



**ADDIS ABABA UNIVERSITY COLLEGE OF BUSSINESS AND
ECONOMICS SCHOOL OF COMMERCE**

BY

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**FACTORS AFFECTING LEADERSHIP EFFECTIVENESS FROM EMPLOYEES
PERSPECTIVE: A CASE OF ETHIOPIAN ELECTRIC POWER (EEP)**

JULY 2019

ADDIS ABABA, ETHIOPIA



**ASSESSMENT OF FACTORS AFFECTING LEADERSHIP EFFECTIVENESS FROM
EMPLOYEES PERSPECTIVE: A CASE OF ETHIOPIAN ELECTRIC POWER (EEP)**

**A RESEARCH PROJECT SUBMITTED TO ADDIS ABABA UNIVERSITY SCHOOL
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BY

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Statement of Declaration

I, **Lydia Bekele**, declare that this project entitled: “**Assessment of factors affecting leadership effectiveness from employees perspective: A case of Ethiopian Electric Power (EEP)**” is my original work under the guidance and supervision of **Atsede Tesfaye (PhD)** and has not been presented for a degree in any other university. I also declare that all sources of materials used for the thesis have been duly acknowledged.

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Statement of Certification

This is to certify that **Lydia Bekele** has carried out this research project work on the topic entitled “**Factors affecting leadership effectiveness from employees’ perspective: the case of Ethiopian Electric Power (EEP)**” under my supervision. This work is original in nature and it is sufficient for submission for the partial fulfillment for the requirements of the award of Masters of Art in Business Leadership.

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**ADDIS ABABA UNIVERSITY COLLEGE OF BUSSINESS AND
ECONOMICS SCHOOL OF COMMERCE**

**Assessment of factors affecting leadership effectiveness from employees’
perspective: A case of Ethiopian Electric Power (EEP) Head Office**

By

Lydia Bekele

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“Blessed be the name of the LORD from this time forth and for evermore. From the rising of the sun unto the going down of the same the LORD’S name is to be praised.” Psalms 113:2

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List of Abbreviations and Acronyms

EELPA- Ethiopian Electric Light and Power Authority

EEPCo- Ethiopian Electric Power Corporation

EEP- Ethiopian Electric Power

HO- Head Office

ICS- Interconnected Systems

SCS- Self-Contained Systems

SPSS- Statistical Package for Social Science

ABSTRACT

The purpose of this study is to assess employees' perspectives on factors affecting leadership effectiveness at Ethiopian Electric Power (EEP). In the process of the study, data was acquired by taking one hundred twenty five samples from eight hundred thirty total employees using convenient sampling, yet one hundred sixteen usable and complete questionnaires were returned back. Sample is taken from non-management staffs of EEP. To achieve the objectives of the study and enable the researcher to answer the research questions explicitly as possible, the descriptive method was selected as the means to identify factors affecting leadership effectiveness. The reason to follow this approach is to answer the research questions using quantitative analysis. In the study data collection has been conducted by preparing structured questionnaire for non-management group. Descriptive statistics is used to show an accurate profile of demographic information and to assess factors that have impact on the effectiveness of leadership at EEPHO. The findings indicate that the employees perceive that the leadership effectiveness is affected in areas concerning empowerment, motivation, communication, and vision sharing. Accordingly these factors are the areas for improvement. Therefore recommendations based on the conclusions drawn are made in the end of the study.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Leadership is the process of creating influence on others towards goal (Burton and Thakur, 2008). According to this definition the word influence has great bondage with leadership. This influence is not something related with punishment or force rather it is related with own inspiration and willingness to do something. “Leadership is inspiring others to follow your vision/direction/dream. In business, this means getting people aligned and moving in one direction-the direction that makes the business fly.” (Steve Robbins, motivational speaker and entrepreneur)

Michael Armstrong (2009) defined to lead and leadership as; to lead is to inspire influence and guide; while Leadership is a process of getting people to do their best to achieve a desired result. It involves developing and communicating a vision for the future, motivating people and gaining their engagement (Armstrong, 2009). On the other hand, Charney (2008) defining leadership by defining leaders; as leaders are people to influence. Carolyn (2004) and Thomas (2007) emphasized as leadership is a multifaceted serious of interaction among the leader, the followers and the situation. The leader deals with qualities of personality and character; the followers’ address need and values; while the situation deals with partly constant and partly varying.

Therefore from the above different definitions, we can conclude that leadership is a style which creates working environment where people around will work and support passionately in the process of achieving established common goal.

Effective leadership is the key for business success, finding what makes a successful leader is an issue that has been argued for decades. Robbins, Coulter, and Vohra (2010) indicated that organizations want effective leaders. Leadership effectiveness is all about attaining desirable outcomes like more output with less input which implies high productivity, quality and result in satisfaction. As per Kouzes and Posner (2008) survey over 75,000 people around the globe for more than two decades in identifying what people look for from their leaders honest, forward looking, competent and inspiring took the major share. Effective leaders result from experience,

hard work, intelligence and host of other factors (Burke and Cooper, 2006). Mark (2006) described effectiveness as the ability to achieve high productivity.

Thus the importance of leadership effectiveness is very critical for the success of an organization. Companies need effective leadership, which can turn challenging situations in to an opportunity. In line with this, identifying factors affecting leadership will help to improve leadership style, which could be solution to the most of organizational challenges. This study aims to identify factors affecting leadership effectiveness at Ethiopian Electric Power (EEP). Therefore, in the process of identifying factors affecting leadership effectiveness, the study will try to identify major factors creating influence on the effectiveness of the leadership. Based on the findings, the study will propose suggestions for the improvement of the existing leadership effectiveness at EEP.

1. 2 Background of the organization

The Ethiopian electric light and power authority (EELPA) which was established in 1956, after having undergone restructuring was reorganized as the Ethiopian Electric Power Corporation (EEPCo). EEPCo later splatted into two companies and one of these companies is the Ethiopian Electric Power (EEP), EEP which was established in 2013 by the council of ministers regulation No.302/2013 is responsible for generating, transmitting, and wholesale of electricity to be utilized nationwide as well as neighboring countries.

Presently the company maintains two different power supply systems; namely, the Interconnected System (ICS), which is mainly supplied from hydro power plants, wind farms and the Self-Contained System (SCS), which consists of mini-hydropower plants and a number of isolated diesel generating units that are widely spread all over the country.

The VISION of EEP is to be the first class providing quality electric power of the country and regionally interconnected as a competitive export industry.

The company's MISSION is to provide adequate and quality electricity generation, transmission through continuous improvement of management practice responsive to the socio-economic development and environmental protection need of the public.

1.3 Statements of the Problem

According to Palestini (2009), Effectiveness is a measure of different interrelated factors. These factors have the power of creating influence in the minds of followers and result in making the leadership to be effective or not to be. Whetten and Cameron (2010) stressed the importance of leaders to assist employees to commit to the vision, to take the vision as their own, and to work towards its achievement after the establishment of vision. Freemantle (2004) reinforced the importance of motivation in order to make a difference to perform exceptionally well and achieve the result on immediate and in the long term. Sargent (2005) showed the importance of communication and its relation with other responsibility in leadership by saying, as no one can organize, manage, and motivate a team without effective communication.

According to the company's human resource data base, now a day's employee's turnover rate is increasing as compared to the past 2years. Yet the company has not conduct a study on this area. Leadership can be one of the many reasons for employee turnover. In addition to this, the company has not made studies concerning the effectiveness of its leaders. This can be taken as another gap.

Factors such as; employee motivation, leaders' vision sharing practice, communication, and empowerment are in question because the company has not done any study under these issues.

1.4 Research Questions

In order to find solution to the issues raised in the statement of the problem as highlighted above, the study addresses the following research questions:

- I. What is the practice of sharing strategic vision at EEP?
- II. To what extent does EEP leaders are motivating their subordinates?
- III. To what extent do EEP managers empower other employees of EEP?
- IV. Do leaders effectively communicate with subordinates?

1.5 Objectives of the Study

1.5.1. General Objectives

The general objective of this paper is to assess employees' perception on factors affecting leadership effectiveness in EEP.

1.5.2. Specific Objective

In the process of achieving the general objectives, the specific objectives to be achieved during this research are the following:

- I. To investigate the practice of sharing strategic vision of EEP.
- II. To show the extent to which company's Leaders are motivating their subordinates.
- III. To study leaders' empowering practice at EEP.
- IV. To assess leader-subordinate effective communication existence.

1.6 Definition of Terms

Leadership-leadership is a communication process of influencing and guiding people to commit & accomplish a shared goal willingly (Aykut, Apinya, Billy, Crystal, Gilbert, and Ritina, 2008).

Leadership effectiveness- is a method of; improving the competitiveness, effectiveness, and flexibility of an organization through planning, organizing, and allowing participation of members at fitting level (Oakland, 1993).

Motivation- is a force directed to the accomplishment of preset goal by bringing action and effort together (Horngren, C.T., Sundem, G.L., Stratton, W.O., Burgstahler, D.B., and Schatzberg, J., 2012).

Empowerment- is a decision making authority and responsibility given to subordinates from leaders (Dubrin, 2008).

Vision- a declaration used to describe high-level goal for the future.

Communication- refers to sharing of ideas, facts, opinions, information, and understanding.

1.7 Significance of the Study

Leadership is becoming very important concept in today's business management. Thus, by analyzing the factors affecting leadership effectiveness, the study will try to propose recommendations which will contribute to improve its effectiveness by creating impact in changing leadership behavior and style of managers resulting in improving employees' productivity.

In addition, this study will give an in depth knowledge in the area of leadership to the researcher at the same time helps to change the theoretical knowledge to practical skill.

Further, the researcher believes this study will be an input for later study in the area as it can be used as a reference for those who want to conduct research on similar issues in the future.

1.8 Scope of the Study

Leadership is applicable to many sectors; however, this study is delimited to only the factors affecting leadership effectiveness and related topics rather than dealing with all leadership issues due to time, skill, reference and financial constraints.

This study also tried to identify factors affecting leadership effectiveness in the context of EEP head office, which has many departments and is dispersed to different offices located in: Kotebe (Civil Service College), Yeha City Center, National Tower, Bedesta Building, and Lagahar located around Addis Ababa Lagahar area due time constraint. In addition this study focuses only on internal factors.

At the same time, the scope of the study was delimited with non-management employees of the EEP. Finally all the findings in this study are based on the respondents' response.

1.9 Limitation of the Study

In actual fact, leadership effectiveness is affected by many factors. However, this study will not attempt to cover all the factors like cultural, time and other differences which are external factors.

On the other hand, the existence of limited reference material and research works in relation to leadership is another area of limitation to this study.

In addition, data collection might be difficult because of the potential work load on the survey group.

In the course of information search, inadequate time might restrict the desire to seek information from several areas. Also, some respondents might refuse to take the questionnaire, or even if they accept, they may fail to fill the questionnaires in a proper manner.

Further, the time given to the researcher for this study is also another challenge.

1.9 Organization of the Study

This paper will be organized into five main chapters with important concepts related to the study. Chapter one holds the introduction part which includes: the study and organization background, the statement of the problem and the research questions that will be assessed in the study, the general and specific objectives of the study, significance of the study, and finally scope of the study which shows the limitations and delimitation of the study. This chapter will be followed by chapter two which is the review of the related literature. Literature review will cover all the topics that are related to leadership effectiveness and the factors that affect it. Chapter three will be concerned with research design and methodology, describing the research type, the population and sampling techniques, used sources of data, data collection tools, and method of data analysis and presentation. The fourth chapter will provide the presentation of the collected data and discussion of the results. Finally, the fifth chapter, which will be the closing chapter, will contain the summary, conclusion, and recommendations that will be drawn after the major findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1 Theoretical Review

2.1.1. Definition of Leadership

According to Stever Robbins, motivational speaker and entrepreneur, Leadership is inspiring others to follow your vision/direction/dream. In business context, it is, getting people together and moving in one direction.

Leadership is a process and not something related with position or role (Carolyn, 2004). He stressed, being a CEO, General, Pope or Prime Minister doesn't make someone a leader, as the common complaint about such positions is 'lack of Leadership'.

Leadership is a multilayered continuous interaction among the leader, the followers and the situation (Carolyn, 2004; and Thomas, 2007). The leader deals with traits and behavior, the followers address needs and values, and the situation deal with constant and varying conditions.

Adair (2007) working as international consultant on leadership and management development, who has been listed among the forty men and women by doing most to change the face of management today stressed that one person who appeared to be a leader in one situation may not be a leader other situation depending on the condition. He took Winston Churchill as an example who has been a great leader in war time, but not successful leader in peace.

According to Aykut, Apinya, Billy, Crystal, Gilbert, and Ritina (2008), leadership is a communication process of influencing and guiding people to commit and accomplish a shared goal willingly.

Different writers defined leadership differently in different times. Andrew (2008) indicated books and Google search gives about 533 million entries about leadership.

Placing all these definitions in to a complete statement, Leadership is a process of influencing followers to establish and achieve a goal. The leader influences people by exercising power in order to achieve the goal. The accomplishment of one goal becoming the beginning of a new goal is one reason that makes leadership a continuous process. This power is exercised first by motivating followers to do the job and later by rewarding those who have done well or punishing those who do not perform to the expected level.

2.1.2. Leadership Theory

The early view of leadership depends as leaders were born not made (Donna and Deborah, 2009). This thinking result encouraged research to separate the physical and mental characteristics of leaders. Palestini (2009) supported this idea by indicating that some leaders are superior to others because of genetics but he stressed that fundamental leadership skills are educated, developed, and improved.

Theories comprising traits, situational interaction, function, behavior, power, vision and values, charisma, and intelligence among others have been produced by different students of leadership.

2.1.2.1 The Trait Theory

Thomas Carlyle (1841) is considered as one of the innovators of the trait theory by using this approach to recognize the talents, skills and physical characteristics of men who arose to power.

Supporters of trait approach list leadership qualities, supposing certain traits or characteristics will lead to effective leadership. This theory is demonstrated by Shelley Kirkpatrick and Edwin A. Locke (1991). They argue that key leader trait includes: drive i.e. a wide term that comprise achievement, motivation, ambition energy, stubbornness, and initiative, leadership motivation i.e. the wish to lead but not to pursue power as an end in itself, honesty, integrity, confidence which is linked with emotional stability, cognitive ability, and knowledge of the business. There is less clear evidence for traits like charisma, creativity, and flexibility according to their research.

2.1.2.2 The Behavioral Theory

A person's behavior is viewed in this theory rather than considering leadership effectiveness depends on individuals' personal traits (Palestini, 2009). It focuses on what the leader does as it is behavioral in nature. Concentrating on observable behavior is more useful than focusing on traits as justified in this theory.

2.1.2.3 Situational Theory

This theory assumes that different types of characteristics are required for different situations i.e. no single best psychographic profile of a leader exists. According to Palestini (2009), there is no single best way of leading works in all situations rather it depends on the conditions at a given time.

2.1.2.4 The Managerial grid model Theory

This theory, developed by Robert Blake and Jane Mouton (1994), bases the behavioral theory. A seminal work on the influence of leadership styles and performance was developed by Kurt Lewin, Ronald Lipitt, and Ralph White in 1939. They evaluated the performance of eleven-year-old boys group under different types of work climate. Regarding the type of group decision making, praise and criticism (feedback), and group task management according to three styles: authoritarian, democratic, and laissez-faire; the leader exercised his influence in each working climate. Those who make decisions alone, demand strict obedience to their orders were categorized as Authoritarian. Democratic climates were characterized by collective decision process assisted by the leader. Laissez faire climates permit a group to determine policy without any participation of the leader. The leader is kept uninvolved in work decision unless asked, does not participate in labor division, gives praise rarely.

2.1.2.5 Path-Goal Theory

This theory is developed by Robert House and states that leaders have to do so as to improve productivity and moral of employees (Dubrin, 2008). The dual purpose of this theory is agreeing the leadership style to the situation and action to be taken by the leader to stir up performance and satisfaction.

2.1.2.6 Transactional and Transformational Theory

The transaction leader is given power to perform certain tasks and reward or punish for the team's performance (Burns, 1978). It gives the opportunity to the manager to lead the group and the group to follow the lead to achieve a preset goal in exchange for something else.

The transformational leader motivates its team to be effective and efficient. The bas for goal achievement towards the desired outcome is communication. According to Palestini (2009), this type of leadership change an organization through motivation by identifying opportunity, establishing vision, building trust, and work for the achievement of the vision.

2.1.2.7 Functional Leadership Theory

This theory is specifically important to address particular leader's behavior likely to contribute to organizational effectiveness (Hackman & Walton, 1986; McGrath, 1962). It argues that the leader's main job is to see whatever is necessary to group needs is taken care of; therefore

leaders can be said to have their job done well when they contribute to the group effectiveness and cohesion (Hackman & Wageman, 2005; Hackmann & Walton, 1986). Though this leadership theory has been applied to team leadership most frequently (Zaccaro, Rittman, & Marks, 2001), it has also been applied to broader organizational leadership effectively as well (Zacaro, 2001).

2.1.3. Leadership Style

According to Timothy, Andy, Victoria and Idown (2011), leadership style is the approach of providing direction, implementing plans, and motivating people that may differ from person to person and situation to situation. Leaders use different leadership styles. Each style indicates the behavior of the leader that describes their manner.

2.1.3.1 Authoritarian/ Autocratic

Leaders, without getting advice of their followers, tell employees what they want done and how they want it to be done. When one has all the information to solve the problem, faces shortage of time, and once employees are well motivated, it could be appropriate to use this style. Some consider this style as a vehicle for yelling, using discouraging language, and leading by traits and abusing their power. However, this is not authoritarian style, rather it is an abusive and unprofessional style called bossing people around. This style should be used on rare occasions (Kurt Lewin, 1939).

2.1.3.2 Participative or Democratic

Participative style involves and include one or more employees in the decision making process as well. However, the final decision making authority is maintained by the leader. Using this style is a sign of strength that is respected by employees. A leader is not expected to know everything and as a result employs knowledgeable and skillful employees. Therefore, when the leader has part of the information and employees have other parts, this style could be used (Kurt Lewin, 1939).

2.1.3.3 Laissez-Faire

In laissez-faire style, the leader allows the employees to make decisions. Thus the responsible person for the decisions made is the leader. This style is used when the employees are able to analyze the condition and determine what is needed to be done and how it is desired to be done (Kurt Lewin, 1939).

2.1.3.4 Charismatic and Non-charismatic Leaders

According to Armstrong (2009), Charismatic leaders have convincing and influencing personality by creating impression and motivation to followers. On the other hand, non-charismatic leaders rely on their knowledge and systematic approach to solve problems.

2.1.3.5 Transactional and Transformational Leaders

Transactional leaders identify their followers by creating a link between effort and reward. They rely on corrective actions by monitoring mistakes, errors or any deviations from standards. On contrary, Transformational leaders provide their followers; motivation and support to followers, guide the on their path and gives them trust and respect, in which people are encouraged to a higher stage goals (Armstrong, 2009).

Effective leaders are required to be flexible to move between the different styles depending on the condition because there is no one best style of leadership that fits to entire situation. Therefore, leaders are expected to exercise most preferred leadership style and should understand the style which fits to the specific situation and time without compromising the common objective to be achieved.

2.1.4. Leadership Effectiveness

“Effective leadership is putting first things first”. – Stephen Covey

Leadership effectiveness is thought to be critical for the overall success of an organization. It has been an essential matter in leadership research (Bass, 2008). Leadership effectiveness has been defined as how well a leader functions effectively to benefit the organization and the followers as well (Cherulnik, 2001). Oakland (1993) states that effective leadership is a method of; improving the competitiveness, effectiveness, and flexibility of an organization through planning, organizing, and allowing participation of members at fitting level.

Additionally, six basic characteristics of effective leaders are identified according to Macbeath (cited in Harris 2005). These are: having a clear personal vision of what you want to achieve; working along with coworkers; respecting others independence, guarding them from unnecessary demands; anticipating change and preparing people for it; ability to hold the realities of the political and economic context and ability to negotiate and compromise; informed by and communicate clear sets of personal and organizational values which represent organizational purpose.

Finding what makes a successful leader is an issue that has been argued for decades because effective leadership is the key for the success of a business.

Organizations want effective leaders (Robbins, Coulter, and Vohra, 2010). According to Horngren, Sundem, Stratton, Burgstahler, and Schazberg (2012), effectiveness depends on the target. Palestini (2009) specified seven principles that have to be followed by a leader to be successful in his/her effectiveness.

- Ability to adjust leadership style depending on the situation
- Aware of organizational culture and business structure
- Creating sense of trust and respect in followers
- Improving the organization constantly and being agent for change
- Being a visionary and innovative
- Ability to communicate well
- Inspiring followers and managing conflicts
- Eagerly aware of the structure of the business and organizational culture

2.1.5. Factors Affecting Leadership Effectiveness

Leadership effectiveness is all about reaching desirable outcomes by maximizing output while minimizing inputs which infers high productivity, quality and satisfaction. According to Dubrin (2008), walking the talk is required from an effective leader, what he/she did deed and talk in wording should be consistent. The subordinates build trust on their leader during this time. Once the confidence is built on the leader, the support, motivation, and obedience to the leadership will develop which results effectiveness.

According to Kouzes and Posner (2008) survey over 75,000 people around the globe for more than two decades in identifying what people look for from their leaders, the highest shares were taken by honest, forward looking, competent and inspiring. A leader exercising these qualities can play strong influencing role on his/her followers.

Williams (2005) stressed the important role of emotional intelligence in leadership effectiveness, as its absence could make a leader less successful. According to Fulmer, Robert, Bleak and Jared (2008), leaders who teach are more effective than those who tell.

As per different literatures the following are found to be the major factors affecting leadership effectiveness.

2.1.5.1 Vision

The best leader need to have a vision and communicate it to all concerned ones. As a leader, assisting employees to commit to the vision, to take it as their own, and to work towards its achievement is very important (Whetten and Cameron, 2010). At the same time, the overall purpose of vision is indicated as mobilizing energy and human potential towards the achievement of the objective.

Ford and Ford (1995) argued the failure to create a shared understanding among participants to produce a clear statement of the conditions of satisfaction for the change as one of the key failures in planned change. King (1974) found that managers that have created mutual expectancy of high performance and greatly stimulated productivity are those who transmitted their own strong feelings about efficiency of the innovation to their employees. According to Fairhurst (1993) implication, vision is as much a matter of daily informal interaction among organizational members as of formal organized “vision” campaigns.

2.1.5.2 Motivation

Motivation is a force directed to the accomplishment of preset goal by bringing action and effort together (Horngren, C.T., Sundem, G.L., Stratton, W.O., Burgstahler, D.B., and Schatzberg, J., 2012). Few principles have been found to be true for everyone regarding motivation (Donna and Deborah, 2009). These principles are: people respect, non-negative reinforcement, immediate feedback, and incentives have impact on bringing change.

Motivation is important to make a difference in performing remarkably well and achieve the result in immediate and long-term plans (Freemantle, 2004). According to Thompson and McHugh (2002), it is one of the five factors; men, money, machine, and morale that determine the existence of an organization. Motivation can influence managers’ effectiveness as it is one of the parameters of managerial effectiveness (Analoui, 1997-2007).

Some researchers assume that job satisfaction and motivation are very similar and can be used interchangeably. Some other researchers see job satisfaction as a consequence of motivation. For example, according to Sorge and Warner (1997), job satisfaction is the main result of motivation. On the other hand, other writers see motivation as a consequence of job satisfaction. For example, according to Kreitner et al. (2002), argued that managers can enhance employees’ motivation by increasing their job satisfaction.

Maslow's Hierarchy of Needs Theory

This theory is the first and the most famous theory that attempt to describe the human behavior toward satisfying the different human needs (Kreitner et al., 1999). It bases on the assumption that a person's activity is affected by his/her need until it is satisfied (Steers et al., 1996); therefore the main motivator of people is their desire to satisfy their needs. Hilgert and Leonard, (1995); and Luthans (1995), Maslow thought that personal need can be arranged in a hierarchical order; in essence, once one of these needs has been satisfied, it will temporally lose its effect as a motivator and the person will focus on satisfying the next higher need which has been activated. Maslow classifies the basic human needs into five levels, namely; physiological, safety, social, esteem, and self-actualization needs.

Self-Actualization: challenging job, achievement, advancement

Esteem: Social recognition, Job title, High status job, Feedback

Social Needs: Cohesive work group, Friendly Supervision, Professional Associations

Safety Needs: Safe working conditions, Company benefits, Job security, Union, Pension

Physiological Needs: Pay, Good working conditions

2.1.5.3 Team Building

According to Ivancevich (2008), team building is a development method that assists organization members to perform more efficiently and effectively in group. As indicated by Adair and Allen (2004), a leader has a responsibility of leading, supporting, developing, and motivating the team to achieve the organizational goal with team and individual goal. Team building uses to nurture team spirit, cooperation, and dedication to group success (Burton and Thakur, 2008). Individuals are important to the group performance (Martin, 2006).

2.1.5.4 Communication

“Our lives begin to end the day we become silent about things that matter.” Martin Luther King
Without an effective communication, even a very nice vision can't be achieved. During team leadership, clear communication of organization's vision and goal is a significant leadership behavior (Justin and Gail, 2007). Armstrong (2006) also highlighted as good communication is necessary to achieve harmonized results. No one can organize, manage, and motivate a team without effective communication (Sargent, 2005).

Watson Wyatt defined effective communication as doing a good job in these key areas:

1. Providing employees with financial information and objectives
2. Giving people information on the value of their compensation programs
3. Engaging employees in the business
4. Bringing the voice of the employee into the business
5. Exhibiting strong leadership by management during organizational change
6. Educating employees about organizational culture and values
7. Explaining and promoting new programs and policies
8. Integrating new hires into the organization
9. Aligning employee actions with customer needs

2.1.5.5 Feedback

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

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

2.1.5.6 Credibility

“The more you are willing to accept responsibility for your actions, the more credibility you will have” - Brain Koslow.

Credibility is another important factor in effective leadership. Once it is lost it is very difficult and may never be recovered in most of the cases.

Productivity and organizational processes such as communication, cooperation, and information sharing are affected and influenced by trust. Therefore trust is one of the most regularly examined concepts in recent organizational literature. According to Deutsch and Rotter (1962 and 1967), the definition of trust encompasses a person's beliefs and expectations on how the trustee will behave. Trust is defined as the groups' expectation that the word of their leader, either verbal or written, can be relied upon.

According to Lewicki et al., (2006), trust declines when positive expectations are disconfirmed. The development of trust is stimulated by respect and appreciation, but poor leadership underestimates employees' personal competence which results decline in work and company performance.

2.1.5.7 Empowering

According to Dubrin (2008), empowerment is a decision making authority and responsibility given to subordinates from leaders. Ubben and Hughes (1997) stated that empowerment is giving others chance in shaping organizational goals by providing an opportunity of being part of important organizational decisions. Empowering is believed as it gives chance to group members to develop internal commitment. According to Kim.S (2002), empowerment has different benefits. Some of these benefits are: it encourages employee satisfaction, better customer service, employee retention, increased profit, better motivation. However, as Liker (2006) stressed empowering employees very quickly is found to be premature and needs to wait until an individual or a team understand more. Therefore, measured implementation of workers' empowerment is more advisable than immediate basis in particular to new businesses. There are five ways in which a leader empowers his/her subordinates: giving an employee the power to say 'yes' or 'no'; eliminating barriers, restrictions, and layers of protocol; asking for help and input in solving problems; encouraging and rewarding improvements and innovations; and communication (GijsHoutzagers, 1999).

2.1.6. Measuring Leadership Effectiveness

According to Burke and Cooper (2006), effective leaders are the results of experience, hard work, intelligence, and other factors. Therefore, an effective leader is one who inspires others to give maximum contribution in order to accomplish the business goal. Effective leaders do not use force to influence others rather they inspire them to do what is needed to be done.

Effectiveness is the ability to achieve high productivity (Mark, 2006). In examining the consequences or impact of these behaviors to make judgments about the relative success of a leader, leader's behavior or personality traits play key role (Hughes et al., 2007). They further noted superior's effectiveness or promotion ratings, subordinates ratings of their own job satisfaction or of their leader's effectiveness, and different work-unit performance indices are the

commonly used measures to demark successful and unsuccessful leaders. Superior rate their leader on different measurement considered by the organization as important, namely integrity, leadership administrative skills, communication impact and so forth.

Successful leaders come from every walk of life and their ability to arouse others to achieve beyond expectation connects them (Donna and Deborah, 2009). There is no one professional path that is universally agreed to create a leader. Yet all good leaders agree the need of working on business objective and people around them believing as both are mandatory to their effectiveness.

Leadership effectiveness is achieving directed outcomes in terms of productivity, quality, and satisfaction in a given situation, and it depends on four sets of variables (Dubrin, 2008):

Leaders' **characteristics** and **traits** indicating inner qualities of the leader, like self-confidence and problem solving ability which assist the leader to perform effectively in different situations.

Leaders' **behavior** and **style**, which refers the activities, leaders' approach relating to his or her effectiveness.

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

2.2. Empirical Review of Literature

As cited by Hailu (2013), studies conducted in USA by Akins, Bright, Brunson, and Wortham (2013); from Indonesia by Bempah, Addison, and Ade (2013); and from Ethiopia by Yenew (2012); were taken in order to see leadership effectiveness in different parts of the world.

Akins, Bright, Brunson, and Wortham (2013), have done a research on “effective leadership for sustainable development” in USA. They tried to identify the factors a leader requires for effective leadership. In the process the leaders under the study showed that social, economic, or environmental problems affect their capacity to lead in the organization. At the same time, the result of the study identified ten effective leadership qualities that are essential for sustainable development. These qualities are; learning, empowering, adapting, developing, engaging, reflecting, sustaining, humility, integrity, and practice.

The second study by Bempah, Addison, and Ade (2013) revealed an interesting finding: identifying effective behaviors and unacceptable or ineffective leader behaviors. The effective leadership qualities such as; rewarding, appreciation for well-done jobs, motivating followers, supportive and considerate nature of leadership, showing sympathy and care for followers, and seeing all employees as one family are taken as the major factors for leadership effectiveness. On the other hand, the study identified that there are ineffective leaders who are demonstrating passive and uncaring character all the time.

The third research of Yenenew (2012) tried to find out the factors that affect leadership effectiveness in the preparatory experience as department leader. These are; instructional resource fund availability, professional norm and leaders' participation in material development, and larger size teaching staff contributed for the effectiveness.

These three studies from different parts of the world, the study in USA, Indonesia and Ethiopia; tried to identify some of the factors like, empowering, participation, appreciation, rewarding, integrity, and others. From the above study made in different parts of the world, we can learn that as leadership effectiveness can depend on various interrelated factors which are common to different countries.

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

CHAPTER THREE

RESEARCH METHODOLOGY

Schwardt (2007) defines research methodology as a theory of how an inquiry should proceed. It involves analysis of the assumptions, principles and procedure in a particular approach to inquiry.

This chapter describes the research design and methodology; which includes the type of the research, the population and sampling techniques, used sources of data, data collection tools, and method of data analysis and presentation.

3.1 Research Approach

The researcher has used quantitative research approach. The quantitative research approach typically concentrates on measuring or counting and involves collecting and analyzing numerical data and applying statistical tests. The researcher chose this approach because it minimizes subjectivity. In addition, the researcher has prepared close-ended questions and structured way of data collection. Closed ended questionnaire was used for gathering information from employees of different department EEP about the factors affecting their leaders' effectiveness in leadership.

3.2 Research Design

Research design is a plan for selecting subjects, research sites, and data collection procedures to answer the research questions (MacMillan and Schumacher 2001: 166). It also provides the overall framework for collecting data (Leedy 1997: 195). Durrheim (2004: 29) defines research design as a strategic framework for action that serves as a bridge between research questions and execution, or implementation of the research strategy.

The researcher chooses to use the descriptive research type from the different types of research type. Descriptive research is used to describe characteristics of a population or a phenomenon being studied. It aims to describe the state of affairs as it exists. The reason for choosing this research type is because this research mainly focuses on describing the situation or case under the study. In addition the study needs to describe the characteristics of the participants and explain the issues involved in the factors affecting leadership effectiveness.

3.3 Population and Sample

3.3.1 Population of the study

The total number of employees in EEP currently is 7450, from which 6300 are permanent and 1150 are contract workers. However, this study is conducted at the head office which has 830 staffs.

3.3.2 Sampling Technique

Non-probability sampling is used in this study because the researcher has limited time to conduct the research. In addition, getting response is faster and more cost effective as compared to probability sampling because sample is known to the researcher and they are motivated to respond quickly than those selected randomly. Specifically purposive sampling and convenient sampling are chosen for this study.

Purposive sampling is a strategy in which particular person is selected deliberately in order to provide important information that cannot be obtained from other choices (Maxwell, 1996). This technique is selected so as to get the exact information from the right person, which helps to focus on the exact factors affecting leadership effectiveness in EEP. Convenience sampling is selecting participants because they are often readily and easily available. Typically, this sampling technique tends to be favored among students as it is inexpensive and an easy option compared to other techniques (Ackoff, 1953).

3.3.3 Sample Size Determination

To determine the sample size, the researcher has used the following table.

Table3.1: sample size determination

Population	Sample Size		
	Low	Medium	High
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
5001-1,200	32	80	125

1,201-3,200	50	125	200
3,201-10,000	80	200	315
10,001-35,000	125	315	500
35,001-150,000	200	500	800

Source: J Carvalho, "Archival application of mathematical sampling techniques", Records Management Quarterly 18:63 (1984) as cited on OSPO, 2005.

As mentioned earlier, the total number of employees in EEP head office is 830, which falls in the fifth category in the table. Therefore the size of the sample taken is 125 in numbers which is the highest recommended size.

3.4 Data Collection

In order to collect the necessary data both primary and secondary sources of data are used. Questionnaires of close-ended questions and Likert scale type were distributed for employees in non-management level to find out the factors affecting their leaders' effectiveness. The questionnaire method is selected among the various types of survey methods to gather primary data because of its simplicity, reliability and also because people respond more freely with a questionnaire.

In addition to the questionnaires, the researcher also collects additional information from secondary data through the documents that were provided by the company. Besides, the researcher has used books, journals, previously done thesis and other related literature reviews available on the field of leadership effectiveness which helps to increase the knowledge of the researcher on the topic being studied.

Combination of primary data and secondary data collection is believed to enable the study to collect a wide range of relevant information to support the validity of the generalizations and conclusion of the study result.

3.5. Method of Analysis

The data collected is presented using percentages and tables. Tables are useful for summarizing the raw data upon which study conclusions are based. They effectively use a minimum of space to communicate a large amount of information. In addition, SPSS version 20 was used to figure the analysis.

3.6 Scale Reliability and Validity

3.6.1. Validity of research instrument.

With respect to the topic of the study the researcher tried to adopt the instruments from different related literatures there by for the instrument to truly measure what it intends to measure. Before developing them, the researcher links the questions to the objectives of the study.

3.6.2. Reliability of Research instrument

Reliability refers to the degree of consistency with which an instrument measures the attribute it designed to measure (Polit and Hungler). Bias during data collection were reduced because the questionnaires were self-administered. Questionnaires developed and distributed to workers were consistent to avoid contradiction among responses. In addition, to increase the reliability of the survey, five-scale system (Likert scale) questionnaire was used. The reliability in such scale is higher compared to a two - scale system (Hayes, 1992). The tendency toward consistency found in repeated measurements is referred to as reliability.

To make sure the research's reliability of the questionnaire the researcher conducted Cornbach's alpha reliability test by using SPSS (Statistical Package for the Social Sciences) and found **0.772** Cornbach's alpha and it is generally considered acceptable. According to Hair and others (1992) an alpha of 0.70 or greater is deemed acceptable.

Table3.2: Reliability of the study

Item	Cronbach's Alpha	Overall reliability
Vision	.803	.772
Motivation	.744	
Communication	.758	
Empowerment	.752	

Source: SPSS Output

3.7 Ethical Issues

This study is carried in line with the agreement gained from Addis Ababa University School of Commerce and the permission from Ethiopian Electric Power. In collecting primary data, different employees from different department of the company participated. Through this process the researcher has let the participants know the purpose of the research and participate according to their willingness. The questionnaire provided to the respondents has general information about the purpose of the study. In addition to that, it indicates that the respondents need not mention their name in the questionnaire which insures confidentiality. The distribution and collection of questionnaire was made using sealed envelope. This led the respondent to provide their view without fear and discomfort.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with the analysis, presentation, and interpretation of the data that were gathered from EEP staffs through questionnaire. Essential subjects like; the response rate for the data, the validity and reliability of the study, missing test, respondents' demographic background, and the descriptive analysis are discussed concisely.

4.2 Response Rate

In this study a total of 125 self-administered questionnaires were distributed to employees of EEP from these 125 questionnaires 116 complete and usable questionnaires were returned back. This makes the response rate 92.8% which is assumed to be suitable for further analysis.

4.3 Demographic Background

The respondents were asked to indicate their background information. The details of the responses are given in the tables below.

Table4.1: Demographic Characteristics of Respondents

		Frequency	Percent
Gender	Male	86	74.1
	Female	30	25.9
	Total	116	100
Age	Below 25	4	3.4
	26-35	62	53.4
	36-45	31	26.7
	46-55	14	12.1
	Above 55	5	4.3
	Total	116	100
EducationalBackground	College Diploma	5	4.3
	BA/BSC Degree	90	77.6
	MA/MBA/MSC	21	18.1

	Total	116	100
Total year of work	Less than 5	25	21.6
Experience	5-10	22	19.0
	11-15	41	35.3
	16-20	10	8.6
	Above 20	18	15.5
	Total	116	100

Source: Primary Data

As shown in Table 4.1, from the total 116 samples taken, 86 (74.1%) were male and the remaining 30 (25.9%) were female. This indicates that male respondents dominate over the female respondents.

62 (53.4%) respondents belong to the age group 26-35, 31 (26.7%) were found under the age group of 36-45. Other 14 (12.1%) respondents fall between the age group 46-55, 5 (4.3%) of the 116 were found to be above 55, and the remaining 4 (3.4%) were below 25. This shows majority of the employees in EEP are young and energetic who can be expected contribute a lot in the future.

Majority 77.6% (90) of the respondents are bachelor degree holders, other 18.1% (21) were found MA/MS holders, and the rest 4.3% (5) have college diploma. This shows that most of the employees in EEP are bachelor degree holders and have enough knowledge about their job.

On the other hand, most of the respondents (35.3%) have total experience of 11-15 years in EEP. At the same time, 21.6% of the staffs have less than 5 years of experience; other 19% of the respondents have 5-10 years' service; whereas 8.6% fall under 16-20 years of service which brings the rest 15.5% above 20 years of work experience in EEP. This implies as the employees have adequate experience in terms of familiarizing themselves and sufficient knowledge about EEP. As a result the researcher believes as the inputs of the respondents will contribute positively in terms of relevance, reliability, validity, and conclusion of the study.

4.4 Descriptive Analysis of the Leadership Style

Table4.2: mostly used leadership style

	Frequency	Percent
authoritarian	28	24.1
democratic	68	58.6
laissez-faire	11	9.5
Valid transactional	4	3.4
charismatic	4	3.4
other	1	.9
Total	116	100.0

SOURCE: Data compiled from survey response

As indicated in Table 4.2, majority (58.6%) of the employees responded as their leaders are following Democratic leadership style in most of the time. Other significant employees (24.1%) has shown that authoritarian leadership style is being used in EEP most of the time in their response. 9.5% of the respondents indicated that their bosses experience laissez-faire leadership style whereas charismatic and transactional styles are given equal rate of 3.4% by respondents. This implies employee participation in forwarding idea or decision making exists within the company. Employees also seem to like the style, however, managers has to see the situational requirements of leadership instead of fully depending on one type of style.

Table4.3: Leadership style builds relationship, experience, & support to employees

	Frequency	Percent	Valid Percent
yes	80	69.0	69.0
Valid No	36	31.0	31.0
Total	116	100.0	100.0

Source: Data compiled from survey response

As mentioned in Table 4.3, according to the response of majority (69%) respondents, the leadership style being exercised in EEP build relationship, experience, and support to employees. However the rest 31% employees disagreed on this issue. This implies majority of the

respondents are satisfied on the leadership style their bosses follow, though, since some are dissatisfied the styles being used might get in to question in time.

4.5 Descriptive Analysis of the Factors Affecting Leadership Effectiveness

- I. The following tables are analysis and interpretations of the data collected concerning leaders' effectiveness in setting and defining the vision, mission, and goal of EEP; communication; empowerment; and motivation.

Table4.4: EEP leaders practice of sharing vision from employees' perspective

Questions	SD	D	N	A	SA	Mean
	F (P)	F (P)	F (P)	F (P)	F (P)	
My boss involve subordinates and concerned stakeholders in setting the vision, mission, & objective of the company	20 (17.2)	56 (48.3%)	17 (14.7%)	19 (16.4%)	4 (3.4%)	2.41
My boss communicate the vision with stakeholders in order to have common understanding and shared value	12 (10.3)	54 (46.6%)	28 (24.1%)	18 (15.5%)	4 (3.4%)	2.57
My boss is capable in setting directions and encouraging the staff towards achieving the expected goals	23 (19.8%)	49 (42.2%)	15 (12.9%)	22 (19.0%)	7 (6.0%)	2.49
Resources are allocated for the proper implementation and achievement of the vision and goals	20 (17.2%)	43 (37.1%)	24 (20.7%)	27 (2.3%)	2 (1.7%)	2.55

SOURCE: Data compiled from survey response

As presented in Table 4.4 leaders' practice of sharing the strategic vision to employees was assessed. As per the result, majority (65.5%) of the respondents disagreed on the subject that their bosses involve them and other concerned stakeholders in setting the vision, mission, & objective of the company. However, other 19.8% respondents agreed while the rest 14.7% were neutral on this subject.

On the other hand 56.9% of the respondents disagreed on the theme that their boss communicates the vision with stakeholders to create common understanding while 18.9% agreed. The rest 24.1% were neutral.

Having a look at the third topic on this variable, 72 (62%) employees disagreed that their bosses are capable in setting directions & encouraging staffs towards achieving the expected goals, however, 29 (25%) employees verified their leaders' capacity and the rest 12.9% were neutral.

According to the response of majority (54.3%) respondents, resources are not allocated for the proper implementation and achievement of the vision and goal in EEP. On the other hand this matter is thought to be wrong by 25% of the respondents whereas the rest 20.7% were neutral.

As per the above analysis, when the overall percentage is calculated, 59.7% of the respondents had negative attitude towards their leaders' best practice in sharing the strategic vision of EEP to them. Yet, 22.2% agreed on this matter whereas 18.1% were neutral. This indicates the overall leader's vision sharing practice is weak.

Table4.5: Communication

Questions	SD	D	N	A	SA	Mean
	F (P)	F (P)	F (P)	F (P)	F (P)	
I feel like my voice (idea) is brought to the business	15 (12.9%)	37 (31.9%)	33 (28.4%)	29 (25.0%)	2 (1.7%)	2.71
I am aware of the organizations culture and values	4 (3.4%)	70 (60.3%)	19 (16.4%)	19 (16.4%)	4 (3.4%)	2.56
My boss explain new programs and policies and promote it to employees	10 (8.6%)	46 (39.7%)	28 (24.1%)	27 (23.3%)	5 (4.3%)	2.75

My boss clearly communicate organization's vision and goal	13 (11.2%)	45 (38.8%)	20(17.2) (%)	34 (29.3%)	4 (3.4%)	2.75
Open dialogue is encouraged in my organization	15 (12.9%)	29 (25.0%)	26(22.4) (%)	40 (34.5%)	6(5.2) (%)	2.94

Source: Data compiled from survey response

Employees were asked if they feel their voice (idea) is brought to the business. Accordingly, 26.7% of the employees' response was positive; while 44.8% of them disagreed.

Employees were also asked if they are aware of organization's culture and values. According to the majority's (63.7%) response, employees are not aware of it however, 19.8% have shown that they are aware of the culture and values of EEP.

Leaders practice of explaining new programs and policies and promoting them to employees was also assessed. Most employees 48.3% disagreed that this practice exists within the company; whereas other 27.6% of the employees disagreed in this. The rest 24.1% were indifferent.

Other practice of leaders, clearly communicating the vision and goal of EEP was also assessed. Accordingly, 50% of the employees disagreed while 32.7% of the employees showed this practice does exist in EEP and the rest 17.2% were indifferent.

Employees were asked if open dialogue is encouraged in EEP. Majority's (37.9%) response indicates that open dialogue is not encouraged in EEP, however, other significant 39.7% of the employees witnessed that it does exist, while the rest 22.4% were indifferent.

According to the complete percentage of the above analysis, 49% of the respondents had negative outlooks towards communication in EEP. Other 21.7% agreed on this matter whereas 29.3% were neutral. This implies majority of the employees are dissatisfied; hence, this area also requires development.

Table4.6: Empowering

Questions	SD	D	N	A	SA	Mean
	F (P)	F (P)	F (P)	F (P)	F (P)	
I am given the power and resources to make decisions, give answer and solve problems	8 (6.9%)	49 (42.2%)	30 (25.9%)	28 (24.1%)	1 (0.9%)	2.70
My boss asks me for an input on issues that the company is facing	9 (7.8%)	54 (46.6%)	18 (15.5%)	29 (25.0%)	6 (5.2%)	2.73
I am afraid and not willing to offer insight & new ways of doing things	9 (7.8%)	34 (29.3%)	32 (27.6%)	33 (28.4%)	8 (6.9%)	2.97
Barriers, restrictions, & layers of protocol that exist between employee and department are eliminated	11 (9.5%)	43 (37.1%)	16 (13.8%)	38 (32.8%)	8 (6.9%)	2.91
Every employee in EEP is given equal and direct access to organizational information	27 (23.3%)	47 (40.5%)	4 (3.4%)	36 (31.0%)	2 (1.7%)	2.47

Source: Data compiled from survey response

As indicated in Table 4.6, 25% of the employees agreed that they are given the power and resource to make decisions, give answer and solve problems. However, this statement was disagreed by 49.1% of the employees while the rest 25.9% were neutral.

According to the response of most respondents (54.4%) disagreed that their boss asks their opinion on issues that the company is facing. Yet, other 30.2% respondents agreed on the same issue while 15.5% were not sure.

35.3% of the respondents are afraid and not willing to offer insight and new ways of doing to their company, whereas, 37.1% have shown that they are willing and not afraid. Yet, other 27.6% were not sure.

Barriers, restrictions, and layers of protocol that exist between employees and department are eliminated in EEP as 39.7% of respondents' response indicates. However this was argued by 46.6% of the respondents.

32.7% of the employees believe every employee is given equal and direct access to organizational information in EEP. Yet, this is argued by the majority of respondents (63.8%) whereas the rest 3.4% were indifferent.

The overall percentage for the above analysis was calculated. The result shows 50.2% are dissatisfied with the empowerment system of EEP. On the other hand other significant number of respondents (32.6%) has shown that they are satisfied while the rest 17.2% were neutral. This implies majority of EEP leaders are weak in empowering.

Table4.7: Motivation of respondents

Questions	SD	D	N	A	SA	Mean
	F	F	F	F	F	
I have a suitable working environment (clean and fresh air, reasonable temperature, enough light, and work space) & good pay	23 (19.8%)	31 (26.7%)	19 (16.4%)	40 (34.5%)	3 (3.2%)	2.73
I am provided with job security (protection against layoff, safe working conditions, union, health insurance, and pension plans	9 (7.8%)	52 (44.8%)	31 (26.7%)	22 (19.0%)	2 (1.7%)	2.62
There is interaction as part of a work group, friendly supervision, and professional associations with superiors, peers, and subordinates	16 (13.8%)	57 (49.1%)	15 (12.9%)	26 (22.4%)	2 (1.7%)	2.49
I look for challenging, innovative tasks and make significant achievements to my job	23 (19.8%)	58 (50.0%)	15 (12.9%)	20 (17.2%)	0	2.28

I gain recognition for my good performance from my boss	22 (19.0%)	42 (36.2%)	27 (23.3%)	22 (19.0%)	3 (2.6%)	2.50
I believe reward is being distributed among organizations member according to our actual contribution	28 (24.1%)	22 (19.0%)	29 (25.0%)	34 (29.3)	3 (2.6%)	2.67
There is formal and continuous training program in EEP	23 (19.8)	29 (25.0%)	20 (17.2)	42 (36.2%)	2 (1.7%)	2.75

Source: Data compiled from survey response

As represented in Table 4.7, employees were asked if they have suitable working environment. 54 (46.5%) disagreed while 43 (37%) agreed and the rest 19 (16.4%) were neutral.

Employees were also asked if they are provided with job security, majority (52.6%) of the respondents disagreed whereas 20.7% agreed and the rest 26.7% were neutral.

When asked about their interaction as part of a work group, friendly supervision, and professional associations with superiors, peers, and subordinates; most (62.9%) of the respondents were dissatisfied whereas 12.9% were indifferent yet, the rest 24.1% were satisfied.

Employees were asked if they look for challenging and innovative tasks and make significant achievements to their job. According to their response, 69.8% disagreed while 12.9% marked themselves neutral and the rest 12.9% disagreed.

21.6% respondents feel like they gain recognition for their good performance from their bosses. On the other hand 55.2% of the respondents disagreed on this matter and the rest 23.2% were indifferent.

43.1% of the respondents have doubt on the equal distribution of reward among organizations member according to their contribution. On the other hand, 31.9% believe reward is distributed according to employees' contribution while the rest 25% were indifferent.

As indicated in the last question, 37.9% agreed on the existence of formal and continuous training program in EEP. However, the majority (44.8%) disagreed on the formal and continuous training whereas the rest 17.2% were neutral. This indicates EEP needs improvement regarding continuous training program.

As per the above analysis, when the overall percentage is calculated, 53.6% of the respondents had negative attitude towards their leaders' practice in motivating employees. Yet, 27.2% agreed

on this matter whereas 19.2% were neutral. This indicates majority of the respondents are not motivated therefore leaders need to work to develop employees motivation since it affects their effectiveness.

II. EEP employees were also asked what factors affect leadership effectiveness from their own perspective and what they recommend in order to improve effectiveness. The tables below will show their response.

Table4.8: Employees’ perspective on the factors mostly affecting leadership effectiveness

	Frequency	Percent
vision/forward looking	21	18.1
employee motivation	35	30.2
Communication	21	18.1
honesty and trust	16	13.8
Valid worthiness	5	4.3
team building	16	13.8
empowerment	2	1.7
other	116	100.0
Total		

Source: Data compiled from survey response

As Table 4.8 shows, majority (30.2%) of the employees ranked employee motivation as the most leadership effectiveness affecting factor, equal range of employees 18.1% ranked vision/forward looking and communication as the most affecting factors, while other equal range (13.8%) of respondents marked honesty and empowerment are the factors highly affecting leadership effectiveness. Team building is also another factor thought to affect leadership effectiveness by 4.3% of the employees. This implies majority of the employees believe in motivational factors; and vision and communication next to that affect leaders’ effectiveness so leaders are required to work on these areas to increase their effectiveness in leading EEP.

Table4.9: Employees recommendation to improve the existing leadership effectiveness

	Frequency	Percent
formal training	28	24.1
short term training	16	13.8
Valid best practice sharing	50	43.1
similar company visit	10	8.6
other	12	10.3
Total	116	100.0

Source: Data compiled from survey response

Employees were asked to give recommendations that they think appropriate to improve the existing leadership effectiveness. 43.1% of the respondents recommended best practice sharing as the most important one for their leaders. Other 24.1% recommended formal training, while 13.8% recommended short term training, and related company visit was selected by 8.6% of the respondents. Therefore it is useful for the EEP leaders to take their subordinates recommendation as important as other theories.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises summary of the major findings, conclusions drawn from the findings, and recommendations.

5.1. Summary of Major Findings

- EEP leaders follow democratic leadership style in most of cases as confirmed by majority (58.6%) of the employees. Therefore most (69%) of the employees are satisfied on the style their leaders are following because they believe it builds relationship, experience, and support to them.
- Most of the respondents (59.7%) indicated that there is poor practice of sharing the strategic vision of EEP.
- Majority (49%) of the employees have shown negative outlook towards effective communication in EEP.
- As most (50.2%) employees of EEP indicated, empowerment seems to be exercised rarely in the company.
- Majority (53.6%) of the employees are not motivated because motivation doesn't exist that much as expected by employees.
- Employee motivation is the factor that affects leaders' effectiveness mostly as majority's (30.2%) response indicates. Next to that, other significant number of employees ranked vision and forward looking and communication (18.1%) as the most leaders' effectiveness affecting factors. Other factors such as; honesty, empowerment, and team building were also seen as the major factors affecting leadership effectiveness by some employees.
- Employees (50%) have recommended best practice sharing to improve the existing leadership effectiveness. Formal training, short term training, and related company visit were also recommended.

5.2. Conclusions

The primary objective of this study was to identify the major factors affecting effectiveness of EEP leaders and find out which factors mostly affect their effectiveness and which factors have poor impact in their effectiveness.

From the major findings above, the researcher concluded that all the factors: strategic vision sharing practice, the exercise of empowering other employees, motivating subordinates, and effective leaders-subordinate communication; under the study have major impact on leadership effectiveness. The absence of these variables under the study has affected the effectiveness of EEP leaders. For instance, leaders' poor practice of sharing the strategic vision of EEP, employees negative outlook towards communication with their leaders, poor exercise of empowerment in the company, and existence of unmotivated staffs have affected leadership effectiveness.

- There is poor practice of sharing the strategic vision at EEP.
- Employees indicated that they have shown negative outlook towards effective communication in EEP.
- Empowerment seems to be exercised rarely in the company.
- Employees are not motivated because motivation doesn't exist that much as expected by employees.

5.3. Recommendations

In line with the major findings and conclusions made on factors affecting leadership effectiveness in EEP, the researcher has made the following recommendations for EEP leaders.

- Leaders should connect the vision with the staffs of EEP. According to Whetten and Cameron (2010), having a vision and communicating it to all concerned ones as a leader, and assisting employees to commit to the vision, to take it as their own, and to work towards its achievement is very important because failure to create a shared understanding is one of the key failures.
- Leaders need to improve the way of communication because it is a critical factor in an organization. Armstrong (2006) also highlighted as good communication is necessary to achieve harmonized results. Justin and Gail (2007) also proved that clear communication is significant in team leadership. Therefore leaders of EEP can improve their communication through the following methods:
 1. Ensuring that employees are aware of the organizations culture and values
 2. Explaining new programs and policies to all concerned staffs
 3. Clearly communicating organizations vision and goal
 4. Facilitating open dialogue within the company

- Motivated employees are one of the keys to success. Therefore motivating employees using different motivational factors is critical to the company. From the different motivational factors the researcher suggests EEP leaders to follow Maslow's hierarchy of needs theory. This theory bases on the assumption that the main motivator of people is their desire to satisfy their needs. Thus it classified the basic human needs into five levels; physiological, safety, social, esteem, and self-actualization needs. Therefore EEP leaders need to work on satisfying the basic needs of their employees by following this theory.
- EEP leaders also need to improve their empowering system because according to Kim.S (2002), empowerment has different benefits; it encourages employee satisfaction, better customer service, employee retention, increased profit, better motivation. Therefore according to Gijs Houtzagers (1999), there are five ways in which a leader empowers his/her subordinates: giving an employee the power to say 'yes' or 'no'; eliminating barriers, restrictions, and layers of protocol; asking for help and input in solving problems; encouraging and rewarding improvements and innovations; and communication. Thus EEP leaders can implement this system through the five ways.
- The researcher also believes that leaders should take employees' recommendation in order to enhance their effectiveness. As per this study employees have recommended practice sharing, formal training, and short term training in order to improve the existing leadership effectiveness.

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APPENDIX

Addis Ababa University School of Commerce

Master of Arts in Business leadership (MBL)

Dear Respondents,

I would like to thank you in advance for your valuable time and cooperation. The purpose of this questionnaire is to collect data for MBL Project entitled **“Assessment of Factors Affecting Leadership Effectiveness from Employees’ Perspective at EEP”**. It is purely for academic research purpose and will not have any negative effect on you as an individual or on your organization. Accordingly, please be informed that this will be confidential and to be used for the mentioned purpose only. Therefore, you are kindly requested to respond each one of the questions carefully since the success of this study highly depends on your genuine view, frank opinion, and timely response to all part of the questionnaire. Failure to complete the items highly affects the study. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible. For any information you can contact me through tel. number 0910917353 or e-mail address lydub16@gmail.com.

GENERAL INSTRUCTION

- Do not write your name
- Put a tick mark (√) in the box that describes your response
- You have to return the questionnaire as soon as possible after completion.

PART I: DEMOGRAPHIC BACKGROUND

1. Gender

Male Female

2. Age Group in years

Below 25 36-45 Above 55
26-35 46-55

3. Educational Background

College Diploma MA/MBA/MSC Degree
BA/BSC Degree PhD
Other, please specify _____

4. Total year of work experiences in this company

Less than 5 11-15 Above 20
5-10 16-20

5. Please specify your department in this company _____.

PART TWO: LEADERSHIP QUESTIONS

6. Which style of leadership does your boss use most of the time?

- Authoritarian /decision by him/her-self and down ward communication/
- Democratic/group makes decision and uses two way communication
- Laissez-faire/very little downward communication and no leaders support
- Transactional/act by linking effort and reward
- Charismatic/ convincing personality and influencing by creating impression & motivation

Any other, please specify _____

7. Do you think your boss’ leadership style build relationship, experience and support to you?

Yes No

8. The following questions are concerning leaders effectiveness in setting and defining the vision, mission and goal of the organization, regarding motivation, communication, and empowerment. Please put a thick mark on the space provided based on your satisfaction level on the statement:

SA- strongly agree A- agreed N- neither agree nor disagree
 D- disagree SD- strongly disagree

I. VISION

STATEMENTS	SA	A	N	D	SD
My boss involve subordinates and concerned stakeholders in setting the vision, mission, and objectives of the company					
My boss communicate the vision with stakeholders in order to have common understanding and shared value					
My boss is capable in setting directions and encouraging the staff towards achieving the expected goals					
Resources are allocated for the proper implementation and achievement of the vision and goals					

II. MOTIVATION

Statements	SA	A	N	D	SD
I have a suitable working environment (clean & fresh air, reasonable temperature, enough light and work-space) and good pay.					
I am provided with job security (protection against layoff), safe working conditions and union, health insurance, and pension plans.					
There is interaction as part of a work group, friendly supervision, and professional associations with superiors, peers, and subordinates					
I look for challenging, innovative tasks and make significant achievements to my job					
I gain recognition for my good performance from my boss					
I believe reward is being distributed among organization's members according to our actual contribution (equal reward is made among those who contribute equal experience, qualification, effort, time, & skill)					
There is formal and continuous training program in EEP					

III. COMMUNICATION

Statements	SA	A	N	D	SD
I feel like my voice (idea) is brought to the business					
I am aware of the organization's culture and values					
My boss explain new programs and policies and promote it to us (employees)					
My boss clearly communicates organization's vision and goal					
Open dialogue is encouraged in my organization					

IV. EMPOWERING

Statements	SA	A	N	D	SD
I, as an employee, am given the power and resources to make decisions, give answers and solve problems					
My boss asks me for an input on issues that the company is facing whether through email or in meetings					
I am afraid and not willing to offer insight and new ways of doing things					
Barriers, restrictions, and layers of protocol that exist between employees and departments are eliminated					
I believe every employee in this company is given equal and direct access to organizational information					

9. In your opinion, which one is mostly affecting leadership effectiveness in EEP?

- | | | | |
|---------------------------------|--------------------------|------------------------------|--------------------------|
| Vision/Forward looking | <input type="checkbox"/> | Honesty and trust worthiness | <input type="checkbox"/> |
| Employee motivation | <input type="checkbox"/> | Team building | <input type="checkbox"/> |
| Communication | <input type="checkbox"/> | Empowerment | <input type="checkbox"/> |
| Any other, please specify _____ | | | |

10. What do you advice in order to improve the existing leadership effectiveness in EEP?

- | | | | |
|----------------------------------|--------------------------|-----------------------|--------------------------|
| Formal training | <input type="checkbox"/> | Best practice sharing | <input type="checkbox"/> |
| Short term training | <input type="checkbox"/> | Similar company visit | <input type="checkbox"/> |
| Any other, please specify, _____ | | | |

Thank you in advance!