

LEAD - Leadership effectiveness, motivation, and culture in Africa: Lessons from Egypt, Ghana, Kenya, Nigeria, and Uganda

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Abstract

This exploratory study considers an African perspective on leadership behaviour and motivation in Ghana, Egypt, Kenya, Nigeria, and Uganda using the Delphi Technique with a small sample of corporate, community, and religious leaders. Focus group sessions with working people (nonleaders) then followed. The findings indicate that vision, commitment, honesty, goal-orientation, and humour were descriptors of effective leadership. Further, it was found that the quest for justice, extrinsic benefits, and service to community motivated leaders, while extrinsic rewards and the need to achieve motivated followers. This research contributes to understanding leadership effectiveness and motivation from an African context and informs both scholarship and practice in these areas. Copyright © 2014 ASAC. Published by John Wiley & Sons, Ltd.

Résumé

La présente étude exploratoire propose une perspective africaine sur le mode de leadership et la motivation au Ghana, en Égypte, au Kenya, au Nigéria et en Ouganda. Elle s'appuie sur la méthode Delphi utilisée sur un petit échantillon de chefs d'entreprises, de leaders communautaires et de responsables religieux. Elle se base également sur des séances de groupe de discussions avec des travailleurs. Les résultats montrent que la vision, l'engagement, l'honnêteté, l'orientation des objectifs et l'humour émergent comme des descripteurs du leadership efficace. Par ailleurs, tandis que la quête de la justice, les avantages extrinsèques et le service communautaire motivent les leaders, les récompenses extrinsèques et l'envie d'atteindre des objectifs fixés motivent les non-leaders. La recherche permet de cerner l'efficacité du leadership et de la motivation à partir du contexte africain. Elle contribue ainsi à la fois au savoir et à la pratique dans ces deux domaines.

Keywords: Africa, leadership, motivation, culture, Delphi Technique, focus groups, LEAD

Mots-clés : Afrique, Leadership, motivation, culture, méthode Delphi, groupes de consultation, LEAD

This study explores different perceptions of culture, leader effectiveness, and motivation in Egypt, Ghana, Kenya, Nigeria and Uganda. We analyze the opinions of selected knowledgeable persons, including scholars and management practitioners, regarding leader effectiveness

and the motivating factors contributing to successful and effective leadership. This area of research has thus far received insufficient attention in the international literature. To fill this gap, this study is part of the larger LEAD (Leadership Effectiveness in Africa and the African Diaspora) research project, which covers Africa, Canada, the Caribbean, and the US, and provides useful knowledge that informs management and leaders in Africa where the impact of leaders on socioeconomic development is perhaps more greatly felt. By exploring perceptions of leadership and motivation in an African context, this study partly addresses this question

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posed by Barker (1997): “How can we train leaders if we do not know what leadership is?” (p. 343) and is at the heart of our quest for a localized and contextualized understanding of the meaning of leadership in Africa

Despite a growing body of scholarship in the area of leadership in Africa, the literature remains small in comparison to the wealth of research and applications available elsewhere in the general area of leadership. Writings within the last ten years by scholars such as Jackson (2004); Puplampu (2005, 2010); Nkomo and Cook (2006); Jackson, Amaeshi, and Yavuz (2008); Walumbwa, Avolio, and Aryee (2011); Muchiri (2011); Nkomo and Kriek (2011), and Lituchy, Ford, and Punnett (2013) demonstrate a number of issues. Cumulatively, these scholarly outputs show that: (a) there is significant impact of leadership action and/or inaction on the profitability of African organizations and nations; (b) there is growing interest in leadership and management issues in and on Africa; (c) there is limited availability of relevant scholarly material, requiring continuous and consistent effort on the part of researchers, and (d) there is still more to learn in order to fully understand the interplay between culture, tradition, history, and personal dispositions in how the leadership process and leaders operate in Africa. Of particular importance is the need to better understand notions of leader effectiveness, leadership exemplars, and the personal views of people who either occupy positions of leadership or experience the process of leadership in Africa.

As Muchiri (2011) noted, some of the emerging literatures show that concepts such as authentic leadership and servant leadership may help elucidate the causal links between leaders' behaviours and organizational outcomes; however, an Africa context and philosophy remain insufficiently explored. Nkomo and Kriek (2011), in a study of corporate leadership through times of major change, showed conclusively that sociopolitical histories and socioeconomic contexts—at the level of the nation state—are important milieus that corporate leaders in Africa navigate on a daily basis. The extant Western literatures and examples hardly draw on such nuances in their discourses on leadership. In sum, the African situation is unique. The aim of this study is to contribute a greater understanding of the perceptions of leadership effectiveness in Africa.

The Importance of Effective Leadership and Motivation for Africa

For Africa, the challenges of poverty, underdevelopment, and malfunctioning and underperforming institutions and organizations are real. This despite the massive natural resource base of the continent, which is not effectively tapped into. In this regard, governments, organizations, and institutions in Africa need to construct appropriate models in order to use those resources and significantly impact socioeconomic development. This requires leaders across the spectrum (political, organizational, social) to be strategic, prudent, and conscious of how to ensure strategic fit between the what is

available and what is possible. The challenges of organizational existence and organizational health in Africa identified and discussed by Munene (1995) and Puplampu (2005) suggest that strategic efforts are constrained due to the dearth of leadership effectiveness on the continent. Intangible assets such as leadership styles, culture, skill and competence, and motivation are seen increasingly as key sources of strength in those firms that can combine people and processes and organizational performance (Nicholson, 2000; Purcell, Kinnie, Hutchinson, Rayton, & Swart, 2004). Increases in leadership effectiveness as well as leader and worker motivation in the African context could be key in reversing African countries' underperformance.

Since the work of Steers, Porter, and Bigley (1996) showed leadership and motivation as concepts that interactively inform work behaviour, it is useful to study the two concepts together. This dualized appreciation of leadership and motivation is consistent with similar dualized consideration between leadership and organizational culture as advanced by Schein (1992). In considering culture and leadership, Schein argues that the two concepts are effectively “two sides of the same coin” (p. 1) with leadership incepting and energizing the evolution of culture and this culture defining the way leaders must act and react. In the same way, Steers et al. noted that while organizations develop structures and processes that guide behaviour, increasingly turbulent environments and individual differences draw attention to the important role of leaders and leadership as agents of fostering collective action and guiding such action. Leadership offers the opportunity to bend personal motivations, group norms, and environmental opportunities toward organizational objectives. While motivational concerns look at the dynamics around attracting people to work and deploy appropriate behaviours in the work place, leadership uses influence via power and reward capacities to leverage motivated behaviour. In this regard, the recent writings of Lindenberg and Foss (2011) highlight the role of authority structures, accountability, and governance arrangements in fostering joint production and collective motivated action. Defined as contemporaneous influences on and dynamics around action and behaviour, motivation incorporates considerations of what energizes, sustains, and directs behaviour (Steers et al.). In this regard, Yukl's (1994) conceptualization of leadership as a social influencing process through which certain persons cause others to exert effort and structure their behaviours in particular ways can be seen as a tool through which work motivation can also be facilitated. It is therefore necessary within the African context for studies to understand both concepts, explore their interactions, and seek ways of facilitating applications, which should ultimately lead to the progress of African societies. While there is evidence that the characteristics of an effective leader and what motivates leaders are agreed upon across some Western cultures (Muchiri, 2011), debate remains about perceptions of effective leadership (Den Hartog, House, Hanges, Ruiz-

Quintanilla, & Dorfman, 1999) and motivation (Iyengar & Lepper, 1999) across cultures. These studies have shown, for example, that perceived leadership characteristics such as enthusiasm and risk-taking are culturally-endorsed and culturally contingent; intrinsic motivation is often based on culturally derived notions of how interdependent or independent one is on other people within one's sphere of context. A good example of this is the Hale and Fields (2007) study of perceptions of leader effectiveness in which they found fewer expressions of servant leadership experiences in Ghana than in the US, while the notion of leaders' vision had a stronger relationship with perceptions of effectiveness in Ghana than in the US. These points are important as they highlight the notion that one cannot assume that previous findings on effective leadership and motivation in Western settings will hold true in the African context. Indeed, as Fletcher (2009) noted, Western management notions in many instances travel very poorly. This all underscores the context argument (Puplampu, 2010) that has increasingly gained ground in the study of leadership and related organizational/management issues. Management and organizational behaviours have to be placed within context, studied within context, and interpreted with the help of various context variables such as culture, history, and so on. This is a fundamental point which has led to the growing scholarly work on organizational behaviour, management, and leadership issues in Africa (Lituchy, Ford, & Punnet, 2013; Walumbwa et al., 2011). The African cultural context differs from the West in a number of ways. First, Africa is one of the few areas in the world where traditional chieftaincy authority coexists with the modern State. This authority goes hand-in hand with traditional mores that are still key drivers of existing work related behaviour, such as paying attention to extended families, communalism (a sociological/cultural nuance referring to the preference for communal systems of social organization), and a cosmic interpretations of events. That is, it is not uncommon to find people at work using religion or spiritual factors as explanations for events in their work life. Additionally, the demands of the extended family (one needs to look after or extend economic sustenance to cousins, aunts and uncles, and so on) are important motivations in how people behave at work. Second, Africa's colonial history is also quite recent, and is composed of many different countries, cultures, and peoples who vary as much between each other as they differ from the West. This further emphasizes the need to consider the context of multiple African countries when formulating theories on leadership and motivation in Africa.

Leadership and Motivation Research in the African Context

While leadership effectiveness and motivation can contribute to growth and social good in Africa (Agulanna, 2006), these concepts are insufficiently contextualized because the African perspective of leadership effectiveness

and motivation are poorly articulated and understood. Bolden and Kirk (2009) called for grounded conceptualizations of leadership drawn from research within Africa using a variety of methodological approaches. Many researchers have expressed doubts and questioned whether Western theories or management practices are transferable to the African context (Blunt & Jones, 1997; Kamoche, Debrah, Horwitz, & Muuka, 2004). Earley (2002) warned that attempting such a transfer, particularly when host countries differ on collectivism or power distance from where the theories or practices were developed, will cause dysfunction in worker motivation, communication, and the entire performance of the organization.

Past leadership studies in Nigeria reveal significant effects of leadership, leadership style, and employee motivation on organizational performance. Ogundele, Hassan, and Doyin-Hassan (2012) established that male and female managers in Nigerian organizations differed in their aspirations and leadership styles; these differences appeared to impact the performance of the organizations that they studied. Obiwuru, Okwu, Akpa, and Nwankere (2011) found that transactional leadership styles seemed more appropriate for small-scale enterprises in Nigeria. They concluded that such organizations should transition to transformational leadership approaches as the organizations entered maturity. Studies in other countries have examined relationships between leadership style and motivation (Crispen, Michael, & Tendai, 2011), the role of engaged leadership in developing organizational systems (Puplampu, 2010; Zame, Hope, & Respress, 2008), and have also compared servant leadership in Ghana and the US (Hale & Fields, 2007).

Studies have found that Western notions of transformational leadership cannot be directly applied (Shahin & Wright, 2004) in North Africa. In a factor analytic study, Shahin and Wright (2004) found significant differences between the factor structure of transformational leadership reported in the US and that reported in Egypt. They attributed these differences to Egyptian culture. Sidani (2008) drew on the work of the 14th century Arab writer Ibn Khaldun to explore key cultural factors in North Africa which speak to the efficacy of leaders. A particularly important nuance that emerges from his analysis is *asabiya*, or group feeling. This is akin to the Southern African *Ubuntu*, which has gained much currency in management literature. Sidani argues that despite the almost 800-year period between the writings of Ibn Khaldun and present day African leadership concerns, the cultural impacts of group norms, ingrained drives for leadership (amongst Bedouins for example), blood ties, alliances and "clientships" (p.83) are all important considerations in understanding leadership in North Africa.

Haruna (2009) argued that leadership studies in sub-Saharan Africa need to move beyond considerations of behaviours of individual leaders to the interactions, judgements, relationships, unique circumstances, and

community matters that define the milieu within which leaders in African settings function. The work of Agulanna (2006) and Goldsmith (2001) are indicative of the more common discourses on African leadership, with particular reference to political and national governance dimensions. Often these literatures proffer a litany of woes, failings, and leadership paradoxes that combine to raise questions about leader motivations, complicity, duplicity, and motivations of followers. Ultimately, there has been a leadership deficit in Africa that can only be resolved through research and the surfacing of responsible exemplars.

Puplampu (2005, 2007) concluded that in the African context, perhaps the dichotomy between externally driven (financial/pecuniary) and internally generated motivation and recognition/self-satisfaction as sources of motivation is rather oversimplified, and that organizational realities such as corporate politics appear to be important contributors to the motivational experiences of employees. This link between motivation and internal realities within the organization—power, politics, and so forth—go to the heart of the need to study motivation and leadership in Africa. Motivation theory and leadership theory both consider matters such as traits, transformational leadership, leader-member exchanges, and intrinsic-extrinsic motivations. These scholarly efforts enabled a better understanding of effective leadership and organizational performance in many Western countries. It is perhaps time for closer attention to be paid to personal characteristics, perceptions of effectiveness, and notions of what motivates leaders within the African context so that improved organizational functionality can be realized. The absence of relevant research in these areas has been noted by Lituchy et al., (2013) and will not be repeated here.

Research Questions

The emerging literature suggests that work motivation cannot be separated from leader action, nor can it be separated from the cultural context (Puplampu, 2010; Steers, Sanchez-Runde, & Nardon, 2010), which points to the important role of leader behaviour in the motivation of people at work. While at this point studies concerned with leadership and motivation in Africa do not offer conclusive evidence, we aim to provide exploratory pointers upon which scholars may build. We aimed to therefore explore the following questions:

1. What are the perceptions of people in Africa about leadership, leader behaviours, and characteristics and leadership effectiveness?
2. What are the perceptions of people in Africa regarding what motivates work behaviour and what motivates effective leaders?
3. How do people in Africa account for their different cultural identities?

Method

This study is part of the larger LEAD study, which has adopted a qualitative approach. This was done first through the Delphi Technique, which asks participants to define then refine the details of the variables to be investigated (Hsu & Sanford, 2007). Following the Delphi Technique, focus groups were conducted in selected countries. We present the profile of the participants, the description of the Delphi Technique and focus group process, followed by a discussion of the results from both processes in the sections that follow.

Delphi Participants

Data were collected in Egypt, Ghana, Kenya, Nigeria, and Uganda from persons that could provide the required information. These included religious leaders (pastor/priests), university professors/lecturers, civil servants, engineers, lawyers, managers, bankers, directors, business people, researchers, journalists/mass media professionals, and retired persons who had at least a higher national diploma academic qualification. Two rounds were used to achieve convergence among the responses in all countries except Uganda where one Delphi round was conducted. There were 61 responses for the first round of the Delphi process and 46 for the second round. The demographic characteristics were as follows (numbers for round one and two respectively): Egypt (n = 12, 9), 8 males, 4 females, ages 25 to 59; Ghana (n = 6, 6); Kenya (n = 10, 5), 9 males, 1 female, ages 39 to 56; Nigeria (n = 10, 10), 7 males, 3 females, aged 29 to 56; and Uganda (n = 23, 16), no demographic data were provided. The choice of countries was driven in part by efforts to represent both sub-Saharan Africa and Northern Africa. While we accept the uniqueness of the north of Africa, we contend that adding Egypt strengthens the general findings from Africa as a whole. The profile of participants in the Delphi rounds is as follows:

Egypt. Of the 12 participants, 11 were born in Egypt while one had lived in the country for 15 years. Their academic qualifications were, MA (1), MBA (1), and bachelor's degrees (10) in diverse disciplines: business administration (1), information technology (1), journalism/mass communication (1), arts/journalism (1), marine engineering (1), business (1). The area of specialization for four respondents was not specified.

Kenya. All participants were born in Kenya; and had a post graduate education. They worked as either information and communication technology (ICT) consultant/ business-person (1), entrepreneur/pastor (1), lecturer (1), senior civil servant (1), health and safety-hygienist (1), engineer (1), and other professions (4). While one participant was a PhD candidate, eight were MBA students working in middle to senior management positions in their respective

organizations; one participant was a businessperson/director of a private company in Kenya.

Uganda. Of the participant sample, 22 were born in Uganda while one had lived there for 26 years. The participants' education in terms of the number of years of schooling (participants, years) was: 18, 14; 16, 3; 17, 1; 14, 1; and 13, 1, while three participants were unassigned. Participant occupations were: accountants (3); managers (3); lecturers (3); lawyers (3); priests (2); business persons, (2) government officials (2); teacher (1); banker (1); retired banker (1); and advisor (1). One participant did not report his occupation.

Delphi Procedures

The procedure followed the steps outlined in Lituchy et al. (2013). This procedure included questions sent to participants in Egypt, Ghana, Kenya, Nigeria, and Uganda. In all cases, the purpose of the research was explained and confidentiality of individual responses was assured. In the first round of the Delphi process, participants were requested to freely respond to seven open-ended questions based on the respondent's personal knowledge and viewpoint of culture, leadership, and motivation. The second Delphi round asked respondents to rate on a 5-point Likert scale the importance of each of the responses from the first round. The seven open-ended questions were those used in the LEAD project and included:

1. What three to five words/phrases best describes your ethnic or cultural background?
2. What three to five words/phrases would you use to describe an effective leader's personal characteristics?
3. What three to five words/phrases describe what an effective leader does?
4. What three to five words/phrases describe what motivates leaders to succeed?
5. What three to five words/phrases describe what motivates people (other than leaders) to work hard?
6. What three to five people, men or women, do you consider to be, or to have been, effective leaders (they can be local, national or international)? What three to five words/phrases best describes why each leader is effective?
7. What three to five words/phrases best describes "your culture"?

Data from the first Delphi round were analyzed using qualitative summaries. The data were coded and analyzed using NVivo8. The handwritten responses were transcribed to allow for analysis with NVivo8. This methodological approach was appropriate because in the first Delphi round we wanted to know how many people used the same/similar words/phrases on each of the questions asked. In round two of the Delphi Technique, the participants were provided a summary of all responses of round one, and asked to rate the importance of the responses derived from the first round

on a 5-point Likert scale ranging from very unimportant to very important (1 = very unimportant, 2 = moderately unimportant, 3 = neither important/unimportant, 4 = moderately important, and 5 = very important). The purpose of the second round was to determine the most important concepts regarding culture, effective leaders, and motivations of leaders and nonleaders from the participants' perspective.

Focus Group Participants

A total of 33 people (11 females and 22 males) in three countries: Ghana (n =7, 5 female, 2 male), Kenya (n =6, 1 female, 5 male), and Nigeria (Abuja: n =10, 2 female 8 male; and Lagos: n =10, 3 female, 7 male) participated in the focus groups. One focus group was conducted in Ghana, one in Kenya, and two in Nigeria (Lagos and Abuja with 10 participants each). Focus groups were not conducted in Egypt and Uganda. For Egypt, the turbulent political environment after the revolution and the curfew imposed were obstacles to carrying out focus groups both with regard to time and the willingness of participants. Potential participants were reluctant to meet during the national leadership crisis in the country to discuss issues related to leadership and motivation. Meanwhile, focus groups were not conducted in Uganda because there was a high convergence in the data from Delphi rounds one and two regarding culture, effective leaders, and motivation. As a result, it was deemed unnecessary to progress to the focus group stage. The profile of the focus group participants is as follows:

Ghana. Six of the seven participants were born and raised in Ghana, with one born in Germany and living in Ghana for the past 18 years; their educational qualification was at least a first university (bachelors') degree.

Kenya. The participants comprised university lecturers (2), businessperson (1), businessperson/lecturer (1), banker/manager (1), and one nongovernmental organization executive. All participants had at least a master's degree with three pursuing doctoral studies; one participant held a PhD.

Nigeria. Participants in both focus groups (Abuja and Lagos) were born in Nigeria. The occupations of the Abuja focus group were: civil servants (8), engineer (1), and public servant (1). Two male participants did not indicate their academic/educational qualifications while the other eight indicated: postgraduate diploma (2), higher national diploma (3), Bachelor of Science (2), and Master's of Business Administration (1). Save for one participant (an Igbo) who was born in Mgbowo, the rest were born in Abuja. The distribution of participants by tribe was: Igbo (2), Yoruba (3), Hausa (2), and Pyem (1); one male and one female participant did not indicate their tribe.

In the Lagos focus group, the participants' occupations were: university lecturer (1), senior public officer (1), executive (1), entrepreneur (1), and civil engineer (1). The others were managing director of a bank (1),

academics (2), teacher (1); and one senior executive. Their level of education was: bachelor's (3), master's (3), and doctorate/PhD (4).

Focus Group Procedures

The seven questions developed for the LEAD Delphi Technique were used for the focus group interviews to confirm the Delphi responses. However, some modifications to questions 2, 3, and 6 were made. Question 2 asked: "What three to five words/phrases would you use to describe an effective leader's personal characteristics?" while question 3 asked: "What three to five words/phrases describe what an effective leader does?" These changes were made to probe beyond the Delphi responses. In addition, question 6 was divided into two with the first part dealing with leader effectiveness and the second part dealing with the leader.

Researchers from the participating countries followed a detailed focus group protocol to ensure consistency in data collection. The participants were given a confidential demographic data form to complete. This was followed by introduction of the facilitators, the LEAD project, and an explanation of the role of the participants.

Results

In the results section, the results of the Delphi Technique and then the focus groups are presented and summarized for each country in the Tables below. Table 1 includes the results of LEAD Delphi questions 1, 6, and 7 while Table 2 is LEAD questions 2–5; Table 3 and Table 4 are for focus groups with questions 1, 6, and 7 in Table 3 and questions 2 to 5 in Table 4. The overall means (of a maximum value of 5.00) are included for the responses from participants in each country for Delphi process (Table 1 and Table 2) and for focus groups (Table 3 and Table 4). The descriptors (responses) with the highest means are reported as being "most important." We first present the Delphi process results for each country.

Delphi Results

The results of the Delphi process for questions 1, 6, and 7 are summarized in Table 1.

Ethnic/cultural background. Question 1 asked: "What three to five words best describe your ethnic or cultural background?" The responses were: country of origin (Nigeria: $M=4.60$; Uganda: $M=4.00$), ethnic group/tribe (Kenya: $M=4.44$; Uganda: $M=4.44$), religious beliefs/love of God (Egypt: $M=4.44$; Ghana: $M=5.00$; Nigeria: $M=3.60$), importance of community/sense of belonging (Egypt: $M=4.56$; Nigeria: $M=4.70$; Ghana: $M=4.70$; Uganda: $M=4.00$), respect for elderly, norms, and values/humility (Ghana: $M=5.00$; Nigeria: $M=4.60$),

and tradition, beliefs, and cultural practices (Ghana: $M=4.73$; Uganda: $M=4.63$). Kenyan participants stood out as the least similar in offering the descriptors of their ethnic and cultural background as being aggressive ($M=3.40$), hardworking ($M=4.20$), and cosmopolitan ($M=3.20$). Kenyan participants did not use the word "Kenyan" to describe their ethnic/cultural background, instead describing themselves as members of specific ethnic groupings/tribes ($M=4.44$). Uganda's group had unique important descriptors of their ethnic and cultural background which included foods, cultivated land ($M=4.25$), and language ($M=4.75$).

Effective leaders. On the issue of effective leaders (question 6), participants were asked, "What three to five people, men or women, do you consider to be, or have been, effective leaders (they can be local, national or international)?" and "What three to five words/phrases best describe why each leader is effective?" The leaders named included civil presidents, freedom fighters, civil rights movement leaders, military chiefs, religious leaders, business people, and community leaders.

Nelson Mandela was the only leader named in every country as being effective (Egypt: $n=6/12$; Ghana: $M=3.67$; Kenya: $M=4.80$; Nigeria: $M=3.50$), with the traits of endurance (Uganda: $M=4.94$) and democracy (Uganda: $M=4.87$). Other leaders named as effective were Mahatma Gandhi (Kenya: $M=4.40$), Barack Obama (Egypt: $n=4$; Nigeria: $M=4.00$), and Martin Luther King (Egypt: $n=5$; Ghana: $M=3.67$; Kenya: $M=3.80$). There were differences across the countries with regard to local, regional, national, or international leaders that were named as effective.

Some of the choices of an effective leader on a scale of 1 to 5 were: Egypt (Nelson Mandela, $n=6$; Martin Luther King Jr., $n=5$; Gamel Abdel Nasser, $n=3$; Anwar El Sadat, $n=3$); Ghana (Nelson Mandela, $M=3.67$; Martin Luther King Jr., $M=3.67$); Kenya (Prof. Wangari Maathai, $M=4.80$; Nelson Mandela, $M=4.80$; Mother Teresa, $M=4.40$; James Mwangi, $M=4.00$; Richard Branson, $M=3.88$); Nigeria (Nelson Mandela, $M=3.50$; Margaret Thatcher, $M=3.80$). In Uganda Nelson Mandela and Mahatma Gandhi were named as the most effective leaders with the most important qualities for their effectiveness being: enduring hardship ($M=4.94$) and respect for democracy ($M=4.87$) for Nelson Mandela; and leading by example ($M=5.00$) and unwavering determination ($M=4.94$) for Mahatma Gandhi.

Description of participants' culture. Question 7 asked: "How would you describe 'your culture'?" We noted some similarities in reported descriptors across countries: (a) social behaviour (Egypt: $M=4.56$; Nigeria: $M=4.70$); (b) love of God/religious belief (Ghana: $M=5.00$; Nigeria: $M=3.60$); (c) hardworking (Kenya: $M=4.20$; Nigeria: $M=4.00$); and (d) ethnic group/tribe and language (Kenya: $M=4.44$; Uganda: $M=4.75$,

Table 1
 Summary of Mean Responses of the Delphi Rounds for Egypt, Ghana, Kenya, Nigeria, and Uganda: Ethnic/Cultural Background and Effective Leaders (Q1, Q6, and Q7)

Country	Description of ethnic/cultural background (Q1)	Effective leaders* (Q6)	Description of participants' culture* (Q7)
Egypt (n = 21)	Social behaviour, relationships and interactions (4.56)	Nelson Mandela (6)	Forgiving and patient (4)
	Muslim (4.44)	Martin Luther King Jr. (5)	Conservative (3) Diverse (3)
Ghana (n = 12)	Arab (4.56)	Pierre Elliott Trudeau (4)	Ethical (2)
	Egyptian (4.11)		
	African (3.89)		
	Pharaoh (3.89)		
	Religious beliefs and behaviour (4.44)		
	Respect for elderly/authority (5.00)	Nelson Mandela (3.67)	African (4.33)
	Love for God (5.00)	Martin Luther King Jr. (3.67)	Black (3.29)
	Modesty (5.00)	Kwame Nkrumah (3.71)	Group cohesion (3.00)
	Moral behaviour (5.00)		Sense of belongingness (2.57)
	Customary marriage (4.86)		Customs/Knowledge/Language (e.g., Akan, ga Adagbe, 1.83)
Kenya (n = 15)	Institution of chieftaincy (4.86)		
	Tradition i.e., beliefs and practices (4.73)		
	Group cohesion (4.70)		
	Matrilineal and patrilineal systems of inheritance (4.70)		
	Sense of belonging/being each other's keeper (4.70)		
	Singing, drumming, and dancing (4.70)		
	Humility and respect (4.70)		
	Belief in after life/rebirth/reincarnation (4.00)		
	Ethnic group/Tribe e.g., Kikuyu, Luhya (4.44)	Prof. Wangari Maathai (4.80)	Truthful (4.44)
	Hard working/Survivors (4.20)	Nelson Mandela (4.80)	
Aggressive/Go-getter/Dominant (3.40)	Mahatma Gandhi (4.40)	Hardworking (4.44)	
	Mother Teresa;(4.40)		
	Steve Jobs (4.00)		
	James Mwangi (4.00)		
	Richard Branson (3.88)		
	Martin Luther King Jr. (3.80)		

Nigeria (n = 10)	Social behaviour, relationships and interactions (4.70)	Nelson Mandela (3.50)	Respect for elders (4.50)
	Country of origin i.e., country of birth, ancestors and history (4.60)	Margaret Thatcher (3.80)	Unique dressing (4.50)
	Importance of community building (4.30)	Barack Obama (2.00)	Sociable (3.67)
Uganda (n = 23)	Religious beliefs and behaviour (3.60)		Moralistic (3.25)
	Language (4.75)	Nelson Mandela	Respect (4.88)
	Tradition/Traditions (4.63)	Enduring hardship (4.94)	Beliefs (4.81)
	Welcoming/Greeting/Polite (4.53)	Respect for democracy(4.87)	Norms (4.75)
	Tribe/Clan/Detribalized/Ganda/Langi/	Ability to unite adversaries (4.81)	Society (4.69)
	Bahimba/Buganda/Mukiga (4.44)		Welcoming (4.63)
	Food/Foods/Agricultural/Cassava/Cultivated/Land (4.25)	Principled (4.80)	Clan/clans/detribalized (4.44)
	King/Kabaka (4.25)	Fight against apartheid (4.75)	Happy/happiness(4.38)
	Generous (4.13)	Demonstrate forgiveness(4.69)	Collaborate/collaboration(4.31)
	Accommodative (4.00)	Resilient (4.63)	Accommodative/ accommodation (4.19)
Uganda (4.00)		Patient (4.63)	
		Iconic figure (4.60)	
		Awareness of environment(4.44)	
		Barrack Obama	
		Exceptional communication (5.00)	
		Visionary (4.75)	
		Educated (4.75)	
		Fight for a cause (4.81)	
		Trusting (4.63)	
		Taking calculated risks (4.50)	
		Jack Welch	
		Known for the 4 E's: energy, energize, execution, edge (4.50)	
		Leadership by model(4.40)	
		CEO of General Electric (4.20)	

*Frequencies for Egypt sample while the rest are means on a scale of 1 to 5 with 5 being most important

Table 2
Summary Results (means) of the Delphi Rounds for Egypt, Ghana, Kenya, Nigeria, and Uganda: Characteristics of Effective Leaders and Motivation to Work Hard (Q2, Q3, Q4, and Q5)

Country	What makes a leader effective (Q2)	Description of an effective leader (Q3)	What motivates leaders or managers to succeed (Q4)	What motivates people (not leaders/managers) to work hard (5)
Egypt (n = 21)	Education/Well-educated (4.44)	Fair (4.78); Understanding (4.56)	Justice (4.33)	Extrinsic rewards(4.44)
	Social level (5.00)	Honest (4.56)	Money/Wealth (4.00)	Pride (4.11)
	Financial stability (5.00)	Commitment/Dedication(4.56)	Community/Society (3.67)	The need to help the community (3.89)
		Work with others (4.50)		Acceptance (3.67)
		Knowledgeable(4.44)		
		Humour (3.56)		
		Respectful (4.86)		
		Rewards performance (4.86)		
		Proactive (4.86)		
		Building team spirit (4.86)		
Ghana (n = 12)	Knowledgeable/Intelligent (5.00)	Setting standards/goals (4.86)	Dedication (5.00)	Job security (5.00)
	Visionary (5.00)	Leads by examples (4.86)	Desire to achieve targets/results (5.00)	Job satisfaction (5.00)
	Achiever/Achievement of results/Results oriented (5.00)	Gives hope/Inspires/Motivates (4.86)	Joy of success (5.00)	Good leadership from managers (4.86)
	Focused (5.00)	Maintaining discipline (4.82)	Cooperation from the people they lead (5.00)	Recognition (4.86)
		Approachable (4.70)	Emancipate people from ignorance (4.90)	working conditions (4.86)
		Firm and fair (4.70)	Vigour (4.90)	Clear job tasks (4.86)
		Passionate (4.67)	Advance subordinate economic situation (4.83)	Impartial job policies/Fair treatment (4.86)
		Temperate/Remains cool and collected (4.67)	Recognition and importance to make an impact (2.00)	Benefits and incentives (4.70)
		Delegates responsibility (4.56)		
		Walk the talk (4.52)		
	Understanding/Ability to empathize (4.70)			
	Charisma (4.56)			
	Democratic (4.39)			
	Good communication skills (4.70)			
	Visionary (4.80)			
			Need to Serve (4.40)	Benefits (4.80)

Kenya (n = 10)	Goal oriented/Achieved objectives of the team (4.80)	Support of followers (4.20)	Career growth prospects (4.40)
	Vision (4.60)	Does not believe in status quo/belief in a better way (3.80)	Need/Passion to achieve (4.40)
	Inspiring (4.60)	Personal reputation at stake/Fear of failure (3.80)	Achieving dreams/Self-actualization (4.40)
	Takes care of others (4.20)	Self-fulfilment/actualization (3.60)	Loyalty to leader (3.80)
	Articulates/communicates goals/vision (4.20)	Justice/Injustice - helping others in crisis or injustice/a sense of justice (4.90)	Acceptance/Belonging to group (4.90)
	Believes in Justice (4.20)	Money/Wealth (4.90)	Extrinsic rewards (4.60)
	Waits for commendation from others/Does not seek limelight (2.60)	Community/Society (4.90)	Pride i.e., a sense of (4.80)
	Honest/Trustworthy (5.00)		Volunteer/Volunteerism (4.60)
	Fair/Impartial (5.00)		
	Perseverance (4.70)		
Nigeria (n = 10)	Commitment/Dedication (5.00)	Desire to succeed (4.50)	Money/Rewards/Salary/Bonuses/Incentives/Security (4.75)
	Knowledgeable (4.90)	Achieve/Achievable/Achievement (4.44)	
	Work with others/people (4.90)	Belief (4.44)	
	Understanding (4.80)	Society (4.38)	
	People person/Personable (4.70)	Goals (4.38)	
	Humour (sense of) (4.60)	Cause (4.31)	
	Inspire/Inspires/Influences (4.75)	Followers/Others/People (4.25)	
	Creative/innovates (4.75)	Ability/Abilities (4.13)	
	Vision/envision (4.69)	Rewards/Money (4.13)	
	Evaluates (4.69)	Work environment (3.90)	
Uganda (n = 23)	Motivates/Motivate (4.60)		
	Guides/Lead/Leads /Coaches/Direction (4.56)		
	Communicate/Communicates /Communication/Lists (4.56)		
	Take action (4.56)		
	Concerns/Empathy (4.44)		
	Team leader/Person with good strategies (4.80)		
	Charismatic (4.40)		
	Results/Solution Oriented (4.40)		
	Honesty/Integrity (4.40)		
	Assertive/Aggressive (4.40)		
Kenya (n = 10)	Education/Well-educated (4.60)		
	Honesty/Integrity (4.40)		
	Assertive/Aggressive (4.40)		
	Education/Well-educated (4.60)		
	Honesty/Integrity (4.40)		
	Assertive/Aggressive (4.40)		
	Education/Well-educated (4.60)		
	Honesty/Integrity (4.40)		
	Assertive/Aggressive (4.40)		
	Education/Well-educated (4.60)		
Uganda (n = 23)	Honesty/ Integrity (4.80)		
	Knowledge (4.75)		
	Communication/Communicates/Listeners/ Listener (4.69)		
	Visionary (4.69)		
	Inspirational/Charisma (4.69)		
	Understanding (4.63)		
	Exemplary (4.56)		
	Focused/Focus (4.44)		
	Willing/Able (4.44)		
	Achieving/Goals (4.44)		

Table 3

Summary of Responses of the Focus Groups for Ghana, Kenya, and Nigeria: Ethnic/Cultural Background, Culture, and Effective Leaders (Q1, Q6, and Q7)

	Description of ethnic/cultural background (Q1)	Effective Leaders (Q6)	Description of participants' culture (Q7)
Ghana (n = 7)	Respects for elderly/Authority (5.00) Love for God (5.00) Institution of chieftaincy (4.86) Sense of belonging/Being each other's keeper (4.70)	Kwame Nkrumah (3.71) Nelson Mandela (3.67) Martin Luther King Jr. (3.67) Jerry Rawlings (3.20)	African (4.00) Black (3.29) Group cohesion (3.00) Sense of belonging (2.57)
Kenya (n = 6)	Language (4.50) Ethnic Group/Tribe e.g., Kikuyu, Luhya (4.44) Hard working/Survivors (4.20) Cosmopolitan (3.20)	Nelson Mandela (4.80) Mahatma Gandhi (4.50) Barrack Obama (3.50)	Truthful (4.44) Hardworking (4.44) Language (4.00) Upbringing (3.25) Tribe (2.67) Integrity(2.67)
Nigeria (n = 20)	Tolerance (4.00) Religious beliefs and behaviour (3.60) Respect (3.80) Hard work (2.00)	Kwame Nkrumah (4.33) Nelson Mandela (3.50) Margaret Thatcher (3.80) Obafemi Awolowo (3.14)	Merry-making (4.33) Honesty (4.60) Respect for elders (4.50) Hard work (4.00)

respectively). Beside these similarities, in Ghana other important words used to describe culture were: (a) respect for the elderly/authority (Ghana: $M=5.00$); (b) modesty and moral behaviour (both with a mean of $M=5.00$); and African ($M=4.33$). In Uganda, culture was described as: (a) accommodative/accommodation ($M=4.19$); (b) clan/clans/detribalized ($M=4.44$); and (c) welcoming and happiness ($M=4.63$).

Description of an effective leader. Question 2 asked: "What three to five words/phrases would you use to describe an effective leader's personal characteristics?" There were some similarities in responses, which included: (a) well educated, knowledgeable, competent, and intelligent (Egypt: $M=4.40$; Ghana: $M=5.00$; Nigeria, $M=4.60$; Uganda: $M=4.75$); (b) visionary (Ghana: $M=5.00$; Kenya: $M=4.80$; Nigeria: $M=4.90$; Uganda: $M=4.69$); (c) honesty/integrity (Ghana: $M=5.00$; Kenya: $M=4.40$; Nigeria: $M=5.00$, Uganda: $M=4.80$); and (d) charisma (Ghana: $M=4.56$; Kenya: $M=4.40$; Nigeria: $M=3.25$; Uganda: $M=4.69$). Unique responses of important descriptors of an effective leader included: (a) financial stability (Egypt: $M=5.00$); (b) being a team player (Kenya: $M=4.80$); (c) having an enviable character (Ghana: $M=5.00$); (d) being assertive/ aggressive (Kenya: $M=4.40$); and having a selfless character (Nigeria: $M=3.29$). Based on the mean scores, the specific most important responses from each country on what makes leaders effective were: (a) Egypt (education/well educated: $M=4.44$); (b) Ghana (knowledgeable and intelligent: $M=5.00$; and visionary: $M=5.00$); (c) Kenya (visionary: $M=4.80$); (d) Nigeria (education and well-educated: $M=4.60$); and (e) Uganda (honesty and integrity: $M=4.80$).

What an effective leader does. The third question asked: "What three to five words/phrases describe what an effective leader does?" The most common responses among participants were that an effective leader is honest and fair (Egypt: honest/fair: $M=4.56/4.78$; Ghana: honest: $M=4.70$; Nigeria: honest/fair: $M=5.00$) or believing (Kenya: $M=4.20$). Following that, effect leaders were described as leaders who inspire and motivate (Ghana: $M=4.86$; Kenya: $M=4.60$; Uganda: $M=4.70$). Participants from Egypt ($M=4.50$), Kenya ($M=4.20$), and Nigeria ($M=4.90$) thought it was important that effective leaders work with/take care of other people including employees or members of society. Leaders were also described as: (a) being humorous or having a sense of humour (Egypt: $M=3.56$; Nigeria: $M=4.60$); (b) setting a good example (Nigeria: $M=4.25$); (c) not seeking limelight (Kenya: $M=2.60$); (d) "walking the talk" (Ghana: $M=4.52$); (e) and having empathy toward others (Uganda: $M=4.44$). For Egypt (Table 2), effective leaders are fair ($M=4.78$), understanding, honest, having commitment and dedication ($M=4.56$). In Ghana they are respectful, reward performance, are proactive, lead by example ($M=4.86$), and give hope, inspire, and motivate ($M=4.86$). In Kenya they are described as goal oriented, and people who achieve objectives of the team ($M=4.80$). Effective leaders are honest, trustworthy ($M=5.00$) in Nigeria, and inspire and influence ($M=4.75$) in Uganda.

Leader motivation to succeed. The fourth question asked: "What three to five words/phrases describe what motivates leaders to succeed?" Participants in all five countries agreed that involvement with people and society and having the support of one's subordinates were important motivators for leaders. Having a desire to succeed or a sense of self-

Table 4
Summary Results (means) of the Focus Groups for Ghana, Kenya, and Nigeria: Characteristics of Effective Leaders and Motivation to Work Hard (Q2, Q3, Q4, and Q5)

	What makes a leader effective (Q2)	Description of an effective leader (Q3)	What motivates leaders or managers to succeed (Q4)	What motivates people (not leaders/managers) to work hard (Q5n)
Ghana (n = 7)	Knowledgeable/Intelligent (5.00) Visionary (5.00) Competent (4.86) Good communication skills (4.70) Charisma (4.56) Democratic (4.39)	Respectful (4.86) Proactive (4.86) Building team spirit (4.86) Setting standards/Goals (4.86) Gives hope/Inspires/Motivates (4.86)	Dedication (5.00) Desire to achieve targets/results (5.00) Joy of success (5.00) Cooperation from the people they lead (5.00) Vigour (4.90) Recognition and importance to make an impact (2.00) Need to serve (4.40) Money/Availability of resources (4.33) Does not believe in status quo/Belief in a better way (3.80) Personal drive within (3.50)	Job security (5.00) Job satisfaction (5.00) Good leadership from managers (4.86) Recognition (4.86) Working conditions (4.86) Benefits and incentives (4.70) Inner satisfaction (4.00) Achieving dreams/Self actualization (4.40) Recognition (4.20) Fear of punishment/Failure (3.20) Money/Rewards (3.60)
Kenya (n = 6)	Visionary (4.80) Team leader/Person with good strategies (4.80) Results/Solution oriented (4.40) Influencer (3.00) Change agent (2.33) Education/Well-educated (4.60) Humble (4.67) Visionary (4.40) Team player (4.50) Selfless (3.29) Charismatic (3.25) Honest (2.33)	Walk the talk (4.52) Vision (4.60) Articulates/Communicates goals/Vision (4.20) Provides solutions/resources (3.67) Planning/Prioritizing (3.50) Honest/Trustworthy (5.00) Fair/Impartial (5.00) Perseverance (4.70) Humour, i.e., sense of (4.60) Sets a good example (4.25) Results-oriented (4.00) Hard working (3.00) Flexible (2.60)	Good environment (5.00) Money/Wealth (4.90) Achievement (3.67) Recognition (3.50)	Extrinsic rewards (4.60) Power (4.67) Recognition (3.50) Good pay (3.00) Job security (2.40)
Nigeria (n = 20)				

fulfilment was a key motivator for leaders in Ghana (M=5.00), Kenya (M=3.67), Nigeria (M=3.50), and Uganda (M=4.50). Extrinsic motivators including money and wealth were considered important motivators for leaders to succeed by participants from Egypt (4.00), Kenya (M=4.33), Nigeria (M=4.90), and Uganda (M=4.13). Finally, seeking justice for others (Egypt: M=4.33; Ghana: M=5.00; and Nigeria: M=4.90) also motivated leaders to succeed. For Kenya, dedication, desire to achieve targets/results, joy of success, and cooperation from the people being led (M=5.00) were words/phrases used to describe what motivates leaders to succeed, in addition to the need to serve (M=4.40), whereas responses to question 4 in Nigeria and Uganda were the community/society (Nigeria: M=4.90; Uganda: M=4.38).

Motivation of people (other than leaders) to work hard. The fifth question asked: "What three to five words/phrases describe what motivates people (other than leaders) to work hard?" Similarities among all five countries in the words used to describe nonleader motivating factors appeared, which included money/extrinsic rewards/benefits/job security, recognition, and having a sense of pride/passion to achieve (Egypt: M=4.40; Kenya: M=4.80; Nigeria: M=4.60; Uganda: M=4.75). Interesting and unique responses on what motivate people to work hard included acceptance/belong to group (Egypt: M=3.67; Nigeria: M=4.90), fear of failure (Kenya: M=3.20), inner satisfaction (Ghana: M=5.00), achieve status (Uganda: M=4.75), and need to help the community (Egypt: M=3.89). Respondents also indicated that people are motivated to work hard by: (a) extrinsic rewards such as money (salary and bonuses) and incentives (Egypt: M=4.44; Uganda: M=4.75); (b) job security and job satisfaction (Ghana: M=5.00; Uganda: M=4.75); (c) benefits (Kenya: M=4.80); and (d) by acceptance/belonging to group (M=4.90) among Nigerians.

Focus Groups Results

Ethnic/cultural background. Descriptions of ethnic/cultural background that were used included: (a) respect for the elderly, authority, and for other people (Ghana: M=5.00; Nigeria: M=3.80); (b) love for God and religious beliefs/behaviour (Ghana: M=5.00; Nigeria: M=3.60, respectively); (c) institution of chieftaincy (Ghana: M=4.86); and (d) sense of belonging/being each other's keeper (Ghana: M=4.70). Language (M=4.50) and ethnic group/tribe, for example, Kikuyu and Luhya (M=4.44) were important descriptors of cultural background for Kenya; tolerance (M=4.00) was also used to describe cultural background by the Nigerian sample. Hardworking/survivors and hard work were similar for Kenya (M=4.20) and Nigeria (M=2.00).

Effective leaders. The leaders named as effective included civil rights movements leaders (Martin Luther King, Jr. and Mahatma Gandhi), presidents (Nelson Mandela, Barrack Obama, and Jerry Rawlings), and other political leaders (e.g., Margaret Thatcher).

Nelson Mandela (Ghana: M=3.67; Kenya: M=4.80; Nigeria: M=3.50) was named an effective leader by participants from all countries in which focus groups were conducted. Kwame Nkrumah (Ghana: M=3.71; Nigeria: M=4.33), Jerry Rawlings (M=3.20), and Martin Luther King Jr. (M=3.67) were also effective leaders for the Ghanaian sample. The Kenya focus group named Mahatma Gandhi (M=4.50) and Barrack Obama (M=3.50) as effective, while Margaret Thatcher (M=3.80) and Obafemi Awolowo (M=3.14) were considered effective leaders by Nigerians. The words and phrase that were used to describe effective leaders across all focus groups were tenacity of purpose, need to achieve goals, and great achiever.

Description of participants' culture. There were both similarities (Kenya and Nigeria) and variations (Ghana and the other two countries) in the words used to describe culture in the three countries in which focus groups were conducted. Ghanaians described their culture as African (M=4.00), black (M=3.29), and as having group cohesion (M=3.00). Hard work/hardworking was shared between Kenya (M=4.44) and Nigeria (M=4.00), with truthful reported in Kenya (M=4.44) and honesty reported in Nigeria (M=4.60). Language (M=4.00) and upbringing (M=3.25) were unique descriptions of culture for Kenya, while respect for elders (M=4.50) and merry-making (M=4.33) were unique to Nigerians.

Description of an effective leader. Being a visionary (Ghana: M=5.00; Kenya: M=4.80; Nigeria: M=4.40) was the most important descriptor of effective leaders, followed by descriptors such as knowledge, intelligent, education, or well-educated (Ghana: M=5.00; Nigeria: M=4.60). The third most important description was team leader/team player (Kenya: M=4.80; Nigeria: M=4.50). Lastly, charisma (Ghana: M=4.56; Nigeria: M=3.25) was the last partial similarity in description of culture. The other descriptors of effective leaders were: competent (M=4.86) and good communication skills (M=4.70) in Ghana, results/solutions oriented (M=4.40) and influencer (M=3.00) in Kenya, and humble (M=4.67) and selfless (M=3.29) in Nigeria.

What an effective leader does. Question 3 asked: "What does an effective do?" Responses included (a) respectful (M=4.86), proactive/building team spirit/setting standards/gives hope, inspires, and motivates (M=4.86), and "walk the talk" (M=4.52) in Ghana; (b) vision (M=4.60), articulates/communicates goals/vision (M=4.20), provides solutions/resources (M=3.67), and planning/prioritizing (M=3.50) in Kenya; and (c) honest/trustworthy (M=5.00), perseverance (M=4.70), humour, (M=4.60), fair/impartial (M=5.00), sets a good example (M=4.25), and results-oriented (M=4.00) in Nigeria. Based on these descriptions, the similarities are seen for goals/setting standards, priorities, and results orientation across Ghana (M=4.86), Kenya (M=4.20), and Nigeria (M=4.00), respectively, and for

“walking the talk”/setting a good example in Ghana (M=4.55) and Nigeria (M=4.25).

Leader motivation to succeed. Question 4 asked: “What motivates leaders to succeed?” Need to achieve (Nigeria: M=3.67; Ghana: M=5.00); need to serve (Kenya: M=4.40); need for recognition (Nigeria: M=3.50; Ghana: M=2.00); and need for money/wealth (Kenya: M=4.33; Nigeria: M=4.90) were reported. Other motivations included dedication (Ghana: M=5.00); does not believe in status quo (Kenya: M=3.80); and good environment (Nigeria: M=5.00).

Motivation of people (other than leaders) to work hard. Question 5 asked: “What motivates people (other than leaders) to work hard?” Responses included money/extrinsic rewards/benefits (Ghana: M=4.70; Kenya: M=3.60; Nigeria: M=4.60), job security (Ghana: M=5.00; Nigeria: M=2.40), and recognition (Ghana: M=4.86; Kenya: M=4.20; & Nigeria: M=3.50), inner satisfaction/self-actualization (Ghana: M=4.00; Kenya: M=4.40). Good leadership (Uganda: M=4.67), working conditions (Kenya: M=4.86) and gaining power through hard work (Nigeria: M=4.67) were unique motivations in the countries in which focus groups were done. These results indicate similarities with regard to extrinsic rewards, including money and benefits, as motivators for nonleaders to work hard.

Discussion of Results

Although exploratory, the findings here offer some basis for careful consideration of the African situation with regard to leadership and motivation issues. We sought to answer questions such as: What are the perceptions of people in Africa about leaders, leader behaviours/characteristics, and leadership effectiveness? What are the perceptions of people in Africa regarding what motivates work behaviour and what are the motivations of effective leaders? A discussion of findings is organized below under the broad headings with which we presented the results.

Ethnic/Cultural Background

Ethnic group, country of origin, and religion emerged as important descriptors of cultural background. These results perhaps sit quite well in the context of what is known about African culture (communal, collective, venerating wisdom, respectfulness, etc.). Much as it may be suggested that some of the descriptions used may appeal to a romanticized and traditional past, it is important that respondents still refer to these descriptors. In other words, there may be an abiding commitment to such values and metaphors in people’s consciousness. Another point of relevance is the finding that in some cases nationality is important, in others tribe and ethnic connections, and in still others religion, land, and

community hold importance. This finding is relevant because it underscores the need for sensitivity to these subtleties within the same country and across countries in Africa when conducting research; too often Africa is treated by researchers as an undifferentiated mass (Puplampu, 2010).

Effective Leaders and Descriptions of Effective Leadership

Nelson Mandela is mentioned across all countries and respondents. Characteristics such as tenacity of purpose, democratic credentials, and endurance were indicated as reasons why Mandela was considered effective. This suggests that there are preferred types of behaviours of leaders. Importantly, different countries also placed emphasis on different individual leaders. This underscores the point that leadership is indeed a social construction. While it may be possible to identify some near common characteristics (as in the case of Mandela), it is also important to note that nuances in context may be a factor. For example, Ghanaians mention Kwame Nkrumah, while Nigerians mention Margaret Thatcher. This finding supports Puplampu (2010) that leadership is a social construction and its efficacy is therefore driven by localized concerns, values, thoughts, and aspirations.

Motivations of Leaders

Of particular interest are notions of what motivates leaders (involvement with people, respect of subordinates, involvement with society, etc.) and what constitutes engagement of the human spirit in the work place (May, Gilson, & Harter, 2004). The May et al., (2004) study shows that engagement with others, absorption, and dedication toward work goals are important energizers. In this regard, the types of exemplary leaders mentioned (Mandela, Nkrumah) as well as motivations, such as involvement with people, suggest that a primary motivation process for leaders is their vigour, passion, and dedication—that is, their engagement with the issues around them. This confirms Puplampu’s (2010) notion of leadership as a process of engagement. There may be something of a paradox at play here. There has been much scholarly writing about the limitations and deficit of leadership in Africa (Agulanna, 2006). It is therefore interesting to note that issues around justice, helping others, and service are considered important drivers for leaders’ motivations. One may suggest therefore that where leaders engage with the aspirations of the community, they find a greater synchronization or mutuality of purpose, which may prove a powerful tool for change. We also found participant perceptions of effective leaders include focus on maintaining discipline, giving hope/inspiration, setting goals, and delegating to others.

Work Motivation

Recent research and writings by Pупlampu (2007, 2013) suggest that the African motivation dynamic cannot be disaggregated into separate process/rational or content/drive mechanisms. Our findings lend support to this position. The words used to describe motivating factors included: money/extrinsic rewards, benefits, job security, recognition, sense of pride, and passion to achieve. Desire for power and status, fear of failure, inner satisfaction as well as the need to help the community were all mentioned as motivating variables. This mixed picture is an important prospect suggesting that work motivation in Africa should be given unique consideration.

A number of tentative conclusions may be drawn from this exploratory work. First, our data show the cultural identity of the sample is rooted in their connections with tribe ethnic group, religion, and country of origin. This provides some context for understanding what is considered to be effective leadership. Second, effective leaders are described, among other characteristics as aggressive, communicative, and empathetic. We therefore suggest that much benefit may be derived from closer examination of the leadership exemplars interwoven with the African sense of African culture. Third, we conclude that the data tentatively confirm that both leaders and nonleaders place importance on both extrinsic and intrinsic motivators. This is an important issue that captures the policy around the compensation and recognition of both public and private sector officials who function as leaders in Africa. Given that this study was not designed to make comparisons with leadership characteristics found in other parts of the world, an important avenue for future research would be to explore whether the characteristics of effective leaders found in this study of five African countries are different from or similar to those found in other areas such as Western countries and cultures.

Discussion

Summary

We examined the similarities and differences in perceptions of characteristics pertaining to effective leadership, culture, and motivation in order to expand the literature on the personal characteristics, behaviours, and motivations of effective leaders that has been largely based on Western cultures, beliefs, and values (Steers et al., 2010). Overall, the findings suggest that factors that motivate people to work hard (extrinsic factors such as money and intrinsic factors such as need to succeed) can be applied in African countries. There were however, differences regarding the way people from Africa described their ethnic/cultural backgrounds, suggesting diversity within Africa. Further, both leaders and nonleaders place importance on both extrinsic and

intrinsic motivators, which has important implications for policy around the compensation of leaders in Africa.

Contributions to Scholarship

On the matter of employee motivation, the emerging literature suggests that African motivators do not divide neatly along need, drive, and cognitive processes based on external cues (Pупlampu, 2007, 2013). The evidence from the current study suggests that respondents find financial rewards as well as personal satisfaction and recognition equally important. Lastly, perception of participants' culture is rooted in their connections with tribe, ethnic group, religion, and country of origin, while both discipline and assisting followers are found to be attributes of effective leaders. This finding gives credence to Muchiri (2011, p. 443) that "many organizational structures in sub-Saharan Africa have been characterized as paternalistic, with management systems permeated by patrimonial behaviours" and that "due to the cultural diversity of Africa, researchers could focus on cultural commonalities like deference for authority, a quest for harmony, paternalism, extended family obligations, and filial piety" (Kamoche, 2011, p. 2). It is suggested that future research on leadership in Africa pay more attention to these contextual variables.

Applied Implications

These findings have practical implications. For example, managerial processes should be sensitive to normative differences that may exist within the same African country. Effective leaders were described as being visionary, goal oriented, inspiring, fair/impartial, committed/dedicated, honest/trustworthy, knowledgeable, and having a sense of humour. This implies that leaders who operate on the continent must be equipped to develop these desirable dispositions. Empirical findings such as these should translate into perhaps more accurate leader development systems that nurture leaders capable of dealing with the institutional and organizational ills that imperil the continent and constrain the achievement of Africa's development potential. It is only in this way that Barker's (1997) question—as to how can we claim to train leaders without knowing what leadership is—can be properly tackled. The point is perhaps simply that to improve their leadership capacity, we must first better understand the phenomenon called leadership within its peculiar context.

This study has a significant value to management professionals. First, it contributes improved approaches towards development of leaders in Africa by informing the content and philosophy of such development programmes. Second, it lends a dialogue on how effective leaders behave and how such practices may be promoted. Third, it provides a starting point for new research to explore for example, other

personal characteristics, motivation triggers, and cultural factors related to effective leaders in Africa.

Limitations and Directions for Future Research

There are a number of limitations to this study. Male participants dominated the sample, therefore appropriate levels of gender representation and balance need to be considered in future studies. For example, in the Kenyan case only men responded to the second Delphi round. Also, this research used a rather small sample size for the Delphi process—we recognize that with the continent's huge population and diverse in-country demographics, capturing the African reality requires sampling decisions that cover both the depth and representation of countries within Africa. Larger samples from many more countries would be needed in order to generate more robust results.

The research was conducted in English because all countries included in the study were English speaking, despite indigenous African languages such as Kikuyu and Luo for Kenya; Yoruba and Igbo for Nigeria; Akan and Ewe for Ghana; and Ganda and Muganda for Uganda. It is possible that the research may have missed nuances peculiar to those languages. The research did not use samples from French and Portuguese speaking Africa.

In conclusion, we note that the findings add to the call for contextualized research. We conclude that management and organizational research in Africa, at this point in its development, requires significant use of methods that allow the voice of those sampled to be heard. Future research should examine the development of mass surveys that use the findings such as those reported here to construct survey items and interview questions. Such surveys need to answer specific questions such as what corporate leaders in Africa actually do; how followers and interest groups perceive leader effectiveness; how leader behaviours influence employee motivations; and how leader/follower behaviours and aspirations construct and reconstruct leader behaviours in an iterative and social constructionist way. To that end, Africa needs research that impacts the practice of leadership and organization management.

JEL Classification: M16

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