

**IMPACT OF FORD FOUNDATION INTERNATIONAL FELLOWSHIPS  
PROGRAM (IFP) ON LEADERSHIP EFFECTIVENESS IN KENYA**

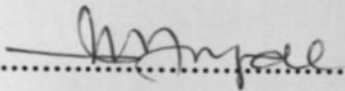
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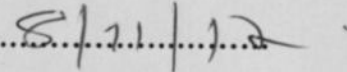
**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
BUSINESS ADMINISTRATION OF THE UNIVERSITY OF NAIROBI**

**NOVEMBER, 2012**

**DECLARATION**

I hereby certify this research project as my original work and have not been presented for examination in any other institution of higher learning.

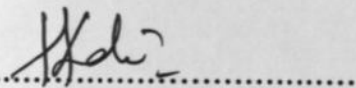
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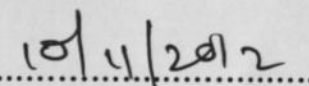
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## DEDICATION

I dedicate this work to my family; husband Lloyd, daughters, Allison and Kimberly and sons, Robert and Phillip for the sacrifice they made for me to complete this project. Their love, care, concern, support, encouragement and enthusiasm inspired me to achieve this goal.

## ACKNOWLEDGEMENTS

I take this opportunity to thank God for good health and for bringing me this far. I also want to extend special gratitude to my supervisor, for the great partnership we made. Her guidance, encouragement and patience in reading, correcting, re-reading and refining this work is commendable.

## ABSTRACT

Development of Knowledge, skills and competencies lead to improved performance, goal achievement, increased learning and personal satisfaction. Enhancing leadership capability is central to improved investment, productivity, delivery and quality in the public and private sectors. Businesses are increasingly becoming among the most influential institutions worldwide, and increasing globalization affords them an opportunity to shape a better world. This study sought to determine the impact of the Ford Foundation International Fellowships Program - IFP on the leadership effectiveness in Kenya. This research used Descriptive Survey research design that involved Ford Foundation – IFP alumni. The target population was Ford Foundation IFP Alumni members. The respondents were all Alumni who are back in Kenya after completion of their studies. The study used a Census and utilized a questionnaire to collect primary data which was analyzed descriptively using the distribution, central tendency and dispersion. The study found that Ford Foundation IFP beneficiaries had respect, compassion and valued individual differences, strived to inspire and motivate those they led, developed and empowered others to become leaders, were confident to lead change and inspired others towards achieving organization's vision. They created compelling visions, involved others in translating those visions into meaningful and achievable work and understood their internal and external work environments. This study recommends that Institutions should consider putting the Ford Foundation IFP beneficiaries in the top level management of their organizations due to their effective leadership skills. This study also recommends that Ford Foundation IFP beneficiaries should be placed in team leadership positions because they possess qualities that would lead teams effectively.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The global society has generated more wealth in the last century than any other in the human history. However, the period has also experienced more strife and greater inequities than ever known before. During this same period, the globe has continued to integrate in various sectors as technological advancement is reaching its peak. The human challenge now is to focus on finding ways and means of reducing such inequities, strife and suffering by seeking comprehensive ways to enable more people share in the benefits of prosperity by creating engaged populace and leaders who are committed to building a more secure and equitable society. The Global Peace Index (GPI) for 2010 indicates a drop in the world peace while the world Wealth Report 2010 reported a recovery from the effects of the 2008 global economic crisis. One of the issues that lie at the core of the aforementioned is good leadership. Leadership as a strategy to ensure all businesses are effectively and efficiently run to meet the objectives for which they are set out through good leadership skills is one way to address the inequity currently felt in the society. Organizations have become changing, responsive organisms which are viewed as communities where people spend more of their lives (Bennis 2009). Leaders must therefore think long on the moral and philosophical concerns that affect human beings.

Development of Knowledge, skills and competencies lead to improved performance, goal achievement, increased learning and personal satisfaction. Enhancing leadership capability is central to improved investment, productivity, delivery and quality across both the public and private sectors. Businesses are increasingly becoming among the most influential institutions worldwide, and increasing globalization affords them an opportunity to shape a better world for

existing and future generations. This requires globally responsible leaders to think and act in a global context, broaden their corporate purpose to reflect accountability to society around the world, and put ethics at the centre of their thoughts, words and deeds. The world is rapidly changing and effective leadership continues to be viewed as central to organizational success. Therefore, more importance is placed on leadership development than ever before. The global environment has not only changed the competitive landscape of business, it has also changed the way in which leaders must conduct business and the competencies leaders need to be successful (Cummings & Keen, 2008).

### **1.1.1 Leadership Effectiveness**

Leadership has been defined as a process by which a person influences others in order to accomplish a task or an objective and directs the organization in order to make it more cohesive and coherent. Northouse (2007, p3) defines Leadership in similar terms as “a process whereby an individual influences a group of individuals to achieve a common goal”. Leaders come in every size, shape and disposition. Never the less, they have some common denominators which are vision, passion, integrity, curiosity and daring (Warren Bennis 2009). He views leadership in three basic functions – pathfinding, aligning and empowering. Pathfinding as a leadership function ties together value systems and vision with the needs of customers and other stakeholders through a business plan. Aligning on the other hand ensures that organizational structures, systems, and operational processes all contribute to achieving mission and vision of customers and other stakeholders. Leadership in any organization looks and recognizes talent, ingenuity, intelligence and creativity in its members or employees and aligns them towards common vision and mission. The alignment ignites individual purposes among employees which are commingled with the mission of the organization and when these purposes overlap, great

synergy is created. When people are allowed (empowered) to freely unleash their talents, ingenuity, intelligence and creativity in an organization, the services to customers and other stakeholders is greatly improved.

Bennis (2009) posits that leaders are the catalyst for business success. They challenge the status-quo, drive the vision and think differently. Leaders manage change in organizations and set goals for new directions. Sullivan (2001) admits that a new era is upon us, the Human Age when the human potential will be the catalyst for change and the global driving force behind economic, political and social developments. He views Talentism as the new Capitalism. He sees only one constant in the changing world of work, and this is an exceptional workforce. This is regardless of the economic environment, industry or geography, an organization's size or earnings. At the heart of workforce strategy is the need for exceptional leadership. And in today's borderless marketplace, this means leaders with global mindsets and competencies. According to Mark Jordan, Managing Principal, VERCOR, leadership skills are absolutely needed for successful business, government and civic management. Even though they come naturally to only a few people, they can be learned and applied successfully by nearly anyone with the right desire.

An effective leader is someone who motivates a person or a group to accomplish more than they would have otherwise accomplished without that leader's involvement. We can liken this to the sporting arena where a team is comprised of individual players; each with certain skills, but the team is honed into a finely tuned instrument by virtue of the coach orchestrating them into a cohesive unit. With this framework, one would argue that effective leadership is not gender-specific, but there seem to be many attributes that are found in both males and females that lend themselves to becoming an effective leader. The effectiveness of the leaders depends on how

appropriate their leadership style is to the situation in which they operate. This appropriateness comes from the matching of leader style and follower task relevant maturity, or task readiness. Readiness in Situational Leadership is defined as the extent to which a follower demonstrates the ability (knowledge, experience, and skill) and willingness (confidence, commitment, and motivation) to accomplish a specific task (Hersey *et al.*, 2001).

A leadership development initiative that is evaluated effectively would involve questions in terms of how effective the program is in fulfilling the initial needs outlined in the assessment process where the program objective, leadership characteristics, and the desired types of results expected were outlined and defined for the organization. Its success, therefore, should be a measure as to how well those results, or outcomes are achieved. That said, the world is changing and organizations are changing too and so are their associated needs. Therefore, needs assessments should continuously occur as part of the process in order to account for changes in the leadership capacity (Tatum, *et al.*, 2003).

### **1.1.2 Leadership Development**

Leadership development expands the capacity of individuals to perform in leadership roles. Leadership roles are those that facilitate execution of a company's strategy through building alignment, winning mindshare and growing the capabilities of others. Drath, (2001) looks at Leadership development from a more relational view - as a process involving everyone within the organization. To this extent, Day views leadership development as being fundamentally concerned with the development of collective organizational capacity. "In this way, each person is considered a leader, and leadership is conceptualized as an effect rather than a cause. Leadership development from this perspective consists of using social (i.e. relational) systems to help build commitments among members of a community of practice." Therefore, Leadership

development' is an investment in *social capital* to develop interpersonal networks and cooperation within organizations and other social systems. Similarly, Vicere (2002) noted the advent of the networked economy where partnerships, strategic and tactical, customer and supplier, personal and organizational, are essential to competitive effectiveness. As a result, leadership will be understood as the collective capacity of all members of an organization to accomplish such critical tasks as setting direction, creating alignment, and gaining commitment. Leadership development based on this paradigm is more difficult to design and implement than earlier when the focus was to train individual leaders. Taking this next step will require a deeper understanding of the role of organizational systems and culture in leadership development (VanVelsor & McCauley, 2004).

One clear trend over the past 20 years has been the increasing use and recognition of the potency of a variety of leadership developmental experiences. Classroom-type training, for long the primary formal development mode is now complemented by activities like high ropes courses or reflective journaling. Coaching, mentoring, action learning and 360-degree feedback are used today. Chappelow (2004) noted that perhaps the most remarkable trend in this field over the past 20 years has been the popularity and growth of 360- degree feedback. Another kind of leadership development method gaining popularity has involved teams (Ginnett, 1990). Although the field is moving away from viewing leadership and leadership development solely in terms of leader attributes, skills, and traits, leadership competencies remain a core dimension of leadership development. In the future Leadership competencies will still matter, but will change as the competitive environment changes. According to a Conference Board study (Barrett & Beeson, 2002), five critical forces will shape leadership competencies in the future. These are



global competition, information technology, the need for rapid and flexible organizations, teams, and differing employee needs.

Leading virtually is already a reality, and requirements to lead geographically dispersed units and teams will only increase. Technology will enhance the emergence and sharing of knowledge but cannot replace the importance of bringing leaders together to deepen their relationships and their learning experience. A recent article in *CEO Magazine* (Martin, 2003) observed that “the age of the imperial CEO is waning and a crop of new CEOs, humble, team building, highly communicative are rising” (p.25). Bass and Steidlmeier (1999) noted that transformational leadership is only authentic when it is grounded on the leader’s moral character, concern for others, and congruence of ethical values with action. A leader’s credibility and trustworthiness are critical and character, as defined by qualities like one’s striving for fairness, respecting others, humility, and concern for the greater good represents the most critical quality of leadership. Perhaps the strongest pressure facing leadership practitioners in the future may be to demonstrate ROI (Kincaid & Gordick, 2003).

### **1.1.3 International Fellowships Program**

The Ford Foundation launched International Fellowships Program (IFP) in November 2000 and committed USD 365 Million over a ten year period to expand higher educational opportunity to over 4,300 people in Africa, the Middle East, Asia, Russia and Latin America. The foundation’s main aim for setting this fund was to support the emergence of leaders with a strong commitment to social change in the world. IFP provides fellowships for post-graduate study to emerging leaders from marginalized and excluded communities that typically lack access to higher education. Societies around the world face challenges of globalization, technological advances,

conflict and security and the widening gap between rich and poor. Still in many societies the demand for people with advanced education and skills to address these challenges far exceeds available supply. With the establishment of IFP, the Ford Foundation highlighted its conviction that “Leaders for the next century must be grounded in their local contexts and have access to the best critical thinking and knowledge in their fields” Zubuchen, 2009. IFP beneficiaries are talented, have overcome their marginalization and are encouraged to use their leadership skills and knowledge to work towards positive social change.

Demand for higher education is increasing throughout the world, far exceeding available funding. Developing countries, in particular, are in urgent need of educated leaders who will work with their communities on problems such as poverty, lack of education and health care and environmental devastations Zubuchen, 2009. Leaders need opportunities to network, to partner, to build confidence to share experiences and to learn from others. IFP is a demonstration project with the goal of enhancing leadership capacity of communities by influencing educational policy worldwide to make advanced education more available to marginalized and disadvantaged groups. Other leadership strengthening skills like training in technology, professional exposure, partnership building, experience sharing complemented the graduate education programs.

IFP has operated in Kenya for the past eleven years. To date, the program has awarded 128 Masters and PhD scholarships to Kenyans. 99% of the fellows finish their academic studies in good time and standing. About 85% of those who have finished their studies are back in the country as alumni and are occupying different positions of responsibility in the society. These individuals have embraced change and are making positive leadership contributions at different levels in the institutions they are based.

## 1.2 Research Problem

While many reports propose that enhancing leadership capability is central to improved investment, productivity, delivery and quality across both the public and private sectors (CEML, 2002) others question the value of leadership training (Personnel Today, 2004). Central to the argument about the effectiveness of leadership development is whether or not leaders can be trained or developed. While many leadership qualities like communication skills, strategic thinking and self-awareness can be developed, core personal characteristics like dominance and sociability are less amenable to change and will influence the type of leadership style adopted. In turn, the relative effectiveness of any of these styles will be determined by a whole host of situational and contextual factors. Day (2001) views leadership development as fundamentally concerned with the development of collective organizational capacity. Thus, the aim of leadership development is to enhance “inter-personal influence over and above the influence that stems from a person’s positional authority or legitimate power” (Campbell et al., 2003, p39). Therefore, the most effective leadership development methods are those that develop core influencing skills including values that can serve as a ‘moral compass’, problem-defining, problem-solving, task facilitation and communication and motivational skills. Leadership development should emphasize on enabling people to think beyond the apparent restrictions of their current roles and to develop the critical capabilities to move between operational and strategic modes with an understanding of the bigger picture. Leadership development should develop the ‘character’, integrity, skills and discursive intelligence necessary for the responsible exercise of power” (Gosling, 2004).

Higher education is central to economic growth and development. The argument has gained traction as the knowledge economy, the new world system in which knowledge and information

have begun to supplant physical capital as the major sources of wealth and increasingly dominating the global economic system. Higher education is a “central underpinning for the knowledge economy of the 21st century” (Altbach 2007, xxi). Without viable higher education institutions, countries cannot enable their young people to learn the specialized skills necessary for technological and scientific innovation. Envisioned as a way of nurturing social justice leadership, IFP was designed to support postgraduate study for thousands of talented, socially engaged individuals from groups that historically lacked equal access to higher education. As individuals, successful candidates demonstrate academic achievement and potential, leadership capacity/potential and tested commitment to their communities. Among the many questions the program set out to answer was; can a new generation of leaders be identified, trained, and encouraged to apply their newfound knowledge to improving conditions and promoting social justice in their home countries and the world at large?. IFP’s model has resulted in a system that more accurately identifies deserving individuals and does not privilege only political and economic elites in the developing world as leaders.

Previous studies have been done in Kenya related to Leadership effectiveness. Bosire, (2009) researched on Factors that lead to Successful Leadership Development: A Case Study Of World Vision Kenya, Wamoto,(2011) Studied the Effect of Leadership Behavior on Job Satisfaction among private primary School Teachers in Kisumu Municipality, Omondi ,(2011) researched on Impact of Leadership Styles of Managers on Implementation of Learning Organization Concept at Post Bank, Mbithi, (2003) did a study of opinion leadership : a case study of MBA degree program at the University of Nairobi. However, none of these studies have focused on the impact of Ford foundation - IFP on effective leadership in Kenya.

This study, therefore, intended to bridge this knowledge gap through answering the following question, what is the effect of the Ford Foundation - IFP in Kenya on the individual beneficiaries' effective leadership development?

### **1.3 Research Objective**

To evaluate the effect of the Ford Foundation -IFP on the leadership effectiveness in Kenya

### **1.4 Value of the Study**

This research study would be of great importance to the Ford Foundation since it would outline the effect the program has made towards making the beneficiaries more effective leaders hence the contribution that the Foundation has made towards effective leadership development and achievement of its overall objective of supporting the emergence of leaders with strong commitment to social change..

The research study would help the Government to create policies on leadership management and a guideline on the major factors of consideration in the formulation of leadership development policies. The final report of this study would also emblaze Leadership Management at institutions of Learning and other organizations i.e. Non Governmental organization.

For researchers and academicians, this study would provide more literature on leadership management in organizations. It would also provide a basis from which more studies can be done on leadership management. The final report for this study would form the future reference material.

## CHAPTER TWO

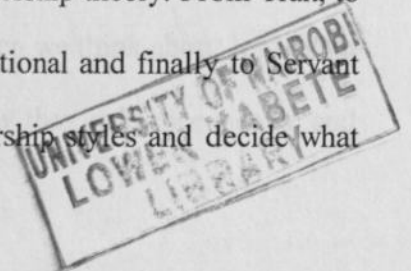
### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews literature related to Leadership theories and Leadership effectiveness. Specifically, it reviews the theoretical frameworks of earlier leadership theories like trait and behavioral to most recent theories like transformational as presented by authors like Bass and Burns and Servant leadership by Laub and Greenleaf. The chapter also looks at Leadership effectiveness and finally different ways of measuring this effectiveness

#### 2.2 Theoretical Review of Leadership

Leadership, and the study of it, has roots in the beginning of civilization. Egyptian rulers, Greek heroes, and biblical patriarchs all have one thing in common—leadership. However, there are enough similarities in the definitions to conclude that leadership is an effort of influence and the power to induce compliance (Wren, 1995). Our work, work environment, the motivation to work, leaders, leadership, leadership style, and a myriad of other work-related variables have been studied for almost two centuries. Early organizations with authoritarian leaders who believed employees were intrinsically lazy transitioned into ways to make work environments more conducive to increased productivity rates. Today, organizations are transforming into places where people are empowered, encouraged, and supported in their personal and professional growth throughout their careers. As the focus of leaders has changed over time, it has influenced and shaped the development and progression of leadership theory. From Trait, to Behavioral, to Situational and to Transactional then to Transformational and finally to Servant Leadership. Organizations must understand these different leadership styles and decide what



type of leader they want to lead them into the future before they develop Leadership Development Programs. The focus of effective leadership has changed. Leaders are no longer required to measure work and ensure that the most effective person does it in the most efficient manner which does not always increase the organization's productivity and profitability anyway. Leaders now need to actively involve the followers to achieve the organization's goals (Jay A. Conger and Beth Benjamin, 1998).

### **2.2.1 The Trait Theory of Leadership**

The trait model of leadership is based on the characteristics of many leaders - both successful and unsuccessful and is used to predict leadership effectiveness. Its main idea is that leaders have certain traits that make them leaders. The rationale is that leadership can be identified or even defined if individuals exhibit these so called leadership traits. However, the problem is after extensive research by Stogdill in 1948, he reached the conclusion that there is no single set of *universal* traits that is predicative of leadership (cited in Northouse 2004). In another word, we couldn't possibly predict if anyone is going to grow up to become a leader by testing if he has got all the leadership traits (presumably through psychological assessment) because there is nothing to benchmark him against. The second important conclusion is that leadership arises from a need for it (situation) and it involves interaction with other people. All these suggest that trait theory cannot be the only way to study leadership. Recent researches have shown that trait theory is important for understanding effective leadership (Northouse 2004). There are still a set of traits that are consistently found in leaders such as intelligence, determination, integrity, sociability, and self confidence (Northouse 2004). Nevertheless, when we think about leadership we think about things such as what leaders do, what they say, how they influence people and

these are the behavioral things that have little association with individual traits. One major limit of trait theory is that it is impossible to see how traits such as intelligence and determination can bring about influence in other people's motivation and performance (Maurik 2001).

### **2.2.2 Behavioral Theory of Leadership**

Logically, behavioral theory complements the flaws in trait theory because putting together what leaders are naturally and what they do seem to pretty much encompass every dimensions of leadership. One important appeal of behavioral theory is that if we know what leaders do, then it is possible to teach people leadership. So in theory everyone is capable of becoming a leader if they learn leadership properly. Most of the books and journals on organizational learning, effective management which talks about listening, empowering, and inspiring people are on what leaders do. It is however worth noting that the leadership style that works in one situation may not work at all in another situation. Churchill's great leadership during WWII didn't carry his premiership afloat after the war ended (Maurik 2001).

### **2.2.3 Situational or Contingency Theory– the Circumstantial Focus**

Unprecedented social change in the mid-1960s to the mid-1980s shifted societal focus from increasing economic wealth to ensuring social rights and equality. Along with this social change, was the advent of the computer age shifting employee requirements from brawn to brains. Change was the only thing of which everyone could be sure, a factor requiring leadership research and society to consider contingency or situational approaches to leadership if businesses were to remain successful and profitable in an ever-changing and increasingly complicated environment (Contee-Borders, 2003). Hersey and Blanchard (1996) proposed a contingency or situational theory advocating a leader's use of differing leadership behaviors dependent upon two



interrelated maturity factors: (a) job maturity—relevant task and technical knowledge and skills, and (b) psychological maturity—the subordinate’s level of self-confidence and self-respect (Yukl, 1998). An employee who has a high level of job and psychological maturity requires little supervision; while an employee who has a low level of job and psychological maturity requires hands-on attention. Fielder’s contingency theory is viewed as the opposite of Hersey and Blanchard’s theory, maintaining that leaders are less flexible in their ability to change their behavior based on followers’ maturity (the basic concept of Hersey and Blanchard’s theory) (Hughes, Ginnett, & Curphy, 1993). Fielder’s contingency theory posited that leader effectiveness is determined not by the leader’s ability to adapt to the situation, but by the ability to choose the right leader for the situation. Some leaders are simply better for specific situations than others and the situation determines the identified leaders’ success, though leaders would need to be capable of understanding when they were not right for the situation and remove themselves—a task of humility.

#### **2.2.4 Transactional Leadership—Leader focus on performance**

Transactional leadership theory suggests that leaders use simple organizational frameworks to tell subordinates what to do and what rewards they get for following orders (Bass, 1997; Burns, 1978). Transactional leadership’s use of rewards can be effective in routine situations and lead to high performance and follower satisfaction (Bass, Avolio, & Goodheim, 1987). In this relationship, the leader provides a benefit by directing the group toward desirable results. In return, the followers provide the leader with status, the privileges of authority, influence, and prestige (Bass, 1990, p. 356). The transactional leader communicates performance expectations and goals, links goals and achievements to rewards, monitors followers’ performance toward

goal attainment and takes corrective action when necessary (Smith, Montagno, & Kuzmeno, 2004; Torpman, 2004). Burns (1978) suggested that although transactional leadership has its place, it can also be very limiting. A leadership act took place, but it was not one that binds leader and follower together in a mutual and continuing pursuit of a higher purpose. Bass (1985) argued that transactional leadership works as long as the leader is a rational and economic being. For example, when workers complete an important job assignment on time and under budget, the transactional leader may reward workers monetarily, but if a deadline is missed or a project goes over budget, then the leader may make it very uncomfortable for workers (Bass, 1997). It is important for organizations to recognize this type of leadership and understand that it will yield only short-term gains and cannot be used long term.

### **2.2.5 Transformational Leadership Theory**

Burns (1978), first defined transformational leadership as a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. He posits that a transformational leader is someone who elevates followers and him or herself to a higher level of motivation and morality. The transformational leader also recognizes the need for a potential follower, but he or she goes further, seeking to satisfy higher needs to engage the full person of the follower (Bass, 1990, p. 23). Smith, Montagno, and Kuzmenko summed up the characteristics of a transformational leader in 2004 as follows; inspires followers to share a vision, empowers them to achieve the vision, and provides the resources necessary for developing their personal potential (p. 80). Other researchers (Bass 1985; Bennis & Nanus, 1985) pointed out that transformational leadership goes beyond individual needs and focuses on a common purpose, intrinsic rewards, and developing commitment with the followers. Bass

(1990) described a transformational leader as someone who shows charisma by demonstrating complete faith in a co-worker, encourages inspiration through high performance expectations, is intellectually stimulating with creative and innovative problem-solving abilities, and provides individualized consideration by offering needed personal attention (p. 218).

Geroy, Bray, and Venneberg (2005) suggested that transformational leaders have an internal locus of control that allows them to lead through change, and this ability enables them to handle stress better than transactional leaders. Bass (1993) identified four aspects of transformational leadership as individualized consideration these are: (i) Intellectual Stimulation – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn. (ii) Individualized Consideration – Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of each follower's unique contributions. (iii) Inspirational Motivation – Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals. (iv) Idealized Influence – The transformational leader serves as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize his or her ideals. Mahatama Gandhi, Nelson Mandela, and Winston Churchill are examples of transformational leaders. Each of these exceptional leaders had the ability to inspire and motivate others, shattering many social norms in the process.

## 2.2.6 Servant Leadership Theory

This conceptualization of leadership reflects a philosophy that leaders should be servants first. It suggests that leaders must place the needs of followers, customers, and the community ahead of their own interests in order to be effective. The idea of servant leadership has a significant amount of popularity within leadership circles – but it is difficult to describe it as a theory inasmuch as a set of beliefs and values that leaders are encouraged to embrace. According to Laub (1999), servant leadership is an understanding and practice of leadership that places the good of those led over the self-interest of the leader. Servant leadership promotes the valuing and development of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization and those served by the organization (p. 83). The servant leader possesses a mindset and behavior to serve others as a requirement of leading a good and moral life (Greenleaf, 1991). The servant leader is someone who first is service orientated and then finds themselves in leadership positions. Greenleaf (1970) states that an individual in a position of leadership and authority does not choose servant leadership as a method or style of leading, rather the servant-leader is servant first before being a leader (Greenleaf, p.7).

Servant leadership theory is unique because unlike other theories it focuses on self development and self reflection of the leader as a human person first. Spears (2004), provides 10 characteristics central to the development of servant leaders: (a) listening; (b) empathy; (c) healing; (d) awareness; (e) persuasion; (f) conceptualization; (g) foresight; (h) stewardship; (i) commitment; and (j) building community. This list is not exhaustive but illustrates the type of

characteristics that servant leaders possess. It is easy to list the characteristics or what a servant leader is supposed to do, the challenge is how to help individuals grow in this area.

Servant leadership, as well as transformational leadership, has received significant attention in the academe in recent years as an alternative leadership theory, particularly with the focus on the leader-follower relationship being “central to ethical leadership” (Northouse, 2001). Transformational leadership, developed by Burns and servant leadership introduced by Greenleaf has roots in charismatic leadership (Smith, Montagno, & Kuzmenko, 2004). Servant leadership emerged from transformational leadership and they are similar in scope, although transformational leadership’s focus is the primary benefit of the leader, while servant leadership’s focus is on the benefit of the follower (Farling et al., 1999). This distinction has been the focus of a study by Parolini (2007) who discovered five major distinctions between transformational and servant leadership including: (a) focus on the individual or organizational needs, (b) inclination to lead or serve, (c) allegiance and focus toward individual or organization, (d) conventional or unconventional approach to influence, and (e) attempt to give or control freedom through influence and persuasion. As the literature (Farling et al.; Parolini; Stone et al., 2004; Washington, 2007; Whetstone, 2002) supports a distinction between transformational and servant leadership, the need arose for a separate model for servant leadership. Patterson (2003) developed a model of servant leading based on the following: (a) agapao love, (b) humility, (c) altruism, (d) vision, (e) trust, (f) empowerment, and (g) service

This study will focus on two relevant theories, in this case Transformational and Servant leadership theories because the qualities in these leadership theories support the qualities of

social justice leaders that the Ford Foundation – IFP set out to nurture. These are talented, socially engaged individuals from groups that historically lacked access to higher education who would use their acquired knowledge to address different challenges in their communities and the world. Preece, (2003) argues that the world is shying away from leadership that is solely focused on productivity, efficiency, control and power, and the view of leadership as a hierarchical form of power that is task oriented and autocratic. He views today's leadership as embracing social transformation, promote democracy and social justice. Good leaders must serve, provide opportunity for all to participate and be accountable as well as collaborative and embrace value change and connectedness at spiritual and social levels. Focus is now on interpersonal, charismatic, democratic and inspirational leaders. Leadership must focus on empowerment, power sharing and accepting people's power. Smith, (2008) support this by defining social justice as the promotion of equal rights and dignity for all that involves transforming the people who are part of the problem to contribute towards becoming part of the solution desired. He posits that leaders for Social justice must have self-awareness, accountability and a strong sense of purpose. They should be capable of dealing with complexity, willing to transform themselves and others by unleashing the power of collective wisdom and collaborative solutions. Today's leaders for social justice should have the ability to learn, be humble, knowledgeable, creative and resilient. These leaders must also bring out the leadership qualities in their subjects.

### **2.3 Leadership Effectiveness**

Many ineffective leaders aspire to a leadership position because of what they believe they will be empowered to do. In other words, they yearn for the power and authority to do things their own way. But experience suggests that the most effective leaders begin their development by asking

themselves not what they are empowered to do as a leader, but what kind of leader they want to be, (Northouse, 2007). It is this focus on the being of leadership, this self-awareness of the values and principles that these individuals bring to leadership that Daniel Goleman describes in his book *Emotional Intelligence* as "twice as important as all other skills and factors" in leadership success. Wilson Learning refers to this as Leadership Character comprised of values, characteristics, and clarity of purpose that determines what one wants to be as a leader. It is expressed in the consistency of behavior, the degree to which a leader's actions match his or her words. Most people have experienced, in their work or personal lives, a leader who served as a role model for Leadership Character. It was that leader who demonstrated a true interest in you as a person, who mentored or supported you as you grew professionally, and who always seemed to make decisions based on a profound clarity of purpose and intent.

Few organizations (or leaders) define the important elements of Leadership Character in the exact same way. Research has identified more than 16 individual character factors that have been linked to leadership success. Wilson Learning categorizes these into three principal components: Personal Character, Social Character, and Organizational Character. Personal Character is the character to stay steadfast and decisive in the face of adversity. Social Character is showing others respect, being compassionate, and valuing individual differences and Organizational Character is the willingness to put the organization's and its customers' needs ahead of one's own personal needs. Leadership Character is the foundation, or Essence, of all effective leadership. It is also one of the least tangible aspects of leadership. Some believe that Leadership Character can't be developed — that people either have it, or they don't. However, not only can people develop Leadership Character, but that they must do so if they aspire to improve leadership performance. In other words, one cannot develop the leader without developing the person,

(Hersey *et al.*, 2001). It is also recognized that organizations do not develop Leadership Character in the same ways that they develop other leadership skills. Developing Leadership Character requires getting leaders to acknowledge their value systems, to increase their self-awareness, to experience the impact of character in their lives, and to break old patterns of thinking.

While Leadership Character is the foundation of effective leadership, it alone is not sufficient unless this foundation is supplemented by the skills and knowledge required to execute on those values and principles. Based on both in-depth research and practical experience, the skills required to execute effective leadership can be defined as four core roles that each leader must fulfill. These are the Visionary, the Tactician, the Facilitator, and the Contributor. These roles complement each other, bringing their own strengths to effective leadership. For example, the Visionary focuses on setting direction, while the Tactician ensures activity toward that vision. The Facilitator makes sure that all team members and stakeholders are appropriately involved, while the Contributor ensures that the leader's own talents are being applied. These four roles define the seemingly contradictory responsibilities of a leader often the greatest challenge of leadership. Being a great leader means being able to effectively balance these four roles and successfully integrate them with Leadership Character, (Hersey *et al.*, 2001).

Different situations call for different types of leadership. Therefore, the importance of each role varies by level and by organization, (Tatum, *et al.*, 2003). Yet all four roles are essential for effective leadership at all levels. A first-line supervisor may need to place more emphasis on the Tactician role, but cannot ignore the Visionary role. A chief executive officer will need to place more emphasis on the Visionary role, and less on the Contributor role, leaving most implementation issues to the executive team. However, there will still be important and



oftentimes, critical decisions to be made that require a CEO to draw on his or her Contributor skills. Effective leaders lead from the perspective of all four roles.

The Visionary guides organizational and individual growth through creation of a compelling vision. While important at all organizational levels, this role assumes different forms as a leader's span of control broadens. Senior managers need to have a keen understanding of their competitive marketplace, and to use that information to craft a vision and strategy for the organization. They also need to involve others in the refinement of that vision, and to share it in a way that promotes commitment to achieving it. Nevertheless, even first-line supervisors will need to translate the organization's vision and strategy into meaningful work for the employees, and understand the needs of his or her internal customers, (Stogdill, 1948). If the Visionary asks, "What?" the Tactician asks, "How?" The leader ensures that business results are achieved through effective management of tasks and responsibilities. The effective Tactician plans work activities that are both achievable and challenging for the employee, appropriately delegates tasks, objectives, and decisions to others, monitors and reviews performance to ensure that organizational objectives are being met, and readily supports others' performance, (Stogdill, 1948).

The Facilitator creates an environment of collaboration and partnership to ensure effective working relationship at every level of leadership. Here, effective leaders deal with conflict, build teams, and apply communication skills to influence action and decisions. Fulfilling their role as facilitator, the leader creates the environment where everyone feels valued and knows that they are making a contribution to the success of the organization, (Stogdill, 1948). The Contributor

focuses on creating organizational success through the use of personal talents. While leaders may not typically be the doers, they are often called upon to use their creativity, problem-solving abilities, and decision-making skills. In particular, senior managers need to apply their knowledge and understanding of how decisions really get made in the organization, (Stogdill, 1948).

## **2.4 Measures of effectiveness in Leadership**

There are numerous ways to measure effectiveness, but all of these analytics occur in four broad categories. The first category of leadership measurement is in the subjective realm. Here, the question is, can the subjective measurements of an organization tell how effective the leadership is? First, and in general, it is important to take an honest look at the overall morale of the organization. Is it deflating or non-existent? Or is morale high, even in the face of new challenges and obstacles? Low morale is a good indicator that leadership is not effective. What about participation and attendance? For example, when "town hall" style meetings or "brown bag" lunch sessions, are called, is it difficult or easy to find anyone who is interested? Do people have to be begged to communicate or improve, that's another subjective measurement of leadership. Is innovation a part of everyday life in the organization? What about continuous process improvement? Do people feel comfortable speaking out when they see inefficiency? If not, this is a definite sign that leadership needs to step up. (Enright, 2006)

### **2.4.1 Trend of performance method**

The numbers-based metrics also provide a means to measure effectiveness. For example, what does productivity look like now as opposed to last year? Is a temporary dip occurring, or is the trend headed down? Other areas of measurement for leaders can be efficiency and mistakes. Are

employees making fewer or more mistakes now? Are the errors being corrected in a timely manner, or are they being left to languish? How are sales? Are numbers up or steady, even when times are bad? How about customer service? both internally and externally. Are there numerous complaints making it to the leadership level, or are they being resolved at lower levels? One can look at the metrics that are used to determine the health of the organization and make a link back to leadership, especially on those metrics that are not linked to pay or bonuses. Poor organizational performance can be related to many issues, such as market forces, poor positioning, or just bad economics. But also a serious look at these metrics, can adjust leadership accordingly, (Nevin, 1981).

#### **2.4.2 Leadership Index**

Another method of measuring leadership effectiveness is the implementation of a leadership index. Essentially, it's an evaluation of the leader using the skills, behaviors, and attitudes that are found to be appropriate for the organization. In simple terms, one may see questions such as; the person "treats me with respect" and "helps me work on continuous improvement". The evaluator is asked to give anonymous, confidential answers about the leader. The leader gets to see his or her results and can work on a development plan from those results. There are numerous systems that can create the leadership index for the organization, or one can do it on their own. The main issue to remember is that using generic leadership behaviors, skills, and attitudes will not give the best picture of effectiveness, (Hubbard, 2005). The organization must determine what skills and behaviors are most appropriate to its leaders.

One of the final methods of measuring leadership effectiveness is related to the leadership index. One can also measure leadership potential. Using a similar index, the organization can measure

how leaders are being groomed and encouraged at lower levels. A large number of potential leaders tell you that leadership is effective at the organization - and that it is catching on at all levels. The fact that a leadership pool is developing on its own proves that leaders are indeed leading effectively, (W. K. Kellogg Foundation, 2004).

The chapter starts with the research design methodology that was used in order to achieve the set objectives of the study. The chapter was arranged into subheadings which contained research design, target population, data collection tools and procedure and data analysis.

## 1.2 Research Design

Research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims to address relevance of the research purposes with accuracy in the process (Nunnally, 2002). This research used Descriptive Survey research design that involves full description of the situation. Descriptive research studies are a form of qualitative research and the aim is to describe new meaning and to provide new knowledge when there is very little known about a topic (Cronbach & Denton, 2000). The purpose of a descriptive research project is to make the research to collect accurate data on variables and to provide a picture of situations as they naturally happen (Harris & Grove, 1993). This study thus used descriptive design to explore the leadership in adult cultural groups and to determine whether their leadership styles are meeting the demands of effective leadership.

## 1.3 Target Population

The target population was Ford Foundation IIP Alumni members. The respondents for the study were all the 79 members of the Ford Foundation IIP who are back in Kenya after completion

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter dealt with the research design methodology that was used in order to achieve the set objectives of the study. This chapter was arranged into subheadings which entailed research design, target population, data collection tools and procedure and data analysis.

#### **3.2 Research Design**

Research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure (Babbie, 2002). This research used Descriptive Survey research design that involved Ford Foundation – IFP alumni. Descriptive research studies are a form of qualitative research, and can help discover new meaning and to provide new knowledge when there is very little known about a topic (Dempsey & Dempsey, 2000). The purpose of a descriptive research project is to enable the research to collect accurate data on variables and to provide a picture of situations as they naturally happen (Burns & Grove, 1993). This study thus used descriptive design to examine the IFP alumni in their natural set ups and to determine whether their leadership styles are meeting the standards of effective leadership.

#### **3.3 Target Population**

The target population was Ford Foundation IFP Alumni members. The respondents for the study were all the 79 beneficiaries of the Ford Foundation IFP who are back in Kenya after completion

of their studies. Due to the small number of the population, a Census was conducted on all of them.

### **3.4 Data Collection**

The study utilized a questionnaire to collect primary data. This enabled the research to reach many respondents which ensured a more accurate sample in which to draw conclusions. This method also enabled the respondents an opportunity to provide Candid Responses due to the anonymity of their identities. This boosted the level of data accuracy. Both structured and unstructured questionnaires were used. The unstructured questionnaires were used to get an in depth information from the respondents while the structured questions were used for measurable variable. The questionnaire had two sections; one on demographic information and the other on the variables of the study. The first part includes the demographic and the second part enquires the impact of the IFP Leadership model on the individual beneficiaries' effective leadership development. Owing to the busy schedule of the target population and sample there-of, the data was collected using a drop and pick later method.

### **3.5 Data Analysis**

Data was analyzed descriptively using the distribution (e.g. frequency), central tendency (Mean, median and mode) and dispersion (range, variance and standard deviation). Measures of central tendency were used to assess the impact of the IFP Leadership model on the individual beneficiaries' effective leadership development. The findings were presented by use of tables, bar charts, graphs and pie charts.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents the survey results and findings based on the data collected and analyzed. The purpose of this study was to evaluate the effect of the Ford Foundation-IFP on leadership effectiveness in Kenya. The research findings were presented in the form of tables, graphs and charts. Tabulation helped to summarize the data, whereas graphs and charts were used to present the study results which showed the extent to which the respondents display the stated leadership attributes since they became Ford Foundation -IFP beneficiaries. The study used frequencies to analyze the demographic data while the study variables data was collected using a five point Likert scale was used to interpret the respondent's responses. Factors which were not considered at all were awarded 1 point while those which were considered to a very great extent were awarded 5 point. Within the continuum are 2 for low extent, 3 for moderate extent and 4 for great extent. Mean (weighted average) and standard deviation were used to analyze the data.

#### 4.2 Response rate

The study targeted a sample size of 79 beneficiaries of the Ford Foundation IFP who are back in Kenya after completion of their studies. Out of 79 questionnaires distributed, 51 questionnaires were filled and returned giving a response rate of 64.5%. This response rate was good and quite representative, since it conforms to Mugenda and Mugenda (1999) view, which stipulates that; a response rate of 50% is adequate for analysis and reporting.

### 4.3 General information

The general information in this study include the gender of the Respondents, age of the Respondents, their highest academic level, respondents place of work, their Positions at their places of work and the year the respondents benefited from IFP funding

#### 4.3.1 Gender of the Respondents

The researcher requested the respondents to indicate their gender. The results are shown in figure 4.1.

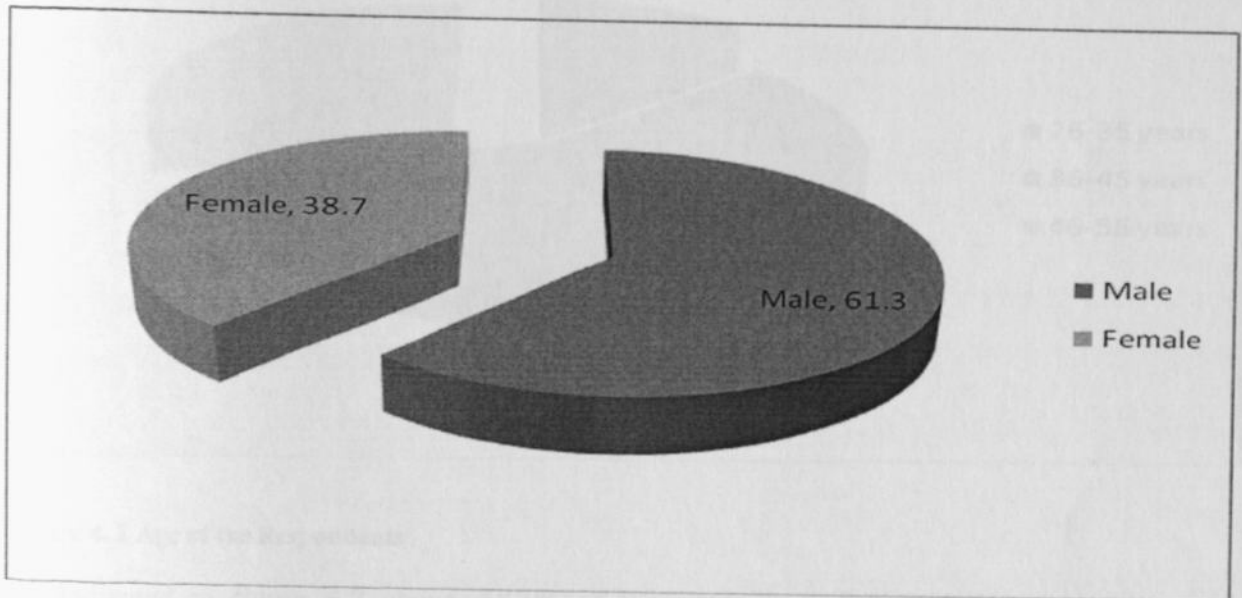


Figure 4. 1 Gender of the Respondents

According to the findings, 61.3% of the respondents indicated that they were male, and 38.7% indicated that they were female. This clearly shows that majority of the respondents were male.

While the response rate shows a skewed gender representation in favor of men, the actual

beneficiaries of the IFP scholarships in Kenya are at 47% Female, and 53% Male. Ford

Foundation – IFP recognizes the fact that both sexes are capable of leadership in the society and

many women have served this country in various leadership positions successfully. Just like in



the Kenyan new constitution and all over the world, IFP strived to provide an equal opportunity for both genders to develop their leadership skills. IFP promotes Gender equality in its work.

### 4.3.2 Age of the Respondents

The researcher also requested the respondents to indicate their age. The results are shown in figure 4.2.

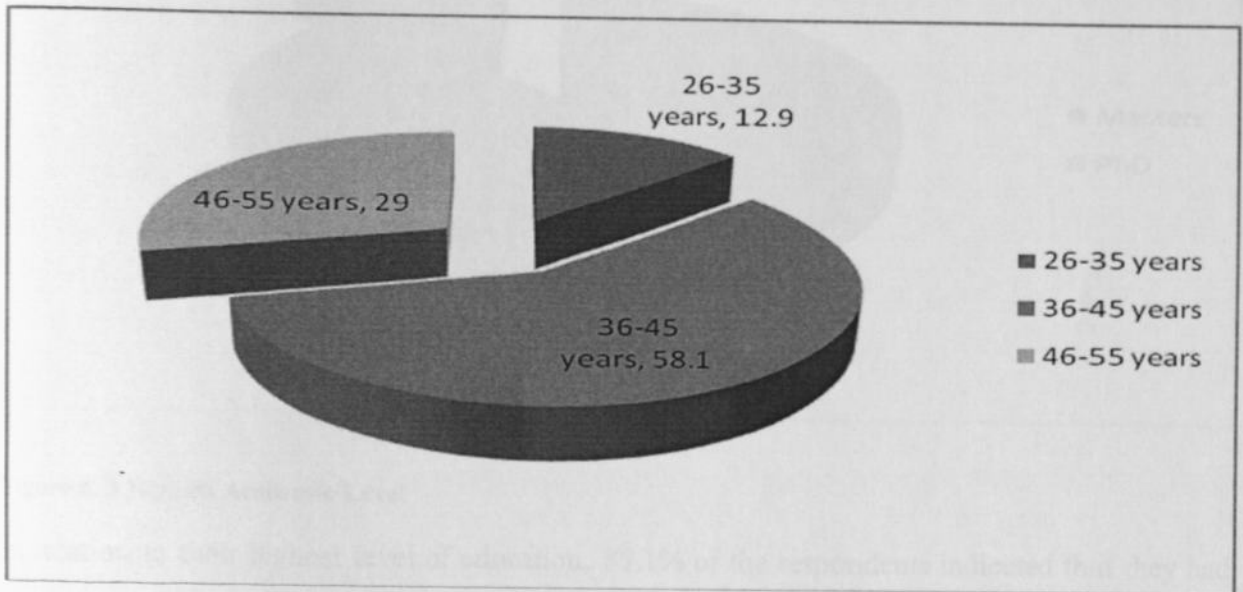


Figure 4. 2 Age of the Respondents

As indicated in figure 4.2 above, 58.1% of the respondents indicated that they were aged between 36-45 years, 29% indicated that they were aged between 46 and 55 years and 12.9% indicated that they were aged between 26 and 35 years. This shows that most of the respondents were aged between 36 and 45 years a mature age group that has been able to not only learn, but also to experience and to practice leadership at different levels. While IFP appreciates all age groups as capable of effectively leading, it understands that leadership is a process that takes time and must be nurtured.

### 4.3.3 Highest Academic Level

The researcher also requested the respondents to indicate their highest level of education. The results are shown in figure 4.3.

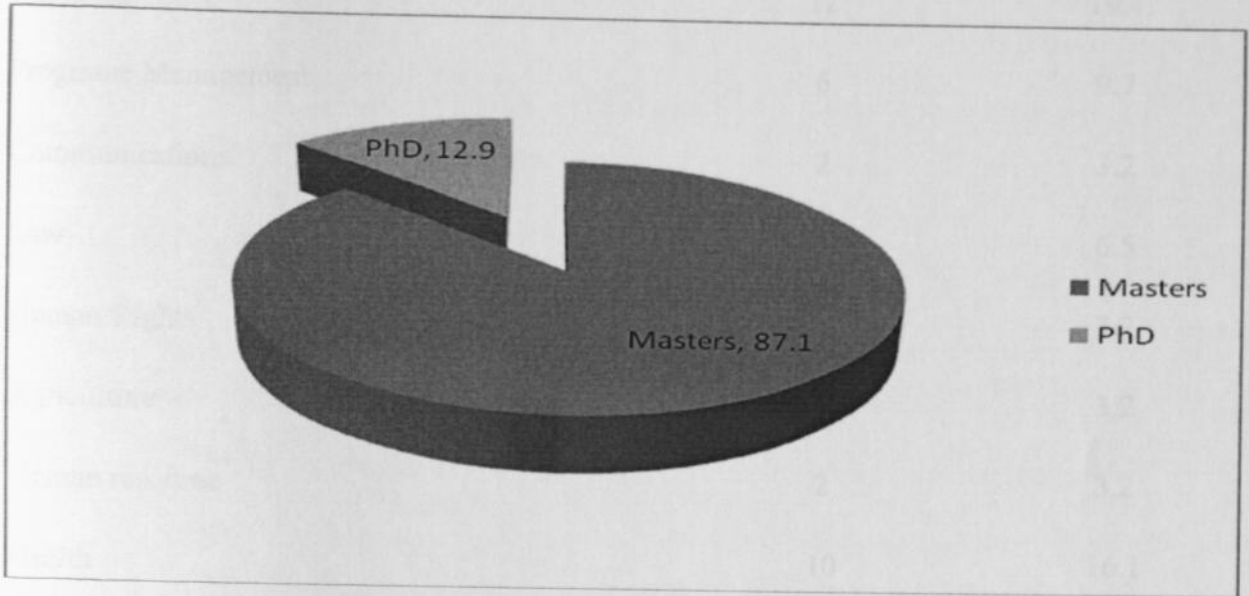


Figure 4. 3 Highest Academic Level

In relation to their highest level of education, 87.1% of the respondents indicated that they had Masters' degree as their highest level of Education while 12.9% indicated that they had PhD as their highest level of Education. This shows that majority of the respondents had Masters as their highest level of Education. The respondents therefore understood the meaning of Effective Leadership well. IFP has clearly demonstrated the fact that leaders of today must be well read in order to understand the world trends. In today's knowledge economy, leaders must be able to understand and comprehend many issues in order to remain effective. They must also constantly continue to update their knowledge through different means.

### 4.3.3 Respondents Place of Work

The study sought to find out the respondents place of work. The results are shown in table 4.3.1.

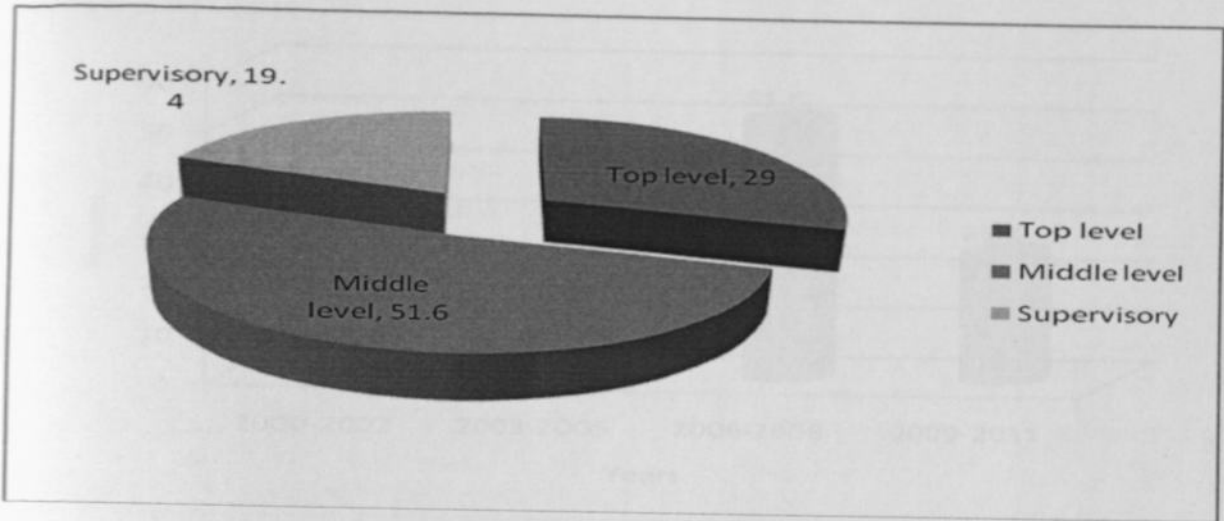
**Table 4. 1 Respondents Work Place**

|                           | Frequency | Percent |
|---------------------------|-----------|---------|
| International Development | 22        | 35.5    |
| Education                 | 12        | 19.4    |
| Programe Management       | 6         | 9.7     |
| Communications            | 2         | 3.2     |
| Law                       | 4         | 6.5     |
| Human Rights              | 2         | 3.2     |
| Agriculture               | 2         | 3.2     |
| Human resource            | 2         | 3.2     |
| Health                    | 10        | 16.1    |
| Total                     | 62        | 100.0   |

According to the findings, 35.5% of the respondents indicated that they were working in the development sector, 19.4% were in the education sector, 16.1% were working in the health field, 9.7% in programme management, 6.5% in the law profession and 3.2% were working in human resource, agriculture, human rights and communications fields. These results demonstrate that leadership is necessary in all sectors both private and public. The world is changing and effective leadership continues to be viewed as central to all organizations success.

#### **4.3.4 Respondents Position**

The study also sought to find out the respondents position in their work. The results are shown in figure 4.4 below.

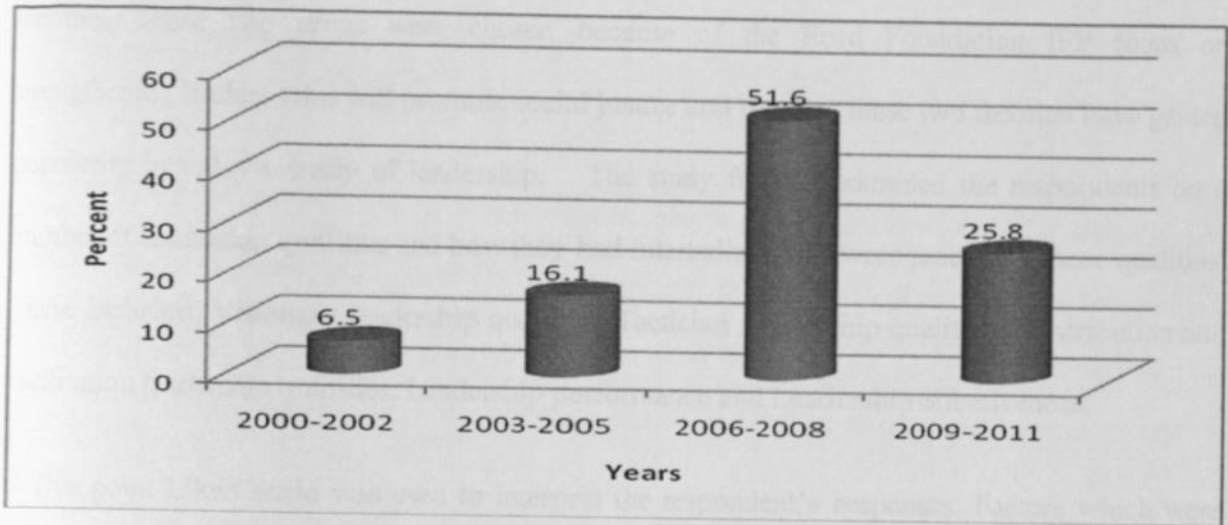


**Figure 4. 4 Respondents Position**

From the findings, 51.6% of the respondents reported that they were working in the middle level management, 29% were working in the top level management and 19.4% were working at the supervisory level. This shows that most of the respondents were working in the middle level management. Accordingly, this is proof that leadership is necessary at all organizational levels. At the top level leaders will be dealing with providing and directing the organizational vision. At the middle level, leaders are involved with planning work and motivating workers towards achieving organizational goals. Leadership at all levels is key to organizational success.

#### **4.3.5 Year of Receiving IFP funding**

The study sought to establish the year the beneficiaries benefited from IFP funding. The results are shown in figure 4.5



**Figure 4.5 Year of Receiving IFP funding**

According to the findings as shown above, 51.6% of the respondents indicated that they had benefited from IFP funding between the year 2006 and 2008, 25.8% of the respondents indicated that they had benefited from IFP funding between the year 2009 and 2011, 16.1% indicated that they had benefited from IFP funding between the year 2003 and 2005 and 6.5% indicated that they had benefited from IFP funding between the year 2000 and 2002. This shows that most of the respondents had benefited from IFP funding between the year 2006 and 2008. The IFP beneficiaries therefore have had ample time to practice and evaluate the effects of their leadership effectiveness in their places of work and within their communities.

#### **4.4 Leadership Effectiveness**

The objective of this study was to evaluate the effect of the Ford Foundation - IFP on the leadership effectiveness in Kenya. The study sort to establish the impact of the IFP Leadership model on the beneficiaries' effective leadership development. The study focused on Transformational and Servant leadership theories and examined the levels to which the respondents developed and practiced different variables consistent with these two leadership

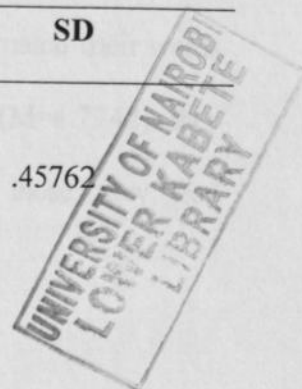
theories. These two areas were chosen because of the Ford Foundation IFP focus on strengthening leaders who will promote social justice and because these two theories have gained popularity in today's study of leadership. The study further examined the respondents on a number of leadership qualities and how they had internalized and were practicing these qualities. These included; Visionary leadership qualities, Tactician Leadership qualities, Contribution and facilitation leadership qualities, Leadership performance and Leadership effectiveness.

A five point Likert scale was used to interpret the respondent's responses. Factors which were not considered at all were awarded 1 while those which were considered to a very great extent were awarded 5. Within the continuum are 2 for low extent, 3 for moderate extent and 4 for great extent. Mean (weighted average) and standard deviation were used to analyze the data.

According to the scale those variables with a mean between 4.5-5.0 were rated to a very great extent, those with a mean value of between 3.5-4.4 were rated to a great extent, those with a mean values between 2.5-3.4 were rated to a moderate extent, those with a mean value between the range 1.5-2.4 were rated to a low extent and finally those with mean values of below 1.5 were rated to no extent. Since the Standard deviation was established at less than 1.5 for the all the variables of the study. The study deduced that there was consensus and no major dispersion among responses hence the analysis were purely based on mean values.

**Table 4. 2 Transformational Leadership Qualities**

|                               | Mean   | SD     |
|-------------------------------|--------|--------|
| I am confident to lead change | 4.7097 | .45762 |



|   |        |        |
|---|--------|--------|
| I develop and empower others to become leaders                  | 4.7097 | .52439 |
| I'm consistent in my behavior                                   | 4.6129 | .49106 |
| My deeds matches my words                                       | 4.5484 | .56329 |
| I have respect, compassion and value individual differences     | 4.7742 | .42153 |
| I am a role model to my team members                            | 4.5161 | .84430 |
| I strive to inspire and motivate those I lead                   | 4.7419 | .44114 |
| I inspire others towards achieving organization's vision        | 4.3871 | .55382 |
| I develop a common purpose and commitment among my team members | 4.3871 | .61016 |
| I remain steadfast and decisive in the face of adversity        | 4.3333 | .60132 |
| Organizational interest comes ahead of my own                   | 4.3226 | .59435 |
| I am charismatic and demonstrate complete faith in others       | 4.3548 | .60318 |

According to the findings in Table 4.2, the respondents indicated to a very great extent that they had confidence to lead others (M=4.7097), develop and empower others to become leaders (M=4.7097), they were consistent in their behaviors (M=4.6129), their deeds match their words (M=4.5484), they had respect, compassion and valued individual differences (M=4.7742), they were role models (M=4.5161) and they strive to inspire and motivate those they lead

(M=4.7419). The findings show that they inspire others towards achieving organization's vision (M=4.3871), were steadfast and decisive in the face of diversity (M=4.3333), held organizational interest ahead of theirs (M=4.3226) and were charismatic/demonstrated complete faith in others (M=4.3548) to a great extent.

The above results indicate that the IFP beneficiaries were effective in transformational leadership, a fact that can be attributed to their maturity, knowledge and their marginalized backgrounds which make them strive to transform people and situations positively. Their commitment to promoting social justice is a force that drives them to give everyone an opportunity of positive growth.



#### 4.4.1 Servant Leadership qualities

The study sought to establish whether the respondents had qualities of servant leadership. The findings are as shown in table 4.3.

Table 4.3 Servant Leadership qualities

|   | Mean   | SD     |
|---|--------|--------|
| I value others and work towards developing them             | 4.5161 | .50382 |
| I listen and empathize with others                          | 4.6774 | .47128 |
| I serve others and share power for everyone's good          | 4.5161 | .50382 |
| I work towards building a community of those I lead         | 4.4839 | .56516 |
| I put the goal of those I lead before my personal interests | 4.3871 | .66171 |
| I use persuasion and not coercion in my leadership roles    | 4.4194 | .49748 |

Table 4.3 above shows the extent to which the respondents displayed the stated servant leadership qualities since becoming Ford Foundation IFP beneficiaries. From the findings, the respondents stated to a very great extent that they valued others and worked towards developing them (M=4.5161), they listened and emphasized with others (M=4.6774) and served others and shared power for everyone's good (M=4.5161). Moreover the respondents worked towards building a community of those they led to a great extent (M=4.4839), put the goals of those they

led before their personal interests to a great extent (M=4.3871) and used persuasion in their leadership roles to a great extent (M=4.4194).

These results reveal that Ford Foundation – IFP beneficiaries are strong on Servant Leadership qualities, a fact that can also be attributed to their background and the Programs’ Mission, which is to Promote Social Justice. The Program emphasized that the Scholarship was awarded to the individuals on behalf of the community. Most beneficiaries therefore strived to serve and think about others first before themselves. As leaders who would like to see social justice attained in the whole world, they strongly focus on building the community and everyone around them.

#### 4.4.2 Visionary Leadership qualities

The study sought to establish the visionary leadership qualities of the IFP beneficiaries. The results of the findings are shown in table 4.4.

According to the scale those variables with a mean between 4.5-5.0 were rated to a very great extent, those with a mean value of between 3.5-4.4 were rated to a great extent, those with a mean values between 2.5-3.4 were rated to a moderate extent, those with a mean value between the range 1.5-2.4 were rated to a low extent and finally those with mean values of below 1.5 were a rated to no extent.

Table 4.3 Visionary Leadership qualities

|  | Mean   | SD     |
|--|--------|--------|
| I create compelling visions  | 4.1613 | .51831 |
| I involve others in drafting the visions into meaningful and achievable work | 4.2903 | .58358 |
| I translate the visions into meaningful and achievable work                  | 4.2581 | .62556 |

|   |        |        |
|---|--------|--------|
| I understand my internal and external work environments | 4.1935 | .82658 |
|---|--------|--------|

Table 4.4 above shows the extent to which the respondents displayed the stated visionary leadership qualities since becoming Ford Foundation IFP beneficiaries. According to the findings, the respondents indicated that they created compelling visions to a great extent (M=4.1613), they involved others in drafting the visions into meaningful and achievable work to a great extent (M=4.2903) and they translated the visions into meaningful and achievable work to a great extent (M=4.258). Finally, the respondents further indicated that they understood their internal and external work environments to a great extent (M=4.1935).

The results portray Ford Foundation IFP beneficiaries as Visionary which is a quality that all leaders must have to be able to lead. Any leader that lacks vision will face great challenges leading effectively because without a vision, one cannot lead since it is the vision that provides guidance. This shows that the respondents have grasped one of the key characteristics of effective leadership and they appreciate it.

#### 4.4.3 Tactician leadership qualities

The study collected data from the respondents on the Tactician leadership qualities. The data was analyzed and the results were as shown in table 4.5.

For analytical purposes, those variables with a mean between 4.5-5.0 were rated to a very great extent, those with a mean value of between 3.5-4.4 were rated to a great extent, those with a mean values between 2.5-3.4 were rated to a moderate extent, those with a mean value between the range 1.5-2.4 were rated to a low extent and finally those with mean values of below 1.5 were rated to no extent.

**Table 4. 4 Tactician leadership qualities**

|   | <b>Mean</b> | <b>SD</b> |
|---|-------------|-----------|
| I plan work activities that are both achievable and challenging for the employees | 4.6258      | .61189    |
| I delegate tasks and decisions to others  | 4.5161      | .67123    |
| I monitor and review performance  | 4.4710      | 1.22118   |
| I support others' performance   | 4.3484      | .56329    |
| I motivate others to achieve organizational goals individually and collectively   | 4.1839      | .67123    |

Table 4.5 above shows the extent to which the respondents displayed the stated tactician leadership qualities since becoming a Ford Foundation IFP beneficiary.

According to the findings, the respondents agreed to a very great extent ( $M=4.6258$ ) that they planned work activities that were both achievable and challenging for the employees and that they delegated tasks and decisions to others to a very great extent ( $M=4.5161$ ). Further, the respondents indicated that they monitored and reviewed performance to a great extent ( $M=4.4710$ ), they supported others' performance to a great extent ( $M=4.3484$ ) and that they motivated others to achieve organizational goals individually and collectively to a great extent ( $M=4.1839$ ).

The responses in this section confirm that IFP beneficiaries have acquired the skills and knowledge to ensure organizational visions are attained especially by recognizing the importance of the role that all relevant stakeholders play in organizational success. This can be attributed to

the fact that the beneficiaries have provided leadership over a period of time leading to their maturity and appreciation of leadership roles.

#### 4.4.4 Contribution and facilitation leadership qualities

The study sought to establish how the IFP beneficiaries contributed and facilitated leadership qualities in their placed areas. The results of the findings are shown in table 4.6. According to the scale used, those variables with a mean between 4.5-5.0 were rated to a very great extent, those with a mean value of between 3.5-4.4 were rated to a great extent, those with a mean values between 2.5-3.4 were rated to a moderate extent, those with a mean value between the range 1.5-2.4 were rated to a low extent and finally those with mean values of below 1.5 were a rated to no extent.

Table 4. 5 Contribution and facilitation leadership qualities

|   | Mean   | SD     |
|---|--------|--------|
| I resolve conflicts in the organization                         | 4.0968 | .86289 |
| I build teams and create value in others                        | 4.2903 | .68681 |
| I support talents   | 4.4839 | .56516 |
| I apply communication skills to influence decisions and actions | 4.3871 | .61016 |
| I create a good working environment                             | 4.3871 | .55382 |

Table 4.6 above shows the extent to which the respondents possess contribution and facilitation leadership qualities since becoming a Ford Foundation IFP beneficiary. According to the findings, the respondents indicated that they supported talents to a great extent (M=4.4839) and

that they applied communication skills to influence decisions and actions to a great extent (M=4.3871). Further, the study established that respondents created a good working environment to a great extent (M=4.3871), built teams and created value in others (M=4.2903) resolved conflicts in the organization (M=4.0968) to a great extent.

The results in this section show that the respondents have embraced Teamwork and Group Dynamics which are important in organizational success and forms some of the key successes factors of IFP as a program. The beneficiaries were strengthened and encouraged to embrace team work. They received training on leadership and opportunities to take up leadership roles during their studies.

#### **4.5 Leadership Performance**

The study collected data on the on the leadership performance of the IFP beneficiaries. The study findings are indicated in table 4.7. According to the scale used, variables with a mean between 4.5-5.0 were rated to a very great extent, those with a mean value of between 3.5-4.4 were rated to a great extent, those with a mean values between 2.5-3.4 were rated to a moderate extent, those with a mean value between the range 1.5-2.4 were rated to a low extent and finally those with mean values of below 1.5 were rated to no extent.

**Table 4. 6 Leadership Performance**

|  | Mean   | SD      |
|--|--------|---------|
| Improvement of the general performance                                     | 4.4000 | .66892  |
| Fewer mistakes among the employees   | 3.7000 | .78762  |
| Correction of errors in time   | 4.0333 | .80183  |
| Increase in employee productivity  | 4.1000 | .83767  |
| Efficiency in handling complaints  | 4.0667 | .68561  |
| Leadership development is continually viewed<br>as involving all employees | 4.4333 | .62073  |
| Employees express themselves more freely                                   | 3.9667 | 1.11942 |

Table 4.7 above shows the extent to which the respondents rated the performance of their organization based on the stated statements since they joined the organization.

The study findings indicated that there was an improvement in the general performance of the organizations (M=4.4000), minimal mistakes among the employees (M=3.7000) and correction of errors was done in time (M=4.0333) to a great extent since the respondents joined their organizations. Further the study established that there was an increase in efficiency in handling complaints to a great extent (M=4.0667), increase in employee productivity to a great extent (M=4.1000) and that employees were developed by being involved in organization decision making processes to a great extent (M=4.4333). Finally, the respondents indicated to a great extent that employees expressed themselves more freely to a great extent (M=3.9667)

In general, the respondents have in this area proved that the IFP beneficiaries are making contributions in their organizations that have resulted into positive changes. This can be attributed to the opportunity the beneficiaries received through the scholarship that enabled them to go and study in some of the best Universities in the developed world. This gave them an opportunity to learn new ideas, meet with people from different parts of the world and gain new knowledge. The new knowledge and skills gained is an asset to the beneficiary's employers in terms of improved performance in one way or another.

#### 4.5.1 Performance in Leadership

The researcher requested the respondents to rate their leadership effectiveness. The results are indicated in figure 4.6.

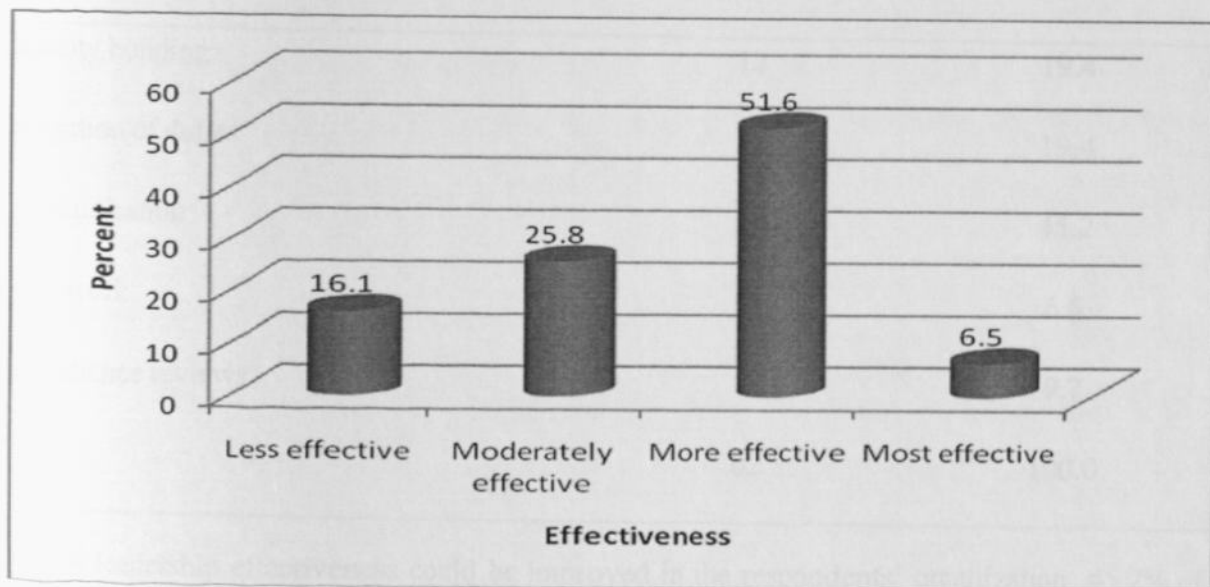


Figure 4. 6 Leadership effectiveness

From the findings, as indicated in figure 4.3.6 above, 51.6% of the respondents indicated that leadership in their organizations was more effective, 25.8% indicated that it was moderately effective, 16.1% indicated that leadership was less effective and 6.5% indicated that leadership in



their organization was most effective. From these findings we can deduce that leadership in the respective organizations was more effective since the beneficiaries joined these organizations. These results can also be attributed to the value addition that the beneficiaries had received through their scholarships which they were now sharing with their current employers. The respondents having had the opportunity to learn about leadership and the role it plays in organizational success have evidently taken the role more seriously and are practicing it. They have had a world view of many issues which when tapped and applied well can be beneficial. However, the fact that leadership is not instantaneous but a process must be appreciated.

**Table 4. 7 Ways of improving Leadership effectiveness in the Organizations**

|                      | <b>Frequency</b> | <b>Percent</b> |
|----------------------|------------------|----------------|
| Capacity building    | 12               | 19.4           |
| Delegation of duties | 12               | 19.4           |
| Communication        | 28               | 45.2           |
| Team work            | 4                | 6.5            |
| Performance reviews  | 6                | 9.7            |
| Total                | 62               | 100.0          |

On how leadership effectiveness could be improved in the respondents' organization, 45.2% of the respondents indicated that communication was a tool to achieve this, 19.4% indicated that capacity building could be used, the same percentage indicated that delegation of duties was important, 9.7% indicated that performance reviews was the strategy to achieve this while 6.5% indicated that team work could be used. The results above are proof that the IFP beneficiaries are

well informed about leadership in today's world and the factors that make it effective because Communication and Teams are among the key issues that are today shaping and will continue to shape organizational success in the future. They also recognize Capacity building as one measure of Leadership effectiveness in an organization, a factor they have experienced through the opportunity accorded to them by the Ford Foundation – IFP.

#### **4.6 Discussion of the findings**

Since the Ford Foundation launched International Fellowship Program (IFP) in 2000, the program has committed USD 365 million over a ten year duration with an aim of expanding higher education opportunities to people in Latin America, Russia, Asia, Middle East and Africa. In Kenya the IFP has operated for the past eleven years. From the findings of this study, majority of the respondents (51.6%) benefited from the IFP funding between the year 2006 and 2008.

According to Burns (1978), Transformational qualities are ideal for leadership, they represent relationship of mutual stimulation and, elevation that converts followers into leaders and may convert leaders into moral agents. This study established that IFP beneficiaries had such qualities such as being confident in leading others and developing and empowering others. These findings are similar to Smith, Montagno, and Kuzmenko (2004) findings that a transformational leader inspires followers to share a vision, empowers them to achieve the vision, and provides the resources necessary for developing their personal potential. The study noted that the beneficiaries were consistent in behaviour, respectful, compassionate and good role models. These qualities concur with Bass (1985), Bennis & Nanus, (1985) who pointed out that transformational leadership went beyond individual needs and focused on a common purpose, intrinsic rewards, and developing commitment with the followers. Moreover the study findings indicate that the IFP beneficiaries inspired others towards achieving organizations vision, were

decisive and steadfast in the face of diversity as postulated by Geroy, Bray, and Venneberg (2005). Bass (1990) described a transformational leader as someone who shows charisma by demonstrating complete faith in a co-worker, the same qualities were exhibited by the IFP beneficiaries who held organizational interest ahead of theirs and were charismatic to a great extent.

The respondents indicated that the IFP beneficiaries had some qualities of servant leadership. According to Laub (1999), servant leadership is an understanding and practice of leadership that places the good of those led over the self-interest of the leader. From the findings, the beneficiaries valued others, served others and shared power for every ones good. These concur with Greenleaf (1991) argument that servant leader possesses a mindset and behavior to serve others as a requirement of leading a good and moral life. Finally .the study further found that the beneficiaries worked to build communities and used persuasion roles in their interaction with others. These tallies with Spears (2004) theory on servant leadership.

The beneficiaries of the IFP had acquired visionary qualities. According to the findings, the respondents indicated that they created compelling visions to a great extent, they involved others in drafting the visions into meaningful and achievable work to a great extent and they translated the visions into meaningful and achievable work to a great extent. Finally, the respondents further indicated that they understood their internal and external work environments to a great extent. These qualities are similar to those proposed by Stogdill, (1948).

According to the findings, the IFP beneficiaries possessed some tactician qualities. From the results, they planned work activities that were both achievable and challenging for the employees and that they delegated tasks and decisions to others to a very great extent. Further, the study

noted that IFP beneficiaries monitored and reviewed performance, supported others' performance and motivated others to achieve organizational goals individually and collectively to a great extent. These qualities are in line with Stogdill, (1948) aspects of tactician leadership qualities.

The IFP program has been successful in instilling facilitator qualities of leadership to the beneficiaries. The respondents indicated that they supported talents and that they applied communication skills to influence decisions and actions. Further, the study established that respondents created a good working environment, built teams and created value in others, resolved conflicts in the organization to a great extent. Similar qualities were highlighted by Stogdill, (1948).

Campbell et al., (2003) established the performance indicators of leaders. The study findings indicated that there was an improvement in the general performance of the organizations, minimal mistakes among the employees and correction of errors was done in time to a great extent since the respondents joined their organizations. Further the study established that there was an increase in efficiency in handling complaints to a great extent, increase in employee productivity to a great extent and that employees were developed by being involved in organization decision making processes to a great extent. Finally, the respondents indicated to a great extent that employees expressed themselves more freely to a great extent. The above findings concur with Gosling, (2004).

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presented the discussion of key data findings, conclusions drawn from the findings highlighted and recommendations made there-to. The conclusions and recommendations drawn were focused on addressing the purpose of this study which was to evaluate the effect of the Ford Foundation -IFP on the leadership effectiveness in Kenya.

#### 5.2 Summary of Findings

The study focussed on the beneficiaries of the Ford Foundation – IFP who had completed their Masters and PhD degrees and were back in Kenya. Majority of the respondents were male who were aged between 36 and 45 years. In relation to their highest level of education, majority of the respondents had Masters as their highest level of education. Most of the respondents were working in the middle level management of their organizations. In addition, most of the respondents had benefited from IFP funding between the year 2006 and 2008.

The study established that Ford Foundation IFP beneficiaries had respect and compassion towards others and valued individual differences, they strived to inspire and motivate those they lead, developed and empowered others to become leaders, were confident to lead change, were consistent in their behavior, their deeds match their words to a great extent, were role models to their team members and inspired others towards achieving organization's vision. These findings agree with Wren, (1995) argument that today, organizations are transforming into places where

people are empowered, encouraged, and supported in their personal and professional growth throughout their careers. Covey (2007) identifies four components of transformational leadership, which are: Charisma or idealized influence, Intellectual stimulation, Inspirational motivation and Individualized consideration or individualized attention.

The study also found that Ford Foundation IFP beneficiaries had developed a common purpose and commitment among their team members, they were charismatic and demonstrate complete faith in others. They remain steadfast and decisive in the face of adversity and that organizational interest comes ahead of their own. This is supported by Hughes, Ginnett, & Curphy, (1993) argument that Fielder's contingency theory posited that leader effectiveness is determined not by the leader's ability to adapt to the situation, but by the ability to choose the right leader for the situation. Some leaders are simply better for specific situations than others and the situation determines the identified leaders' success, though leaders would need to be capable of understanding when they were not right for the situation and remove themselves—a task of humility.

The study also found that Ford Foundation IFP beneficiaries listened and empathized with others, they valued others and worked towards developing them, they served others and shared power for everyone's good. They worked towards building a community of those they lead to a great extent and used persuasion and not coercion in their leadership roles. They put the goal of those they lead before their personal interests. The findings agree with Hersey *et al.*, (2001) findings that leadership effectiveness is expressed in the consistency of behavior, the degree to which a leader's actions match his or her words. Servant Leadership qualities include “listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community”, (Spears 2010).

The study further found that Ford Foundation - IFP beneficiaries created compelling visions, involved others in and translated the visions into meaningful and achievable work and understood their internal and external work environments. The findings correlate with the approach that has received much attention within the past 25 years, and encompasses many viewpoints. This is the theory that leadership is both transformational and transactional depending on the needs of the situation (Bass, 2003; Burns, 2002). This view maintains that transformational leaders are charismatic. They create a vision of the future and inspire their followers to question the status quo, see beyond the here and now, and pursue a new purpose. Transactional leaders, by contrast, represent efficient managers who can focus on the task at hand, communicate clear expectations to their subordinates, solve immediate problems, and reward performance.

The study established that Ford Foundation IFP beneficiaries planned work activities that are both achievable and challenging for the employees, delegated tasks and decisions to others, monitored and reviewed performance to a great extent, supported others' performance and motivated others to achieve organizational goals individually and collectively. These qualities are supported by Russell & Stone (2002) on servant leadership where they distinguished such leadership into two broad categories, functional and accompanying attributes. Functional attributes include having vision, honesty, trustworthiness, service oriented, role modeling, appreciation of others' service, and empowerment. In terms of accompany attributes, servant leaders are described as good communicators and listeners, credible, competent, encouraging of others, teachers, and delegators.

The study also revealed that Ford Foundation IFP beneficiaries supported talents to a great extent, applied communication skills to influence decisions and actions, created a good working environment, built teams and created value in others and resolved conflicts in the organization to a great extent. The beneficiaries clearly displayed Transformational leadership qualities of change agents and good role models. They create and articulate a clear vision for the organization, empower followers to achieve higher standards, act in ways that make others want to trust them and give meaning to organizational life (Bass & Avolio, 1990b).

The study also found that there was improvement of the general performance in the organizations since Ford Foundation IFP beneficiaries joined the organization. In addition leadership development is continually viewed as involving all employees. Further, there had been efficiency in handling complaints, there had been correction of errors in time, employees expressed themselves more freely and there had been fewer mistakes among the employees since they joined their organizations. According to Stogdill (1948) the leader ensures that business results are achieved through effective management of tasks and responsibilities. The effective Tactician plans work activities that are both achievable and challenging for the employee, appropriately delegates tasks, objectives, and decisions to others, monitors and reviews performance to ensure that organizational objectives are being met, and readily supports others' performance.

The study further established that leadership in the organization was more effective since the IFP beneficiaries joined. On how effectiveness could be improved in the organizations, the study found that communication, capacity building, delegation of duties; performance reviews, team work could be used. Leaders help followers to deal with the challenges confronting them and respond to the upcoming challenges (Bass and Avolio, 1994; Yukl, 1998). They can build relationships, share in decision making processes, communicate effectively, and even influence



the attitudes and behaviors of their followers (Mackenzie, Podsakoff, and Rich, 2000; Judge, Thoresen and Pucik, 1999)

### 5.3 Conclusions

From the study findings, the majority of Ford Foundation – IFP beneficiaries possesses very high qualities of effective leadership especially Transformational and Servant Leadership. This can be attributed to Ford Foundation IFP's focus on supporting individuals from marginalized communities to access higher education and strengthen their leadership capacities with the aim of promoting social Justice in the world. One of the eligibility criteria for the program is for all applicants to demonstrate that they have leadership qualities or potential. The beneficiaries come into the program already possessing some leadership qualities. They are trained and focused on Leadership building skills throughout the program alongside their academic programs. The constant reminder to the beneficiaries that they are the leaders who will change their communities positively and bring Social Justice to the world make them to be conscious of leadership all time hence conducting themselves as true leaders in all areas they are serving in.

While many Ford Foundation IFP beneficiaries did not consider themselves as effective leaders at the beginning of the program due to their perception of the term “Leadership”, once they got engaged with IFP and are taken through leadership lessons, they begin to accept and appreciate their leadership qualities and the roles they have played. Many people conceptualize leadership as a preserve of the political class, those with big offices or those who are affluent in the society. Their leadership strengths continue to be built through integrated programs like ICT, Communication Skills, Presentation Skills, Team and Group Dynamic skills, all key factors in today's leadership roles. Their graduate programs in world class institutions give them an

opportunity to upscale their intellectualism and a stronger platform to access and conceptualize many concepts. IFP selection procedure is very rigorous and transparent. This gives the beneficiaries confidence in themselves. Coupled with their competitiveness during their academic programs against other students from more developed countries and with privileged backgrounds, the beneficiaries develop sound personal qualities. Such qualities gives them confidence to take up leadership challenges hence being able to serve others, transform them, crate visions for their communities and organizations and lead others in seeing and attaining the visions.

#### **5.4 Recommendations on Leadership**

This study established that most of the Ford Foundation IFP beneficiaries were working in the middle level management. The study also established that leadership in the organizations were more effective since the Ford Foundation IFP beneficiaries joined the organization. This study therefore recommends that both public and private institutions should consider putting the Ford Foundation IFP beneficiaries in the top level management of their institutions whenever an opportunity arises due to the beneficiaries effective leadership qualities.

The study recommends that Ford Foundation IFP beneficiaries had respect, compassion and valued individual differences, strived to inspire and motivate those they lead, develop and empower others to become leaders and were confident to lead change. This study also established that the Ford Foundation IFP beneficiaries portrayed servant leadership. The study therefore recommends that Ford Foundation IFP beneficiaries should be placed in the management and in team leadership positions of both private and public sector organizations due to their established leadership effectiveness.

The study further recommends that the Ford Foundation had made positive impact on leadership effectiveness in Kenya and should therefore extend this opportunity to more beneficiaries in order to create a bigger impact. Due to the established leadership effectiveness of the Ford Foundation – IFP beneficiaries, the Government should consider studying and adopting the Ford Foundation – IFP Model in its capacity building programs.

### **5.5 Limitation of the study.**

The study is limited to evaluating the effect of the Ford Foundation -IFP on the leadership effectiveness in Kenya. The study could have more envisaged on a wider scale in similar organizations, however the time horizons were not favorable. The study therefore was focused on a single organization. However, a census study focusing on different organizations could have given more information and a wider perspective of similar donor organizations in Kenya.

## 5.6 Recommendation for Further research

From the study and related conclusions, the researcher recommends further research in the area of factors affecting the effectiveness of Ford Foundation - IFP beneficiaries in Kenya. The study also recommends further research in the area of the effect of Ford Foundation IFP beneficiaries on organizational performance.

The researcher further recommends on a study on the impact of donor community on leadership effectiveness in Kenya. This would give a wider perspective than those on the factors affecting the effectiveness of Ford Foundation IFP beneficiaries in Kenya.

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## APPENDICES

### Appendix 1: Questionnaire

#### Section A: Demographic information

*(To be filled by the IFP beneficiaries)*

1. Indicate your gender  
Male  Female
2. Indicate your age.  
Below 25 years   
26-35 years   
36-45 years   
46-55 years   
55 and above years
3. Indicate your highest academic level  
Masters   
PhD   
Post-graduate diploma
4. Which is your professional field?  
.....
5. Indicate your place of work  
.....
6. Indicate your position in your place of work.  
.....
7. Which year did you benefit from the IFP funding?  
.....
8. Which year did you come back to Kenya?  
.....

**Section B: Effectiveness in leadership**

9. Indicate the extent to which you display the following transformational leadership attributes since becoming a Ford Foundation -IFP beneficiary

**Transformational Leadership Qualities**

|   | Very great extent | Great extent | Moderate extent | Low extent | No extent at all |
|---|-------------------|--------------|-----------------|------------|------------------|
| I inspire others to towards achieving the organization's vision |                   |              |                 |            |                  |
| I develop a common purpose and commitment among my team members |                   |              |                 |            |                  |
| I am consistent in my behavior                                  |                   |              |                 |            |                  |
| My deeds matches my words                                       |                   |              |                 |            |                  |
| I remain steadfast and decisive in the face of adversity        |                   |              |                 |            |                  |
| I have respectful, compassion and value individuals differences |                   |              |                 |            |                  |
| Organizational interest comes ahead of my own                   |                   |              |                 |            |                  |
| I develop and empower others to become leaders                  |                   |              |                 |            |                  |
| I am charismatic and demonstrates complete faith in others      |                   |              |                 |            |                  |
| I am confident to lead change                                   |                   |              |                 |            |                  |
| I am a role model to my team members                            |                   |              |                 |            |                  |
| I strive to inspire and motivate those I lead                   |                   |              |                 |            |                  |

10. Indicate the extent to which you display the following servant leadership qualities since becoming a Ford Foundation IFP beneficiary.

**Servant Leadership qualities**

|   | Very great extent | Great extent | Moderate extent | Low extent | No extent at all |
|---|-------------------|--------------|-----------------|------------|------------------|
| I put the goal of those I lead before my personal self interest |                   |              |                 |            |                  |
| I value others and work towards developing them                 |                   |              |                 |            |                  |
| I serve others and share power for everyone's good              |                   |              |                 |            |                  |
| I work towards building a community of those I lead             |                   |              |                 |            |                  |
| I listen and empathize with others                              |                   |              |                 |            |                  |
| I use persuasion and not coercion in my leadership roles        |                   |              |                 |            |                  |

11. Indicate the extent to which you display the following servant leadership qualities since becoming a Ford Foundation IFP beneficiary.

**Visionary Leadership qualities**

|  | Very great extent | Great extent | Moderate extent | Low extent | No extent at all |
|--|-------------------|--------------|-----------------|------------|------------------|
| I create compelling visions  |                   |              |                 |            |                  |
| I involve others in drafting the visions of the organization and inspires them towards its achievement |                   |              |                 |            |                  |
| I translate the visions into meaningful and achievable work  |                   |              |                 |            |                  |
| I understand my internal and external work environments  |                   |              |                 |            |                  |

12. Indicate the extent to which you display the following servant leadership qualities since becoming a Ford Foundation IFP beneficiary

**Tactician leadership qualities**

|   | Very great extent | Great extent | Moderate extent | Low extent | No extent at all |
|---|-------------------|--------------|-----------------|------------|------------------|
| I plan work activities that are both achievable and challenging for the employees |                   |              |                 |            |                  |
| I delegate tasks and decisions to others  |                   |              |                 |            |                  |
| I monitor and review performance  |                   |              |                 |            |                  |
| I support others performance  |                   |              |                 |            |                  |
| I motivate others to achieve organizational goals individually and collectively   |                   |              |                 |            |                  |

13. Indicate the extent to which you display the following servant leadership qualities since becoming a Ford Foundation IFP beneficiary

**Contribution and facilitation leadership qualities**

|   | Very great extent | Great extent | Moderate extent | Low extent | No extent at all |
|---|-------------------|--------------|-----------------|------------|------------------|
| I resolve conflicts in the organization                         |                   |              |                 |            |                  |
| I build teams and creates value in others                       |                   |              |                 |            |                  |
| I Supports talents  |                   |              |                 |            |                  |
| I apply communication skills to influence decisions and actions |                   |              |                 |            |                  |
| Creates a good working environment                              |                   |              |                 |            |                  |



**Leadership Performance**

14. Can you rate the performance of your organization based on the following since you joined the organization.

|   | Very great extent | Great extent | Moderate extent | Low extent | No extent at all |
|---|-------------------|--------------|-----------------|------------|------------------|
| Improvement of the general performance                                  |                   |              |                 |            |                  |
| Fewer mistakes among the employees                                      |                   |              |                 |            |                  |
| Correction of errors in time  |                   |              |                 |            |                  |
| Increase of employee productivity                                       |                   |              |                 |            |                  |
| Efficiency in handling complaints                                       |                   |              |                 |            |                  |
| Leadership development is continually viewed as involving all employees |                   |              |                 |            |                  |
| Employees express themselves more freely                                |                   |              |                 |            |                  |

15. How else can you rate your leadership effectiveness?

.....

.....

.....

16. How can the effectiveness of the leadership be improved in your organization?

.....

.....

.....

Thank you for your time.