

**TQM Emphasis on Creative Leadership and the Effect
of Manager's Gender: the Case of Kenya National
Registration Bureau**

BY

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DECLARATION

STUDENT'S DECLARATION

I declare that this research project is my original work and has not been presented in the past or any other university for the award of a degree.

Signature


Lydiah Nchagwa Chacha

Date

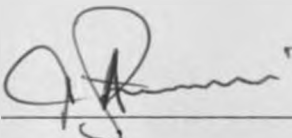
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SUPERVISOR'S DECLARATION

This research project has been submitted with my approval as the University Supervisor

Signature



Date

10/11/2011

Dr. Owino Okwiri, **Department** of management Science

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DEDICATION

This research project is dedicated to my dear parents, Leonard Chacha and Christine Chacha for their timeless efforts that saw me through my education. I owe them a lot of respect and appreciation for their encouragement and believing in me. Thank you so much for having confidence in me.

ABSTRACT

One of the key differences between Total Quality Management and traditional management has been the former's emphasis on creative leadership when the latter clearly roots for transactional leadership. Having to display leadership behaviors that differ from situation to situation is therefore a greater challenge when Total Quality Management requires a leadership behavior that is different from what the inborn characteristics of the manager leans towards. This research examined the influence of gender on the leadership style one is inclined to, and the flexibility with which an individual in a management situation can change their leadership styles when situation demands it.

Using Kenya National Registration Bureau as the context, the study collected the data from the National Registration Bureau's registrars of persons, and, used hypothesis tests to determine if a manager's gender can have influence on the leadership style flexibility, and the leadership style inclination.

The study found that there is no significant relationship between gender of a leader and his/her leadership style inclination as well as leadership style flexibility. In conclusion gender does influence neither the leadership style of a leader nor the leadership style flexibility.

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ACRONYMS AND ABBREVIATIONS

CI	Confidence Interval
DF	Degree of Freedom
GRSS	Gender Role Socialization Scale
LBAIL	Leaders Behavior Analysis II
NRB	National Registration Bureau
S1	Directive Leadership Style
S2	Coaching Leadership Style
S3	Supportive Leadership Style
S4	Delegative Leadership Style
SIT	Soft Influence Tactics
TQM	Total Quality Management
US	United States

CHAPTER ONE

1.0. INTRODUCTION

1.1. Background of the Study

Total Quality Management is defined as a process of creating an environment in which management and workers strive to create an organizational culture to achieve the goal of creating the highest possible quality in products and services (Oakland, 2000). The essence of TQM is the understanding of three key words; total, quality and management. Feigenbaum (1991), defines total as the involvement and contribution of everybody, quality as all the features and characteristics of product or services, while management as empowering or enabling leadership to materialize a vision into a climate and process capable of producing quality management outcomes.

The importance of leadership arises from its role as one of the differentiator of TQM as a management approach from traditional management approach. Traditional management emphasizes transactional leadership that focuses on system of rewards and punishment, as well as on internal activities of an organization. While total quality management, on the other hand emphasizes creative leadership that focuses on situational factors to determine the leadership behavior to apply.

Total quality management adopts a number of principles that can be used to guide an organization towards improved performance and leadership is one of the fundamental principles. Other principles include focus on the customer, people involvement, process approach, system approach, continuous improvement, factual approach to decision making and mutually beneficial suppliers' relationship.

Leadership is defined as the process where an individual influences a group of individuals' to achieve a common goal, emphasizing process or a transactional event over the traits or characteristics residing in a leader (Northouse, 2004). He suggests that leadership is composed of task behavior that focus on goal accomplishment or relationship behavior that help subordinates or followers feel comfortable with themselves and the situation. Another definition is by Lussier and Achua (2007), describing leadership as the influencing process of leaders and followers to achieve organizational objectives through change.

1.2. Leadership in the Context of TQM

Total quality management requires a special type of leadership that focuses on creation of customer focused strategic vision, clear quality values, and environment for empowerment, innovation and organizational learning (Dale, 1999). According to Zairi (1994), leadership in the context of TQM is not about power, authority and control, rather empowerment, recognition, coaching and developing others. The study of leadership has produced a multitude of perspectives, theories and approaches.

1.2.1. Leadership Theories and Approaches

Various theories have been suggested relating to leadership practices and approaches (Northouse, 2010; Cherry, 2011; Adair, 1993; Knes, 2011; Mark, 2010). In one hand, there are the trait theories which see personal inborn characteristics as forming the basis of not only success in leading but the right to occupy leadership roles (Northouse, 2010). On the other side, there are those that argue leadership is situation dependent and the

style applied in one situation would not necessary apply in other situations (Cherry, 2011).

Trait-based theories consider leadership in terms of inherent characteristics that individuals are either born with or not (Northouse, 2010). Proponents of this theory identified particular personality or behavioral characteristics shared by leaders. These traits are considered to be a natural part of a person's personality and are what followers look for in a leader. Knes (2011) lists honesty, being forward looking, competent, inspiring and intelligent as the core characteristics of an individual who is most likely to attract followers. This suggestion is that people with these qualities can be separated and recruited or selected into leadership positions.

Behavioral theories are based upon the belief that great leaders are made not born (Cherry, 2011). The leadership theory focuses on the action of leaders not on mental qualities or internal states. The author states that people can to become better leaders through teaching and observation.

Contingency theories of leadership focus on particular variables related to the environment that might determine a particular style of leadership best suited for the situation. According to this theory no leadership style is best in all situations and success depends on the variables like leadership style, qualities of the followers and aspects of the situation. Cherry (2011), also, argues for the situational leadership suggesting that situations and the demands from the leaders are not uniform across all situations.

Situational theories hold that leaders chose the best course of action based on situational variables. Different styles of leadership will be more suitable to make certain decisions for different situations.

The earliest approach to leadership was based on traits theories (Adair, 1993). The theory assumes that people are either born as leaders or not. Qualities approach to leadership is built on this traits theory. This approach sees leadership in terms of what the leader must be to be a leader, and as based on the background theories, one is either a leader or not a leader. This differs from the other approaches to leadership – the functional approach (Mark, 2010; Oakland, 2000), knowledge approach (Kent, 2010 and Yukl, 1994).

Mark (2010) defines functional approach to leadership as an approach that concentrates on how leadership occurs and what leaders actually do. Oakland (2000) describes this leadership approach as a distributed function that defines the behavior that guide an organization and how those behaviors occur. This approach looks at how decisions are being made, even without a single person acting as a leader. According to Oakland the approach can be looked in terms of job positions, where an individual ought to take leadership responsibility without any delegated authority.

Kent (2010) defines knowledge approach to leadership as leadership approach that creates demand for leveraging experiences of stakeholder on organization value chains. Yukl (1994) suggests knowledge can be an effective source of power that influences others in an organization. The argument is that knowledge solve problems faster arising from experience and expertise can be used influence followers by helping the team to achieve set goals

The need for an empowering and enabling leadership as demanded by TQM means that development issues of the followers are important factors in leading and in TQM. This leadership is situational and the study focuses more on creative leadership, which is TQM preference.

1.3. Creative Leadership

Creative leadership is defined as an imaginative and thought-through response of opportunities and challenges that face an organization, which provides environment, conditions and opportunities for others to be creative (Stoll and Temperley, 2009). Puccio, Mance and Murdock (2011), suggests that creative leadership is the ability to deliberately engage one's imagination to define and guide individuals towards a novel goal. Creative leadership is also known as situational leadership theory that focuses on leadership in situations.

Hersey and Blanchard (2007) characterized situational leadership in terms of task behavior and relationship behavior that the leader provides to their followers. Leaders use different leadership styles depending on the situation, and the leadership styles are categorized into four behavior types, which they named directing, coaching, supporting and delegating.

Directing is characterized by one-way communication where the leader defines the roles of the individual or group and provides the what, how, why, when, and where to do the task. Coaching is when the leader provides direction, uses two-way communication and provides the socio-emotional support to individual or group being influenced to buy into the process. While in supporting, decision making on task accomplishment is shared and

the leader provides less task behaviors while maintaining high relationship behavior. And delegating the leader is involved in decisions; however, the process and responsibility is passed to the individual or group and the leader stays involved to monitor progress.

Hersey and Blanchard (2007), suggest that there is no one style is considered optimal for all leaders to use all the time. Effective leaders need to be flexible, and must adapt themselves according to the situation. However, leaders tend to have a preferred style, and in applying Situational Leadership they need to know which one best suits them. These issues will be investigated in a style case study of the National Registration Bureau.

1.4. National Registration Bureau

National Registration Bureau (NRB) is one of the departments at the Ministry of State for Immigration and Registration of Persons. Other departments include Immigration, Civil Registration Department, Department of Refugee Affairs and Department of Integrated Population Registration System. NRB was established in 1978, it enforces the Registration of Persons Act (Cap 107), Law of Kenya which provides for the compulsory registration and issuance of Identity Cards to all Kenyans who have attained the age of 18 years and above.

Identification in Kenya is traced from 1915 when the British colonial government passed the Native Registration Ordinance in which, it was mandatory for all adult male Africans to register and carry identification papers kept in metal containers. The container worn around the necks was referred to as a "Kipande". This Legislation was to control the movement and recruitment of male Africans into colonial labour. A popular Registration

of Persons Ordinance Cap 50 was passed on 24th July, 1947 in which all male persons of 16 years and above was carried out.

The Registration of Person's Ordinance later in 1963 became the Registration of Persons Act Cap 107 of the Laws of Kenya, currently in use albeit with various amendments. In 1978, Cap 107 was amended to provide for the registration of all persons both male and female who had attained sixteen (16) years and above be issued with a card enclosed in a heat laminated plaster pouch, provided they were Kenyans.

In 1980, the act was amended again and the age of qualification for registration was raised to eighteen (18) years. Under the Act, the Department of National Registration Bureau has been mandated to identify, register and issue identity cards to all citizens of Kenya who have attained the age of eighteen (18) years and above.

The research looked at the distribution of gender in leadership positions, which entails the heads of districts and heads of sections in Nairobi headquarters.

1.5. Statement of the Problem

Robbins and Judge (2007) argued that in the 1990s, the male leadership advantage hitherto accepted in the 1980's was replaced with the female leadership advantage, that when rated women leaders scored higher than their male counterparts on key dimensions like goal setting, motivating others, fostering communication, processing high quality work, listening to followers and mentoring. The interpretation is that women rely more on a democratic leadership style while men on directive.

Urch (1994) on the research of gender and leadership style, states that women demonstrate distinctive values that support different style of leading than the men. She argues that women value connection, collaboration and discussion. In comparison to men leaders, she found women to be democratic, interpersonally oriented and less task oriented in certain situations.

These suggestions are inconsistent with the work of many social scientists who assert there has been no reliable gender difference in leadership styles that has been demonstrated. Bass (1990) on review of women and leadership states that there is no difference in male and female leadership. Appelbaum, Audet and Miller (2002) in their study on leadership, gender and attitude found that effective leadership is not the exclusive domain of either gender. They assert that the assessment that a woman's leadership style is less effective than a man's is not fact based but rather driven by socialization. Urch, Appelbaum, Audet and Miller agree that women lead differently from men while Bass in his finding states that there is no difference in gender leadership styles.

The assertions of Robbins and Judge (2007), Urch (1994) and Appelbaum et al (2002) suggest there might be gender-driven style inclination. Since situational leadership theories suggest suitability of different leadership behaviors is dependent on the situation, might this then mean that the gender-based leadership style inclination might bring gender into the equation alongside leadership contexts when determining effectiveness? While reported research has tended to examine the gender angle mostly in terms of female traits and what researchers determine to be important, examination of specific leadership behaviors when no judgment on superiority or inferiority of one over the other

has been made has not received much attention. Much less of this has been reported when gender aspects are brought in.

The broader aim of the study is to fill this gap by examining the relationship between gender and inclination towards one of the two dimensions of leadership behaviors and ability to control and enhance either as situation demands. The specific aim is to answer the questions: is the leadership style inclination gender-based? The research question will be answered in the context in which it has been determined that a leader may present to the followers one of the two leadership behaviors a combination of which results in four different leadership styles each suitable for specific situation.

1.6. Research Objective

To examine the issues and answer the research questions, the following objectives have to be achieved.

- i. Determine the relationship between gender and leadership style.
- ii. Determine the relationship between gender and leadership flexibility

1.7. Value of the study

Leadership is an important human experience that has significant bearing on the conduct and quality of an organization; it is seen as both a problem and solution to all manners of contemporary issues. The finding of this research offers valuable insights to the management of department of National Registration Bureau (NRB) and the public service as a whole. The research findings help determine leadership styles at the management

level in NRB, whether gender affects the leadership styles, the flexibility and effectiveness of gender and leadership styles. It was also be valuable to the department to know whether gender affects the leadership behavior and the general quality management of the department. The research findings were to aid NRB formulate regulations and policy guidelines for recruitment and promotion of officers to leadership positions.

The research was also to help break barriers between sections, and aid managers to take on leadership in which people can be fully involved in achieving the organizational quality objectives.

CHAPTER TWO

2.0. LITERATURE REVIEW

2.1. Introduction

The purpose of this chapter is to review the literature and to develop an understanding of the previous research, the trends that have emerged and the research possibilities that has been overlooked with the recommendations for further research. In TQM Leadership is contextual and creative leadership addresses the changing complexity of the tasks, and the changing abilities of the followers. Leaders should be flexible and adjust their styles as followers and situations change.

The literature is reviewed along the following streams; gender and leadership styles, gender and leadership effectiveness and leadership flexibility and effectiveness. The aim of this is to determine what has been done towards getting the answers to the question; is the leadership style inclination gender based?

2.2. Gender and Leadership Styles

Eagly and Johannesen-Schmidt (2001) compared leadership styles between men and women in a meta-analysis from 1990 to 2000. The study was seeking to analyze the differences and similarities that men and women face as leaders. The various studies examined focused on task and interpersonal styles, autocratic versus democratic styles and transformational, transactional and laissez faire leadership styles.

The findings of Eagly and Johannesen-Schmidt (2001) study indicated that leadership styles tend to be gender stereotypic. Thus there is very small tendency of women being

more interpersonally oriented and participative while men being more tasks oriented and directive than women. On the measures of transformational, transactional and laissez-faire, female leaders exceeded male leaders especially on the female stereotypic transformational dimension of individualized considerations and as well as on transactional leadership styles. In contrast men exceed women in active and in passive management-by-exception and in laissez faire leadership style.

These findings on individual considerations are consistent with Young, Barbara, Jackson-Dowd and Dunnagan (2010), statistical cross sectional research study. The latter examined a comparison of leadership styles and gender role internalization among female managers in the United States. The study was seeking to test the hypothesis concerning leadership styles of female managers and their levels of gender role internalization. The findings of the study established that women adopted transformational leadership styles especially on individualized considerations.

Based on the responses from the 100 participants who held managerial positions in the US government, the study finds that gender role socialization scale (GRSS) is significantly linked to the transformational leadership style when followers are mostly women. The findings bring in the contextual issues of women leadership styles and relationships that are discussed in terms of transactional and transformational leadership styles. There is a strong correlation between high level of gender role internalization and high level of the transformational leadership style in female managers who were trained on the job. This study indicates that on job training is the mode of development, the adequacy in terms of expertise and competence is not mentioned.

Kaul and Kumar (2011) conducted a statistical large sample cross sectional research study seeking to determine whether there is a difference in the style of leadership style across gender and whether the social acculturation process has diminished the line. The findings of the study conducted are that leadership styles are not gender specific rather defined by the identity of the leader and the situational requirement at hand. These findings are inconsistent with the findings of Eagly and Johannesen-Schmidt (2001) and Young et al. (2010).

Kaul and Kumar (2011) study suggests that feminine/masculine dimension of culture rather than gender interacts with other variables to affect leadership styles. Irrespective of the gender, men and women on high feminine traits used Soft Influence Tactics (SIT). Based on responses from 379 middle management professionals, of which 66 were women suggest that it is the culture and specifically the feminine/ masculine dimension that influence leadership styles inclination.

2.3. Gender and Leadership Effectiveness

Eagly and Carli (2003) in a meta-analysis research on 96 studies conducted from 1986 to 2002 on female leadership advantage concluded that gender is consequential in relation to leaders' effectiveness. The study was seeking to evaluate advantages and disadvantages on leadership styles adopted by women in masculine organizational context. The authors have described a masculine context as a culture that values competitiveness, assertiveness, ambition, and the accumulation of wealth and material possessions.

The findings suggest concerns on the importance of perspective when judging gender influence on leadership effectiveness. The suggestion is that, women are relatively less

effective in leadership roles defined in masculine dimension and more effective in leadership roles defined in less masculine dimension.

Eagly and Carli (2003) have examples of male leadership defined roles as ability to direct and control followers, involving the assertion of authority and the accumulation of power especially in military organizations while women leader defined roles are seen as requiring the ability to cooperate and get along with other in middle level leadership positions as opposed to line or supervisory positions.

These findings are inconsistent with the study of Kabacoff (2000). The cross sectional statistic research, based on data from 88 organizations suggests that there was no significant difference in perceived leadership effectiveness when comparing male and female leaders. The study was seeking to determine the correlations between gender, leadership behavior and leadership effectiveness in gender and leadership in the corporate boardroom.

This study on correlation between gender, leadership behavior and effectiveness, in the corporate boardroom carried out in North America, its generalizability to other regions like Africa and especially Kenya with different culture and different demographical variables need to be looked into. The study had some strengths like the sample of individuals consisted of actual role incumbents engaged in leadership activities in a wide array of organizational settings. Instead of the global measure of leadership effectiveness measurement of specific competences would have provided richer findings.

2.4. Leadership Flexibility and Effectiveness

Avery (2001) conducted a longitudinal research in Australia seeking to determine the predominant styles, flexibility and effectiveness of supervisors and managers. The findings of the study demonstrated clear preferences for using the supporting and coaching styles with manager exhibiting stronger preferences for supporting than supervisors. SLII proposes that effective managers use a range of style depending on subordinate's current development level, flexibility is measured by the number of styles a manager uses. The managers and supervisors studied were classified as moderately-to-very flexible since they were able to use multiple styles.

The managers rated themselves as significantly more effective than their subordinates rated them. The subordinates were not receiving the amount of direction that they require on new task and being over supervised on familiar tasks. This research failed to address how gender will affect leadership flexibility and effectiveness.

Burtch (2011) conducted an exploratory research in the USA, seeking to determine the effects of leadership flexibility and effectiveness on the city manager tenure. The study looked at the manager's leadership flexibility and effectiveness and whether selection of an appropriate leadership approach impacts the length of services in the city manager role based on the manager's gender, education level and tenure.

The response from 90 city managers responded to the survey were analyzed using the Pearson's product moment correlations and t-tests. The findings indicated that there are no statistically significant relationship between the various variables, like tenure, gender and manager's leadership flexibility and effectiveness.

2.5. Summary of Literature Reviewed

Eagly and Johannesen-Schmidt (2001) and Young et al (2010) research studies agree on gender affecting leadership styles of leaders. Eagly and Johannesen-Schmidt findings state that there is a very small tendency of women being more interpersonally oriented, participative and employ transformational and transactional leadership styles while men are task oriented, directive and passive management-by-exception as well as in laissez-faire leadership styles. Kaul and Kumar (2010) on the other hand suggested that leadership styles are not affected by the gender of a leader rather the situation that a leader is faced with.

Eagly and Carli (2003) findings suggest that gender is consequential in relation to leadership effectiveness. They state that women are relatively less effective in leadership roles defined in masculine dimensions. Kabacoff (2000) contradicts these findings, suggesting that gender does not influence leadership effectiveness. The cultural and geographical differences in the studies will hinder generalizability of the findings.

Avery (2001) findings suggest that supervisors and managers exhibit clear preferences using supportive SLII style on self rating, which is contrary to the prescriptions of the model to use a range of styles. Though, the followers rate these supervisors and managers as flexible. While Burtch (2011) findings suggests that gender does not affect the managers' leadership flexibility and effectiveness.

Table 1: Literature review key findings and gaps

STUDY	KEY FINDINGS	GAP
Eagly and Johannesen-Schmidt (2001)	Gender affects leadership style	The studies were based on transactional, transformational and laissez-faires style. They did not use the two dimensions of task and relation behavior.
Young et al (2010)	Gender affects leadership styles	
Kaul and Kumar (2011)	Leadership styles are not gender specific	This was in the Indian cultural context; need to be tested in the Kenyan context.
Eagly and Carli (2003)	Gender affects leaders' effectiveness	Based on the US cultural context, there is need to test if it is same in the Kenyan context.
Kabacoff (2000)	Gender does not affect leadership effectiveness	
Avery (2001)	Managers and supervisors Leadership styles are flexible	Gender influence was not included in the study.
Burtch (2011)	Gender does not affect leaders' flexibility and effectiveness	Based in the USA cultural context, there is need to test if it is same in the Kenyan context

Source: Literature Reviewed

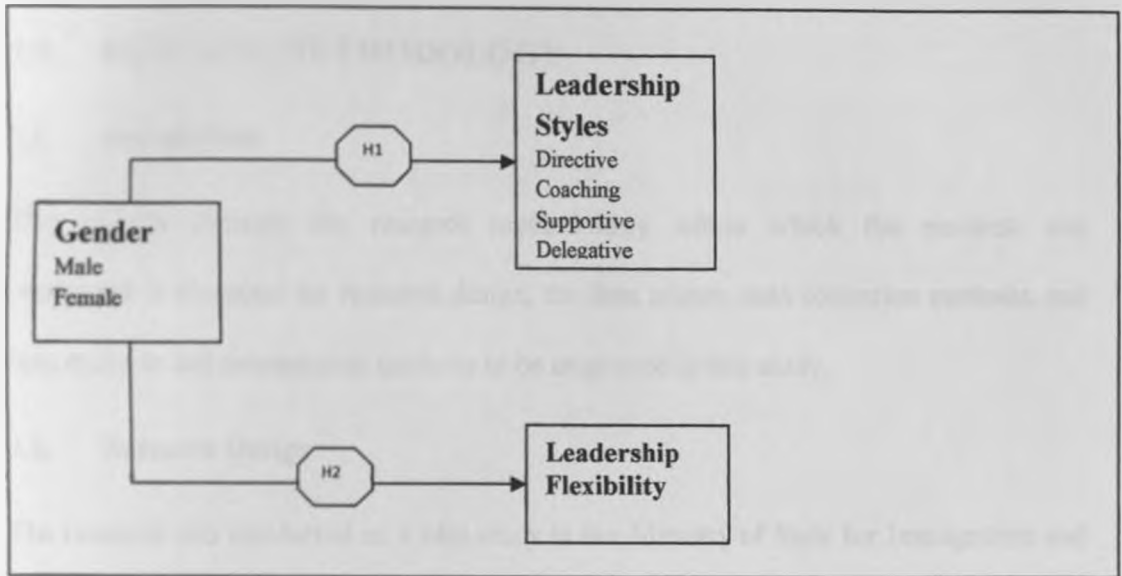
2.6. Conceptual Framework

Based on the literature reviewed, it has been determined that leadership styles and leadership effectiveness could possibly be explained by gender and the leadership context. The leadership context entails the type of followers either male or female dominated, follower's competence, commitment, expertise and the culture of the organization.

Gender influenced leadership styles based on the leader's directive or supportive behavior depending on the situation. Hersey and Blanchard (2007) characterized leadership styles into the amount of direction and support that a leader gives to his/her followers. This gives rise to four leadership styles that includes the following. Directing style a leader defines the roles and tasks of the 'follower', and supervises them closely. Decisions are made by the leader and announced, so communication is largely one-way. In coaching style a leader defines roles and tasks, but seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way. In supporting style a leader passes day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower. While in delegating style a leader is involved in decisions and problem-solving, but control is with the follower. The follower decides when and how the leader will be involved.

Leadership effectiveness and flexibility are also influenced by the gender of a leader. Hersey and Blanchard suggest that there is no bad or good leadership style but appropriate for the situation a leader is faced with. Effective leadership is to assess the correct situation, select and apply the appropriate style and continuously review the choices of styles. And leadership flexibility is the ability of a leader to switch from one leadership style to the other depending on the situation faced with.

Figure 1: Conceptual Framework



Source; Ken Blanchard Leadership

Testing was done empirically and in the culture prevailing would be useful to decision makers. This was to answer the question; is the leadership style preferred gender-based, by testing the following hypothesis.

H1: There is a significant relationship between gender of a leader and his/her leadership styles inclination.

H2: There is a significant relationship between gender of a leader and his/her leadership styles flexibility.

CHAPTER THREE

3.0. RESEACH METHODOLOGY

3.1. Introduction

This chapter presents the research methodology within which the research was conducted. It discusses the research design, the data source, data collection methods, and data analysis and presentation methods to be employed in this study.

3.2. Research Design

The research was conducted as a case study at the Ministry of State for Immigration and Registration of Persons, National Registration Bureau department. Case studies excel at bringing an understanding to complex issues and emphasize detailed contextual analysis of events and their relationship.

According to Coopers and Schindler (2006), case study is a powerful research methodology whose objective is to multiple perspectives of a single organization or situation. It also has more depth thus significant by testing the theory in a context.

3.3. Population

The population of interest and the focus of the study was on the Registration Officers who are in charge of various counties in Kenya. The population size of Registrars in the counties is 250 and the data will be collected through sampling, while the unit of analysis was based on individual Registrars included in the sample.

3.4. Sampling

The sample was drawn from the population using systematic sampling and every nth person was included. With the instrument of data collection to be used having a range of 1-20, the mean was 10, while confidence level was 95% and margin error of 10% . Sample size was determined as follows;

$$n = \frac{Z^2 S^2}{E^2}$$
$$n = \frac{1.96^2 * 3.16^2}{1^2} = 38$$

Hence use the finite population correction factor since $n > 5\%$ of population

$$fpc = \sqrt{\frac{(N-n)}{N-1}}$$
$$fpc = \sqrt{\frac{(250-38)}{250-1}} = 0.92$$

$$n = 0.92 * 38$$
$$n = 34$$

On the basis of this computation, a minimum sample size of 34 respondents was used in the study.

3.5. Data Collection Methods

Data was obtained through the use of questionnaires, which were designed to determine the gender, leadership style, leadership flexibility and effectiveness of a leader based on assumptions of how well the leaders can manage given opportunity. The questionnaires

were based on Hersey-Blanchard situational leadership; Leadership Behavioral Analysis II (LBA II), covering assumptions about specific situations geared towards revealing the leader's abilities indicated in Appendix B.

The questionnaires consist of 22 sets of questions, 2 of which were general questions about leadership and 20 situational in form of case situations. Each responds to this situation as per Hersey-Blanchard tool, presents 1 or 2 leadership behavior which combines to describe a leadership style.

Determination of data to collect was guided by the need to examine and find if gender influences the leadership style one is inclined to adopt. Data was to be gathered in relation to preferred action or actions each respondent is inclined to take given a specific leadership situation.

The primary leadership style was defined as the leader's behavior pattern that a leader is inclined to when attempting to influence the activities of others. The returned questionnaires were recorded individually with a code in LBA II scoring form, with the column S1, S2, S3 and S4 that represented directive, coaching, supportive and delegative leadership style respectively. The 20 situations had four different choices of answers with A, B, C and D corresponding to S1, S2, S3 or S4 leadership styles. The largest number of circled letters selected by the leader was his/her leadership style.

Hersey and Blanchard (1999) defined flexibility as the extent to which a leader tends to vary his/her leadership style. Every leader is different in his/her ability to change the leadership style. A flexible leader has great potential to be effective in various different situations.

The leadership flexibility scores range from 0 to 30. A lower score indicates lower style flexibility, meaning the respondent selected the same one or two leadership styles for every situation while a higher score indicates higher flexibility where a respondent used all the four styles more equally. The returned questionnaires were recorded individually and leadership flexibility score was calculated.

3.6. Operationalization

To identify the extent a respondent is inclined to directive leadership style, information relating to the respondents response to a situation was collected. In this case indicators of preference to closely structured and supervision of work, low level listening, low level inclination to facilitate and implementation of ideas from subordinates would be identified.

A respondent inclined to coaching leadership style, indicators of preference would be well structured work and supervision, high level listening, and high level inclination to facilitate and implement ideas from subordinates. This is a high task and high relationship style, where a leader gives directions in a supportive and persuasive way to subordinates.

The extent to which a respondent is inclined to supporting leadership style would be indicated by less structured work and supervision, high listening level, and high level inclination to facilitate and implement ideas from subordinates. The leader works and emphasize on sharing decision-making responsibilities with the subordinates. This is a low task and high relationship leadership style.

In the delegative leadership style, indicators would be low listening level, low level of inclination to facilitate and implement ideas from subordinates as well as less supervision. In this situation a leader just monitors the progress of the subordinate with any interference with their tasks.

Table 2: Summary of leadership style operational definition

Style	Behavior Combination	Construct source publication
Directing	Well structured work and close supervision, with low listening level and low level inclination to facilitating ideas.	Hersey and Blanchard, 1999.
Coaching	Structured work and close supervision, with high listening level and high level of inclination to facilitate ideas.	
Supporting	Less structured work and supervision, with high listening level and high level of inclination to facilitate.	
Delegating	High listening level, high level of inclination to facilitate ideas from subordinates and low supervision.	

CHAPTER FOUR

4.0. RESULTS, DATA ANALYSIS AND DISCUSSIONS

4.1. Introduction

In this chapter, the findings are presented, analyzed and discussed. First, break down of respondents by gender is given. Findings are then presented statistically, analyzed and then used to test the hypothesis. The results of the tests are discussed based on the findings of other studies.

4.2. Findings

A total of 60 respondents were target and only 43 responded to the survey, 23 out of the total respondents were male presented by 53.5 percent and 20 respondents were female presented by 46.5 percent. Amongst the non-respondents 7 were female while 10 were male leaders. There were no special criteria for the non respondents.

Table 3: Frequency and percentage of Respondents

		Frequency	Percent
Gender	Male	23	53.5
	Female	20	46.5
	Total	43	100.0

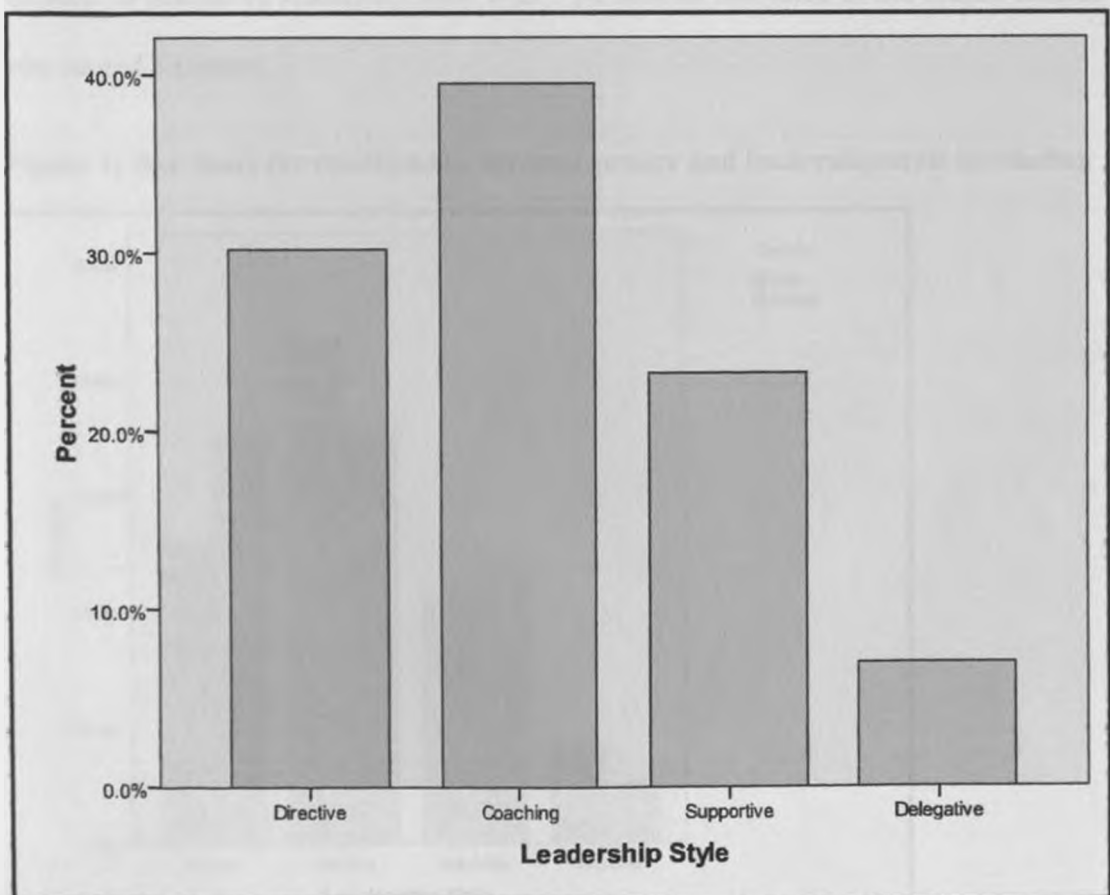
Source: Research data

4.2.1. Leadership Style

Information on frequency and percentage of respondents was used to determine the leadership style distribution at NRB. Coaching leadership style is the most predominant

style, with 40 percent representation where leaders explaining task directions in a supportive and persuasive way to the subordinates. Directive leadership style is followed with a 30 percent representation, leaders give specific directions on what to do, how to do it and closely supervise the subordinate. This was followed by supportive leadership style with a 23 percent where leaders work with the followers by sharing decision making responsibilities. And lastly the delegative leadership style that is 7 percent, leaders pass most of the responsibilities to subordinates and monitor their progress. Figure 2 represents the leadership style inclination at NRB.

Figure 2: Leadership Style

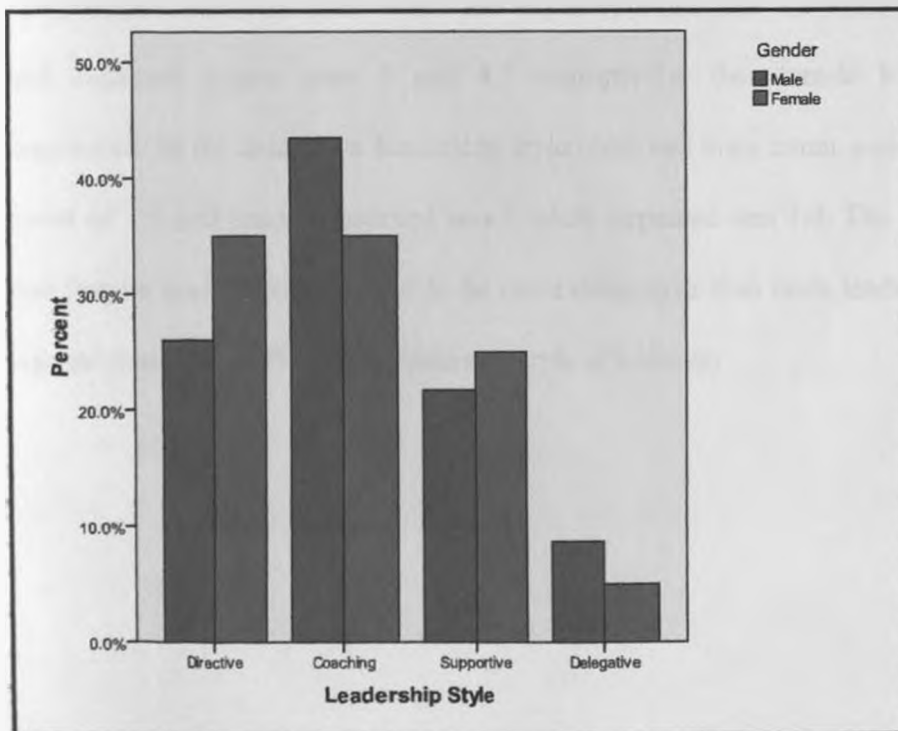


Source: Research data

4.2.2. Relationship between gender and leadership style

In determining the relationship between the gender of a leader and his/ her leadership style inclination, the Bar Chart below represents the primary leadership style inclination between male and female leaders. Female leaders are more directive with 35 percent as compared to male leaders who are 26 percent. More male leaders were inclined to coaching leadership style as compared to female leaders with 43 percent and 35 percent respectively. Female leaders are more inclined to supportive leadership style with 25 percent than male leaders who are presented by 22 percent. While male leaders, are more inclined to delegative leadership style with 9 percent as compared to the female leaders who scored 5 percent.

Figure 3: Bar chart for relationship between gender and leadership style inclination



Source: Research data

Table 4 further describes the leader's gender and their leadership styles that emerged in the study based on expected and observed count. In the directive leadership style observed count of male leaders was 6 and expected was 7.0, female leaders, observed count was 7 while expected was 6.0. Female leaders are expected to be less-directive than men but findings show that female leaders are more directive than their male counterparts. In coaching style, men are observed to be 10 while the expected count was 9.1. Female leaders observed count was 7 and the expected count was 7.9, female leaders are expected to be more coaching than men but findings show that male leaders are inclined to coaching as compared to the female leaders.

Female leaders are expected to be less supportive than the male leaders. Findings suggest that both male and female leaders are equally inclined to supportive leadership style. Male leaders observed count was 5 and expected count was 5.3 while female observed and expected counts were 5 and 4.7 respectively, thus female leaders are more supportive. In the delegative leadership style observed male count was 2 with expected count of 1.6 and female observed was 1 while expected was 1.4. The findings suggest that female leaders are expected to be more delegative than male leaders. The findings suggest that gender affects the leadership style of a leader.

Table 4: Gender and Leadership Styles

Gender * Primary Leadership Style Cross tabulation							
			Primary Leadership Style				Total
			Directive	Coaching	Supportive	Delegative	
Gender	Male	Observed	6	10	5	2	23
		Expected Count	7.0	9.1	5.3	1.6	23.0
	Female	Observed	7	7	5	1	20
		Expected Count	6.0	7.9	4.7	1.4	20.0
Total		Observed	13	17	10	3	43
		Expected Count	13.0	17.0	10.0	3.0	43.0

Source: Research data

The gender of a leader determines his/her leadership style inclination, as well as the situation faced by the leader. The style of leadership in creative leadership is not dictated by the leadership skills of a leader, rather it is determined by the existing work environment. The style of leadership is also determined by the development levels of subordinates in terms of commitment level and competence level.

Leaders being the managers have tolerance for different leadership styles, subordinates want to be given direction, coached, supported and tasks delegated to them. The application of these dimensions from the research differs as per the individual leader and the situation at hand.

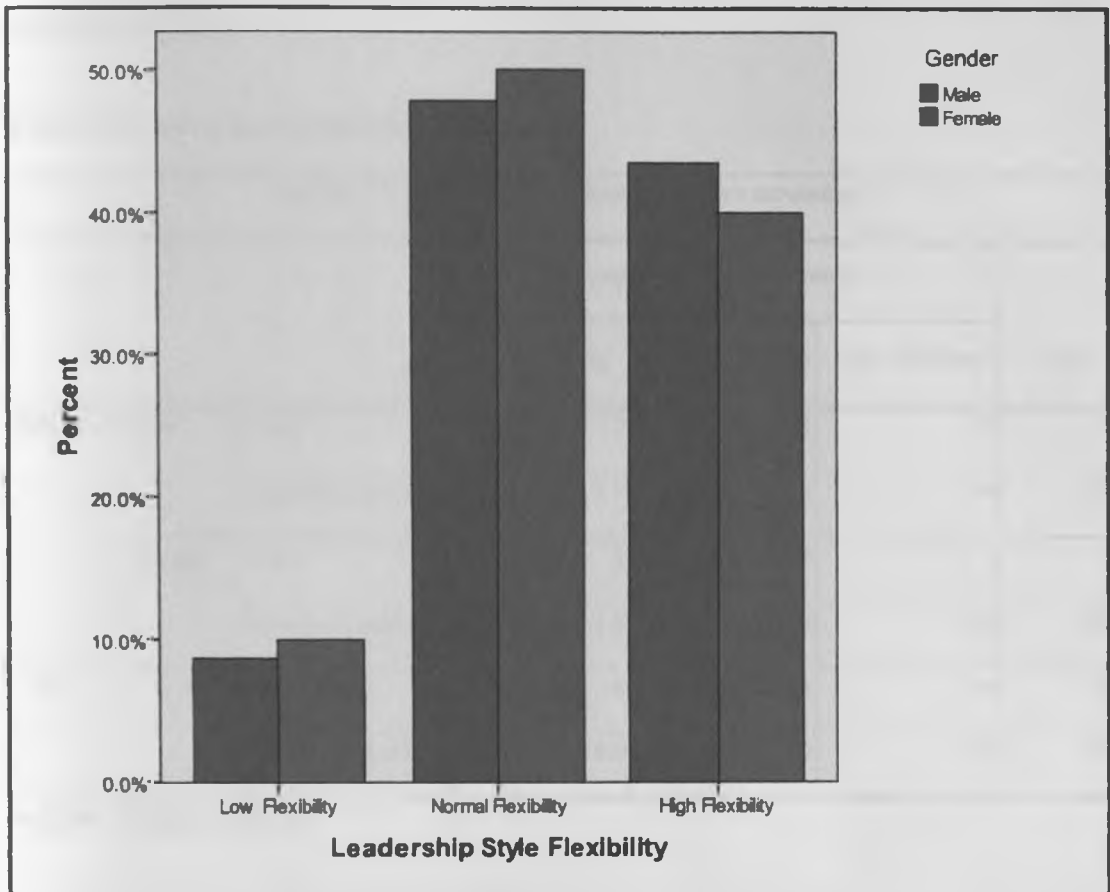
4.2.3. Relationship between gender and leadership style flexibility

Leaders need to flex their leadership styles to meet the specific needs of each situation they are faced with. The leadership styles used to manage a capable, experienced person will not be the same on a new person to the job. The leaders should determine the competence level and commitment level of each of their followers or subordinate to know the kind of leadership style to employ and if the gender of a leader affects the leadership flexibility as indicated in Appendix C.

The Bar chart below represents the distribution of leadership flexibility based on the gender of leaders. Low leadership flexibility ranges from 0 – 14 with 4 respondents, normal leadership flexibility ranges from 15 – 20 with 21 respondents and high leadership flexibility ranging from 21 – 30 with 18 respondents.

Female leaders are more inflexible than male leaders with a representation of 10 percent and 9 percent respectively. In the normal flexibility male leaders scored 48 percent and female leaders 50 percent. While male leaders are more flexible as compared to female leaders, the male leaders scored 43 percent and female leaders scored 40 percent. Figure 4 below presents the relationship between gender and leadership flexibility.

Figure 4: Bar chart for the relationship between gender and leadership flexibility



Source: Research data

Table 5 show the relationship between gender of a leader and the leadership flexibility as observed from the survey conducted. Observed count for male leaders on low flexibility was 2 and the expected count according to the findings was 2.1. The female expected count was 1.9 and the observed was 2, women leaders are found to be more inflexible than men. On the normal flexibility observed and expected count for male leaders were 11 and 11.2, while female leaders are 10 and 9.8 respectively. While on high flexibility male leader observed count was 10 and expected count was 9.6, female leaders observed

count was 8 and the expected count was 8.4. Male leaders were found to be more flexible than female leaders.

Table 5: Gender and Leadership Flexibility

Gender * Leadership Style Flexibility Cross tabulation						
			Leadership Style Flexibility			Total
			Low Flexibility	Normal Flexibility	High Flexibility	
Gender	Male	Count	2	11	10	23
		Expected Count	2.1	11.2	9.6	23.0
	Female	Count	2	10	8	20
		Expected Count	1.9	9.8	8.4	20.0
Total		Count	4	21	18	43
		Expected Count	4.0	21.0	18.0	43.0

Source: Research data

In the study female leaders are more inflexible as compared to male leaders who are highly flexible in leadership styles. High leadership flexibility perform well in adjusting a given leadership style to the right level for the situation as suggested by Kaplan and Kaiser (2006). In the practice of leadership, a leader ought to adjust the settings of any attribute to the level that fits the circumstance at hand.

The four leadership styles that leaders use interchangeably with their subordinates are as follows and each style is necessary for each situation. When giving a new task or handling new employees' use of directing leadership style will be appropriate. There is

need to provide specific instructions about what and how the task and goals should be accomplished and closely supervise the followers.

The second leadership style is coaching. It's effective when an employee who is beginning to gain competence but is still tentative since his/her performance is inconsistent. In this style leaders provide clarification, exploration and encouragement by providing background information on why decisions are made. The leader direct task accomplishment and he/she also asks for suggestions from the employee.

There are times when an employee is task-competent but lacks confidence; a leader should utilize supportive leadership style. In this case a leader should be supportive by listening and encouraging self-reliant decision making and problem solving. And a leader should begin to back off from making final decisions by getting the employees to develop their own answers.

Delegating leadership style is reserved for followers who are fully capable and confident in a specific task. Because the employee is completely competent, the leader should empower the individual to act independently. Most decisions are made by the subordinates and a leader observes the performance and provides timely feedback.

4.3. Statistical Analysis and Discussion

The data from the findings was analyzed and interpreted by testing the following hypothesis; there is a significant relationship between gender of a leader and his/her leadership style inclination and the significant relationship between gender of a leader

and his/her leadership style flexibility. In addition the mean difference between leadership flexibility and gender was also tested.

4.3.1. Gender and Leadership Styles

The relationship between gender and leadership style inclination presented in figure 3, chance inclination percentage was determined. At 20 percent accuracy chance inclination was 20 to 30 percent distribution of the four leadership styles among the gender of the respondents. Respondents inclined to coaching had a higher percentage of male 43 percent and female 35 percent than the chance inclination. The female respondents inclined to directive had a higher percentage than chance inclination of 35 percent, while respondents inclined to delegative leadership had a much lower percentage of male 9 percent and female 5 percent as compared to chance inclination. The uneven distribution of leadership styles among the leaders caused by various factors, like the national culture.

In the directive leadership style inclination female leaders are 35 percent and male leaders are 26 percent as presented in figure 3. It was expected that male leaders would be more directive as compared to female leaders in table 4, but observations show that female leaders are more directive. This finding suggest that female managers work best in situations of well structured and closed supervision of work, low listening level and low level of inclination to facilitate and implement ideas from subordinates. This is a sharp contrast with the traditional management leadership approach, where male leaders were considered to be directive and task oriented.

Findings in figure 3 suggest that male leaders are more inclined to coaching than female leaders as well as the observed count in table 4, though the expected count suggested that

female leaders are inclined to coaching as compared to male leaders. Male managers are recommended to situations of structured and close supervision of work, high listening level and high level of inclination to facilitate and implement ideas from subordinates.

Table 4 findings suggest that male leaders were expected to be more supportive than female leaders but observed count suggested that female leaders are more supportive than male leaders. These findings are consistent with the findings in figure 3 that female leaders are more supportive as compared to male leaders. This implies that female managers are suitable for situation of less structured and supervision of work, high listening level and high level of inclination to facilitate and implement ideas from subordinates.

Male leaders are delegative as compared to female leaders as indicated in figure 3. And observed count in table 4 suggests that male leaders are inclined to delegative leadership style though the expected count suggested otherwise. The implications of this findings is that male managers would work best in situations of low supervision of work, low listening level and low level of inclination to facilitate and implement ideas from subordinates.

To determine whether there was a significant relationship between gender of a leader and his/her leadership style inclination data from chi-square test was used to test the hypothesis. The Pearson product measures the relationship between gender and leadership style of a leader. Table 6 presents the result of Chi-Square tests.

Table 6: Chi-Square Tests for leadership style inclination by gender

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.734 ^a	3	.865
N of Valid Cases	43		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.40.

Source: Research data

The Pearson Chi-Square with 3 degrees of freedom was .734 while the p value is .865. The interpretation was that there is no statistically significant relationship between gender of a leader and his/her leadership style inclination (chi-square with three degrees of freedom = .734, $p = .865$).

The null hypothesis; there is no significant difference between genders in terms of their style they are inclined to adopt is accepted and the alternative hypothesis is rejected. The findings of the research are consistent with the past research findings of Kaul and Kumar (2011), suggesting that leadership styles are not gender specific. While inconsistent with the past research findings of Eagly and Johannesen-Schmidt (2001), Young et al (2010) and Eagly and Johnson (1990), who suggested that gender affects leadership style of a leader.

4.3.2. Gender and Leadership Flexibility

Leadership flexibility is an important ability of any leader to change his/her leadership style approach in a given context. A leader with high flexibility is able to evaluate his/her

style and modify it as needed. High leadership flexibility implies a mental model with fine distinctions among different types of styles (Yukl, 2010). In the stream of interactions, creative leaders adjust their styles based on the feedback cues they receive from their followers (Avolio, 2005).

Figure 4 presents the relationship between gender of a leader and his/her leadership style flexibility. The data indicates that female leaders were more dominant in low leadership style flexibility; table 5 also indicated dominance of women in the observed count while the expected count being male leaders. These findings imply that female leaders are less flexible as compared to male leaders.

Male leaders are more flexible as compare to female leader as presented in figure 4. Table 5 suggests that the expected count indicates that female leaders were expected dominate high flexibility but the observed count suggest that male leaders dominated high flexibility. The implication of the findings is that male leaders are more flexible than the female leaders. While majority of the respondents were in normal flexibility.

In determining if there is a significant relationship between gender of a leader and his/her leadership style flexibility chi-square test was used to test the hypothesis; there is a significant relationship between gender of a leader and his/her leadership style. Table 7 below presents the results of the chi-square test.

Table 5: Chi-Square Tests for leadership style flexibility and gender

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.061 ^a	2	.970
N of Valid Cases	43		
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.86.			

Source: Research data

The Pearson Chi-Square value with two degrees to freedom was .061, the asymptotic significance of 2 sided or the p value was .970. The interpretation of the result was that there is no statistically significant relationship between the gender of a leader and his/her leadership flexibility style (chi-square with two degree of freedom = .061, $p = .970$).

The null hypothesis; there is no significant relationship between gender and the leadership styles flexibility of leaders is accepted and the alternative hypothesis is rejected. The findings of this study on gender and leadership flexibility are consistent with the findings of Burtch (2011), in his study on the effect of leadership flexibility and effectiveness on the manager tenure. The findings suggested that there was no difference that existed between gender of a leader and leadership style flexibility.

4.3.3. Mean Difference between Leadership Flexibility and Gender

Creative leaders are flexible in adapting their leadership styles to those they lead. They influence and engage subordinates regarding leadership style which would be most appropriate with certain personalities and in specific situations. Each leader tends to have

a natural style, and in applying Situational Leadership he/she must know his/her intrinsic style.

In determining the mean difference between leadership flexibility and gender was done by use of t-test. Table 8 shows the descriptive statistics of male and female leaders. There are 23 leaders in the male section (N), and the mean flexibility was 2.35, with the standard deviation of .647. There were 20 female leaders, with the flexibility mean of 2.30 and the standard deviation of .657. The last column gives the standard error mean for each gender, male being .135 and women being .147.

Table 6: Relationship of gender and leadership flexibility

Group Statistics					
	Gender Representation	N	Mean	Std. Deviation	Std. Error Mean
Leadership Flexibility	Male	23	2.35	.647	.135
	Female	20	2.30	.657	.147

Source: Research data

The second part of the output gives the inferential statistics; table 9 provides the actual results from the independent t-test and Levine's Test for Equality of Variances.

Table 7: T-test for the mean difference between gender and leadership style flexibility

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Leadership Flexibility	Equal variances assumed	.006	.939	.240	41	.812	.048	.199	-.355	.450
	Equal variances not assumed			.240	40	.812	.048	.199	-.355	.451

Source: Research data

The Levene's Test for Equality of Variance indicates whether the t-test was met. Significance (p value) of the Levene's test was .939; this value is greater than α level for the test (0.05). This implies that the variability for both male and female leaders are equal, so the equal variances assumed row of the will be used.

The column labeled "t" gives the calculated t value is was .240, the df gives 41 degrees of freedom associated with the t test while the column labeled Sig. (2 - tailed) gives the two-tailed p values associated with the test, the p value in this study was .812. The mean difference and standard error difference were .048 and .199 respectively while the 95% confidence intervals of the difference between lower and upper limits were -.355 and

.450 respectively. In this study the p value .812 is greater than the α level .05, implying that there is no significance relationship between gender and leadership flexibility.

An equal variances t test fails to reveal a statistically reliable mean difference between leadership flexibility and gender; male ($M = 2.35, s = .647$) and female ($M = 2.30, s = .657$), $t(41) = .240, p = .812$.

Proponents of the creative leadership believe that the most effective leaders are the ones who are capable of adapting their leadership style to the individual needs of their followers and to the ever-changing environment. This type of leadership is grounded on the belief that adaptability can be learned. Learning when to adapt to and shift between supportive and directive leadership styles helps leaders keep pace with the rapidly changing and increasingly diverse environments.

4.4. Overall Results of the Findings

Table 8: Summary of the Results

HYPOTHESES	TEST	RESULT
H ₁ There is a significant relationship between gender of a leader and his/her leadership style inclination.	Chi-Square	Rejected
H ₂ There is a significant relationship between gender of a leader and his/her leadership flexibility.	Chi-Square	Rejected
There is a mean difference between leadership flexibility and gender.	t- test	Rejected

Source: Research data

CHAPTER FIVE

5.0. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The study has examined whether leadership style inclination is gender-based. With the objective of determining the relationship between gender of a leader and his/her leadership style as well as the gender of a leader and his/her leadership flexibility in the Kenyan context, a case of National Registration Bureau. In this study, the approach of the study has been restricted to gender and the leadership style inclination of a leader and leadership style flexibility.

The study focused on directive, coaching, supporting and delegating style. This is because creative leadership styles are based on situations and leaders need to be flexible to change with the situations. The data from the 43 Registrars are analyzed to determine individual respondent's leadership style and flexibility between male and female leaders.

The main findings of the study are as follows;

Female leaders are more directive than male leaders; male leaders are more inclined toward coaching as compared to female leaders; female leaders are more inclined towards supportive leadership style and less delegative leadership style than male leaders. On flexibility, female leaders are more inflexible than male leaders while male leaders are higher on flexibility scores.

5.2. Conclusion

One conclusion from the study is that contrary to suggestions by various researchers the relationship between gender and inclination towards a specific leadership style is not statistically significant in workplace situations. On the spectrum of supportive and directive behavior gender has no influence. Infact, female managers are more directive than the male managers though not to a level that is statistically significant.

The findings of the study are consistent with Bass (1990) findings on the review of women and leadership, suggesting that there is no difference in gender leadership styles while inconsistent with the findings of Robbins and Judge (2007), Urch (1994) and Appelbaum et al (2002) who suggests that leadership style inclination is gender driven.

In determining the relationship between gender of a leader and his/her leadership style flexibility, the findings revealed that male leaders have high leadership style flexibility while female leaders have lower leadership style flexibility. Statistically, there is no significant influence of gender to the leadership style flexibility of a leader. The findings of this study are consistent with the research findings of Burtch (2011) that indicated that there is no statistical significant relationship between various variables like gender of a manager and the leadership style flexibility and effectiveness.

5.3. Recommendations

With regard to the findings of the study, it was clear that gender does not affect the leadership style inclination of a manager nor does it influence the leadership style

flexibility of a manager. The following are some of the recommendations that need to be addressed for further strengthening and improvement.

Improvement of the leadership skills is necessary at National Registration Bureau. A leadership skill like delegative should be developed amongst the Registrars, since the findings states that only 7 percent of Registrars are inclined towards this leadership style. This is to cater for the less structured and supervision work, low listening level and low level of inclination to facilitation and implementation of ideas from subordinates.

The study also recommends that NRB utilize the authentic differences between the male and female managers to discover significant competitive advantage. A firm that helps female and male leaders understand each other discovers maximum success. It is important for managers to recognize how employing leadership flexibility can provide opportunities for the development of leader-subordinate mutual respect and understanding.

5.4. Limitations of the study

Like any other research, this study had its share of limitations. The method of distribution of questionnaires was suspected. The questionnaires were distributed by use of mail; this method could not ensure a high return of completed questionnaires since some Registrars in the field did not have internet services. For future research, the questionnaires could be handed personally to the respondent to increase the response rate.

5.5. Suggestions for Future Research

The study focused on whether leadership styles inclination is gender-based. The research indicated weakness on the development level of followers. A similar research should be conducted and include the development level of followers in terms of their commitment and competence level.

Future study could use different instrument other than LBA II questionnaire and LBA II scoring based on Hersey and Blanchard to investigate different aspects of leadership behavior, through focusing on specific situations faced by leaders.

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APPENDICES

APPENDIX A:

BUDGET

	Kshs.
Stationary	
USB flash disk, pens and notebooks	1,500
Printing and photocopying services	2,000
Literature Review	
Literature material collection and photocopying costs	2,000
Internet access	2,200
Downloading and printing	1,000
Data Collection and Analysis	
Data collection for two weeks	
Research 20 days @ Kshs. 200	4,000
Transport and movement	5,000
Communication	1,500
Production of the final report and hard copy binding	<u>4,500</u>
Grand Total	<u>23,700</u>

APPENDIX B:

QUESTIONNAIRES

COVER LETTER

RE: LEADERSHIP STYLES INCLINATION

I am a postgraduate student undertaking a Master of Business Administration, Operations Management degree at the University of Nairobi. Your experience is very important and would ensure the current knowledge of effective leadership theory. I am carrying out a research on the above topic. I kindly request you to put aside a moment and fill the attached questionnaires. The information will be used in summarized form and no respondent name will be identified. To aid this you are kindly requested not to write your name and a copy of the research project will be made available to you on request. Thank you in advance.

LEADERSHIP BEHAVIOUR ANALYSIS II QUESTIONNAIRES

Gender: M/F -----

Position: -----

CASE STUDY

- Assume that you are involved in each of the following twenty situations. Each situation has four alternative actions you might initiate
- Think about what you would do in each circumstance
- Circle the letter of the alternative action choice you think describes the decision you will make.
- Circle only **one** choice

There is no right or wrong decision. Circle what you think you **would** do, not what you think you **should** do.

1. You have asked a new officer to write a report on the procurement on terminals for the division, she needs to learn more about these terminals to make a sound decision. She feels the assignment will stretch her already full schedule. You would:
 - A. Tell her you want the report, explain what you want in the report giving steps she should take to be more knowledgeable about the terminals and track her progress.
 - B. Ask her to produce the report and discuss importance, ask her completion deadline and provide resources she needs.
 - C. Tell her you want the report and discuss its importance, outline steps she needs to take to learn more about the terminals, listen to her concerns and use her ideas when possible.
 - D. Ask her to produce the report, discuss its importance, and explore barriers that she feels must be removed. Ask her to set a deadline for completion.

2. Your team has been working hard to complete the county registration urgently. A new officer has joined the team, he knows nothing about registration though excited about learning more. You would:
 - A. Tell him exactly what is needed, specify instructions and requirements. Introduce him to other team members and monitor progress frequently.
 - B. Ask him if there is anything you can do to help, introduce him to other team members and check with him frequently to see how he is doing.
 - C. Specify the requirements and information needed and solicit his ideas, introduce him to each team member and check with him to see the progress.
 - D. Welcome him and introduce him to team members who can help him

3. One of your officers is performing poorly and showing a “don’t care” attitude. Your constant pressure has brought about task completion. You suspect he may not have enough expertise to complete high priority tasks. You would:
- A. Specify steps he needs to take and the outcome, clarifying timeline
 - B. Specify steps he needs to take and the outcome, ask for his ideas and incorporate them as appropriate
 - C. Involve him in problem solving for this task, offer your help and encourage him to use his ideas to complete the task
 - D. Let him know how important the plan is and ask him to outline his plan for completion and send a copy
4. Performance level has dropped and deadlines missed because of some restructuring within the department. Team members want to improve performance but need more knowledge and skills. You would:
- A. Ask them to develop their own plan for improving performance
 - B. Discuss your plan to solve this problem and ask for their inputs
 - C. Outline specific steps you want them to follow to solve the problem
 - D. Help them determine a plan and encourage them to be creative, support their plan
5. You have asked an officer to help develop policy in the department; the officer is highly experienced and has been eager to help in the past. While you feel she is able to perform the assignment, she seems indifferent to the task. You would:

- A. Reassure her. Outline steps she needs to take and ask her to incorporate her ideas when possible. Frequently check to see how things are going
 - B. Reassure her. Ask her handle the project the best way she sees fit while availing yourself for any help
 - C. Reassure her. Ask her determine best approach and help her develop options and use of her ideas
 - D. Reassure her. Outline your plan and specify the steps you want her to follow
6. For the second time in a month you are having problem with one of your team members. His weekly reports have been incomplete and late, this is the first time you have spoken to him about the problem. You would:
- A. Tell him to improve the completeness and timeliness, go over incomplete areas.
Track his performance
 - B. Ask him to turn in his report on time and accurately without pushing
 - C. Discuss time and completion standards with him, listen to his concerns but make sure he knows what is expected. Go over each section answering questions he might have and use his ideas if possible.
 - D. Ask him why the report is incomplete, listen to his concerns and do what you can to help him understand the importance of timeliness and completeness
7. You have asked one of your senior employees to take on a new project that is important to the future of NRB. In the past his performance has been outstanding, he is excited about the project but lacks information on the project and does not know where to begin from. You would:

- A. Explain why you think he has skills for the job. Ask him problems he anticipates and help him explore solutions
 - B. Specify how he should handle the project and define activities necessary to complete the job
 - C. Ask him for a plan for completing the project and give him enough time to get started without pushing him
 - D. Outline how the project should be handled and solicit his ideas and suggestions
8. One of your staff is feeling insecure about a job assigned to him. He is highly competent and got the skills to successfully complete the task. Deadline is near, you would:
- A. Let him know of your concerns about the impending deadline, explore action steps with him and encourage him to use his own ideas
 - B. Discuss with him about impending deadline, outline an action plan for him to follow, and get his reactions to the plan. Modify it if possible but make sure he follows it
 - C. Specify importance of on time completion, outline steps you would like him to start following and ask steps be followed
 - D. Ask him if there is any problem, but let him resolve the issues himself
9. Your staff has asked you to consider a change in their work schedule, the change makes sense and the staff is well aware of the need for change. Members are competent and work well together. You would:

- A. Help them explore alternative scheduling possibilities, and support the plan they develop
 - B. Design the work schedule yourself, ask for their ideas and use their recommendations where possible
 - C. Let staff set their own schedule and implement it
 - D. Design work schedule yourself and check to see if its being followed
10. Due to organizational changes you have been assigned 6 new officers whose performance has been declining over the last 3 months. They are not competent or skills to do the new task and their attitude have worsened due to change. In a group meeting, you would:
- A. Make them aware of the three months performance and ask them to decide what to do about the trend
 - B. Make them aware of the three moths performance trends and specify action steps for them to follow and give feedback on how to improve performance
 - C. Make them aware of the three moths performance trends, outline steps they need to follow, explain why and seek their feedback but make sure they follow the general approach
 - D. Make them aware of the three moths performance trends, help them create their own plan for improving performance
11. Team performance and interpersonal relationships are good. You feel somewhat insecure about the lack of direction of the team. You would:

- A. Leave the team alone
 - B. Discuss the situation with the team and then initiate necessary changes
 - C. Take steps to direct your staff towards working in a well defined manner
 - D. Be supportive in discussing the situation with the team but not too directive
12. Your unit has had an excellent performance over the last 2 year. However they have recently experienced 3 major setbacks due to uncontrollable factors. Performance and morale has drastically changed. In a group meeting, you would:
- A. Discuss recent setbacks and give steps to be followed to improve performance
 - B. Ask how they feel about the setbacks, listen to their concerns, and encourage and help them explore their ideas for improving performance
 - C. Discuss the recent setbacks, clarify steps you want them to follow, listen to their ideas and incorporate them if possible. Encourage them to keep trying
 - D. Discuss the recent setbacks, without pressuring them and ask them to set deadlines to improve performance and to support each other along the way
13. You have recently assigned a new officer to perform an important job in the section, even though she is inexperienced; she is enthusiastic and feels she has the confidence to do the job. You would:
- A. Allow her time to determine what the job requires and how to do it, know why the job is important and ask her to contact you if she needs help
 - B. Specify the results you want and when you want them, define steps she should take and show her how to do the job

C. Discuss results you want and when you want them, define steps she should take to get the results and get her ideas. Use her ideas if possible but follow the general plan

D. Ask her how she plans to tackle the job, help her explore problems she anticipates by generating alternative solutions. Encourage her to carry out her plan

14. The Director has asked you to improve issuance of ID card by 7%, this can be done but through active involvement and reassignment of tasks. You give this task of mobilizing people to an officer who is slightly unsure of doing this task on her own. You would:

A. Assign the task and listen to her concerns, explain why you think she has the skill to handle the task, encourage and support her by providing the needed resources

B. Assign the task and listen to her concerns, discuss steps she should follow to complete the task, ask for her ideas and suggestions and incorporate them where possible though follow the general plan

C. Assign her the task, listen to her concerns and but let her solve the issues

D. Assign her the task, listen to her concerns and minimize her insecurity by outlining steps to be taken to handle the task

15. The Director wants you to assign someone to chair in the formulation of strategies for 3rd generation ID production. You have chosen a productive officer who knows what other officers want included in the strategy. She has successfully led another task force and she wants the assignment. You would:

A. Give her the assignment but tell her how she should represent her co-workers

- B. Ask her to accept the assignment and help her develop the point of view she will take to the task force
 - C. Give her the assignment and discuss what she should do to ensure co-workers perspective is considered, ask for her ideas and make sure the general plan is followed
 - D. Give her the assignment and ask her to keep you informed as things progressed
16. Due to illness you have been forced to miss two meetings of the committee under your direction. Upon attending the meeting you find committee is operating well and has made progress. All members came prepared, participated and enthusiastic about the progress. You are unsure of what your role should be. You would:
- A. Thank the committee members for work done so far and let them work as it had done during the last two meetings
 - B. Thank the committee members for work done so far, set the agenda for the next meeting and begin to direct the group's activities
 - C. Thank the committee members for work done so far, try making members feel important and solicit alternative ideas and suggestions
 - D. Thank the committee members for work done so far, set agenda for the next meeting and solicit their ideas and suggestions
17. Your staff is very competent and work well on their own. Their enthusiasm is high because of the recent success. You must set unit goals for next year. In a group meeting, you would:

- A. Involve the team in problem solving and setting goals for next year and encourage creativity and help explore alternatives. Track implementation of their plan
- B. Challenge them by setting the goal for next year outline steps to be taken and track implementation of your plan
- C. Ask them to set goals for next year, define the action plan needed to accomplish the goals and contribute when asked
- D. Set the goals for next year and outline the steps to accomplish these goals, solicit their ideas and suggestions and incorporate them if possible.

18. The department needs new set of work procedures to improve long term performance. Members are eager to make some changes though they lack the knowledge and skills for understanding the bigger picture. You would:

- A. Outline the new procedures , organize and direct the implementation and involve group discussion of alternatives and use their suggestions when possible
- B. Outline and demonstrate the new procedures, closely direct the group in their initial use of the procedures
- C. Involve the group in a discussion of what the new procedures should be, encourage their initiative and creativity in developing new procedures
- D. Ask the group to formulate and implement a set of new procedures

19. You have been recently appointed as the provincial coordinator, since taking over you have noticed a drop in performance. This is due to technological change and your staff is not mastering the new skills and technique and they are de-motivated. In a meeting you would:

- A. Discuss staff drop performance, listen to their concerns, ask for their solutions for improving performance and express your faith in their strategies
 - B. Outline necessary corrective actions, discuss the outline and incorporate their ideas
 - C. Tell them about the performance drop, ask them to analyze the problem and draft a set of action steps for your approval
 - D. Outline and direct the necessary corrective actions you want them to take. Define roles, responsibilities and standards
20. One of your inexperienced employees is not properly completing certain tasks. She is not enthusiastic and often thinks paperwork is a waste of time. You would:
- A. Discuss the steps she should take and clarify why the steps are important and ask for her suggestions, but make sure she follows your general outline
 - B. Ask her to set and meet her own paperwork deadlines, give her more time to do the job properly. Monitor her performance
 - C. Ask her what she plans to do about it and help her develop a plan for solving her problem. Monitor her performance
 - D. Specify steps she should take with appropriate deadlines. Show her how to complete the reports and monitor her progress.

THANK YOU

APPENDIX C

GENDER	STYLE	FLEXIBILITY	S1	S2	S3	S4
1. Male	Directive	Normal Flexibility	9	6	4	1
2. Female	Coaching	Low Flexibility	1	11	7	1
3. Male	Delegative	High Flexibility	4	3	4	9
4. Male	Supportive	Normal Flexibility	6	5	9	0
5. Male	Coaching	High Flexibility	5	7	4	4
6. Female	Directive	Normal Flexibility	8	4	1	7
7. Female	Supportive	Low Flexibility	1	3	13	3
8. Male	Directive	Normal Flexibility	9	7	4	0
9. Male	Coaching	Low Flexibility	0	12	7	1
10. Male	Coaching	Normal Flexibility	4	12	3	1
11. Female	Coaching	Normal Flexibility	1	9	6	4
12. Male	Coaching	High Flexibility	5	8	5	2
13. Female	Directive	Normal Flexibility	10	2	6	2
14. Male	Directive	Normal Flexibility	8	7	2	3
15. Male	Supportive	Normal Flexibility	3	6	10	1
16. Female	Coaching	High Flexibility	7	8	5	1
17. Male	Supportive	Low Flexibility	3	8	9	0
18. Female	Supportive	High Flexibility	5	6	7	2
19. Female	Coaching	High Flexibility	5	9	4	2

20. Female	Supportive	Normal Flexibility	4	8	8	0
21. Male	Directive	Normal Flexibility	10	4	2	4
22. Female	Directive	High Flexibility	7	4	6	3
23. Female	Directive	Normal Flexibility	10	6	3	1
24. Male	Coaching	Normal Flexibility	7	10	2	1
25. Female	Directive	High Flexibility	7	6	6	1
26. Female	Coaching	Normal Flexibility	2	11	5	2
27. Male	Directive	High Flexibility	7	3	5	5
28. Female	Directive	Normal Flexibility	8	7	3	1
29. Female	Supportive	Normal Flexibility	2	7	8	3
30. Female	Coaching	High Flexibility	5	7	6	2
31. Male	Coaching	High Flexibility	5	7	5	3
32. Male	Supportive	Normal Flexibility	5	7	8	0
33. Male	Coaching	High Flexibility	5	8	6	1
34. Male	Coaching	High Flexibility	4	6	5	5
35. Female	Delegative	High Flexibility	2	6	4	8
36. Female	Directive	High Flexibility	9	5	4	2
37. Male	Supportive	High Flexibility	5	5	8	2
38. Male	Delegative	Normal Flexibility	8	2	1	9
39. Male	Coaching	Normal Flexibility	5	10	2	3
40. Female	Coaching	Normal Flexibility	6	9	5	0

41. Female	Supportive	Normal Flexibility	3	4	11	2
42. Male	Directive	High Flexibility	6	5	5	4
43. Male	Coaching	High Flexibility	4	7	5	4