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THE PROMINENT LEADERSHIP STYLE/S ADOPTED BY JORDANIAN FIRMS MANAGERS: A CASE STUDY OF THE JORDANIAN PRIVATE FIRMS

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ABSTRACT

The globalization has converted the world into a small global village; a village in which there is an ever high stream of contentions and competitions between organizations. In this scenario the most effective and beneficial maneuver for any organization is to create innovative ways in conducting business. This study deals with the role of leadership in the private firms in the Hashemite Kingdom of Jordan. Moreover, the business environment is changing completely as a result of major factors such as the technological advances, globalization, deregulation, etc. Besides these factors which may influence the performance of any organization, the quality of leadership is also one of the most critical determinants of the ultimate success of the organization as it is responsible about enhancing the employees' job satisfaction, motivating the employees, and accelerating the development of the organization. So, this study aims to investigate the leadership styles adopted by the Jordanian managers in the Jordanian private firms. The leadership styles which were investigated in this study are Kurt Lewin's (1890–1947) leadership styles; autocratic (also referred to as authoritarian), democratic, or laissez-faire (Lewin *et al.*, 1939). The study followed the quantitative approach and a questionnaire was employed to generate the data from the respondents. The population of the study consists of managers of various Jordanian private firms in the Hashemite Kingdom of Jordan. A random sample of managers were selected. 60 questionnaires were distributed, 50 were analyzed. The study has found that the main style of leadership adopted by Jordanian managers who run the private firms that were selected for this study is the authoritarian leadership style.

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CHAPTER ONE

This chapter provides a general outlook of the research. The beginning of the chapter concentrates on the thesis background, followed by the objectives, research questions and the significance of the study.

1. 1 Introduction

Nowadays, the global business context is becoming more complex, complicated and changing with a lot of opportunities and threats rising from the turbulent times we are facing nowadays. It is this dynamic nature which gives rise to major opportunities for international business developments and innovations. Due to the new communication tools and to the fall of commercial barriers, the economic world is more interlinked than ever before. This new economic stage has both benefits (lower costs in production, better specialization, higher speed in production, velocity in supply chain) and disadvantages, stemming from more risk and uncertainty. An economic change in one part of the world can escalate and create massive turbulences in the world economic system.

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The most recent example is that of financial crisis of 2008, caused by the loose loan policies of the American banking system in the real estate sector, causing great instability in the financial markets and affecting the global economy. In this context, the issue of leadership as a differentiator and key success factor in a global business environment has become of great interest first to multiple organizations such as: multinationals, universities, both private and public, social and political institutions, non-governmental organizations, being regarded as an important factor of success or failure. Most situations and decisions are complex because some communication tools are introduced and used in modern business. The capacity to quick react to changes arising from the external environment is becoming a big pressure for these players. The leadership concept has been intensely debated in literature, in the last fifty years, belonging to the social and human sciences and has many implications in the economic field, resulting in a differentiation in transactional and transformational leadership model (Dorel Paraschiv, 2013).

1. 2 Background of the study

People have been interested in leadership since they started coming together in groups to accomplish goals. But the researchers began to study leadership as an important process at the beginning of the twentieth century (Robbins & Coulter, 2009). It was difficult to have

one definition that can describe what leadership means, the term nowadays has different explanations that vary from one person to another and one from sector to another, regardless of the sector (politics, academic, social sciences, business etc..) it must have that effect to influence individuals and their commitment in any organization (Timothy *et al.*, 2011). In the past the leader was the guy with answers. Today in successful companies it must be recognized that no leader can possibly have all the answers. The leader had to find ways to empower his followers, to challenge them, to provide them with resources they need and to hold them accountable. The leader becomes a coach, a teacher and a facilitator (Brown & Harvey, 2006). There is no one best leadership style that is always used, leaders usually use different styles in different situations. The literature has been interested in two basic leadership styles: the transactional and transformational, both of them are concerned with the relationship between leaders and their followers (Gadot&Beerl, 2011). At the same time some researchers took into consideration the large known and simplest classification of leadership styles made by Kurt Lewin (1939) comprised by three categories: autocratic, democratic and laissez-faire (Raus& Haita, 2011). Leadership depends on exercising influence on behavior to induce compliance as a form of persuasion, as a power relationship, as an effect of interaction (Landis, 2011). And since leadership style influences the overall operational performance of efficiency, effectiveness, income, colossal market share and as well as the organization commitment to achieve the goal. Behind the surprise of any organization's performance today is the leadership style adopted by the organization. Productivity in every company is generally focused on labor performance, perhaps human-labor is the universal key resources required of any organization and the assertion that a critical element in all successful productivity effort today has been due to good leadership style. Therefore, the main objective of this study is to investigate the leadership styles adopted by the Jordanian managers in the Jordanian private firms.

1.3 Problem statement

Various organizations need strong leadership styles that stimulate the employee performance. Some organizations face many problems such as poor innovation, low productivity, and inability to meet performance targets. This problem happens due to lack of strategic interventions of specific leadership styles to the particular situations was predicted as the problem at hand. Nowadays, the transformation and innovation of public and private sector have raised a great concern on the outcome and the way of leading (Bass *et al.*, 2003). In every organization, public or private, its aim is to achieve better results. A good number of researchers have shown that leadership styles are very crucial in our societies (Ogbonna and Harris, 2000). In addition, to improve the quality of the work or to enhance the performance it is very challenging for every leader. Furthermore, they are many variables that have direct or indirect impact on the workers or employees' performance, such as motivation, satisfaction, trust, justice, ethics and many more. However, all these variables can be manipulated by the head of the organization which is the leader. Hence, the leader is key person to the success or failure of the institution or even an entire nation (Ather and Sobhani, 2007; Fiedler and E, 1996; Ogbonna and Harris, 2000); as mention in the study done by the great author in leadership Bernard M. Bass that 45% to 65% of the overall factor of the success or failure are based on the leaders (Obasan Kehinde and Hassan Banjo, 2014) (Bass and Stogdill, 1990). Moreover, the styles of the leader have effect on the employees' behavior and on the adoption of the strategies of the company (Alexandrov *et al.*, 2007). Leadership is one of the most important in our social live to enhance the performance (Ather and Sobhani, 2007; Hafeez *et al.*, 2012) then, to scrutinize the impacts of the leadership styles on the employees performance has a great significance to our today's society. Few leaders understand the full significance of how influential their leadership styles are on the performance and satisfaction of their employees. Leadership is the main weapon of the organization, through better leadership; managers can achieve their organizational goals and productivity as well as the workers' productivity. Positive leadership influences has a big impact on the workers and the turnover the organization. Motivation will lead the performance of the organization. Furthermore, while, plenty of

empirical studies have been conducted on leadership style. There are minimal empirical research studies concerning this subject in Jordan. Moreover, although various studies showed that there was positive and significant relationship between leadership styles and employees' performance, those studies were conducted in different settings from the context of Jordan. This indicates that there is knowledge gap in terms of leadership styles adopted by leaders in both public and private firms in Jordan.

1.4 Research objectives

The objectives of this research are:

- To identify the leadership style that is mostly used by the managers in the Jordanian private firms.
- To explore the impact of the Autocratic leadership style, the Democratic leadership style, and the laissez-faire leadership style on the performance of the employees.
- To explore the possibility of the current adopted leadership style be fine-tuned in order to maximize the employees' output at the Jordanian private firms.

1.5 Research questions

The research seeks to examine the following questions:

1. What is the leadership style that is mostly used by the managers in the Jordanian private firms?
2. Is there an impact of the Autocratic leadership style, the Democratic leadership style, and the Laissez-faire leadership style on the performance of the employees?
3. How can the current leadership style adopted by the Jordanian managers be fine-tuned in order to maximize employees' output at the Jordanian private firms?

1.6 Significance of the study

As such, the completion of this dissertation will provide understanding of the leadership concept o as to generate data and information that every leader at any firm (public or private) could use in order to come up with the suitable strategies, plans and designs that will strategically position his/her firm in the highly competitive, diverse, and complex business environment. In other words, this study is hoped to help in enlightening the management of the organization on the need and importance of having effective leadership in the organization. It will enlighten the employees on their roles and obligations to the leadership in the organization and other related matters. It will identify the reason why employees react positively to a particular leadership style of a manager and also aim at discovering what makes workers to be motivated and satisfied with their job. By fulfilling the aims that were stated in the objectives section, this study will be helpful for other researchers who may be focusing on understanding the concept of leadership. The notable significance of this study is the possibility that other researchers may be able to use the findings in this study for future studies that will create a huge impact on society. This study finding can be used for other findings that might prove to be helpful in introducing changes to the business. The present study findings have been significant in number of ways. It is hoped that the findings will contribute to the body of knowledge by; since the present area is highly under researched in Jordan. So, this work will be of immense benefit as aid and guide to future researcher on leadership styles and employees' performance. No study has been found to investigate the leadership styles adopted by the Jordanian managers in the private firms. So, present study suppose that the findings of the present study has been helped the leaders in organization of Jordan especially in the private firms to answer the long standing question of how to enhance leader's performance.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, the researcher will summarize the findings of related researches conducted in the realm of leadership and will show the significance of these researches to this research.

2.1 Leadership

Before proceeding to the leadership style that exists and before classifying leadership styles into different categories, it is important to define the term itself. There are countless definitions of leadership by different gurus. The researcher in this study prefers one of the recent and acceptable definition by Northouse who defined leadership as a process in which a person influences a group of individual to achieve a common goal. Considering this definition, some major words stand out, and they are: process, influence and goal. Referring to leadership as a process negates old assumptions that leadership is inherent. Also mentioning influence is noteworthy as it is practically impossible to make effective changes without the power of influence. And finally, goals are the motivation or driving force behind every organization or institution. These facts make this definition concise yet comprehensive and acceptable (Northouse, 2007). Hersey, Blanchard and Johnson (1998) defined style of a leader as “the consistent behavior pattern that they use when they are working with and through other people, as perceived by those people.” Of the given definitions, Hersey and his colleagues added the terms “consistent” and “perception” of those who are lead. Leadership style can also be defined as the perceived behavior patterns that a person exhibits when attempting to influence the activities of others (Biggerstaff, 2012). Rauch and Behling (cited in Yukl, 2010), define the term leadership as “the process of influencing the activities of an organized group toward group goal achievement.” This definition also includes the words process, influence, group and common, which are basic to most definitions. According to House (1999) leadership is “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization” (Yukl, 2010). In addition to influence, this definition includes motivating and making the followers to be able to strive to bring about organization success. Although the given definitions seem different, the basic themes in them are similar. They have the ideas of process, influence, group and common purpose. In addition, the concept of followership is included in all the definitions. Karamat (2013) said that leadership is a very important factor for any organization or group. There are three famous ways in which we can describe leadership from different perspectives.

- a. **Achieve target through others:** There are lot of leaders who have been working hard to lead their teams or groups towards the success yet this achievement wouldn't have been possible without the participation of every member of the team. So it is fair to provide the true definition of leadership which includes those helping hands. In the past leaders have been using hierarchy and issuance of an order to complete the given task. But the leaders of the modern times have come up with a different approach and changed it to the investment of trust to their people, with skilled employees working together in a friendly environment to achieve the goals. Mostly in the organizations management styles are widely spoken rather than leadership styles. This style of leadership basically involves ruling out of position less leadership and welcomes the informal one. The only difference is you do not claim certain powers on members.
- b. **Dominating power of leadership:** This type of leadership explains the individual who stands out and is dominant in a group or tribe is said to be their leader. It simply explains that leader is meant to have power over his people by holding top position for certain duration of time. This basically needs the mutual understandings between the people that they will obey the rules. In this type of leadership one doesn't have to be a good motivator relational leader of the people.
- c. **Positive change towards the better journey:** In this type of leadership it is basically challenge for the status quo towards a better world. Leader is said to have courage to stand up and let them heard even if it means a great risk to them. But in this type of leadership you don't have to hold a formal appointment as long as you think that change is needed off you go and challenge the status quo. This also gives chance to employees to become a leader even though they don't have the right skills or are authorized to take charge.

2.2. Leadership styles

As cited in Northouse, 2007, pg 2, there exist uncountable classification systems in trying to figure out what leadership really is. These systems have theoretically tried to define and interpret leadership in a logical way of reasoning. According to Northouse, he outlined four different criteria pertaining to leadership, and they are: process orientation, influence, group context, and goal attainment. (Northouse, 2007). According to Singh (2011) the effective leadership gets the others to behave as the managers intends them to and at the same time satisfied their needs. The effective leader is able to communicate the organization vision, mission and objectives in a clear and lucid manner, enhancing creativity and innovation to provide a sustainable competitive advantage in today's global market to cope with the environmental factors changing fast. Voegtlin, *et al.* (2012) proposed that successful leader is more effective in building good and robust relations with stakeholders And can make the required organizational change especially in structure and culture with minimum resistance, Successful leaders are able to motivate, aspire, encourage followers in a way that results in more job satisfaction, commitment, loyalty and organizational citizenship behavior. So leadership has direct and indirect effect on organizational performance. There are few common leadership styles namely autocratic leadership, bureaucratic leadership, democratic or participative leadership, servant leadership, people or relationship oriented leadership, task oriented leadership, laissez-faire leadership, charismatic leadership, transactional leadership and transformational leadership. Below are some of several leadership styles that are practiced.

2.2.1. Kurt Lewin's (1890–1947) Leadership Styles

Kurt Lewin (1890–1947) who was the pioneering social psychologist credited with defining and differentiating between the three classical leadership styles or behaviors. Lewin, considered by many to be the founder of social psychology, made significant contributions to leadership studies, organizational theory, and management theory. Based on extensive leadership and group dynamics experiments, Lewin developed the concept of leadership styles. Lewin characterized leadership styles as autocratic (also referred to as authoritarian), democratic, or laissez-faire (Lewin *et al.*, 1939). Kurt Lewin's three leadership styles or behaviors, described below, influence the leader-follower relationship, group success, group risk-taking, group problem-solving strategies, group morale, and group relations.

- a. The autocratic style (also referred to as Authoritarian leaders) described a leader who dictated work methods, made unilateral decisions and limited employees participation (Robbins & Coulter, 2009: 389) This leadership style is less creative, determining a permanent state of tension and discontent, resistance and decrease leaders interest of Subordinates (Raus & Haita, 2011). Authoritarian leaders are also characterized as domineering. Authoritarian leaders make policies and decide appropriate division of labor from afar. They tend to be distant and aloof from their group. Authoritarian leadership is gained through punishment, threat, demands, orders, rules, and regulations. The functions of authoritarian leadership include unilateral rule-making, task-assignment, and problem solving while the roles of authoritarian followers include adhering to the leader's instructions without question or comment. Authoritarian leadership is appropriate in settings with a constant stream of new employees, limited decision-making time or resources, and the need for large-scale coordination with other groups and organizations. Authoritarian leadership is not suited to environments in which members desire to share their opinions and participate in decision-making processes. Critics of authoritarian leadership argue that the leadership style leads to high member dissatisfaction, turn-over, and absenteeism (Gastil, 1994). According to Cherry (2018 a), Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little

input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. Like other leadership styles, the autocratic style has both some benefits and some weaknesses. While those who rely on this approach to heavily are often seen as bossy or dictator-like, this level of control can have benefits and be useful in certain situations. When and where the authoritarian style is most useful can depend on factors such as the situation, the type of task the group is working on, and characteristics of the team members. If you tend to utilize this type of leadership with a group, learning more about your style and the situations in which this style is the most effective can be helpful.

As for the characteristics of Autocratic Leadership, some of the primary characteristics of autocratic leadership include:

- Little or no input from group members
- Leaders make almost all of the decisions
- Group leaders dictate all the work methods and processes
- Group members are rarely trusted with decisions or important tasks
- Work tends to be highly structured and very rigid
- Creativity and out-of-the box thinking tend to be discouraged
- Rules are important and tend to be clearly outlined and communicated

As for the benefits of Autocratic Leadership, the autocratic style tend to sound quite negative. It certainly can be when overused or applied to the wrong groups or situations. However, autocratic leadership can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. Some projects require strong leadership to get things accomplished quickly and efficiently. When the leader is the most knowledgeable person in the group, the autocratic style can lead to fast and effective decisions.

So when does autocratic leadership work best? The autocratic leadership style can be useful in the following instances:

- It can be effective in small groups where leadership is lacking. Have you ever worked with a group of students or co-workers on a project that got derailed by poor organization, a lack of leadership and an inability to set deadlines? If so, the chances are that your grade or job performance suffered as a result. In such situations, a strong leader who utilizes an autocratic style can take charge of the group, assign tasks to different members, and establish solid deadlines for projects to be finished. These types of group projects tend to work better when one person is either assigned the role of leader or simply takes on the job on their own. By setting clear roles, assigning tasks, and establishing deadlines, the group is more likely to finish the project on time and with everyone providing equal contributions.
- It can also be used well in cases where a great deal of pressure is involved. In situations that are particularly stressful, such as during military conflicts, group members may prefer an autocratic style. This allows members of the group to focus on performing specific tasks without worrying about making complex decisions. This also allows group members to become highly skilled at performing certain duties, which is ultimately beneficial to the success of the entire group.
- Manufacturing and construction work can also benefit from the autocratic style. In these situations, it is essential that each person have a clearly assigned task, a deadline, and rules to follow. Autocratic leaders tend to do well in these settings because they ensure that projects are finished on time and that workers follow safety rules to prevent accidents and injuries.

Downsides of Autocratic Leadership: while autocratic leadership can be beneficial at times, there are also many instances where this leadership style can be problematic. People who abuse an autocratic leadership style are often viewed as bossy, controlling, and dictatorial. This can sometimes result in resentment among group

members. Group members can end up feeling that they have no input or say in how things are done, and this can be particularly problematic when skilled and capable members of a team are left feeling that their knowledge and contributions are undermined.

Some common problems with autocratic leadership:

- This style tends to discourage group input. Because autocratic leaders make decisions without consulting the group, people in the group may dislike that they are unable to contribute ideas. Researchers have also found that autocratic leadership often results in a lack of creative solutions to problems, which can ultimately hurt the group from performing.
- Autocratic leaders tend to overlook the knowledge and expertise that group members might bring to the situation. Failing to consult with other team members in such situations hurts the overall success of the group.
- Autocratic leadership can also impair the morale of the group in some cases. People tend to feel happier and perform better when they feel like they are making contributions to the future of the group. Since autocratic leaders typically do not allow input from team members, followers start to feel dissatisfied and stifled.

How Can Autocratic Leaders Thrive? The autocratic style can be beneficial in some settings, but also has its pitfalls and is not appropriate for every setting and with every group. If this tends to be your dominant leadership style, there are things that you should consider whenever you are in a leadership role.

- Listen to team members. You might not change your mind or implement their advice, but subordinates need to feel that they can express their concerns. Autocratic leaders can sometimes make team members feel ignored or even rejected, so listening to people with an open mind can help them feel like they are making an important contribution to the group's mission.
 - Establish clear rules. In order to expect team members to follow your rules, you need to first ensure that these guidelines are clearly established and that each person on your team is fully aware of them.
 - Provide the group with the knowledge and tools they need. Once your subordinates understand the rules, you need to be sure that they actually have the education and abilities to perform the tasks you set before them. If they need additional assistance, offer oversight and training to fill in this knowledge gap.
 - Be reliable. Inconsistent leaders can quickly lose the respect of their teams. Follow through and enforce the rules you have established.
 - Recognize success. Your team may quickly lose motivation if they are only criticized when they make mistakes but never rewarded for their successes (ibid).
- b. The Democratic Leadership** it is a leadership style that involves people in decision-making process while the execution of the decision may be from the leader after facilitating consensus in the group. Implementing policies collectively and tasks are achieved from group discussions. In this kind of environment, criticism is allowed and praise is given the democratic leader encourages subordinates to identify problems and suggest solutions to overcome them (Amzat & Ali, 2011). Democratic leaders are characterized by collective decision-making, camaraderie, active member or follower involvement, fair praise, and restrained criticism; they facilitate collective decision-making. Democratic leaders offer their followers choices and support. Democratic leadership, also referred to as participative leadership, reflects democratic principles and processes including inclusiveness, self-determination, and equal participation. That said, democratic leaders should not be confused with those who hold elected positions of power. Democratic leaders often lack formal position and power. Democratic leadership gains its authority through accountability, active participation, cooperation, and delegation of

tasks and responsibilities. The functions of democratic leadership include distributing responsibility within the group or organization, empowering members, and facilitating group deliberations. The roles of democratic followers include willingness to take personal responsibility for the group or organization, willingness to be held accountable for their actions and decisions, willingness to maintain their group's autonomy and freedom, willingness to take on the role of leader as needed or appropriate, and willingness to work with their leaders. Democratic leadership is appropriate in particular settings such as an international association, a democratic nation, a worker-owner corporation, a public university, a close-knit neighborhood, or a cooperative social group or organization. Democratic leadership is not useful or required in groups and organizations with clearly defined and unchanging guidelines, roles, and practices. Ultimately, the role of a democratic leader is ideally shared in a group or organization. Democratic leadership is distributed and changing. Within a democratic leadership climate or environment, there will be multiple leaders and every member will be a leader at some point during their membership in the group (Gastil, 1994).

According to Cherry (2018 b), Democratic leadership, also known as participative leadership or shared leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. This type of leadership can apply to any organization, from private businesses to schools to government. Everyone is given the opportunity to participate, ideas are exchanged freely, and discussion is encouraged. While the democratic process tends to focus on group equality and the free flow of ideas, the leader of the group is still there to offer guidance and control. The democratic leader is charged with deciding who is in the group and who gets to contribute to the decisions that are made. Researchers have found that the democratic leadership style is one of the most effective types and leads to higher productivity, better contributions from group members, and increased group morale.

As for the characteristics of Democratic Leadership, some of the primary characteristics of democratic leadership include:

- Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions.
- Members of the group feel more engaged in the process.
- Creativity is encouraged and rewarded.

Researchers suggest that good democratic leaders possess specific traits that include:

- Honesty
- Intelligence
- Courage
- Creativity
- Competence
- Fairness

Strong democratic leaders inspire trust and respect among followers. They are sincere and base their decisions on their morals and values. Followers tend to feel inspired to take action and contribute to the group. Good leaders also tend to seek diverse opinions and do not try to silence dissenting voices or those that offer a less popular point of view. As for the benefits of Democratic Leadership, because group members are encouraged to share their thoughts, democratic leadership can lead to better ideas and more creative solutions to problems. Group members also feel more involved and committed to projects, making them more likely to care about the end results. Research on leadership styles has also shown that democratic leadership leads to higher productivity among group members. As for the drawbacks of Democratic Leadership, while democratic leadership has been described as the most effective leadership style, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. In some cases,

group members may not have the necessary knowledge or expertise to make quality contributions to the decision-making process. Democratic leadership can also lead to team members feeling like their opinions and ideas aren't taken into account, which may lower employee satisfaction and morale. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan, and then vote on the best course of action. Famous Examples of Democratic Leadership: throughout U.S. history, there have been many companies and leaders who have applied democratic/ participative leadership, including (ibid):

- George Washington
- Mayo Clinic
- Google
- Abraham Lincoln
- Amazon.com
- GinniRometty
- Twitter

c. Laissez-Faire Leadership Style: it is defined as a style of Leadership where leaders refuse to make decisions, are not available when needed, and choose to take no responsibility for their lack of leadership ability (Biggerstaff, 2012) Laissez-faire leaders don't use their authority, avoid taking actions it is considered a passive and ineffective form of leadership (Bolda& Nawaz, 2010). This style, favors the installation of a relaxed working atmosphere, it brings down morale and reduces efficiency of the group (Raus& Haita, 2011). Laissez-faire leaders are characterized as uninvolved with their followers and members; in fact, laissez-faire leadership is an absence of leadership style. Leaders of this style make no policies or group-related decisions. Instead, group members are responsible for all goals, decisions, and problem solving. Laissez-faire leaders have very little to no authority within their group organization. The functions of laissez-faire leadership include trusting their members or followers to make appropriate decisions and bringing in highly trained and reliable members into the group or organization. The roles of laissez-faire followers include self-monitoring, problem solving, and producing successful end products. Laissez-faire leaders are most successful in environments with highly trained and self-directed followers. Laissez-faire leadership is appropriate in particular settings such as science laboratories or established companies with long-term employees. Laissez-faire leadership is not suited to environments in which the members require feedback, direction, oversight, flexibility, or praise (Gastil, 1994). According to Cherry, K. (2018 c), Laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members. However, it is important to realize that this leadership style can have both benefits and possible pitfalls. There are also certain settings and situations where a laissez-faire leadership style might be the most appropriate. Knowing your dominant leadership style can be helpful for understanding your own strengths and potential weakness.

As for the characteristics of Laissez-Faire Leadership:” Laissez-faire leadership is characterized by:

- Very little guidance from leaders
- Complete freedom for followers to make decisions
- Leaders provide the tools and resources needed
- Group members are expected to solve problems on their own
- Power is handed over to followers, yet leaders still take responsibility for the groups decisions and actions

There have been a number of well-known political and business leaders throughout history who have exhibited characteristics of a laissez-faire leadership style. Steve Jobs was known for giving

instructions about what he would like to see to his team but then leaving them to their own devices to figure out how to fulfill his wishes. Former U.S. President Herbert Hoover was famous for taking a more laissez-faire approach to governing, often by allowing more experienced advisors to take on tasks where he lacked knowledge and expertise. As for the benefits of Laissez-Faire Leadership, like other leadership styles, the delegative approach has both a number of benefits and shortcomings. Sometimes this style can be effective, particularly if it is used appropriately in the right settings and with groups that respond well.

Some examples of when this style of leadership works well:

- When team members have the skills to succeed. Laissez-faire leadership can be effective in situations where group members are highly skilled, motivated, and capable of working on their own. Since these group members are experts and have the knowledge and skills to work independently, they are capable of accomplishing tasks with very little guidance.
- When group members are experts. The delegative style can be particularly effective in situations where group members are actually more knowledgeable than the group's leader. Because team members are the experts in a particular area, the laissez-faire style allows them to demonstrate their deep knowledge and skill surrounding that particular subject.
- When independence is valued. This autonomy can be freeing to some group members and help them feel more satisfied with their work. The laissez-faire style can be used in situations where followers have a high-level of passion and intrinsic motivation for their work.

While the conventional term for this style is 'laissez-faire' and implies a completely hands-off approach, many leaders still remain open and available to group members for consultation and feedback. They might provide direction at the beginning of a project, but then allow group members to do their jobs with little oversight. This approach to leadership requires a great deal of trust. Leaders need to feel confident that the members of their group possess the skills, knowledge, and follow through to complete a project without being micromanaged. Downsides of Laissez-Faire Leadership: Laissez-faire leadership is not ideal in situations where group members lack the knowledge or experience they need to complete tasks and make decisions. This style of leadership has been linked to negative outcomes including poor job performance, low leader effectiveness, and less group satisfaction. Some people are not good at setting their own deadlines, managing their own projects and solving problems on their own. In such situations, projects can go off-track and deadlines can be missed when team members do not get enough guidance or feedback from leaders.

Some possible negative sides of the laissez-faire style:

- **Lack of role awareness.** In some situations, the laissez-faire style leads to poorly defined roles within the group. Since team members receive little to no guidance, they might not really be sure about their role within the group and what they are supposed to be doing with their time.
- **Poor involvement with the group.** Laissez-faire leaders are often seen as uninvolved and withdrawn, which can lead to a lack of cohesiveness within the group. Since the leader seems unconcerned with what is happening, followers sometimes pick up on this and express less care and concern for the project.
- **Low accountability.** Some leaders might even take advantage of this style as a way to avoid personal responsibility for the group's failures. When goals are not met, the leader can then blame members of the team for not completing tasks or living up to expectations.
- **Passivity and avoidance.** At its worst, laissez-faire leadership represents passivity or even an outright avoidance of true leadership. In such cases, these leaders do nothing to try to motivate followers, do not recognize the efforts of team

members, and make no attempts at involvement with the group.

If group members are unfamiliar with the task or the process needed to accomplish the task, leaders are better off taking a more hands-on approach. Eventually, as followers acquire more expertise, leaders might then switch back to a more delegative approach that gives group members more freedom to work independently. Where Laissez-Faire Leaders Might Thrive: If you tend to have a more laissez-faire approach to leadership, there are areas and situations where you might tend to do better. Working in a creative field where people tend to be highly motivated, skilled, creative, and dedicated to their work can be conducive to obtaining good results with this style. For example, a delegative leader might excel in a product design field. Because team members are well-trained and highly creative, they likely need little in the way of management. Instead, an effective leader can provide minimal oversight and guidance and still produce high quality results. Laissez-faire leaders typically excel at providing information and background at the start of a project, which can be particularly useful for self-managed teams. By giving team members all that they need at the outset of an assignment, they will then have the knowledge they need to complete the task as directed. Even in such fields, it may pay to utilize a variety of leadership approaches at different phases of the work process. For example, laissez-faire leadership may be most effective during the early phases when a product or idea is being brainstormed or created. Once the design is in place and ready for production, it may be best to switch to a style that involves more direction and oversight. A leader with this style may struggle in situations that require a great oversight, precision, and attention to detail. In high stakes and high pressure work settings where every detail needs to be perfect and completed in a timely manner, a more authoritarian or managerial style may be more appropriate. Using a laissez-faire approach in this type of scenario can lead to missed deadlines and poor performance, particularly if group members are unsure of what they need to be doing or do not have the skills they need to perform tasks with little to no direction (ibid). Bass (1990) [as cited in Bučiūnienė & Škudienė, 2008] uses the following statement to differentiate laissez-faire leadership from other types of leadership behaviors and styles: Laissez-faire leadership should not be confused with democratic, relations oriented, participative, or considerate leadership behavior. Nor should it be confused with delegation or management by exception. Delegation implies the leader's active direction of a subordinate to take responsibility for some role or task. The leader who practices management by exception allows the subordinate to continue on paths that the subordinate and the leader agreed on until problems arise or standards are not met, at which time the leader intervenes to make corrections. While leadership style is the way where direction is provided by a leader to the team to accomplish their tasks, and how the leader should lead the team through all sorts of communications to the team, and the leading style in which the leader motivates and trains the followers. In 1939, Lewin, Lippit and Whit lead some early research regarding leadership styles. Also, they found that each of the different style have different outcome towards an organization. During their research, there are few leadership style had been identified. First, they found the authoritarian, also known as autocratic leadership style. Autocratic leadership referring to the condition where the leader trains the followers what to do next, when in the correct time frame to do it, and even how to execute it. Secondly, the leadership style that Lewin mentioned is the participative or to be known as democratic leadership style where the leaders are willing to listens the responses from his group of followers and came out with a final decision. Lastly, the third style is laissez-faire leadership style. This type of leader provide only very minimum supervision direction. Group members have to work on their own and decide what the next step to take is in order to finish the assignment (in Ping, A.T. (2015 .p. 13/14)

2.2.2 Bass's Transformational and Transactional Leadership styles

In contemporary sociological thought and practice, laissez-faire leadership is one part of the model of transformational, transactional,

and laissez-faire leadership that was developed by Bernard M. Bass (1925–2007) in 1985. Bass based his model on the work of social scientist James MacGregor Burns (b. 1918) who originated the concepts of transactional and transforming leadership in the 1970s. Burns argued that every leadership process may be classified as transactional, transforming, or laissez-faire leadership. In Bass's model, transactional leadership refers to a leadership style in which the leader exchanges rewards in exchange for subordinate effort. Transformational leadership refers to a leadership style in which the leader encourages his or her subordinates to achieve increasingly higher levels of performance for the sake of the organization (Gastil, 1994). Leadership as a key factor in determining organizational success has been studied extensively in the past century in the management field (Bass & Avolio, 1997). Current leadership theories indicate that leadership behaviors can be categorized into two main styles: transformational leadership and transactional leadership (Bass & Avolio, 1997; 2000).

- **Transformational leadership** is the most studied leadership style across disciplines. Transformational leaders are charismatic. They motivate subordinates and appeal to their ideals and moral values by creating and representing an inspiring vision of the future (Bass & Avolio, 1997). This form of leadership involves the creation of an emotional attachment between leaders and employees. Transformational leaders take a real interest in the well-being of their employees. As suggested by Jin (2010), transformational leadership integrates the elements of “empathy, compassion, sensitivity, relationship building, and innovation.” (p.174). It fosters a climate of trust, nurtures employees’ confidence, and encourages their individual development. In addition, transformational leadership includes the elements of participative decision making and sharing of power, as noted by Aldoory and Toth (2004).

Podsakoff *et al.* (1990, 1996) suggested that six dimensions define transformational leadership behavior: 1 identifying and articulating a vision, providing an appropriate model, fostering the acceptance of group goals, setting high performance expectations, providing individualized support, and promoting intellectual stimulation. *Identifying and articulating a vision* involves leaders identifying new opportunities for the unit or the company, and developing, articulating, and inspiring employees with the vision of future. *Providing an appropriate model* refers to leaders setting examples for employees that are consistent with the values they hold. *Fostering the acceptance of group goals* means promoting cooperation among employees and getting them to work together toward common goals. *High performance expectation* refers to leaders demonstrating their expectations for excellence, quality, and high performance for employees. *Providing individualized support* means that leaders respect employees and attend to their personal feelings, needs, and well-being. *Intellectual stimulation* refers to leaders stimulating employees to challenge their status quo and to “think creatively, take risks, and participate intellectually” (Harms & Crede, 2010, p. 6).

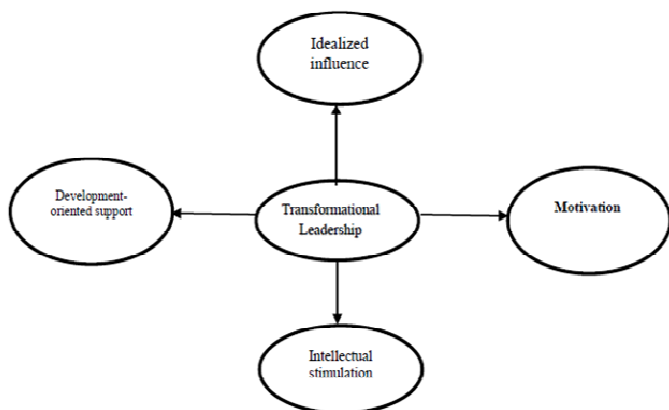


Figure 1. Transformational leadership Components (Bass, B & Avolio, 1990; Kent *et al.*, 2001; Stone *et al.*, 2003; Cetin *et al.*, 2012; Saleem, 2015)

- **Idealized influence:** explains the leaders who act as strong models for their disciples. If a leader is transformational, he or she creates an environment with the feeling of respect, admiration, and loyalty among his or her disciples and emphasizes the importance of strong commitment to achieve the organization’s mission (Saleem, 2015).
- **Inspiration motivation:** describes the leaders who increase disciples’ commitment and create motivation through their participation in future prospect drawing (Saleem, 2015).
- **Intellectual stimulation:** is resulted when the leader helps them achieve initiatives and construct creativities (Cetin *et al.*, 2012).
- **Development-oriented support:** comes to fruition when the leader pays enough attention to the disciples’ needs hierarchy in order to obtain growth and to avoid any hesitation about receiving guidance and support. Accordingly, the leader puts some responsibilities on the shoulders of the disciples in order to guarantee their growth from many different angles (Cetin *et al.*, 2012; Saleem, 2015).

Transactional leadership is an exchange process. It is a matter of contingent reinforcement of employees based on performances. It motivates subordinates by appealing to their personal desires, based on instrumental economic transactions. Transactional leaders generally use organizational bureaucracy, policy, power, and authority to maintain control; this style of leadership is occasionally referred to as authoritative (Bennet, 2009). Previous leadership scholars (e.g., Bass, 1985, Podsakoff, 1990) have identified *contingent reward*, which involves leaders clarifying roles and task expectations and providing contingent rewards on the fulfillment of contractual obligations, as the principal behavior to represent transactional leadership because it “captures the exchange notion fundamental to transactional leader behavior” (Podsakoff, 1990, p.113). The transactions or exchanges included in contingent reward may include tangible (e.g., pay increases) or intangible (e.g., recognition) commodities. As pointed out by Vera and Crossan (2004), good leaders know how to switch between a transformational and transactional leadership style in accordance with the situation (e.g., the environment, strategy). Effective leaders can maximize their influence by employing both leadership styles. A transactional leader is aware of the needs of his or her followers and facilitates negotiation with them so as to meet the overall need of the company or group. A transactional leader will do all the tasks with his followers to meet the final target (Bogler, 2009). The following dimensions of transactional leadership have been identified as contingent reward, management by exception—active, and management by exception—passive, and laissez-faire in line with Bass (1995). Leadership style has a few different theoretical components: contingent rewards and active management by exception. Contingent reward is the degree to which a leader arranges constructive transactions with followers. The leader is very clear about his or her expectations and he or she establishes rewards in order to promote better performance.

The leader clarifies what is expected from his or her followers by showing them what they might receive if they perform as desired. Active management by exception is another theoretical concept used. This type of concept is shown when a leader takes corrective action against his or her employees based off of their poor performance. As noted by Howell and Avolio (1993), the difference between management by exception—active and management by exception—passive lies in the timing of the leader’s intervention. Before creating any serious problems, active leaders control follower behavior, predict problems, and make corrective adjustments along the way. Passive leaders, however, wait until the behavior has already created problems before taking any action. These leaders implement their adjustments after problems have occurred. Their ultimate goal is simply to maintain current performance levels. Transactional leaders using the Passive Management by Exception method intervene only when performance is not in accordance with expectations. Punishment is used simply as a reaction to unacceptable performance. Passive management-by-exception leaders tend to react only after problems have become serious and then take the corrective action. The leaders often avoid having to make any decisions at all (Bass, 1995).

2.2.3 Other Leadership Styles

a) Olawale Taiwo (2013) listed several leadership styles. Below are these styles:

1. Transactional Leadership Style: this form of leadership promotes the idea that employees are in subjection to their superiors. It also operates under the rule of reward and punishment.
2. Bureaucratic Leadership Style: this form of leadership ensures absolute compliance to procedures and rules to the last letter. Employees usually appreciate this leadership in the long run especially in a high risk working environment such as a chemical plant or a factory.
3. Charismatic Leadership Style: with resemblance to transformational leadership, charismatic leaders usually focus on themselves. Although employees might frown at this attitude, the difference between transformational leadership is the motive behind the method.
4. Task oriented leadership Style: under this leadership, attention is focused on accomplishing the task. One advantage of this leadership is that deadlines are usually met, however task oriented leaders don't usually care about their employees.
5. People oriented Leadership Style: team work and creative collaboration is encouraged under this style. Most employees prefer this style as it carries them along, however it is the opposite of task oriented leadership and it sometimes put team interest ahead of organizational goals.
6. Servant Leadership Style: these leaders often lead by example, although it is usually admired in politics, employees prefer a servant leader. This form of leadership is often criticized as weak.
7. Transformational Leadership Style: arguably the most widely acclaimed leadership style as the best in business and organizational leadership. Although, it displays traits of other leadership styles, yet it remains unique by changing its mode of operation from time to time. That explains the reason it stood the test of time, in a nut shell, it breeds happy employees and happy leaders.

b) Daniel (2002) categorized different leadership styles. Daniel suggested that leadership styles could be explained on a scale ranging from autocratic through democratic to participative to show the degree of authority and decision makes power of leaders and employees.

The autocratic style is characterized by an "I tell" philosophy. Autocratic leaders tell their staff members what to do. This can give a business a clear direction but it may also lead managers to under value or ignore input from teams. However, an autocratic approach is appropriate in some situations. It is valuable when the business faces a crisis or when an urgent problem arises that requires an immediate response. The democratic approach is characterized by an "I share" philosophy. Decisions are made within teams, with each member having equal inputs. Martin is Tesco's programmed manager for education and skills in UK. He has a range of responsibilities associated with people, process and standards. Martin style may use a democratic approach when setting training budgets. Participative leadership style is that involves all members of a team in identifying essential goals and developing procedures or strategies for reach those goals. From this perspective, participative leadership can be seen as a leadership styles that relies heavily on the leader functioning as a facilitator rather than simply issuing orders or making assignments. This type of involved leadership style can be utilized in business settings, volunteer organizations and even in the function of the home. One of the main benefits of participative leadership is that the process allows for the development of the additional leaders who can serve the organization at a later date. Because leaders who favor this style encourage active involvement on the part of everyone on the team, people often are able to express their creativity and demonstrate abilities and talents that would not be made apparent otherwise that ultimately improve the performance of employees. The discovery of these hidden assets help to benefit the work of the current team, but

also alerts the organization to people within the team who should be provided with opportunities to further develop some skill or ability or future use.

c) Bill Zipp suggested that there are five leadership styles on any team. These styles are: innovator, developer, activator, maximize, and stabilizer.

Although each person will have their own preferred leadership style, the most effective leaders adopt a style which appropriate for the situation. They will consider several factors in deciding which to use:

- The task-is it business critical? Must a decision be made immediately? What will be potential impact on the business?
- The team-does it have the right skills and resources? Is it used to making decision?
- Tradition-what has been the norm in the past?

According to Bill Zipp (2016), there is no right leadership style and no wrong leadership style. Every leader has their own unique voice and their own individual approach to people and projects. Being effective as a leader means understanding your style and staying true to it. Finding your own voice comes first. It also means bringing others into your inner circle who have a very different style than yours, trusting them and listening to them to compensate for your weaknesses. This is why Bill Zipp believes that team leadership is so important. Not because it makes the leaders feel all warm and fuzzy inside (In fact, the very best teams have few warm fuzzies). It's because of the iron-sharpening-iron process that true team's experience: varied voices working together to deliver real business results.

- Innovators are inspired by a blank piece of paper and think outside the box. Their brilliance lies in finding solutions to a problem that no one else can see. They value creativity. Developers also enjoy creative ideas, but their drive is to take action on those ideas, so their list of things on the blank piece of paper is shorter than the Innovator's. They value flexibility and are able to throw out an idea that isn't working and substitute it with another one at a moment's notice.
- Activators, as the name implies, are all about action. They get things done and really don't care whose idea it is (or who gets the credit for that idea). Their only reality is results, and will scale the highest mountain to get them. That's why they value tenacity so much.
- Maximizers, like Activators, want to get things done, but they also want to preserve the good that exists within an organization. They know that too much change can be disruptive and bring a natural diplomacy to the situations they are in. Finally, Stabilizers have a genius around systems and processes. Their mind thinks in detailed steps of action that brings consistency to an organization.

The Five Leadership Styles

Innovator	Developer	Activator	Maximizer	Stabilizer
<i>Design</i>	<i>Design and Build</i>	<i>Build</i>	<i>Build and Maintain</i>	<i>Maintain</i>
Bringing new ideas and original solutions to the marketplace. Thinking outside the box to solve problems.	Taking action on original solutions and learning along the way. Motto: Ready, Fire, Aim.	Moving forward to achieve challenging goals. Overcoming obstacles and getting things done.	Embracing the good of the past while making new changes. Working together with all different kinds of people	Keeping things running smoothly and efficiently. Creating systems that meet the highest standards of accountability.
<i>Creativity</i>	<i>Flexibility</i>	<i>Tenacity</i>	<i>Diplomacy</i>	<i>Consistency</i>

Figure 2. Bill Zipp's (2016) five leadership styles

Leadership Style Weaknesses: Any one of these leadership styles left on their own without compensating forces will unravel. The diagram below shows how. Innovators can get lost in ideas and fail to implement any of them. Developers can be impatient when solutions don't work immediately and too quick to find an alternative. Activators can push oneself and others too hard for results and burn everyone out, including themselves. Maximizers can fail to take action on critical initiatives if the decision is perceived as unpopular. And Stabilizers can apply systems and processes too rigidly, insisting on a policy for every situation and paralyzing the organization. Bill Zipp added that the secret to an effective leadership is when the leader finds his/hervoice and when knowing both his/her strengths and weaknesses well. (ibid).

d) Relationship-oriented leadership: While the relationship-oriented leadership concept has been discussed for many years (Stogdill & Coons, 1957), but the aspects of this type of leadership are still relatively new and somewhat vague. In a traditional management discourse, the term of relational means, "an individual that likes people and thrives on relationships." In relationship-oriented leadership, the human resources department and employees are more important than the management staff. Relationship-oriented leaders focus more on their employees' human needs and cultivating a positive relationship with them. In this style of leadership, the first priority is establishing a human relationship between the leaders and employees and keeping it. This type of leadership cares about the physical and mental needs of their employees. Thus, this style works to create a commitment in their employees and in learning about their needs. Ultimately this commitment is also used to achieve the organization's success. In relationship-oriented management the focus is less on completing duties and work, and more on the relationship with the individual employee. This behavioral style is very effective. The manager is also considered as an individual—whose main goal is to stimulate growth in his or her employees. However, if the manager performs in an inappropriate way, then the manager is called an obedient or preacher-like individual (Hersey & Blanchard, 1996). In this relationship-oriented type of leadership, the individual is described as having a high tendency towards focusing on tasks and also towards relationships with others. A manager who applies this style is often called the executive manager, and if he or she applies this style in inappropriate situations, he or she is called the compromising manager. These types of managers want to integrate employees' objectives with the overall objective of the company by using methods of collaboration, cooperation, and participation in their work field. These managers often care about participation in public objectives and responsibilities. They are also interested in motivating individuals by increasing team spirit in their employees (Bryman, Collinson, 2011). This study used the leadership styles evolved by Kurt Lewin (1890–1947) who was the pioneering social psychologist credited with defining and differentiating between the three classical leadership styles or behaviors. Lewin, considered by many to be the founder of social psychology, made significant contributions to leadership studies, organizational theory, and management theory. Based on extensive leadership and group dynamics experiments, Lewin developed the concept of leadership styles. Lewin characterized leadership styles as autocratic (also referred to as authoritarian), democratic, or laissez-faire (Lewin *et al.*, 1939). Kurt Lewin's three leadership styles or behaviors, described below, influence the leader-follower relationship, group success, group risk-taking, group problem-solving strategies, group morale, and group relations.

House and Mitchell (as reported in Oyetunyi, 2006) suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders' behavior:

- a) **Directive leadership style**, similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy & Miskel, 2001:408).

- b) **Supportive leadership style** is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the wellbeing and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2001:408).
- c) **Participative leadership style** where the leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001:175).
- d) **Achievement-oriented style** which requires the leader to set challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier & Achua, 2001:175).

2.3 Leadership theories, traits and behavior

In developing leadership styles and theories, the traits and behavior of the leader have been considered. Two related trends in leadership thinking became evident in the late twentieth century transactional and transformational leadership. Transactional leader depends on reward and punishment to guarantee his followers acquiescence and compliance, he is ready to satisfy the followers' needs if they are able to accomplish the organizational goals (Buchanan & Huczynski, 2004). Transformational leadership (TL): is defined as a process that change and transforms people, whereby the followers feel respect, trust loyalty, and appreciation towards the leaders, and the followers are willing and motivated to do more than they expected. (Al-Hussein & Elbeltagi, 2012). This style has positive impact on the goal directed behavior and enhances individual innovation and performance within organization (Ismail *et al.*, 2010); (Kreitner & Kinicke, 2010). Burns (1978) and Bass (1985) wrote about transactional and transformational leadership styles. Transformational leadership is a process in which "leaders and followers raise one another to higher levels of morality and motivation" (Burns, 1978) and "is about change, innovation, and entrepreneurship" Tichy and Devanna (1986). Bass (1985) developed on Burns's research, differentiating more clearly between the two styles of leadership and including a relationship of the type supervisor subordinate within the definition. Bass (1985) also brought a third type of leadership to the table, the laissez-faire leadership. Transactional leadership implies that the leader "works within the framework of self-interests of his or her constituency, whereas the transformational leader moves to change the network" (Bass and Bass, 2008). The "full range leadership theory" (Avolio and Bass, 1991) comprises the three typologies of leadership behavior (transformational, transactional, non transactional laissez faire) represented by nine distinct factors: five transformational (inspirational motivation-charisma, idealized influence attributed, idealized influence behavior, intellectual stimulation, individualized consideration), three transactional (contingent reward, management-by-exception active, management-by-exception passive) and one laissez faire. Transformational and transactional leadership are viewed by different authors as either competing or complementary. Studies have shown that the transformational leadership style is more effective than the transactional style and is positively correlated to the performance of businesses (Benjamin, 2006).

The interaction between leaders and their subordinates (followers) contribute to determining the success of a team in a hierarchical organization (Kocher *et al.*, 2009). There are two main leadership styles describing how leaders exercise their authority: democratic leadership (leaders want to obtain consensus among followers and value their input) and authoritarian (autocratic) leadership (leaders seek out and consider only minimum input from their followers and

consult with them less) (Rotemberg and Saloner, 1993). The participative style is regarded as the middle way between these two leadership styles. As one moves away from the autocratic side and approaches the democratic one, leaders become more and more friendlier and followers fear them less, shifting from a subordinate state towards a consultancy state. Bass and Avolio (1994) consider 9 leadership factors: five transformational leadership factors, three transactional leadership factors, and one non-leadership or laissez-faire leadership factor. The leadership theories were developed as to explain the nature and consequences of leadership. The grounded theory (Strauss and Corbin, 1990) is inductively derived from the study of the phenomenon it represents. That is, it is discovered, developed and provisionally verified through systematic data collection and analysis of data pertaining to that theory." Therefore the research is discovered empirically, inductive and not deductive and it usually generates rather than tests theories. Biological genetic theories, that imply that leaders are born that way and it's in their nature emphasize that when it comes to nature or nurture, the nature aspect is more determinant and has a more important contribution. In the great man theories, history is shaped by great men and their leadership, their capacity to lead masses (Jennings, 1960). For these leaders, character and personality traits played a key role. The traits theories capitalized on the great man theory by highlighting specific qualities of leaders, not found in non-leaders. Bass and Stogill (1990) came up with five leadership traits: capacity, achievement, responsibility, participation, status. More recent research carried out by Bennis (2003) advances four leadership traits: the ability to engage others through a shared vision, to have a distinctive, clear voice among constituents, to possess a strong moral code and pursue change on a constant basis. Situational theories, on the other hand, argue that leadership arises because the situation demands it (shaped by time, place and circumstances) and not because of some inherent traits of the leader (Stodgill, 1974). Contingency theories (Fiedler, 1967) uphold the idea that the effectiveness of leadership is based on the leadership style (whether task oriented or relations oriented) and the favorableness of the situation, of the environment in which the leader operates. Listed below are the main leadership theories and models that have been emerged over time: relationship, behavior, participation, management, situations, contingency, trait and the great man theory:

Relationship theories: This theory is also known as the transformational theories; it concentrate (Northouse, 2007) on the connection developed between leaders and their subordinates. These leaders (transformational leaders) inspire their subordinates by motivating them to realize the importance of the task at hand. These leaders possess high moral standards and want their subordinates to reach the peak of their potential. (Cherry, 2012)

Behavioral theories: This school of thought promotes the idea that great leaders are not born but made. With deep root in behaviorism, these leaders (behavioral leaders) concentrate on actions rather than internal state. In line with this theory, anyone can become a great leader either by teaching or by observing. (Cherry, 2012) These theories proposed that there are set of behaviors through which leaders are distinguished from non leaders. The attention switched from selecting leaders on their traits to the appropriate behavior patterns.

Participative theories: This theory considers the input of its associates by stipulating the ideal leadership style and defining it. It promotes the inclusion from members by making them feel relevant and important, especially in the areas of decision making. However, the leaders reserve the right to object suggestions from any member. (Cherry, 2012).

Management theories: This theory can also be referred to as transactional theories; it concentrates on organization, group performance and supervision. The system of rewards and punishment is highly promoted by this theory. Most organization and businesses practice management theories, when employees succeed, they are rewarded, when they fail, punishment are meted out (Cherry, 2012).

Situational theories: In this school of thought, situational variables are the bases of every action taken. For example, when a leader is the most experienced, the leader is in the position of calling all the shots. Different styles of leadership can be applied to different situations (Northouse, 2007)

Contingency theories: This theory focus on variables that are environmentally related which determines the style of leadership that fits the situation best. It also promotes the idea that no single leadership style is the best, rather success are based on variables, subordinates and type of the situation (Northouse, 2007).

Trait theories: With similarities in some ways to the Great man theories, it promotes the idea that leadership is inborn. It means that a successful leader must inherit certain quality that produces greatness. (Northouse, 2007). Early research efforts devoted to leadership stressed what the leader was like rather than what he did. Many personality traits, social traits and physical characteristics can distinguish leaders from followers (Rue & Byars, 2007). This theory assumed that leaders are more intelligent than followers, able to initiate actions independently with high supervisory abilities, more creative, have high levels of adaptability and alertness & self-confidence. Studies of the relationship between effective leadership and physical characteristics as height, weight and appearance provide contradictory results ((Ivancevich *et al.*, 2008:414-416). At the same time researchers recognized that traits were not sufficient alone to identify effective leaders and the interactions between leaders and their group members had been ignored (Robins & Coulter, 2009).

Great Man theories: This theory assumes that great leaders are not made but born. It promotes the mentality that leaders inherit inborn leadership skills. In line with this theory, you can be a born leader or not (Northouse, 2007).

2.4 Current leadership theories

Charismatic Leadership: Charismatic leadership (Conger & Kanungo, 1998) will be briefly discussed here as a prelude to a full discussion of current well-developed models of leadership, some of which include elements of charismatic leadership. A charismatic leader is a strong role model who demonstrates competence and confidence, articulates goals, and communicates high expectations (Northouse, 2004, p. 172). Charismatic leaders foster the development of trust and can inspire followers to a new vision through self-sacrifice, risk taking, and a concern for followers. It should also be noted that charismatic leadership is risky: Power can be misused, and followers can become inappropriately dependent upon a charismatic leader (Yukl, 2006, pp. 250, 262). Also, as noted by Collins (2001), effective leaders do not need to be strongly charismatic in the traditional sense of "larger than life heroes" such as Lee Iacocca at Chrysler (pp. 28–30). In fact, his research found that leadership attributes included a "paradoxical blend" of humility and a fearless determination to succeed, concluding that "Charisma can be as much a liability as an asset, as the strength of your leadership personality can deter people from bringing you the brutal facts" (p. 89). The challenge here seems to be to demonstrate the characteristics noted without displaying an oversized personal presence, which puts more emphasis on the person than the organization.

Transactional and Transformational Leadership: Currently, one of the most popular and studied models of leadership contrasts two related approaches: transformational leadership and transactional leadership. Much of the current work on this model has been reported by Bass and associates (Bass & Avolio, 2006). In transactional leadership, the more common approach, an exchange process involves the leader and followers agreeing to do or provide things to accommodate each other's needs. In transformational leadership, the leader "transforms and motivates followers by (1) making them more aware of the importance of task outcomes, (2) inducing them to transcend their own self-interest for the sake of the organization or team, and (3) activating their higher-order needs" (Yukl, 2006, p. 262).

Transactional leadership has two components: First, contingent rewards are valued rewards received for performing desired behaviors. A transactional leader identifies factors that motivate a worker and provides the support needed for effective performance. Second, management by exception assumes that under normal circumstances, little intervention by a supervisor will be necessary. When exceptions (variations from routine activities) occur, management by exception is used. A leader can use active or passive management by exception. In active management by exception, the leader “arranges to actively monitor deviances from standards, mistakes, and errors that occur and to take corrective action as necessary” (Bass, 1998, p. 7). In passive management by exception, the supervisor does not actively monitor but waits for deviances or mistakes to occur and then acts. To effectively lead professional staff, transactional leadership will probably not be enough to achieve outstanding performance. Transactional leadership should be augmented by the use of transformational leadership, which includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized Influence. Idealized influence “refers to the ability of leaders to display conviction, emphasize trust, take stands on controversial issues, present their most important values, and emphasize the importance of purpose, commitment, and ethical consequences of decisions” (Bargal, 2000, p. 308). According to Bass (1998), a transformational leader serves as a role model who is admired, respected, and trusted. Followers of such charismatic leaders “identify with the leaders and want to emulate them”; perceive them to have “extraordinary capabilities, persistence, and determination”; and see them as risk takers who are “consistent rather than arbitrary” (p. 6). The application of idealized influence essentially amounts to being a role model and exhibiting behaviors that subordinates admire and appreciate.

Inspirational Motivation. A key component of inspirational motivation is vision. The overuse of this concept in the popular press and misapplications in organizations has led to cynicism on the part of some employees. Nevertheless, when properly executed, visionary leadership can be a powerful tool for focusing and energizing staff. Visionary leadership is briefly discussed below as a specific model of leadership. Another important aspect of this element is setting high expectations for the work unit or program. Enthusiasm and encouragement are then used by the leader to pull the team toward the vision and achievement of expected results. Intellectual Stimulation. Intellectual stimulation involves encouraging innovation and creativity. To enhance this, Bargal (2000) suggests that the leader develop the ability to “question old assumptions, traditions, and beliefs; to stimulate new perspectives and ways of doing things in others; and to encourage expression of new ideas and reasoning” (p. 308). This includes the current management axiom of “thinking outside the box.” This principle is particularly important in the early stages of assessing the need for change. Individualized Consideration. Individualized consideration involves coaching and mentoring workers as individuals and having ongoing personalized interactions with staff. Individual consideration involves finding ways for followers to identify growth goals and providing opportunities for them to achieve them.

This can take the form of an explicit discussion with a follower, simply asking what is important to them and how these things can be achieved in a work setting. According to Avolio and Bass (2002, p. 5), the best leaders use more transformational leadership than transactional leadership, but both used together are optimally effective. Finally, it is also important to note that transformational leadership can be confused with “pseudo-transformational leadership,” which focuses on personal power, manipulation, threat, and punishment (p. 8). Yukl (2006, pp. 274–277) has offered several guidelines for the use of transformational leadership. First, articulate a clear and appealing vision, and explain how it can be attained. Act confident and optimistic, and express confidence in followers. Support the vision through resource allocations and emphasizing key values, and lead by example. Summarizing research over the past 20 years, Bass and Avolio (2006, p. 48) concluded that transformational leadership was positively related to performance in the business,

military, educational, government, and not-for-profit sectors. One meta-analysis of Full-Range Leadership, which includes the use of both transactional and transformational leadership (Judge & Piccolo, 2004), found that both transformational leadership and contingent rewards had significant relationships with outcomes, including follower satisfaction and group or organizational performance. In a review of the literature, Tucker and Russell (2004) concluded that transformational leaders can have a major influence on organizational culture and change. Yukl (2006) concluded that, in spite of conceptual weaknesses in the theory, “the available evidence supports many of the key propositions of the major theories of charismatic and transformational leadership” (p. 272). There have been applications of transformational leadership concepts to human services organizations (Barker, Sullivan, & Emery, 2006; Packard, 2004; Yoo & Brooks, 2005). In one national study, transformational leadership was correlated with perceived leader effectiveness (Mary, 2005). In a hospital study, transformational leadership was significantly correlated with leader outcomes of effectiveness, satisfaction, and extra effort (Gellis, 2001). Another study found significant positive relationships between transformational leadership and job satisfaction, commitment, leader effectiveness, and satisfaction with the leader (Kays, 1993, cited in Mary, 2005, p. 209). Transformational leadership is compatible with human services values and principles regarding valuing and empowering individuals.

Exemplary Leadership

Kouzes and Posner’s (2002) popular books on leadership, unlike some of the popular literature, present a model with an empirical base. While they have not formally named their model, we will use here the title of their most comprehensive book on the subject: exemplary leadership. Their model is structured around five “practices” and ten “commitments” of leadership. Model the way involves clarifying one’s personal values and setting an example by aligning actions with values. Inspire a shared vision includes envisioning the future and enlisting others in a common vision. Exemplary leaders challenge the process by finding opportunities to innovate, change, and grow and by experimenting and taking risks. These leaders enable others to act by fostering collaboration through trust and cooperative goals and sharing power and discretion. Finally, such leaders encourage the heart by showing appreciation for individual excellence and celebrating values and victories through a spirit of community.

In their research, they found several characteristics that people look for and admire in a leader:

- **Honest:** truthful, ethical, principled, worthy of trust
- **Forward-looking:** articulating a vision and sense of direction for the organization; using strategic planning and forecasting.
- **Competent:** having a track record and the ability to get things done, understanding the fundamentals, having relevant experience.
- **Inspiring:** enthusiastic, energetic, positive about the future.

Kouzes and Posner (2002) conclude that these four make up source credibility—people believe in and trust them; they do what they say they will do, represented by the acronym DWYSYWD. “Do what you say you will do” requires that a leader practice what he or she preaches, “walk the talk,” and follow through.

Visionary Leadership: Vision has been mentioned in several contexts above, including transformational leadership and exemplary leadership, and because it is mentioned so often in the leadership literature, it will be given special attention here. According to Nanus and Dobbs (1999), a vision is “a realistic, credible, attractive, and inspiring future for the organization” (p. 78). The vision should be challenging, but staff also need to see that, with time and enough of the right kind of work, it is attainable. While a mission statement describes why an organization exists (its purpose) and what it does (its unique niche of programs or activities), a vision statement represents where the organization wants to be, its ideal future. Articulating a clear and compelling vision is an important aspect of

leadership and, as will be discussed below, of change leadership as well. This is important to provide meaning, focus, and clarity of purpose for staff on an ongoing basis, and it may be even more important when organizational change is needed. The organization as a whole typically has a vision statement, and individual programs may have their own vision statements as well. Individual employees come to an organization with their own visions for what they want to accomplish in their careers. It is important for a leader to learn about his or her followers' aspirations, build these into the organization vision as possible, and help followers see how their individual visions can be realized through a common vision (Kouzes & Posner, 2002). Ultimately, all of these visions should be in alignment (Senge, 1990). While an initial statement of vision typically comes from the organization's leader, alignment can be facilitated by having employees involved in creating a final vision statement and then promulgating it throughout the organization. This can occur through a visioning process or, if necessary, through a larger process of culture change or organizational change, as described below.

Servant-Leadership: Servant-leadership, developed by retired AT&T executive Robert Greenleaf (2002), has received increasing attention in the popular literature in recent years. It is a nontraditional model for leadership in several respects. It was developed by a successful career executive; it is explicitly based in philosophical, ethical, and moral principles; and it presents the unorthodox idea that the leader should first serve followers. Servant-leadership focuses on the leader-follower relationship and can be considered to be in the style category of leadership models because it focuses on leader behaviors. Spears (2005, pp. 33–36) has identified 10 characteristics of the servant-leader, many of which are clearly associated with social work and other human services professions: listening, empathy, healing “broken spirits” and “emotional hurts,” general and self-awareness, using persuasion rather than positional authority, broad conceptual thinking and visioning, learning from the past and foreseeing future outcomes, stewardship (“holding their institutions in trust for the greater good of society”), commitment to the growth of people, and building community. Until recent years, much of the writing on servant-leadership emphasized the description of desired behaviors and principles, but research on this model is expanding. A professional journal devoted to it, *The International Journal of Servant-Leadership*, was launched in 2005. Further systematic empirical work on this model should more fully illustrate its potential.

Strategic Leadership

Different leadership styles have been thoroughly studied in various situations over the past three decades. All this accumulated knowledge seems not to mask the growing interest in strategic leadership. Leadership style of organizations forms and impacts the strategies at both individual and organizational levels. Effective leadership has positive impacts on both firm performance and competitiveness. Integrating strategy and leadership is a critical factor for the future of firms. Strategic leadership is regarded as an effective and crucial management tool which helps firms in operating successfully in highly competitive market conditions (ARIKAN & ENGİNOĞLU, 2016). One conceptualization of strategic leadership (Boal & Hooijberg, 2001) contrasts what they call “supervisory theories” of leadership, including contingency, path-goal, and leader-member exchange approaches, with strategic leadership approaches including charismatic, transformational, and visionary models. Activities often associated with strategic leadership include making strategic decisions; creating and communicating a vision of the future; developing key competencies and capabilities; developing organizational structures, processes, and controls; managing multiple constituencies; selecting and developing the next generation of leaders; sustaining an effective organizational culture; and infusing ethical value systems into an organization's culture. (Boal&Hooijberg, 2001, p. 516) Boal and Hooijberg (2001) further suggest that the “essence” of strategic leadership involves the ability to learn, the ability to change, and managerial wisdom, which includes social intelligence and the ability to take the right action at the right time (pp. 517–518).

As bluntly stated by Gill (2006), “Without strategies, vision is a dream” (p. 174). Leadership and vision are focused on end results, and organizational strategies can provide a road map for reaching them. Students and practitioners of management are aware of the importance of strategic planning (see Chapter 16 on strategic planning). It is addressed here as an aspect of leadership, suggesting that effective leadership can increase the prospects of strategy implementation. Strategic leadership, in this sense, is largely the use of a comprehensive strategic planning process. There can be a leadership dimension to this as well, using participative approaches to leadership by involving staff in the strategic planning process. Thus far, the discussion of leadership has generally focused on a leader's role in ongoing operations of an agency. An increasingly important role for a leader in an organization is that of a change leader (Kotter, 1996). We will now discuss specifics of change leadership, with particular emphasis on organizational change and on creating a high-performance organizational culture. According to (Bass, *et al.*, 2003), over the past three decades leadership studies have focused on several common categorizations. One of these main categorizations is the transactional / transformational / charismatic leadership styles. Despite an overwhelming emphasis on these more classic approaches, more recent studies have considered a wider span of areas within leadership and have included authentic, responsible, and servant leadership styles as well. Interestingly enough, in the very well-studied leadership concepts and styles in particular, strategic leadership stands out to be one of the most seldom researched topics. Top management's strategic interventions are critical in determining success in strategic execution (Zacharias, *et al.*, 2015). Strategic decisions and actions cover competitiveness issues, financial choices, and resource allocation. Thus, strategic leadership is directly related with corporate sustainability (Strand, 2014) and organizational performance (Staw & Ross, 1987). In this regard, in today's increasingly competitive business conditions strategic leadership is expected to be more of a critical issue within both leadership and organizational studies. Strategic leadership has been defined in many different ways. Almost all definitions consider the top management's characteristics, their way of doing things, and the way they affect organizational performance (Finkelstein, *et al.*, 2009). The boards, executives, and top management teams naturally play significant roles in determining the strategic direction and how the strategy gets translated into everyday execution. In this regard, strategic leadership also encompasses how the methods preferred by top management gets translated into action through organizational communication schemes (ARIKAN & ENGİNOĞLU, 2016).

Crossan *et al.* (2008) defined strategic leadership as the integration of three dimensions. These dimensions are leadership of self, leadership of others, and leadership of organization. There are several different perspectives as to the nature and the level of analysis of strategic leadership which have evolved in the literature so far. Boal (2004) claims that there is a link between strategic leadership and organization's past, present, and future. According to him strategic leadership focuses on strengths and weaknesses of organizations and opportunities and threats of the external environment. Ireland and Hitt (2005) define strategic leadership as a competency to envision proactively, think strategically, and struggle for the organization's future at the individual level. According to Elenkov *et al.* (2005) strategic leadership is a process of creating a vision, motivating employees, forming strategies at both individual and organizational levels. Ireland and Hitt (2005) explained the components of strategic leadership as 1) determining of organization's vision and goals, 2) exploiting and sustaining organization's core competencies, 3) developing human capital, 4) maintaining an effective corporate culture, 5) emphasizing ethical behaviors, and 6) designing a balanced control system. They further claim that especially in the 21st century organizations depend more heavily on the positive effect strategic leadership has on creating and sustaining competitiveness. According to them highly competitive nature of the global economy combined with the requirements of the modern competitive landscape make it a necessity for the organizations that top executives be more insightful in determining and executing the corporate strategies. Their views can be widened to include organizations in general. Burgelman and Grove

(2007) identify strategic leadership as a strategizing process which provides better corporate sustainability and longevity. According to Narayan and Zane (2009) strategic leadership is influenced by two major elements, namely internal and external elements. Internal elements are the organizations' structure, vision, values, goals, strategies, and management style. On the other hand, external elements are composed of customers, suppliers, partners, competitors, investors, and government. In an attempt to uncover the dynamics taking place in strategic leadership issues, Ozer and Tinaztepe (2014) have conducted a quantitative study covering 215 executive respondents. Their findings suggest that among transformational, transactional, and paternalistic leadership styles relationship-oriented strategic leaders are most common in business environments. The distinction between *leadership* and *strategic leadership* is critical in understanding the role of strategic leadership concept in modern business settings. According to Hambrick and Pettigrew (2001) leadership theory is more general in essence. There are leaders at every level of hierarchy in the organization and leadership focuses on the relationship between leaders and their followers. On the other hand, strategic leadership focuses on strategies and the organization's future (Vera & Crossan, 2004), and therefore is solely focused on top management and the effect it exerts on the overall organization. Norburn (1989) emphasizes the kind of different roles middle managers and top managers play. Strategic actions taken through the strategic leadership function of top management and executives reflect themselves mainly in three categories [3]. These categories are 1) competitiveness issues, 2) financial choices, and 3) resource allocation decisions. Competitiveness issues cover acquisitions and the kind of strategic alliances companies may engage in. Financial choices include the kind of cash management and investment strategies executives prefer. Resource allocation decisions have both more day to day operational consequences as well as more structural fixed asset related results (ARIKAN & ENGİNOĞLU, 2016). As for the characteristics of strategic leaders, utilizing and sustaining core competencies and turning them into performance measures require leaders of organizations in today's world to be more engaged in developing human capital. As the abilities and the knowledge of the workforce get more advanced employees' way of being led and motivated naturally is expected to evolve as well. Strategic leadership, thus, can be viewed to fill this gap in modern organizations. Long-term success can be achieved through more employee involvement as practiced in participative management techniques (ARIKAN & ENGİNOĞLU, 2016).

Schoemaker and Krupp (2015) identified six distinct abilities of strategic leaders. These abilities are as follows:

- **Anticipating Ability:** This ability refers to evaluating and responding to signals from the organization's business environment for struggling against the rivals.
- **Challenging Ability:** This ability refers to thinking creatively and finding creative solutions for problem solving.
- **Interpreting Ability:** This ability refers to developing hypotheses about dynamic environmental conditions.
- **Deciding Ability:** This ability refers to generating and evaluating excess options for forming organization's strategies and designing its future.
- **Aligning Ability:** This ability refers to motivating employees around the strategic vision and values.
- **Learning Ability:** This ability refers to knowledge acquisition from the external instead of the internal environment.

In addition, Rowe (2001) stated that the most important part of strategic leadership is influencing employees in the whole organization. He determines the characteristic of strategic leaders as follows:

- Integration of managerial and visionary leadership.
- Emphasis on ethical conduct and ethical decision making.
- Management of daily operations and long-term strategic responsibilities.
- Development and the execution of strategies to enhance organizational competitiveness.

- Having a strong foresight for future performance of organization.
- Usage of strategic and financial tools for strategic control.
- Share of explicit and implicit knowledge on individual and organizational levels.
- Utilization of linear and nonlinear thinking and management tools.

Strategic leaders' behaviors affect organizational decision making process. Strategic leaders have to focus on organizations' external environment. According to Friday-Stroud and Sutterfield (2007) strategic leaders should consider the following criteria in their strategic decision making process;

- Setting the organizational goals, mission and vision clearly;
- Performing analyses such as SWOT analysis, pest analysis, gap analysis, and statistical analyses using relevant management tools;
- Determining standardized performance measures;
- Attaining and allocating appropriate financial and nonfinancial resources to perform the decision;
- Evaluating the results of the strategic decision and controlling whether or not the desired targets are achieved.

Steptoe-Warren *et al.* (2011) defined the role of strategic leaders as strategic thinkers who understand both the internal and external factors which impact the organization's future. They explain strategic thinking as two distinct processes. These processes are planning and thinking. Planning comprises of analysis, systems, and policies whereas thinking is made up of strategies, innovation, and creativity. Therefore, the integration of strategic thinking and the decision making process can be regarded as the new and contemporary way of dealing with the rivals. Struggling in the modern competitive environments are no longer enough to sustain strategic success over time. Strategic leaders act as strategic thinkers and in this way they provide a competitive edge to their organizations.

2.5 Leadership approaches

Northouse (2009; Pp: 10-13) came up with approaches to leadership. These approaches give deeper understanding to leadership and make leadership concept easily comprehensible. Moreover, these approaches provide a direct understanding of leadership principles. The following are the approaches to leadership: style approach, situational approach, trait approach and skill approach. (Northouse, 2009). These approaches are explained in the table below:

2.6 Ethical Issues in Leadership

The importance of personal values as a component of leadership is part of several of the models of leadership discussed here. While values represent concepts or principles that are considered to be valuable or important, ethics include behavioral guidelines for operationalizing values. The leader's role in developing and encouraging the use of shared values in the organization is worth special emphasis. According to Gill (2006), "creating a sense of shared core values that support the organization's vision, mission and strategies requires their integration into every policy, procedure and process concerning employees: recruitment and selection, performance and management appraisal, training and development, promotion and rewards" (p. 152). A homeless shelter used a process to develop shared organizational values (Packard, 2001), which were built into organizational processes, as Gill suggested. Organizational culture, discussed above, is a useful medium through which to share and disseminate organizational values. However, actually changing and institutionalizing organizational values, a deep aspect of culture, requires ongoing, concerted leadership over a period of years. Manning (2003) has asserted that culture is the "context for ethics" in an organization (p. 197), and that leaders must develop an "ethical framework," which includes the agency's mission, values statement, and ethical code, to guide staff (p. 221).

Table 1. Leadership Approaches according to Northouse (2009)

No.	Leadership Approach	Points of Strength	Points of Weakness
1.	Situational approach: Although this approach focus mostly on event as it occurs, it extensively applied during training and development. In this approach, the leader examines the situation and applies the desired style to the followers. Moreover, the leaders have the responsibility of determining the level of development of employees on a particular task.	The flexibility of the leader is highly stressed. Mostly used in training and development The prescriptive value is very high It is practically applicable in all contexts	It is criticized for not addressing the issue of one to one Obscurity of development levels. Obscurity of commitment The prescription of models not fully substantiated.
2.	Style approach: This approach is concentrated on the action of the leader, how the leader leads and the leaders behavior. Most researchers studying this approach conclude that there are two main behaviors of leaders under this approach. The first behavior is the task behavior which facilitates goal accomplishment. The second is the relationship behavior, this makes subordinates feel at home with themselves and their co workers. Moreover, style approach also provides framework for assessing leadership behavior. It also reminds leaders that the task they perform and the relationship they create make lots of impact.	The style of operation makes it unique Application is easy. It is applicable to every action of the leader. Leadership studies give credibility to the approach	Unsubstantiated published research findings. The approach is not employee oriented. It provides no replacement system for future leaders. Lack of consistency in behavior.
3.	Trait approach: Known as one of the oldest approach yet coined from the Great mans theory. This approach assumes that the effectiveness of a leader is dependent on psychological, physiological or appearance traits. Although it focus on the leader, yet it selects the right people. The researchers who came up with this approach often make a list of attributes that they believe must be possessed by a great leader. However, trait approach has done little in contributing to the understanding of leadership as a concept.	It focus on organizational goal It provides benchmark It focus on the leader It was one of the pioneer of leadership study	Employees interest is limited There is no end to list of traits Lack of situation consideration Failed the test of time
4.	Skill approach: This approach concentrates on skills and abilities that can be developed. Under this approach, the leader use ability and skill to solve problems and accomplish goals and objectives. Skill acquisition is the major yardstick for measuring a successful leader under this approach. Below are the strength and weakness of skill approach.	Leadership is centered on skill. It makes leadership available to everyone as it is attainable. It produces an expert leader. It is a consistent approach	Less precision due to boundless skill Skills can be trait-like Fails to explain the relationship between skill and leadership There is more to leadership than just skills.

She sees leaders as “architects” of organizational structures and processes that “enhance and promote a moral vision and ethical action,” concluding that “the essence of ethical leadership is enacting professional values through every decision and action—values that contribute to the common good” (p. 264). The articulation and promotion of organizational values and ethical standards is thus a core aspect of leadership. Leaders can use models of transformational, exemplary, and servant-leadership in their daily behavior and in the ongoing maintenance of an ethical organizational culture.

2.7 Leadership styles and job satisfaction

In order to improve the level of performance, the level of employee satisfaction has to be identified. Job satisfaction has to be properly viewed so as to realize its impact on the employees. The succeeding paragraphs explain what job satisfaction is. One of the most frequently used definitions of job satisfaction was introduced by Locke (1976, p. 1300), who defined it as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. In this definition, Locke assumes that affective feelings result from cognitive appraisals. In congruence with other needs satisfaction researchers, Locke extends the construct of job satisfaction to include both affective and cognitive domains.

Job satisfaction mainly refers to the employee’s state of mind towards the nature of the work, fellow workers relationship, working environment and the degree of fulfillment at work brings about job satisfaction (Taiwo Olawale, 2013). There are several reasons behind employee satisfaction and contentment, a good career opportunity, making a living and perfect working condition makes most employees satisfied. Coming up with a general and acceptable definition for job satisfaction has always been a herculean task for most scholars. This is due to the fact that occupation differs and the working conditions are always different. This factor makes it imperative for employers to make sure employees are satisfied, the more satisfied the employees the more productive and committed to the organization they become (Ray & Rizzacasa, 2012). Eedmond (2016) stated that job satisfaction is the most widely researched job attitude and among the most extensively researched subjects in Industrial/Organizational Psychology (Judge & Church, 2000). Several work motivation theories have corroborated the implied role of job satisfaction. Work satisfaction theories, such as Maslow’s (1943) Hierarchy of Needs, Herzberg’s (1968) Two-Factor (Motivator-Hygiene) Theory, Adam’s (1965) Equity Theory, Porter and Lawler’s (1968) modified version of Vroom’s (1964) VIE Model, Locke’s (1969) Discrepancy Theory, Hackman and Oldham’s (1976) Job Characteristics Model, Locke’s (1976) Range of Affect Theory, Bandura’s (1977) Social Learning Theory, and Landy’s (1978) Opponent Process Theory, have tried to explain job satisfaction and its influence.

Such expansive research has resulted in job satisfaction being linked to productivity, motivation, absenteeism/tardiness, accidents, mental/physical health, and general life satisfaction (Landy, 1978). A common theory within the research has been that, to an extent, the emotional state of an individual is affected by interactions with their work environment. People identify themselves by their profession, such as a doctor, lawyer, or teacher. Hence, an individual's personal well-being at work is a significant aspect of research (Judge & Klinger, 2007). The most widely accepted theory of job satisfaction was proposed by Locke (1976), who defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1975, p.1304).

Job satisfaction has emotional, cognitive, and behavioral components (Bernstein & Nash, 2008). The emotional component refers to job-related feelings such as boredom, anxiety, acknowledgement and excitement. The cognitive component of job satisfaction pertains to beliefs regarding one's job whether it is respectable, mentally demanding / challenging and rewarding. Finally, the behavioral component includes people's actions in relation to their work such as tardiness, working late, faking illness in order to avoid work (Bernstein & Nash, 2008). Olawale Taiwo (2013) stated that when employers ensure job satisfaction, it becomes profitable for the company in the long run by saving cost on training, recruitment, and absenteeism and retraining. Another reason why employees lose interest in their jobs can be as a result of monotonousness of work load, work place conflict or inadequate payment of salaries. Moreover, the sole responsibility of ensuring employee happiness rests with the managers and leaders. Work must match employee capability and performance ability in order to be productive. A conducive working condition also plays a vital role in employee job satisfaction; also the comfort an employee enjoys at work enables the employee to contribute the best that can be offered. As it is becoming clearer by the day that increment in pay is not a prerequisite for job satisfaction, rather salaries should be comparative to position and work been carried out. This is where feedback comes into play as leaders and employers can determine if all is well with the employees (ibid 15-16).

2.7.1 Job satisfaction and its impact on employees

Arguably, employees are the most vital assets of any organization. However, getting the very best out of the employees remains an arduous task. As it were, the attainment of increased level of performance and efficiency has been the priority of any organization. Thus satisfied employees display positive attitude towards their job. Hence, the positive attitude will increase the quality of employee performance and vice versa. It can be illustrated that when an employee feels satisfied about the job, the employee is motivated to input greater effort and in turn help in the attainment of organizational goal. Alternatively, the result of job dissatisfaction can cause an organization an unmatched loss such as resignation, recruitment cost, disruption of work flow and retraining.

Improved productivity: A perfect state of mind of an employee always results into better output and increased productivity. Conventionally, a happy employee always results into a satisfied customer. As part of the employee's role to reflect the good image of its organization, by doing this, the employee gets both intrinsic and extrinsic accolade which results into satisfaction. Better efficiency of employees translates into a healthy base line for a company and in the long run huge profitability. Punctuality is another factor that has to be taken into consideration, there is an interrelationship between job satisfaction and absenteeism at work. The more employees keep turning over, the more working activities keep getting disrupted and also increasing cost of training and recruitment. Thus, the employee turnover is been reduced to the minimum to save cost and promote normal working operations (Faragher *et al.*, 2005). Faragher added that while job satisfaction plays an important role at the employee level as a determinant of individual well-being, at the aggregate level, it equally affects worker productivity and retirement decisions, and ultimately, a society's economic prosperity (ibid).

Increased Commitment: The level of commitment of employees in an organization will determine the success of the organization in today's competitive world. By performing at the peak of their abilities, employees emulate their employers and contribute to the growth of the company. However, in order to earn the commitment of any employee, job security has to be ensured alongside safe working conditions. Commitment itself is defined as the degree to which an employee identifies with the goals and values of an organization and is willing to exert effort to help it succeed (Meyer & Allen, 1991). In line with Meyer and Allen's (1991) commitment model, commitment has three different approaches that correspond with various psychological situations. These approaches were formed to help in understanding preexisting research and serve as a model for further research. The approaches include: Affective, Continuance and Normative commitment. In its explanation, it is clear that commitment to an organization is a psychological state (Meyer & Allen, 1991).

Affective Commitment: This refers to employees' positive emotional attachment to an organization. This commitment is often influenced by demographical factors such as: sex, education, age, tenure and so on. Meyer and Allen (1991) further mentioned that this type of commitment is neither strong nor consistent (Meyer & Allen, 1991).

Continuance Commitment: This refers to the perceived potential consequences that may result from leaving an organization. An employee whose sole reason of staying in an organization is continuance commitment, ponder on matters such as wasted time, employment uncertainty, accumulated pension, organizational affiliation and personal relationships (17-18).

Normative Commitment: This is a feeling of compulsive continuity which emanates from pressures prior to joining the organization. For instance, if an organization has invested heavily in an employee, the feeling of obligation sticks within the employee to remain in the organization. (Meyer & Allen, 1991).

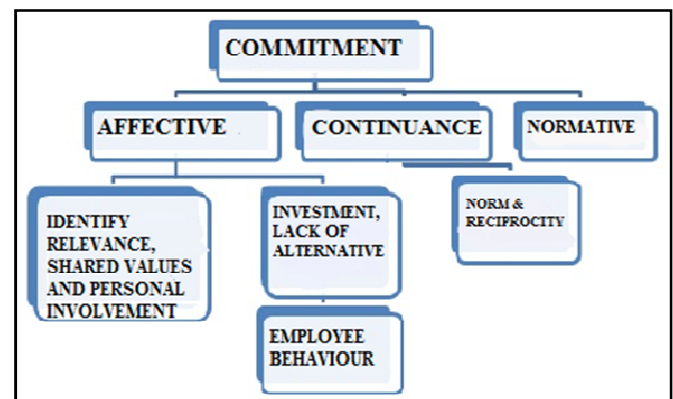


Figure 3. Three dimensions of organizational commitment (Meyer & Allen, 1991)

Variables of Job Satisfaction/Dissatisfaction

People tend to evaluate their work experiences based on feelings of satisfaction or dissatisfaction regarding their job, as well as the organization in which they work (Jex, 2002). There are many probable influences that affect how favorably an individual appraises his or her job. Through years of extensive research, psychologists have identified numerous variables that seem to contribute to either job satisfaction or organizational commitment (Glisson & Durick, 1988). To explain the development of job satisfaction, researchers have taken three common approaches: job characteristics, social information processing (organizational characteristics), and dispositional (worker characteristics) (Glisson & Durick, 1988; Jex, 2002).

Job Characteristics: Job characteristics approach research has revealed that the nature of an individual's job or the characteristics of the organization predominantly determines job satisfaction (Jex,

2002). According to Hackman & Oldham (1980), a job characteristic is an aspect of a job that generates ideal conditions for high levels of motivation, satisfaction, and performance. Furthermore, Hackman & Oldham (1980) proposed five core job characteristics that all jobs should contain: skill variety, task identity, task significance, autonomy, and feedback. They also defined four personal and work outcomes: internal work motivation, growth satisfaction, general satisfaction, and work effectiveness which have been added to the more popular dimensions of job satisfaction assessment: the work itself, pay, promotional opportunities, supervision, and co-worker relations (Smith *et al.*, 1969). According to Locke (1976), work facets differs as per individual perception. For example, one employee may feel that pay rate is extremely important while another may feel that social relationships are more important. To explain the effects of these differences, Locke (1976) put forth the ideas of the range of affect theory. The hypothesis of this theory is that employees weigh facets differently while assessing job satisfaction (Locke, 1976). Consequently, this leads to an individual measure of satisfaction or dissatisfaction when expectations are met or not. For example, the job satisfaction of an employee who places extreme importance on pay would be positively impacted if he or she receives a salary within expectation. Conversely, his or her level of pay would minimally impact the job satisfaction of an employee who places little importance on pay.

Social information processing (organizational characteristics):

Based mainly on Festinger’s (1954) Social Comparison Theory, Jex (2002) explains that during social information processing, employees look to co-workers to make sense of and develop attitudes about their work environment. In other words, if employees find their co-workers positive and satisfied then they will most likely be satisfied; however, if their co-workers are negative and dissatisfied then the employee will most likely become dissatisfied. Generally, “the research on social information processing theory supports the idea that social environment does have an effect on employees’ attitudes and behaviors” (Aamodt, 2009, p. 374).

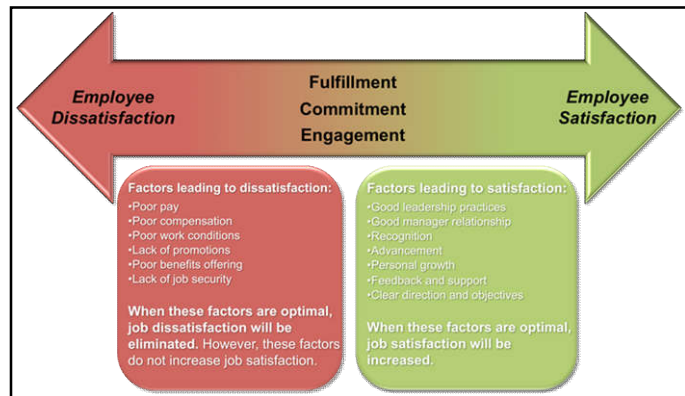


Figure 4. Job Satisfaction Model (Field, 2008)

Dispositional (worker characteristics): Internal disposition is the crux of the latest method of explaining job satisfaction which hints some people being inclined to be satisfied or dissatisfied with their work irrespective of the nature of the job or the organizational environment (Jex, 2002). More simply put, some people are genetically positive in disposition (the glass half full), whereas others are innately negative in disposition (the glass half empty). For instance, a study of twins who were reared apart (same genetic characteristics but different experiences) found that 30 percent of inconsistency in satisfaction was accredited to genetic factors (Arvey *et al.*, 1989). Several years of research have been conducted on the dispositional source of job satisfaction, and have presented strong evidence that job satisfaction, to some extent, is based on disposition (Judge & Larsen, 2001). Dispositional affect is the predisposition to experience related emotional moods over time (Judge & Kammeyer-Mueller, 2008). Accordingly, this approach assumes that an employee’s attitude about his or her job originates from an internal (mental) state. Positive affect is a predisposition favorable to positive

emotional experience, whereas negative affect is a predisposition to experience a wide array of negative emotions (Watson, Clark, & Carey, 1988). Positive affective people feel enthusiastic, active, alert and optimistic while negative affective people feel anger, contempt, disgust, guilt, fear and nervousness (Watson, Clark, & Tellegen, 1988). There is ample evidence supporting disposition causing job satisfaction from a Social Cognitive aspect as well. Causation through disposition indicates that job satisfaction can be determined by an individual’s general overall outlook. In psychology, Cognitive Theory of Depression states that an individual’s thought process and perceptions can be a source of unhappiness. Moreover, the automated thoughts and processes (Beck, 1987) resulting from irrational and dysfunctional thinking perpetuate emotions of depression and unhappiness in individuals. Judge and Locke (1992) examined these concepts in detail. They discussed cognitive processes like perfectionism, over-generalization and dependence on others as causation for depression leading to unhappiness. They claimed that subjective well-being resulting from an affective disposition leads to individuals experiencing information recall regarding their job. In short, happy individuals tend to store and evaluate job information differently than unhappy individuals. This type of recollection indicates that job satisfaction may be influenced by subjective well-being. Tait, Padgett, and Baldwin (1989) performed a meta-analytic review discovering an average correlation between job and life satisfaction to be 0.44, which supports the theory of dispositional effect on job satisfaction. In addition, Howard and Bray (1988) determined through a study they performed on AT&T managers that motives such as ambition and desire to get ahead serve as some of the strongest predictors for advancement. Also, Bandura (1986) states that individual’s aspirations become their standards of self-satisfaction indicating that those with high goals, theoretically, should be harder to satisfy than people with low goals. This would indicate that a high level of ambition resulting from high standards can point to a lower satisfaction as an end result. In addition, it is often the case that unsatisfied workers are highly ambitious but unhappy as a result of their inability to be promoted within an organization. For this reason, ambition can negatively influence job satisfaction. However, Judge and Locke (1992) caution that dysfunctional thinking is not singularly responsible for dispositional factors affecting job satisfaction. They mention self-esteem, locus of control, self-efficacy, intelligence, and ambition as well.

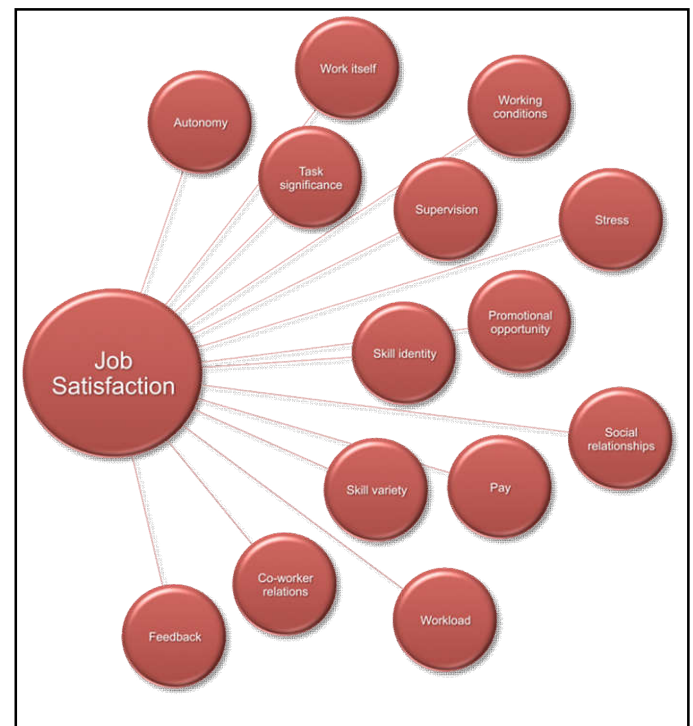


Figure 5. Facets of job satisfaction (Hackman& Oldham, 1980; Smith, Kendall and Hulin, 1969)

2.7.3 Kinds of job satisfaction

There are essentially two types of job satisfaction based on the level of employees' feelings regarding their jobs. The first, and most analyzed, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job.") (Mueller & Kim, 2008). The second is job facet satisfaction, which refers to feelings regarding specific job aspects, such as salary, benefits, work hierarchy (reporting structure), growth opportunities, work environment and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage.") (Mueller & Kim, 2008).

According to Herzberg (1993), there are different kinds of job satisfaction. Below is a list of these kinds:

1. **Overall job satisfaction:** This is experienced when employees considers a whole job and everything about it. It is also the combination of both Intrinsic and Extrinsic job satisfaction
2. **Intrinsic job satisfaction:** This is also experienced when employees considers only the work they do and the tasks that makeup the job.
3. **Extrinsic job satisfaction:** This is experienced when employees considers their working conditions such as salaries comfort, supervision and performance appraisal (ibid). Herzberg suggests that for an organization to promote job satisfaction, it has to put into consideration the nature of the work, improvement in supervision, adequate reimbursement and good working condition. Moreover, Herzberg added that job satisfaction is dependent on the extent to which the employees need to match with the job characteristics. The variety of skill, task identification and task significance helps employees to experience the meaningfulness of work. Thus, all the three aforementioned requirements results into motivation, productivity, effectiveness and satisfaction (Herzberg, 1993).

The application of job satisfaction in the workplace is a difficult concept to grasp due to its individualistic and situational nature. What one employee desires from work, another may not. For instance, one employee may put salary in high regard, while another may find autonomy the most important. Unfortunately, one aspect alone will most likely not effect an employee's job satisfaction.

According to Syptak, Marsland, and Ulmer (1999), there are numerous aspects of a job through which an organization can manage increase satisfaction in the workplace, such as:

- **Company Policies-** Policies that are transparent, fair and applied equally to all employees will decrease dissatisfaction. Therefore, fairness and clarity are crucial in improving employee attitude. For example, if a company has a policy for lunch breaks having the same length and time for all, it will be seen as a norm and will help cut down on wasted time and low productivity.
- **Salary/Benefits** - Making sure employee salaries and benefits are comparable to other organization salaries and benefits will help raise satisfaction. If a company wishes to produce a competitive product they must also offer competitive wages. Furthermore, this can help reduce turnover, as employees will invariably be more satisfied when paid competitive wages as opposed to being underpaid.
- **Interpersonal/Social Relations** - Encouraging employees to develop a social aspect to their job may increase satisfaction as well as develop a sense of teamwork. Co-worker relationships will benefit the organization as a whole since teamwork is a very important aspect of organization productivity and success. Moreover, when people are allowed to develop work relationships they care more about pulling their own weight and not letting co-workers down. Employee involvement groups are a great way to help employee's

interact with individuals outside their department or organization.

- **Working Conditions** - upgrading facilities and equipment and ensuring employees have adequate personal workspace can decrease dissatisfaction. A cramped employee is a frustrated employee plus faulty equipment leads to frustration in trying to get work done.
- **Achievement-** Ensuring employees are appropriately placed to utilize their talents may enhance satisfaction. When employees are given proper role and feel a sense of achievement and challenge, their talents will be in line with the goals best suited for them.
- **Recognition** - Ensuring a job well done is duly acknowledged increases the likelihood of employee satisfaction. Positive and constructive feedback boosts an employee's morale and helps them work at the desired level and towards the desired direction.
- **Autonomy** - Giving employees the freedom and sense of ownership of their work may help raise job satisfaction as the individuals realize they are responsible for the outcome of their work.
- **Advancement** - Allowing employees showing high performance and loyalty, the room to advance will help ensure satisfaction. A new / higher position and sense of responsibility can often increase job satisfaction in an employee.
- **Job Security** - Especially in times of economic uncertainty, job security is a very crucial factor in determining an employee's job satisfaction. Giving an employee the assurance that their job is secure will most likely increase job satisfaction.
- **Work-life Balance Practices-** In times where the average household is changing, it is becoming increasingly important for an employer to recognize the delicate balancing act that its employees perform between their personal life and work life. Policies that cater to common personal and family needs can be essential to maintaining job satisfaction.

On its Survey of 600 U.S. employees which was conducted in November-December 2015 about the employee job satisfaction and engagement, SHRM (2015) (THE Society For Human Resources Management) identified factors that influence overall employee satisfaction and engagement in the workplace. The findings of this survey were very vital in providing insight on employee preferences and highlight key areas for organizations to consider as they develop and enhance initiatives for organizational improvement. The survey assessed the aspects of employee job satisfaction and the aspects of employee engagement. Each year the aspects are examined and modified, if necessary. The aspects are categorized into the following eight areas: career development, compensation, benefits, employee relationship with management, work environment, conditions for management engagement, opinions, and engagement behaviors. According to SHRM (2015), the 'Top Contributors' to the employees' job satisfaction are the following:

2.8. Leadership Styles and Employees' Performance

Here employee performance is simply the result of patterns of action carried out to satisfy an objective according to some standards. This means employee performance is a behavior which consists of directly observable actions of an employee, and also mental actions or products such as answers or decisions, which result in organizational outcomes in the form of attainment of goals. Ibrahim (2004) defined job performance as an important activity that provides both the goals and methods to achieve the organizational goals and also provide the achievement level in term of out-put. El-Saghier (2002) considered it as an effort of an employee to achieve some specific goal, the researcher will adopt this definition. The challenges of coping with today's uncertain business environment have put many organizations on their toes to struggle for survival in the heat of competition.

Table 2. SHRM's (2015) Top Contributors' to the employees' job satisfaction

1.	Respectful treatment of all employees at all levels.
2.	Compensation/pay.
3.	Job security.
4.	Trust between employees and senior management.
5.	Opportunities for the employees to use their skills and abilities in their work.
6.	Organization's financial stability.
7.	Relationship with immediate supervisor.
8.	Feeling safe in the work environment (e.g., physical safety, taking measures to prevent violence in the workplace, acts of terrorism).
9.	Immediate supervisor's respect for the employee's ideas.
10.	The work itself (it is interesting, challenging, exciting, etc.).
11.	Management's recognition of employee job performance (feedback, incentives, rewards).
12.	Communication between employees and senior management.
13.	Career advancement opportunities within the organization.
14.	Autonomy and independence to make decisions.
15.	Management's communication of organization's goals and strategies.
16.	Overall corporate culture (e.g., organization's reputation, work ethics, values, working conditions).
17.	Teamwork within department/business unit.
18.	Meaningfulness of job (understanding how your job contributes to organization's mission).
19.	Job-specific training.
20.	Relationships with co-workers.
21.	The organization's overall commitment to professional development.
22.	Teamwork between departments/business units.
23.	The contribution your work has on the overall business goals of the organization.
24.	Career development opportunities.
25.	The variety of employee's work (e.g., working on different projects, using different skills).
26.	Networking opportunities.
27.	Organization's commitment to corporate social responsibility (balance financial performance with contributions to the quality of life of its employees, the local community and society at large).
28.	Organization's commitment to a diverse and inclusive workforce.
29.	Organization's commitment to a "green" workplace.

The driver of such strategic move towards surviving the competition is the leadership provided by managers who are expected to influence others in achieving organizational goals and also boost employee's performance. Shafie *et al.* (2013) explains the importance of leadership in organizations and especially on human beings who are apparently the biggest asset of any firm; "The main drivers of organizations are usually employees, they give life to the organizations and provide goals" (Shafie *et al.*, 2013). It is very paramount to provide workers with direction and psychological satisfaction to get the best from them, this direction can only come from leaders. In fact, leadership is very critical for all organizations in realizing their set objectives. Since leadership is a key factor for improving the performance of many if not all organizations and the success or failure of an organization depends on the effectiveness of leadership at all levels. Furthermore, the discussion on the relationship between leadership styles and performance has been discussed often by the scholars. Many research done before showed the results that leadership styles have significant relation with the organizational performance, in which different style of leadership can determine the relationship between the leadership styles and the organizational performance either it may have positive correlation or negative correlation (Wang, Shieh, & Tang, 2010).

Sun (2002) compared the leadership styles and the organizational performances have significant results where the findings showed that there is a positive correlation between leadership styles and performance. Understanding the effects of the leadership on performance is important because it is perceived as vital driving forces for improving a firm's performance (Obiwuru *et al.*, 2011). The main goal of any organization is to enhance the job performance of its employees so that it could survive in this highly competitive environment. Performance is a multidimensional construct and an extremely vital criterion that determines organizational successes or failures. Prasetya and Kato (2011) define performance as the attained outcomes of actions with skills of employees who perform in some situation. According to Pattanayak (2005), the performance of an employee is his/her resultant behavior on a task which can be observed and evaluated. To Pattanayak, employee performance is the contribution made by an individual in the accomplishment of organizational goals. Paracha *et al.* (2012) is in support of this "Leaders play essential role in accomplishment of goals and boost employee's performance by satisfying them with their jobs" (p.55) Leadership is perhaps the most thoroughly investigated organizational

variable that has a potential impact on employee performance (Cummings and Schwab, 1973). "It is a vital issue in every organization primarily because the decisions made by the leaders could lead to success or business failure". Notably, it has been widely accepted that effective organizations require effective leadership and that employee performance together with organizational performance will suffer in direct proportion to the neglect of this, Fiedler and House (1988). Furthermore, it is generally accepted that the effectiveness of any set of people is largely dependent on the quality of its leadership – effective leader behavior facilitates the attainment of the follower's desires, which then results in effective performance (Fiedler & House, 1988). A good leader understands the importance of employees in achieving the goals of the organization, and that motivating the employees is of paramount importance in achieving these goals. Different leadership styles bring about different consequences, which have direct or indirect impact on the attitude and behaviors of the employees. The effectiveness of any set of people is largely dependent on the quality of its leadership – effective leader behavior facilitates the attainment of the follower's desires, which then results in effective performance (Fiedler and House, 1988). Further, Leadership is the most investigated organizational variable that has a potential impact on employee performance (Cummings and Schwab, 1973). Leadership has a positive influence towards employee performance (Shahab and Nisa, 2014) and therefore play important roles to ensure the increase of organization and individual performance (Gul *et al.*, 2012). Therefore, from the preview of literature it is evident that the research evidence on the effect of leadership style on employee performance that leadership style can explain significant number of performance outcomes at individual and organizational level. Employee performance which is perceived as: Executing defined duties, meeting deadlines, team input, and the cohesion of both leadership and performance should be evident through style and approach used by managers in the attempt to cause efficiency which requires specific leadership approaches to unique performance challenges in achieving departmental goals. The above should as pointed by Armstrong (2005) lead to efficiency, specialization, effective feedback and good organizational relations.

2.9 The Hashemite Kingdom of Jordan's profile

Jordan, officially the Hashemite Kingdom of Jordan is a sovereign Arab state in Western Asia, on the East Bank of the Jordan River.

Jordan is bordered by Saudi Arabia to the south, Iraq to the north-east, Syria to the north, Israel and Palestine to the west. The Dead Sea lies along its western borders and the country has a small shoreline on the Red Sea in its extreme south-west, but is otherwise landlocked. Jordan is strategically located at the crossroads of Asia, Africa and Europe. The capital, Amman, is Jordan's most populous city as well as the country's economic, political and cultural center. The Hashemite Kingdom of Jordan is a small country located in the Middle East. According to the Jordanian Department of Statistics, Jordan's geographical area is 89,213 sq. km and a population numbering 10 million with an urbanization rate of 82.6 percent and 37.3 percent of the population under 15 years old. Jordan is classified by the World Bank as a "lower middle income country". The per capita GDP was US \$4,512 in 2010, and 12.5 percent of the economically active Jordanian population is unemployed. Education and literacy rates and measures of social indicators are relatively high compared to other countries in similar income levels (Alkhdour, 2011, Pp. 9-13). Jordan is rich in some natural resources; phosphate and potash are two of the most important. Jordan is classified as one of the largest producers and exporters of phosphate, potash and chemical fertilizers at the global level. Jordan is the world's sixth largest phosphate rock producer, the second largest exporter, and the seventh largest potash producer. The key challenges that Jordan faces are the scarcity of energy and water. Unlike most of its neighbor countries, Jordan is a non-oil country; around 97 percent of its energy needs are imported. Furthermore, Jordan has one of the lowest levels of water resources in the world. During the last two decades Jordan has moved from large government intervention in the economy toward an open and free market system where the ownership of enterprises is largely private and the market forces determine prices, interest rates, and wages. However, the exchange rate of the Jordanian dinar has been pegged with the US dollar since 1994 (JOD 1 = US \$1.4). Jordan is classified as a country of "high human development" with an "upper middle income" economy. The Jordanian economy, one of the smallest economies in the region, is attractive to foreign investors based upon a skilled workforce. The country is a major tourist destination, also attracting medical tourism due to its well-developed health sector. Nonetheless, a lack of natural resources, large flow of refugees and regional turmoil have hampered economic growth. The Jordanian economy depends largely on services sectors. Those sectors account for 68 percent of GDP and 75 percent of jobs, on average, during the last ten years. Despite that the Jordanian economy is dominated by the services sectors, service exports account for only 20 percent of total exports. Jordan is highly interrelated with other neighbor countries in the region. Arab Gulf states are considered the main job market for Jordanian labor. The number of Jordanians working abroad has been increasing over time due to a huge demand for skilled and highly qualified workers in the Arab Gulf states.

There are no accurate statistics about the Jordanians working abroad. The bulk of these workers are skilled laborers that work mostly in Saudi Arabia, followed by the United Arab Emirates, Kuwait, Qatar, Oman and other Arab Gulf countries. Consequently, remittances from Jordanians working abroad constitute a main source of the national income. The annual average of remittances from Jordanians working abroad during the last ten years constituted about 17 percent of the gross national income (GNP). In addition, Arabic countries are considered the primary trade partners of Jordan. Jordanian exports to the Arabic countries constituted on average 45 percent of total exports during the last ten years, while the Jordanian imports from those countries constituted on average 31 percent of total imports during the same period. Historically, Jordan has largely benefited from foreign grants, especially from Iraq and some of the Arab Gulf countries (Saudi Arabia, Kuwait, and United Arab Emirates). The golden period of foreign grants received by Jordan was during the oil boom of the mid 1970s and early 1980s. Due to the fall in world oil prices in the second half of the 1980s, Arab grants and Jordanian workers' remittances have witnessed notable reduction, which led to slow down in real economic growth. During the war between Iraq and Iran in the 1980s, however, Iraq became Jordan's main trade partner. Jordan's exports to Iraq accounted for more than 20 percent of total

Jordanian exports during that period. Furthermore, Iraq supplied Jordan with cheap oil, oil and financial grants, and low-interest loans. Iraq remained the major supplier of discounted oil and financial grants to Jordan and continued to be the largest market for Jordanian products until the second Gulf war in 2003 (ibid).

2.10 Previous studies

With respect to transformational leadership style and educational leadership, transformational leaders ultimately affect change through a bottom-up approach; several studies investigated the impact of Lewin's 3 leadership styles and transactional and transformational styles on organizations performance. The study of Biggerstaff (2012) concludes that the transformational and democratic leadership styles have positive influence on student learning. The study of Lizzio *et al.* (2011) of the informal and formal teachers' leadership styles in 167 high public schools in Australia found that teachers' behavior and their democratic leadership style had an influence on students success, their citizenship feeling and their interaction with colleagues. These findings were consistent with Chu & Kuo (2012) results which indicated that the leadership behaviors have an impact on the psychological contract in a Taiwan university. While the study of Chaudhry & Javrd (2012) focused on Transformational, Transactional and Laissez faire leadership style and their impact on motivation in banking sector of Pakistan to identify which leadership style is good for motivating employees, it was found that Transformational leadership has positive, strong and significant association with the commitment and at the same time motivational level in respect of Laissez Faire was low. Bodla & Nawaz (2010) conducted a comparative study between the public and the private institutes and universities in Pakistan concentrated on Transactional and Transformational leadership styles. The research results revealed that the transactional leadership style was used more in the public universities than the private, and this leadership style was more motivating than the transformational style in both sectors. While the results of Amzat & Ali (2011) showed that there was a positive significant relationship between Laissez faire leadership style and self-efficacy of the academic staff in the studied university which has positive results of the student's achievements while there was no significant relationship between the democratic and autocratic leadership style and self-efficacy of the academic staff in the studied university. Marie (2008) conducted a study in (17) Jordanian pharmaceutical manufacturing companies, found that there was a significant positive relationship between transformational leadership behavior, and human resource performance.

Two projects the Michigan and Ohio studies underpinned the investigation of leadership style.

1. University of Michigan Studies: In 1940s and early 1950s Michigan research centre identified two leadership dimensions:
 - Employee centered behavior focusing on employees' needs and their relationship.
 - Job centered behavior: focusing on getting the work done. (Buchanan & Huczynski, 2004).
2. Ohio State University Studies: The work of Michigan University ran concurrently with the Bureau of Business Research at Ohio State university studies. A survey was developed called the Leader Behavior Description Questionnaire; it measured leadership styles in two dimensions:
 - **Consideration:** support, mutual respect and trust and friendship between leaders and followers are the leadership behavioral indicators.
 - **Initiating Structure:** the leader by which organized Tasks to be done, and how, determine the type of relationships, and the direction of communication channels (Dessler, 2004).

Tahseen (2012) conducted a study about leadership styles. The study revealed that the democratic leadership style used by the school principal has no effect on teachers' job stress; while teachers were more stressed under the autocratic style. Bhatti *et al.* (2012) study found that the democratic leadership style had positively influence

teachers' job satisfaction and ownership feeling in both private and public schools in Pakistan, where the teachers' were free to express their fears, propose and exchange their ideas and views. In the academic institutions the distributed leadership style is used interchangeably with the democratic. It depends on distributing authority at all levels of the organizations rather than it is centralized at the top (Kawar, 2012). The distributed style is able to enhance & facilitate learning by extension & functional learning communities, and create high levels of commitment as a result of certain practices of such as trust, cooperation, participation in decision making and problem solving (Richmond & Manokore, 2010). With more authority granted to teachers, empowerment and coaching both inside and outside classrooms (Firestone & Martinez, 2007). This indicated that tasks are accomplished through a group of leaders working together in collaboration, role clarity and group cohesion (Humphreys, 2010; Saadi *et al.*, 2009; Hulpia, *et al.*, 2012). Research has demonstrated, to some degree, statistical associations between leadership styles and employee job satisfaction levels. Emery and Barker (2007) reviewed this association, and found that employees managed under a transformational leadership style displayed higher levels of job satisfaction, against associated factors such as charisma and intellectual stimulation. Conversely, employees managed under a transactional leadership style, displayed higher levels of job dissatisfaction, against associated factors such as management by exception. A study conducted by Flynn (2009), reveals that leadership is a process whereby one influences the behavior of another through personality and intellect rather than violence or threat. Leaders are unique, and varying leadership styles may influence transformation differently, with some leaders being more effective than others. According to Naidu and Van Der Walt (2005:2), an effective leadership style influences change and creates the impetus for transformation. Leadership is viewed as one of the fundamental drivers of organizational success for both now and the future. Therefore, the role of a leader is pivotal to organizational success in the current climate.

In one research, Awamleh (2005) investigated the transformational leadership style and its direct effect on job satisfaction and employees' performance in UAE banking. The UAE banking section has been selected in this study because of its importance in the economy and the company's remarkable contribution in UAE gross domestic product. Data analysis has been implemented through the multivariate regression approach. The results of this study show that leadership styles of Transactional and Transformational have a significantly positive effect on employees' job satisfaction and performance. In another study, Bushra *et al* (2011) investigated the Transformational Leadership technique and its effect on employees' job satisfaction. The study was done on the banking section of Lahore, Pakistan—with a statistical population of 133 bank employees. In another study, Cetin *et al* (2012) investigated the different leadership styles and communicative skills of top Turkish bank employees and the effect their leadership has on the lower-level employees' work ethic and motivation. The empirical findings of this study show that there is a strong relationship between transactional leadership style and communicative skills with job satisfaction, but there is not a significant relationship between individualized and transformational leadership styles with job satisfaction. Baysaka and Yener (2015) studied leadership styles and job satisfaction among hospital employees in Istanbul using correlation analysis by SPSS software. Results of this study show that there is a weak relationship between leadership style and perceived satisfaction. Saleem (2015) investigated the effect of leadership styles on job satisfaction with the mediating variable of perceived organizational politics. The study shows that transformational leadership has a positive effect on job satisfaction and transactional leadership has a negative effect on it. Findings also show that perceived organizational politics play the mediating role between leadership styles and job satisfaction. The study by Bučiūnienė and Škudienė (2008) has investigated the relationship between employees' organizational commitment dimensions and leadership styles and found positive correlations between a transformational leadership style and affective and normative employee commitments whereas a laissez-faire leadership

style was found to be negatively associated with employees' affective commitment. Lo *et al.* (2009) examined leadership styles and employees' organizational commitment in Malaysia manufacturing industry to ensure the successful management of employees and to improve productivity and achievements of an organization. They discovered that several dimensions of transactional and transformational leadership have positive relationship with organizational commitment but the impacts are stronger for transactional leadership style. Similarly, Marmaya *et al.* (2011) investigated the employees' perceptions of leadership style among Malaysian managers and its impact on organizational commitment and then found that leadership tends to be more transformational than transactional.

CHAPTER THREE

METHODOLOGY

After reviewing the literature related to the research area, this chapter describes the theoretical framework and the methodology employed in this study. It also presents the research design, population of the study, sample of the study, data collection method, procedure, and data analysis.

3.1 Study population and sample

This study aims to investigate the leadership styles adopted by the Jordanian managers in the Jordanian private firms. The population of the study consists of managers of various Jordanian private firms in the Hashemite Kingdom of Jordan. A random sample of managers were selected. 60 questionnaires were distributed, but 50 questionnaires were analyzed due to disqualification of the rest questionnaires for analysis.

3.2 Research instrument and the acquisition of the research data

The study followed the quantitative approach and a questionnaire was employed to generate the data from the respondents. As the research method, the questionnaire was employed to explore the managers' opinions regarding the subject of the study. To address the research question, empirical information were gathered via questionnaire. This tool was used to carry out the research and answer the research question. The researcher began by analyzing the background of the problem and the questionnaire was designed to ascertain the leadership style from the managers' perspective. Before the research was carried out, the case companies' managers were informed about the research topic and the expectations of the researcher. During the first phase of the research, questionnaires were distributed to the managers. And then the researcher analyzed the feedbacks of the respondents using percentage as a tool of measurement. Depending on the literature and previous studies, a questionnaire was developed for the purpose of collecting the required data; the tool has three parts: Part one aimed to collect data about sample characteristics (demographic information). Part two concerned with the following leadership styles: Democratic leadership style questions from, Autocratic leadership style, laissez-faire questions from. Likert five degree scale was used, the values were between 1: strongly disagree to 5 strongly agree. As for the research data processing and analysis, the quantitative analysis was used in analyzing and processing the gathered information, the research data was studied in depth. To analyze the quantitative information using, the researcher started off by converting all the research data into an electronic form. Through the use of excel spreadsheet, the research data was typed and categorized. As regards the information gathered through the questionnaires, a thematic analysis was created. Firstly, the information from the questionnaires was analyzed. The researcher sorted the information under various topics. At the end of the research, the researcher assembled all the results and responses, carefully considered them before interpretation and conclusions were reached.

3.3 Research design

There are two types of research methodologies; quantitative research, and qualitative research. The two types differ in many ways. The data

collection procedures in quantitative research (e.g., survey research using a questionnaire) result mainly in numerical data and these data are to be analyzed later using statistical methods. On the other hand, the data collection procedures in qualitative research (e.g., interview) result mainly in non-numerical and these data are to be analyzed using non-statistical methods (e.g., qualitative content analysis) (Dornyei, 2007). This study emerges from a quantitative perspective as the analysis of the data focuses on describing and leadership styles. The research method is a detailed outline on how information will be retrieved, how data is collected and what instruments will be employed. The quantitative research that will be applied includes the questionnaire method. The researcher concludes that the quantitative method best suits this research as it moves from specific observations to broader generalizations and theories.

3.4 The theoretical framework of the study

Several leadership theories have emerged over the years. The theories of leadership will be discussed in length in this section; these theories are needed to be presented in order to attain the objective of this research. Moreover, these theories support the researcher in finding answers to the research questions and interpreting of the research results.

3.4.1 Theory X and Y

Theory X and Y which deals with the motivational factors that influence employee behavior was one of the theories. Since Theory X and Y dealing with a complete system of interaction, similar to how a physical model simulates the behavior of a physical system, Theory X and Y considered as 'models'. Douglas McGregor is the one who constructed Theory X and Y in the 1960s. Theory X and Y created by McGregor has been a valid basic principle from which to develop positive management style and techniques. McGregor's ideas suggest that there are two fundamental approaches to managing people. Several managers influenced by theory x, and generally get poor results. On the other hand, liberal managers use theory y, which produces better performance and results, and allows people to grow and develop (Mohamed & Nor 2013). Moreover, McGregor's concept relatively relate to modern understanding of the Psychological Contract, which provides several ways to appreciate the unhelpful nature of X-Theory leadership, and the useful constructive beneficial nature of Y-Theory leadership. The aim of this research is to review and synthesizing concepts and ideas from related sources relying on literature reviews to argue that there is a relationship between Theory X, Theory Y management style with fulfillment of Psychological Contract. Theory X and Theory Y was an idea devised by Douglas McGregor in his book "The Human Side of Enterprise" 1960. It encapsulated a fundamental distinction between management styles and has formed the basis for much subsequent writing on the subject (Mohamed & Nor 2013). Theory X In the first few decades of the 20th century Theory X is the style that predominated in business after the mechanistic system of scientific management had swept everything away. Theory X is an authoritarian style where the emphasis is on "productivity, on the concept of a fair day's work, on the evils of feather-bedding and restriction of output, on rewards for performance (Tim Hindle 2003). Latterly Theory X has been considered as a negative way of dealing with employees. In this theory its assume that employees are, by nature, reluctant to fulfill the obligations of their job and instead will find ways to avoid work or otherwise reduce their work output in a bid to expend the least amount of effort possible. When there is more motivated management staff and owners urge the employees into making them work, the company will be successful and have productive employees as conceived by Theory X. In order to detect attempts by the staff to avoid work it is demanded a strict control and monitoring of behavior. The authority must keep a careful eye out for sabotaging effects by self-interested employees and find the cause of disruptions, handing out penalties in the belief that a sincere wish to avoid responsibility is the root cause for the majority of trouble (ibid). Theory Y is a participative style of management which "assumes that people will exercise self-direction and self-control in the achievement of organizational objectives to the degree that they are committed to those objectives". It is management's main

task in such a system to maximize that commitment (Tim Hindle 2003). In many ways, Theory Y is, the diverse to that of Theory X. Rather than taking the view that employees must be forced to do what management want and that they will not, under any circumstances, do anything beneficial for the company under their own direction, Theory Y states that employees actually become more productive when more trust and responsibility is delegated to them. According to Theory Y, employees do wish to work and be productive and the act of doing well at work is itself a strong motivator. Moreover if the employee's will seek responsibility and ways to be productive, if they are allowed to do so. Regarding to Charles M. Carson, (2005), McGregor theory Y stands in a unique place in management history and advocated a heightened awareness of management's responsibility for the human side of employer-employee relations. In a nutshell, according to McGregor: "Man is a wanting animal and as soon as one of his needs is satisfied, another appears in its place. McGregor urged companies to adopt Theory Y. Only it, he believed, could motivate human beings to the highest levels of achievement. Theory X merely satisfied their lower-level physical needs and could not hope to be as productive (ibid). To sum up, Douglas McGregor proposed, in 1960, 2 types of managers. Generally the 'Theory X' perceptions are that the employees lazy and need to be closely monitored and comprehensive control systems are needed. On the other hand, 'Theory Y' managers are opposite where they assumes employees are ambitious, enjoy work and are more productive if given the freedom to shine. This shows that the managers who use 'Theory Y' are positive people while manager who uses 'Theory X' are negative people.

3.4.2 The leadership contingency model theory

The Fred Fiedler presents the theory of Fiedler leadership contingency model theory in which he proposed that effective employees performance depended upon the proper match between a leaders' ability to lead is contingent upon situational factors that include the leaders' capabilities, preferred style, and behavior, competency of employees. This theory propounded that leaders should adopt that style which best to the situation and immediately stimulate the employee performance (Iqbal, *et al* 2015). An effective leader has a responsibility to provide guidance and share the knowledge to the employee to lead them for better performance and make them expert for maintaining the quality. And to become a head of all the team members is such a great responsibility. The introduction of clear standards of leadership promotes the corevalues and maturity on their role and responsibility. As the situation affects which functions the leaders carries out, it would also affect the manner in which the functions are performed. There are broadly three types of leadership styles according to (Carter, 2008 in Iqbal, *et al* 2015) who explained the different traits of each style that significantly affect the employee performance.

Autocratic/Authoritarian: Both words describe the type of leaders who give orders and expect instant obedient without argument. Plans and policies are made in isolation from the group. Orders are given without explanation for the reasons or of future intentions. The autocratic leaders do not become part of them at all, but merely direct it.

Traits of autocratic style: All decision making power is theirs, unrealistic in demands, uses excessive discipline and punishment, does not allow others to question decisions or authority, feels he/she is the abilities, critical of differing opinions, rarely gives recognition, is easily offended is offended, uses others for his/her benefit, actions oriented, highly competitive, useful in the short term focus.

Democratic/ Passive: Theoretically the best type of leaders. The democratic leader makes no suggestions but asks for the groups opinions. The group is left to make its own decisions democratically which, are then "rubber stamped" by the leader.

Participative: The participative leader is a leadership style in which employees takes part in the decision making process. Opinions of the group are sought by the participative leader who uses this information

to make decisions. The group is kept informed about the future and are allowed to debate and proposed Changes to long term policy.

Effect of different styles on employee performance: As elaborate by Myron Rush and Cole the participative style of leadership has a greater positive effect on employee performance in which situation employee feel power and confidence in doing their job and in making different decisions. And in autocratic style leaders only have the authority to take decisions in which employees' feels inferior in doing jobs and decisions. In democratic style employee have to some extent discretionary power to do work so their performance is better than in autocratic style.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This chapter concentrates on improvement suggestions and recommendations for further researches on the same subject. The improvement suggestions and recommendations are based on the analyzed research findings. The purpose of this research was to investigate the leadership styles practiced in the Jordanian private firms. The leadership styles which were investigated in this study are Kurt Lewin's (1890–1947) leadership styles; autocratic (also referred to as authoritarian), democratic, or laissez-faire. The study followed the quantitative approach and a questionnaire was employed to generate the data from the respondents. The population of the study consists of managers of various Jordanian private firms in the Kingdom of Jordan. A random sample of employees were selected. 60 questionnaires were distributed, 50 were analyzed. This study also aims to provide greater understanding of what attributes of leadership styles are useful for managers, and to consider which of these leadership styles contribute towards the employees' performance. This study has found that the main style of leadership adopted by Jordanian managers who run the private firms that were selected for this study is the authoritarian leadership style. The findings of this research shows that authoritarian or autocratic leadership is being practiced by the managers in the Jordanian private firms. Therefore, from the leadership theories point of view, this style is outdated and cannot fully exploit maximum potential of employees. Also, in the long run it can prove counterproductive as it is fully focused on organizational goals and less concerned about employee welfare. On the other hand, it is necessary for managers to apply the appropriate leadership style/s and to consider improving employees' performance. According to Bill Zipp (2016), there is no right leadership style and no wrong leadership style. Every leader has their own unique voice and their own individual approach to people and projects. Being effective as a leader means understanding your style and staying true to it. Finding your own voice comes first. It also means bringing others into your inner circle who have a very different style than yours, trusting them and listening to them to compensate for your weaknesses. However, the interaction between leaders and their subordinates (followers) contribute to determining the success of a team in a hierarchical organization (Kocher et al, 2009). There are two main leadership styles describing how leaders exercise their authority: democratic leadership (leaders want to obtain consensus among followers and value their input) and authoritarian (autocratic) leadership (leaders seek out and consider only minimum input from their followers and consult with them less) (Rotemberg and Saloner, 1993). So, different leadership styles may create different levels of employees' performance, and only certain leadership styles may be suitable in some situations. Therefore, managers may need to consider applying appropriate leadership styles to different situations in order to improve employees' performance and the organizational effectiveness as a result.

According to (Nayab, 2011), the major autocratic leadership style characteristics include:

1. The autocratic leader retains all power, authority, and control, and reserves the right to make all decisions.

2. Autocratic leaders distrust their subordinate's ability, and closely supervise and control people under them.
3. Autocratic leaders involve themselves in detailed day-to-day activities, and rarely delegate or empower subordinates.
4. The autocratic leader adopts one-way communication. They do not consult with subordinates or give them a chance to provide their opinions, no matter the potential benefit of such inputs.
5. Autocratic leadership assumes that employee motivation comes not through empowerment, but by creating a structured set of rewards and punishments.
6. Autocratic leaders get work done by issuing threats and punishments and evoking fear.
7. The primary concern of autocratic leaders remains dealing with the work at hand and not on developmental activities.
8. Autocratic leaders assume full responsibility and take full credit for the work.

Moreover, the major criticisms levied against autocratic leadership include the following (ibid):

1. Contrary to claims of close supervision with detailed instructions to reduce stress and improve productivity, research suggests that such actions actually unmotivate employees, and cause them to become tense, fearful, or resentful.
2. Lack of involvement from the employee in the decision making process leads to employees not assuming ownership of their work, contributing to low morale, lack of commitment, and manifesting in high turnover, absenteeism, and work stoppage.
3. The heavily centralized command of autocratic leadership style ensures that the system depends entirely on the leader. If the leader is strong, capable, competent, and just, the organization functions smoothly, and if the leader is weak, incompetent, or has low ethical and moral standards, the entire organization suffers for the sake of a single leader.
5. All power vested with the leader leads to risk of leaders with low moral fiber exploiting employees, indulging in favoritism and discrimination, and the like.
6. Weak autocratic leaders tend to take decisions based on ego rather than sound management principles, and punish employees who dare to disagree with such decisions.
7. The leader reserving the right to make all decisions leads to subordinates becoming heavily dependent on the leader. The team thereby becomes useless in running operations if they lose contact with their leader, and absence of the leader leads to total collapse and shutdown of operations.
8. The one-sided communication flow in an autocratic leadership style restricts the creative and leadership skills of the employees and prevents their development. This harms the organization as well, for the employees remain incapable of assuming greater responsibilities, or to perform anything outside the routine.
9. The autocratic leader, by taking all responsibility and involved heavily in day to day operations, remains forced to work at full capacity, leading to stress and other health problems.
10. Autocratic leaders usually remain unpopular and damage working relationships with colleagues. This leadership style is unsuited to build trusting relationships (2011).

To sum up, in the last three decades, the move was toward systems thinking and empowering people have led to the perception of "autocratic" and "centralized command" as negative and undesirable traits. Based on the fact that the leadership theories were developed as to explain the nature and consequences of leadership. Theory Y, the antithesis of Theory X assumes that ambitious and self-motivated employees enjoy their mental and physical work duties. Such employees possess the ability for creative problem solving, but most organizations under-utilize their talents. Theory Y holds that employees seek and accept responsibility and exercise self-control and self-direction in accomplishing objectives, provided the

conditions remain congenial for such an approach. The autocratic leadership style remains wholly unsuited for such Theory Y oriented workforces and does not rank among the modern leadership styles in a changing world. Nayab (2011) said that the autocratic leadership style reveals that it remains suited for Theory X type of workers. While this leadership style is relevant for certain situations, across the board implementation harms both the workforce and the organization. Autocratic leadership is a classical leadership approach, and the corporate equivalent of dictatorship or tyranny. This leadership style is marked with the leader having complete authority and the followers obeying the instructions of the leader without questioning and without receiving an explanation or rationale for such instructions. This leadership style bases itself on Douglas McGregor's Theory X that considers employees as inherently lazy and disliking work, and assumes they seek to avoid work as much as possible. Theory X advocates close supervision and comprehensive control systems, reinforced by a hierarchical structure and a narrow span of control.

4.2 Implications of the Study

Most of the company try their very hard to hold their employees from leaving the organization. This is because is it more costly than retrain a new on board staff to take over the role that has been doing for years by the previous person. High turnover rate in an organization may due to lots of different causes. In this study, one of the implication would be the managerial leadership. They play an important role to influence their subordinates to achieve certain goal. From the reviewed literature, it showed that autocratic style of leadership has direct impact influence on the employee's performance. Long term practicing this style often result in no personal or organizational change, growth and development, even the cooperation, commitment and achievement are stifled, hence, their job satisfaction will decrease. Therefore, the managerial level in an organization should be more linear when practicing this autocratic leadership style. Every employees want their suggestion to be accept by their superior. They wish their opinions to be accepted and problem to be listened by direct superior. Compare to autocratic leadership, laissez faire leadership style has the least influence on job satisfaction. However, this type of leadership has to be practice wisely because it may leads the team to the lowest productivity among group members. This is due to the little guidance when their leader to proceed certain assignment given to them. On the other side, this type of leadership can be very beneficial to an organization if the employees are highly motivated, skilled, and capable on their own. Since this team members are the experts and experience to work independently, they have the ability to accomplishing the assignment with very little guidance from the leader.

4.3. Recommendations for Future Studies

Based on the result, a broad understanding on the aspects that can affect the employees' performance are provided for future study. Although this study concentrated on the relationship between managers' leadership styles and the employees' performance; this still leaves room to extend the scope of research to account for other potential variables which may be correlated with managers' characteristics and Organizational Effectiveness. Moreover, this study focuses on a small sample which limits the degree to which the researcher can make causal references. One of the most important point that has to be taken is that the sample population for this research study is only 50. This number are not represent the total population for the entire population of the study in Jordan. Thus, it is crucial for future research to include more sample that come from other industry and area to provide wider perspective conclusion especially in this leadership topic. Furthermore, the dependence on the self-report questionnaire suggests that the magnitude of relationships between variables may require further research. To a large extent, this is to facilitate the process of cross-checking the responses given and improve its validity. Additionally, for this thesis, only the respondents' perceptions of learning styles, leadership styles and Organizational Effectiveness were measured. For future research, the researcher also suggests studying different leadership styles e.g. (transactional and transformational), in other public and private firms,

with a large sample of employees. The study also provided valuable reference to future researchers. And since the quantitative research methodology was adopted on this research, researchers can use other type of methodologies such as qualitative method to examine the style of leadership (autocratic leadership, democratic leadership, laissez-faire leadership) and their influence on employees' job satisfaction. In future, researcher can also study related topic that comprising job satisfaction and style of leadership as well as perception towards gender and perception towards ethnicity factor. Moreover, it is also recommended for future studies to consider other groups relevant to the firms apart from the managers. In this study, the managers were specifically approached to complete the questionnaires based on their perceptions. However, their accounts may not be adequately comprehensive in understanding the contribution of leadership styles to organizational effectiveness. It is thus, highly recommended to take into consideration the views of other potentially useful respondents from different positions for cross-checking purposes. More specifically, it may prove useful for future studies on organizational effectiveness to include the views from a wider range of respondents other than the managers themselves such as their employees or their clients. Due to cultural diversity and peculiar history of the major population of Jordan, the members of each cultural groups are known to have different disposition and attitudes towards work and business activities. Therefore, it is important that studies of this nature should be carried out among the other cultural groups in Jordan. The success of such study will enable a general conclusion to be made on evaluation of leadership and organizational performance in small-scale industries in Jordan as a whole. In achieving the above task, it would be necessary to focus on the level of motivation of employees by employers in the other ethnic or cultural groups in Jordan. Comparative studies that will focus on the attitude of employees to work as well as their level of commitment in private and public firms will also be of interest. This aspect is of importance, because irrespective of the different races of the employees in Jordan, their background, education and exposure often affect the way and manner they respond and carry out their duties at work.

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