Commitment 5.6 ● Implementing and Sustaining Change 5.3

