HOW DO PERSONALITY TRAITS, LEADERSHIP POWER AND ORGANIZATIONAL CULTURE AFFECT THE SUCCESS OF A LEADER: A COMPARATIVE STUDY OF WORLD VISION AND ARC

BY

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UNITED STATES INTERNATIONAL UNIVERSITY

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A Project Submitted to the Chandaria School of Business in Partial Fulfillment of the Requirement for the Degree of Executive Masters in Organizational Development (EMOD)

UNITED STATES INTERNATIONAL UNIVERSITY

SUMMER 2014
STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: __________________________  Date: __________________________

Roselyne Opel (ID No. 630228)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: __________________________  Date: __________________________

Mr. Scott Bellows

Signed: __________________________  Date: __________________________

Dean, School of Business
ABSTRACT

The purpose of this study was to investigate on how leadership personality traits, leadership power and organizational culture affect the success of a leader. The study was guided by the following stated research objectives: to investigate how different leadership power affect the success or failure of the leader, to examine how personality traits affect the success and failure of the leader and to determine the link between organization culture and success of a leader and if the culture has any bearing to the success or failure of a leader.

The study adopted a descriptive research design. The population of interest consisted of all the employees of World Vision (60) and ARC (90), a Non Governmental Organization. The research was conducted among the employees of World Vision and ARC Non Governmental Organization and their details were obtained from the organization’s human resources department. Stratified and Systematic random sampling was used in this study. Therefore a sample size of 109 was selected from a total population of 150 employees in both organizations. Questionnaires were used for primary data collection. The collected data was coded and entered into the Statistical Package for Social Sciences (SPSS) program according to each variable of the study for analysis.

The findings on the effect of leadership power established that the majority of participants in the study perceived their supervisor to set goals which are difficult to reach (m=4.35). A number of the participants perceive their supervisor to enthusiastically communicate what the employees need to accomplish (m=4.89). Others claimed that their efforts to do a good job are seldom blocked by red tape (m=5.03). Majority of participants perceive their supervisor acknowledges the contributions of others in achieving organization goals (m=4.55). A number of participants express positive expectation of the work done by supervisor (m=3.95).

On the effect of personality traits on the leader, the study revealed that the majority of participants perceive their supervisors follow through on the promises and commitments made on the organization (m=5.40). The supervisors talk with employees on how their
interests can be met by working toward a common goal (m=4.98). The supervisors update employees on current activities that may affect the organization (m=4.55). The supervisors treat employees with dignity and respect which make it a point to publicly recognize people who show commitment to organization values (m=5.55).

On the effect of organization culture on leader, the findings showed that the organizations have clear business and operational objectives that are understood by all employees (m=6.48). The management is disciplined with employee performance feedback and appraisals (m=4.55). The management has put in place a clear set of values that underpin business performance (m=3.78). The management is quick to deal with problem of employees’ performance (m=5.42). The management rewards employees for business success (m=5.42) and the employees feel comfortable talking about personal issues with other employees and management (m=3.75).

On the perceived success or failure of the leader, the findings suggested that most of the participants agreed that they supervisor has appropriate skills and qualifications to enhance organization productivity from World Vision (m=5.42). Very few respondents agreed that the feel a great deal of pride of my supervisor when the organization is successfully with majority of the participants from ARC (m=1.94).

The study recommends that leaders should reward employee for the work that they do. The supervisors should reward employees with salary increments and promotions. The supervisor should build consensus on agreed set of values for the organization. The supervisor should talk with the employees about the values and principles that guide them towards organization actions. The management should continuously provide employee performance feedback and appraisals. The management should do an excellent job of communicating with employees on a host of issues that may affect their performance at the workplace.
ACKNOWLEDGEMENT

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DEDICATION

This research proposal is dedicated to my Mum Jenipher Oketch for sowing in me the seed of hard work and giving me the critical foundation in education and for all the support both morally and financially. My husband Nicholas O Ogolla for the love, encouragement when I felt tired and overwhelmed by everything, the understanding and support during the many long hours when I had to juggle between work, family and study, my children Dennis Odhiambo Nicholas and Chelsea Faith Oketch Nicholas for cheering me on and reminding me that I had to finish my coursework and lastly my best friend Rosemary Akinyi who always have my back and keeps reminding me that “life is journey, stop and enjoy each moment” and my colleagues at my work place for all the encouragement and understanding as I undertook my studies.
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### ABBREVIATIONS AND ACRONYMS

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<tr>
<td>ARC</td>
<td>American Refugee Committee</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Different types of leadership are required to help firms successfully navigate the dynamic and uncertain environment in which they compete today (Sorcher and Brant, 2002). The leadership needed in 21st century firms is involved with building company resources and capabilities with an emphasis on intangible human capital and social capital. Human capital is the firm’s repository of valuable knowledge and skills; social capital provides access to critical resources. Both are significant contributors to achievement of a competitive advantage (Miller, 2002; Madu, 2009). The quality and performance of leaders are the key criteria in deciding organizational success.

An organization without leadership is not able to transmute input resources into competitive advantage. It is clear that the leadership style of a manager has a close relation to the development of an organization. The study made by Swanepoel et al. (2000) shows that 45% to 65% of the total factors causing success or failure of organization are decided by leaders. Leaders have the ability to influence a group towards the achievement of goals (Robbins, 1993; Phipps and Prieto, 2011). Tannenbaum et al. (1964) considered leadership as an influence of human relations. Leadership guides the followers to achieve specific goals through communication.

In most situations, leadership is complex as many organizations are caught in the middle of a web of authoritarian hierarchies and traditional leadership approaches, as well as bureaucratic hierarchies mixed with modern approaches to leadership (Grobler et al., 2002). Today, leaders within the organization realize that they face a future of rapid and complex change (Mester, Visser and Roodt, 2003; Vecchio, 2007). Carrell et al. (1998) are of the opinion that many organizations are over-managed and under-led. Furthermore, Swanepoel, Erasmus, van Wyk and Schenk (2000) believe that organizations that are over-managed and under-led inhibit organizations from growth and change.

As organizations and their environments have transformed quickly over the past years, a new style of leadership, one that is less bureaucratic and more democratic, is required in
order to ensure the organization’s survival and performance (Johnson, 1995; Lunenburg, 2011) hence the importance of leadership. Leaders in the organization should focus on the future, to create excitement for the future, as well as for what is happening today. Hitt, Ireland and Hoskisson (2005) describe leadership as the ability to anticipate, envision, maintain flexibility and empower others to create change as necessary in the organization culture. A primary goal of a leader is to gain a better understanding of the business conditions, the environment and other aspects that identify the challenges of the future.

In their review of the leadership, Boal and Hooijberg (2001) made the distinction that theories of leadership are about leadership in an organization but that leadership is of leadership of the organization. Leadership is marked by a systemic concern for the whole organization, its evolution, changing aims as well as the selection, development and maintenance of the requisite resources and capabilities to enable it to compete. Boal and Hooijberg (2001) and Hughes, Ginnett and Curphy (2005) proposed a direct link between leadership effectiveness and organizational success.

Alvesson and Sveningsson (2003) argue that leadership creates results. It therefore follows that effective strategic leadership will have a positive influence on organizational performance (Charlton, 2000). According to Taylor (2005), leadership is about managing radical change to achieve a dramatic improvement in the organization’s performance. Other views suggest that organizational performance is the culmination of the performances of many individuals driven by an effective strategic leader (Hellreigel, Jackson, Slocum, Staude and Associates, 2001; Hagen, 2008).

Dubrin (2001) suggests that the broad assumption underlying the study of leadership is that leaders affect organizational performance and success. Dubrin (2001) also argues that leadership is the ability to inspire confidence amongst employees who are required to achieve organizational goals. However, in addition to driving the desired performance, a strategic leader must have the ability to develop an appropriate balance between the firm’s strategic and financial controls (Kaplan and Norton, 1996; Esquer-Peralta, Velazquez and Munguia, 2008).
Leadership can be broadly categorized into a number of important phases. Early studies on leadership (frequently categorized as ‘trait’ studies on leadership) concentrated on identifying the personality traits which characterized successful leaders (Mahoney et al., 1960). Trait theories assume that successful leaders are ‘born’ and that they have certain innate qualities which distinguish them from non-leaders (Stodgill, 1948). However, the difficulty in categorizing and validating these characteristics led to widespread criticism of this trait approach, signalling the emergence of ‘style’ and ‘behavioural’ approaches to leadership (Stodgill, 1948; Deal and Kennedy, 2012).

Style and behavioural theorists shifted the emphasis away from the characteristics of the leader to the behaviour and style the leader adopted (Likert, 1961). The principal conclusion of these studies appears to be that leaders who adopt democratic or participative styles are more successful (Bowers and Seashore, 1966). In this sense, these early studies are focused on identifying the ‘one best way of leading’. Similarly to trait theories, the major weakness of style and behavioural theories is that they ignore the important role which situational factors play in determining the effectiveness of individual leaders (Mullins, 1999). It is this limitation that gives rise to the ‘situational’ and ‘contingency’ theories of leadership (Vroom and Yetton, 1974; Cooper and Pamela, 2006) which shift the emphasis away from ‘the one best way to lead’ to context-sensitive leadership.

Although each study emphasizes the importance of different factors, the general tenet of the situational and contingency perspectives is that leadership effectiveness is dependent on the leader’s diagnosis and understanding of situational factors, followed by the adoption of the appropriate style to deal with each circumstance. Fiedler (1996), one of the most respected researchers on leadership, has provided a recent treatise on the importance of leadership by arguing that the effectiveness of a leader is a major determinant of the success or failure of a group, organization, or even an entire country (Cohen, 2008).

Indeed, it has been argued that one way in which organizations have sought to cope with the increasing volatility and turbulence of the external environment is by training and developing leaders and equipping them with the skills to cope (Saari et al., 1988). As
empirical studies into the links between leadership and performance have been lacking, the current study aims to investigate how personality traits, leadership styles and organizational culture affect the success of a leader (Brown, 2011).

1.2 Statement of the Problem
A number of studies have been carried out on transformational than transactional leadership styles but little have been carried out on how personality traits, leadership power and organizational culture affect the success of a leader. Hater and Bass (1988) explains that research on transformational leadership has become somewhat self-sustaining is that positive results continue to emerge on the effects of transformational leadership. Barling et al. (2000) study also found that subordinates’ organizational commitment was positively correlated with the transformational leadership behaviors of their supervisors. Most of the empirical literature indicates that transformational leadership is positively connected with leaders’ effectiveness (Ellis, 2005). Research by Pruijn and Boucher (1994) show evidence that transformational leadership is an extension of transactional leadership; therefore these two leadership styles are not mutually exclusive, as a leader may display a varying degree of transactional or transformational leadership.

Kouzes and Posner (2010) conducted a study on the personality traits of leadership and established that that the topics the new generation of leaders have the same principles as those of previous generations. Hence, the current study of leadership practices in Not for Profit Organization aimed to establish whether the same guidelines could be applied for successful leadership in the African Context. On the other hand, Hofstede and Hofstede (2005) carried out a study to investigate how cultural parameter of power distance may influence the appropriate leadership style. The authors argued that the understanding of a right or wrong use of power is strongly influenced by the culture in which people grow up with. With this in mind, the current study aimed to establish whether the success or failure of leadership could exist without power as understood in a broad sense in the African Not for Profit Context. Baker (2008) suggested that corporate culture was key to improving the organizational performance and a company’s competitive advantage. It was yet to be established how organization culture can establish a successful leadership style in the African Not for Profit Context. Most of the empirical researches have a
problem in considering these issues. Therefore, there was a need for sufficient evidence and knowledge gap that needed to be filled.

1.3 Purpose of the Study
The purpose of this study was to investigate how personality traits, leadership power and organizational culture affect the success of a leader using the case of World Vision and ARC.

1.4 Research Questions
The study was guided by the following research questions:
1.4.1 To what extent do different leadership power uses affect the success or failure of the leader in the African Not for Profit Context?
1.4.2 To what extent do leadership personality traits affect the success and failure of the leader African Not for Profit Context?
1.4.3 To what extent does organization culture affect the success and failure of the leader African Not for Profit Context?

1.5 Importance of the Study
1.5.1 Non Profit Organization
To aspiring leaders, this study will help them as a reference point to assist them learn from both success and failures of previous leaders and how they can start off on the right path to success. It is expected that the study will form a basis for policy formulation on effective leadership in not for profit organizations. To leaders it will be able to clearly show them the how their leadership style, personality traits and organization culture play a big role in determine their success or failures as leaders.

1.5.2 Leaders
It will also help leaders avoid the pitfalls that others have fallen into as a result of thinking that leadership is the sole result of education and that instead there are other factors that also need to be considered when determining what kind of a leader they would want to be.
1.5.3 Other Researcher and Academicians
To the academics and human resource practitioners the study will form a basis for further research as it provides knowledge in a Kenyan context pertaining to effective leadership and organizational performance. There is a gap in knowledge which the researcher proposes to fill by establish benchmarks for effective leadership in not for profit organization.

1.6 Scope of the Study
The study investigated how personality traits, leadership styles and organizational culture affect the success of a leader. The study focused on all the employees World Vision (60) and ARC (90) Non Governmental Organization. The study was carried out from all levels of the company and the survey will be conducted between the time periods of January 2014 to April 2014.

1.7 Definition of Terms
1.7.1 Leadership
Leadership is "organizing a group of people to achieve a common goal" (Grobler et al., 2002).

1.7.2 Leadership Power
Leadership power is the ability to exercise influence over others (Ellis, 2005).

1.7.3 Not for Profit Organization
A not for profit organization is a type of organization that does not earn profits for its owners. All of the money earned by or donated to a not for profit organization is used in pursuing the organization's objectives (Miller, 2002).

1.7.4 Organization Culture
A practical way to define organizational culture is the environment in which we work; these are the member's behaviours, attitudes, beliefs, skills, perspectives, habits and prejudices. Some of these attributes have been moulded by past leaders, either good or bad through years of indoctrination, influence, and reinforcement (Cohen, 2008).
1.7.5 Personality Traits
Personality traits refer to the individuals’ attitudes and behaviours that can reflect the lasting qualities that they possess. Personality differentiates one individual from another (Ones, Dilchert, Viswesvaran and Judge, 2007).

1.7.6 Power
Cangemi (1992) defines power as the individual’s capacity to move others, to entice others, to persuade and encourage others to attain specific goals or to engage in specific behaviour; it is the capacity to influence and motivate others.

1.8 Chapter Summary
This chapter addresses how personality traits, leadership styles and organizational culture affect the success of a leader. This chapter also mentions the statement of the research problem, the purpose of the research, the research questions as well definitions of the terms used. The subsequent chapter provides literature review on the subject of how personality traits, leadership styles and organizational culture affect the success of a leader. The Chapter reviews the areas of personality traits, leadership styles and organizational culture. Chapter three is on the research methodology. Chapter four is on the research and findings of the study. Chapter five is on the summary, discussion, conclusion and recommendations of the study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
This chapter investigates on empirical studies in relation how personality traits, leadership styles and organizational culture affect the success of a leader. The chapter analyzes the literature review in accordance to the stated research objectives in the first chapter. The first section of the literature review looks at effect of leadership power on the success or failure of the leader. The second section of the literature looks at how personality traits affect the success and failure of the leader and third section analyzes the link between organization culture and success of a leader and if the culture has any bearing to the success or failure of a leader. The chapter ends with a summary.

2.2 Effect of Leadership Power on the Success or Failure of Leader

2.2.1 Power
Power interests people involved in romantic relationships, as well as in workplace organizations. Many people spend entire lifetimes attempting to acquire power in the workplace; while others seek positions of authority in order to control people, resources, and information. Some people desire power in order to gain large sums of money to purchase expensive homes, cars, and memberships in country clubs; or to travel, going first class; or to visit exotic places around the world. Employees in many organizations seek decision-making power, or power to gain the ear of their superiors over issues that affect their daily work lives (Ellis, 2005). Cangemi (1992) defines power as the individual’s capacity to move others, to entice others, to persuade and encourage others to attain specific goals or to engage in specific behaviour; it is the capacity to influence and motivate others.

Krausz (1986) also argued that power is the ability to influence the actions of others, individuals or groups. It is understood as the leader’s influence potential. Verderber and Verderber (1992) argued that social power is a potential for changing attitudes, beliefs, and behaviours of others. Weber (1954) defined power as the possibility of imposing one’s will upon the behaviour of others, while Etzioni (1978) wrote that power is an actor’s ability to induce or influence another actor to carry out his directives or any other norms he supports. Those in power have the ability and capacity to get others to do what
they want them to do. Folger, Poole, and Stutman (1993) defined power as the capacity to act effectively.

To increase organizational power, effective leaders recognize the importance of developing their own personal power. Kotter (1977) asserted the importance of planning, organizing, budgeting, staffing, controlling, and evaluating the people on whom the leader depends. Trying to control others solely by directing them on the basis of authority associated with one’s position rarely works. Effective leaders often become dependent upon individuals over whom they have no formal authority. Also, in this modern age, few employees passively accept and obey authorities who issue a constant stream of commands simply because they play the role of boss (Cohen, 2008).

To increase one’s organizational power in another way, a person can exhibit an attitude of trust in other organizational members. At the same time, developing a high degree of expertise within the organization increases a leader’s personal power (Amiot et al., 2006). Subordinates gain respect for leaders when expertise increases and subordinates develop an attitude of trust toward the leader. Increasing one’s own achievements and making them known establishes a higher organizational standard which subordinates can look up to and respect (Brown, 2011). As respect increases among the subordinates through a track record of accomplishments, the leader’s personal power increases in the organization (Kotter, 1977). Failure of the leader to recognize the need for the development and the importance of personal power will most likely increase subordinates’ resistance to change or direction.

2.2.2 Reward

Reward power is based on the belief that a leader controls important resources and rewards that the follower wants. Reward power not only depends on a leader’s actual control over rewards, but also on the follower’s perceived value of those rewards. Reward power has been shown to be most effective when followers see a direct connection between performance and reward (Deal and Kennedy, 2012). Leaders most commonly use reward power with a promise to give staff something in exchange for carrying out an assigned task, a special privilege and a form of recognition. Precisely how this is carried out can significantly affect the outcome (French and Raven, 1959).
When leaders offer the right rewards, that is - rewards that are valued, fair, and in line with what they can deliver - reward power is effective. In addition, being true to one’s word and using rewards in a non-manipulative fashion is also essential (Cohen, 2008). The over use of reward power by a leader may drive followers to view the relationship in purely transactional terms (such as “I will do X because you will give me Y.”) Rather than using rewards in an impersonal way, the most effective way leaders can use rewards is to recognize accomplishments within the context of referent power (Plax, Kearney and Downs, 1986).

2.2.3 Coercive
Coercive power is the capacity to dispense punishments to those who do not comply with requests or demands. People exercise coercive power through reliance upon physical strength, verbal faculty, or the ability to grant or withhold emotional support or tangible resources from others. Coercive power provides a leader with the means to physically harm, bully, humiliate, or deny love, affection or resources to others. Examples of coercive power in the workplace include the ability (implied or real) to fire, demote or transfer to undesirable positions (Rahim, 1989; Amiot et al., 2006).

Coercive power can be useful for deterring behaviour detrimental and at times when compliance is absolutely necessary, such as in a crisis situation. However, in most situations coercive power should be used predominantly as a last resort as it has significant negative side effects. Coercive methods have been linked to a number of dysfunctional group processes, including dislike, anger, resentment, rejection, conflict, and decreases in motivation, and self-esteem (Rahim, 1989; Brown, 2011).

2.2.4 Legitimate
Legitimate power stems from an authority’s legitimate right to require and demand compliance. Legitimate power stems from a leader’s formal authority over activities. This type of power is dependent upon the official position held by the person exercising it. Legitimate power may be derived from prevailing cultural values that assign legitimate power to some individuals (such as respect for one’s elders), accepted social structure that grant legitimate power to some people (such as British royalty), or through one’s position in a hierarchy (Kotter, 1977; Vecchio, 2007).
While referent and expert power are tied to the individual, legitimate power is tied to position. In this context, the amount of legitimate power a leader might have is likely related to one’s scope of authority. For example, managers typically have more authority than staff, and a staff member typically has more authority in relation to community members. Yet it is not uncommon for a leader to make requests of someone who may technically fall outside their scope of authority, and for that person to willingly comply (Krausz, 1986; Timothy et al., 2011).

A leader’s scope of authority is usually defined in the work environment by documents such as organizational charts, contracts, and job descriptions. Ambiguity about the scope of a leader’s authority is, however, common. If managers, staff members, and the community define the boundaries of legitimate power differently, then conflict is likely to develop. This conflict can interfere with the accomplishment of an organizational or educational purpose. Legitimate power can easily lead to tension because of its close association with position and not the person (Weber, 1954; Lunenburg, 2011).

In addition, the power of the position itself may grant power to uncooperative and difficult people. However, over time legitimate power becomes less useful if it is not practiced in a manner consistent with agreed upon norms of behaviour and in an environment where communication is clear. While the position of leader holds respect and authority, the personal nature of the position frequently does not allow a leader to wield a great deal of legitimate power (Madu, 2009). Leaders generally have the authority to ask much their staffs, but must do so in a way perceived to be fair and respectful, which often involves the use of referent and expert power. So, while the position itself grants the leader some legitimate power, exercising legitimate power exclusively is not likely to be useful over time (Cangemi, 1992).

2.2.5 Expert
Expert power derives from group members’ assumptions that the leader possesses superior skills, knowledge, and abilities. This expertise enables leaders to perform tasks and provides them with a better understanding of the world around them. However, expertise is only a source of power if others are dependent upon the leader for the skill, knowledge or ability the leader possesses. The more important a problem is to the
follower, and the more the leader is perceived to be an expert in that area, the greater power the expert leader will have (Folger, Poole and Stutman, 1993).

Like referent power, expert power may come more easily in the short term yet prove troublesome in the long term. Initial perceived expertise is typically strong, but a leader must balance expertise with wisdom and not to exaggerate the extent of his or her expertise. As time progresses, followers learn more and a leader’s expertise is questioned and challenged, the power of expertise can diminish. While expertise can be maintained through continual formal study and training, research suggests that a convincing way to demonstrate expertise is by solving problems important to followers and providing sound advice on a consistent basis (Weber, 1954; Lunenburg, 2011).

When a leader has a lot of expert power and is trusted by followers as a reliable resource for wisdom and information, the leader can have tremendous influence over the long-term. Leaders are generally granted expert power in the fields in which they have reputable experience and education. While the ability to understand and effectively communicate educational content might be an obvious example, the ability to communicate experience and wisdom about interpersonal problem solving and life skills also serve as areas in which a leader may influence due to expertise (Verderber and Verderber, 1992; Hagen, 2008).

2.2.6 Referent

Referent power is based upon identification with, attraction to, or respect for the leader. Group members gain a sense of intrinsic personal satisfaction from identification with a referent leader. This kind of power relationship is dependent upon the inclination to work harder for someone who is liked or admired. To gain and maintain a leader’s approval and acceptance, a follower is likely to do what the leader asks, develop a similar attitude, and even imitate the leader’s behaviour (Krausz, 1986).

Leaders who are charming and trustworthy tend to possess and use referent power more often than those less personable. By showing genuine concern and demonstrating a general level of respect for others, referent power tends to increase early in the relationship between leader and follower. However, if the charisma of a leader is never
connected to genuine integrity and strength of character, referent power is easily lost. In organizations, referent power is most easily seen in the charismatic leader who excels in making others feel comfortable in his or her presence. Employees typically express their excitement about work in terms of their attraction to their leader’s personal characteristics and charisma. The reason they commit to their work is because of the leader’s likeability, and they base their self-esteem and sense of accomplishment on their leader’s approval (Verderber and Verderber, 1992; Ellis, 2005).

Charismatic leaders who lack the integrity and depth of character to match their charm and charisma often leave organizations within a few years, and frequently leave a path of destruction in their wake. Their insecurities eventually manifest themselves in the form of erratic decision-making and defensiveness that can alienate the leader from their staff and their colleagues. If left unchecked or used as an exclusive source of influence, referent power’s benefits quickly decrease and destructively give way to its liabilities (Krausz, 1986; Lunenburg, 2011).

2.3 Effect of Personality Traits on the Leader
Individuals’ personalities can be observed through their attitudes and behaviors and can reflect the lasting qualities that they possess. A pattern evolves over time, and the traits solidify and become engrained in them to embody their personality. However, personality is not simply a means of differentiating one individual from another. For example, Driskell, Hogan, Salas and Hoskin (1994) have explored the relationship between personality and job performance criteria such as job proficiency and training proficiency. Bolger (1990) investigated on the relationship between personality, stress, and coping as well as the relationship between personality and citizenship behavior and contextual performance (Ones, Dilchert, Viswesvaran and Judge, 2007).

Colquitt, LePine, and Noe (2000) defined personality as relatively stable characteristics of individuals (other than ability) that influence their cognition and behavior. Ones, Viswesvaran and Dilchert (2005) described personality traits as enduring dispositions and tendencies of individuals to behave in certain ways. Therefore, an individual’s personality forms part of his/her identity, consistently distinguishing him/her from others, and is
reflected in his/her propensity to think, feel, and act in certain ways (Ones, Viswesvaran and Dilchert, 2005).

2.3.1 Model the Way
According to Phipps and Prieto (2011), by modelling desired behaviour, leaders get more commitment and higher work standards from their employees. Leaders must build credibility through what they say as well as by what they do. An exemplary leader is able to articulate his beliefs so that others may understand and see where he is coming from. As well, the leader must assure that his actions fit his words. A leader’s values must fit in with his behaviours and expectations of other’s behaviours. Values are what keep people going; they are the guidelines by which people live with at work and play. Kouzes and Posner (2013) explain that the values constitute the bottom line of decisions of what to do and what not to do. Leaders need to be clear on their values and be able to share these values through their own voice, in doing this; leaders become authentic, leading from the inside. People gauge value a leader by what they do, more than by what they say.

Kouzes and Posner (2013) suggest that leadership is a performing art. A leader learns to “act “ in the manner required to get people to come on board. Leaders enact decisions in order to get to their goals. The authors go further to suggest that “setting an example is essentially doing what you say you will do.” Clarification of values is extremely important as is the consistency by which leaders show that they are worthy leaders to follow. Leaders need to use storytelling, artefacts and symbols to reinforce their beliefs. Storytelling of success in the company reinforces the fact that anyone, with the right amount of will and desire will succeed. Leaders need to question themselves constantly, making sure that they are modelling the way in a manner that is appropriate and desirable.

2.3.2 Inspire a Shared Vision
A leader must be a visionary and have a well-defined goal for his or her followers to achieve (Moraski, 2002). Leaders must have a vision, whether we call it a mission, purpose, goal or agenda, it all comes down to the want and the need to create and accomplish something. However, a good leader must be able to impart his vision to others. The people must be able to “see” that vision and know what is in it for them. People need to feel like stakeholders in a project or assignment in order to perform at the
top of their capacity. There must be some kind of motivation, whether it is intrinsic or extrinsic. In order for a leader to impart his vision he must feel passionately about it, he must speak about it with a sense of urgency and passion to enable others to feel the same way, Again, the leader must consider his people’s needs and show why the vision would be for the greater good of all (Kouzes and Posner, 2010).

Kouzes and Posner (2013) a leader vision of a future is a process that begins with passion, feeling, concern, or an inspiration that something is worth doing. A leader with a vision needs to project into the future and see what the result of his vision coming to fruition is. If it is for the good of all concerned, and no harm comes about, then it is worthwhile to proceed. As well as imparting the vision, the environment must be structured as to enable others to freely and passionately work towards completion of the vision. A vision statement should be part of the very beginning operations when working on a vision. The vision statement ideally should be created by all the stakeholders, not just the leader. In writing the statement, questions about where you want to see yourself (yourselves) in five to ten years is worthwhile doing.

By dreaming big and visualizing what could be, all concerned will be instilled with the passion that is needed to get the project off the ground. Leaders who are enthusiastic about their vision and their people, who give voice to their people are by far better liked and more successful than those who keep all the ideas as theirs and direct and impose their visions on others. Being enthusiastic however is not all that is needed to find a vision. According to Kouzes and Posner (2013), it is an emotional, intuitive process of self-discovery and self-exploration, leading to self-creation.

2.3.3 Challenges the Process
According to Moraski (2002), exemplary leaders are always looking for ways to challenge themselves and others in order to foster growth and change. Change can be stressful, however, effective leaders welcome this stress as a time to renew, revamp and redo. Training is a crucial factor in change being successful. You cannot possibly have people assigned new responsibilities if workshops, or in services are not conducted to allow people to gain skills to enhance their performance. Leaders need to set their expectations at a higher level in order for employees to reach their potential. Not only do
employers have to set the bar higher for employees, they have to set it higher for themselves.

People usually do something for a purpose. Most times work related activities are done for an extrinsic purpose. Leaders have to motivate their employees to do things for intrinsic reasons to get the feeling of a job well done. Kouzes and Posner (2013) suggest that the absolute dedication to extrinsic motivators severely limits an organization’s ability to excel and to use the full potential of its employees. A leader’s attitude is crucial and sets the tone for how a company is run. Leaders who are open and challenge the status quo also are proactive in seeking new endeavours and creating new opportunities for change and in turn growth. Just because something has been done a certain way in an organization for years does not mean that it is the best way in the present day. Exemplary leaders are on the lookout for possibilities for improvement all the time.

2.3.4 Enable Others to Act
Findings from the research for the book discovered that most extraordinary achievements were not done by one sole person but by a team of people. Kouzes and Posner (2013) explain that collaboration is a necessary part of any organization. It is the key to accomplishing what you need to get done. An atmosphere of competitiveness within an organization does not bring people together; rather, it pulls them apart. Trustworthiness or trust is at the root of collaboration. If a leader is not trustworthy he will have no followers, on the other hand if a leader cannot trust his people, the organization does not succeed. Leaders must build an atmosphere of mutual trust within their organization. Kouzes and Posner (2013) also report that psychologists have found that people who are trusting are more likely to be happy and psychologically adjusted than those who view the world with suspicion and disrespect. Trusting leaders nurture openness, involvement, personal satisfaction, and high levels of commitment.
2.3.5 Encourage the Heart
Kouzes and Posner (2013) suggest that motivation increases productivity only when a challenging goal is put forward and feedback is given on their performance. This encourages self-reflection and self-correction, thereby allowing for the individual’s growth. As well, people can become self advocates, questioning their progress and asking for help along the way in an attempt to reach the higher bar. As with children in school, if the teacher expects them to be mediocre and not do well, they more than likely will prove that expectation correct.

The same is true of an organization, if the leader expects a high standard of performance, they will likely get it. On the reverse, if nothing is done to encourage and promote collaboration, trust and high standards, then what will likely result is the fulfilment of the “self fulfilling prophecy” of poor performance and standards. Not only do exemplary leaders expect high standards of their employees but they expect it of themselves. By focusing positively on expected behaviours, an organizations moral is lifted. Everyone can see themselves being productive and happy (Kouzes and Posner, 2010).

Along with encouraging the heart comes the notion of listening with the eyes and heart. Leaders need to be visible; out and among their employees seeing what is going on and listening to what the people are saying. Leaders must recognize and reward employees for their progress-this encourages the heart immensely. A thank you can perhaps go further than any other spoken word. People appreciate when their work is noticed and appreciated in turn. This shows them that they are valued and that they are an integral part of the organization (Kouzes and Posner, 2013).

2.4 Effect of Organization Culture on Leader
According to Madu (2009), one of the many responsibilities confronting leaders is the creation and maintenance of organizational characteristics that reward and encourage collective efforts. The organizational culture stands out as one of the components that are important to sustaining performance, and competitive advantage, and a good reason for becoming a great company. The reason for ethical failure in many organizations is the fact that while leaders concede of culture as a powerful tool that can create and sustain performance, only few leaders give it the attention it deserves. The cause of ethical failure
in many organizations can be traced to organizational failure of leadership active promotion of ethical ideals and practices.

2.4.1 Business Focus

There has been growing concerns over the ways many organizations have chosen to do business in the recent past. The organization culture as a leadership concept has been identified as one of the many components that leaders can use to grow a dynamic organization. Leadership in organizations starts the culture formation process by imposing their assumptions and expectations on their followers (Madu, 2009). Schein, (2004) states that as organizations stabilizes because of success in accomplishing its primary tasks, the leader’s assumptions become shared and embedding those assumptions can then be thought of more as a process of socializing new members.

According to Madu (2009), organizational leaders achieve success by being consistent, in sending clear signals about their priorities, values and beliefs. Once culture is established and accepted, they become a strong leadership tool to communicate the leader’s beliefs and values to organizational members, and especially new comers. When leaders promote ethical culture, they become successful in maintaining organizational growth, the good services demanded by the society, the ability to address problems before they become disasters and consequently are competitive against rivals. Schein, (1999) informs that corporate culture matters, because the decisions made without the awareness of the operative culture forces may have unanticipated and undesirable consequences.

Organizational leaders are confronted with many complex issues, when making decisions about the best methods to generate organizational achievements in their complex environments. The leader’s success will depend to a large extent, on his knowledge and understanding of the organizational culture (Kouzes and Posner, 2010). The leader who understands his organizational culture and takes it seriously is capable of predicting the outcome of his decisions in preventing any anticipated consequences (Madu, 2009).
2.4.2 Internal Communication
Communication is often verbal or informal, and usually flows in all directions. Subsequently, decision-making occurs through informal communication networks. One of the most powerful ways leaders and organizational founders communicate values, beliefs and priorities are on what and where they place their attention. What the leader emphasizes and measure overtime can have a great impact on the organization’s culture, Schein (2004) states that this process becomes a powerful way of communicating a message especially when the leaders are totally consistent in their own behaviour. It is the consistency that sends the message about the leader’s priorities, values and beliefs. It is therefore the consistency that is important and not the intensity of the action. When subordinates focus attention on what the leader is looking at they begin to pay attention to it.

Northouse, (2004) argues that all leaders have an agenda, a series of beliefs, proposals, values, ideas, and issues which they wish to put on the table. The values promoted by the leader, has significant impact on the values exhibited by the organization (Schminke, Ambrose and Noel, 1997). The informal practices presented in this quadrant rely on the ability to communicate both the value of sustainability and the changing priorities and expectations for how work gets done. Schminke, Ambrose and Noel identified two core practices related to communicating: storytelling and customizing. Storytelling makes use of relatable anecdotes and examples to convey sustainability concepts. Customizing refers to attempts to tailor the organization’s message to ensure that it is authentic and relevant for different internal and external audiences.

Jassawalla and Sashittal (2002) explain how storytelling is used to create the true believers and adherents essential for embedding innovation. Their research reveals that stories are necessary for teaching organizational members how to think about and adopt new ways of doing things. Dunphy, Griffiths and Benn (2003) also propose that storytelling can open up lines of communication, create integration opportunities and develop a commitment to new values. Esquer-Peralta et al. (2008) suggest sharing case studies of successful sustainability initiatives in the organization, including the lessons learned along the way. Hagen (2008) found that stories that present the company as further along the journey can inspire people to live up to the ideal. One organization
emphasized the importance of finding a simple story that can be repeated often and in many ways so that everyone in the organization becomes familiar with it (van Marrewijk and Becker, 2004). Another organization starts every meeting with a quick sustainability story (Ethical Corporation, 2009). Andersson and Bateman (2000) found that the use of metaphor and symbolism can be another powerful means of conveying sustainability messages.

According to Madu (2009), stories or myths of heroes are transmitted by means of the communications network. This network is characterized by various individuals who play a role in the culture of the organization. Each institution has storytellers who interpret what is going on in the organization. Their interpretation of the information influences the perceptions of others. Priests are the worriers of the organization and the guardians of the culture’s values. These individuals always have time to listen and provide alternative solutions to problems. Whispers are the powers behind the throne because they have the boss’s ear. Anyone who wants something done will go to the whisperer. Gossips carry the trivial day-to-day activities of the organization through the communications network. Gossips are very important in building and maintaining heroes. They embellish the heroes’ past feats and exaggerate their latest accomplishments. And, finally, spies are buddies in the woodwork. They keep everyone well informed about what is going on in the organization. Each of these individuals plays a key role in building and maintaining an organization’s culture. It should be noted that the names used here are those ascribed by Deal and Kennedy (1984) to emphasize the importance of communication networks in creating an institution’s organizational culture.

2.4.3 Values

Deal (1999) defines organizational culture as values, beliefs and behaviours that differentiate one organization from another. Schein, (1999) outlines the manifestations of culture as the way things are done in the company through its rituals, climate, the reward system and basic values. These are manifestations of culture because they do not represent culture at the deeper levels where we must understand and manage the deeper levels. In Schein, (2004) organizational culture is defined as a “dynamic phenomenon that surrounds us at all times, being constantly enacted and created by our interactions with
others and shaped by leadership behaviour, and a set of structures, routines, rules, and norms that guide and constrain behaviour.

A practical way to define organizational culture is the environment in which we work; these are the member’s behaviours, attitudes, beliefs, skills, perspectives, habits and prejudices. Some of these attributes have been moulded by past leaders, either good or bad through years of indoctrination, influence, and reinforcement. The truth remains that leaders of organizations are responsible for the climate they create in their organization. To fully understand the meaning of culture, Schein, (1999) characterizes organizational culture as consisting of three levels. The first lever, the behaviour and artefacts level represents the most visible level, which is characterized by our behaviour and artefacts around us. This observable level of culture consists of behaviour patterns and outward manifestations of culture. These cultural characteristics can be observed in the physical layout of work environments, dress codes, and levels of technology, the attitudes and behaviours of the people.

The second level the espoused values of an organization to a large extent determine behaviour Schein, (1999). These values are not observable as our physical behaviours and artefacts. These values are the difference between stated values and operating values. For example, this company values quality, we value our customers and so on. The operating value on the other hand is the actual manifestation of value that is truly in force. Most people in the organization will attribute their behaviour to the stated value. To truly understand culture according to Schein, (1999) we have to get to the deepest level the level of assumptions and beliefs. The essence of culture is the learned values, beliefs, and assumptions that become shared and taken for granted as the organization continues to be successful. These components are taken for granted as long as the members of the organization agree that these values, beliefs and assumptions of their founders and leaders led the organization to continued success, and is therefore correct.

2.4.4 Discipline in the Business

Leaders must operate from a foundation of high morality and ethical discipline in the organization at all times. They must personally act in accordance with productive values and beliefs, and they must teach, others to do the same. They must establish and promote
the culture. With the awareness of culture in today’s organizations, and its strong impact on employee behaviour, leaders in organizations can create a culture that supports strong moral and ethical behaviour (Schein, 2004). Over the years, there has been a growing concern in the way many organizations have chosen to do business. With many scandals that have drawn public and media attention to many organizations for participating in illegal and unethical behaviour, organizational ethics has developed as a professional and academic disciplines to address some of these concerns (Madu, 2009).

Organizations are now being challenged to be more accountable to their stakeholders and not just their shareholders, and this has made organizations begin to examine the relationship between management and their boards of directors. These practices of right and wrong are transmitted within cultures and institutions from generation to generation. Organizational ethics on the other hand “studies the ethical issues relevant to ways in which organizations influence their members, and the ways in which these members influence each other and the organization (Horvath, 1995). Organizational ethics studies organizational culture, and the standards that are relevant in guiding behaviour.

These standards are derived from the organizations core values, such as honesty, trust, and loyalty. Organizational ethics perceive an organization as a community or culture, focusing on its strengths both past and present. It addresses the need for an organization to be run in a manner that takes into consideration each member of the organization and how their interactions affect one another as well as the organization (Hartman, 2001). Moral and ethical issues, in organizations are not new to society. Northouse, (2004) states that ethics is central to leadership, leaders who engage followers to accomplish mutual goals by nurturing ethical and moral behaviours in their organizations significantly reinforce organizational values. Hartman (1996) asserts that culture includes laws, rules and systems as well as language, history, formal and informal practices, beliefs and rituals. Therefore, organizational ethics works on the whole of the moral culture of the organization.

2.4.5 Workplace Behaviour

The main function of organizational culture is to define the way of doing things in order to give meaning to organizational life (Arnold, 2005). Making meaning is an issue of
organizational culture, because organizational members need to benefit from the lessons of previous members. As a result, organizational members are able to profit from whatever trials and errors regarding knowledge others have been able to accumulate (Johnson, 1990). Organizational culture determines organizational behaviour, by identifying principal goals; work methods; how members should interact and address each other; and how to conduct personal relationships (Harrison, 1993; Lunenburg, 2011).

Brown (1998) states the following functions of organizational culture: first, organization culture promotes consistency of perception, problem definition, evaluation of issues and opinions, and preferences for action. Second, it facilitates organisational processes of co-ordination and control. Third, adopting of the cultural mind frame is an anxiety reducing device which simplifies the world of work, makes choices easier and rational action seem possible. Fourth, an appropriate and cohesive culture can offer employees a focus of identification and loyalty, foster beliefs and values that encourage employees to perform. Fifth, a strong organization culture improves the organisation’s chances of being successful in the marketplace (Ellis, 2005).

In addition to the above functions, Martins and Martins (2003) also mention the following as functions of organisational culture: has a boundary-defining role, that is, it creates distinctions between one organisation and the other organisations, it conveys a sense of identity to organisational members, it facilitates commitment to something larger than individual self-interests, it enhances social system stability as the social glue that helps to bind the organisation by providing appropriate standards for what employees should say and do and it serves as a meaningful control mechanism that guides or shapes the attitudes and behaviours of employees. These functions suggest that organizational culture gives the members direction towards achieving organisational goals (Hampden-Turner, 1990).

2.4.6 Workplace Harmony

Teams of talented people and resources are brought together to focus only on specific projects or tasks. Stander (2003) states that the advantage of team, rather than individual, jobs are creating the high-performance, high-flexibility, and high-commitment
organization. This is due to the fact that teams generate positive synergy through coordinated efforts. While using teams is an advantage, the main weakness of the achievement culture in this regard is that it overshadows individual performance (Harrison, 1993). Building workplace harmony emphasizes support oriented culture.

Harrison and Stokes (1992) define support-oriented culture as an organizational climate that is based on mutual trust between the individual and the organization. Brown (1998) states that a support-oriented organization exists solely for the individuals who compromise it, and may be represented diagrammatically as a cluster in which no individual dominates. The organizational structure is a benevolent cluster structure with minimal hierarchy, which implies less power control of employees (Harrison, 1993). Authority is assigned on the basis of task competence; this is similar to the role-oriented culture organization. Power sharing and the influence of power can only be exercised where there is a need for expert or task competence (Brown, 1998; Lunenburg, 2011). As a result individuals influence each other through example and helpfulness.

Martins and Martins (2003) describe people orientation culture as the degree which management decisions take into consideration the effect of outcomes on people. This implies that the well being of employees is important to managers in this type of organization. These organizations are normally small in size and people have worked together for a long time and have managed to build up personal relationships (Harrison, 1993; Hagen, 2008). The relationships are characterized by mutuality and trust which binds people to one another. Therefore, the relationship exists to serve the needs of the members. In this type of culture there is minimum formal and central power that replaces management control with consensus decision making (Harrison and Stokes, 1992; Madu, 2009). Communication is often verbal or informal, and usually flows in all directions. Subsequently, decision-making occurs through informal communication networks.

2.5 Chapter Summary
This chapter reviewed empirical studies in relation how leadership power, personality traits and organizational culture affect the success of a leader. The first section of the literature review looked at how different leadership power affects the success or failure of the leader. The second section of the literature review looked at how personality traits
affect the success and failure of the leader and third section analyzed the link between organization culture and success of a leader and if the culture has any bearing to the success or failure of a leader. The next chapter is on the research methodology.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlighted the various methods and procedures the researcher adopted in conducting the study in order to answer the research objectives raised in the first chapter. The chapter was organized in the following structure: research design, population and sample, data collection methods, sampling design and sample size, research procedures, data analysis methods and lastly the chapter summary.

3.2 Research Design

The study adopted a descriptive research design. This was because the researcher determined the impact of the variables in relation to each other so as to present the bigger picture of the variables in a particular situation as recommended by Churchill and Iacobucci (2002). The descriptive research design enabled the researcher to reduce biases associated with qualitative research. This design was appropriate because it gave conclusive results among the research variables. In addition, descriptive research is often used as a pre-cursor to quantitative research designs, the general overview giving some valuable pointers as to what variables are worth testing quantitatively (Cooper and Schilndler, 2006). For this study, the variables that are being tested are how different leadership power affect the success or failure of the leader, how personality traits affect the success and failure of the leader and the link between organization culture and success of a leader. The appropriateness of the research design was based on the what, where, when, why and how of different leadership power, effect of personality traits and the link between organization culture and success of a leader.

3.3 Population and Sampling Design

3.3.1 Population

Cooper and Schilndler (2006) define population as the total collection of elements about which a researcher wishes to make some inferences. The population of interest consisted of all the employees World Vision (60) and ARC (90) Non Governmental Organization. The target population respondents were full time employees of the organizations. The
elements of the population chosen have an experience on how different leadership power, personality and organization culture affect leadership in their organizations.

<table>
<thead>
<tr>
<th>Employee Category</th>
<th>Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Vision</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>ARC</td>
<td>90</td>
<td>60</td>
</tr>
<tr>
<td>Totals</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

3.3.2 Sampling Design

Sampling is a means of selecting some part of the group to represent the entire group or the population of interest (Yin, 2003). It reduces the length of time needed to complete the study, it cuts costs, it’s manageable, and is almost a mirror of the sample population. According to Sharp and Howard (2006), using sampling enables a higher overall accuracy than a census. In addition collecting data from fewer cases means that you can collect information that is more detailed.

3.3.2.1 Sampling Frame

A sampling frame is a complete list in which each unit of analysis in a research study is mentioned only once (Welman and Krugler, 2001). The research was conducted among the employees of World Vision and ARC Non-Profit Organization and their details were obtained from the organization’s human resources department.

3.3.2.2 Sampling Technique

Stratified and Systematic random samplings were used in this study. With stratified sampling, the population is divided into groups, based on some characteristic. Then, within each group, a probability sample (often a simple random sample) is selected. In stratified sampling, the groups are called strata (Cooper and Schindler, 2006). On the other hand, Beri (2007) describes systematic sampling as a statistical method involving the selection of elements from an ordered sampling frame. The most common form of systematic sampling was an equal-probability method, in which every element in the frame is selected and the sampling interval is calculated. Using this procedure each element in the population had a known and equal probability of selection.
For this case, the respondents were stratified into two groups: World vision and ARC. This technique ensured that the selection of shops under each category is equal and unbiased. This technique ensured the selection of representative respondents with the requisite information to address the specific research questions of the study thereby enhancing the credibility and reliability of the findings of this study (Yates, Daniel, Moore and Starnes, 2008).

### 3.3.2.3 Sample Size

The sample size is a smaller set of the larger population (Cooper and Schindler, 2006). Determining sample size is a very important issue for collecting an accurate result within a quantitative survey design. Mugenda and Mugenda (2003) argue that the sample must be carefully selected to be representative of the population and that there is need for the researcher to ensure that the subdivisions entailed in the analysis are accurately catered for. According to Hussey and Hussey (1997) no survey can ever be deemed to be free from error or provide 100% surety and error limits of less than 5% and confidence levels of higher than 95% can be regarded as acceptable. Bearing this in mind, at a confidence level of 95%, the margin of error would be 0.5%. Therefore, a sample size of 359 respondents was statistically justified using Yamane’s formula. The sample size was adequate in answering the research objectives. Due to budgetary constraints, selecting a large sample size would have been difficult and costly for the research.

To obtain the minimum population sample for this study, the researcher adopted Yamane’s formula (cited in Israel, 1992) for determining the sample size which is as follows:

\[
n = \frac{N}{1 + N(e)^2}
\]

Where \( n \) is the sample size, \( N \) is the population size and \( e \) is the margin of error.

\[
n = \frac{150}{1 + 150 (0.05)^2}
\]

\[
n = 109
\]
Therefore a sample size of 109 was selected from a total population of 150 employees in both organizations. The selection of the sample is sufficient and representative enough of the entire population limiting the influence of outliers or extreme observations. The sample size was sufficiently large enough to produce results among variables and forms a better picture for analysis. The sample population distribution is indicated in Table 3.2.

<table>
<thead>
<tr>
<th>Employee Category</th>
<th>Total Population</th>
<th>Sample Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Vision</td>
<td>60</td>
<td>44</td>
<td>73</td>
</tr>
<tr>
<td>ARC</td>
<td>90</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>Totals</td>
<td>150</td>
<td>109</td>
<td>73</td>
</tr>
</tbody>
</table>

### Table 3.2: Sample Population Distribution

3.4 Data Collection Methods

A survey data collection method was employed to collect primary data. A survey is defined by Balnaves and Caputi (2001) as a method of collecting data from people about who they are, how they think (motivations and beliefs) and what they do (behaviour). The subjects in the sample in the survey were questioned by means of a standardized procedure for the answers to be compared and analyzed statistically (Corbetta, 2003). Questionnaires were the most effective way of data collection tool for the survey of this study. Standardised questionnaires helped to investigate a widely distributed population. The advantage of this approach was that the researcher could collect data from a controlled number of variables or unlimited number of variables.

The respondents are expected to provide answers to the open ended questions. In the case of closed ended questions provide a greater uniformity of responses and were more easily processed than open ended ones (Babbie, 2008). The questionnaire was divided into four sections: the first section gathered the respondent’s personal information. The second section investigated how different leadership power affect the success or failure of the leader; the third section examined how personality traits affect the success and failure of the leader while the fourth section determined the link between organization culture and success of a leader and if the culture had any bearing to the success or failure of a leader. A five-point Likert-type scale items and rankings were used ranging from strongly agree to strongly disagree to reflect the appropriate levels of measurement necessary for statistical analysis.
3.5 Research Procedures
A pilot questionnaire was prepared and administered to 5 respondents to ensure the objectivity and clarity of the items. Any suggestions for improvement encountered during this process were incorporated in the final questionnaire. The final questionnaires were distributed to the respondents physically. This enhanced the speed of data collection. To improve the response rate, there was a cover letter explaining the reasons for the research, why the research is important, why the subjects were selected and a guarantee of the respondents’ confidentiality were provided. The questionnaire had clear instructions and an attractive layout. Each completed questionnaire was treated as a unique case and a sequential number given to each. The researcher administered the questionnaires with the help of research assistants who were selected on the basis of their experience and knowledge of leadership issues. The research assistants were also trained on how to administer questionnaires to the respondents and how to record the findings. This enhanced the speed of data collection and recording appropriate responses from the research field. The data was processed for a period of two weeks.

3.6 Data Analysis Methods
The collected data was coded and entered into the Statistical Package for Social Sciences (SPSS) program according to each variable of the study for analysis. This study will use descriptive statistics. According to Mugenda and Mugenda (1999), descriptive analysis involves a process of transforming a mass of raw data into tables, charts, with frequency distribution and percentages, which are a vital part of making sense of the data. In this study, the descriptive statistics such as percentages and frequency distribution were used to analyze the demographic profile of the participants. The mean described each variable under different leadership power, effect of personality traits and the link between organization culture and success of a leader. The mean provided an accurate measure of the spread of data from average. The data was presented using tables to give a clear picture of the research findings at a glance.
3.7 Chapter Summary
The study adopted a descriptive research design. The population of interest consisted of all the employees World Vision (60) and ARC (90) Non Governmental Organization. The research was conducted among the employees of World Vision and ARC Non Governmental Organization and their details were obtained from the organization’s human resources department. Stratified and Systematic random sampling was used in this study. Therefore a sample size of 109 was selected from a total population of 150 employees in both organizations. A survey data collection method was employed to collect primary data. The collected data was coded and entered into the Statistical Package for Social Sciences (SPSS) program according to each variable of the study for analysis. The next chapter is on the results and findings of the study.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter addresses the results and findings on how personality traits, leadership power and organizational culture affect the success of a leader using the case of World Vision and ARC. The findings are presented on the order of the research objectives. The first section of the results and findings are based on the respondent demographic profile. The second section of the results and findings are based on the different leadership power and how they affect the success or failure of the leader. The third section of the results and findings are based on how personality traits affect the success and failure of the leader. The fourth section of the results and findings are based on the link between organization culture and success of a leader. A total of 109 questionnaires were distributed to the two organizations which comprised of 44 distributed to World Vision and 65 on ARC organization. Not all the questionnaires were filled, 86 responded creating a response rate of 79% as outlined in Table 4.1.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Respondents</th>
<th>Response</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Vision</td>
<td>44</td>
<td>31</td>
<td>70</td>
</tr>
<tr>
<td>ARC</td>
<td>65</td>
<td>55</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>86</td>
<td>79</td>
</tr>
</tbody>
</table>

4.2 General Information

The first section of the results and findings are based on the respondent demographic profile from gender of the participants, age bracket, work experience, management level, satisfaction with the type of leadership experienced in the organization and the type of leadership implemented.

4.2.1 Participant Gender

Generally, the findings illustrated that 54% of the participants were male and 46%. Figure 4.1 summarizes these findings.
At World Vision, the findings illustrated that 55% of the participants were female and 45% were male. Figure 4.2 summarizes these findings.

At ARC, the findings illustrated that 61% of the participants were male and 39% were female. Figure 4.3 summarizes these findings.
The findings suggest that World vision had the highest number of female participants while ARC had the highest number of male participants.

**4.2.2 Participant Age Bracket**

Generally, the findings illustrated that 15% of the participants were aged between 20 to 35 years, 66% of the participants were aged between 36 to 45 years, 10% of the participants were between 46 to 55 years and 9% of the participants were above 56 years.
At World Vision, the findings illustrated that 20% of the participants were aged between 20 to 35 years, 64% of the participants were aged between 36 to 45 years, 13% of the participants were between 46 to 55 years and 3% of the participants were above 56 years. Thus, the findings indicate that majority of the participants were between 36 to 45 years in both organizations. The findings are summarized in Figure 4.5.

![Figure 4.5: World Vision Age Bracket of Participants](image)

At ARC, the findings illustrated that 12% of the participants were aged between 20 to 35 years, 68% of the participants were aged between 36 to 45 years, 8% of the participants were between 46 to 55 years and 8% of the participants were above 56 years. Also, the findings indicate that majority of the participants were between 36 to 45 years. The findings are summarized in Figure 4.6.
Thus, the findings indicate that majority of the participants were between 36 to 45 years in both organizations (World Vision and ARC). The findings are summarized in Table 4.3.

### 4.2.3 Work Experience

Generally, the findings in Figure 4.7 illustrated that 11% of the participants had worked for less than 1 year, 16% had worked between 1 to 5 years, 17% of the participants had worked between 6 to 10 years, 24% worked between 11 to 15 years, 21% of the participants worked between 16 to 20 years and 10% of the participants had worked for more than 21 years. Most of the respondents were relatively well experienced.
At World Vision, the findings in Figure 4.8 illustrated that 6% of the participants had worked for less than 1 year, 13% had worked between 1 to 5 years, 19% of the participants had worked between 6 to 10 years, 23% worked between 11 to 15 years, 33% of the participants worked between 16 to 20 years and 6% of the participants had worked for more than 21 years. Most of the respondents had worked between 11 to 15 years.
At ARC, the findings in Figure 4.9 illustrated that 14% of the participants had worked for less than 1 year, 18% had worked between 1 to 5 years, 16% of the participants had worked between 6 to 10 years, 26% worked between 11 to 15 years, 14% of the participants worked between 16 to 20 years and 12% of the participants had worked for more than 21 years. Most of the respondents had worked between 11 to 15 years.

![Figure 4.9: ARC Work Experience of Participants](image)

From both organizations (World Vision and ARC) had worked between 11 to 15 years implying that the participants were relatively well experienced. Table 4.4 summarized the findings.

### 4.2.4 Management Level

Generally, the findings showed that majority of the participants comprised of non-managerial level (89%) and 11% of the participants were in middle management. The findings are summarized in Figure 4.10.
At World Vision, the findings showed that majority of the participants comprised of non-managerial level (78%) and 22% of the participants were in middle management. The findings are summarized in Figure 4.11.

At ARC, the findings showed that majority of the participants comprised of non-managerial level (96%) and 4% of the participants were in middle management. The same applied to both organizations. The findings are summarized in Figure 4.12.
Findings showed that majority of the participants comprised of non-managerial level in both organizations.

4.2.5 Satisfaction with the Leadership in Organization

Generally, most of the participants were slightly satisfied (54%) with leadership in their organization compared to 46% of the participants who were dissatisfied. The findings are summarized in Figure 4.13.
At World Vision, most of the participants were satisfied (61%) with leadership in their organization compared to 39% of the participants who were dissatisfied. The findings are summarized in Figure 4.14.

Figure 4.14: World Vision Satisfaction with the Leadership in Organization

At ARC, most of the participants were not satisfied (51%) with leadership in their organization compared to 49% of the participants who were satisfied. The findings are summarized in Figure 4.15.

Figure 4.15: ARC Satisfaction with the Leadership in Organization
Participants from World Vision were satisfied (61%) with the leadership in their organization as compared to ARC who were mostly dissatisfied with the organization leadership.

4.3 Effect of Leadership Power on the Leaders

4.3.1 Reward

The study looked at the influence of reward on perception of their leaders in the organization. Most of the participants from World Vision agreed that their supervisors provide rewards in exchange of efforts at a mean of (4.00) as compared to ARC at a mean of (1.31). A major number of the participants agreed that the supervisor stimulates their work enthusiasm by rewarding extra efforts in World Vision at a mean of (2.77) compared to ARC at a mean of (1.26). Third, a number of the participants agreed that their efforts were rewarded for their work as majority of them were from ARC at a mean of 2.78 compared world vision at a mean of 2.73. The findings are summarized in Table 4.2.

<table>
<thead>
<tr>
<th>Reward</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor provides rewards in exchange of efforts</td>
<td>4.55</td>
<td>3.03</td>
<td>1.31</td>
</tr>
<tr>
<td>My supervisor stimulates my work enthusiasm by rewarding extra efforts</td>
<td>4.16</td>
<td>2.77</td>
<td>1.26</td>
</tr>
<tr>
<td>I feel my efforts are rewarded for the work that I do</td>
<td>4.10</td>
<td>2.73</td>
<td>2.78</td>
</tr>
<tr>
<td>Average</td>
<td>4.27</td>
<td>2.84</td>
<td>1.78</td>
</tr>
</tbody>
</table>

4.3.2 Coercive

The majority of participants in the study perceived that the supervisors to set goals which are difficult to reach. Most of the participants from World Vision agreed to this statement at a mean of 2.90 compared to ARC at a mean of 2.67. Second, majority of the participants claimed that the supervisors make their work emotionally challenging. Most of the participants from ARC agreed to this statement at a mean of 2.05 compared World Vision to at a mean of 1.92. Third, the participants agreed that their supervisor makes them work harder for salary increases and promotions. Most of the participants at World
Vision agreed at a mean of 1.90 compared to ARC at a mean of 1.61. The findings are summarized in Table 4.3.

Table 4.3: Coercive

<table>
<thead>
<tr>
<th>Coercive</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor set goals which are difficult to reach.</td>
<td>4.35</td>
<td>2.90</td>
<td>2.67</td>
</tr>
<tr>
<td>My supervisor makes us work harder for salary increases and promotions.</td>
<td>2.85</td>
<td>1.90</td>
<td>1.61</td>
</tr>
<tr>
<td>My supervisor makes my work emotionally challenging.</td>
<td>2.88</td>
<td>1.92</td>
<td>2.05</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.36</strong></td>
<td><strong>2.24</strong></td>
<td><strong>2.11</strong></td>
</tr>
</tbody>
</table>

4.3.3 Legitimate

First, majority of participants in the study perceived that the supervisors enthusiastically communicate what the employees need to accomplish. Most of the participants from World Vision agreed to this statement at a mean of 3.26 compared to ARC at a mean of 2.29. Second, a number of the participants claimed that the supervisor articulates a compelling vision of where the organization wants to be in the future. Most of the participants from World Vision agreed to this statement at a mean of 3.03 compared to ARC at a mean of 2.68. Third, the participants agreed that their supervisor discusses in specific terms on people who are responsible for achieving the organization targets. Most of the participants at World Vision agreed to this statement at a mean of 2.52 compared to ARC at a mean of 2.22. The findings are summarized in Table 4.4.

Table 4.4: Legitimate

<table>
<thead>
<tr>
<th>Legitimate</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor enthusiastically communicates what the employees need to accomplish.</td>
<td>4.89</td>
<td>3.26</td>
<td>2.29</td>
</tr>
<tr>
<td>My supervisor discusses in specific terms who is responsible for achieving the organization targets.</td>
<td>3.78</td>
<td>2.52</td>
<td>2.22</td>
</tr>
<tr>
<td>My supervisor articulates a compelling vision of where the organization wants to be in the future.</td>
<td>4.55</td>
<td>3.03</td>
<td>2.68</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.41</strong></td>
<td><strong>2.94</strong></td>
<td><strong>2.40</strong></td>
</tr>
</tbody>
</table>
4.3.4 Expert
First, majority of participants claimed that their efforts to do a good job are seldom blocked by red tape. Most of the participants from World Vision agreed to this statement at a mean of 3.35 compared to ARC at a mean of 3.02. Second, a number of the participants claimed that their supervisor makes them feel a sense of pride in doing their job. Most of the participants from ARC agreed to this statement at a mean of 3.43 compared to World Vision at a mean of 3.26. Third, the participants agreed that the supervisor makes their job enjoyable. Most of the participants from ARC agreed to this statement at a mean of 3.02 compared to World Vision at a mean of 2.93. The findings are summarized in Table 4.5.

Table 4.5: Expert

<table>
<thead>
<tr>
<th>Expert</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor makes my job enjoyable.</td>
<td>4.40</td>
<td>2.93</td>
<td>3.02</td>
</tr>
<tr>
<td>My supervisor makes me feel a sense of pride in doing my job.</td>
<td>4.89</td>
<td>3.26</td>
<td>3.43</td>
</tr>
<tr>
<td>My efforts to do a good job are seldom blocked by red tape.</td>
<td>5.03</td>
<td>3.35</td>
<td>3.02</td>
</tr>
<tr>
<td>Average</td>
<td>4.77</td>
<td>3.18</td>
<td>3.16</td>
</tr>
</tbody>
</table>

4.3.5 Referent
First, majority of participants in the study perceived that the supervisors acknowledge the contributions of others in achieving organization goals. Most of the participants from World Vision agreed to this statement at a mean of 3.03 compared to ARC at a mean of 2.86. Second, a number of the participants claimed that their supervisor maintain a long lasting relationship with the employees. Most of the participants from World Vision agreed to this statement at a mean of 2.94 compared ARC to at a mean of 2.43. Third, the participants agreed that their supervisor expresses positive expectations of others in achieving organization goals. Most of the participants at World Vision agreed to this statement at a mean of 2.65 compared to ARC at a mean of 2.43. The findings are summarized in Table 4.6.
Table 4.6: Referent:

<table>
<thead>
<tr>
<th>Referent</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor maintains a long lasting relationship with the employees.</td>
<td>4.41</td>
<td>2.94</td>
<td>2.43</td>
</tr>
<tr>
<td>My supervisor expresses positive expectations of others in achieving organization goals.</td>
<td>3.98</td>
<td>2.65</td>
<td>2.43</td>
</tr>
<tr>
<td>My supervisor acknowledges the contributions of others in achieving organization goals.</td>
<td>4.55</td>
<td>3.03</td>
<td>2.86</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.31</strong></td>
<td><strong>2.87</strong></td>
<td><strong>2.57</strong></td>
</tr>
</tbody>
</table>

**4.3.6 Connection**

First, majority of participants in the study perceived that the supervisors express positive expectation of the work done. Most of the participants from World Vision agreed to this statement at a mean of 3.06 compared to ARC at a mean of 2.31. Second, majority of the participants claimed that that the supervisors provides them with a sense of fulfillment and self esteem. Most of the participants from World Vision agreed to this statement at a mean of 3.23 compared ARC to at a mean of 3.18. Third, the participants agreed that the supervisors shows too little interest in the feelings of employees. Most of the participants at World Vision agreed to this statement at a mean of 3.06 compared to ARC at a mean of 2.31. Fourth, a few of the respondents agreed that that the supervisors recognize them for what they do. Most of the participants at World Vision agreed to this statement at a mean of 2.77 compared to ARC at a mean of 2.59. The findings are summarized in Table 4.7.

Table 4.7: Connection

<table>
<thead>
<tr>
<th>Connection</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor recognizes me for what I do.</td>
<td>4.16</td>
<td>2.77</td>
<td>2.59</td>
</tr>
<tr>
<td>My supervisor provides me with a sense of fulfillment and self esteem.</td>
<td>4.85</td>
<td>3.23</td>
<td>3.18</td>
</tr>
<tr>
<td>My supervisor expresses positive expectation of the work done.</td>
<td>5.42</td>
<td>3.61</td>
<td>3.04</td>
</tr>
<tr>
<td>My supervisor shows too little interest in the feelings of employees.</td>
<td>4.59</td>
<td>3.06</td>
<td>2.31</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.76</strong></td>
<td><strong>3.17</strong></td>
<td><strong>2.78</strong></td>
</tr>
</tbody>
</table>
4.3.7 Correlation of Leadership Power and Success or Failure of Leader

The results on Table 4.8 indicate the correlation of leadership power and success or failure of leader. There was a significant relationship between the supervisor has good knowledge of the organization environment and the supervisor expresses positive expectation of the work done at \( r=0.674, p<0.01 \).

<table>
<thead>
<tr>
<th></th>
<th>My supervisor expresses positive expectation of the work done</th>
<th>My efforts to do a good job are seldom blocked by red tape.</th>
<th>My supervisor enthusiastically communicates what the employees need to accomplish</th>
<th>My supervisor sets goals which are difficult to reach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor has good knowledge of the organization environment</td>
<td>Pearson Correlation .674** Sig. (2-tailed) .001 N 86</td>
<td>.110</td>
<td>.375</td>
<td>-.181</td>
</tr>
<tr>
<td>My work procedures and reporting relationships are good</td>
<td>Pearson Correlation -.354 Sig. (2-tailed) .106 N 22</td>
<td>1</td>
<td>.219</td>
<td>.110</td>
</tr>
<tr>
<td>The management helps me demonstrate my competence and ability.</td>
<td>Pearson Correlation -.014 Sig. (2-tailed) .950 N 84</td>
<td>.219</td>
<td>1</td>
<td>.536*</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

4.4 Effect of Personality Traits on the Leader

4.4.1 Model the Way

First, majority of participants in the study perceived that the supervisors follow through on the promises and commitments made on the organization. Most of the participants from World Vision agreed to this statement at a mean of 3.60 compared to ARC at a mean of 2.38. Second, majority of the participants claimed that the supervisors set a personal example for the employees to achieve the organizational goals. Most of the participants from World Vision agreed to this statement at a mean of 3.46 compared to ARC at a mean of 2.44. Third, the participants agreed that the supervisors find ways to
get feedback on employee performance. Most of the participants at World Vision agreed to this statement at a mean of 3.20 compared to ARC at a mean of 2.00.

Fourth, few respondents mentioned that the supervisors spend time in ensuring that they adhere to the principles and standards agreed on. Most of the participants at World Vision agreed to this statement at a mean of 3.07 compared to ARC at a mean of 3.04. Fifth, few of the respondents agreed that the supervisors talk about the values and principles that guide the organization actions. Most of the participants at World Vision agreed to this statement at a mean of 3.03 compared to ARC at a mean of 2.44. Sixth, very few participants agreed that that the supervisors builds consensus on agreed set of values for our organization. Most of the participants at World Vision agreed to this statement at a mean of 2.81 compared to ARC at a mean of 2.52. The findings are summarized in Table 4.9.

### Table 4.9: Model the Way

<table>
<thead>
<tr>
<th>Model the Way</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor sets a personal example for the employees to achieve the organizational goals.</td>
<td>5.19</td>
<td>3.46</td>
<td>2.44</td>
</tr>
<tr>
<td>My supervisor spends time in ensuring adhere to the principles and standards agreed on.</td>
<td>4.61</td>
<td>3.07</td>
<td>3.04</td>
</tr>
<tr>
<td>My supervisor follows through on the promises and commitments made on the organization</td>
<td>5.40</td>
<td>3.60</td>
<td>2.38</td>
</tr>
<tr>
<td>My supervisor finds ways to get feedback on employee performance.</td>
<td>4.80</td>
<td>3.20</td>
<td>2.00</td>
</tr>
<tr>
<td>My supervisor builds consensus on agreed set of values for our organization.</td>
<td>4.22</td>
<td>2.81</td>
<td>2.52</td>
</tr>
<tr>
<td>My supervisor talks about the values and principles that guide the organization actions.</td>
<td>4.55</td>
<td>3.03</td>
<td>2.44</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.80</strong></td>
<td><strong>3.20</strong></td>
<td><strong>2.47</strong></td>
</tr>
</tbody>
</table>

### 4.4.2 Inspire a Shared Vision

First, majority of participants in the study perceived that the supervisors talk with employees on how their interests can be met by working toward a common goal. Most of the participants from World Vision agreed to this statement at a mean of 3.32 compared to ARC at a mean of 2.64. Second, majority of the participants claimed that supervisors
describe to employees what is to be accomplished. Most of the participants from World Vision agreed to this statement at a mean of 3.03 compared to ARC at a mean of 2.55. Third, the participants agreed that the supervisors look ahead and communicates about what will affect the organization in future. Most of the participants at World Vision agreed to this statement at a mean of 2.89 compared to ARC at a mean of 2.51. Fourth, a few participants agreed that the supervisors are positive about what the organization aspires to accomplish. Most of the participants at World Vision agreed to this statement at a mean of 2.81 compared to ARC at a mean of 2.35. Fifth, very few participants agreed that the supervisors speak with conviction about the higher purpose and meaning of what the employees are doing. Most of the participants at World Vision agreed to this statement at a mean of 1.40 compared to ARC at a mean of 1.33. The findings are summarized in Table 4.10.

Table 4.10: Inspire a Shared Vision

<table>
<thead>
<tr>
<th>Inspire a Shared Vision</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor looks ahead and communicates about what will affect the organization in future.</td>
<td>4.34</td>
<td>2.89</td>
<td>2.51</td>
</tr>
<tr>
<td>My supervisor describes to employees what is to be accomplished.</td>
<td>4.55</td>
<td>3.03</td>
<td>2.55</td>
</tr>
<tr>
<td>My supervisor talks with employees on how their interests can be met by working toward a common goal.</td>
<td>4.98</td>
<td>3.32</td>
<td>2.64</td>
</tr>
<tr>
<td>My supervisor is positive about what the organization aspires to accomplish.</td>
<td>4.22</td>
<td>2.81</td>
<td>2.35</td>
</tr>
<tr>
<td>My supervisor speaks with conviction about the higher purpose and meaning of what the employees are doing.</td>
<td>2.10</td>
<td>1.40</td>
<td>1.33</td>
</tr>
<tr>
<td>Average</td>
<td>4.04</td>
<td>2.69</td>
<td>2.28</td>
</tr>
</tbody>
</table>

4.4.3 Challenges the Process

First, majority of participants in the study perceived that the supervisors are updated on current activities that may affect the organization. Most of the participants from World Vision agreed to this statement at a mean of 3.03 compared to ARC at a mean of 2.60. Second, majority of the participants claimed that supervisors make sure that goals and specific plans are set for the projects undertaken. Most of the participants from World Vision agreed to this statement at a mean of 2.93 compared to ARC at a mean of 2.55. Third, the participants agreed that that the supervisors look for ways in which employees
can try out new ideas and methods. Most of the participants at World Vision agreed to this statement at a mean of 2.52 compared to ARC at a mean of 1.82. Fourth, very few participants agreed that the supervisors look around for ways to develop and challenge their skills and abilities. Most of the participants at ARC agreed to this statement at a mean of 2.80 compared to World Vision at a mean of 2.14. The findings are summarized in Table 4.11.

**Table 4.11: Challenges the Process**

<table>
<thead>
<tr>
<th>Challenges the Process</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor looks around for ways to develop and challenge his or her skills and abilities.</td>
<td>3.21</td>
<td>2.14</td>
<td>2.80</td>
</tr>
<tr>
<td>My supervisor looks for ways in which employees can try out new ideas and methods.</td>
<td>3.78</td>
<td>2.52</td>
<td>1.82</td>
</tr>
<tr>
<td>My supervisor is updated on current activities that may affect the organization.</td>
<td>4.55</td>
<td>3.03</td>
<td>2.60</td>
</tr>
<tr>
<td>My supervisor makes sure that goals and specific plans are set for the projects undertaken.</td>
<td>4.40</td>
<td>2.93</td>
<td>2.55</td>
</tr>
<tr>
<td>My supervisor takes initiative in experimenting with the way things are done in the organization.</td>
<td>3.21</td>
<td>2.14</td>
<td>3.15</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.83</strong></td>
<td><strong>2.55</strong></td>
<td><strong>2.58</strong></td>
</tr>
</tbody>
</table>

**4.4.4 Enable Others to Act**

First, majority of participants in the study perceived that the supervisors treat employees with dignity and respect. Most of the participants from World Vision agreed to this statement at a mean of 3.70 compared to ARC at a mean of 3.49. Second, majority of the participants claimed that supervisors foster cooperative rather than competitive relationships among employees. Most of the participants from World Vision agreed to this statement at a mean of 3.60 compared to ARC at a mean of 2.53. Third, the participants agreed that the supervisors provide opportunities for others to take on leadership responsibilities. Most of the participants at World Vision at a mean of 3.40 compared to ARC at a mean of 3.04. Fourth, a few participants agreed that the supervisors actively listens to diverse points of view. Most of the participants at World Vision agreed to this statement at a mean of 3.20 compared to ARC at a mean of 3.18. Fifth, very few respondents agreed that the supervisors support the decisions that other people in the organization make on their own. Most of the participants at ARC agreed
agreed to this statement at a mean of 1.50 compared to World Vision at a mean of 1.45. The findings are summarized in Table 4.12.

Table 4.12: Enable Others to Act

<table>
<thead>
<tr>
<th>Enable Others to Act</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor fosters cooperative rather than competitive relationships among employees.</td>
<td>5.40</td>
<td>3.60</td>
<td>2.53</td>
</tr>
<tr>
<td>My supervisor actively listens to diverse points of view.</td>
<td>4.80</td>
<td>3.20</td>
<td>3.18</td>
</tr>
<tr>
<td>My supervisor treats employees with dignity and respect.</td>
<td>5.55</td>
<td>3.70</td>
<td>3.49</td>
</tr>
<tr>
<td>My supervisor supports the decisions that other people in the organization make on their own.</td>
<td>2.18</td>
<td>1.45</td>
<td>1.50</td>
</tr>
<tr>
<td>My supervisor provides opportunities for others to take on leadership responsibilities.</td>
<td>5.10</td>
<td>3.40</td>
<td>3.04</td>
</tr>
<tr>
<td>Average</td>
<td>4.61</td>
<td>3.07</td>
<td>2.75</td>
</tr>
</tbody>
</table>

4.4.5 Encourage the Heart

First, majority of participants in the study perceived that the supervisors make it a point to publicly recognize people who show commitment to organization values. Most of the participants from World Vision agreed to this statement at a mean of 4.19 compared to ARC at a mean of 2.75. Second, majority of the participants claimed that supervisors find ways for employees to celebrate accomplishments. Most of the participants from World Vision agreed to this statement at a mean of 3.80 compared to ARC at a mean of 2.50. Third, the participants agreed that that the supervisors praise people for a job well done. Most of the participants at World Vision agreed to this statement at a mean of 2.80 compared to ARC at a mean of 2.61. Fourth, a few respondents agreed that the supervisors give people in the organization support and expresses appreciation for their contributions. Most of the participants at ARC agreed to this statement at a mean of 2.41 compared to World Vision at a mean of 2.37. Fifth, very few respondents agreed that the supervisors encourage others as they work on activities and programs in the organization. Most of the participants at ARC agreed to this statement at a mean of 2.61 compared to World Vision at a mean of 2.80. The findings are summarized in Table 4.13.
Table 4.13: Encourage the Heart

<table>
<thead>
<tr>
<th>Encourage the Heart:</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor praises people for a job well done.</td>
<td>4.20</td>
<td>2.80</td>
<td>2.61</td>
</tr>
<tr>
<td>My supervisor encourages others as they work on activities and programs in the organization.</td>
<td>3.53</td>
<td>2.35</td>
<td>2.50</td>
</tr>
<tr>
<td>My supervisor gives people in the organization support and expresses appreciation for their contributions.</td>
<td>3.56</td>
<td>2.37</td>
<td>2.41</td>
</tr>
<tr>
<td>My supervisor makes it a point to publicly recognize people who show commitment to organization values.</td>
<td>6.29</td>
<td>4.19</td>
<td>2.75</td>
</tr>
<tr>
<td>My supervisor finds ways for employees to celebrate accomplishments.</td>
<td>5.70</td>
<td>3.80</td>
<td>2.50</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.66</strong></td>
<td><strong>3.10</strong></td>
<td><strong>2.55</strong></td>
</tr>
</tbody>
</table>

4.4.6 Correlation of Personality Traits and Success or Failure of Leader

The results on Table 4.14 indicate the correlation of personality traits and success or failure of leader. There was a significant relationship between the supervisor has good knowledge of the organization environment and the supervisor fostering cooperative rather than competitive relationships among employees at \((r=0.781, p<0.01)\). The relationship was extended to the supervisor talking with employees on how their interests can be met by working toward a common goal at \((r=0.577, p<0.01)\) and the supervisor setting a personal example for the employees to achieve the organizational goals \((r=0.640, p<0.01)\).

There was also a significant relationship between the supervisor has appropriate skills and qualifications to enhance organization productivity and supervisor makes it a point to publicly recognize people who show commitment to organization values at \((r=0.577, p<0.01)\). There was also a significant relationship the management helps me demonstrate my competence and ability and the supervisor makes it a point to publicly recognize people who show commitment to organization values\((r=0.640, p<0.01)\) and the relationship was extended to supervisor fosters cooperative rather than competitive relationships among employees at \((r=0.547, p<0.01)\).
Table 4.14: Correlation of Personality Traits and Success or Failure of Leader

<table>
<thead>
<tr>
<th></th>
<th>My supervisor makes it a point to publicly recognize people who show commitment to organization values.</th>
<th>My supervisor fosters cooperative rather than competitive relationships among employees.</th>
<th>My supervisor talks with employees on how their interests can be met by working toward a common goal</th>
<th>My supervisor sets a personal example for the employees to achieve the organizational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor has good knowledge of the organization environment.</td>
<td>Pearson Correlation 1 .781** - .577** .640**</td>
<td>Sig. (2-tailed) . .000 .005 .001</td>
<td>N 22 22 22 22</td>
<td></td>
</tr>
<tr>
<td>My supervisor has appropriate skills and qualifications to enhance organization productivity.</td>
<td>Pearson Correlation .781** 1 - .282 .547**</td>
<td>Sig. (2-tailed) .000 . .203 .008</td>
<td>N 22 22 22 22</td>
<td></td>
</tr>
<tr>
<td>My work procedures and reporting relationships are good.</td>
<td>Pearson Correlation -.577** -.282 1 -.098</td>
<td>Sig. (2-tailed) .005 .203 . .665</td>
<td>N 22 22 22 22</td>
<td></td>
</tr>
<tr>
<td>The management helps me demonstrate my competence and ability.</td>
<td>Pearson Correlation .640** .547** -.098 1</td>
<td>Sig. (2-tailed) .001 .008 .665 .</td>
<td>N 22 22 22 22</td>
<td></td>
</tr>
</tbody>
</table>

4.5 Effect of Organization Culture on Leader

4.5.1 Business Focus

First, majority of participants in the study perceived their organization had clear business and operational objectives that are understood by all employees. Most of the participants from World Vision agreed to this statement at a mean of 4.32 compared to ARC at a mean of 3.18. Second, majority of the participants claimed that the employees’ understand how their individual efforts contribute to business success. Most of the participants from World Vision agreed to this statement at a mean of 3.90 compared to ARC at a mean of 2.28. Third, fewer participants agreed that the management is disciplined with employee performance feedback and appraisals. Most of the participants
at World Vision agreed to this statement at a mean of 3.03 compared to ARC at a mean of 1.80. The findings are summarized in Table 4.15.

**Table 4.15: Business Focus**

<table>
<thead>
<tr>
<th>Business Focus</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organization has clear business and operational objectives that are understood by all employees.</td>
<td>6.48</td>
<td>4.32</td>
<td>3.18</td>
</tr>
<tr>
<td>Employees understand how their individual efforts contribute to business success.</td>
<td>5.85</td>
<td>3.90</td>
<td>2.28</td>
</tr>
<tr>
<td>Management is disciplined with employee performance feedback and appraisals.</td>
<td>4.55</td>
<td>3.03</td>
<td>1.80</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>5.63</strong></td>
<td><strong>3.75</strong></td>
<td><strong>2.42</strong></td>
</tr>
</tbody>
</table>

**4.5.2 Internal Communication**

First, majority of participants in the study perceived that the management is disciplined with employee performance feedback and appraisals. Most of the participants from World Vision agreed to this statement at a mean of 2.45 compared to ARC at a mean of 1.27. Second, majority of the participants claimed that management shares business results with employees on a regular basis. Most of the participants from ARC agreed to this statement at a mean of 2.45 compared World Vision to at a mean of 2.39. Third, the participants agreed that the management shares business strategies with all employees. Most of the participants at World Vision agreed to this statement at a mean of 2.10 compared to ARC at a mean of 1.55. Fourth, very few participants agreed that the management does an excellent job of communicating with employees on a host of issues. Most of the participants at World Vision agreed to this statement at a mean of 2.09 compared to ARC at a mean of 1.04. The findings are summarized in Table 4.16.
Table 4.16: Internal Communication

<table>
<thead>
<tr>
<th>Internal Communication</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management shares business strategies with all employees.</td>
<td>3.15</td>
<td>2.10</td>
<td>1.55</td>
</tr>
<tr>
<td>Management shares business results with employees on a regular basis.</td>
<td>3.59</td>
<td>2.39</td>
<td>2.45</td>
</tr>
<tr>
<td>Management is disciplined with employee performance feedback and appraisals.</td>
<td>3.68</td>
<td>2.45</td>
<td>1.27</td>
</tr>
<tr>
<td>Management does an excellent job of communicating with employees on a host of issues.</td>
<td>3.14</td>
<td>2.09</td>
<td>1.04</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.39</strong></td>
<td><strong>2.26</strong></td>
<td><strong>1.58</strong></td>
</tr>
</tbody>
</table>

4.5.3 Values

First, majority of participants in the study perceived the management has put in place a clear set of values that underpin business performance. Equally, participants from World Vision and ARC agreed to this statement at a mean of 2.52. Second, majority of the participants claimed that employees feel confident and certain about the organization’s future. Most of the participants at World Vision agreed to this statement at a mean of 2.09 compared to ARC at a mean of 1.71. The findings are summarized in Table 4.17.

Table 4.17: Values

<table>
<thead>
<tr>
<th>Values</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management has put in place a clear set of values that underpin business performance.</td>
<td>3.78</td>
<td>2.52</td>
<td>2.52</td>
</tr>
<tr>
<td>Employees feel confident and certain about the organization’s future.</td>
<td>3.14</td>
<td>2.09</td>
<td>1.71</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.46</strong></td>
<td><strong>2.31</strong></td>
<td><strong>2.12</strong></td>
</tr>
</tbody>
</table>

4.5.4 Discipline in the Business

First, majority of participants in the study perceived that the management is quick to deal with problem of employees’ performance. Most of the participants from World Vision agreed to this statement at a mean of 3.61 compared to ARC at a mean of 2.98. Second, majority of the participants claimed that the management is constantly looking for ways to improve products and services. Most of the participants from World Vision agreed to
this statement at a mean of 3.14 compared ARC to at a mean of 1.58. Third, the participants agreed that the management measures business performance against objectives. Most of the participants at World Vision agreed to this statement at a mean of 1.86 compared to ARC at a mean of 1.52. Fourth, the participants agreed that the management actively seeks feedback from clients and customers with a view to improving service. Most of the participants at World Vision agreed to this statement at a mean of 1.86 compared to ARC at a mean of 1.52. The findings are summarized in Table 4.18.

Table 4.18: Discipline in the Business

<table>
<thead>
<tr>
<th>Discipline in the Business</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management measures business performance against objectives.</td>
<td>3.77</td>
<td>2.51</td>
<td>2.10</td>
</tr>
<tr>
<td>Management actively seeks feedback from clients and customers with a view to improving service.</td>
<td>2.79</td>
<td>1.86</td>
<td>1.52</td>
</tr>
<tr>
<td>Management is constantly looking for ways to improve products and services.</td>
<td>4.71</td>
<td>3.14</td>
<td>1.58</td>
</tr>
<tr>
<td>Management is quick to deal with problem employees/performance.</td>
<td>5.42</td>
<td>3.61</td>
<td>2.98</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.17</strong></td>
<td><strong>2.78</strong></td>
<td><strong>2.05</strong></td>
</tr>
</tbody>
</table>

4.5.4 Workplace Behaviour

First, majority of participants in the study perceived that the management rewards employees for business success. Most of the participants from World Vision agreed to this statement at a mean of 3.61 compared to ARC at a mean of 2.13. Second, majority of the participants claimed that the management encourages and rewards specific behaviours. Most of the participants from ARC agreed to this statement at a mean of 3.30 compared to World Vision at a mean of 1.77. Third, the participants agreed that the management encourages all employees to challenge how well things are done. Most of the participants at World Vision agreed to this statement at a mean of 2.61 compared to ARC at a mean of 2.58. The findings are summarized in Table 4.19.
Table 4.19: Workplace Behaviour

<table>
<thead>
<tr>
<th>Workplace Behaviour</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management encourages and rewards specific behaviours.</td>
<td>4.95</td>
<td>3.30</td>
<td>1.77</td>
</tr>
<tr>
<td>Management rewards employees for business success.</td>
<td>5.42</td>
<td>3.61</td>
<td>2.13</td>
</tr>
<tr>
<td>Management encourages all employees to challenge how well things are done.</td>
<td>3.92</td>
<td>2.61</td>
<td>2.58</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.76</strong></td>
<td><strong>3.17</strong></td>
<td><strong>2.16</strong></td>
</tr>
</tbody>
</table>

4.5.4 Workplace Harmony

First, majority of participants in the study perceived that the employees feel comfortable talking about personal issues with other employees and management. Most of the participants from ARC agreed to this statement at a mean of 2.51 compared to World Vision at a mean of 2.50. Second, majority of the participants claimed that most employees would speak very positively about the organization. Most of the participants from ARC agreed to this statement at a mean of 2.74 compared World Vision to at a mean of 2.48. Third, the participants agreed that the employees engage in a host of socialization activities in and out of the workplace. Most of the participants at World Vision at a mean of 2.68 agreed to this statement compared to ARC at a mean of 2.65. Fourth, few respondents agreed that the employee tenure is generally strong. Most of the participants at World Vision at a mean of 2.65 agreed to this statement compared to ARC at a mean of 2.45. Fifth, very few respondents agreed that employee morale is generally high most of the time. The findings are summarized in Table 4.20.
Table 4.20: Workplace Harmony

<table>
<thead>
<tr>
<th>Workplace Harmony</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee morale is generally high - most of the time.</td>
<td>2.33</td>
<td>1.55</td>
<td>1.80</td>
</tr>
<tr>
<td>Employee tenure is generally strong.</td>
<td>3.98</td>
<td>2.65</td>
<td>2.45</td>
</tr>
<tr>
<td>Employees engage in a host of socialisation activities in and out of the workplace.</td>
<td>4.02</td>
<td>2.68</td>
<td>2.65</td>
</tr>
<tr>
<td>Employees feel comfortable talking about personal issues with other employees and management.</td>
<td>3.75</td>
<td>2.50</td>
<td>2.51</td>
</tr>
<tr>
<td>Most employees would speak very positively about the organization.</td>
<td>3.72</td>
<td>2.48</td>
<td>2.74</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.56</strong></td>
<td><strong>2.37</strong></td>
<td><strong>2.43</strong></td>
</tr>
</tbody>
</table>

4.5.5 Correlation of Organization Culture and Success or Failure of Leader

The results on Table 4.21 indicate the correlation of organization culture and success or failure of leader. There was a significant relationship between the supervisor strong need to make the organization succeed despite of the uncertainties and the management is quick to deal with problem employees/performance at \((r=0.674, p<0.01)\). There was also a significant relationship between the supervisor spending time thinking about doing things better for the success and the management rewarding employees for business success at \((r=0.686, p<0.01)\).

Table 4.21: Correlation of Organization Culture and Success or Failure of Leader

<table>
<thead>
<tr>
<th></th>
<th>Management rewards employees for business success.</th>
<th>Management is quick to deal with problem employees/performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor has a strong need to make the organization succeed despite of the uncertainties.</td>
<td>Pearson Correlation .375</td>
<td>.674**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) .420.</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>N 22</td>
<td>22</td>
</tr>
<tr>
<td>My supervisor spends time thinking about doing things better for the success and growth of the organization.</td>
<td>Pearson Correlation .686**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed) .001</td>
<td>.008</td>
</tr>
<tr>
<td></td>
<td>N 83</td>
<td>84</td>
</tr>
</tbody>
</table>
4.5 Perceived Success or Failure of the Leader

The study aimed to determine the perceived success or failure of the leader from the participants who involved in the study. The findings suggested that most of the participants agreed that they supervisor has appropriate skills and qualifications to enhance organization productivity at a mean of 5.42 with majority of the participants from World Vision (at a mean of 3.61). Second, a large number of the participants agreed that their work procedures and reporting relationships are good at a mean of 4.07 with majority of the participants from ARC (at a mean of 2.82). Third, a number of the participants agreed that the supervisors have a strong need to make the organization succeed despite of the uncertainties at a mean of 3.99 with majority of the participants from World Vision (at a mean of 2.65). Fourth, a number of the respondents agreed that the supervisors have good knowledge of the organization environment at a mean of 3.93 with majority of the participants from World Vision (at a mean of 3.93).

A small number of the participants agreed that the management provides an opportunity for advancement opportunities at a mean of 3.00 with majority of the participants from ARC (at a mean of 2.48). A smaller proportion of the participants agreed that the supervisor has good knowledge and skills to run the organization successful at a mean of 2.61 with majority of the participants from ARC (at a mean of 1.85). Fewer participants agreed that the supervisors constantly search for new possibilities for existing business and organizational activities at a mean of 2.52 with majority of the participants from ARC (at a mean of 1.88) and very few respondents agreed that the feel a great deal of pride of my supervisor when the organization is successfully at a mean of 1.94 with majority of the participants from ARC (at a mean of 2.06). The findings are summarized in Table 4.22.
Table 4.22: Perceived Success or Failure of the Leader

<table>
<thead>
<tr>
<th>Perceived Success or Failure of the Leader</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor has a strong need to make the organization succeed despite of the uncertainties.</td>
<td>3.99</td>
<td>2.66</td>
<td>2.65</td>
</tr>
<tr>
<td>My supervisor spends time thinking about doing things better for the success and growth of the organization.</td>
<td>3.54</td>
<td>2.36</td>
<td>2.20</td>
</tr>
<tr>
<td>I feel a great deal of pride of my supervisor when the organization is successfully.</td>
<td>1.94</td>
<td>1.29</td>
<td>2.06</td>
</tr>
<tr>
<td>My supervisor has good knowledge and skills to run the organization successful.</td>
<td>2.61</td>
<td>1.74</td>
<td>1.85</td>
</tr>
<tr>
<td>My supervisor has good knowledge of the organization environment.</td>
<td>3.93</td>
<td>2.62</td>
<td>2.00</td>
</tr>
<tr>
<td>My supervisor constantly searches for new possibilities for existing business and organizational activities.</td>
<td>2.52</td>
<td>1.68</td>
<td>1.88</td>
</tr>
<tr>
<td>My supervisor has appropriate skills and qualifications to enhance organization productivity.</td>
<td>5.42</td>
<td>3.61</td>
<td>2.63</td>
</tr>
<tr>
<td>My work procedures and reporting relationships are good.</td>
<td>4.07</td>
<td>2.71</td>
<td>2.82</td>
</tr>
<tr>
<td>The management provides an opportunity for advancement opportunities.</td>
<td>3.00</td>
<td>2.00</td>
<td>2.48</td>
</tr>
<tr>
<td>The management fully explains the work assignments, provides timely feedback and communication to employees on issues affecting their work.</td>
<td>3.29</td>
<td>2.19</td>
<td>2.04</td>
</tr>
<tr>
<td>The management helps me demonstrate my competence and ability.</td>
<td>3.72</td>
<td>2.48</td>
<td>2.69</td>
</tr>
<tr>
<td>My supervisor and senior members inspire employees to give their best.</td>
<td>3.65</td>
<td>2.43</td>
<td>2.31</td>
</tr>
<tr>
<td>My supervisor uses consistent, regular and fair methods of employee job evaluation.</td>
<td>3.62</td>
<td>2.41</td>
<td>3.10</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.48</strong></td>
<td><strong>2.32</strong></td>
<td><strong>2.36</strong></td>
</tr>
</tbody>
</table>

4.5.1 Summary of the Results

The results on the effect of leadership power on the leader on success or failure of leaders indicated the majority of the respondents from World vision agreed (m=2.89) compared to ARC (=2.48) confirmed that power influenced the leader’s success or failure. Again, most of the respondents from World Vision (m=2.82) compared to ARC (m=2.43) agreed that that the leadership personality traits affected the success or failure of leaders. The same applied to organization culture where most respondents from World Vision (m=2.73) compared to ARC (m=2.12) who agreed that organization culture affects the success or failure of leaders. Finally, most of the respondents from World Vision
(m=2.69) compared to Arc (m=2.35) agreed that the perceived qualities of the leaders affected their success. The findings are summarised in Table 4.23.

### Table 4.23: Summary of the Results

<table>
<thead>
<tr>
<th>Summary of the Results</th>
<th>General</th>
<th>World Vision</th>
<th>ARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect of leadership power on the leader on success or failure of leaders</td>
<td>4.34</td>
<td>2.89</td>
<td>2.48</td>
</tr>
<tr>
<td>Effect of leadership personality traits on success or failure of leaders</td>
<td>4.24</td>
<td>2.82</td>
<td>2.43</td>
</tr>
<tr>
<td>Effect of organization culture on success or failure of leaders</td>
<td>4.10</td>
<td>2.73</td>
<td>2.12</td>
</tr>
<tr>
<td>Perceived Success or Failure of the Leader</td>
<td>3.48</td>
<td>2.32</td>
<td>2.36</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>4.04</td>
<td>2.69</td>
<td>2.35</td>
</tr>
</tbody>
</table>

### 4.6 Chapter Summary

The findings on the effect of leadership power on the leader established that the majority of participants in the study perceived their supervisor to set goals which are difficult to reach. A number of the participants perceive their supervisor to enthusiastically communicate what the employees need to accomplish. Others claimed that their efforts to do a good job are seldom blocked by red tape. Majority of participants perceive their supervisor acknowledges the contributions of others in achieving organization goals. A number of participants express positive expectation of the work done by supervisor.

On the effect of personality traits on the leader, the study revealed that the majority of participants perceive their supervisors follow through on the promises and commitments made on the organization. The supervisors talk with employees on how their interests can be met by working toward a common goal. The supervisors update employees on current activities that may affect the organization. The supervisors treat employees with dignity and respect and make it a point to publicly recognize people who show commitment to organization values.

On the effect of organization culture on leader, the findings showed that the organizations have clear business and operational objectives that are understood by all employees. The management is disciplined with employee performance feedback and appraisals.
management has put in place a clear set of values that underpin business performance. The management is quick to deal with problem of employees’ performance. The management rewards employees for business success and the employees feel comfortable talking about personal issues with other employees and management.

On the perceived success or failure of the Leader, the findings suggested that most of the participants agreed that they supervisor has appropriate skills and qualifications to enhance organization productivity from World Vision. Very few respondents agreed that the feel a great deal of pride of my supervisor when the organization is successfully with majority of the participants from ARC.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter provides a discussion on the findings of the research as compared to the findings in the literature review, the summary of the study and recommendations on how leadership personality traits, leadership power and organizational culture affect the success of a leader. The research is concluded on the basis of the discussion of the research objectives.

5.2 Summary of the Study
This main purpose of this study was to investigate on how leadership power, leadership personality traits and organizational culture affect the success of a leader. The study was guided by the following stated research objectives: to investigate how different leadership power affect the success or failure of the leader, to examine how personality traits affect the success and failure of the leader and to determine the link between organization culture and success of a leader and if the culture has any bearing to the success or failure of a leader.

The study adopted a descriptive research design. The population of interest consisted of all the employees World Vision (60) and ARC (90) Non Governmental Organization. The research was conducted among the employees of World Vision and ARC Non Governmental Organization and their details were obtained from the organization’s human resources department. Stratified and Systematic random sampling was used in this study. Therefore a sample size of 109 was selected from a total population of 150 employees in both organizations. A survey data collection method was employed to collect primary data. The collected data was coded and entered into the Statistical Package for Social Sciences (SPSS) program according to each variable of the study for analysis.

The findings on the effect of leadership styles on the Leader established that the majority of participants in the study perceived their supervisor to set goals which are difficult to reach. A number of the participants perceive their supervisor to enthusiastically communicate what the employees need to accomplish. Others claimed that their efforts to
do a good job are seldom blocked by red tape. Majority of participants perceive their supervisor acknowledges the contributions of others in achieving organization goals. A number of participants express positive expectation of the work done by supervisor.

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On the effect of organization culture on leader, the findings showed that the organizations have clear business and operational objectives that are understood by all employees. The management is disciplined with employee performance feedback and appraisals. The management has put in place a clear set of values that underpin business performance. The management is quick to deal with problem of employees’ performance. The management rewards employees for business success and the employees feel comfortable talking about personal issues with other employees and management.

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5.3 Discussion

5.3.1 Effect of Leadership Power on the Leader

Reward power is based on the leader’s ability to provide rewards for other people. Most of the participants from World Vision agreed that their supervisors provide rewards in exchange of efforts at a mean of (4.00) as compared to ARC at a mean of (1.31). A major number of the participants agreed that the supervisor stimulates their work enthusiasm by
rewarding extra efforts in World Vision at a mean of (2.77) compared to ARC at a mean of (1.26). Hughes, Ginnett and Curphy (2005) observes that people who follow a leader with reward power believe that going along with the leader’s suggestion will lead to positive incentives, such as pay, promotion, or recognition.

Coercive power is based on fear. The majority of participants in the study perceived their supervisor to set goals which are difficult to reach. Most of the participants from World Vision agreed to this statement at a mean of 2.90 compared to ARC at a mean of 2.67. Setting high goals which are difficult to meet leads to poor treated of employees. A leader high in coercive power gets others to follow by communicating that failure to comply will lead to punishment.

Leaders display enthusiasm and are expressive, active, and energetic need for what the employees are required to achieve. Majority of participants in the study perceived their supervisor to enthusiastically communicate what the employees need to accomplish. Most of the participants from World Vision agreed to this statement at a mean of 3.26 compared to ARC at a mean of 2.29. Morally and physically a leader must enthusiastically communicate what the employees need to do. Brown (2011) explains that leaders need to have a strong affinity for people and things. Leaders need enthusiasm and charisma to arouse strong emotions in their followers. They do this by outlining the vision and mission in order to unite and captivate all. Enthusiastic leaders have open minds, are optimistic and open to change. They are extraordinarily alert and aware of their surroundings. Overall, they maintain a positive disposition. Leaders must understand that enthusiasm is infectious and powerful.

Expert power is based on the knowledge, talent, and/or skills of the leader. Majority of participants claimed that their efforts to do a good job are seldom blocked by red tape. Most of the participants from World Vision agreed to this statement at a mean of 3.35 compared to ARC at a mean of 3.02. For this type of leadership to exist, it must be coupled with respect for knowledge, talent and skill, without any red tape along with the assumption that this expertise is valuable to followers. Kouzes and Posner (2007) argue that a leader high in expert power is seen as having the expertise to facilitate the work of others. The respect leads to compliance with the leader’s wishes.
Referent power is based on the leader’s personal traits and the need others have to be referred to or associated with people of influence. Majority of participants in the study perceived their supervisor acknowledges the contributions of others in achieving organization goals. Most of the participants from World Vision agreed to this statement at a mean of 3.03 compared to ARC at a mean of 2.86. Vecchio (2007) explains that traits such as charm, charisma, and creativity are all intangible but very real characteristics of most leaders. They can command awe, respect, and loyalty. A leader high in referent power is generally liked and admired by others because of personality. This admiration and identification with the leader influences others to act on the leader’s suggestions.

Connection power is based on the leader’s ability to build networks and coalitions that are helpful to the goals of the organization. Majority of participants in the study perceived their supervisor expresses positive expectation of the work done. Most of the participants from World Vision agreed to this statement at a mean of 3.06 compared to ARC at a mean of 2.31. A leader high in connection power gets other people to follow because they aim at gaining the favor or avoiding the disfavor of the powerful connection.

### 5.3.2 Effect of Personality Traits on the Leader

Personal courage is the combination of both moral and physical courage. First, majority of participants in the study perceived their supervisor follows through on the promises and commitments made on the organization. Most of the participants from World Vision agreed to this statement at a mean of 3.60 compared to ARC at a mean of 2.38. Second, majority of the participants claimed that the supervisors set a personal example for the employees to achieve the organizational goals. Most of the participants from World Vision agreed to this statement at a mean of 3.46 compared to ARC at a mean of 2.44. This reflects a leader who must meet danger or difficulties in spite of fear. Cohen (2008) explains that this type of leader displays the ability to know what is right, know what is wrong, and be able to always stand up by commitment for what is right. Courage is the ability to overcome fears and adversities with mind and body and be able to approach these difficulties with strong commitment, firmness and strength.

A leader must be a visionary and have a well defined goal for the followers. Majority of participants in the study perceived their supervisor talks with employees on how their
interests can be met by working toward a common goal. Most of the participants from World Vision agreed to this statement at a mean of 3.32 compared to ARC at a mean of 2.64. The followers expect leaders to have a sense of direction and a clear understanding of the future. Cohen (2008) asserts that leaders need to clearly define the vision and organize his or her vision into missions with achievable goals. Leaders must know where the organization is going, how to get there and influence others to take the journey with them.

Intelligence and knowledge are important qualities a leader must possess. Majority of participants in the study perceived their supervisors are updated on current activities that may affect the organization. Most of the participants from World Vision agreed to this statement at a mean of 3.03 compared to ARC at a mean of 2.60. A leader must display expertise in their field and have good judgment, professional proficiency, and innovative ideas to be successful by updating themselves with the current activities that may affect the organization. Harmon (2001) explains that leaders must be competent in their field of expertise and be able to teach others those skills. In the military, different levels of leadership require different levels of knowledge. A junior officer must have an intimate knowledge of the position he or she is assigned. Flag officers are expected to have knowledge of various different issues and understand the whole system for which they are responsible.

Integrity and honesty are a foundation of effective leadership in the organization. Leaders with this characteristic treat employees with dignity and respect. Most of the participants from World Vision agreed to this statement at a mean of 3.70 compared to ARC at a mean of 3.49. Kouzes and Posner (1997) believe leaders are admired by their followers when they treat them with respect which comes as a result of the leaders being honest. Kouzes adds that an honest leader is consistent between their words and deeds. If the leaders practice what they preach, the employees will entrust them with their career, security and sometimes even life. A leader is only as good as his or her words; leaders must keep their word and promises. Honest and integrity builds trust and credibility among the followers, without it a leaders can never be successful.
A leader must have compassion and take care of his or her people. Majority of participants in the study perceived their supervisor makes it a point to publicly recognize people who show commitment to organization values. Most of the participants from World Vision agreed to this statement at a mean of 4.19 compared to ARC at a mean of 2.75. A leader must balance the ability to think objectively to accomplish the mission with the needs of his or her people. Gardner (2007) argues that recognizing employees for their commitment and being responsive to their feelings is crucial for effective leadership. Sun Tzu would disagree with the need for compassion in leadership; however, one could argue that times have changed, and so has military leadership. During Sun Tzu's period there was more distinction between military troops and military leaders because of the class structure; leaders did not feel obligated to care for their people in order to get results.

5.3.3 Effect of Organization Culture on Leader

A strong and clear organizational sense of mission affects the performance of the organization. Majority of participants in the study perceived their organization has clear business and operational objectives that are understood by all employees. Most of the participants from World Vision agreed to this statement at a mean of 4.32 compared to ARC at a mean of 3.18. As many organizations have discovered, simply declaring a new organizational mission does not necessarily imply the support and commitment of the organization’s members. Deal and Kennedy (2012) explains that by the same token, high involvement among an organization’s members does not necessarily imply a clear sense of direction and purpose. An organization culture must be adaptive, highly consistent and predictable to foster high employee involvement.

The most successful organizational change efforts provide feedback that reaches all the members of the organization. Majority of participants in the study perceived that the management is disciplined with employee performance feedback and appraisals. Most of the participants from World Vision agreed to this statement at a mean of 2.45 compared to ARC at a mean of 1.27. In most cases, the feedbacks are communicated widely in a series of meetings, usually beginning at the top of the organization, and then moving
down. In this case, leaders provide an open and honest environment and to facilitate the review of results and development of action plans.

Having a clear set of values influences the way that their organizations react to the changing demands of the business environment. Majority of participants in the study perceived the management has put in place a clear set of values that underpin business performance. Equally, participants from World Vision and ARC agreed at a mean of 2.52. At any given time, the values of an organization are strongly influenced by the past successes and past learning about how to adapt and survive. As the business environment changes, leaders must constantly anticipate the necessary changes and actively monitor the relationship between the demands of the environment and the capabilities of the organization performance. Most successful organizational changes also require changes in the mindset, values and behaviour of the organization’s members. Without creating these changes, changes in basic capabilities of the organization are impossible.

Dealing with employee performance issues helps in identifying the greatest organization weakness. Majority of participants in the study perceived that the management is quick to deal with problem of employees’ performance. Most of the participants from World Vision agreed to this statement at a mean of 3.61 compared to ARC at a mean of 2.98. This helps in determining the root cause of employee underperformance. In this case, the organization defines individual goals that are supported by all levels to redefine the mission of the employees for excellence. Organization culture determines the kinds of responses that the organisation makes to required changes and deal with new problems. Culture can also help give clear direction for the training and development of individuals by defining what is, and what is not important, and what skills the individual needs to do well in the organisation.

Organizational culture emphasizes the importance of individual performance in the organization. Majority of participants in the study perceived that the management rewards employees for business success. Most of the participants from World Vision agreed to this statement at a mean of 3.61 compared to ARC at a mean of 2.13. On the other hand, action is taken whenever individuals or procedures seem to be unproductive. Rewarding employees enable them to succeed at their work and careers. Similarly, Thomas (2000) concurs that rewards play an important role on an individual’s self-esteem, formed around
work and organizational experiences which plays a significant role in determining employee motivation and productivity.

Negotiation between the management and the employees is important in addressing critical issues that may be affecting the employee motivation and productivity. Majority of participants in the study perceived that the employees feel comfortable talking about personal issues with other employees and management. Most of the participants from ARC agreed to this statement at a mean of 2.51 compared to World Vision at a mean of 2.50. Addressing employee issues aims at improving the performance of organizations (Sanda, 2011). Organization culture intervenes by respecting the employees, building a climate of trust and support, shared power, open confrontation of issues, and the active participation of employees on issues that affect the organization as a whole (social technical systems) (House and Javidan, 2004).

5.4 Conclusion
5.4.1 Effect of Leadership Power on the Leader
The findings on the effect of leadership styles on the Leader established that the majority of participants in the study perceived their supervisor to set goals which are difficult to reach. A number of the participants perceive their supervisor to enthusiastically communicate what the employees need to accomplish. Others claimed that their efforts to do a good job are seldom blocked by red tape. Majority of participants perceive their supervisor acknowledges the contributions of others in achieving organization goals. A number of participants express positive expectation of the work done by supervisor.

5.4.2 Effect of Personality Traits on the Leader
On the effect of personality traits on the leader, the study revealed that the majority of participants perceive their supervisors follow through on the promises and commitments made on the organization. The supervisors talk with employees on how their interests can be met by working toward a common goal. The supervisors update employees on current activities that may affect the organization. The supervisors treat employees with dignity and respect and make it a point to publicly recognize people who show commitment to organization values.
5.4.3 Effect of Organization Culture on Leader

On the effect of organization culture on leader, the findings showed that the organizations have clear business and operational objectives that are understood by all employees. The management is disciplined with employee performance feedback and appraisals. The management has put in place a clear set of values that underpin business performance. The management is quick to deal with problem of employees’ performance. The management rewards employees for business success and the employees feel comfortable talking about personal issues with other employees and management. On the perceived success or failure of the Leader, the findings suggested that most of the participants agreed that they supervisor has appropriate skills and qualifications to enhance organization productivity from World Vision. Very few respondents agreed that the feel a great deal of pride of my supervisor when the organization is successfully with majority of the participants from ARC.

5.5 Recommendations

5.5.1 Recommendation for Improvement

5.5.1.1 Effect of Leadership Power on the Leader

The leaders should reward employee for the work that they do. The supervisors should reward employees with salary increments and promotions. The supervisors should ensure that the employees work is not emotionally challenging. The supervisors should maintain a long lasting relationship with the employees. The supervisors should discuss in specific terms the person responsible for achieving the organization targets and make job more enjoyable. The supervisor should express positive expectations of others in achieving organization goals and provides employees with a sense of fulfillment and self esteem.

5.5.1.2 Effect of Personality Traits on the Leader

The supervisor should build consensus on agreed set of values for the organization. The supervisor should talk with the employees about the values and principles that guide them towards organization actions. The supervisors should be positive about what the organization aspires to accomplish. The supervisors should speak with conviction about the higher purpose and meaning of what the employees are doing. They should also take initiative in experimenting with the way things are done in the organization. The leaders
in the organization should look around for ways to develop and challenge employees’ skills and abilities. The supervisors should support the decisions that other people in the organization make on their own.

5.5.1.3 Effect of Organization Culture on Leader

The management should continuously provide employee performance feedback and appraisals. The management should do an excellent job of communicating with employees on a host of issues that may affect their performance at the workplace. The employees should feel confident and certain about the organization’s future. The management should actively seek feedback from clients and customers with a view to improving the organization services. The management should encourage all employees to challenge how well things are done and improve their morale.

5.5.2 Suggestions for Further Research

While this study investigated, leadership power, personality traits and organizational culture affect the success of a leader in Non Government Organizations. The same scenario can be applied to government institutions to compare or contrast various employees and management opinions.
REFERENCES


Miller, M. (2002). Images of the familiar: Individual differences and implicit leadership


APPENDICES

APPENDIX I: INTRODUCTORY LETTER

1st JANUARY 2014

Dear Sir/Madam,

RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY

This study is a requirement for the partial fulfilment for the award of Executive Masters in Organizational Development (EMOD). The purpose of this research is to investigate on how leadership styles, personality traits and organizational culture affect the success of a leader.

Given your unique position, you have been selected as one of the respondents. Your role in this study will only involve completing a questionnaire. The questions to be asked will relate to your experience and opinions in your area of specialization. It is important that you understand that there is no correct or wrong answer. This research is aimed at allowing you to provide details about what you honestly think.

Please note that any information you give will be treated with confidentiality and at no instance will it be used for any other purpose other than for this project. Your assistance will be highly appreciated. I look forward to your prompt response.

Thank you for your indulgence.

Roselyn Opel
APPENDIX II: QUESTIONNAIRE

This study is a requirement for the partial fulfilment for the award of Executive Masters in Organizational Development (EMOD). The purpose of this research is to investigate on how leadership power, personality traits and organizational culture affect the success of a leader. Please note that any information you give will be treated with extreme confidentiality and at no instance will it be used for any other purpose other than for this project. Your assistance will be highly appreciated. I look forward to your prompt response.

Section A: General information
Kindly tick (√) where applicable and do not indicate your names or personal number.

1. Gender  
   Male [ ]  Female [ ]

2. Age bracket  
   20 – 35 [ ]  36 – 45 [ ]  46 – 55 [ ] above 56 [ ]

3. Work experience  
   Less than 1 year [ ]  1 – 5 years [ ]
   6 – 10 years [ ]  11 – 15 years [ ]
   16 – 20 years [ ]  Above 21 years [ ]

4. Management Level  
   Senior Management [ ]  Middle management [ ]
   Non-management [ ]

5. Are you satisfied with the type of leadership experienced in your organization?  
   Yes [ ]  No [ ]

6. Which type of leadership has been implemented in your organization? ____________
Section B: Effect of Leadership Power on the Leader

7. Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1= strongly disagree and 5 = strongly agree. Circle (O) which best describes your opinion of the statement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>My supervisor provides rewards in exchange of efforts.</td>
<td>1 2 3 4 5</td>
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<td>b.</td>
<td>My supervisor stimulates my work enthusiasm by rewarding extra efforts.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<td>c.</td>
<td>I feel my efforts are rewarded for the work that I do.</td>
<td>1 2 3 4 5</td>
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<td>d.</td>
<td>My supervisor set goals which are difficult to reach.</td>
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<td>e.</td>
<td>My supervisor makes us work harder for salary increases and promotions.</td>
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<td>f.</td>
<td>My supervisor makes my work emotionally challenging</td>
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<td>g.</td>
<td>My supervisor enthusiastically communicates what the employees need to accomplish.</td>
<td>1 2 3 4 5</td>
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<td>h.</td>
<td>My supervisor discusses in specific terms who is responsible for achieving the organization targets.</td>
<td>1 2 3 4 5</td>
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<td>i.</td>
<td>My supervisor articulates a compelling vision of where the organization wants to be in the future.</td>
<td>1 2 3 4 5</td>
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<td>j.</td>
<td>My supervisor makes my job enjoyable.</td>
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<td>k.</td>
<td>My supervisor makes me feel a sense of pride in doing my job.</td>
<td>1 2 3 4 5</td>
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<td>l.</td>
<td>My efforts to do a good job are seldom blocked by red tape.</td>
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<td>m.</td>
<td>My supervisor maintains a long lasting relationship with the employees.</td>
<td>1 2 3 4 5</td>
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<td>n.</td>
<td>My supervisor expresses positive expectations of others in achieving organization goals.</td>
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<td>o.</td>
<td>My supervisor acknowledges the contributions of others in achieving organization goals.</td>
<td>1 2 3 4 5</td>
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<td>p.</td>
<td>My supervisor recognizes me for what I do.</td>
<td>1 2 3 4 5</td>
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<td>q.</td>
<td>My supervisor provides me with a sense of fulfilment and self esteem.</td>
<td>1 2 3 4 5</td>
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<td>r.</td>
<td>My supervisor expresses positive expectation of the work done.</td>
<td>1 2 3 4 5</td>
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<td>s.</td>
<td>My supervisor shows too little interest in the feelings of employees.</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

8. What other factors not mentioned above could be used by your supervisor or manager to enhance the success of your organization?
Section C: Effect of Personality Traits on the Leader

9. Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1 = strongly disagree and 5 = strongly agree. Circle (O) which best describes your opinion of the statement.

<table>
<thead>
<tr>
<th>a. My supervisor sets a personal example for the employees to achieve the organizational goals.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>b. My supervisor spends time in ensuring adhere to the principles and standards agreed on.</td>
<td>1 2 3 4 5</td>
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<td>c. My supervisor follows through on the promises and commitments made on the organization</td>
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<td>d. My supervisor finds ways to get feedback on employee performance.</td>
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<td>e. My supervisor builds consensus on agreed set of values for our organization.</td>
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<td>f. My supervisor talks about the values and principles that guide the organization actions.</td>
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<td>g. My supervisor looks ahead and communicates about what will affect the organization in future.</td>
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<td>h. My supervisor describes to employees what is to be accomplished.</td>
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<td>i. My supervisor talks with employees on how their interests can be met by working toward a common goal.</td>
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<td>j. My supervisor is positive about what the organization aspires to accomplish.</td>
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<td>k. My supervisor speaks with conviction about the higher purpose and meaning of what the employees are doing.</td>
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<tr>
<td>l. My supervisor looks around for ways to develop and challenge his or her skills and abilities.</td>
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<td>m. My supervisor looks for ways in which employees can try out new ideas and methods.</td>
<td>1 2 3 4 5</td>
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<td>n. My supervisor is updated on current activities that may affect the organization.</td>
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<td>o. My supervisor makes sure that goals and specific plans are set for the projects undertaken.</td>
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<td>p. My supervisor takes initiative in experimenting with the way things are done in the organization.</td>
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<td>q. My supervisor fosters cooperative rather than competitive relationships among employees.</td>
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<td>r. My supervisor actively listens to diverse points of view.</td>
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</table>
s. My supervisor treats employees with dignity and respect. | 1 | 2 | 3 | 4 | 5  

t. My supervisor supports the decisions that other people in the organization make on their own. | 1 | 2 | 3 | 4 | 5  

u. My supervisor provides opportunities for others to take on leadership responsibilities. | 1 | 2 | 3 | 4 | 5  

v. My supervisor praises people for a job well done. | 1 | 2 | 3 | 4 | 5  

w. My supervisor encourages others as they work on activities and programs in the organization. | 1 | 2 | 3 | 4 | 5  

x. My supervisor gives people in the organization support and expresses appreciation for their contributions. | 1 | 2 | 3 | 4 | 5  

y. My supervisor makes it a point to publicly recognize people who show commitment to organization values. | 1 | 2 | 3 | 4 | 5  

z. My supervisor finds ways for employees to celebrate accomplishments. | 1 | 2 | 3 | 4 | 5  

10. What other leadership personality traits leads to organization success?

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**Section D: Effect of Organization Culture on Leader**

11. Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1 = strongly disagree and 5 = strongly agree. Circle (O) which best describes your opinion of the statement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The organisation has clear business and operational objectives that are understood by all employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Employees understand how their individual efforts contribute to business success.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Management is disciplined with employee performance feedback and appraisals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Management shares business strategies with all employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Management shares business results with employees on a regular basis.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Management is disciplined with employee performance feedback and appraisals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Management does an excellent job of communicating with employees on a host of issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
h. Management has put in place a clear set of values that underpin business performance.
i. Employees feel confident and certain about the organisation’s future.
j. Management measures business performance against objectives.
k. Management actively seeks feedback from clients and customers with a view to improving service.
l. Management is constantly looking for ways to improve products and services.
m. Management is quick to deal with problem employees/ performance.
n. Management encourages and rewards specific behaviours.
o. Management rewards employees for business success.
p. Management encourages all employees to challenge how well things are done.
q. Employees encourage friends and relatives into employment opportunities with the organisation.
r. Employee morale is generally high - most of the time.
s. Employee tenure is generally strong.
t. Employees engage in a host of socialisation activities in and out of the workplace.
u. Employees feel comfortable talking about personal issues with other employees and management.
v. Most employees would speak very positively about the organization.

12. What other organizational culture factors can lead to the success of leadership in the organization?
Section E: Perceived Success or Failure of the Leader

13. Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1 = strongly disagree and 5 = strongly agree. Circle (O) which best describes your opinion of the statement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My supervisor has a strong need to make the organization succeed despite of the uncertainties.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. My supervisor spends time thinking about doing things better for the success and growth of the organization.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I feel a great deal of pride of my supervisor when the organization is successfully.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. My supervisor has good knowledge and skills to run the organization successful.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. My supervisor has good knowledge of the organization environment.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. My supervisor constantly searches for new possibilities for existing business and organizational activities.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. My supervisor has appropriate skills and qualifications to enhance organization productivity.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. My work procedures and reporting relationships are good.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. The management provides an opportunity for advancement opportunities.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. The management fully explains the work assignments, provides timely feedback and communication to employees on issues affecting their work.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. The management helps me demonstrate my competence and ability.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. My supervisor and senior members inspire employees to give their best.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. My supervisor uses consistent, regular and fair methods of employee job evaluation.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. What other perceived factors can lead to the success or failure of the leader within the organization?