

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**AN ASSESSMENT OF STAFF PERCEPTION ON  
LEADER'S LEADERSHIP STYLE AND EFFECTIVENESS  
AT  
UNITED NATIONS ECONOMIC COMMISSION FOR  
AFRICA**

**By**  
**Tsigereda Tessema**

**JULY 2018**  
**ADDIS ABABA, ETHIOPIA**

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**A Thesis Submitted to the Department of Educational Planning and  
Management college of educational and Behavioral Studies, Addis  
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Degree of Master of Arts in Educational Leadership and Management**

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## Declaration

This is to certify that the thesis prepared by Tsigereda Tessema, entitled: *An Assessment of Staff Perception on Leader's Leadership Style and its Effectiveness at United Nations Economic Commission for Africa* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Leadership and Management in Education compiles with the regulations for the University and meets the accepted standards with respect to originality and quality.

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## Table of Contents

Acknowledgements.....	iv
Table of content.....	v
List of tables.....	vii
Abbreviation and Acronyms.....	ix
Abstract.....	x
CHAPTER ONE.....	1
1.INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Objective of the study.....	7
1.4 Significances of the Study.....	7
1.5 Delimitation of the study.....	7
1.6 Limitations of the study.....	8
1.7 Definitions of Key Terms.....	8
1.8 Organization of the Study.....	9
CHAPTER TWO.....	10
REVIEW OF RELATED LITERATURE.....	10
2.1 Introduction.....	10
2.2 Concept of Leadership.....	10
2.3 Definition of Leadership Style.....	14
2.4 Leadership Theories.....	16
2.5 Types of Leadership Style.....	24
2.6 The MLQ-5X.....	33
2.7 Summary.....	35
CHAPTER THREE.....	36
RESEARCH DESIGN AND METHODOLOGY.....	36
3.1 Research Methodology.....	36
3.2 Research Design.....	36
3.3 Source of Data.....	37
3.4 Population, Sampling and Sampling Technique.....	37
3.5 Data Collection Instrument and Procedure.....	39

3.6 Reliability and Validity Estimation of the Questionnaire .....	40
3.7 Data Analysis .....	43
3.8 Ethical Consideration .....	43
CHAPTER FOUR.....	44
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA .....	44
4.1 Demographic characteristics respondents .....	44
4.2 Descriptive analysis of variables.....	47
4.3 Descriptive Analysis of Leadership Styles.....	48
4.4 t-Test for Perception of Leadership Style of leader's by Self and Subordinate Rate .....	50
4.5 t-Test Effectiveness .....	53
Chapter Five.....	54
Summary, Conclusion and Recommendation.....	54
5.2 Summary of Findings .....	54
5.3 Conclusions .....	57
5.4 Recommendations .....	57
References.....	60
Annexes .....	70

### **List of Tables**

Table 3. 1. Population size.....	37
Table 3. 2. Sample size.....	39
Table 3.3 Validated norms of MLQ.....	42
Table 3.4 Reliability test results of the survey instruments.....	42
Table 4.1 Gender and job category.....	47
Table 4.2 Educational qualification, job category and work experience.....	47
Table 4.3 Descriptive analysis of leadership style.....	48
Table 4.4 Comparison mean scores of professional and general service staffs.....	51
Table 4.5 t-test of effectiveness.....	53

### **List of Figures**

Fig.4. 1 Gender of the participants.....	44
Fig. 4. 2 Educational qualifications.....	45
Fig. 4. 3 Work experience of respondents.....	46
Fig. 4. 4 Job category.....	46

## **ABBREVIATIONS AND ACRONYMS**

**CR:** Contingent Reward

**ECA:** Economic Commission for Africa

**ECOSOC:** Economic and Social Council

**Fig.:** Figure

**HRSS:** Human Resource Service Section

**IIA:** Idealized Influence Attributes

**IIB:** Idealized Influence Behaviors

**IM:** Inspirational Motivation

**IS:** Intellectual Stimulations

**LF:** Laissez-Faire Leadership

**LPC:** Least Preferred Co-worker contingency

**MBEA:** Management by Exception: Active

**MBEP:** Management by Exception: Passive

**MLQ:** Multifactor Leadership Questionnaire

**SLT:** Situational Leadership Theory

**SPSS:** Statistical Package for the Social Sciences

**TF:** Transformational Leadership

**UN:** United Nations

**UNECA:** United Nations Economic Commission for Africa

## Abstract

*This research was conducted mainly to assess the dominant leadership style of UNECA. On top of this, the research also aimed to assess the perception differences between the leaders and the subordinate about the leadership styles as well as the leadership outcomes of effectiveness by the leader's self-evaluation and subordinate evaluation. The study used descriptive survey design. Data were gathered from 231 respondents out of 260 sample from the population 771 employee which was selected by using proportionate stratified random sampling techniques. The Multifactor Leadership Questionnaire (MLQ-5x) was the instrument used for the data analysis. SPSS used for the data analysis, descriptive statistical indexes like frequency, percentage, mean, standard deviation and descriptive inferential statistics t-test used. The findings further revealed that the dominant leadership style of UNECA was Transactional Leadership style followed by passive avoidant Leadership style than transformational Leadership style. The research also showed that there was a perception difference on the leadership style of the leaders and in overall leadership outcomes of effectiveness. The effectiveness of leadership outcomes was low. Based on the result of this research, it was recommended that leaders at UNECA should adopt transformational leadership style. following transformational leadership style leads to minimize the perception gap of leadership styles of leaders and also it leads to get organizational effectiveness in to high.*

# CHAPTER ONE

## 1. INTRODUCTION

This chapter includes background of the study, statement of the problems, objective of the study, significances of the study, delimitation of the study, limitations of the study, operational definition of key terms and organization of the study.

### 1.1 Background of the Study

An effective leader influences followers in a desired manner to achieve desired goals. Different leadership styles may affect organizational effectiveness or performance. (Karen Korabik, 2008). According to Bass (1999), definition of leadership is related to the purpose associated with the attempt to define it, and so presents a wide range of possibilities. Leadership can be seen as a group process, an attribute of personality, the art of inducing complaisance, an exercise of influence, a particular type of action or behavior, a form of persuasion, a power relationship, an instrument to achieve goals, the result of an interaction, a differentiated role or initiation of a structure (Bass, 2000).

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Newstrom, Davis, 1993). Leadership styles are the approaches used to motivate followers. Leadership is not a “one size fits all” phenomenon. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively.

The first major study of leadership styles was performed in 1939 by Kurt Lewin who led a group of researchers to identify different styles of leadership (Lewin, Lippit and White, 1939). Lewin worked with colleagues Lippett and White to pen the 1939 publication, Patterns of aggressive behavior in experimentally created social climates. In that work, (Lewin et al,1939). proposed three leadership types displayed within organizations. This early study has remained quite influential as it established the three

major leadership styles: authoritarian or autocratic, participative or democratic and delegate or laissez-fair.

In 1958 Tannenbaum and Schmidt (1973) expanded on Lewin, Lippit, and White's three leadership styles by extending them to seven styles and placing them on a continuum. Depending upon the present level of your team's experience and skills, you select a starting point and as the team grows and develops, you move from on to the next one: Manager makes decision and announces, Manager” Sells “decision, Manager presents ideas and invites questions, Manager presents a tentative decision that is subject to change, Manager presents the problem, gets suggestions, and then makes the decision, Manager defines limits, and requests the team to make a decision and Manager allows team to function within limits.

Basically, the first two styles or behaviors are similar to the authoritarian style, the next three are similar to the participative style, while the last two are similar to the delegative style. This approach gives the leader more options that can be refined to specific situations or environments.

Likert identified four main styles of leadership for decision making. In the exploitative authoritative style, the leader uses threats and other fear-based methods to achieve conformance. People's concerns are ignored, and communication comes from the top down. Benevolent authoritative style, the leader is concerned for people and forms a benevolent dictatorship. Rewards are dispensed, and appropriate performance is praised. Another type of leadership is exemplified by consultative style. a consultative leader makes the major decisions and offers somewhat rose-colored information, but information flows upward from the staff and the leader listens to people. Another leadership style focuses on staff participation. A participative leader makes maximum use of participative methods, engages people in making decisions, and helps make sure everyone works well together at all levels (Likert, 1967; Syque, 2006).

Hersey and Blanchard (1999) realized that encouraging staff to participate in leadership may not solve all problems. In some cases, a situational leadership approach may work best. Before choosing a response, a situational leader takes into account so many situations. Leaders should adapt their style to their followers' development levels or maturity, based on those followers' competence and motivation. Hersey and Blanchard described four leadership styles that matched followers' development levels. They believed leaders should put greater or less focus on the task or the relationship between the leader and follower depending on the follower's development level. The developmental levels they focused on were: high-task, low relationship focus, High-task, high-relationship focus, Low-task, high-relationship focus and low-task, low relationship focus.

Normative leadership is a variant of situational leadership. Vroom and Yetton (1973) noted that situational factors could yield unpredictable leaders behavior, so they defined the norms, or rules, of leader behavior using rational logic and didn't spend long hours observing leader behavior. They defined different decision procedures based on the theory that participation increases acceptance of a decision and that, when there are many alternatives the selection procedure- including autocratic, consultative, and group-based methods.

Path-Goal theory of leadership helps clarify the path to a goal, removes roadblocks and increases rewards along the way (House and Mitchell, 1974). This theory offers three leadership styles depending on follower needs: Supportive leadership style, Directive leadership style and Achievement-oriented leadership style.

Leader-Member exchange theory, also called LMX or vertical dyad linkage theory first emerged in the 1970s, explains how group leaders maintain their position by exchanging informal agreements with their members. It conceptualizes leadership as a process of interaction between leader and follower and centers on the dyadic exchange relationships between both. The leader-follower relationships within work groups are split up into a set of working relationships between a leader and the various members of the work team (Van

Breukelen et al. 2006). Hence, the leader may have different types of transactions and different kinds of relations with different followers (Van Seters and Field 1990).

The concept of transformational leadership was initially introduced by James V. Downton, the first to coin the term "Transformational leadership", a concept further developed by leadership expert and presidential biographer James MacGregor Burns. According to Burns, transformational leadership can be seen when "leaders and followers make each other advance to a higher level of morality and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. Bernard M. Bass (1985), extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming." Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

Authentic leadership is another kind of leadership that genuine, trustworthy, credible, reliable, and believable (George, 2003; Kouzes and Posner, 1991, 2003; Luthans and Avolio, 2003; Shirey, 2006). Purpose for an authentic leader includes developing a better understanding of one's personal passion and finding a way to express it in the work setting (Covey, 2004). Values are exemplified through an authentic leader's actions, including speaking the truth, / Actions are based on doing right despite the challenges that result (Shirey, 2006).

According to Kotter (1990), without leadership, the probability of mistakes occurring increases and the opportunities for success become more and more reduced. leadership allows cooperation, diminishes conflicts, contributes to creativity and has an integrating role, as it keeps people united even when not physically so. Therefore, the purpose of this

study will be to assess the leadership style at United Nations Organization: the case of United Nations Economic Commission for Africa (UNECA).

As published on UNECA website, ECA was established by the Economic and Social Council (ECOSOC) of the United Nations (UN) in 1958 as one of the UN's five regional commissions, ECA's mandate is to promote the economic and social development of its member States, foster intra-regional integration, and promote international cooperation for Africa's development. To enhance its impact, ECA places a special focus on collecting up to date and original regional statistics in order to ground its policy research and advocacy on clear objective evidence; promoting policy consensus; providing meaningful capacity development; and providing advisory services in key thematic fields.

ECA's thematic areas of focus are Macroeconomic Policy, Regional Integration and Trade, Social Development, Natural Resources, Innovation and Technology, Gender, Governance. ECA also provides technical advisory services to African governments, intergovernmental organizations and institutions. In addition, it formulates and promotes development assistance programmes and acts as the executing agency for relevant operational projects.

## **1.2 Statement of the Problem**

Much research has been done on the title of leadership style worldwide and locally. Most of the research has been done with the correlation of other title like with job satisfaction, work engagement, job motivation, employee commitment and so forth but the researcher found one local study done by Ephrem Arefaine 2016, on leadership styles of ethio telecom managers. The main objective of this research was to assess and identify which of the three leadership styles (Transformational Leadership, Transactional Leadership and Passive-avoidant) is the most dominant style among Ethio telecom managers. Among those research paper this study is unique because the study will be conducted on nongovernmental and non-service provider organization.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit

and implicit actions performed by their leader (Newstrom, Davis, 1993). The advantage to understanding Leader's leadership style is that Leader's understand their strengths and weaknesses. Leaders can be proactive and more effective as a leader by strategically using their strengths and counteracting their weaker areas. Leader's leadership style defines their values and perspective, and being aware of it will aid their communication those leader's work with. As the saying goes, knowledge is power. Leaders can empower themselves and move forward in their career or interest by exercising this knowledge.

For each leadership style there are work environments that are ideal. Knowing this information will allow to select work environments where the style would be an asset. Knowing leadership style will help to select the right position and organization. Understanding the strengths and weaknesses of the organization leadership style will help to communicate better with in the staff of the organization. This is even more effective when the organization share their leadership style with in staff. When both sides understand, they have a greater understanding of their perspective and how to work effectively with in the staff. This knowledge also points out which personalities may not receive the organization leadership style well.

Build upon the weaknesses and strengths of an organization leadership style by becoming more effective and balanced at leading others. Having this knowledge gives to the organization direction to develop goals and a training plan to become a better leader. This plan will be effective for evaluations, they will have a benchmark and milestones to share and evaluate. In turn, their superiors will be able to clearly evaluate the progress and make recommendations for promotions.

The distinguished organizational leadership style emphasis the strengths and weaknesses of the leaders. When challenges arise they can contribute best to the solution by understanding their leadership style. It may mean they're the best to get involved with the issue or use another strategy for solving the situation. They can arrive at the most effective result by navigating the strengths and the weakness of their leadership style. Therefore, the study seeks to answer the following basic questions:

1. What is the dominant leadership style of leaders at United Nations Economic Commission for Africa (UNECA) as perceived by respondents?
2. Is there any significant difference between the general service staff and professional staff perception about the leadership style of leaders?
3. Is there any significant difference between the professional and general service staff perception about the outcomes of leadership effectiveness?

### **1.3 Objective of the study**

The objective of this study was to examine the dominant leadership styles of leader's in the United Nations Economic Commission for Africa (UNECA). Moreover, the research investigated the significant difference of leadership style of leader's and leadership outcomes of effectiveness.

### **1.4 Significances of the Study**

It's expected that the study results will help United Nations Economic Commission for Africa, to realize the dominant leadership style. The study will be useful for leaders, the general staff, professional staff and managers, understanding the leadership style of the leaders mean understand the strengths and weaknesses of the organizations by employing leadership styles in relevant situations effectively.

The research will also have intended to be useful to future researchers, students and academicians processing by exploring how this study revealed new findings and adding to the existing knowledge. In addition to this, the study information may serve as operational study to design strategy for developing leadership skill training and development program for managers/supervisors.

### **1.5 Delimitation of the study**

The United Nations Economic Commission for Africa (UNECA) organized in five sub regions: North Africa, West Africa, Central Africa, East Africa and Southern Africa. The number of staffs are stretched all five regions in different corner of Africa. Therefore, in

order to conduct the study and to make the research manageable, cost effective, the study will not include staffs outside of the head quarter.

### **1.6 Limitations of the study**

The result of the study interpreted with the following limitation in mind, namely since the study is delimited to UNECA head quarter Addis Ababa, the result of the finding was generalized with these limited sample of respondents.

### **1.7 Definitions of Key Terms**

**Leadership Style** – the behavior patterns that a leader uses to achieve a goal, as measured by scores of Multifactor Leadership Questionnaire Instrument (MLQ-5X) and Scoring Guide (form 5x-short) which are developed by Avolio and Bass (1995).

**Leaders** - a person who influences a group of people towards the achievement of a goal.

**Contingent Reward:** providing others with assistance in exchange for their effort, discussing in specific terms who is responsible for achieving performance targets (Avolio & Bass 2004).

**Idealized Influence Attributes):** the leader instills pride of association in others and goes beyond self-interest for the good of the group (Avolio & Bass 2004).

**Idealized Influence Behaviors:** the leader always talks about important personal values and beliefs, and emphasizes the importance of having a strong sense of purpose (Avolio & Bass 2004).

**Inspirational Motivation:** the leader always talks optimistically about the future and also talks enthusiastically about what needs to be accomplished (Avolio & Bass 2004).

**Intellectual Stimulations:** the leader re-examines critical assumptions to question whether they are appropriate, and always seeks differing perspectives when solving problems (Avolio & Bass 2004).

**Laissez-Faire Leadership:** avoids getting involved when important issues arise and also avoids making decisions (Avolio & Bass 2004).

**Management by Exception: Active:** focusing attention on irregularities, mistakes, exceptions, and deviations from standards. MBEA concentrates full attention on dealing with mistakes, complaints and failures (Avolio & Bass 2004).

***Management by Exception: Passive:*** failing to interfere until the problem becomes serious and waiting for things to go wrong before taking action (Avolio & Bass 2004).

***Multifactor Leadership Questionnaire:*** MLQ (5X-Short Form) is a leadership instrument available in a validated form which contains 45 items for organizational survey and research purposes and for the preparation of individual leader reports (Avolio & Bass 2004).

***Transformational Leadership:*** is a process of influencing, in which leaders change their Associate awareness of what is important, and move them to see themselves and the opportunities and challenges of their employment in a new way (Avolio & Bass 2004).

***Transactional Leadership:*** displays behaviors associated with constructive and corrective transactions. This style defines expectations and promotes performance to achieve these levels (Avolio & Bass 2004).

## **1.8 Organization of the Study**

The research paper consists of five chapters. Chapter one is the introduction and background of the study, chapter two deals with the review of related literature, chapter three discusses the research design and methodology, chapter four comprises data presentation and analysis, while chapter five, which is the closing chapter is devoted to summary of findings, conclusions and recommendations.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

This chapter includes the detailed information from different books and journals, about concept of leadership, definition of leadership, definition of leadership style, leadership theory, types of leadership style and about the MLQ-5X.

### **2.2 Concept of Leadership**

There is now a wide recognition in the international community that is leadership matters for growth and development, just as there was recognition some years ago that ‘institutions’ matter. Leadership is a concept which is often talked about, and which has generated a proliferation of literature, especially in the field of management and organizational science (Jones, 2005). However, despite the almost unanimous agreement on the importance of leadership for the success of private sector organizations and institutions, and the countless works on the concept, “the field of leadership studies has not succeeded in articulating a coherent, paradigm-shifting model or approach that both scholars and practitioners can accept and work with” (Jones, 2005). There is no unanimity as to what ‘leadership’ means.

This brief survey sets out a representative sample of some of the ways in which ‘leadership’ has been defined from within a number of very different disciplines and approaches. It concludes with a preliminary working definition of ‘leadership’ in a developmental context. As will be apparent from what follows, the study of leadership has largely been dominated by scholars and practitioners working in management and organizational science, psychology and other related disciplines (Lyne de Ver, 2008), but has hardly been a central concern of political scientists (Peele, 2005), economists or development theorists. As such, many of the conceptions of leadership in the literature are Western-oriented, universalist or individualistic, and there are few conceptions which either incorporate a political understanding of leadership as a process or which have developmental salience.

Moreover, apart from the many recent claims about the importance of leadership for growth and development, there has been little serious analysis of what this means in practice (and how it can be enhanced or supported) in the very often unstable, hybrid and evolving institutional contexts which characterize the condition of many developing countries (Peel, 2005). It is clear that the majority of conceptions of leadership largely neglect the importance of context and the political nature of leadership. Instead there is a strong tendency to conceive of leadership in terms of traits, characteristics, styles or behaviors (Alan Bryman, 2004).

Leadership is one of those concepts that are very hard to define. More than four decades ago, Stogdill (1974) affirmed that “there are almost as many different definitions of leadership as there are persons who have attempted to define the concept”. Bennis estimated, at the end of the last century, at least 650 definitions of leadership in literature (Bennis and Townsend, 1995). The number seems to have been increasing and Kellerman, in an interview with Volkmann (2012), commented: “I heard that there are approximately 1,400 different definitions of the words leader and or leadership”. These numbers, real or exaggerated, simply mean that there is not a consensus about what leadership is and therefore the search for a better definition goes on.

McCleskey (2014), citing Bass (2008) and other authors, argues that the search for a single definition of leadership may be in vain since the correct definition of leadership depends on the interest of the researcher and the type of problem or situation being studied. Although difficult, it is important to have a good definition of leadership. It is one of the terms most widely used in many areas of human activity, including armed forces, business, politics, religion, sports, etc. Dozens of books and thousands of articles about leadership are published each year. Millions of dollars are invested by organizations trying to develop their future leaders. But if nobody knows what exactly leadership is all those efforts could be meaningless.

For many centuries, leadership was seen just as a personal quality. Confucius, the great Chinese thinker that lived about 2,500 years ago, did not propose any definition of

leadership but insisted in the need for leaders to be virtuous and look after the people around them. For him, a leader's primary purpose is to serve the people (Confucius, circa 475 BC/1998). For Plato, which many recognize as the founding father of philosophy, the leader should be wise (Takala, 1998). Machiavelli stated that the leader should have good virtues and should be intelligent to have the support of the people (Machiavelli, 1992).

In the 19th century, Carlyle summarized the recurring ideas about leadership in his theory of the "great man" (Carlyle, 2011). For him, leaders were exceptional persons or heroes that were able to use their charisma, intelligence, wisdom, and political skill to have power and influence over other people. Although Carlyle's ideas remained predominant, Spencer pointed out that such great men were the products of their societies or the context, anticipating the modern debate about leadership (Spencer, 2013).

Despite the fact that leadership continued to be defined as a personal quality, after World War II a new trend started. Stogdill (1950) defined leadership as "the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement". This was perhaps the first effort to point out that leadership was not a mere individual trait but a process of influence upon others. Stogdill also defined the purpose of that process: "goal setting and goal achievement".

Tannenbaum, Weschler, and Massarik (1961) continued in the same line of Stogdill and defined leadership as the "interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals". Zaleznik (1977) also emphasized the aspect of influence in leadership: "Leadership requires using power to influence the thoughts and actions of other people".

Kotter (1988) added a new viewpoint when he defined leadership as "the process of moving a group (or groups) in some direction through mostly non-coercive means". According to this definition, the use of coercive means is not akin to leadership, since there should be a voluntary followership. Not all scholars agree with this distinction; for example, Kellerman insisted that the use of force is also leadership (Volckmann, 2012).

In the 1990s leadership thinkers started to give importance to followers in the leadership process. Bass (1990) established a breakthrough in this field when noted that leadership was not only a process of influence of the leader upon others but an interaction process that could be influenced by anyone involved. For Bass “leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members...Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can exhibit some amount of leadership...”. Owusu- Bempah (2014) mentioned several other authors that between 1992 and 2001 argued in favor of a “follower-centric” approach, emphasizing followers’ contribution and roles in the leadership process.

Handy (1992) insisted on the importance of the leader setting a vision, and sharing this vision with others: "A leader shapes and shares a vision which gives point to the work of others". Rost (1993) also emphasized that leadership was a relationship process oriented to achieve some common goals: “Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes”.

Bennis affirmed that leadership is “the capacity to create a compelling vision and to translate vision into organizational realities” (Bennis and Townsend, 1995). In short, Bennis’ idea of leadership was the capacity to translate vision into reality. Drucker (1996) summarized the ideas of the end of the 20th century when he proclaimed: “the only definition of a leader is someone that have followers”.

Although most contemporary thinkers have avoided giving a definition of leadership, Kellerman has expressed that she visualizes leadership as an equilateral triangle in which the three sides are the leader, the followers, and the context (Volckmann, 2012). That is, she recognizes the importance of the leader, as has been done for centuries, but states that the followers are as important as the leader, as was suggested by Bass (1990).

It has been shown that leadership is an evolving concept, but it could be satisfactorily defined as “the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals” This definition seems to fit properly to the modern concept of leadership, that gives the leader, the followers, and the context a very important role in the leadership process (Journal of Business Studies Quarterly 2016, Volume 8, Number 1).

### **2.3 Definition of Leadership Style**

Leadership styles are the approaches used to motivate followers. Leadership is not a “one size fits all” phenomenon. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively. (Rose Ngozi Amanchukwu et. al, 2015).

Hersey and Blanchard defined leadership style as the behavior pattern that the person exhibits when attempting to influence the activities of others as perceived by those others. They proposed a lead (self) instrument consisting of 12 situations to measure the leadership style. The same instrument is prepared so that the subordinate, superior or peer could fill it out on a leader, was called lead (other). According to the theory proposed by them, the style adaptability or effectiveness can be theoretically determined by the weighted sum of the responses to these instruments. Basic style is defined as the style for which the responses are maximum and supporting styles are defined as those other styles for which two or more responses are recorded. Style range is defined as the styles covered by basic and supporting styles (Hersey and Blanchard, 1996).

Hersey and Blanchard conclude that Organizational effectiveness depends on several variables one of which is leadership style at different management levels. If it can be established that the problem of effectiveness in a particular organization is concerned with the leadership style of some or all managers, then action may be initiated to suitably modify those leadership styles. In such a situation the proposed instrument (or a variation thereof) would be handy to analyses the malady in order to take corrective steps (Blanchard, 2002).

A leadership style is a very different beast than a leadership trait. A leadership trait, like a personality one, is something that is stable and tends to be active across many situations. For example, if you are an extrovert, that behavior pattern shows up across many different situations. Likewise, the autocratic leader tends to be autocratic in most situations. And that is the problem with traits — the lack of flexibility. Using a leadership style means that you are role flexible—we can shift from one style to the next, like wearing a set of clothes. You are not locked into a particular one, but can change your leadership style depending. So you might say, a leadership style definition is: “A set of behaviors that one consciously chooses to use that BEST FITS the situation. When the situation changes, so does the style” (Murray Johannsen, 2014).

According to John Gardner, in *On Leadership*, "Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers." If we accept that definition, then leadership style is the way in which that process is carried out (John W. Gardner, 1993).

Leaders' styles encompass how they relate to others within and outside the organization, how they view themselves and their position, and - to a very large extent - whether or not they are successful as leaders. If a task needs to be accomplished, how does a particular leader set out to get it done? If an emergency arises, how does a leader handle it? If the organization needs the support of the community, how does a leader go about mobilizing it? All of these depend on leadership style. Much of the material in this section looks at individual leaders, but leadership can be invested in a team, or in several teams, or in different people at different times. Many - perhaps most - organizations have several levels of leadership, and thus many leaders. Regardless of the actual form of leadership, however, leadership style is an issue. Whether you're the leader of a large organization or a member of a small group that practices collective leadership, the way that leadership plays out will have a great deal to do with the effectiveness and influence of your work (John W. Gardner, 1993).

Leadership styles are the approaches used to motivate followers. Leadership is not a “one size fits all” phenomenon. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively (Abbasialiya, A. 2010).

## **2.4 Leadership Theories**

There are as many different views of leadership as there are characteristic that distinguish leaders from non-leaders. While most research today has shifted from traditional trait or personality-based theories to a situation theory, which dictates that the situation in which leadership is exercised is determined by the leadership skills and characteristics of the leader (Avolio, Walumbwa, & Weber, 2009), all contemporary theories can fall under one of the following three perspectives: leadership as a process or relationship, leadership as a combination of traits or personality characteristics, or leadership as certain behaviors or, as they are more commonly referred to, leadership skills. In the more dominant theories of leadership, there exists the notion that, at least to some degree, leadership is a process that involves influence with a group of people toward the realization of goals (Wolinski, 2010).

Charry (2012), noting that scholarly interest in leadership increased significantly during the early part of the twentieth century, identified eight major leadership theories. While the earlier of these focused on the qualities that distinguish leaders from followers, later theories looked at other variables including situational factors and skill levels. Although new theories are emerging all of the time, most can be classified as one of Charry’s eight major types:

### **2.4.1 Great man theory**

The theory was popularized in the 1840s by Thomas Carlyle, and in 1860 Herbert Spencer formulated a decisive counter-argument that remained influential throughout the 20<sup>th</sup> century; Spencer said that such great men are the products of their societies, and that their actions would be impossible without the social conditions built before their lifetime. Assume that the capacity for leadership is inherent, that great leaders are born, not made.

These theories often portray leaders as heroic, mythic and destined to rise to leadership when needed. The term great man was used because, at the time, leadership was thought of primarily as a male quality, especially military leadership (Ololube, 2013).

#### 2.4.2 Trait theory

Gordon Allport was an early pioneer in the study of traits, which he also referred to as dispositions. Trait research focused on identifying specific physical characteristics as well as personal attributes that may be associated with leader effectiveness. Stogdill (1974; cited in Glendon, Clarke, & McKenna, 2006) analyzed and synthesized 287 studies on leadership traits conducted between 1904 and 1970 and identified several characteristics associated with effective leaders. These included: Good interpersonal skills, Self-confidence and achievement-orientation, Persistence in the pursuit of goals, Ability to cope with interpersonal stress and tolerate frustration, and Ability to engage in creative problem solving.

In a later review of empirical trait studies, it was shown that other characteristics that distinguish good from poor leaders included integrity and honesty, a desire to lead and job-related knowledge (Kirkpatrick & Locke, 1991; cited in Glendon et al., 2006). More recently, there has been an increasing focus on identifying the relationships between leadership and the Big Five model of personality. According to this model, personality is made up of 5 factors: neuroticism (i.e. being anxious, depressed and/or insecure), extraversion (i.e. being sociable), openness (i.e. being creative and insightful), agreeableness (i.e. being trusting and accepting) and conscientiousness (i.e. being thorough and organised) (McCrae & Costa, 1987; cited in Northouse, 2010). Judge, Bono, Ilies & Gerhardt (2002; cited in Northouse, 2010) conducted a meta-analysis of 78 trait and leadership studies carried out between 1967 and 1998 and found that the extraversion factor was most strongly associated with effective leadership followed by conscientiousness, openness and low neuroticism.

### 2.4.3 Situational Theories

Situational leadership theory proposes that effective leadership requires a rational understanding of the situation and an appropriate response, rather than a charismatic leader with a large group of dedicated followers (Graeff, 1997; Grint, 2011). Situational leadership in general and Situational Leadership Theory (SLT) in particular evolved from a task-oriented versus people-oriented leadership continuum (Bass, 2008; Conger, 2010; Graeff, 1997; Lorsch, 2010). The continuum represented the extent that the leader focuses on the required tasks or focuses on their relations with their followers.

Originally developed by Hershey and Blanchard (1969; 1979; 1996), SLT described leadership style, and stressed the need to relate the leader's style to the maturity level of the followers. Task-oriented leaders define the roles for followers, give definite instructions, create organizational patterns, and establish formal communication channels (Bass, 2008; Hersey & Blanchard, 1969; 1979; 1996; 1980; 1981). In contrast, relation-oriented leaders practice concerns for others, attempt to reduce emotional conflicts, seek harmonious relations, and regulate equal participation (Bass, 2008; Hersey & Blanchard, 1969; 1979; 1996; 1980; 1981; Shin, Heath, & Lee, 2011). Both conceptualizations of SLT admit that task-oriented and relation-oriented behaviors are dependent, rather than mutually exclusive approaches.

The effective leader engages in a mix of task and relation behaviors (Cubero, 2007; Graeff, 1997; Shin et al., 2011; Yukl, 2008; 2011; Yukl & Mahsud, 2010). The level of maturity (both job and psychological maturity) of followers determines the correct leadership style and relates to previous education and training interventions (Bass, 2008; Hersey & Blanchard, 1969). Some scholars criticize SLT specifically and situational leadership in general.

### 2.4.4 Behavioral Theory

Given the limitations of the trait approach, in the 1950s there was a shift in focus towards identifying the types of leader behaviors that good leaders exhibit i.e. what it is that good

leaders do. Thus, unlike the trait approach, the behavioral approach focuses on the leaders' behaviors and actions (Den Hartog & Koopman, 2001).

Early research on this approach was conducted in the 1950s by researchers at Ohio State and Michigan Universities. In particular, researchers at Ohio State University identified two types of leadership behaviors: consideration and initiating structure (Fleishman and Harris, 1962; cited in Glendon et al., 2006). Leaders who exhibit a considerate leadership style tend to focus on building good relationships and two-way communications with subordinates and are attentive to subordinate needs and feelings. On the other hand, leaders that exhibit initiating structure behaviors tend to focus on planning, communicating and allocating tasks and expect tasks to be completed to deadlines and to certain standards. Thus, they are task rather than relationship-focused (Fleishman & Harris, 1962; cited in Glendon et al., 2006).

Early research carried out on these two types of behaviors showed that considerate supervisors were more effective, in terms of reduced levels of employee voluntary turnover and fewer grievances (Fleishman & Harris, 1962; cited in Yukl, 2010). The opposite effects were observed for supervisors who used initiating structure behaviors i.e. had higher voluntary turnover rates and a higher number of grievances. However, it has been suggested that both types of behaviors, whereby leaders both nurture employees and provide the appropriate structure for tasks, are important for effective leadership (e.g. Northouse, 2010).

Parallel research carried out by researchers at Michigan University identified two types of leadership behaviors: employee orientation, which focuses on being attentive and considerate of employee needs, and overlaps with the considerate leadership style discussed earlier (e.g. Bowers and Seashore, 1966; cited in Northouse, 2010), and production orientation leadership behaviors, which share much in common with an initiating structure leadership style as they focus on behaviors targeted towards getting the work done (e.g. Bowers and Seashore, 1966; cited in Northouse, 2010).

Several studies were conducted in an attempt to identify the best combination of both relationship and task-oriented behaviors that would be effective across different situations and thus generate a universal theory of leadership. However, the findings from these studies were inconclusive and consistent associations between task and relationship-oriented behaviors and outcomes, such as employee performance or satisfaction have not been established (e.g. Yukl, 1994; cited in Northouse, 2010).

#### 2.4.5 Contingency theory

Contingency approaches gained prominence in the 1960s and 1970s and focused on understanding the circumstances or situations where leadership behaviors will be effective. The basic premise of these approaches is that different leadership styles will be effective depending on the situation. In other words, the basic tenet of this approach is that the effectiveness of leadership is context-specific (e.g. Yukl, 2010). Two of the most well-known contingency theories are Fiedler's (1967) Least Preferred Coworker (LPC) contingency model and House's (1971) path-goal theory.

##### 2.4.5.1 Least Preferred Co-worker contingency model

Fiedler's (1967; cited in Northouse, 2010) LPC contingency model focused on the interplay between a leader's behaviors and style and different situational characteristics. It was argued that individuals have certain 'fixed' leadership styles and that a leader's effectiveness depends on the match between his/her style and a given situation. According to the model, situations are described in terms of the following three factors: Leader-member relations: the degree of confidence and trust that exists between leaders and subordinates, Task structure (high vs. low): the degree to which tasks are clearly defined, and Position power (strong vs. weak) – the amount of authority a leader has to reward or punish subordinates.

Depending on the combination of the aforementioned factors, Fiedler (1967; cited in Northouse, 2010) classified situations according to their degree of favorableness as follows: Favorable are those situations where there are positive leader-member relations, tasks are clearly defined and the leader has a high position power, Moderately favorable are those

situations that are characterized by good leader-subordinate relations, low task structure and a low level of positional authority or by poor leader-subordinate relations, high task structure and high positional authority, Unfavorable are those situations where there are poor leader-subordinate relations, poor task structure and weak positional authority.

Fiedler (1967; cited in Northouse, 2010) argued that in favorable and unfavorable situations (i.e. situations that lie at the opposite ends of a continuum) a task-based leadership approach would be most effective. On the other hand, in moderately favorable situations, a relationship-oriented approach would be most effective. Although there has been some empirical support for Fiedler's theory, the reasons as to why task-based leadership behaviors are most effective in extreme situations (i.e. either favorable or unfavorable) are unclear (Northouse, 2010).

#### 2.4.5.2 Path-goal theory

House's (1971; cited in Yukl, 2010) path-goal theory focuses on the way that leaders' behaviors can influence subordinate performance and satisfaction. It draws upon the expectancy theory of motivation (Vroom, 1964; cited in Yukl, 2010) to explain a leader's impact on subordinates. Specifically, expectancy theory focuses on the factors that influence an individual's decision to exert effort on a task. According to the theory, the amount of effort that an individual will exert on a task depends on the likelihood that the effort will result in desirable outcomes (such as higher pay or promotion) whilst avoiding negative ones (such as layoffs or reprimands) (Vroom, 1964; cited in Yukl, 2010). Thus, according to the theory, individuals are more likely to invest efforts in completing a task when they feel that their efforts will be rewarded i.e. result in valued outcomes.

Leaders' behaviors play an important role in motivating and supporting subordinates to achieve certain desired outcomes (House, 1971; cited in Yukl, 2010). House & Mitchell (1974; cited in Yukl, 2010) identified four types of leader behaviors: Supportive leadership – attentiveness to subordinate needs and feelings and showing concern for their welfare (overlaps with a considerate leadership style), Directive leadership – scheduling and organizing tasks, clarifying performance expectations for subordinates and checking

compliance with rules and procedures (overlaps with an initiating structure leadership style), Participative leadership – consulting with employees and taking into account their views in decisions, Achievement-oriented leadership – setting high standards for performance and motivating subordinates to attain them.

According to the theory, the effectiveness of leaders' behaviors will vary depending on the nature of the task (e.g. complex, repetitive) and individuals' characteristics (such as preferences for structure or desire for control). For instance, the theory proposes that a supportive leadership style will be most effective in situations that involve the completion of tasks that are monotonous, tedious or dangerous, as this leadership style will help increase subordinates' self-confidence and decrease anxiety. However, a supportive leadership style is not going to be as effective for tasks that are interesting and enjoyable (i.e. intrinsically motivating) (Yukl, 2010). On the other hand, when tasks are complex, unstructured and subordinates are inexperienced, a directive leadership style will be more effective as it will provide guidance and reduce ambiguity regarding how a task should be completed, which in turn should result in higher levels of subordinate satisfaction and effort (Yukl, 2010).

#### 2.4.6 Participative Theory

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making process. A manager who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business (Lamb, 2013).

#### 2.4.7 Transactional/Management Theory

The transactional theory of leadership was first described by Max Weber in 1947 and then by Bernard Bass in 1981. Transactional theories, also known as management theories, focus on the role of supervision, organization and group performance and the exchanges

that take place between leaders and followers. These theories base leadership on a system of rewards and punishments (Charry, 2012). Within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction, where transactional leaders focus on the lower levels of the hierarchy.

Transactional leaders use an exchange model, with rewards being given for good work or positive outcomes. Conversely, people with this leadership style also can punish poor work or negative outcomes, until the problem is corrected. One way that transactional leadership focuses on lower level needs is by stressing specific task performance. Transactional leaders are effective in getting specific tasks completed by managing each portion individually. In other words, on the notion that a leader's job is to create structures that make it abundantly clear what is expected of followers and the consequences (rewards and punishments) associated with meeting or not meeting expectations (Lamb, 2013). When employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Charry, 2012).

Managerial or transactional theory is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2013).

#### 2.4.8 Relationship/Transformational Theory

James MacGregor Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviors. He established two concepts: "transforming leadership" and "transactional leadership".

According to Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations

and aspirations of employees. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles. Transactional leaders usually do not strive for cultural change in the organization but they work in the existing culture while transformational leaders can try to change organizational culture.

Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a person engages with others and is able to "create a connection" that results in increased motivation and morality in both followers and leaders. Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards (Charry, 2012).

## **2.5 Types of Leadership Style**

In the historical back ground part of chapter one the researcher tries to show different leadership style with the historical background in chronological order, in this chapter the researcher will give detail information about transformational, transactional and Laissez-faire leadership style.

### **2.5.1 Transformational Leadership**

Burns (1978) introduced transformational leadership in his award winning book, "Leadership". Burns defined two types of leadership that are transactional and transformational leadership, and these concepts of leadership were later applied to

organizational leadership by Bass (1985). Some others also applied transformational leadership to organizations such as, Bennis and Nanus (1985), Posner and Kouzes (1993), Saskhin and Burke (1990) and Tichy and Devanna (1986).

Burns (1978) defined transformational leadership as a “relationship of mutual stimulation and elevation that converts followers into leaders...”. According to Bass and Avolio (1994) “transformational leadership is seen when leaders: stimulate interest among colleagues and followers view their work from new perspectives, generate awareness of the mission or vision of the team and organization, develop colleagues and followers to higher levels of ability and potential., and motivate colleagues and followers to look beyond their own interests toward those that will benefit the group”.

Yukl (1989) defines transformational leadership as "the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization’s mission, objectives, and strategies". Posner and Kouzes (1993) defined the transformational leader as a person who challenges the process, inspires a vision, enables others to act, models the way, and encourages the heart.

As Howell and Avolio (1993) stated; "Leaders described as transformational concentrate their efforts on longer term goals; place value and emphasis on developing a vision and inspiring followers to pursue the vision; change or align systems to accommodate their vision rather than work within existing systems; and coach followers to take on greater responsibility for their own development, as well as the development of others".

Leadership theories outlined so far differ from transformational leadership in dealing with first order changes, i.e. directly affecting immediate behavior of subordinates. Bass (1985) outlines that transactional approaches focus on increasing the quantity or quality of performance, a replacement of one goal for another, a shift from one action to another, a reduction in the resistance to particular actions or the implementation of decisions within an agreed framework. Transformational leadership deals with high order changes that

include substantial changes in attitudes, beliefs, values, and needs. Avolio (1994) explains how this change (development) take place and its significance.

“Development, however, refers to qualitative changes: a fundamental, shift from one level to another in understanding, beliefs, values, orals, and perspective. As individuals develop, the assumptions they maintain at one level of development no longer apply to the next higher level. Fundamental change or development described in his manner is critical to understanding how transformational leaders move followers to higher levels of development and potential. For example, where followers become concerned about the needs of their group instead of focusing on satisfying their own immediate needs and self-interests, then a fundamental shift in perspective has occurred in followers’ values and assumptions. Shifting followers to this higher level of development is essential to the operation of effective teams and to improving the overall effectiveness of organizational systems and cultures” (Avolio, 1994).

Burns (1978) argued that transformational leaders have the ability to comprehend not only the existing needs of followers but to activate them on newer motivations and desires, because transformational leaders elevate them into higher level needs such as self-actualization that means leader can alter the hierarchy of needs identified by Maslow (1943) and Alderfer (1972). Maslow identified five levels in his need hierarchy, namely, physiological, safety, love, esteem, and self-actualization. Maslow suggested that a lower-level need has to be satisfied before a higher-level need is activated. Alderfer offered three level needs, which are existence, relatedness, and growth needs. The existence needs are concerned with physiological well-being. The relatedness needs involve social and interpersonal relations. The growth needs are concerned with the individual’s personal development (Bass, 1985).

Alderfer contended in contrast to Maslow that the individual does not have to satisfy a lower-level need to activate the higher-level needs. Bass (1985) agreed with Alderfer’s idea and argued that transformational leaders can change the order of those hierarchies of needs; therefore, leaders can raise subordinates into becoming self-actualization, self-

regulators, and self-controllers. Hence, transformational leaders have the ability to bring changes and differences in groups and organizations. Leaders elevate their followers to higher levels of morality and draw followers up to their level of moral development. The transformational leader articulates a realistic vision of the future that can be shared, develops the appropriate strategies to attain it, stimulates subordinates intellectually, and pays attention to the differences among the subordinates. The transformational leader motivates subordinates to a level of effort more than originally expected by providing a compelling vision and getting subordinates to transcend their interests (Hater and Bass, 1988; Druskat, 1994).

Transformational leadership is required at all levels of organizations especially when they are confronted with crisis, and chaotic, unstable and unpredictable environment. Transformational leaders tend to search for new ways of doing things, intellectually stimulate their subordinates asking them to reconsider their old assumptions and develop new ones, to question current rules and procedures of the organization. They incline to take risk, and encourage their subordinates to take highest advantage of opportunities (Bass, 1985).

Bass and Avolio (1994) reformulated the components of the transformational leadership as follows; idealized influence behavioral and attributed), inspirational motivation, intellectual stimulation, and individualized consideration. They replaced idealized influence with charisma and included inspirational motivation. Transformational leadership factors will be explained in turn.

**Idealized Influence - Attributed:** According to Bass and Avolio (1997), the scale of idealized influence (attributed) gauges how followers are influenced as a result of their idealization of the leader, and the emotional correlates of that idealization. Here the leader is a risk-taker, makes followers feel good to be with him or her, creates a sense of belonging to the common cause, and cares about the interests of the followers. This factor, as measured by the MLQ, determines attributed charisma, and reflects attributions of the leader made by followers. The alpha scale reliability of this item is 0.86, its composite scale

reliability is 0.86, and its average variance extracted is 0.61 (Avolio et al., 1995), thus meeting all cut-off criteria.

**Idealized Influence-Behavior:** According to Bass and Avolio (1997), the scale of idealized influence (behavior) is measures how followers are influenced as a result of their idealization of the leader, and the emotional correlates of that idealization. Here the leader displays a high ethical and moral code, is a risk-taker, and has a strong sense of mission (Bass, 1998). This factor, as measured by the MLQ, determines behavioral charisma. This scale reflects behaviors of the leader as viewed by the followers. The alpha scale reliability of this item is 0.87, its composite scale reliability is 0.85, and its average variance extracted is 0.59 (Avolio et al., 1995), thus meeting all cut-off criteria.

**Inspirational Motivation:** As seen in Bass and Avolio (1997), and Bass (1998), inspirational leadership has been re-baptized inspirational motivation. This is characterized by behaviors that provide meaning, challenging goals, a sense of vision and mission, and belief that the individuals can reach these goals, which they may have originally thought difficult or impossible to achieve. The alpha scale reliability of this item is 0.91, its composite scale reliability is 0.88, and its average variance extracted is 0.65 (Avolio et al., 1995), thus meeting all cutoff criteria.

The Inspirational Motivation dimension is produced through behaviors that facilitate a feeling of optimism and a commitment to organizational goals and vision. Further, inspirational motivation provides meaning to the work of followers. A leader's charisma, "a process where leaders arouse followers by being visionary, motivational and powerful, confident and captivating to followers" is the sum of inspirational motivation and idealized influence. Leaders who display charismatic leadership are able to use expressive language that is emotionally appealing and communicate a clear vision that is related to the need and values of the followers" (Kelloway et al., 2003).

**Intellectual Stimulation:** The transformational leader not only stimulates interest among colleagues and followers to view their work as well as problems from new perspectives,

and new approaches but also encourages others to use logic and reason to solve organizational problems. The transformational leader encourages creativity and innovation amongst subordinates by emphasizing the need to rethink old assumptions (Bass and Avolio, 1993). Transformational leaders serve as teachers to mold the beliefs and values of his/her subordinates (Brown, 1994).

Intellectual Stimulation involves followers in developing new and different solutions to common problems and conducting work in new ways. Leaders challenge the process and confront old and outdated assumptions, traditions and processes. Further, they involve others in the discussion and stimulate new ways of thinking. According to Northouse (2001), “This is leadership that stimulates followers to be creative and innovative, and to challenge their own beliefs and values as well as those of the leader and the organization. This type of leadership supports followers as they try new approaches and develop innovative ways of dealing with organizational issues. It promotes followers’ thinking things out on their own and engaging in careful problem solving.”

**Individualized Consideration:** Individualized consideration has mainly two dimensions. The first is treating followers individually including paying attention to those who seems neglected. The second is identifying individuals’ weaknesses and strengths and facilitating their developments and growth (Bass, 1985). As Burns (1978) stated, transformational leadership raises the levels of maturity of followers and convert them into leaders. Transformational leaders consult their subordinates and involve them in processes of defining organizational vision. Transactional leaders see delegation to achieve desired goals as a result of which they will get people do what they want. Therefore, they help people not only succeed in their present job but prepare them for their future positions. They create opportunities as learning facilities to their subordinates to convert them into leaders, because managers learn mostly from their job career. Transformational leaders can be seen as a model for followers.

### 2.5.2 Transactional Leadership

Burns (1978) defines transactional leadership as follows: "Leadership is the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by leaders and followers. The nature of those goals is crucial. They could be separated but related; that is, two persons may exchange goods or services or other things in order to realize independent objectives. This is transactional leadership".

Therefore, various transactions take place between leaders and their subordinates. Transactional relationship can be described as follows: the leader recognizes what it is followers want to get from their work, sets up rewards for followers and then responds to followers' immediate self-interests and exchanges rewards (Bass, 1985). Bass (1985), in his original model, proposed that transactional leadership has two main components, management-by exception and contingent reward. A transactional leader relies on management by exception that the leader takes corrective action and intervenes only when failures and deviations occur. Indeed, some managers search for deviations to meet desired goals. They define performance standards and check subordinate performance whether the standards are being met.

In a subsequent research, Hater and Bass (1988) separated management by exception in terms of the timing of the leader's intervention, namely, management-by-exception (active) and management-by-exception (passive). In the former, the leader controls subordinates' activities to predict mistakes before they become a problem and immediately takes corrective actions when is necessary. In the latter, the leader avoids giving directions if the old methods are working.

Another important component for the transactional leader is the contingent rewards that are set up for subordinates by the leader if they attain desired levels of objectives. In an organizational context, the transactional leader defines and clarifies what needs to be done to meet followers' expectations such as pay, recognition, promotion etc. The leader also

expresses his contentment when subordinates do a good job. Literature shows that leaders incline to allocate rewards to those who perform well and punish those who do not perform well (Podsakoff, 1982). In a research, Podsakoff et al. (1984) found that leaders' contingent reward behavior was positively related to subordinates' performance and satisfaction. On the contrary, contingent punishment behavior was not related to subordinates' performance or job satisfaction of subordinates. Leader's non-contingent rewards behavior did not contribute subordinates' performance and satisfaction.

Burns (1978) argued that transactional leadership fails to raise aspirations of subordinates. Burns also suggested that the transactional relationship can be seen as a bargaining process and continued by maintaining the transaction process. Leaders and subordinates try to increase their gain from the transaction. This relationship may be superficial and short-lived. Hence, transactional leadership has some limitations. Leaders assess external and internal environments to identify new problems or opportunities and determine what should be done. Then, the leaders have to deal with motivational and interpersonal issues that help the group to increase its capability of responding to organizational and environmental requirements. This goes beyond what can be achieved by exhibiting transactional leadership behavior. Furthermore, leaders should influence their subordinates' capacity to work harder and more effectively which cannot be done simply by exhibiting contingent reward and management-by-exception leadership behavior.

The following disadvantages can also be mentioned for transactional leadership. If subordinates think that they have sufficient rewards, therefore, additional rewarding of subordinates will no longer work to motivate subordinates. That will damage the leader's relations with subordinates and the leader might become unable to lead the group by using the same methods. Second, if relations depend upon substantially reward and punishment it can be said that this is not a healthy relationship between leader and subordinates, because subordinates will always have to please the leader to have any reward or to avoid punishment that causes dysfunctional results such as dissatisfaction among employees, increasing absenteeism, reducing organizational commitment and performance. Transactional leaders focus on maintaining the status quo, hence, it has been suggested that

transactional leadership is more suitable in stable organizations or economies (Bass, 1985; Druskat, 1994; Kirton (1976) also describes this style as Adaptive where leadership is focused on conformity with group norms and efficient works of the organization. Increasing competitiveness and a very complex environment made organizations need a new type of leader who can make followers perform "beyond expectation". The feeling of improving themselves and doing things for the good of other people are embodied in human beings' nature. Inspiring employees to do more than what they expect to do in order to accomplish organizational objectives is crucial to succeed in today's business world. The transformational leader pays attention to these issues.

**Contingent Reward:** The contingent reward factor has remained intact, and forms the basis of the constructive element of transactional leadership behavior (Bass, 1998; Bass & Avolio, 1997). Here the leader stresses an exchange, and promises and delivers rewards when the follower reaches predefined goals. The alpha scale reliability of this item is 0.87, its composite scale reliability is 0.85, and its average variance extracted is 0.59 (Avolio et al., 1995), thus meeting all cut-off criteria.

**Management by Exception (active):** The transactional leadership scales have also been expanded. The contingent aversive reinforcement factor has been divided into two distinct elements: (a) management-by-exception active, and (b) management-by-exception passive. The former, is a corrective transaction, whereby the leader actively watches for deviations from the norm, and takes action when outcomes do not match standards. The alpha scale reliability of this item is 0.74, its composite scale reliability is 0.76, and its average variance extracted is 0.46 (Avolio et al., 1995), thus meeting all cut-off criteria except for the average variance extracted. Since the scale exceeds the reliability estimates it appears to be consistently measuring its common factor.

**Management by Exception (passive):** Passive management-by-exception entails waiting, and intervening only if standards are not met, or when things go wrong (Bass, 1998; Avolio & Bass, 1997). The alpha scale reliability of this item is 0.82, its composite scale reliability is 0.85, and its average variance extracted is 0.60 (Avolio et al., 1995).

### 2.5.3 Laissez-faire Leadership Style

With regard to the laissez-faire that leadership is non-existent. Bass and Avolio (1993) define it as: “Leadership is absent. Intervention by the nominal leader is avoided. With laissez-faire (avoiding) leadership, there are generally neither transactions nor agreements with followers. Decisions are often delayed; feedback, rewards, and involvement are absent; and there is no attempt to motivate followers or to recognize and satisfy their needs” (p.53). Laissez-faire leadership is described as passive leadership in which leaders avoid exerting influence over subordinates or actions of their groups. Laissez-faire leaders keep their involvement at the possible lowest level to decisions; hence, they do not intervene unless they are asked to do so. They give their subordinates completely freedom of action. Laissez-faire leadership is neither transactional nor transformational. Laissez-faire leadership results in negative outcomes of satisfaction, effectiveness, and extra effort.

Burns (1978) affirms that transactional and transformational leadership are at opposite ends of a continuum. In other words, a leader can either behave in transformational or transactional way. On the contrary, Bass (1985) contents that leaders can use transformational and transactional leadership behavior where the situation is viewed appropriate. According to Bass and Avolio (1994), every leader exhibits each style to some degree. However, they suggest an optimal profile the effective leadership. The optimal profile is regarded as being one in which the leader exhibits the transformational leadership factors (Idealized Influence, inspirational Motivation, Individualized Consideration, and Intellectual Stimulation) most frequently, the contingent reward behavior somehow less frequently, followed in order of decreasing frequency by management-by-exception (active), management-by-exception (passive) and finally the laissez-faire behavior. In contrast, the poorly performing leader’s profile, tending toward is opposite that optimal profile.

## **2.6 The MLQ-5X**

There are a variety of leadership theories and corresponding leadership style instruments that have been advocated by researchers. However, much of the leadership research since the late 1980s has concentrated on the positive effects of transformational leadership

(Avolio, 1999; Bass, 1985; Lowe & Gardner, 2000; Tickle, Brownlee, & Nailon, 2005). The most widely used instrument to assess transformational leadership style is the Multifactor Leadership Questionnaire (MLQ) (Avolio & Bass, 2004; Hunt, 1999; Lowe, Kroeck, & Sivasubramaniam, 1996). Research to determine effective leader's in organizations such as business, education, government, medical, military, religious, and volunteer has relied on the MLQ to measure leadership style (Bass & Avolio, 1999; Berson, Shamir, Avolio, & Popper, 2001). The first version of the MLQ was developed over 20 years ago (Bass, 1985), and the instrument has undergone many revisions and adaptations. Various versions of the MLQ have been used in the United States and more than 30 countries, and translations of the MLQ have been completed in numerous languages (Avolio & Bass, 2004).

The MLQ is grounded in full-range leadership theory (FRLT) (Avolio & Bass, 1991). Building on the previous work of leadership scholars (Bass, 1985; Burns, 1978; Downton, 1973; House, 1976), Avolio and Bass (1991) proposed FRLT. The theory consists of three constructs which represent distinct leadership styles: transformational, transactional, and laissez-faire. Further, FRLT incorporates nine leadership factors composed of five transformation leadership factors, three transformational leadership factors, and one laissez-faire leadership factor (Avolio Bass, 2004; Avolio, Bass, & Jung, 1995). The Multifactor Leadership Questionnaire (MLQ-5X) is the standard instrument for assessing transformational and transactional leadership behavior (Bass & Avolio, 2000; Avolio & Bass, 2004). It has been translated into many languages and used successfully by both researchers and practitioners around the world. The MLQ-5X and its various translations are available from Mind Garden, Inc. Mind Garden provides services for both researchers and consultants. Researchers will want to use just the MLQ forms as survey instruments (Avolio & Bass, 2004).

## **2.7 Summary**

The title of the research paper is “An assessment of leadership style at United Nations Economic Commission for Africa”. There is now a wide recognition in the international community that leadership matters for growth and development, just as there was recognition some years ago that ‘institutions’ matter. Leadership is a concept which is often talked about, and which has generated a proliferation of literature, especially in the field of management and organizational science. Leadership is one of those concepts that are very hard to define. there are almost as many different definitions of leadership as there are persons who have attempted to define the concept. Bennis estimated, at the end of the last century, at least 650 definitions of leadership.

Hersey and Blanchard defined leadership style as the behavior pattern that the person exhibits when attempting to influence the activities of others as perceived by those others. Charry (2012) identified eight major leadership theories, the great man theory, trait theory, situational theory, behavioral theory, contingency theory, participative leadership theories, the transactional theory, transformational theories. James MacGregor Burns (1978) first introduced the concept of transforming and transactional leadership style in his award winning book, "Leadership". With regard to the laissez-faire that leadership is non-existent as Bass and Avolio (1993) defined it.

Finally, the literature review concludes by showing the most widely used instrument to assess leadership style the Multifactor Leadership Questionnaire (MLQ).

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research Methodology**

The study used quantitative research approach, considering appropriate to gather the primary data and address the research basic questions. The quantitative approach basically provides facts and figures about phenomena and involves statistical analysis (Ticehurst & Veal, 2000). Survey research is quantitative research in which the researcher systematically asks a large number of people the same questions and then records their answers (Neuman, 2014). As in a survey research the researcher is usually interested in how and how much of the responses differ –them variability, how closely some responses are related to others and how responses vary within certain demographic variables or with measures of social, political or psychological variables (Krathwohl, 1998).

The research method focused on the methods and tools of data collection from primary and secondary sources. Basically, the information generated from primary sources in order to triangulate data from different perspectives regarding the research problem. The primary source was the professional, national and general staff of the UNECA, Multifactorial leadership questioners (MLQ 5x) was employed to get information for the study. The secondary sources of information used to provide the conceptual framework and acquire a general picture of the problem. The researcher used simply the principle of replication, adhered to standardized methodological procedures, measured with numbers and then analyzed the data with statistics (Lincoln & Guba 1985).

#### **3.2 Research Design**

The research design was descriptive survey, which is a common characteristic shared by qualitative and quantitative research Cohen (2007). The instrument of data will be questionnaire, using the Multifactor Leadership Questionnaires, MLQ (5X-Short Form). Burns and Grove (2003) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”.

The main objective of the research was to assess and identify which of the three leadership styles (Transformational Leadership, Transactional Leadership and Passive-avoidant Leadership,) was the most dominant leadership style at the United Nations Economic Commission for Africa. Moreover, the research aimed on assess whether leaders consider themselves as effective leaders as well as the general service staff consider their leaders as effective leaders in UNECA by using the MLQ instrument.

### 3.3 Source of Data

The source of data was employees of UNECA, by distributing and collecting of multifactorial leadership questionnaires to the employees at different level of the organization, professionals, general services and national officers.

### 3.4 Population, Sampling and Sampling Technique

#### 3.4.1 Target Population

The target population of the study was the permanent staff of UNECA, in all categories (Professional, National Officer General Service). The target population number is 771 in the Headquarter located in Addis Ababa. From those employee 257 were professionals, 27 were national offices and 487 were general service staffs.

Table 3. 1. Population size

Stratum	Category of Profession	Population
Stratum I	Professional	257
Stratum II	National Officer	27
Stratum III	General Service Staff	487
Total		771

#### 3.4.2 Sample Size

In the estimation of sample size based on proportions, it is statistically proved that the maximum representative sample is achieved at  $p=0.5$ . Assuming the level of significance or  $\alpha=0.05$ , margin of error (variation between the true proportion and its estimated value) is 5%; the maximum statistically representative sample size was computed (Seyed, 2010).

Inferential statistics used to implement to generalize from the sample to the population. According to Cohen, L et.al (2007), a conventional sampling strategy will be to use a 95 per cent confidence level to determine a sample size. Thus, for the purpose of gathering the quantitative data for this study, out of a population of 771 staff members, a sample of 260 staff members selected to achieve a confidence level of 95%. From the target population 771 number of employee 257 are professional staff 27 are national staff and 487 are general service staff.

$$n=N/1+N (e)^2$$

$$n=771/1+771(0.05)^2$$

$$n=260$$

Where n = Sample size

N = Population size

E = Level of precision or acceptable sampling error (0.05)

Source: Yemane Tore (1973)

### 3.4.3 Sampling Technique

Based on the Human Resource Service Section (HRSS) statistics the commission has around 1071 staffs including professionals staff, national officer, general service staff and individual contractor's categories. This study couldn't include individual contractors and consultants because of their appointment is temporarily the researcher couldn't get them when they wanted. According to Cohen, L et.al (2007), a conventional sampling strategy will be to use a 95 per cent confidence level to determine a sample size. Thus, for the purpose of gathering the quantitative data for this study, out of a population of 771 staff members, a sample of 260 staff members will be selecting to achieve a confidence level of 95%. From the target population 771 number of employee 257 are professional staff 27 are national staff and 487 are general service staff.

Proportionate stratification is a type of stratified sampling, with proportionate stratification, the sample size of each stratum is proportionate to the population size of the stratum. This means that each stratum has the same sampling fraction\_(Statistics Dictionary). The researcher used proportionate stratified random sampling techniques. The technique helps

to ensures that each subgroups of a given population is adequately represented within the whole sample population of a research study, for those strata that are professional, national and general service staff.

$$\text{Stratum I} = 257 * 260 / 771 = 87$$

$$\text{Stratum II} = 27 * 260 / 771 = 9$$

$$\text{Stratum III} = 487 * 260 / 771 = 164$$

Table 3. 2. Sample size

Stratum	Category of Profession	Population	Sample
Stratum I	Professional	257	87
Stratum II	National Officer	27	9
Stratum III	General Service Staff	487	164
Total		771	260

### 3.5 Data Collection Instrument and Procedure

The study used questionnaire as instrument to collect the necessary data. The researcher uses a questionnaire because they are less expensive and the researcher could save time and financial resources (Kumar 1996). Moreover, the questionnaire offers greater anonymity as there is no face-to-face interaction between participants and researcher (Kumar 1996). The researcher used the Multifactor Leadership Questionnaires, MLQ (5X-Short Form) to measure the dominant leadership styles of UNECA. The MLQ (5X-Short Form) has proven validity and reliability as a leadership instrument and is very popular among many researchers around the world (Bass 1997).

The MLQ (5X-Short Form) uses the three leadership styles of Transformational Leadership, Transactional Leadership and Passive-avoidant Leadership. The questionnaire has two parts: Part A to gather data on the demographics of participants and Part B determine the participant's leadership styles. The MLQ (5X-Short Form) instrument has a 5-point scale to rate how often managers undertake certain behaviors. The scale includes not at all (0),

Once in a while (1), Sometimes (2), Fairly often (3), and Frequently if not always (4). The MLQ (5X-Short Form) include questions which measure the factors of Transformational Leaders behavior, including Idealized Influence (attribute), Idealized Influence (behavior), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individualized Consideration (IC). The questions that also measured the factors of Transactional Leadership include Contingent Reward (CR), and management by Exception (MBE-Active) and Management by Exception (MBE-passive). Four questions also designed to measure factors of passive-avoidant Leadership include and Laissez-Faire Leadership (LF).

The MLQ (5X-Short Form) is available in a validated form of 45 items for organizational survey and research purposes. The Items 1 to 36 measure leadership styles and Items 37 to 45 measure extra effort, satisfaction and effectiveness (Avolio & Bass, 2004). The MLQ (5X-Short Form) includes items that measure the effect on both the personal and intellectual development of self and others. And, the model is focused on the leader's performance in a range of leadership styles and to the directions that managers may pursue to be more effective leaders (Avolio & Bass, 2004).

During the data collection process, utmost care was implemented to keep the anonymity of the respondents by the researcher. All participants in the sample given the questionnaire with the introductory cover letter. Before they decided to participate in the research, the researcher told that the survey was anonymous, voluntary and confidential. Moreover, the participants could withdraw from the survey at any time. And, the participants are kindly request to fill out the questionnaires genuinely.

### **3.6 Reliability and Validity Estimation of the Questionnaire**

Reliability and validity are the statistical criteria used to assess whether the research provides a good measure. In the case of the MLQ we use reliability and validity to assess whether the MLQ really does measure leadership. "Validity tests how well an instrument measures the particular concept it is supposed to measure. Reliability tests how consistently an instrument measures that concept" (edited from Sekaran, 1998, p. 171).

Avolio and Bass (1985) confirmed the reliability of the MLQ by using a large population (N = 1394). The MLQ scales exhibited high internal consistency and factor loadings. The total items and for each leadership factor scale reliabilities ranged from 0.74 to 0.94. Furthermore, according to Avolio and Bass (1997), reliability of the MLQ has been proven many times through retesting, internal consistency methods and alternative methods.

The internal consistency of the MLQ subscales was investigated using a group consisting of approximately 1200 employees from several diverse organizations (commercial businesses, health-care organizations, welfare institutions and local governments). Reliability (Cronbach's alpha coefficient) for the subscales of transformational leadership ranged from 0.72 to 0.93; transactional leadership ranged from 0.58 to 0.78; and laissez-faire leadership was 0.49 (Den Hartog *et al.*, 1997:19).

The MLQ was tested in a South African environment and Cronbach's alpha reliability coefficient of the three main scales within the MLQ, namely transformational, transactional or laissez-faire, scored 0.944, 0.736 and 0.803 respectively (Ackermann *et al.*, 2000). The authors applied the MLQ to investigate the leadership style within an electricity utility organization in South Africa. In this particular study, a good average Cronbach's alpha value of 0.902 was obtained.

There was a number of different reliability coefficients. One of the most commonly used is Cronbach's Alpha (Coakes & Steed 2003). Cronbach's Alpha is a widely used measurement of the internal consistency of a multi-items scale in which the average of all possible split-half coefficients is taken (Hair *et al.* 2000). Normally, values of Cronbach's Alpha above .70 are considered to represent acceptable reliability, above .80 good reliabilities, and above .90 excellent reliabilities. The lower acceptable reliability may be reduced to .60 in exploratory research (Manning & Munro).

The researcher conducted a pre-test assessment on randomly selected 32 staffs, from the general and professional staff category. The Cronbach's alpha reliability coefficients of this pre-test were calculated for the purpose of making sure that the outcomes were in the

pre- test fall in range of proven reliability coefficients. The samples participated in the pre-test were not included in the sample size (n=260) of the actual data collection process.

Table 3.3 Validated norms of MLQ

Number	Components	Mean Norms
1	Idealized Influence (Attributed)	2.66
2	Idealized Influence (Behavior)	3.21
3	Inspirational Motivation	3.08
4	Intellectual Stimulation	3.12
5	Individual Consideration	2.87
6	Contingent reward	3.08
7	Management by Exception (Active)	2.43
8	Management by Exception (Passive)	1.23
9	Laissez-Faire	0.88

Source: (2004) Bernard M. Bass and Bruce J. Avolio, mind Garden

Table 3.4 Reliability test results of the survey instruments

Survey	Dimensions	Number of Items	Cronbach's Alpha Coefficient
	Transformational	20	0.94
	Transactional	12	0.88
	Laissez-Faire Laissez	4	0.81
	Outcome of Leadership	9	0.94
	Effectiveness	4	0.94
	Extra Effort	3	0.92
	Satisfaction	2	0.96

As Table 3.4 shows, the Cronbach's alpha values of all the variables is more than 0.70. This shows that the questions used in the survey instruments possess high accuracy,

stability, and consistency (Nunnally, 1978). The overall Cronbach's alpha coefficient for leadership style was 0.89 while the Cronbach's alpha coefficients of the three leadership styles ranged from 0.81 to 0.94. The overall Cronbach's alpha coefficient for outcome of leadership is 0.94 while the Cronbach's alpha coefficients of the three for outcome of leadership factors ranged from 0.92 to 0.96. Given that these measures have also been used in other well-validated research, a decision will be made to retain all the factors of each construct.

### **3.7 Data Analysis**

The statistical analysis used the Statistical Package for the Social Sciences (SPSS). Descriptive statistical indexes like frequency, percentage, mean and standard deviation, and t-test implemented to calculate for answering the research questions. This is followed by a presentation of the detailed discussions on varied along with interpretations.

### **3.8 Ethical Consideration**

A guarantee given to all the respondents that their names won't be revealed in the reports. In order to ensure the success of the research, the respondents remained anonymous part from being linked to a particular departmental manager-leader.

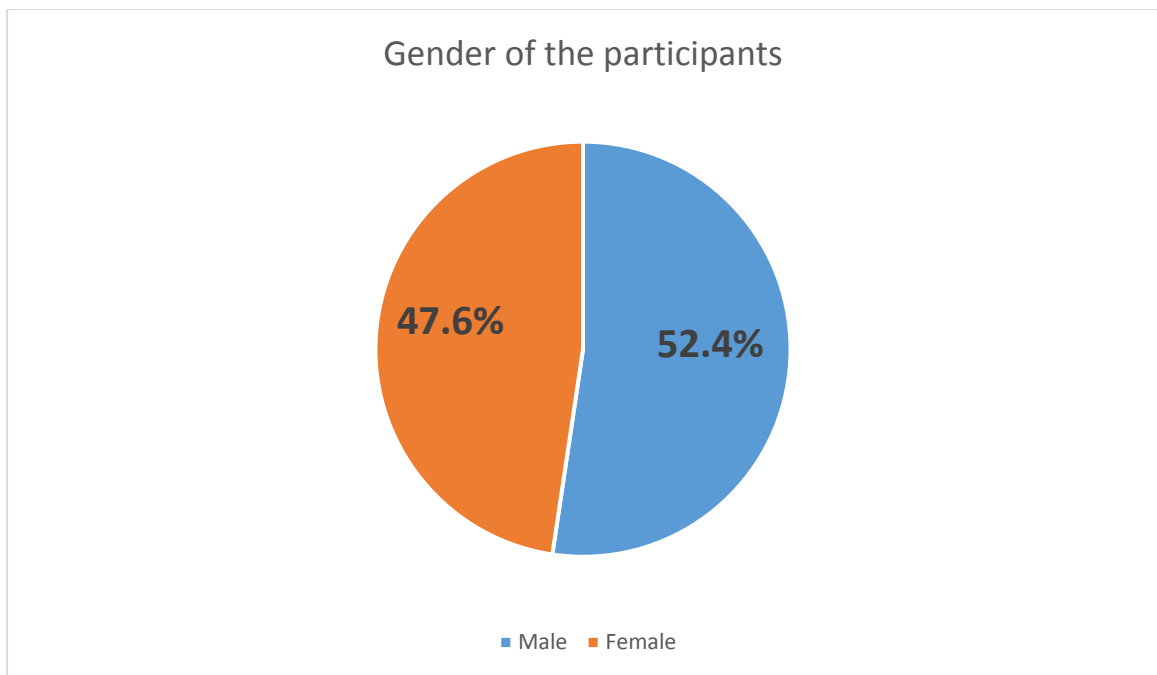
# CHAPTER FOUR

## PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

### 4.1 Demographic characteristics respondents

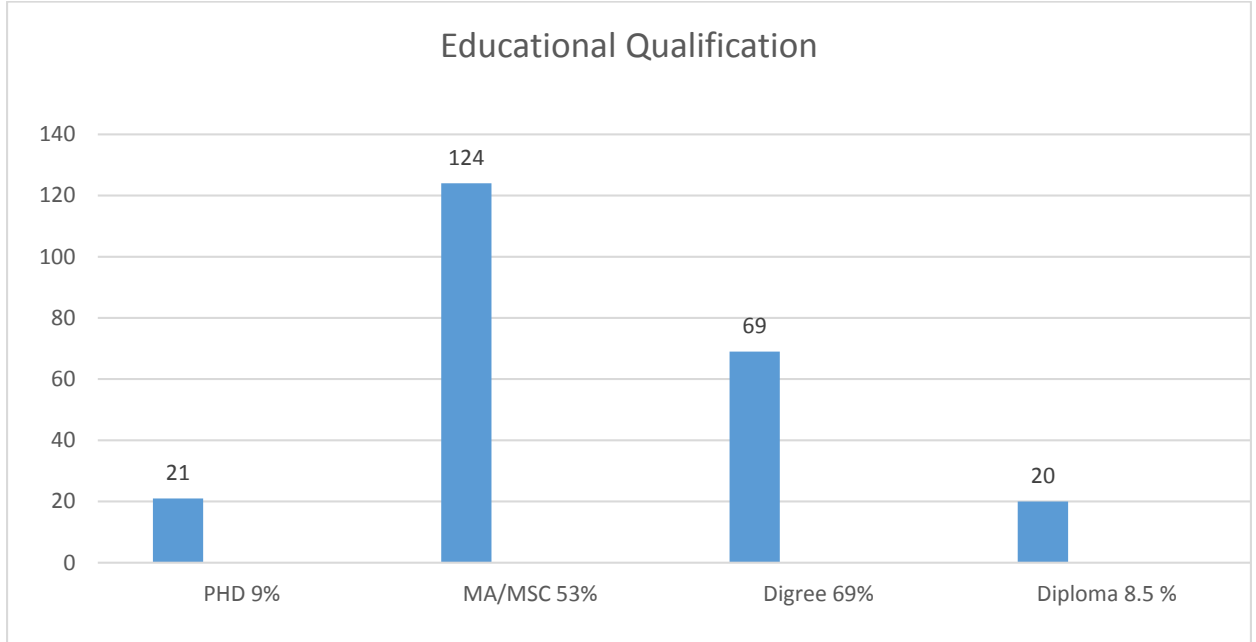
The demographic characteristics of the respondent gender was as fig. 4.1, from the total respondent the male participants were bit more than the female. Therefore 122 of the participants were males and 111 of the participants are females.

Fig.4. 1 Gender of the participants



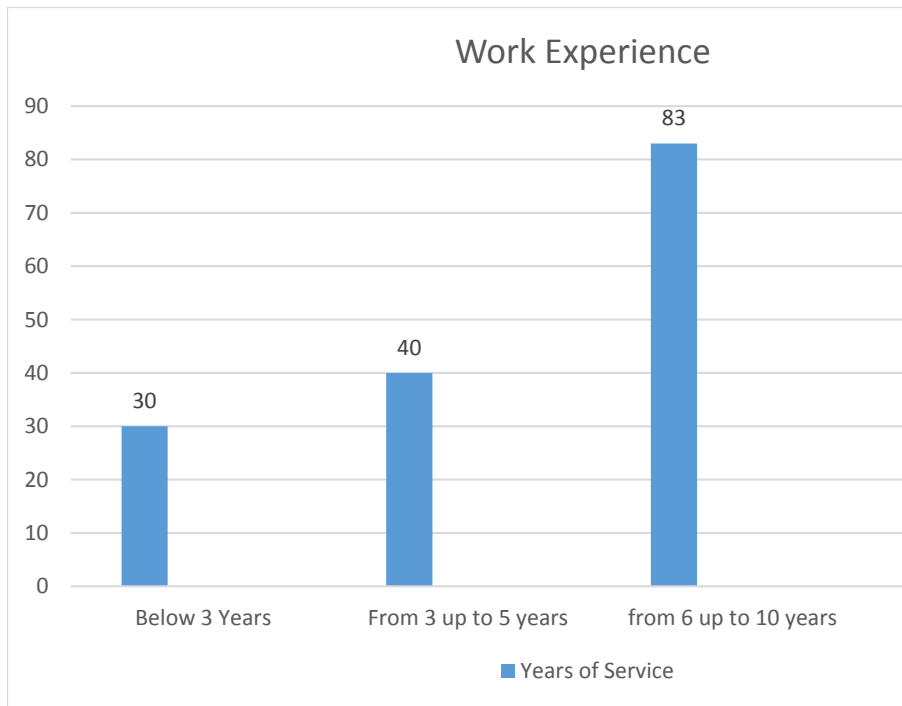
**Educational qualification of participants:** According to the fig 4.2, 9% of the participants have PHD, 52.6 % of the participants had MA/MSC, 29.5 % of the participant holds BA/BSC and 9 % of the participants have Diploma.

Fig. 4. 2 Educational qualification



**Year of Service in the Organization (Work Experience):** according to fig. 4.3, 35.5 % of the participants working for from six to ten years, 34.6 % of the participants are working above ten years, 17.1 % of the participants are working for from three years to five years and 12.8 % of the participants are working below three years.

Fig. 4. 3 Work experience of respondents



**Job Category in the Organization:** In this demography fig. 4.4 the general service staff is the greater in number than professional staff the equivalent number of staff in professional category is 93 and general staff is 141.

Fig. 4. 4 Job category



#### 4.2 Descriptive analysis of variables

According to the table 4.1 the sex demography of professional staff is much closer than the general service staff number. The number of female general staffs are 45 the males are 48, in the general service staff demography the number of male is 75 and female 66.

Table 4.1 Gender and job category

Sex	Job Category in the Organization		Total
	Professional	General Service	
Male	48	75	123
Female	45	66	111
Total	93	141	234

According to the table 4.2 there is no professional staffs hold diploma, most of them have Master of Art or Master of Science and A Doctor of Philosophy, a few of them hold Bachelors of Art or Science.

Table 4.2 Educational qualification, job category and work experience

Educational Qualification	Job Category in the Organization		Total
	Professional	General Service	
Diploma	0	19	19
BA/BSC	10	59	69
MA/MSC	62	63	125
PHD	21	0	21
Year of Service			
	Professional	General Service	total
Below 3	10	20	30
3 - 5	14	26	40
6 - 10	37	46	83
Above 10	32	49	81
Total	93	141	234

### 4.3 Descriptive Analysis of Leadership Styles

These study validated norms served as bench mark to compare the mean scores of leaders and non-leader's respondents. According to Bass, (1995) and Bass and Avolio (2004) descriptions if it is capable enough in performing each MLQ attributes, he/she will receive the scores around norms.

Table 4.3 Descriptive analysis of leadership style

Dimension	Number of Participants	Mean	Stud. Deviation
Transformational Leadership Style	234	2.7	0.87
Idealized Influence (Attributed)	234	2.5	0.69
Idealized Influence(Behavior)	234	2.7	0.76
Inspirational Motivation	234	2.6	0.89
Individualized Consideration	234	2.8	1.14
Intellectual Stimulation	234	2.9	.89
Transactional Leadership Style	234	3.1	0.95
Contingent Reward	234	3.3	0.87
Management-by-Exception (Passive)	234	3.4	0.98
Management-by-Exception (Active)	234	2.5	0.99
Laissez-Faire Laissez	234	2.8	0.97

According to table 4.3 indicates the means, standard deviations for the five transformational leadership subscale, three transactional leadership subscale, one laissez-faire subscale for all participant, using the MLQ (Form 5X). The scores for each of the dimensions was indicative of the respondent perception of the leadership style. The main objective of this thesis is to show which of the leadership style is the dominant leadership style of leaders at United Nations Economic Commission for Africa (UNECA) as perceived by respondents.

The descriptive statistical result presented above showed that, a total mean score of 13.5 for transformational leadership, 9.2 for transactional leadership and 2.8 for laissez-faire leadership style. Each of the transformational leadership subscales means and standard deviation is calculated between 2.5 to 2.9 and 0.69 to 1.14 respectively. Whereas a total of for each of transactional leadership subscales mean and standard deviation value ranges from 2.5 to 3.4 and 0.87 to 0.99 consequently. The mean and standard deviation for laissez-faire is 2.8 and 0.97 respectively.

From leadership subscales, the highest score value of standard deviation is Individualized Consideration with 1.14 standard deviation. The next highest standard deviation is Laissez-Faire Laissez with 0.99 standard deviation. The standard deviation of the variables is relatively high, indicating a wide spread of responses around the total mean. The most effective leadership, Bass and Avolio (1997) suggested, mean scores of greater or equal to 3.0 for Individualized Consideration, Intellectual Stimulation, Idealized Influence (Behaviour), Idealized Influence (Attributed) and Inspirational Motivation. The means of the transformational factors should be around 3,0, the values for the transactional components of Contingent Reward and Management-by-Exception active should reach 2,5, whereas the means for Management-by-Exception passive and Laissez-faire leadership should not be higher than 1,0 (Bass, 1998).

The results of this study shows that, total mean score of transformational leadership is the range of mean scores of transformational leadership subscales is 2.5,2.7,2.6, 2.8 and 2.9. The mean score for transformational leadership subscale were less than Bass and Avolio's suggestion. This implies that UNECA leaders are not practicing the expected ideal levels of transformational leadership behavior.

Bass and Avolio (1997) also suggested a mean score of 2, for contingent reward, 1.0 to 2.0 for management-by-exception (active) and 1.0 to 0.0 for management-by-exception (passive) and laissez-faire. However, the mean scores obtained for this study was 3.3 for

contingent reward, 3.4 for management by exception (passive), 2.5 for management by exception (active) and 2.8 for Laissez Faire.

The overall transactional leadership styles mean scores for this study were above the range of Bass and Avolio (1997) suggestions. This indicates that leaders demonstrated greater level of transactional and Laissez- faire behavior of leadership style at UNECA. Transactional leadership is supplemented by working with individuals and/or groups, setting up and defining agreements or contracts to achieve specific work objectives, discovering individuals' capabilities, and specifying the compensation and rewards that can be expected upon successful completion of the tasks. In its corrective form, it focuses on actively setting standards. In its passive form, it involves waiting for mistakes to occur before taking action. In its active form, there is closely monitoring for the occurrence of mistakes. In either its passive or active form, it focuses on identifying mistakes. Many consultants using the MLQ have found it useful to label Contingent Reward (CR) and Management-by-Exception: Active (MBEA) as Transactional Leadership and Management-by-Exception: Passive (MBEP) and Laissez Faire as Passive/Avoidant Leadership.

#### **4.4 t-Test for Perception of Leadership Style of leader's by Self and Subordinate Rate**

The second objectives of this research paper was to show if there was a significant difference between the general service staff and professional staff perception about the leadership style. The results of descriptive statistics for professional and general service staff responses to Multifactor Leadership Questionnaire (MLQ) are presented below in Table. t-test is used to compare the means of two samples (independent). In this case, the significant differences, between the two samples on the dimensions of the questionnaires is determined.

Table 4.4 Comparison mean scores of professional and general service staffs

	Job Category in the Organization	N	Mean	Std. Deviation	Std. err difference
Transformational LS	Professional	90	3.16	.54	.06
	General Service	141	1.64	.43	.05
Idealized Influence (Attributed)	Professional	90	2.7	.50	.05
	General Service	141	1.6	.92	.08
Idealized Influence (Behavior)	Professional	90	3.4	.42	.04
	General Service	141	2.1	.75	.06
Inspirational Motivation	Professional	90	3.5	.38	.04
	General Service	141	1.9	.93	.07
Individualized Consideration	Professional	90	3.1	.57	.06
	General Service	141	1.3	.83	.07
Intellectual Stimulation	Professional	90	3.1	.44	.04
	General Service	141	1.3	.87	.07
Transactional LS	Professional	90	1.3	0.58	.05
	General Service	141	2.0	0.83	.05
Contingent Reward	Professional	90	2.7	.63	.07
	General Service	141	1.6	.77	.07
Management-by-Exception (Passive)	Professional	90	0.6	.56	.06
	General Service	141	2.5	.92	.07
Management-by-Exception (Active)	Professional	90	0.6	.54	.07
	General Service	141	2.0	.79	.05
Laissez-Faire Laissez	Professional	90	0.1	.30	.03
	General Service	141	1.8	.84	.07

According to the result shown above in table 4.4, the mean score for Professional staff responses on each of the transformational leadership subscales ranged from 2.7 to 3.5 and the standard deviation from .38 to .50 whereas the mean score general service staff responses on each of the transformational leadership subscales ranged from 1.3 to 2.1 and

the standard deviation from .83 to .93. This shows that transformational leadership mean score for Professional staff is higher than the general service staff. Regarding standard deviation, there is slight difference in variability of the scores of the professional and general service staff. According to Bass and Avolio (1997), transformational leadership subscale mean score greater than or equal to 3. This indicates that there is a major difference between transformational leadership behavior that are practiced by professional staff behavior and that are being perceived by the general service staff.

The mean and standard deviation scores for each of transactional leadership subscales ranges from 0.6 to 2.7 mean and standard deviation of 0.54 to 0.63 for professional staff responses while it ranges from 1.6 to 2.5 mean and 0.77 to 0.92 standard deviation values for general service staff responses. As a whole, the general service staff responses on the transactional leadership scale presents higher mean with slightly higher standard deviation to that of profession staff response. The mean and standard deviation of Laissez-Faire Laissez scale values of the professional staff is 0.1 and 0.3 and also responses general service staff mean and standard deviation respectively 1.8 and .84.

The means of the transformational factors should be around 3,0 the values for the transactional components of Contingent Reward and Management-by-Exception active should reach 2,5, whereas the means for Management-by-Exception passive and Laissez-faire leadership should not be higher than 1,0 (Bass, 1998). As the t-test table describes the mean and standard deviation value of professional staff is greater than the general service staff and the mean of professional staff greater than 3, the leadership style of the organization is Transformational according to professional staff perception. But according to the general service the leadership style is differ.

#### 4.5 t-Test Effectiveness

Table 4.5 t-test of effectiveness

Leadership Output	Job Category	Number of Participants	Mean	Std. Deviation	Std. Error	t
Effectiveness	Professional Staff	90	3.5	.46	.048	-.761
	General Service Staff	141	2.3	0.90	.075	1.40

The effectiveness scale identifies leaders who be able to be efficient. Efficient leaders were effective in meeting job related needs, they represent the followers to higher authority, they meet organizational requirements and they lead a group that is effective. Generally, they generate a higher efficiency in all the structures they are involved with. According to Bass and Avolio (1997), the effectiveness subscale mean score greater than or equal to 3.5, who are able to be efficient. According to the above table the mean and standard deviation of Effectiveness for the professional staff was 3.5 and 0.46 respectively and the general service staff mean and standard deviation was 2.3 mean and 0.90.

The total respondent mean of effectiveness was calculated as 2.78 and 0.95 standard deviation. As the result of t-test there was a positive significantly relationship of professional and general service staff perception about leadership effectiveness. As mean and standard deviation of professional and general service 3.5 and 2.3 respectively mean and .46 and 0.9 of standard deviation.

In general, the total respondent answered as the leaders was not effective because the mean 2.78 is less than 3.5 but as the professional staff perceived it the mean of subscale effectiveness is greater than 3.5. Concluding that there was a perception difference between the professional staff and general service staff. The general staff perceived that their leaders were not effective but the professional staffs were perceived as they were effective.

## **Chapter Five**

### **Summary, Conclusion and Recommendation**

The main purpose of this paper was to show the dominant leadership style of UNECA and to show the significant difference between the leaders and the followers perception of leadership style of leaders in addition to this to express the leadership outcome of effectiveness. The following research question was addressed by the paper.

1. What is the dominant leadership style of leaders at United Nations Economic Commission for Africa (UNECA) as perceived by respondents?
2. Is there any significant difference between the general service staff and professional staff perception about the leadership style?
3. Do leaders consider themselves as effective leaders?
4. Do general service staff consider their leaders as effective leaders?

In addition to the above basic research questions, Chapter 5 presents the summary, conclusions and recommendations based on the data analysis from statistical analysis which were presented in Chapter four.

#### **5.2 Summary of Findings**

Avolio and Bass (2005) suggested research validated benchmark mean scores for the MLQ were, >3.0 to <3.75, 1-2 and 0-1 for transformational, transactional and laissez-faire leadership styles respectively. The strongest manager-leaders achieve rater outcomes in excess of 3.5. A statistically significant difference was detected in how the subordinates perceived their manager-leaders and how the manager-leaders viewed themselves. In order to address these research questions, multifactorial leadership questionnaires were employed to gather information. MLQ were used to measure leadership styles and leader's effectiveness. All the questionnaires distributed were properly filled and returned. A total of 260 questionnaires distributed to the respondents and out of these questionnaires a total of 234 questionnaires were successfully completed and returned. The total response rate was 90 %. Descriptive statistics and t-test analysis were used to analyze the data. In order to achieve the objectives of this research, MLQ instrument was considered to be reliable

measure of transformational leadership, transactional leadership and laissez-faire leaderships.

The result of descriptive statistics indicated that leaders were not displaying the ideal levels of transformational leadership behavior at UNECA. The transformational leadership behavior as follows, characteristics that are practiced by transformational leaders have associates who view them in an idealized way, and as such, these leaders wield much power and influence over their followers. They want to identify with the leaders and their mission. They develop strong feelings about such leaders, in whom they invest much trust and confidence. They arouse and inspire others with whom they work with a vision of what can be accomplished through extra personal effort.

According to the survey result the dominant leadership style was transaction leadership style. Transactional Leaders also offer rewards when goals are achieved. Leaders using this style always monitor for mistakes, and then take corrective action as quickly as possible when they occur (Bass & Avolio 2004). Transactional Leadership had three components, consisting of Contingent Reward, Management by Exception (Active) and Management by Exception (Passive), which means they express satisfaction when others meet expectations, direct attention toward failures to meet standards and wait for things go wrong before taking action (Bass & Avolio 2004).

Transactional leadership supplemented by working with individuals and/or groups, setting up and defining agreements or contracts to achieve specific work objectives, discovering individuals' capabilities, and specifying the compensation and rewards that can be expected upon successful completion of the tasks. In its corrective form, it focuses on actively setting standards. In its passive form, it involves waiting for mistakes to occur before taking action. In its active form, there is closely monitoring for the occurrence of mistakes. In either its passive or active form, it focuses on identifying mistakes. As the survey result in UNECA Laissez-Faire Laissez also practiced next to the dominant leadership style of transactional leadership style.

Even though transactional leadership style is based on reward and punishment, but also this leadership style is effective in motivating employees in becoming productive and efficient members of the team. These are because of two reasons. First, the incentive that awaits the employee if he or she contributes to the organization serves as the motivation for him or her to work doubly hard to meet deadlines, reach or even exceed quota because the employee knows that his efforts will not be left unrecognized. Second, this leadership technique also serves as a reminder to a member of the workforce that the management keeps an eye on them and is serious with its drive to expect maximum performance from its employees that mistakes committed and under-performance would mean demerit and punishment.

Even though transactional leadership style is dominantly practiced in UNECA, literatures have indicated and confirmed Transformational Leadership style is essential for leaders to achieve organizational goals. Transformational leaders support staff to work harder, enhances staff effectiveness and increases staff satisfaction in organizations (Bass & Avolio 1994).

In accordance with t-test analysis result, the professional and general service staff had different perceptions on leadership styles existed at UNECA. It means that there was a major difference between leadership behavior which are being practiced by the supervisors and leadership behavior which are being perceived by subordinate.

The effectiveness of the leadership style of UNECA, as the full respondent statistical value showed that mean and standard deviation was less than the expected amount of the norm to be effective. This result leads to conclude that there were no effectiveness outcomes of leaderships style exhibit in UNECA. But there was a perception difference between self-rate and subordinates rate, as the professional self-rate the mean and standard deviation meets the high rate of result.

### **5.3 Conclusions**

As statistics report showed the dominant leadership style of UNECA was transactional. The professional staff didn't practice transformational leadership style from this, it is possible to conclude that effective transformational leadership behaviors not practiced at UNECA. Regarding to the comparison between leadership style and the general service staff's perception; it is possible to conclude that the leadership behaviors exercised by the leaders and the leadership style perceived by the general service staff were completely different at UNECA.

Measuring leadership effectiveness outcomes was also investigated and the result was below the expected mean. There was also a perception difference rate between the professional and general service staff. Accordingly; The professional staff statistical result implied that there was a leadership effectiveness practiced. while the general service staff perceived in the opposite way. The perception was calculated by t-test and the dominant leadership style of the organization was calculated by descriptive statistical result mean and standard deviation.

### **5.4 Recommendations**

The finding of this research showed that the dominant leadership style of the organization as the transaction leadership style followed by Passive-avoidant leadership style lately transformational leadership style. This finding implies that UNECA leaders needs some characteristics of transformational leadership style. Because as Bass, 1990 wrote transformational leaders have better relationships with their supervisors and make more of a contribution to the organization than do those who are only transactional. Organizations whose leaders are transactional are less effective than those whose leaders are transformational particularly if much of the transactional leadership is passive management-by exception (intervening only when standards are not being met).

Transactional leaders monitor followers carefully to enforce rules, reward success, and punish failure. They do not, however, act as catalysts for growth and change within an organization. Instead, they are focused on maintaining this as they are and enforcing current

rules and expectations. This leads to the leaders as mechanical rather than to be motivational. The researcher recommends that UNECA leaders should exercise transformational leadership style, adopting transformational leadership style means having the components of the transformational leadership that is Idealized Influence Attributed (IIA), Idealized Influence (IIB), inspirational Motivation (IM), Intellectual stimulation (IS) and Individualized Consideration (IC) by applying different methods as follows.

- Leaders need to encourage to stimulate interests among colleagues and followers to view their work from new perspectives rather to do their work by the usual methods or ways.
- Leaders recommended that to generate awareness of the mission or vision of the team and organization by giving induction or training or by distributing brochures and putting the mission or vision the organization on the noticeable boards.
- Develop colleagues and followers to higher levels of ability and potential by training and experience sharing with the other organization.
- Leaders need to motivate colleagues and followers to look beyond their own interests toward those that will benefit the group.

As the finding implied that there is a perception difference of leadership style between the leaders and subordinates this implies that the subordinate didn't understand their leader's leadership style in right ways.

- So the leaders need to give training, coaching and teaching for their subordinate to minimize the gap of understandings about their leadership style.
- The leaders also encouraged to receive comments from their subordinate rather saying or implement every things as the rule and the regulation.
- Leaders described as transformational concentrate their efforts on longer term goals; place value and emphasis on developing a vision and inspiring followers to pursue the vision; change or align systems to accommodate their vision rather than work within existing systems; and coach followers to take on greater responsibility for their own development, as well as the development of others.
- Leaders ought to identify individuals' weaknesses and strengths and facilitating them for developments and growth.

Measuring leadership effectiveness outcomes was also investigated and the result was below the expected mean. This implied that the leader's leadership style was not lead the organization to effective ways.

- transformational leadership was strongly associated with subordinates' extra effort, satisfaction with the leader and subordinate-rated leader effectiveness, to get effectiveness in leadership style of the leaders should adopted transformational leadership styles.
- It seems clear that leader behavior actually influences the subordinate satisfaction, extra efforts of subordinates, and leader effectiveness.

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# *Annexes*

**Annex 1: Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Educational Planning and Management**

**Multifactorial Leadership Questionnaire to be filled by UNECA Staff**

**Dear Respondent:**

The purpose of this study is entirely for academic and fulfillment of the requirements of the Master of Art Degree in Leadership and Management in Education. The topic: “**An Assess the dominant leadership style at United Nations Economic Commission for Africa**”. I assure you that all the information you will provide to the study will be kept strictly confidential. Filling out this questionnaire doesn’t take more than 10 – 15 minutes.

Your genuine, frank and timely responses will have immense on contribution for the success of my study.

Thank you very much!

**General Directions**

1. No need of writing your name
2. Please put a tick √ mark in the box  for your answer and for the number of your choice for the alternatives given.
3. If you require further clarification or details, please contact me with either of the following address: E-mail: [tessema@un.org](mailto:tessema@un.org) , [tsigeredatessema@yahoo.com](mailto:tsigeredatessema@yahoo.com) or Mob. [+251911146128](tel:+251911146128)

**Part I: Information about Demographic Data**

The following questions concern about your personal information. Its confidentiality is assured.

1. Sex            Male                        Female
2. Educational Qualification Diploma  BA/ BSC  MA/MSC  PhD  If any other, please specify \_\_\_\_\_
3. Year of service in the organization Below 3  3-5  6-10  Above 10
4. Your job category in the organization Professional  National Officer   
General Service  Any Other

Part II.

Multifactor Leadership Questionnaire (MLQ) for UNECA Staffs

This questionnaire is to describe the leadership style of your supervisor as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.

Forty-Five descriptive statements are listed on the following pages. Judge how frequently each statement fits you.

Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
0	1	2	3	4

Q. No	Transformational Leadership Style	0	1	2	3	4
<b>Idealized Influence (Attributed) total/4 = Q.10,18,21,25</b>						
10	My supervisor instills pride in me for being associated with him/her					
18	My supervisor goes beyond self-interest for the good of the group					
21	My supervisor acts in ways that build my respect					
25	My supervisor displays a sense of power and confidence					
<b>Idealized Influence (Behavior) total/4 = Q.6,14,23,34</b>						
6	My supervisor talks about their most important values and beliefs					
14	My supervisor specifies the importance of having a strong sense of purpose					
23	My supervisor considers the moral and ethical consequences of decisions					
34	My supervisor emphasizes the importance of having a collective sense of mission					
		0	1	2	3	4
<b>Inspirational Motivation total/4 = Q.9,13,26,36</b>						
9	My supervisor talks optimistically about the future					

13	My supervisor talks enthusiastically about what needs to be accomplished					
26	My supervisor articulates a compelling vision of the future					
36	My supervisor expresses confidence that goals will be achieved					
<b>Individualized Consideration total/4 =Q.15,19,29,31</b>						
15	My supervisor spends time teaching and coaching					
19	My supervisor treats me as an individual rather than just as a member of a group					
29	My supervisor considers me as having different needs, abilities, and aspirations from others					
31	My supervisor helps me to develop my strengths					
<b>Intellectual Stimulation total/4 = Q.2,8,30,32</b>						
2	My supervisor re-examines critical assumptions to question whether they are appropriate					
8	My supervisor seeks differing perspectives when solving problems					
30	My supervisor gets me to look at problems from many different angles					
32	My supervisor suggests new ways of looking at how to complete assignments					
<b>Transactional Leadership Styles</b>						
<b>Contingent Reward total/4 =Q.1,11,16,35</b>						
1	My supervisor provides me with assistance in exchange for my efforts					
11	My supervisor discusses in specific terms who is responsible for achieving performance targets					
16	My supervisor makes clear what one can expect to receive when performance goals are achieved					
35	My supervisor expresses satisfaction when I meet expectations					
<b>Management-by-Exception (Passive) total/4 =Q.3,12,17,20</b>						
3	My supervisor fails to interfere until problems become serious					
12	My supervisor waits for things to go wrong before taking action					
17	My supervisor shows that he/she is a firm believer in "If it ain't broke, don't fix it."					

		0	1	2	3	4
20	My supervisor demonstrates that problems must become chronic before taking action					
<b>Management-by-Exception (Active) total/4 =Q.4,22,24,27</b>						
4	My supervisor focuses attention on irregularities, mistakes, exceptions, and deviations from standards					
22	My supervisor concentrates his/her full attention on dealing with mistakes, complaints, and failures					
24	My supervisor Keeps track of all mistakes					
27	My supervisor directs my attention toward failures to meet standards					
<b>Laissez-Faire Laissez/ Q 5, 7, 28, 33</b>						
5	My supervisor avoids getting involved when important issues arise					
7	My supervisor is absent when needed					
28	My supervisor avoids making decisions					
33	My supervisor delays responding to urgent questions					
<b>Effectiveness/ Q37,40,43,45</b>						
37	My supervisor is effective in meeting my job-related needs					
40	My supervisor is effective in representing me to higher authority					
43	My supervisor is effective in meeting organizational requirements					
45	My supervisor leads a group that is effective					
<b>Extra Effort/Q39,42,44</b>						
39	My supervisor gets me to do more than I expected to do					
42	My supervisor heightens my desire to succeed					
44	My supervisor increases my willingness to try harder					
<b>Satisfaction/Q38, 41</b>						
38	My supervisor uses methods of leadership that are satisfying					
41	My supervisor works with me in a satisfactory way					

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**Annex 2: Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Educational Planning and Management**

**Multifactorial Leadership Questionnaire to be filled by UNECA Professional Staff**

**Dear Respondent:**

The purpose of this study is entirely for academic and fulfillment of the requirements of the Master of Art Degree in Leadership and Management in Education. The topic: “An Assessment of Leadership Style at United Nations Economic Commission for Africa”. I assure you that all the information you will provide to the study will be kept strictly confidential. Filling out this questionnaire doesn't take more than 10 – 15 minutes.

Your genuine, frank and timely responses will have immense contribution for the success of my study.

Thank you very much!

**General Directions**

1. No need of writing your name
2. Please put a tick  $\surd$  mark in the box  for your answer and for the number of your choice for the alternatives given.
3. If you require further clarification or details, please contact me with either of the following address: E-mail: [tessema@un.org](mailto:tessema@un.org) , [tsigeredatessema@yahoo.com](mailto:tsigeredatessema@yahoo.com) or Mob. [+251911146128](tel:+251911146128)

**Part I: Information about Demographic Data**

The following questions concern about your personal information. Its confidentiality is assured.

1. Sex            Male                        Female
2. Educational Qualification Diploma  BA/ BSC  MA/MSc  PhD  If any other, please specify \_\_\_\_\_
3. Year of service in the organization Below 3  3-5  6-10  Above 10  4.
4. Your job category in the organization Professional  National Officer  General Service  Any Other \_\_\_\_\_

**Part II.**

**Multifactor Leadership Questionnaire (MLQ) for UNECA Staffs**

This questionnaire is to describe the leadership style of Yours as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.

Forty-Five descriptive statements are listed on the following pages. Judge how frequently each statement fits you.

Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
0	1	2	3	4

<b>Q. No</b>	<b>Transformational Leadership Style</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Idealized Influence (Attributed) total/4 = Q.10,18,21,25</b>						
10	I instill pride in others for being associated with me					
18	I go beyond self-interest for the good of the group					
21	I act in ways that build others' respect for me					
25	I display a sense of power and confidence					
<b>Idealized Influence (Behavior) total/4 = Q.6,14,23,34</b>						
6	I talk about my most important values and beliefs					
14	I specify the importance of having a strong sense of purpose					
23	I consider the moral and ethical consequences of decisions					
34	I emphasize the importance of having a collective sense of mission					
<b>Inspirational Motivation total/4 = Q.9,13,26,36</b>						
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
9	I talk optimistically about the future					

13	I talk enthusiastically about what needs to be accomplished					
26	I articulate a compelling vision of the future					
36	I express confidence that goals will be achieved					
<b>Individualized Consideration total/4 = Q.15,19,29,31</b>						
15	I spend time teaching and coaching					
19	I treat others as an individual's rather than just as a member of a group					
29	I consider an individual as having different needs, abilities, and aspirations from others					
31	I help others to develop their strengths					
<b>Intellectual Stimulation total/4 = Q.2,8,30,32</b>						
2	I re-examine critical assumptions to question whether they are appropriate					
8	I seek differing perspectives when solving problems					
30	I get others to look at problems from many different angles					
32	I suggest new ways of looking at how to complete assignments					
<b>Transactional Leadership Styles</b>						
<b>Contingent Reward total/4 = Q.1,11,16,35</b>						
1	I provide others with assistance in exchange for their efforts					
11	I discuss in specific terms who is responsible for achieving performance targets					
16	I make clear what one can expect to receive when performance goals are achieved					
35	I express satisfaction when others meet expectations					
<b>Management-by-Exception (Passive) total/4 = Q.3,12,17,20</b>						
3	I fail to interfere until problems become serious					
12	I wait for things to go wrong before taking action					
17	I show that I am a firm believer in "If it ain't broke, don't fix it."					
20	I demonstrate that problems must become chronic before I take action					
<b>Management-by-Exception (Active) total/4 = Q.4,22,24,27</b>						

4	I focus attention on irregularities, mistakes, exceptions, and deviations from standards					
22	I concentrate my full attention on dealing with mistakes, complaints, and failures					
24	I Keep track of all mistakes					
27	Directs my attention toward failures to meet standards					
		0	1	2	3	4
	Laissez-Faire Laissez/ Q 5, 7, 28, 33					
5	I avoid getting involved when important issues arise					
7	I am absent when I needed					
28	I avoid making decisions					
33	I delay responding to urgent questions					
	<b>Effectiveness/ Q37,40,43,45</b>					
37	I am effective in meeting others' job-related needs					
40	I am effective in representing others to higher authority					
43	I am effective in meeting organizational requirements					
45	I lead a group that is effective					
	<b>Extra Effort/Q39,42,44</b>					
39	I get others to do more than they expected to do					
42	I heighten others' desire to succeed					
44	I increase others' willingness to try harder					
	<b>Satisfaction/Q38, 41</b>					
38	I use methods of leadership that are satisfying					
41	I work with others in a satisfactory way					

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### **Annex 3: Request a permission to use MLQ Rater and Leader form**

Your message has been sent successfully.

**Message:** Dear Sir/Madam in **Mind Garden** Company,

This is Tsigereda Tessema from Ethiopia, I am student at Addis Ababa University in the area of Leadership and Management in Education for MA program. Now I am doing my research paper in the title of "An assessment of Leadership style in an organization". It will be very helpful if I get your company permission to use "Multicultural Leadership Questioner" 45 questionnaires.

Kind Regards,

Tsigereda Tessema

**Phone:** +251911146128

**Company:** Addis Ababa University

**Country:** Ethiopia

**How did you hear about us:** From the Internet

We will answer during normal business hours, Monday through Friday, Pacific time.

Mind Garden Inc <info@mindgarden.com>

Reply all|

Wed 3/7, 9:14 PM

Tsigereda Tessema

Hello Tsigereda,

In response to your inquiry about using the Multifactor Leadership Questionnaire (MLQ) in your dissertation research, please note:

The MLQ is a copyrighted instrument. A purchased license is required for each use.

Options for administering the MLQ include administration via the **paper/pencil method** (License to Reproduce) and via **online surveys** (Transform Survey Hosting Licenses and Remote Online Survey Licenses). Our pricing is set for the academic environment and we do offer volume discounts.

**Special Note:** If your dissertation research is unfunded, you are eligible for a 20% Student Discount on the license purchase. For more information about receiving a Voucher Code for the Student Discount, [please click here](#).

## **ADMINISTRATION OPTIONS**

### **OPTION 1 - License to Reproduce:**

If you plan to administer the MLQ via the **paper/pencil method**, you would purchase the "[License to Reproduce](#)" (pdf-digital download) for the total number of times you plan to reproduce/administer the MLQ.

**Note:** A purchased license is required for each reproduction/administration of each use of the LEADER (Self-Rater) form and RATER form. The pdf includes one copy of the LEADER form, RATER form, Scoring Key and permission for the recipient to reproduce the MLQ in any combination of the LEADER and RATER forms for up to the total quantity purchased. The minimum purchase is 50 licenses for \$125. With the student discount, the minimum purchase is \$100. For volume discounts, [please click here](#).

### **OPTION 2 - Transform Survey Hosting:**

If you plan to administer the MLQ via an **online survey** for data collection and scoring (data output file = raw data and raw scores) using our Mind Garden Transform System, you would purchase the MLQ "Transform Survey Hosting Licenses" for either MLQ 360 Multi-rater Form (both Leader and Rater), MLQ Self Form (Leader only), or MLQ Rater Form (Rater only).

[Transform™ Survey Hosting: Multi-rater Form](#) - \$100 setup fee and \$8.00 per Leader

[Transform™ Survey Hosting: Self Form](#) - Minimum purchase is 20 licenses for \$50.

[Transform™ Survey Hosting: Rater Form](#) - Minimum purchase is 20 licenses for \$50.

Besides the ease of administering the MLQ as an online survey via our Mind Garden Transform System, you will have access to a data file. The data file will include one line of data for each participant that completes the MLQ. The data includes raw data (responses to each MLQ question) and raw scores (MLQ scale scores). The data file is a comma separated value (csv) file format and is compatible with SPSS.

Additionally, **Group Reports** - where we calculate and summarize average scores for a group - are available for each of these online surveys. For volume discounts, [please click here](#).

[Group Report: Multi-rater Form](#) - for a sample MLQ Multi-rater Group Report, [please click here](#).

[Group Report: Self Only](#) - for a sample MLQ Self Group Report, [please click here](#).

[Group Report: Rater Only](#) - for a sample MLQ Rater Group Report, [please click here](#).

We offer **Customization Services** for a fee. [Click here for more information](#).

### **OPTION 3 - Remote Online Survey:**

If you plan to administer the MLQ via a **non-Mind Garden** online survey system, you will need to purchase "[Remote Online Survey Licenses](#)" and complete an Remote Online Use application. The minimum purchase is 50 licenses for \$125. With the student discount the minimum purchase is \$100. For volume discounts, [please click here](#).

The **MLQ manual** is a great resource ([pdf copy available for \\$50](#)). The manual includes detailed information about administration/scoring, reliability, validity, references, etc. The manual also includes a complete "for review only" copy of the MLQ and scoring key. With the purchase of the MLQ manual, we provide you permission to reproduce one copy of the MLQ (from the manual) for presenting in your proposal to your committee.

For more information about the MLQ, [please click here](#).

If you have further questions, please let us know.

Best regards,

Ken, Mind Garden, Inc.  
[650-322-6300](#)