Engaged Leadership: Experiences and Lessons from the LEAD Research Countries

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Introduction

Engaged leadership has recently emerged as an area of interest in the leadership literature due to the need for enhancement of employee engagement, which in turn affects organizational performance (Metcalfe et al. 2008). Engaged leadership is

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seen as a current perspective of leadership characterized by inclusiveness (Metcalfe et al. 2008). While the topic of engaged leadership has gained popularity, it has been a central leadership concept in the literature. As stated by Metcalfe et al. (2008), leadership theories have gone through stages starting from the trait theories of the 1930s–1950s, the behavioral theories of the 1950s–1960s, and the situational and contingency theories of the 1960–1970s to the models of distant, heroic leadership – based on being visionary, charismatic, or transformational that dominated the1980s and 1990s.

Mintzberg (1999), Collins (2002), Tosi et al. (2004), Sirota Survey Intelligence (2006), Towers Perrin (2005), and Watson Wyatt (2006) have revealed that a "post-heroic" era characterized by a much more inclusive, "engaging" style of leadership had set in. Thus, engaged leadership appears to be more in tune with developments concerning leadership and changes in corporate environment (Metcalfe et al. 2008). The evolution in the thinking about leadership and its application to organizations highlights the significance of engaged leadership importance in contributing to greater levels of organizational success.

Notwithstanding the importance of knowledge about engaged leadership, research on the subject in the African context is scarce. This is not surprising given that research on leadership on the African continent is generally limited. Citing several prominent authors, Lituchy and Punnett (2014) conclude that management knowledge is severely biased toward "Western" perspectives and proposes approaches to begin to address this imbalance or bias. Similarly, Das et al. (2013) observed that research papers published in mainstream economic journals were linked to levels of development and that countries with the lowest incomes and less developed economies receive the least attention. Unfortunately the majority of countries in Africa have both characteristics.

The absence of adequate management research on African leadership is a serious omission given the increasing importance of Africa in global business. The world competitiveness report of 2015 shows that many sub-Saharan economies continue to register average annual growth rates of over 5 percent (WEF 2015). As pointed out by the United Nations Conference on Trade and Development (UNCTAD) (2015), Africa demonstrated impressive growth rates during the recent economic turmoil and was surpassed only by emerging and developing countries in Asia. It is also estimated that foreign direct investment (FDI) inflows to Africa remained stable at $54 billion during 2014 (UCTAD 2015). This growth was particularly significant in sub-Saharan Africa especially in Central and East Africa. For example, UNCTAD reports that while North Africa saw its FDI flows decline by 15 percent to $12 billion, flows to sub-Saharan Africa increased by 5 per cent to $42 billion. In sub-Saharan Africa, FDI flows to Central Africa and East Africa increased by 33 percent and 11 per cent to $12 billion and $7 billion, respectively. These statistics suggest that Africa is increasingly securing its place in the global business environment as a suitable investment destination. Two reasons are cited for this trend: the growing population in Africa, which is estimated at 1 billion and which has the potential to become a market if well managed, and the resource richness of the continent (WEF 2015; UNCTAD 2015). Due to the increasing importance of African in

global business, it is important to understand the role of leadership in driving business development and in particular the way in which leadership is engaged.

Further, scholars have suggested that there is a need to understand management from an indigenous or local perspective as well as within the global context (Jackson 2004) and that it is important to develop locally driven management concepts and measures (Holtbrugge 2013). For example, Xiaojun et al. (2012) noted with regard to leadership in China that "not all leadership practices are captured in dominant Western perspectives that utilize Western-built instruments, which often fail to account for perspectives and practices of leadership in non-Western contexts" (p.1063). This view has support from various researchers who also emphasize that the lack of knowledge about management in non-Western countries means that very little is known about management from a global perspective (Lituchy et al. 2017).

This chapter contributes to the literature on African management and leadership by providing insights about the issue of engaged leadership on the African continent. This is important because leadership is critical for employee motivation and productivity which in turn drives organizational performance and hence the economy as whole. The chapter first reviews the theories that underpin to the construct of engaged leadership and then provides information on the African perspective on engaged leadership as an integral part of effective leadership. It uses data obtained through the *Leadership Effectiveness in Africa and the African Diaspora* (LEAD) research project (Lituchy et al. 2017; Senaji et al. 2014) to provide evidence of the desire for engaged leadership in Africa.

Overview of Leadership Theories on Engaged Leadership

Alimo-Metcalfe et al. (2008) describe engaged leadership as a style of leadership that is characterized by a set of attributes including respect for others and concern for their development and well-being. In this regard, engaged leadership is underpinned by servant leadership theories (Matteson and Irving, 2006). Engaged leadership is also characterized by the ability to unite different groups of stakeholders in developing a joint vision, supporting a developmental culture, and delegation of a kind that empowers and develops individuals' potential, coupled with the encouragement of questioning and thinking which is constructively critical as well as strategic (Wood 2008). These are the attributes of visionary/transformation leadership presented in the transformational leadership theories (Avolio et al. 2009).

Engaged leadership is also based on integrity, openness, and transparency and genuinely valuing others and their contributions along with being able to resolve complex problems and to be decisive (Alimo-Metcalfe et al. 2008). It is essentially open-ended in nature, enabling organizations not only to cope with change, but also to be proactive in meeting the challenge of change. In this sense, engaged leadership is related to ethical leadership (Den Hartog 2015). Engaged leadership is therefore a style of leadership that combines different distinct leadership styles. The coming together of these styles, each of which is underpinned by a set of assumptions and attributes reflected in various theoretical perspectives, gives rise to this "new" style.

Thus engaged leadership style is born out of a combination of concepts of leadership related to servant leadership, visionary/transformation leadership, and ethical leadership. We briefly discuss each of these styles, their defining features, and relate them to engaged leadership.

Servant Leadership

Greenleaf (1977) pioneered the concept of servant leadership and described it as a leadership style that focuses on the follower. He states that "the servant-leader is servant first.. .. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person, is sharply different from one who is leader first" (Greenleaf 1977, p. 27). At the heart of servant leadership is the focus on placing the needs of followers before the personal interests of the leader and intentionally working toward raising additional servants. Matteson and Irving (2006) contend that, although the construct of servant leadership has developed overtime, the perspectives of servant leadership that have become dominant in the field have been articulated by Spears (1998), Laub (1999), and Patterson (2003).

Spears (1998) put forward ten characteristics or attributes of servant leadership. These are listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and community building. Spears (1998) argued that servant leadership is tied to the character exhibited by leaders in their essential traits. These ten characteristics or attributes of a person are seen as the starting point for leaders interested in developing a servant leader style. In other words, persons aspiring to become servant leaders must seek to develop these basic attributes.

Laub (1999) defined the essence of servant leadership as the "understanding and practice of leadership that places the good of those led over the self-interest of the leader" (p. 81). This description is similar to that given by Greenleaf (1977). Thus, unlike Spears (1998) who emphasizes traits or personal attributes of a servant leader, Laub (1999) focuses on the behavior of the servant leaders. As Laub (1999) posits, to achieve the servant leadership style, a person must exhibit 60 characteristics that define servant leaders. The characteristics are clustered in six key areas which are valuing people, developing people, building community, displaying authenticity, providing leadership, and sharing leadership (Laub 1999). These behaviors characterize what servant leaders do and define the manner in which servant leaders may place the good of those led over their own self-interest (Matteson and Irving, 2006). It is important to note that the aspect of community building appears in both Spear's model as well as the Laub's model, which suggests an overlap between the two perspectives.

Patterson (2003) presented servant leadership theory as an extension of transformational leadership theory. This extension is based primarily on Patterson's (2003) observation that transformational theory was not addressing the phenomena of love, humility, altruism, and casting vision for followers, implying that these phenomena were important for a servant leadership style. Patterson then developed a model of

servant leadership, which includes dimensions he considers to be the essential characteristics of servant leadership style. These are *agapáo* love, humility, altruism, vision, trust, empowerment, and service. As one may note, the three perspectives of servant leadership are related and actually intersect with one another other. As observed by Matteson and Irving (2006), Spears's (1998) model of servant leadership as presented here focuses primarily on the character or personal attributes of servant leaders, while Laub's (1999) model focuses on the behavioral aspects of servant leaders, and Patterson's model provides a bridge between the Spear's and Laub's models.

Although Matteson and Irving (2006)) argue that Patterson's (2003) model provides a bridge between the dimensions of character (as presented by Spears) and behavior (as presented by Laub), it appears that there is a conceptual similarity and even overlap between Spears' (1998) attributes and those attributes contained in Patterson's (2003) model. For example, the attribute of foresight in Spear's model could be regarded as having the same meaning as vision in Patterson's model. The other attributes in Patterson's model can be seen as additional attributes that a leader must possess to be effective as a servant leader, which means these are additional attributes that can be added to Spear's model. In terms of engaged leadership, these attributes would seem essential in enabling the leader to interact effectively with followers because they elicit a favorable reaction from them. There are a few challenges with the attributes and behavior. One of the challenges is the lack of clarity as to whether all attributes presented by Spears (1998) are needed at the same time and whether they have the same degree of importance. Laub (1999) in contrast presents a set of behaviors that servant leaders must be able to practice to be effective in this role. What also appears to be unclear is the link between the attributes and the behaviors. That is, must a leader possess these attributes in order to be able to display the behaviors of a servant leader and by extension an engaging leader? Asked differently, can a leader who does not possess the attributes articulated by Spears (1998) display the behaviors of engaged leadership?

Charismatic and Transformative Leadership

Burns was the first to propose the transformational leadership theory in 1978 (Avolio et al. 2009). Over time and based on research findings, the attribute of "charisma" was found to be an essential part of transformation leadership that it became common to refer to this style of leadership as charismatic and transformational leadership (Conger and Kanungo 1994). The other terms used for transformational or charismatic leadership is heroic leadership (CIPD 2008). As Anderson and Sun (2017) assert, the distinction between charismatic leadership and transformational leadership is so insignificant that it is time to abandon such debate.

According to Burns (1978), the goal of transformational or charismatic leadership style are threefold: enhancing collaborative efforts, fostering visionary people for development such as motivating employees for professional growth and improving problem solving by sharing genuine belief, and working as a group to come up with better strategies. Moses is usually considered the epitome of a charismatic leadership (Burns 1978). This is because Moses possessed personal qualities and

behavior (including humility, tenacity, perseverance, integrity, and vision) that enabled him to bring Israelites together under a particular vision and led the Israelites from slavery in Egypt to freedom in the promised land (Berendt et al. 2012). Thus, transformational leadership perspective holds that leaders raise followers' aspirations and activate their higher-order values; and followers identify with the leader and his/her mission/vision, feel better about their work, and make efforts to perform beyond simple transactions and basic expectations (Avolio 1999; Bass 1985; Conger and Kanungo 1998). The theory implies that the leader is able to elicit psychological and physical emotions from followers in such a way that congruence between their worldviews is achieved and that they are united in seeking to achieve a future as defined and shared by the leader. From this perspective, transformational/charismatic leadership may be seen as a motivational theory. This is partly due to its being value centered, so it encourages articulation and sharing of vision, values, respect, and trust, between the leader and followers and achieving unity in diversity (Fairholm 1997).

Transformational leadership is considered to have two dimensions that bear different implications. Shamir (1995) argues that there is "distant" transformative leadership and "nearby" transformative leadership. Distant leadership is associated with very senior managers and public leaders characterized by rhetorical skills, an ideological orientation and a sense of mission characterized by being persistent and consistent as well as not conforming to social pressure. Nearby leadership is associated with middle or lower level managers such as line managers who are more frequently characterized as sociable, open, and considerate of others, with a sense of humor and high level of expertise in their field, and as intelligent and setting high performance standards for themselves and their followers. Thus, while distant transformational leadership led to the emergence of heroic leadership, nearby transformational leadership tends to be seen as engaged leadership (CIPD 2008). It appears that two types of transformational leadership forms may be found at different levels of organizations. However, it is still complex to conclude that those at the top of the organization are "distant while those at the lower level are "nearby" particularly because each leader has always a person or persons near and far away from him or her in the context of organizational hierarchy. For a lower level leader, his nearby staff may be shop floor workers while for a top level manager the nearby staff are managers below him or her. It is therefore possible to practice engaged leadership at any level of the organization by engaging those that one is closest to.

Avolio et al. (2009) contend that charismatic/transformational leadership was positively associated with leadership effectiveness and a number of important organizational outcomes across many different types of organizations, situations, levels of analyses, and cultures such as productivity and turnover. It appears that modern organizations require engaged leaders because of changes in the organizational setting characterized by more educated workforce and advancement in information technologies which has made access to information more easily available to most employees. These factors mean that employees are more empowered in modern organizations and that engaged leadership is more likely to allow employees to

make greater contributions in shaping the vision and future of the organization which could become a motivating factor in its own right.

Ethical Leadership

As noted, the ethical leadership perspective has its origins in charismatic and transformational leadership literature. This followed the realization that ethics was not being addressed in the leadership literature. For example, Treviño et al. (2003) point out that ethics and morality received relatively little attention in mainstream behaviorally focused leadership research and theorizing until authors started to address morality issues in the context of charismatic/transformational leadership. The ethical perspective of transformational leadership grew out of the high-profile cases of leaders' ethical failures (Den Hartog 2015). Early empirical work on transformational leadership portrayed it as positive, moral, and values based. Bass (1985), however, noted that transformational leaders could use their transforming influence toward pursuing moral ends or immoral ones. Hitler, Mussolini, Pinochet, and Stalin are examples of transformational leaders who used their transforming power to lead their people to tragic ends (Nikezić et al. 2013). As a result, researchers have made efforts to distinguish authentic from pseudo-transformational leadership (Bass and Steidlmeier 1999) or personalized (unethical) and socialized (ethical) charismatic leadership (Howell 1988; Howell and Shamir 2005). Such approaches focus on the social versus self-oriented use of power and the morality of the means and ends to differentiate between ethical and unethical leaders (De Hoogh and Den Hartog 2009). Bass and Steidlmeier (1999) argued that authentic transformational leadership has an ethical/moral foundation and is a positive form of leadership that emphasizes serving the collective rather than oneself. By contrast, pseudo-transformational leaders behave immorally and focus on self-serving rather than collective goals.

Treviño et al. (2000, 2003) described ethical leadership along two related dimensions: being a moral person and being a moral manager. The first refers to qualities of the ethical leader as a person at work and beyond, such as honesty, trustworthiness, fairness, and concern for others. The attribute of *concern for others* is central to the notion of servant leadership as introduced by Greenleaf (1977) as discussed earlier. In this regard, ethical leadership is related to servant leadership because a moral person considers the consequences of his or her actions, which suggests a balancing tendency in order to ensure that others are not harmed by his/her decisions. The moral manager concept revolves around how leaders use managerial roles and leadership positions to promote ethics in the workplace—for example, through role modeling ethical conduct, setting and communicating ethical standards, and using reward/punishment to ensure that ethical standards are followed. In this regard, behavior is guided by ethical principles and the desire to cocreate and co-own ways of working with others toward achieving a shared vision (Metcalfe et al. 2008). The challenge with the use of organizational incentive to achieve ethical behavior lies in its transaction-type tendency, which could mean that people do things to attract incentives but the urge to behave in that way would not be coming

from within. It can thus be short-lived or fail to achieve long lasting effect on the followers.

Similarly, passive or laissez-faire leaders can be viewed as unethical in that they violate legitimate involvement in the organization by not taking the responsibility that is part of their role, being unmotivated for goals, showing no care for others, and failing to support or guide their followers (Den Hartog 2015). But, historically, laissez-faire leadership style was seen as suitable in the context of research and development (R&D) organization because leaders did not want to stifle scientific creativity and innovation (Baumgartel 1956). Except in these circumstances, passive leaders avoid problems, are not dependable, and show minimal effort or involvement, and followers are likely to view them as more unethical. Skogstad et al. (2007) empirically addressed the assumption that passive leadership is destructive, by showing its positive relationships with workplace stressors, bullying at work, and psychological distress.

In terms of empirical evidence, Barling et al. (2008) found that pseudo-transformational leadership was associated with higher follower fear, obedience, job insecurity, and dependence and with perceptions of abusive supervision, whereas authentic transformational leadership was related to lower follower obedience, dependence, and job security. A complicating factor is that it is not always easy for those being led to distinguish the good from the bad leadership, as this requires knowledge of the leader's true intentions. For example, as pseudo- and authentic transformational leaders show similar behaviors, Dasborough and Ashkanasy (2002) argue that pseudo-transformational manipulative behaviors may not be obvious and could be hard to recognize. These authors propose that followers' attribution of leader intentionality plays a central role. The leaders' ability to hide intentions and the followers' ability to distinguish intentions and read the related cues may affect the followers' ability to distinguish pseudo from authentic transformational leadership (Dasborough and Ashkanasy 2002).

Bass and Steidlmeier (1999, p. 87) cited in the work of Price (2003) state that "transformational leaders can wear the black hats of villains or the white hats of heroes" (p. 87). However, Price (2003) observes that, "the problem is that leaders and followers may in some cases fail to see all the colors of their own hats*" (p. 75). Price (2003) further warns that in the leadership process, threats to morality cannot be reduced to egoism. Authentic transformational leadership assumes that people act on altruistic values for the good of their group, organization, or society, yet altruistic values and a concern for the group's collective outcomes can compete with morality. Leaders could be pursuing goals that are in the interest of the group but that deny legitimate moral demands of outsiders. Such rights of others beyond the group are often not reflected in leaders' values and decisions. This means if leaders have to avoid ethical failures, they sometimes have to defy the normative pressures to privilege group interests (Price 2003). As Gini (1998) notes, to be ethical, the leader must intend no harm and respect the rights of all affected parties, not just those of the (in) group.

The ethicality of a leadership style is manifested in the behaviors of a leader. Different leader behaviors that have been suggested as constituting ethical

leadership include character/integrity, ethical awareness, community/people orientation (exemplified by motivating, encouraging, and empowering behaviors), and managing ethical accountability (Resick et al. 2006). In addition, Brown et al. (2005), De Hoogh and Den Hartog (2008), Eisenbeiss and Brodbeck (2014), and Kalshoven et al. (2011) have also found that the following behaviors reflect ethical leadership: acting fairly and honestly, demonstrating consistency and integrity, promoting ethical conduct in others, being concerned for people, allowing voice, and sharing power.

Some Reflection on the Reviewed Leadership Theories

The three theoretical perspectives discussed in the preceding section speak to the phenomenon of engaged leadership. They suggest that engaged leadership calls for leaders to possess certain personal attributes and be able to demonstrate certain behaviors. Thus, from servant and transformative leadership perspective, leaders can be engaged if they possess certain attributes as suggested by the Spears (1998) and Burns (1978), respectively, as well as exhibit behaviors as suggested by Laub (1999). They should also have attributes of ethical leadership as presented earlier. Figure 1 shows a rough depiction of the interconnectedness of the three leadership theories that address the engaged leadership style. The area where the three perspectives intersect represent the attribute and style that is common to all the three perspective. In this case, the aspect of valuing communities is common to the perspectives. For example, the behavior of "valuing people" which appears in the servant leadership could mean the same as being "considerate of others" under transformation theory or "concern for people" under the ethical leadership perspectives. It is not therefore surprising that the intersection point consists of "people-centeredness." This type of leadership appears to relate to the concept of Ubuntu which characterizes the general view of African societies where concerns for others underpin most social relationships including leadership (Fig. 20.1).

Fig. 20.1 Intersection among servant, transformational, and ethical leadership perspectives
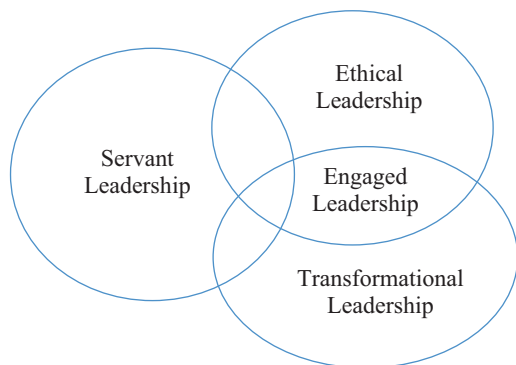
LEAD Research and Methods

The data that forms the basis of observed leadership styles in the LEAD countries has been collected through the Delphi technique where leaders in organizations were provided with open questions to respond to. The LEAD project is being implemented in a number of countries in Africa as well as countries in the African diaspora. The countries in Africa that are currently involved in the project are Nigeria, Ghana, Kenya, Uganda, Egypt, Ethiopia, Morocco, South Africa, and Tanzania. The questions asked to these leaders required them to state the type of preferred leadership styles. The responses where put together, analyzed, and published in international academic journals (see Senaji et al. 2014). Additional interviews were conducted in African LEAD countries with local leaders who were asked to provide their views on the current leadership styles of leaders in their countries as well as that of foreign managers who were based in the country of the local leaders. Similarly, foreign leaders were asked to provide their views on the leadership styles of leaders they observed in the countries they were working in as well as that of their country of origin. The findings from this research were published in an edited book (Lituchy et al. 2017) with findings from each country forming a specific chapter. This chapter used these published results to show how the findings from the African context fit or do not fit with the concept of engaged leadership.

Results from the Delphi Technique and Focus Groups

As noted, the Delphi and focus group results from the different countries that participated in the study are presented in the work of Senaji et al. (2014). The findings show both personal attributes and behavioral aspects of effective leaders. There are both common aspects among the LEAD countries, but there are also findings that are specific to particular countries. In terms of personal attributes of effective leaders that are common for the countries of Nigeria, Egypt, Kenya, and Ghana are education or being well-educated, visionary, intelligent, and a team player. In terms of attributes that were found in specific LEAD countries, humility and selflessness were mentioned in Nigeria while charisma, competence, and good communication were important in Ghana. Being results oriented and influential were important leadership attributes found in Kenya, and honesty and integrity were found in Uganda as important attributes.

In terms of behavior, honesty, trustworthy, perseverance, humor, fair/impartial, results oriented, and setting a good example were found in Nigeria. In Ghana, the following behavioral aspects were found: respectful, proactive, building team spirit, setting standards, gives hope, inspires, and motivates. Other aspects found were, walk-the-talk or lead by example, articulates or communicates goals and vision, respectful, and rewards performance. In Kenya, the behavioral aspects of importance that were found include were goal orientation, achievement of team's objectives, goal or vision communication, provision of solutions/resources and planning and prioritizing. In Egypt the following are important: fair, understanding, honest, having commitment and dedication; while in Uganda, inspire and influence are seen as critical.

Results from the Interviews

Interviews were conducted for a limited number of professionals in the seven LEAD countries. These countries are Egypt, Ghana, Kenya, Nigeria, South Africa, Tanzania, and Uganda. The interviews were conducted with persons who were nationals (referred to in this research as insiders) of the countries as well as foreigners or expatriates (referred to in this research as outsiders). The insiders and outsiders were asked to describe the current leadership styles in the countries they were working in as well as suggest the form of leadership style that would be effective for that country. The results of the interviews are presented next and detailed in Table 20.1.

As reported by Metwally and Punnett (2017), in Egypt, local leaders stated that current styles were characterized by authoritativeness and a commanding style with leaders acting as knowing best what needs to be done in a leadership situation. Expatriates (foreign leaders) states that leadership was top-heavy and top-down approach and autocratic rule. Misinformation was also claimed to characterize leadership. Effective leadership styles from a local leader's perspective consist of providing vision, listening to employees' concerns, and being inclusive. Expatriates were of the view that effective leadership should adopt a progressive style and teaching citizens public good and public service.

Results from Ghana (Asiedu-Appiah et al. 2017) show that current leadership styles are characterized by firmness, authoritarian, and directive styles. Ghanaian leaders are not straightforward to point out mistakes of their subordinates and are not bold to punish making local leaders inconsistent in dealing with employees. The expatriate's perspective is that strong family values, respect for the elderly, and the authority of the leader characterize the relationship between managers and employees and employment with nepotism being a central aspect. Local leaders stated that effective leadership should have a participatory leadership style, connects or engages with his or her constituents, pursues the interests of the organization or community, builds systems and procedures that reduce direct personal intervention in institutional processes, and prepares successors. Expatriates' were of the view that effective leadership styles were in Ghana is that the leader is a mixture of being interactive and social with people and being tough and serious in dealing with employees.

The results from Kenya (Senaji and Galperin 2017) show that local leaders view current leadership style as a leadership style that is commanding and autocratic. Leaders make decisions without consulting their team members. Expatriate's views were that authority rests in the "chief" to make the final decision on behalf of the organization and that in Kenya, board decisions are made more by consensus than by actual vote. Effective leadership styles from the local leaders perspective is visionary, democratic, and coaching leadership because it sets people free to innovate, experiment, and take calculated risk. Expatriates views are that the traditional leadership styles with adjustments to take a more democratic orientation would be effective.

Table 20.1 Summary of insiders and outsiders views on country leadership styles

Country	Insiders' views	Outsiders' views
	Current: Mostly authoritative in nature with the "leader knows best" style and commanding	*Current*: Leadership is too top-heavy and top-down leadership; leaders are not forthcoming; autocratic rule, focus on personal relationships instead of competency and misinformation by leaders
Egypt	*Effective*: Building trust with employees, spending time to listen/understand their ideas, and concerns and be inclusive; direction (telling people what to do including roles) and vision; strict clear milestones that assure success	*Effective*: Progressive leadership that teaches citizens concepts of public good and public service; that uses an incremental approach to build constituent voices
	Current: The manager needs to be firm, authoritarian, and directive even though he must also respect the views of his workers. Local leaders must learn to discipline in order to manage subordinates. Ghanaian leaders are not straightforward to point out mistakes of their subordinates and are not bold to punish. This makes local leaders inconsistent in dealing with employees	*Current*: Strong family values, respect for the elderly, and the authority of the leader characterize the relationship between managers and employees. Subordinates must listen and respect the leader. Employment in Ghana is largely based on nepotism
Ghana	*Effective*: A leader must adopt a participatory style and engage subordinates, but at the same time, leaders must give direction and closely monitor subordinates. The most effective approaches are where the leader: Connects or engages with his or her constituents, pursues the interests of the organization or community, builds systems and procedures that reduce direct personal intervention in institutional processes, and prepares successors	*Effective*: The local leaders' style that can work best in Ghana is that the leader must be very interactive and socialize with the people but at the same time must be tough and serious in dealing with employees
	Current: Leadership style is commanding and autocratic. Leaders make decisions without consulting their team members. This approach tends to be the least effective as it rarely involves praise of followers but frequently employs criticism and thus undercuts morale and job satisfaction. Kenya's leadership style is mainly task-focused (transactional)	*Current*: More authority in Kenya rests in the "chief" to make the final decision on behalf of the organization and that in Kenya, board decisions are made more by consensus than by actual vote

<div align="right">(continued)</div>

Table 20.1 (continued)

Country	Insiders' views	Outsiders' views
Kenya	*Effective*: Visionary, democratic, and coaching leadership is the most effective in Kenya because it sets people free to innovate, experiment, and take calculated risks. Leadership should be person-focused and relationship-focused (empowering) leadership style	*Effective*: The traditional African style of leadership continues to be in most settings the most effective style of leadership primarily because that is what people are most used to. Yet this requires some modification to enable democracy and concern for human rights to mature
	Current: Nigerian leadership is power-driven, "self-serving" (selfish) and sentimental in the areas of selection and recruitment, with little regard for skills and merit. Leadership is seen as a blend of democratic and autocratic style.	*Current*: Possess lesser integrity in terms managerial and public leadership, inadequate attention to the basic rights of the employees. Is a blend of the work-oriented and employee- oriented type
Nigeria	*Effective*: Participative leadership style as the most effective in Nigerian business, a mix of transformational and participative leadership style should be adopted to achieve organizational success. In-depth knowledge of the culture of the people, organizations, and the environment	*Effective*: Cultural factors and be knowledgeable enough about them in order to effectively supervise the Nigerians. The most effective leadership style as democratic or participative in nature
	Current: Leadership in South Africa as autocratic (subordinates are not involved in decision making but indications of a more participatory and people-like leadership approach exists in industry)	*Current*: Large power distance between leaders and followers. Rarely do subordinates refer to leaders by their first names. Leaders also tend to separate themselves from their followers (e.g., in socializing). Leaders are placed in leadership positions without having earned them. Leadership is hierarchical and authoritarian. Authority is not gained and subordinates expect orders
South Africa	*Effective*: A more participative leadership style should be implemented. Important also is that subordinates should reach their performance objectives and, if not, formulate action plans in order to rectify the situation. Leaders should be output-driven focus on the development of their technical and managerial competencies as well as capacity to inspire and motivate other people	*Effective*: A communal leadership style, which includes a bit of direction and a combination of traditionally masculine/ feminine styles, is the most effective for South Africa. Leaders to believe that they should earn the trust of others and to always see the bigger picture in managing others (for instance to acknowledge indigenous ways of doing things). A leadership process which is less authoritarian, in order to empower subordinates to develop themselves but also to acknowledge the existing frameworks in traditional society

Table 20.1 (continued)

Country	Insiders' views	Outsiders' views
	Current: The leadership style in Tanzania is a laissez-faire type and democratic tendencies. Leaders appear to lack strategic direction in terms of where they want to get the country or institution to and how they want to achieve that leadership style in Tanzania as being collectivist in decision-making. It also has elements of fear, subordinates fear their boss, and as a result they do not tell the boss the truth. Leadership style in Tanzania is team centered, directive, and consensus oriented	*Current*: Very hierarchical and people tend follow or obey their leaders without questioning. There is a tendency to give empty orders or directions. Leadership is based on seniority and is top-down, no lower staff can bring in views to the discussion. African leadership is unique but evolving because of inputs from other countries as a result of overseas experience. Leadership styles in Africa are related to culture. These elements include respect of elders and subordination of women. An effective leader is one who leads by example, is proactive, and takes risk by trying out and encouraging fresh and innovative ideas and giving people room for maneuvering; "there is no need to be a control freak." the leadership style in Tanzania is very hierarchical with leaders not always looking to grow junior staff effectively
Tanzania	*Effective*: The most effective leadership in Tanzania needs to be authoritative and visionary. A leader who can stand firm and enforce what is agreed or what he believes in would be the most effective. The leadership style in Tanzania is one where a leaders practices openness and integrity. An open and engaging leadership is the most effective one. Tanzanian leadership therefore needs to change toward more openness and engagement	*Effective*: Leaders are sometimes too busy to listen to people, and, yet, they have to serve the people. The leadership challenge experienced in Tanzania is that leaders want to look out for themselves and do not always look at what is best for the common good. A leader's priorities may not be fully in line with perceived business priorities
	Current: Leadership in Uganda as patriarchal and submissive/ directive rather than team centered. The leader is always right. Rewards are obtained for conformity rather than creativity	*Current*: The leaders make empty promises, the wrong leaders are in power, and there is a struggle for leadership power
Uganda	*Effective*: Effective leadership style for Uganda is consultative and team centered	*Effective*: Leaders should keep their promises; they should implement activities and speak by action. Leaders should value the lives of others and care about the citizens, not being selfish and thinking only of themselves

Sources: Metwally and Punnett (2017), Asiedu-Appiah et al. (2017), Senaji and Galperin (2017), Rasaq and Lituchy (2017), Van Zyl and Lituchy (2017), Melyoki and Galperin (2017), Bagire et al. (2017)

Rasaq and Lituchy (2017) have reported LEAD research results from Nigeria. The results indicate that local leaders view leadership as being power-driven, self-serving (selfish), and sentimental in the areas of selection and recruitment, with little regard for skills and merit. Expatiates also view leadership as characterized by poor integrity and inadequate attention to the basic rights of the employees. From the local leaders' perspective, effective leadership would be that type of leadership that exhibits transformational leadership style with a mix of participative leadership style. Expatriates view that, cultural factors and enough knowledge about them is important in order to effectively supervise people in Nigeria.

Results from South Africa (Van Zyl and Lituchy 2017) found that from the local leaders' perspective, leadership in South Africa is autocratic but indications of a more participative and people-like leadership approach in industry also exist. Foreign leaders stated that large power distance between leaders and followers exists. Leaders also tend to separate themselves from their followers (e.g., in socializing); leadership positions are noted earned, hierarchical, and authoritarian. In terms of effectiveness, local leaders viewed that effective leadership would be a participative leadership style which should be implemented. Expatriates on the other hand stated that a communal leadership style, which includes a bit of direction and a combination of traditionally masculine/feminine styles, is the most effective for South Africa, and leaders should earn their positions.

Melyoki and Galperin (2017) presented the findings from Tanzania which showed that local leaders view current leadership style as being that of laissez-faire type with democratic tendencies but lack vision (strategic direction). Leadership style is directive and consensus oriented as well as exhibiting a collectivist approach in decision-making and has elements of fear (as subordinates tend to fear their bosses). Expatriates view leadership as being hierarchical, and people tend follow or obey their leaders without questioning. There is a tendency to give empty orders or directions, and leadership is based on seniority and top-down. From the perspective of local leaders, effective leadership needs to be authoritative and visionary. Leaders need to show firmness on decisions, openness, integrity, and engaging style. Expatriates on other hand stated that effective leadership style is listening to people, having time for people, and saving them. The leadership challenge experienced in Tanzania is that leaders want to look out for themselves and do not always look at what is best for the common good.

Results from Uganda show that local leaders view current leadership in Uganda as being patriarchal, submissive, and directive rather than team centered. The leader is always right, and rewards are obtained for conformity rather than creativity. Expatriates' perspective is that leadership in Uganda is characterized by leaders making empty promises a struggle for leadership power that is on-going. According to local leaders, effective leadership in Uganda is one that is consultative and team centered, while expatriates opined that effective leadership should start with leaders keeping their promises and implement activities or speak by action.

Discussion

In comparing the findings from LEAD African countries with Spears's (1998) and Patterson's (2003) models of servant leadership, one notes that a number of attributes in Spears (1998) and Patterson (2003) models are found in African countries. For example, the attributes of humility and selflessness, which were considered to be attributes of effective leadership in Nigeria, are similar to humility and altruism found in the Patterson's (2003) model. In similar vein the attributes of "foresight and conceptualization" which are found in the Spears (1998) model could be seen as having close meaning with such attributes as "being well-educated and intelligent" which were found in LEAD countries as important attributes for effective leadership. As argued earlier all these attributes are constituent element of servant leadership, which in turn underpins the engaged leadership style. In other words, these elements of servant leadership are also the raw materials for engaged leadership style.

Similarly, elements of transformational leadership were described in these countries as important for effective leadership. However, it is important to recall that the findings from Delphi technique as well as focus groups reflect perceptions of the respondents on what they considered key attributes and behaviors of effective leaders. It therefore follows that an effective leader as perceived in the African LEAD countries is one who is engaged. That is, he/she must possess the attributes of a servant and transformational leader. In terms of behaviors, the findings from LEAD African countries show that the behavioral element presented in Laub (1999) models and those associated with ethical leadership as discussed by Treviño et al. (2000, 2003) are desired in these countries as they constitute the behaviors of effective leaders. These behaviors coincide with the behaviors of engaged leadership. Thus, behavioral attributes such as valuing people, building community, sharing leadership contained in Laub (1999) model of servant leadership, and quality of honesty, fairness, and concern for others which are elements of authentic ethical leadership discussed by Treviño et al. (2000, 2003) are similar to behavioral aspects reported as being important in the African LEAD countries including honesty, trustworthy, and fairness/impartiality. The connection between the findings from the LEAD research and the attributes and behaviors discussed in the reviewed theories are summarized in Table 20.2.

As can be observed from discussions and the summary in Table 20.2, the findings from the interviews portray the current reality in terms of leadership practices in modern Africa as well as the desired type of leadership attributes and behaviors. In all the African LEAD countries, current leadership styles consist of a mixture of styles: laissez-faire, autocratic and command, directive, tribalist, patriarchal, and top-down. At the same time, the desired type of leadership which is also considered to be effective is the one that combines aspects of participatory decision-making, listening, consultative and team oriented, competence-based, and goal oriented. These findings have some similarities to the findings reported under the focus group discussions where attributes and behaviors of effective leaders were the focus. The interview's results show that there is a huge gap between current leadership styles

Table 20.2 Leadership styles related to LEAD countries

Dimension of leadership style	Leadership style		
	Servant leadership	Transformational/ charismatic leadership	Ethical leadership
Literature	*Leader attributes*: Listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and community building	*Heroic/distant*: Rhetorical skills, an ideological orientation and a sense of mission	Character and integrity, ethical awareness, community/people orientation and managing ethical accountability, acting fairly and honestly, demonstrating consistency and integrity, promoting ethical conduct in others, being concerned for people, allowing voice, and sharing power
	Leader behavior: Valuing people, developing people, building community, displaying authenticity, providing leadership, and sharing leadership	*Nearby engaged*: Sociable, open and considerate of others, sense of humor and high level of expertise in their field, and as intelligent and setting high performance standards for themselves and their followers	
Findings from LEAD countries about desired aspects of effective leaders in Africa	*Leader attributes*: Well-educated, team player, humility and selflessness, respectful	Intelligent, charisma, competence and good communication, results oriented and influential, visionary, proactive, building team spirit, setting standards, gives hope, inspires, and motivates; and **"walk the talk"**; inspire setting a good example	Honesty, integrity, fair/ impartial, respectful
	Leader behavior: Honesty, trustworthy, perseverance, humor, results oriented, reward performance, understanding, honest, commitment		

in the African LEAD countries and what would be considered effective or engaged leadership defined as consisting of elements of servant, transformational, and ethical leadership. While the current leadership style as found in many LEAD countries is characterized by top-down, self-focused, and autocratic decision-making which is very alienating and unmotivating type of leadership style, the findings show that desired leadership is one that is inclusive, transformative, and demonstrates ethical consideration. It suggests that Africa has a long road to travel in order to evolve the attributes of engaged leadership.

Conclusion and Implications

In this chapter the notion of engaged leadership has been presented. Three theoretical perspectives, which have a bearing on engaged leadership, were discussed. These perspectives are servant leadership, transformational leadership, and ethical

leadership. Each perspective supplies inputs to the phenomenon of engaged leader-ship. The chapter also provides the experience of African countries which are part of the LEAD project in terms of existing leadership styles and the desired ones. It emerges that while the engaged leadership is desired in these countries, the current styles represent a sharp opposite. This implies that extensive and intensive efforts are needed in these countries in order to reorient leadership styles toward more engaging approaches which are also seen as more effective for realizing organiza-tional success. Another implication is manner in which leaders come to be. The results show that once people have reached leadership positions, they tend to remain "distant" from the lead, a phenomenon that suggests that there is need to reexamine the processes by which people become leaders but also how they continue to relate to the lead once in positions of power. The findings have theoretical implications too. The findings reported and discussed in this chapter raise issue with concept of Ubuntu which is claimed to characterize social relationships within the African con-text. In other words, how can the coexistence of the Ubuntu (a phenomenon that is said to represent a humanistic approach to social relation) and leadership styles that can best be described as oppressive and ethical be explained? This issue calls for further research.

Self-Assessment and Case Study
Self-Assessment Questions

1. How do you describe an engaged leadership style?
2. Discuss the theories explaining the phenomenon of engaged leadership.
3. Do you agree that the current leadership styles, which are found in African LEAD countries, need to change? How would you proceed to change these styles?
4. Based on the materials presented in this chapter, do you think that engaged leadership is universally appropriate?
5. From your personal perspective, what do you see as positive about an engaged leadership style? What do you see that might be negative?

Case Scenario and Exercises on Engaged Leadership
Instructions

1. Select an African country and a European country to investigate. Using Hofstede's cultural dimensions on leadership and information found on the Hofstede website, identify the cultural profile for each country. Highlight the similarities and differences between the countries. Based on the infor-mation presented in this chapter, discuss how engaged leadership would differ in the two countries and how it would be similar or the same. Based on your discussion, address the question of how culture affects effective engaged leadership.

2. Read the following article and discuss the findings relative to the information provided in this chapter. Compare and contrast the findings. Summarize the discussion in this chapter and those in the article in terms of engaged leadership and its importance to African leaders of today and tomorrow.

The article *What Kind of Leader Will Thrive in Africa?* by Franca Ovadie is available from Ivey Publishing (Product Number: IIR135; Publication Date: 03/18/2015; Length: 8 pages; Product Type: Case; Source: IESE-Insight Magazine).

The Abstract

The article discusses the context-specific factors that leaders must take into account when managing people and doing business in Africa, mainly sub-Saharan Africa and in particular, Nigeria. The author draws on several studies she has done as director of the Center for Research in Leadership and Ethics at Lagos Business School. First, she describes the general sociocultural context of sub-Saharan Africa. Then, she highlights the appropriate leadership qualities that are needed to succeed in this context. Finally, she reflects on whether the same principles hold true for the millennial generation, based on her research of young Nigerian graduates. Their shifting preferences must be noted, she says, both to engage them today and also because they represent the African leaders of tomorrow.

The Case Study Details

Sandra Jones, a seasoned manager with many years' experience in her Canadian mining firm, has been asked to spend a couple of years in Ghana at the Ghanaian subsidiary. The Canadian company is pleased with the performance at the subsidiary but believes the top managers will benefit from leadership development. Sandra had previously been involved with leadership development at headquarters and at other subsidiaries in Latin America. She is looking forward to the opportunity. She has visited Ghana on a number of occasions, as well as other African countries, both as a tourist and in a business capacity. She enjoyed these visits and made friends with locals and expatriates.

On the plane to Ghana, Sandra is considering her assignment. She recognizes that there will be challenges, particularly because this is a different culture from that at home or in Latin America. In addition, all the top managers are male. She decides that the best approach initially is to meet with each manager individually, in his office, and ask how he thinks he personally can benefit from leadership development and what kinds of training programs he would consider helpful. She has a number of potential training and development approaches available that the company had used previously. She plans to share these with each manager to get their feedback, before deciding on the specifics of the program to implement. She decides to email Lemayon, Bill, and the others when she gets to her hotel and ask them to suggest meeting times starting the next day.

Required:

(a) Using the scenario described, identify aspects of the culture and context that will be important for Sandra Jones to consider as she proceeds with her assignment.
(b) Based on the culture and context, discuss how successful you think her proposed approach will be.
(c) Sandra Jones wants to be an engaged leader and to ensure that all the top managers are also engaged leaders. Discuss how you would advise her to proceed with the management development program.

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