

## **Leadership and HRM: Evaluating New Leadership Styles for effective Human Resource Management**

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### **Abstract**

*The purpose of this study was to evaluate new leadership styles (transformational, transactional and Laissez-faire) among academic HRM executives in perception of teaching staff at university level in Punjab, Pakistan. A sample of 200 teachers was selected from four public sector universities of Punjab. A self developed questionnaire was used to collect data. The data was analyzed by applying descriptive statistical techniques, i.e. mean and percentages. It was found that most of the academic HRM executives exhibit laissez faire leadership at their workplace. While transactional and transformational leadership was found to be at minimum extent.*

**Key Terms:** Human Resource Management, New Leadership, Transformational leadership, Transactional leadership and Laissez-faire leadership

### **Introduction**

Human resource management, according to Van Wyk (1989:9), is the creation of an environment where people strive to do their best, where opportunities are equally distributed, where initiatives are encouraged and the conditions for success are created. Management in the traditional paradigm is based on rules and regulations and the control of input and output. The new paradigm is based on shared leadership and a shared vision. A deep awareness of the necessity for shared vision is the core of the new and future paradigm in education (Uys, 1996:32). There is much confusion surrounding the use of the concept leadership. Preedy (1993:143) views leadership as the initiation of new structures or procedures for accomplishing an organization's goals and objectives. If maintenance of goals and objectives is more important here, then this aspect can be favorably compared to the definition of management provided by Van der Westhuizen (1991:39). He defines management as the "accomplishment of desired objectives by establishing an environment favorable to performance by people operating in desired groups." Leadership can be defined as the ability to persuade others willingly to behave differently. Leadership style, often called management style, describes the approach managers use to deal with people in their teams.

Most managers adopt an approach somewhere between the extremes. Some will vary it according to the situation or their feelings at the time; others will stick to the same style whatever happens. A good case can be made for using an appropriate style according to the situation, but it is undesirable to be inconsistent in the style used in similar situations. Every manager has his or her own style but this will be influenced by the organizational culture, which may produce a prevailing management style that represents the behavioral norm for managers that is generally expected and adopted. Management development should be concerned with enhancing leadership as well as extending and improving more general management skills. Effective leadership plays a vital role in leading educational institutes through change as this often involves ambiguity, uncertainty and risks. Where there is poor leadership, employees may be reluctant to change as they view change as a threat rather than an opportunity to their career. Strong leadership, complemented by effective administration of resources is therefore necessary to support change.

Transformational leadership was first distinguished from transactional leadership by Downton (1973), however, it was the work of Burns (1978) which first drew attention to the ideas associated with transformational leadership (Leithwood, Tomlinson and Genge, 1996). These leaders seek to raise the consciousness of followers by appealing to ideals and moral values. They also motivate followers to transcend their own immediate self interest Burns (1978, p20) described transformational leadership as a process in which "leaders for the sake of the mission and vision of the organization. Burns (1978) contrasted transforming leadership with transactional leadership. Transactional leadership motivates followers by appealing to their self-interest.

Transactional leadership involves values, but they are values relevant to the exchange process (Yukl, 1998). Transformational leadership can be categorized into idealized influence attributes, idealized influenced behaviors, inspirational motivation, intellectual stimulation and individualized consideration (Antonakis, et al. 2003). Idealized influence attributes refer to personality of the leader whether he or she is perceived as confident and powerful whereas the idealized influence behavior refers to the charismatic actions of the leader that are focused on values, beliefs and principles (Antonakis, et al. 2003). Inspirational motivation refers the behaviors of the leaders that motivate followers to view the future optimistically, stress on the team spirit, project idealized vision and communicate a vision that is achievable (Antonakis, et al. 2003). As for the intellectual stimulation, the leader stimulates innovation and creativity in their followers by questioning assumptions and approaching old situations in new ways (Nicholson, 2007). Individualized consideration refers to the leader pay more attention each follower's need for achievement and growth by acting as a mentor (Nicholson, 2007).

In contrast to transformational leadership, transactional leadership involves motivating the followers through the use of rewards, praises and promises (Burns, 1978). There exist mutual agreements between the leader and followers, where once the followers achieve the work objectives, they will be rewarded. Antonakis, et al. (2003) categorized the transactional leadership into three sub scales, namely, contingent rewards, management by exception (active) and management by exception (passive). Contingent rewards refers to the leader clarifying the work that must be achieved and use rewards to achieve results (Nicholson, 2007). Management by exception (passive) refers to leaders who intervene only when problems arise whereas management by exception (active) refers to leaders who actively monitor the work of followers and make sure that standards are met (Antonakis, et al. 2003). In contrast to transformational and transactional leadership styles, leaders who adopt the laissez-faire leadership style exercise little control over the followers and let the followers have freedom to carry out their assigned tasks without direct supervision (Wu & Shiu, 2009).

Bass (1998) found that transformational leadership can have a significantly greater effect than transactional leadership in predicting employee satisfaction with the leader. Koh et al. (1995) also found that transformational leadership can strengthen employees' sense of belongings and fulfill employees' needs for self-actualization and finally increase the productivity of the employees. This implies that in general, employees prefer transformational leadership rather than transactional and laissez faire. It is argued that leadership is fundamental to the success of all organizations, including institutions of higher learning (Snodgrass & Schachar, 2008). These institutions are operating in an increasingly dynamic and complex environment, thus requiring effective leadership to achieve targeted organizational goals. According to Brown (2001), dean of various schools or head of departments in the universities are recognized as key leaders and most of the decisions are made at the school level. Thus the success of the university is dependent on the leadership of each of the dean of school or departments heads.

Cibulka and Nakayama (2000) and Popper and Zakkai (1994) point out that transformational leaders create and foster opportunities for teacher learning. They give primacy to teacher needs and are less influenced by organizational circumstances (Popper Educators, mainly heads, who aim to improve their departments, should take the needs of their teachers seriously, providing them with meaningful opportunities to learn. Further, to improve teacher/principal relationship, principals should seek teacher feedback on their leadership style as Pashiardis (2001) confirmed. The transformational leader attempts to achieve a common vision. In so doing, the staff is empowered to such an extent that they are prepared to take chances and to experiment. The transformational leader needs knowledge of current theories, change and experience as well as the ability to lead. Such a leader changes her/his beliefs of teachers so that previously dependent teachers can operate interdependently in decision-making and accept responsibility for these decisions (Carl & Franken, 1996:109)

Carl and Franken (1996:109) further believe that transformational leadership developed collegiality of teachers in the execution of their duties that created a harmonious work environment and had teachers working well as a team emphasizing co-operation. Transformational teachers display a balance between people-orientated and task-orientated leadership. They attempt to build relationships and support staff, formulate aims and plan strategies. Transformative leadership therefore focuses and builds on a shared vision that can be achieved through the empowerment of people.

Three new leadership styles are elaborated in figure 1

Transformational leadership	Transactional leadership	Laissez-faire
<ul style="list-style-type: none"> <li>• <b>Idealized Influence attributed</b> <ul style="list-style-type: none"> <li>➤ Mediates pride, respect and trust</li> <li>➤ Places own interests for those of the group in the background</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contingent Reward</b> <ul style="list-style-type: none"> <li>➤ Clearly formulates expectations</li> <li>➤ Shows satisfaction if expectations were realized</li> <li>➤ As a counter-move for achievement offers support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Rejects taking on responsibility</li> <li>➤ Delays resolution of important questions</li> <li>➤ Avoids decisions</li> <li>➤ Renounces to have influence</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Idealized influence behavior</b> <ul style="list-style-type: none"> <li>➤ Has ethnic and moral principles</li> <li>➤ Demands and promotes high engagement</li> <li>➤ Communicates convincing value and goals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Management by exception active</b> <ul style="list-style-type: none"> <li>➤ Pays special attention to the breaking of rules and deviation of set standards</li> <li>➤ Draws attention to mistakes</li> <li>➤ Consistently persecutes mistakes</li> </ul> </li> </ul>	
<p><b>Inspirational motivation</b></p> <ul style="list-style-type: none"> <li>➤ Sees the future optimistically</li> <li>➤ Radiates enthusiasm</li> <li>➤ Offers attractive visions for the future</li> <li>➤ Mediates trust and confidence that the goals can be reached</li> </ul>	<p><b>Management by exception Passive</b></p> <ul style="list-style-type: none"> <li>➤ Only intervenes when problems have arisen</li> <li>➤ Only reacts to problems if it is absolutely necessary</li> </ul>	
<p><b>Intellectual stimulation</b></p> <ul style="list-style-type: none"> <li>➤ Promotes an intelligent, rational and carefully thought through resolution of problems</li> <li>➤ Recurring puts ‘things’ into question</li> <li>➤ Makes innovative suggestions</li> </ul>		
<p><b>Individual consideration</b></p> <ul style="list-style-type: none"> <li>➤ Takes his/her time for each colleague</li> <li>➤ Promotes individual development</li> <li>➤ Treats every colleague as an individual</li> <li>➤ Is a coach and directs</li> </ul>		

As Pakistan is still a developing country. It is striving for better and better global status. Especially the education sector of Pakistan is highly influenced by the concept of globalization in education. Ministry of education of Pakistan has put forward its vision o prepare the nation for the challenges of Knowledge Revolution and its mission to transform Pakistan's education system into equal opportunity quality education provider. New education policy of education and new millennium development goals are clear evidence for global vision. More emphasis is being out on better quality of education and better educational institutes with best administration and leadership. Current realities and challenges place specific demands on the management of educational institutes. Shrinking budgets, cuts in human and material resources, increasing demands on available personnel, insufficient parental support and vague departmental policies and regulations, strengthen the need for effective leadership. It is the need of age to strengthen the educational institutions and to mange human resources is basic obligation of the management because it performs basic role in educational organizations. Moreover scarcity of capital demands best use of the available resources which can only be done by effective leadership. No significant research has been conducted in this regard. so it was necessary to take initiatives for research about the new leadership styles especially in educational scenario. That is the reason that researchers tried to investigate about new leadership styles of HRM executives for effective HRM.

**The specific objectives of this study were to:**

1. Assess university teacher's perceptions about transformational, transactional and Laissez-faire leadership styles of their respective HRM executives.
2. Assess university teacher's perceptions about different dimensions of transformation, transactional and lassies faire leadership styles of their respective HRM executives.
3. Find out the percentage of university teacher's perceptions about transformational, transactional and Laissez-faire leadership styles of their respective HRM executives.

**Consistent with the objectives of the study, three research questions were derived:**

1. What are the university teacher's perceptions about transformational, transactional and Laissez-faire leadership styles of their respective HRM executives?
2. What are university teacher's perceptions about different dimensions of transformation, transactional and lassies faire leadership styles of their respective HRM executives.
3. What is the percentage of university teacher's perceptions about transformational, transactional and Laissez-faire leadership styles of their respective HRM executives?

**Methodology and Procedure**

The researchers aimed to evaluate the existence of transformational, transactional and lassies faire leadership characteristics in HRM executives of public sector universities. The perceptions of university teachers about leadership styles of their respective HRM executives were gathered. A convenient sampling technique was used to select 200 university teachers from four public sector universities. (Fifty teachers were selected from each public universities of Punjab, Pakistan). A questionnaire was used to collect the data. The items of the instrument were adopted from existing literature (e.g., Avolio & Bass, 2002; Bass, 1985; Bass & Avolio, 1994; Den Hartog, Van Muijen, & Koopman, 1997; Hinkin & Tracey, 1999) and from The Multifactor Leadership Questionnaire - the MLQ 5X (short) developed by Bass and Avolio (1997). Some modifications were made in the items of their questionnaire to validate it for teachers of Pakistan. Final instrument consisted of thirty (30) items on three leadership styles which included fifteen statements on transformational leadership, nine statements on transactional leadership and six statements on lassies faire leadership. The instrument was pilot tested and validated. Respondent were asked to indicate the extent to which they perceived each of the leadership behavior of their HRM executives. The overall response rate was 90%. Out of 200 respondents 180 responded. The items were individually measured on 5 point Likert type, ordinal scales (0 = not at all to 4 = frequently, if not always. This instrument was based on three defining constructs - Transformational Leadership, Transactional Leadership and Lassies faire leadership which form a model for comprehending the effects of leadership. An index score for each leadership style is derived from the mean score of the respondents.

**Findings of the study**

**Table: 1.** university teacher's perceptions about transformational, transactional and Laissez-faire leadership styles of their respective HRM executives.

Leadership style	Total subjects	Number of items	Range of score of each item on likert scale	Means of scores
Transformational	180	15	0-4	02
Transactional	180	09	0-4	01
Lassies faire	180	06	0-4	03

There was a sample of 200 prospective teachers; only 180 respondents filled the questionnaire and table 1 show that the university teachers could score 0-4 on each item measuring leadership style of their respective HRM executives It also shows that mean score of the university teachers on their perception about transformational leadership style of their respective HRM executives is 02, on transactional leadership style is 01 and on lassies faire leadership style is 03. The mean score of the items measuring lassies faire leadership style is greater than the mean scores of the items measuring transformational and transactional leadership styles. It means that lassies faire leadership style is more dominant in HRM executives as compared to transactional and transformational leadership style.

**Table: 2.** university teacher's perceptions about different dimensions of transformational leadership style of their respective HRM executives.

Dimension	Total subjects	Number of items	Range of score of each item on likert scale	Mean score
Idealized influence attributes	180	03	0-4	2
Idealized influenced behaviors	180	03	0-4	2
Inspirational motivation	180	03	0-4	1
Intellectual stimulation	180	03	0-4	2
Individualized consideration	180	03	0-4	2
overall	180	15	0-4	2

Table 2 show that the university teachers could score 0-4 on each item of different dimension of transformational leadership and the mean score of the prospective teachers on their perception about different dimensions of transformational leadership styles is nearly same and it also show that the mean score on items of idealized influence attributes of transformational leadership is 2, mean score on idealized influence behavior is 2, mean score on inspirational motivation is 1, mean score on intellectual stimulation is 2 and mean score on individualized consideration is 2. The overall means score on transformational leadership style is 2.

**Table: 3.** university teacher's perceptions about different dimensions of transactional leadership style of their respective HRM executives.

Dimension	Total number of subjects	Number of items	Range of score of each item on likert scale	Mean score
Contingent rewards	170	03	0-4	1
Management by exception (active)	170	03	0-4	1
Management by exception (passive).	170	03	0-4	2
overall	180	09	0-4	1

Table 3 show that the university teachers could score 0-4 on each item of different dimensions of transactional leadership and the mean score of university teachers' responses on items of contingent rewards of transactional leadership is 1; mean score on management by exception (active) is 1 and mean score on management by exception passive is 2. It means the degree of HRM executives' leadership behavior on different dimensions of transactional leadership is same. Moreover HRM executives' management by exception (passive) is more dominant as compared to management by exception active and contingent reward. The overall means score on transactional leadership style is 1.

**Table: 4.** university teacher's perceptions about lassies faire leadership style of their respective HRM executives.

Leadership style	Total number of subjects	Number of items	Range of score Of one subject	Mean score
Lassies Faire	180	6	0-4	03

Table 4 shows that the university teachers could score 0-4 on Lassies Faire leadership style of their HRM executives and the mean score of university teacher's responses on items of Lassies Faire leadership is 03, which is greater than the mean score of transformational and transactional leadership styles.

**Table: 5.** percentage of university teacher's perceptions about transformational, transactional and Laissez-faire leadership styles of their respective HRM executives

No. of Respondents	Transformational style	Transactional style	Lassies faire
180	18	36	126
	10%	20%	70%

Table 6 shows that out of 180 respondents, 10% teachers perceived transformational leadership style of their HRM executives at the most, and 20% perceived transactional leadership style and 70% perceived laissez faire leadership style of their HRM executives at the most.

It means that lassies faire leadership style in HRM executives of public sector universities teachers is more dominant as compared to transactional leadership and transformational leadership styles.

### **Findings**

On the basis of above mentioned results, following were the main observations of the researchers.

- Mean score of the university teachers on their perception about transformational leadership style of their respective HRM executives is 02,
- Mean score of the university teachers on their perception about transactional leadership style is 01
- Mean score of the university teachers on their perception about lassies faire leadership style is 03.
- Mean score of the prospective teachers on their perception about different dimensions of transformational leadership styles is nearly same and the mean score on items of idealized influence attributes of transformational leadership is 2, mean score on idealized influence behavior is 2, mean score on inspirational motivation is 1, mean score on intellectual stimulation is 2 and mean score on individualized consideration is 2. The overall means score on transformational leadership style is 2.
- Mean score of university teachers' responses on items of contingent rewards of transactional leadership is 1; mean score on management by exception (active) is 1 and mean score on management by exception passive is 2. It means the degree of HRM executives' leadership behavior on different dimensions of transactional leadership is same. Moreover HRM executives' management by exception (passive) is more dominant as compared to management by exception active and contingent reward. The overall means score on transactional leadership style is 1.
- Mean score of university teacher's responses on items of Lassies Faire leadership is 03, which is greater than the mean score of transformational and transactional leadership styles.
- Out of 180 respondents, 10% teachers perceived transformational leadership style of their HRM executives at the most, and 20% perceived transactional leadership style and 70% perceived laissez faire leadership style of their HRM executives at the most. It means that lassies faire leadership style in HRM executives of public sector universities teachers is more dominant as compared to transactional leadership and transformational leadership styles.

### **Conclusions**

On the basis of the results it was concluded that among three new leadership styles, the lassies faire leadership was most dominant in HRM executives as compared to transformational and transactional leadership styles.

- The mean score of the items measuring lassies faire leadership style is greater than the mean scores of the items measuring transformational and transactional leadership styles. It means that lassies faire leadership style is more dominant in HRM executives as compared to transactional and transformational leadership style.
- Only 10% teachers perceived transformational leadership style of their HRM executives at the most, and 20% perceived transactional leadership style and 70% perceived laissez faire leadership style of their HRM executives at the most. It means that lassies faire leadership style in HRM executives of public sector universities teachers is more dominant as compared to transactional leadership and transformational leadership styles.

### **Limitations**

Due to time limitations and lack of resources the study had following limitations.

1. The study was delimited to public sector universities only.
2. Data was not collected directly from the HRM executives. Only perceptions of university teachers were gathered.
3. No comparison of male and female leadership behavior was made.

### **Suggestions and Recommendations**

More research is needed on a larger sample of public and private universities from different areas of Pakistan. Male and female HRM executives should be compared on the basis of their leadership styles. Perceptions of HRM executives about their leadership behavior should also be taken. Further studies need to be conducted to look at how leadership training can improve the performance of HRM executives. Special training programmes to improve leadership behavior should also be conducted in different areas of Pakistan. These training programmes should be comprehensive, demanding and according to global needs. As the result of this study elaborate that most of the HRM executives exhibit lassies faire leadership style at the most and transformational leadership at the least, it's an alarming situation because lassies faire leadership style doesn't suits well in the present challenging time. The need of the time is transformational leadership style, but unfortunately this new and the most suitable style is not present in the personalities of today's HRM executives.

So, special emphasis should be put on the training of HRM executive under transformational leadership style and its different dimensions. The HRM executives should manipulate their leadership according to new leadership styles.

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## Leadership Questionnaire

Name of University: \_\_\_\_\_

1. My executive/chairman/head goes beyond his/her self-interest for the good of the group.  
**Not at all    Once in a while    sometimes    fairly often    frequently if not always**  
 0                    1                    2                    3                    4
2. My executive/chairman/head displays a sense of power and confidence.  
**Not at all    Once in a while    sometimes    fairly often    frequently if not always**  
 0                    1                    2                    3                    4
3. My executive/chairman/head instills pride in others for being associated with him/her.  
**Not at all    Once in a while    sometimes    fairly often    frequently if not always**  
 0                    1                    2                    3                    4
4. My executive/chairman/head talks about his/her most important values and beliefs.  
**Not at all    Once in a while    sometimes    fairly often    frequently if not always**  
 0                    1                    2                    3                    4
5. My executive/chairman/head consider the moral and ethical consequences of decisions.  
**Not at all    Once in a while    sometimes    fairly often    frequently if not always**  
 0                    1                    2                    3                    4
6. My executive/chairman/head specifies the importance of having a strong sense of purpose.  
**Not at all    Once in a while    sometimes    fairly often    frequently if not always**  
 0                    1                    2                    3                    4
7. My executive/chairman/head talks optimistically about the future.  
**Not at all    Once in a while    sometimes    fairly often    frequently if not always**  
 0                    1                    2                    3                    4
8. My executive/chairman/head talks enthusiastically about what needs to be accomplished.  
**Not at all    Once in a while    sometimes    fairly often    frequently if not always**  
 0                    1                    2                    3                    4
9. My executive/chairman/head expresses confidence that goals will be achieved.  
**Not at all    Once in a while    sometimes    fairly often    frequently if not always**  
 0                    1                    2                    3                    4

10. My executive/chairman/head re-examines critical assumptions to questions whether they are appropriate.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
11. My executive/chairman/head seeks different perspectives while solving problems.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
12. My executive/chairman/head suggests new ways of looking at how to complete assignments.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
13. My executive/chairman/head spends his/her time in teaching and coaching others.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
14. My executive/chairman/head treats others as individuals rather than as a member of a group.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
15. My executive/chairman/head considers individuals as having different needs, abilities and aspirations for others.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
16. My executive/chairman/head believes on providing other others assistance in exchange for their efforts.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
17. My executive/chairman/head makes clear what one can expect to receive when performance goals are achieved.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
18. My executive/chairman/head expresses satisfaction when others meet expectations.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
19. My executive/chairman/head focuses attention on irregularities mistakes, exceptions and deviations from standards.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
20. My executive/chairman/head concentrate his/her full attention on dealing with mistakes, complaints and failures.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
21. My executive/chairman/head closely monitors his/her fellows to ensure that they are performing well.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
22. My executive/chairman/head fails to interfere until problems become serious.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
23. My executive/chairman/head wait for things to go wrong before taking action.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
24. My executive/chairman/head is firm believer in “if it aim broke don’t fix it.”  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
25. My executive/chairman/head avoid getting involved when important issues arise.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
26. My executive/chairman/head remain absent when needed.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
27. My executive/chairman/head avoid from making decisions.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
28. My executive/chairman/head delays responding to urgent questions.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
29. My executive/chairman/head doesn’t care the complaints of his/her fellows.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4
30. My executive/chairman/head avoid from interaction with his/her fellows.  
**Not at all**   **Once in a while**   **sometimes**   **fairly often**   **frequently if not always**  
 0                    1                    2                    3                    4