

**A SURVEY OF LEADERSHIP EFFECTIVENESS IN THE KENYA
UNION OF SUGAR PLANTATION AND ALLIED WORKERS**

BY

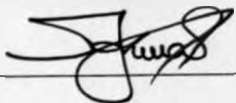
CHRISTOPHER SAKWA WANGARA

**A management research project submitted in partial fulfillment of the requirements for
award of the degree of master of business administration (MBA),
School of business, University of Nairobi**

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DECLARATION

This research project is my original work and has not been submitted for a degree in any other university.

Signed  Date: 12.11.2010

Christopher S. Wangara

D61/P/7705/2003

This research project has been submitted for examination with my approval as the university supervisor.

Signed  Date: 12/14/2010

Mrs. Florence Muindi

School of Business,

University of Nairobi

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Thank you all.

DEDICATION

To my wife Paulyn Awino, my sons Christopher Junior and Christian Jesse.

ABSTRACT

Without effective leadership, the process of creating an environment that is positive for fostering relationships and conducive to effective production would falter and the organization would suffer loss, either monetary, personnel, or production. This study on the leadership effectiveness in the Kenya union of sugar plantation and allied workers (KUSPAW) aimed at determining the effectiveness of Trade Union leadership and determining the factors influencing the leadership effectiveness.

A descriptive survey research design was used. Stratified sampling using the proportionate allocation method was used to determine the size of each stratum (national board members, branch officials and shop stewards). A structured questionnaire was used to collect primary data. The data was analyzed descriptively using the distribution (frequency), central tendency (Mean and mode) and dispersion (range, variance and standard deviation).

The results revealed that the KUSPAW leadership's 'laissez-faire' and 'Management by exception: passive' had acceptable scores of 0.5 and 0.6 respectively against a benchmark of 0-1. The leadership also has an acceptable score in contingent reward (2.9) measured against a 2-3 validated benchmark. The two leadership styles that did not meet the expectations are 'Management by exception: active' and transformational leadership with scores of 2.4 and 2.9 measured against benchmarks of 1-2 and 3.0-3.75 respectively. The outcomes ratings (3.0) also failed to attain the benchmark in excess of 3.5.

The study concludes that the KUSPAW leadership is relatively ineffective and recommends that the whole leadership is taken through a leadership course, albeit refresher for those with the training.

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LIST OF ABBREVIATIONS

CR	- Contingent Reward
EI	- Emotional Intelligence
EPZ	- Export Processing Zones
KUSPAW	- Kenya Union of Sugar Plantation and Allied Workers
LF	- Laissez-faire
LPC	- Least Preferred Co-worker
MBEA	- Management-by-Exception: Active
MBEP	- Management-by-Exception: Passive
MLQ	- Multifactor Leadership Questionnaire
weLEAD	- web enhanced Leadership Education and Development

CHAPTER ONE: INTRODUCTION

1.1 Background

Because effective leadership is at the core of successful businesses, the understanding of what makes a successful leader is an issue that has been debated for decades. Leadership has become even more important due to the noticeable decline of enduring successful leaders in the business world today. As Kotter (1999) states: “Understanding leadership means recognizing the various definitions of leadership, examining the relationship between leadership and management, and applying the significance of past leadership theories to today’s business world. Because leadership is an essential element of a successful organization it is imperative to understand what makes a successful business leader.”

1.1.1 Leadership

Wikipedia (2010) defines leadership as the “process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.” According to Wikipedia (2010), leadership is about capacity: the capacity of leaders to listen and observe, to use their expertise as a starting point to encourage dialogue between all levels of decision-making, to establish processes and transparency in decision-making, to articulate their own values and visions clearly but not impose them. Leadership is about setting and not just reacting to agendas, identifying problems, and initiating change that makes for substantial improvement rather than managing change.

Ward (2010) defines leadership as the art of motivating a group of people to act towards achieving a common goal. The leader is the person in the group that possesses the combination of personality and skills that makes others want to follow his or her direction, Ward adds. Yukl (2001) argues that there is no “correct” definition; it is only a matter of how useful it is increasing our understanding of effective leadership. The Collins English Dictionary (1998) defines leadership as the position or function of a leader, the ability to lead. The web enhanced Leadership Education and Development (weLEAD) online magazine (2010) defines leadership as the active ability to articulate a vision, to embrace the values of that vision, and nurture an environment where followers can reach the organizations goals and their own personal goals.

Dessler (2004) defines leadership as one person influencing another to willingly work toward a predetermined objective. Robbins (2003) defines leadership as, coping with change. Leaders establish direction by developing a vision of the future; then they align people by communicating this vision and inspiring them to overcome hurdles. Ernsberger (2000) states that leadership involves accomplishing group objectives, taking a diverse group of people, bringing them together, and finding a common thread that enables them to work together to achieve a common goal. Kotter (1999) defines leadership as the development of vision and strategies, the alignment of relevant people behind those strategies, and the empowerment of individuals to make the vision happen, despite obstacles.

Montesino (2003) defines leadership as the process whereby one individual influences other group members toward the attainment of defined group or organizational goals and that followership is seen as the reciprocal of leadership. Weiss (2003: 119) states that “effective and ethical leaders develop a collaborative approach to setting direction, leading top-level teams, and building relationships with strategic alliance partners and customers”. Maxwell (2007) sums up his definition of leadership by stating that leadership is influence - nothing more, nothing less.

1.1.2 Leadership Effectiveness

Business dictionary (2010) defines effectiveness as the degree to which objectives are achieved and the extent to which targeted problems are resolved. Whereas efficiency means "doing the thing right," effectiveness means "doing the right thing". Wikipedia (2010) states that in management, effectiveness relates to getting the right things done and that effectiveness is an important discipline which “can be learned and must be earned.” Ward (2010) argues that in business, leadership is welded to performance and that effective leaders are those who increase their companies' bottom lines. Guest, Hersey, & Blanchard (1977) posit that effective leaders must not only consider the leader-follower variables but also consider such other factors as the style and expectations of their boss, associates (peers), and the organization, as well as job demands and time.

Walker (2009) states that effective leaders build a sense of community within the workplace, that they not only increase employee retention figures, but they also improve

productivity because employees are more willing to follow effective leaders than non-effective individuals. Walker (2005) indicates that an Effective Leader is one who inspires others to give maximum effort to achieve a worthwhile goal. Effective leaders do not use force to get others to do what they want. They do not coerce, cajole, threaten, plead, or bargain with their followers. They inspire them to do what needs to be done! Walker further gives what he refers to as principles of Effective Leadership which he believes are common to effective leaders throughout history, and the understanding and practice of them are essential for effective leadership. These principles are; Integrity and Humility.

1.1.3 Trade Unions

A Trade Union is an organization of workers who have joined together so as to try to improve their interests. The main object of Trade Unions is to regulate relations between employees and employers (Nzuve, 2007). Singh (1969:170) defines a Trade Union as “an association which has as its main object the regulation of relations between workers and their employers or between one group of workers and another group of workers or between employers and other employers”.

Business dictionary (2010) defines a Trade Union as an organization whose membership consists of workers and union leaders, and whose principal purposes are; to negotiate wages and working condition terms, regulate relations between workers (its members) and the employer, take collective action to enforce the terms of collective bargaining, raise new demands on behalf of its members, and help settle their grievances.

1.1.4 The Kenya union of sugar plantation and allied workers

The Kenya Union of Sugar Plantation and Allied Workers (KUSPAW) was formed in the year 1960 (Waweru, 1984). Regulating and improving relations between employees and employers and determining conditions of conduct of any trade or other business within the scope of provisions of benefits to members is one of the aims of KUSPAW. Another aim is to organize all employees in the sugar industry, assist its members through a collective bargaining system, to obtain fair remuneration for their labor, to establish and maintain satisfactory conditions of employment for employees in the sugar industry. KUSPAW also aims at negotiating and settling differences arising between members and their employers by conciliation, arbitration or otherwise and generally to safeguard the interests of members, to obtain redress for all broken contracts on behalf of members who may be unreasonably or unjustly dismissed from their employment and protect them from any unfair illegitimate methods of business.

The structure of KUSPAW is such that it has an annual conference, a National Executive Board, National Officers, National Trustees, National Women's committee, Negotiating committee, appointed Officers, and branch Officials. The Annual conference is the supreme authority of the Union and comprises of all the head office officials and delegates elected by the branches (the three principal officials of every branch). The annual conference elects National officers, trustees and members of the National Executive Board.

The National Executive Board is responsible for the management of the affairs of the Union and exercises control over the individual officers of the union. It consists of the

National Chairperson, Vice-National Chairperson, General Secretary, Deputy General Secretary, Assistant General Secretary, National treasurer, Assistant National Treasurer, three principle Officers of the National women's committee, three National Trustees and ten (10) other members elected by the annual Conference; from among members of the Annual Conference. There are 3 National Trustees also elected at the Annual conference, in whom are jointly vested all the property of the Union and have control of the funds of the Union. There are women's committees at branch level which form the National women's committee.

The Annual Conference also appoints an auditor approved by the Registrar of Trade Unions to audit the accounts of the Union at the end of each year. Branch officials include; Branch Chairperson, Vice-chairperson, Branch Secretary, Branch Assistant Secretary, Branch Treasurer, Branch Assistant Treasurer, six (6) members, two of whom shall be the chair and secretary of the Women's Committee representatives, and shop stewards.

1.2 Statement of the Problem

Effectiveness as the degree to which objectives are achieved and the extent to which targeted problems are resolved, is vital in any organization. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing" (Business dictionary, 2010). Effectiveness in leadership is an important discipline which can be learned and must be earned (Wikipedia, 2010). Leadership effectiveness in all forms of organizations, including Trade Unions, is about getting the right things done. Over the years, trade

unions have been run with some stated objectives which have widened and have tended to be influenced by the economic, political and social systems within which Trade Unions operate. The trade union leadership is charged with the responsibility of championing these objectives as documented in their constitutions. The leadership effectiveness of the Trade Union is therefore of significant importance and needs to be studied.

Musandu (2007) in his study of 'the effects of fragmentation of Trade Unions on collective Bargaining in Kenya's hotel industry' found out that the causes of fragmentation of Trade Unions are; Poor management of the Trade Unions, the high court registering splinter unions without consultation or due regard for industrial relations charter or the law, poor leadership, lack of education, poor representation, leadership wrangles, large membership of Trade Unions, conflict of interests, misappropriation and lack of union funds, increase in awareness of rights, corruption, tribalism, political interference, and unfair elections. Poor management of Trade Unions was the greatest of these. Several other studies have been done on Trade Unions in Kenya. K'obonyo (1981) studied the operations of Trade Unionism in Kenya; a study of the railways African Union. Machyo (2003) studied women's participation in Trade Union leadership in Kenya. Busienei (2005) added to the body of knowledge by his study of the moderating effects of Trade Union membership on employee perception of job security and fair treatment by management in the manufacturing industry in Kenya. Moraa (2006) surveyed the strategies used by Trade Unions in negotiating with employers in Nairobi. The response of Trade Unions to challenges posed by conditions of work at the EPZ (Mutung'a, 2006) is another addition to the body of knowledge.

Since poor management of Trade Unions and poor leadership have been cited as an area of concern, and bearing in mind that leadership effectiveness of Trade Unions has not been studied, the proposed study will add to the much needed information on Trade Union leadership.

1.3 Objectives of the Study

- a) To determine the effectiveness of Trade Union leadership measured against their mandate.
- b) To determine the factors influencing the Trade Union leadership effectiveness in the discharge of duties.

1.4 Importance of the Study

To the trade union, the study will assist the leaders appraise themselves as relates to their mandate and enable the Trade Union movement come up with policies that will benefit its members since it will help boost the confidence of members in their leaders.

The findings from the study will help all the key stakeholders, that is, Government, employers and the general public, of the Trade Union movement to create effective and committed leadership.

In academics, the findings from the study will be useful to educators, since it will add to the body of knowledge as a teaching tool and lay more ground for further research in Trade Unions in Kenya and the world at large.

CHAPTER TWO: LITERATURE REVIEW

2.1 Effective Leadership

Bisoux (2002) argues that you can't be an effective manager these days without being an effective leader. There's too much complexity, too much turbulence to simply 'manage'. According to Goreham, (weLEAD, 2010), the necessity of leadership in the workplace is to create an environment that is positive for fostering relationships and conducive to effective production. Without effective leadership, the process would falter and the organization would suffer loss, either monetary, personnel, or production.

Because effective leadership is at the core of successful businesses, the understanding of what makes a successful leader is an issue that has been debated for decades (Holverson, 2004). As Kotter (1999) states that understanding leadership means recognizing the various definitions of leadership, examining the relationship between leadership and management, and applying the significance of past leadership theories to today's business world. Future leaders must recognize how leadership has changed, including essential capabilities of leaders and the forces that continue to shape leadership.

If there is only one thing that we can learn from the definitions of leadership, it is that there are many components of leadership; no one definition is more correct than another. Instead, each definition presents relevant elements of leadership and helps to paint a portrait of what effective leadership involves (Holverson, 2004). The influence a leader

exerts in altering moods, evoking images and expectations, and in establishing specific desires and objectives determines the direction a business takes (Zalezink, 1998).

2.2 Theories of Leadership Effectiveness

To understand how to effectively lead, we must also understand leadership theories of the past and apply their significance in leadership today. Some of the theories include;

2.2.1 Contingency Theory

Fielder's Contingency Theory works to determine which type of leadership style generates the highest-producing and most efficient work group dependent on how a leader describes his/her least preferred coworker(Holverson, 2004). As Dessler (2004: 267) explains, “[Fielder] measured leadership style with his Least Preferred Co-worker LPC scale. Leaders who describe their least preferred coworker favorably are ‘high LPC’ and are considered more people-oriented. ‘Low-LPCs’ describe least preferred coworkers unfavorably; they’re less people-oriented and more task-oriented”.

Applied today, Fielder's theory creates problems; the theory deems leaders inherently either task- or relations-oriented despite the fact that specific situations call for different types of leadership (Holverson, 2004). As per Mello (2003), the model implied that as one or more of the three contingency variables of leader/member relations, task structure, or leader position power changed, the possible corresponding mandate that task- or relations-oriented leadership be substituted for the other meant that the leader would have to be replaced.

2.2.2 Situational Leadership Model

With the ever-changing environment that is the business world today, leaders cannot be limited to one type of leadership style; they must be able to adapt their styles to the setting of their work environment. The Hersey-Blanchard Situational Leadership Model, clearly addresses this concept (Holverson, 2004). The situational leadership model aims to provide a practical way for leaders to decide how to adapt his or her style to the task (Dessler, 2004). The model proposes that there are four leadership methods: delegating, participating, selling and telling; each method is appropriate in specific situations.

Robbins (2003) posits that this theory is significant in that it is a contingency theory that focuses on the followers. Successful leadership is achieved by selecting the right leadership style, which Hersey and Blanchard argue is contingent on the level of the followers' readiness. The emphasis on the followers in leadership effectiveness reflects the reality that it is the followers who accept or reject the leader. Regardless of what the leader does, effectiveness depends on the actions of his or her followers (Robbins, 2003). This model's emphasis on 'the followers' makes it very applicable to effective leadership today where business leaders are learning the importance of meeting their subordinate's needs (Holverson, 2004).

2.2.3 Leader-Participation Model

The next theory, The Leader-Participation Model created by Victor Vroom, Arthur Jago, and Philip Yetton, differentiates the levels of leadership participation needed in different

circumstances (Holverson, 2004). As per Dessler (2004: 272): “[Vroom, Jago, and Yetton] argue that being participative is not an either/or decision, since there are different degrees to participation. They developed a model that enables leaders to analyze a situation and decide how much participation is called for. Their technique consists of three components: A set of management decision styles; a set of diagnostic questions; and a decision tree for identifying how much participation the situation calls for.”

While this model has been criticized as being too complex to be used consistently, it presents an important concept; leaders must monitor their level of participation in subordinate tasks. Leaders today are encouraging self-direction among their employees; micro-managing has become a concept of the past. Leading is about communicating with followers not barking commands. This model assists leaders in deciding when to take charge and when to sit back and hand over more power to subordinates. Overall, the theory helps to create a better relationship between leader and follower which is an essential concept for effective leadership (Holverson, 2004).

2.2.4 Path-Goal Leadership Theory

The theory is based on, according to Robbins (2003: 325), “the belief that effective leaders clarify the path to help their followers get from where they are to the achievement of their work goals and to make the journey along the path easier by reducing roadblocks”. Developed by Robert J. House, the Path-goal Leadership Theory proposes that it is a leader’s responsibility to create and maintain a work environment where subordinates are able and motivated to achieve work-related goals (Holverson, 2004).

Dessler (2004) goes on to say that stripped to its essentials, path-goal theory says this: If the job is ambiguous, structure it. If it is demoralizing or the employees lack confidence, be supportive and considerate. And always make it clear how an effort on the job will lead to rewards.

Holverson (2004) advances the argument that this leadership theory assists leaders in choosing the correct method of leadership for specific situations by including four leadership methods from which to choose: directive, supportive, participative, and achievement-oriented leadership. Holverson further states that the theory is very relevant to business leadership to day since it not only recognizes the need for various leadership techniques, but also acknowledges the new role of the leader. No longer are leaders inaccessible, authoritarian directors of the past; Leaders today must realize that being an effective leader is about connecting, supporting and inspiring the people they lead.

2.3 Qualities of Effective Leadership

While researchers have spent years discussing traits and behavior theories, it has become clear that effective leadership is created through a combination of the two (Holverson, 2004). As Dessler (2004: 256) states, “In thinking about what it is about the leader that determines his or her effectiveness, experts usually don't focus just on leadership traits; they talk of both traits and skills”. Some qualities of effective leadership include;

2.3.1 Servant Leadership

Effective leaders today cannot lead as their predecessors once did; a new type of leadership, servant leadership, is defining how leaders manage subordinates (Holverson, 2004). Mello (2003) posits that as servant first, the leader ensures that others' greatest needs are being met and bears the self-awareness to realize that his or her own "healing" is the motivation for leadership. Leadership today is about listening and guiding subordinates, not scaring them into following direction; but serving their needs so they are willing and capable to achieve corporate goals (Holverson, 2004).

Tichy and Cohen (1997: 190) state that "Winning leaders understand that their job is to take the human capital, the most important asset of their institutions, and make it more valuable for tomorrow's world". Leadership today isn't about controlling the power; it's about applying the strength you have as a leader to support those you lead (Holverson, 2004).

2.3.2 Emotional Intelligence

A contemporary concept very much associated with servant leadership, although not as well explored, is emotional intelligence (EI) (Holverson, 2004). EI is, "described as a set of abilities that refer in part to how effectively one deals with emotions both within oneself and others" (Palmer, Walls, Burgess, & Stough, 2001). The business world today is fast-paced, ever-changing and stressful; while there has not been a large amount of analytical research done on EI, it is logical that leaders who are successful in this type of environment are those who are able to understand and manage not only the emotions of

others, but their own emotions as well (Holverson, 2004). Palmer et al. (2001) goes on to say that, today's effective leadership skills have been described to depend, in part, on the understanding of emotions and the abilities associated with EI. Palmer further states that emotional intelligence is about understanding the differences in individuals, how you react to these differences, and the knowledge you have about yourself and the different types of personalities existing.

Leaders who are able to understand themselves and recognize their own strengths and weaknesses are better able to understand and accept the strengths and weaknesses of others. For leaders to be successful in the current business environment they must recognize the significance of emotional intelligence (Holverson, 2004).

2.3.3 Credibility

Credibility is another critical issue facing business leaders today (Holverson, 2004). Kotter (1998) says that, a big challenge in leadership efforts is credibility - getting people to believe the message. Due to the increasing abundance of unethical business situations, credibility is and will continue to be an important factor in effective leadership. Only individuals who are able to establish mutual trust with those around them will make successful leaders (Holverson, 2004). Ulrich (1996) posits that credible leaders have the personal habits, values, traits, and competencies to engender trust and commitment from those who take their direction. Leaders must understand the importance of following through on their promises and taking responsibility when they cannot. From this notion, leaders must also recognize that credibility is harder to gain the second time around; once

credibility is lost it may never be recovered. Leaders of the future must not only establish credibility in their partnerships and with the people they lead, but they must constantly work to maintain their credibility if they are to continue effective leadership within their organization (Holverson, 2004).

2.3.4 Ethical Reasoning and ability to Inspire

Holverson (2004) posits that ethics and effective leadership are so closely related as to be inseparable. Ethical reasoning not only involves forming and using a business' ethical standards, but also creating and abiding by a personal ethical code as well. It is clear that strong morals and sound ethical reasoning will be essential to effective leaders of the future. We must also recognize a leader's ability to inspire others. Employee motivation is a serious challenge in businesses today; motivation begins when leaders establish realistic and inspiring corporate strategies. As such, an essential element of leadership, now and in the future, will be the ability to create and instill a vision in the people they lead. What leaders of the future must realize is that creating a corporate vision that employees will follow is not out of their reach! It is about working with competent business partners, strategically planning, and understanding the needs of the organization's workforce and consumers (Holverson, 2004).

2.3.5 Ability to adapt to change

One of the most vital skills of future leaders will be their ability to adapt to change. The business world has transformed dramatically, especially in recent years. The accessibility of information, advancements in technology, and increase in competition have created a

cut-throat business environment that thrives on change and being first to capitalize on the latest craze (Holverson, 2004). Clearly, business leaders must be prepared for rapid and constant change; strategies that were working for them yesterday may end up being their downfall today. Tichy and Cohen (1997) state that In order for organizations to win, revolution, driven by leaders with ideas and the heart and guts to bring them alive must become a way of life. Future leaders must have a high tolerance to ambiguity and be capable of creating direction in times of uncertainty. They must be skilled in change management and be able to balance bold ventures with realistic business strategies.

2.3.6 Social Responsibility

Holverson (2004) states that the future of leadership will continue to be affected by the issue of corporate social responsibility. Corporate social responsibility is, “the extent to which companies should and do channel resources toward improving one or more segments of society other than the firm’s owners or stockholders” (Dessler, 2004: 41). No longer can businesses operate without considering how their actions affect the social responsibility they have to the environment, to their consumers, and their partnerships. When strategizing, leaders need to consider more than just whether or not they are creating a profit for their company and shareholders; they must also consider the moral impact of their actions (Holverson, 2004).

While it is clear the business world continues to be defined by change, the need for effective leadership remains the same. By examining leadership definitions, the relationship between management and leadership and evaluating the current impact of

past leadership theories a basic understanding of the many aspects of leadership has been gained. By identifying essential leadership capabilities and the forces that continue to shape leadership future leaders are better prepared for what lies ahead. Finally, as individuals attain leadership positions within organizations it is imperative to recognize the importance of fostering leadership back into our own organizations (Holverson, 2004). As Kotter (1998: 53) states: "Just as we need more people to provide leadership in the complex organizations that dominate our world today, we also need more people to develop the cultures that will create that leadership. Institutionalizing a leadership-centered culture is the ultimate act of leadership."

2.4 Measuring leadership styles

In coming up with the Multifactor Leadership Questionnaire (MLQ), Bass and Avolio (2003) developed a plan for enhancing a "full range" of leadership potential to achieve optimal outcomes with followers and associates. The MLQ measures leadership styles which may be grouped under three broad categories that differ in their outcome effects and the nature of the influencing processes involved:

2.4.1 Transformational Leadership

Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way. The four I's of Transformational Leadership as classified by Bass and Avolio (2003) include; Idealized

Attributes/behaviors, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

2.4.2 Transactional Leadership

Transactional leaders display behaviors associated with constructive and corrective transactions. The constructive style is labeled Contingent Reward and the corrective style is labeled Management-by-Exception. Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent Reward and Management-by-Exception are two core behaviors associated with 'management' functions in organizations. Full range leaders do this and more.

2.4.3 Passive / Avoidant Behavior

Another form of Management-by-Exception leadership is more passive and "reactive": it does not respond to situations and problems systematically. Passive leaders avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers. This style has a negative effect on desired outcomes - opposite to what is intended by the leader - manager. In this regard it is similar to laissez-faire styles - or "no leadership." Both types of behavior have negative impacts on followers and associates. Accordingly, both styles can be grouped together as 'Passive - Avoidant Leadership'.

The MLQ also measures three outcomes of leadership: Extra Effort, Individual, Unit and Organizational Effectiveness Ratings, and Satisfaction with the leadership. It has been

shown in numerous independent scientific studies that these outcomes - and many others such as productivity, innovation and sales performance - are achieved at the highest levels when transformational leadership is optimally used. These influencing styles augment the usual transactional leadership often associated with 'management'. The best leaders use a full range of influencing spanning transformational and transactional styles (Bass and Avolio 2003).

2.5 Trade Union leadership effectiveness

In the early days, trade union leadership styles in Kenya often centred around a single charismatic leader as was the case of Tom Mboya who was the first General secretary of the Kenya Federation of Labour (Aluchio, 1998). The status quo prevailed because of inexperience and high level of illiteracy among the working class (Aluchio, 1998). The leadership in the earlier years was either self appointment or consensus by members upon formation as there were no elections as such, probably owing to the volatile situation at the time (Makhan, 1969).

In his chapter on administrative leadership, Allen (1957) argues that an attempt to assess the efficiency of a Trade union administration and of its administrative head raises certain general questions which need to be answered if the attempt is to be successful. Is there a standard by which efficiency in a Trade union can be measured? What factors other than leadership are involved in an assessment of a Trade Union administration?

In general terms, Allen (1957) advances, it may be possible to say that one Trade union is more efficient than another; but for a detailed statement, each Trade union should be

examined separately and the following factors should be considered; The constitutional framework of the union, the task confronting the union, the level of its income, the manner in which the income is used, the types and abilities of administrators – in the case of elective posts the question of ability of officials in any of the operations(e.g. recruitment, handling industrial disputes, negotiating and so on) is likely to be subordinate to personality, and Administrative leadership.

Allen argues that how administrative leadership is exercised and its effect on practical administration depend on many things. Of primary importance is the quality of the leader. This cannot be taken as given, for despite the combined effect of environment, selection processes, and restrictions imposed by union rules, men with administrative ability do emerge as Trade union leaders. It is within the scope of a Trade union leader to create limited but nevertheless significant changes in any of the five factors above. He can do so mainly through his influence as a specialist amongst amateurs; by guidance and advocacy Allen (1957).

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter will deal with the approach to be used to meet the objectives of the study. It is divided into research design, population of the study, sampling frame, data collection, and data analysis.

3.2 Research Design

The descriptive survey research design will be used since the aim is to describe the findings and because of its appropriateness in establishing the relationships between variables.

3.3 Population

The population consists of all leaders in the KUSPAW both at the national level and at the branch level. The list to be used is the one obtained from the structure of KUSPAW as entrenched in its constitution, as tabulated below;

Table 1: KUSPAW Population

STRATA	POPULATION [N]
National Executive Board.	
National Officers	7
National Trustees	3
National Women's committee	3
Elected Members	10
Appointed Officers	4
Branch Officials (12 in every of the current 7 branches)	84

Shopstewards	
Mumias Branch	48
Nzoia Branch	32
Sony Branch	32
Chemelil Branch	32
Muhoroni Branch	28
West Kenya Branch	28
Mumias Transporters Branch	22
Totals	333

The selection of the national executive board members, branch officials and shop stewards is based on the fact that they constitute the leadership of the union (KUSPAW). Their account of experiences/practices will therefore provide a better picture of KUSPAW leadership and the Trade Union movement leadership in general.

3.4 Sampling Frame

The approach to be used on sampling is the Stratified sampling using the proportionate allocation method since it assures that the researcher will be able to represent not only the overall population, but also key sub-groups of the population especially the small minority groups. A 19 percent sample of the population has been chosen for the study, since it is acceptable and appropriate, giving a sampling fraction of 0.19.

Table 2: Stratified sampling

Strata	Population [N]	Sampling fraction (f) [n/N]	Sample [N x f]
National Board Members.	27	0.19	5
Branch Officials (From the current 7 (seven) branches).	84	0.19	16
Shop stewards.	222	0.19	42
Totals	333		63

3.5 Data collection

The researcher will use a questionnaire which contains both open ended and close ended questions to collect primary data. The questionnaire is divided into three sections. Section A seeks to collect demographic data of the respondents. Section B seeks to establish leadership qualities of the respondents, while section C tackles the leadership attributes of the respondents. Triangulation (combining several methods) will be applied in administering the questionnaire [both self administered (the 'pick and drop' method) and interviewer administered].

3.6 Data analysis

Before processing the data, the completed questionnaire will be edited for completeness and consistency. The data will be coded to enable categorization of responses. Inferential data analysis will be used. The data will also be analyzed descriptively using the distribution (e.g. frequency), central tendency (Mean, median and mode) and dispersion (range, variance and standard deviation).

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The objective of the study was to determine the leadership effectiveness in the Kenya Union of Sugar Plantation and Allied Workers. A total of 46 questionnaires out of the targeted 63 were administered by the researcher and were all completed, resulting in an overall response rate of 73%. The total number of National board members that was interviewed was 4, giving 80% response rate. Out of the targeted 16 branch officials, 16 branch officials were interviewed, giving a 100% response rate. The shop stewards had a 61.9% response rate since only 26 out of the targeted 42 were interviewed.

The above analysis gives acceptable response rates by the respondents, the lowest being 61.9%.

4.2 Demographic Statistics

The respondents were grouped into different demographic categories which include; age, experience, academic qualification, and professional training. This was done for the sake of finding out if they had any effect on leadership effectiveness. The demographics distributions in the categories are summarized below.

4.2.1 Age of the Respondents

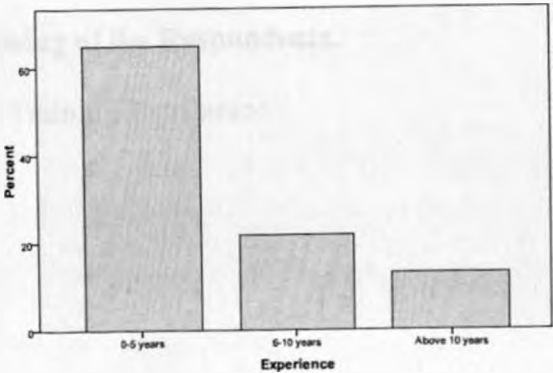
Table 3: Age distribution

		Frequency	Percent	Cumulative Percent
Valid	0-20 years	1	2.2	2.2
	21-35 years	11	23.9	26.1
	36-50 years	30	65.2	91.3
	Over 50 years	4	8.7	100.0
	Total	46	100.0	

From table 4.1, the larger population of the KUSPAW leadership falls between the 36-50 years category of age with 62.2% of the population, while the least category is 0-20 years with 2.2% of the population. The above analysis shows that most of the KUSPAW leadership are aged between 36 and 50 years.

4.2.2 Leadership Experience of the Respondents.

Figure 1: Experience distribution



More than half of the population of the leadership (65.2%) has 0-5 years experience, 21.8% has 6-10 years experience, while 13% has over 10 years experience. From the above analysis, it is evident that the KUSPAW leadership is largely inexperienced with 65.2 % having less than five years experience.

4.2.3 Academic qualifications of the Respondents.

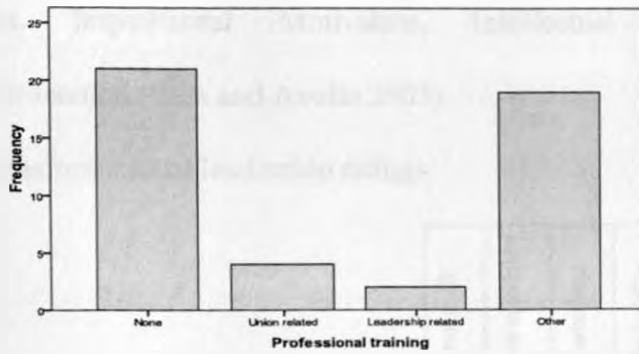
Table 4: Academic qualifications' distribution

		Frequency	Percent	Cumulative Percent
Valid	Primary	2	4.3	4.3
	O/A level	35	76.1	80.4
	Diploma	9	19.6	100.0
	Total	46	100.0	

In terms of academic qualifications, as depicted in the analysis above, majority of the KUSPAW population (76.1%) have attained secondary school certification, with 19.6% attaining tertiary education. The analysis does depict the KUSPAW leadership as largely of secondary school education level.

4.2.4 Professional training of the Respondents.

Figure 2: Professional Training distribution



The distribution of professional training was such that 45.7% of the population had no professional training. Those that had union related professional training were 8.7% of the population; those with leadership related training were 4.3% of the population, while those that had technical training in their areas of work were 41.3% of the population. From this analysis, it is clear that the relevant training for effective leadership is wanting since only 13% of the KUSPAW population had union or leadership related training.

4.3 Leadership Attributes.

The questionnaire used in the research was adopted from the Multifactor Leadership questionnaire developed by Bass and Avolio (2003). The different leadership attributes were analyzed under three leadership styles; transformational, transactional, and passive/avoidant behavior. The three outcomes of leadership; extra effort, effectiveness and satisfaction with the leadership were also measured.

4.3.1 Transformational Leadership Ratings

Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations." The four I's of Transformational Leadership include; Idealized

Attributes/behaviors, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (Bass and Avolio 2003).

Table 5: Overall transformational leadership ratings

	Rating	Not at all	Once in awhile	Sometimes	Fairly Often	Frequently, if not always	Total	Average
Idealized Attributes								
I instill pride in others for being associated with me.		0	1	2	3	4		
I display a sense of power and confidence.		1	3	9	18	14	46	2.9
I go beyond self-interest for the good of the group.		4	4	8	13	17	46	2.8
I act in ways that build others' respect for me.			3	5	15	22	45	3.2
Total.								2.9
Idealized Behaviors								
I specify the importance of having a strong sense of purpose.		0	1	2	3	4		
I consider the moral and ethical consequences of decisions.		1	3	7	12	21	44	3.1
I emphasize the importance of having a collective sense of mission.		1	1	4	17	23	46	3.3
I talk about my most important values and beliefs.		2	9	13	8	13	45	2.5
Total.								3.0
Inspirational Motivation								
I express confidence that goals will be achieved.		0	1	2	3	4		
I talk optimistically about the future.		1	2	9	10	24	46	3.2
I talk enthusiastically about what needs to be accomplished.		2	4	7	18	15	46	2.9
I articulate a compelling vision of the future.		1	3	7	13	20	44	3.1
Total.								3.0
Intellectual Stimulation								
I get others to look at problems from many different angles.		0	1	2	3	4		
I suggest new ways of looking at how to complete assignments.		2	2	10	15	16	45	2.9
I re-examine critical assumptions to question whether they are appropriate.		1	2	11	17	14	45	2.9
I seek differing perspectives when solving problems.		2	4	10	15	14	45	2.8
Total.								2.8
Individual Consideration								
I spend time teaching and coaching.		0	1	2	3	4		
I treat others as individuals rather than just as a member of a group.		3	10	16	11	5	45	2.1
I consider an individual as having different needs, abilities, and aspirations from others.		6	4	8	14	13	45	2.5
I help others to develop their strengths.		2	2	10	16	15	45	2.9
Total.								3.1

<u>Total.</u>	<u>2.7</u>
<u>Average rating for Transformational Leadership.</u>	<u>2.9</u>

Research Validated Benchmark >3.0 to <3.75 for all the attributes (Bass and Avolio 2003).

From the analysis, the overall score of the idealized attributes was 2.9 which is clearly below the >3.0 to <3.75 benchmark. In these attributes, the KUSPAW leadership demonstrated action that builds others' respect for it with a 3.2 score. The rest of the attributes, that is, instilling pride in others, displaying a sense of power and confidence, and going beyond self-interest were just below the benchmark.

The Idealized behaviors of the leadership just managed the minimum score of 3.0. The attribute of concern here is the leadership talking about its most important values and beliefs since the 2.5 score was way below the benchmark.

The inspirational motivation weighted average also just managed the minimum score of 3.0. Two attributes did not attain the benchmark, optimism and articulation of a compelling vision of the future with 2.9 each.

The intellectual stimulation of the KUSPAW leadership was below the research validated benchmark with 2.8 and all the attributes were below the benchmark, that is, getting others to look at problems from many angles (2.9), suggestion new ways of completing assignments (2.9), re-examination of critical assumptions (2.8), and seeking differing perspectives when solving problems (2.8).

Individual consideration of the KUSPAW leadership had the least score in the transformational leadership (2.7), the least of its attributes being teaching and coaching with a 2.1score followed by treating others as individuals rather than members of a group with 2.5. One attribute, helping others develop their strengths, had an acceptable score of 3.1

In summary, it is evident that the KUSPAW's transformational leadership is below the validated research benchmark with the score of 2.9.

4.3.2 Transactional Leadership Ratings

Transactional leaders display behaviors associated with constructive and corrective transactions. The constructive style is labeled Contingent Reward and the corrective style is labeled Management-by-Exception.

Table 6: Transactional Leadership ratings

		Not at all	Once in awhile	Sometimes	Fairly Often	Frequently, if not always	Total	Average
Contingent Reward (CR)	Rating	0	1	2	3	4		
I express satisfaction when others meet expectations.		1	4	7	13	20	45	3.0
I discuss in specific terms who is responsible for achieving performance targets.		1	6	15	12	11	45	2.6
I make clear what one can expect to receive when performance goals are achieved.		1	2	10	11	21	45	3.1
I provide others with assistance in exchange for their efforts.		2	1	13	12	18	46	2.9
Total.							2.9	
CR Research Validated Benchmark 2-3(Bass and Avolio 2003)								
Management-by-Exception: Active (MBEA)	Rating	0	1	2	3	4		
I keep track of all mistakes.		4	8	14	9	10	45	2.3
I direct my attention toward failures to meet standards.		6	7	9	11	13	46	2.4
I focus attention on irregularities, mistakes, exceptions, and deviations from standards.		5	5	8	14	11	43	2.5
I concentrate my full attention on dealing with mistakes, complaints, and failures.		2	9	9	10	15	45	2.6
Total.							2.4	

Research Validated Benchmark 1-2 (Bass and Avolio 2003)

From the above analysis, it is clear that the KUSPAW leadership's 'contingent reward' weighted average meets the expected performance with a 2.9 overall score though the leadership does not make clear what one can expect to receive (3.1). The leadership's

expression of satisfaction when others meet expectations just managed the maximum benchmark score (3.0).

The KUSPAW's 'Management-by-exception: active' is out of the benchmark with an overall score of 2.4. None of the attributes, that is, keeping track of mistakes (2.3), directing attention toward failures (2.4), focusing attention on mistakes (2.5), and concentrating on dealing with mistakes (2.6) was within the validated benchmark of 1-2.

4.3.3 Passive-Avoidant Behaviors Ratings

Passive leaders avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers. This style has a negative effect on desired outcomes - opposite to what is intended by the leader - manager. This style has a negative effect on desired outcomes - opposite to what is intended by the leader - manager. In this regard it is similar to laissez-faire styles - or "no leadership."

Table 7: Passive-Avoidant Behaviors ratings

	Rating	Not at all	Once in awhile	Sometimes	Fairly Often	Frequently, if not always	Total	Average
Management-by-Exception: Passive (MBEP)		0	1	2	3	4		
I fail to interfere until problems become serious.		33	4	4	1	2	44	0.5
I wait for things to go wrong before taking action.		36	4	2	1	2	45	0.4
I show that I am a firm believer in "If it ain't broke, don't fix it."		22	6	7	2	7	44	1.2
I demonstrate that problems must become chronic before I take action.		36	4			3	43	0.4
Total.								0.6

	Rating	0	1	2	3	4		
Laissez-Faire (LF)								
I avoid getting involved when important issues arise.		34	4	3		3	44	0.5
I am absent when needed.		36	8				44	0.2

I avoid making decisions.	28	6	7	1	1	43	0.6
I delay responding to urgent questions.	35	5	3	1	1	45	0.4
Total.							0.5
Average rating for Passive-Avoidant Behaviors.							0.5

MBEP and LF Research Validated Benchmark 0-1(Bass and Avolio 2003)

From the above analysis, it is clear that the MBEP weighted average is within the research validated benchmark with an overall score of 0.6 though one of the attributes, belief in “If it ain’t broke, don’t fix it”, had a 1.2 score which is outside the benchmark. The laissez-faire weighted average of 0.5 falls within the research validated benchmark.

In summary, the KUSPAW leadership is satisfactorily within the expected range of passive/avoidant behavior leadership style with a 0.5 weighted average score.

4.3.4 Outcomes Ratings

The MLQ also measures three outcomes of leadership: Extra Effort, Individual, Unit and Organizational Effectiveness Ratings, and Satisfaction with the leadership.

Table 8: Outcomes ratings

Extra Effort	Rating	Not at all	Once in awhile	Sometimes	Fairly Often	Frequently, if not always	Total	Average
		0	1	2	3	4		
I get others to do more than they are expected to do.		9	9	13	10	3	44	1.8
I heighten others' desire to succeed.		5	4	8	10	18	45	2.7
I increase others' willingness to try harder.		1	3	4	21	15	44	3.0
Total.								2.5
Effectiveness	Rating	0	1	2	3	4		
I am effective in meeting organizational requirements.			1	4	15	24	44	3.4
I lead a group that is effective.			2	6	21	15	44	3.1
I am effective in meeting others' job-related needs.			2	6	14	23	45	3.3
I am effective in representing others to higher authority.		3		2	12	29	46	3.4

Total.

3.3

Satisfaction with the leadership	Rating	0	1	2	3	4		
I use methods of leadership that are satisfying.		1	2	7	13	23	46	3.2
I work with others in a satisfactory way.				7	16	22	45	3.3
Total.								<u>3.3</u>

Average rating for Outcomes ratings.

3.0

Research Validated Benchmark average outcomes in excess of 3.5

The above analysis shows an underperformance in outcomes ratings overall score with 3.0 and in the three attributes (Extra Effort [2.5], Effectiveness [3.3], and satisfaction with the leadership [3.3]) by the KUSPAW leadership.

In summary, the KUSPAW leadership has not achieved the expected score in transformational leadership. In contingent reward, the leadership meets the expected performance whereas the MBEA is out of the research validated benchmark. The KUSPAW leadership is satisfactorily within the expected range of passive/avoidant behavior while the outcomes ratings are below the expected rating.

4.4 Relationship between demographics and leadership attributes

An analysis of the effectiveness of the KUSPAW leadership effectiveness as relates to demographic factors was done to establish if the factors affected the leadership effectiveness of the union. These factors include; age, position, experience, academic level, professional training and needs. Each of the questions was analyzed and summaries done for each leadership style captured in the questionnaire.

4.4.1 Age and Relative Attributes

The four different age groups were analyzed using cross tabulation, that is, each age group measured against the different leadership styles and the results were as tabulated below:

Table 9: Age and leadership styles

Leadership Style		Transformational leadership		CR		MBEA		Passive/Avoidant Behavior		Outcomes	
Frequencies and weighted averages		[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]
Age group	0-20 years	20	3.4	4	3.5	4	3.8	8	0.0	9	3.0
	21-35 years	207	2.8	42	2.5	41	2.1	81	0.6	93	2.7
	36-50 years	598	2.9	120	2.9	119	2.4	240	0.6	265	3.1
	Over 50 years	80	3.0	16	3.4	15	3.3	32	0.4	36	3.5
Research validated benchmark			3.0-3.75		2-3		1-2		0-1		>3.5

From the above analysis, it is clear that the age group that had the highest score in transformational leadership was the 0-20years group with 3.4. However, there is no sufficient evidence to justify the score since the group had the least frequency. The group’s scores were thus treated as outlier in the analysis. It can therefore be concluded from the analysis that the only age group that achieved the expected rating in transformational leadership was the Over 50 years group. The other groups’ performance was below expectation.

In Transactional Leadership, it is clear that the age groups 36-50 years and 21-35 years had scores that lie within the validated benchmark (2-3) for contingent reward, while the other two do not. All the groups however, did not manage an acceptable score in MBEA which is 1-2.

In Passive-Avoidant Behaviors, all the age groups managed acceptable scores, that is, within the research validated benchmark.

The outcomes ratings depict that only one age group managed an acceptable score (in excess of 3.5), that is, the Over 50 years group.

In summary, the age analysis depicts that the transformational leadership ratings increased with age, contingent reward's acceptable scores were achieved by the middle-aged groups, MBEA is wanting for all groups though the 21-35 years groups was nearest to the acceptable score of 1-2, passive/avoidant behavior scores are all acceptable, and outcomes ratings increased with age just like the transformational leadership with only the Over 50 years group attaining the acceptable score.

4.4.2 Position and Relative Attributes

The three leadership position levels were analyzed using cross tabulation, that is, each level measured against the different leadership styles and the results were as tabulated below:

Table 10: Position and leadership styles

Leadership Style		Transformational leadership		CR		MBEA		Passive/Avoidant Behavior		Outcomes	
Frequencies and weighted averages		[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]
Position	Shop Stewards	519	2.8	104	2.9	103	2.4	197	0.5	229	3.0
	Branch Officials	306	3.1	61	2.9	61	2.7	123	0.6	138	3.0
	National Board Members	80	3.2	16	3.3	15	1.9	32	0.3	36	3.3
Research validated benchmark			3.0-3.75		2-3		1-2		0-1		>3.5

From this analysis, it is clear that shop stewards are the only group that has not achieved the recommended score (>3.0 to <3.75) in transformational leadership.

In the transactional leadership, whereas the national board members are the only group that did not attain the acceptable score in contingent reward, they were the only group that attained an acceptable score in MBEA.

In the Passive-Avoidant Behaviors, it is clear that all the groups had acceptable scores in both MBEP and Laissez-faire.

In the outcomes ratings, none of the groups had an acceptable score, in excess of 3.5.

In summary, the position analysis shows that; shop stewards are the only group that did not achieve the recommended score in transformational leadership, contingent reward had acceptable scores posted by shop stewards and branch officials, MBEA had an acceptable score by the National board members, Passive-avoidant behaviors had acceptable scores by all the groups, and outcomes ratings had below par performance by all the groups.

4.4.3 Experience and Relative Attributes

The three classes of experience were analyzed using cross tabulation, that is, each class measured against the different leadership styles and the results were as tabulated below:

Table 11: Experience and leadership styles

Leadership Style		Transformational leadership		CR		MBEA		Passive/Avoidant Behavior		Outcomes	
Frequencies and weighted averages		(Σf)	Score (Σfx/Σf)	(Σf)	Score (Σfx/Σf)	(Σf)	Score (Σfx/Σf)	(Σf)	Score (Σfx/Σf)	(Σf)	Score (Σfx/Σf)
Experience	0-5 years	585	2.9	117	2.9	116	2.4	227	0.5	259	3.0
	6-10 years	200	2.9	40	2.8	39	2.6	79	0.5	90	3.0
	Over 10 years	120	3.0	24	3.3	24	2.3	46	0.7	54	3.0
Research validated benchmark			3.0-3.75		2-3		1-2		0-1		>3.5

It is clear from the above analysis that, measured against a research validated benchmark of >3.0 to <3.75 , only the group with over 10 years experience was within the acceptable range in transformational Leadership.

The analysis also reveals that the group with over 10 years experience is the only one that did not achieve the expected score in contingent reward. In MBEA however, none of the groups had an acceptable score.

The analysis does show that only the group with over 10 years experience did not manage an acceptable score in MBEP (0-1) while in laissez-faire, all the scores by all the groups were acceptable.

The outcomes ratings indicate that none of the groups managed the research validated benchmark (in excess of 3.5).

In summary, only the group with over 10 years experience posted an acceptable score in transformational leadership. The group however, was the only one out of the expected range in contingent reward. MBEA had below par performance by all the groups. MBEP had acceptable scores save for the group with over 10 years experience whereas all the groups posted acceptable results in laissez-faire. None of the groups had an acceptable outcomes rating.

4.4.4 Academic Qualification and Relative Attributes

The three classes of academic qualification (primary, secondary and tertiary) were analyzed using cross tabulation, that is, each class measured against the different leadership styles. The results of the analysis were as tabulated below:

Table 12: Academic qualification and leadership styles

Leadership Style		Transformational leadership		CR		MBEA		Passive/Avoidant Behavior		Outcomes	
Frequencies and weighted averages		[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]	[Σf]	Score [Σfx/Σf]
Academic Qualification	Primary	40	2.5	8	3.3	8	3.0	14	0.5	18	3.3
	O/A level	685	2.8	137	2.8	136	2.5	279	0.6	309	3.0
	Diploma	180	3.3	36	3.1	35	2.1	65	0.3	76	3.2
Research validated benchmark			3.0-3.75		2-3		1-2		0-1		>3.5

It is clear from the above analysis that only the group with tertiary education level had an acceptable score in transformational leadership.

The analysis shows that only the O/A level respondents had an acceptable score in contingent reward while none of the groups had an acceptable score in MBEA.

All these groups, as can be deduced from the analysis, managed scores that are within the research validated benchmark in the passive/avoidant behavior.

None of the groups managed the research validated benchmark (in excess of 3.5) in the outcomes rating.

In summary, in academic qualification analysis, only the group with tertiary education had a satisfactory score in transformational leadership. The O/A level respondents were the only group with an acceptable score in contingent reward, while MBEA posted below par performances by all the groups. The passive-avoidant behaviors group had satisfactory performance from all the groups while the outcomes ratings had no satisfactory performance.

4.4.5 Professional Qualification and Relative Attributes

The four classes of professional qualification (none, union related, leadership related, and other) were analyzed using cross tabulation, that is, each class measured against the different leadership styles.

Table 13: Professional qualification and leadership styles

Leadership Style		Transformational leadership		CR		MBEA		Passive/Avoidant Behavior		Outcomes	
Frequencies and weighted averages		($\sum f$)	Score ($\sum fx/\sum f$)	($\sum f$)	Score ($\sum fx/\sum f$)	($\sum f$)	Score ($\sum fx/\sum f$)	($\sum f$)	Score ($\sum fx/\sum f$)	($\sum f$)	Score ($\sum fx/\sum f$)
Professional Qualification	None	405	2.8	81	3.0	80	2.6	161	0.6	183	3.0
	Union related	80	3.3	16	3.2	16	2.8	32	0.6	36	3.4
	Leadership related	40	3.4	8	3.6	7	2.1	16	0.0	18	3.3
	Other	80	3.0	16	3.4	15	3.3	32	0.4	36	3.5
Research validated benchmark			3.0-3.75		2-3		1-2		0-1		>3.5

From the above analysis, it is clear that only the respondents with union related professional training and those with leadership related training attained the research validated benchmark of 3-3.75 in transformational leadership.

From the analysis, it can be deduced that the respondents who got an acceptable score in CR were those with no professional training and those with other professional training. On the other hand, none of the groups had an acceptable score in MBEA.

The analysis also shows that all the respondents attained an acceptable score in passive/avoidant behavior.

In the outcomes ratings, none of the groups managed an acceptable score.

In summary therefore, respondents with union and leadership related trainings had acceptable scores in transformational leadership. Contingent reward had acceptable

scores posted by the groups with no professional training and those with other professional training. All the groups had acceptable scores in passive-avoidant behaviors, while none of them had acceptable scores in outcomes ratings.

The demographics and leadership attributes relation reveals the following;

In the age analysis, the group with over 50 years had the best performance with three acceptable scores out of five. The other groups had two each. In position analysis, shop stewards had the least acceptable scores with two out of five, branch officials had three satisfactory scores out of five as did the national board members. In experience analysis, the group with over 10 years had two acceptable scores out of six, the rest of the groups had three acceptable scores out of six. In academic analysis, the group with tertiary education had two acceptable scores out of five, O/A level group had two, while the other groups had one out of five.

4.5 Respondents requirements and comments

A further analysis of the respondents' requirements and comments was done.

4.5.1 Respondents' requirements for increased effectiveness

When asked 'What would help you to become more productive, effective and provide higher quality service', the responses were varied from need for financial compensation by shop stewards, to need for greater involvement in governance of the Union at the national level. Another notable requirement is the need for training. Classified according to Abraham Maslow's hierarchy of needs (Maslow, 1954), the need for financial

compensation (physiological) and protection (safety) accounted for 6.5 percent and 8.7 percent respectively, the need for belonging (social) and more involvement in policy formulation, governance and training (esteem) accounted for 32.6 percent and 47.8 percent respectively, while the need for more opportunities at the national level (self actualization) accounted for 2.2 percent of the population.

The analysis shows that most of the KUSPAW leadership requires more involvement in policy formulation, governance and training.

4.5.2 Respondents' other comments

The respondents' comments on the topic were varied with some of the respondents expressing excitement in being involved in the research and eager to know the findings of the research. Other respondents had found an avenue for reaching the national office to ask for more involvement at the national level so as to belong. In summary, majority of the respondents' comments were social-related as classified according to Malsow's hierarchy of needs.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

Demographics analysis shows that the KUSPAW leadership is largely aged between 36 and 50 Years. The leadership is largely inexperienced since majority of the leaders have less than 5 years experience. Majority of the leadership has attained secondary school certification. The union lacks in leadership related training.

The KUSPAW leadership has not achieved the expected score in transformational leadership, which is the most sought after style of leadership. In contingent reward, the leadership meets the expected performance whereas the MBEA is out of the research validated benchmark. The KUSPAW leadership is satisfactorily within the expected range of passive/avoidant behavior. In summary therefore, the KUSPAW leadership is not effective.

The demographics and leadership attributes relationship analysis revealed in the age analysis that, the group with over 50 years had the best performance with acceptable scores in transformational leadership (3.0), Passive/avoidant behavior (0.4) and outcomes ratings (3.5). The 21-35 years and the 36-50 years groups had acceptable scores in CR (2.5 and 2.9 respectively) and passive/avoidant behavior (0.6 each).

In position analysis, shop stewards had acceptable scores in CR (2.9) and passive/avoidant behavior (0.5). Branch officials had satisfactory scores in transformational leadership (3.1), CR (2.9) and passive/avoidant behavior (0.6). The

national board members had acceptable scores in transformational leadership (3.2), MBEA (1.9) and passive/avoidant behavior (0.3).

In experience analysis, the group with over 10 years was the only group with an acceptable score in transformational leadership (3.0) and also had an acceptable score in passive/avoidant behavior (0.7). The group with 0-5 years experience had acceptable scores in CR and passive/avoidant behavior with 2.9 and 0.5 respectively. The 6-10 years group also had acceptable scores in CR and passive/avoidant behavior with 2.8 and 0.5 respectively.

In academic analysis, the only group with an acceptable score in transformational leadership was the one with tertiary education (diploma) with 3.3 and also had an acceptable score in passive/avoidant behavior (0.3). The O/A level group had acceptable scores in CR and passive/avoidant behavior with 2.8 and 0.6 respectively. The primary group had one acceptable score (0.5) in passive/avoidant behavior.

In professional training, only the group with no training underperformed in transformational leadership with a 2.8 score, but had an acceptable score in passive/avoidant behavior. The group with union related training had two acceptable scores in transformational leadership and passive/avoidant behavior with 3.3 and 0.6 respectively. The group with leadership related training also had two acceptable scores in transformational leadership and passive/avoidant behavior with 3.4 and 0.0 respectively.

The group with other training had acceptable scores in transformational leadership, passive/avoidant behavior, and outcomes with 3.0, 0.4 and 3.5 respectively.

The respondents' requirements and comments analysis show that most of the KUSPAW leadership needs more involvement in policy formulation, governance, training, and has social-related concerns respectively.

5.2 Conclusion

The leader with an optimal profile infrequently displays laissez-faire (LF) leadership. To this end, the KUSPAW has performed well. The individual with an optimal profile also displays successively higher frequencies of the transactional leadership styles of MBEP, MBEA, CR, and the transformational components most frequently. The KUSPAW leadership is relatively ineffective since the transformational leadership score is out of the research validated benchmark.

The demographic and attributes relationship analysis suggests that performance improves with increase in age, rank, experience, education level and professional qualifications.

The notable strength of the trade union leadership is the passive/avoidant behavior in which the score was impressive, while its weakness is in transformational leadership.

5.3 Recommendations

The KUSPAW has areas that need improvement most importantly, the transformational leadership. The other area that needs the attention of the KUSPAW leadership is MBEA. In the transformational leadership, emphasis on improvement needs to be placed on idealized attributes, intellectual stimulation and individual consideration.

It is imperative that the KUSPAW leadership invests in improving on its transformational leadership so as to attain the much needed effectiveness in leadership.

With reference to the age factor in leadership effectiveness, the younger age groups need more attention and training so as to improve on the transformational leadership and MBEA. With reference to positions, it is the shop stewards who should be the target for continuous improvement initiatives. The most experienced leaders need to check on their leadership styles, particularly transactional. The need for leadership related training for the KUSPAW is evident since those without the training scored dismally in transformational leadership. It is vital therefore, that the whole leadership is taken through a leadership course, albeit refresher for those with the training.

5.4 Limitations

There were logistical hitches in accessing the branches of the union and getting all the respondents targeted because most of the leaders were not allowed out of their work stations. Financial constraints and work related commitments delayed the project research especially data collection.

5.5 Suggestions for further research

This study was done on a single Union. Further research could be done in more than one trade union to enable comparisons of the results or generalizations to the entire Trade Union population.

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APPENDIX 1: QUESTIONNAIRE

You are being asked to participate in a survey to provide the Trade Union fraternity with information that will help improve the effectiveness of its leadership. Participation in this survey is voluntary and anonymous and your responses will be held in the strictest confidence. No individual data will be reported. Thank you for your thoughtful feedback.

This survey will take approximately 10 minutes to complete THANK YOU!

SECTION A

DEMOGRAPHICS

Please answer the following questions (Tick as appropriate)

	0-20 years	21-35 years	36-50 years	Over 50 years
What is your age bracket?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Shop Steward	Branch Official	National Executive Board Member
What is your current job title?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		0-5 years	6-10 years	Above 10 years
For how long have you held your position?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	O/A level	Diploma	Degree	Masters degree
What is the highest education qualification that you have attained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify (below) any professional qualifications you have attained. [Example: CPA (K)]

SECTION B

LEADERSHIP ATTRIBUTES

Please rate your level of agreement with your leadership on each of the following attributes.

	Not at all	Once in awhile	Sometimes	Fairly Often	Frequently, if not always
Idealized Attributes					
I instill pride in others for being associated with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I display a sense of power and confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I go beyond self-interest for the good of the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I act in ways that build others' respect for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idealized Behaviors					
I specify the importance of having a strong sense of purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider the moral and ethical consequences of decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I emphasize the importance of having a collective sense of mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talk about my most important values and beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspirational Motivation (IM)					
I express confidence that goals will be achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talk optimistically about the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talk enthusiastically about what needs to be accomplished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I articulate a compelling vision of the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Stimulation (IS).					

I get others to look at problems from many different angles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I suggest new ways of looking at how to complete assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I re-examine critical assumptions to question whether they are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I seek differing perspectives when solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Consideration (IC).					
I spend time teaching and coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I treat others as individuals rather than just as a member of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider an individual as having different needs, abilities, and aspirations from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help others to develop their strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contingent Reward (CR).					
I express satisfaction when others meet expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I discuss in specific terms who is responsible for achieving performance targets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make clear what one can expect to receive when performance goals are achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide others with assistance in exchange for their efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management-by-Exception: Active (MBEA).					
I keep track of all mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I direct my attention toward failures to meet standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I focus attention on irregularities, mistakes, exceptions, and deviations from standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I concentrate my full attention on dealing with mistakes, complaints, and failures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Management-by-Exception: Passive (MBEP).

I fail to interfere until problems become serious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wait for things to go wrong before taking action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I show that I am a firm believer in "If it ain't broke, don't fix it."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I demonstrate that problems must become chronic before I take action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Laissez-Faire (LF).

I avoid getting involved when important issues arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am absent when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I delay responding to urgent questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Extra Effort.

I get others to do more than they are expected to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I heighten others' desire to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I increase others' willingness to try harder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effectiveness.

I am effective in meeting organizational requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lead a group that is effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am effective in meeting others' job-related needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am effective in representing others to higher authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satisfaction with the leadership.					
I use methods of leadership that are satisfying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work with others in a satisfactory way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What would help you to become more productive, effective and provide higher quality service?

Thank you very much for completing this questionnaire. Please write below any other comments you wish to include which are related to the subject.

APPENDIX 2: KUSPAW CONSTITUTION

Registered
W. K. W. K.
ASSISTANT REGISTRAR GENERAL
TRADE UNIONS
12/5/2006
ASSISTANT REGISTRAR GENERAL
TRADE UNIONS



KENYA UNION OF SUGAR PLANTATION AND ALLIED
WORKERS

Certified true copy of the original.
W. K. W. K.
ASSISTANT REGISTRAR GENERAL
TRADE UNIONS
12/5/2006

CONSTITUTION AND RULES

(Amended year 2006)

**CONSTITUTION AND RULES
OF THE
KENYA UNION OF SUGAR PLANTATION AND ALLIED WORKERS**

PREAMBLE TO COVER ALL RULES

In these rules, unless the contrary intention appears, word importing the male gender included the female.

RULE NO. 1

NAME AND REGISTERED OFFICE

- (a) The trade Union constituted by these rules shall be known as "Kenya Union of Sugar Plantation and allied Workers" hereinafter referred to as the Union.
- (b) The headquarters of the Union shall be situated at Kisumu City Kenya, which shall be the place of meeting for the purpose of conducting the business of the Union.
- (c) The Postal address of the Union shall be:
P.O BOX 19019,
Kisumu
Kenya.

RULE NO. 2

OBJECTS AND AIMS

The objects and aims of the Union shall be:

- (a) To regulate and improve relations between employees and employers and determine conditions of conduct of any trade or other business within the scope of provisions of benefits to members.
- (b) To organize all employees in the sugar industry, assist its members through a collective bargaining system, to obtain fair remuneration for their labour, to establish and maintain satisfactory conditions of employment for employees in the sugar industry.
- (c) To make every endeavour to obtain just and proper regard or remuneration and standardized form of contracts, to negotiate and settle differences arising between members and their employers by conciliation, arbitration or otherwise and generally to safeguard the interests of members, to obtain redress for all broken contracts on behalf of members who may be unreasonably or unjustly dismissed from their employment and protect them from any unfair or illegitimate methods of business.