

Effective Leadership: Determinant of Culture, Age and Gender in Eldoret Town

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Abstract

The paper aims to understand the concept of effective leadership and the effects of culture, age, and gender on leadership in Eldoret Town. A sample of nine leaders from diverse backgrounds including China was interviewed using a standard questionnaire to bring out detailed aspects of leadership which include cultural intelligence, competencies and personal effectiveness. The findings indicate that there were no significant differences in leadership behavior between males and females. However, older leaders were more averse to risk taking and technophobic, contrary to younger leaders who value independence and flexibility. Some of the traits mentioned were attributed to effective leadership styles. Based on the current results and literature review, a holistic Leadership model was constructed for development of effective leaders.

Key Words: Leadership, age, gender, and culture.

1.0 INTRODUCTION

Leadership effectiveness has been central to research and theories of leadership development. This is mainly because the success of organizations depends to a large extent on the type of leadership prevailing. Leadership, however, is a process and in continuous evolution to depict various needs determined by different phases in organizational development and changing times. As such a number of paradigms have emerged and continue to change with the volatile business, social and political situations.

2.0 LITERATURE REVIEW

Several leadership theories have been proposed over the years and although they have shed some wisdom in the field of leadership, findings from research have been inconclusive and mixed.

2.1 Trait and Skills Theories

Early leadership theories began by analyzing different traits that make an effective leader. The concern of trait theories was based on individual physical endowments, inherited and learned characteristics and skills that make a leader to be effective. Based on this perspective, investigators began compiling lists of personality traits and characteristics associated with leadership. Some of the characteristics that consistently reappeared on these studies included intelligence, self-confidence, determination, integrity and sociability. According to the review by Stogdill (1948: cited in Yukl 2006), the importance of each trait depended on the situation and the research did not identify any traits, which ensured universal success of leadership in all situations. Further review in 1974 revealed that possession of some skills and traits increased the likelihood that a leader will be effective but does not guarantee effectiveness. Critics of this approach claimed that it does not take into cognizance environmental and situational factors affecting leadership and argued that some individuals with leadership traits became leaders in some situations but not others.

2.2 Behavior Theories

Closely related to the trait theories is behavioral leadership. This archetype is based on what actually leaders do as opposed to their underlying characteristics. A number of models and theories have been put forward to explore this. On the basis of this approach, the leader's actions were studied as well as of those being led and the environment in which leadership activities took place. Two types of leadership behavior, task and relationship, were identified by the Ohio State University and Michigan studies in the 1950's and 1960's respectively. A third type of behavior, participative leadership, was further identified by the Michigan research as key to effective leadership.

Relationship oriented behavior of a leader involves a leader's concern for people and interpersonal relationships. The leader acts in a friendly and supportive manner and also shows concern about feelings of subordinates. Conversely, task orientation behavior of a leader is concerned with getting the task done such as planning coordinating subordinates' activities. In participative leadership, a leader uses group supervision as opposed to individual supervision. Subordinates participate in decision-making and conflict resolution during group meetings as a leader assumes a facilitative role and owns up to a final decision made in the meeting.

2.3 Situational Theory

The basic premise of the situational approach sets forth that different situations demand different types of leadership. Within this context, a situation is described as a set of values, attitudes with which the individual or group has to deal with in a process of the activity. Situations are characterized by varied structures of interpersonal relationships, characteristics of group members, perceptions, attitudes and values held by group members as well as the characteristics of the environment. These situational factors influence the leader to adjust their leadership styles to the situation.

2.4 Contingency Theory

Closely related to the situational theory is the contingency theory, first coined by Fiedler (1964). Contingency theories propose that from any given situation there is a best way to manage. Contingency theories go beyond situational approaches, which observe that all factors must be considered when leadership decisions are to be made. Contingency theories attempt to isolate the factors that must be considered and to indicate how to manage those key factors are present. There are two leadership styles that underpin the contingency theory namely task orientated and relationship orientated as used on the Least Preferred Coworker Scale (LPC Scale). A leader that scores high on the LPC scale is motivated to have a close interpersonal relationship with others including subordinates and will therefore be supportive while a low LPC leader will emphasize task-oriented behaviors (Yukl, 2006). The relationship between the LPC score and leadership effectiveness depend on the three situational variables central to this theory, leader-member relations, and position power and task structure. From these situational variables, eight different combinations can be achieved. The most favorable combination being where there is a good leader-member relation, well structured tasks and when the leader has strong position power to influence members. The most unfavorable being a poor leader-member, unstructured task and a weak position power of a leader.

This theory has generally come under criticism due to its short fall in trying to explain how individuals with certain leadership traits are effective in some situations but not in others.

2.5 Servant Leadership Theories

Servant leadership is a philosophy that fosters a caring, empowered, ethical and trusting organizational culture. It is a practical model that encourages leaders to be of service to others, while also being focused on achieving results. Servant leadership emphasizes values and integrity, promotes higher morals and retention, increases workplace passion and motivation and enhances team cohesion and effectiveness.

“The servant-leader is servant first.... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such it will be a later choice to serve - after leadership is established” Robert Greenleaf (1970) (cited in Joseph & Winston, 2005).

The servant leadership model values leader and follower alike. It encourages collaborations, trust, foresight, listening, empathy and the ethical use of power. It provides a basis for a way of being that opens new possibilities for organization wide leadership and results.

2.6 Charismatic Leadership Theories

Charismatic leadership is one of the more recent theories on leadership. Although not many studies have been done so far to test them, these theories suggest certain different and interesting ways of looking at leadership. Charisma is a special characteristic of some leaders. People usually feel personally attracted to a charismatic leader and the attraction can lead to a powerful leadership.

Phenomena that can be observed in charisma include:

1. The followers trust the correctness of the leader's beliefs
2. The followers feel affection to the leader and obey the leader willingly
3. The followers feel an emotional involvement in the mission they are led to do

2.7 Transformational Leadership Theories

Transformational leadership is about the ability of the leader to motivate and empower their followers. “The goal of transformational leadership is to ‘transform’ people and organizations in a literal sense - to change them in mind and heart; enlarge vision, insight and understanding; clarify purposes; make behavior congruent with beliefs, principles or values; and bring about changes that

are permanent, self perpetuating, and momentum building” (Doh, 2003) Transformational leadership therefore evokes images of extraordinary individuals

2.8 Distributed Leadership Theories

Distributed leadership is essentially about sharing out leadership across the organization. It is also referred to as ‘informal’, ‘emergent’, or ‘dispersed’. This approach argues a less formalized model of leadership where leadership responsibility is dissociated from the organizational hierarchy. It is proposed that individuals at all levels in the organization and in all roles can exert leadership influence over their colleagues and thus influence the overall direction of the organization.

The case for distributed leadership is based on three ideas:

1. The belief in leadership teams
2. The need for leadership to be shared at all levels
3. The creation of pools of talent for tomorrow’s leaders

3.0 OTHER DETERMINANTS OF LEADERSHIP

3.1 Organizational Culture and Leadership

It has been coined that organizational culture is critical to the effectiveness of leadership as well as organization and can attribute to the derailment of leaders (Yukl, 2006). Schein (1999) defines organizational culture as the character of the company’s internal work climate and personality as shaped by its core values, beliefs, business principles, traditions, ingrained behaviors and style of operating. The taproot of corporate culture is the organization’s beliefs and philosophy about how its affairs ought to be conducted – the reasons why it does things the way it does. Key elements of the culture often originate with a founder or a strong leader who articulated them as a set of business principles, policies or ways of dealing with internal and external relationships.

According to Schein (1999) culture manifests itself through the concrete artifacts that are observable and tangible, beliefs and espoused values, and shared assumptions within the work place. This underlying phenomenon of culture can be perpetuated by the actions of a leader in the quest to create a culture that is supportive of ethical conduct and promote strong commitment to the organizations values and principles. Conversely the leader’s influence may create a dysfunctional culture that is

characterized by counterproductive cultural traits that adversely impact on the work climate and organization's performance. In such unhealthy cultures, altering the organizational practices requires extreme efforts. It is the unique function of leadership to perceive both functional and dysfunctional elements of the existing culture and manage cultural evolution and change in such a way that the organization can survive in a changing environment.

3.2 Age and Leadership

The ever-changing workforce allows for employees from differing generations to be found in organizations. These employees hold differing work values, aspirations, competencies, work attitudes and even worldview. Yu and Miller (2005) alluded to that Xers and baby boomers possess a different set of work characteristics and therefore this influence their preferred leadership style. Xers are identified as more independent and self-motivated while on the other hand the baby boomers present as more diligent on the job and prefer more stable work environments (Yu & Miller, 2005). Therefore Xers seem to have less value to leadership and prefer a culture that encourages autonomy and flexibility. The baby boomers were socialized differently and fit in an autocratic setup, whereby leaders provide commands and guidance. Any leader according Mwangi (2011), who focuses on a growing company, realizes that the legacy of that company is dependent on those he/she nurtures and mentors to take the company forward. Those are the people who define the leaders' legacy. Further, sixty percent of the Kenyan population comprises of the youth (18 to 40 years). At Equity Bank the average age is 26, the bank is literary generation Y. This generation feels they require freedom and dignity. They are not going to be stereotyped. They want to understand why they do things. They want freedom to do things when they want and how they want. These differences shape the landscape for leadership in organizations and effective leaders are able to bridge the gap to get the commitment of employees from different generations.

In his thesis Kabacoff & Stoffey (2002) affirmed that there were differences between younger and older leaders. The findings revealed that younger leaders were more secure with the rapid changes in the business environments, were more competitive and had greater capacity to energize others. The baby boomer managers preferred predictability in their work, capitalized on their acquired in-depth knowledge of the field and were inclined to work to develop and promote others.

3.3 Gender and Leadership

There has been a growing interest among researchers on the possible differences in the leadership behavior and effectiveness between men and women. Gender refers to a culture's social construction of differences between the sexes. Traditionally the qualities that were associated with effective leadership such as competitiveness, assertiveness, task orientated were perceived as masculine traits. Hence the biasness in the appointment of males into the leadership roles and women remain significantly under represented at corporate leadership positions. In the contemporary climate, researchers have identified qualities that are critical in the leadership effectiveness that are viewed as feminine. These feminine attributes include concern for employee welfare, building trusting relationships, cooperative teams and strong interpersonal abilities (Yukl, 2006). This has fueled the debate that women may possess the values and skills necessary for effective leadership in comparison to their male counterparts. Critics have maintained that such an ideology is exploitative and dehumanizes all workers but this was more geared towards power relations rather than leadership differences. Studies examining any gender differences on leadership behavior have produced an ambiguous picture. Some research findings were able to distinguish some differences in leadership style and managerial behavior but most were not.

4.0 CURRENT RESEARCH ON LEADERSHIP IN KENYA

In an attempt to use some knowledge gained from the literature review, interviews with real leaders and come up with an analysis based on the literature reviewed.

4.1 Study Objectives

- To gain an in-depth understanding of how gender, culture age and situation determine the type of leadership
- To come up with a model to develop good leaders
- To come up with recommendations on how to develop leaders based on our model

4.2 Methodology

The methodology adopted a qualitative approach, using in-depth interviews as instruments for gathering information. An interview schedule was designed to ensure that a standard instrument was utilized (see appendix 1). In an effort to increase validity and reliability the interview schedule was administered to a pilot sample. This enabled the modification and adjustment of interview variables

to increase content validity. The questions were developed to be open-ended, less ambiguous and less restrictive to the respondents.

A convenient sample was drawn for the study and managers identified at various work places for inclusion in the study. It was imperative that the sample consists of managers from differing levels, age band and cultural background. In total 9 managers were interviewed.

The following limitations were taken into consideration when analyzing the results:

Size: The sample size is too small to come up with a conclusion that represents the larger population as this was a mini survey.

Selection: The interviewees were selected based on their relationship with the researcher. Although this limits the generalization of results, inductive interpretation can be carried out and some insights can be gained on how leadership is constructed among managers in Eldoret.

Gender Bias: There is an unbalanced composition of gender with bias towards males. Low female representation could have led to the stated conclusion that there is no significant difference between leadership effectiveness and gender.

Education: Most leaders interviewed are educated in western education which has clearly influenced their leadership styles.

5.0 RESULTS AND DISCUSSION

The following is an analysis from a combined case analysis:

5.1 Traits and Effective Leadership

The leaders who participated in this study listed numerous traits and characteristics that attributed to their effectiveness in the leadership role. These traits ranged from passion for leading, technical knowledge, planning and coordinating, controlling, self motivation, openness, interpersonal skills, trustworthy, genuine concern for others welfare, motivator, team player, problem solver, responsibility, fairness and transparency. Interpersonal skills and sociability consistently reappeared in majority of the leaders as vital leadership traits. From the context of a collectivist society like Kenya and specifically Warend County, these are crucial as the work culture emulates the larger society whereby communal spirit and consultation with thy neighbors is valued. These traits are also instilled from an early age to ensure that individuals can fit within the larger community as groups

make decisions pertaining to an individual welfare. The idea of consultation seems to be universal among different nationalities as it also became apparent from the ideas reflected by the Chinese Confucian system as well as Canadian democracy. The levels of consultation however seem to differ. From a global perspective, organizations are getting flatter and emphasize cross functional teams to beat competition thereby thrusting leaders into a paradigm shift from autocratic status to participative and distributed leadership styles.

5.2 Leadership Styles

Most leaders indicated the following as factors that influenced their leadership style:

- Previous bosses leadership style
- Individual's national culture
- Personal work experiences
- Religion
- Family figures

The majority of the leaders were high on relationship orientation as compared to task orientation behaviors. These leaders concern for people is reflected in their desire to empower others, encourage participation through consultation, empathizing with the workers concerns and thriving to develop their followers. Mr. Makori, a Public Reform Coordinator revels in building other leaders and enthuses that he enjoys watching these leaders succeed. Ms. Naomi echoed similar sentiments. This emphasizes the importance of relationships in building a leader's success. On contrary, although Mr. Xu valued consulting with subordinates he preferred to make the final decision. This may be highly influenced by his organizational setup, United Nations Population Fund, whereby issues of humanitarian crisis and conflict, which requires timely decision making of high quality, characterize his job.

5.3 Gender

Of the participants in the study, 33% were women, with the majority being in the teaching field. This reflects the under representation of women in the leadership roles in all ethnic groups and the perpetuated traditional stereotypes of associating professions such as teaching as feminine. Kenyans were 66% and in the context of a patriarchal society like Kenya, activities assigned to boys and girls are segregated and boys are usually tracked into fields such as agriculture, industrial programmes

and technical trade (Basow, 1986). This has the potential of opening doors for boys to pursue high status jobs traditionally viewed as male occupations including corporate leadership. Although there has been a revolutionary change over the years in the way society has progressed and mobilized gender equity, subtle gendered cultural influences persists. This is well articulated by Ms. Naomi in her statement “women will always be looked down upon because of the African culture that they cannot lead... and therefore female leaders find themselves in a precarious situation as they carry out their leadership roles”. This ingrained cultural beliefs embedded in the socialization process, can undermine the efforts and competencies of a female leader and create a great deal of dysfunctional organizational culture. In contrast the female leader of the western origin did not perceive any limitations pertaining to her gender.

Interestingly both females and males distinguished similar traits as important for their effectiveness despite the debate that there are differences in traits. Both genders valued relationships and strive to build positive experiences for their followers. The female’s profiles indicate that they are highly ambitious, intelligent, independent, and competitive and enjoyed challenges, characteristics traditionally thought of as masculine. On the other hand, some males indicated that they were “soft and compassionate and considerate”, traits that are associated with feminine behaviors. However, these men tended to perceive these traits as a weakness, reflecting on the socialization process whereby such traits are viewed as weak and feminine. This will create a dissonance in the leadership style of these male leaders as in their dialogue they desire to be considerate to their subordinates’ welfare but they may fear that they would appear to be weak by so doing. Hence they may want to portray masculinity behavior and end up being autocratic and inconsistent.

5.4 Age and leadership

Most of the participants were aged between 25- 40 years with 33% being aged above 50 years. Although both generations thrived upon creativity and competitive environments, there were some differences in the groups in terms of their risk taking behaviors and techno-literacy skills. The baby boomers appeared to be more reserved and unwilling to take risks. This is demonstrated by their struggle in delegating activities to their subordinates and tendency to centralize decision making in an effort to minimize risk. Mr. Cay repeatedly emphasized that he believes he could execute the duties better and admitted that he does not fully trust his subordinates. This is, however, a “catch”

for these older leaders, as they believe that they can develop their talent pool by delegating, mentoring and creating learning exposure to various managerial duties. Mr. Cay admitted to being techno phobia and this fits with other previous findings whereby older leaders presented as overwhelmed by the changes in technology.

Compared to the generation X'ers and Y'ers, the older leaders seemed to possess emotional intelligence. Older leaders elicited much more self-awareness, self- discipline and were better in dealing with relational challenging situations. Conversely the issue of confronting dysfunctional traits and behaviors within the organizations and managing one's emotions reappeared as a challenge among the younger leaders.

5.5 Culture

The leaders in the study identified that their leadership attributes are partly culturally determined and these leaders came from Kenya, Chinese and American nationalities. It was observed that although the leaders came from diverse cultures, they all acclaimed to using participative leadership style. Despite of coming from a culture that emphasizes individualism, Kate was low on distance power and high on relationships. However, she displayed high need for certainty, a work behavior associated with individualistic cultures through limited delegation and use of evidence based decision making processes. Similarly, although Mr. Xu consults with subordinates, he prefers to maintain the final say in the decision-making. This may be attributed by his Chinese origin, which is a typical high power society and those in leadership are not expected to share this power with subordinates.

Some leaders acknowledged some problems when it came to being able to communicate effectively with subordinates from a different culture. This was exacerbated by use of foreign language such as English by both the leader and subordinates, which limited the leader's ability to break these cultural barriers. The leader's efforts of communication tended to distort the message and conversely the subordinates misinterpreted the information. The other concern raised related to understanding the customs and norms of a foreign culture and the work characteristics of the subordinates. Mr. Xu guiltily stated that "I find myself comparing them with the Chinese and I know its wrong... I still need to understand the characteristics of Africans." This reflects that Mr. Xu has challenges

adapting to the African work environment even though he has been working in Kenya for more than a year. He may therefore enforce a leadership style termed “Coconut” by Mutabazi (2002), which in this case would refer to imposition of foreign management techniques into the African work environment and this would not be relevant and adaptable to the local work situation. This in turn, perpetuates stereotypes held by the leader and the tendency to undermine or think that the subordinates’ culture is wrong headed.

6.0 Model of Leadership

The following is a proposed model of leadership, which has been formulated from what is regarded as the best elements coming from the sample of leaders as well as information from the literature review. The holistic leadership model shown in figure 1 below encompasses a number of variables that attribute to effective leadership and its basis are from different theories. It illustrates performance areas stating key success factors, skills required and appropriate recommendations for developing leaders.

Figure 1: The Holistic Leadership Model

PERFORMANCE AREA: PERSONAL EFFECTIVENESS

| KEY SUCCESS FACTORS | SKILLS REQUIRED | RECOMMENDED DEVELOPMENT INITIATIVES |
|--|--|--|
| <i>Cognitive Skills: Applies critical and appropriate judgment, decision-making and thinking strategies to organizational, interpersonal and competitive issues.</i> | <p>Decision Making</p> <ul style="list-style-type: none"> Makes sound, well-informed and timely decisions even when information is limited or solutions may produce unpleasant consequences. Perceives the impact and implications of decisions. Seeks diverse opinions when decisions are being made. Obtains relevant information before making a decision. Persuades others to consider alternative points of view. Makes decisions based on organizational philosophy. Seeks multiple and dissenting opinions before making decisions. <p>Problem Solving/Critical Thinking</p> <ul style="list-style-type: none"> Identifies and analyzes problems. Distinguishes between relevant and irrelevant information. Provides timely solutions to problems. | <ul style="list-style-type: none"> Experiential learning through processes of delegation and coaching Provide opportunities for job rotation to broaden one’s knowledge, skills and attitudes. Use of case studies using models such as Case Analysis Template (C.A.T) by K. Goodpaster <ul style="list-style-type: none"> Develop and ensure participation in cross-functional teams Facilitate brainstorming sessions. |

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| | <ul style="list-style-type: none"> • Clarifies issues and keeps focused on the things that are most important. <p>Creativity and Innovation</p> <ul style="list-style-type: none"> • Encourages creative thinking and innovation. • Experiments with new and novel ideas and approaches. | <ul style="list-style-type: none"> • Assigning new and challenging tasks to encourage creativity and adaptability of leadership style • Rewarding the people who come with creative ideas and provide funding for implementing ideas • Provide a conducive environment for testing ideas and leadership skills to enhance self confidence |
| <p><i>Relating to Others: Works to build trust and supportive relationships</i></p> | <p>Influence and Negotiation</p> <ul style="list-style-type: none"> • Builds consensus through give and take. • Gains cooperation from others. • Facilitates win/win situations. • Secures through negotiation and influence the resources needed to accomplish the team’s work. <p>Communication</p> <ul style="list-style-type: none"> • Facilitates open exchange of ideas and information. • Communicates what s/he needs and why. • Ensures that people are clear about the information s/he has communicated. • Communicates results and decisions in a timely manner. • Uses oral and written communication effectively. <p>Trust Building</p> <ul style="list-style-type: none"> • Establishes trust and mutual respect when relating to others. • Shows consistency among principles, practices and behavior. • Is reliable. • Takes responsibility for actions. • Is forthright with information, good or bad. • Builds supportive relationships with people. • Admits a mistake when one is made. • Demonstrates a positive and caring attitude. <p>Listening</p> | <ul style="list-style-type: none"> • Entrench vicarious learning, which is based on observing role models to expand the opportunities for learning a broad range of behaviors including relational skills. • Provide opportunities for active participation in delivering oral and written communications to diverse audience, e.g. through presentations, leading meetings and compiling project reports. • Attending forums on leadership debates • Team building games • Business retreats to reflect on failures and successes and synthesize lessons from such experiences. • Encourage honest feedback |

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| | <ul style="list-style-type: none"> • Acts as an effective listener with diverse audiences. • Clarifies information needed. • Pays close attention and seeks to understand others. • Demonstrates an understanding of others' needs. | <ul style="list-style-type: none"> • Basic counseling skills |
| <p><i>Personal Capabilities and Characteristics: Manages self in a manner that fosters learning and high performance.</i></p> | <p>Adaptable/Flexible</p> <ul style="list-style-type: none"> • Adjusts to multiple demands, ambiguity and change. • Adjusts to new information or unexpected obstacles. • Maintains a high level of effectiveness even when angry or frustrated. <p>Integrity and Honesty</p> <ul style="list-style-type: none"> • Acts according to the highest ethical standards. • Actions match words. • Treats others' concerns and issues with the utmost sensitivity and confidentiality. • Honors commitments and promises <p>Resilient</p> <ul style="list-style-type: none"> • Possesses passion to perform role. • Emphasizes and demonstrates commitment and persistence in achieving goals. • Demonstrates a sense of excitement about work. • Deals effectively with pressure. <p>Self Development</p> <ul style="list-style-type: none"> • Recognizes own strengths and weaknesses. • Seeks feedback and welcomes unsolicited feedback. • Learns from experience. • Makes considered and well-informed decisions regarding balance of work, family and self. • Embraces continuous learning and growth | <ul style="list-style-type: none"> • Assign to varied tasks, job rotation • Mentoring by leaders who have good track record so as to build character. • Institute ethics training programme and uphold ethical standards. • Provide a varied array of recognition awards, e.g. through awards ceremonies • Delegation of challenging tasks. • Training on self-management skills like stress management and anger management skills. • Setting of stretch goals. • Enrolling on formal leadership courses such as MBL and other short courses to update one's knowledge. • Engage in leadership forums and provide opportunities to carry out research. • Role modeling • Training on assertive and emotional intelligence. |

PERFORMANCE AREA: LEADERSHIP INTELLIGENCE

| KEY SUCCESS FACTOR | SKILLS REQUIREMENT | RECOMMENDED DEVELOPMENT INITIATIVES |
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| <p><i>Internal and External Awareness: Understands</i></p> | <p>Policy/Regulation and External Demands</p> | <ul style="list-style-type: none"> • Formal training on business courses such as MBL |

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| <p><i>and responds to internal and external changes on the business environment. .</i></p> <p><i>Can identify critical opportunities and capitalize on these.</i></p> | <p>Understands:</p> <ul style="list-style-type: none"> • Organizational Strategic Plan. • Enterprise Plans. • Management Agenda. • Legislation, Policy documents and other agreements relevant for the team’s work • Aligns team to organizational strategy. | |
| | <p>Organizational Structure</p> <ul style="list-style-type: none"> • Understands general roles and responsibilities of various departments. • Understands and makes effective use of knowledge about roles and responsibilities • Builds and sustains effective interfaces with various departments and teams. | <ul style="list-style-type: none"> • Provide an environment that facilitates networking. • Create flat organizational structure to achieve increased accountability. |
| <p>Organizational Culture: <i>Understands and leverages the impact of the informal organization and the way that work is really accomplished.</i></p> | <p>Informal Interactions and Relationships</p> <ul style="list-style-type: none"> • Understands the impact of the informal organization upon decision-making, innovation and mission accomplishment. • Maintains personal connections outside the formal structure. • Uses informal networks to obtain resources and information. • Leverages what is unique and special about the organization culture: uses the culture to “work” for the team. • Engages in discussions with team members about culture and its impact. • Identify elements of dysfunctional culture and provide corrective measures | <ul style="list-style-type: none"> • Institute community of practices to encourage informal communication, sharing of knowledge and ideas. • Involve trainees in the organizational change program such as in creation of vision, mobilizing change and advocacy. |

PERFORMANCE AREA: DISCIPLINE RELATED COMPETENCY

| KEY SUCCESS FACTOR | SKILLS REQUIRED | RECOMMENDED DEVELOPMENT INITIATIVES |
|--------------------|-----------------|-------------------------------------|
|--------------------|-----------------|-------------------------------------|

| | | |
|---|--|--|
| <p>Broad Understanding of the Function's Discipline: Maintains high-level competency in functional discipline (e.g., science, engineering, teaching, professional or administrative)</p> | <p>Discipline Excellence</p> <ul style="list-style-type: none"> Ensures a focus on safety. Sets a vision for excellence for the team. Aligns vision with Installation, functional and programmatic goals and objectives. Applies technical knowledge to lead team. Contributes conceptually to the work of the team. | <ul style="list-style-type: none"> Formal training on specific courses relating to the leaders field of specialty. Institute a 360-degree feedback system or multirater feedback system to identify areas for further development. Experiential exercises such as simulation, role-playing. Secondment, internships and job shadowing with experienced gurus in the field. |
| <p>Maintain Credibility: Sustains and grows the capability of the team to advance excellence.</p> | <p>Maintain Credibility</p> <ul style="list-style-type: none"> Keeps abreast of major developments in discipline area. Plans and executes development activities that enhance the level of discipline competence in the team. Leverages discipline Excellency. | <ul style="list-style-type: none"> Affiliation with professional bodies to expand the network and keep abreast with the frontiers of knowledge. Engage in peer reviews with experts in the field. |
| <p>Communication and Advocacy: Communicates and advocates discipline-related knowledge.</p> | <p>Advocacy</p> <ul style="list-style-type: none"> Is an effective advocate for the team's work Creates internal advocacy campaigns for the team's work. Creates meaningful messages about the team's work appropriate for diverse audiences. | <ul style="list-style-type: none"> Developing communication skills through short courses and role modeling as well as being given the opportunity to practice the acquired skills and develop own style. |

PERFORMANCE AREA: CULTURAL INTELLIGENCE

| KEY SUCCESS FACTOR | SKILLS REQUIRED | RECOMMENDED DEVELOPMENT INITIATIVES |
|---|---|---|
| <p>Cross-Cultural Relationships: Understands the important aspects of language, behaviors, beliefs and environment that comprise the diverse cultures.</p> | <p>Cross-Cultural Relationships</p> <ul style="list-style-type: none"> Understands how cultures differ in approaches to time, authority, physical space, friendship and individualism and how these differences impact work behavior. Applies this knowledge to increase the effectiveness of relationships. Addresses the special challenges and adjustments of employees from diverse cultures. | <ul style="list-style-type: none"> Training on culture awareness course Attachment in a foreign country Use of simulations to create awareness and empathy as well as dismantling myths and stereotypes. |
| <p>International Policy: Familiar with policies that regulate or dictate how to work with in a global environment</p> | <p>International Policy</p> <ul style="list-style-type: none"> Understands the rules, regulations, policies and protocols. | <ul style="list-style-type: none"> Affiliation to professional bodies International conferences |

7.0 CONCLUSION

All the findings in the study are consistent with the existing body of knowledge. The analysis of the interviewees revealed that leadership is indeed dynamic and effective managers modify their leadership styles to suite the existing situation. It therefore means that there cannot be a universally correct model for developing effective leaders, as different situation will call for different leadership tactics.

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Appendix 1: Leadership Questionnaire

Please give a brief introduction of yourself. (The interviewer should make sure he/she has the leader's personal information on:

- (i) Nationality
- (ii) Gender
- (iii) Education background
- (iv) Current position
- (v) Length of time in that position

1. What do you understand leadership to be?
2. What makes you an effective leader?
3. What has influenced your leadership style?
4. What aspects of your role as a leader do you enjoy?
5. Who are you able to influence and how?
 - a. What has been your most difficult leadership challenge to date and how did you deal with it? (Please specify the examples).
6. In your view what are your weaknesses if any and what have been your key developmental experiences as a leader.
7. How would you describe your subordinates? (E.g. level of experience, education, level of performance, motivation etc.) And how do they influence the way you lead them.
8. What is the prevailing culture in your organization and how does it influence the way you lead? (E.g. how is the team spirit, communication, recognition and reward etc.)?
9. What aspects of your national culture influence your leadership style (punctuality, deadlines, productivity, trustworthiness etc.)?
10. In your opinion, how do you think future leaders can be developed (should it be formal/informal)?
11. Beyond work, do you have any other leadership roles? If you do, were you nominated or did you volunteer?