

**ST. MARY'S UNIVERSITY COLLEGE
BUSINESS FACULTY
DEPARTMENT OF MANAGEMENT**

**AN ASSESMENT OF LEADERSHIP STYLE AT
ADDIS ABABA UNIVERSITY**

**BY
ASNAKECH TEFERI**

**JULY 2010
SMUC
ADDIS ABABA**

**AN ASSESMENT OF LEADERSHIP
STYLE AT ADDIS ABABA UNVERSITY**

**ASENIOR ESSAY SUBMITTED TO THE
DEPARTMENT OF MANAGEMENT**

**BUSINESS FACULTY
ST.MARY'S UNIVERSITY COLLEGE**

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DEGREE OF BACHELOR OF ARTS IN MANAGEMENT**

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Leadership is the managerial ability to accomplish organizational goals by working with and through people. A leader holds a special place in the system of management because it leads and accomplishes organizational activities. Although our world can not be cured completely from problems, disasters distractions, problems and other negative events, there are organizations that have taken the trouble of confronting these obstacles. The managerial personnel play the guiding role and direct the activities of the managerial staff and the entire economic unit to the fulfillment of the stated assignments, and their respective organizations. Organizations grow, develop and prosper because of effective leadership. Many of them fail due to lack of good leadership. Indeed leadership makes the difference between successes and failures.

Addis Ababa University exists for the purpose of tackling problems that hinder societies from prospering. To achieve this goal leadership can play a great role.

Directing as one of the functions of management has many component, leadership is one of the most important aspects. Managers at different levels undertake different leading activities such as motivating, communicating, supervising and resolving conflicts that arise from time to time. Various leadership styles can be employed depending on the culture of the business, the nature of the task, the nature of the work force and personality and skills of the leaders.

This study, therefore tries to explore the leadership styles at Addis Ababa University

1.2 BACKGROUND OF THE ORGANIZATION

Addis Ababa University (AAU) is one of the largest higher learning institutions in Africa that was established at the end of the 1940s. Formerly known as Haile Selassie I University, AAU was established by Ministry of Education in 1949 as a Trinity College with 71 students and 9 academic staff. It was granted a charter in July 1950 as an autonomous higher learning institution under a different name of the University College of Addis Ababa (UCAA). This makes AAU one of the oldest, if not the oldest, modern African university.

The Ethiopian government created several institutions since UCAA was established in 1950s. These include a College of Agriculture in Alemaya, Harar, and College of Building Technology in Addis Ababa. In 1961, the different institutions of higher learning came under a central administration to form what is to become the AAU. It should be noted that many of the institutions in the country that have now become separate institutions, were part of AAU at one time.

Objectives

These are stated objectives of the University.

- To search for, cultivate, preserve, and transmit knowledge
- To provide education that fully develops the personality and strengthens the respect for human dignity, by promoting mutual respect, understanding, friendship, and tolerance free from ethnic, nationality, sex, religious, and other prejudices
- To inculcate the dignity of work and dedication for the well being of the society with the view to enhancing the socioeconomic development of the Ethiopian people
- To provide the country with competent men and women, imbued with a sense of social purpose and trained in sciences, technology, the arts, and various other professionals
- To conduct research and studies, in an objective and dispassionate way and free from any bias, on different fields and disseminate fruitful results thereof.

Enrollment

According to an annual statistical report of 1995-96, published by the Ministry of Education in July 1997, there were a total of 15,347 students enrolled in regular, evening, and Kiremt (summer) programs. Of this, 7,367 were in regular, 7,291 in evening, and 689 in Kiremt programs. Though it varies by programs and by field of studies, the female student population was 17.2 percent. The total postgraduate student population at AAU was 719.

Teaching Staff

There were a total of 737 teaching staff at the University for the 1995-96 academic year, of which 5.16 percent of the academic staff were females, 9.63 percent were expatriate staff.

Governing Bodies

The University has two governing bodies: The Board of Governors and The Senate. A president and two vice presidents responsible for the overall management of the University. Deans and institutes head faculties and colleges by directors.

1.3 STATEMENT OF THE PROBLEM

Leadership is considered to be an essential part of the management function. Regardless of the type of the organization every organization should implement an appropriate leadership style. An appropriate leadership style can lead to the direction where the organization's goals and objectives can be achieved. Improper leadership style can lead to chaos and to bear unnecessary consequences.

The following symptom are currently observed in Addis Ababa University

- There are significant numbers of employees' complaint regarding mistreatment, made by supervisors of various departments, which is mostly to be the reason for inadequate efficiency leadership style.
- Significant number of employees of the University has dominated by immediate supervisors and other administrative dissatisfaction to higher management and leadership style.
- Employees' Participation in different activities of the university is decreasing from time to time.

Generally, the nature of the above problems indicated that the University leadership style has weakness in their leadership capability. To this end, this research is devoted to explore and assess the leadership practice of Addis Ababa University.

1.4 RESEARCH QUESTIONS:-

In doing this study the following basic research questions is answered.

1. How leaders manage employees participation in leadership process
2. What are the problems in the leadership activities in Addis Ababa University
3. Which types of leadership is practiced by Addis Ababa University
4. What should be done to improve the leadership styles that are used by the AA

1.5 OBJECTIVES OF THE STUDY

The over all objective of the study is to evaluate the leadership styles that Addis Abba University.

1.5.1 General Objective

The main objective of the study is to identify the source of the problems and recommend the solutions, which reinstate employee satisfaction through better efficient leadership style

1.5.2. Specific Objective

- To see the leadership styles that is used by Addis Abba University.
- To give recommendations on the strength and weakness of the leadership styles at Addis Ababa University
- To find an efficient leadership styles among from the different styles that are being implemented.

1.6 SIGNIFICANCE OF THE STUDY

In addition to showing how Addis Abba University led their organizations by using different leadership styles, the study have the following significance

Enhance the knowledge of the reader on the leadership styles of Addis Abba University, Serves as a springboard for other research and studies on the area of leadership and It may help the organization (Addis Ababa University) to revise and improve its leadership styles.

1.7 SCOPE OF THE STUDY

Due to time limitation, capital, lack of cooperation the researcher will be delimited at Sidest killo campus cannot be covered all Addis Ababa University

1.8 RESEARCH DESIGN AND METHODOLOGY

1.8.1. Research Design

The study has used survey method which involves both primary and secondary data collection method in order to show the exact problem of the organization in a clear aspect.

1.8.2. Method of Data Collection

The data collection tools are questionnaires; the questionnaires are of two types, the first type is to managerial position workers and the second is for employees.

1.8.3. Population and Sampling Technique

The sampling technique applied on the study for selecting the samples is convenience sampling technique. The total population for the study is taken from 6kilo Campus different departments and the total number of population is 500. Out of 500 employees around 23% is used for the study. Questionnaires are distributed to 25 individual in supervisory position and other 90 employees' of the 6Kilo Campus.

1.8.4. Data analysis and Presentation

Finally, findings are analyzed and presented using tables and pie charts.

1.9. ORGANIZATION OF THE PAPER

This research paper is organized in to four chapters. The first chapter is about the introduction aspects that includes the Background of the study, Statement of the problem, Objective of the study, Significance of the study, Scope and limitation of the study and Research Design and methodology. Chapter two includes review of related literatures, which is written in various books regarding leadership. Chapter three is about data presentation, analysis and interpretation based on the collected information from the company. The last chapter which is chapter four includes summary's, conclusions and recommendations, what must be done, what measures must be taken in the future and the finding in a geranial manner.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

Businesses are continually searching for effective leaders and they are not easy to find. This shortage of effective leadership is not confined to business but is evident in the lack of able administrators in government, education, foundations, churches and every other form of organization. Thus, when we decry the scarcity of leadership talent in our society, we are not talking about a lack of people to fill administrative positions, what we are agonizing over is a scarcity of people who are willing to assume significant leadership roles in our society and who can get the job done effectively. (Blachard, 2003:78)

2.2 DEFINITION OF LEADERSHIP

- Leadership is the process influencing a group of followers, adding value and helping the community adapt to change. It is also the equality **exempted** by those who lead.

ROBER J.ALLIO (1999) LEADERSHIP Myths and realities, New DelhiTata McGraw-Hill Publishing Company Limited.

- Leadership is the process of influencing others to accomplish certain predetermined goals and shaping the potential behaviors of people in the system.

SEKARAW (1989) Organizational Behavior New Delhi, Tata Mc Graw-Hill publishing Company Limited.

- Leadership is a process of influencing behavior of individual or group to accomplish organizational goals.
- Leadership is both a process and a property.(Griffin, 2000; Page 284)
 - As a process, the use of non coercive influence to shape the group's or organization's goals, motivate behavior toward the achievement of those goals, and help define group or organizational culture.
 - As a property, the set of characteristics attributed to individuals who are perceived to be leaders.

- Leadership is an inter-personal influence, exercised in situations and directed, through the communication process, towards the attainment of a specified goal or goals.
(Saiyadain, 1996; Page 690)

Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill level. While many different leadership theories have emerged, most can be classified as one of eight major types:

2.3 LEADERSHIP THEORIES

Many leadership theories have been suggested since time immemorial. Early leadership theories focused on the behaviors and qualities of successful leaders where as later theories gave more importance to the role of associates and followers. Some of the leadership theories are as follows: (WWW. bulk headflow. Com/leadership)

2.3.1 GREAT MAN THEORIES

Great Man theories assume that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic, and destined to rise to leadership when needed. The term “Great Man” was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership. (WWW. bulk headflow. Com/leadership)

2.3.2 TRAIT THEORIES

Similar in some ways to “Great Man” theories, trait theory assumes that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics shared by leaders. But if particular traits are key features of leadership, how do we explain people who possess those qualities but are

not leaders? This question is one of the difficulties in using trait theories to explain leadership. (WWW. bulk headflow. Com/leadership)

2.3.3 CONTINGENCY THEORIES:

Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers, and aspects of the situation. (WWW. bulk headflow. Com/leadership)

2.3.4 SITUATIONAL THEORIES

Situational theories propose that leaders choose the best course of action based upon situational variable. Different styles of leadership may be more appropriate for certain types of decision-making. (WWW. bulk headflow. Com/leadership)

2.3.5 BEHAVIORAL THEORIES

Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in [behaviorism](#), this leadership theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can *learn* to become leaders through teaching and observation. (WWW. bulk headflow. Com/leadership)

2.3.6 PARTICIPATIVE THEORIES

Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others. (WWW.bulk headflow. Com/leadership)

2.3.7 MANAGEMENT THEORIES

Management theories (also known as “Transactional theories”) focus on the role of supervision, organization, and group performance. These theories base leadership on a system of reward and punishment. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. (WWW. bulk headflow. Com/leadership)

2.3.8 RELATIONSHIP THEORIES

Relationship theories (also known as “Transformational theories”) focus upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members see the importance and higher good of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. These leaders often have high ethical and moral standards. (WWW. bulk headflow. Com/leadership)

2.4 IMPORTANCE OF LEADERSHIP

Importance of leadership does not need any over emphasis. Success of any organization is because of its leadership. Even national independence growth, prosperity and power is because of its leadership. Prosperity and growth of industrial or business organization is also because of effective leadership (Saiyadain, 1996; Page 690)

Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. The following points justify the importance of leadership in a concern.

1. **Initiates action-** Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts. (Saiyadain, 1996; Page 690)
2. **Motivation-** A leader proves to be playing an incentive role in the concern's working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates. (Saiyadain, 1996; Page 690)
3. **Providing guidance-** A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently. (Saiyadain, 1996; Page 690)
4. **Creating confidence-** Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems. (Saiyadain, 1996; Page 690)
5. **Building morale-** Morale denotes willing co-operation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale booster by achieving full co-operation so that they perform with best of their abilities as they work to achieve goals. (Saiyadain, 1996; Page 690)
6. **Builds work environment-** Management is getting things done from people. An efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms. (Saiyadain, 1996; Page 690)
7. **Co-ordination-** Co-ordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective co-ordination which should be primary. (Saiyadain, 1996; Page 690)

2.5 DISTINCTION BETWEEN LEADERSHIP AND MANAGEMENT

Leading and managing go together but some differences exist between the two. The following are the points of differences between them. (Singh, 2002; Page 325).

- Management establishes relationship through authority. This is relationship between superiors and subordinate within the framework of organization. Leadership does not require any framework or organization. Management needs formal organized groups leadership does not require any such groups. Informal groups can be led not managed. Anyone can follow leader. There are no juniors or seniors among followers. But in Management juniors have to follow seniors.
- Management expects managers to be rational decision makers while leadership vent on moods and expectation of the followers. Leadership has emotional appeal while management does not have such appeal rather it acts on rationality.
- All leaders are not managers and all managers are not leaders. Managers direct subordinates by virtue of authority vested in them while leaders have no such formal authority invested in them; rather they derive power from their followers. Leaders use this power to guide, direct and influence people.
- Managers have formal authority to reward the employees with promotion or transfer them or demote them if they erred, but leaders have no such authority. Leaders with people's power try to satisfy their social needs and ego. Management tries to accomplish organizational objectives. Leadership tries to accomplish people's hopes, aspirations and expectations.
- Management is the process of planning, organizing, actuating and controlling the activities of others to attain organizational objectives. Leadership on the other hand is a process of influencing the behavior of people to attain their shared goals.
- Management is accountable for its behavior in clearly defined way but leadership is not so accountable in clearly defined manner. Leadership qualities for management are supposed to be essential and added advantage but for leadership managerial qualities are not essential at all. Management requires policies and procedures to direct people for attainment of goals of the organization. Leadership achieves goals through actions by the people.

2.6 LEADERSHIP STYLES

Leadership style is a typical behavior, an approach of giving direction, motivating people and implementing plans Pattern adopted by the leader for influencing his followers or leaders his people.

Most important is that effective leaders alter their own styles to fit the needs of a particular situation, accordingly leadership styles are classified as:-

2.6.1 AUTHORITARIAN LEADERSHIP STYLE

The Authoritarian leadership is also known as leader centered style work centered or leader oriented. He concentrates all the authority and all the decision making power is in himself or under this style of leadership there is complete centralization of authority in the leader authority is centered in the leader himself. There is no two ways communication, only downward communication is used his subordinates fully depend upon him and are unaware of the goals of the organization According to Edwin B. Flippo autocratic style of leadership is

Divided into four:-

1. Hard Boiled or street Autocrat
2. Benevolent Autocrat
3. Manipulative Autocrat
4. Democratic or Participative style

2.6.2 BUREAUCRATIC OR RULES CENTERED LEADERSHIP STYLE

The Leaders behavior is characterized by a high degree of reliance on rules, regulation and procedures to which both he and his subordinates subscribe.

Rules make it possible for workers to indulge inactivity without participation they enable them to work without being emotionally committed to work.

2.6.3 DEMOCRATIC LEADERSHIP OR PARTICIPATIVE LEADERSHIP

Although democratic leaders make the final decisions, they invite other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving team members, but it also helps to develop people's skills. Team members feel in control of their own destiny, so they motivated to work hard by more than just a financial reward.

Because participation takes time, this approach can take more time, but often the end result is better. The approach can be most suitable when working as a team is essential, and when quality is more important than speed to market or productivity.

2.6.4 CHARISMATIC OF LEADERSHIP STYLE

Here the leader tries to inject doses of enthusiasm into the employees in order to increase their performance level. The leader using charismatic style should be energetic and enthusiastic.

2.7 .EFFECTIVE LEADERSHIP STYLES

An article that talks about effective leadership styles and the various characteristics associated with each leadership style...

A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to be. (WWW.Questionia.com/leadership)

Bringing unity and coherence to a group of people is perhaps one of the most difficult tasks, which require effective leadership qualities. Be it politics, business or even sports, leaders are required in any situation that calls for a joint effort. Every leader has his or her own unique leadership style.

Broadly speaking, there can be several effective leadership styles, which are as follows:

2.7.1 Effective Leadership Styles: Director's Approach

This leadership style is somewhat authoritarian in its approach since the leader has a specific goal in mind and directs the team towards the goal according to his plan of action. The leader identifies the requirements of the situation and creates a plan to handle the situation. The leader is completely in charge of division of work and specifically assigns roles for each and every team member. In this style of leadership, the leader has the final word on all the decisions and rarely asks for suggestions from the team members. The leader, who uses a director's approach for leading a team, usually supervises and evaluates the work of every individual. (WWW.Questionia.com/leadership)

2.7.2 Effective Leadership Styles: The Coaching Style

This leadership style involves more mutual interaction of the leader and the team. In this style, the leader sets the goals and identifies the problems; however the leader consults with his team members and encourages a healthy dialogue to facilitate exchange of ideas that can be beneficial for the team as a whole. The leader usually arrives at the decisions after having consulted the team members.

This style of leadership displays more respect for individual opinions since the leader is more considerate towards the team members. The leader tends to encourage and appreciate the efforts of his team and constantly provides encouragement for the team by inculcating a sense of team spirit. The leader evaluates the performance of the leaders. (*WWW.Questionia.com/leadership*)

2.7.3 Effective Leadership Styles: The Facilitating Approach

This is a more flexible leadership style in which the leader allows the team members to be a part of almost every process starting from the role-delegation, goal setting, problem solving as well as the evaluation and overview. The leader acts more like a facilitator who inspires the team to reach their goal, by giving them a nudge every now and then.

The leader tries to inculcate a sense of individual responsibility within every individual and hence creates an effective team that can function with minimum supervision.

(*WWW.Questionia.com/leadership*)

2.7.4 Effective Leadership Styles: The Delegating Approach

The delegating style of leadership is more democratic than any other styles of leadership. In this style of leadership, the employees and the leader are a part of every process. The leader empowers the team members and allows them to be a part of the planning and decision making process and decide their own roles and responsibilities. In this style of leadership, the leader accepts the decisions of the team members, allows them to evaluate their own work. This sense of leadership tends to develop a team, which functions as a cohesive and responsible team.

Thus there exist several effective leadership styles, which are suited for various setups and organizations. The success of the team and the satisfaction of team members as a cohesive group are the two important indicators of an effective leadership style. (*WWW.Questionia.com/leadership*)

2.8 LEADERSHIP QUALITIES

Leadership is nothing but the quality which makes a person stand out different from other ordinary employees. It is associated with such a person who has aggressiveness in speech and action, love for the employees, and who can handle pressure under different circumstances and a person who is always ready to fight for the rights of employee. A leader is useless without followers. It is the followers who make a person as a leader and if required overthrow him.

Leaders play a critical role during change implementation, the period from the announcement of change through the installation of the change. During this middle period the organization is the most unstable, characterized by confusion, fear, loss of direction, reduced productivity, and lack of clarity about direction and mandate. It can be a period of emotionalism, with employees grieving for what is lost, and initially unable to look to the future.

In addition to forecast and amiability, the characteristics that leader must have are ability to recognize employees' talents, the know-how to make teams work and an open mind.

Leadership does vary to some extent as per the positions i.e. it may be slight different for manager and different for a union leader but the basic qualities of leadership does not change. A leader is someone who motivates his followers to achieve some goal and put in their best efforts. Read on to learn more about the best qualities of a leader.

The leader is executed to play many roles and, therefore, must be qualified to guide others to organizational achievement and must also be a capable handler of interpersonal relations.

(WWW.Questionia.com/Leadership)

2.8.1 Good Communication skill

Communication is the key to be a great leader. The reason for this is simple: if he possesses the other nine leadership qualities but if he fails to communicate well, he will never be great leader. What he can do is communicate with others in the organization about what it can do to move the company forward. In other words good communication is the key for developing good business relationships. If he can't establish a good business working relationship, he is not going to be that leader, that team player. He will not be able to communicate how it can add long-term value to the company. The modern leaders must therefore be equipped with good communication skill and use new ways to do effective communication. (WWW.Questionia.com/Leadership)

2.8.2 Honesty

The most valuable asset of a leader is honesty. He must be honest with both his employees and the management committee. Another part of his features is integrity. Once a leader compromises his or her integrity, it is lost. That is perhaps the reason integrity is considered the most admirable trait. The leaders therefore must keep it "above all else" (WWW.Questionia.com/Leadership)

2.8.3 Visionary Outlook

Leadership qualities are different for different position. He has to be able to look beyond where we are today, know where to business is going, and be able to use that vision to move the company forward; being able to do this is a rare skill indeed. (WWW.Questionia.com/Leadership)

2.8.4 Action Speaks Louder than Words

Managers must be able to put aside their concerns to listen to (and appear to listen to) those around them. As a result, they come know what is going on, and know what is both said, and said between the lines. They have the knack of appearing to know what people need even if those needs are not expressed directly. However, knowing what is going on, and identifying the needs of those around them is not sufficient. The responsive manager also acts upon that knowledge, attempting to help fulfill the needs of employees, superiors, etc. Responsive managers wield influence to solve problems for those around them, often before even being asked. (WWW.Questionia.com/Leadership)

2.8.5 Selecting a Good Team

Leaders should have a skill of choosing best people for a team. So that, the selected members of the team will be efficient and productive and also there will be an atmosphere of mutual trust and respect. (WWW.Questionia.com/Leadership)

2.8.6 Ability to Motivate People Around

A good leader must always keep motivating his team mates for good work and should maintain healthy environment. He must give first priority to safety of workers and see that they are not exploited by superiors. (WWW.Questionia.com/Leadership)

2.8.7 Consistency

Leadership effectiveness is impossible without consistency; every leader has an approach that is unique to them. Don't change your personal style radically after all; it got you in a leadership position. Modify the rough spots but take care not to confound your staff by displaying inconsistency. Your expectations, though subject to modification based on ever-changing business needs, should remain as constant as possible. The business world is confusing enough without you adding unwelcome surprises into the mix. Keep things simple and consistent. (WWW.Questionia.com/Leadership)

2.8.9 Ability to Stand Against Critics

As the success rate increases your critics multiply and become louder. Come to peace with the fact that you will always have a camp of people who critique every decision you make. They are generally the ones who are excellent problem-identifiers rather than problem-solvers. Develop your skills of repelling such critics so that they do not diminish your confidence or enthusiasm.

It takes focus and confidence not to be adversely affected by criticism. Strong leaders learn the art of listening to critics, but ultimately making decisions for the good of the department, no to simply please the critics. The following quote sums it up nicely: "Some of the most talented people are terrible leaders because they have a crippling need to be loved by everyone". As rightly stated by James Schorr. (WWW.Questionia.com/Leadership)

2.8.10 Leadership Skills

Besides personality traits, it has been assumed that the acquisition of certain skills on the part of a leader has almost become a necessity for the successful performance of his task. He would of course, be successful only to the extent that he is equipped with certain managerial skills in getting things done through people. The term management skill has been used in this context to refer to an ability which can be developed and which is manifested in performance. Actually, an affection leader appears to rest on three personal and basic developed skills. (WWW.Questionia.com/Leadership)

1. **Technical skill**, which is used to refer to proficiency and understanding of a specific kind of activity involving a method, process, procedure or technique. This skills is primarily concerned with working with the “things”
2. **Human Skill**, which is managers’ ability to work with other and to build a cooperative effort with the group he manages. This skill is primarily concerned with working “People”.

3. **Conceptual skill**, which implies the ability to visualize the organization as a whole. These skills enable the managers to perceive and recognize the interrelationships of various factors operating within the total organization. The relative importance of these skills varies with the organizational level. At lower levels, technical and human skills are required more than the conceptual skill. At higher level the manager's effectiveness depends more on conceptual and human skills.

2.9 FACTORS OF LEADERSHIP

There are four factors of leadership: (WWW.Questionia.com/Leadership)

Follower

Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee. A person who lacks motivation requires a different approach than one with a high degree of motivation. You must know your people! The fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation. You must know your employee's be, know, and do attributes.

Leader

You must have an honest understanding of who you are, what you know, and what you can do. Also, note that it is the followers, not the leader who determines if a leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed.

Communication

You lead through two-way communication. Much of it is nonverbal. For instance, when you set the example that communicates to your people that you would not ask them to perform anything that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees.

Situation

All are different. What you do in one situation will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the result may prove ineffective. Various forces will affect these factors. Examples of forces are your relationship with your seniors, skill of your people, the informal leaders within your organization, and how your company is organized.

2.10 Motivation Theory

Motivation is one of the key ingredients in employee performance and productivity. Even when people have clear work objectives, the right skills, and a supportive work environment, they won't get the job done without sufficient motivation to achieve those work objectives. Motivation refers to the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior. Motivation employees are willing to exert a particular level of effort (intensity), for a certain amount of time persistence, toward a particular goal (DIRECTOIN).

Motivating employees has never been more challenging. One reason is that the workforce is changing. As we learned in the opening story, Generation-X employees bring different needs and expectations to the workplace than their baby-boomer counterparts. Meanwhile, baby boomers' needs are shifting as they enter new stages of their life. There is some evidence that companies have not yet adjusted to these changes. A recent survey indicates that only 37 percent of employees feel that their bosses know what motivates them. "The greatest obstacle preventing Xers from giving out best in the workplace is that we are severely misunderstood," Complains Bruce Tulgan, the management consultant who has helped J.c. Penney, Wendy's Restaurants, and other companies find better ways to motivate people in this generation.

Motivating employees is also more challenging at a time when firms have dramatically changed the jobs that people perform, reduced layers of hierarchy, and jettisoned large numbers of employees throughout the process.

These actions have significantly damaged the levels of trust and commitment necessary for employees to put out effort beyond the minimum requirements. Some organizations have completely given up on motivation from the heart and rely instead on pay-for-performance and layoff threats. These strategies may have some effect (both positive and negative, but they do not capitalize on the employees motivational potential.

Lastly, as companies flatten their hierarchies to reduce costs, they can no longer rely on supervisors to practice the old “command and control” methods of motivating employees. This is probably just as well, because direct supervision is incompatible with the values of today’s educated workforce. Still. Many businesses have not discovered other ways to motivate employees.

Motivation theories fall in to two main categories: content theories and process theories.

[/WWW.analytictech.com/motivation](http://WWW.analytictech.com/motivation)

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In today's business world qualified and well trained employees can be used as a competitive advantage to the organizations. Particularly, excellent leadership skill of the management of an organization is very crucial to its successes.

This chapter is mainly committed to present various ideas of the sample population like the leadership styles practiced by Addis Ababa University, the way grievances of employees are presented, managers' willingness to involve employees in decision making, interaction of supervisors with subordinates and vice versa. And also whether there is a formal way of presenting ideas, suggestions or comments designed by the University and finally, manager's participation in any leadership training.

The collection of data is made using Questionnaires techniques from different units of 6 killo campus. Moreover, the data is thoroughly analyzed and interpreted one after the other in pie chart and tabular forms.

The respondents are divided in to two categories Managerial position and non-supervisory workers at middle and lower level. About 115 copies of questionnaires were prepared and distributed. Out of which 90 were distributed to subordinates and the remaining 25 to supervisors. The respondents were selected based on convenience sampling technique. Out of 90 copies of questioners distributed to subordinates 83(92.22%) were properly filled and returned. On the other hand, numbers of supervisors who duly filled and returned the questioner were 22(88.00 %).

3.1. Background Information

The profile of 83 subordinates and 22 supervisory workers with regards to sex, age, educational level and years of service are presented in Chart 1, Chart 2, Chart 3 and Chart 4 respectively.

Chart 1: Sex Distribution of Subordinates workers

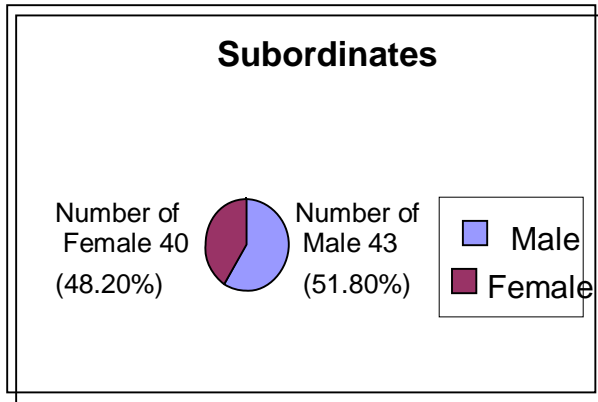


Chart 1 Show that of Subordinates 43(51.80%) were Male and 40(48.19%) were female. The majority of the respondents were male and female respondents are less in number.

Table 3.1 The age distribution of subordinates

<i>Subordinates</i>	<i>Age - range</i>	<i>Number</i>	<i>Percentage</i>
	18-25	<i>24</i>	<i>28.91</i>
	26-35	<i>32</i>	<i>38.65</i>
	36-45	<i>21</i>	<i>25.30</i>
	Above 45	<i>6</i>	<i>07.22</i>
	<i>Total</i>	<i>83</i>	<i>100.</i>

With regard to age composition, table 3.1 shows 24(28.91%) of subordinates workers are between 18-25. And 32(38.55%) of subordinates workers are in 26-35 age range. 21(25.30%) of subordinates are in 36-45 age range. Finally, 6(07.22%) of subordinates are above 45 years.

In general from this age distribution it is possible to say that the majorities of the subordinates are in the age range of 26-35 this data may suggest that they are young, and have better knowledge .

Table 3. 2:- Educational level of Subordinates

	Educational Level	Number	Percentage
Subordinates	<i>12 Grade</i>	8	9.68
	<i>Diploma</i>	51	61.44
	<i>BA/Bsc</i>	20	24.09
	<i>MA/Msc</i>	3	3.61
	<i>Other</i>	1	1.20
	<i>Total</i>	83	100

The table shows that there is no subordinate from selected sample that is below 12 Grade in his/her qualification. 8(9.68 %) of subordinate are at 12 Grade, 51(61.44%) of subordinates are at diploma level, 20(24.09%) of subordinates have first degree. 3(3.61%) of subordinates has MA/MSC. And only 1(1.20%) Subordinates has PHD, Supervisors that hold his/her Diploma 1(4.45%), first degree are 16(72.72%). Only one of the supervisors 1(4.45%) has PHD.

The above data implies that, subordinates are well educated and meet the expected qualification for the post they are holding.

Table 3. 3:- Respondents Years of Service

	Year of Service	Number	Percentage
Subordinates	<i><1-3 Years</i>	44	53.1
	<i>4-6 Years</i>	39	46.98
	<i>Total</i>	83	100.

Finally, the above chart portrays, respondents years of service in the University. Out of 83 subordinates 44(53.1%) workers serves the University from less than one year to 3 years. And most of the subordinates i.e. 39(46.98%) were have from 4 to > 6 years of work experience. From the above table, it can be said that the majority of the respondents serve the University above 1 year. It is possible to say most of them are experienced and had adequate skill.

3.2. Responses of the respondents

Operational leaders play a central and integrative role among the other function of the University. The performance of leader conducive t on developing and building the sprits of coordination, creating conducer environment, directing activities of the group, motivating employees to improve performance and encouraging them to participate in decision making, ensure efficient utilization of human resources and playing a great role toward fulfilling organizational objective. Therefore, Table I is designed to show style of leadership and subordinate participation in Addis Ababa University.

Table 3.4:- Response regarding Style of leadership used

What leadership style exercised in the organization	Styles of Leadership				Laissez Faire Leadership Style		Total	
	Authoritarian (Bureaucratic) Leadership style		Participative (Delegative)					
	No	%	No	%	No	%	No	%
Subordinates	68	81.90	15	18.10	0	0	83	100

The data in the above table show that most of the subordinates 68(81.90%) of responded that the leadership style practiced is Bureaucratic and Authoritarian. Moreover, 15(18.10%) of subordinates response are Participative (Delegative) leadership style. In addition, there is no Laissez Fair leadership style practiced in the University. From the data presented in the table, the leadership style exercised seems to be more of Bureaucratic and Authoritarian leadership style.

Table.3.5 Availability of formal procedure in the University to present request, grievance, Suggestions and comments to different level of management.

Item	Subordinates				Total	
	Yes		No			
	No	%	No	%	No	%
Formal and transparent way of presenting grievances to the management	27	32.53	56	67.46	83	100

Table 3.5, shows that 27(32.53%) of Subordinate responded as there is a way to present grievances to the management and 56(67.46%) of Subordinate said there is no formal way of presenting grievances to the management. The data shows that most Subordinates believe that there is not a formal and transparent way of presenting grievances to the management.

Table 3.6:- The interaction of supervisors with Subordinates

No	Item	Response								Total	
		Very good		Good		Satisfactory		Unsatisfactory		Total	
		No	%	No	%	No	%	No	%	No	%
1	Interaction with supervisors (Responses from Subordinates)	5	60.24	16	19.27	19	22.89	43	51.80	83	100

From the response portrayed in the above table, a large portion 43(51.80) of subordinates responded that they were unsatisfied with the interaction of their supervisor. And 16(19.27%) of subordinates responded that as they have some how friendly interaction. And 19(22.89%) of Subordinate responded satisfactory. From the data presented in the table the interaction of supervisors with their subordinates seems unsatisfactory.

Table 3.7 Discussion of subordinates with supervisors by arranging regular meeting

No	Item	Subordinates				Total	
		Yes		No			
		No	%	No	%	No	%
1	Formal meeting with supervisors	30	36.14	53	63.85	83	100

From the response portrayed in the table, a majority of subordinates 53(63.85%) responded that they did not meet their supervisors regularly in formal meeting. And 30(36.14%) of subordinates were responded as they discuss with their supervisors. And 3(13.63%) of supervisors are not arranged regular meeting to their subordinates.

From the data presented in the table formal meeting subordinates with supervisors is not enough and unsatisfactory.

Table 3.8 Responses regarding managers who take leadership training

No	Item	Yes		No		Total	
		No	%	No	%	No	%
	Did you have trainings as to how to do your job	29	34.93	54	65.6	83	100

As shown in the above table 29(34.93%) of subordinate has taken training and 54(65.6%) of subordinate has no taking training.

Chart 2:- Sex Distribution of Supervisors workers

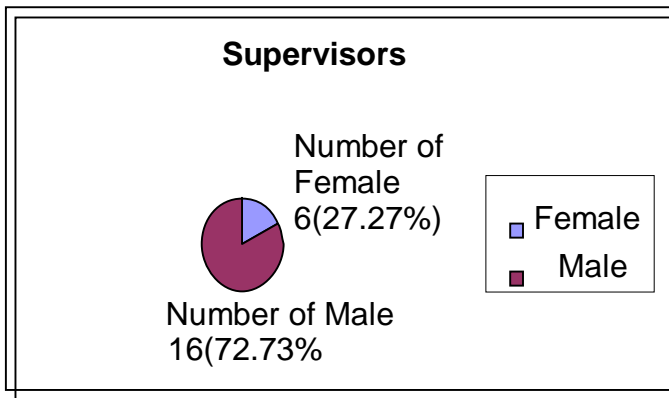


Chart 2 Shows the sex distribution of the respondents, it indicates that out of 22 supervisors 16(72.73%) were male and 6(27.27%) were Females. The above chart indicates that the majority of the respondents were male and female respondents are less in number.

Table 3.9 The age distribution of Supervisors

<i>Supervisors</i>	<i>Age - range</i>	<i>Number</i>	<i>Percentage</i>
	18-25	3	13.63
	26-35	10	45.45
	36-45	4	18.20
	Above 45	5	22.72
	Total	22	100

With regard to age composition, table 3.9 shows 3(13.63%) of Supervisors workers are between 18-25. 10(45.45%) of Supervisors workers are in 26-35 age range. 4(18.20%) of Supervisors are in 36-45 age range. And, 5(22.72%) of Supervisors are above 45 years.

In general, from this age distribution it is possible to say that the majorities of the subordinates are in the age range of 26-35 this data may suggest that they are young and have better knowledge.

Table 3.10 Educational level of Supervisors

<i>Supervisors</i>	Educational Level	<i>Number</i>	<i>Percentage</i>
	<i>12 Grade</i>	0	0
	<i>Diploma</i>	1	04.54
	<i>BA/Bsc</i>	16	72.72
	<i>MA/Msc</i>	4	18.20
	<i>Other</i>	1	04.54
	Total	22	100

The above table shows that there is no supervisor from selected sample who is 12 Grade in his/her qualification. 1(04.54%) of supervisor are at diploma level, 16(72.72%) of subordinates have first degree. 4(18.20%) of supervisor has MA/MSc. And only 1(04.54%) supervisor has PHD.

The above data implies that, supervisors are well educated and meet the expected qualification for the post they are holding.

Table 3.11 Supervisors Respondents years of Services

<i>Supervisors</i>	<i>Year of Service</i>	<i>Number</i>	<i>Percentage</i>
	<i><1-3 Years</i>	<i>14</i>	<i>63.6</i>
	<i>4-6 Years</i>	<i>8</i>	<i>36.40</i>
	<i>Total</i>	<i>22</i>	<i>100</i>

Finally, the above chart portrays, respondents years of service in the University. Out of 22 Supervisors 14(63.6%) workers serves the University from less than one year to 3 years. And most of the Supervisors i.e. 8(36.40%) were have service years of 4 - > 6 years.

From the above table, it can be said that the majority of the respondents serve the University above 1 year. It is possible to say most of them are experienced and had adequate skill.

Table: - 3.12 Participate in decision making

No	Item	Responses						Total	
		Yes		Never		Sometimes			
		No	%	No	%	No	%	No	%
1	Involving subordinates in decision making	14	63.63	3	13.65	5	22.72	22	100

As shown in the above table 14(63.63%) of supervisors responded that they involve subordinates in decision making. 5(22.72%) of supervisors involve their subordinates sometimes, and 3(13.63%) of respondents were not willing to involve in decision making. From the data presented in the table Managers involve subordinates in decision making.

Table 3.13 Response regarding Style of leadership used

What leadership style exercised in the organization	Styles of Leadership							
	Authoritarian (Bureaucratic) Leadership style		Participative (Delegative)		Laissez Faire Leadership Style		Total	
	No	%	No	%	No	%	No	%
Supervisors	2	9.10	20	90.90	0	0	22	100

The data in the above table show that most of the Subordinate 2(9.10%) of responded that the leadership style practiced is Bureaucratic and Authoritarian. And 22(90.90%) of Supervisors response are Participative (Deligative) Leadership. In addition, there is no Laissez Fair leadership style practiced in the University

From the data presented in the table the leadership style exercised seems to be more of Participative and Deligative leadership style.

Table3. 14 Availability of formal procedure in the University to present request, grievance, suggestions and comments to different level of management.

No	Item	Supervisors				Total	
		Yes		No		No	%
		No	%	No	%		
1	Formal and transparent way of presenting grievances to the management	14	63.63	8	36.40	22	100

Table 3.14, shows that 14(63.63%) of Supervisors responded as there is a way to present grievances to the management and 8(36.40%) of Supervisors said there is no formal way of presenting grievances to the management. The data shows that most Supervisors believe that there is a formal and transparent way of presenting grievances to the management.

Table 3.15 The interaction of supervisors with Subordinates

No	Item	Response								Total	
		Very Friendly		Some how Friendly		In bossy Way		Unsatisfactory		Total	
		No	%	No	%	No	%	No	%	No	%
1	Interaction with Subordinate (Responses from Supervisors)	8	36.36	11	0.5	3	13.36	—	—		100

From the response portrayed in the above table, there is no supervisors responded that they were not unsatisfied with the interaction of their subordinate. And 8(36.36%) of supervisors responded that as they have Very Friendly interaction. And 11(0.5%) of supervisors responded Some. how Friendly. And 3(13.36%) of supervisors responded in bossy Way. From the data presented in the table the interaction of supervisors with their subordinates seems some how friendly.

Table 3.16 Discussion of subordinates with supervisors by arranging regular meeting

No	Item	Supervisors				Total	
		Yes		No			
		No	%	No	%	No	%
1	Arranging meeting to discuss with subordinates	19	86.36	3	13.63	22	100

From the response portrayed in the table, a majority of Supervisors 3(13.63%) responded that they did not meet their subordinates regularly in formal meeting. And 19(86.36%) of Supervisors were responded as they discuss with their subordinates.

From the data presented in the table formal meeting supervisors with subordinates is satisfactory.

Table 3.17 Responses regarding managers who take leadership training

No	Item	Yes		No		Total	
		No	%	No	%	No	%
	Number of Managers who participate in leadership training	10	45.45	12	54.54	22	100

As shown in the above table 10(45.453%) of Supervisors has taken training and 12(54.54%) of Supervisors has no taking training.

Table 3.18 Responses regarding encourage your subordinate to suggest new ideas,

No	Item	Supervisors				Total	
		Yes		No			
		No	%	No	%	No	%
1	Encourage your subordinate to suggest new ideas	20	90	2	9	22	100

Table 3.18, shows that 20(90%) of supervisors responded as Encourage there subordinate to suggest new ideas, and 2(90.90%) of supervisors responded as not Encourage subordinate to suggest new ideas

Table 3.19 Responses regarding Involve subordinates in planning and setting objectives,

No	Item	Supervisors				Total	
		Yes		No			
		No	%	No	%	No	%
1	Involve subordinates in planning and setting objectives	17	72	5	22.72	22	100

Table 3.19, shows that 17(72%) of supervisors responded as Involve subordinates in planning and setting objectives, and 5(22.72%) of supervisors responded as not Involve subordinates in planning and setting objectives

Table 3.20 Responses regarding try to solve problems related to the work of your Subordinates

No	Item	Supervisors				Total	
		Yes		No			
		No	%	No	%	No	%
1	Try to solve problems related to the work of your subordinates	21	95.45	1	0.4	22	100

Table 3.20, shows that 21(95.45%) of supervisors responded try to solve problems related to the work of there subordinates, and 1(0.4%) of supervisor responded that no try to solve problems related to the work of there subordinates,

Table 3.21 Responses regarding Provide trainings to subordinates to enable them to accomplish their work effectively?

No	Item	Supervisors				Total	
		Yes		No		No	%
		No	%	No	%		
	Provide trainings to subordinates to enable them to accomplish their work effectively?	11	0.5	11	0.5	22	100

Table 3.21, shows that 11(0.5%) of supervisors responded Provide trainings to subordinates to enable them to accomplish their work effectively, and 11(0.5%) of supervisors responded that as not Provide trainings to subordinates to enable them to accomplish their work effectively.

CHAPTER FOUR

Summaries, Conclusions and Recommendations

4.1. SUMMARY

The collection of data is made using Questionnaires techniques from different Departments 6 kill campus.

The respondents are divided in to two categories Managerial position and subordinate workers at middle and lower level. About 115 copies of questionnaires were prepared and distributed. Out of which 90 were distributed to subordinates and the remaining 25 to supervisors.

The respondents were selected based on willingness and availability, which means convenient sampling technique. Out of 90 copies of questioners distributed to subordinates 83(92.22%) were properly filled and returned. On the other hand, numbers of supervisors who duly filled and returned the questioner were 22(88.00%).

After analyzing and interoperating the above mentioned questioners, the following findings are drawn:

- 16(72.72%) of supervisors and 43(51.80%) of subordinate were male respondents
- 2(18.81%) of supervisors and 29(42.03%) of subordinate were female respondents
- 16(72.72%) of supervisors have first degree
- 15(18.07%) of the subordinate have serve the University for 3 years
- 68(81.90%) of subordinate responded that the leadership style practiced is Bureaucratic and Authorial.
- 15(18.10%) of subordinate responded that the leadership style practiced is Deligative and Participative.
- 43(51.80%) of subordinates responded that they were unsatisfied with the interaction of their supervisors.

- 8(36.36%) of Supervisors responded that they were very friendly with the interaction of their supervisors.
- 20(90%) of supervisors responded as encourage there subordinate to suggest new ideas.
- 5(22.72%) of Supervisors responded that not involve subordinates in planning and setting objectives.
- 21(95.45%) of supervisors responded try to solve problems related to the work of there subordinates.
- 27(32.53%) of subordinates forwarded their ideas, suggestion and comments.
- 53(63.85%) of subordinates responded that they did not meet their supervisors regularly in formal meeting
- 12(54.51%) of supervisors were not taken any leadership training.

4.2. CONCLUSIONS

After examining the above summary of major findings, the following conclusions were drawn:

- The adaptation of strict leadership style like Bureaucratic and Authoritarian by the management of the University and the tendency of the supervisor not encourage the employee to involve in routine decision making activities are, most likely, major cause to discourages the participation of the operational employees in making routine decision on operational activities, and it also made them to refrain from forwarding valuable comments and suggestion for the improvement and change of the prevailing system.
- The interest and confidence of employees to present their grievance and other requests to the University management is very low, the response of the management to their request, if they made any, is also unsatisfactory,
- The reaction of operational employees to the above mentioned problems is mostly frustration, loss of belongingness, and even separation from the University to some extent. This creates, on the management side, a negative impact on the employee retention effort and boasting of employee's efficiency.
- Finally, as it is indicated in the last summary finding, since there is, at least on some part of the University a deficiency on motivating employee and giving suitable guidance to their subordinate due to lack of theoretical and practical knowledge of leadership; it is clear that it weakens the favorable interaction of management and operational employees, and it also deteriorates the University ability to accomplish its objective.

4.3. RECOMMENDATIONS

Examining and analyzing the above-mentioned conclusions, the following recommendations are forwarded respectively:

- In order to improve the participation of subordinate in routine operational decisions and increase their involvement in forwarding valuable comments and suggestion for improvement of the prevailing system, Managers should follow different style of leadership for different situations and different employees to produce balanced result from the employees.
- To boost confidence of employees in presenting their grievance and other requests to the University management and to improve the interaction between supervisors and subordinates; providing clear grievance presenting procedure and providing employees and the supervisors with the same grievance presenting procedure is very crucial to create confidence and understanding between them. Moreover, it also creates a system of accountability and transparency.
- The management should set suggestion boxes in different places in order to collect suggestions and ideas from its employees and also arrange regular meeting between the leaders and employees to improve employee's participation.
- Finally, to alleviate managers' deficiency on motivating employee and giving suitable guidance to their subordinate due to lack of theoretical and practical knowledge of leadership, improving theoretical and practical knowledge of the supervisor by providing them with the required leadership training is an immediate solution.

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WWW.Questionia.com/Leadership

WWW.analytic tech.com/motivation

WWW bulkheadflow.com/leadership

Annex-1

Questionnaires for Employees

I would like to thank you for your willingness and cooperation in filling out this questionnaire. The Main objective of the study is to identify the root source of the problem and recommend the solution. The area of study is an Assessment of Leadership Practice at Addis Ababa University, therefore please express all your replies in the essence of this concept. Waiting for your kind co-operation, your genuine and frank responses to these questionnaires will contribute to the success of my study.

- Remark
- a) No need to write your name
 - b) Please put ✓ or ✗ in the given boxes
 - c) Please do not hesitate to include additional input you want to include

1. Background

Sex Female

Male

Age 18-25

26-35

36-45

Above 45

Educational Status 12 Grade

Diploma

BA/BSC

MA/MSc

Others

Occupational position in AAU

For how long have you been in this work?.....

1. Have you ever invited to forward idea, suggestion or other comments to improve the effectiveness of the department work?
Yes No
2. If "yes" please indicate how often you have done this?
Always Sometimes Rarely
3. Does your idea, Suggestion or other comments used by the University?
Yes No
4. There are about five types of leadership styles: Authoritarian Leadership, Bureaucratic Leadership, Participative Leadership, Charismatic Leadership and Delegative Leadership. Which type of leadership style do you think your supervisor is practicing?
 - a) Authoritarian Leadership - Employing strong order and command
 - b) Bureaucratic Leadership - Strictly following rules and regulations
 - c) Participative Leadership - Allowing employees' participation
 - d) Delegative Leadership - Employees are free to their own decision
 - e) Charismatic Leadership - the leader tries to inject doses of interest in order to their performance level
5. How is your interaction with your supervisors?
Very good Satisfactory
Good Unsatisfactory
6. Does you supervisor arrange and organized a formal meeting to discuss issues with subordinates?
Yes No
7. If "Yes" How frequent?
Daily Weekly Monthly Quarterly
 Other, specify
.....
.....
8. Is there a system to present your complaints or grievance to any level of the management?
Yes No

9. If "Yes" How fast is there response?

Very Fast Fast Slow No response

10. Did you have trainings as to how to do your job

Yes No

11. Does your supervisor solve any problem related to your job

a) Yes b) No

12. Your job environment is

a) Very good b) Good c) poor

13. If your answer for question (12) is poor, in what respect

- a) No adequate and clean office
- b) No adequate lighting and air conditions
- c) No adequate office equipment
- d) Noisy
- e) No personal protective equipments

14. Do you get incentives and benefits

a) Yes b) No

15. If your answer for question (14) is yes give the kind of incentives and benefits

- a) Promotion
- b) Bonus
- c) House allowance
- d) Transport allowance
- e) Education and medical assistance
- f) Other specify _____

16. What do you suggest to improve the leadership effectiveness of the organization

Thank you for your cooperation,

Annex-2

Questionnaires for Managers

I would like to thank you for your willingness and cooperation in filling out this questionnaire. The Main objective of the study is to identify the root source of the problem and recommend the solution. The area of study is an Assessment of Leadership Practice at Addis Ababa University; therefore please express all your replies in the essence of this concept. Waiting for your kind co-operation, your genuine and frank responses to these questionnaires will contribute to the success of my study.

- Remark
- a) No need to write your name
 - b) Please put ✓ or X in the given boxes
 - c) Please do not hesitate to include additional input you want to include include

1. Background Information

Sex Female

Male

Age 18-25

26-35

36-45

Above 45

Educational Status 12 Grade complete

Diploma

BA/BSC

MA/MSc

Others

Occupational position in AAU

For how long have you been working in this position?

1. There are about five types of leadership styles: Authoritarian Leadership, Bureaucratic Leadership, Participative Leadership, Charismatic Leadership, Laissez-faire and Delegative Leadership.

Have you ever practiced any of the above mentioned styles of leadership?

Yes No I don't know any of them

2. If yes, please indicate which one of the above leadership style you have been using, (you can choose more than one style)

Authoritarian Leadership Bureaucratic Leadership

Participative Leadership Charismatic Leadership

Delegative Leadership

3. Have you ever taken any leadership training?

Yes No

4. If yes, Please indicate the degree of the knowledge you earned from the training?

Very good Good Fair

5. Do you involve your subordinates in decision making?

Yes Sometimes Never

6. If "yes" in what kind of decision and activities (Possible to give more than one answer)

A) In Planning

B) In decision making

C) In allocating tasks and resources

D) In evaluating performance

E) In setting standards for measurement of performance

7. If "Never" why?

.....
.....
.....

8. Do you regularly held discussion with your subordinate to discuss about issues concerned to your department

Yes

No

9. If "Yes", indicate how frequent

Weekly

Monthly

Quarterly

Other, specify

.....
.....

10. Is there any formal procedure in the University that employee to present their request, grievance, suggestions, and comments?

Yes

No

11. If "yes" please explain how do subordinates forward their request to you?

.....
.....
.....

12. How long it take for you to respond to subordinates complaints and grievance?

Less than a week

With in two week

Not Specified

One week

With in a month

13. How is your interaction with your subordinates?

Very Friendly

In a bossy way

Some how friendly

14. Do you encourage your subordinate to suggest new ideas?

Yes

No

15. Do you involve subordinates in planning and setting objectives

Yes

No

16. Do you try to solve problems related to the work of your subordinates

Yes

No

17. Do you provide trainings to subordinates to enable them to accomplish their work effectively?

Yes

No

Thank you for your cooperation,

Declaration

I, the undersigned, declared that this senior essay/project is my original work, prepared under the guidance of Ato Habte Zeberga. All sources of material used of the manuscript have been duly acknowledged.

Name Asnakech Teferi

Signature_____

(Place of Submission SMUC)

Date of Submission _____

Submission approval sheet

This Senior Research paper has been submitted to the department of management in partial fulfillment of the requirements of BA degree in management with my approval as an advisor.

Name Ato Habte Zeberga

Signature_____

Date of Submission _____