

Fostering Leadership Skills: The Case of Ethiopian Airlines

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Abstract

It is well known fact that education and training plays a major role when it comes to areas like organizational change and development. Attempts within these areas are highly valued by organizations, not just locally but internationally. This is because such efforts motivate people to learn, lead and change. It also creates a suitable environment for them to apply skills that they have studied. It enhances individual and organizational performance as well as effectiveness. It puts systems in place and allows sustaining learning in the workplace. By bringing such topics to discussion, this article aims to awaken each and every individual's leadership potential and develop the necessary skills like competence and confidence to perform job roles effectively. However, not much research in this area has been made till date more specifically in the Ethiopian context. As a result, we have made an attempt to explore the various behavioural and change management dimensions by considering the Ethiopian Aviation Academy, as the case organization. In this sense, this research paper offers leadership development program as a solution to build leaders. The literature we reviewed comprises of different aspects of leadership and career development programmes mainly touching the base of behavioural theories, since our aim is to foster leadership skills and bring a positive change within the organization. Our research methodology consisted of in depth interviews with key informants. Taking a pragmatic approach towards the academy, this research highlights the trainings offered by the Academy. After investigating the facts, it puts forward our detailed observation along with a qualitative research analysis discussing its significance in the African context. Thus, exploring the training criticalities, this research more specifically argues on cultivating leadership skills among learners and discovers a pathway to bring about a change in their performance standards. This research also talks about the impact of these trainings to the workplace. We recommend not just developing leadership skills among trainees at the Ethiopian Aviation Academy but to transform them as Champ Performers. In this sense, we propose to develop trainees that believe in continuous learning, reflect the skills (learnt during training) to the workplace, consciously seek to meet the organization's mission and vision, believe in people management and teamwork, easily adapt to change and are prepared to face the changing business scenario. These trainings also make them realize the importance of team work so that they can perform their roles better not just individually but collectively. Finally, this research justifies that leadership and career development programs, offered by the Academy, will not only foster leadership skills among trainees but also groom them into effective team players ultimately displaying the 'Spirit of Africa'.

Keywords

Leadership Development, Learning & Development, Change Management.

I. Introduction

On a daily basis, we face situations that are outside the scope of our control but we are forced to deal with it. At times, there is

no escape possible and we knowingly or unknowingly display leadership qualities in our behavior. Moreover, it is said that the only way to get rid of our problems is to face them boldly. In this sense, everyone is a leader but not all are aware of it. We are the leader (owner) of our actions. However, one cannot be simply be termed as a leader unless he or she displays the relevant qualities. So, who is a leader? "A leader is someone who builds their team, mentors them and then advocates for them." (Hoe, 2017)

In our view, a leader is basically a good student that strives to acquire as well as apply knowledge and believes in the need for Learning and Development (L&D) and finally performs in a team atmosphere. Leadership, in particular, appears to be the key for employee engagement and team building. It also establishes coherent links with institutional goals and connects to the organization's mission and vision. After observing every type of leadership development programs Mike Myatt, a leadership advisor to Fortune 500 CEO's and their Boards of Directors, believes that "most of them don't even come close to accomplishing what they were designed to do" i.e. building better leaders. He says, "You don't train leaders you develop them." (Myatt, 2012) Furthermore, Myatt suggests, training presumes the need for programming on systems, processes and techniques and assumes systems, processes and techniques that are the right fit for the right person. As a result, Myatt recommends, not to train leaders rather coach them and mentor them, disciple them and develop them but in anyway, he suggests, one should not attempt to train them. But, we cannot ignore the fact that training and development plays an important role in the effectiveness of any organization. It offers opportunities to grow. All organizations need to train and develop their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training and development. (Goldstein I. L. & Ford K., 2002)

What training exactly does? Training, basically, brings a change in an individual's thinking and polishes the learner's skills. However, people vary in their capacity when it comes to leadership because different people learn differently and think differently. Some people possess an innate capacity to learn while some arguably, and unfortunately, have none. On a broader scale, most of the managers are average learners and show leadership qualities in varying proportions. Besides, it is important for the management to provide L&D avenues to their staffs and enhance leadership abilities of their senior professionals. In this context, 'training' is an essential component to get the team enhanced with the desired skills and competency.

Leadership Development Program and Career Development Program are incomplete without a proper team building exercise. In this sense, 'Team Building' is all about leadership, communication and managing relationships. It is about 'people' not 'process'. While all companies aspire to harness the benefits of a diverse and talented workforce, few organizations, in recent times, have figured out on how to leverage the synergies rather than getting distracted by its differences. In this sense, training team members is an essential activity. Its purpose is to make the professional more confident to face challenging situations as well as, through L&D opportunities, allow him or her to learn from their own as well as other's mistakes. Team building exercises also enable learners to

understand their strengths and weaknesses. It shapes them to think from the 'We' dimension rather than the 'I' perspective. It makes them feel as if they are one family that makes the organization. More details on this topic can be found as we discuss the case of Ethiopian Aviation (EA) in general and put forward our analysis and observations made at the Ethiopian Aviation Academy (EAA) in particular.

II. Literature Review

Leadership, in the present times, is one of the most discussed and debated topics in the social sciences (Avolio, Sosik, Jung, & Berson, 2003; Bass, 1990; Bennis, 2007). But research on leadership began much earlier which involved attributes that differentiated leaders from non-leaders and explained how individual's effectiveness as leaders (Galton & Eysenck, 1869) could make a difference. This led to the initiation of structure and established the behavior paradigm of leadership research. The influence of the leadership behavior paradigm can be seen across leadership theories, including Fiedler's (1967) contingency model, Blake and Mouton's (1964) managerial grid and the work on transformational and transactional leadership (the full range model of leadership; Avolio et al., 2003; Bass, 1985). In addition, the lack of integration in leadership research is evident both within and across the trait and behavior paradigms, as research within each paradigm generally focuses on a single trait or a behavioral perspective. This lack of integration is problematic given that many of these studies found similar effect sizes across leader traits. Since there was no integration across traits, it remains unclear as to whether these are independent or interdependent effects. However, in the present day context, formal classroom training, to develop leadership traits is not sufficient, especially to build leaders in the workplace rather an interactive session that involves team work and group activities is more apt. This is where the 'Leadership Development Programme' (LDP) comes into picture.

In this context, LDP (that we observed particularly at the EAA) may appear to be a part of the employee engagement but it is essential for the success of the organization. It is not just training but a programme neatly designed to develop leaders at work. But this is debatable: Can leaders be built or are they born?

In our view, leaders can be built since all of us has inborn qualities of leadership. LDP's make one realize his or her original potential. They make learners aware of their role and responsibilities more particularly in a team environment. It empowers them for utilising their full potential and skills. Such trainings provide soft skills for effectively leading the team and empower leaders to maintain good relations with the team members; as well as customers and clients. They generate a sense of trust and belonging towards their organization and boost the leader's confidence level which ultimately enables the organization to grow. Besides, LDP provides innovative approaches that make the learners think 'outside the box' and this helps especially when resolving critical issues at the workplace. It also facilitates the concept of network building within, and outside, the team. In addition, LDP aims to foster the behavioral change in leaders and makes them think optimistically. It teaches them to manage their stress levels while handling problematic situations, and trains them to react in a professionally acceptable way, maintaining their work-life balance, so that they serve long term. Above and beyond, it prepares them for coping with work pressures, boosting the team morale and performing in a synchronized way. The basic purpose of an LDP is to develop a

sense of belonging, self-awareness, performance improvement, self-management, emotional intelligence and so on within their staffs. With these facts, we conclude that LDP brings a positive change in staff performance and enhance their skills.

Career Development Program (CDP) is also offered by the EAA. It aims to assure employees' effective and continuous development at all levels. It focuses on enhancing staff skills so that they can perform their job functions better; as per progression scheme and regulatory requirements.

These programs basically help trainees to:

1. Upgrade employee's knowledge to cope with business, technological changes and improve their managerial effectiveness and practice.
2. To ensure that personnel who perform work affecting safety and quality of the operation maintain their competency on the basis of continuous improvement program.
3. Improve job performance and organizational effectiveness.
4. Build employee skills and business professionalism to facilitate smooth transition from lower to higher management
5. Set hierarchy of training to assure effective and continuous development of manpower at all levels to meet a particular position requirement and regulatory requirement.
6. Develop and update managerial competence of Management personnel to meet future business needs.

Having said the above, we refer to the behavioral theory, as it enables us, to determine the organization's leadership behavior. Behavioral theories of leadership are classified as such because they focus on the study of specific behaviors of a leader. For behavioral theorists, a leader behavior is the best predictor of his leadership influences and as a result, is the best determinant of his or her leadership success. Derue et al. (2011) argues that behavior-focused approach provides real marketing potential, as behaviors can be conditioned in a manner that one can have a specific response to specific stimuli. As a result, we have gone from the supposition that leaders are born, Great Man Theory, through to the possibility that we can measure one's leadership potential, Trait Theory, via psychometrics measurements and then to the point that anyone can be made a leader, as the behavioral theories suggest, by teaching them the most appropriate behavioral response for any given situation. However, there are two important behavioral studies performed, in the broader context, at the Ohio State University in 1940 and University of Michigan in 1950.

Let's first understand what it is. It is a theory that study behaviors and differentiates between effective leaders and ineffective leaders. These theories are classified as such because they focus on the study of specific behaviors of a leader. In fact, a leader's behavior is the best predictor of his leadership influences and as a result, is the best determinant of his or her leadership success. It focuses on identifying the critical behavioral determinants of leadership that, in turn, could be used to train people to become leaders. As leadership studies that were aimed at identifying the appropriate traits did not yield any conclusive results, a group of people from Ohio State University developed a list of 150 statements from their generated responses that included 1,800 hundred statements. The list was designed to measure nine different behavioral leadership dimensions. The resulting questionnaire is now well-known as the Leaders Behavior Description Questionnaire (LBDQ). As part of the study, the LBDQ was administered to various groups of individuals ranging from college students and their administrators, private companies including military personnel. One of the

primary purposes of the study was to identify common leadership behaviors. After compiling and analyzing the results, the study led to the conclusion that there were two groups of behaviors that were strongly correlated. Dr. Rensis Likert, an organizational psychologist, talking about the leadership studies at the University of Michigan identified three characteristics of effective leadership; two of which were previously observed in studies that had been conducted at Ohio State University. The study showed that task and relationship-oriented behaviors were not of major significance within the world of organizational psychology. However it was the third observation that introduced a new concept. (Derue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E., 2011). In this sense, the third observation is the change-oriented behavior, because we believe that behavioral change happens due to the change in the business environment. These three observations are discussed below:

A. Task-oriented Behaviors

This includes initiating structure and selecting transactional leader behaviors, contingent reward and 'Management By Exception Active' (MBEA). Initiating structure describes behaviors such as defining task roles and role relationships among group members, coordinating group members' actions, determining standards of task performance, and ensuring group members perform up to those standards. Similarly, transactional leaders make clear what is expected in terms of task performance and the rewards for meeting those expectations (i.e. contingent rewards), anticipate task-oriented problems and taking corrective actions by MBEA. Both initiating structure and contingent reward describe leaders as being clear about expectations and standards for performance and using these standards to shape follower commitment, motivation and behavior. In particular, initiating structure and MBEA discuss dealing with deviations from those standards via the use of structure and routines.

B. People-oriented Behaviors

This includes initiating structure and transactional leadership, leadership behavior portraying more people-oriented behaviors. These are also termed as relational-oriented behaviors. In particular, leaders high on consideration show concern and respect for individual group members, are friendly and approachable, are open to input from others, and treat all group members as equals (Bass, 1990). Similar relational-oriented behaviors are described in research on empowering (Conger, 1989), participative (Kahai, Sosik, & Avolio, 1997), and democratic (Gastil, 1994) leadership. A common theme among these relational-oriented behaviors is that the leader acts in ways that build follower respect and encourage followers to focus on the welfare of the group. It should be noted that certain aspects of transformational leader behaviors (e.g., individualized consideration) also consist of a relational orientation, which is a point we revisit later in the manuscript. However, broadly speaking, transformational leadership is conceptualized as a set of behaviors designed to create and facilitate change in organizations, which brings us to our third category of leader behaviors.

C. Change-oriented Behaviors

This includes behaviors oriented toward facilitating and driving change in groups and organizations, representing a third category of leader behaviors that is conceptually distinct from task and relational-oriented behaviors. According to Yukl et al. (2002), change-oriented leader behaviors encompass actions such as

developing and communicating a vision for change, encouraging innovative thinking, and risk taking. For example, transformational leaders (inspirational motivation) focus on communicating a compelling vision for the future; in addition, transformational leaders (intellectual stimulation) seek different perspectives from group members, challenge assumptions, and take risks. These dimensions of transformational leadership conceptually distinguish it from the research on task and relational-oriented leader behaviors.

In addition to the above mentioned leadership and career development programs and observing the behavioral change, we refer to the transformational leadership model and the 4C's of the twenty-first century model to examine the leadership traits of the trainees of the Ethiopian Aviation academy; mainly the airline professionals.



Fig. 1: The C2E Transformational Leadership Model

As seen in the model, the transformational leadership model categorizes a professional in broadly four areas, namely Strategist, Achiever, Facilitator and an Engager. Moreover, it also divides these individual categories into various sub sections.

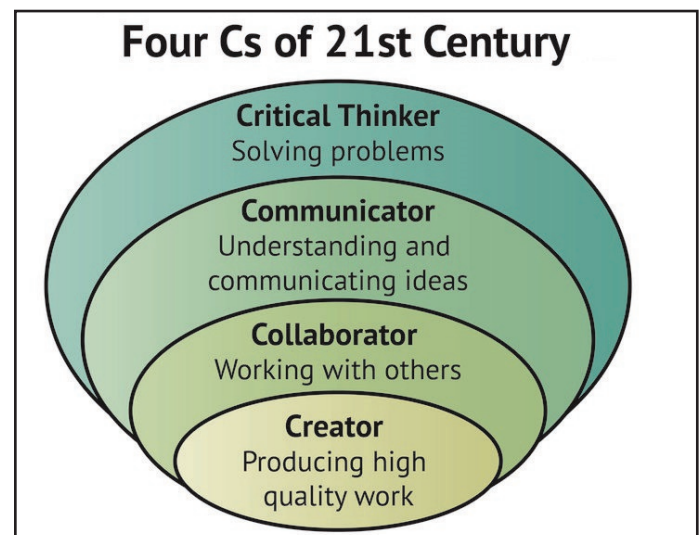


Fig. 2: The 4C's Model of The Twenty-First Century Analyzes

As seen in the model, the 4C's model of the twenty-first century analyzes a professional in broadly four areas, namely Critical Thinker, Communicator, Collaborator and a Creator.

These two models fit well with Dr. Niphadkar's Champ Performer (CP) theory. (Niphadkar, 2016) Some of the prominent attributes that can transform a professional into CP are as follows:

1. CP finds solutions and resolve daily challenges instantly and appropriately.
2. CP continuously keeps in touch with customers and clients through networking.
3. CP, along with the senior team, understands the business better.
4. CP takes feedbacks seriously.
5. They contribute in the strategy making and execution along with the senior management; that aims to yield 'customer' advantage.
6. CP believes in continuous learning.
7. CP reflect the skills (learnt during training) to the workplace.
8. CP consciously seeks to meet the organization's mission and vision.
9. CP believes in people management and teamwork.
10. CP easily adapts to change and is prepared to face the changing scenario.

III. Research Methodology

This research specifically aims to awaken each and every individual's leadership potential and in a broader context, develop the necessary skills, competence and confidence to perform the job effectively. Unfortunately, not much importance has been given to this topic and it has been neglected till date more specifically in the Ethiopian context. Thus, to investigate the facts, this research looks upon the trainings offered by Ethiopian Aviation Academy. Taking it, as the case organization, it puts forward analyses and observes it with an in depth research in the African context. Exploring the training criticalities, this research suggests fostering leadership skills in employees, with a basic purpose, to bring about a change in employees' performance and make them realize the importance of team work.

Having said the above, this research offers the leadership development program as a solution to build leaders in the workplace. To prove the point, we made observations at the Ethiopian Aviation Academy and conducted in depth interviews with the senior management. This included the managing director, some of the prominent trainers and few technical staffs. These interviews comprised of a semi-structured interview questions appropriate for the purpose of fact finding. An attempt has also been made to verify the theoretical models and we have used the qualitative research methods to justify the arguments made in this research. Finally, we offer our recommendations with an aim to foster leadership skills among the trainees to the case organization, the Ethiopian Aviation Academy.

IV. Research Analysis and Discussion

Ethiopian Aviation Academy is the training division of the Ethiopian Airlines Aviation Group. The aviation training department of Ethiopian airlines was established in 1956 with the objective of providing the airline with the required skilled aviation personnel. It is this seed of the training department that has flourished into what is now EAA. Since its inception, the Academy has proved itself to be a center of excellence in developing skilled workforce

for operational divisions of not only Ethiopian Airlines but also the wider African aviation industry. Due to the Airlines' commitment for developing qualified aviation professionals, the Academy has continuously expanded both in capacity and staffing over the years.

Driven by the ever-increasing demand for its basic and recurrent training programs from domestic and international customers, the Ethiopian Aviation Academy is currently undergoing a massive transformation by heavily investing to equip itself with modern training aircraft, computer based trainings, simulators, and other ultra-modern facilities. We consider the behavioral theory to analyze the organization's leadership behavior. EAA is a living example for developing the leadership skills of the employees. The production oriented emphasizes on the technical and task related aspects of the job. EAA also train staffs on the technical and safety areas.

Programs conducted by EAA mainly consist of the Leadership Development Program and Career Development Program. Actually, EA had launched the Human Resources Training and Development Program for its employees and third party customers in 1968. The basic aim of the LDP is to develop and update managerial competences of staffs to meet future business needs and prepare them to face the business challenges. To bring about transformation among employees and foster leadership skills more particularly within EA staffs, we suggest EAA to develop trainees on the basis of the Transformational Leadership model. In this sense, they could build a strategist, an achiever, a facilitator or an engager. To achieve that we recommend EAA to build trainees on the basis of the 4C's model of the 21st century; with its various training programmes, as the model suggests, it can develop employees to be critical thinkers who can possible help in resolving the business challenges. Employees can effectively communicate at all levels and ideas could flow seamlessly within the organization. Employees learn the art of collaborative work and team work can happen easily. Employees could be interdependent rather than just being dependent or independent. With these development programs, their thinking's could be shaped to grow as creative and innovative which results into producing a high performance team which inevitably produces high quality work. Last but not the least, trainees can be offered on the job trainings along with a mentor (or coach) and encouraged to become team players.

Following are some of the courses that we observed at the EAA in regard to leadership and career development.

A. Decision Making and Problem Solving

The course is designed to help managers develop their understanding of the key principles involved in decision making and problem solving at work. This course is intended to give managers the opportunity to apply principles while making decisions and solving workplace problems. Target Group includes Division managers, Department Managers and Supervisors. The course duration is 4 days.

B. Transformational Leadership Course

The course is designed to equip trainees with the pertinent issues on changing and transforming individuals' in terms of their emotions, values, ethics, and standards for the achievement of long-term goals through visionary leadership. Participants of the program also will recognize the importance of achieving results through vision, mission and balanced score cards for ensuring the success of change initiatives and transfer of experiences, knowledge, attitudes, skills, aspirations and development of

behaviors required to perform demanding jobs and tasks. Target Group includes Senior Managers, Middle level managers and Aspiring leaders. The course duration is 4 days.

C. Maintenance Planning and Management

The course is designed to practically equip trainees with basic concepts of maintenance planning & management by learning principles of maintenance planning and scheduling, the best practices of planning maintenance, methods of recording, and data analysis. Target group includes Production Managers, Engineers and Field Maintenance Planners. The course duration is 4 days.

D. Time Management

This course is designed to train participants how to manage their time efficiently balance work and personal need including how to develop plan and organize work, setting priority, delegating and learning tools and techniques of time management. Target group includes all front line staff as well as all the management staff. The course duration is 2 days.

E. Strategic Management Course

The course is designed to acquaint trainees with the necessary knowledge and skills on strategic management in general and strategic planning in particular. It enables them to formulate and implement an effective strategy. Target group includes senior planning experts, middle and senior management team members. The course duration is 5 days.

F. Team Building

The objective of the course is to enable trainees to identify the stages of team building; behavior of team members and the role of team leaders at each stage. It enables them to work as a team through motivation, delegation of work and team decision making. Target group includes team leaders, front line and middle level management members. The course duration is 5 days.

G. Performance Management

The objective of this course is to familiarize trainees with the nature, aims, characteristics, concerns, guiding principles and processes of performance management. Target group includes Experts, Front Line and Middle Level Management staff. The course duration is 3 days.

H. Effective Team Leadership

The objective of the course is to enable trainees identify the stages of team building, the associated behavior of team members and the role of team leaders at each stage. It enables them work as a team through motivation, delegation and team decision making. Target group includes team leaders, front line and middle level management members. The course duration is 3 days.

I. Executive Project Management Course

The course is designed to give trainees a profound understanding of project management in terms of some basic areas such as time, cost, performance, quality, scope and risk management. The course will also cover areas in project evaluation and monitoring. Target group includes Project Managers, Middle and Senior Management Team members. The course duration is 5 days.

J. Communication Skills

The course aims at enhancing communications skills to effectively work together for achievement of organizational objectives through

understanding of the communication process for addressing individual and group needs. Participants of the program are exposed to effective presentation skills and various techniques for minimizing the impact of communication barriers in organizations. Target group includes First Line Managers, Foremen, Senior Analysts, Experts and prospective Supervisors and Front Line Staff. The course duration is 5 days.

From the study, we have identified that any specific leadership trait and behavior of the employee can help the organization to improve its performance. Modern organizations use a wide range of trait-based assessments for identifying the leadership aspect, we observe, individuals who are task oriented are more likely to become successful managers. Those with people management skills, or people oriented, are more likely to turn up as effective leaders. And those highly involved in their job and focused on their roles can bring about a change within the organization and this they are change oriented. In addition, our findings suggest having more of leadership development programs which comprise of the top level management. Day (2000) reviews a variety of practices, such as 360-degree feedback, mentoring, building network, job assignments and action learning which focuses on shaping the behavior of individuals which can be useful. In this sense, it is not only training or leadership development but fostering leadership abilities within an individual. Once they know how to lead, they can serve as the building blocks of leadership development.

V. Our observations and analysis on LDP & CDP at the Ethiopian Aviation Academy

Ethiopian Airlines (also referred as Ethiopian) is the fastest growing airline in Africa. In its seven decades of operation, it has become one of the continent's leading carriers, unrivalled in efficiency and operational success. It holds the lion's share of the pan-African passenger and cargo network operating the youngest and most modern fleet to more than 90 international destinations across five continents. Its fleet includes ultra-modern and environmentally friendly aircraft such as Airbus A350, Boeing 787, Boeing 777-300ER, Boeing 777-200LR, Boeing 777-200 Freighter, Bombardier Q-400 double cabin with an average fleet age of five years. Ethiopian is the first airline in Africa to own and operate these aircrafts. It is currently implementing 15-year strategic plan called as "Vision 2025" that aims to become the leading aviation group in Africa with seven business centres namely Ethiopian Domestic and Regional Airline, Ethiopian International Passenger Airline, Ethiopian Cargo, Ethiopian MRO, Ethiopian Aviation Academy, Ethiopian In-flight Catering Services and Ethiopian Ground Service.

Adding to its success, Ethiopian Airlines was presented with the prestigious "Best Airline in Africa Award" at the African Travel Award gala, organised by the Akwaaba Travel Market in Lagos, Nigeria on October 25, 2008. The award was conferred to Ethiopian for its "excellent network and convenient connections in Africa." Akwaaba Travel Market is the only international travel exhibition in West Africa recognized by the United Nations World Tourism Organization (UNWTO). It is organized annually by African Travel Quarter (ATQ) magazine, the first international travel magazine in West Africa. Other than that, Ethiopian has won the corporate achievement award in Johannesburg in August 2008 offered by the Aviation and Allied Business Publication for recognition of excellence in the airline industry and Brussels Airport Award for long haul services on October 23, 2008. Thus, Ethiopian was the first African carrier to win the Brussels Airport Company Award in 2008.

After having observed almost every aspect about the academy, we observe the following areas that make it unique.

Organisation Oriented: EAA trains personnel to integrate their aspirations and goals with that of the organization.

Committed & Competent: By developing professionals through people management techniques, they build competencies and increase performance of teams as well as synergize the efforts to meet (or exceed) the organizational goals. Not just that but they train individuals for futuristic requirements and are deeply committed to develop optimal solutions for the business.

Cost Effective: Cost to performance ratio is a crucial factor while selecting the ideal training partner. EAA's training standards are designed at facilitating the trainees in an effective way as well as reduce the overall training costs while optimizing their performance to ensure operational readiness.

Reliable: Undoubtedly, EAA is in line with the highest standards of aviation. They understand the criticalities involved in this pedagogy and thus strive to transfer skills through on the job learning and not just classroom training. Their sincerity and commitment is displayed during the training which makes them a natural choice for other airlines more particularly within Africa.

Sustainable: As catalysts of change, their unique training methods help to foster leadership skills especially for those working in a highly demanding environment and prepare them to perform efficiently in a problematic situation. It empowers trainees to progressively increase their confidence in performing the tasks.

Above and beyond, in our view, the uniqueness of EAA's LDP prevails because:

- It is aimed at preparing tomorrow's leaders.
- It is conducted by experienced professionals.
- Senior members, leaders participate in the program, share their experiences all of which involves a thought provoking experience offering a practical dimension for learners.
- It is pragmatic since it is based on storytelling, success story, etc., focusing on business.
- It is derived from past experience and is task oriented.

VI. Limitations of the Study

Although we have attempted to explore the various possibilities before concluding and offering our recommendations to EAA, there are some limitations to the research. They are as follows:

1. There is no particular tool for measuring the training skills that trainees have gained.
2. Believing in the old English proverb, "Practice makes a man perfect" it is necessary to see if a trainee does practice the skills, learnt during the training. However, it was not possible to check if the trainees could effectively implement the skills, learnt in the training, while performing their job roles.
3. Research has proven that the effectiveness of any training is lost within a week but it could be sustained if the learning is transformed into daily activity. In this sense, there was no chance to determine the difference between training drill activity and actual performance. For passenger safety, it is always hoped that an emergency should never occur.
4. It is very difficult for the academy, as well as for this research, to check the progress of the trainings, especially after the trainees have left and the collected feedback are not sufficient.

VII. Recommendations

With all the above mentioned facts, we can say, the performance of EA in particular and the trainees of EAA, in general, stands true to

the two models, namely the Transformational Leadership and the 4C model. Moreover, based on our observations on the leadership behaviour of the EAA, we recommend them to develop more Champ Performer (CP) in the workplace. (Niphadkar, 2016)

Furthermore, in our view, the 'learning' concept enables the organization to learn and develop, whilst the champ performer concept shall bring improvement (among employees) in their service standards and quality of work. Moreover, once they turn as CP through various training activities, organizational development interventions as well as LDP and CDP's, they will not only lead but also show the pathway of success for the organization. So, the management and its employees need to act in harmony and jointly respond to the changing business needs.

VIII. Conclusion

All the behavioural aspects, namely, orientation in regard to Task, People and Change (as discussed in the literature review section) were found happening at the EAA. These were mainly enhanced through development programmes that they offered. In this sense, LDP & CDP is the answer to build leaders in the workplace. Through appropriate trainings they develop teams as well as people management skills. Learners are trained in a fashion that they learn effective ways to perform their tasks accurately. They are also trained to quickly adapt to the changing scenario and maintain customer safety as the first priority, at all times. So, it is like raising a commando and preparing him for war. Furthermore, LDP combines action with theory that encompasses wide range of engagement styles. Most of the programmes use the experiential learning as their base and related theories accelerated with action learning skill sets. Their focus is basically on the real life problems that occur at the workplace. The same we observed at EAA. In fact, we observed, EAA has a dedicated team of professionals for the development of different training programs for the different aviation professionals in the industry. They develop interactive and engaging e-learning courseware for all the aviation disciplines to foster leadership skills to its trainees. In addition, trainings offered at EAA equip the trainees on finding solutions to the unforeseen circumstances that could arise within the job. They mould learner's thought process and teach them professional and acceptable ways of reacting towards an issue. In other words, they build leaders ready for the crisis and equip them to face critical situations with a global vision. This includes handling various cultures and dealing with several nationalities. All of this is performed in a team environment so that each participant can make the best use of their diverse skills that is aimed to ultimately result into customer satisfaction. With all these efforts, in place, EA could be termed as the global player in general and the spirit of Africa, in specific.

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