

NAIROBI EVANGELICAL GRADUATE
SCHOOL OF THEOLOGY

*Concepts of Effective Leadership in Evangelical Association
of Malawi (EAM): Influence on Leadership Styles and
Succession Plans*

BY
LLOYD KONDWANI MTALIMANJA

*A Thesis Submitted to the Graduate School in Partial
Fulfilment of the Requirements for the Degree of Master
of Arts in Christian Education*

JULY 2006

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SCHOOL OF THEOLOGY**

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LEADERSHIP STYLES AND SUCCESSION PLANS**

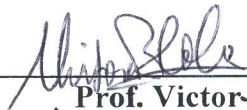
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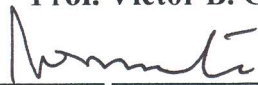
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July, 2006


Student's Declaration

**CONCEPTS OF EFFECTIVE LEADERSHIP IN EVANGELICAL
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LEADERSHIP STYLES AND SUCCESSION PLANS**

I declare that this is my original work and has not been
submitted to any other College or University for academic credit.

The views presented herein are not necessarily those of the Nairobi Evangelical
Graduate School of Theology or of the Examiners

(Signed)



Lloyd Kondwani Mtalimanja

July, 2006

ABSTRACT

This study sought to establish the concepts of effective leadership espoused by the seven top-most leaders in Evangelical Association of Malawi (EAM). The study aimed to find out the extent to which those concepts were practiced and how they were influencing the formulation of leadership development and succession plans of the organization.

The study adopted a non-experimental cross-sectional study design with a combination of descriptive and explanatory research approaches. To facilitate the collection of quantitative and qualitative data, the questionnaire used contained both closed- and open-ended questions. The researcher used the Statistical Package for Social Sciences (SPSS) to analyze the quantitative data.

The study revealed that the concepts of effective leadership that the said leaders in EAM espoused could lead to effectiveness if allowed to influence practice. Further, the study found that these concepts were significantly influencing leadership practice. However, there appeared to be other forces and/or values either in the organization or in the leaders themselves that were hindering the formulation of leadership succession plans.

In view of the findings, the researcher recommended that the leaders in EAM need to endeavor to account for the lack of clearly laid out leadership development and succession plans since these plans are not only a mark of effective leadership, but are essential to an organization's continued effectiveness. The leaders should establish the forces/values, either in themselves or in the organization, which account for lack of clearly laid out leadership succession plans.

DEDICATION

To Sellah my wife and Victoria my daughter - the two loves of my life

To God, to whom I owe everything

And to my parents, without whom I would not be where I am

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My deepest gratitude goes to the Lord God Almighty; the God of Abraham, Isaac and Jacob, the Great I AM. In addition, I am extremely grateful to the following.

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May God remember all of you with great favor

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CHAPTER ONE

INTRODUCTION

Malawi, like many countries in Africa, is yet to fully reap the benefits of effective leadership. This insufficiency as regards effective leadership is as acute in the Church as outside it. This study aimed at discussing the concepts of effective leadership with a particular interest in the concept's influence on practical leadership styles and leadership succession plans in the context of Evangelical Association of Malawi (EAM). EAM is a Christian organization whose membership includes individual Christians, mainline evangelical churches, charismatic/Pentecostal churches and Christian organizations. Part of EAM's mandate is the facilitation of effective leadership development initiatives for the benefit of its members. Consequently, this study focused on leadership as it applies in the Christian frame of reference, with a particular reference to the Malawian scenario.

Background

As an organization, EAM is committed to the improvement of the spiritual and social well being of all people. EAM works very closely with the Christian Church worldwide, relevant government departments, other non-governmental organizations, and international bodies both within and without Malawi that share this same vision. Missionaries from Europe introduced EAM to Malawi in 1962 as a movement for the promotion of Christian

mission and social service, with focus on peace and justice, education and health, and missions.

EAM belongs to a wide family of Evangelicals worldwide. Internationally, EAM is a part of the World Evangelical Fellowship, whose secretariat is in Singapore. On the African level, it is affiliated to the Association of Evangelicals in Africa, whose main office is in Nairobi, Kenya. In Malawi, EAM is a full member of the Council for Non-Governmental Organizations, commonly called CONGOMA (Material taken from “An Introduction to Evangelical Association of Malawi” updated by EAM in 2002).

Statement of the Problem

Malawi has of late seen an unprecedented boom in Pentecostal/charismatic churches. However, the leaders in most of these new movements are ill-equipped to fulfill their calling faithfully. Some of these newly born Pentecostal/charismatic ministries are increasingly turning out to be personality cults. In ministries that are of age, on the other hand, some leaders either assume leadership positions courtesy of the “political power play” within their domain or aspire for leadership just for the love of the “political power” that leadership can afford them. Consequently, the Church in Malawi is yet to fully benefit from effective Christian leadership.

Part of EAM’s mandate is the modeling and facilitation of effective leadership development initiatives for the benefit of its members and the Church in general. The elements pertaining to effective leadership, as found in the literature are: Godly servanthood and stewardship, timely and prudent delegation, deliberate role-modeling of ideals, flexibility and sensitivity on the part of the leaders, intentional and visionary staff development (nurturing of potential leaders), intentional pursuit and building up

of meaningful relationships among members of staff, timely achievement of objectives, and visionary planning (Armerding 1978, 101, 107).

The lack of effective leadership is most acute among congregations in rural and/or semi-rural areas, where untrained laity take charge and rule over congregations, often in the manner of a despot. Gangel (1991, 14), quoting Habecker advised that “Leaders ought to view their leadership assignment as stewardship of a temporary trust from the Lord rather than as something to be permanently clung to.” In echoing this sentiment, Sanders (1994, 140) said, “Only one leader [God] holds office forever.”

While effective and on-going leadership development opportunities are hardly available, of particular concern is the lack of organizational structures and leadership styles that truly model effective leadership, the kind that provides for smooth succession of leadership. The Hagberg Consulting Group (n.d.) underlined the importance of leadership succession planning: “Strategic goals can only be achieved if an effective program for leadership succession is in place. Succession planning is necessary to ensure that leadership growth keeps pace with organizational growth.” The lack of leadership succession planning has led to stagnation of organizations and institutions in some cases in Malawi. Alongside the issue of leadership succession is the issue of delegation or lack of it when the need to delegate arises. Being an umbrella body, therefore, EAM needs to model and champion the Biblical mode of effective leadership among evangelicals in Malawi. The gravity of the problem can be best appreciated in light of Engstrom’s (1976, 72) assertion that “Leadership style in any organization is a major determinant of employee productivity.”

The question of leadership is often misunderstood to refer only to the elite of an organization or any such grouping. However, according to Goodwin II (1981, 9),

“Not only has each normal person been given the capacity to lead, but each normal Christian is expected to lead in the area of his or her gifts, talents or skills.” Part of the problem, as regards lack of effective Christian leadership, can be traced to Christian institutions of higher learning. In the Malawian situation, the lack of students’ unions (students’ councils) in almost all of the Christian institutions of higher learning denies aspiring leaders the opportunity to develop latent leadership skills. Also, some of the leaders in these institutions do not ‘walk their talk.’

However, if we were to learn from both the Jewish Schools of the Prophets and the Jewish Rabbinic Centers, education was so designed “To develop, train, and educate” towards effectiveness (Engstrom 1976, 62). Hardly all three elements of the Jewish Schools of the Prophets and the Jewish Rabbinic Centers can be said of most leadership training endeavors in the Malawian situation. Engstrom (1976, 198) observed that “A Christian leader must always be in pursuit of excellence. Often this is a missing note in our evangelical Christian milieu.” Gaebelein (1976, 112) echoed Engstrom’s observation and said “Evangelicalism badly needs scholarly leadership.”

In summary therefore, the two-pronged question that this study sought to answer is, “How do the personnel in the top three leadership levels in EAM conceptualize effective leadership, and how do those concepts translate into practical leadership styles and leadership succession plans?”

Underlying Assumptions

The researcher approached this study with the overall assumption that there is a strong relationship between the effective leadership concept held by a person and that person’s manifest style of leadership. In other words, one’s conceptualization of effective leadership will necessarily manifest itself in how one leads on a day-to-day

basis. At organizational level, the prevalent effective leadership concept will further manifest itself in the organization's leadership succession plans or lack of the same. These underlying assumptions were meant to help the researcher in the interpretation of data.

Purpose of Study

The overall purpose of this study was to find out if the collective concept of effective leadership as held by the seven top-most leaders in EAM manifests itself, firstly, in practical leadership styles and, secondly, in the organization's leadership succession plans. It was hoped that this study would result in recommendations that will inform EAM on how to model and facilitate development of effective leadership for its membership. In addition to modeling through its own structure and practice in terms of effective leadership, EAM plans to beef up its short-term church leadership training programs by setting up a theological college. This study attempted to bring to light the kind of influence that leadership concepts can exert on organizations such as EAM.

Significance of Study

Since EAM plans to begin addressing leadership problems affecting Malawi through the setting up of a theological college, this study may inform the process of designing the curriculum for such a program. By extension, the dynamics involved in planning for leadership succession may be brought to light through this study for proper action planning. On a personal level, this study is of significance since the researcher will be part of the EAM Church leadership development team, hence the need to study the concept of practical and effective leadership. Findings from this

study may also inform leadership training programs of Christian institutions in Malawi as regards how the leadership concept held by a leader translates into practice, and how the same concept may determine an organization's future in terms of growth.

Research Questions

1. How do the personnel in the top three leadership levels of the organizational structure of EAM conceptualize effective leadership?
2. How are the given concepts of effective leadership reflected in the respective leadership style(s)?
3. How can we associate the presence/absence of leadership development and succession plans in EAM with the concepts of effective leadership held by the personnel in the top three levels of the organizational structure?

Research Objectives

1. To learn how leaders within the first three levels of the organizational structure of EAM conceptualize leadership
2. To discover how leadership is practiced (actual leadership styles) in EAM and establish if the practice is stemming from the held concepts of leadership
3. To find out if the leadership concepts held by the said leaders influence personnel development and leadership succession plans.

Limitations

While it would have been more insightful to do this study among the member organizations of EAM (some of which are training institutions), and even go as far as probing for the sources of the leadership concepts espoused, implications of cost, time, and accessibility of the relevant population made such a study impossible at the time. In addition, it would also have been more insightful if a study like this one was extended to the lower rank employees of the organization (EAM) for purposes of establishing if what the leaders discovered as their leadership styles is congruent with

how the lower rank employees of EAM view them in terms of their leadership styles as observed in practice.

Delimitations

Leadership is a very broad area of study hence it was not the intention in this study to discuss all matters pertaining to its effectiveness. This study's concern was the concept of practical effective leadership, as it specifically applies to the Christian frame of reference in the context of the Church in Malawi. The issue at hand is the development of effective Christian leaders (top level) who can in turn develop others, and who can run Christian organizations in such a way as to facilitate continuity in the organization's life and smoothen leadership succession at appropriate times.

The proposed research, therefore, was limited to a case study of EAM, more so to the leaders of the organization in the three top-most levels of its organizational structure. These are the members of staff who are in a position to exhibit a distinct leadership style and to contribute towards the formulation of the organization's leadership succession plans.

Definition of Terms

An Effective Leader

An effective leader is anyone who enjoys both "natural and supernatural gifts" as they flow from God. Such natural endowments may take the form of "qualities requisite to leadership" (Armerding 1978, 101, 107). Supernatural gifts come as a result of continued fellowship with God while as natural gifts come as a result of training and experience. The Biblical Moses (Exodus) provides us with a good illustration of supernatural gifts (101, 107). The "qualities requisite to [effective]

leadership” are: Godly servanthood and stewardship, prudent delegation of responsibilities, purposeful role-modeling, flexibility and sensitivity to the needs of both the organization and the members of staff, intentional and visionary staff development (nurturing of potential leaders), intentional pursuit of meaningful relationships among members of staff, timely achievement of objectives, vision-sharing and visionary planning, especially as regards leadership succession (101, 107; Goodwin II 1981, 11-13; Kikuyu 2002, 32). Kouzes and Posner (1997, 9, 11) said that “[effective] leaders inspire a shared vision.”

Leadership Style

According to Arthur Merrihew Adams, “Style has to do with the way various components of leadership are exercised,” (1978, 45). In the literature reviewed, leadership styles constitute a continuum into which individual leadership styles fit. No single style has been agreed upon in the literature as the best, since leadership is supposed to be dynamic (Eddy 1969, 136). Nevertheless, any given leader has a dominant style and this is what is taken as his leadership style.

Leadership Development

Leadership development is “An intentional effort to provide leaders and emerging leaders with opportunities to learn, grow and change” (Bredholdt 2001). In an organization, such intentional efforts take the form of delegation, short and long-term training, internships, modeling, and other such endeavors as listed under the subtopic “An Effective Leader.”

Literature

Literature refers to the published and unpublished sources of information that the researcher consulted in preparing to carry out this study. These sources include books, journals, theses, dissertations and internet articles.

CHAPTER TWO

LITERATURE REVIEW

Substantive Literature

In his doctoral dissertation for Michigan State University Cole (1982, 17) observed that although much has been written on leadership as a subject, there is little consensus as regards “what leadership involves, how it is studied and [how it is] measured.” In reviewing related literature, the aim of this paper was to briefly examine some of the most widely observed and practiced leadership styles, with a view to utilizing such knowledge in discovering and identifying the leadership styles being espoused by the selected leaders in Evangelical Association of Malawi.

Practical Leadership Styles

Goodwin II (1981, 16, 17, 18) isolated three variations of leadership styles while Engstrom (1976, 71, 72, 74, 83) discussed four. Blake and Mouton (1985), on the other hand, discussed eight leadership styles.

Much as leadership styles and models abound in the literature, authors seem to agree on two broad categories of leadership models, namely, task-oriented (Concern for production) and person-oriented (Concern for people) models. Below are some of the widely acknowledged leadership styles:

“I” style of leadership (Autocratic-bureaucratic)

The “I” style of leadership is suitable in situations where “quick, life or death decisions are often called for under difficult and unforeseen circumstances” (Goodwin II 1981, 16). This style of leadership, as Goodwin discussed, is the kind where it is the leader’s prerogative to give commands and the others’ privilege to follow them. It has no room for delegation, is often found in Christian circles, and the leader is the center of everything. Engstrom (1976, 74) said, “The leader sees himself as indispensable because he is the only one who really knows what is going on, and he alone can make decisions quickly.” It is a deceptive kind of style in that “people are made to believe they have some say in the planning and future of an organization” when in reality they do not (74).

This style of leadership focuses more on tasks and programs than on people. However, for all purposes and intents of Christian living, this is not a model of leadership (Goodwin II 1981, 16). Goodwin II (17) further said that such kind of leadership may be effective in the short term only, since negative attitudes are provoked sooner than later.

“They” style of leadership

A consultant is a good example of the “They” style of leadership. “They” leaders are those who stand outside the group but nevertheless “help the right people get the right things done.” Such leaders study a situation, write a report, give recommendations but are standing outside the group all the time. Again, this is not an ideal leadership style for the Christian leader who wants to be effective (Goodwin II, 18).

“We” style of leadership (Democratic-participative)

The “We” style of leadership appears to be the model to adopt. The “We” leader “brings about progress by uniting what the group wants with what his training, experience and observation tell him needs to be done.” He is the kind of leader who prudently balances the importance he attaches to his team with the importance he attaches to tasks and targets that are to be aimed at (18). Leaders who believe that involvement in decision-making is the key to motivation practice this style. The merit of this style, according to Engstrom (1976, 72) is that it creates a feeling of shared purpose.

Laissez-faire style of leadership

In this practice, the leader is more of an overseer who hovers in the background up until his presence and contribution are expressly requested. Engstrom (71) said, “This style is practically no leadership at all.” It may work only for the leader who has been hired on a very short-term basis.

Benevolent-autocratic style of leadership

This is characterized by a “father-like concern.” It is a paternalistic style, whose goal is to keep everyone happy and satisfied. The danger, however, is that it hampers efficiency (Engstrom, 83).

Facades

This leadership style is completely deceptive in nature hence it is the one to seriously watch out for. It has no authentic quality, is manipulative, and “obscures the true intentions” of the one practicing it (Blake and Mouton 1985, 156). “Facadist actions come into play when what the facadist wants cannot be accomplished through open leadership” (ibid). The difficulty with identifying this style lies in that facadists

often present themselves as 9,9 or 5,5 styled leaders in their behavior. The difference between a facadist and either a 9,9 or 5,5 leader is that the facades leader is merely pretending to have the interests of the organization and of the employees at heart when in reality he is manipulating the people and the situations around him towards accomplishing his personal agenda (ibid).

It is the preoccupation of the facadist to disguise his extremely strong desire to control, master and dominate those under and around him. He does this without really seeking to contribute to the organization's well-being. The danger with a facadist is that, given room, he may even manipulate the leader(s) above him (ibid).

Opportunism

A leader can be described as opportunistic when he relies on all the Grid styles in an unprincipled way. For such a leader, "every action is for 'tactical' reasons; a means to the end of personal advancement" (Blake and Mouton 1985, 148). The opportunist is driven by the want to always be the number one person, the one most noticed (1985, 148).

Theological Framework of Leadership

In considering the theological framework of leadership, one point needs to be made clear: While it may be argued that effective Christian leadership and the principles thereof are amoral (Engstrom, 25), the true Christian leader nevertheless does everything as a service unto Christ. Consequently, "Any view of leadership must be based upon one's view of man," while bearing Christ's mode of leadership in mind (Engstrom, 26). Engstrom went on to quote from Isaiah 53:6 for us to appreciate the Biblical view of man: "All we like sheep have gone astray; we have turned everyone to his own way..." Effective leaders, therefore, guide and lead at the same time.

Theologically, we learn that “God ordains men to lead” (Engstrom, 25).

Psalms 75:6-7 says, “Promotion cometh neither from the east, nor from the west, nor from the south. But God...putteth down one, and setteth another...” (ibid). With such a backdrop, Engstrom (30) leads us to the point where we can effectively draw leadership qualities from the life of Moses (Hebrews 11:25-27):

1. Integrity: Moses chose to suffer the affliction together with the people of God, as opposed to enjoying the fleeting pleasures of Pharaoh’s court.
2. Vision: Moses knew that the Lord had a greater reward for him than the riches that Egypt promised.
3. Decisiveness: By faith, Moses forsook Egypt for the Lord’s calling upon his life.

In his book entitled “Leadership,” Armerding (1978, 115) appeared to be in agreement with Engstrom since he said, “...the mark of the Christian leader is a meekness that is bold and decisive in standing for God’s word and God’s reputation.” Further, Armerding (116) said “The Christian leader must also recognize that God will hold him to a high standard of accountability,” as exemplified by God’s dealing with Moses in Numbers 20, especially verse 12. Also, from the life of Solomon (2 Chronicles 1:1-13), one learns that Christian leadership goes beyond mere Solomonic wisdom (129). Leadership is a call to “righteousness, holiness and redemption” which adds up to “supernaturally mediated wisdom,” (138). From 2 Chronicles 32:20-23, we learn that an effective leader must not let success go to his head (141).

Lastly, an effective leader appreciates the importance of exposure and on-the-job training as regards developing those under him into effective leaders. “[Jesus] exposed his disciples first to his purposes (Luke 4), then to his principles (Matthew 5-7), next to people, their problems and a variety of procedures for meeting those problems (Matthew 8-9, Mark 6:30, Luke 9:10-11)” (Goodwin II, 42, 43, 44). Christ’s

method of leadership (Mark 10:45) sets the standard: “For even the Son of man did not come to be served but to serve, and to give his life as a ransom for many” (Engstrom, 37).

The Role of Facilitating Leadership Development

Leadership style

The leadership style prevalent in an organization or institution can be an impediment or a catalyst not only to development of effective Christian leaders but also to the organization’s growth. For example, where the “I” style of leadership is practiced, those being led are not given room to fully exercise their faculties, take initiatives, and/or develop any latent decision-making abilities. In contrast, the “We” style of leadership provides for input, initiative and decision-making opportunities. Such opportunities are critical to development of leadership qualities. Goodwin II (8, 9) made some assumptions as regards the issue of facilitating leadership development:

My second assumption is that although potential leaders are born, effective leaders are made. My third assumption is that effective leaders are the result of opportunity, training and experience. My fourth assumption is that the only way to learn to lead is to lead.

Therefore, dictatorial kind of leadership (“I” style), just as discussed under the section “Statement of the Problem,” nips potential leaders in the bud. Leaders of organizations like EAM, since they are facilitators of leadership development in their respective domains, should bear in mind such marks of effective leadership as highlighted above.

Delegation

“A leader may choose one of three ways of getting something done: Do it, assign it, or delegate responsibility for it” (Adams 1978, 154). The leader who tries to do everything himself may be “subversive and frustrating” to the rest of the team especially where some of the people under him have equal or superior competencies, or where the leader is more competent to undertake other much needed duties (Adams, 155). In addition, the leader who does not delegate risks running out of steam sooner than later. The beauty of delegation, however, is that it affords co-laborers the opportunity and atmosphere to give their best to the organization hence it can initiate organizational growth (Adams, 155). “Delegation involves sharing responsibilities, transferring authority, and establishing accountability (Exodus 18:13-26)” (Adams, 155).

Assigning responsibilities

In helping us to better appreciate the dynamics of leadership especially when it comes to delegating and assigning responsibilities, Adams (156) said, “Authority differs from responsibility in that it is not shared in most instances, but transferred.” The best way of assigning responsibilities is through the giving of job descriptions. Job descriptions (responsibility descriptions) must include statements about:

1. The work to be done or output to be expected
2. The time requirements
3. The relationships involved (responsibility and authority definitions)
4. Performance criteria
5. Incentives (Adams, 140)

Methodological Literature Review

Two broad approaches to studies on leadership are the trait approach and the situationist approach. In his PhD dissertation, Cole (23) observed that the trait approach concerns itself with “personal superior qualities that differentiate him [the leader] from his followers.” As such, the trait approach to studying leadership types can be used in such a study like this one. However, the snag is that the trait approach to studying leadership can be cumbersome since it may entail a long list of traits against which a leader’s manifest practice or his view of his leadership qualities can be checked to discover the category of leadership type to which he belongs (Cole, 23).

The situationist approach was developed as a reaction to the trait approach, at a time when researches on leadership were on the increase (Cole, 24). This approach views and evaluates leadership practice and behavior with a specific context in mind. Cole (24) observed that “If the trait approach focuses on what leaders have, the situationist approach focuses on what leaders do.” Since this study concerned itself with both what the selected leaders in EAM have (natural and supernatural gifts) and what they do (how they conceptualize and practice effective leadership), both the trait and situationist approaches were adopted. These approaches are reflected in the questionnaire that was developed as the instrument used to gather data for this study.

Research Instrumentation

The researcher developed a questionnaire used in the data-gathering exercise (appendix 1). This tool sought to gather data on leadership concepts, elements of practice, and the reasons behind both the concepts and elements of practice. It contained both closed-response and open-ended items. The questionnaire touched on concepts/elements of leadership that can be categorized into four (Cole, 187 - 189):

1. Personal characteristics and qualities of the population under study.
2. Leadership concepts and styles of the population under study.
3. The ministry skills/prerequisites required [for one to serve as a leader in EAM].
4. The civic duties [that the one serving as a leader in EAM would be expected to perform].

Since tables have been seen to be effective means of summarizing and presenting data, the researcher chose tables to present and summarize findings of this study in chapter four.

The questionnaire also had items where respondents were requested to select one of ranked opinions. Consequently, the Likert scale of summated ratings was deemed as the measurement to be used to analyze such items. In his thesis, Jusu (1996, 35) stated that:

The Likert method of summated ratings used in measuring opinion of people about certain issues has received much popularity. It measures the opinion of people on a scale which normally contains five responses rated from 1-5. The responses range from a very strong positive assertion to a very strong negative assertion on an issue.

In addition to the Likert method, leadership profiles taken from the Managerial Grid III, as developed by Blake and Mouton (1985) were used to ascertain the respondents' leadership styles. These leadership profiles constitute part II of the questionnaire. The Grid aims at helping leaders discover their own leadership styles, and practices that limit effectiveness.

CHAPTER THREE

METHODOLOGY

For this case study, the researcher adopted a cross-sectional research design with a combination of descriptive and explanatory strategies. A questionnaire was designed to yield both quantitative data through closed-ended questions and qualitative data through open-ended ones. The emphasis in analysis was on the quantitative data gathered.

Despite the researcher being an employee of EAM (on study leave), there was still need for him to obtain permission from the General Secretary of EAM for the study to be done. This was the researcher's first step. A further request made to the General Secretary, upon being granted permission to conduct this study, was for him to facilitate the cooperation of the other respondents to this study. At the time of conducting this study, the researcher had worked for EAM for two years hence he neither anticipated nor encountered any hindrances in terms of accessing the desired population.

Data Collection

The data for this study was collected by the researcher. The sources of information were the leaders in EAM that constituted the top three levels of employees namely, the General Secretary (GS), the Program Managers (PM's), and the Regional Coordinators (RC's). These were valid sources of the needed

information since they have specific domains in which they have sizeable latitude as regards which leadership style to practice. In addition, persons occupying such positions are able to influence the formulation of personnel development and leadership succession plans.

Population

The population for this study was all the members of staff in the top three levels (of employees) of the organizational structure of Evangelical Association of Malawi (Appendix 3). The top-three levels encompassed the General Secretary and his deputy, four program managers and their deputies, and three regional coordinators and their deputies. At the time of the study, however, all the deputy positions were vacant. In addition, one of the program managers was doubling as Regional Coordinator for the Central Region Office, hence the population of this study was seven (7) individuals.

Units of Analyses

The units of analyses were the top three leadership levels in the organizational structure of EAM (in as far as employees of the institution are concerned).

Sampling

The population of this study was so small that there was no need for sampling. All top-seven employees of EAM were chosen to inform this study.

Instrument Design

The questionnaire used in this study contained both open-ended and closed-response items (Appendix 4), and was divided into two parts. The researcher developed this instrument having first examined relevant literature to ascertain the elements (forces) that influence leadership concepts and styles. Hampton and Scott (1978, 654-657) listed three of such elements. First to be mentioned are the “forces in the leader” which may include the forces that his value system may exert on him. Second, are the “forces in the subordinates,” and lastly are the “forces in the situation” and this touches on the type of organization, stage of growth that the organization is at, group effectiveness, the problem at hand, and the pressure of time in view of the problem at hand.

The literature examined led to the researcher’s choice of questions to include in his instrument. Part I of the questionnaire included items as adopted and adapted from Cole (187-189). The adaptation involved tailoring the questionnaire items to fit the context and culture of EAM (and Malawi) as opposed to that of Cole’s ECWA Churches of Nigeria. Also, since Cole went as far as examining the sources of leadership concepts, the questions in this study had to be restructured so as not to probe for sources of the concepts held by the informants of this study. In addition to the questionnaire items adapted from Cole, the researcher obtained a list of leadership profiles (“elements of leadership”) from Blake and Mouton’s book entitled “The Managerial Grid III” (1985, 2-5). This formed part II of the questionnaire. The Grid was constructed on the premise that assumptions guide human behavior, and that “a comprehensive theory of leadership is possible because only a limited number of assumptions about how to achieve performance with and through others are available” (6).

The “elements of leadership,” as Blake and Mouton called them, were organized into six categories namely, Initiative, Inquiry, Advocacy, Conflict Resolution, Decision Making and Critique (Refer to appendices 1, 3 and 4). According to Blake and Mouton, the six categories are vital elements to effective leadership. Under each of the six categories, six statements of self-description were placed, and labeled A, B, C, D, E, and F respectively. As regards administering the tool, each respondent had to select the one statement out of the six under each of the six categories, which best describes him.

In interpreting the findings, “All the ‘A’ statements reflect the same leadership approach,” and similarly all the “B” statements, all the way up to “F” (2). Further guidance is given in the book as regards how to fully interpret one’s findings having used this tool. In addition, since assumptions can be changed, the Grid gives recommendations on how the individual in question can improve his effectiveness.

In this study, the Grid was used primarily to discover the embedded leadership styles of the respondents. Other inferences were then made from it, especially as regards the potential for effectiveness of the leadership styles discovered. In addition, appropriate recommendations were made. The inferences made were analyzed to see if they account for the leadership succession plans in place or lack of the same. For example, where the leadership style is found to be of the dictatorial kind (“I” Style), the natural expectation is that there will be no clearly articulated plans of leadership succession. The process of measuring and quantifying negative/positive traits was done as discussed under the subtopic “Procedure for Data Analysis” in this chapter, and as actually done in chapter four.

This study will be of benefit to the respondents since they may then become aware of areas that need attention as regards their respective leadership styles and the assumptions that form the basis of such styles.

Pilot Testing

This instrument was pilot-tested on the leadership of Kasupe Ministries (Malawi) to minimize the threats of validity to the study. Kasupe Ministries is a Christian organization primarily committed to the welfare of orphans in parts of Malawi. Kasupe Ministries provided valuable input as regards clarity, validity and consistency of the questionnaire items, as well as the items' cultural sensitivity for the Malawian context. Before the pilot-testing, however, the help of a couple of the second year Master of Arts in Christian Education students (convenience sampling) at the Nairobi Evangelical Graduate School of Theology was engaged for the preliminary validity check of the questionnaire. These students are conversant with principles of instrument design and testing in educational research, having taken two consecutive courses in post-graduate research at the institution.

Administering the Instrument

The instrument was hand-delivered by the researcher, and again collected by him. Where necessary, the researcher did shed light on what the questionnaire items were seeking to get from the respondents.

Ethical Considerations

In as far as the EAM's organizational structure is concerned, all the seven respondents to this study were my superiors. In addition, it was explicitly explained to

them that they had the right not to answer any question which they felt uncomfortable with. Consequently, all the seven respondents partook in this study voluntarily: They were neither forced to participate nor given monetary rewards for their participation.

Plan for Data Analysis

The data-gathering instrument was divided into two parts: Part I and Part II. Part I contained items that were used to answer research questions 1 and 3. On the other hand, Part II of the research questionnaire (The Managerial Grid III) was used to answer research question 2. However, research question 3 was meant to be fully answered following the analysis of responses to research questions 1 and 2. The research questions (R.Q.'s) and their corresponding questionnaire items are as reflected below:

R. Q. 1: How do the personnel in the top three leadership levels of the organizational structure of EAM conceptualize effective leadership?

Questionnaire items 1-29 were analyzed using the Statistical Package for Social Sciences (SPSS) and presented by use of tables. Simple frequency counts and corresponding percentages were calculated. The results of the analysis were synthesized and used to address R.Q.1.

R.Q. 2: How are the given concepts of effective leadership reflected in the respective leadership style(s)?

The entire part II of the questionnaire (The Managerial Grid III) was used to gather data to address R.Q. 2. Findings and interpretations are as presented in chapter four.

R.Q. 3: How can we associate the presence/absence of leadership development and succession plans in EAM with the concepts of effective leadership held by the personnel in the top three levels of the organizational structure?

The above research question (R.Q. 3) was answered by utilization of the findings and inferences drawn from questionnaire items designed to answer R.Q. 1 and R.Q. 2. These findings and inferences were seen in light of the specific responses to questionnaire item numbers 3, 4, 5, 6, 7, 8, 29, 30, 31, and 32, which were the items specifically designed to address R.Q. 3.

Procedure for Data Analysis

The Grid approach to leadership styles provided for data analysis in terms of identifying a particular leadership style by looking at the style's manifestations (profiles) on the ground. This provision for analysis was in the sense that the leadership profiles that the Grid gives correspond to particular interpretations/leadership styles. The profiles are organized into six categories: Initiative, Inquiry, Advocacy, Conflict Resolution, Decision Making, and Critique. Each category has got six possible choices enumerated from "A" to "F". All the "A" statements correspond to a particular leadership style, similarly all the "B" statements, and so on. Consequently, the choices that each of the respondents made on the list of profiles were analyzed and interpreted in line with the corresponding interpretation according to the Grid. Where a respondent chose more "A's" than other letters, "A" was taken as his (dominant) leadership style.

The Grid approach looks at all leadership styles as being subsumed under two main "pure" styles namely, "concern for production" and "concern for people" (Blake and Mouton, 10). On the Grid, these two concerns "are shown as [two] nine-point"

scales on vertical and horizontal axes respectively (refer to appendices 3 and 4), where 1 represents low concern and 9 represents high concern. The other numbers in-between 1 and 9 denote intermediate degrees of concern” (11). For a leader to be effective, he/she needs to integrate these two main styles, as opposed to preferring one style over the other or adding the elements of one style onto those of the other style.

As regards the questionnaire items that sought to identify the leadership concept espoused by an individual, the responses were grouped based on their similarity and/or sameness to each other, and used to calculate percentages (as shown in chapter four). The goal was to establish the similarity between the suggested dominant leadership style in EAM as suggested by the dominant concepts of all the respondents (taken together) and the dominant leadership style in EAM as discovered by the researcher by use of the Managerial Grid III approach. Percentages were also calculated on categorized responses to show the prevalence of a given quality and/or concept as being desirable in as far as conceptualization of effective leadership in EAM is concerned. A descriptive/explanatory summary was then drawn from each table and all other findings.

In addition to the percentages, descriptive words such as “most,” “dominantly,” and “largely” were used to summarize the findings. The goal was to ascertain if there is a fairly similar understanding among all the seven respondents as regards what effective leadership entails.

As for the ranked responses, whose formulation was based on the Likert Scale of Summated Ratings, the traditional five categories were collapsed into three: The first class indicated agreement, and had subsumed under it all responses that either “agreed” or “agreed strongly” with any of the questionnaire statements. The second class was the neutral class, and the third class, which included all the “I disagree” and

“I strongly disagree” responses, indicated disagreement with the stated statements. Summated scores for each of these three classes (per questionnaire item) were then computed and tabulated, and a percentage calculated per class of responses. The scaling of the five (5) responses was such that the “I Strongly Agree” response was scored the highest, and the “I Strongly Disagree” response was scored the lowest. The intermediate responses took on corresponding intermediate values on this scale of 5 to 1 (appendix 5).

The threshold of acceptance and/or rejection was based on the following formula: Total number of Likert-type questionnaire items \times 3 (which is the score for a neutral response).

This then meant that in the 6-item questionnaire (Likert type), the threshold score for acceptance per individual was $6 \times 3 = 18$. On the other hand, the threshold score for acceptance of any Likert type question in this study (for all 7 respondents) was $3 \times 7 = 21$. This meant that, for acceptance, a score had to be greater than 18 per respondent for all the six concepts and greater than 21 for all seven respondents per concept. Collectively (all seven respondents for all six questions), the threshold score for acceptance was $7 \times 6 \times 3 = 126$, hence this was the score that had to be exceeded for overall acceptance of the Likert-type questionnaire items. The total score for agreement/acceptance was then rated out of a total possible acceptance score of $7 \times 6 \times 5 = 210$. Fitting conclusions and relevant interpretations were made on the scores, out of which recommendations to EAM were drawn.

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

The purpose of this research was to find out the extent to which the overall concepts of effective leadership held by the individuals in the top three levels of leadership in EAM manifest themselves, firstly, in practical leadership styles and, secondly, in the organization's leadership succession plans. This research was a case study of EAM as a Christian organization. The targeted population comprised the General Secretary (GS), the Programs Managers (PM) and the Regional Coordinators (RC). Initially, the study targeted eight individuals but only seven questionnaires were sent out in the end since one of the four Programs Managers was doubling as Regional Coordinator for the Central Region. As such, the respondents for this study were: One General Secretary, four Programs Managers, and two Regional Coordinators. This chapter reports findings and analysis of data collected. The instrument was a questionnaire, which was specifically developed for the task.

The chapter is structured into three main parts. The first part discusses and summarizes the concepts of effective leadership as espoused by the select leaders in EAM. The second part seeks to discover the practical leadership styles of the said leaders, zero in on the dominant leadership style, and then make a link between the dominant style and the held concepts. The third and last part tries to make linkages between the held concepts, the dominant manifest leadership style, and the apparent absence of leadership development and succession plans in the organization. In

presenting the findings, the researcher used tables to effectively organize and summarize the data collected.

Questionnaire Returns

A total of seven questionnaires were administered and all were determined appropriate for analysis. However, two of the responses in one of the questionnaires could not be fully used in the analysis because the respondent chose more than the one option required of him. The total number and corresponding percentage of returned questionnaires is given in Table 1 below.

Table 1. Percentage of Returned Questionnaires

	Number of Questionnaires Sent Out	Number of Questionnaires Received Back	Percentage of Questionnaires Received Back
Level 1	1	1	100%
Level 2	4	4	100%
Level 3	2	2	100%
Total	7 Questionnaires	7 Questionnaires	100%

Concepts of Effective Leadership

R. Q. 1: How do the personnel in the top three leadership levels of the organizational structure of EAM conceptualize effective leadership?

In answering R.Q.1, the researcher used tables to summarize the pertinent data collected, and then drew inferences in the write-up as shown below. In summarizing the concepts and in drawing inferences, emphasis was laid on the most common response per question among the respondents' choices, which was taken to be the dominant view hence the view held by EAM. Findings were grouped and then

summarized by use of tables. The tables were generated using the Statistical Package for Social Sciences (SPSS) as the statistical tool, and are as presented below.

Minimum Educational Requirement

Findings

Table 2 below summarizes the respondents' views to questionnaire item 3. The questionnaire item sought the respondents' views on the minimum educational requirement of any prospective leader in EAM. As can be seen in the table, dominantly, the respondents held the conviction that adequate training (acquisition of appropriate skills) is essential for effective leadership. This conviction was seen in that five of the seven respondents (71.4%) said that any first degree should be the minimum educational requirement for any prospective leader in EAM.

Table 2. Minimum Educational Requirement

Educational qualification	Frequency (n)	Percent
Any first degree	5	71.4
Postgraduate diploma or degree	1	14.3
Total	6	85.7

n=7

Rationale

The findings, reflected in table 3 below, show that 42.9% of the respondents reasoned that a first degree will potentially give the prospective leader aptitude necessary for effective discharge of duties. In addition, two respondents (28.6%) reasoned that any first degree, so long as it is relevant to the position being recruited for, will potentially make the person discharge his/her duties effectively.

Table 3. Rationale behind Answers in Table 2

Rationale	Frequency (n)	Percentage
Effectiveness/Aptitude	3	42.9
Correspondence/Relevance to position	2	28.6
Total	5	71.5

n=7

Interpretation

The respondents in EAM believe that adequate training, especially the kind that corresponds to the position being recruited for, is a prerequisite to effective discharge of one's duties. In their opinion, a first degree qualifies as the lower limit of adequate training for a leadership position such as that of GS, PM and/or RC.

Requisite Character Traits

Findings

In questionnaire item 5, the researcher sought to find out the respondents' views on the requisite character traits of any prospective leader in EAM, and the reasons for prioritizing those qualities above others. The findings (table 4) indicate that trustworthiness/integrity, Christian commitment, and ability to be a visionary in line with EAM's vision and goals, were the most preferred requisite character traits by 57.1% of the respondents. From the literature and in discussing the theological framework of leadership, integrity and vision are two of the three marks of an effective leader.

Table 4. Requisite Character Traits

Character Trait	Frequency (n)	Percentage
Trustworthy, committed Christian, visionary	4	57.1
Humble, leadership skills, management skills	1	14.3
Trustworthy, teachable, servant	1	14.3
People person, open and tolerant, available	1	14.3
Total	7	100

n=7

Rationale

Three respondents (42.9%) were of the persuasion that effective leadership involves role modeling, inspiring of shared vision, and timely accomplishing of goals (table 5), hence their choice for trustworthiness/integrity, Christian commitment, and ability to be a visionary as the three requisite leadership character traits. Another 42.9% said that flexibility/openness to learning, willingness and ability to serve, and ability to inspire confidence, are the marks of an effective leader.

Table 5. Rationale behind Answers in Table 4

Rationale	Frequency (n)	Percentage
Be a role model, inspire shared vision, accomplish goals	3	42.9
Leader should serve, inspire confidence, be flexible/open	3	42.9
Leader should lead through people, be tolerant, be available	1	14.3
Total	7	100

n=7

Interpretation

Effective leadership cannot exist apart from trustworthiness/integrity, Christian commitment, and vision-casting. The respondents believe that a leader should have a vision (and inspire confidence in those he leads) if he is to lead effectively. At the same time, he must be a committed Christian who is trustworthy. In preferring the three qualities (vision, trustworthiness, and Christian commitment), the respondents are seen to espouse the theological framework of leadership discussed in this study, which listed integrity, vision, and decisiveness as the three most important leadership qualities. In addition, the respondents know that an effective leader should set organizational goals and strive to accomplish those goals.

Recruitment of the General Secretary

Findings

The majority of the respondents (71.4%) believe that the General Secretary should be recruited from within EAM. Most preferably (42.9% of respondents), the GS should be recruited from among the managers who may be in service at the time of recruitment, and who may have served for enough years for them to have shown commitment to the organization and what it stands for.

Table 6. Recruitment of General Secretary

Preference	Frequency(n)	Percentage
From within EAM	5	71.4
From any sector	2	28.6
		100

n=7

Rationale

The majority of the respondents (71.4%) believe that recruiting the GS from EAM would facilitate continuity (maintaining and protecting the vision of EAM) and smoothness of transition of leadership.

Table 7. Rationale behind Answers in Table 6

Rationale	Frequency (n)	Percentage
Continuity in EAM	5	71.4
Leadership comes from God	1	14.3
Knowledge and experience should determine origin of leader	1	14.3
Total	7	100

n=7

Interpretation

The leaders in EAM held the concept that effective leaders concern themselves with smooth leadership transition and succession, and commit themselves to the continuity and maintenance of the organizational vision. The researcher interpreted the findings to mean that the surest way of ensuring this continuity and maintenance of vision, and smoothness of transition (leadership succession) is by recruiting leaders from within EAM as an organization.

Maximum Length of Period of Service

Findings

The intention of the researcher on this concept was to find out, if in the perspective of the respondents, a leader's effectiveness increases or decreases with the respective leader's duration of service. The findings, as summarized in table 8 below, show that, on the one hand, four of the respondents (57.1%) held the view that 11-20

years should be the maximum range for a leader to serve in EAM if he is to remain effective, while three of the respondents (42.9%) were in preference of no term limits. None of the respondents chose the 1-10 years category, nor the 21-30 years category.

Table 8. Limits: Period of Service (Years)

Limit (years)	Frequency (n)	Percentage
11-20 years	4	57.1
No term limit	3	42.9
Total	7	100

n=7

Rationale

There was a general feeling among the respondents (at least 57.1%) that effective leadership is not just about strict term limits but is about continued relevance and effectiveness (ability to perform) by the grace of God. Effectiveness may come as a result of God's grace and gifting in the life of the individual in question, hence his/her continued effectiveness irrespective of length of service. The argument is that God's timing is not man's timing. Still in support of no strict term limits, another expressed opinion was that some leaders become more effective with time, others less so. However, the bottom line is that no leader should stay in the same position for more than 20 years maximum if he/she is to remain effective. This is because, according to the respondents, the Christian God is a God of growth hence any leader who enjoys fellowship with God should always be growing and moving on. Before moving on however, the leader should be afforded enough time to identify and adequately mentor a suitable successor, hence the 11-20 year term limit.

Table 9. Rationale behind Answers in Table 8

Rationale	Frequency (n)	Percentage
God's timing is not man's timing	2	28.6
God appoints leaders to grow and move on	1	14.3
Relevance/effectiveness should determine length of term	2	28.6
To afford leader wider experience and opportunity	1	14.3
To give enough time to identify and mentor a successor	1	14.3
Total	7	100

n=7

Interpretation

In the view of the respondents, length of period of service is not the most critical determinant of one's continued effectiveness. Continued effectiveness is determined more by God's grace upon the life of the individual than on the individual's length of stay in that position in the organization. As such, the respondents realize that effective Christian leadership is about continued fellowship with God, since God is the one who sets up and/or brings down leaders.

Desirable Minimum Age

Findings

Questionnaire item 11 was an investigation into the respondents' views on the minimum age at which a person may be considered mature enough to take on the mantle of leadership in EAM. The findings (table 10) indicate that 57.1% of the respondents were of the opinion that 31-35 years is the desirable minimum age range.

Table 10: Desirable Minimum Age (Years) for Potential Leader

Age Range (years)	Frequency (n)	Percentage
26-20	1	14.3
31-35	4	57.1
36-40	2	28.6
Total	7	100

n=7

Rationale

Most of the respondents (57.1%) expressed the conviction that effective leadership is partly a function of [mental] maturity/readiness and experience. Maturity and experience come with age. These two, maturity and experience, put a leader in a position in which he/she can relate meaningfully with others and make good-decisions hence be effective in his role as a leader. However, the leader should also be young enough to be open to new ideas, to learn and to grow even as he/she helps the organization grow (28.6%).

Table 11. Rationale behind Answers in Table 10

Rationale	Frequency (n)	Percentage
Maturity/experience is essential for leadership	4	57.1
Effective leadership goes with prime age	2	28.6
Experience and academic achievement are essential for effectiveness	1	14.3
Total	7	100

n=7

Interpretation

The respondents believe that effective leadership requires some degree of maturity of the mind, and that to a greater degree such maturity comes with physical

age. The threshold age towards achieving this maturity is 31 years. The respondents believe that effectiveness is not just about discharging one's prescribed duties to the letter but is also about pursuing and maintaining healthy relationships with those one leads and others in the environment, a thing that requires maturity of mind. The respondents believe that it is unlikely that a leader will be able to help his/her organization grow when he himself is not growing in his aptitude/capability to lead effectively. Therefore, a leader should not assume a position when he/she is already spent.

Desirable Personality Qualities

Findings

Much as respondents were requested to choose more than one option on this concept, the researcher's intention was to find out what was the dominant view among the respondents. The respondents unanimously (100%) agreed that good character and much education (as one option) are requisite to effectiveness.

Rationale

Good character and much education/experience (as one option) were seen by the respondents as essential for effectiveness. The respondents believe that these qualities are vital for safeguarding against compromise, for building a leader's confidence, and for helping the leader to generally discharge his duties competently.

Interpretation

Since the two qualities were prioritized over other choices, namely good character and little education/experience, much education/experience, good character/experience and natural/supernatural gifts, the respondents believe that much as education may equip a leader towards effectiveness, and much as a leader may be

gifted in some areas, character is an indispensable compliment for effective leadership. The respondents believe that training and gifts will accomplish little in the Christian leader's life and in the life of a Christian organization such as EAM if such a leader lacks character. Character is indispensable to effective Christian leadership.

Description of an Effective Leader

Findings

Just like with desirable qualities for leaders in EAM, the researcher's focus on this questionnaire item was the dominant concept of an effective leader, and the corresponding reasons for holding that concept. The findings revealed that the respondents agreed (100%) that "a servant who both leads and follows as situations demand" best describes an effective leader.

Rationale

Tapping into others' potentialities is highly valued in EAM (42.9% of respondents), and is seen as crucial for effectiveness. A leader is expected to manage the skills/talents of the members within his team, towards achieving the organizational goal (table 12).

Table 12: Rationale behind Preferred Description of an Effective Leader

Rationale	Frequency (n)	Percentage
Participatory leadership (managing skill/talents of others)	3	42.9
Leader should give direction/inspire shared vision	1	14.3
Leader should lead by example	2	28.6
A servant describes adequately an effective leader	1	14.3
Total	7	100

n=7

Interpretation

Since “a servant who both leads and follows as times and circumstances demand” was preferred as the description of an effective leader over other descriptions such as “one who knows what is right or wrong (authority figure),” “one whom you turn to for guidance, information, and instruction (resource person),” “one who controls everyone in the organization (a boss),” and “one whose words everyone respects (an opinion leader)”, the respondents’ were seen by the researcher to be underscoring the fact that flexibility, willingness and ability to serve, and a participatory style of leadership is requisite to effectiveness. Effective Christian leadership is not about lording it over others but being willing to lead by example, to learn from others, and to serve even those who are of a lower status.

Decision-making

Findings

In response to the questionnaire item which was meant to get respondents’ convictions as to who should be involved in decision making, four out of the seven respondents (57.1%) held the view that everyone should participate in decision-making so that the resulting decision is the entire group’s product.

Table 13. Decision-making Process

Preference	Frequency (n)	Percentage
Consult/seek consensus but be ready to provide direction	1	14.3
Be situation-specific: Consult or win others to your decision	1	14.3
Make a group decision	4	57.1
Total	6	85.7

n=7

Rationale

The dominant conviction (57.1%) was that effective leaders promote participation and team work. On the other hand, 28.6% felt that decisions differ in magnitude and consequences, hence the leader should use his discretion and/or the organization's norms to decide on who should participate in given situations.

Table 14. Rationale behind Answers in Table 13

Rationale	Frequency (n)	Percentage
Effective leaders promote participation and team work	4	57.1
Decisions differ in magnitude and consequences	2	28.6
Total	6	85.7

n=7

Interpretation

The dominant view (make group decisions) was seen by the researcher to mean that the leaders in EAM know that flexibility and participatory decision-making and promotion of a team spirit/sense of belonging among employees are essential to effective leadership (tables 13 and 14). Nevertheless, the leaders in EAM run the risk of over-emphasizing making group decisions at the expense of efficiency: Only 28.6% were well aware that decisions differ in magnitude and consequences, hence the need to vary approaches accordingly. Therefore, much as effective leaders encourage participatory decision-making, the respondents failed to strike the balance between involving relevant parties in decision-making and being ready to provide direction as a leader (making executive decisions). The majority of the respondents, therefore, failed to appreciate that some decisions, because of their very nature and/or coupled with the circumstances surrounding the making of such decisions, are the sole prerogative of the leader. The observed over-inclination towards making group

decisions can result in lowering of production in the organization's life, since some circumstances require quick life-or-death decisions. Appendix 6 gives guidelines towards striking the balance between involvement/ participation and providing direction.

Participation in Manual Work

Findings

This question was asked on the premise that since the GS is the overall leader in EAM, his participation in manual work in any given situation will automatically mean the participation of all other leaders present. The findings are as tabulated in the two tables below.

Table 15. GS's Participation in Manual Work

Preference	Frequency (n)	Percentage
Start work together with members of staff	2	28.6
Be situation-specific	1	14.3
Go first and start on the job (lead by example)	4	57.1
Total	7	100

n=7

Rationale

Servant leadership demands that a leader leads by example, especially as regards rendering humble service where it is needed. This rationale was espoused by 57.1% of the respondents (table 16).

Table 16. Rationale behind Answers in Table 15

Rationale	Frequency (n)	Percentage
We are a team (to promote team work)	1	14.3
Discretion needed since EAM is both an organization and a ministry	1	14.3
Titles should not stop one from serving	1	14.3
A leader should lead by example (servant leadership)	4	57.1
Total	7	100

n=7

Interpretation

EAM is convinced that the effective Christian leader is the one who humbly gives himself to service (servant leadership). To be effective, a leader must lead by example, even in doing manual work, if and when the situation demands. Seen in light of the findings in tables 5 and 12, Godly humility and subsequent service are highly valued in EAM, and are seen to be the characteristics of an effective Christian leader.

Planning Organization's Programs and Activities

Findings

No organization can be effective without good planning. The question that was posed to the respondents sought their views on who should be involved in planning the organization's programs and activities.

Table 17. Planning Organization's Programs and Activities

Preferred Approach to Planning	Frequency (n)	Percentage
All members of staff should decide on all the plans	3	42.9
Leader to provide strategic focus but allow other's input	2	28.6
Follow organization's culture and norms	1	14.3
Planning should involve all those involved in the work	1	14.3
Total	7	100

n=7

Interpretation

Since 42.9% of the respondents said that all members of staff should decide on all the plans, participatory leadership is seen to be highly valued in EAM and expected of all its leaders. This participatory leadership is believed to be essential for effectiveness. It entails tapping the potential of others (effective management of gifts and skills of members of staff), promotion of a team spirit (sense of belonging) and promotion of a sense of worth in the employees. EAM, therefore, understands that effective leadership concerns itself with the "process of people working together to achieve organizational objectives" (Blake and Mouton 1985, 2). However, and as seen under "Decision-making Process" (table 13), the observed over-inclination towards making group decisions can result in lowering of production in the organization's life. Not all employees can and should be involved in all of the planning processes/stages, else they hamper efficiency. Appendix 6 gives guidelines towards striking the balance between involvement/participation and providing direction.

Delegation

Findings

The questionnaire item on “delegation” was based on the Likert Scale of Summated Ratings. It sought to find out the extent to which the respondents were in agreement with the concept that prudent delegation is crucial since it makes for effective use of available human resources. Also, prudent delegation can motivate employees into taking initiatives, thereby growing in aptitude, and excelling in their roles rather than just aiming to satisfy what their superiors seem to want.

Table 18: Prudent Delegation is a Mark of Effective Leadership

Opinion	Frequency	Percentage
Agreement	7	100
Neutral/No opinion	0	0
Disagreement	0	0
Total	7	100

n=7

Interpretation

All the respondents (100%) were in strong agreement that prudent delegation of duties is a mark of effective leadership (Likert Test score of 35). Therefore, the researcher took this to mean that the leaders in EAM acknowledge the fact that there may be other employees apart from themselves who may be better placed to accomplish some tasks that do not necessarily fall under their personal docket. Also the leaders hold on to the belief that a leader is a facilitator whose main operating principle should be to achieve organizational goals with and through others, exposing them to opportunities and situations, thus affording them opportunities to grow.

Personal Qualities of a Leader

Findings

“Ability to give good advice to members of staff” was found to be the dominant conviction among the respondents. The intention of the researcher was to find out what the respondents considered to be the most important ability that a leader should have from among the following options: Ability to give good advice to members of staff, ability to get along well with members of staff, ability to listen to members of staff, and ability to control members of staff.

Table 19. Personality Qualities of a Leader

Preferred Quality	Frequency (n)	Percentage
Ability to give good advice to members of staff	3	42.9
Ability to listen to members of staff	2	28.6
Ability to get along with members of staff	1	14.3
Ability to control members of staff	1	14.3
Total	7	100

n=7

Interpretation

Since 42.9% of the respondents chose “ability to give good advice to members of staff” as a quality requisite to effective leadership, the researcher took the finding to mean that an effective leader (in the eyes of EAM leadership) is the one who is able to provide direction to the organization and to the members of staff under him. Such a leader gives direction without necessarily striving to control his/her team.

Factors that Enhance Effectiveness

Findings

The focus of the researcher on the questionnaire item being reported on here was on the factor prioritized by the respondents from the possible factors presented to them for selection. All the respondents (100%) prioritized having advisors as the factor that enhances effectiveness more than the other given factors.

Table 20: Factors that Enhance Effectiveness

Preference	Frequency (n)	Percentage
Advisors	7	100
Experience	6	85.7
Training/education	6	85.7
Natural/Supernatural gifts	3	42.9
n=7		

Rationale

Although the respondents were allowed to choose more than one factor (table 20), the researcher's focus was on the dominant factor. Therefore, the rationale presented in table 21 refers to "Advisors" as a factor that enhances effectiveness. However, one respondent did not give his rationale hence table 21 is only representative of six respondents.

Table 21. Rationale behind Answers in Table 20

Rationale	Frequency (n)	Percentage
Tapping others' potential to have things done is essential to effectiveness	6	85.7
Total	6	85.7
n=7		

Interpretation

In the eyes of EAM leadership, a leader should be a life-long learner, learning both formally and informally. He/she needs to consider different view points before deciding on approach to issues, hence the need for him/her to have advisors. Much as the respondents know that training and natural/supernatural gifts are essential to effectiveness, tapping into the abilities of others is of paramount importance, hence the need to have advisors. Having advisors, as a factor, was prioritized by the respondents over other factors namely, experience, training/education, and natural and supernatural gifts. The above findings should also be seen in light of the findings presented in tables 12, 13, 17, and 18. The findings in the aforementioned tables strongly suggest that EAM leadership values absolutely any leader's willingness and ability to tap into the potentialities of the team around him/her. Such willingness and ability enhance effectiveness in leadership.

Knowledge about Local Cultures, Politics and Government

Findings

Every organization exists in a context. Therefore, the researcher sought to find out if the respondents felt that knowledge about local cultures, politics and government can impact a leader's effectiveness. The finding indicated 100% agreement to the proposed concept.

Table 22: Knowledge about Local Cultures, Politics, and Government is Essential for Effectiveness

Opinion	Frequency	Percentage
Agreement	7	100
Neutral/No opinion	0	0
Disagreement	0	0
Total	7	100

n=7

Rationale

One respondent did not give his rationale for agreeing to the offered concept. The rationales for the other respondents were similar hence were grouped together and presented as one in table 23.

Table 23. Rationale behind Answers in Table 22

Rationale	Frequency (n)	Percentage
Environment affects organization hence leader should know local cultures, politics and government-related issues to decide on relevant approaches to issues	6	85.7
Total	6	85.7

n=7

Interpretation

Since each of the seven respondents scored a 5 on the Likert Scale in response to the proposition, the inference that can be drawn here is that the leaders wholeheartedly appreciate the reality that effective Christian leadership goes beyond the mere accomplishment of explicitly stated organizational goals and job descriptions. Effective leadership models leadership ideals within society in general and concerns itself with relevant approaches to resolving issues. Effective leadership also seeks

meaningful relationships with both employees and other people in society. Good organizational goals should never be conceived in a vacuum. Consequently, there is need for leaders to be abreast of the surrounding culture, local politics and government-related developments.

Major Decision-making

Findings

As far as this study was concerned, this questionnaire item was of great importance. It was meant to give the researcher an insight into whether or not the respondents valued the organization more than the employees.

Table 24: Factors Considered in Major Decision-making

Factor Considered	Frequency (n)	Percentage
Impact of decision on both employees and organization	6	85.7
Urgency of decision being made	1	14.3
Total	7	100

n=7

Interpretation

On account that six out of the seven respondents (85.7%) expressed the conviction that, in major decision-making, an effective leader considers the impact of his decisions on both the employees and the organization, the researcher took this finding to mean that the respondents knew that flexibility based on sensitivity to the needs of both the organization and the employees is essential for effective leading. Also, the respondents were convinced that the two concerns that are normally associated with organizational life, concern for production and concern for people, are not contradictory, hence cannot be separated one from the other (Blake and Mouton

1985, 82). Flexibility as a thematic area in effective Christian leadership has also been hinted at in the respondents' responses in tables 5, 12, 13, 14, 17, and 20, hence is a personal trait that EAM leadership strongly believes is requisite to effectiveness.

Leadership Succession Planning

Findings

The Hagberg Consulting Group (n.d.) underlined the importance of leadership succession planning: "Strategic goals can only be achieved if an effective program for leadership succession is in place." Table 25 shows that 71.4% of the respondents strongly agreed with the concept that leadership succession planning helps an organization achieve its strategic goals (Likert Test score of 25).

Table 25. Succession Planning Helps an Organization Achieve its Strategic Goals

Opinion	Frequency	Percentage
Agreement	5	71.4
Neutral/No opinion	2	28.6
Disagreement	0	0
Total	7	100

n=7

The respondents were also asked if they agreed to the statement that leadership succession planning helps an organization to achieve continued growth. Tabulated below, the findings show 100% strong agreement with the statement (Likert Test score 35).

Table 26: Succession Planning Helps an Organization to Grow Continually

Opinion	Frequency	Percentage
Agreement	7	100
Neutral/No opinion	0	0
Disagreement	0	0
Total	7	100

n=7

Interpretation

The leadership of EAM (71.5%) espouse in its totality the opinion that leadership succession planning helps an organization achieve its strategic goals (Likert Test Score of 35). Two respondents reserved their opinions, which suggested to the researcher that they were not comfortable to express their opinions on this topic (leadership succession). Nevertheless, all the respondents (100%) were in total agreement with the view that leadership succession planning helps an organization to achieve continued growth. Overall, the above two concepts were accepted by the respondents (Likert test scores of 31 and 35 respectively) hence were taken by the researcher as the position of EAM leadership.

Summary of Findings

According to the literature consulted, an effective leader is anyone who enjoys both natural and supernatural abilities as they flow from God. Such natural endowments may take the form of “qualities requisite to leadership” (Armerding 1978, 101, 107). Supernatural gifts (such as spiritual maturity which enhances good character) come as a result of continued fellowship with God. Natural gifts (skills) come as a result of training and experience. The Biblical Moses provides us with a

good illustration of supernatural gifts (Armerding 1978, 101, 107). The “qualities requisite to [effective] leadership” are: Godly servanthood and stewardship, prudent delegation of responsibilities, purposeful role-modeling, flexibility and sensitivity to the needs of both the organization and the members of staff, intentional and visionary staff development (nurturing of potential leaders), intentional pursuit of meaningful relationships among members of staff, timely achievement of objectives, and vision-sharing and visionary planning, especially as regards leadership succession (ibid, 101, 107; Goodwin II 1981, 11-13; Kikuyu 2002, 32). Kouzes and Posner (1997, 9, 11) said that “[effective] leaders inspire a shared vision.”

Taking the above description of effective leadership as the benchmark, the researcher saw the leaders in EAM as embracing the concepts that lead to effective leadership. The concepts embraced by the respondents can be rated against the nine “qualities requisite to [effective] leadership” found in the above description as follows:

Natural gifts (skills and competencies)

- Five respondents (71.4%) held the conviction that adequate training (acquisition of appropriate skills) is essential for effectiveness as seen in their choice of a first degree as the minimum educational requirement for a leader in EAM (table 2).

Supernatural gifts (spiritual maturity)

- Good character (spiritual maturity) and much education/experience were chosen by all the respondents (100%) as being the marks of an effective leader (refer to page 38, under the heading desirable personality qualities).

Godly servanthood and stewardship

- Four respondents (57.1%) subscribed to the concept that a leader should lead by example, even in doing manual work where necessary (tables 15 and 16).
- In addition, 42.9% of the respondents held the conviction that willingness and ability to serve, ability to inspire confidence, and flexibility/openness to learning are the marks of an effective leader. Also, 42.9% were convinced that role

modeling, ability to inspire a shared vision, and timely accomplishment of goals make one an effective leader (table 5).

Prudent delegation of responsibilities

- All the respondents (100%) were in strong agreement that prudent delegation of duties is a mark of effective leadership (table 21).

Purposeful role-modeling

- Three respondents (42.9%) reasoned in table 5 that a leader should be a role model, should inspire shared vision and accomplish goals

Flexibility and sensitivity

- Six out of the seven respondents (85.7%) expressed the conviction that, in major decision-making, an effective leader considers the impact of his decisions on both the employees and the organization. This conviction was interpreted by the researcher to mean that the respondents knew that flexibility based on sensitivity to the needs of both the organization and the employees is essential for effective leading (table 24).

Meaningful relationships

- Four respondents (57.1%) held the view that everyone should participate in decision-making so that the decision made is the entire group's product (table 13).
- Four of the respondents (57.1%) valued the intentional pursuit of meaningful relationships among members of staff as seen in their conviction that participatory leadership, the promotion of a team spirit (sense of belonging) and the promotion of a sense of worth in the employees are key to effective leadership (table 14).

Timely achievement of objectives

- Three respondents (42.9%) reasoned as shown in table 5 that a leader should be a role model, should inspire shared vision and should accomplish goals.

Vision-sharing and visionary planning

- Three respondents (42.9%) reasoned as shown in table 5 that a leader should be a role model, should inspire shared vision and accomplish goals.

Intentional and visionary staff development

- All seven respondents (100%) were in total agreement with the view that succession planning helps an organization to achieve continued growth (table 26).
- Five respondents (71.5%) were found to espouse the opinion that leadership succession planning helps an organization achieve its strategic goals (table 25).

Suggested Leadership Style

In addition to presenting the respondents as embracing concepts that do indeed lead to effective leadership when allowed to influence practice, the concepts also present the current EAM leadership as espousing the Democratic-participative leadership style (“We” style). Carlisle (1976, 476) listed the marks (characteristics) of the Democratic-participative leadership style as shown in table 27.

Table 27. Marks of Democratic-participative Style

Condition	Marks of Democratic-Participative Leadership Style
Decisions	Subordinates involved in decisions
Independence	Fosters some independence
Use of Power	Tries to persuade not force
Communications	Two-way communication
Leader Involvement	Leader involved in group
Subordinates’ Feelings	Considers Subordinates’ feelings
Responsibility	Leader shares responsibility but still is ultimately responsible
Leader’s Role	Group involvement
Organization Climate	Flexible and adaptive
Employee Orientation	Cooperation
Psychological Result	Participation

Leadership Styles

R.Q. 2: How are the given concepts of effective leadership reflected in the respective leadership style(s)?

In answering R.Q.2, the principle is that while there is no one style of leadership to which a leader ties himself if he indeed is to be effective, each leader has

his dominant style. In this study, the Managerial Grid III was the instrument used to discover and explain each of the seven leaders' leadership styles (refer to chapter 3 and appendices 1, 3 and 4). The Managerial Grid III helped the researcher to discover the leadership style of each respondent by isolating the dominant choice (represented by an alphabetical letter) in each respondent's six choices. Each respondent was required to make one choice per category in each of the six categories. The researcher then looked at the six choices (collectively) of each individual to find out the dominant letter per individual. The dominant letter per individual represents that individual's dominant leadership style (table 28). To protect their identities, the respondents were given the following code names: Bab, Baff, Chit, Leop, Lio, Rhino and Tig. The findings are as tabulated below (cross-tabulations).

Table 28. Leadership Styles of respondents

Leadership Element (Topic)	Letter Chosen						
	Bab	Buff	Chit	Leop	Lio	Rhino	Tig
Initiative	B	C	B	B	B	B	B
Inquiry	F	C	A	D	F	F	F
Advocacy	F	C	E	F	C	F	F
Conflict Resolution	F	C	F	F	F	F	E
Decision Making	B	F	F	F	B	B	F
Critique	E	C	F	F	C	F	E
Dominant Letter per Respondent	F	C	F	F	None	F	F
Respondents Leadership Style	9,9	5,5	9,9	9,9	Opportunism	9,9	9,9

n=7

In interpreting the findings, “All the ‘A’ statements reflected the same leadership approach,” and similarly all the “B” statements, all the way up to “F”. Having discovered each individual’s leadership style, the researcher was then able to determine the dominant leadership style among the leaders in EAM. The findings, as tabulated below (cross-tabulations), indicate the dominant response at organizational level per category of responses. To determine the dominant leadership style at organizational level, all the categories were looked at together, and the dominant letter across the six categories identified.

Initiative

Initiative can be seen in a leader when he/she, regardless of the expectations of others, uses his effort to “start something that was not going on before, to stop something that was occurring, or to shift direction and character of effort” (Blake and Mouton 1985, 2).

Findings

The dominant choice in this category for all the seven respondents was letter B. This letter was chosen by six respondents, representing 85.7%. Letter B represents the view that “I initiate actions that help and support others” (2).

Table 29. Initiative * Respondents Cross Tabulation

Topic	Letter Chosen	Bab	Buff	Chit	Leop	Lio	Rhino	Tig	Total
Initiative	B	1	1	1	1	1	0	1	6
	C	0	0	0	0	0	1	0	1
									7

n=7

Inquiry

“Inquiry permits a leader to gain access to facts and data from people or other information sources,” hence thoroughness in inquiry is essential for a leader’s effectiveness.

Findings

Four respondents (57.1%) chose the letter F. The remaining three respondents chose letters A, C, and D respectively. The letter F stands for the view that “I search for and validate information. I invite and listen for opinions, attitudes, and ideas different than my own. I continuously reevaluate my own and others’ facts, beliefs, and positions for soundness” (3).

Table 30. Inquiry * Respondents Cross Tabulation

Topic	Letter Chosen	Bab	Buff	Chit	Leop	Lio	Rhino	Tig	Total
Inquiry	A	1	0	0	0	0	0	0	1
	C	0	0	0	0	0	1	0	1
	D	0	0	1	0	0	0	0	1
	F	0	1	0	1	1	0	1	4
									7

n=7

Advocacy

“To advocate is to take a position” based on strong and sound convictions in spite of the risk associated with taking such a position (3). A leader who compromises on his strong convictions, therefore, ends up being weak in advocacy, and inefficiency may result.

Findings

As shown in table 31, four respondents (57.1%) settled for the letter F. Letter C was chosen by two respondents and letter E by one respondent. The view represented by letter F says “I feel it is important to express my concerns and convictions. I respond to ideas sounder than my own by changing my mind” (3).

Table 31. Advocacy * Respondents Cross Tabulation

Topic	Letter Chosen	Bab	Buff	Chit	Leop	Lio	Rhino	Tig	Total
Advocacy	C	0	0	0	1	0	1	0	2
	E	1	0	0	0	0	0	0	1
	F	0	1	1	0	1	0	1	4
									7

n=7

Conflict Resolution

People who work and/or spend a lot of time together will at times differ in their opinions. Such disagreements can lead to conflict whose end result can either be “disruptive and destructive or creative and constructive, depending on how” the leader who is in their midst handles it (3).

Findings

Five respondents (71.4%) chose the letter F (table 32). This was clearly a dominant choice compared to one respondent who chose the letter C and another who chose the letter E. The letter F represents the view that “when conflict arises I seek out reasons for it in order to resolve underlying causes” (4).

Table 32. Conflict Resolution * Respondents Cross Tabulation

Topic	Letter Chosen	Bab	Buff	Chit	Leop	Lio	Rhino	Tig	Total
Conflict Resolution	C	0	0	0	0	0	1	0	1
	E	0	0	0	0	0	0	1	1
	F	1	1	1	1	1	0	0	5
									7

n=7

Decision-making

Although decisions differ in magnitude and urgency, the leader who opts to be a perpetual lone decision-maker inhibits his own efficiency and effectiveness as compared to the leader who appropriately delegates responsibilities for making decisions (4).

Findings

Four respondents (57.1%) opted for the letter F, hence F was the dominant letter in this category (table 33). The other three respondents settled for the letter B. The view represented by the letter F says “I place high value on arriving at sound decisions. I seek understanding and agreement” (4).

Table 33. Decision-making * Respondents Cross Tabulation

Topic	Letter Chosen	Bab	Buff	Chit	Leop	Lio	Rhino	Tig	Total
Decision-Making	B	0	1	0	1	1	0	0	3
	F	1	0	1	0	0	1	1	4
									7

n=7

Critique

Critique deals with a leader's willingness and ability to objectively, independently, creatively and constructively "study and solve operational problems that members face" in the organization (4). The leader should also be willing to learn from such experiences, give feedback and use those experiences and feedback to improve performance (4).

Findings

Three respondents (42.9%) chose the letter F, which stands for "I encourage two-way feedback to strengthen operations" (5). Two respondents chose the letter E, and another two chose the letter C. The findings are shown in table 34.

Table 34. Critique * Respondents Cross Tabulation

Topic	Letter Chosen	Bab	Buff	Chit	Leop	Lio	Rhino	Tig	Total
Critique	C	0	0	0	1	0	1	0	2
	E	0	1	0	0	0	0	1	2
	F	1	0	1	0	1	0	0	3
									7

n=7

Interpretation

According to the Managerial Grid III, a leader is most effective when he/she dominantly practices a "goal-centered team approach that seeks to get optimum results through participation, commitment and conflict solving of everyone who can contribute [letter F]. This style integrates production and people concerns" (13). The findings of this study show that, overwhelmingly (five out of seven times as shown in table 28, and five of six times as shown in tables 29-34), the dominant leadership style

in EAM is this “goal-centered, team approach that seeks to get optimum results through participation, involvement, commitment, and conflict solving of everyone who can contribute.” It integrates the concern for production with the concern for people (13). This style can be termed “Democratic-participative” leadership style. On the Managerial Grid, however, this style is referred to as the 9,9 leadership orientation/style.

The back up style (in EAM) is one characterized by “a minimum concern for production and a maximum concern for people [letter B].” On the Grid, this style is referred to as the 1,9 orientation. The researcher determined that this is the back up style of the leaders in EAM since this style (letter B) is the second most dominant as per the findings. This style is seen to be dominant in one of six times (table 29).

The major assumption made by the leaders in EAM who practice the identified dominant style (letter F) is that there is “a necessary connection [no contradiction] between organizational needs for production and the needs of people for full and rewarding work experiences” (82). Taken individually, five of the seven respondents practice the leadership style (letter F). One of the two remaining respondents is equally split between B, C and F, suggesting “Opportunism” as his leadership style. An “opportunist” is a leader who relies on several or all of the Grid styles in an unprincipled manner (148). The other remaining respondent has “C” as a leadership style, a style characterized by “conformity to status quo,” and referred to as the 5,5 leadership orientation by Blake and Mouton (appendix 4).

It follows from the above, therefore, that leaders in EAM realize that the organizational purpose (concern for production) cannot be achieved without people. It can only be achieved with and through people, hence they seek to balance their concern for production with their concern for people. This balance is seen in the

leaders' concepts of effective leadership as discussed under R.Q.1, specifically in the respondents' indication of the factors they consider in major decision making (table 24).

The leaders in EAM realize the importance for employees to have a strong sense of belonging (to the organization) and also to have the awareness that their whole-hearted efforts towards achieving the organizational goal are appreciated by those around and above them. The leaders in EAM want the employees "to be involved in the work and to strive enthusiastically to contribute" to the organization's well-being (11). At the same time, the employees should have their needs met, hence have a sense of satisfaction and motivation. This is what a high concern for people integrated with an equally high concern for production (9,9 orientation) reflects (11).

The aim of the leaders in EAM then, which is also the aim of a 9,9 orientation, "is to promote participation, involvement and commitment to teamwork" (82). Blake and Mouton (82) further explained that a 9,9 "leader's desire is to contribute to corporate success by involving others so that they too may contribute." This kind of attitude inspires employees to adopt a "must win" attitude. A 9,9 leader is of the kind that "avoids advancing selfish interests at the expense of others or the corporation" (82). This kind of leadership is tolerant of disagreements so long as those disagreements build up towards "finding a sound solution to problems, but without creating animosity" (83).

Linkage between Held Leadership Concepts and Professed Leadership Style

The interpretation of the findings as discussed under R.Q.1 has presented the respondents as embracing a Democratic-participative style of leadership (We Style). Going by their preference (since the tool requested the respondents to state what they

actually do in their day-to-day discharge of duties), it can be said that the leadership of EAM, overall, practices a leadership orientation that is potentially effective. This leadership style can be termed “Democratic-participative” leadership style, and is considered to be the most effective of all styles that a leader can adopt as his dominant style. Judging from the findings and interpretations discussed under R.Q. 1, which also suggested that the leaders in EAM espouse the “Democratic-participative” style, the practice of effective leadership seen in R.Q.2. was taken by the researcher to be stemming from the held concepts (R.Q.1.).

Consequently, it can be said (this far in the study) that concepts of effective leadership as held by leaders in EAM were actually influencing practice to a significant extent.

Leadership Development/Succession Plans

R.Q. 3: How can we associate the presence/absence of leadership development and succession plans in EAM with the concepts of effective leadership held by the personnel in the top three levels of the organizational structure?

In answering R.Q. 3, use was made of all the findings and interpretations as presented under R.Q. 1 and R.Q. 2, together with the responses and findings emanating from questionnaire items 3, 4, 5, 6, 7, 8, 29, 30, 31, and 32, which were specifically designed to help in answering this research question.

Findings

The formulation of questionnaire item numbers 31 and 32, which are the focus of this part of the report, was based on the Likert Scale of Summated Ratings. The findings on questionnaire item number 31 (a proposition that EAM has clearly laid out leadership development plans) are such that, added together, those who expressed

disagreement and those who did not want to give their opinions constitute 57.1% of the respondents. On leadership succession planning (questionnaire item number 32), when those who expressed disagreement and those who did not want to give their opinions are added together, they represent 85.7% of the respondents. This information is reflected in tables 35 and 36.

Table 35. EAM Has Clearly Laid Out Leadership Development Plans

Opinion	Frequency	Percentage
Agreement	3	42.9
Neutral/No opinion	2	28.6
Disagreement	2	28.6
Total	7	100

n=7

Table 36. EAM Has Clearly Articulated Leadership Succession Plans

Opinion	Frequency	Percentage
Agreement	1	14.3
Neutral/No opinion	4	57.1
Disagreement	2	28.6
Total	7	100

n=7

Interpretation

In response to questionnaire item number three, five of the respondents (71.4%) recognized the need for EAM to have thoroughly trained leaders if EAM, as an organization, is to be effective. They recognized that there is no substitute for managerial aptitude that may come as a result of training (both formal and informal), in addition to other factors that do enhance a leader's effectiveness, such as

experience, God's grace and giftedness. This emphasis on adequate training is seen in the respondents' conviction that a first degree, relevant to the position being recruited for, should be the minimum educational qualification for a leader who is to serve in EAM.

In making their preferences known as regards choosing a successor to the top-most leader in the organization, the dominant conviction was that such a person should come from within EAM (options A and B), most preferably from among the four managers currently serving in the organization (option B). Cumulatively, responses A and B give a 71.4% preference for recruiting from within EAM. In addition, the two respondents who gave their own opinions on this questionnaire item (option E) as opposed to the options listed for them (options A – D) also accepted that such a leader could be recruited from within EAM. The overall reason for preferring recruitment from within EAM is for the sake of the organization's growth and continuity, both in terms of vision, staff motivation, and smoothness of transition.

The issue of practically planning for leadership succession was seen by the researcher to be a bit sensitive for some of the current leaders in EAM to express their opinions on. This is because while all the respondents acknowledged that effective leadership succession planning is necessary for continued growth of an organization (questionnaire item number 30), five of them agreed to the proposition that an effective program for leadership succession directly helps an organization to achieve its strategic goals (questionnaire item number 29). The remaining two respondents reserved their opinions. Another two reservations of opinion were seen in responses to the statement that EAM has clearly laid out leadership development plans (questionnaire item number 31). While two respondents really disagreed with the statement, another two again reserved their opinions. Two other respondents agreed a

little and only one agreed wholly. The above findings suggest that the leadership development plans that EAM may have are known to a few of the leaders but not all. Lastly, when respondents were given the proposition that EAM has clearly articulated leadership succession plans, four of the seven respondents reserved their opinions, two totally disagreed, and only one respondent agreed a little with the statement. The researcher concluded that EAM has no clearly laid out leadership development and succession plans.

The observed pattern of reservation of opinions should be seen in the light that almost all the respondents (current leaders in EAM) underlined the importance of continuity and smooth leadership succession within an organization like EAM, if effectiveness is indeed to be achieved and maintained. If indeed this is their conviction as leaders, then they should be equally convinced of the need for clearly articulated leadership development and succession plans, and push for the same to be clearly laid out for EAM. However, their responses to the two questionnaire items, one seeking to find out if EAM has clearly laid out leadership development plans and the other seeking to find out if EAM has clearly articulated leadership succession plans suggest the opposite. Both statements were rejected by the respondents (overall) as not holding true for EAM. The two statements yielded scores of 21 and 18 respectively, thereby failing to beat the threshold score for acceptance which is any score above 21 (a score of 21 shows neutrality). It is with this outcome in mind that the researcher concluded that, practically, preparing for leadership succession is not a straight-forward issue even for those employees of EAM who may be in a position to influence the formulation of leadership succession plans. Apart from the conceptualization of effectiveness by those who are in a position to influence the formulation of such plans in an organization, there may be other forces and or/values

at play which may not be easily seen. Such forces and/or values may be at work in the individual leaders and/or in the organization as a whole, in respect to the enormity of the implications of such an undertaking as the formulation of leadership development and leadership succession plans.

Accounting for the Lack of Leadership Succession Plans in EAM

Clearly, there are other forces, assumptions, and/or values in the organization which may account for the absence of clearly laid out leadership development and succession plans in the organization, much as the current leaders feel such plans are critical for the organization's continued effectiveness. These forces/values were not clearly apparent to the researcher at the time of this study, though sensitivity of the whole issue may possibly account for the lack of the plans. Additionally and in spite of holding the highest ranks in the organization, the respondents may not have had as much influence on the formulation of the plans as the researcher thought when he initially embarked on the study.

Conclusion

The study has revealed that the concepts of effective leadership that the select leaders in EAM espoused could lead to effectiveness if allowed to influence practice. Further, the study has found that these concepts were significantly influencing leadership practice. However, there appeared to be other forces and/or values either in the organization and/or in the leaders themselves that were hindering the formulation of leadership succession plans, hence EAM did not have the said plans. In view of the findings and their subsequent interpretations, the researcher came up with the recommendations listed in chapter five.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the present study, and then gives conclusions and recommendations. The recommendations are given as they specifically apply to EAM.

Research Problem

Part of EAM's mandate is the modeling and facilitation of effective leadership development initiatives for the benefit of its members and the Church in general. Therefore and as a first and crucial step, EAM needs to ascertain how it conceptualizes effective leadership, and if that concept embraces the ingredients that are necessary for, or normally associated with effective leadership. Such elements as found in the literature are: Godly servanthood and stewardship, timely and prudent delegation, deliberate role-modeling of ideals, flexibility and sensitivity on the part of the leaders, intentional and visionary staff development (nurturing of potential leaders), intentional pursuit and building up of meaningful relationships among members of staff, timely achievement of objectives, and visionary planning especially as regards leadership succession. Having done this, EAM then needs to find out if their held concept of effective leadership is translating into actual, observable practice.

The lack of leadership succession planning has led to stagnation of organizations and institutions in some cases in Malawi. Being an umbrella body, therefore, EAM needs to model and champion the Biblical mode of effective

leadership among evangelicals in Malawi. The gravity of the problem can be best appreciated in light of Engstrom's assertion (1976, 72) that "Leadership style in any organization is a major determinant of employee productivity."

Engstrom (198) observed that "A Christian leader must always be in pursuit of excellence. Often this is a missing note in our evangelical Christian milieu."

Gaebelein (1968, 112) echoed Engstrom's observation and said "Evangelicalism badly needs scholarly leadership."

In summary, the two-pronged question that was to be answered through this study is, "How do the personnel in the top three leadership levels in EAM conceptualize effective leadership, and how do those concepts translate into practical leadership styles and leadership succession plans?"

Purpose of Study

The overall purpose of this study was to find out if the concept of effective leadership as held by seven top-most leaders in EAM manifests itself, firstly, in practical leadership styles and, secondly, in the organization's leadership succession plans.

Significance of Study

Since EAM plans to begin addressing leadership problems affecting Malawi through the setting up of a theological college, this paper may inform the process of designing the curriculum for such a program. By extension, the dynamics involved in planning for leadership succession may be brought to light through this study for proper action planning. Findings from this study may also inform leadership programs of Christian institutions in Malawi as regards how the leadership concept held by a

leader translates into practice, and how the same concept may determine an organization's future in terms of growth.

Research Questions

1. How do the personnel in the top three leadership levels of the organizational structure of EAM conceptualize effective leadership?
2. How are the given concepts of effective leadership reflected in the respective leadership style(s)?
3. How can we associate the presence/absence of leadership development and succession plans in EAM with the concepts of effective leadership held by the personnel in the top three levels of the organizational structure?

Research Objectives

1. To find out how leaders within the first three levels of the organizational structure of EAM conceptualize leadership.
2. To find out how leadership is practiced (actual leadership styles) in EAM and establish if the practice is stemming from the held concepts of leadership.
3. To find out if the leadership concepts held by the said leaders influence personnel development and leadership succession plans.

Major Findings

The leaders in EAM were found to be practicing a "Democratic-participative" style of leadership, and this style was established by the researcher as coming from the held concepts of effective leadership. The "Democratic-participative" style of leadership is deemed (in the literature) to be the most effective style that a leader can adopt as his/dominant style. However, the held concepts of effective leadership are not influencing the formulation of leadership development and succession plans in EAM.

Implications and Conclusions

“It is important to remember that the style or styles employed by managers as they work can be complex” (Blake and Mouton 1985, 15). Depending on situation, a leader may rapidly switch from his dominant style to his back-up style and back, or to a totally different style from his dominant and back-up styles.

Nevertheless, taken collectively (overall), EAM’s leadership espouses a concept that has all the ingredients necessary for efficient and effective discharge of duties, and the subsequent accomplishment of organizational goals (effectiveness). This concept has then been seen, in this study, to translate into practice of leadership in as far as the dominant leadership styles of EAM’s current leaders are concerned. The leaders dominantly espouse and practice what has been termed the Democratic-participative leadership style. EAM is thus seen to be an organization in which there is room for growth for all employees as well as for the organization itself. The above implication is made with the full appreciation that in a 9,9 style of leadership, “initiative is exercised in a strong, pro-organizational manner.” In addition, the allowance for “widespread and spontaneous initiative taking” by all employees that comes with a 9,9 orientation ensures that all have opportunity to grow through their rising up to spontaneous challenges (87).

In the interest of the organization, a 9,9 leader makes decisions and operates by use of comprehensive and in-depth inquiry, with the overall result that “real problems are fully understood before being tackled” (88). This concern with thorough inquiry which is characteristic of the 9,9 orientation ensures that “any decision made is self-evident rather than the leader’s sole possession,” hence no negative attitudes are provoked in the lower-ranking employees who may be recipients of that decision.

However, this overall concept and practice of effective leadership is yet to address the issue of leadership succession planning as discussed in this paper. The absence of clearly laid out leadership development and succession plans may stunt both the organization's as well as employees' individual growth. Further, it raises the fear that what is appearing as a 9,9 leadership practice may actually be a "façades," hence the need for EAM leadership to consider the other implications listed below.

1. The leader with the 5,5 orientation (symbolized by letter C) as his dominant style is clearly out of place and needs to adjust accordingly. His backup style, though apparently 9,9, is most probably a "façades." This 5,5 observed orientation may further imply that the leaders in EAM do not have frequent and regular leadership envisioning retreats, while at the same time it may imply that there is great latitude within the organization as regards how one exercises leadership.
2. There is also a high probability that one of the leaders in EAM, the one with no apparent dominant leadership style, is an opportunist who is only concerned with self-gain as opposed to the organization's and other employees' well being.
3. EAM as an organization has potential for a high level of creativity and employee satisfaction, but it is up to the leadership team to maximize on this.
4. EAM potentially has a healthy climate that is free from antagonisms since its leaders believe in conflict solving.
5. There is potential for growth for both the organization and the leaders since the leaders believe in life-long learning as the only way to maintain and increase effectiveness. This potential needs to be actualized by formulation of clear staff development plans.
6. Apart from the leadership succession plans, which are critical in the modeling of practical effective leadership, since leadership succession is a big problem in the Malawian context, EAM has all the prerequisites to truthful and realistic modeling of effective leadership.

Recommendations

Since EAM's leadership has been seen to be espousing and practicing a 9,9 orientation, the recommendations below are based on some of the strong and/or weak

points of this leadership style. Also, brief reference is made to the 5,5 orientation since one of the current leaders in EAM has this as his dominant style, and another leader has it as his dominant/backup style.

A very critical truth to note is the probability that an apparent 9,9 oriented leader is actually a “facades” leader is very high. This is because it is in the nature of a facadist to obscure his/her true intentions, often presenting himself/herself as a 9,9 or 5,5 styled leader in his/her behavior (156). “Facadist actions come into play when what the facadist wants cannot be accomplished through open leadership” (156). The difference between a facadist and either a 9,9 or 5,5 leader is that the facades leader is merely pretending to have the interests of the organization and of the employees at heart when in reality he is manipulating the people and the situations around him towards accomplishing his personal agenda (156).. As such, the recommendations below emphasize the marks and practice of a real 9,9 leader for true and proper entrenchment of this leadership orientation and subsequent practice in EAM. Also, the recommendations are made bearing in mind that this study was conducted within the Christian frame of reference, in which integrity and vision are two of the three core values.

1. Individually, the current leaders in EAM need to take a deep, honest and reflective look into themselves to ascertain that the 9,9 leadership orientation that they have been seen to espouse is not just a “façades” but is the real, pure, 9,9 orientation.
2. In addition to the above, the said leaders need to endeavor to account for the lack of clearly laid out leadership development and succession plans since these plans are not only a mark of effective leadership, but are essential to an organization’s continued effectiveness. The leaders should establish the forces/values either in themselves or in the organization that account for lack of clearly laid out leadership succession plans.
3. There is need for the leadership in EAM to deliberately work towards entrenching the 9,9 leadership orientation in all of its leaders, as a dominant style, and to model the same to all its member churches and organizations. Of

particular concern should be the one leader within EAM whose clear dominant leadership style is a 5,5 orientation.

4. All the current leaders in EAM should be helped to fully realize that much as subordinates may be involved in decision-making and may have duties delegated to them in accordance with a 9,9 orientation, this orientation “in no way reduces the hierarchical authority and responsibility of the boss to achieve results” (89).
5. All leaders in EAM need to concern themselves with ongoing “examination and reexamination” of all processes in all programs so that there is effectiveness at all points of every process. In addition, all employees need to be urged to do likewise.
6. Since effectiveness can be impeded by “faulty logic, vested interest, hidden agendas, jealousies, favoritism, blindness to options, poor timing and overlooking [of other people’s] contributions,” EAM needs to urge each of its leaders to be “self-critical and receptive to feedback from others” (92) if they, as leaders, are to continue to be relevant and effective.
7. In line with recommendation number 6, all employees in EAM need to be aware of the “difference between coercion and manipulation” (156). This will help the said employees (leaders) recognize a facadist who may be in their midst and to stop facadist type of leadership from taking root in EAM.
8. EAM leaders should continue being open to opposing views, and to view times of conflict as opportunities for innovation and growth.
9. Since the desirable term limit for a leader to serve in EAM is anywhere between 11 and 20 years, leaders in EAM need to plan for succession the moment they approach 11 years of service. They should also assess themselves if they indeed are still relevant and effective.
10. Either EAM as a whole or each leader, or both, need to come up with criteria for assessing any leader’s continued effectiveness in the organization. Further, each leader should set for himself measurable goals towards achieving organizational purpose/goal which may then inform the process of self-assessment of continued effectiveness.
11. The leaders in EAM need to constantly assess the team they individually have at any given period in light of the programs at hand (what the organization needs to achieve), so that employees can be allocated/reallocated in accordance with their training and area of giftedness/competence so as to maintain efficiency and effectiveness. Delegation of duties should likewise be done in accordance with a person’s training and area of competence.
12. Finally and as one way of improving their effectiveness especially as regards decision-making and “effective and efficient use of human resources,” EAM leaders would do well to familiarize themselves with Blake and Mouton’s

“criteria for good decision making and problem-solving,” (guidelines for participation) which appear in this study report as appendix 6.

Recommendation for Further Study

A follow up study, especially on leadership styles and leadership succession plans would be informative as regards the authenticity of the respondents’ professed leadership styles. The recommendation is that such a study should seek to more accurately account for the lack of clearly laid out leadership succession plans in the organization.

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APPENDIX 1

RESEARCH QUESTIONNAIRE

Topic: Concepts of Effective Leadership in Evangelical Association of Malawi (EAM): Influence on Leadership Styles and Succession Plans

Dear research informant. Thank you for accepting to participate in this data gathering exercise. Please kindly read each question through, noting the list of different possible answers from which you have to select one, and then choose the one that you consider the best. Please be assured that the information you give will be held in the strictest confidence and will not be linked back to you (Please refer to the cover letter)

PART I: This part of the questionnaire is meant for you to give your opinion of what you think an effective leader is or does or should do, and not necessarily what you as a leader have been doing. Please bear this distinction in mind as you kindly fill in the questionnaire.

1. Please indicate your age (Choose **only one** of the following by circling the letter of your choice).
 - a. Below 40 years old
 - b. 40 years old or Above

2. When did you join EAM (year)?
-

3. In the event that a vacancy for a leadership position (GS/PM/RC) in EAM arises, the desirable minimum educational level that a candidate should have attained is (Please give your opinion by selecting **only one** of the following choices. Circle the letter of your choice):
 - a. Any post-secondary school certificate or diploma
 - b. Teacher Training College Qualification (Certificate or diploma)
 - c. Bible College degree
 - d. Any other first degree
 - e. Post-graduate Qualification (diploma or degree)

4. Why have you chosen the option you have done in question number 3 above?

5. In your opinion, what are the three most important personality qualities a leader in EAM (GS/PM/RC) needs to have? (Be brief and use the space below):

1. _____
2. _____
3. _____

6. Why have you given the three (3) qualities above (Please explain briefly)

7. In ideal/normal situations, how should a GS for EAM be chosen? (Please choose **only one** of the following. Circle the letter of your choice)

- a. Choose and train **any** of the present members of staff of EAM who have worked for EAM for some time
- b. Choose and groom one of the four managers presently serving in EAM
- c. Recruit a well experienced leader from outside EAM
- d. Recruit a professional manager from outside EAM
- e. Other opinion
(explain)_____

8. Why have you chosen the opinion in question number 7 above?

9. How many years, maximum, should a leader of a Christian organization like EAM serve if he is to remain effective? (Please choose **only one**. Circle the letter of your choice)

- a. 10 years or less
- b. 11 - 20 years
- c. 21 -30 years
- d. There should be no limit since this is a Christian ministry in which a sense of calling is the primary qualification

10. Why have you chosen the option you have done in question 9 above?

11. What would you consider the desirable **minimum** age for one who is to serve as GS in EAM? (Please choose **only one**. Circle the letter of your choice)

- | | | | |
|----|--------------------------------------|----|-------------|
| a. | 20-25 years | b. | 26-30 years |
| c. | 31-35 years | d. | 36-40 years |
| e. | Other opinion (Please specify below) | | |

12. Why? (Please refer to question number 11 above)

13. If you had to make **only one** choice, which one of the five choices given below would you prefer as most desirable for a potential leader in EAM (GS/PM/RC)?

- a. Good character and much education/experience
- b. Good character and little education/experience
- c. Much education/experience
- d. Good Character/experience
- e. Natural/supernatural gifts

14. Why have you made the choice you have done in question number 13 above?

15. Which of the following, in your view, best describes an effective leader? You may choose **more than one** by circling the letter(s) of your choice

- a. Authority figure (that is, one who knows what is right or wrong)
- b. Resource person (one whom you turn to for guidance, information, instruction, etc)
- c. A boss (One who controls everyone in the organization)

- d. Opinion leader (one whose words everyone respects)
- e. A servant who both leads and follows as times and circumstances demand

16. Why have you made the choice you have done in question number 15 above?

17. During management meetings, if there is an important decision to make, the GS should do **one** of the following (Please choose **only one**. Circle the letter of your choice):

- a. Take a vote and let majority opinion prevail
- b. Allow everyone to share his opinion until the whole group comes up with a decision
- c. Give his opinion and let the other leaders make a final decision on their own
- d. Seek to win the other leaders to his own point of view
- e. Other opinion (please explain below)

18. Why did you choose the answer you have chosen in question number 17 above?

19. Suppose EAM has some manual work to do that requires everyone's participation, as a leader the GS should do one of the following (please choose **only one**. Circle the letter of your choice):

- a. Tell the organization about the manual work through announcements, but not join in the work himself
- b. Try to persuade members to work but does not himself join in the work
- c. Go first and start on the job
- d. Wait until members go first, and join them later
- e. Other opinion

20. Why should the GS behave the way you have chosen in question number 19 above?

21. Which of the following is the best way to plan an organization's programs and activities? (Please choose **only one** by circling the letter of your choice)

- a. The GS alone should make all the plans
- b. The GS, the PM's and the RC's together should make all the plans
- c. All members of staff should decide on all the plans
- d. Some plans should come from the GS, some from the PM's and RC's, and some from the members of staff
- e. Other opinion (please explain below)

22. The leader (GS/PM/RC) ought to allow those members of staff with talents to do some of the tasks (work) that he as a leader normally does (Please choose **only one** of the following. Mark your choice with an **X** in the space provided).

- | | |
|-------------------------|---------------------------|
| _____ I really agree | _____ I agree a little |
| _____ No opinion | _____ I disagree a little |
| _____ I really disagree | |

23. Which of the following should be the **most important** for a leader (GS/PM/RC) to have if he is to be effective? Please circle **the letter** of your choice.

- a. Ability to give good advice to members of staff
- b. Ability to get along well with members of staff
- c. Ability to listen to members of staff
- d. Ability to control members of staff

24. For a leader (GS/PM/RC) to be effective, which of these does he/she need to have/be endowed with? You may choose **more than one** option by circling the letter(s) of your choice

- a. People to advise him
- b. Experience
- c. Training/Education (Bible College, University, Seminary, professional leadership training, etc)
- d. Natural/Supernatural gifts
- e. Other opinion (please explain below)

25. Why have you made the choice you have made in question number 24 above?

26. Apart from other prerequisites to leadership, the GS needs to know about local cultures, politics, government, etc: (Please choose **only one** of the following. Mark your choice with an **X** in the space provided).

- | | |
|-------------------------|---------------------------|
| _____ I really agree | _____ I agree a little |
| _____ No opinion | _____ I disagree a little |
| _____ I really disagree | |

27. Why? (Refer to your answer in question 26 above)

28. As GS/PM/RC, before making a major decision, I consider the following:
(Please circle **the letter** that best describes your decision-making process)

- a. The urgency of the decision that needs to be made
- b. The stage of development (growth) that the organization is at
- c. The impact of my decision on all the employees
- d. Impact of my decision on both the employees and the organization
- e. The impact of my decision on the organization regardless of the impact on the employees

29. Effective program for leadership succession directly helps an organization to achieve strategic goals (Choose **only one** of the following. Please mark with a **X**):

<input type="checkbox"/> I really agree	<input type="checkbox"/> I agree a little
<input type="checkbox"/> No opinion	<input type="checkbox"/> I disagree a little
<input type="checkbox"/> I really disagree	

30. Effective leadership succession planning is necessary for continued growth of an organization (Please choose **only one** of the following. Please mark with an **X**):

<input type="checkbox"/> I really agree	<input type="checkbox"/> I agree a little
<input type="checkbox"/> No opinion	<input type="checkbox"/> I disagree a little
<input type="checkbox"/> I really disagree	

31. EAM has clearly laid out leadership (staff) development plans (Please choose **only one** of the following. Please mark with a **X**):

<input type="checkbox"/> I really agree	<input type="checkbox"/> I agree a little
<input type="checkbox"/> No opinion	<input type="checkbox"/> I disagree a little
<input type="checkbox"/> I really disagree	

32. EAM has clearly articulated leadership succession plans (Please choose **only one** of the following):

<input type="checkbox"/> I really agree	<input type="checkbox"/> I agree a little
<input type="checkbox"/> No opinion	<input type="checkbox"/> I disagree a little
<input type="checkbox"/> I really disagree	

PART II (THE MANAGERIAL GRID): DISCOVERING YOUR LEADERSHIP STYLE

Dear Research informant. In this part of the questionnaire, there are six phrases under each topic (Initiative, Inquiry, etc) from which you are kindly requested to select one phrase per topic. The phrase you select should be the one which, in your opinion, best describes you and what you do on a daily basis as you go about discharging the duties that this institution (EAM) has entrusted into your hands. Please read all six (6) possible choices per topic first and **then** select **only one** phrase out of the six that best describes you. This is not an evaluation of your performance as a leader but is meant to help the researcher discover your leadership style. This is not about what you would want to do but what you actually do.

33. INITIATIVE (Kindly select by circling the letter at the beginning of **only one** of the listed options below)

- A. I put out enough to get by
- B. I initiate actions that help and support others
- C. I seek to maintain a steady pace
- D. I drive myself and others
- E. I stress loyalty and extend appreciation to those who support my initiatives
- F. I exert vigorous effort and others join in enthusiastically

34. INQUIRY (Kindly select by circling the letter at the beginning of **only one** of the listed options below)

- A. I go along with facts, beliefs, and positions given to me
- B. I look for facts, beliefs, and positions that suggest all is well. For the sake of harmony, I am not inclined to challenge others.
- C. I take things more or less at face value and check facts, beliefs, and positions when obvious discrepancies appear
- D. I investigate facts, beliefs, and positions so that I am in control of any situation and to assure myself that others are not making mistakes
- E. I double-check what others tell me and compliment them when I am able to verify their positions
- F. I search for and validate information. I invite and listen for opinions, attitudes, and ideas different than my own. I continuously reevaluate my own and others' facts, beliefs, and positions for soundness.

35. ADVOCACY (Kindly select by circling the letter at the beginning of **only one** of the listed options below)

- A. I keep my own counsel but respond when asked. I avoid taking sides by not revealing my opinions, attitudes, and ideas
- B. I embrace opinions, attitudes, and ideas of others even though I have reservations
- C. I express opinions, attitudes, and ideas in a tentative way and try to meet others halfway
- D. I stand up for my opinions, attitudes, and ideas even though it means rejecting other's views
- E. I maintain strong convictions but permit others to express their ideas so that I can help them think more objectively
- F. I feel it is important to express my concerns and convictions. I respond to ideas sounder than my own by changing my mind.

36. CONFLICT RESOLUTION (Kindly select by circling the letter at the beginning of **only one** of the listed options below)

- A. I remain neutral or seek to stay out of conflict
- B. I avoid generating conflict but when it appears I try to soothe feelings to keep people together
- C. When conflict arises I try to find a reasonable position that others find suitable
- D. When conflict arises I try to cut it off or win my position
- E. When conflict arises I terminate it but thank people for expressing their views
- F. When conflict arises I seek out reasons for it in order to resolve underlying causes

37. DECISION MAKING (Kindly select by circling the letter at the beginning of **only one** of the listed options below)

- A. I let others make decisions or come to terms with whatever happens
- B. I search for decisions that maintain good relations and encourage others to make decisions when possible

- C. I search for workable decisions that others accept
- D. I place high value on making my own decisions and am rarely influenced by others
- E. I have the final say and make a sincere effort to see that my decisions are accepted
- F. I place high value on arriving at sound decisions. I seek understanding and agreement.

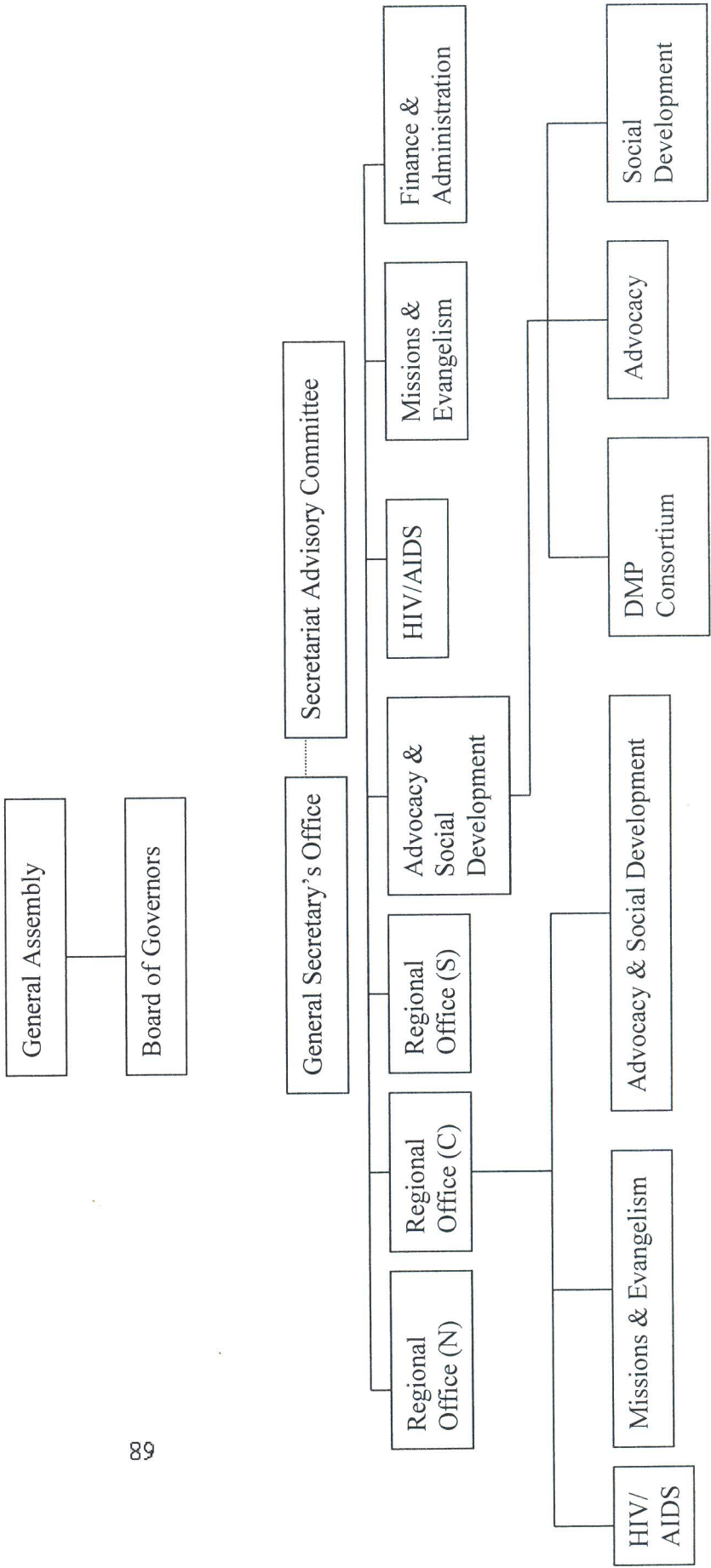
38. CRITIQUE (Kindly select by circling the letter at the beginning of **only one** of the listed options below)

- A. I avoid giving feedback
- B. I give encouragement and offer praise when something positive happens but avoid giving negative feedback
- C. I give informal or indirect feedback regarding suggestions for improvement
- D. I pinpoint weaknesses or failure to measure up
- E. I give others feedback and expect them to accept it because it is for their own good
- F. I encourage two-way feedback to strengthen operations

Thank you for your kind participation in this study.

APPENDIX 2

EAM ORGANISATIONAL STRUCTURE



APPENDIX 3

MANAGERIAL GRID III

12 The Managerial Grid III

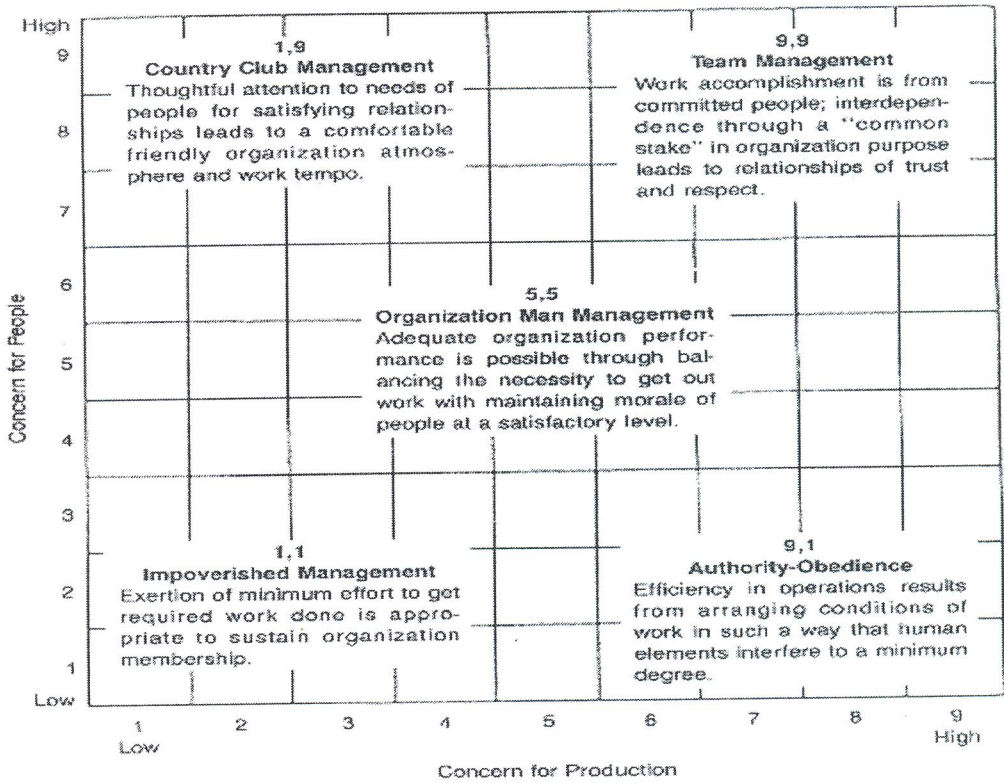


Figure 2-1. The Managerial Grid.®

APPENDIX 4

MANAGERIAL GRID III

How Managers Think About Leadership 13

The important point is that to increase managerial competence and productivity in people, a leader must know of alternative leadership styles and be prepared to select the soundest. From the range of orientations, five display such significant differences in characteristic actions and outcomes they are readily identified as benchmark styles:

- 9,1 In the lower right-hand corner of the Grid a maximum concern for production (9) is combined with a minimum concern for people (1). A manager acting on these assumptions concentrates on maximizing production by exercising power and authority, and achieving control over people by dictating what they should do and how they should do it. The D statements in Chapter 1 represent this leadership style.
- 1,9 The 1,9-oriented leadership style is in the top left corner. Here a minimum concern for production (1) is coupled with a maximum concern for people (9). Primary attention is placed on good feelings among colleagues and subordinates even at the expense of achieving results, as indicated by the B statements.
- 1,1 A minimum concern for both production and people is represented by 1,1 in the lower left corner. As seen in the A statements, the 1,1-oriented manager does only the minimum required to remain within the organization.
- 5,5 The center depicts the 5.5 orientation. This is the "middle of the road" theory or the "go-along-to-get-along" assumptions, which are revealed in conformity to the status quo as reflected in all of the C statements.
- 9,9 Represented in the upper right corner of the Grid, this style integrates production and people concerns. It is a goal-centered, team approach that seeks to gain optimum results through participation, involvement, commitment, and conflict solving of everyone who can contribute, as characterized by the F statements.

APPENDIX 5

LIKERT TEST SCORES

Q Item #	R #1	R #2	R #3	R #4	R #5	R #6	R #7	Summated Scores
22	5	5	5	5	5	5	5	35
26	5	5	5	5	5	5	5	35
29	5	5	3	5	5	5	3	31
30	5	5	5	5	5	5	5	35
31	4	1	1	5	4	3	3	21
32	4	1	1	3	3	3	3	18
SUM	28	22	20	28	27	26	24	175

APPENDIX 6

GUIDELINES FOR PARTICIPATION

Tactics of 9,9 Teamwork 105

Table 9-1
Testing Actions for When They Should Be
1/0, 1/1, or 1/all

Criteria	Approach		
	1/0 if	1/1 if	1/all if (1/some also)
1. Whose problem is it?	mine	his or hers; both of us	ours
2. Time to contact	unavailable	available	available
3. Judgmental competence	full	low	insufficient
4. Pooling of information	unnecessary	vertical or horizontal	needed both horizontally and vertically
5. Synergy	not possible	possible	possible
6. Critique	no one else involved	problem belongs to two people	problem has implications for all
7. Significance to the team	low	low	high
8. Involvement-commitment of others	no significance	helpful-essential	necessary-essential
9. Relevance for others	none	present	present
10. Others' understanding of purpose/rationale of decision	no need or can be assumed	needed	needed
11. Coordination of effort	unnecessary	vertical or horizontal	horizontal and vertical
12. Change in team norms/standards	not relevant	not relevant	relevant
13. Representation of issue in other settings	none	pertinent	pertinent
14. Delegation	possible	unlikely	unlikely
15. Management development	none	present	present

Source: *Grid Team Building*. Austin, Texas: Scientific Methods, Inc., 1984. Reprinted by permission.

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