

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MBA PROGRAM**

**PROJECT WORK ON
THE ROLE OF HIGHER
EDUCATIONAL INSTITUTIONS IN
ORGANIZATION LEADERSHIP
DEVELOPMENT**

**IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTERS IN BUSINESS ADMINISTRATION**

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Acronyms and Abbreviations

AAU	Addis Ababa University
AHRD	Administration and Human Resources Department
BDOM	Bachelor Degree in Organizational Management
BS	Both Sex
CEO	Chief Executive Officer
ILI	International Leadership Institute
LD	Leadership Development
MED	Ministry of Education
MDOL	Masters Degree in Organization Leadership
NGO	Non-Government Organization
ROI	Return on Investment
UNESCO	United Nations Educational, Scientific & Cultural Organization
VP	Vice President

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Abstract

“Whoever heard of a world manager? World leader, yes. Education leader, yes. Political leader. Religious leader. Football leader. Community leader and Business leader”

John C. Maxwell, *Developing the Leader within You.*

Organizations which achieve sustainable growth ascribe their success mainly to their competent leaders who set direction and lead the organization towards it by maximizing the organization's competitive advantage and minimizing its risk.

Leadership is not exclusive club for those who were “born with it” rather leadership is a set of behavioral skills which can be developed. Even though approaches to leadership development vary due to the complexity of leadership and particular need assessment, three forms of leadership development: formal training, experience (developmental activities), and self-help activities.

In Ethiopian context, it seems that organizational leadership development is not in short supply rather it is not supplied at all. Government and non-government higher educational institutions are flourishing; however, none of them are engaged in organizational leadership development at program level or offers leadership as a course in postgraduate program except International Leadership Institute that facilitates Azuza Pacific (California based) University's Masters Degree in Organizational Leadership and offer Bachelor

Degree in Organization Management. With such shortage of qualified human resources in organization leadership, organization success in today's turbulent environment is doubtful.

To this effect leadership concept is not understood by most organization members in Ethiopia. The two main reasons identified for lack of conceptual understanding in leadership are absence of higher educational institutions on leadership and lack of training on leadership. Organization members do not recognize the importance of leadership for their organization's success mainly due to belief that power is more important than effective leadership and consideration of management and leadership as one and the same.

The education on leadership offered by Azuza Pacific University's and facilitated by International Leadership Institute is said excellent in terms of course content, teaching methodology, academic staff capacity, and duration of the program. Grading system, follow-up and feed back mechanism, and reference materials availability are relatively the weak areas of ILI.

The leadership program of Azuza Pacific University is said to be very expensive and is not adequate to meet the very high demand for organizational leadership development in Ethiopia. The main option cited is for both government and Non-government Higher Educational Institutions to engage in organizational leadership development.

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**Prepared by:
Tigist Bezu**

Approved by Board of Examiners:

Professor C. D. Dash (Ph. D.)
Advisor

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1. _____
Examiner

Signature

2. _____
Examiner

Signature

3. _____
Examiner

Signature

Declaration

I hereby declare that the project entitled "The Role of Higher Educational Institutions in Organization Leadership Development" is my original work and has not been presented (submitted) to any body for any degree or diploma in any university and all the materials used for the project work have been dully acknowledged.

Name **Tigist Bezu**
Signature _____
Date **July 19, 2007**

This is to certify that Tigist Bezu has completed her project work entitled "The Role of Higher Educational Institutions in Organization Leadership Development" under my supervision. In my opinion this study is suitable for submission in partial fulfillment of the requirements for the award of Degree of Masters in Business Administration

Name **Professor C. D. Dash (Ph. D.)**
Signature _____
Date _____

CHAPTER ONE

INTRODUCTION

1.1 Background of the Project

“The number one need all over the globe today is not money, social programs or even new government. It is quality, moral, disciplined, principle-centered leadership.”

Myles (2006)

Managers cannot lead their organizations to success no matter how hard they try and regardless of how much they want to until they become competent to identify the right direction and lead the organization towards that end.

One of, in fact the basic, means to build leadership competence is to obtain leadership education and/or participate in leadership trainings that provide the state-of-art leadership technologies in the context of the environment the organization dwells.

The first university in Ethiopia is more than half-a-century old and it is one of the pioneers’ higher educational institutions in the continent. There are thirteen government universities and thirteen are to be opened at the moment. Private owned university colleges are numbering seventeen.

Despite the ever increasing government and private owned higher educational institutions in Ethiopia that provide diversified field of study, it is shocking to have a single leadership institute -International Leadership Institute which facilitates Azuza Pacific University's Masters Degree Program in Organizational Leadership in Ethiopia- striving to meet the country's demand of organizational leadership development.

Therefore, it is high time to engage in leadership development so that business organizations will have competent leaders that are ready to lead their organization to success despite the challenges of dynamic business world and multi-cultural human resources.

1.2 Problem Statement

Organizations which achieve sustainable growth ascribe their success mainly to their competent leaders who set direction and lead the organization towards it through maximizing competitive advantage and minimizing risk. To this effect, the importance of leadership is demonstrated by the ever-growing proliferation of books and articles on the subject for both practitioners and scholars (Davidow and Malone, 1993; Harung, 1994; Manz and Sims, 1993).

The need to develop leadership is acute today since the shift from simple manual work, predicted environment, stable market and work force to sophisticated knowledge work, dynamic environment, cutthroat market, and multi-cultural workforce demands for more effective leadership.

Despite this growing need and interest, leaders continue to be in short supply (Drucker, 1967; Hoare, 1993). Prominent writers (Bass, 1985; Drucker, 1967) do not accept that we must rely on the historically short supply of “born leaders”. They argue, instead, that leadership is a set of behavioral skills which can be developed.

In Ethiopian context it seems that organizational leadership development is not in short supply rather it is not supplied at all when compared to the ever mounting number of field of study commenced each semester at undergraduate and postgraduate level in both government and non-government higher educational institutions and keen interest in developing professional for other aspects of organization.

Nevertheless, leadership development is indispensable because it is mainly interrelated with human resources, one of the four resources of organization’s which makes decisions on all other resources of the organization (financial

resource, physical resource, and informational resource). Accordingly, effective/ineffective leadership has far reaching and long lasting impact on every aspect of organization.

Therefore, this is critical time for higher educational institutions to intervene in organizational leadership development because leadership development is untapped demand and development on other aspect of organization can not replace it rather development in leadership has extensive impact on the other.

1.3 Research Objectives

The main objective of this project is, thus, to highlight the importance of organizational leadership development. In light of this general theme, the specific objectives of the study are:

- to identify recent leadership concepts, theories, and leadership development processes;
- to assess leadership development practices of International Leadership Institute;
- to identify limitations of International Leadership Institute (if any); and
- to make basic recommendation relevant to this field investigative study.

1.4 Significance of the project

From the exhaustive review of MBA project, no work has been done in Ethiopia regarding the role of higher educational institution in organizational leadership development. Hence, the outcome of the project will create awareness and serve as a basis for both government and privately owned higher educational institutions to make further and detail study in order to incorporate Organizational Leadership Courses and/or initiate Organizational Leadership Programs.

The project is also expected to create awareness concerning leadership and leadership development among prospective organization members as well as the current human resources in different organizations.

The findings of the project will pin point where International Leadership Institute is in its effort towards leadership development in Ethiopia.

1.5 Limitation of the project

There are diversified methods to Organizational Leadership Development despite the fact that education is the fundamental and chief method. This project work focused on the role of higher educational institutions in organization leadership development.

1.6 Methodology

1.6.1 Data Sources and Data Collection

As stated in problem statement, organizational leadership development practice is very low so does the documentation on the subject in Ethiopia. To this effect extensive review of literature on the subject was the initial source of data.

1.6.1.1 Secondary Data Sources

The main secondary data sources for the project work are the followings:

- Contemporary books on leadership, organizational leadership, and organizational leadership development;
- Articles from leadership journals such as Leadership & Organization Development Journal, Harvard Business Review, and Leadership Quarterly;
- Abstracts on higher educational institutions issued by Ministry of Education;
- International Leadership Institute's profile.

1.6.1.2 Primary Data Sources

1.5.1.2.1 Interview

One of the sources for primary data collection was interview. Interview Guideline was prepared and distributed ahead to facilitate interview session to Ministry of Education, International Leadership Institute and Addis Ababa University (see Annex 1, Annex 2 and Annex 3). The session was held with officials from the first two organizations and the last organization did not responded positively.

1.5.1.2.1 Questionnaire

Questionnaire was designed (see Annex 4) to obtain first hand information from ILI students who are the only Organization Leadership students in the country and who are assumed to be representative to identify the role of higher educational institution in organization leadership development and capable to pin point leadership practices of most of organizations in Ethiopia.

There are 365 students of Maters Degree in Organization Leadership (MDOL) offered by Azuza Pacific University and facilitated by ILI. Of these students, 135 are in Addis Ababa in three classes (first year, second year, and third year) and the rest are from Nazareth, Awassa, and Bahir Dar. Of the total 92 students who attend Bachelor Degree in Organization Management (BDOM), 30 students are in Addis. Thus the total population size in Addis is 165.

The students attend class for full day consecutively in July and January which was not overlapping with the project schedule. Nevertheless, with the help of ILI officials who contacted and provided address of the students, 40 questionnaire were distributed (which is 24% of students in Addis Ababa).

Moreover, the questionnaire was dispatched to students out side Addis Ababa through their e-mail addresses, even though no reply as such is obtained.

Target group	Target Group Number	Questionnaire distributed	Questionnaire responded and returned
MDOL students (Addis Ababa)	135	35	14
BDOM Students (Addis Ababa)	30	15	11
Total	165	40	25
Percentage		24%	63%
MDOL Students (Out side Addis Ababa)	230	90 (through e-mail)	2 (came very late)

Response rate of the questionnaire distributed is 63% (25 questionnaire were responded and returned back).

1.6.2 Data Presentation and Analysis

Most of the data obtained are presented in tabular form and Charts are used when found more expressive. Data is analyzed using statistical techniques particularly percentage.

1.7 Organization

The presentation is organized in four chapters. The first chapter is introductory which presented the back ground of the project, problem statement, research objective, significance, methodology, limitation and organization.

In chapter two part one deal with organization leadership definitions and concepts, importance of leadership, leadership theories and effective leadership. In part two organizational leadership development processes, approaches, and factors that affect organizational leadership and organizational leadership development in the future are presented.

Chapter three assesses higher educational institutions in Ethiopia specifically leadership development effort of ILI's baseed on the findings obtained from interview held with concerned officials and responses obtained through questionnaires. The last chapter is for summary, conclusions and recommendations of the project work.

CHAPTER TWO

REVIEW OF LITERATURE

2.1-LEADERSHIP

2.1. 1. Definitions and Concepts of Leadership

"The study of leadership rivals in age the emergence of civilization, which shaped its leaders as much as it was shaped by them. From its infancy, the study of history has been the study of leaders-what they did and why they did it."

Bass, (1990)

"Leadership is and always will be a global issue and one which involves all people, whatever their organizational or social setting."

Hooper and J. Potter, (2001)

Leadership is a subject that has long excited interest among people. Much of our description of history is the story of military, political, religious, and social leaders who are credited or blamed for important historical events.

Barker (1997) argues that the ambiguity surrounding what we understand as leadership is central to the struggle of teaching leadership. Leadership is easy to identify in situation; however, it is difficult to define precisely (J. Antonakis, A. Cianciolo, K. Jterberg, 2004). Fiedler (1971), for example, noted that there are almost as many definitions of leadership as there are persons who have attempted to define the concept. Burns (1978,) wrote that a study of the definition of the word leadership revealed 130 definitions. However, several

generally-accepted variations on the definition appear in the management and leadership literature.

Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships and occupation of administration position. Yukl (2002), one of the gurus in the field, presented what he called representative definitions of leadership from what have been presented on the past 50 years.

Table1 Definitions of Leadership

1.	Leadership is “the behavior of an individual...directing the activities of a group toward a shared goal” (Hemphill & Coons, 1957, p. 7).
2.	Leadership is “the influential increment over and above mechanical compliance with the routine directives of the organization” (D. Katz & Hahn, 1978, p. 528).
3.	“Leadership is exercised when persons...mobilize...institutional, political psychological, and other resources so as to arouse, engage, and satisfy the motives of followers” (Burns, 1978, p.18)
4.	Leadership is “the process of influencing the activities of an organized group toward goal achievement” (Rauch & Behling, 1984, p.46)
5.	“Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose” (Jacobs & Jaques, 1990, p.281).
6.	Leadership “is the ability to step outside the culture...to start evolutionary change processes that are more adaptive” (E. H. Schein, 1002, p.2)
7.	“Leadership is the process of making sense of what people are doing

	together so that people will understand and be committed" (Drath & Palus, 1994, p.4).
8.	"Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished" (Richard & Engle, 1986, p. 4).
9.	Leadership is "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization." (House et al., 1999, p.184)

Source: Cary Yukl. 2002. *The Nature of Leadership*, p. 3

Most of the definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted to guide, structure, and facilitate activities and relationships in a group or organization towards shared objectives.

Organizational Leadership in this context is distinguished from political or religious leadership and refers to leadership in business organizations.

Antonakis (2004) noted that a definition of leadership requires differentiating it carefully from power and management, because these concepts are often confused with leadership. Power refers to the means leaders have to potentially influence others. As regards to its differentiation from management, leadership is purpose driven, resulting in change based on values, ideals, vision, symbol, and emotional exchange. Management is objective driven, resulting in stability based on rationality, bureaucratic means, and the fulfillment of contract agreement.

Warren (2001) argued that there are four enduring principles to guide the concept of leadership. First, leadership is everyone's business. He noted that myth associates leadership with superior positions when one is at the top s/he will be automatically a leader. But leadership is not a place, it is a process. Leadership involves skills and abilities that are useful whether one is in the executive suite or on the front line. Second, leadership is a relationship. Sometimes the relationship is one-to-many. Sometimes it's one-to-one. But regardless of whether the number is one or one thousand, leadership is a relationship between those who aspire to lead and those who chose to follow. At the heart of the relationship is trust. Exemplary leaders are devoted to building relationships based on mutual respect and caring. Third, leadership starts with action. Leaders don't wait (in fact can't wait) for grand strategic plans to be completed, new legislation to be passed, or consensus to be built. Leaders seize the initiative-starting a new organization, turning around a losing operation, greatly improving the social condition, enhancing the quality of people's lives demands a proactive spirit. Fourth, leadership development is self-development. Self-knowledge is an essential part of becoming a leader. Leaders take us to places we have never been before, but before we can get anyone else signed up for the journey, we have got to convince ourselves to venture. Hence leadership is about developing oneself to be an instrument for making a difference.

2.1.2. Importance of Leadership

"In more recent times the area of leadership has been studied more extensively than almost any other aspect of human behavior."

Higgs, (2003)

In exploring the drivers of interest in leadership, Higgs (2003) noted some of the critical issues facing organizations, which have leadership implications.

- **Challenges in implementing organization change**

As organizations operate in more complex, competitive and volatile environment they need to change strategies, structures and processes in order to respond to the business challenges (Rowland, 2001). Many make the point that the rate and complexity of change is rapidly increasing and becoming an integral aspect of organizational effectiveness, rather than a periodic necessity.

However, the ability of organizations to implement change effectively appears to be limited. Indeed it has been estimated that up to 70 per cent of change initiatives fail to meet their aims (Higgs and Rowland, 2000). Therefore, there is a driving need to identify leadership behaviors, which will result in effective change implementation and build sustained change capability (Corner, 1999).

- **Changes in investors focus**

For many, the indicators of a CEO's success are focused in their delivering increases in shareholder value (Collingwood, 2001). Research with investors shows that their decisions are increasingly influenced by "intangibles", which include the quality and depth of leadership in an organization (Higgs, 2002).

- **Awareness of the impact of stress on employees**

With the increasingly volatile, competitive and complex business environments have come increasing pressures on individuals within organizations to work harder and deliver continuous improvements in performance (Almino-Metcalf, 1995). There is a dominant discourse, which draws a clear relationship between work pressure and increasing levels of stress. However, others maintain that it is not the effort and volume pressure lead to stress, but rather ineffectiveness of leaders.

- **Changes in societal values**

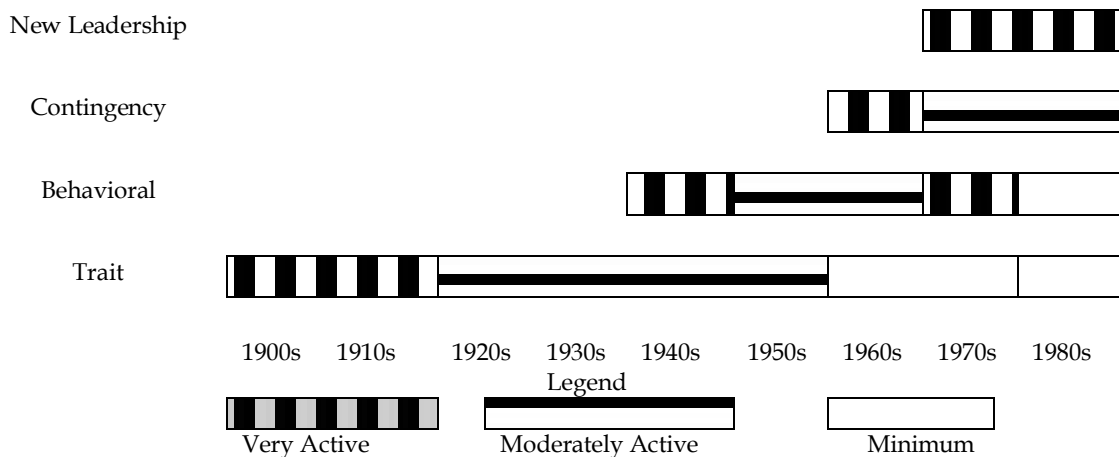
Over the last fifty years there have been dramatic changes to society's values in the Western World (Fineman, 1997), These changes, combined with significant economic and organizational developments, have led to the emergence of "talent wars" (Williams, 2000) and the underlying need to engage employees in a different way in order to secure effective commitment calls for effective leadership.

2.1.3. Leadership Theories: Past and Present

Leadership has been studied from a variety of perspectives- traits (Stogdill, 1948), behaviors (Fleishman, 1953), contingency theory (Fiedler, 1967) and transformational and charismatic leadership (Bass, 1990). Overview of major school of leadership is presented to provide an understanding of how leadership theory evolved.

J. Antonakis, A. Cianciolo and R. Strenberg (2004) classified leadership schools on two dimensions: temporal (i.e. the time period in which the school emerged) and productivity (i.e. the indicative degree to which the school attracted research interest in a specific period of time).

Figure 1. Brief History of Major Schools of Leadership



Source: John Antonakis, Anna T. Cianciolo, Robert J. Strenberg, 2004. *The Nature of Leadership*, p.7.

2.1.3.1 Trait School of Leadership

The scientific study of leadership began at the turn of 20th century with the “great man” perspectives, which saw history as being shaped by exceptional individuals (Bass, 1990). In this school leadership was explained by the internal qualities with which a person is born (Bernand, 1926).

The thought was that if the traits that differentiated leaders from followers could be quickly assessed and put into position of leadership. The school was based on the idea that leaders were born, not made and the key to success was simply in identifying those people who were born to be great leaders.

More recent studies have found six traits that differentiate leaders from non-leaders; honesty and integrity, high energy level, ambition and the desire to lead, intelligence, self-confidence and task relevant knowledge (Kilpatrick and Locke, 1991; Stogdill, 1974). The results of a study by Kouzes and Posner (1993) show the six highest characteristics that people most admire in leaders are: Honesty, Forward looking, Inspiring, Competent, Fair-minded, and Supportive.

Yukl (2002) noted that hundreds of trait studies were conducted during the 1930s and 1940s to discover qualities but this massive research effort failed to find any traits that would guarantee leadership success. Hooper and Potter (2001) stressed that the problem with this approach was that it led to impasse when trying to identify how to develop effective leaders, since it was almost impossible to produce a definitive list of leadership qualities.

2.1.3.2 Behavioral School of Leadership

The trait movement gave way to the behavioral styles of leadership in the 1950s. These studies began to look at leaders in the context of the organization, identifying the behaviors leaders' exhibit that increases the effectiveness of the company.

The well-known University of Michigan (Katy, Maccoby, Gurin & Floor, 1951) and Ohio State (Stogdill & Coons, 1957) studies identified two dimensions of leadership generally referred to as consideration (i.e. employee-oriented leadership) and initiating structure (i.e. production-oriented leadership).

The impact of this work, Horner (1997), was it past the notion that leadership was not necessarily an inborn trait, but instead effective leadership method could be taught to employees.

Furthering this work, Blake, Shepard, and Mouton (1964) also developed a two-factor model of leadership behavior similar to that found at Ohio State and Michigan. They called the factors “concern for people” and “concern for output.” They later added a third variable, that of flexibility. According to these studies, managers exhibit behaviors that fall into the two primary categories (task or people). Depending on which category was shown most frequently, a leader could be placed along each of the two continua. The outcome of this research was primarily descriptive and helped categorize leaders based on their behavior.

Leadership research was again in crisis; however, because of contradictory findings relating to the behavioral approaches (J.Antonakias, 2004). It then became apparent that success of the style of leader enacted was contingent on situation.

2.1.3.3 Contingency School of Leadership

The situational approach emphasizes the importance of contextual factors that influence leadership processes. Fiedler (1967) stated that leader-member relations, the task structure, and the position power of the leader would determine the effectiveness of the type of leadership exercised.

Another well-known contingency approach was that of House (1971), who focused on the leader's role in clarifying the paths that would lead to followers' goals.

Other lines of research that presented theories of other lines of research that presented theories of leader decision-making style and various contingencies include the work of Vroom and associates (Vroom & Yetton, 1971).

A more extreme form of situational theory is that of Jermier (1978) who proposed "substitutes-for-leadership" by focusing on the conditions under which leadership is unnecessary as a result.

2.1.3.4 The New Leadership School

- **Transactional/Transformational Leadership**

Interest in this school of leadership has been intense. Indeed, over the last decade more than one third of articles published in the *Leadership Quarterly* emanated from the new school of leadership (Gardner, 2000).

Change oriented models of leadership have sustained the interest of managers and scholars alike because of their promise of extraordinary individual and organizational outcomes. As we move closer to the new millennium, models of outstanding leadership such as transformational, charismatic, and visionary leadership, which focus on organizational transformation, are likely to become

even more important to organizations because of the breathtaking changes foreseen in the business and political environment. These include workforces with a greater degree of demographic diversity, technological change, and increased international competition which will place new demands on the leaders of tomorrow (House, 1995). The importance of leadership to the change management process is underscored by the fact that change, by definition, requires creating a new system and then institutionalizing the new approaches (Kotter, 1995).

Bass (1985) argues that previous paradigms of leadership were transactional oriented. Transactional leadership stems from more traditional views of workers and organizations, and it involves the position power of the leader to use followers for task completion (Burns, 1978). Transformational leaders on the other hand, searches for ways to help motivate followers by satisfying higher order needs and more fully engaging them in the process of the work.

Assessments of transformational and transactional leadership commonly make use of the Multifactor Leadership Questionnaire (MLQ), developed by Bass and Avolio in 1990 and revised in 1995. It measures five dimensions of transformational leadership: idealized influence - attributions, idealized influence - behaviors, inspirational motivation, individualized consideration, and intellectual stimulation. The three dimensions of transactional leadership

measured by the MLQ cover: contingent reward, management by exception (active), and management by exception (passive).

- **Servant Leadership**

Larry C. Spears (2004) in “Practicing Servant-Leadership” noted that Robert K. Greenleaf’s idea of servant-leadership, now in its fourth decade as a concept bearing that name, continues to create a quiet revolution in workplaces around the world. Since the time of the Industrial Revolution, managers have tended to view people as tools, while organizations have considered workers as cogs in a machine.

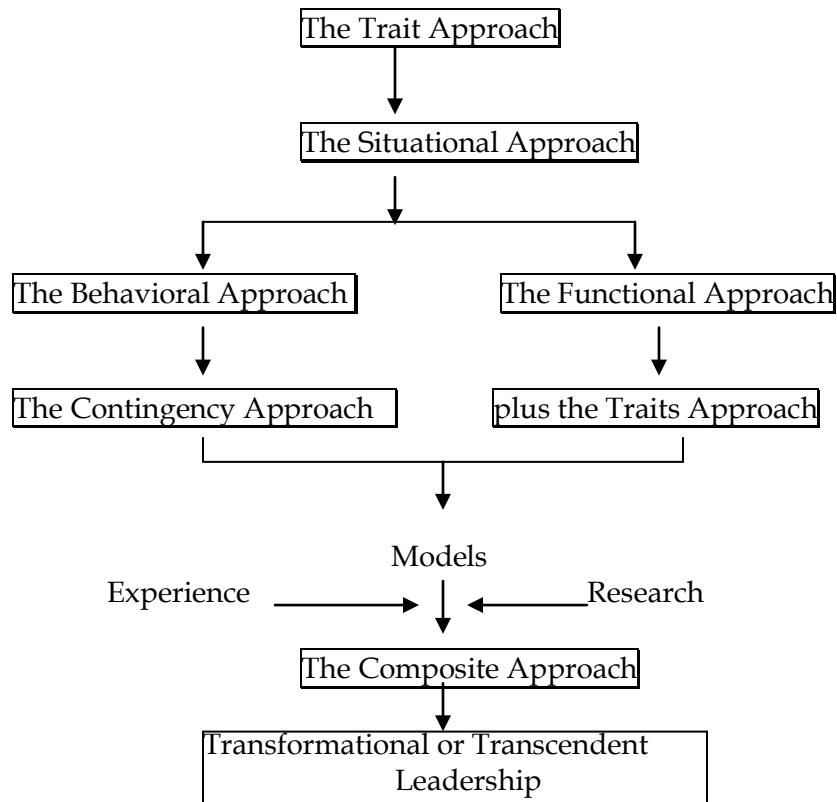
In his works, Greenleaf discusses the need for a better approach to leadership that puts serving others—including employees, customers, and community—as the number one priority. Servant leadership emphasizes increased service to others, a holistic approach to work, promoting a sense of community, and the sharing of power in decision making. Who *is* a servant-leader? Greenleaf said that the servant-leader is one who is a servant first. In “The Servant as Leader” he wrote, “It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant—first to make sure that other people’s highest-priority needs are being served.

Hooper and Potter (2001) noted that there have been a number of people who have contributed to the thinking of leadership thought and development in the 1980's and 1990's. Authors such as Bernard Bass (1991) with his exploration of "Transformational Leadership"; Warren Bennis (1989) with his insight into the ingredients that combine to make an effective leader; and John Kotter;s (1990) examination the difference between leadership and management in meeting the challenge of leadership.

J. Antonakis (2004) noted that there are still many areas that require further research. Ethics (Bass, 1998) is important emerging topic in leadership. Future leadership models should consider the ethics of leader means and outcomes and ways in which leader moral orientation can be improved.

Finally, given how much is currently known about the nature of leadership, researches are now in a position to integrate overlapping and complementary conceptualization of leadership. An example of an integrative perspective is the work Zacaro (2001) who integrated various "new" leadership theories which links cognitive, behavioral, strategic, and visionary leadership theory perspective. Hoopers (2001) composite approach to leadership presented below, strengths this fact.

Figure 2 An overview of the development of thought on Leadership



Source: Alan Hooper & John Potter.2001.Intelligent Leadership, p.56

2.1.4. Leadership, Management, and Entrepreneurship

To understand leadership, it is important to grasp the difference between leadership and management. According to current thinking (J. Dubrin, 1998) leadership deals with change, inspiration, motivation, and influence. In contrast, management deals more with maintaining equilibrium and status quo (Zaleznik 1977). Table 2 distinguishes management and leadership.

Table 2 Leadership versus Management

Activity	Leadership	Management
Agenda creation	Establishing direction: develops a vision and the strategies needed for its achievement.	Planning/budgeting: establishes detailed steps and timetables for achieving needed results; allocates necessary resources
Developing a Network for Achieving the Agenda	Involves aligning people: Communicates direction by words and deeds to all those whose cooperation may be needed to help create teams and coalitions that understand the vision and strategies, and accept their validity.	Organizes and staffing: Establishes structure for achieving the plans; staffs; delegates responsibility and authority for implementation; develops policies and procedures to guide people; creates monitoring systems
Execution	Motivating and inspires: Energizes people to overcome major political bureaucratic, and resource barriers to change by satisfying basic human needs.	Controls and solves problems: Monitors results against plans, and then plans and organizes to close the gap.
Outcomes	Produces change, often to a dramatic degree: Has the potential of producing extremely useful change, such as new products desired by managers.	Produces a degree of predictability and order: Has the potential to consistently produce key results expected by various stakeholders (such as meeting deadlines for customers and paying dividends to stockholders)

Source: Andrew J. Dubrin. 1998. *Leadership Research: Findings, Practice, and Skills*,

p. 60

According to John P. Kotter (1988) today's managers must know how to lead as well as manage. Kotter draws the following distinction between management and leadership:

- Management is more formal and scientific than leadership. It relies on universal skills such as planning, budgeting, and controlling. Management is an explicit set of tools and techniques based on reasoning and testing that can be used in a variety of situation.
- Leadership, in contrast to management, involves having a vision of what the organization can become.
- Leadership requires eliciting cooperation and teamwork from a large network of people and keeping the key people in that network motivated, using every manner of persuasion.

In general, the difference between manager and leader is summarized below.

Table 3 The Manager and the Leader

The Manager	The Leader
Administers	Innovates
Is a copy	Is an original
Maintains	Develops
Focuses on systems	Focuses on people
Relies on control	Inspires trust
Short-range view	Long-range view
Asks how and when	Asks what and why
Eye on the bottom line	Eye on the horizon
Imitates	Originates
Accepts the status quo	Challenges the status quo
Obeys orders without question	Obeys when appropriate but thinks
Does things right	Does the right things
Is trained	Learns
Managers operate within the culture	Leaders create the culture

Source: Alan Hooper & John Potter. 2001. *Intelligent Leadership*, p.61. Random House

In clarifying the difference between leaders and entrepreneurs Kotter (1998), argued the main reason that some people cannot imagine a corporation in which dozens of hundreds of people play a leadership role is because they equate leaders with that type of entrepreneur. Leadership is similar to and different from what is usually thought of as “entrepreneurship”. Both, for example, involve risk-taking (in contrast to management, which tends to try to eliminate risk). But unlike effective business leaders, successful entrepreneurs are often very independent, parochial, and competitive. Moreover, they try to continue operating like as independent business, and sooner or later they end up in a series of more and more difficult conflicts because of this.

In general, the main differences between leader and entrepreneur are presented in the following table.

Table 4 The Leader and Entrepreneur

	The Effective Leader	The “Stereotypical” Entrepreneur
Agenda setting	Creates a vision and strategy which takes into account the legitimate interests of people and groups in the firm	Creates the vision and strategy which is best for the entrepreneur’s group (his “baby”), even if it is not best for the overall firm
Network building	Builds an implementation network that includes key bosses, peers, subordinates, and outside.	Builds a very strong and cohesive network of subordinates while sometimes ignoring important peers and bosses.

Source: John P. Kotter. 1988. *The Leadership Factor*, p.25.

2.1.5. Successful Leadership

How do organizations judge when their leadership has been successful and when it has not been successful? Antonakis (2004) stated that there are different approaches based on individual, contextual and leadership setting and presented the summary.

Table 5 The Successful Leader and The Unsuccessful Leader

Successful Leadership	Unsuccessful Leadership
Theme: Balance concern for task efficiency	
When making decisions, takes into account the needs of the organization and needs of employees.	Hires people with good technical skills but poor ability to work with others.
Gets things done without creating adversarial relationships.	In implementing change, does not take the time to explain the rationale or listen to concerns.
Coaches employees in how to meet expectations.	Is unstable to deal firmly with loyal but incompetent employees.
Theme: Develop interpersonal and interpersonal competence.	
When working with another group, gets things done by finding common ground.	Is not adaptable to many different types of people?
Does an honest self-assessment.	Is emotionally volatile and unpredictable.
Quickly gains trust and respect from customers.	Overestimates own abilities.
Theme: Think and act in more complex ways	
Once the more glaring problems in an assignment are solved, can see the underlying problems and patterns that were obscured before.	Is overwhelmed by complex tasks.
Understands higher management values and how they see things.	Cannot make the transition from technical manager to general manager.
Recognizes that every decision has conflicting interest and constituencies.	Prefers to work on day-to-day problems rather than long-range strategies.
Theme: Seek a wide variety of leadership experiences.	

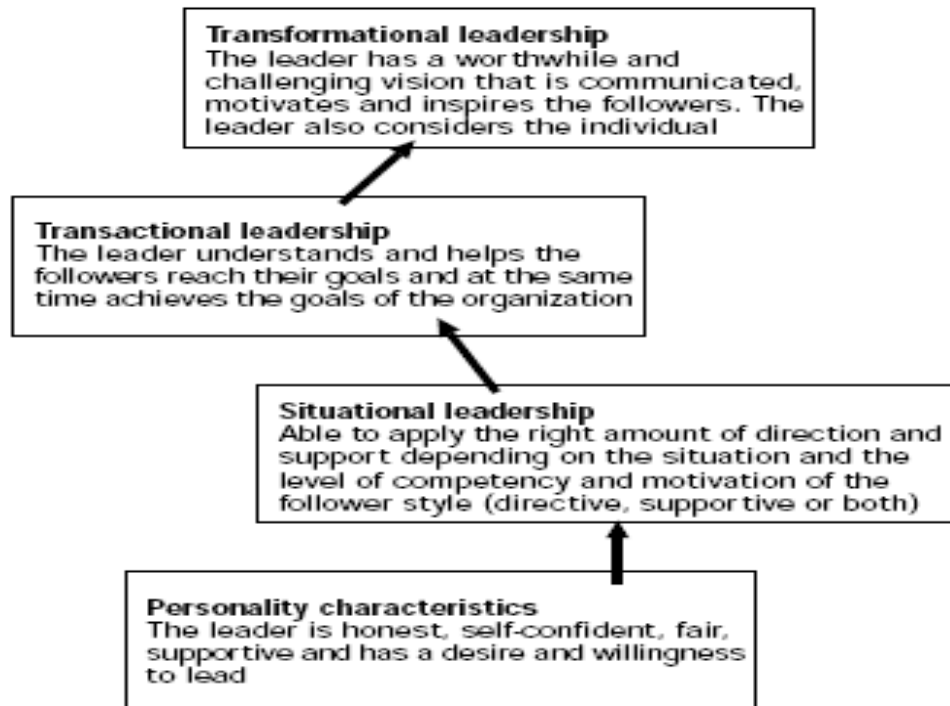
Is prepared to seize opportunities when they arise.	Resists learning from bad decisions or mistakes.
Is willing to make a lateral move to gain valuable experience.	Chooses overly narrow career path.
Accepts change as positive.	Feels uncomfortable in situations that call for untested skills

Source: John Antonakis, Anna T. Cianciolo, Robert J Strengerg. 2004. *The Nature of Leadership*, p.209.

Ron Cacioppe (1997) approached the distinction between successful leadership and unsuccessful leadership in relation to the various leadership schools.

Figure3 Characteristics and qualities of successful leadership

Characteristics and qualities of successful leadership



Source: Ron Caioppe. 1997. *Leadership Moment by Moment*. Leadership and Organization Development Journal Vol. 8, No. 7, p337.

Vana Prewitt (2005) stated research out come of six groups of managers and professionals (about 200 people in total) who were asked to list who they considered the most successful and what it is that led them to rate these leaders as successful leaders the following list emerged. Successful leaders:

- have vision;
- inspire and motivate;
- communicate and clarify the vision;
- stay focused;
- take risks;
- persevere;
- have ability to overcome adversity and handle difficult situations;
- are concerned for people's welfare;
- are highly sensitive to social cues;
- are the right person, at the right time and know the right action.

2. LEADERSHIP DEVELOPMENT

"Dubrin (2001) suggests that 'about 35,000 research articles, magazines articles, and books have been written about leadership'; yet the research on leadership development is scant. "

Orlando J.Olivars, Gerald Peterson, and Kathleen P. Hess (2007)

"Developing leaders is a formidable challenge for today's global business. Fact: the deficit of available leadership talent is widely cited as the greatest limiter of growth. Cracking the code on developing effective leadership has the potential of conferring incredible advantages – competitive and organizational."

Charles Orlando (2006)

2.2.1 Leaders Born Versus Made-Importance of Leadership Development

" I am going to put my reputation on the line at this point and say that from my research, I now believe that training can play a vital role in leadership development."

Jay A. Conger (1992)

Avolio (1999) argued that if you believe that leadership is something you are born with, then your expectation about yourself and others is that leadership is relatively fixed at birth in the form of "natural leader". Simply put, you can't develop leadership because you believe it can't develop: therefore, your beliefs become a self-fulfilling prophecy.

There is considerable agreement that physical traits are most straightforwardly genetic, that aspect of temperament are also largely genetic, but when it comes to aspects off cognitive style of personality, the case for high heritability is far less convincing. I now believe that training can play a vital role in leadership development. Yes, elements of leadership can be thought (Conger, 1992).

Avolio (1999) is also in agreement with Conger's idea of the limited contribution of genetics to leadership. He stressed that; leadership development is, to an extent, predetermined by the nature of one's personality, intelligence, and emotional make up. Evidence accumulated over the last decade has indicated that personality and intelligence are, to some degree, genetically transferred from one generation to the next. Yet, most evidence on

personality prediction indicates that about 50% of the similarity in personalities with identical twins is attributable to genetics, where as a tremendous range also exists to develop leadership potential.

Realizing that those boundaries exist is an important basis to be individually considerate leader with others. Using the excuse that leaders are born not made to avoid developing followers; however, is rater lame excuse, not doubt that it will limit one's full potential as a leader.

2.2.2 Approaches to Leadership Development

Even though approaches to leadership development vary due to the complexity of leadership and particular need assessment, Yukl (2002) identified three forms of leadership development: formal training, experience (developmental activities), and self-help activities.

It is argued that many approaches to leadership development are not innovative (Conger, 1993) and are based around four areas which have been used for many years: skill-building (e.g. decision-making), concepts (e.g. what makes leaders different from managers), outdoor adventures (to build teamwork) and feedback (ranking on a scale of leadership dimensions).

Table 6 The Evolving Paradigm of Leadership Development.

	Past	Transition	Future
Participants	Listener	Student	Learner
Programme design	Event	Curriculum	Ongoing process
Purpose	Knowledge	Wisdom	Action
Period	Past	Present	Future
Players	Specialists	Generalists	Partners
Presentations	Style	Content	Process/outcome
Place	University campus	Corporate facility	Anywhere

Source: Ruth J. Boaden. (2006). Leadership Development: Does It Make a Difference? Leadership & Organization Development Journal. Vol. 27 No.1. P, 8.

2.2.2.1. Formal/Primary Approaches to Leadership Development

2.2.2.1.1 Leadership Education

Education generally refers to acquiring knowledge without concern about its immediate application and most universities offers programs (e.g. Executive MBA) that take from one to three years to complete on part-time basis (DuBrin, 1998). Bass (1985), concluded that educational credentials, demonstrated by degrees provide avenues to success in business leadership.

Most high-level leaders are intelligent, well-informed people who gather knowledge throughout their career. The knowledge that accrues from formal education and self study provides them with information for innovative problem solving. Being intellectually alert also contributes to exerting influence through logical persuasion (DuBrin, 1998).

Amanda Hay and Myra Hodgkinson (2006) pointed that, it should be acknowledged here that the relationship between management education and management practice is seen as more complex than accounts of a functional relationship where management education is seen to equip managers with prescriptive techniques, in this case leadership. Rather, it is suggested that management education is seen to help managers make sense of the messy, irrational activity that is managing. Thus management educators role in improving leadership may be seen to help managers better understand this aspect of managing.

2.2.1.2 Leadership Training Programs

Formal training programs are widely used to improve leadership in organizations. Leadership training can take many forms, from short workshops that last only a few hours and focus on a narrow set of skills, to comprehensive programs last a year or more and cover a wide range of skills (Yukl, 2002).

Yukl (2002) noted a number of training programs are based on the application of a particular leadership theory. Some examples include training based on LPC contingency theory- Fiedler & Chemers, the normative decision model - Vroom & Jago, Transformational-Bass & Avolio, situational-Hersey & Blanchard. Reviews of research on these theory-based training programs find evidence that they sometimes improve managerial effectiveness.

The effectiveness of formal training programs depends greatly on how well they are designed. The current state of knowledge about learning processes does not provide precise guidelines for designing training. Nevertheless, leadership more likely to be successful if designed and conducted in a way that is consistent with some important findings in research on learning processes and training techniques (Campbell, 1988). The conditions for successful training are presented below.

Table 7 Conditions for Successful Training

- Clear learning objectives
 - Clear, meaningful content
 - Appropriate sequencing of content
 - Appropriate mix of training methods
 - Opportunity for active practice
 - Relevant, timely feedback
 - Trainee self-confidence
 - Appropriate follow-up activities.
-

Source: C. Yukl.(2002). Leadership in Organization. 5th ed. Prentice-Hall. p, 372

The design of a leadership development program involves using different methods, tools and processes to enhance the learning experience. The more widely used methods of leadership programs consist of (R. Cacioppe, 1998).

- **Behavior Role Modeling**

Behavior role modeling uses a combination of two older methods- demonstrations and role playing- to enhance interpersonal skills. In this training, small groups of trainees observe someone demonstrate how to handle a particular type of interpersonal problem, and then they practice the behavior in a role play and get non threatening feedback.

Behavior role modeling seems useful for concrete behaviors that are known to be effective on a particular type of leadership situation, but there is little evidence that the method is affection for teaching flexible adaptive behaviors or cognitive knowledge.

- **Case Discussion**

Cases are descriptions of events in an organization most cases are based on actual events although sometimes a case is modified to make it more useful for teaching. One potential benefits of a case is to increase understanding about situations managers encounter. By describing how different parties view a situation and feel about it, the case illustrates how the same problem may appear very different to people with different values.

- **Business Games and Simulations**

Business games and simulations have been used for many years for management training. As with cases, simulations require trainees to analyze

complex problems and make decisions. However, unlike cases, trainees have to deal with the consequences of their decisions. After decisions are made, trainees usually receive feedback about what happened as a result of their decision.

Large-scale simulations evolved from business games but they combine many of the features of other training methods such as human relations cases, role playing, the in - basket exercise, and group problem - solving exercises.

2.2.2.2 Learning from Experience

Most of the skill essential for effective leadership is learned from experience (Yukl, 2002). Without experience knowledge cannot readily be converted into skills (Dubrin, 1998). The two major developmental factors in any work situation are work associates and the task itself.

A number of activities can be used to facilitate learning of relevant skills from experience and job which are summarized below.

Table 8 Activities for Learning from Experience

-
- Special assignment
 - Job rotation
 - Hectoring
 - Executive coaching
 - Outdoor challenge program
 - Developmental assessment

Source: Cary Yukl. (2002). *Leadership in Organization*. Prentice-Hall. p, 38,

2.2.2.2.1 Job Rotation Programs

Job rotation programs with substantive assignments in different subunits of an organization offer a number of developmental opportunities. Managers face the challenge of quickly learning how to establish co-operative relationship and deal with new types of technical problems for which they lack adequate preparation. Managers can learn about the unique problems and processes in different (functional or product) subunits and the interferences among different parts of the organization. Job rotation also provides managers the opportunity to develop a large network of contacts in different parts of the organization. Participants reported that job rotation resulted in increased managerial, technical, and business skill and knowledge.

2.2.2.2.2 Mentoring

Another experience-based way to develop leadership capability is to be coached by an experienced, knowledgeable leader. Quite often this person is a mentor, a more experienced person who develops protégés abilities through tutoring, coaching, guidance and emotional support. The mentor, a trusted counselor and guide, is typically a person's manager. However, a mentor can also be a staff professional or coworker. An emotional tie exists between the protégé (or apprentice) and the mentor.

Despite the potential benefits from mentoring it is not always successful. For example, Noe (1988) found that personality conflicts and lack of mentor commitment were more likely to occur with assigned mentors. Mentoring is also affected by some demographic factors such as age, gender, and race. Women and minorities have special problems finding successful mentoring relationships.

2.2.2.2.3 Executive Coaching

In recent years there has been a rapid increase in the popularity of individual coaching as another type of development intervention for leaders in business organizations. The primary purpose of executive coaching is to facilitate learning of relevant skills. Coaches also provide advice about how to handle specific challenges, such as implementing a major change, dealing with a difficult boss, or working with people from a different culture.

Executive coaching has several advantages over formal training courses, including convenience, confidentiality, flexibility, and more personal attention. One obvious disadvantage is the high expense of one-on-one coaching, even when used for a limited time.

2.2.3 Integrated leadership development

David (2005) noted that many organizations have recognized that the single-solution approach to leadership development is insufficient to build leadership capacity. These organizations implement a more evolved approach by utilizing an array of leadership development options. We refer to this as the multiple solution approach to leadership development. This approach recognizes that simple single- solutions are insufficient and multiple solutions are necessary to overcome the leadership gap. Today organizations have a wide array of development options available (Saratoga 1998).

Table 9 Four broad type of leadership development options

Assessment	Coaching	Learning	Experience
<ul style="list-style-type: none"> ▪ Psychometric assessment ▪ Multi-rater feedback ▪ Competency assessment ▪ Assessment centers 	<ul style="list-style-type: none"> ▪ Internal coaching ▪ External coaching ▪ Mentoring 	<ul style="list-style-type: none"> ▪ Individualized development planning ▪ High profile fearing events ▪ Technology - based learning options ▪ Leaders developing leaders ▪ Partnering with thought leaders ▪ Business school affiliations ▪ Development for intact teams 	<ul style="list-style-type: none"> ▪ Stretch assignments ▪ Outside positions / projects ▪ Action learning

Source: David Wels and Vice Molinaro. (2006). Integrated Leadership Development. Industrial and Commercial Training Journal. Vol. 38, No. 1 p,5.

The eight steps to implanting an integrated- solution approach to leadership development.

1. develop a comprehensive strategy for integrated leadership development ;
2. connect leadership development to the organizations environmental challenges ;
3. use the leadership story to set the context for development;
4. balance global enterprise - wide needs with local individual needs;
5. employ emergent design and implementation;
6. ensure that development options fit the culture;
7. focus on critical moments of the leadership lifecycle;
8. apply a blended methodology.

2.3. LEADERSHIP IN THE FUTURE

Gina Hernez-Broome, Richard L. Hughes in their article “Leadership Development Past, Present, and Future” noted that several trends will have a major role in future understanding and practice of leadership and leadership development. These factors represent, in different ways, the critical role changing contexts will play in leadership development and are presented below.

▪ **Leadership Competencies Will Still Matter;**

Leadership competencies will still matter, but they will change as the competitive environment changes. Five critical forces will shape leadership competencies (requirements) in the future: 1) global competition, 2) information technology, 3) the need for rapid and flexible organizations, 4) teams, and 5) differing employee needs. Given these, most organizations will not need the “Long Ranger” type of leader as much as a leader who can motivate and coordinate a team-based approach. This new environment will have greater ambiguity and uncertainty, and many if not all aspects of leadership (e.g., strategy development) will require a more collaborative approach to leadership. The model of effective leadership in the future will be one of encouraging environments that unlock the entire organization’s human asset potential.

▪ **Globalization/Internationalization Of Leadership Concepts, Constructs, And Development Methods**

Future leaders will need to be conversant in doing business internationally and conceiving strategies on a global basis. Globalization will intensify the requirement that senior leaders deal effectively with a complex set of constituencies external to the organization. (e.g., responsibility for managing the company’s interface with trade, regulatory, political, and media groups on a wide range of issues). Leadership development is rapidly moving to include

substantial components involving international markets, world economic trends, and focus on particular regions such as the Asia Pacific rim (Cacioppe, 1998). Leaders are being exposed to how the world is becoming interdependent and the need to be up to date with international trends that are vital to the success of the business. Use of the internet to obtain information and to market products and services worldwide is a topic in many current leadership development programs.

- **The Role Of Technology**

The technology revolution has changed organizational life. It has changed the ways information and knowledge are accessed and disseminated, and the ways in which people can communicate and share with one another. This has profound implications for what effective leadership will look like as well as how to use technology most effectively in leadership development. Leaders will clearly have to be much savvier with regard to technology in general. Facility and comfort with communication technology and the internet will be a necessity. Given the pace of change and the speed of response time that leaders are now required to demonstrate, technological savvy has rapidly become an integral aspect of leadership effectiveness. It has even been noted that the effective use of technology is proving to be a “hierarchy buster.” It can be an avenue for people to communicate with leaders at all levels and whenever they need to at any time. Leading virtually is already a reality, and requirements to

lead geographically dispersed units and teams will only increase. Technology will not be a solution for this challenge, but it will surely be a tool.

The pressure on costs, increased reality of virtual teams, and availability of technology in leadership development has reduced the need for people to travel to training programs, will make learning opportunities available to geographically dispersed leaders, and will allow individuals access to learning opportunities when it best suits their schedule. Technology can extend learning over time rather than limiting it to time spent in the classroom. Technology will also enhance the emergence and sharing of knowledge among participants via such venues as chat-rooms, thought leader access, e-learning advances, e-mentoring/ shadowing, and business simulations. While technology is useful for some aspects of leadership development, it cannot replace the importance of bringing leaders together to deepen their relationships and their learning experience. Maximizing the effectiveness of leadership development offers the best of both worlds: integrating face-to-face classroom and coaching experiences with technology-based tools and processes, i.e., blended learning solutions (e.g., Alexander & Ciaschi, 2002).

▪ **Increasing Interest In The Integrity And Character Of Leaders;**

Bass and Steidlmeier (1999) noted that transformational leadership is only authentic when it is grounded on the leader's moral character, concern for others, and congruence of ethical values with action. A leader's credibility and trustworthiness are critical, and increasing numbers make the case that character—as defined by qualities like one's striving for fairness, respecting others, humility, and concern for the greater good—represents the most critical quality of leadership (Sankar, 2003). Assuming there is continuing if not increasing interest in the character of leaders, much work is needed in the years ahead to assure greater clarity of concept about these vital-yet-elusive concepts if they are to play a prominent role in leadership development practices in organizations.

▪ **Pressure To Demonstrate Return On Investment;**

The future trends noted reflect in part a response to the changing context of leadership. Perhaps the strongest pressure facing leadership practitioners in the future may be to demonstrate ROI (Kincaid & Gordick, 2003). While leadership Development is strategically important, it is usually expensive. Yet while leading-edge companies today such as PepsiCo, IBM, and Johnson and Johnson spend significant time and resources on leadership development, attempts to quantify its benefits precisely have remained elusive and have led some to speculate that investment in developing better leaders may be falling short of

the desired impact. In today's economy, leadership development expenses will likely have to meet certain standards of proof of impact or return on investment.

Demonstrating and quantifying the impact of leadership development investments is likely to emerge as a priority for organizations committed to building leadership strength. To maximize ROI for leadership development efforts, its payoffs organizations must effectively plan, implement, and evaluate their initiatives. They must create a "chain of impact" that connects leadership development to relevant organizational outcomes (Martineau & Hannum, 2003).

- **New Ways Of Thinking About The Nature Of Leadership And Leadership Development.**

Emerging new perspectives on the nature of leadership may profoundly affect our thinking about leadership development. Increasingly, leadership and leadership development are seen as inherently collaborative, social, and relational processes (Day, 2001). Similarly, Vicere (2002) has noted the advent of the "networked economy" where "partnerships, strategic and tactical, customer and supplier, personal and organizational, are essential to competitive effectiveness." As a result, leadership will be understood as the

collective capacity of all members of an organization to accomplish such critical tasks as setting direction, creating alignment, and gaining commitment.

Leadership development based on this paradigm is more difficult to design and implement than those that have been popular for the last several decades in which the focus was to train individual leaders. Taking this next step will require a deeper understanding of the role of organizational systems and culture in leadership development (VanVelsor & McCauley, 2004).

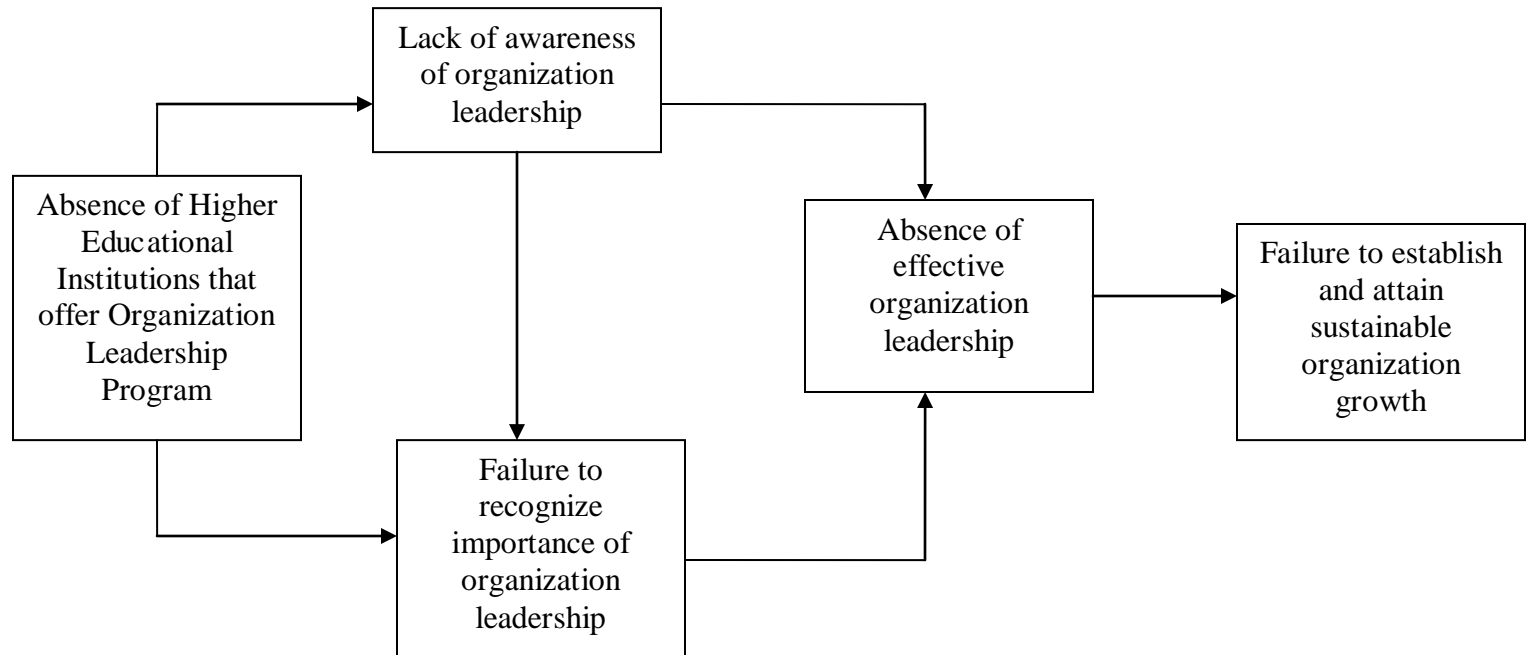
2. 4. FRAME WORK OF THE PROJECT

Vast review of literature on leadership and leadership development is found necessary and done in the previous sections principally in view of the fact that either:

- organizational Leadership is a new concept in that our business programs and courses does not address leadership;
- as a result organization leadership and organization leadership development concept is not understood uniformly and /or entirely;

Accordingly, the researcher believes that the extensive literature review done will help to pin point the basic framework of organizational leadership and its development.

In a nut shell, the following framework is developed for the project work.



CHAPTER THREE

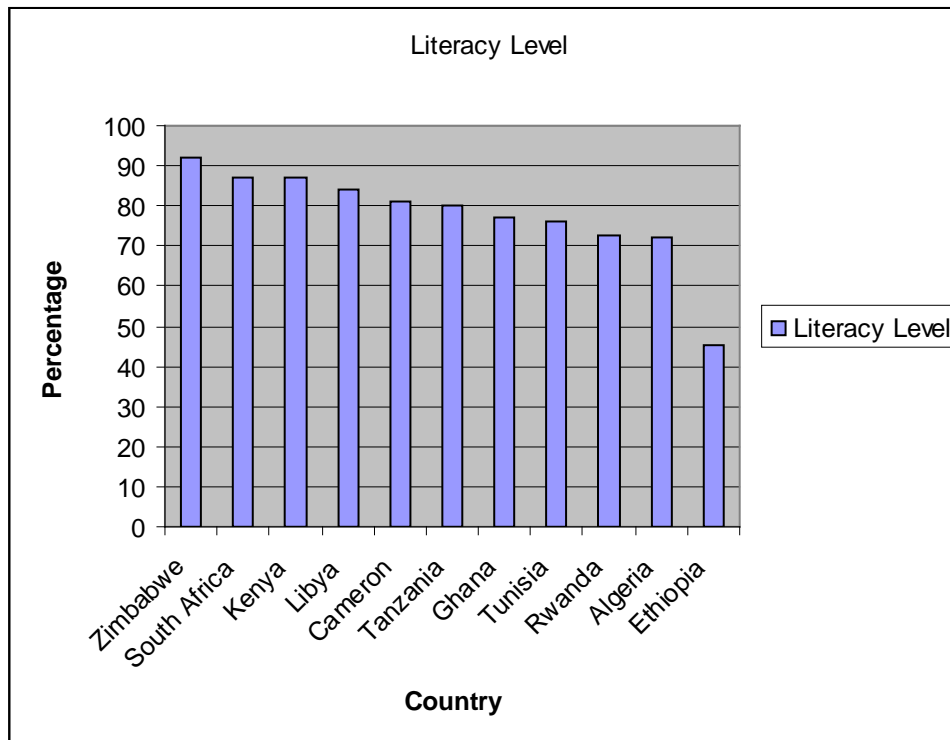
DATA ANALYSIS AND FINDINGS

3.1 ENROLMENT IN HIGHER EDUCATIONAL INSTITUTIONS

Ethiopia's literacy rate is one of the lowest. UNESCO ranked Ethiopia 167th in literacy only 45.1% of which female literacy is 37.8% and male literacy is 52.4%.

Consequently, enrolment in higher educational institution is very low. Literacy level of some African countries is presented for comparison.

Figure 4 Literacy Level of Some African Countries



Source: UNESCO Report of 2006

3.1.1 Vision of the Ministry of Education

To see all school age children get access to quality primary education by the year 2015 as well as ensure an efficient and cost effective education system producing skilled and qualified human power that could play a leading role in development and building a democratic system.

3.1.2 Mission of the Ministry of Education

To ensure the production of citizens who properly respect and enforce others to respect the rights and responsibilities of citizens the constitution provides, who are vigilant to enrich their capacity to solve problems, who would actively participate in development, in building democracy and in the promotion of science and technology.

3.1.3 Values of the Ministry of Education

- We are committed to work towards expanding quality and equitable education, as well as enriching an appropriate democratic culture.
- We are highly devoted to always strive to upgrade ourselves so that we would have a proper professional efficiency to discharge our mission.
- We shall practically ensure that education is the key instrument for dealing with development. We shall commit our selves to discharge our responsibilities to serve the public in honesty and integrity.

3.1.4 Vision of the Education Sector of Ministry of Education

To see all school-age children get access to quality primary education by the year 2015 and realize the creation of trained and skilled human power at all levels who will be driving forces in the promotion of democracy and development in the country.

3.1.5 Mission of the Education Sector of Ministry of Education

To extend quality and relevant primary education to all school-age children and expand standardized education and training programs at all levels to bring about rapid and sustainable development, with increased involvement of different stakeholders (Community, Private investor, NGOs, etc)

To ensure that educational establishments are producing all rounded, competent, disciplined and educated human power at all levels through the inclusion of civic and ethical education with trained, competent and committed teachers.

Table 10 Summary of Students Enrolment 2005/2006 (1998 E.C.) Academic Year (detail is presented on Annex 4)

Institution	Regular								Evening		Kiremet/ Distance		Total	
	Under Graduate Degree		Post Graduate Degree		Post Graduate PhD		Total		Under Graduate Degree		Under Graduate Degree		BS	F
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F		
Government	93,689	20,911	6,321	636	64	3	100,074	21,550	26,339	7,760	14,182	2,253	140,595	31,563
Non- Government	7,387	3,124	0	0	0	0	7,384	3,124	13,058	6,282	19,246	2,736	39,691	12,142
Total	101,076	24,035	6,321	636	64	3	107,458	24,674	39,397	14,042	33,428	4,989	180,286	43,705

Source: Ministry of Education. (February, 2007). Education Statistics Annual Abstract. P. 134.

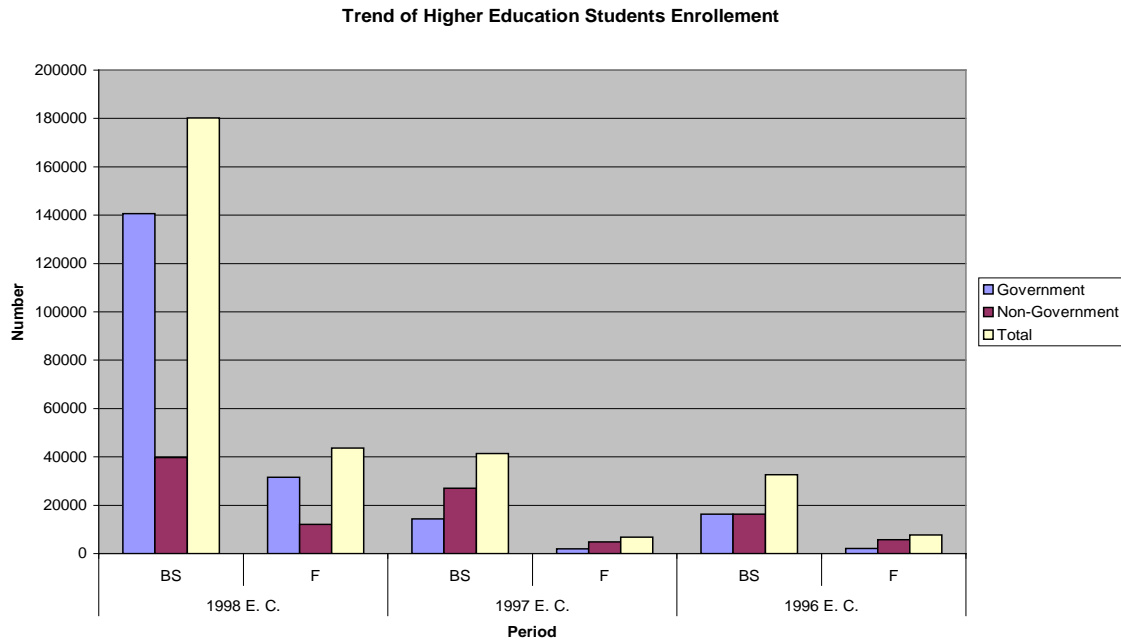
The total 180,286 students are enrolled in 13 (43%) government and 17 (57%) non-government universities and university colleges respectively. In other words governmental higher educational institutions accommodated 78% of students while the remaining 22% of students are enrolled in non-government higher educational institutions.

Table 11 Summary of Teaching Staff in Regular Programs 2004/2005
(1997 E. C.) Academic Year (detail is presented on Annex 5)

Institution	Ethiopian		Expatriate		Total	
	BS	F	BS	F	BS	F
Government	3723	340	533	71	4256	413
Non-Government	569	87	22	2	591	89
Total	4292	427	555	73	4847	502

Source: Ministry of Education. (February, 2007). Education Statistics Annual Abstract. P. 134

Figure 5 Trend of Higher Education Students Enrolment



There is a sharp increase of students enrolled in 2005/2006 Academic Year (1998 E.C.). The main reason for the increase is the completion of upgrading of government universities such as Jimma, Gonder, and Awassa. The trend also indicates that the number of female students enrolled in non-government higher educational institutions is relatively higher than those in government institutions.

3.2 International Leadership Institute

3.2.1 Establishment, Vision and Mission

International Leadership Institute (ILI) founded in 2003 is a leadership institute partnering with Azusa Pacific University of United States of America to offer MA Degree Program in Organizational Leadership, and on its own offers BA Degree Program in Organization Management, and Certificate program and short-term workshops and seminars on various topics in leadership, and consultancy services to institutions in Ethiopia. ILI campus is located around Sidist Killo near Nazareth School.

Vision of ILI

To empower individuals to be effective business leaders and team players in the globally competitive market.

Mission of ILI

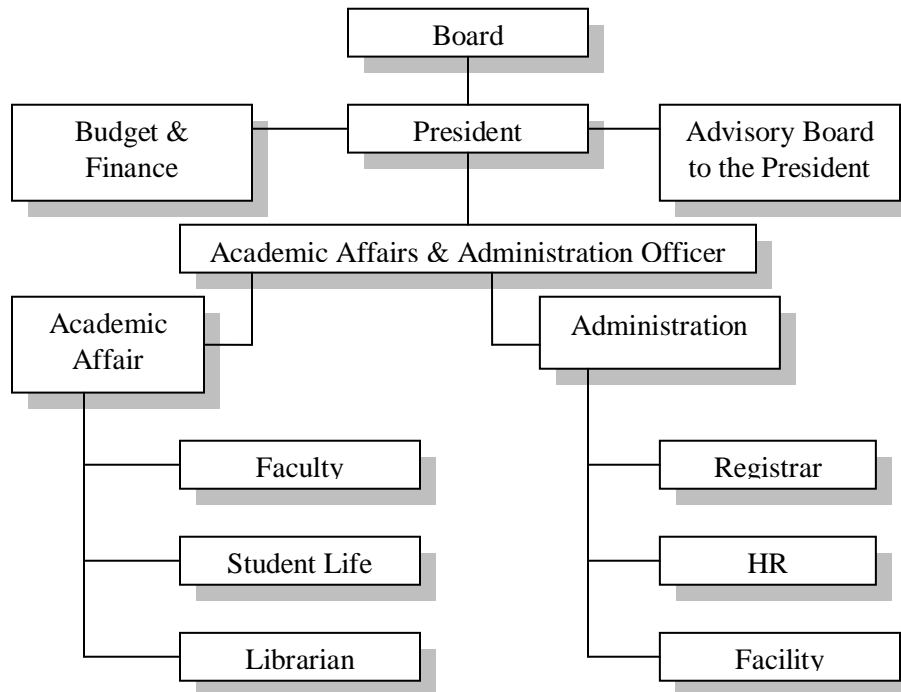
International Leadership Institute is dedicated to the advancement of academic excellence in developing a leadership program of higher education by offering a flexible learning environment to scholarly impact the destiny of students and professionals in Ethiopia and beyond. ILI is committed to create a learning opportunity to:

- achieve outstanding personal, team and organizational result;
- develop skills and knowledge to meet leadership challenges;

- help realize their potential, build self confidence, and develop a greater sense of pride in themselves and their accomplishment,
- learn to work more effectively and develop sense of team work to advance excellence in their learning experience;

3.2.2 Organizational Structure

Figure 6 Organizational Structure of International Leadership Institute



Source: ILI Profile

3.2.3 Education on Leadership

3.2.3.1 MA Degree in Organizational Leadership

ILI facilitates Azusa Pacific University's MA Degree program. The program lasts for three years and is offered on semi distance basis where students attend

rigorous class in January and July each year. The Instructors as well as Advisors are from Azuza Pacific University. Class is conducted in ILI campuses and the Addis Ababa library avails more than 12,000 books on leadership and organization management.

The MA degree program of Azuza Pacific University in Organizational Leadership is offered in Addis Ababa, Awassa, Bahir Dar, and Nazareth. One batch had already graduated and currently there are more than 365 students enrolled in the program.

Table 12 Summary of Students Enrolled in MA Degree Program

City	Classes	Number of Students
Addis Ababa	4	135
Awassa	3	80+
Bahir Dar	2	60+
Nazareth	3	90
Total		365+

Source: International Leadership Institute. (May 2007). ILI Profile. P.2

3.2.3.2 BA Degree in Organization Management

The BA Degree in Organizational Management is provided by ILI. It has enrolled 92 students at the moment most of which are government officials from different regions. The Program is for three years as semi regular and distance. Staff compositions that provide the program are as follows.

Table 13 Summary of Academic Staff for BA Degree Program

Educational Level	Number
Ph. D. Degree	6
MA Degree	5
BA Degree	4
Total	15

3.2.4 Trainings on Leadership

ILI has provided trainings to around 620 top management staff of more than twenty-two government, non-government, and businesses organizations. Some of the organizations are World Bank, Ethiopian Airlines, Nile Insurance, Ethiopian Telecommunication, Alert Hospital Ministry of National Defense, Woman's Affair of different regions, Ministry of Health, Top government leaders of Amhara, Tigray, Southern Regions.

Training duration is from one to eight days depending on training type. Partial list of trainings provided are the followings.

Table 14 Partial List of Training Provided by ILI

Single Topic Training		Certificate or non-certificate training		
Training # 0100	A Leader as Agents of Change	Effective Change Management	Training # 1-Change Process	Two Days
Training # 0200	Current Issues in Leadership		Training # 2-Organizational Culture and Change	Two Days
Training # 0210	Future Trends in Leadership		Training # 3- A Leader as a Change Agent	Two Days
Training # 0220	Creative and Collaborative Leadership		Training # 4- Change Transition	Two Days
Training # 0300	Personal and Professional Development in Leadership	Mentoring and Network Building in Leadership	Training # 1- Mentoring as Best Practice in Developing Succession and Future Leaders	Two Days
Training # 0310	The Best Leadership Practice in the Banking Industry		Training # 2- Network Development in Leadership	Two Days
Training # 0400	Conflict Management and Teamwork in Leadership	Delegation with Authority and Teamwork	Training # 1- Delegation with Authority in Leadership	Two Days
Training # 0500	Empowering Women in Leadership		Training # 2- Teamwork to enhance Participatory Leadership	Two Days
Training # 0600	HR development in Leadership			

Source: ILI Profile

3.3 Findings and Analysis from Respondents

3.3.1 Respondents' Personal Data

Table 15 Respondents' Personal Data

1 Gender	Male		Female		No answer	Total	
Frequency	19		6		0	25	
Percentage	76%		24%		0	100%	
2 Age							
	Below 25	25-35	36-45	46-55	Above 55	No answer	Total
Frequency	0	9	10	4	0	2	25
Percentage	0	36%	40%	16%	0	8%	100%
3 Educational Level							
	12th complete	College Diploma	First Degree	Second Degree	No answer	Total	
Frequency	0	11	12	2	0	25	
Percentage	0	44%	48%	8%	0	100%	
4 Employer							
	Government Organization	Non-government Organization		No answer	Total		
Frequency	14	10		1	25		
Percentage	56%	40%		4%	100%		
5 Position							
	Managerial	Non-managerial		No answer	Total		
Frequency	19	5		1	25		
Percentage	76%	20%		4%	100%		

The data presented in the above Table depicts that more than 75% of students enrolled on Organizational Leadership are male students. In terms of age group, the lead age group is 36-45 (40%) followed by 25-36 (36%).

44% of respondents are Diploma graduates, 48% are 1st Degree graduates and 8% are 2nd Degree graduates. Moreover, 76% of respondents are in managerial positions which may indicate that educational qualification of respondents' is not necessary related with their position.

56% of respondents are from government organization. In this regard, participation of students from government organization is as encouraging as those from non-government organizations.

3.3.2 Leadership Concept

3.3.2.1 Understanding Leadership Concept

It can be said that leadership concept is not understood (92%) by most organization members in Ethiopia. The lion's share for lack of conceptual understanding in leadership as identified by respondents (see Table 16) is attributed to absence of higher educational institutions that offer program on leadership. Inadequate training provision and lack of consultancy service on organizational leadership are cited as the second and third main reason respectively. Absence of reference books and articles on the subject is positioned as fourth reason.

Table 16 Understanding Leadership Concept

Leadership concept is understood by Ethiopian organization	Yes	No	No answer	Total
Frequency	2	23	0	25
Percentage	8%	92%	0	100%

In general, out of the 23 respondents who stated that leadership concept is not understood by most members of Ethiopian organization, all of them (100%) identified absence of higher educational institution on leadership and lack of training on the field as the two prior reasons for the lack of conceptual understanding of leadership.

Table 17 Causes For Lack Of Understanding Of Leadership Concept

Causes	Priority				
	1 st	2 nd	3 rd	4 th	No Answer
Absence of higher educational institutions on leadership	18	2	1		0
Inadequate training on leadership	5	20	1		0
Lack of reference books and articles on the subject			4	20	0
Lack of consultancy service		1	17	3	0
Total	23	23	23	23	0

3.3.2.2 Importance of Leadership

As presented above most organization members do not have fair understanding of leadership. In addition they do not recognize (84%) importance of effective leadership (see Table 18) for organization success.

Table 18 Recognition Of The Importance Of Leadership

Organization's recognize the importance of leadership	Yes	No	No Answer	Total
Frequency	4	21	0	25
Percentage	16%	84%	0	100%

Forty-eight percent of respondents who stated that organizations do not recognize the importance of leadership for their organization success identified that considering management and leadership as one and the same is the main reason. Belief that power is more important than effective leadership is also cited as the second main reason by the respondents.

Table 19 Causes For Not Recognizing The Importance Of Leadership

Reasons	Belief that power is more important than leadership	Belief that management and leadership are one and the same	Lack of awareness on the subject	No answer	Total
Frequency	6	12	5	2	25
Percentage	24%	48%	20%	8%	100%

In addition, one of the respondents stated that the importance of leadership is not recognized because there is a belief that recent theories and development on leadership couldn't be applied in developing countries, especially in Ethiopia.

3.3.3 Leadership Development Effort of International Leadership Institute (ILI)

Eighty-eight percent (see Table 20) of respondents have stated that leadership skill can be learned whereas the remaining twelve percent noted otherwise even though all of the respondents are students of ILI.

Table 20 Learning Leadership Skill

Leadership skill can be learned	Yes	No	No Answer	Total
Frequency	22	3	0	25
Percentage	88%	12%	0	100%

Despite the variation in the degree of relevance, all of the respondents (see Table 21) stated the education on leadership (offered by Azuza Pacific University's and facilitated by International Leadership Institute-ILI) that they are attending is important and ninety-two percent of the respondents noted to the minimum it is very important.

Table 21 Relevance of Leadership Education Facilitated By ILI

Relevance	Extremely Important	Very Important	Important	Less Important	Unimportant	Total
Frequency	10	13	2	0	0	25
Percentage	60%	32%	8%	0	0	100%

3.3.3.1 Evaluation of ILI

Respondents were requested to evaluate the leadership program offered on the basis of the following parameters.

- Course Content;
- Methodology;
- Academic staff capacity;
- Reference materials availability;
- Follow-up and feed back mechanism;
- Grading system;
- Program duration; and
- Cost of the program

Respondents assigned the highest number of “Excellent” (see Table 22) to Academic Staff Capacity and the least number of “Excellent” to Grading System. Only one respondent rated ILI “Poor” in only one of the parameters- Availability of reference materials.

However, almost fifty-percent of the respondents noted that cost of the program is very expensive (it’s around Birr 72,000). In fact in this parameter, ILI

did not get the first two desirable ranks from the respondents' point of view i.e. "Very Cheap" or "Cheap". Details are presented successively y in the following pages.

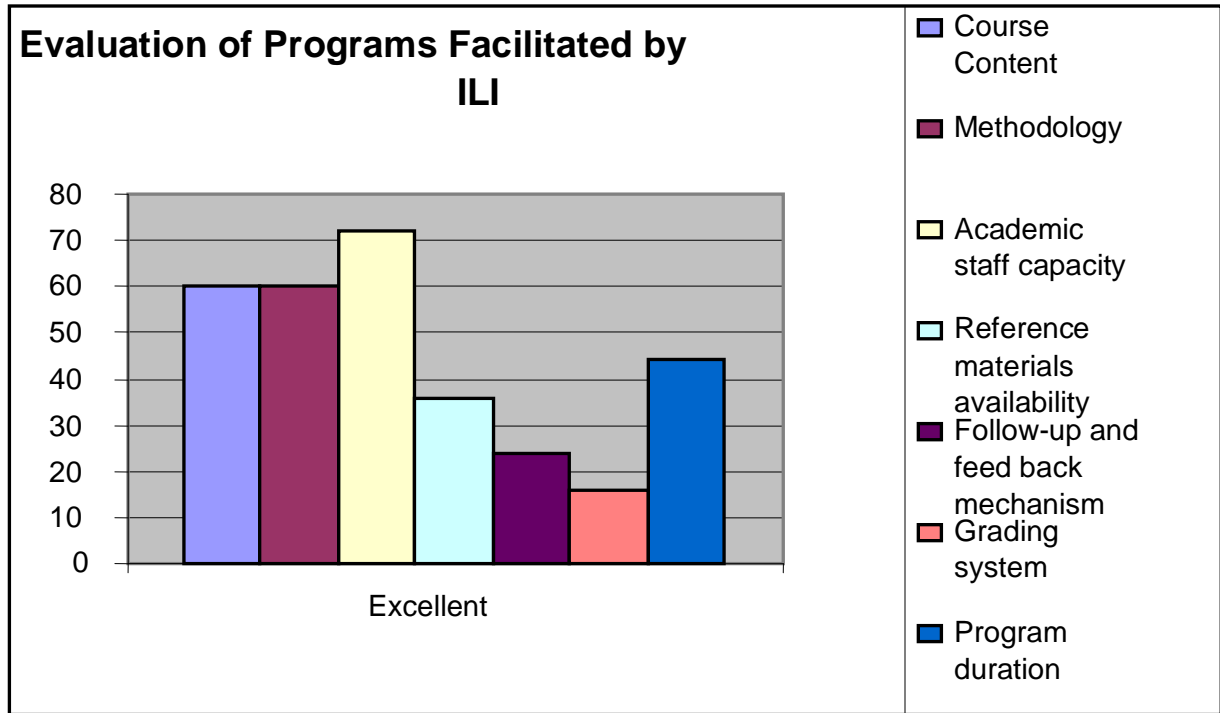


Figure 7 Value of Parameters ILI Ranked Best

Table 22 Evaluation of Leadership Education Facilitated by ILI

Table 22.1 Course contents

Course contents	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	15	8	2	0	0	0	25
Percentage	60%	32%	8%	0	0	0	100%

The courses for Masters Degree in Organizational Leadership are identical with those offered in Azaza Pacific University home campus-California. In view of

that, 92 percent of the students stated that the course content is very good and above.

Table 22.2 Methodology

Methodology	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	15	7	3	0	0	0	25
Percentage	60%	28%	12%	0	0	0	100%

The program is provided on semi-distance mode. Rogueries class room lectures are conducted at the beginning of each semester in July and January. Individual and group Assignment is also part of the methodology. Finally, students are required to prepare thesis. To this effect 60 percent (see Table 22.2) of the students ranked the methodology as excellent.

Table 22.3 Academic staff capacity

Academic staff capacity	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	18	5	2	0	0	0	25
Percentage	72%	20%	8%	0	0	0	100%

Majority of the academic staff are from Azuza Pacific University California. Of all the parameters respondents' gave the highest number of excellent to academic staff capacity (see Table 22.3).

Table 22.4 Reference materials availability

Reference materials availability	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	9	9	6	1	0	0	25
Percentage	36%	36%	24%	4%	0	0	100%

ILI has library with more than 12,000 books on organizational leadership and management. Nevertheless, respondents' opinion to this parameter is relatively weaker than the others (see Table 22.4).

Table 22.5 Follow-up and feed back mechanism

Follow-up and feed back mechanism	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	6	13	6	0	0	0	25
Percentage	24%	52%	24%	0	0	0	100%

Table 22.6 Grading System

Grading System	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	4	15	5	0	0	0	25
Percentage	16%	60%	24%	0	0	0	100%

Table 22.7 Program Duration

Program Duration	Very Sufficient	Sufficient	Average	Insufficient	Very Insufficient	No answer	Total
Frequency	11	5	6	2	1	0	25
Percentage	44%	20%	24%	8%	4%	0	100%

Program duration for both MDOL and BDOM is three years. Only one respondent stated the program duration is very insufficient and two of the respondents noted that the duration is insufficient.

Table 22.8 Cost of the program

Cost of the program	Very expensive	Expensive	Fair	Cheap	Very Cheap	No answer	Total
Frequency	12	8	5	0	0	0	25
Percentage	48%	32%	20%	0	0	0	100%

The cost of the MDOL is around Birr 80, 000 which is not affordable by majority of the students unless sponsored. Hence, 80 percent (see Table 22.8) of respondents stated the program is expensive to the minimum.

3.3.3.2 Additional Opinion of Respondents

Respondents commented that Azuza Pacific University graduate can participate in Organizational Leadership Program as Instructors if the program is initiated in existing government and/or non-government higher educational institutions.

3.3.3.3 Problems Encountered by Respondents in ILI

Eleven respondents (44%) stated that they have encountered some problems in relation to ILI which facilitates the program. The problems are summarized below.

- Lack of information in advance regarding the courses offered;
- Unfair collection of additional fees and charges by-library fees;
- Absence of feed-back from some Instructors;
- Less proactive to set graduation day;
- Less responsive to the students right;
- Less supply of reference books;

3.3.4 Role of Higher Educational Institutions

Higher Educational Institutions have been bearing the responsibility to meet demand for trained human resources in Ethiopia. As noted by ninety-six percent of respondents (see Table 23), the demand for organizational leadership skill is very high or high to the minimum.

Table 23 Ethiopia's demand for organizational Leadership Skill

Demand for Organizational Leadership Program	Very High	High	Average	Minimum	Very Minimum	No answer	Total
Frequency	13	11	0	1	0	0	25
Percentage	52%	44%	0	4%	0	0	100%

Eighty-four percent of respondents (see Table 24) agreed that International Leadership Institute which facilitates Azuza Pacific University's Leadership program in Ethiopia is not adequate to meet the very high demand for organizational leadership development.

Table 24 Adequacy of ILI (one institute) to fill the demand

ILI is adequate to meet the demand for leadership skill	Yes	No	No answer	Total
Frequency	4	21	0	25
Percentage	16%	84%	0	100%

The main option (76%) cited by the respondents is for both government and Non-government Higher Educational Institutions to engage in organizational leadership development (see Table 25).

Table 25 Institutions that Should Engage in Leadership Development

Institutions	One or few more institutions like ILI	Government owned universities	Non-government university colleges	Both government and no-government higher educational institutions	No answer	Total
Frequency	1	4	1	19	0	25
Percentage	4%	16%	4%	76%	0	100%

However, respondents' ranking of higher educational institutions in terms of the Physical Facility, Academic Staff Capacity, Books and Reference materials,

Teaching Methodology is dispersed (see Table 26). The higher number of respondents (96%) exhibited is only on ranking Physical Facility of the existing Higher Educational Institutions which identified as good and above.

Table 26 Potential of existing higher educational institutions to engage in leadership development

	Excellent	Very Good	Good	Poor	Very Poor	Total
Physical facility	1 (4%)	8 (32%)	15 (60%)	1(4%)	0	25
Academic Staff capacity	4 (16%)	7 (28%)	9 (36%)	4 (16%)	1 (4%)	25
Books and Reference materials	5 (20%)	2 (8%)	14 (56%)	4 (16%)	0	25
Teaching Methodology	5 (20%)	5 (20%)	6 (24%)	6 (24%)	3 (3%)	25

Despite the limitation of the current Higher Educational Institutions, eighty-percent (see Table 27) of respondents stated the institutions will meet highly the demand for organizational leadership development.

Table 27 Extent of Meeting Demand with the Exiting Higher Education Institutions if Engaged in Leadership Development

Meeting Demand if existing Higher Educational Institutions engaged in Leadership	Very Higher	High	Average	Minimum	No answer	Total
Frequency	5	15	3	2	0	25
Percentage	20%	60%	12%	8%	0	100%

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary

- Managers cannot lead their organizations to success no matter how much hard they try and regardless of how much they want to until they become competent to identify the right direction and lead the organization towards that end.
- Leadership is easy to identify in a situation; however, it is difficult to define precisely. However, most of the definitions of leadership reflect that it involves a process whereby intentional influence is exerted to guide, structure, and facilitate activities and relationships in a group or organization towards shared objectives.
- The critical issues facing organizations, which have leadership implications, among others are challenges in implementing organization change, changes in investors' focus, awareness of the impact of stress on employees, changes in societal values.
- Leadership has been studied from a variety of perspectives. In Traits School (Bernand, 1926) leadership was explained by the internal qualities with which a person is born. The thought was that if the traits that

differentiated leaders from followers could be quickly assessed and put into position of leadership.

- The trait movement gave way to the behavioral styles of leadership the well-known University of Michigan (Katy, Maccoby, Gurin & Floor, 1951) and Ohio State (Stogdill & Coons, 1957) studies that identified two dimensions of leadership generally referred to as employee-oriented leadership and production-oriented leadership. These studies began to look at leaders in the context of the organization, identifying the behaviors leaders' exhibit that increase the effectiveness of the company.
- Because of contradictory findings relating to the behavioral approaches it then became apparent that success of the style of leader enacted was contingent on situation (Fidler , 1967). The Contingency School of leadership emphasizes the importance of contextual factors that influence leadership processes.
- The new leadership school such as Transformational and Charismatic leadership, stressed that previous paradigms of leadership were transactional oriented. Bass argued that Transactional leadership stems from more traditional views of workers and organizations, and it involves the position power of the leader to use followers for task completion. Transformational leaders, on the other hand, search for ways to help

motivate followers by satisfying higher order needs and more fully engaging them in the process of the work.

- In his works, Greenleaf discusses the need for a better approach to leadership that puts serving others—including employees, customers, and community— as the number one priority. Servant leadership emphasizes increased service to others, a holistic approach to work, promoting a sense of community, and the sharing of power in decision making. Finally, integrated approach to leadership was promoted. An example of an integrative perspective is the work of Zacaro (2001) who integrated various “new” leadership theories which link cognitive, behavioral, strategic, and visionary leadership theory perspective.

- Kotter draws the distinction between management and leaderships stating that Management is an explicit set of tools and techniques based on reasoning and testing that can be used in a variety of situation. Leadership, in contrast to management, involves having a vision of what the organization can become. Leadership requires eliciting cooperation and teamwork from a large network of people and keeping the key people in that network motivated, using every manner of persuasion.

- Successful leaders- as stated by Vana Prewitt (2005)- have vision, qualities to inspire and motivate, communicate and clarify vision, stay focused, take risks, persevere; have ability to overcome adversity and handle difficult situations; are concerned for people's welfare; are highly sensitive to social cues, are the right person at the right time and know the right action.

- Evidence accumulated over the last decade has indicated that personality and intelligence are, to some degree, genetically transferred from one generation to the next. Yet a tremendous range also exists to develop leadership potential. Even though approaches to leadership development vary due to the complexity of leadership and particular need assessment, Yukl (2002) identified three forms of leadership development: formal training, experience (developmental activities), and self-help activities.

- Formal/Primary approaches include education and training. Education generally refers to acquiring knowledge without concern about its immediate application and most universities offer programs (e.g. Executive MBA) that take from one to three years to complete on part-time basis. Leadership training can take many forms, from short workshops that last only a few hours and focus on a narrow set of skills, to comprehensive programs which last a year or more and cover a wide range of skills. The effectiveness of formal training programs depends greatly on how well they

are designed. The conditions for successful training are clear learning objectives, clear and meaningful contents, appropriate sequencing of content, appropriate mix of training methods, opportunity for active practices, relevant timely feedback, trainee self-confidence and appropriate follow-up activities.

- With out experience knowledge cannot readily be converted in to skills. A number of activities can be used to facilitate learning of relevant skills from experience such as Special Assignment, Job Rotation, Mentoring, Executive Coaching, Outdoor Challenge Program; and Developmental Activities like Behavior Role Modeling, Case Discussion, Business Games and Simulations.

- Many organizations have recognized that the singe-solution approach to leadership development is insufficient to build leadership capacity and integrated or multiple solutions are necessary to overcome the leadership gap. In order to successfully implementing an integrated- solution approach to leadership development, organizations should develop a comprehensive strategy, connect leadership development to the organization's environmental challenges, ensure that development options fit the culture, use the leadership story to set the context for development, balance global enterprise - wide needs with local individual needs, employ emergent

design and implementation, focus on critical moments of the leadership lifecycle and apply a blended methodology.

- Future understanding and practice of leadership and leadership development, G. Broome, and R. Hughes noted that several trends will have a major role. Leadership competencies will still matter and the model of effective leadership in the future will be one of encouraging environments that unlock the entire organization's human asset potential. Globalization/internationalization of leadership concepts, constructs, and development methods is another matter which future leaders will need to be conversant in doing business internationally and conceiving strategies on a global basis. In relation to the role of technology on the future trends of leadership, leaders are being exposed to how the world is becoming interdependent and the need to be up to date with international trends that are vital to the success of the business. Use of the internet to obtain information and to market products and services worldwide is a topic in many current leadership development programs. Technology will also enhance the emergence and sharing of knowledge among participants via such venues as chat-rooms, thought leader access, e-learning advances, e-mentoring/ shadowing, and business simulations. While technology is useful for some aspects of leadership development, it cannot replace the importance of bringing leaders together to deepen their relationships and

their learning experience. Increasing interest in the integrity and character of leaders is another factor for future leadership. A leader's credibility and trustworthiness are critical, and increasing numbers make the case that character—as defined by qualities like one's striving for fairness, respecting others, humility, and concern for the greater good—represents the most critical quality of leadership. The future trends noted reflect in part a response to the changing context of leadership. Perhaps the strongest pressure facing leadership practitioners in the future may be to demonstrate ROI. Demonstrating and quantifying the impact of leadership development investments is likely to emerge as a priority for organizations committed to building leadership strength and to maximize ROI for leadership development.

4.2 Conclusions

- Ethiopia's higher educational institution distribution and student enrolment are very minimum as can be inferred from vision statement of Education Sector which states "...to see all school age children get access to quality primary education by the year 2015."
- Of these handful higher educational institutions none is engaged in organizational leadership development at program level or offers leadership as a course in postgraduate program except International

Leadership Institute that facilitates Azuza Pacific University's Masters Degree in Organizational Leadership and offer Bachelor Degree in Organization Management. With such shortage of qualified human resources in organization leadership, organization success in today's turbulent environment is doubtful.

- Leadership concept is not understood (92%) by most organization members in Ethiopia. The lion's share for lack of conceptual understanding in leadership is attributed to absence of higher educational institutions that offer program on leadership.
- The two main reasons identified for lack of conceptual understanding in leadership are absence of higher educational institutions on leadership and lack of training on leadership.
- Organization members do not recognize the importance of leadership for their organization success mainly due to belief that power is more important than effective leadership and consideration of management and leadership as one and the same.
- Leadership skill is can be learned and there is high demand for leadership education. The education on leadership offered by Azuza Pacific

University's and facilitated by International Leadership Institute is said by respondents to be important.

- Evaluation of Leadership Program of Azuza Pacific University facilitated by ILI is ranked excellent in terms of course content, teaching methodology, academic staff capacity, and duration of the program.
- Grading system, follow-up and feed back mechanism, and reference materials availability are relatively the weak areas of ILI.
- The leadership program is said to be very expensive and unless sponsored it is not affordable by majority of Ethiopian Students.
- International Leadership Institute which facilitates Azuza Pacific University's Leadership program is not adequate to meet the very high demand for organizational leadership development.
- The main option cited by the respondents is for both government and Non-government Higher Educational Institutions to engage in organizational leadership development.
- However, respondents' ranking of higher educational institutions in terms of the Physical Facility, Academic Staff Capacity, Books and Reference

Materials, Teaching Methodology is average in order to engage in organizational leadership.

- Despite the limitation of the current Higher Educational Institutions, the institutions are able to meet demand for organizational leadership development.

4.3 Recommendations

Based on literature review done, findings and conclusions of the project the researcher has come up with the following recommendations.

- Higher Educational Institutions should create awareness on organizational leadership by organizing panels, and discussion forums by participating academicians in the field and the business community.
- Higher Educational Institutions should made further need assessment to commence Organizational Leadership Program and/or incorporate Organizational Leadership as a course in Business Administration at Undergraduate and/or Post graduate programs.
- Higher Educational Institutions should encourage research activity on Organizational Leadership in Ethiopian context.
- International Leadership Institute should resolve student complaints particularly higher additional fees charged for facilitation of Azuza Pacific University's Program.

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ANNEXURE

Annex 1- Interview Guideline for Ministry of Education

**Addis Ababa University
Faculty of Business and Economics
Business Administration Department
MBA Program
(Interview Guideline for Ministry of Education)**

Research topic: The Role of Higher Educational Institutions in Organizational Leadership Development.

Part I- General status of Higher Educational Institutions

1.1 How many accredited government and private universities and university colleges are there at the moment?

Name of universities/ university colleges	Year of establishment	Government/ Private	Remark

1.2 What Programs are offered (name of faculties) in undergraduate and post grade at these universities and university colleges?

Name of universities/ university colleges	Faculty	Department	Remark

1.3 How many students are enrolled in under graduate and postgraduate degrees in these universities and university colleges? (Please indicate the trends.)

Name of universities/ university colleges	Number of students in undergraduate program		
	1999	1998	1997

Name of universities/ university colleges	Number of students in postgraduate program		
	1999	1998	1997

1.4 How do you compare (at what level is) the country's higher educational institutions distribution to other Sub-Saharan African countries?

Part II- Leadership Development Programs

2.1 Is organizational leadership offered at department level in any of the universities or university colleges? If yes in which university?

2.2 If not, what are the main reasons?

2.3 When compared to other African countries where do you level the country's organizational leadership development effort?

2.4 What should be the role of higher educational institutions in organizational leadership development? (Do you believe the available higher educational institutions are able to provide organizational leadership programs?)

Annex 2- Interview Guideline for International Leadership Institute

**Addis Ababa University
Faculty of Business and Economics
Business Administration Department
MBA Program
(Interview Guideline for International Leadership Institute)**

Research Topic: The Role of Higher Educational Institutions in Organizational Leadership Development.

Interview Questions:

Part I-General Information

1.1 When was International Leadership Institute (ILI) established?

1.2 What is vision and mission of ILI?

1.3 How do organizational structure of ILI looks like? How many academic and non-academic staffs are there at the moment?

1.4 Does ILI has branch offices? If so, where do the branch offices are located?

Part II-Training Programs

2.1 What Leadership trainings are provided by ILI?

Name of Leadership Trainings	Objective of the training	Duration of the Training (in days/weeks)	Number of times training provided (frequency)	Name of Organizations participated

2.2 What are the methodologies used to provide the trainings?

2.3 What are the major problems encountered in training delivery?

2.4 Do believe that the demand for leadership training can fully be covered by ILI? If not, what are your suggestions?

Part III-Education

3.1 What are the programs provided in undergraduate and postgraduate level?

Department	Undergraduate /postgraduate	Number of students at the moment	Number of students graduated	Remark

3.2 What are the courses provided in each department?

Department	Undergraduate /postgraduate	Course Name	Year	Remark

3.3 What are the methodologies used to deliver the courses?

3.3 What are the qualifications of Instructors in ILI?

Qualification	Number	Remark

Part IV-General Leadership Development

4.1 When compared to other Sub-Saharan African Countries, how do you rate the level of Ethiopia's organizational leadership development?

4.2 The need for organizational leadership development in the country, according to your opinion, is

4.3 What problems ILI encountered in its organizational leadership development effort?

4.4 If you have any other additional opinion, comment , and/or suggestions

Annex 3- Interview Guideline for Addis Ababa University

**Addis Ababa University
Faculty of Business and Economics
Business Administration Department
MBA Program
(Interview Guideline for Addis Ababa University)**

Research Topic: The Role of Higher Educational Institutions in Organizational Leadership Development.

Interview Questions:

Part I-General Information

1.1 When was Addis Ababa University (AAU) established? What are vision and mission statements of AAU?

1.2 What does organizational structure of AAU looks like? How many academic and non-academic staffs are there at the moment?

1.3 Does AAU have branch offices? If so, where do the branch offices are located?

Part II-Organizational Leadership Development Programs

2.1 Does AAU provide Organizational Leadership Development at department level or as one of the courses in MBA program or in other related business fields?

2.2 Organization's success depends on its leaders more than any other resources since leaders make decisions on how to generate and utilize the other resource. Accordingly quality, moral, disciplined, principle-centered leadership is the number one need in organizations which operate in dynamic environment, global competition and multi-culture workforce. One of, in fact the basic, means to build leadership competence is to obtain education in leadership. In this regard, what should be the role of AAU in meeting the country's demand for leadership skills?

2.3 How do you rate AAU's capacity (academic staff, physical resources, and logistics) to introduce programs on organizational leadership?

2.4 If you have additional comments or suggestions?

Annex 4 - Questionnaire for ILI Students

**Addis Ababa University
Faculty of Business and Economics
Business Administration Department
MBA Program**

Dear Respondents:

The need to develop leadership is acute today since the shift from simple manual work to sophisticated knowledge work demands more widespread self-management and effectiveness.

Despite this growing need and interest, leaders continue to be in short supply. Prominent writers (Bass, 1985; Drucker, 1967) do not accept that we must rely on historically short supply of "born leaders." They argue, instead, that leadership is a set of behavioral skills which can be learned.

One of, in fact the basic, means to learn leadership skill is to attend leadership education and/or participate in leadership trainings. However, there is no higher educational institution so far in the country that provides leadership at department level except International Leadership Institute which facilitates Azuza Pacific University's Leadership Programs in the country.

I believe this research gives you an opportunity to provide your opinion and make a vital contribution towards enhancing **the role of higher educational institutions in organizational leadership development**. Therefore, I kindly request you to respond to the questions thoughtfully and genuinely and to send back the questionnaire before June 23, 2007. You may contact me through e-mail tigistbezu@yahoo.com or self-phone 251-091-1635835 if you need further clarifications.

Finally, I would like to thank you for your valuable and timely response without which the success of the study wouldn't be realized.

Thanks

Tigist Bezu
(Researcher)

Questions

Please write your responses on the blank space provided and put a (✓) mark in the boxes of your choice. You can select more than one option depending on your opinion. You may use the back of the page if the blank space provided is not adequate for your response.

Part I-Background Information

1.3 Gender

Female

Male

1.4 Age

below 25

25- 35

36 - 45

46-55

above 55

1.5 Educational qualifications

12th complete

College Diploma

First Degree

If other, please specify _____

1.6 Your current employer _____

1.7 Your current job title _____

1.8 For how long have you worked in Managerial or Supervisory positions?

- less than two years two to five years
 six to eight years more than eight years

1.9 If you are working in non-managerial or supervisory positions, did you get the chance to assume managerial position before?

- Yes No

1.10 If yes, what were the reasons for your leaving the managerial post?

Part II-Leadership Concept

2.1 Do you believe that the leadership concept is well understood by the organizations?

- Yes No

2.2 If your response to question 2.1 is “No”, please identify the reasons by prioritizing your choice from 1 to 5?

- lack of professionalism in leadership due to absence of higher educational institutions engaged in leadership
 inadequate trainings on leadership
 lack of reference books and articles on leadership in the country
 lack of consultancy services in leadership
 any other, please specify

2.3 Do you believe that most organizations recognize the importance of effective leadership for organization's success?

- Yes No

2.4 If your response to question 2.3 is "No", please identify the main reasons?

- lack of awareness on the subject
 belief that power is more important than leadership
 belief that management and leadership are one and the same
 if other, please specify

Part III-Leadership Development

3.1 Do you believe that leadership skills can be learned?

- Yes No

3.2 If your response to question 3.1 is "No", please specify your reasons

3.3 How do you rate the relevance of Leadership Program facilitated by International Leadership Institute (ILI) for your organization?

- Extremely important Very important
 Important Less important Unimportant

3.4 Please state your opinion on the leadership program offered by ILI as per the following parameters.

	Excellent	Very Good	Good	Poor	Very Poor
3.4.1 Course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.2 Teaching methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.3 Instructors' capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.4 Reference material Availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.5 Follow-up and feed back mechanism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.6 Grading system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sufficient	Very Short	Short	Long	Very Long
3.4.7 Duration of the overall Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Expensive	Expensive	Fair	Cheap	Very Cheap
3.4.8 Cost of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 What problems did you encounter in ILI?

3.6 If you have additional comments on ILI, please state:

Part IV-Role of Higher Educational Institutions

4.1 The demand for organizational leadership education in Ethiopia is

- Very high High Average
 Minimum Very minimum

4.2 Is the existing one leadership institute (ILI) is adequate to meet the demands of Ethiopia?

- Yes No

4.3 If your response to question 4.1 is "No", which other institution should engage in leadership development?

- One or few more institutions like ILI
 Government owned universities
 Private owned universities and university colleges
 Both government and private higher educational institutions
 Any other, please specify
-

4.4 How do you rate the potential of available higher educational institutions to open Organizational Leadership program/department?

	Excellent	Very Good	Good	Poor	Very Poor
4.4.1 Physical facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.2 Instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.3 Books and reference materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.4 Teaching methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5 If the current higher educational institutes engaged in organizational leadership development, to what extent will the demand for qualified human resource in leadership will be met?

- Very High High Average Minimum

4.6 If you have additional comments, please state
