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Subordinates' perspective on ethical leadership and managerial effectiveness

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Subordinates’ perspectives on ethical leadership and managerial effectiveness
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ABSTRACT
The aim of this study is to examine the dimensions of ethical leadership and managerial effectiveness necessary for quality performance in public sector organizations. The data were obtained from the interview of 42 subordinate employees using Critical Intensive Technique. Results reveal that ethical leadership and managerial effectiveness are very important for quality performance of an organization. The study contributes to turning ethical leadership and managerial effectiveness processes into management realities for the promotion of organizational success.

Keywords: Critical Intensive technique, ethical leadership, managerial effectiveness, subordinates, public sector organization, Uganda.

1. Introduction
Most sector public organizations in Uganda have shown a weak and poor management system, despite sustained efforts to improve quality service delivery. It is unsatisfying that quality service delivery, both in short and long term, is decreasing with diminishing performance of public sector organizations. As Uganda struggles to implement developmental programmes and more quality services are wanted by the citizenry, there is need for proper leadership by the managers (Yulk, et.al. 2011), Because Azeem and Fatima (2012) demonstrate leadership as the most important factor that influences managerial effectiveness in public sector organizations. As a factor for managerial effectiveness, many researchers have developed models and taxonomies to explain effective ethical leadership (Lau, 2002), According to Tsui (2004) these were developed with empirical evidences from North America and Europe and none from developing countries. However, one of the major loopholes of this development is that the models/taxonomies of ethical leadership and managerial effectiveness have majorly avoided exploration of how behaviors are related to measures of effectiveness and what behaviorally distinguish good managers from poor/bad managers (Fernandez, 2005), Even then, researches have focused only in understanding what managers do rather than how effective they are as managers (Hamlin & Bassai, 2004), This is because lack of agreement on which leaders’ behaviors is most relevant and meaningful and what constitutes ethical leadership effectiveness or managerial effectiveness. Yulk, et.al. (2002) intimate this has remained a ‘virgin’ area to be explored.

Keeping this in view, consequently, it is apparent that in the demanding scenarios, it was considered important to find out what constituted ethical leadership and managerial effectiveness. The present study reports the perception of subordinate employees because of
being key implementers of organization’s performance functioning. The purpose is to identify and develop appropriate ethical leadership and managerial indicators for conceptual clarity and application for enhancing organizational performance. Therefore, planned to investigate the indicators of ethical leadership and managerial effectiveness from an experiential perspective, the researcher used the Ministry of Public Service (MoPS) in Uganda as a study unit. Two questions guided this inquiry: i) what ethical leadership behaviors lead to managerial effectiveness? And ii) what managerial behaviors were perceived as effective for the organization to perform well? The article has two parts. Part one examines the conceptual development and part two reports the empirical study.

2. Literature review

For a manager to make an organization to succeed, such a manager ought to possess and exercise capable leadership qualities. One of the most important indicators of managerial effectiveness is ethical leadership as it stands for exhibiting traits consistent with normative ethical principles such as honesty, fairness, and trustworthiness (Obicci, 2014). Such principles provide significant benefits for leaders, those individuals who rely on them, and even for their profession and organizations. As Brown et. al. (2005) have pointed out ethical leadership reflects a force that binds a leader to a course of action that is ethical. This is because it demonstrates normatively appropriate conduct through personal actions and interpersonal relationships. It also promotes such conduct to followers through two-way communication, reinforcement, and decision-making. A high degree of ethical leadership enhances synergy and facilitates evolving ethical culture for managerial effectiveness (Žemguliene, 2013). A promoted and advanced ethical culture set subordinates to strive for ethical behaviors with an overarching dedication to trust and integrity that leads to the “right” outcomes for the “right” reasons.

It is through an embedded ethical culture that a leader can develop ethically minded subordinates. This can be well achieved through treating subordinates well which calls for making principle choices based on trust and honesty. According to de Hoogh and den Hartog (2008), an ethical leader does not practice favoritism and takes responsibility for his/her own actions. Sharing power with subordinates can also make them to become ethically minded in all their actions. Brown and Trevino (2006) contend that listening to the subordinates’ ideas, concerns and providing them with a voice is very crucial to make them have control with less dependency on the leader. Trevino, et. al. (2003) recommends for clarification of responsibilities, expectations and performance goals so that subordinates are able to understand whether their performance is up to par. This calls for transparency and open communication about role clarification to all the subordinates without fear or favor. Further still, subordinates need to be conveyed with clear information about the standard regarding ethical conduct by raising their awareness of the set of rules, standards and code of conduct in place. Puspha (2012) intimates in some circumstances, there are needed to use rewards and punishment to hold subordinates responsible for their action. Critical though, to develop ethically minded subordinates requires taking the effects of one’s actions and behavior on the surrounding into account including the society and environment (Deborah, 2010). This is why taking sustainability of action as a priority beyond personal interest (Ferehig, 2007) and acting with integrity by matching what one says with what one does (Soon, 2003) becomes so important. Henceforth, considering the importance of leaders’ ethical behavior to the performance of the organization, such a conceptualization is fitting to gauge how this can lead to managerial effectiveness.
As a concept, managerial effectiveness is difficult to tap empirically even to define it in concrete terms. Nonetheless, it can be understood to mean the degree of effectiveness of a manager in achieving the outcomes intended by an organization. In other words, it is something a manager produces from a situation by managing it appropriately, producing the results or meeting the targets in every sphere of the activities of the organization. This is realized when a manager manages the technical, conceptual and human dimensions of an organization well. It requires the manager to exemplify discipline, respect, honesty, integrity, fairness, justice and equity to the subordinates. In the absence of which, can lead to numerous organizational management problems. Azeem and Fatima (2012) attribute this to invisible leadership of the managers in the organization. They further content that every achievement of management is the achievement of a manager and every failure is also the failure of the manager. Given the acute problem of the decreasing qualitative level and consequently poor organizational performance, the whole solution lies in managing organizations effectively. This demands professional competence of a manager and the effectiveness of his/her activity. A review conducted by Borshtsh (2012) indicates that this has been the concern of many worlds’ leading Experts in economics and management sphere. They have devised the theory of “ineffective supervisor” (Adizes, 2002) and the creation of “culture of effectiveness” (Bossidy & Charan, 2002) to determine managerial effectiveness. Specifically, they have given greater consideration to the question of professional skills, abilities, and competency of the managers (Whetten & Ksmeron, 2002). The catchword here is that the manager of an organization is by and large responsible for the success of the organization. This means it is incumbent upon the manager to lead effectively. Studies (Azeem & Fatima, 2012; Borshtsh, 2012) have shown that managerial effectiveness can be achieved when the manager is proactive and stays ahead of change, has clear and up to date knowledge of the objective of the organization, and suits formal rules and regulations to tasks. Further, the manager is easy to get along and coordinate, provides information through reports, memos and words of mouth routinely in a useable and current manner, allows subordinates to grow and develop, commends good performance, provides periodical schedules and reviews, and spends time to search for opportunities for the organization.

It follows then an organization needs a moral person and a moral manager so as to benefit from ethical leadership and managerial effectiveness. As a moral person, a manager acts with integrity and is perceived as a trustworthy person who exhibits traits such as integrity, honesty, and trustworthiness. As a moral manager, a leader proactively promotes ethical behaviors in others through use of role modeling, communication, and the use of formal rewards systems. Ethical leaders recognize that subordinates are searching for ethical guidance and that they can influence the ethical behaviors of others in a positive way. From the premises, ethical leadership and managerial effectiveness influence subordinates’ performance. One study found a relationship between ethical leadership and employee effort (Picollo, et. al. 2010). Several studies (Judge & Picollo, 2004) found positive association between composite scores of ethical leadership and measures of effectiveness. Again, other studies (Kalshoven, et. al. 2011) have found a positive relationship between ethical leadership and perceived leader effectiveness. However, most of these studies have only examined relationships for a composite measure of ethical leadership rather than assessing how each component is independently related to managerial effectiveness. More so, as yet no study has examined the extent to which ethical leadership enhances managerial effectiveness in a developing country. This study fills the gap.
3. Methodology

This section provides empirical source data used for the study, how that data was analyzed and interpreted and how the researcher measured the trustworthiness of the study findings.

3.1 Research design

Based on the research questions, the study took a grounded theory approach with qualitative design. After all, Alvesson (2002) points out that concern about a lack of in-depth understanding of managerial behaviors and effectiveness resulted from using survey-based quantitative measure as a dominant research method. However, this study was equally informed by and built upon a body of research on managerial effectiveness initiated by Hamlin and his co-researchers (Hamlin & Bassai, 2008) and ethical leadership theory developed by Brown and his colleagues (Brown et. al. 2005).

3.2 Participants

The study was conducted in MoPS based in Kampala. This is a central Government ministry with the mandate of policy formulation for the entire public service in the country. Participants were 42 randomly selected employees of the Ministry who were interviewed using the Critical Intensive Technique (CIT) (Hughes, et. al. 2007). All the participants were subordinate officers.

3.3 Procedure

The study involved two phases that is interview and ratings on specific indicators of ethical leadership and managerial effectiveness. In the first phase, intensive open-ended interviews of the participants were conducted. The participants were encouraged to develop situations and experiences reflecting the constructs of ethical leadership and managerial effectiveness. In the 30-45 minutes individual CIT interview each participant was asked to provide five concrete examples {critical incidents (CIs)} of ethical leadership behaviors and five concrete effective managerial behaviors, which he/she had observed from their managers within the past 6-12 months. A total of 142 CIs were collected of which 62 were examples of ethical leadership behaviors and 80 were examples of effective managerial behaviors. These were captured using the Content Analysis (as used by Hamlin & Cooper, 2007) and open coding techniques (Packer-Muti, 2009). The researcher narrowed down 142 CIs into 7 for ethical leaderships and 6 for managerial effectiveness as indicated in Table 1 and 2.

3.4 Measurement

The measures used in the study were derived from Brown, et. al. (2005) model of ethical leadership and the person-process-product model of managerial effectiveness (Borshtsh, 2012), the ethical leadership model sees a leader as an individual moral and a moral manager. The individual moral concerns the personality characteristics of the leader as seen from the behavior and the decision making process. The moral manager concerns the deliberate efforts by a leader to influence others (role model) and guiding the ethical behaviors of followers (binti Ismail & bin Daud, 2014). In the person-process-product model of managerial effectiveness, the “person” refers to the individual manager’s characteristic traits and abilities while the “product” is in terms of organizational results such as quality maximization and productivity. And the “process” is the manager’s on-the-job behavior and activities. To suit
the purpose of the study, the researcher modified the ingredients of these models using changes in wordings, sentence construction, scaling, response categories and selective use of items and ideas. The end results were used to interview participants. It has to be noted that the modified ingredients of the models has never been tested even in Uganda which gap is filled by this study.

3.5 Data analysis

The research questions were addressed through deductive and inductive comparative analysis of the behavioral statements (BS) data sets obtained from all the 42 participants. This analysis was done at a semantic level (Braun & Clarke, 2006) using open coding initially to disentangle and code the BSs and then axial coding to identify those that were the same, similar, or congruent in meaning (Flick, 2002). Sameness was deemed to exist when the sentences or phrases used to describe two or more BSs were identical or near identical. Similarity was deemed to exist when the BSs sentences and/or phrases were different, but the kind of meaning was the same. Congruence existed where there was an element of sameness or similarity in the meaning of certain phrases and/or key words. The researcher then classified and grouped the previously BSs using a form of selective coding and thematic analysis (Flick, 2002), the aim was to identify and develop (if possible) a set of core behavioral categories that were underpinned by at least one BS from all 42 cases. The deducted categories were subsequently interpreted and tentatively labeled by the researcher according to the meaning held in common with all of the respective constituent behavioral statements.

Independent of each other, and using the descriptive labels as coding categories, the researcher then deductively coded and sorted out the BSs from each of the 42 cases. Where divergences of interpretation and judgment occurred these were reconciled as far as possible through critical examination. The researcher then identified commonalities and relative generalizations to deduce behavioral categories composed only of BS, where there was common agreement between them. The so derived and interpreted behavioral categories which the researcher called generic behavioral criteria were given descriptive labels that reflected in essence the meaning of the BSs constituting each criterion respectively and used as the basis of deducing a universalistic taxonomy of perceived ethical leadership and managerial effectiveness.

3.6 Trustworthiness of the findings

To determine the credibility and dependability of the study, the researcher subjected the findings to the process of ‘realist triangulation’ (Madill, et. al. 2000) and ‘investigator triangulation’ (Hussein, 2009). This involved using multiple sources of empirical data (namely the BSs obtained from the 42 participants), The empirical source data were found suitable because the same research design and the common Critical Intensive Technique (CIT) protocols for data collection were used for all the 42 participants. This assured consistency in the research focus and processes which enabled the researcher to arrive at a concise judgment, assured accuracy and objectivity of the study.

4. Results

4.1 Ethical leadership
A thematic analysis of the interview protocols obtained from subordinates revealed that the important components constituting ethical leadership involve two domain of morality that is individual moral and moral manager. Individual moral was manifested in terms of expression such as fairness, transparency and integrity. Moral manager took many forms including power sharing; clarification of responsibilities; expectations and performance goals; convey standards regarding ethical conduct, and sustainability of stakeholders and society. Based on the above themes attempt was made to create rating scales by asking the participants to rate them. Results are shown in Table 1.

Table 1: Mean ratings for different components of ethical leadership

<table>
<thead>
<tr>
<th>Components</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manager treats subordinates fairly</td>
<td>3.47</td>
<td>1.054</td>
</tr>
<tr>
<td>2. Manager allows subordinates a say in decision making and listen to their ideas</td>
<td>3.54</td>
<td>1.135</td>
</tr>
<tr>
<td>3. Manager engage in open communication</td>
<td>3.13</td>
<td>1.247</td>
</tr>
<tr>
<td>4. Manager clarify responsibilities, expectations and performance goals</td>
<td>3.51</td>
<td>1.227</td>
</tr>
<tr>
<td>5. Manager conveys standards regarding ethical conduct</td>
<td>3.37</td>
<td>1.205</td>
</tr>
<tr>
<td>6. Manager concern for sustainability of stakeholders and society</td>
<td>3.39</td>
<td>1.278</td>
</tr>
<tr>
<td>7. Manager acts with integrity</td>
<td>3.58</td>
<td>1.209</td>
</tr>
</tbody>
</table>

The mean ratings given in Table 1 indicate an interesting trend. It was noted that the highest rating is manager acts with integrity (mean=3.58, SD=1.209), Thus integrity was considered the most important thing in ethical leadership effectiveness. Next comes manager allows subordinates a say in decision making and listen to their ideas (mean=3.54, SD=1.135), This means an ethical leader is open to the idea of active participation of the subordinates in all decision making processes as well as allowing their ideas to sometimes take precedence on the final decision taken. This was followed by manager clarify responsibilities, expectations and performance goals (mean=3.51, SD=1.227). This is very important so as to have subordinates’ mind tuned to their assigned tasks for proper achievement of the organization’s goals. The scores for the manager treats subordinates fairly (mean=3.47, SD=1.054) was identified as critical for a proper relation with the subordinates as each of them would benefit from the fruits of justice practiced by the ethical leader. The rating for manager concerns for sustainability of stakeholders and society (mean=3.39, SD=1.275) may be considered lower than the previous rest but this does not affect it’s important to enhance ethical leadership effectiveness. The only item which indicated considerably low score was manager conveys standards regarding ethical conduct (mean=3.37, SD=1.205) but this does not demean its importance in ethical leadership effectiveness. Interestingly, the lowest score was manager engage in open communication (mean=3.13, SD=1.247). But this does not mean the item isn’t important for ethical leadership effectiveness, since the score is above the middle point. It should be noted that the mean scores for all these items were greater than the middle point of the scale. This indicated a clear inclination in favor of ethical leadership.

4.2 Managerial effectiveness
The interviews regarding managerial effectiveness yielded 6 major clusters of factors or broad themes, each with two important items. First, is managing the organization and its resources to accomplish organization’s goals based on a clear, up-to-date accurate knowledge of the organization. Secondly, performance of organization and coordination role to ensure tasks for the accomplishment of overall organization goal is done properly especially where interdependencies exist in the task. The ability to organize around tasks and then to coordinate inter dependent relationships is essential for effective management.

Thirdly, information handling which enables identification of problems, provision of an understanding of the changing environment and serving as the vital input for decision making enhances positive communication between the manager and the subordinates. Fourthly, providing for growth and development because a growing expectation of people in formal organization is that the work place should provide opportunities for them to grow and develop. This will also directly influence and enhance even the growth and development of associates. Fifthly, motivating and handling of conflicts encompasses creating conditions that motivates subordinates with the determination to handle conflicts concurrently that may inhibit motivation. This energizes subordinates for a good performance of the organization. Sixthly, strategic problem solving is the universally accepted cornerstone of effective management because the managers on top of taking responsibility for a decision made, insures subordinates are effectively utilizing their own problem solving skills. It can then be said the effectiveness of the organization depends upon the effective endowment and use of these factors. According to Azeem and Fatima (2012), an intelligent manager always examines the internal factors besides the external in order to understand and improve the performance of the organization more effectively or efficiently.

In the second part of the study, participants were asked to rate the above factors on five point Likert scale ranging from strongly agree to strongly disagree. The ratings given by the participants are shown in Table 2.

<table>
<thead>
<tr>
<th>Dimensions and components</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Managing the organization and its resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Proactive and stay ahead of changes</td>
<td>3.80</td>
<td>1.103</td>
<td>1</td>
<td>.75</td>
<td>.61</td>
<td>.77</td>
<td>.81</td>
<td>.64</td>
</tr>
<tr>
<td>2. Clear and up to date accurate knowledge of the objectives of the organization</td>
<td>3.81</td>
<td>1.125</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.97</td>
<td>1.081</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Organizing and coordination</td>
<td>3.44</td>
<td>1.295</td>
<td>.81</td>
<td>1</td>
<td>.82</td>
<td>.73</td>
<td>.64</td>
<td>.79</td>
</tr>
<tr>
<td>3. Suiting formal rules and regulations to tasks</td>
<td>3.63</td>
<td>1.096</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Easy to get along with and coordinate</td>
<td>3.26</td>
<td>1.494</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### C. Information handling

5. Process information through formal reports, memos, and words of mouth with rapid feedback
6. Clear understanding of information by the users

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>3.88</td>
<td>1.285</td>
<td>.69</td>
</tr>
<tr>
<td>6.</td>
<td>4.18</td>
<td>1.088</td>
<td></td>
</tr>
</tbody>
</table>

### D. Providing for growth and development

7. Allows subordinates to grow and develop
8. Commendation of good performance

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>4.02</td>
<td>1.056</td>
<td>.69</td>
</tr>
<tr>
<td>8.</td>
<td>3.84</td>
<td>1.082</td>
<td></td>
</tr>
</tbody>
</table>

### E. Strategic problem solving

9. Provision of periodical schedules and reviews
10. Spends time looking for opportunities for the organization

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>3.63</td>
<td>1.026</td>
<td>.66</td>
</tr>
<tr>
<td>10.</td>
<td>3.72</td>
<td>0.921</td>
<td></td>
</tr>
</tbody>
</table>

### F. Motivation and conflict handling

11. Transmission of enthusiasms for obtaining organizational goals
12. Plagued by recurring conflicts of similar nature

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>4.09</td>
<td>1.088</td>
<td>.76</td>
</tr>
<tr>
<td>12.</td>
<td>4.02</td>
<td>1.217</td>
<td></td>
</tr>
</tbody>
</table>

From the table, a close perusal of the ratings on individual aspects of managerial effectiveness yielded six clusters of factors. In terms of importance, the items emerged as follows: motivation and conflict handling (mean=4.09, SD=1.088) then providing for growth and development (mean=4.02, SD=1.056), information handling (mean=3.88, SD=1.285), managing the organization and its resources (mean=3.80, SD=1.103), followed by strategic problem solving (mean=3.63, SD=1.026), least of all, organizing and coordinating (mean=3.44, SD=1.295).

In order to understand the pattern of the relationship among the 6 components of managerial effectiveness, correlation coefficient was obtained. It was found that motivation and conflict handling was significantly and positively related to managing the organization and its resources ($r=.76$, $p<.01$), organizing and coordinating ($r=.78$, $p<.01$), information handling ($r=.73$, $p<.01$), providing for growth and development ($r=.72$, $p<.01$), and strategic problem solving ($r=.77$, $p<.01$), Providing for growth and development was positively related to managing the organization and its resources ($r=.69$, $p<.01$), organizing and coordinating ($r=.61$, $p<.01$), information handling ($r=.68$, $p<.01$), strategic problem solving ($r=.70$, $p<.01$), strategic problem solving ($r=.70$, $p<.01$),
and monitoring and conflict handling \((r=0.72, p<0.01)\), Information handling was positively related to managing the organization and its resources \((r=0.69, p<0.01)\), organizing and coordinating \((r=0.63, p<0.01)\), providing for growth and development \((r=0.53, p<0.01)\), strategic problem solving \((r=0.66, p<0.01)\), and monitoring and conflict handling \((r=0.59, p<0.01)\). Managing the organization and its resources was positively related to organizing and coordinating \((r=0.75, p<0.01)\), information handling \((r=0.61, p<0.01)\), providing for growth and development \((r=0.77, p<0.01)\), strategic problem solving \((r=0.81, p<0.01)\), and monitoring and conflict handling \((r=0.64, p<0.01)\). Strategic problem solving was positively related to managing the organization and its environment \((r=0.66, p<0.01)\), organizing and coordinating \((r=0.64, p<0.01)\), information handling \((r=0.70, p<0.01)\), providing for growth and development \((r=0.62, p<0.01)\), and monitoring and conflict handling \((r=0.67, p<0.01)\). And organizing and coordination is positively related to managing the organization and its environment \((r=0.81, p<0.01)\), information handling \((r=0.82, p<0.01)\), providing for growth and development \((r=0.73, p<0.01)\), strategic problem solving \((r=0.66, p<0.01)\), and monitoring and conflict handling \((r=0.79, p<0.01)\). These correlates suggest that the six dimensions of managerial effectiveness are positively and significantly related to one another.

### 4.3 Discussion

The findings of the study bring into focus the significance of the positive aspect of ethical leadership functioning in facilitating managerial effectiveness. While ethical dilemma is often blamed for interference in the managerial effectiveness, the obtained results suggest that through ethical leadership, managerial effectiveness can be realized by bringing subordinates closer to the functioning of the organization. Pushpa (2012) indicates that to realize the goals of the organization, ethical leaders go beyond personal ego and individual goals. This is because they recognize that ethical values are pivotal in the success of the organization for the benefits of the stakeholders including subordinates.

Furthermore, the finding regarding ethical leadership has indicated an interrelated set of factors involving the individual moral and the moral manager. It seems that these aspects of ethical leadership go together and appear to be intimately linked with each other (Zu et al. 2012). Ethical leadership was reflected by all the two aspects as the items and rating do suggest. Certainly, these aspects on the one hand, inspire positive ethical behaviors in the person, on the other; involve some kind of investment towards the organization. In this way, ethical leadership becomes a dialectical or reciprocal process in which it acts as a role model for followers to follow and emulate (White & Lean, 2008). Meanwhile the findings also indicated that factors of managerial effectiveness were positively and significantly related. Incidentally, these factors taken together clearly draw attention to the fact that the conceptualization of managerial effectiveness has to encompass ethical leadership (Trevino, et al. 2003).

While the present data are limited and suggestive only they do point out that perhaps the harnessing of ethical behaviors of the managers are more central to managerial effectiveness than otherwise thought of. This implies the mediating role of ethical leadership functioning towards ensuring greater degree of managerial effectiveness. In other words, it is by harnessing ethical behaviors of the leaders’ functions that the bridge between ethical leadership and managerial effectiveness is created.
4.4 Limitations

There are two potential limitations of the study. First, is that fact the study was conducted with 42 participants from whom empirical source data was obtained in a single public sector organization. This means that the study which deduced generic behavior criteria may contain an under representation of the public sector organizations as a whole. Second, is the fact that although the number of CIT informants of 42 were within or exceeded the range of recommended sample sizes (n=20 to 40) for quality research (Cresswell, 2003), might have not been very representative of all the employees in the Ministry. Additional empirical evidence needs to be obtained from more employees to replicate the study on the same subject matter on a larger scale.

4.5 Implications for managerial research and practice

Of the few contemporary researchers other than the researcher himself who have explored behavioral determinants of managerial effectiveness and ethical leadership, extra fewer have identified the specific managerial behaviors that managers need to avoid if they are not to be perceived by their respective subordinates as being least effective or ineffective. And of those that have, the focus has been at the periphery and even in western cultures. The study explored ethical leadership as well as effective managerial behaviors; and thereby has made a distinct contribution to current literature in the area of management generic behavioral criteria. The emergent study results provide new insight and a better understanding of the type of specific ‘demonstrated managerial behavior that managers need to avoid or adopt if they are to establish a reputation for ethical leadership and managerial effectiveness. And because the study contains a rich description of indicative effective ethical leadership and managerial behavior observed in the Ministry, it is likely to strike a chord with and be easily understood and applied by managerial and non-managerial person alike.

Much as ethical leadership serve as means of assessing and measuring managers for managerial effectiveness, in many cases the benefits either do not materialize or not match to expectations. Most managers sometimes find it hard to apply ethical leadership principles in management. This is because they look at the principles as threats to their own goals. To them, managerial effectiveness framework becomes either subjective or too summarized. This often leads to lack of credibility and the ‘lip service’ or ‘disengagement’ on their part. The findings of this study specifically identified the critical managerial behaviors that lead to managerial effectiveness to handle such a scenario. Additionally, management professionals can use the findings to critically review and validate existing managerial effectiveness framework. They can as well refine and enrich ethical leadership for managerial effectiveness framework. These dual purposes owe their foundations on the way managers uses their subordinates. In fact the range of possible intermingle between them is so thin to be differentiated.

5. Conclusion

The results of the present study provide the evidence for the validity of the link between ethical leadership and managerial effectiveness. Modeling the impact of ethical leadership on the resultant managerial effectiveness using interview data drawn from the MoPS in Uganda, the study provides empirical evidence that ethical leadership impacts managerial effectiveness. Suffice to note that from the study, it may be observed from subordinates’ perspective; the constructs of ethical leadership and managerial effectiveness are significant
aspects of work life. However, while ethical leadership is predominantly individual level of process, managerial effectiveness is more social process involving work team and integration with the larger entity of organization. The study has indicated that ethical leadership and managerial effectiveness would be more fruitful if they are considered as processes rather than dispositions. This is because they refer to the happenings, reciprocities and interactions rather than personal attributes.

6. References


