Leadership Styles and Organizational Performance

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Abstract

It is recognized that the managers play a significant role in the organizational performance, work improvements and employee satisfaction. The leadership styles have given the managers the ability to take the decisions, participate with others or ask their employees to handle the matters. United Arabic Emirates is looking to be one of the highest effective countries in the world. Therefore, they created different programs to encourage the government to build their leaders capabilities and enforce them to enhance the performance by monitoring and creating several excellence awards. The government work has very different challenges of the private business. With this goal, this research is discussing and analyzing the four types of leadership and what the link with organizational performance is through sampling 55 questionnaires were distributed to leaders in the government of policing sector. The questionnaire included the ability to measure the leaders' perception of which the effective leadership style to enhance the leadership. The result of this research is represented in a suggested model to develop the leadership styles to enhance the organizational performance by the leaders. Leaders should lead themselves and work with organizational support.

Keywords: Leadership, Leadership Styles, Leaders, Performance Management

Introduction

Of interest to organizations is to ascertain the importance and influence of leadership on organizational performance. The mysterious question of suitable leadership models and behaviors has received vast attention from researchers during the past. There is a debate that is continuing on the effects of leadership on organizational performance. (Fenwick Feng Jing, May 2008; Gayle C. Avery, May 2008).

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How leadership styles influence organizational performance is what many researchers and specialists working in leadership are interested in. The main aim for this concern is the widely spread belief that leadership does influence organizational performance, positively or negatively. This research was undertaken to explain the relationship between leadership styles and organizational performance in government sectors based on the case study in support services in a government entity in Abu Dhabi (hitherto to referred to as Entity).

The key objective of this research was to articulate factors that impact leadership styles for both, section heads and branch managers and the influence of these styles on organizational performance in a government entity. It was also envisioned to identify an appropriate leadership style for the government entity. Based on the research, the objective was to develop an action plan for leaders to positively impact organizational performance

Entity's background

The main activity in the Entity is security and safety. The Entity's organization structure consists of 6 general directorates. Each general directorate consists of a number of departments. Until this level of management, they have a special training on leadership besides the regular training across all ranks. The Entity has taken the creativity to build the required competencies for their leaders. The promotion system and management approval of promotions of employees pivoted on the successful completion of leadership training. These leadership courses were built based on leading practices in the world and the Entity updated the curriculum from time to time with a project submission as a culmination for the training. The Entity also created a Center to develop talented and special leaders by offering certain courses and facilitating the development of plans created by the Entity.

Hypotheses

The Entity has a great system of leadership development which is linked to a number of years for each rank. The leaders cannot get to the next level until he/she successfully completes certain courses and evidence work with measurable outcomes. On the other hand, the Entity is looking to enhance their performance. The improvement should start from the operation level to affect the Entity's performance.

Methodology

A questionnaire was administered to the Entity's directorate after identifying the hypothesis. Analysis of data was carried out using SPSS. The general directorate in the Entity consists of 5 departments and some other sections that follow the General Manager.

Each department has several sections and branches which are led by 129 leaders. These leaders have different ranks according to experience and qualifications. The leaders who have filled the questionnaire have reached 55 (43% of the population that have filled the survey). The sample population was planned at the beginning of study as 30% and the snowball sampling method was used as the leaders operated in multiple locations. Personal meetings with each leader were arranged, objectives explained, and given adequate time to fill the questionnaires. Presentations elaborating the research topic were organized for the General Director, department heads and employees.

Leadership and Management

(Yukl, 2010), defined leadership as "the process of making others influenced and they should be able to understand to agree about what has to be done and how it should be done, and how to facilitate individuals and collective efforts to achieve the objectives you are working on". While (Northouse, 2010),gave another definition of leadership which states, "It is a process where a person encourages a group to reach a shared aim".

(Covey, Jan, 2004), recommends few obvious differentiations between leadership and management based parts of respectable writers on this as follows:

Table 1: Leadership & Management

Author	Leadership	Management
(Warren Bennis, 1994)	"Leaders are people who do the right thing"	"Managers are people who do things right"
(John Kotter, 1990)	"Leadership is about coping with change"	"Management is about coping with complexity"
(James Kouzes & Barry Posner, 2013)	"Leadership has about it a kinesthetic feel a sense of movement"	"Management is about handing things, about maintaining order about organization and control"
(Abraham Zaleznik, 1977)	"Leaders are concerned with what things mean to people"	"Managers are concerned about how things get done"
(John Mariotti, 2008)	"Leaders are the architects"	"Managers are the builders"
(George Weathersby, 1999)	"Leadership focuses on the creation of a common vision"	"Management is about the design of work, it's about controlling"

The terms "leadership" as well as "management" are used interchangeably, although there are major differences that separate them; Leaders inspire their followers, while managers motivate their staff. To sum it up, inspired people are self-motivated persons who like what they are doing, and result in more effective results, they become more productive in the accomplishment of their tasks and responsibilities. Robust and effective leadership is made up by six fundamental leadership elements: purpose, vision, behavior, identity values and beliefs and greatness. (Mike & Sander, 2010).

Leadership in the government sector should be effectively operated in a political, compound social and organizational environment. Challenges that are common in policing are demands for greater accountability, advancements in equipment and technology, dealing with new crime types, lack of open communication, and cultural diversity. Leadership is one of the most important forecasts of whether organizations are able to function effectively in energetic environments and thus, the need for effective police leadership is greater than ever. (Pearson-Goff & Herrigton, November, 2013).

Leadership Styles

A leadership style is the manner and approach of providing implementing plans, direction and motivating people. According to employees, it includes all explicit and implicit actions performed by their leader. The very first concentrated study of leadership styles was performed in 1939 by Kurt Lewin who led a group of researchers to result in different leadership styles.(Lewin, Lippit, & White, 1939). This primary study has remained powerful as it leads to the major three leadership styles:

Autocratic or authoritarian – leaders order their followers on what they have to do and how it should be done without receiving any feedback or advice.

Democratic or participative - the leader takes in one or more employees when decision making is a must, but the leader normally takes all decisions and leaves himself with the last decision that is followed and this makes the authority of this leader.

Delegating – employees are the ones who make decisions; however, the leader is still accountable and responsible for the decisions that are made.

All three styles should be used so a leader becomes effective, with none of them really dominant, inexperienced or ruling leaders tend to stick to one style, usually, the autocratic. Usually, in police sector there are certain commands that are executed without negotiation because it is related to security and safety issues.
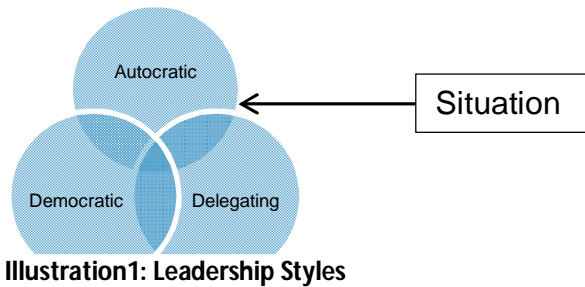
Illustration1: Leadership Styles

The emergency cases from time to time make the police sector more flexible in leadership styles which needs more experience and competencies to handle more than one leadership style and leaders should have the ability to work between all three types of them according to the situation. This leads us to the fourth type of leadership which is the situational style. This research will study, discuss and focus on these four styles and study their relationship with organizational performance.

There are several ways and techniques for determining the right leadership styles for an organization. The situational leadership theory, for example, states that the best type of leadership depends on situational variables and that not one style of leadership should be followed to all given workplace situations. (Hersey & Blanchard, Leadership and the one Minute Manager, 1999). The leadership style that is required by a head of corporate security would, for sure, be very different from the leadership style of an art museum director: authoritative versus creative. Identifying the leadership style for an organization by using this approach includes identification of the type of work, the complexity of the organization, and the qualifications of the followers.

Autocratic

Autocratic leaders, who are also known as authoritarian leaders, provide clear explanations for what the task is, what exactly has to be done, when the deadlines are and the way it should be done in. This leadership style is instructions-centric and the ways of controlling the followers. There is also a clear distinction between the leader and the followers. Autocratic leaders make decisions independently with very few or even sometimes no input is done by the rest of the group.

Researchers found that decision-making blocked creativity and put limits in the faces of followers under the autocratic leadership. Lew in also found that it is more difficult to move from the autocratic leadership style to a democratic style than from a democratic leadership style to the authoritarian one. The negative part of this style is that it is usually viewed as controlling, bossy, and dictatorial.(Lewin, Lippit, & White, 1939).

Autocratic leadership is best used in situations where there is a limited time for taking the opinion of the group and making a decision or where the leader is the most knowledgeable member of the group. The autocratic approach can be a good thing when significant and rapid decisions are needed. However, it creates disorders and even unlikely environments where the followers make the leader hated.

Autocratic leadership actually has some potential advantages; if leaders learn to use the elements of the autocratic style properly. As an example, the autocratic style can be used efficiently in cases where the leader is the most member who has knowledge in the group or has access to information that other members of the group cannot access. (Lewin, Lippit, & White, 1939)

Democratic

Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process unlike the autocratic style. Researchers have found that this leadership style is usually one of the most effective styles and lead to higher productivity, better contributions from group members, and increased group morale. Some of the primary features of democratic leadership style include: group members are encouraged to share ideas and opinions, even though the leader retains the final decision over their decisions. Also, members of the group who feel more engaged in the process and tend to be more creative and are encouraged and rewarded. Since group members are encouraged to share their thoughts, democratic leadership increased the creativity and developed better ideas to solve problems. Group members also feel more involved and committed to projects, making them more likely to care about the end results. 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 vote on the best course of action afterwards. (Lewin, Lippit, & White, 1939)

Delegating

Delegating leadership is a category of the leadership styles in which leaders do not take part in the decision and group members are the ones who make the decisions. Delegating leadership is characterized by very little guidance from leaders, complete freedom for followers to make decisions, leaders provide the tools and resources needed and the group members are expected to solve problems on their own. Delegating 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.

This independence can be freeing to some group members and help them feel more satisfied with their work but in turn bad decisions could be taken and destroy the work of others. The Delegating style can be used in situations where followers have an outstanding level of passion and <u>intrinsic motivation</u> for their work. While the conventional term for this style is 'Delegating' and implies a completely hands-off approach, many leaders still remain open and available to group members for consultation and feedback.

Delegating leadership is not ideal in situations where group members don't have built up background information or they don't have the needed experience to work effectively on their own and take the suitable decision. Delegating leaders are often seen as uninvolved and withdrawn, which can lead to a lack of interaction and inter-corporation within the group. If group members are unfamiliar with the task or the process that is needed to accomplish the task, leaders start taking part in the project to save the group members from falling. Eventually, if followers have the needed experience, leaders consider using the Delegating style to followers work comfortably with more freedom in making a choice and to work well independently.(Lewin, Lippit, & White, 1939)

Situational

Situational leadership theory is based on the ways people respond to working and being led in groups. It is necessary to understand the situational leadership key concepts of task behavior, the amount of guidance and direction you provide; relationship behavior, the amount of social and emotional support you provide; follower readiness, exhibited in followers performing a specific task or function or accomplishing a specific objective; and follower development, followers' maturity and ability to manage themselves in an organizational environment. (U.S. Army, 2006).According to modern theories of situational leadership, (Hersey & Blanchard, Leadership and the one Minute Manager, 1999) there is no one best way to influence people. For example, in Armies, their theory holds that the leadership style you select and use will depend on the environment and the readiness or ability of your unit or your individual Soldiers. A key point is that the follower determines the leadership style; that is, your Soldiers' behavior should determine the leadership behavior most appropriate for you to employ.

Government performance Management

The government performance management is made up of a set of procedures that help government organizations optimize their business performance. It provides a background for organizing, automating, and analyzing business methodologies, metrics, processes and systems that drive business performance.

Government performance management helps governments to make use of their finance, material, human and other resources. In the past, owners have tended to drive their strategy down and across their organizations; they have struggled to transform strategies into actionable metrics and they have grappled with meaningful analysis to expose the cause-and-effect relationships that, if understood, could give profitable insight to their operational decision-makers. (Owellen, February 2007).

Leadership Challenges in Policing

The profession of policing and public safety continues to produce new challenges that also present a wealth of opportunities for initiating substantive change. Today's police leaders are trained to operate in an ingrained bureaucratic structure. This training results in an organizational culture and fixed attitudes present in conditions similar to those in the auto industry few years ago. Many police leaders, however, have seen the need to alter these traditions in favor of becoming more flexible and adaptive to the world we currently live in and to the people with whom we work. Their efforts will be the key to preventing systemic failure in policing similar to what has occurred in some segments of the private sector. Today's leaders and tomorrow's visionaries will continue to need a strong foundation anchored in the values of credibility, truth, high ethical standards and sound morals. Further, leaders will always be selected for their abilities to make sound, clear and well-thought-out decisions. Answering the wakeup call to continuously adapt and improve the profession will be one of those decisions. (Batts, Smoot, & Scrivner, July 2012).

(Ulmer, 1997), compared military and business leaders by evaluating: (1) Army officers spend more time in classrooms than the civil leaders; (2) Most leadership style differences are related to dissimilarities in the cultures; (3) Military culture emphasize more on personal character than expertise; (4) The military can only practice its business on the battlefield; (5) There is only one national military; (6) The military culture connects people.

Leadership and organizational performance

Several reasons indicate that there should be a relationship between leadership and performance. Today's intensive, dynamic markets feature innovation-based competition, price/performance competition, decreasing returns, and the creative destruction of existing competencies.

Researchers suggest that effective leadership behaviors can facilitate the improvement of performance when organizations face these new challenges. Researchers view the effects of leadership on performance so it is necessary that they are understandable, e.g. (Zhu, Chew, & and Spangler, 2005) as one of the heavy key forces for improving a firm's performance.

A powerful source of management development is effective leadership as studies have shown. This sustained competitive advantage for organizational performance improvement. For example, transactional leadership helps organizations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring employees have the resources needed to get the job done(Zhu, Chew, & and Spangler, 2005).

Visionary leaders create a strategic vision of some future state, communicate that vision through framing and use of a model the vision by acting consistently, and build commitment towards the vision. Some scholars e.g. (Zhu, Chew, & and Spangler, 2005), suggested that high levels of consistency, commitment, trust, motivation and hence the performance in the new organizational environments are the results of visionary leadership. According to (Mehra, 2006), when some organizations seek efficient ways to enable them to outperform others, a longstanding approach is to focus on the effects of leadership. Some scholars believe that leadership facilitates organizational performance enhancement, while others contradict this idea.

Different concepts of leadership have been employed in different studies, making direct comparisons virtually impossible. Levels of leadership have not been distinguished. There are gaps and some questions that remain unanswered. There is a need to re-examine the proposed leadership-performance relationship (Fenwick Feng Jing, May 2008; Gayle C. Avery, May 2008).

Leadership challenges in government

There are some government employees who maintain a very narrow and limited focus of their daily work responsibilities. How their specific tasks and actions relate to and impact the larger public sector domain in which what they operate gets unclear and eventually becomes lost over time. Many reasons could cause this, including those managers who direct their staffs to limit their focus specifically to the work at hand.

Those employees are told that they do not need to worry about higher-level issues, longer-term planning, or innovative improvements because the system will never change and we've got real work to do and this is self-destructing. As leaders of change and innovative improvement, one does not only have the opportunity, but also the obligation to change this self-continuing cycle. Then, this becomes an essential part of our personal mission to make a difference for the organizations for which we work, for the employees with whom we work, and for the citizens we serve.

The government must be prepared for the peculiar challenges it could take and to take on complex initiatives and approaches that will challenge leaders' skills if they are capable of making a lasting and positive difference but it will ultimately earn benefits far beyond those of any traditional approach. (Tucci, Spring 2008).

The nature of governments in the 21[st]century has changed. A new level of transparency is created by social networks, communications and media. Generational shifts, technological advancement, revenue challenges and ever-present political change underscore the kinds of constant shifts occurring within the central space.(Ellen, Clemson, Bill, & John, November 2010).

Future Leaders

Leaders of the future will need to be skilled, theoretical and strategic thinkers, have deep integrity and intellectual openness, find new ways to create loyalty, lead increasingly diverse and independent teams over which they may not always have direct authority, and step down their own power in favor of collaborative approaches inside and outside the organization. Leaders will have to be multilingual, flexible, internationally mobile and adaptable. But, most important of all, they must have strong conceptual and strategic thinking skills and be very collaborative.

Government leaders must possess the skills to survive in this uncertain world and to perform their jobs while under constant observation from a range of sources. The top priorities for leader development in the government sector involve leading employees well, leading changes that are done, developing participative management skills and understanding boundaries and how to span them.(Ellen, Clemson, Bill, & John, November 2010). One of the authors of articles in the Journal of Military Ethics pointed out the person-situation discussion in psychology about internal, personality-based descriptions of behavior against external, situation or situation-based descriptions. (Mastroianni, 2013). According to Randall (2006), leadership skills theory discusses leadership behaviors and attributes that are essential in order to be effective in achieving organizational goals. (Randall, 2006)

UAE Government Leader Program

"Shaping the future is a lock that fits into the key which is **leadership** " His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and the Ruler of Dubai. The UAE Government Leaders Program has been launched under the support of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, UAE Vice President, Prime Minister and Ruler of Dubai, with a view to building and developing distinguished leaders of the future in collaboration with world-class institutions around the world. The objective of this Program is also to sustain premium leadership at all levels.

Powered by formidable leadership, they will contribute effectively to the growth of the UAE and translate UAE's long-term vision into a remarkable feat they can all be proud of. This full-fledged, comprehensive Program is implemented at four different levels of leadership. This was a necessary step towards giving all UAE federal employees the opportunity to take part in this Program. In doing so, they aspire to build effective and inspirational examples of leadership that will have a positive influence on the UAE government initiatives, both on strategic and practical levels. (UAE, 2013)

Leadership and Innovation (Government Summit 2015)

In 2015, the second government conference which encourages the development of the government according to the leading practice in the world was conducted by UAE.

This meeting emphasized on government innovation and how the leaders could lead this change in the government. Facing difficult economic realities and new challenges and threats to their communities, public sector leaders have been exploring ways to do more with less and approaches to meet the needs of their citizens in a better efficient way. Cities have appeared as local laboratories of innovation: In those more nimble environments, officials are finding ways to overcome barriers of bureaucracy, habit, and culture. New tools and technologies are being deployed for delivering better services more efficiently. They are engaging citizens and building partnerships with business and community leaders. These authorities and their leaders are drivers of change and innovation – helping their governments transform from the bottom up and inside-out. (UAE Government, 2015)

Abu Dhabi Award for Excellence in Government Performance

The Abu Dhabi Award for Excellence in Government Performance (ADAEP) is an award program developed to provide governmental bodies with the expertise and techniques required to enhance organizational performance. The chief objectives of the award program are to: improve governmental performance through the enhancement of service standards, enhance cooperation among government sectors, encourage utilization of best international practices in governance, stress the importance of strategic planning formulation and implementation by all government bodies in the Emirate of Abu Dhabi and to promote competition among government sectors through recognition of excellent performance at both the organizational and individual levels.
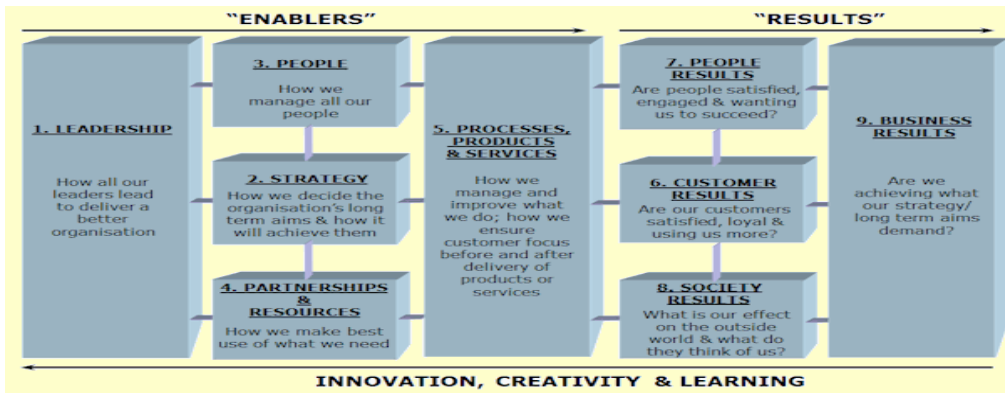
(General Secretariat of Executive Council, 2015)

Illustration 2: EFQM Model

The model shown above (EFQM, 2013) identifies leadership as one of the major criteria for the success of the program. This is in line with the literature review findings which emphasize the relationship between leadership and organizational performance (Koh, 1995; Jung & Avolio, 1999). Leaders increase the levels of satisfaction and involvement since they have the ability to motivate subordinates. This leads to higher levels of performance and organizational commitment.

Tabulation and Inferences

The questionnaire consists of 25 questions. The first eight questions related for classifications such department, rank, age, experience and gender. The next sixteen questions are to measure their knowledge and perception about the four leadership styles (autocratic, democratic, Delegating and situational).

Table 2: Departments Distribution

Departments	Frequency	Percent
Finance	10	18.2%
Procurement	15	27.3%
Medical	12	21.8%
Fleet Management	4	7.3%
Activities	9	16.4%
Office Management	5	9.1%
Total	**55**	**100%**

The general directorate consists of 5 departments and an office management. The lowest respondents were from fleet management's department which reached 7.3%.The average respondents from the departments are 43%.

Table 3: Ranks Distribution

Ranks	Frequency	Percent
Colonel	1	1.8%
Lieutenant Colonel	1	1.8%
Major	12	21.8%
Captain	21	38.2%
Lieutenant Officer	12	21.8%
Officer	7	12.7%
First Assistant	1	1.8%
Total	**55**	**100%**

As noticed from the table, the majority of the ranks of leaders are the captain (38.2%). The second rank is both major and lieutenant officers (21.8%). The total of these three ranks is 80.8% of all ranks which means these ranks are of high potential and could be used to invest in them to improve the majority of the section heads and branch managers.

Table 4: Organizational Hierarchy

Hierarchy	Frequency	Percent
Section	20	36.4%
Branch	35	63.6%
Total	**55**	**100%**

The table of hierarchy shows that the branch respondents are more than section heads with 57%. This is reflective of the number of sections which is less than number of branches.

Figure 1: Gender
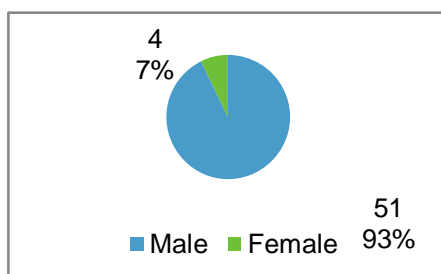
The total participants who took part in the questionnaire is 55 out of which 4 consists of females (7%) and 51 consist of male (93%). The gender distribution is indicative of the number of females in leadership roles (12%).
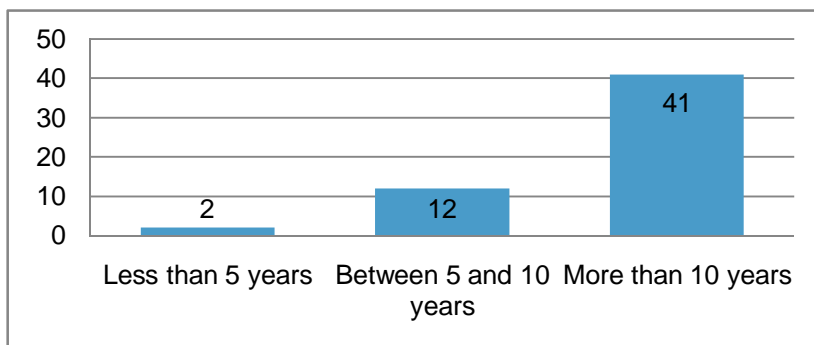

Figure 2: Years of Experience

As shown in the (

Figure 2: Years of **Experience**) that 74.5% of the participants have more than 10 years of experience. Also, 21.8% of the participants have from 5 to 10 years of experience and just 3.6% have less than 5 years. This proves that the system in the Entity doesn't grant the leading position unless the leaders have enough number of years of experience.
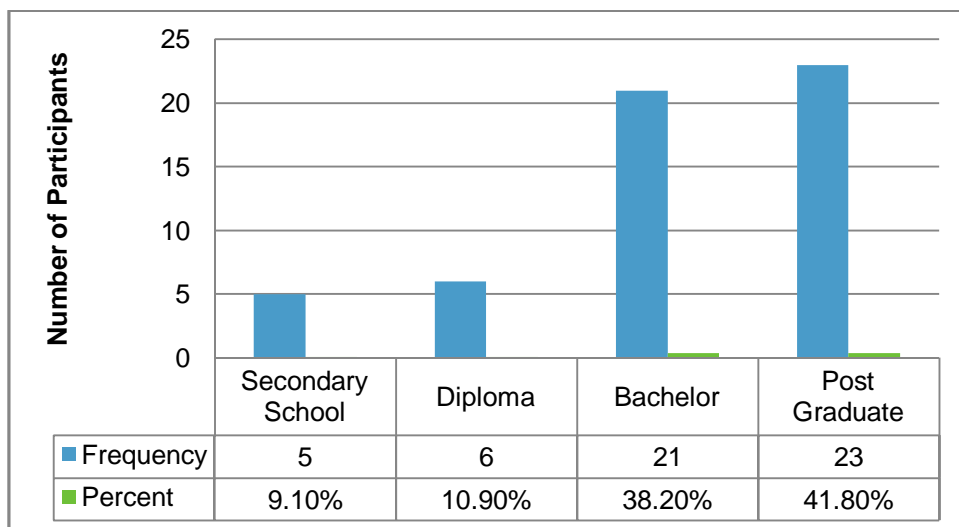

	Secondary School	Diploma	Bachelor	Post Graduate
Frequency	5	6	21	23
Percent	9.10%	10.90%	38.20%	41.80%

Figure 3: Qualifications of Participants

As shown in

Figure 3: Qualifications of **Participants**) that 41.8% of participants have post graduate and 38%.2 have bachelors qualifications. Those who possess undergraduate
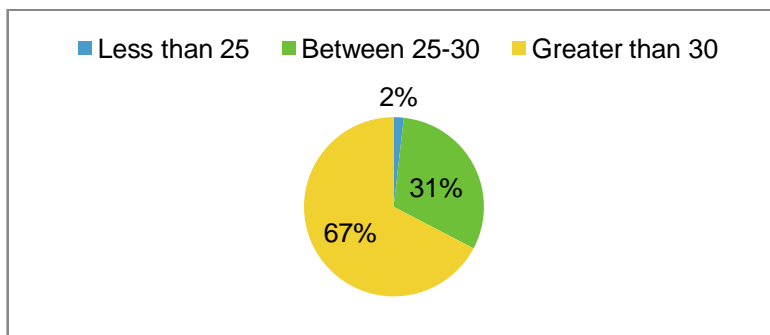
and above qualifications is 80% of participants.

Figure 4: Age

As shown in (
Figure 4: **Age**), most participants are aged greater than 30. This means that 67% of the leaders have mature age and this is reflected on their work.

Analysis

In this section, the four leadership styles will be analyzed according for each leadership style (autocratic, democratic, Delegating and situational). Five questions for each leadership style. The scale used was based on four choices (always, often, sometime and never). In the next part of this chapter, will discuss the interactions leadership styles and some elements like department, rank, qualification and year of experience.

Autocratic Leadership

Table 5: Autocratic Leadership

| Questions	Always	Often	Sometime	Never
Q1: Make my own decisions	9.1%	10.9%	38.2%	41.8%
Q2: Tell others what/when to do/avoid	12.7%	47.3%	36.4%	3.6%
Q4: Persuade others to do things my way and not in their way	16.4%	21.8%	49.1%	12.7%
Q8: Rely on my own judgment even with deferent opinions	18.2%	41.8%	34.5%	5.5%
Q13: If a group member makes a mistake, they are reprimanded or punished	3.6%	18.2%	56.4%	21.8%
Average	**17.08%**	**42.92%**	**28%**	**12%**
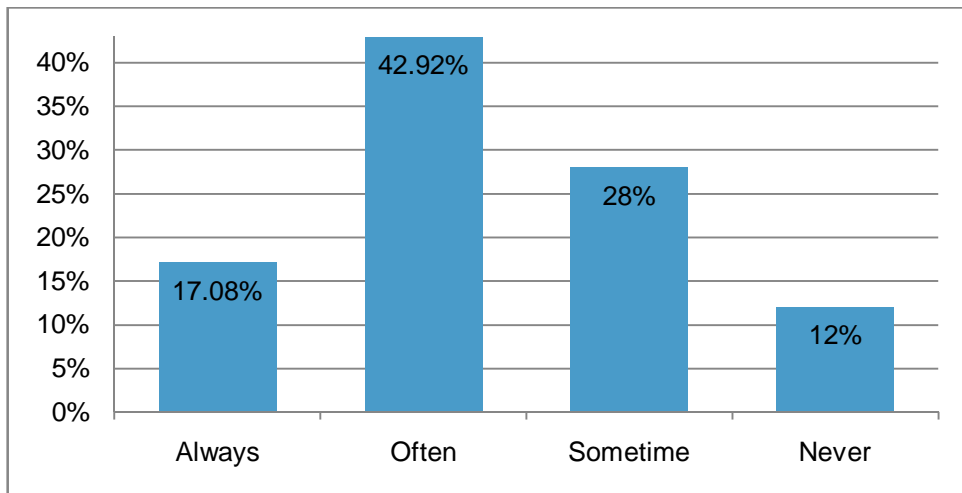
Figure 5: Autocratic Leadership

For autocratic leadership, as shown in the table above that for the fifth question which is related to the autocratic style, it is obvious that the participants who answered with 'always' on autocratic questions are not too much since only 17.08% of them answered by 'always'. This percentage is acceptable in police sector because of military training for each leader. Number of respondents who answered "Often" is 42.92% which indicates that half of leaders in directorate tend to be autocratic.

Democratic Leadership

Table 6: Democratic Leadership

| Questions	Always	Often	Sometime	Never
Q3: Suggest decisions to others	47.3%	45.5%	7.3%	0
Q7: Listen and gather others feedback before deciding	56.4%	32.7%	10.9%	0
Q9: Make sure the majority rules before making the decisions	25.5%	47.3%	21.8%	5.5%
Q11: Ask others to brainstorm choices and alternatives	36.4%	41.8%	21.8%	0
Q16: I help my members to define and achieve their objectives and future plans	65.5%	29.1%	5.5%	0
Average	**46.22%**	**39.28%**	**13.46%**	**1.10%**
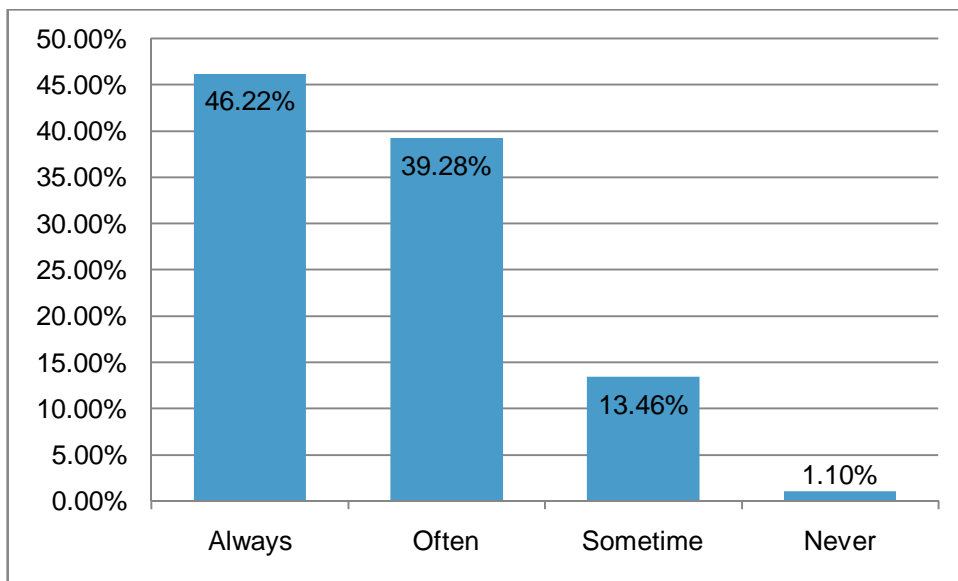
Figure 6: Democratic Leadership

Respondents who preferred democratic leadership was (46.22% responded as 'always').This percentage explains the leadership training that facilitated employee participation. Those that responded 'often' was 39.28%. The cumulative average for 'always' and 'often' was 85.5%.

Delegating Leadership

Table 7: Delegating Leadership

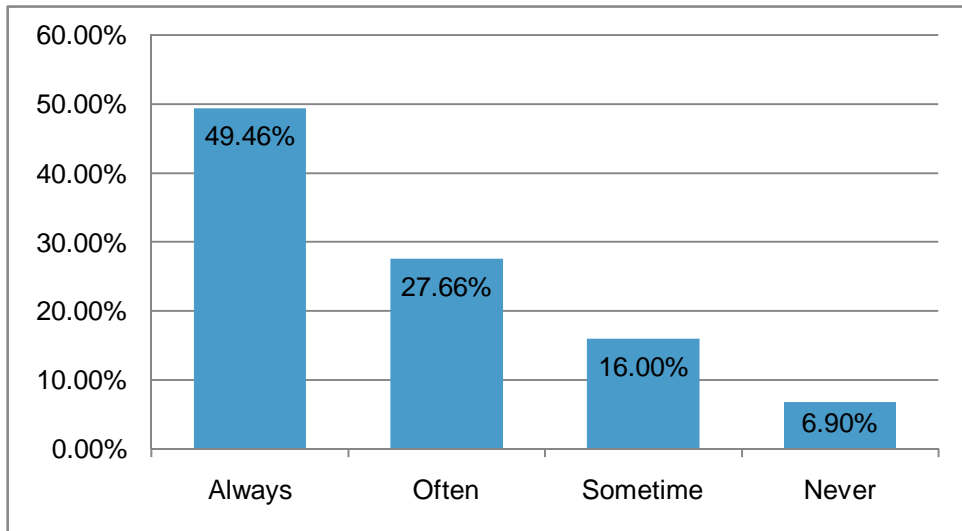| Questions	Always	Often	Sometime	Never
Q5: Participate/brainstorm with my group just like any other person	65.5%	25.5%	9.1%	0
Q6: Provide resources as needed to others	67.3%	29.1%	3.6%	0
Q10: Turn decision over to others	7.3%	16.4%	41.8%	34.5%
Q12: Share my own ideas	54.5%	38.2%	7.3%	0
Q14: Group members are motivated by a need for security	52.7%	29.1%	18.2%	0
Average	**49.46%**	**27.6%**	**16.00%**	**6.90%**

Figure 7: Delegating Leadership

For Delegating leadership, a high percentage of respondents (49.46% responded with 'always') preferred delegating leadership and appreciated the need to delegate work to their subordinates. The cumulative percentage of respondents who answered 'always' and 'often' was 77.1% (27.66% responded 'often').

Situational Leadership

Table 8: Situational Leadership

| Questions	Always	Often	Sometime	Never
Q1: Make my own decisions	12.7%	47.3%	36.4%	3.6%
Q4: Persuade others to do things my way and not in their way	16.4%	21.8%	49.1%	12.7%
Q5: Participate/brainstorm with my group just like any other person	65.5%	25.5%	9.1%	0
Q10: Turn decision over to others	7.3%	16.4%	41.8%	34.5%
Q15: I am ready to change my decisions if group member convinced me	52.7%	29.1%	18.2%	0
Average	**30.92%**	**28.02%**	**30.92%**	**10.16%**
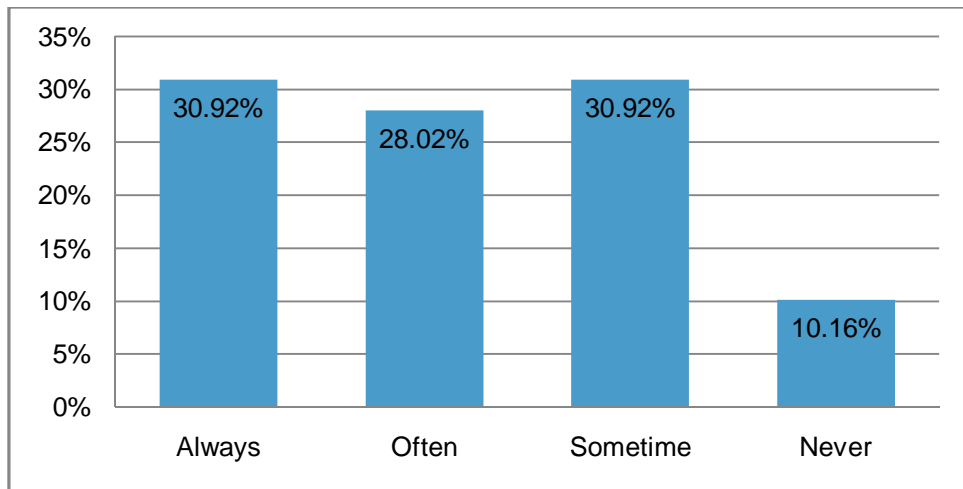
Figure 8: Situational Leadership

For situational leadership, 30.92% responded with 'always' and 28.02% with 'often' (cumulative average of respondents who answered 'always' and 'often' is 58.94%). These respondents were working in administration offices and not in the field. Usually in police sector because of military training for each leader, the leader prefers the situational style because of their working environment. This kind of leadership style requires qualified and competent followers. It is obvious that 58.94% of the respondents in the directorate prefer situational leadership styles.

Leadership styles and organizational performance

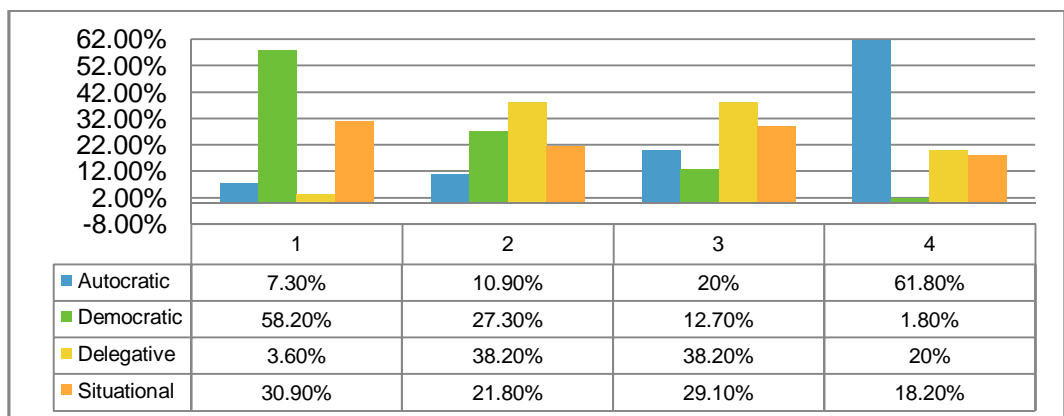|	1	2	3	4
■ Autocratic	7.30%	10.90%	20%	61.80%
■ Democratic	58.20%	27.30%	12.70%	1.80%
■ Delegative	3.60%	38.20%	38.20%	20%
■ Situational	30.90%	21.80%	29.10%	18.20%

Figure 9: Leadership Styles and Organizational Performance

From the above it is clear that the most preferred leadership style is the democratic leadership (58.2%). The second choice was the situational leadership with 30.9%. The third choice was autocratic leadership with 7.30% and finally the delegating leadership style with 3.6%. This means that the leaders in the directorate believe that the democratic style has the priority to enhance the organizational performance and followed by delegating with 38.2%. In addition to that, the highest choice in the fourth priority was the autocratic, which means that the leaders are aware that the autocratic style does not facilitate improvements in organizational performance.
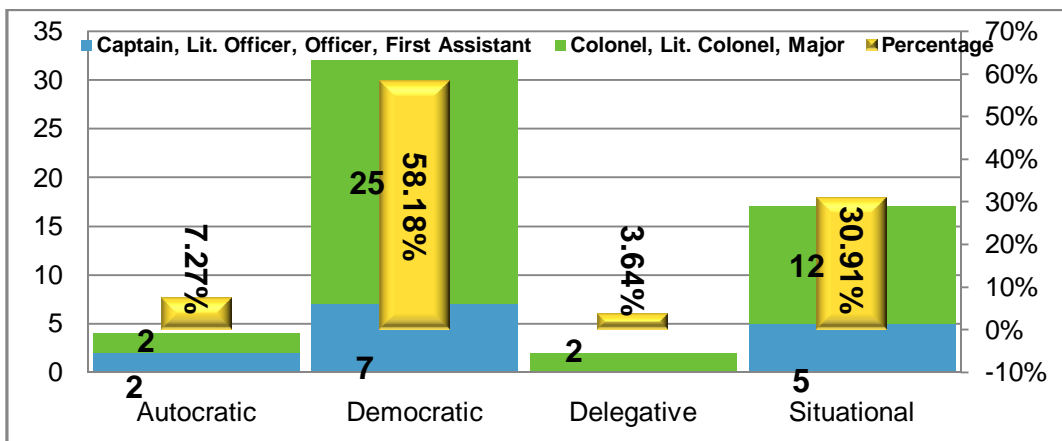

Figure 10: Leadership Styles Priorities by Ranks

As shown in the above figure, the leadership styles priorities are classified by two main ranks. The first classification is for those respondents who have more experience and advanced level of leadership training. The classification is Colonel and Majors. The second classification is Captains, Lieutenant Officers, Officers and First assistants who have the least experience and basic leadership training. From the first classification 78% preferred democratic leadership and 71% preferred situational leadership. These findings are reflective of the impact of training on leaders.
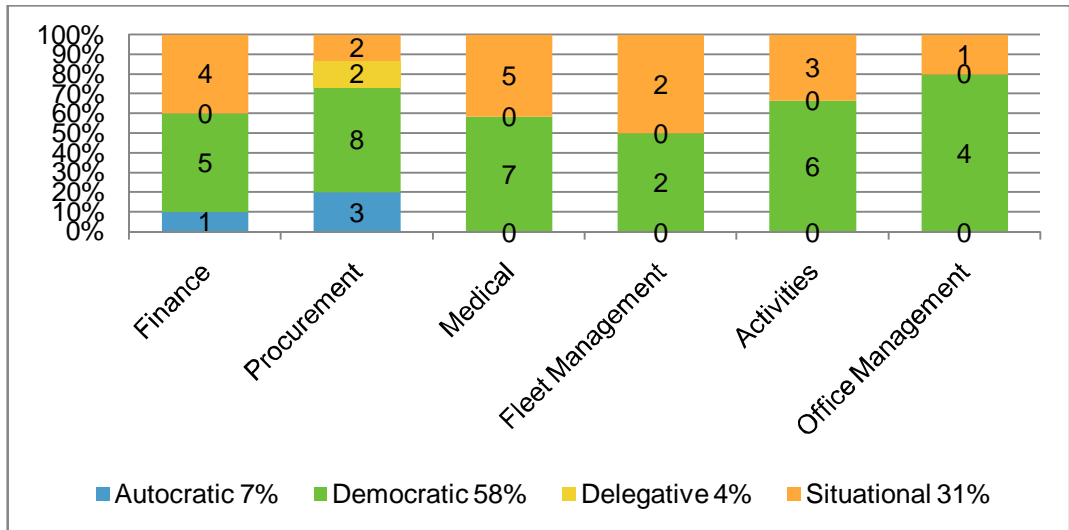
Figure 11: Leadership Styles Priorities per Departments

As shown in the figure 80% departments prefer democratic leadership in office management because of their work nature was to facilitate work of all departments. The activities department preferred autocratic leadership styles (66.7%) as their work involved serving all employees and arrange activities for their families. Democratic and situational leadership styles were evenly preferred across all departments without an exception.
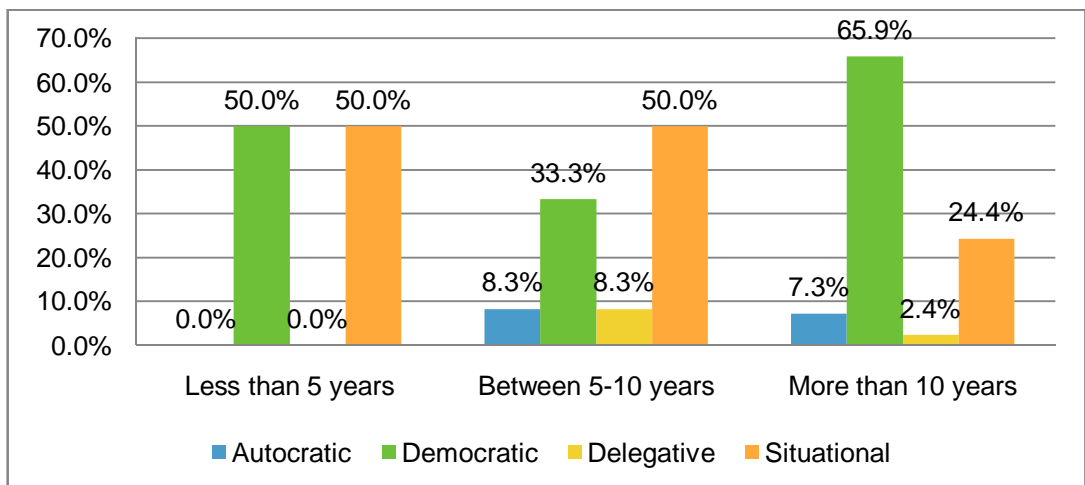

Figure 12: Leadership * Experience

As shown in the figure above, the highest percentage that preferred democratic leadership is a respondent whose have more than 10 years of experience (65.9%). This means that when the number of experience years increased the leader becomes more democratic and discusses the decisions with their followers. About 50% of participants who had less than 10 years of experience preferred situational leadership styles.
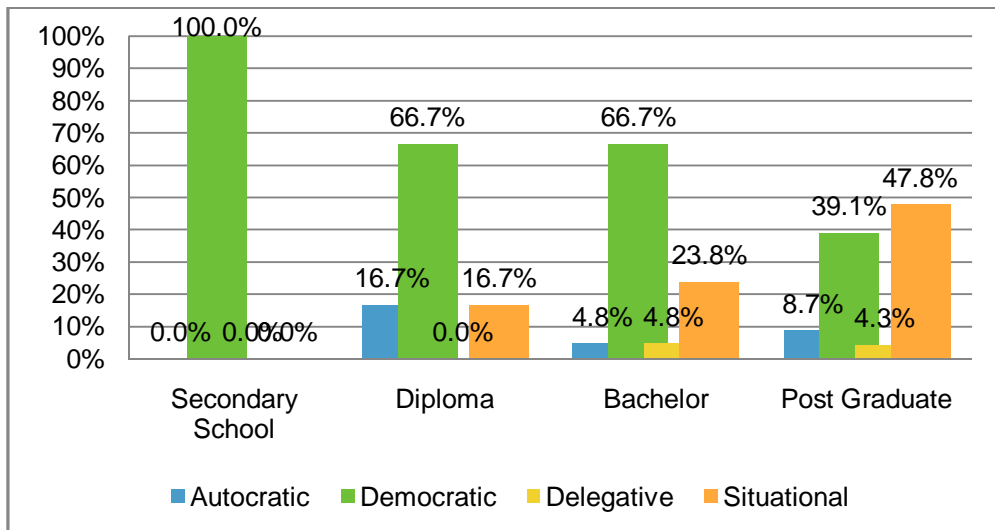

Figure 13: Leadership * Qualification

We can notice that all participants (100%) who have had secondary school selected the democratic leadership style. The lowest percentage of those who preferred democratic leadership styles was those that had post graduate qualifications (39.1%). Among respondents who possessed either a diploma or bachelors qualification, 66.7% preferred autocratic leadership style. Among respondents who possessed post graduate qualifications, 47.8% preferred situational leadership style, among respondents with bachelors qualifications 23.8% preferred situational leadership styles and for respondents with diploma qualifications only 16.7% preferred situational leadership styles. These are indicative of the higher awareness of leadership styles among respondents with post graduate qualifications.
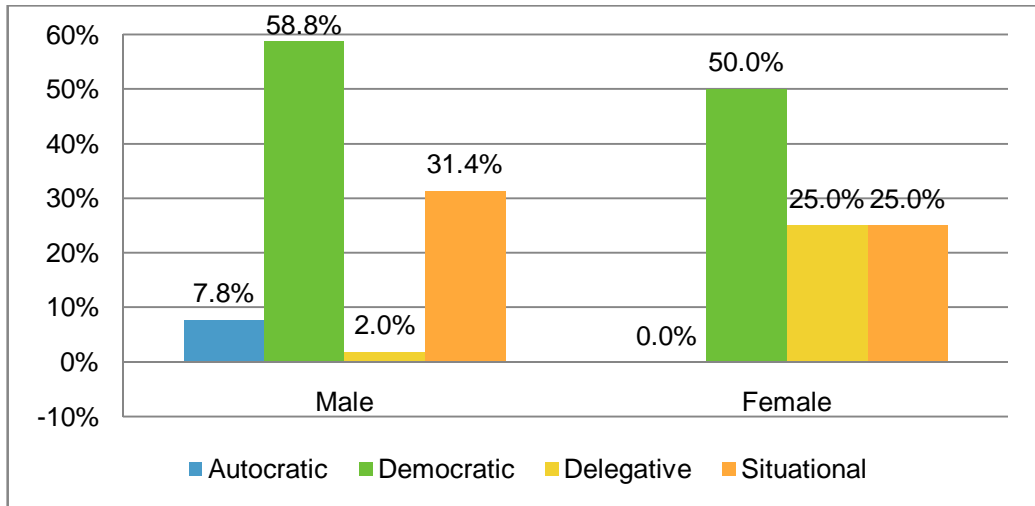
Figure 14: Leadership * Gender

50% of female respondents and 58.8% of the male respondents preferred democratic leadership style. Also, none of the female respondents preferred auto critic leadership while the percentage of male respondents who have preferred autocratic leadership styles was 7.8%. On the other side, 31.4% of males preferred situational leadership style, while 25% of female preferred situational style. About 25% female respondents preferred delegating style of leadership while only 2% of male respondents preferred delegating styles of leadership.
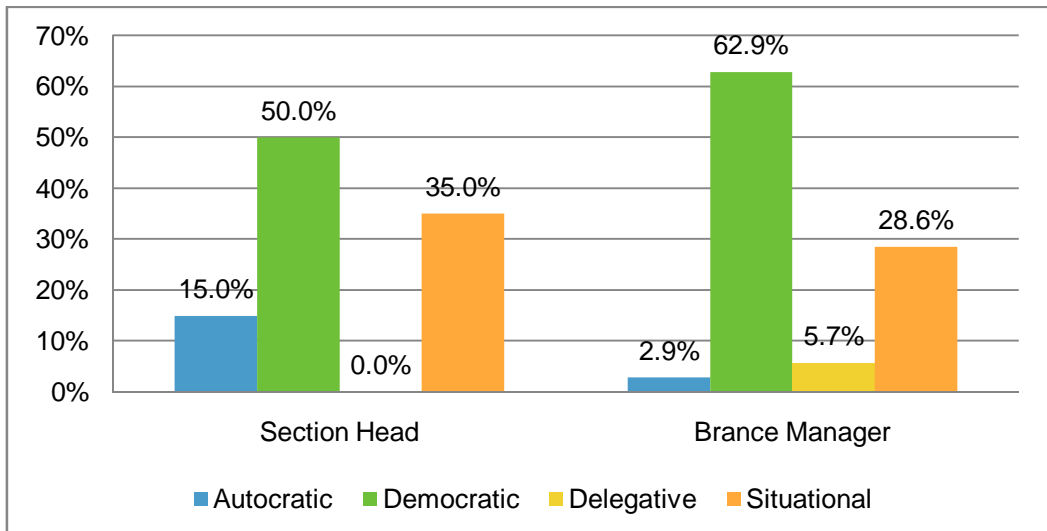

Figure 15: Leadership * Hierarchy

With comparison between section heads and branch managers, 62.9% branch managers selected democratic leadership style while 50% of section heads preferred democratic leadership styles. The highest percentage of those that preferred situational leadership style were section managers Thirty five percent of section managers preferred situational leadership styles while 28.6% of branch managers prefer situational leadership. On the other hand, we have noticed that 15% of section heads selected the autocratic while 2.9% from branch managers.

Conclusions and Recommendations

Conclusions

The questionnaire was administered in person to each of the respondent. The questions were divided into four parts: firstly, information about the participants, 16 questions were asked about 4 leadership styles (autocratic, democratic, Delegating and situational), ranking the priorities of the four leadership styles and an open question to get feedback about their opinion for the selected leadership style. Out of 55 respondents, 51 of them were male while only 4 were female. Of the respondents, 41 participants of them have more 10 years of experience and 41.8% of them have post graduate qualification. In general, these leaders preferred autocratic leadership with about 60% of participants responding with 'always' and 'often'.

This kind of leadership style is not easy to change to democratic but some projects need an autocratic leadership style to meet the deadlines without any delay. However, autocratic leadership may not be appropriate for service departments that need leaders and their teams to be more creative.

On the next group of questions regarding the democratic leadership style, 85.5% of the leaders responded 'always' and 'often'. Democratic leadership works best where group members are skilled, trained 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. On delegating leadership questions, 77.1% participants responded 'always' and 'often'. It is a high percentage of leaders' perception and needs qualified leaders to avoid any mess in work or delays on customers' requirements.

Delegating leadership is not very useful when group members lack experience or knowledge needed to complete their responsibilities and make decisions. On the final set of questions about situational leadership style, 58.94% of participants preferred to be situational. According to researchers, this kind of leadership style is the most appropriate for police sector but this research was conducted on support services directorate which rationally tend to be democratic more than situational.

From the third part of questionnaire, on the choice and priority of leadership a style being more effective on the organizational performance is recorded as follows: (democratic 58.2%, situational 30.9%, autocratic 7.3% and Delegating 3.6%). This part was analyzed taking into account gender, rank, department, qualification, experience and hierarchy.

The detailed analysis highlighted a lot of issues and potentials for development of leaders which possibly could improve organizational performance.

Recommendations

In conclusion, there is an obvious link between leadership and the organizational performance. Organizations should work hard to select and hire the right people with the acceptable levels of leadership and place them in the right places that reflect their performance. Also, at the same time, the organization should enhance their leaders with capabilities, values and competencies.

Based on this research, it is evident that the respondents of the Government entity do not prefer one leadership style exclusively over the other and the preferred leadership style depended on the situation. It is necessary that leading by example, the comprehension of situational factors and organizational support are essential for positively impacting organizational performance. The objective of this research was to identify whether leadership was influencing organizational performance in a government entity or not. The result shows that there is a positive relationship between the leadership styles and the organizational performance because the reliability statistic which was given by the SPSS was 0.522.

Suggested Model

Figure 16: Suggested Model

Lead by example:

The effective leader is the leader who leads himself before leading others. The leader's biggest challenge is to stay accountable for personal and team action. Leaders should have insights, must stay purpose driven to move the team forward and to inspire leadership among them. Even when the organization provides all facilities and motivation systems, the leaders should have the intention to work by themselves with patience to achieve the required results. Self-leading gives the leader an exceptional confidence to lead others without any hesitation because he is actually testing the action on himself.

Leaders in the government sectors have further challenges of leading employees that are relatively inexperienced than their counterparts in the private industry. Leading yourself well means that you hold yourself to a higher standard of accountability than others do. In other words, leadership is trusting you and being right. Actually, for these reason leaders should lead by example to begin with to have others emulate them. In terms of research scope to enhance the organizational performance, it is suggested to lead self by implementing the organizational values which will give leaders the credentials to lead others. The organizational values of the government entity considered for this research are:

- **Integrity and honesty:** If leaders took the initiative to be honest with them, it will be reflected on their actions with others. Leaders should stop creating excuses and justifications, be brave to say the truth, think out of the box creatively without lying and live without feeling as someone that is mistaken.

- **Justice:** Justice is one of the important value of the organization. Leaders should apply it on their life, family and customers. Be fair with your work by committing discipline. Stop dealing with customers based on previously known information and treat everyone equally. Give everyone what he/she deserves without any discrimination.

- **Professionalism:** Leaders should do right things in the right way. Also, they have to deliver on all their work with acceptable levels of quality. This value encourages leaders to learn and practice what they learnt in the right manner. Leaders should always look at other working environments to evaluate their ways of acting.

- **Effective communications:** Communication is integral to a leader's performance. Leaders should work on their communication in different places (home, work and friends). Communication starts with the message that should be clear, detailed, and facilitates feedback. They should be aware of the level of communication and how to communicate with each level. Seeking feedback and suggestions to act on opportunities to improve process and procedures would facilitate team work and goal accomplishments.

- **Excellence:** Leaders should think of how to provide things beyond expectations. This value enables leaders focus improving services provided to clients.

     Leaders have to keep asking themselves how they could be better, how to improve things, how many new ideas are suggested, how many creative thoughts are implemented and how could they help people with better than what they think. Leaders should celebrate their teams' achievements and appreciate every contribution to goals accomplished. This value is focusing on leaders and how they should be proactive and positive thinkers.

Lead your work

     Leadership is central in EFQM's model. Abu Dhabi government is following this model and the executive council offers more than 24 awards (Abu Dhabi Excellence Awards) to encourage governments to enhance their performance. For improving organizational performance, the "RADAR" based on EFQM's model should strengthen leaders' efforts to drive performance improvements. The RADAR model will be very helpful and contains amazing tools that enhance the organizational performance. This model will enhance the output of the work and keep all results connected with the organizations' strategy. Elements of the RADAR model are elaborated hereunder.
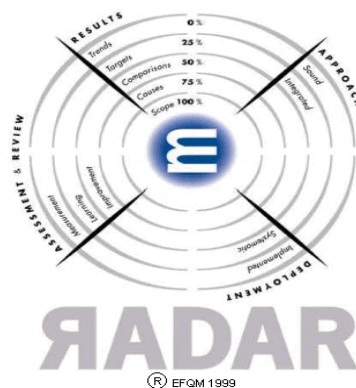

Illustration 3: RADAR - EFQM

- **R (Result):** Leaders must be able to strategize in ways to achieve results using planning, implementation and measuring performance using key performance indicators. Also important is to have each of these objectives linked to organizational strategy.

- **A (Approach):** Leaders should be able to formulate and follow an integrated approach that encompasses the interests of all the stakeholders. An approach that factors in all environmental influences, and ensures that outcomes must be congruent to envisaged an organization' strategic goals.

- **D (Deploy):** Leaders must be able to allocate resources and deploy human capital in ways that would optimize organizational outcomes.

- **A (Assess):** Leaders must continuously ascertain progress, recalibrate resources, and make fine adjustments that are necessary for achieving organizational goals.

- **R (Refine):** Leaders should benefit from the assessment step and learn from similar parts of work from others for improvement. Either they continue the work as it is or refine the approach to reach the identified results.

Organizational support

As researches explained the interaction between leadership styles and the organizational performance, the leaders need support and a fair motivation system to keep encouraging leaders to pursue improvements. Drawing from experience working with the government, the researchers recommend three type of support which are related directly to the building and development of effective leaders and enhance the organizational performance gradually. The main three organizational supports suggested are: effective training for the current leaders, mentoring mechanism to identify the potential leaders and appreciation for all leaders as described in following:

- **Effective training:** Training is highly recommended to improve organizational performance. Usually, organizations provide training in two ways, either planned or on demand basis. Both ways, the organizations must assess the impact of training on improving organizational performance by building the right expertise and competencies among trainees. Leadership training will let aspiring leaders learn and practice leadership approaches and use creative ways in motivating improved performance both at the individual level and team level.
- **Mentoring mechanism:** This research was based on section heads and branch managers. Leaders must be encouraged to mentor their team members and in the process create more leaders that the organization requires.

Mentoring ensures mentees learn the right set of mental process and behaviors that are required to succeed in leadership roles that they will be able to accept in their careers.

- **Appreciation:** A leader must appreciate contributions of team members and it is in the best interest of the organization that these mechanisms to appreciate performance be institutionalized. A transparent procedure to ascertain efforts of employees, rate performance of employees in non-prejudiced ways, and reward consistent performers equitably is a sure way to improve organizational performance.

The research is confined to one general directorate in the government entity and other directorates could not be accessed for data collection at this time juncture. The outcome of this research should be presented to the entity's top management and the recommendations be further discussed for implementation. In addition, the questionnaire could be distributed to other governmental sectors and to some private companies to carry out a comparative study between the two sectors.

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	N	Minimum	Maximum	Mean	Std. Deviation
Q1	55	1	4	2.31	.742
Q2	55	1	4	1.71	.854
Q4	55	1	4	2.58	.917
Q8	55	1	4	2.27	.827
Q13	55	1	4	2.96	.744
Department	55	1	6	3.04	1.610
Rank	55	1	7	4.22	1.150
Hierarchy	55	1	2	1.64	.485
# of employees under his supervision	55	1	6	2.33	1.836
Age	55	1	3	2.65	.517
Gender	55	1	2	1.07	.262
Years of Experience	55	1	3	2.71	.533
Qualifications	55	1	4	3.13	.944
Q3	55	1	3	1.60	.627
Q5	55	1	3	1.44	.660
Q6	55	1	3	1.36	.557
Q7	55	1	3	1.55	.689
Q9	55	1	4	2.07	.836
Q10	55	1	4	3.04	.902
Q11	55	1	3	1.85	.756
Q12	55	1	3	1.53	.634
Q14	55	1	2	1.16	.373
Q15	55	1	3	1.65	.775
Q16	55	1	3	1.40	.596
Autocratic	55	1	4	3.36	.950
Democratic	55	1	4	1.58	.786
Delegating	55	1	4	2.75	.821
Situational	55	1	4	2.35	1.109
Valid N (list-wise)	55				

Table 9: Descriptive Statistics