



**ST.MARY'S UNIVERSITY COLLEGE
SCHOOL OF GRADUATE STUDIES**

**EFFECTIVENESS AND CHALLENGES OF WOMEN
LEADERS AT ADDIS ABABA CITY ADMINISTRATION
SECTORAL BUREAUS**

**BY
ZINASH ZEWDIE
(ID No. SGS/0029/2003)**

**FEBRUARY 2013
ADDIS ABABA, ETHIOPIA**

**EFFECTIVENESS AND CHALLENGES OF WOMEN
LEADERS AT ADDIS ABABA CITY ADMINISTRATION
SECTORAL BUREAUS**

**BY
ZINASH ZEWDIE
(ID No. SGS/0029/2003)**

**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY
COLLEGE, SCHOOL OF GRADUATE STUDIES IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION**

**FEBRUARY 2013
ADDIS ABABA, ETHIOPIA**

**ST.MARY'S UNIVERSITY COLLEGE
SCHOOL OF GRADUATE STUDIES
FACULTY OF BUSINESS**

**EFFECTIVENESS AND CHALLENGES OF WOMEN
LEADERS AT ADDIS ABABA CITY ADMINISTRATION
SECTORAL BUREAUS**

**BY
ZINASH ZEWDIE
(ID No. SGS/0029/2003)**

APPROVED BY BOARD OF EXAMINERS

Dean, Graduate Studies

Signature

Advisor

Signature

External Examiner

Signature

Internal Examiner

Signature

DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Ato Goitom Abraham. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Name

St. Mary's University College, Addis Ababa

Signature

February, 2013

ENDORSEMENT

This thesis has been submitted to St. Mary's University College, School of Graduate Studies for examination with my approval as a university advisor.

Advisor

St. Mary's University College, Addis Ababa

Signature

February 2013

Table of Contents

ACKNOWLEDGMENTS	i
LIST OF ACRONYMS	ii
LIST OF TABLES.....	iii
LIST OF FIGURES	iv
ABSTRACT.....	v
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	3
1.3 Basic Research Questions.....	4
1.4 Objectives of the Study.....	5
1.5 Significance of the Study.....	5
1.6 Research Design and Methodology	6
1.6.1 Research Design	6
1.6.2 Population and Sampling Techniques.....	6
1.6.3 Data Sources and Data Collection Tools Used.....	7
1.6.4 Data Analysis Method	8
1.7 The Scope/Delimitation of the Study.....	8
1.8 Limitation.....	9
1.9 Organization of the Research Report.....	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE.....	10
2.1 Concept and Definition of Leadership.....	10
2.1.1 Leadership Concept	10
2.1.2 Definition of Leadership.....	11
2.2 Leadership Theories.....	12
2.3 Function of Leadership	14
2.4 Importance of Leadership	16
2.5 Styles of Leadership.....	18
2.6 Qualities of leadership	19
2.7 Leadership Skill,	23
2.8 Leadership Challenges.....	23
2.9 Women in Leadership.....	25
2.9.1 General Overview	25
2.9.2 Women in Managerial Positions - Experience of Different Countries	31
CHAPTER THREE	36

DATA ANALYSIS AND INTERPRETATION	36
CHAPTER FOUR.....	61
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	61
4.1 Summary of Findings.....	61
4.2 Conclusion	62
4.3 Recommendation	63
REFERENCES	65
ANNEXES	

ACKNOWLEDGMENTS

First of all, it is my pleasure to thank to the almighty God for His blessing of full comprehension, inspiration and attentiveness required for the completion of this Thesis.

I am heavily indebted to my advisor, Ato Goitom Abraham, who has been a great source of inspiration and encouragement to me throughout my work. Indeed without his unreserved dedication, the development and completion of this study would have not been materialized.

My sincere thanks also go to W/ro Zebeyeder Yeferu, for her willingness to share her experience and to my friends and colleagues for their comment and useful suggestions at the initial and final stage of this thesis. Many have unreservedly offered their assistance throughout my stay in the University. Though, it may be difficult to name all, I should mention my best friend Ato Negussie Yetneberk, who was with me during my work. In fact to my family my obligation is unique. They have been with me since my preparation for the entrance examination until the final stage of the thesis work.

My acknowledgment is also extended to all the sector bureaus managers and subordinates who participated in the study.

LIST OF ACRONYMS

- WID - Women in Development
- GAD – Gender And Development
- EDHS – Ethiopian Demographic & Health Survey
- CEDAW – Convention on Elimination of all forms of Discrimination Against Women
- BPA – Beijing Platform for Action
- MDGs – Millennium Development Goals
- ILO – International Labor Organization
- UN – United Nations
- FCSA – Federal Civil Service Agency

LIST OF TABLES

Table 1 – Number of subordinates from Functional Bureaus	7
Table 2 – Questionnaire Disseminated and Returned	35
Table 3 – Women Leaders’ Profile	36
Table 4 – Supervisees’ Profile	38
Table 5 – Factors affecting the leadership practices of women leaders	40
Table 6 – Family & community related challenges	45

LIST OF FIGURES

Figure 1 – Order of Importance	44
Figure 2 – Respondents’ view on Women Leaders’ leadership style	47
Figure 3 – Responses regarding leadership quality	49
Figure 4 – Responses regarding women leaders’ success	50
Figure 5 – Responses regarding leadership efficiency	52
Figure 6 – Responses regarding employee perception about women leaders	53
Figure 7 - Employee preference with regard to selection of supervisor	56

ABSTRACT

The major purpose of this research paper is to assess the effectiveness and challenges of women leaders at Addis Ababa sector bureaus. Further it attempts to identify major problem areas in relation to women challenges. The analysis was conducted based on a descriptive survey research method applied to employees and women managers with the main focus placed to respondents whose impression reflects about women leaders. The sample was selected using purposive random sampling techniques, and the tools used were structured questionnaires and interview. Questionnaires were distributed to 48 random subordinates and all available 14 managers. Both primary and secondary data was used in the study. The main findings of the research are the following: Women leaders' lacks skill, lack of confidence, lack of target strategies and inconsistency, institutional and individual discrimination, lack of training in leader career development in the sector bureau and family and other social responsibilities. This can be revealed by minimizing challenges that come from the subordinates in the bureaus who failed to believe women leaders' capability. Top managers should equally treat men and women leaders, attitude should be changed by the low acceptance of women position by all employees in the bureaus. Therefore, it can be concluded that, the Addis Ababa Sector Bureaus should focus on improving women leaders' career by arranging and developing training to upgrade women leaders' capabilities. Recognition and acknowledgement to women leaders at all levels is required in order to minimize challenges and to build confidence of women leadership at Addis Ababa Sector Bureaus and nationwide awareness raising programs and sensitization programs on women empowerment should be put in place to bring change in the society at large.

CHAPTER - ONE

INTRODUCTION

1.1 Background of the Study

Leadership is viewed as one of the most critical issues and one of the least understood concepts in the world. Its history encompasses through several paradigm shifts and voluminous body of knowledge. As a universal activity, leadership is fundamental for effective organizational and social functioning. The very nature of leadership is that it is influencing process and its resultant outcomes. Such process is determined by the leader's and followers' characteristics, dispositions, behavior perceptions, attributions and the context wherein the process of influencing occurs. It also means, inspiring, delegation, collaboration, communication, influence, knowledge, respect and the ability to constantly learn and change. Leadership is simply the art of influencing others to direct their will, abilities and efforts to the achievement of leader's goal. In the context of organizations, leadership lies in influencing individual and group effort toward the optimum achievement of organizational objectives. Leadership focuses on "people" aspect of management and is based on the assumption that, organizational effectiveness significantly depends on their motivation, effort and abilities (Yalokwu, 2004). From the above discussion, we realize that employees can be induced in a less threatening and acceptable way to contribute their optimum to the achievement of organizational goals through effective leadership.

Leadership is an essential element of effective management. Without developing the leadership attitude and skills, a manager cannot be seen to manage his/her subordinates effectively. As asserted by Agrawal (1982), from a managerial standpoint, leadership is the process of influencing others toward the accomplishment of goals.

Earlier in male dominated system females were out of place and the management was in the hand of men. Most of the times, in traditional leadership the role model as successful manager were men. Historically, it has been argued that women have been forced to adapt to limited opportunities by becoming job rather than career-oriented and to focus on the immediate intrinsic rewards of the task rather than longer-term benefits (Marshall 1984; Henning and Jardim 1977). This also evidenced that women prefer to move lateral than vertical career paths. They give priority to personal job satisfaction and following to this they focus on career aspirations, power and reward (Mavin, 2001).

In the 21st century women are more present in the workforce than at any time in the history. Dramatic progress is shown in number of females who succeeded to join managerial and professional careers. All over, women, in their capacity as leaders, are working through many public sectors, private sectors and NGOs. In this modern world of today, the issue of gender equality has become an area of concern in development planning. The marginalization, from development programs, of women for a long period of time is challenged with changing policy perspectives from Women in Development (WID), which aims to include women in development projects in order to make the latter more effective, to Gender and Development (GAD), which aims to address inequalities in women's and men's social roles in relation to development. Gender mainstreaming, the integration of gender issues into every aspect of development programs, is aimed at empowering women to enable them participate in and benefit from the programs equally as men, being supported by international and national policies (EDHS, 2008).

Global effort had been underway to alleviate the low status of women since the 1990s. In the framework of the general conferences held in Cairo (1994) and in Beijing (1995), direction was set and recommendations were made targeting mainly the removal of all the obstacles to gender equalities. The outcomes of these conferences recognized that the integration of gender issues into the general development plan and program of a country is crucial and unavoidable step for overall sustainable development and that needs to get proper attention by governments. At international level, the Convention on Elimination of all forms of

Discrimination Against Women (CEDAW), the Beijing Platform for Action (BPA), and the Millennium Development Goals (MDGs) are the main strategies and conventions introduced for the achievement of gender equality (EDHS, 2008).

The Federal Democratic Republic of Ethiopia has also developed National Policy on Ethiopian Women with women's empowerment strategy. For instance Article 35 emphasizes equality in matters related to employment, equality in acquisition and management of property, equal participation in policy and decision-making and right of women to plan families is stated to ensuring gender equality. The policy is expected to be implemented throughout the country in all types of organizations; including, public sectors, private and non-profit making organizations. Among these, the study focused on public sectors specifically on Addis Ababa City Administration. It aimed to identify effectiveness and challenges of women managers in leadership. As far as the knowledge of the researcher is concerned, no intensive study has been carried out so far on the leadership performance of women holding managerial positions in the sector bureaus of the metropolis. It is, thus, worth studying, since it can show the strengths, potential and weaknesses of women in executing their leadership responsibilities.

1.2 Statement of the Problem

Today situations are changing and females became well educated the same as males giving chance to join any organization according to their profession. In Ethiopia, when we examine the situation, there is an increased involvement of women in management. Even if there is progress and improvement around the world, there are also barriers for women which include men's and women's differences. This is directly reflected by the women themselves, which include lacking to have the appropriate attitudes, behaviors, skills and education regarding managerial professional jobs. Progress in gender equality in the labor market is usually reflected in women's share of professional jobs. Despite the improvements observed, there has been little change in women's share of professional jobs. Women who work in male-dominated professions face different constraints. Workplace discrimination, such as lack of acceptance by male supervisors or colleagues, lack of proper training,

isolation, and limited access to mentoring and female role models, are more likely to make them leave their jobs (ILO, 2004).

According to Federal Civil Service Commission (2005), as quoted in Ethiopian Demographic and Health Survey (2008), in Ethiopia, the breakdown of the federal government employees by occupational groups also indicated gender disparity. From federal government employees found in the clerical and fiscal type of jobs 71.3% were female, while the percentage of females was slightly more than half (51%) in custodial and manual type of jobs. Women make up 25% and 18% of the administrative and professional, and scientific job categories, respectively, indicating that upper and middle level positions are overwhelmingly dominated by men.

In general, researchers found that the society in an organization evaluates women leaders negatively when compared to men leaders. Although females are successful in leadership, their ability regarding leadership is underestimated by the society and when leaders are women they will be judged negatively (Lautz, 2008). The same is likely to apply for women managers in Addis Ababa City Administration Sector Bureaus.

It is claimed that, the major hindrance is gender discrimination. This can be revealed by challenges that come from the subordinates in the bureaus who fail to believe women leaders' capability, preference of top managers led by men leaders than women leaders, low acceptance of women in position by the employees in the bureaus. The attitude of subordinates on the performance of women leaders may result in low performance of the subordinates. Therefore, the study assesses and verifies the mentioned points. In addition the study also discusses the challenges and success factors of women leadership in Addis Ababa City Administration Sector Bureaus.

1.3 Basic Research Questions

This study intends to seek answer to the following basic questions:

- What challenges do women leaders face to operate in Addis Ababa City Administration Sector Bureaus?

- How successful are women leaders in influencing their subordinates and achieving the goals and objectives of their offices?
- What is the perception of employees towards women leaders?

1.4 Objectives of the Study

The general objective of this study is to find out the effectiveness and challenges of women leaders in Addis Ababa City Administration Sector Bureaus. Specifically, the objectives of the study include the following:

- to investigate how successful women leaders are in accomplishing their roles;
- to determine the major challenges that women leaders face in executing their leadership responsibilities;
- to determine what leadership style or styles women leaders use predominantly;
- to examine if there is significant distinction between female and male leaders in their leadership styles; and
- to identify the major problems of women leaders and propose appropriate measures that need to be taken to overcome the observed problems.

1.5 Significance of the Study

The study is significant for the following main reasons:

- The issue is a national issue and hence, it may provide useful information for the management of Addis Ababa City Administration in general, and the sector bureaus in particular, to design and moderate strategies that would enhance the leadership capacity of women.
- The result of the study may also serve as a reference for those who would like to carry out further study in the area and add value to the literature.

1.6 Research Design and Methodology

1.6.1 Research Design

The study used the descriptive research method to describe the achievements and challenges of women in leadership in Addis Ababa City Administration Sector Bureaus. Relevant data were collected through the data collection tools developed. The collected data were tallied, tabulated and analyzed using both qualitative and quantitative data analysis methods. The data are discussed and interpreted based on the theoretical framework devised and at the end, the findings of the study are summarized and conclusions and recommendations forwarded accordingly.

1.6.2 Population and Sampling Techniques

The study focused on the Sector Bureaus under Addis Ababa City Administration. The population of this study included women leaders holding top, middle and operational level managerial positions and their subordinates. The number of women leaders and employees supposed to be included in the study was 22 and 160 respectively. However, only 14 women leaders were accessible and willing to participate in the study. The researcher selected six sector bureaus from the 13 bureaus which are currently operating in the metropolis using purposive sampling technique. Furthermore, to select the sample respondents from the selected sector bureaus, the researcher used stratified random sampling. Thus, the managerial positions were classified into top, middle and operational level categories and respondent employees were selected proportionately from each stratum, in order to ascertain a balanced representation of the population. As a result, 30 percent of the populations of subordinates were selected to complete the questionnaire developed and they could represent the population. The following table shows the number of samples respondents selected from each sector bureau proportionately.

Table 1 – Number of subordinates from Sector Bureaus

No.	Bureaus	Total No. of Subordinates	No. of Sample Subordinates (30%)
1	Women & Children Affairs Bureau	25	8
2	Communication Affairs Bureau	27	8
3	Education Bureau	21	6
4	Finance & Economic Development Bureau	30	9
5	Health Bureau	31	9
6	Trade & Industry	26	8
	Total	160	48

Source: Field Survey, January 2013

1.6.3 Data Sources and Data Collection Tools Used

1.6.3.1 Source of Data

In order to generate relevant data for this study, both primary and secondary data sources were employed. Primary data are the original data which were collected by the researcher from the respondents and secondary data include data which were collected from different written documents. Primary data were essential in that they help to get firsthand information from the respondents and the secondary data usually help to acquire relevant information that would supplement the data obtained from the primary sources. Furthermore, they can help to get relevant data that cannot be obtained from the primary sources.

1.6.3.2 Data Collection Tools Used

As stated above the primary data in relation to effectiveness and challenges of women managers were collected from the sample respondents through the administration of structured interview and the distribution of questionnaire. Structured interview sessions were conducted with the selected women managers/leaders. Interview is helpful to meet face to face with the interviewee, and get detailed information. The presence of interviewer is likely to allow explanation for complex questions (if any). Moreover, the interviewer can control the context and the environment in which the

interview takes place. Questionnaires were also distributed to supervisees and women managers to collect relevant data. First, pilot test on the questionnaire instrument was made on selected managers and their supervisees to check the reliability of the questionnaires developed. Questionnaire was selected by the researcher because it is cheap and offers respondents the chance to give their opinion freely. The secondary data were collected from books, magazines, articles and journals, reports, statistical publications, etc.

1.6.4 Data Analysis Method

After administering the questionnaire and structured interview, the responses of the subjects were tallied, tabulated and organized. Descriptive statistical method was employed to analyze the data. This is because; this method involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data. It is used to reveal summary statistics by showing responses to all possible questionnaire items. Thus, frequency counts and percentage were used to analyze the data obtained. In addition the order of importance regarding factors affecting leadership practices is shown. To calculate the average rate of factors the researcher developed the following formula; the summation of the rate of the factor from each subordinates for the variables divide by five times number of respondents; where 5 is the alternatives prepared for each questions.

$$\text{Average Rate of the factor} = \frac{\sum_{i=1}^n (\text{rate of the factor})}{5 * \text{Number of respondents}}$$

1.7 The Scope/Delimitation of the Study

The study focused on effectiveness and challenges of women in leadership in terms of supervision, leading style, as well as management ability of women managers of Addis Ababa City Administration Sector Bureaus. This study had its own delimitation in the sampling frame which only considered selected functional bureaus. The findings of the study would have been more reliable if it was conducted by including all the sector bureaus and sub-cities (like woredas and kebeles) in Addis Ababa. These were not included due to time, access and financial constraints.

1.8 Limitation

Respondents, especially, employees were not free enough to fill out the questionnaires and foreword their real feeling and comments without fear. There was big challenge to contact employees and leaders and get feedback from sector bureaus as required because most of the time they are engaged in several meetings. In addition to this because the top managers of the selected sector bureaus were extremely busy (with meetings & travels of fields and abroad) the researcher could not get chance to include them in the study.

1.9 Organization of the Research Report

This research paper is organized in four chapters. Chapter One comprises the introduction part, including the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, research design and methodology of the study and scope and limitation of the study. The second chapter dealt with the review of related literature, which describes the theoretical framework of leadership in general and experience of different countries and women leadership in particular. It deals with concepts, process, principles, objectives and dimensions of the subject matter of the study based on different books, journals, magazines, manuals, and other publications related to the topic. The third chapter describes the findings, and results of the study following with their interpretation and discussion with the help of the literature consulted. The fourth chapter is the closing chapter which presented the summary, conclusions and recommendation of the study. List of reference and appendices have been also appended at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Concept and Definition of Leadership

2.1.1 Leadership Concept

Leadership is a complex social process and rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. Thus, it is all about the continuous process of establishing and maintaining a connection between who aspire to lead and who are willing to follow (Hersey & Blanchard, 1984). Leadership actually is a combination of skills and behavior which exhibits those skills (Besterifield, Michna, Glen, & Sacre, 2003).

Leaderships can be of many aspects and they differ in effectiveness in terms of consequences of their actions towards internal and external stakeholders. Since organizations today are faced with many challenges, especially with the constant changes in technology, economic, social, political and legal conditions and internal processes, flexibility is required in resource utilization and in the promotion of continuous learning (James & Collins, 2008; Leavy & Mckiernan, 2009). Therefore, there is a need for leaders in organizations to contribute not only in terms of knowledge or ideas but also in making right decisions and responding to the changes (Ibid, 2003).

In order to become successful, leadership requires an intuitive understanding of human nature, the basic needs, wants, and abilities of people. To be effective, a leader understands that:

1. People, paradoxically, need security and independence at the same time.
2. People are sensitive to external rewards and punishments and yet are strongly self-motivated.
3. People like to hear a kind word at praise. Catch people doing something right, so you can put them on the back.
4. People can process only a few facts at a time: thus, a leader needs to keep things simple.
5. People trust their gut reaction more than statistical data.

6. People distrust a leader's rhetoric if the words are inconsistent with the leader's actions (Besterifield et al. 2003).

2.1.2 Definition of Leadership

Leadership is the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals. Leaders act to help a group attain objectives through the maximum application of its capabilities. Since people tend to follow those who in their view, offer them a means of satisfying their own personal goals, the more managers understand what motivates their subordinates and how these motivation operate, and the more they reflect this understanding in carrying out their managerial actions, the more effective they are likely to be as leaders (Wehrich & Koontz, 2001).

According to Dubrin (2008), leadership is defined as partnership and relationship. Leadership as a Partnership; here the leader and the group members are connected in such a way that the power between them is approximately balanced. Partnership occurs when control shifts from the leader to the group member, in a move away from authoritarianism and toward shared decision making. And Leadership as a Relationship; a modern study of leadership emphasizes that leadership is a relationship between the leader and the people being led. Research indicates that having good relationships with group members is a major success factor for the three top positions in large organizations.

Leaders, therefore, tend to have a longer-range perspective, a vision of the future, a picture of what their organization will look like in, say, in three or five years. A vision may sound rather grand, but formulating your vision of the future is a vitally important first step in the planning process . . . So a strong vision, allied to an optimistic, can-do attitude on the part of the leader can inspire other people onto greater things (Jones & Pound, 2008) .

2.2 Leadership Theories

Like the study of management knowledge, the leadership concept has also been supported by various theories. These theories of leadership have been developed through the several stages of evolution, ranging from great man approach to transformation theory of leadership. There are four types of theories; personality theory of leadership, behavioural theories of leadership, situational leadership theories, followers' acceptance theory. For this study the researcher only focused on the part of contingency theories and recent theories (Wehrich & Koontz, 2004).

Path Goal Theory: Like other contingency theories of leadership, path goal theory also helps us in understanding and predicting effectiveness of leadership in different situations. This theory has been evolved by Martin G Evans and Robert J House. It is derived from expectancy theory of motivation and based on the assumption that the effective leader can increase subordinate's motivation by; clearing subordinate's perception about the goals of work, explaining how goals and desired rewards can be achieved, and linking meaningful rewards with goal attainment (Ibid, 2004).

Advocates of path theory believe that managers need to rely contingently on the following different leadership styles:

Supportive Leadership:

Gives consideration to the needs of subordinates, shows a concern for their well-being, and creates a pleasant organizational climate. It has the greatest impact on subordinates' performance when they are frustrated and dissatisfied.

Participative Leadership:

The leader seeks participation of his subordinates and keeps them informed on various task and goal situations. Allows subordinates to influence the decisions of their superiors and can result in increased motivation.

Instrumental/Directive Leadership:

Gives subordinates rather specific guidance and clarifies what is expected of them; this includes aspects of planning, organizing, coordinating, and controlling by the leader.

Recent Theories

According to Bedia (1993), as quoted in Yalokwu (2004), there are three theories currently emerging; Charismatic leadership, leader-member exchange, and transformational leadership. These theories are briefly discussed below;

Charismatic Leadership Theory: an aspect of referent power, charisma is a special quality that reaches people on an emotional, non-rational level, motivating them to extraordinary efforts (Yalokwu, 2004).

Leader-Member exchange Theory: this theory holds that leadership is a one-on-one exchange in which leaders behave differently with different group members rather than the same with each member (Ibid, 2004).

Transformational Leadership Theory: a third perspective has its roots in the belief that the challenges facing the world in the new millennium require a new kind of leadership (Ibid, 2004).

Advocates of this belief describe what have been dubbed transformational leadership as consisting of two complementary roles; the mover-and-shaker and the gentle persuader.

- Mover-and-shaker:- achieves a transformation in an organization's fortunes and is, therefore, described as a transforming leader.
- Gentle persuader:- the transforming leader converts followers into leaders by persuading them to look beyond their own self-interest for the good of the whole, to consider long term rather than immediate needs, and to become more aware and accepting of an organization's goals (Ibid, 2004).

Leaders in this theory articulate a vision and inspire followers. They also have the capacity to motivate, shape the organizational culture, and create a climate favourable for organizational change (Wehrich & Koontz, 2004). Transformational leadership is a leadership that makes subordinates aware of the importance of their jobs and performance to the organization and aware of their own needs for personal growth and that motivates subordinates to work for the good of the organization (Jones & Gorge, 2009).

Transactional leadership is a leadership that motivates subordinates by rewarding them for high performance and reprimanding them for low performance (Ibid, 2009). Transactional Leaders identify what subordinates need to do to achieve objectives, clarify organizational roles and tasks, set up an organization structure, reward performance and are considerate for the social needs of their followers. Such leaders work hard and try to run the organization effectively and efficiently (Wehrich & Koontz, 2004).

2.3 Function of Leadership

A leader is a person who leads or governs the actions of his/her followers. He/she explains the importance of unity in the group and directs the followers in the attainment of the group's objectives. Therefore, the leader has to perform various functions. The following are important functions of leader/leadership (Saakshi, 2006).

Organizing Teamwork: The leader is responsible to develop team work and to maintain it leader, follower, and environment are the determinants for teamwork. Therefore, the duty for the leaders is; studies each individual, inculcates in them an interest for work, and make the environment inductive.

Integration of Teamwork and Organizational Objectives: Incorporating the followers' endeavour and objective of the organization is one of the major functions of leadership. The leader directs the efforts of the followers towards the achievement of the objectives of the organization of which he/she is a part. In this situation each individual performs his/her work independently. An integration of those parts of the whole is of paramount importance towards the attainment of goals.

Representative of Subordinates: A leader represents the management as well as the subordinates and in this context the leader is an intermediary between the top management and the work group. Leaders represent the followers before the top executives and management before the working group. Therefore, the effectiveness of the organization depends on the strength of these linking pins.

An Appropriate Counsellor: In the working place sometimes, an emotional disagreement is created among workers. The leader is the one removes all barriers and tentative blocks for effective performance and eases the subordinates of emotional tension by providing counselling.

Domination or Use of Power: If effective achievement of the organization goal is expected from the leader, he/she must use the organization authority and power to dominate his/her followers. This power should be used in a manner to bring out stimulate positive response from the followers. In this condition the leader uses formal power (rewards power, coercive power, legitimate power, referent power, and expert power) and informal power. A leader can be effective only when his/her subordinates obey his willingness, hence, he/she must use power in the best interests of the group he/she leads.

Striving for Effectiveness: Most of the time, managers are too busy with other big assignments of the functional bureau. Therefore, leaders encourage and nurture team work to bring effectiveness in the organization by better management and by the proper use of power. A leader provides an adequate reward structure to encourage the performance of employees; delegate's authority wherever necessary; invites participation to achieve better results. He brings effectiveness to the organization by providing workers with the necessary resources, and by communicating to them what is expected of them.

Managing of Time: Time is precious and vital, by considering this fact, leaders has to have a thorough knowledge of the principles of time management.He/she is in a position to monitor time in the interests of the organization.

Fraternity: It implies cooperation among the subordinates to achieve a common goal. Leadership style and its approaches must play an important role developing industrial harmony. He/she should develop a climate of cooperation among workers to achieve success.

Communications: A leader must communicate the organizational policies, procedures and programmes, to the members of the organization group. He/she must communicate authority and responsibility of each individual in the group so that everybody knows what he/she has to do and what not, and how to do it. He/she must also communicate the results of his performance, good or bad, so that he/she may improve his effectiveness (Saakshi, 2006).

2.4 Importance of Leadership

Leadership is the ability of a manager to induce subordinates to work with confidence. A manager, who possesses the leadership qualities, is an important modifier of behaviour of people working under him. He/she provides direction to the efforts of the people towards the organizational goals. Therefore, the following points which describe the importance of leadership (Young, 2011).

Determination of Goals: A leader performs the creative function of laying down goals and policies for the follower. He/she acts as a guide in interpreting the goals and policies.

Organization of Activities: A good leader divides organizational activities among the employees in a systematic manner. The relationships between them are clearly laid down. This reduces the chances of conflict between them.

Achieving Coordination: A leader is the one who integrates individual's goals with organizational goals as well who creates a community of interests. He/she keeps him/herself informed about the working of the group. He/she shares information with the group for the coordination of its efforts.

Representation of Workers: A leader is representative of his/her group. He/she takes initiative in all matters of interest to the group. He/she also attempts to fulfil the psychological needs of his/her followers.

Providing Guidance: A leader guides subordinates towards the achievement of organizational objectives. He/she is available for advice whenever a subordinate faces any problem.

Inspiring of Employees: A good leader inspires subordinates for better performance. Motivation is necessary for getting the desired work from the subordinates. The leader motivates the employees by providing them economic and non-economic rewards.

It Motivates Employees: A good leader (by exercising his/her leadership) motivates the employees for higher and better performance. Motivation helps in getting the work done, realizing the objectives, inspiring group efforts and team work and getting cooperation and whole-hearted support from the employees for the accomplishment of the assigned task.

It creates Confidence: A good leader creates confidence in his followers by directing them, giving them advice and ensuring through them good results in the organization. A confident employee proves to be an asset for the organization.

It Builds Morale: By providing effective leadership, morale of employees is raised very high, ensuring high productivity and stability in the organization. Higher productivity is the result of high morale. It can be concluded that good leadership is indispensable in all managerial functions whether it is motivation, communication or direction. Good leadership leads to proper and satisfactory performance. On the other hand unsatisfactory performance of employees in any organization may be primarily due to poor leadership (Young, 2011).

2.5 Styles of Leadership

Any organization has a goal that would be achieved. The leadership style which the leader follows has an impact on the achievement of the goal. This is the behavioural design of the leader which shape up the subordinates behaviour. As a behavioural category leadership has drawn attention to the importance of style. There are three types of leadership style; motivational, power, and orientation styles (Saakshi, 2006). The researcher focused on power style.

Power Styles

The style of leadership towards subordinate staff and the focus of power can be classified with a broad three-fold heading.

Authoritarian (autocratic) Style:

In this style only the manager exercises decision making, and has the authority to determine procedures, policies, and systems for achieving goals work tasks. In addition the leader controls rewards or punishments. In this style leader commands and expects compliance, is dogmatic and positive, and leads by the ability to withhold all actions (Ibid, 2006).

Democratic Style:

The leader encourages subordinates to participate in the actions and decisions and there is greater interaction between the leader and the group. The emphasis of power also with groups and leadership functions are shared with members of the group and the manager is more a part of the team. In this style the leader will take action with consulting the group members and subordinates. The emphasis of power is more with the group as a whole and group members have greater say in decision making, determination of policy, implementation of systems and procedures (Ibid, 2006).

A Genuine Laissez – Faire Style:

In this style the leader give high degree of independence for subordinates in their operations and observes that members of the group are working well on their own. The manager pass the decision making to the subordinates and allow them to take action with freedom and fail to interfere unless if help is needed. Such leaders depend largely on subordinates to set their own goals and the means of achieving them, and they see their role as one of aiding the operations of followers by furnishing them with information and acting primarily as a contact with the group's external environment (Saakshi, 2006).

2.6 Qualities of leadership

These are some of the commonly known qualities of leadership;

- **Enthusiasm:** it is defined as a sincere interest and exuberance in the performance of duties. If the leader is enthusiastic, is optimistic, cheerful, and willing to accept the challenges.
- **Integrity:** This is the quality that makes people trust you. And trust is essential in all human relationships – professional or private. 'Integrity' means both personal wholeness and adherence to values outside yourself – especially goodness and truth.
- **Toughness:** Leaders are often demanding people, uncomfortable to have around because their standards are high. They are resilient and tenacious. Leaders aim to be respected, but not necessarily popular.
- **Fairness:** Effective leaders treat individuals differently but equally. They do not have favourites. They are impartial in giving rewards and penalties for performance.
- **Warmth:** Cold fish do not make good leaders. Leadership involves your heart as well as your mind. Loving what you are doing and caring for people are equally essential.

- **Humility:** This is an odd quality, but characteristic of the very best leaders. The opposite of humility is arrogance. Who wants to work for an arrogant manager? The signs of a good leader are a willingness to listen and a lack of an overweening ego.
- **Confidence:** Confidence is essential. People will sense whether or not you have it. So developing self-confidence is always the preliminary to becoming a leader. But don't let it become overconfidence, the first station on the track leading to arrogance (Adair, 2007).

Characteristics of Quality Leaders

An effective leader creates an environment that permits the development of homogenous and cohesive workgroups; and integrates the groups with the organization. He/she inspires people to direct their efforts toward goal accomplishment. It is rare quality, and probably a charismatic one. But there are leaders who have devoted and loyal followers who unquestionably do their bidding (Yalokwu, 2004).

According to Besterifield et al. (2003), the following are characteristics that successful quality leaders demonstrate;

1. They give priority attention to external and internal customers and their needs. Leaders place themselves in the customers' shoes and service their needs from that perspective. They continually evaluate the customers' changing requirements.
2. They empower, rather than control, subordinates: Leaders have trust and confidence in performance of their subordinates. They provide the resources, training and work environment to help subordinates do their jobs. However, the decision to accept responsibility lies with the individual.

3. They emphasize improvement rather than maintenance. Leaders use the phrase: "If it is not perfect, improve it" rather than "If it is not broke, do not fix it." There is always room for improvement, even if the improvement is small. Major break through some times happen, but it is the little ones that keep the continuous process improvement on a positive track.
4. They emphasize prevention. "An ounce of prevention is worth pound of cure" is certainly true. It is also true that perfection can be the enemy of creativity. We cannot always wait until we have created the perfect process or product. There must be a balance between preventing problems and developing better, but not perfect processes.

They encourage collaboration rather than competition. When functional areas, departments, or work groups are in competition, they may find subtle ways of working against each other or withholding information. Instead, there must be collaboration among and with units.

1. They train and coach, rather than direct and supervise. Leaders know that the development of the human resource is a necessity. As coaches, they help their subordinates learn to do a better job.
2. They learn from problems. When a problem exists, it is treated as an opportunity rather than something to be minimized or covered up. "What caused it?" and "How can we prevent it in the future?" are the questions quality leaders ask.
3. They continually try to improve communication. Leaders continually disseminate information about the total quality management effort. They make it evident that total quality management is not just a slogan. Communication is two way-ideas will be generated by people when leaders encourage them and act upon them. Example, on the eve of Desert Storm, General Colin Powell solicited enlisted men and women for advice on winning the war. Communication is the glue that holds a total quality management organization together.

4. They continually demonstrate their commitment to quality. Leaders walk their talk – their actions, rather than their words, communicate their level of commitment. They let the quality statements be their decision making guide.
5. They choose suppliers on the basis of quality, not price. Suppliers are encouraged to participate on project teams and become involved. Leaders know that quality begins with quality materials and the true measure is the life – cycle cost.
6. They establish organizational systems to support the quality effort. At the senior management level quality council is provided, and at the first line supervisor level work groups and project teams are organized to improve the process.
5. They encourage and recognize team effort. They encourage, provide recognition, and reward individuals and teams. Leaders know that people like to know that their contributions are appreciated and important. This action is one of the leaders' most powerful tools. (Besterifield et al., 2003)

According to Storey (2004) there are Ten Commandments of Effective Leadership;

1. **Know thyself:** Know your own strength and weaknesses. Evaluate your capabilities. Improve upon your weaknesses and utilize your strengths.
2. **Be a role model:** Expect no more than what you are willing to give.
3. **Learn to communicate with your ears open and your mouth shut:** God give us “two” ears and “one” tongue, perhaps for a reason. Listen to what the followers have to say.
4. **Be a team player:** Do not sit in an ivory tower. Come close to the theater of operations. Make efforts to know what other members of the team are doing and become involved in their work.

5. **Be honest to yourself as well as to others:** People appreciate honesty and integrity in their leaders. You are a human being before you are a leader. Show your human side, don't cover it.
6. **Do not avoid risks:** Courage is an integral ingredient of effective leaders. Do not hesitate to take calculated risks. See problems as challenges, challenges as catalysts for change and changes as opportunities.
7. **Believe in yourself:** Be self-assured. Be confident in your ability to get the job done.
8. **Be proactive:** Take the offensive approach rather than defensive approach. Anticipate the problem and solve it before it becomes unmanageable.
9. **Be willing to accommodate and compromise:** The real winner is the leader who can facilitate the opposing side's goals while achieving his own.
10. **Be a good follower:** Every successful leader plays the role of a follower at some point. Also, effective leaders lead as they would like to be led.

2.7 Leadership Skill,

Leadership skills have now been universally recognised as a keyingredient – some would say the key ingredient – in management. A good manager is now by definition a leader. Equally, a good leader will also be a manager. Effective leadership depends on three basic personal skills; technical skill (the ability for specific task and which helps Motivating & inspiring (inspire & energize, empower subordinates, satisfying unmet needs), interpersonal (human relations) skill; (Aligning people (communicate goals, seek commitment, build teams & coalition), & conceptual skill; (Establishing direction (create vision, clarify big pictures, set strategies). These skills are defined as the ability to use one's knowledge & competencies to accomplish goals (Adair, 2007).

2.8 Leadership Challenges

In theory, good leadership – although not an exact science – can be achieved. In practice, however, this often does not happen. Individuals who are genuinely inspirational and can build trust; integrity and fairness with their people tend to be the

exception. Admittedly, many have not been adequately trained, coached or mentored but there are managers who have been on many a course yet still fail to improve. What gets in the way of good leadership? The easiest way of categorizing the obstacles is by dividing them into personal and organizational, although they are heavily influenced by one another.

Personal barriers

People have ingrained modes of thought and feeling which prevent them from becoming good leaders. Often the individual in question has no idea these exist and can only find out and alter his or her behavior through constant and honest feedback. Although there can be many personal barriers, the most common one seems to be low self-esteem. Such individuals strive either for self-aggrandizement or try too hard to be liked. They are either the office tyrants or the sycophants. In either case, they command little respect because they are inconsistent and fail to hold themselves or their team accountable. This eventually creates a climate of perverse incentives and mistrust.

Organizational barriers

It can, however, work the other way round, where weak organizational culture seeps through to individual level. The company 'way of doing things' can have a profound effect on its leadership. For example, it could be the structure of an organization that prevents good leadership from developing. Rigid hierarchies: in which employees do not have a voice and feel disempowered, are unlikely to produce successful leaders simply because staff are not given the opportunity or the belief. Authority, role or status does not confer leadership. Companies with poor communication and internal conflict will find it difficult to unite behind a common goal. For example, downsizing under the label of creating shareholder value and appraisal schemes that do not allow proper feedback breed cynicism rather than inspire loyalty. All this adds up to a widespread culture so entrenched that it becomes impossible for any individual to combat it.

Nature versus nurture

There are those who favor the nature versus nurture debate and maintain that some people simply were not born to lead. This, and not the lack of training or support, is the main barrier to successful leadership. Although there may be an element of truth in this, it is essentially a poor excuse for poor organizational behavior. Admittedly, some people may never become great leaders but the majority of employees can become inspirational and trustworthy. It is not about possessing exceptional personality traits but simply about good management. Leadership exists in a relationship between leaders and followers and as such can be acquired and learnt. Effective mentoring and self-development on various levels can support the nurturing process. Networking should also be recognized as an opportunity to learn from other leaders (Kouzes & Posner, 2002).

2.9 Women in Leadership

2.9.1 General Overview

Global effort had been underway to alleviate the low status of women since the 1990s. In the framework of the general conferences held in Cairo (1994) and in Beijing (1995), direction was set and recommendations were made targeting mainly the removal of all the obstacles to gender equalities. The outcomes of these conferences recognized that the integration of gender issues into the general development plan and program of a country is crucial and unavoidable step for overall sustainable development and that needs to get proper attention by governments. At international level, the Convention on Elimination of all forms of Discrimination Against Women (CEDAW), the Beijing Platform for Action (BPA), and the Millennium Development Goals (MDGs) are the main strategies and conventions introduced for the achievement of gender equality (EDHS, 2008).

The issue of gender equality has become an area of concern in development planning during the last few decades. Gender mainstreaming, the integration of gender issues into every aspect of development programs, is aimed at empowering women to

enable them participate in and benefit from the programs equally as men, being supported by international and national policies (EDHS, 2008).

Women as managers may use a different leadership style than men. One study found that women see leadership as changing the self-interest of followers into concern for the total enterprise by using interpersonal skills and personal traits to motivate subordinates. This “interactive leadership” style involves sharing information and power, inspiring participation, and telling people know that they are important. Men in contrast, are more likely to see leadership as a sequence of transactions with their subordinates. Moreover, they more often use control of resources and the authority of their position to motivate their people (Wehrich & Koontz, 2001).

Some researchers have also found that although women are still less likely than men to emerge as leaders, they are just effective when they do. Even though an increasing number of people believe in equality of ability and opportunity, persistent, often unconscious sexual stress typing continues to hamper the recognition of women as potential leaders. Women who do become leaders, however, not only perform as well as male leaders according to objective measures, but also generally perceived as equally effective by their employees (Violanti & Junezak, 2011).

Although many of the structural barriers that might impede women in their attempts to climb the corporate ladder have been removed through legislation to promote gender equality and to combat discrimination, there is no denying the reality that men continue to predominate in the upper tiers of management. The barriers that remain derive from a combination of stereotypical attitudes and perceptions, which continue to compartmentalize people and leadership qualities by gender, and the existing imbalance itself, which is self-supporting and restricts access to female role models and mentors for the pipeline of potential women leaders (Employment, 2010).

As the literature demonstrates, the evidence for having women in key leadership roles is indisputable. One key obstacle holding women back is a lack of general management or line experience. In order to gain that experience, they need access to key organizational networks. This issue is important not only to the women who are hoping to advance, but also to the male executives who have the power to promote

them. Far too often, the issue is addressed from the point of view of the women, leaving a huge piece of the puzzle unaddressed. Women executives are still often excluded from informal networks, lack mentors and female role models, and have limited opportunity for visibility. This may not be obvious to men inside the organization because they do not experience the same exclusion. The unintended consequence is that male executives may see women leaders as less effective or lacking the requisite skills to reach senior levels (Bennis, 2009).

According to Medina & Magnuson (2009) and Steiner (2006), as quoted on Levitt (2010), the increasing volume of literature addressing the career experiences of women in counseling and counselor education suggests that women are assuming leadership roles in the counseling profession. The balance of career and family is one of the most extensively documented challenges for women. A woman, who is married, employed, and the parent of young children tends to have the greatest amount of stress in achieving balance among these three roles. Involvement in dynamic leadership roles in the workplace or in professional associations may raise stress levels even higher. Motherhood challenges women in general and, in a more specific way, women in leadership positions. Socially constructed and gender-stereotyped expectations about motherhood do not typically include the additional responsibility of professional leadership or career attention.

Particularly challenging is the judgment that male executives sometimes place on women, believing that women's lack of advancement is of their own doing. But leaving women to develop experience on their own, without identifying other sources to do so, is not effective. Access to contacts and exposure to high - profile assignments are difficult to create without the support of key stakeholders inside the organization. Coaching is one of the most powerful tools for providing development and empowerment to capable women leaders. The coach can help a woman find answers to the question, "What kinds of operational skills do I need to get to the top and stay there?" With the coach, the client develops a plan to supplement the experience that might have otherwise been gained by tapping the male network (Ibid, 2009).

According to Murray (2006) as quoted on Levitt (2010), there is limited research addressing women's leadership, particularly within the counseling profession. Black and Magnuson (2005) provided a glimpse of leadership trends within the Association for Counselor Education and Supervision. They suggested that leadership is more traditionally viewed as holding elected and appointed positions, which does not account for the positional leadership of women who contribute behind the scenes. The feminist research in the counseling profession is similarly limited, and this lack may have the unintended consequence of silencing gender as a construct worthy of discussion and exploration.

Learning how to be a leader may present yet another challenge for female counselors. Mentoring is an important process in the counseling profession. Mentoring relationships help emerging counselors to develop their interests and make important professional contributions. Without female leader role models of their own, many women may not know how to mentor (Humble, Solomon, Alien, Blaisure, Johnson, 2006). Considered within the framework of feminism, mentoring itself may be counter to ideals of equality by virtue of the imbalance of power inherent in the relationship. However, such an assumption is based on the traditional notion of mentoring relationships in which there is a teacher and a student. As discussed, perhaps a redefinition of mentoring relationships is needed to ensure equality for women as they enter into leadership positions (Wehrich & Koontz, 2001).

The literature suggests that there are a range of reasons why women are not to be found in equal part in formal decision-making and leadership positions. Women continue to face a range of barriers from the outside such as institutionalized and individual discrimination along with the reality that they often have the major responsibility for family life. Women tend to want balance in their lives and will forfeit a career to achieve that. There are also a range of internal factors such as confidence levels and perceptions of what can be achieved that effect the likelihood of women seeking to become leaders, managers and decision makers beyond the informal spheres (Lautz, 2008).

In addition, male dominated archetypes of what is an acceptable leadership style still prevail. Whilst there are no substantive differences between men and women in terms

of style, there are perceptions of differences. This in part may arise from the fact that women have a tendency to use “soft skills” such as communication skills and favor a more democratic leadership style. Such an approach is not yet valued to the same extent as the image of a strong, visionary (usually male) leader out in front. Many men and women alike still seem to work with a male definition of leadership. So, in part of the reason for women not being found in more formal leadership positions is because they don't see themselves as leaders or want to be leaders. Leadership remains defined in male (Employment, 2010).

Women in leadership represent the elites in the hierarchy of educated women no matter the setback they may be facing. They are really the voice of the less privileged women in the society. Those at the lower cadre look up to them for help in their employment. If they decide to ignore their expectations, women shall remain the minority in the crowd, where they are the majority. Information and education are empowering means and the strength of women is in their collective sisterhood, no matter the difference in tongue or culture. It is therefore a challenge to women in leadership, not only to enhance their own non-formal education but that of their numerous sisters who are wallowing in ignorance and poverty (Wehrich & Koontz, 2004).

Information, education and communication are empowering tools and it is the challenge of women in leadership to dismantle the obstacles in the women's use of information media. No form of women empowerment will succeed until these challenges are met. They must get involved for the sake of down-trodden sisters. It is a challenge (Mavin, 2001).

Women in leadership positions face a number of challenges. It is still a man's world and in trying to make it more equal they have to ask themselves if they are trying to retro-fit themselves into a man's world or are they trying to make it gender neutral? There has been movement away from the retro-fitting concept. Most women (60%) do not feel they have to act like male leaders to make it. Research is also telling us that the female style results in better leadership but there are still many challenges facing women leaders (Young, 2011).

Women have more difficulty obtaining executive jobs at corporate level than they do lower down the hierarchy. There has been little progress in the few years in the number of women moving into executive positions.

The Fourth World Conference on Women, held in Beijing in 1995, drew attention to the persisting inequality between men and women in decision-making. The Beijing Platform for Action reaffirmed that women's persistent exclusion from formal politics, in particular, raises a number of specific questions regarding the achievement of effective democratic transformations, in practice. It undermines the concept of democracy, which, by its nature, assumes that the right to vote and to be elected should be equally applied to all citizens, both women and men. The absence of women from political decision-making has a negative impact on the entire process of democratization. In addition, democratic institutions, including parliament, do not automatically achieve gender equality in terms of representation, or in terms of policy agenda setting and accountability.

The Beijing Platform for Action emphasized that "women's equal participation in decision making is not only a demand for justice or democracy, but can also be seen as a necessary condition for women's interests to be taken into account. Without the perspective of women at all levels of decision-making, the goals of equality, development and peace cannot be achieved." The Beijing Platform for Action defined two strategic objectives in its critical area of concern on women in power and decision-making:

- to ensure women's equal access to and full participation in power structures and decision making;
- to increase women's capacity to participate in decision-making and leadership. (United Nations Division for the Advancement of Women (DAW) EGM/EPDM /2005/REPORT)

2.9.2 Women in Managerial Positions - Experience of Different Countries

Women have more difficulty obtaining executive jobs at corporate level than they do lower down the hierarchy. There has been little progress in the last three years in the number of women moving into executive positions. Management positions represent only a small proportion of the total workforce, although this job category has grown over the last few decades due to the growth in the service sector. The expansion of this sector has often given more employment opportunities to women and, although they remain under-represented, their increased participation in the sector has exceeded increases in their labour force participation as a whole (Jones & Pound, 2008).

Recent global statistics show that women continue to increase their share of managerial positions but the rate of progress is slow, uneven, and sometimes discouraging for women faced with barriers created by attitudinal prejudices in the workplace. In the countries for which data were available, there was little or no change and, in some, the percentage rates were even in decline. In those professions normally reserved for men, women managers are rare (Ibid, 2008).

The data show that, in general, countries in North America, South America, and Eastern Europe have a higher share of women in managerial jobs than countries in East Asia, South Asia, and the Middle East (ILO, 2004).

Australia

According to a survey of top 200 companies in 2002 by the Equal Opportunity for Women in the Workplace Agency (EOWA) in Australia, women held 8.2 per cent of board positions in the companies, with just two women CEOs (1 per cent). Out of the companies surveyed, 52.6 per cent had no women executive managers; 29.6 per cent had one; and 17.8 per cent had two or more. Women executive managers were found in the software and ICT sectors, banking, telecommunications, insurance and

retailing. They have not made any noticeable inroads into real estate, transportation, food and beverage, hotels and restaurants, leisure and energy (ILO, 2004).

The United States

In the United States, women's share in senior top management has made marginal increases. According to a survey by Catalyst in 2003, women's participation on the boards of the Fortune 500 companies was 13.6, up from 12.4 per cent in 2001, 11.7 per cent in 2000 and 11.2 per cent in 1999. Fifty-four companies had no women board directors, compared to 66 companies in 2001. Another 208 companies had just one woman director. Fifty-four companies had 25 per cent or more women directors, up from 30 companies in 2001 and 11 in 1995 (Ibid, 2004).

Canada

Another Catalyst survey in 2002 revealed that women held 14 per cent of corporate officer positions in 500 companies in Canada in 2002, having increased from 12 per cent in 1999. Women's share of the highest corporate officers' jobs showed a relatively significant increase, jumping from 3.4 per cent in 1999 to 6.7 per cent in 2002 (Ibid, 2004).

European countries

In European countries, the data revealed a similar pattern. The Cranfield School of Management in the United Kingdom has carried out research on female top managers in the 100 companies every year since 1999. According to the 2003 study, the share of female directors had increased by 20 per cent (up from 84 in 2002 to 101). Eighteen (90 per cent) of the top 20 companies had women directors. The number of female executive directors had gone up from 15 to 17 since 2002. There were still companies out of the top 100 with not one women director. A tendency was noted for long-serving chairmen to run boards without women directors, suggesting that long-term tenure led to "complacency" in the recruitment of new board members. The report also noted that women were more likely to be appointed to boards if the nomination committees included women (Ibid, 2004).

Statistics published in Germany by the Federal Ministry of Family, seniors, Women and Youth in 2003 demonstrated that women's overall participation on the boards of 84 of the biggest companies was 8 per cent. In ten of the companies, women accounted for 20 per cent or more (the highest was 28 per cent) of the board members. Six out of the ten companies were in the service sector, such as retailing (ILO, 2004).

UNECE countries

According to data on 15 UNECE countries, women's participation on the board of the central banks in 2001 was between 52.7 per cent (Georgia) and 0 per cent (Armenia, Cyprus, Estonia, Iceland, Ireland, and Netherlands). Overall women are better represented in senior positions in the public sector. Data on 11 UNECE countries in 2000 or 2001 showed that the average share of women in senior civil servant jobs (administrators of government and international organizations, ambassadors, consul-generals, etc.) was around 18 per cent, ranging from 45 per cent in Estonia to 4.7 per cent in Spain (Ibid, 2004).

South Africa

In South Africa, women occupied 11.3 per cent of top management jobs and 17.7 per cent of senior management jobs in 2001. This represented an increase of one per cent and 1.7 per cent respectively since 2000. Race is also a factor in the labour market. White males predominate in managerial positions, and African females are most under-represented in this job category (Ibid, 2004).

Ethiopia

The Ethiopian Government's commitment and dedication to promote women's equal participation in the economic, political and social developments of the country has been manifested in various forms. A number of measures taken by the government have created enabling environment to empower women to become active participants of the development process and benefit from it. In 1992 the creation of a Women's

Affairs Office within the Prime Minister's Office mandated to coordinate and facilitate conditions to promote gender equality in areas of development (UN, 2008).

Although the number of women in decision making is still low the visibility of women in the public area has been enhanced by the representation of women in parliament and the appointment of a number of women to high public places previously dominated by men. These areas of women representations include women parliamentarians, women ministers, women bureau heads, women department heads and other such positions. This visibility has contributed to creating awareness in the population on gender issues and move particularly aspirations to young girls. These women also play a role in the public arena and become role models to other women in different sectors. Women in decision making positions in government and legislative bodies contribute to redefining priorities, placing items on the agenda that reflect and address gender specific concerns and experiences and provide new perspective on mainstreaming (Ibid, 2008).

Women's Employment at Present

The federal civil service commission in its August 1998 publication of figures made a report on the position of women workers in the civil service. The number of civil servants in the country was 303,590. Of these, 72% were males and 28% were females. In the regions, the total number of civil servants was 259,838 where 73% were males and 27% were females. Hence, 86% of the employment was in the regions. When looking at the total of women in the civil service 98% were working in the lower positions. Only 2% of the women work in the professional science positions. At the BA/BSC level, out of 5,151 employees only 609 (12%) are women. The number and percentage of women employment gets lower as the level of education increases beyond the BA/BSC level (FCSA, 2007).

According to the data from the Federal Civil Service Agency, (2007) quoted by Emebet (2008) from federal government employees; women occupy only 18.3 per cent of all professional and scientific positions, and 25 per cent of administrative positions, indicating that the upper and middle level positions in the civil service are still overwhelmingly dominated by men. According to the same source, women hold

71 per cent of clerical and fiscal jobs and 51 per cent of the custodial and manual jobs (FCSA, 2007).

Leadership for women's emancipation is a very challenging form of leadership. It demands the active involvement of critical personalities who have a clear vision on women's emancipation. Consensual visions can be led by strong leadership. The lack of such critical individuals is one of the most serious problems in Ethiopia. Perhaps they remain hidden due to political repression. The educated are also not eager to take up the challenges against the status quo. Lobbying for rights, injustices or policy reforms are actively evaded. It also remains unclear whether a change in the political environment would contribute to the emergence of more radicals among educated women (Indrawatie, 2005).

CHAPTER THREE

DATA ANALYSIS AND INTERPRETATION

The chapter presents the results and findings of the study based on the data collected from the Addis Ababa City Administration six sector bureaus. Practical facts about effectiveness and challenges of women leaders are discussed. The same data have been analyzed and presented in tables and discussed as follows.

Table 2 – Questionnaires Disseminated and Returned

No.	Bureaus	No. of Sample Women Managers	Responses	No. of Sample Subordinates	Responses
1	Women & Children Affairs Bureau	2	2	8	8
2	Communication Affairs Bureau	1	1	8	6
3	Education Bureau	3	3	6	4
4	Finance & Economic Development Bureau	3	2	9	7
5	Health Bureau	3	2	9	8
6	Trade & Industry	2	2	8	6
	Total	14	12	48	39

Source: Field Survey, January 2013

As described in Table 2 above, a total of 14 questionnaires for women leaders and 48 questionnaires for subordinates' were distributed. Out of the 14 distributed, 12(85.71%) and 39(81.25%) questionnaires were filled and returned respectively. Therefore, the total sample sizes of 51 respondents have been used in this study.

3.1 Demographic Characteristics of the Respondents

The questionnaire prepared for managers and subordinates is different, the first part of the questionnaire focused on relevant demographic data regarding the respondents. The major items included in the managers' questionnaire are; work experience in the organization, experience in the current position, level of position, educational background and their marital status. Except the level of position the other items are

also included in supervisees' questionnaire. Gender is another item considered for supervisees.

Table 3 –Women Leaders' Profile

No.	Items	Alternatives	Frequency	Percentage
1	Age	Below 25	-	
		25 – 30	2	17
		31 – 35	3	25
		36 – 40	4	33
		41 – 45	3	25
		45+	-	
	Total		12	100
2	Educational Background	1 st Degree	10	83
		2 nd Degree	2	17
		Total	12	100
3	Level of Position	Top		
		Middle	10	83
		Operational	2	17
		Total	12	100
4	Experience in the Bureau	1 – 5 yrs	7	58
		6 – 10 yrs	2	17
		11 – 15 yrs	-	-
		16 – 20 yrs	2	17
		20 +	1	8
		Total	12	100
5	Experience in the current position	1 – 3 yrs	10	83
		4 – 6 yrs	-	-
		7 – 9 yrs	-	-
		10 – 12 yrs	1	8
		13 and above	1	8
		Total	12	100
6	Marital Status	Single	-	-
		Married	12	100
		Total	12	100

Source: Field Survey, January 2013

As can be seen in item 1 of Table 3, majority of the women leaders, i.e. 4(33%) recline in the age group of 36 – 40 years. On the other hand, those who belong to the age group of 31 – 35 and 41 – 45 count 3 for each (25% each). The remaining 2(17%) of the respondents lays in the age group of 25 – 30. This implies that, women leaders are at maturity stage to shoulder leadership responsibilities and easily understands with subordinates in the sector bureaus. Therefore, it is possible to say that the women leaders are fit agewise.

With regard to educational background, in item 2 of Table 3, out of 12 respondents, majority of them, 10(83%) are first degree holders and 2(17%) of them have earned their second degree. This implies that, women leaders academically fit and deserves for the position to execute their leadership duties and responsibilities.

Concerning to the level of leadership of the respondents, in item 3 of Table 3, majority of them i.e., 10(83%) hold middle level leadership or managerial positions. Only 2(17%) of them are positioned at the operational level. None of the respondents belong to the top level management. This may indicate that the participation of women in top managerial positions is still at its infant stage.

As can be seen in item 4 of Table 3, the length of service of the respondents, majority of them i.e., 7(58%) have served for 1 – 5 years. On the other hand, 2(17%) have served to 6 - 10 years and 3(25%) have served more than 15 years. In addition to this, item 5 of Table 3, regarding their experience in leadership position, most of them i.e., 10(83%) have assumed their leadership position for 1 – 3 years. On the other hand, 2(16%) served for 10 years and above. This indicates that the coming of women into power is a recent practice.

As indicated in item 6 of Table 3, all of the respondents were married. This implies that, responsibility and marriage has positive relationship because women who exercise leadership at their home are more inclined to apply their skill in the office environment as well.

Table 4 - Supervisees' Profile

No.	Item	Alternatives	Frequency	Percentage
1	Gender	Female	17	44
		Male	22	56
		Total	39	100
2	Age	Below 25	-	
		25 – 30	15	38
		31 – 35	6	15
		36 – 40	8	21
		41 – 45	3	8
		45+	7	18
Total	39	100		
3	Educational Background	Diploma	12	31
		1 st Degree	22	56
		2 nd Degree	5	13
		Total	39	100
4	Experience in the Bureau	Below 1 year	9	23
		1 – 3 yrs	18	46
		4 – 6 yrs	3	8
		7 – 10 yrs	4	10
		10 +	5	13
		Total	39	100
5	Experience with current Supervisor	Below 1 year	16	41
		1 – 3 yrs	21	54
		4 – 6 yrs	-	-
		7 – 10 yrs	1	3
		10 +	1	3
		Total	39	100

Source: Field Survey, January 2013

As observed from item 1 of Table 4 above, 22(56%) of the respondents are male and 17(44%) are female. Moreover, item 2 of Table 4, majority of respondents' age ranges ranks from 25 – 30. These counted 15(38%) of the total respondents. On the other hand the respondents who belong to the age group of 36 – 40 are 8(21%). The remaining 10(26%) are above 40. The data indicate that most of the supervisees are young and willing to accept changes and technological advancement. It is also evident from the data that the gender composition of the employees serving functional bureaus is almost balanced which is encouraging.

With regard to educational background, item 3 of Table 4 above, most of the respondents 22(56%) are first degree holders and diploma holders counted 12(31%). On the other hand, 5(13%) of the respondents are second degree holders. This indicates that all respondents are graduates with different levels and are able to accomplish the assigned tasks of the sector bureaus. It is also believed that graduates

could easily understand the distributed questionnaires and provide relevant information that would help to meet the purpose of the study.

Pertaining of the length of service in the bureau, item 4 of Table 4 above, 18(46%) of the subordinates served from 1 to 3years. There are also subordinates who served less than one year, these counted 9(23%). On the other hand, there are subordinates who served from 4 - 6 years and counted 3(8%) of the respondents. The remaining 9(23%) served for more than 6 years. The data indicate that most of the subordinates have little work experienceand this is likely to have high turnover within the sector bureau.

Concerning to their experience with their current supervisor, item 5 of Table 4 above, 21(54%) of the respondents worked from 1 to 3 years with their supervisors and 16(41%) respondents worked less than one year. On the other hand, 2(6%) worked for more than six years. This implies that majority of subordinates have less time with their supervisor in the bureau.

3.2 – Analysis of Data Pertaining to the Study

This section deals with the analysis and interpretation of the data collected from the respondents through the distribution of questionnaire and arrangement of interview sessions. Hence, the analysis and interpretation of the data are presented following each table.

3.2.1 Analysis of data obtained from women managers' representatives

Questionnaires prepared and distributed for women leaders focused on factors affecting their leadership practices, such as lack of training, lack of women role model, lack of confidence and others. It also included challenges related with family and community. Hence the interpretation made based on the findings from the women leaders.

Table 5 – Factors affecting the leadership practice of women leaders

Item	To a very great extent		To a great extent		To some extent		To less extent		Not at all		No response		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1. Lack of ability to position yourself in a place where your clarity, confidence and influence can make a difference.	3	25	8	67	-	-	-	-	-	-	1	8	12	100
2. Unable to view the organization from broad perspective and able to coordinate and integrate organizational activities	3	25	9	75	-	-	-	-	-	-	-	-	12	100
3. Unable to handle tough situations, lead and communicate with others.	4	33	6	50	1	8	-	-	-	-	1	8	12	100
4. Unable to have your own ethics, beliefs and goals in alignment.	6	50	5	42	1	8	-	-	-	-	-	-	12	100
5. Unable to be sure of yourself and can step out in confidence that you will do the right thing.	7	58	4	34	1	8	-	-	-	-	-	-	12	100
6. Fail to find consensus in conflict situations.	5	42	6	50	1	8	-	-	-	-	-	-	12	100
7. Unable to face institutional and individual discrimination.	4	33	6	50	2	17	-	-	-	-	-	-	12	100
8. Lack of Leadership training (short/long term) empower women leadership.	9	75	2	17	-	-	-	-	-	-	1	8	12	100
9. Not recognized by top management	9	75	3	25	-	-	-	-	-	-	-	-	12	100
10. Lack of opportunity for career development.	-	-	4	34	6	50	1	8	1	8	-	-	12	100
11. Inconsistency or lack of targeted strategies for developing women leaders.	2	17	2	17	4	33	3	25	-	-	1	8	12	100
12. Lack of women role model or never having mentored has impact on your leadership.	1	8	3	25	2	17	3	25	3	25	-	-	12	100

Source: Field Survey, January 2013

As shown in item 1 of Table 5 above, 8(67%) of the respondents believe that, inability to position themselves in a place where their clarity, confidence and influence can affect their leadership to a great extent whereas only 3(25%) agreed that it affects them to a very great extent in their leadership and only 1(8%) respondent found with no response. This factor found at middle level of importance in affecting leadership. As indicated in item 2 of Table 5 above, out of the 12 respondents, 9 agreed that failure to view the organization in a broader perspective affects their leadership to great extent and 3(25%) of the respondents agreed that it affects them to a very great extent. Therefore, this indicates that, almost all of the respondents agreed that lack of conceptual skill has direct impact in their leadership activity.

As can be seen in item 3 of the table above, out of 12 respondents, 6(50%) of them feel that there are failure to handle tough situations and communicate influences in their leadership to a great extent, and 4(33%) confirmed its impact is to a very great extent. Only 1(8%) of the respondents agreed that lack of this skill influences their leadership to some extent. This indicates that, the impact of this skill for a leader is high. Interpersonal or human skill is the heart for the leader to lead as well as to work with the team and the subordinates. This factor is found on the seventh stage of the order of importance.

As indicated in item 4 of Table 5 above, half of the respondents (50%) agreed that to be effective they should have their own ethics, beliefs and goals in alignment and they confirmed that unable to have their own ethics, beliefs and goals in alignment influences their leadership success to a very great extent. On the other hand, 5(42%) of the managers mentioned that it influences to a great extent whereas only 1(8%) of them agreed it influences their leadership practice to some extent. In general, almost all of the respondents (92%) agreed that lack of living in authenticity (which means genuine existence acts as a rudder to steer leader straight through even the most difficult of circumstances) affects the leadership activities. It is more important factor in affecting leadership practice of women leaders.

As shown in item 5 of the Table above, 7(58%) of the respondents agreed that failure to be sure about themselves and to step out in confidence affects their leadership to a very great extent. On the other hand, one respondent (8%) mentioned its effect is to some extent. The remaining 4(34%) agreed that its effect is to a great extent. It is the third important factor which affects leadership activities. This implies that, as majority respondents confirmed, failure to be sure about confidence affects leadership to a very great extent.

As indicated in item 6 of Table 5 above, half of the respondents agreed that failure to reach at a consensus in conflict situations affects their leadership to a great extent. Moreover, 5(42%) of the respondents confirmed that its impact is to a great extent. 1(8%) of them agreed that its effect is to some extent. This implies that, almost all (92%) of the women leaders agreed that lack of reaching into consensus reducing conflict situations has impacts on their leadership. It is the fifth important factor which affects women leaders' activities in leadership.

As shown in item 7 of Table 5 above, 4(33%) of the women leaders agreed that being unable to face institutional and individual discrimination affects their leadership to a very great extent, and 6(50%) of them agreed it affects their leadership practice to a great extent. Moreover, 2(17%) agreed that to some extent it has an impact. This implies that institutional and individual discrimination significantly affects their leadership activities of women leaders.

In table 5 item 8 above, the majority of the leaders, i.e., 9(75%) believed that leadership training (short/long term) is necessary to a very great extent and 2(17%) believed that its impact is to a great extent. Therefore, failure to undergo training programs is affecting their leadership activities significantly. This is the first most important factor that affects leadership practice of women leaders. In item 9, almost all of the respondents, i.e., 9(75%) and 3(25%) confirmed that recognition by top management does have a great impact on women leadership enhancement which is the second most important factor in affecting leadership. This implies that lack of training and gender discrimination affects women leadership.

As shown in item 10 of Table 5 above, 4(33%) agreed that lack of opportunity for career development affects leadership to a great extent and half of the respondents 6(50%) agreed it affects to some extent. On the other hand 3(25%) responded that its impact is to a very great extent. However, 2(17%) of the leaders responded it affects their leadership to less extent. On top of this one (8%) respondent replied that it does not affect at all. This implies that as leader career development has less impact in leadership success.

As it is documented in other researches; for instance, according to Burke & Collins (2001) as quoted in Steven H. Appelbaum, Lynda Audet and Joanne C. Miller (2002) contributing to the old boys' ability to do this is the general fact that men still tend to have the power. For example, male managers, who often make decisions affecting the upward mobility of women, have been found to perceive the characteristics needed for managerial success as being associated with those generally attributed to men. The fact that male managers may not consider female characteristics important for managerial success can negatively impact decisions made by males concerning women's careers, including job placement, promotion and access to development and training opportunities.

As described in item 11 of Table 5 above, 4(33%) of the women leaders replied that inconsistency or lack of targeted strategies for developing women leaders affect their leadership to some extent. On the other hand, there are respondents who agreed its effect is to a very great and to a great extent, which counted for 2(17%) each. In contrary 3(25%) of the respondents agreed that this affect their leadership practices to less extent. Thus, according to majority of the respondents, lack of target strategies and inconsistency for developing women leaders affects their leadership.

The major challenge for women in leadership is lack of women role model or never having mentored. However, as shown in item 12 of Table 5 above, only 4(33%) of the respondents confirmed that it affects their leadership practice to a great extent and 2(17%) agreed it affects their leadership practice to some extent. On the contrary 3(25%) agreed its impact is to a less extent and the other 3(25%) indicated that it has no impact on their leadership. This shows that absence of women as a role model has

very insignificant effect on women leadership practice and it is the least important factor in affecting leadership practices of women leaders.

Nonetheless, studies have evidence for the opposite of the above finding. According to Jakobsh (2002), it would be best, if mentors for women are other women, because women interacting and sharing experiences and knowledge are significant. The mentoring experience must help women develop self-esteem, aggressive managerial personalities, and non-traditional attitudes about women and employment. However, Lack of a critical mass of senior or visibly successful female role models and mentors is a barrier to women in leadership.

Figure 1 - Order of Importance



Source: Field Survey, January 2013

As mentioned in chapter one page 5 the average factors is calculated and put in their order of importance. Therefore, the above chart showed the order of importance regarding factors affecting leadership practice of women leaders.

Table 6 – Challenges related Family & community

Item	To a very great extent		To a great extent		To some extent		To less extent		Not at all		No response		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1. Family role, childcare and household responsibilities affect your career progression and leadership.	3	25	4	33	1	8	2	17	2	17	-	-	12	100
2. Achieving a balance between family and other social commitments is important.	7	58	3	25	-	-	-	-	-	-	2	17	12	100
3. Women need to find a society/culture that supports and accepts them as a leader.	6	50	1	8	3	25	-	-	-	-	2	17	12	100

Source: Field Survey, January 2013

As can be seen in item 1 Table 6, the first and the major point discussed is how the following factors such as family role, child care and household responsibilities affect women managers' career progression and leadership. It is the major issue for women in the bureaus. 4(33%) of the respondents confirmed that if the family role, childcare and household responsibilities are on the woman shoulder it affects to a great extent and 3(25%) of them agreed its impact is to a very great extent. Only 1(8%) of them stated that to some extent is has an impact. On the other hand 4(34%) of the leaders agreed that it has very less or no impact. This shows that family responsibility and child care has influence on women leadership.

In item 2 of Table 6, the majority of the respondents 10(83%) agreed that, the other important issue for them for being successful, making a balance between family and other social commitments. If they fail to balance, it has an impact on their leadership. The remaining 2(17%) did not respond. As described in item 3 of Table 6, half of the leaders (50%) responded boldly they need a society or culture that supports and accepts them as a leader and who recognize their ability. 1(8%) and 3(25%) of the leaders agreed that if they could not get the mentioned support it affects their leadership to a great extent and to some extent. This implies that family and community have high influence and impact on women leadership.

Women as a positional leader made contributions behind the scenes while pushing others into the spotlight. As a female leader, they mentor and model for females and was exploring the balance of career, leadership, and family. As a woman, mother, and leader the balance was most seriously challenged for women who are elected to a leadership position with family and having children (Levitt, 2010).

According to Lantz (2008), challenging aspects of social, gender, and family roles exist that influence women's career progression. Women executives who are married are significantly more likely to have spouses who work full time than their male counterparts. In addition, among two-career families, women spend more time attending to primary care responsibilities than men and are more likely to take a leave of absence or have a respite from their jobs because of family responsibilities.

In the open ended question, their respond about their relationship falls within the range of excellent and very good. 9(75%) of the respondents agreed that their interpersonal relationship with their subordinates is excellent and the leaders who have very good interpersonal relationship with their subordinates cover 3(25%).

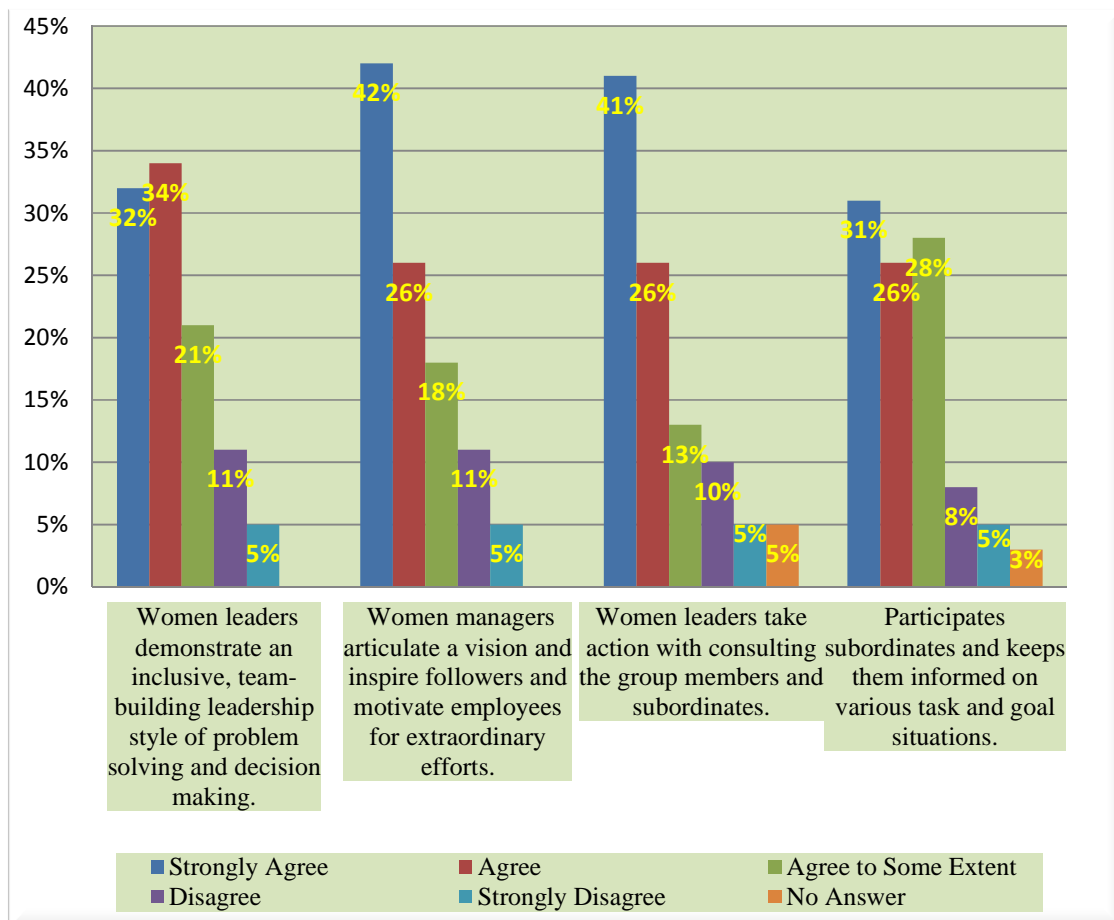
The last point which the respondents need to mention with regard to women leaders in their organization is that, today there is a good opportunity to enhance women in leadership position and it is moving the step. However, there are different obstacles; such as men supervisors put pressure on them, employees do not have respect for them and unwillingness to accept their leadership. On top of this, women themselves are not ready to use this opportunity because they lack confidence; they have various responsibilities, family, social life, and the likes.

As they said to overcome these, it would be better that the bureaus conduct training for women leaders to develop their leadership skill and management knowledge. The women also should develop their self-confidence, ready to accept changes and to be independent from their male counterparts, develop their efficiency to decide by their own. Besides, all the concerned parties should give them support.

3.2.2 Analysis of data obtained from employees' representatives

The supervisees' questionnaire has five parts with five divisions; leadership style, leadership quality, leadership success, leadership efficiency and employee perception. The first section discussed about the leadership style which the managers follow.

Figure 2 – Respondents' view on women leaders' leadership style



Source: Field Survey, January 2013

In item 1 Figure 1 above, the majority of the respondents 25(64%) of the subordinates agreed that their supervisors demonstrate an inclusive, team-building leadership style of problem solving and decision making. On the other hand, 14(36%) of the respondents disagreed. It indicates that women leaders in the functional bureaus are willing to give chance for the group members and their subordinates to involve in problem solving and decision making activities.

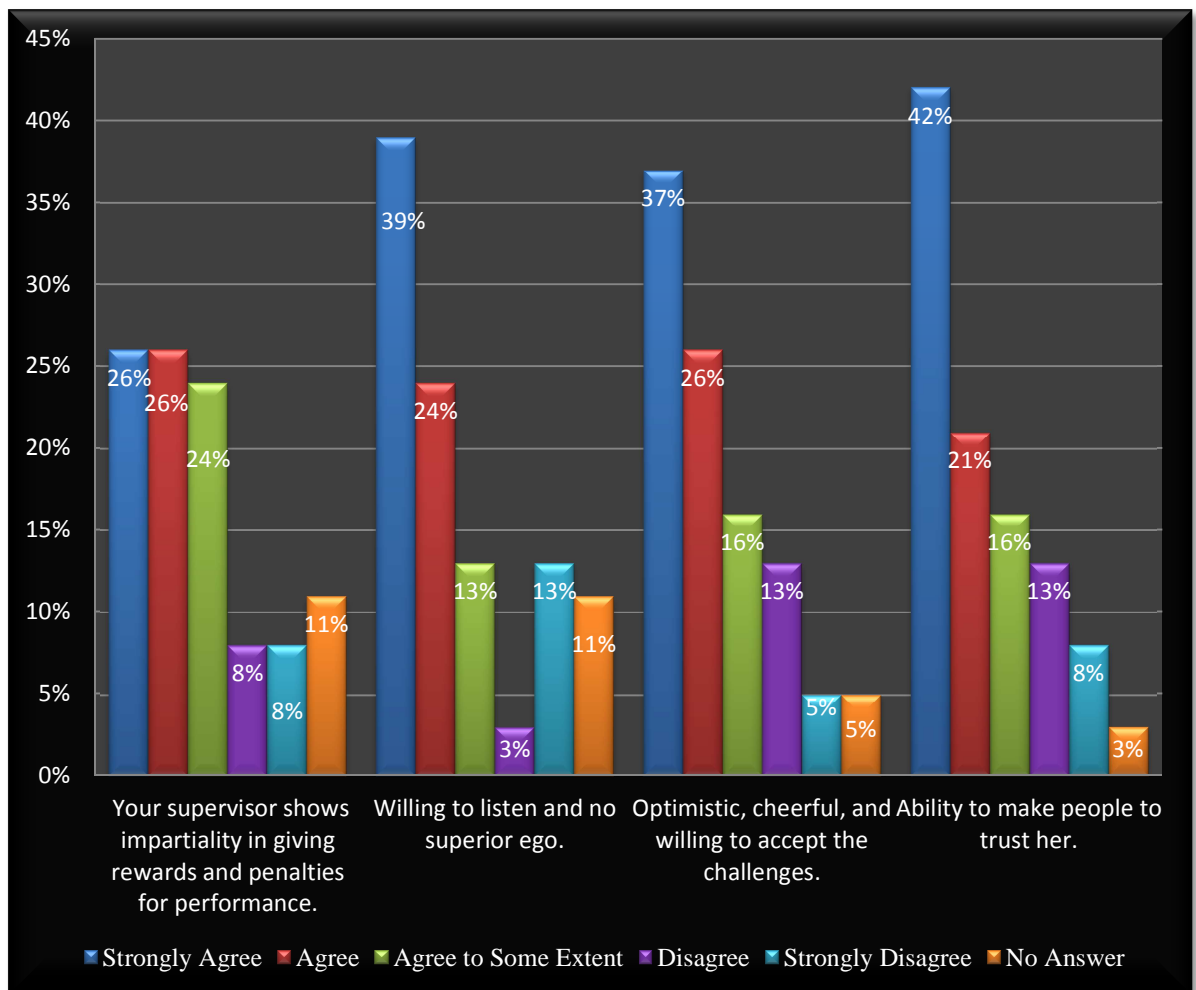
Item 2 Figure 1 shows that, 26(67%)of the respondents agreed that women managers articulate a vision and inspire followers and motivate employees for extraordinary efforts. On the other hand 13(33%) disagreed about the discussed point. This implies that women leaders articulate a vision and inspire followers.

As discussed in item 3 of Figure 1, most of the respondents 26(67%) agreed that their leaders take action by consulting the group members and subordinates. The other 11(28%) of the respondents disagreed and 2(5%) of the subordinates did not give answer. This implies that women leaders in the sector bureaus invite subordinates in taking action.

The last point discussed in item 4 of Figure 1 was participation and information of distribution. The majority of the respondents 22(57%) of the respondents agreed that their leaders believe on participating subordinates and keeps them informed on various task and goal situations. In contrary 16(41%) of the respondents are disagreed and one respondent (3%) did not answer. This shows that women leaders believe in subordinates' participation.

As Eagly & Johannesen (2001) quoted on Paula M. Lantz (2008), transformational or charismatic leadership is the ability to motivate, inspire, and stimulate workers to contribute toward organizational goals and organizational change (Van Engen and Willemsen 2004). Transactional leadership focuses on monitoring employee performance, intervening and correcting when necessary, and rewarding solid performance and achievement of objectives. Many studies have found that women tend to adopt a more transformational style of leadership. The characteristics of transformational leadership relate to female values developed through socialization processes that include building relationships, communication, consensus building, power as influence, and working together for a common purpose.

Figure 3 – Responses regarding leadership quality



Source: Field Survey, January 2013

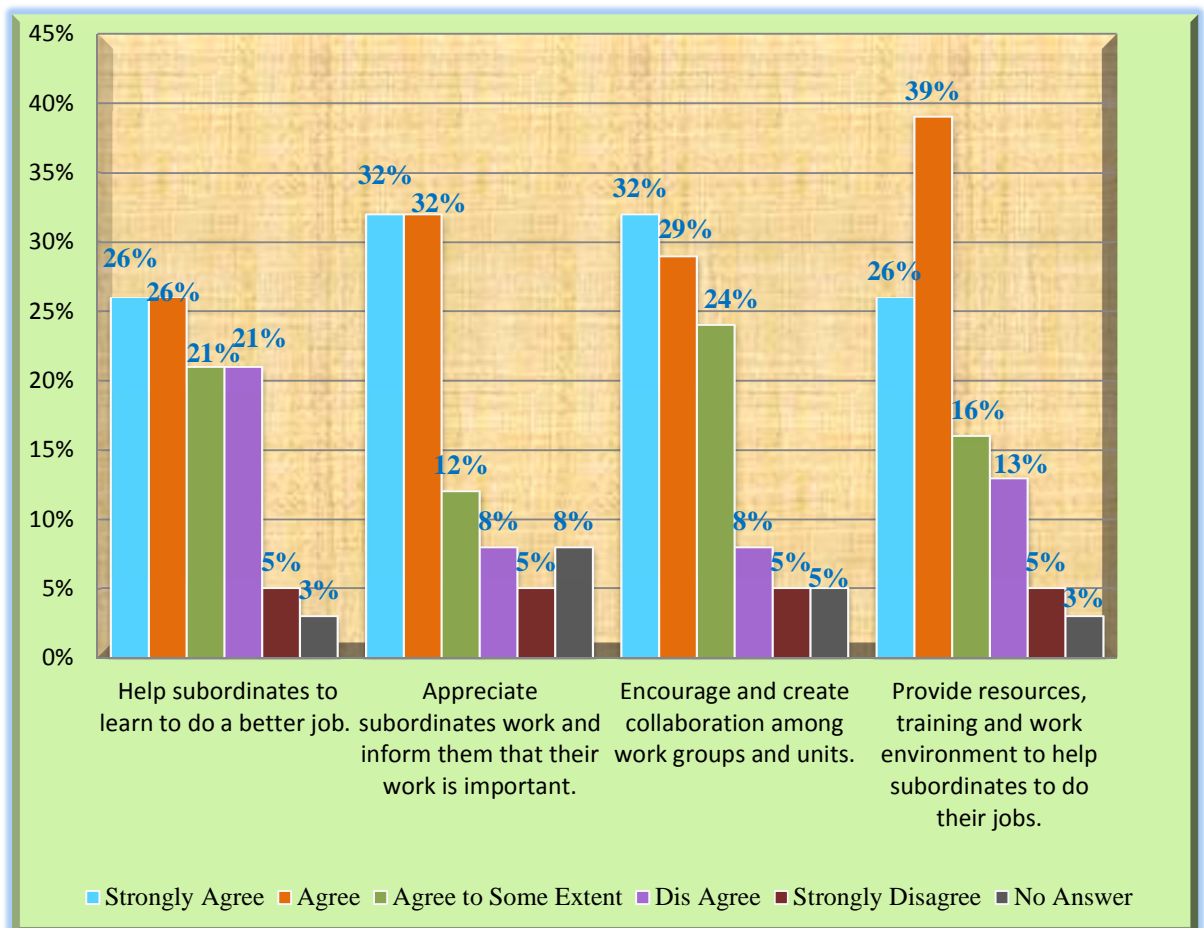
The first item in Figure 3 above shows that, 29(76%) of the respondents agreed that their supervisor shows impartiality in giving rewards and penalties for performance. On the other hand 6(16%) of the agreed that impartiality does not observe on their supervisors. This implies that most of the women leaders exercise fairness for their subordinates.

The second item of Figure 3 above was about communication, 29(76%) of the subordinates agreed that, their supervisors are willing to listen and no superior ego. 1(3%) of the respondents disagreed and 5(13%) strongly disagreed. The remaining 11% did not reply. This indicates that the women leaders in the functional bureaus are willing to communicate with their subordinates.

In item 3 of Figure 3 above, most of the respondents 30(79%), agreed that, their supervisors are optimistic, cheerful, and willing to accept the challenges. On the other hand, 7(18%) of them disagreed and the remaining 2(5%) of the respondents did not give answer. This implies that the women leaders apply enthusiasm.

In the last item 4 of Figure 3 above, the majority of the respondents agreed that, their leaders have the ability to make people to trust them. The other way round 8(21%) of them disagreed that they lack ability to make people to trust them. 1(3%) of the subordinates did not reply. This shows that, integrity is applied by their supervisor.

Figure 4 – Responses regarding women leaders’ success



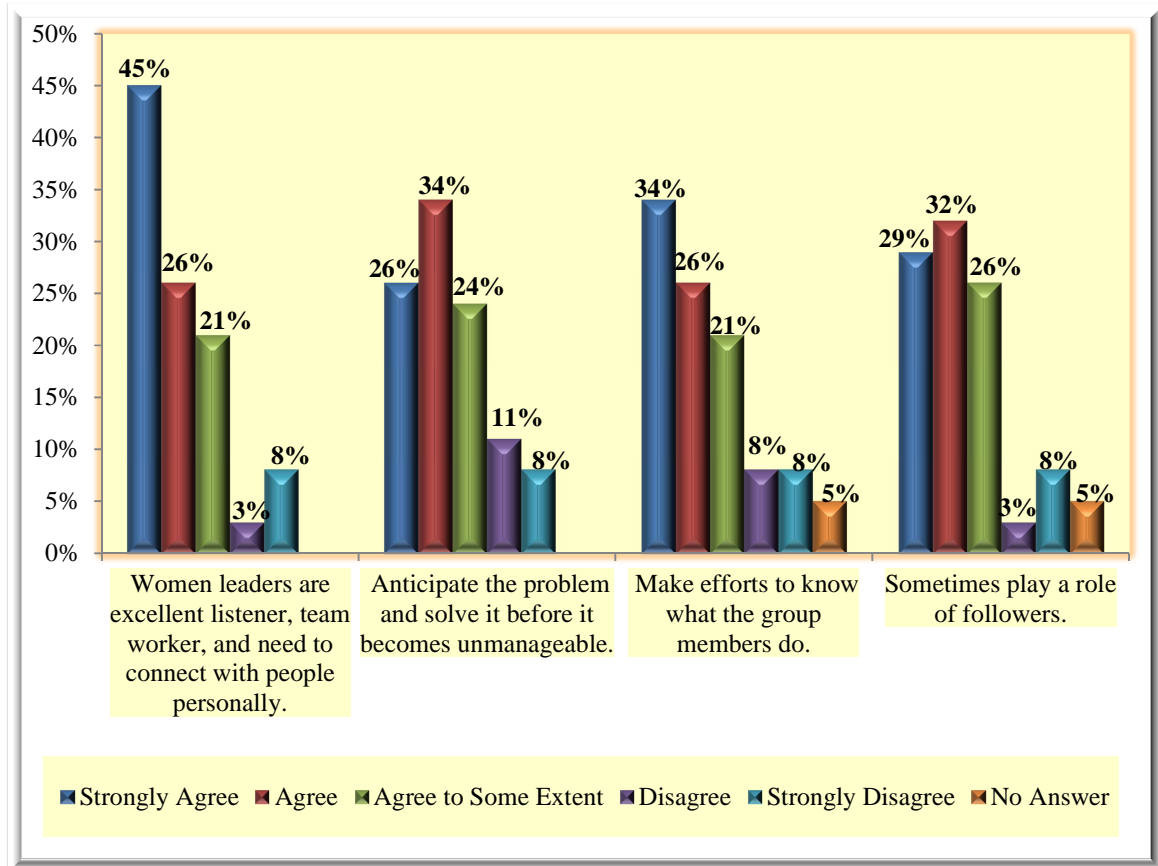
Source: Field Survey, January 2013

In Figure 4 item 1 above, the first point mentioned is, about supervisors support for their subordinates to do a better job. 28(73%) of the subordinates agreed and 10(26%) disagreed on the above point. This implies that women leaders in the functional bureaus help subordinates.

In item 2 of Figure 4 above, most of the respondents agreed that, their supervisors appreciate subordinates' work and inform them that their work is important. To the reverse, 5(13%) disagreed. There are 3(8%) respondents who did not answer this question. In item 3 of Figure 4, most of the respondents 32(85%) agreed that, their supervisors encourage them and able to create collaboration among work groups and units. On the other hand 5(13%) disagreed. 5% of the subordinates failed to give the reply.

For the last item 4 of Figure 4 above, 1(81%) of the respondents agreed that their supervisors provide resources, conduct training for subordinates and create comfortable working environment to help subordinates to do their jobs. To the reverse, 7(18%) of the subordinates did not agree. This implies that the women supervisors have the ability to provide the necessary resources.

Figure 5 – Responses regarding leadership efficiency



Source: Field Survey, January 2013

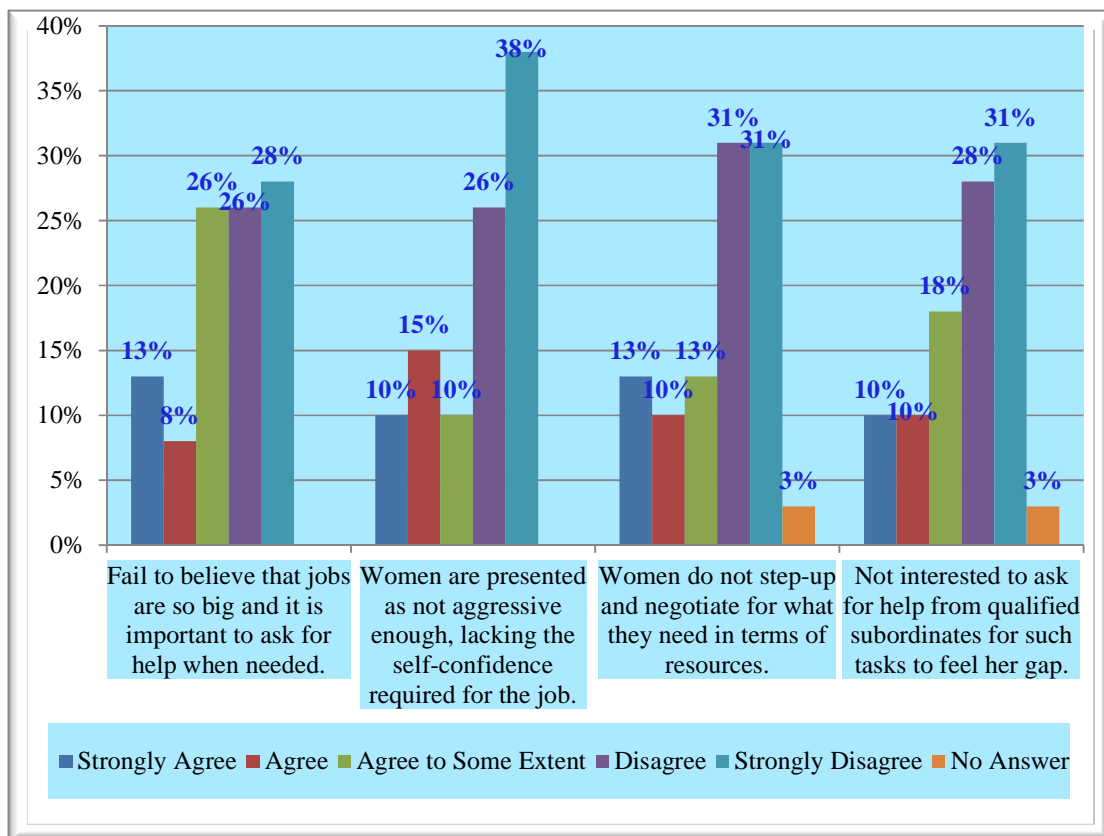
In item 1 Figure 5, 27(71%) of the respondents agreed that, women leaders are excellent listener, team worker, and need to connect with people personally. 8(21%) of them agreed that women leaders are excellent listener, team workers and need to connect with people personally. On the other hand, there were subordinates who disagreed which are 4(11%). This implies that the women leaders are good listeners and have good relationship with their subordinates.

The second item of Figure 5 above was about supervisors' anticipation and their capacity in solving problems; most of the respondents 23(60%) of the respondent agreed and 9(24%) agreed to some extent that women supervisors could anticipate the problem and solve it before it becomes unmanageable. On the other hand, the group with 7(19%) did not agree on the above point. This shows us the women supervisor have the ability of anticipation of problems.

As described in item 3 of the above figure shown as, leaders concern about their subordinates' work; therefore, 23(60%) of the respondents agreed and 8(21%) agreed to some extent that their leaders make their own efforts to know what the group members do. On the other hand, 6(16%) disagreed. 2(5%) of the respondents did not reply. This implies that the women leaders in the bureaus have concern about their subordinates.

The last item of Figure 5 was about women leaders as follower; 23(61%) of subordinates agreed and 10(26%) agreed to some extent that women leaders could sometimes play a role of followers. In contrary, 4(12%) of the subordinates did not agree. 2(5%) of them did not answer. This indicates that women supervisors can play a follower role.

Figure 6 – Responses regarding employee perception about women leaders



Source: Field Survey, January 2013

As can be seen in item 1 Figure 6 above, 21(21%) of the respondents agreed and 10(26%) agreed to some extent that women leaders fail to believe that jobs are so big and it is important to ask for help when needed. On the other hand 21(54%) of the subordinates agreed that women leaders ask their subordinates when they need help and they are aware that jobs are so big. This implies that women leaders feel free to ask their subordinates when they need help and can delegate.

As shown in item 2 of Figure 6, 10(25%) of the employees agreed and 4(10%) agreed to some extent that women leaders are not strong; they presented as not aggressive enough, lacking the self-confidence which is required for the job. In contrary, 25(64%) of employees disagreed. This indicates that women supervisors have self-confidence which their job is required.

Item 3 shows of Figure 6, 9(23%) of the respondents agreed and 5(13%) agreed to some extent that women do not step-up and negotiate for what they need in terms of resources. On the other hand, 24(62%) of the respondents disagreed the point. This shows us, women leaders in the bureaus could negotiate. As shown on item 4, 8(20%) agreed and 7(18%) agreed to some extent that women supervisors are not interested to ask for help from qualified subordinates for such tasks to feel their gap. Nevertheless, most of the respondents 23(59%) of the respondents disagreed. This implies that, they are open and feel confident to ask their subordinates to feel their gap.

An open ended question asking respondents to comment on the strengths and weaknesses of women supervisors in the sector bureaus, was posed according to the subordinates the following points are mentioned as strengths and weaknesses of women leaders;

Strength of Women leaders

1. Communication: women leaders are good listener, willing to understand employees' problem have good communication with clients.
2. Positivity and tolerance: they concern about others, women leaders are honest, committed, and reflect motherhood behavior for their subordinates, handle

employees according to their behavior and with patience. The unique one is they act as a mother or sister for subordinates

3. Team work: women leader prefer to have good relationship with their supervisees, interested to work with collaboration and to discuss with subordinates,
4. Responsibility: They use all their effort to achieve the organization goal and they are very dedicated and strong for their work and position.

Weakness of Women leaders

1. Decision: as the respondents most of the subordinates agreed that women leaders are weak in decision making and they are not decisive; they are in dilemma about what they are going to decide and it is observed that there is inconsistency. They take long time to provide the required response, taking measure and making decision.
2. Self-confidence: according to the supervisees they lack confidence, underestimate themselves and they are waiting for their male counterparts to move on. The other point they mentioned is that they put pressure on subordinates who is soft and descent. Additionally they have feared of not accepted by employees and have the feeling of being victim. They also feel insecure anxiety, uncertainty, and diffidence timid. The last point mentioned here is that they are not strong enough like their male counterparts. Because they lack confidence they do not trust other people and their employees.
3. Gossip: respondents confirmed that they expose themselves for hello effect, rumors and information. They accept and depend on the informal information flows from different area.
4. Sensitivity: Women leaders are very sensitive, become upset easily. This could be the result of too much information or stress.

The last open ended question focused on respondents' preference of their leaders from gender perspective. Accordingly, as indicated in Figure 1 below from them 18(47%) prefer to have female supervisor, 12(32%) do not mind to have either of the two as their supervisor, 5(11%) of the respondents prefer to have male supervisor and

the remaining did not show their choice. The following points are the reasons why they prefer such supervisors.

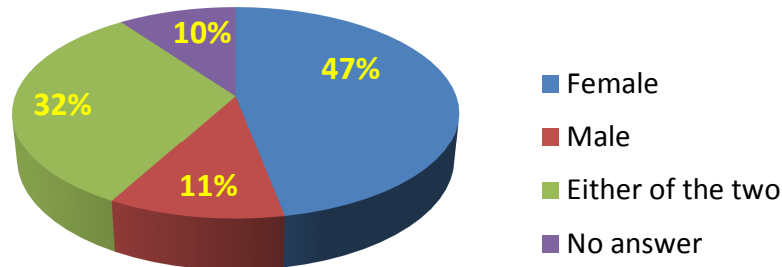


Figure 7 – Responses regarding employee perception about women leaders

This pie chart shows the actual summary of finding collected from employees regarding to women leaders. As depicted in the pie chart most of the employees prefer to have female leaders.

The following points are the reasons why they prefer such supervisors.

Reasons for preferring women leaders

According to this group of subordinates choose female supervisor because:

- Women leaders exercise both leading and management, they have great responsibility at home as a result it helps them to communicate well and to concern about people,
- Women give freedom for supervisees, instead of putting pressure on them and they expect employees do their work by themselves.
- Besides, there is no stressful environment in their working area, give attention to employees' life, appreciate employees' work, concern about mass instead of self-concern, have patience and able to tolerate.

Reasons for preferring male leaders

According to this group of subordinates they choose male supervisor because:

- Male leaders are decision makers, ready to face challenges, and do not give up easily; they struggle up to the end until they get result.
 - Male leaders can create good relationship with subordinates; believe on discussion and willing to admit.
 - Male leaders are result oriented and make subordinates awarded.
 - Male leaders solve problems with discussion and appreciate qualified workers.
- On top of this, men are better for administration work, they think for supervisees.

Reasons for being indifferent for gender

One of the qualities of a good leader is its ability of decision making process. In order to realize that it requires having self-confidence and leadership capacity. Proactive leader has ability to influence subordinates, timely decides, manages and creates team spirit within the functional bureau. That is the leader more preferable and chosen by the most of subordinates. Having this fact in mind, if subordinates lacks such a leader they restrict themselves from selection.

3.2.3 Analysis of data obtained from Women Leaders through the administration of Interview

Interview questions which were arranged for women leaders are presented as follows.

1. The first question focused on what they feel about their position. According to them, although there are some obstacles from different directions, to some extent they are comfortable.
2. The next question posed was about their success. As per their reply somehow they are successful, and they mentioned the following points as a reason for their success in common:

- They invite subordinates for their day-to-day activities and include them in planning, designing, and making decision,
 - They create team spirit between staff, and try to create good working environment for employees. According to them, they believed that, these motivate employees to be committed for their work to contribute for the achievement of organization goal, and
 - They design plan; apply institution policy and procedures appropriately.
3. The third discussion was about challenges and how they face it. As the respondents, major challenges are sex discrimination and culture dominance.
- Most of the society in the organization fail to accept women ability in leadership and management area,
 - Employees are not sure whether women leaders can achieve or not and superiors also failed to appreciate women's work and idea even if it is constructive, and
 - Family responsibility is on the shoulder of the mother and house management is also expected from women.
4. The next point discussed about their strength and weakness; from the interview reply, key points mentioned as strengths are:
- They have good relationship with their subordinates and they try to create and develop team spirit, culture of working together and
 - Women leaders have high concern for punctuality because they need to be good example for their subordinates.

The point which all the interviewees agreed as weaknesses are;

- They are very sensitive, they have no patience to go up to the end after some point they give up, they thought this happens because we are women.
- Less follow-up or not take action immediately. According to them, when they decide to take action they look from different direction and they consider the consequences, therefore, they prefer to give time for subordinates to improve or to perform well.

As exhibited from the findings collected from the women leaders of the selected bureaus they have various challenges which affect their leadership practices. Even if they could not fully remove, these women leaders use all their effort to overcome these challenges. On the other hand the subordinates confirmed that the women leaders are include their subordinates in their day to day activities; they have the ability to build team work and good communication with their subordinates. These are some of the factors for successful leadership.

According to Taylor (2002) quoted in Tekabo (2010), leadership creates a special bond that has to be earned. To build and maintain credibility, it is necessary to clarify values, identify the wishes of the community and employees, build a consensus, communicate shared values, stand up for belief and lead by example. Taylor stresses this point: “Employees want a leader who knows them, understands them, treats them fairly and is someone whom they can trust.” Besides “Successful leaders must possess honesty, confidence, humility, optimism, personal energy, courage, loyalty, adaptability and tenaciousness.”

CHAPTER FOUR

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary of Findings

This section presents summary of the findings of the study. Based on the research survey conducted at functional bureaus, it is found that women supervisors have challenged with lack of skill, discrimination, family and community issues. In fact, for them, the degree of challenges varies from place to place. Most of respondents agreed that these gaps for a leader are very challenging because, as known, one of the quality of leadership is making influence on subordinates and a leader who is deficient in skills and knowledge, and victim of gender discrimination and with social and family problem could not be successful.

The order of importance regarding factors affecting leadership practice of women leaders showed the major factors; leadership training has the highest impact for women leaders, next to this recognition by top management, acceptance by subordinates and community affects leadership practice of women leaders. According to women managers in the sector bureaus, lack of women leaders' role model, lack of opportunity for career development and support from management and lack of targeted strategies for developing women leaders found has less impact in affecting their leadership practice.

The major challenges for women leaders in the functional bureaus are sex discrimination and culture dominance which includes; pressure from men supervisors, underestimate their leadership capacity, lack of recognition from society, responsibilities regarding family and social life.

Regarding leadership style, most of the subordinates also confirmed that women leaders in the functional bureaus apply participative or democratic leadership. Particularly they follow transformational leadership style. Moreover fairness,

impartiality and team work is reflected in their leadership. On top of this they are proactive and can play a follower role.

Strengths and weaknesses of women leaders summarized as follows; the points raised as strengths are: women leading style and communication is good, experience of management adopted from their home, patience, concern about others, positive thinkers, behavior of collaborative work, believe in helping each other and interested to teach employees how to work together. As weaknesses what subordinates mentioned was; women leaders take long time to provide the required response, in taking measure and to make decision, they lack confidence, underestimate themselves and they are waiting for their male counterparts to move on. In addition to this, they give room for rumors. Women leaders are very sensitive and become upset very easily than men leaders.

With regard to leadership preference from gender perspective; most of the respondents in Addis Ababa functional bureaus prefer to have female supervisors than men leaders. Women leaders are more participative to subordinates, there is no stressful environment in their working area, give attention to employees' life, concern about mass instead of self-concern, have patience and able to tolerate, tries to consider as a family etc. However 11% of respondents preferred to have male leaders than women leaders. Some of the reason for men leaders was; they are decision makers, ready to face challenges, and do not give up easily; they struggle up to the end until they get result and believe on discussion and willing to admit. Of course 37% of the respondents was indifferent and rather believe on the management skill and knowledge of the leader and they do not have any preference concerning to gender perspective.

4.2 Conclusion

The main purpose of this study is to find out the effectiveness and challenges of women leaders in Addis Ababa City Administration Sector Bureaus. Therefore, based on the findings obtained from respondents, conclusions are made as follows;

- The impacts of the challenges are halting women leaders to upgrade themselves and drop interest and lose confidence to move forward at higher managerial position. Moreover, women leaders develop dependency and unable to make timely decision alone. This indicates mostly women leaders set their mind that change could not come concerning women leaders ability in leadership position.
- Considering leadership style women leaders are democrat and follow the transformational leadership, which is a fundamental shift in the deep orientation of a person, organization or society.
- Women leaders use all their efforts to face the challenges and to create good working environment. Therefore, even if there are a lot of ups and downs with women leaders, supervisors in the bureaus who faced challenges are successful. This shows that they can be more achievable and effective if these challenges minimized and removed.
- Most employees' preference of supervisors from gender perspective went to female supervisors. This shows female leaders have good social interaction, they have family responsibility and they concern to their subordinates like family and in all day-to-day activities of their subordinates they consider employees' personal life and other related issues. They are employee oriented leaders.

4.3 Recommendation

The outcomes of this study, combined with findings and theories showed that the Addis Ababa sector bureaus are expected to encourage women leaders in order to assume higher level position. It is believed that government is broadly working in women empowerment and assigning responsible organ concerning women institution. In the sector bureaus also there is a Gender Mainstreaming Office. However, in Ethiopia male dominance practice is a long time experience and there are a lot of traditional practices related to male supremacy. Hence these experiences brought problems and challenges for women leaders.

Based on the findings of this study the following recommendations are forwarded by the researcher:

- To be successful and effective in leadership position the leader should have appropriate skill in handling employees, develop self-confidence, and be courageous. Additionally to make the women leaders more efficient in their work and be aware of their problems they need to have skills. Therefore, it is recommended that the Sector Bureaus should focus on improving women leaders' career by arranging and conducting leadership training program focusing on enhancing their skills and developing their self-confidence.
- It is more difficult to perform more efficiently because of the traditional set up to the society and thinking and the major challenge is implementing policies. Therefore, the city administration should design strategy and system to implement the approved proclaimed policy regarding women empowerment at national level.
- Recognizing women leaders' capability will make them motivated and will encourage the new comers to involve in this area. Therefore, the bureaus and the top management are advocated to give recognition to women leaders. Thus, the bureaus need to encourage women leaders,
- As mentioned the traditional practices are the major obstacles in Ethiopia to fully accept women empowerment. Therefore, nationwide awareness raising programs and sensitization programs on women empowerment should be put in place to enhance the acceptance of women leaders by their subordinates and the society at large. As government body the city administration together with its stakeholders should work on it.
- It is known that in other countries, women are assigned even at presidents or prime ministers level or at higher position. To realize this in our country, all concerned parties such as family, society and Government body should give acknowledgement for women leaders that are capable enough for their assigned position equal to men leaders.

REFERENCES

- Adair, J. (2007). *Develop Your Leadership Skills*. London and Philadelphia: Kogan Page Limited.
- Bennis, W. (2009). *Best Practices in Leadership Development*. San Francisco: Pfeiffer.
- Besterifield, D. H., Michna, C. B., Glen, H. B., & Sacre, M. B. (2003). *Total Quality Management*. Delhi: Person Education Private Limited.
- BISESWAR, I., & INDRAWATIE, B. (n.d.). The Role of Educated/Intellectual Women in Ethiopia in the Process of Change and.
- Caroline A. Jones and Linda Pound. (2008). *Leadership in Management*. New York: McGraw Hill.
- Chandan, J. (2003). *Management: Concepts and Strategies*. New Delhi: VIKAS Publishing House Pvt. Ltd.
- Dale H. Besterifield, Carol Besterifield Michna, Galen H. Besterifield, Mary Besterifield Sacre. (2003). *Total Quality Management*. Delhi: Person Education.
- De Pree, M. (1989). *Leadership is an Art*. United States: Doubleday.
- DuBrin, A. J. (2008). *Leadership: Research Findings, Practice and Skills*. New York: Houghton Mifflin Co.
- EDHS, E. D. (2008). *Gender Inequality and Women's Empowerment*. Addis Abeba: Ethiopian Society of Population Studies.
- Employment, D. G. (2010). *More Women in Senior Positions*.
- Gareth R. Jones and Jennifer M. Gorge. (2009). *Contemporary Management*. New Delhi: Tata Mc Graw-Hill.
- Goldsmith, M., & Lyons, L. S. (2006). *The Practice of Leadership Coaching from the World's Greatest Coaches*. San Francisco: Pfeiffer An Imprint of Wiley.
- ILO, I. L. (2004). *Breaking through the glass ceiling - Women in Management*. Geneva.
- Jain, N. (2006). *Management: Theory and Practice*. New Delhi: A.I.T.B.S. Publishers.
- James M. Kouzes & Barry Z. Posner. (2003). *Leadership Challenge*. San Francisco: Jossey-Bass.
- Jones, C. A., & Pound, L. (2008). *Leadership and Management in the Early Years*. New York: Mc Graw Hill.

- Jones, G. R., & Gorge, J. M. (2009). *Contemporary Managemenet*. New Delhi: Tata Mc Graw Hill.
- Kamau, N. (2010). *Women and Political Leadership in Kenya*. Nairobi: Heinrich Boll Foundation .
- Kouzes, J., & Posner, B. (2002). *Leadership Challenge*. San Francisco: Jossey Bass.
- Lautz, P. M. (2008). Gender and Leadership in Health care Administration 21st Century Progress Challenges. *Journal of Health Care Management*.
- Mavin, S. (2001). Women's career in theory and practice: time for change? Vol. 16 Iss: 4. *Women in Management Review*, pp. 183 - 192.
- Michelle T. Violanti and Linda Pysher Junezak. (2011). The Effect of Sex and Gender on Perceptions of Leaders: Does Situation Make a Difference? *Advancing Women in Leadership, Vol. 31*, 45 - 56.
- Moran, R. T., Harris, P. R., & Sarah, M. V. (2009). *Managing Cultural Differences*. Kundli: Elsevier Private Limited.
- Storey, J. (2004). *Leadership Organizations: Current Issues and Key Trends*. London and New York: Routledge Taylor & Francis Group.
- Tucker, M. L., Mc Carthy, A. M., & Jones, M. C. (1999). Women and Men Politics: Are some of the best Leaders. *Leadership and Organization Development Vol. 20 Iss : 6*, 285 - 290.
- UN, U. N. (2008). www.un.org/womenwatch. Retrieved 2008, from Women Watch.
- Violanti, M. T., & Junezak, L. P. (2011). The Effect of Sex and Gender on Perspectives of Leaders: Does Situation Make a Difference? *Advancing Women in Leadership Vol. 31*, 45 - 56.
- Wart, M. V. (2008). *Leadership in Public Organizations*. New Delhi: Prince-Hall of India Private Limited .
- Wehrich, H., & Koontz, H. (2001). *Management A Global Perspective*. New York: Mc Graw Hill Companies.
- Wehrich, H., & Koontz, H. (2004). *Essential of Management*. New Delhi: Tata Mc Graw Hill.
- Women, D. f. (2005). *Equal Participation of Women & Men in Decision making Process, with Particular Emphasis on Political Participation & Leadership*.
- Yalokwu, P. (2004). *Fundamentals of Management*. New Delhi: Tata McGraw - Hill.
- Young, J. J. (2011). Internalization among Female Managers. *Advancing Women in Leadership, Vol. 31*, 102 - 112.

ANNEXES

ANNEXES
Appendix –I: Managers’ questionnaire

ST. MARY’S UNIVERSITY COLLEGE
SCHOOL OF GRADUATE STUDIES

Questionnaire to be filled by the women managers

Thank you for your willingness to take time to fill this questionnaire. The questionnaire is prepared by prospective graduate of St. Mary’s University College School of Graduate Studies – MBA Program who is undertaking a research titled “The achievements and challenges of women in leadership in Addis Ababa City Administration Functional Bureaus”.

There is no right or wrong answers to each question. What is required is only your genuine responses. So, kindly please read the items carefully and give your opinions as these greatly determine the success of the study. Any information that you give for these items will be kept strictly confidential.

Thank you for your cooperation.

Sincerely,

ZinashZewdie

PART I: PERSONAL BIOGRAPHY

1. Age a) Below 25 years b) 25 – 30 years c) 31-35 years
 d) 36 - 40 years e) 41 - 45 years f) 45 +

 2. Educational Background
 a) Certificate b) Diploma c) 1st degree
 d) 2nd degree e) Other (specify) _____

 3. Level of leadership position
 a) Operational b) Middle c) Top Level

 4. Work experience in this organization
 a) 1 – 5 years b) 6 – 10 years c) 11 – 15 years
 d) 16 – 20 years e) above 20 years

 5. How long have you worked on the current position?
 a) 1 – 3 years b) 4 – 6 years c) 7 – 9 years
 d) 10–12 years e) 13 years and above

 6. What is your marital status?
 a) Married b) Single c) Divorced d) Widowed

 7. Number of children and dependents;
-

PART II: RESEARCH RELATED QUESTIONNAIRE

To what extent do the following challenges affect your leadership activities? For each of the statements below, put a tick mark (✓) to indicate the degree of the challenge.

5 = To a very great extent, 4 = To a great extent, 3 = To some extent, 2 = To less extent, 1 = Not at all,

No.	Statements	1	2	3	4	5
I - Challenges affecting women leadership						
1.	Lack of ability to position yourself in a place where your clarity, confidence and influence can make a difference.					
2.	Unable to view the organization from broad perspective and able to coordinate and integrate organizational activities.					
3.	Unable to handle tough situations, lead and communicate with others.					
4.	Unable to have your own ethics, beliefs and goals in alignment.					
5.	Unable to be sure of yourself and can step out in confidence that you will do the right thing.					
6.	Fail to find consensus in conflict situations.					
7.	Unable to face institutional and individual discrimination.					
8.	Lack of Leadership training (short/long term) empower women leadership.					
9.	Not recognized by top management.					
10.	Lack of opportunity for career development.					
11.	Inconsistency or lack of targeted strategies for developing women leaders.					
12.	Lack of women role model or never having mentored has impact on your leadership.					
II - Family & Community related challenges						
1.	Family role, childcare and household responsibilities affect your career progression and leadership.					
2.	Achieving a balance between family and other social commitments is important.					
3.	Women need to find a society/culture that supports and accepts them as a leader.					

III) How do you rate the interpersonal relationship you have with your subordinates?

- a) Excellent
- b) Very good
- c) Good
- d) Fair
- e) Poor

IV) If your answer to the above question number is fair or poor what are the reasons, according to your assumption?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

V) If you have any points with regard to women leaders in your organization, please forward.

Appendix - II: Interview Questions for Managers

ST. MARY'S UNIVERSITY COLLEGE SCHOOL OF GRADUATE STUDIES

Interview Questions

1. To what extent are you comfortable with your leadership position?
2. Do you think that you are successful with your leadership practices? How do you describe your achievements?
3. What are the major challenges that you experienced in executing your leadership role?
4. What are your strengths and weakness as a leader? What support do you need to overcome your weakness/limitations?

Annex - III: Supervisees' questionnaire

**ST. MARY'S UNIVERSITY COLLEGE
SCHOOL OF GRADUATE STUDIES**

Questionnaire to be filled by the supervisees

Thank you for your willingness to take time to fill this questionnaire. The questionnaire is prepared by prospective graduate of St. Mary's University College School of Graduate Studies – MBA Program who is undertaking a research titled “The achievements and challenges of women in leadership in Addis Ababa City Administration Functional Bureaus”.

There is no right or wrong answers to each question. What is required is only your genuine responses. So, kindly please read the items carefully and give your opinions as these greatly determine the success of the study. Any information that you give for these items will be kept strictly confidential.

Thank you for your cooperation.

Sincerely,

ZinashZewdie

PART I: PERSONAL BIOGRAPHY

1. Sex a) Female b) Male

2. Age a) Below 25 years. b) 25 – 30 years c) 31–35 years
 d) 36 – 40 years e) 41 – 45 years f) 45 +

3. Educational Background
 a) Certificate b) Diploma c) 1st degree
 c) 2nd degree e) other (specify) _____

4. Work experience in this organization
 a) below 1 year b) 1 –3 years c) 4–6 years
 d) 7 –10 years e) above 10 years

5. For how long have you worked with your current leader?
 a) below 1 year b) 1 – 3 years c) 4 – 6 years
 d) 7 – 10 years e) above 10 years

PART II: RESEARCH RELATED QUESTIONNAIRE

Express your level of agreement [by putting a tick mark (✓)] with the following statements that intended to assess the leadership effectiveness of your women leaders.

5 = Strongly agree 4 = Agree, 3 = Agree to some extent, 2 = Disagree, 1 = Strongly disagree,

No.	Statements	1	2	3	4	5
I - Leadership style						
1.	Women leaders demonstrate an inclusive, team-building leadership style of problem solving and decision making.					
2.	Women managers articulate a vision and inspire followers and motivate employees for extraordinary efforts.					
3.	Women leaders take action with consulting the group members and subordinates.					
4.	Participates subordinates and keeps them informed on various task and goal situations.					
II - Leadership Qualities						
1.	Your supervisor shows impartiality in giving rewards and penalties for performance.					
2.	Willing to listen and no superior ego.					
3.	Optimistic, cheerful, and willing to accept the challenges.					
4.	Ability to make people to trust her.					
III - Leadership Success						
1.	Help subordinates to learn to do a better job.					
2.	Appreciate subordinates work and inform them that their work is important.					
3.	Encourage and create collaboration among work groups and units.					
4.	Provide resources, training and work environment to help subordinates to do their jobs.					
IV - Leadership Efficiency						
1.	Women leaders are excellent listener, team worker, and need to connect with people personally.					
2.	Anticipate the problem and solve it before it becomes unmanageable.					
3.	Make efforts to know what the group members do.					
4.	Sometimes play a role of followers.					

V - Employee perceptions						
1.	Fail to believe that jobs are so big and it is important to ask for help when needed.					
2.	Women are presented as not aggressive enough, lacking the self-confidence required for the job.					
3.	Women do not step-up and negotiate for what they need in terms of resources.					
4.	Not interested to ask for help from qualified subordinates for such tasks to feel her gap.					

VI - According to your observations:

a) What are the strengths of women leaders in the organization?

b) What are the weaknesses of women leaders in the organization?

VII - Would you prefer to have a female supervisor or a male supervisor? Why?
