INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

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STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

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APPENDIX/ANNEXURE

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THE LEADERSHIP PRACTICES OF COMBINED ARMY ACADEMY'S DEAN

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ABSTRACT

The main purpose of this case study was to assess the leadership practices of the Combined Army Academy's Dean. This academy is one of the recently established higher educational institutions in the Ministry of National Defense of Ethiopia, and it is found in the eastern part of Ethiopia, at Awash Arba, 250 kms away from Addis Ababa. In studying the Dean's leadership practices, the perspectives of academic staff members were the focus of the study. The methods used to gather the data were an informed conversational interview approach, personal observation, and document analysis. These approaches helped much in collecting responsive and detailed information on the issues pertinent to the leadership practices of the Dean under focus. For the academy is a recently established one and for it is established with the target of producing limited number and highly qualified military graduates, there were a total of only 38 students attending their education. Hence, there were a total of only 10 academic professionals excluding the Dean. So, four of the academic staff members (two civilians and two military) were purposely selected as interviewees because of their seniority and their closeness to the job. The collected raw data were first transcribed, coded and then categorized. Based on the categories made, patterns were formulated in line with themes originated from the categories formed. So, a thematic analysis was conducted, and further interpreted with respect to the patterns formed. According to the analysis and interpretations made, the research findings show that: the personal characteristics of the Dean requires immediate adjustments if he is to continue with that leadership career; the situational factors were not favorable for the dean to lead, and in fact, he was accountable for making the situation unfavorable; no motivational mechanisms were designed and employed to reinforce the work force; decision making efforts were made to rely on only one person, the Dean; and it was also found out that the academic staff members had recently been getting organized in challenging the inappropriate actions of the Dean. Hence, based on the above findings, it was concluded that the Dean of that Academy lacks the necessary leadership orientations, without which leadership is really difficult, and it also seemed that even the Academy's higher military commandments lack the necessary orientations of what academic leadership is. Finally, based on the major findings obtained and conclusions drawn, it was reflected as it seems sound for the Academy to revisit the academic leadership practices that had been exercised, and to genuinely see how much the academic leadership had been responsive to the group and institutional factors.

KEYWORDS
Leadership, Academy, Dean, Defense.

1. INTRODUCTION

The study was conducted at Combined Army Academy which is one of the recently established higher educational institutions in the Ministry of National Defense of Ethiopia. The Academy is situated at Awash Arba, the eastern part of Ethiopia, which is 250 kms from Addis Ababa.

The Ethiopian Ministry of National Defense in its five year strategic plan, has revealed that it will make concerted effort to strengthen the tank (mechanized) capacity of Ethiopia in terms of both hardware as well as qualified professional power believing that lifting the capacity of the tank(mechanized) units has become detrimental to increase deterrent by dissuading military action by countries that otherwise might be inclined to attack the sovereignty of the country and interfere with its national interest.

The vast peripheral plain lowland area of Ethiopia has comparative advantage for the use of tank (mechanized) force than other means in case any danger emerges that threaten the interest and security of the country across the border areas. Deploying tank (mechanized) units in these areas can have much better return than conventional warfare dependent on massive deployment of personnel.

Currently, the Ethiopian army has tank (mechanized) unit and the commanders of the unit have some limitations to lead their units to the standard the task demands. Hence, opening Combined Army Academy has become eminent to upgrade the professional competency of the tank (mechanized) unit commanders so that they can discharge their responsibility effectively by using the knowledge and skill they got from training and education during their stay in the Academy. Thus, from its background and its rational for establishment, we can understand that special focus has been given for the Academy in building the capacity of the professional army that we have today. However, the establishment of the Academy by itself does not guarantee the accomplishment of the missions assumed to be addressed at the end. Instead, it calls for the provision of an organized and responsive leadership systems.

The leadership needs to be purposeful and intentional. On a more profound level, the leadership should be practiced in such a way as to be socially responsible. This kind of social responsibility is involved both in the outcomes and content of the groups' purpose, as well as in the group's process. Leadership effectiveness begins with self-awareness and self understanding and grows to an understanding of others (Harling, 1989). Moreover, leadership happens through relationship among people engaged. As a relational process, leadership requires the highest possible standards of credibility, authenticity, integrity, and ethical conduct. Ethical leaders model positive behaviors that influence the actions of others (Komives et. al, 1998).

Leadership is a concern to all of us. As individuals and groups, we have a responsibility to contribute effectively as members of organization, local communities, nations, and in the world community (Bush, 1986). That is, organizational leadership effectiveness involves the participation of all involved in the process. Moreover, though leadership is our day-to-day practice, it demands to reflect core issues related to leading people. To lead others, primarily we need to be clear where we are going? what is our vision? What are the critical success factors? How do we relate them to the realities of people? What are the basic situations that affect effectiveness? Etc…The answers to these questions are the concerns of leaders (Bennis, and Townsend, 1995). Provision of responsive leadership practice or services for the academy, therefore, involves the commitment and orientation of the different stakeholders in the academy, one of which is the Dean, who is assumed to pave the way for the desired promotion of the academy.

Taking the active role of the Dean in promoting the Academy in to consideration, the study was channeled to focus on the leadership practices of the Dean in terms of the perspectives of the academic staff members. So, this study is assumed to play a great role in adding some inputs to the efforts employed in ensuring the production of competent mechanized unit commanders which is assumed to be effected through sound and responsive leadership at the Academy under study.

2. METHODOLOGY
2.1. PARTICIPANTS
As it was mentioned earlier, there were ten professionals in the academy with similar academic background. The study participants, composed of two civilians and two military personnel, were selected purposefully taking their seniority and management experience in to consideration. All the respondents had also similar years work experiences in working at that academy in addition to their desired educational background. So, they were hoped to provide meaningful information on the leadership practices of the Dean under study. To this end, they were informed about the purpose of the study and what is expected of them. Fortunately, all were very much interested to take part in the interview, and hence, they willingly gave information related to the topic under focus.
2.2. INSTRUMENTS
An informal conversational interview approach, document analysis and personal observation were used in gathering the data. The informal conversational approach helped much in making the data gathering process more responsive to individual respondents. Accordingly, issues related to the personal

characteristics of the dean as an academic leader, the motivational mechanisms employed by the dean in reinforcing the academic staff members, the extent of the situational characteristics in either promoting or affecting the Dean's leadership practice, the decision making practices that had been employed or exercised by the Dean, and the actions or measures that had been taken by the academic professionals in response to the leadership practices of the Dean were raised, and all the issues were addressed by the respondents adequately.

Before the interview, the respondents were given orientations about the purpose of the study and they were not made to get restricted to limited prescribed issues. The orientations and the data gathering activities were conducted by the researcher himself, and hence, it was possible to have a detailed and reliable description of what was interviewed for it was supported with the researcher's personnel observation and supportive official documents confirming the validity and reliability of the interview data. To this end, the response sets were found to be by far relevant to the purpose of the study and in addressing the particular issues that need to be raised with leadership practices in general.

2.3. PROCEDURES

The researcher, having the purpose of the study in mind, went to Combined Army Academy. Then, he tried to have the full lists of the academic staff members and found out that there were no significant disparities among the staff members in terms of sex, age, academic background, and work experiences. This helped the researcher to take representative respondents, and these respondents or study participants were selected using purposive sampling technique. Right after selecting the respondents, what the researcher did was orienting those respondents about the purpose of the study and its possible relevance. Fortunately, the respondents all together were interested to be interviewed, and then the researcher started interviewing with the time frame set for each of the respondents.

A battery operated tape recorder was used during interviewing. Apart from the tape recordings, personal observations were taken as field notes so as to make the data more reliable. After the end of the data gathering process, all the recorded interviews and field notes were transcribed and was given to respondents to assure them that the information was taken by the researchers as it was clearly reported by the respondents. The respondents saw it and confirmed that it was the actual information on what had been happening as it was reported by themselves.

Apart from the personal observations conducted, the researcher wanted to ensure the validity and reliability of the data collected, and hence, asked for evidences of official documents. Fortunately, he had a chance to see petition of the academic staff members against the Dean which was reported to the higher officials of the institution. That petition document was a direct reflection of the data collected from interview and personal observation. This helped the researcher to be sure on the validity and reliability of the data, and to proceed to the next stages of the study.

After having collected, the raw data were transcribed, coded, and categories were made. From the categories made, patterns were also formulated based on the themes originated from the categories so as to make the data ready for analysis. The analysis was made in line with the categories or patterns formed. Based on the analysis conducted, interpretations of data were also undertaken to come up with some sort of findings. Finally, based on the findings obtained, conclusions were drawn, and reflections were forwarded accordingly.

3. RESULTS AND DISCUSSIONS

This is a section where the data are presented and discussed in an organized pattern, which is formed based on the possible themes emanated from the raw data. Accordingly, the following five themes have been drawn from the raw data: personal characteristics of the Dean, motivational mechanisms employed in his leadership practices, situational factors associated in his leadership (leader-member relations, position power, and the task structure), decision making practices and the communication system in practice, and the actions taken by the staff members. Hence, the relative descriptions of the leadership practices in line with the themes (patterns) formulated for data presentation and discussion is given in the following sections.

3.1. PERSONAL CHARACTERISTICS OF THE DEAN

The Dean under study graduated his second degree in curriculum and teacher education about fifteen years ago. He joined the academy a year ago, and he had been working in different government and non government organizations before he joined the academy under study. In the interviewees conducted, different interviewees had tried to point out some common personal characteristics of the Dean. Personal characteristics as is indicated by George and Jones(2005) includes: task relevant knowledge, which ensures that leaders know what should be done, how should be done, and what resources are required for a group and organization to achieve its goals; dominance, an individual need to exert influence and control over other to achieve organizational goals; self confidence, which helps leader influence followers and motivate them to pursue in the face of obstacles or difficulties; energy/activity levels which, when high, helps a leader deal with the many demands he or she faces in a day to day basis; integrity and honesty, which ensures that a leader behaves ethically and is worthy of his or her followers trust and confidence; emotional maturity, which ensures that a leader is not overly self-centered, can control his or her feelings ,and can accept criticism; and intelligence, which helps a leader solve complex problems.

Hence, the categories of description with personal characteristics have been made to be in line with the above issues. Accordingly, interviewee "A" said that "I think the Dean must have some psychological problems". He also continued saying that "the Dean does not know what to do , and we don't know too." In expressing his energy or activity levels with managing the many demands he face on day-to-day basis, the interviewee said that " he usually complains on everything that happened to him in the Academy". With the efforts geared towards influencing or channeling the staff members, the interviewee also said that " he tries to act as a boss and want the staff members to develop fear towards him". The interviewee also associated the Dean's bossy feeling with confidence issues by saying "… he is not confident to convince the staff members on what to do and how to do", Moreover, the interviewee, referring the Dean's intelligence in solving problems said that "he asked release two times within four months duration, and gave a written warning for three staff members and got quarreled with almost all staff members within not more than five months since he got employed".

Interviewee "B", on his turn, also tried to pose some points which are related to the personal characteristics of the Dean. Accordingly, he said that "we have been going halfhazardly and we do not know where to stop our journey", and he associated the blame to the Dean's acts. In supporting the blame, he said that "…the Dean himself does not have an organized emotional adjustment. He doesn't know who he is and tends to act like children by complaining on everything that happen to him, and he usually tends to consider himself as the only matured person who knows everything , and hence, he doesn't want to listen any comments from others." The interviewee, in describing the Dean's emotional maturity, also went on saying that "what worries him is not the institutional performance rather his being accepted as a boss having control over everything." Besides, with respect to the Dean's institutional concerns, the interviewee further noted that "as far as I am concerned, I do not dare to say that we have been working for the institution, rather we have been defending ourselves from the Dean's attack." He also tried to associate the blame of this concern to the Dean's self-centered perspectives as already quoted above.

Interviewee "C" in describing the personal characteristics of the Dean, also tried to point out some issues in a consolidated manner. Accordingly, he said that "…our Dean is very autocratic and with no reasonable self-confidence; immature or gets upset for everything that happen to him; dishonest-reporting everything to the top officials, some fabricated and other exaggerated; he is the one who usually worries for sustaining his power but not for institutional merit." In describing the Dean's practices, in influencing the followers by having a meritious vision and communicating it to the followers, the interviewees said that " we do not have the institutional vision, mission and goals, and hence, what we have been doing was simply doing what is right for him and defending ourselves from attack.

The last interviewee "D" was very eager to be interviewed, and raised so many details about the personal characteristics of the Dean under focus. Accordingly, he said that " he has been assassinating the characters of all staff members; he frequently gave written warnings, and threatening has become common to all; he is not ready to listen comments and when someone tells his weakness, he prepares himself for revenge; and he usually spends his time in fabricating imaginary happenings that can create gaps between staff members and students, between staff members and higher officials, and among staff members." Further, in describing his charismatic character, the interview also said that " he is too ambitious but unfit for administrative positions because he does not know even how to act and seem as an administrative body of an institution".

One important point in the practice of leadership is identifying those personal characteristics of a leader that help individuals, group, and organizations achieve their multiple goals (George and Jones, 2005). Accordingly, attempts were made to identify the personal characteristics of the Dean, as an academic leader. Unfortunately, all the interviewees characterized the Dean as an academic leader who: lacks the necessary intelligence in dealing with problems or

inconveniences; lacks the necessary intelligence in dealing with problems or inconveniences; lacks task relevant knowledge to set or establish a transparent system which clearly indicates the duties, responsibilities and accountabilities of the academic staff members; is very autocratic and ambitious for having control over everything irrespective of his weakness; lacks the necessary self confidence in sharing power among the academic staff members; lacks the necessary self confidence in sharing power among the academic staff members; lacks the energy level or tolerance for handling day-to-day irregularities; drives out trust and integrity in the institution; and does not have the necessary emotional maturity to plan and work for the institutional merit.

Hence, from the above description one can understand that the dean had not been exercising his authorities for institutional merits and no inputs had been added to institution in the presence of the Dean. Instead, it would be possible to say that had he not been there, the institution would have gone one step forward. Besides, it would also be possible to say that unless the Dean makes dramatic changes in his leadership characteristics or unless he is replaced, the institution is likely to fall in to big crisis not only in failing to achieve its objectives but also in losing the majority of its productive work forces.

3.2. MOTIVATIONAL MECHANISMS EMPLOYED

In this section, the motivational mechanisms being employed by the Dean in his leadership practices have been raised, and the interviewees all together confirmed as there was no any effort to motivate the staff members. According to the perspectives of the academic staff, the Dean has rather been employing demotivating mechanisms which were contrary to the institutional objectives. The detail description can be seen as it is presented and discussed in the following paragraph.

Interviewee "A", for example, said that "… what he is doing is simply creating problems and obstacles which de-motivate the academic staff members from working hard." Interviewee B" on his part also said that "…the Dean must have some hidden agenda a part from the vision of the academy. Had it not been for that case, he would not have been creating confusions and discouragements with almost all academic staff members." Moreover, interviewee "C" added that "he does not have any good relationship with any of his subordinates because his daily activities are discouraging and upsetting for the academic staff members." Interviewee "D" further described the Dean's motivational mechanisms as " he contrarily revenges those academic staff members who tend to perform high".

It was also clearly described by the interviewees that no motivational mechanisms had been designed, and even no efforts had been made to encourage the academic staff members. Rather, all the efforts taken were geared to discourage the efforts of the academic staff members.

The accomplishment of the institutional objectives heavily lies on the motivation and commitment of its workforces. The motivation and commitment of the workforces are also likely to be strengthened when a leader positively reinforces subordinates' desirable behaviors. Leaders who notice when their followers do a good job and acknowledge with accomplishments of whatever form are likely to succeed in achieving institutional objectives (Bush, 1986).

In contrast to the above arguments, the Dean of the Combined Army Academy had not been employing any motivational mechanisms. Rather, all what he had been doing seemed a deliberate attempt to discourage the work forces of the institution stated. Perhaps, the need to motivate or reinforce the workforce emanates from the institutional perspectives of the leader. However, as was already indicated earlier, the Dean's priorities seemed to focus on ensuring personal gratification by having control over everything irrespective of institutional concerns. So, when one's exaggerated prior concern for self gratification fails, it is more likely that he or she would act against the interest of others and thereby the interest of the institution (Murgatroyd and Gray, 1984), and hence, it was all what happened to the Dean and what he had been doing in that institution.

3.3. SITUATIONAL CHARACTERISTICS ASSOCIATED TO HIS LEADERSHIP

In this section, the information related to the situational characteristics associated to the Dean's leadership practices is presented and discussed. Situational characteristics in this case would mean the extent to which the situation allows the leader to easily guide and channel subordinate behavior in the direction of high performance and goal attainment. When a situation is favorable or leading, it is easier for a leader to exert influence than it is when situation is unfavorable. As is indicated in Thomson (1993), and George and Jones (2005), situational characteristics are made to include three elements: leader-member relations, position power, and task structure. Accordingly, the collected data or results are presented in line with these three elements, and the corresponding discussions are made as can be seen in the following sub-sections.

3.3.1. LEADER-MEMBER RELATIONS

The interviewees, all together, confirmed that the leader-member relation was not encouraging. The Dean had not been working towards building positive relationship between the staff members and him as an academic leader. To understand the interviewee's individual perspectives, we can have a look at their respective quotations as they are presented below.

Interviewee"A" said that "…the dean does not communicate with, I can say, almost all the academic staff members and even with the cafeteria workers". Interviewee "B" on his part also said that "we have really been in a poisoned environment" and tried to throw the blame to Dean's activities. Interviewee "C" also added in indicating as the Dean was not communicating with them and said that "… no one was willing to give his ears for us." Adding emphasis, interviewee "D" noted that "violations of the academic members' rights has become a common event; and the Dean usually spends his time in fabricating imaginary happening that can create gaps between staff members and students, between academic staff members and administrative staff members, and among academic staff members." Thus, all these quotations tell us that there was no healthy relationship between the academic staff members and the Dean, as an academic leader.

When there is healthy relationship between the leader and followers, the situation is favorable for leading. Likewise, when the leader-member relations are poor, followers dislike or distrust their leader, and the situation is unfavorable for leading (Robbins, 2005).

Accordingly, attempts were made to see the leader-member relations of the institution under study. The result shows that the leader-member relation was very much poor, even worse. In fact, the blame went to the Dean's poor personal characteristics because relationship is highly dependent on one's personal characteristics. That is, the inappropriate use of his power in influencing the staff members, his lack of emotional maturity in handing day-to-day confrontation, his lack of the necessary intelligence in dealing with complex issues had resulted in the development of unhealthy relationships between the academic staff members and the Dean. So, it would be important to note that the Dean lost one key element of leaders that is the human relation skill, and without which leadership effectiveness is unthinkable (Komives,et al. 1989).

3.3.2. THE POSITION POWER

In any organizational setting, the position power given to the leader is likely to determine his effectiveness in influencing the followers towards the achievement of a common goal or organizational objectives. Accordingly, the extent of the formal position power given for the Dean in influencing the followers is presented as follows.

When I was asking interviewee "A" whether they have been informing the inconveniences with leadership practices to the Academy's commandant, he felt a bit annoyed and said that "in fact, we tried to inform the matter, but the commandant himself didn't want to give his ears to us for he has already given an absolute power for the Dean to do so what he feels right". Interviewee "B" on his part also said that " what surprised us was the perspectives of the academy's military commandants in that they have already set a mental framework that the Dean is the only person responsible. For this reason, they gave him a power to do everything." Moreover, interviewee "C" said that "… what we have been doing was simply doing what is right for the Dean because he was authorized to take actions on everybody." Adding emphasis, interviewee "D" also noted that "irrespective of all his evils, the top officials have given him the power to influence the academic staff members in a way he likes."

Attempts, as already indicated in the result section, were made to see the favorability of the situation for the Dean in line with those three elements. Position, for example, is the amount of formal authority that a leader has (Grint, 2000). Likewise, all the interviewees confirmed that the Dean had been given a strong power to have control over every decision in the situation. However, he was not using his power for channeling the staff members to achieve the desired institutional goals. Instead, he used his power to impose the academic staff with the interest to gratify his bossy feelings. That is, he was using his power as a means for threatening the academic staff members so as to get due respect and recognition irrespective of his personal qualities. However, he seemed to forget the principle that power operates under the same logic as love: the more he gives to others the more he receives in return. That is, leaders can maximize their own power and their own opportunities for success by enabling the employees they supervise also to achieve their own sense of power and success. In very

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clear terms, if you are successful in giving your power to your followers, they will surely lift you on their shoulders to heights of power and success you never dreamed possible (Lunenburg and Ornstein, 1991). Hence, especially in an intellectual environment, the Dean's forceful manipulation and threatening would not have a place. Intellectuals would like to question for things they encounter, and hence, they are not suitable to get manipulated, and consequently, his leadership practices had fallen in to crisis.

3.3.3. THE TASK STRUCTURE

Task structure is the extent to which the work to be performed by a group is clearly defined. The situations to which the activities of the group are organized to some extent help us to know the effectiveness of the Dean's Leadership. Accordingly, the perspectives of the interviewees are presented and discussed as follows.

Interview "A" indicated that " he does not want to communicate about the plans, visions and activities of the academy with the academic staff members". Interviewee "B" on his part also said that " in our academy, issues related to planning, reporting, job description, accountability, and motivation are not clear; we have been doing half-hazardly and we don't know where to stop our journey." Moreover, interviewee "C" indicated that "…almost all of the staff members have not been informed about the task structure of the institutions." Interviewee "D", further said that "whatever smart or poor the staff members may be, they are all the same to the institution for there is no organized system which clearly indicates, the duties, responsibilities, accountabilities, and authorities of the academic staff members in that institution."

In this regard, from what the interviewees said, it seemed evident that, the Dean, as an academic leader, had not been exercising his leadership practices by communication with the academic staff members on issues related to responsibilities, accountabilities and power structure. The lack of a clearly set task structure is an important component to affect the effectiveness of one's leadership practices. Task structure, when conceptualized, is the extent to which the work to be performed by a group is clearly defined. When a group has a specific goal that needs to be accomplished and when every group member knows how to go about achieving the goals, task structure is high. When group goals are vague or uncertain and members are not sure on how to go about performing their jobs, task structure is low. Situations are more favorable for leading when task structure is high (George and Jones, 2005).

In contrast, as was already described in the result section, the academic staff members were not informed about what and how to do, and even where to stop. Communication about the vision, and goals of the institution had not been made. Issues related to job description, responsibility, accountability etc… were not taken in to account. Instead, all the activities had been performed halfhazardly.

So, it would be difficult to say that there was an academic leader in that institution. The leader is the one who sets common vision, communicate that vision to those concerned and paves the way for achieving that vision. However, the Dean had not been aware about not only how to lead but also how to be led, because there is an argument that a good follower is more likely to be a good leader.

3.4. DECISION MAKING PRACTICES

Allowing subordinates to participate in decision-making and problem solving can enhance leadership. Participation helps to ensure that subordinates will accept a decision that affects them or require support. Accordingly, the academic staff members' perspectives on the Dean's decision-making practices are presented and discussed as in the following.

Interviewee "A" said that "all the decisions have been made by him, and have been communicated to us through announcements posted on the notice board." Interviewee "B" on his part also said that "… what we have been forced to do was simply doing what we are told to do without asking how and why questions, and waiting to see the ultimate result." Adding emphasis, interviewee "C" indicated that "all the institutional decisions have been monopolized by the Dean." Similarly, interviewee "D" also noted that "the Dean, in any ways, does not want to share his decision-making powers."

Furthermore, it has clearly been reported by all the interviewees that almost all the institutional decisions were made by the Dean alone, and all the academic staff members had no any chances of participation rather than accepting the decisions made. That is, the necessary communication of the issues to be decided had not been made in that institution as can be seen from the respective quotations.

Allowing subordinates to participate in decision making and problem-solving can enhance leadership. Participation helps to ensure that subordinates will accept a decision that affects them or require their support. Participation may also result in better decision if, for example, subordinates have information pertaining to the decision that the leader does not have. Additionally, participation can help foster subordinates' growth and development and may result in higher performance levels and job satisfaction (Adams, 1986).

In the attempts made to see the decision making practices of the Dean under focus, it was reported that almost all the decision had been made by the Dean alone, and the decisions had been communicated to the staff members through the notice board. That is, the academic staff members had no any say on deciding issues even related to their duties and responsibilities. This ultimately resulted in creating dissatisfaction and resistance with staff members, and the Dean's leadership was challenged with group confrontation.

Today, more than else before, allowing subordinates to participate in decision-making has become an important issue. To this effect, organizations are organizing their employees in to self managed work teams with decision-making authority. So, the Dean under study must have been the one who had been dominated with classical orientation, and if his trend continues, the institution will ultimately fall in to big crisis.

3.5. ACTIONS TAKEN BY THE ACADEMIC STAFF MEMBERS

The actions taken by the subordinates either to support or to comment the leader can have a meritious contribution in channeling the styles of leaders. Accordingly, the actions taken by the academic staff member towards the Dean's leadership practices have been assessed, and the details are presented and discussed below.

Interviewee "A", for example, said that "…what we have decided to do was simply getting organized and challenging him whatever obstacles he tends to create, and the teaching and learning process of the academy has been made to become our second priority." Interviewee"B" added that "in fact, we are getting organized, and challenging him in different means" Interviewee "C" on his part also said that "ultimately, we have been becoming successful in getting organized in assuring leadership void so as not to be attacked. Moreover, interviewee "D" said that "we are trying to challenge him through different ways like face-to-face confrontations in groups and with written group reports to the higher educational institutions' coordinating office, which is established in Addis Ababa."

The interview result, then, seemed to indicate that the academic staff members have started to challenge the Dean in different ways. Besides, the document analysis, as it can be seen from the staff members' petition report, conducted shows that the academic staff members are challenging the Dean in a very organized manner.

The ultimate goal of education is reasoning, which is likely to be developed through having necessary behavioral changes. Reasoning involves providing justifications for happenings. To this effect, intellectuals or academic professionals are expected to reason out for the things they do though in relative sense. They are also expected to question for the things they confront with (Komives, et al. 1989). Accordingly, efforts were made to see how far the academic staff members in the context of the study challenges or question the action or decision of the Dean as an academic leader.

As already indicated earlier, the Dean was very autocratic in enforcing his monopolized decision on the staff members, who were not allowed for taking part in the decision making process. Fortunately, the data reveals that the staff members were more organized in challenging the Dean, and they had even gone one step forward in reporting the matter to higher educational institutions coordination office, which is in Addis Ababa. This action seems to reflect a true quality of professionals, who are supposed to bring change. Even this is the culture that we have to cultivate especially in developing countries otherwise our overall fate would fall in to the hands of some ill prepared leaders who seek to gratify their self interest irrespective of the biggest responsibilities they are supposed to hold. So, it would be possible to argue that the academic staff members in that institution, though late, had been exercising one of their responsibilities in bringing their leader to the right track, where group or institutional interest are reflected.

4. SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS AND REFLECTIONS

4.1. SUMMARY OF MAJOR FINDINGS

In the discussions made, the following major findings were obtained: the personal characteristics of the Dean requires immediate adjustments if he is to continue with that leadership career; the situational factors were not favorable for the Dean to lead, and in fact, he was accountable for making the situation unfavorable; no motivational mechanisms were designed and employed to reinforce the workforce; decision making efforts were made to rely on only one person, the Dean; and it was also found out that the academic staff members had recently been getting organized in challenging the inappropriate action of the Dean.

4.7. CONCLUSIONS

Based on the analysis conducted, the discussions made, and the findings obtained, it would be possible to conclude that the Dean of that Academy lacks the necessary leadership orientations, without which leadership is really difficult, and it seemed that even the Academy's Higher Commandants lack the necessary orientation of what academic leadership is. Because had it not been for their lack of the necessary orientation of academic leadership, the Commandants of the Academy would not have given an absolute power for the Dean to act in a way he likes irrespective of the group and institutional demands.

4.8. REFLECTIONS

Academic leaders are expected to influence their followers by intellectually stimulating them to become aware of problems in their groups and organization, and view these problems from new perspective-one consistent with the leader's vision. They are expected to cause followers to view problems differently and feel some degree of responsibility for helping to solve them. Generally, a desired academic leadership seems to occur as the leader: increases subordinates' awareness of the importance of their tasks and the importance of performing them well; makes subordinates aware of their needs for personal growth, development, and accomplishment; and motivates their subordinates to work for the good of the organization rather than exclusively for their personal gain or benefit.

Hence, it seems sound for the Academy to revise the academic leadership practices that had been exercised, and to genuinely see how far the academic leadership had been responsive to the group and institutional interests.

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