

**EFFECTIVE LEADERSHIP AND MOTIVATION IN PROMOTING
HIGH EMPLOYEE PERFORMANCE – A CASE STUDY OF THE
ENVIRONMENTAL PROTECTION AGENCY**

By

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CERTIFICATION

I, **MAXWELL KWASI ZU-CUDJOE**, hereby certify that this thesis is my own work toward the award of the Commonwealth Executive Masters in Business Administration Degree and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

This work is dedicated to my mother, Rosa, for her care and support over the years and to my wife, Enyonam, for her love and companionship.

KNUST



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I wish to acknowledge with thanks and gratitude, the varied support and help I received in the preparation of this project work. However, it is only possible to mention just a few names.

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However, I have to emphasise that I alone am solely responsible for any mistakes, which may be found in this project work.

ABSTRACT

The study focused on the contributions of leadership and motivation to effective performance in an organisation with particular reference to the Environmental Protection Agency of Ghana (EPA). The study sought to determine the types of leadership styles and motivation skills required by managers to impact positively on the performance of employees. The sample size for the study was 60 respondents made up of 28 managers and 32 subordinates. Simple random sampling, convenience sampling and purposive sampling methods were used and the instrument used was the questionnaire method. It was found that leadership within EPA is basically transactional since task is mostly accomplished by employees who follow instructions without any argument and communication in the organisation is closed. The study also found that respondents ranked monetary compensation or remuneration first among eleven factors of motivation. The study recommended that decision making needs to be shared between managers and employees for effective performance, that there should always be self-examination by managers and that any job design efforts should have inputs from junior staff. It was suggested that further studies should be carried out to include other theories and aspects of leadership and motivation.

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CHAPTER ONE

THE PROBLEM AND ITS SETTING

1.1 Introduction (Background on Leadership and Motivation)

Leadership is one of the most pressing issues and one of the least understood concepts in management and administration today. The study of leadership has gone through several paradigm shifts and now encompasses a voluminous body of knowledge. As a universal activity, leadership is fundamental for effective organizational and social functioning. The very nature of leadership is its influencing process and its resultant outcomes. Such a process is determined by the leaders and followers characteristics, dispositions, behavior, perceptions, attributions and the context wherein the process of influencing occurs. The moral purpose of leadership is to create an empowered follower with a performance that leads to moral outcomes that are achieved through moral means (Antonakis et al, 2004)

In defining leadership, we must take into consideration its distinctness from power and management. Power refers to the potential of any leader to influence others and includes referent power, expertise, the ability to reward or punish and others. Management refers to objective-driven approaches in acquiring stability based on rationality, bureaucratic means and the fulfillment of contractual obligations. Whereas, leadership refers to purpose-driven activity that results in changes that are based on values, ideals, visions, symbols and emotional exchanges. Based on these definitions, we can say that

leadership and management both requires power, however, management implicates the cognitive domain of employees compared to leadership that has direct effect on affective domain (Antonakis et al, 2004).

Since leadership relies upon providing directions that satisfies the motivational needs of others, there is a relationship between leadership and motivation. As an individual power, motivation can stand on its own. Leaders, on the other hand, act to provide satisfaction. To wit, successful leaders understand the needs of others and subsequently apply perception and influence to show others that the most satisfaction is achieved when following the leader's view. Leadership cannot succeed without motivation (Bittel, 1992).

Leadership is not just a position, “it is a moral relationship between people, held together by loyalty and trust, and rooted in the leader’s commitment to values and accountability when exercising power and authority” (Ciulla, 1998). Various researchers, practitioners and policymakers now acknowledge that motivation can be conceptualized from a functional perspective and that appropriate interventions involve the development of alternative measures to cope up. It was also noted that the establishment of a conducive environment for learning and leadership training have served effectively in lowering the prevalence of underachievement among individuals.

At present, this philosophical shift has extended to various settings, including Environmental Protection Agency Ghana (EPA). Managers/Leaders here have recognized that some of their members do not have the skills and behavioural repertoires necessary to cope with the many material and social expectations. Hence, these members may have the tendency to remain contented with their mediocre performances as their alternative way of mitigating these expectations.

The term motivation has both psychological and managerial connotation. The psychological meaning of behaviour refers to the internal mental state of a person that relates to the initiation, direction, persistence, intensity and termination of behaviour. The managerial meaning of motivation deals with the activity of managers and leaders to induce others in order to produce results desired or outlined by the organization or by the manager. The managerial concept of motivation conforms to a relationship between motivation, ability and performance. The main purpose of motivation at your workplace is to minimize dissatisfaction and to keep people within the organization. There are so many factors that may motivate an individual employee. Examples of this are technical supervision, interpersonal relations, salary, working conditions, status, company policy and job security (Tosi et al, 2000).

1.2 Problem Statement

The achievement of organizational objectives rests largely on the effective leadership and motivation of the human resources at the disposal of the organization. However, most top management or the leadership in many organizations is unable to lead and motivate their subordinates to be able to achieve organizational objectives, a tendency which affects the Environmental Protection Agency (EPA) in Ghana. Organizations are managed and staffed by people and without people organizations cannot exist or function effectively. A very low or ineffective leadership and motivation significantly affects the financial performance of any organization. Particularly, it affects the provision of quality work and output in the EPA.

Ineffective leadership and motivation could be very costly to an organisation and ultimately takes its toll on the organisational performance, productivity and profit. There are direct and indirect costs associated with low employee performance stemming from ineffective leadership and motivation. The direct cost includes the time involved in recruiting, selecting, and training new personnel to replace dismissed employees who may be deemed non-performing as well as the cost associated with advertising and manpower. The time managers spend in the selection process of new employees could otherwise be devoted to other management responsibilities. This research therefore, is set out to investigate factors contributing to ineffective leadership and motivation as well as low employee performance in the EPA.

1.3 Objectives of the study

For the purpose of this study, the general objective is to examine how leadership and motivation contribute to performance at EPA.

However, the specific objectives are as follows:

- To identify leadership and motivational issues involved in managing a public sector organization such as the Environmental Protection Agency (EPA) in Ghana.
- To investigate the prevailing leadership styles of managers within the organization and also to determine the indicators of such styles.
- To determine the type of communication channels existing between managers and subordinates.
- To determine the factors that lead to the satisfaction of employees at their jobs.
- To determine the factors that lead to the dissatisfaction of employees at their jobs.

1.4 Research questions

This study intends to provide answers to the following are the questions:

- What leadership styles do managers use at EPA?
- Do managers use their own discretion in decision making or do they seek authority from their bosses?

- How does leadership function to coordinate efforts of groups to undertake specific organisational tasks?
- How does senior management motivate their employees to be able to achieve organisational goals and objectives?
- Which job content variables lead to job satisfaction for the employees?
- Which job context factors help the employees to lower and/or prevent dissatisfaction with their jobs?

1.5 General Arguments

The following general arguments would be tested in the study:

- The success of every organisation in the achievement of organisational objectives does not depend greatly on the effective leadership and motivation of human resources or employees within the organization.
- A high employee performance in an organization is not as a result of effective leadership and motivation of the employees.

1.6 Significance of the study

Throughout history, leadership and motivation have been seen as an element that impels others to action such as working towards the attainment of organisational goals and

objectives. It is therefore one function that must be performed by all who direct the work of other employees, namely, both supervisor and senior management. Since it is that potential in human resources that turns organisational vision into reality, the success or failure of the organisation may directly relate to the way employees are led or motivated in the performance of their duties. It has been documented that those employees who feel motivated are in a better position to deliver organisational visions and goals thereby contributing greatly towards productivity and organisational performance. It is therefore imperative that leaders take charge and inspire employees towards achieving organisational goals of the organisation. The success of the organisation will have developmental implications for the Ghanaian economy and this could result in improved gross domestic product (GDP) which could bring about a higher standard of living for the citizenry.

The significance of this study is therefore manifold and includes the following:

- The study is believed to bring to light the benefits that Environmental Protection Agency (EPA) and its top management would derive from effective leadership and motivation of employees.
- The study would also provide baseline data to those who may desire to research into the problems of leadership and motivation of employees in the EPA or any organisation.

- This study would be of great assistance to EPA as a whole in Ghana or any other organisation to guide the organization in effectively leading and motivating its employees to churn out high performance.
- The study also reviews the extent to which effective leadership and motivation affects service delivery and work by employees in the EPA.
- The study will therefore be useful to human resource practitioners, executive directors, supervisory boards and owners of businesses. This will help them to develop leadership qualities that emphasise the finding of a match between organizational and employees' personal interests.
- It would also help employers or executive management to develop ways of motivating employees because if the employees feel confident in their ability, good about their jobs and pleased with the organisation they will be able to deliver good performance.
- The study will also be beneficial to educational and research institutions such as universities and teacher training colleges who will use the findings to develop leadership and motivation curricula for their students and staff.
- Finally, it is believed that the study will help to develop effective human resources for the developmental needs of the country.

1.7 Purpose of the study

The availability of pertinent information that helps the leadership of any organisation to offer leadership and motivation to its human resources is very key to its success. The organisation will therefore go to a great extent to collect pertinent information that will guide it in offering effective leadership and motivation to these human resources to be able to create momentum within the organisation to help it to achieve its goals and objectives.

The purpose of this study is therefore to provide a theoretical framework and research basis for which the organisation in question (the Environmental Protection Agency of Ghana) or any other organisation for that matter will go about the process of leading and motivating its employees in order for them to perform effectively towards the attainment of organisational goals and objectives.

1.8 Scope and limitations of the study

The study is centred on how leadership and motivation contribute to effective employee performance within an environmental setup with particular reference to the the Environmental Protection Agency (EPA) of Ghana which is a statutory regulatory body with Head Office in Accra and regional and district offices throughout the 10 regions of Ghana.

The researcher faced several challenges in the collection of data and because of this several man-hours were expended in gathering and analysing the relevant data towards

the successful completion of the project. Even though this study is bound to produce new understanding in the theory and practice of leadership and motivation of employees in major organizations in Ghana, conducting the study may not be without limitation one being the following:

- a) There were also some instances of unwillingness on the part of respondents to complete questionnaires on time.
- b) Though there are several theories governing leadership and motivation, this researcher limited himself to only a few. Transactional and transformational theories of leadership and Herzberg's two-factor theory on motivation was the theoretical framework for the study.
- c) Though, the sample unit for this study was stated as the Environmental Protection Agency, attention was concentrated on the Head Office staff in Accra and the Volta Regional office staff in Ho. All others who could not be accessed for data gathering by means of the structured questionnaire were accessed mainly through telephone interviews.

1.9 Organisation of the study

This research work is divided into five (5) main chapters as follows:

Chapter One contains the introduction of the study, which is about factors pertaining to effective leadership and motivation of employees in the organization, the problem statement, objectives of the study, hypothesis, and the significance of the study.

Chapter Two dwells mainly on the literature review of the research topic. This chapter contains the review of works other researchers have done about the subject area. It will therefore inform this research of a relationship if any between the variables being researched or investigated.

Chapter Three focuses on the methodology that will be employed to gather the relevant data needed to carry out the research work. It also talks about methods and techniques for analyzing the data.

Chapter Four contains the data presentation, analysis, interpretation and discussion of the data that was collected.

The final chapter, (Chapter Five) comprises the summary of findings, conclusion, recommendations, and limitations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the theoretical framework of the research work is presented. Prior literature of research carried out by scholars on leadership styles is reviewed. There is also a presentation of the theories of leadership, including transformational and transactional leadership. Besides, the theories and research on motivation are reviewed and discussed. Furthermore, the relationship between leadership, motivation and performance is explored.

2.2 Leadership Styles

There are a number of different approaches, or 'styles' to leadership and management that are based on different assumptions and theories. The style that individuals use will be based on a combination of their beliefs, values and preferences, as well as the organizational culture and norms which will encourage some styles and discourage others. Some leadership styles reviewed include the following:

- Charismatic leadership
- Participative leadership
- The Quiet leader

- Servant leadership

2.2.1 Charismatic Leadership Style

Musser (1987) notes that charismatic leaders seek to instill both commitment to ideological goals and also devotion to themselves. The extent to which either of these two goals is dominant depends on the underlying motivations and needs of the leader.

Conger and Kanungo (1998) argue that charismatic leaders ‘critically examine the status quo with a view to developing and articulating future strategic goals or vision for the organisation, and then leading organisational members to achieve these goals through empowering strategies (Conger. and Kanungo, 1998). They identify five key characteristics of charismatic leaders :

- Vision and articulation: the leader has a vision that is expressed as an articulate goal. This goal suggests a future that is better than the status quo. The leader is able to clarify the vision in a way that resonates with others.
- Personal risk: charismatic leaders are willing to take on high personal risks and incur high costs and engage in self-sacrifice to achieve the vision.
- Environmental sensitivity: charismatic leaders make realistic assessments of the environment and its constraints; are also able to identify needed resources to effect change.

- Sensitivity to follower needs: they are perceptive of others' abilities and are responsive to their needs and feelings.
- Unconventional behaviour: they engage in behaviours that are perceived to be novel and counter to norms.

2.2.2 Participative Leadership Style

A participative leader, rather than taking autocratic decisions, seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders. Another way is for the leader to describe the 'what' of objectives or goals and let the team or individuals decide the 'how' of the process by which the 'how' will be achieved which is often called 'Management by Objectives' (Likert, 1967).

2.2.3 The Quiet Leader

The approach of quiet leaders is the antithesis of the classic charismatic (and often transformational) leaders in that they base their success not on ego and force of character but on their thoughts and actions. Although they are strongly task-focused, they are neither bullies nor unnecessarily unkind and may persuade people through rational argument and a form of benevolent transactional leadership (Collins, 2001).

2.2.4 Servant Leadership Style

It is the style of leadership which assumes that the leader has responsibility for his followers and also towards society and those who are disadvantaged and believes that people who want to help others best do this by leading them. The servant leader serves others, rather than having others serving the leader. Serving others thus comes by helping them to achieve and improve on their performance. There are two criteria of servant leadership:

- The people served grow as individuals, becoming 'healthier, wiser, more autonomous and more likely themselves to become servants' (Greenleaf, 1977).
- The extent to which the leadership benefits those who are least advantaged in society (or at least does not disadvantage them).

Spears (2002) lists: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth of people, and building community. Greenleaf (1977) also says that true leadership "emerges from those whose primary motivation is a deep desire to help others." Servant leadership is a very moral position, putting the well-being of the followers before other goals.

2.3 Leadership Theories

2.3.1 Introduction: Definition and Theories of Leadership

This research study looks at various leadership theories and these have been notably varied over the years and range from the “great man” theory, trait theory, behavioural theory, participative leadership theory, situational leadership theory, and contingency theory to transactional and transformational leadership theories. As for the meaning of leadership, there are various opinions expressed among different researchers. Pfeffer (1977) finds that many of the definitions are ambiguous whilst Spitzberg (1986) reports that the meaning of leadership may depend on the kind of institution in which it is found. In this research study, the focus is on leadership in businesses or organisations for which reason some definitions will be ignored.

Burns (1978) reports that a study of the definition of leadership reveals one hundred and thirty (130) different definitions. However, several generally-accepted variations on the definition appear in the management and leadership literature. He concludes by presenting five characteristics of leadership:

- Leadership is collective. The notion of one-person leadership as a “contradiction in terms”, because both leaders and followers must exist. Also, an organisation may have multiple leaders all acting in correspondence with one another.

- Leadership is dissension. Leadership coexists with dissent. Indeed, much of the growth of any organisation centres on the management/leadership of dissent, except in times of war.
- Leadership is causative. True leadership affects the motives of individuals and groups of people and alters the course of the organisational history. It causes positive change.
- Leadership is morally purposeful. Burns sees leadership as goal-oriented, with leaders and followers pointing the way to some future state of the organisation with plans about how those goals might be met.
- Transforming leadership is elevating. Engagement between leaders and followers takes on a moral – but not a moralistic – plane, as both leaders and followers rise to live more principled lives (Burns, 1978).

According to Bass (1997), leadership has been conceived as the focus of group processes, as a matter of personality, as a matter of including compliance, as the exercise of influence, as particular behaviours, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiation of structure, and as many combinations of these definitions (Bass, 1997). In conclusion for the purpose of this study, it is believed that Bass' and Burns' definitions are much more relevant to business and organisational setups and much more specific than other definitions.

2.4 Characteristics of Leadership Theories

2.4.1 Four Major Types of Leadership Theories

The four major leadership theories are characterized by the following

- Trait theories: These theories are those that are concerned with who leads, that is, characteristics of leaders which is represented by trait theories.
- Behavioural theories: These theories are concerned with how the leaders lead, that is, leaders' behaviours on the job.
- Situational or contingency theories: These theories are concerned with the circumstances under which the leaders lead.
- Relational theories: These theories are concerned with the characteristics of the people who follow the leader.

2.4.2 Trait Theories of Leadership

This theory indicates that leaders normally have extraordinary ambition, clear and articulate vision, and a winning personality that draw people and followers to them; these leaders possess certain traits to a greater extent than do non-leaders. Moreover, some researchers report that the traits which distinguish great leaders from others are inherited (Cleveland, Stockdale and Murphy, 2000).

Stogdill (1974) identified the following traits and skills as critical to leaders.

Traits:	Skills:
<ul style="list-style-type: none"> • Adaptable to situations • Alert to social environment • Ambitious and achievement-orientated • Assertive • Cooperative • Decisive • Dependable • Dominant (desire to influence others) • Energetic (high activity level) • Persistent • Self-confident • Tolerant of stress • Willing to assume responsibility 	<ul style="list-style-type: none"> Clever (intelligent) Conceptually skilled Creative Diplomatic and tactful Fluent in speaking Knowledgeable about group task Organized (administrative ability) Persuasive Socially skilled

McCall and Lombardo (1983) researched both success and failure identified four primary traits by which leaders could succeed or 'derail':

- Emotional stability and composure: Calm, confident and predictable, particularly when under stress.
- Admitting error: Owning up to mistakes, rather than putting energy into covering up.

- Good interpersonal skills: able to communicate and persuade others without resort to negative or coercive tactics.
- Intellectual breadth: Able to understand a wide range of areas, rather than having a narrow (and narrow-minded) area of expertise.

2.4.3 Great Man Theory/Great “Person” Theory

Early research on leadership was based on the study of people who were already great leaders. These people were often from the aristocracy, as few from lower classes had the opportunity to lead. This contributed to the notion that leadership had something to do with breeding. It should also be noted that gender issues were not on the table when the 'great man' theory was proposed. Most leaders were male and the thought of a great woman was generally in areas other than leadership (Stogdill, 1974).

2.4.4 Behavioural theories of leadership

The behavioural approach to leadership focuses on what leaders do rather than what traits they possess. Researchers categorise leaders' behaviours into two attributes: consideration (C) and initiating structure (IS) (Fleishman, 1973). **Consideration** consists of behaviours that show a concern for people, their needs, and their relationships with others. **Initiating structure** constitutes concern for organizing and accomplishing tasks. It should be noted that the two attributes are uncorrelated. One

leader can therefore demonstrate both C and IS behaviour, one or the other, or neither. By definition, a person who does not exhibit either C or IS behaviours is not a leader.

2.4.4.1 Blake and Mouton's Managerial Grid

According to Blake and Mouton (1961), leaders may be concerned for their people and they also must also have some concern for the work to be done but how much attention should leaders pay to one or the other is a question every leader must answer. They report that leadership is practised through a combination of the following:

Impoverished management: There is a minimum effort to get the work done and so this is a basically lazy approach that avoids as much work as possible.

Authority-compliance: There is a strong focus on task, but with little concern for people. The focus is on efficiency, including the elimination of people where possible.

Country club management: There is great care and concern for the people, with a comfortable and friendly environment and collegial style. However, a low focus on task may give questionable results.

Middle of the road management: There is a weak balance of focus on both people and the work. Doing enough to get things done, but not pushing the boundaries of what may be possible.

Team management: Firing on all cylinders: people are committed to task and leader is committed to people (as well as task).

2.4.5 Contingency Theories

Contingency theories contend that there is not one best way of leadership and that one leadership style which is effective in some situations may not be applicable or successful in others. This research reviews Fiedler's Contingency Theory (1967).

2.4.5.1 Fiedler's Least Preferred Co-worker (LPC) Theory

Fiedler (1964) identifies a Least Preferred Co-Worker scoring for leaders by asking them first to think of a person with which they worked that they would like least to work with again, and then to score the person on a range of scales between positive factors (friendly, helpful, cheerful, etc.) and negative factors (unfriendly, unhelpful, gloomy, etc.). Three factors are then identified about the leader, member and the task, as follows:

- *Leader-Member Relations*: The extent to which the leader has the support and loyalties of followers and relations with them are friendly and cooperative.
- *Task structure*: The extent to which tasks are standardised, documented and controlled.
- *Leader's Position-power*: The extent to which the leader has authority to assess follower performance and give reward or punishment.

The best LPC approach depends on a combination of these three. Generally, a high LPC approach is best when leader-member relations are poor, except when the task is unstructured and the leader is weak, in which a low LPC style is better (see table 2.1).

No.	Leader-Member Relations	Task structure	Leader's Position-power	Most Effective leader
1	Good	Structured	Strong	Low LPC
2	Good	Structured	Weak	Low LPC
3	Good	Unstructured	Strong	Low LPC
4	Good	Unstructured	Weak	High LPC
5	Poor	Structured	Strong	High LPC
6	Poor	Structured	Weak	High LPC
7	Poor	Unstructured	Strong	High LPC
8	Poor	Unstructured	Weak	Low LPC

Table 2.1: Fiedler's Least Preferred Co-worker Matrix from Fiedler, F.E. (1964). A contingency model of leadership effectiveness. In L. Berkowitz (ed), *Advances in experimental social psychology*, NY: Academic press.

This approach seeks to identify the underlying beliefs about people, in particular whether the leader sees others as positive (high LPC) or negative (low LPC). This approach also uses task- vs. people-focus as a major categorisation of the leader's style (Fiedler, 1964); (Fiedler, 1967)

2.4.6 Situational Theories

Situational leadership theories try to explain a leader's style, behaviour, or effectiveness understanding how the leader's behaviour is shaped by the situation. The theories presume that different leadership styles are better in different situations, and that leaders must be flexible enough to adapt their style to the situation in which they find themselves. Factors that affect situational decisions include motivation and capability of followers. This, in turn, is affected by factors within the particular situation. The relationship between followers and the leader may be another factor that affects leader behavior as much as it does follower behavior. The leaders' perception of the follower and the situation will affect what they do rather than the truth of the situation. The leader's perception of themselves and other factors such as stress and mood will also modify the leaders' behavior. The study reviews the situational theory by Blanchard and Hersey (1969, 1999).

2.4.6.1 Hersey and Blanchard's Situational Leadership

Hersey and Blanchard (1969) assume that there are four leadership styles (S1 to S4) that match the development levels (D1 to D4) of the followers.

S1: Telling / Directing

Follower: R1: Low competence, low commitment / Unable and unwilling or insecure

Leader: High task focus, low relationship focus

When the follower cannot do the job and is unwilling to try, then the leader takes a highly directive role. The leader may also provide a working structure, both for the job and in terms of how the person is controlled. The leader may first find out why the person is not motivated and if there are any limitations in ability.

S2: Selling / Coaching

Follower: R2: Some competence, variable commitment / Unable but willing or motivated

Leader: High task focus, high relationship focus

When the follower can do the job, at least to some extent, and perhaps is over-confident about their ability in this, then 'telling' them what to do may demotivate them or lead to resistance. The leader thus needs to 'sell' another way of working, explaining and clarifying decisions.

Note: S1 and S2 are leader-driven.

S3: Participating / Supporting

Follower: R3: High competence, variable commitment / Able but unwilling or insecure

Leader: Low task focus, high relationship focus

When the follower can do the job, but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and

instead is concerned with finding out why the person is refusing and thence persuading them to cooperate.

S4: Delegating / Observing

Follower: R4: High competence, high commitment / Able and willing or motivated

Leader: Low task focus, low relationship focus

When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, largely trusting them to get on with the job.

Note: S3 and S4 are follower-led.

2.4.7 Relational-Based Theories

Relational-based theories are the more recent development of leadership theories. The theories seem to move away from the assumptions that leadership is determined by traits, behaviours, styles, and situational characteristics. Instead, they focus on the relationship between leaders and followers. In other words, these theories are based on social-exchange theory, which states that both the leader and followers (subordinates) commit to working together (that is, followers are willing to be led and the leader is willing to provide direction and support) as long as members find the relationship mutually satisfying (Cleveland, Stockdale and Murphy, 2000).

This study compares transactional leadership and transformational leadership by Bass (1990) and Bass and Avolio (1994).

2.4.7.1 Transactional Leadership vs. Transformational Leadership

All of the leadership theories so far reviewed are basically transactional in nature. Transactional leadership is based on leader-follower exchanges; subordinates perform their jobs and the leader rewards and recognises their efforts. The primary objective is to ensure that subordinate behaviour is consistent with overall organisational goals.

According to Schermerhorn, Hunt and Osborn (2000), there are four dimensions of transactional leadership:

- Contingent rewards: leaders provide a variety of rewards in exchange for mutually agreed upon goal accomplishment.
- Active management by exception: leaders take corrective action for any deviation from rules and standards.
- Passive management by exception: leaders intervene only in circumstances where standards are not met.
- Laissez-faire: leaders sometimes abdicate responsibilities and avoid decisions.

Transformational leadership is quite distinct from transactional leadership in that transformational leaders are able to alter the beliefs and attitudes of followers and inspire them to subordinate their own interests for the good of the organisation (Burns, 1978).

Some leaders such as Mahatma Gandhi, Kwame Nkrumah, Nelson Mandela, Winston Churchill, and Barrack Obama and some organisational executives (Richard Branson of Virgin Group) have been described as transformational. This is because the leaders are able to bring new understandings by increasing or changing awareness of issues. This creates a group of more excited and inspired followers who are ready to exert extraordinary efforts to achieve organisational goals and objectives.

Transformational leaders have four dimensions:

- Charisma: the leader provides a clear vision and articulate mission, instills pride, and gains respect and trust.
- Communication: communicates high expectations using symbols to direct efforts and expresses important purposes in simple ways.
- Intellectual stimulation: promotes intelligence, rationality and careful problem solving.
- Individualised consideration: the leader coaches and advises each employee based on his or her individual needs (Bass, 1990); (Bass and Avolio, 1994).

2.5 Leadership and Communication

How leaders communicate with their followers contribute effectively to organisational performance. There are three primary directional flows of communication: downward communication, upward communication, and horizontal communication. Downward

communication flows from the top of the organisation towards the bottom. Managers often use this approach to provide instructional and procedural information to employees. Often downward communication uses formal communication channels to transmit information.

Upward communication flows from lower levels of the organisation to higher levels. Often, established communications such as performance reports, employee attitude surveys and grievance procedures flow upward from lower levels. Horizontal communication occurs between departments or functional units. This communication occurs among members within the same work group or often at the same levels. Given the nature of cross-functional teams that are often employed in organisations today, horizontal communication becomes very important because of the interdependent nature of cross-functional areas. On occasion, horizontal communication is a source of interpersonal conflict, particularly when vertical communication flows are breached (Schermerhorn, Hunt, and Osborn, 2000).

Effective performance in organisations is dependent upon effective communication. Organisations have identified effective communication skills as a critical component of any manager's job, and good communicators tend to create environments that foster effective performance. Johns and Saks (2001) suggest the following basic principles for effective communication:

- Managers should take their time to communicate with employees;

- They should be accepting of others;
- They should try to separate the people from the problems;
- They should be able to communicate their feelings;
- They should listen actively and
- They should finally be timely and specific with their feedback.



2.6 Motivation Theories

2.6.1 Introduction and Definition of Motivation

Motivation is defined as the force within an individual that establishes the level, direction and persistence of effort the individual expends at work.

- Level represents the amount of effort or intensity a worker exerts on the job;
- Direction gives an individual's choice of where he/she should put their efforts, for instance, quality at the expense of quantity and
- Persistence refers to his stamina, that is, how long he is able to sustain his effort (Francesco and Gold, 1998).

Each person is attracted to some set of goals. A manager must therefore have some knowledge about an employee's goals and about the actions he/she has to take to achieve them in order to the employee's behaviour with any accuracy (Gibson et al, 1994). Campbell et al (1970) report that, theories of motivation fall into two categories, namely, content and process theories. Content theories focus on the factors within the person that energise, direct, sustain and stop behaviour. They thus attempt to determine the specific needs that motivate people. Process theories however describe and analyse how behaviour is energised, directed, sustained and stopped.

2.7 Content Theories of Motivation

Gibson et al (1994) report that content theories focus on individual needs in explaining job satisfaction, worker behaviour and reward systems. The theories suggest that within a person, individual need deficiencies activate tensions that trigger a behavioural response. For managers to be effective, the content theories suggest that they must:

- 2 Determine what needs trigger desired performance, group, and behaviours.
- 3 Be able to offer meaningful rewards that help the employee to satisfy needs.
- 4 Know when to offer appropriate rewards to optimize performance behaviour.
- 5 Not assume that a person's need deficiencies will repeat themselves in a regular pattern. People change because of experiences, life events, aging, cultural and environmental changes, and other factors.

Managers therefore should know that their employees have different needs, desires, and goals because each individual is unique in many ways.

The content theories discussed by this study are the following:

- Abraham H. Maslow's Hierarchy of Needs Theory
- Frederick Herzberg's Two-Factor (Motivators and Hygiene Factors) Theory

2.7.1 Abraham H. Maslow's Hierarchy of Needs Theory

Maslow (1943) reports that the needs of the individual can be divided into five levels, the lowest-level needs being the physiological needs and the highest-level needs being self-actualisation needs. In between these levels are the safety and security, belongingness and self-esteem needs respectively.

- i. Physiological needs: the need for food, drink, shelter, and relief from pain.
- ii. Safety and security: the need for freedom from threat; that is, the security from threatening events or surroundings.
- iii. Belongingness, social and love: the need for friendship, affiliation, interaction, and love.
- iv. Esteem: the need for self-esteem and for esteem from others.
- v. Self-actualisation: the need to fulfill oneself by maximizing the use of abilities, skills, and potential.

Maslow's theory assumes that a person attempts to satisfy the more basic needs, that is, physiological, before directing behaviour toward satisfying higher-level needs, such as, self-actualisation. It is obvious that lower level needs must be satisfied first before a higher level need such as self-actualisation begins to control an individual's behaviour (Gibson et al, 1994).

2.7.2 Herzberg's Two Factor Theory

Herzberg (1959) separates the factors that control employee behaviour into the two factors of dissatisfiers and satisfiers or hygiene or motivators, also referred to as extrinsic and intrinsic factors respectively. The original research testing this theory included a group of two hundred (200) accountants and engineers representing a cross-section of Pittsburgh industry were interviewed. The study was designed to test the concept that man has two set of needs: his need as an animal to avoid pain and his need as a human to grow psychologically.

The respondents were asked about events they had experienced events they had experienced at work which either had resulted in a marked improvement in their job satisfaction or had led to a marked reduction in job satisfaction. The interviewers began by asking the engineers and accountants to recall a time when they had felt exceptionally good about their jobs. The systematic procedure resulted in the development of two distinct kinds of experiences: satisfiers and dissatisfiers. Herzberg's initial study resulted in two specific conclusions. First, there is a set of extrinsic conditions, the job context. They include:

- Salary
- Job security
- Working conditions

- Status
- Company procedures
- Quality of supervision
- Quality of interpersonal relations among peers, with superiors, and with subordinates.

The presence of these conditions does not necessarily motivate the employee. But their absence results in dissatisfaction among employees. Because they are needed to maintain at least a level of “no dissatisfaction,” the extrinsic conditions are called the disatisfiers or hygiene factors.

Secondly, a set of intrinsic conditions, the job content, is also present. These conditions include the following:

- Achievement
- Advancement
- Recognition
- The work itself
- Responsibility
- The possibility of growth

The absence of these conditions does not necessarily prove highly dissatisfying. But when present, they build strong levels of motivation that result in good job performance. Therefore these factors are called the satisfiers or motivators (Herzberg, 1959); (Gibson et al, 1994).

2.8 Process Theories of Motivation

The major process theories discussed in this study include the following:

- Equity theory by Stacey Adams (1962, 1987)
- Expectancy theory by Vroom (1964)

2.9 Equity Theory

Adams (1962) suggests in the equity theory that if workers perceive a level of inequity or unfairness when they compare their work situations to that of others, they have the motivation to change the situation, in order to generate (at least in their minds) a much better or more accurate sense of fairness. The theory distinguishes between felt negative inequity and felt positive inequity.

Felt negative inequity occurs when an employee feels that he or she is receiving less (in the way of compensation, or recognition, or advancement) than others are, in proportion to the efforts they have put into the work. Felt positive inequity exists when employees feel that, compared with others, they are actually getting more. When feelings of either

negative or positive inequity exist in organisations, the following are some of the actions employees take to correct this sense of inequity:

- They change the work inputs, that is, they work less hard.
- They change the outcomes or rewards by asking for a salary increase.
- They quit the job.
- They change comparison points by comparing oneself with another worker.
- They distort the comparisons psychologically by maybe rationalizing the situation as being temporary.
- They act to change the inputs or outputs of the comparison person by giving the employee more work (Adams, 1962, 1987).

When employees perceive that compensation and reward systems are equitable, they have higher levels of job satisfaction and are willing to work harder towards the achievement of organisational objectives

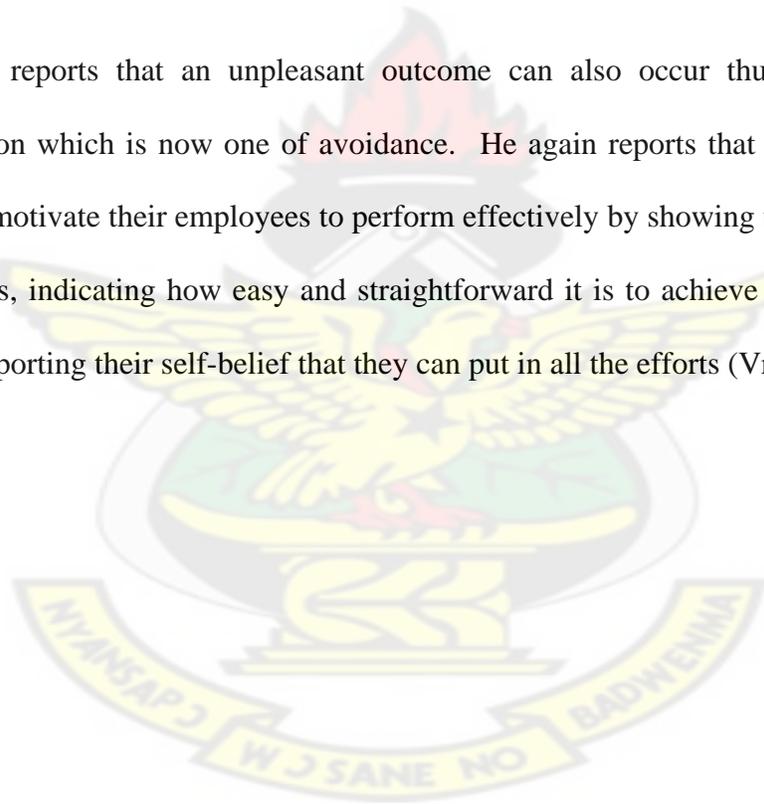
2.10 Expectancy Theory

Vroom (1964) reports that people are constantly predicting likely future occurrences and thus create expectations about them. If these events seem reasonably likely and attractive and they know how to get these events to occur, and that they can contribute

to its occurrence, then this knowledge will motivate them to act to make this future event possible. He reports that, motivation is thus a combination of:

- *Valence*: The value of the perceived outcome (What does the person gain?)
- *Instrumentality*: The belief that if the person puts in certain effort then he will achieve the outcome. (What path does the individual take?)
- *Expectancy*: The belief that he is able to complete the actions. (What is his capability?)

He also reports that an unpleasant outcome can also occur thus giving rise to a motivation which is now one of avoidance. He again reports that managers therefore need to motivate their employees to perform effectively by showing them very desirable outcomes, indicating how easy and straightforward it is to achieve the set targets, and then supporting their self-belief that they can put in all the efforts (Vroom , 1964).



CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter explains the different choices concerning the research methodology adopted. Here, the methodology including data collection, research philosophy as well as research approach is introduced.

3.2. Choice of methodology

The main purpose of this research project is to find out the relationship between leadership, motivation and performance in an organisational setup with the EPA as a case study. Jankowicz (1995) reports that a case study method is used when the thesis focuses on a set of issues in a single organisation and you want to identify the factors involved in an in-depth analysis of the organisation. Therefore previous researches in the areas of leadership theories, leadership style theories and motivational theories were reviewed. Focus was made on the transactional and transformational leadership theories as well as Herzberg's two-factor motivational theory. Two general arguments based on these theories were therefore constructed and tested through a field study. A questionnaire was therefore designed and information collected from respondents.

3.3. Sample Area

The Environmental Protection Agency (EPA) Ghana was used as the target population for the study. The EPA has a staff strength of 500 and offices throughout the country Ghana. The Head office is located in the national capital of Accra. There are ten regional offices located in each of the ten (10) regional capitals and three (3) district offices. The EPA was selected because during their daily performance, employees experience situations which may refer to effective or ineffective leadership and motivation that impact likewise on their performance.

3.4. Sample Population

This researcher worked with a sample population of two hundred (200). The breakdown of the sample population is as follows:

CATEGORY OF WORKER	NUMBER
Junior Staff	120
Senior Staff	80
TOTAL	200

Table 3.1: The sample population of the research

3.5. Sample Size

This researcher worked with a sample size of sixty (60). The breakdown of the sample size is as follows:

CATEGORY OF WORKER	NUMBER
Junior Staff	32
Senior Staff	28
TOTAL	60

Table 3.2: The sample size of the research

3.6. Sampling Technique

The sampling methods used include simple random for sampling, convenience sampling and purposive sampling. The researcher collected the sampling frame from the two categories of staff mentioned above in selecting the respondents for the study. It was hoped that this sampling technique would eliminate selection bias in the study and that at least 50 % of the sample size would be covered by the survey.

3.7. Data collection

3.7.1. Primary data

Primary data are data that are collected for a special research. The data can be collected in a number of ways, such as, observations, semi-structured, in-depth and group interviews, as well as questionnaires (Saunders, Lewis & Thornhill, 2007).

However, it was found that the questionnaire technique was most appropriate to the research questions and objectives, because it can provide an efficient way of collecting responses from a large sample of prior to quantitative analysis.

3.7.2. Secondary data

Secondary data include both quantitative and qualitative data, and they are used principally in both descriptive and explanatory research. There are three main sub-groups of secondary data: documentary secondary data, survey-based secondary data, and multiple-source secondary data (Saunders, Lewis & Thornhill, 2007). In the research, extensive literature was reviewed on the relatively new concepts of transformational and transactional leadership. Also, documentary secondary data in such sources like journals, books, business reports, and magazine articles, was focused on. The following criteria had to be met: must be contemporary and written in English. But the most important criterion is that it should be concerned with three factors: leadership styles, motivation and performance.

This research work is mainly based on Bass' transformational and transactional theories and Herzberg's two-factor motivation theory. Besides, some of the most recognized researchers on transformational leadership are Burns (1978), Avolio (1992).

3.7.3. Qualitative method and quantitative method

A data can either be qualitative or quantitative. Qualitative data is non-numerical data or data which have not been collected from methods such as interviews. This form of method might create a deeper understanding of the problem that is being studied (Andersen, 1998). The opposite of qualitative data is quantitative data. It consists of numerical data or data that have been quantified, for example a survey based on a

questionnaire (Saunders, Lewis & Thornhill, 2007). This method is characterized by diligent use of statistics and mathematics (Andersen, 1998). A quantitative approach was selected in order to make the results more reliable and scientific. The collected primary data was analysed using a statistical analysis software called Statistical Package for Social Sciences (SPSS).

3.8. Research approach

There are two main research approaches: deductive approach and inductive approach. The appropriate research approach provides the guidelines for the research methodology. The deductive method is when one begins with a theory and then performs an investigation in order to confirm or reject the specific theory. Thus, a deductive approach is often accompanied by a survey as a means of collecting data. On the other hand, the inductive approach is when you observe a phenomenon and tries to explain it in theoretical manner, in other words, the deductive approach reversed (Saunders, Lewis & Thornhill, 2007).

A deductive approach was adopted because the research process was started with a literature review. As adequate knowledge was gained it was then time to construct or state a hypothesis that would then be tested in a survey. The questionnaire met the needs of this research since it allowed a large number of respondents, that is, both senior and junior staff of the Environmental Protection Agency of Ghana (EPA), to be accessed.

The major advantage of this method was that adequate response could be received from the selected respondents whilst the disadvantage of a questionnaire method was that it could be misinterpreted if the questions were ambiguous.

3.9. Research philosophy

In the research process, there are usually three philosophies: positivism, realism and interpretivism. The principle of positivism was used throughout the research project since existing theories were used to develop hypotheses which were then tested by the use of a quantitative survey. Researchers who adopt a positivistic philosophy always attempt to be independent, which means that they do not want to affect or be affected by the subject or the research (Saunders, Lewis & Thornhill, 2007). During the conduct of this research, the researcher strived to be neutral and not let his expectations influence the results of the study.

For this instance, the interpretivistic approach was not practicable because the results must be generalized so that they can be applicable to other organisational contexts. However, interpretivistic approach emphasises that generalisability is not vital (Saunders, Lewis & Thornhill, 2007).

CHAPTER FOUR

ANALYSIS AND DISCUSSIONS

4.1 Introduction

The chapter presents the findings and discussions based on the objectives of leadership styles of managers and how all employees are motivated in the organisation. The findings are also linked to appropriate and related literature. In all, a total of 60 people comprising 32 junior staff and 28 senior staff responded to the questionnaires.

4.2 Skills, knowledge and abilities

The demographic and socio-economic characteristics of respondents (both employees and managers) are outlined as part of knowledge, skills and abilities because they have some implications for effective performance of employees of the Environmental Protection Agency (EPA), and other relevant organisations. Table 4.1 below represents percentage sex distribution of respondents.

Table 4.1: Sex distribution of respondents

Sex	Frequency	Percent
Male	45	75.00
Female	15	25.00
Total	60	100.00

Source: Fieldwork, 2009

As shown in Table 4.1, out of 60 respondents 75% are males while 25% are females. This does not mean that the survey was targeted at males but it is an indication of the fact that the organisation, that is the Environmental Protection Agency, is a male-dominated organisation and there are few females in all levels of the organisation.

A higher academic qualification has been seen as an important ingredient for effective performance within the Environmental Protection Agency (EPA). Thus, higher level managerial positions especially for Deputy Directors and Directors require not only managerial experience but also a postgraduate qualification. Respondents were therefore asked to indicate their academic qualifications as a way of finding out their educational background. The results are shown in Tables 4.2 and 4.3.

Table 4.2: Academic qualification of subordinates

Qualification	Frequency	Percentage
Pre-tertiary	22	68.75
Diploma	10	31.25
Graduate	0	0.0
Postgraduate	0	0.0
Total	32	100.00

Source: Fieldwork, 2009

The data obtained show that none of the junior staff is a graduate whilst pre- tertiary and diploma qualifications accounted for 68.75% and 31.25% respectively. The data also show that a graduate qualification automatically qualifies one for a senior staff or managerial position.

Table 4.3: Academic qualification of managers

Qualification	Frequency	Percent
Pre-tertiary	0	0.0
Diploma	6	21.4
Graduate	14	50.0
Postgraduate	8	28.6
Total	28	100.0

Source: Fieldwork, 2009

The data above indicated that out of 28 respondents who are managers, none holds a pre-tertiary qualification whilst diploma, graduate and postgraduate qualifications accounted for 21.4%, 50.0% and 28.6% respectively.

4.3 Analysis of Subordinates' Perceptions on Leadership and Performance

As employees and managers perceive the manager's roles differently therefore the employees were asked to describe the working relationship between their immediate supervisors and themselves the results of which are shown in Table 4.4.

Table 4.4: Subordinates perceive working relationship with supervisors

Response	Frequency	Percent
Employee should follow instructions without any argument	16	50.00
Allow employees to accomplish task using own initiative.	10	31.25
Share responsibility with employees on planning, decision-making and work execution.	6	18.75
Total	32	100.0

Source: Fieldwork, 2009

The data obtained show that 50% of respondents said managers preferred that employees should follow instructions without any argument, 31.25% claimed managers allowed employees to accomplish task using own initiative whilst 18.75% said managers shared responsibility with employees on planning, decision-making and work execution. The data shows an authority-compliance kind of leadership about which Fiedler (1964) reports that there is a strong focus on task, but with little concern for people. The focus is on efficiency, including the elimination of people where possible.

Table 4.4 represents multiple responses on the attributes junior staff respondents think can best describe your managers.

Table 4.5: How subordinates describe their managers

Response	Frequency	Percent
Honest	28	87.50
Competent	24	75.00
Inspiring	20	62.50
Forward looking	18	56.25
Total	32	100.00

Source: Fieldwork, 2009

The results obtained show that 87.50% of respondents ranked their managers as honest whilst those who saw them as competent, inspiring, and forward looking were 75.00%, 62.50% and 56.25% respectively.

Effective performance in organisations occurs in an environment where there is open communication. Organisations have identified effective communication skills as a critical component of any manager's job, and good communicators tend to create environments that foster effective performance. Junior staff respondents were therefore asked to describe the types of communication that exist between them and their managers the results of which are reported in Table 4.6.

Table 4.6: The types of communication between subordinates and managers

Response	Frequency	Percent
Closed	20	62.50
Open	12	37.50
Other (Specify)	0	0.00
Total	32	100.00

Source: Fieldwork, 2009

The data obtained showed that 62.50% of the junior staff respondents said communication is closed between them and their supervisors whilst 37.50% reported that there is an open type of communication. The result therefore is an indication that the type of communication existing in EPA is a closed one and there is little or no interaction between employees and managers. This therefore supports the assertion of Johns and Saks (2001) that the environment at EPA would not support effective performance.

4.4 Analysis of Managers' Perceptions on Leadership and Performance

Fleishman (1954) report that the two dimensions of Initiating Structure (IS) and Consideration (C) are measured by two separate questionnaires. The Leadership Opinion Questionnaire (LOQ) measures how leaders think they behave in leadership roles whilst the Leader Behaviour Description Questionnaire (LBDQ) assesses the perceptions of subordinates, peers, or superiors. Therefore to determine how managers

perceive their working relations with their subordinates, manager respondents were asked to describe their relationships with their subordinates which is captured in Table 4.7.

Table 4.7: How managers perceive their relationships with subordinates.

Response	Frequency	Percent	Rank
Share responsibility with subordinates in planning and decision making.	14	50.0	1
Allows subordinates to accomplish tasks using their own initiative	8	28.6	2
Subordinates should follow instructions without any arguments.	6	21.4	3
Total	28	100.0	

Source: Fieldwork, 2009

The data collected show that out of 28 respondents, 14 representing 50% indicated that they shared responsibility with their subordinates, while those who indicated that they allowed subordinates to accomplish tasks using their own initiatives were 8 representing 28.6% and those who allowed subordinates to follow instructions without any arguments were 6 representing 21.4%.

However, the junior staff respondents ranked each of the above responses according to Table 4.4 as 18.75%, 31.25% and 50.00% respectively. The above data therefore supports the literature by Fleishman (1954) that how leaders think they behave in leadership roles is different from how their subordinates, peers and superiors rate them.

As intimated earlier on, effective performance in organisations occurs in an environment where there is open communication. Senior staff respondents were therefore asked to indicate the types of communication channels that existed between them and their subordinates and their responses recorded in Table 4.8 in the form of multiple responses.

Table 4.8: How managers perceive their communication with subordinates

Response	Frequency	Percent	Rank
Direct and simple language	24	85.7	1
More listening than talking	20	71.4	2
Openness	18	64.3	3
Face-to-face communication	16	57.1	4
Bodily gestures	14	50.0	5
Total	28	100.0	

Source: Fieldwork, 2009

The data reported show that out of 28 respondents, 24 representing 85.7% managers selected direct and simple language form of communication thereby ranking this style

as number one. They also ranked more listening than talking, openness, face-to-face and bodily gestures as second, third, fourth, and fifth representing 71.4%, 64.3%, 57.1% and 50.0% respectively. The data indicated that from the point of view of managers, they ran an open type of communication which is not supported by the notion of subordinates that managers ran a closed type of communication. If the assertion of the subordinates is true then according to Johns and Saks (2001), the environment at EPA would not support effective performance.

Employees need to be encouraged by their managers to carry their day-to-day performance in order to be able to work at a peak rate. The respondents were therefore asked to indicate how they encourage their subordinates in their day-to-day performance and the results were captured in Table 4.9.

Table 4.9: How managers encourage the daily performance of subordinates

Response	Frequency	Percent
Motivation of employees	12	42.9
Effective communication	8	28.6
Delegation of duties	6	21.4
Inter-personal skills	2	7.1
Total	28	100.0

Source: Fieldwork, 2009

The data recorded show that out of 28 respondents, 12 representing 42.9% stated that they encouraged employees by motivating them, 8 respondents making up 28.6% encouraged their subordinates through effective communication, 21.4% of the respondents encouraged their subordinates through the delegation of duties, and 2 respondents representing 7.1% encouraged their subordinates by using good interpersonal skills.

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4.5 Analysis of Data on Motivation and Performance

Organisations typically want to employ people who are motivated to perform effectively at the workplace. Also these organisations hope the people they employ will be able to motivate other employees whom they work with. These other employees include subordinates, peers, and superiors. If organisations can motivate their employees to become effective performers who exceed their set targets in meeting customer expectations, several goals and objectives of the organisation can be achieved through the efforts of these employees. However, individual employees are complex, diverse, and often difficult to predict as a result of their various needs and preferences.

To determine the best ways in which the organisation can best motivate its employees, respondents were asked to indicate ways in which employees feel motivated to work towards achieving organisational objectives the results of which were recorded in Table 4.10.

Table 4.10: Ways of motivation to work towards organisational objectives

Response	Frequency	Percent	Rank
Monetary incentives	30	50.00	1
Promotion	15	25.00	2
Training and development	9	15.00	3
Part of decision making	4	6.67	4
Good inter-personal relations	2	3.33	5
Total	60	100.00	

Source: Fieldwork, 2009

The data reported show that out of 60 respondents, 30 representing 50.00% were of the view that monetary incentives served as the greatest source of motivation for working towards achieving organisational goals and objectives. Promotion, training and development, being part of the decision-making process, and good inter-personal relations at the workplace were ranked by respondents in the second, third, fourth and fifth positions representing 25.00%, 15.00%, 6.67% and 3.33% respectively. This data showed that respondents ranked monetary incentives higher than all other factors and this does not necessarily support the assertion of Herzberg (1959) who classified money as a hygiene factor which does not motivate behaviour.

Several researchers report that money is a motivator of behaviour in opposition to research by Herzberg (1959) which shows that money is a hygiene factor. Respondents were therefore requested to indicate if they were satisfied with their jobs where monthly remuneration was concerned and their responses reported as Table 4.11.

Table 4.11: Satisfaction in terms of monthly remuneration

Response	Frequency	Percent
Satisfied	0	0.00
Dissatisfied	60	100.00
Don't know	0	0.00
Total	60	100.00

Source: Fieldwork, 2009

The data reported that all of the 60 respondents indicated that they were not satisfied with their salary levels. This result does not indicate whether they are motivated by money to perform effectively and thus may not indicate a validation of Herzberg's theory.

Organisations use several inputs in setting up salary levels of their employees. To determine the best way the organisation should use to structure employee pay, respondents were asked for their opinions on the most important factors in determining remuneration in the organisation and their responses recorded in Table 4.12.

Table 4.12: Most important factors in determining remuneration

Response	Frequency	Percent	Rank
Performance	36	60.00	1
Educational/professional qualification	15	25.00	2
Seniority and experience	9	15.00	3
Family size	0	0.00	4
Total	60	100.00	

Source: Fieldwork, 2009

The data reported show that out of 60 respondents, 36 representing 60.00% ranked performance the number one factor that should be considered in structuring employee remuneration. Remuneration according to educational or professional qualification and according to seniority and experience were ranked second and third with 15 and 9 respondents representing 25.00% and 15.00% respectively. Remuneration according to size of family was ranked last since none of the respondents selected this factor.

The respondents were also asked that if they were given the opportunity would they consider leaving their current jobs for similar positions in another organisation which will offer higher remuneration and their responses captured in Table 4.13.

Table 4.13: Leaving for similar positions elsewhere for higher remuneration

Response	Frequency	Percent
Yes	45	75.00
No	12	20.00
Don't know	3	5.00
Total	60	100.0

Source: Fieldwork, 2009

The data reported showed that 45 out of the 60 people responding representing 75.00% indicated that they would leave their current job for similar positions elsewhere that offer better remunerations, 12 people representing 20.00% indicated that they would not leave for that same reason and 3 people representing 5.00% said they did not know if they would leave or not.

Additionally, those employees who indicated that they would not leave under any circumstances for better remuneration elsewhere were asked to indicate the reasons why they would still stay and their responses recorded in Table 4.14.

Table 4.14: Reasons for staying in spite of higher remuneration elsewhere

Response	Frequency	Percent
The present job provides good inter-personal relations	9	75.00
The job situation provides prospects for personal growth and development.	3	25.00
Total	12	100.0

Source: Fieldwork, 2009

The data reported show that out of 12 respondents, 9 representing 75.00% indicated that their present job provides good inter-personal relations whilst the rest 3 representing 25.00% said that their current job situation provides prospects for personal growth and development. These results indicate the presence of relatedness and growth needs in the organisation.

According to Alderfer (1972), relatedness needs are dependent on social interaction, through communication and exchange of ideas with other members within the organisation. Herzberg (1959) reports that there are two sets of factors, one of which he calls 'motivators' which lead to worker satisfaction, and 'hygienes' which are factors which prevent dissatisfaction. He again reports that hygienes are job context or extrinsic factors, representing sources of job dissatisfaction that are associated with the work environment, supervisors and interpersonal relations.

To validate Herzberg's theory as far as the Environmental Protection Agency was concerned, the respondents were asked to rank a set of factors on the scale of 1 to 11 in an ascending order on the degree to which they are motivated to perform effectively at the workplace by these factors. The factors include the following: achievement, advancement, fringe benefits, improved communication with supervisor, monetary compensation, more responsibility, inter-personal relations, organisational philosophy, work itself, recognition at the workplace, and working conditions. Their responses were then recorded in Tables 4.19 and 4.20.

Table 4.19: Factors that motivate effective performance at the workplace

Factor	Average rank	Order of importance
Monetary compensation	2.92	1
Organisational philosophy	4.79	2
Fringe benefits	6.39	3
Advancement	6.56	4
Achievement	11.31	5
Working conditions	14.07	6
Improved communication with supervisor	14.30	7
Work itself	15.08	8
Non-isolation/ Inter-personal relations	15.84	9
Work recognition	18.07	10
More responsibility	20.89	11

Source: Fieldwork, 2009

The data recorded showed that the respondents ranked, in an increasing order, monetary compensation or remuneration first (average rank of 2.92), followed by organisational philosophy (average rank of 2.92), fringe benefits, advancement, achievement, working relations, improved communication with supervisor, work itself, inter-personal relations, work recognition, and more responsibility in that order.

These results meant that according to the respondents, they considered monetary incentives as their number one source of motivation at the workplace followed by organisational philosophy and rather ranked the work itself, interpersonal skills, work recognition and more responsibility rather low.

4.6 Discussions on leadership

Zaleznik (1992) expresses a clear distinction between leaders and managers significantly in the way they motivate their subordinates. He says whilst leaders use a personal and active attitude towards their followers, managers tend to adopt an impersonal and passive attitude towards their subordinates. He saw leadership as an ability to influence a group towards the achievement of the group's goals and objectives.

Black and Mouton (1964) state that organisations are most effective and perform best under a leadership style which accomplishes tasks through committed employees, where inter-personal relations dwell on “common ownership” and an organisational

purpose that leads to relationships of trust and responsibility. They also indicated that the contrast to this approach is authority-compliance where efficiency in operations results from the organizing of work with little or no human interference.

4.7 Discussions on motivation

Herzberg (1965) consistently downplays the importance of money as a motivator of performance at the workplace. The results generated by this study however show that monetary reward is one of the most important contributors to performance and job satisfaction or motivator of behaviour at least in the Ghanaian context. As a medium of exchange, money is the means with which workers can acquire the number of items they require for which reason they might exert themselves at work. Again it was noticed in the study that salary performs a function of a yardstick with which employees assess the value the organisation places on their work and by which they can compare the value of their jobs with that of others.

Adams (1975) suggests in the equity theory that monetary incentives such as wages and salaries have a symbolic value in addition to its importance as a medium of exchange. However for money to motivate an employee's behaviour, certain conditions must first be realised. First, money must be important to the employee. Second, money must be perceived by the employee as being a direct reward for performance and thirdly, the marginal amount of money offered as incentive for performance must be perceived by

the individual as being significant. Finally, management must use discretion in rewarding high performance with more money in order not only to initiate but also to sustain the motivational levels of staff with good remuneration packages.

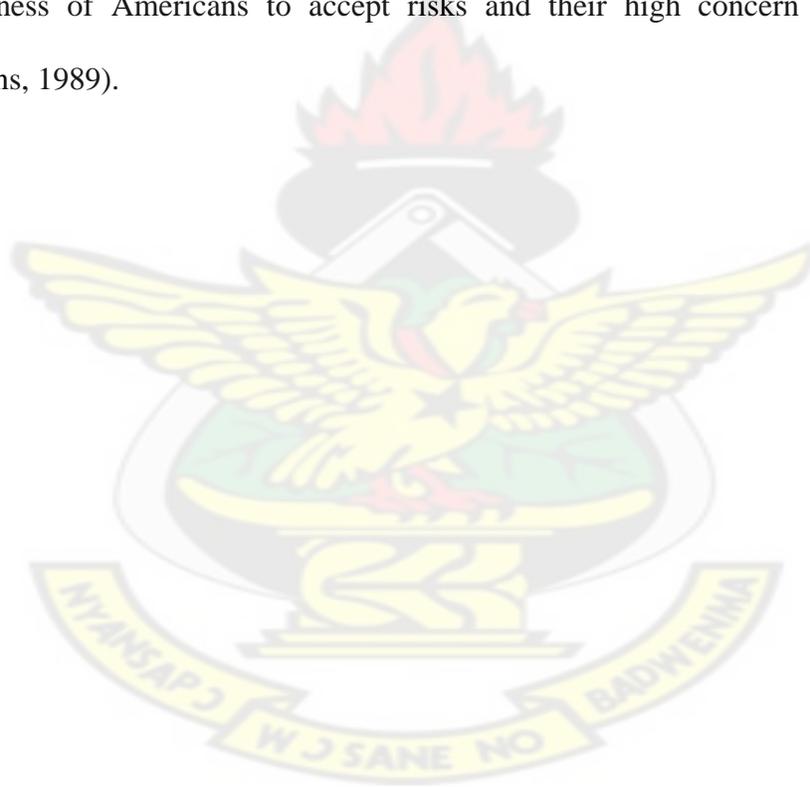
4.8 Summary

Fleishman (1954) report that the two dimensions of Initiating Structure (IS) and Consideration (C) are measured by two separate questionnaires. This is because how leaders think they behave in leadership roles is different from the perceptions of subordinates, peers, or superiors. Also, Herzberg's two factor theory is based on intrinsic factors and extrinsic factors related to job satisfaction and dissatisfaction respectively. Herzberg (1959) reports that the factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction. Therefore, managers who seek to eliminate dissatisfaction at the workplace may create peace but not necessarily motivation. They would be placating their employees but not necessarily motivating them. This is the reason why such characteristics as salary and supervision have been categorised by Herzberg as hygiene factors or dissatisfiers.

However this study and others give a different view. As can be observed from the data presented, most employees tend to clamour for higher salaries which happen to be their number one motivator. The note of caution in applying Herzberg's theory is that the context or environment must also be seriously considered in order to determine the set

of factors that will motivate a particular group of employees at a particular time and place.

In conclusion, leaders in developing economies must note that most motivation theories in use today were developed in the advanced economies such as the United States about workers in those economies. For instance, according to Hofstede (1980), the national culture of America has strong emphasis on individualism and achievement. The American culture is therefore strongly masculine. This is supported by the strong willingness of Americans to accept risks and their high concern for performance (Robbins, 1989).



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the findings on the effect of leadership and motivation on effective performance. The study sought to determine the types of leadership styles, motivation skills required by managers to impact positively on the performance of employees. In all 60 employees of different levels within the Environmental Protection Agency (EPA) were interviewed and data collected in the form of questionnaires. The purpose of the survey was to assess the effectiveness of managers and also to collect the views of subordinates on the way that they perceive the leadership skills of their managers.

5.2 Summary of Findings

The summary of findings is presented based on the objectives addressed in the study. These objectives were to examine how leadership and motivation contribute to performance within an organisation such as EPA, investigate the prevailing leadership styles of managers within the organization, determine the type of communication channels existing between managers and subordinates, and determine the factors that lead to the satisfaction and dissatisfaction of employees at their jobs.

In respect of skills, knowledge and abilities of employees in the organisation, the main findings were as follows:

- Environmental Protection Agency is a male-dominated organisation and there are few females in all levels of the organisation (75% are males while 25% are females).
- For junior staff, the commonest qualification is pre- tertiary (68.75%) followed by diploma (31.25%). There was no graduate qualification.
- For managers, the most common is graduate (50.0%), followed by postgraduate (28.6%) and diploma (21.4%).

In respect of leadership and performance, the main findings were

- Task is mostly accomplished by employees who follow instructions without any argument (50%), followed by managers allowing employees to accomplish task using own initiative (31.25%) and then managers sharing responsibility with employees on planning, decision-making and work execution (8.75%).
- Type of communication channel in the organisation is closed (62.50%), followed by open (37.50%).
- The leading form of communication was direct and simple language (85.7%), followed by more listening than talking (71.4%), openness (64.3%), face-to-face (57.1%) and bodily gestures (50.0%).
- Managers mostly encouraged employees by motivating them (42.9%), followed by effective communication (28.6%), and then by delegation of duties (21.4%) and finally the use of good inter-personal skills (7.1%).

Finally, in respect of motivation of performance, the main findings were as follows:

- The greatest source of motivation for working towards achieving organisational goals and objective was monetary incentives (50.00%), Promotion (25.00%), training and development (15.00%), being part of the decision-making process (6.67%) and good inter-personal relations at the workplace (3.33%).
- No employee was satisfied with salary levels.
- The number one factor to be considered in structuring employee remuneration was performance (60.00%), educational or professional qualification (25.00%), seniority and experience (15.00%) and size of family (0.0%).
- The data recorded showed that the respondents ranked in an increasing order monetary compensation or remuneration first (average rank of 2.92), followed by organisational philosophy (average rank of 2.92), fringe benefits, advancement, achievement, working relations, improved communication with supervisor, work itself, inter-personal relations, work recognition, and more responsibility in that order.

5.3 Conclusions

The study has established that staff need higher educational qualifications and skills to be effective on the job.

The study has also established that for effective performance, decision making needs to be shared between managers and employees.

The study has also established that there is closed communication between managers and employees.

The study has also established that workers are not motivated by their rather low salary levels.

The study has also established that in terms of effectiveness of performance the organisation will need to increase the current salary levels.

5.4 Recommendations

Based on the summaries and conclusions, it is recommended that the organisation should:

- Provide constant training for all level of staff.
- Increase the number of female employees
- Increase all salary levels of the employees.

- Train managers on decision making and communication skills to enable them share decision making with staff and also communicate well with staff to be able to increase effective performance on the job.
- Identify other needs apart from salaries that need to be satisfied in order to bring about effective performance that will improve the achievement of organisational goals and objectives.
- One important lesson learnt from the study is that for leadership and motivation to be effective, environmental considerations must be made and the views of all employees must be incorporated into the leadership styles used and any motivation measures introduced.
- There should always be self-examination by managers. Their perceptions should be objective and should have input from their followers.
- Managers should recognize the individual differences and diverse mentalities or motivation of the people they lead and should be sensitive to these variations. Managers should also recognize that different employees have different views and perceptions.
- Employees should also be aware of the fact that there is a clear relationship between effective performance and the kind of leadership styles adopted by their managers and also the provision of their desired rewards by management. Managers should therefore identify superior performers and reward them

accordingly. The organisation should therefore be advised to implement merit-based compensation systems.

- They issues concerning tasks to be performed by employees should be considered in that the tasks should be challenging and the diversity inherent in the human resources should be incorporated in any task allocation.
- The environmental context within which jobs are performed should be highly considered in that the quality of the workplace should be improved.
- Finally, employees should be involved in the job design or any efforts geared at improving the job that could bring satisfaction to him to enable him to perform more effectively.

5.5 Suggestion for Further Research

Due to limited time and scope the researcher selected only some aspects of leadership such as communication and and decision making to study. Also only the theory of Herzberg was used to evaluate the levels of motivation of employees. There are other motivation theories and aspects of leadership. In pursuance of this, a further study should be carried out to include other theories and aspects of leadership.

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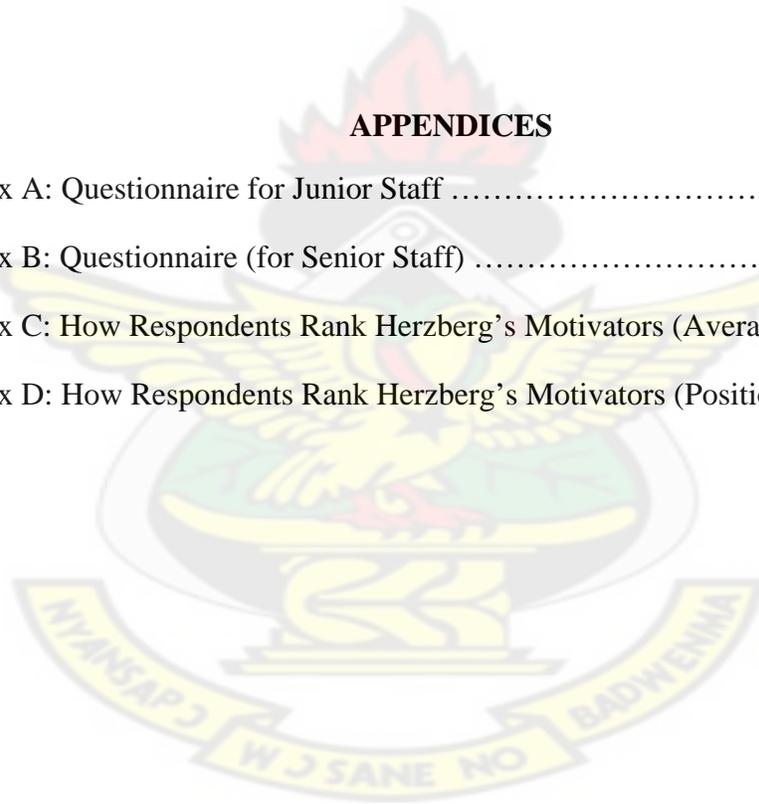
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APPENDICES

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QUESTIONNAIRE (FOR SENIOR STAFF)

This research instrument is designed to study the importance of **leadership and motivation to performance** with specific reference to employees of Environmental Protection Agency (EPA).

A. PERSONAL DATA

1. Sex
 - a. Male
 - b. Female
2. What is your current position?
3. What is your professional training?
 - a. Science
 - b. Accounting
 - c. Human resource
 - d. Management and administration
 - e. Other
(Specify).....
4. What is your highest level of education attained?
 - a. Pre-tertiary
 - b. Diploma
 - c. Graduate
 - d. Postgraduate
5. How long have you worked with the organisation?
 - a. Less than 1 year
 - b. 1 – 3 years

- c. 4 – 5 years
 - d. More than 5 years
6. How old are you?
- a. Less than 25 years
 - b. 25 – 34 years
 - c. 35 – 44 years
 - d. 45 – 54 years
 - e. More than 55 years.

B. LEADERSHIP AND PERFORMANCE

7. How do you relate to your subordinates?
- a. Allows subordinates to accomplish tasks using their own initiative.
 - b. Subordinates should follow instructions without any arguments.
 - c. Share responsibility with subordinates in planning and decision making.
 - d. Other (Specify)
8. Do you accept responsibility as a manager for your group/subordinates' performance?
- a. Always
 - b. Sometimes
 - c. Don't accept
 - d. Other (Specify)
9. Can you as a manager directly or by recommendation affect the promotion, demotion, hiring, or firing of your subordinates?
- a. Yes
 - b. No
10. What types of decisions are you allowed to make as a manager?
- a. Long term (strategic)

- b. Medium term (tactical)
- c. Short term (operational)
- d. Other (Specify)

11. How do you motivate your staff to contribute to organisational performance?

- a. Monetary incentives (bonuses, loans, allowances, etc.)
- b. Training and development
- c. Words of encouragement (interpersonal relations)
- d. Promotion
- e. Other (Specify)

12. Which of the following forms of communication channels exist between you and your subordinates? (Please tick the one(s) which apply)

- a. Openness
- b. More listening than talking
- c. Face-to-face communication
- d. Direct and simple language
- e. Bodily gestures
- f. Other (Specify)

13. Do you think management training and development enhances organisational performance?

- a. Yes
- b. No

14. If Yes, how is management training and development organised in your organisation?

- a. Participation in seminars, workshops and conferences.
- b. Formal management education
- c. Part-time courses after work or on week-ends
- d. Mentoring (on-the-job training)
- e. Other (Specify)

15. If No, state the reasons.....
16. How is management training and development financed in your organisation?
- a. Study leave with pay
 - b. Study leave without pay
 - c. Loans
 - d. Not an organisational policy
 - e. Other (Specify)
17. In your view, what does management training and development seek to achieve in your organisation?
- a. Organizational objectives
 - b. Efficiency in the organisation
 - c. Reduce labour turnover
 - d. Increase productivity
 - e. Other (Specify)
18. How do you encourage the day-to-day performance of your subordinates?
- a. Delegation of duties
 - b. Effective communication
 - c. Inter-personal skills
 - d. Motivation of employees
 - e. Other (Specify)
19. Please suggest ways in which organisational performance could be enhanced by middle level managers in your organization
-
-

C. MOTIVATION AND PERFORMANCE

20. Are you satisfied with your job in terms of your monthly remuneration?
- Satisfied
 - Dissatisfied
 - Don't know
 - Other (Specify)
21. Which of the following in your opinion should be considered as most important in determining remuneration in your organisation:
- Performance
 - Educational/professional qualification
 - Seniority and experience
 - Family size
- Rank in descending order of importance using 1, 2, 3 and 4
22. If not satisfied with remuneration, is your dissatisfaction with the job related to any of the following? (Check as many as may apply)
- Insufficient pay
 - Inadequate benefits
 - Unfriendly co-workers
 - Job dissatisfaction (Specify)
 - Other (Specify)
23. In your opinion, is your output in your job performance commensurate with your remuneration and job satisfaction?
- Yes
 - No
 - Don't know
24. Given the opportunity would you consider leaving your current job for similar positions in another organisation which will offer higher remuneration?
- Yes
 - No
 - Don't know
25. If your remuneration and job satisfaction increased, would you increase your productivity and performance?
- Yes
 - No
 - Don't know
26. If you are considering leaving, do your reasons include any of the following? (You may tick more than one option)
- Insufficient pay
 - Inadequate fringe benefits
 - Unfriendly co-workers
 - Better job offering
 - Job dissatisfaction (Specify)
 - Other (Specify)

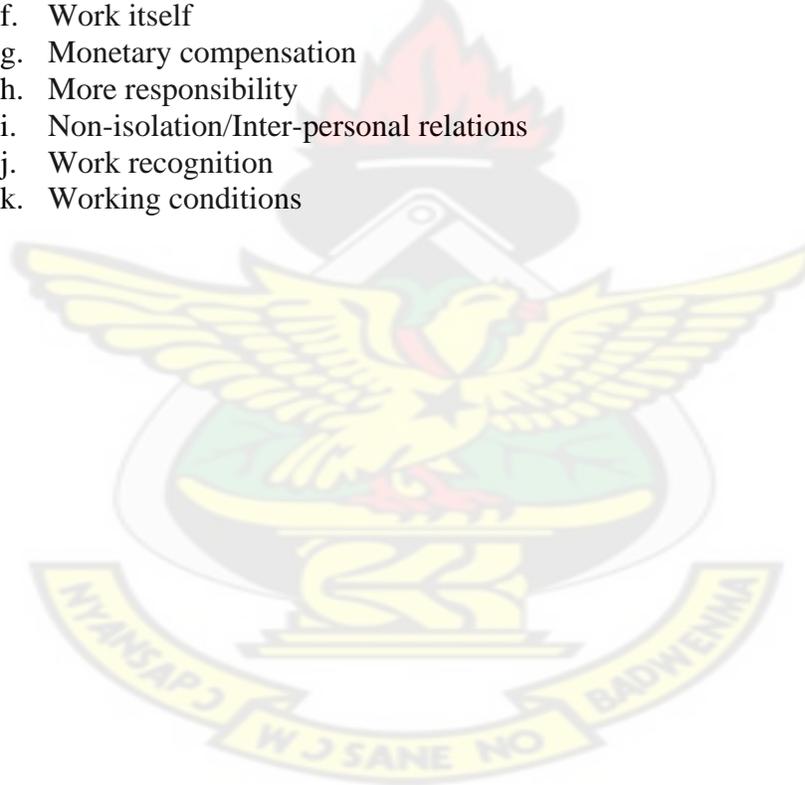
27. If you are not considering leaving your current job for higher remuneration elsewhere, what makes you stay? (You may select more than one option)

- a. The present job provides good inter-personal relations
- b. The job situation provides prospects for personal growth and development.
- c. Other (Specify)

28. Which of the following factors motivate you the most in performance of your duties:

(Rank the list below from 1 – 11 in order of importance of to you)

- a. Achievement
- b. Advancement
- c. Organisational philosophy
- d. Fringe benefits
- e. Improved communication with supervisor
- f. Work itself
- g. Monetary compensation
- h. More responsibility
- i. Non-isolation/Inter-personal relations
- j. Work recognition
- k. Working conditions



QUESTIONNAIRE (FOR JUNIOR STAFF)

This research instrument is designed to study the importance of **leadership and motivation to performance** with specific reference to employees of Environmental Protection Agency (EPA).

D. PERSONAL DATA

29. Sex

- a. Male
- b. Female

30. What is your current position?

31. What is your professional training?

- a. Science
- b. Accounting
- c. Human resource
- d. Management and administration
- e. Other (Specify).....

32. What is your highest level of education attained?

- a. Graduate
- b. HND
- c. Other (Specify).....

33. How long have you worked with the organisation?

- a. Less than 1 year
- b. 1 – 3 years
- c. 4 – 5 years
- d. More than 5 years

34. How old are you?

- a. Less than 25 years

- b. 25 – 34 years
- c. 35 – 44 years
- d. 45 – 54 years
- e. More than 55 years.

E. LEADERSHIP AND PERFORMANCE

35. How would you describe the working relationship between your immediate supervisor and yourself?
- a. Allow employees to accomplish task using own initiative.
 - b. Employee should follow instructions without any argument
 - c. Managers share responsibility with employees on planning, decision-making and work execution.
 - d. Other (Specify)
36. Which of these attributes can best describe your managers? (Please tick the one(s) which apply)
- a. Honest
 - b. Forward looking
 - c. Inspiring
 - d. Competent
 - e. Other (Specify)
37. What type of communication channel exists between you and your manager?
- a. Closed
 - b. Open
 - c. Other (Specify)
38. In what way do you feel motivated to work towards achieving organisational objectives?
- a. Monetary incentives
 - b. Training and development
 - c. Promotion
 - d. Part of decision making
 - e. Good inter-personal relations
 - f. Other (Specify)
39. Do you perceive your immediate supervisor as a viable link between you and executive management?

- a. Always
 - b. Sometimes
 - c. Not at all
 - d. Other (Specify)
40. Is it your manager's responsibility to evaluate your performance and give recommendation to executive management?
- a. Yes
 - b. No
41. If yes, how often is performance evaluation done?
- a. Quarterly
 - b. Semi-annually
 - c. Annually
 - d. Other (Specify)
42. If no, whose responsibility is it?

F. MOTIVATION AND PERFORMANCE

43. Are you satisfied with your job in terms of your monthly remuneration?
- a. Satisfied
 - b. Dissatisfied
 - c. Don't know
 - d. Other (Specify)
44. Which of the following in your opinion should be considered as most important in determining remuneration in your organisation:
- a. Performance
 - b. Educational/professional qualification
 - c. Seniority and experience
 - d. Family size
- Rank in descending order of importance using 1, 2, 3 and 4
45. If not satisfied with remuneration, is your dissatisfaction with the job related to any of the following? (Check as many as may apply)
- a. Insufficient pay
 - b. Inadequate benefits
 - c. Unfriendly co-workers
 - d. Job dissatisfaction (Specify)
 - e. Other (Specify)
46. In your opinion, is your output in your job performance commensurate with your remuneration and job satisfaction?
- a. Yes
 - b. No
 - c. Don't know
47. Given the opportunity would you consider leaving your current job for similar positions in another organisation which will offer higher remuneration?

- a. Yes
 - b. No
 - c. Don't know
48. If your remuneration and job satisfaction increased, would you increase your productivity and performance?
- a. Yes
 - b. No
 - c. Don't know
49. If you are considering leaving do your reasons include any of the following? (You may tick more than one option)
- a. Insufficient pay
 - b. Inadequate fringe benefits
 - c. Unfriendly co-workers
 - d. Better job offering
 - e. Job dissatisfaction (Specify)
 - f. Other (Specify)
50. If you are not considering leaving your current job for higher remuneration elsewhere, what makes you stay? (You may select more than one option)
- a. The present job provides good inter-personal relations
 - b. The job situation provides prospects for personal growth and development.
 - c. Other (Specify)
51. Which of the following factors motivate you the most in performance of your duties (Rank the list below from 1 – 11 in order of importance of to you):
- a. Achievement
 - b. Advancement
 - c. Organisational philosophy
 - d. Fringe benefits
 - e. Improved communication with supervisor
 - f. Work itself
 - g. Monetary compensation
 - h. More responsibility
 - i. Non-isolation/Inter-personal relations
 - j. Work recognition
 - k. Working conditions

HOW RESPONDENTS RANKED HERZBERG'S MOTIVATORS (AVERAGES)

Factor	Sum	Average	Rank
1) Monetary compensation	89	2.92	1
2) Organisational philosophy	145	4.79	2
3) Fringe benefits	195	6.39	3
4) Advancement	200	6.56	4
5) Achievement	345	11.31	5
6) Working conditions	429	14.07	6
7) Improved communication with supervisor	435	14.30	7
8) Work itself	460	15.08	8
9) Non-isolation/ Inter-personal relations	483	15.84	9
10) Work recognition	551	18.07	10
11) More responsibility	637	20.89	11

TABLE TO EVALUATE HERZBERG'S MOTIVATORS (POSITIONS)

RESPONDENT/FAC TOR	Achievement	Advancement	Organisational	Fringe benefits	Improved communication	Work itself	Monetary compensation	More responsibility	Interpersonal relations	Work recognition	Working conditions
1 ST	0.00	15.00	13.33	16.67	0.00	0.00	55.00	0.00	0.00	0.00	0.00
2 ND	0.00	10.00	38.33	8.33	0.00	0.00	41.67	0.00	0.00	0.00	0.00
3 RD	3.33	20.00	41.67	30.00	0.00	1.67	3.33	0.00	0.00	0.00	1.67
4 TH	11.67	40.00	6.67	26.67	3.33	1.67	0.00	0.00	5.00	0.00	5.00
5 TH	31.67	11.67	0.00	15.00	10.00	6.67	0.00	0.00	5.00	5.00	13.33
6 TH	25.00	3.33	0.00	3.33	21.67	20.00	0.00	0.00	8.33	0.00	18.33
7 TH	21.67	0.00	0.00	0.00	23.33	13.33	0.00	0.00	13.33	1.67	26.67
8 TH	3.33	0.00	0.00	0.00	21.67	25.00	0.00	5.00	21.67	11.67	10.00
9 TH	1.67	0.00	0.00	0.00	8.33	15.00	0.00	3.33	26.67	36.67	10.00
10 TH	1.67	0.00	0.00	0.00	8.33	10.00	0.00	16.67	16.67	36.67	8.33
11 TH	0.00	0.00	0.00	0.00	3.33	6.67	0.00	75.00	3.33	8.33	6.67
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0