The Impact of Leadership Style on Employee's Performance in an Organization

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ABSTRACT

This study examines the impact of leadership style on employees performance in an organization. It went ahead in ascertaining the relationship between employees' performance and productivity, which is the hallmark of the organization goals and objectives. The study revealed that there is significance relationship between leadership style and employees' performance in the attainment of organization goals and objectives.

Keywords: Theories and Models of Leadership, Keys to Leadership Success, Appropriate Application of Leadership Style, Situational Leadership, Leadership Style, Value and Beliefs.

INTRODUCIION

The research work is designed to study the Impact of Leadership Style on Employee's performance in an Organization. For any organization to achieve its set objectives and goals there must be a 'high relationship between the (management) leaders and employees. However, for productivity to be reality in an organization there should be high employee's performance which solely depends on leadership style.

Human being joins organizations voluntarily under normal circumstances because of personal needs and aspiration, not necessarily because of organizational goal. So, a leader tries to motivate the worker to work higher in an organization while helping to realize their personal aspirations.

To enhance the performance of an employee, workers will depend on a. large event of leadership style that is operational within an organizational setting. No leader uses any of the style exclusively. A leader may use an autocratic style when necessary to serve a particular purpose and the democratic style in vice-versa. All the- style develops the talent of the employees.

BACKGROUND

Leadership is a special type of influential activity. It may be seen in effect in all kinds of social situations, and it is especially apparent

Where the situation demands that people work together toward common goals. In Organizations, leadership is a managerial activity the purpose of which is to direct the employees in one immediate chain of command toward the accomplishment of work goals.

Leadership represents a combination of behaviors exhibited by one who occupies an elected, appointed, or designated position of influence in a social system. Leadership behaviour is therefore officially sanctioned either formally or informally and the leader is looked to for guidance and direction by those who recognize in his or her power.

The term leadership therefore can be defined as the exercise of influence in a social situation in which the followers' (influences) attribute .leadership qualities to the leader (influencer). Leaders are leaders because other people view them as such. It must be noted that not all leaders are effective managers and not all managers are effective leaders.

In other words, leadership has been described as a process of persuasion where the leader (or team of leaders) act as an example for a group in order to motivate and induce the group to pursue the objectives of the leader and the organization. In this regard, it is important to realize the culture of their working environment. They are integral parts of the system in which they arise yet dependent upon two-way communication with constituent and the forces that create the circumstances in which they emerge.

In addition, leaders are accountable for the performance of their organization or the success of the government, which is dependent on employee's productivity. The role of leadership in management is largely determined by organizational culture of the company. It has been argued that manager's beliefs, values and assumptions are of critical importance to the overall style of leadership they adopt.

Maxwell (2002) says that 21" century leader is one who empowers others to be leaders. Managers and supervisors must know the techniques, challenges and benefits of facilitative leadership.

According to him, "the old world was composed of bosses who told you what to do and think and made all the decisions. In the new world, no manager can know everything or make every decision now to be successful, a manager has to work in partnership and in collaboration with everyone, in other to tap everyone's ideas and intelligence. Managers now are coach, counselors and team builders.

Their job is to find people with talent and skill, and help them work together towards common goals.

Leadership is influential processes which distinguish a leader by their actions, and also encourage a group of people to more towards a common or shared goal. A leader is an individual, while leadership is the function that the individual performs. Besides, an individual within an organization who have authority are often referred to as a leader, regardless of how they act in their job.

But just because someone is supposed to be a formal leader in an Organization, him or her or not exercise leadership.

In fact, informal or emergent leader can exhibit leadership even though they do not hold formal leadership positions that could distinguish them. Therefore, leadership effectiveness is important in the attainment of organizational goals and objectives.

CONCEPTUAL CLARIFICATIONS/ THEORETICAL FRAMEWORK THEORIES AND MODELS OF LEADERSHIP

According to Travis (2007), today's challenges calls for a fundamental transformation of management style and culture. To accommodate this transformation, leaders will need to develop new skills. The 21st century facilitative leader must act as:

Coach: The new leader must make a conscious effort to hear and understand the content, meaning, and feeling is related to what Is said. He or she is must raise employee's awareness of facts, issues, and implications and impact response to increase individuals and corporate productivity.

Dreamer: The leader must be non-judgmental when looking at new ideas. Be receptive to new visions, even if it may seem impractical or unrealistic at horst.

Innovator: The new leader must ignite a here within the staff or group, and keep it well lit. The leader must establish organizational momentum and keep the pace. He or she must generate and embrace change.

Explorer: The new leader must follow experimental trails in the Search for new ground. Be adventurous, unconventional challenges your personal limits and takes risks. '

Connector: The new leader must hnd similarities and commonalities where others see only differences. He or she must be individuals potential in forming teams and assigning tasks. He or she must be flexible and open and observe with all sense..

Builder: The new leader must' be detailed, resourceful, focused, and inventive. He or she is process-oriented and can visualize materials coming together to create a finished product. Clairvoyants The new leader must be aware

of the signs of potential strain, weariness aggravation and disempowerment and be productive to avoid dysfunctional behavior.

Praiser: The new leader should at every opportunity praise the effort 'put forth, the progress made and the result achieved. Praise well, praise often, praise specifically! All of these skills and qualities must be developed in today's leader. But it is just as important to know where these qualities are represented on your team, or if any of them are missing. Knowing how -workers think and are prone to act is paramount to effective teamwork. This knowledge is also extreme valuable for leaders, when 'forming sub-teams and signing tasks to know the creative mindset of their team members.

THE KEYS TO LEADERSHIP SUCCESS

According to Obisi (1996), organizations need qualified leaders; leaders who evolve to perform consistently within organizations must possess four key abilities to effect change. The important characteristics include applying leadership styles appropriately, communicating effectively, an aging performance regularly, and developing associates responsibilities. These keys, when applied skillfully, provide managers opportunities to unlock excellence in leadership.

APPROPRIATE APPLICATION OF LEADERSHIP STYLE

Many scientific theories debate the principles that define specific leadership. According to Bolman et al (2003), he noted that agreement exists among the major studies regarding leadership.

The conclusion reveals' that there is no best leadership style. One study by behavioural theories, Hersey etal (2001) believe that situational behaviour based on contingency, forms the basic of leadership style? This simply means that a leader must assess situations before taking appropriate action. Progressive leaders need the ability to apply contingency or situational assessment in changing organizational environments. The contingency style of leadership is a model that provides leaders with a menu of choices of application.

UNDERSTANDING SITUATIONAL LEADERSHIP

Leaders who maximize effectiveness begin with the understanding of leadership style. The contingency style of leadership derives its credibility from a behavioural approach. Hersey et al (2001) Leadership style is the_ regular behaviour patterns by leaders that creates 'perceived influence. They realize that the variables of any situation in leadership are never the same. The theories understood that leaders contend with a wide range of factors.

Leaders therefore, must consider contingencies such as the individuals involved and the environments of the situations. Leaders base decisions on the amount of instruction and emotional support needed by others to accomplish tasks. Additionally, leaders must consider the attitudes and ability levels of followers to perform any designated task. Further, leaders use different styles of decision making in order to motivate followers to perform well. Modification of the' leaders' behaviours takes place when followers reach needed skills levels to achieve goals. Leaders using this model -of leadership style must analyze each situation, applying the leadership style that best fit.

LEARNING THE APPLICATION PROCESS

The process of applying situational leadership style is a cycle that requires leaders to diagnose, adapt and communicate Hersey et al (2001). First, leader must determine what objective needed to be achieved and to exert influence upon followers. Second, leaders must affirm readiness levels for followers. Leader must apply the appropriate style of leadership to communicate and obtain the desired results from followers. The fourth phase or the assessment involves the analysis of the results from the leadership behaviour. The heal phase of application requires a follow up assessment of the overall situation.

The chart below provides a quick overview of the situational leadership model. As provided by Steward (2004). relationship, low task, T-light relationship, high task, through participation leadership through selling used when ,followers are 'able but when followers are 'unable' but or 'insecure'. 'willing' or 'motivated'. relationship, low tasks, Low relationship, high task, through delegation used leadership through 'telling use followers are 'able' and 'when followers are 'unable' and or 'motivated'. Or insecure

When leaders teamed up to apply task and relationship behaviour to influence other effectively, then situational leadership becomes successful. Task behaviour is the way a leader decide roles for others. Relationship behaviour involves how the leader communicates in a variety of ways. The combination of these behaviours forms subsets of situational leader behaviour. The first bahavioural combination involves high task low relationship

The next combination involves high 'task/high relationship behaviours. A third combination behaviour includes high relationship/low task. The last combination behaviour includes low relationship/low task.

Decision styles for situational leadership application include telling selling, participating or delegating. These decision styles work in conjunction with the degree and type of bahaviours that form a cycle of influential leadership (Hersey, Blanchard and Johnson).

FOLLOWERS READINGNESS IN AN ORGANIZATION

HIGH	MODERATE		LOW
R4	R3	R2	R1

The readiness of a new employee requires a leader or manager to use specific rationale and behaviour Steward (2004) the readiness level of an experienced employed required a leader or manager to use another combination of behaviours. For example, a new employee's readiness level maybe low to moderate. This required S1 (telling) and S2 (selling) level leadership behaviour that include more contact with the employee, In contrast, the experienced employee's readiness level may be moderate to high.

This situation requires more (participant) and S4 (delegating) leadership behaviour with less contact (Hersey, Blanchard and Johnson). The knowledge of results assists leaders in determining the followers' performance as well as leadership performance. Additionally, leaders need to know that follow-up procedures are necessary to complete desired results. The follow-up analysis of the situations allows leaders to address needed chances in the application cycles. The following keys are inevitable as enunciated by Steward (2004).

KEY 1: FOUNDATION FOR LEADERSHIP EXCELLENCE

The first key of leadership, application of leadership style provides the foundation to leadership excellence. The concept of situational leadership provides adaptability to changing situations and assessment of readiness levels of followers. Further, the concept offers leaders choices of behavioural styles to achieve leadership that effects' change.

Moreover, this style provides a process for quantifiable results of application and follow-up. The situational leadership style gives leaders the needed flexibility to unlock the first key to leadership excellence.

KEY2: EFFECTIVE COMMUNICATION

Effective leadership requires good communication. This communication has to be two-ways communication. The results of good communication should be to gain associate .alignment, agreement, and commitment. One should keep words single. Most people absorb about 80 percent of what they hear, so information should -be broken down into small sections. Speakers often ignore their non-verbal actions. Non-verbal actions make up the majority of communications and can determine how a message is understood.

Visual tactile, vocal, spatial, and imagines are all forms of non- verbal communications. A non-verbal action can be body language or even the tone that the speaker uses. Non-verbal actions and cause the receiver to interpret the message incorrectly or differently from what the speaker intended.

TIPS TO HELP COMMUNICATION EFFECTIVELY

- One person can only talk at a time
- Be quick to listen and slow to speak
- Remember it is impossible to listen and talk at the same time
- Use proper body language
- Make eye contact.

Barrier is a problem in communication. Barriers are things that stand in the way of the listener in understanding the message. Some of the more obvious barriers are noise and the misreading of the speaker body language.

Another important barrier is the listener's language interpretation. For example two listeners will interpret what a speaker says in two different ways and will come to two different conclusions. This is why language is the key to effective communication. A speaker needs to be careful with his words and try to enforce his meaning in more than one way.

Finally, the Speaker must know how to communicate in order for communication to be successful; a speaker must try to understand and know the listener, communication has as much to do with human relationship as it does with informing listeners.

There are four steps to follow when trying to communicate effectively. These steps are attention, apprehension, assimilation, and action. The first step is to eliminate interference or noise. The second step is communicating effectively in apprehending or understanding. Achieving apprehension is a major part of the communication process. One thing that a speaker should remember not to say is:

Achieve: The mnemonic device, achieve use seven variables: ability, clarity, help, incentive, evaluation, validity, and environmental, to provide leaders and followers with the necessary tools to improve performance. By using these seven aids, management can identify performance problems and determine why these problems exist. Again, the benefit of using the situational approach is that it allows management to address needs for each employer based on their individual situation.

A letter "A" 'represents ability and constitutes the skills, experience etc possessed by employees. Manager's identities skills possessed by employee and set goals and tasks based on ability, information management assesses each individual situation to determine if an employee has the ability to perform a particular task

The letter "C" represents clarity and is the ability of an employee to clearly understand .requested tasks and possess knowledge of what must be done in order to accomplish them. Problems with clarity in situation .may result in goals that are never accomplished. It is extremely important that managers clearly state goals and objectives up front to employees.

The letter "H" is the third variables, help, refers to support by the organization necessary for employees to complete goals and objectives. Supporting encompasses anything from monetary resources to equipment resources. It is the responsibility of management to aids the employee in obtaining necessary resources. If required resources are not obtainable, there should not be repercussion to the employee for liability to achieve a goal.

"I" stands for incentive. This refers to the motivation of the employee to achieve a task or goal. Management must remember that employees are motivated, all needs based on the individual situation; Some employees may request elaborate forms of reward, including monetary rewards, while others require only a complement or statement of "a job well done".

"E" 'refers to evaluation and relates to the incentive variable discussed previously. Employees must receive periodic on-going feedback regarding 'their performance. Without feedback, employees 'wonder' what is going on and on and become less motivated. Management should document positive as well as negative feedbacks.

"V" stands for validity. The validity of a situation includes the legalities of decision by managers. A manager must consider laws and company polices when making human resources decision.

"Do you understand"? This small question can undo everything that the speaker said by implying that the speaker does not believe the listener is capable of understanding.

The third part of communication is assimilation. In order for assimilation to occur, a listener must not only understand the speaker's message but also believe it. Belief of the passage is essential to the implementation of new ideas or concepts in a company or organization. The ferial step is action. Action only happens if assimilation has occurred. The speaker of the message plays a vital part of what occurs after assimilation. In order to accomplish the goals, the speaker must offer support as well as the tools that are needed.

All of these steps are essential if effective communication is to occur. For a leader to be successful, he or she must learn to master these steps. A leader must also learn to recognize the barriers of communication and become able to overcome them. The last thing a leader must remember is to use the proper non-verbal actions as well as the proper verbal actions.

LEADERSHIP AS AN ENVIRONMENT FOR MOTIVATING EMPLOYEES

Three different sources highlight leadership's role in developing an environment for motivating employees at various levels. All the three sources concluded that fads did not get the results most leaders and managers sought in their work places Hertzberg (1966).

The write up of Hertzberg (1966) looked past the minor boost in production or behaviour achieved any time management pays attention to its employees. Instead, the emphasis is on creating environments that truly provide employee motivation. Herzberg writes. "But it is only when one has a generator of one's own that we can talk about motivation". The automotive analogy fits wed in this discussion since we are trying to and methods that really work and will not need constant replacing with the next management fad. Heiiberg shatters several myths about employees' involvement in developing ideas or solutions. Most solutions that come from work group teams fail to make lasting and significant change. The employee quality circle fad shows little actual success compared to the investment of time and money.

In the article, "Looking for help, training leaders", a manager is having trouble locating .worthwhile leadership training that is not just running the same old games that do not produce results. These bad classes that claim to be the latest great craze in leadership training create unproductive leadership experiences that result in wasted time and money. According to Heizberg "some of those who do have an equally good excuse lost of leadership development exercises fail for short of the marl-c There is plenty of good data indicating what works to produce leaders and provide environments for motivation in the work place.

According to Hersey (2001), "Management of Organizational Behaviour", focuses on what is known and accepted about leadership management and motivating people. Hersey tackles several of the myths that permeate many discussions about improving employee motivation and why it is important for management to make real change by understanding human behaviour. He demonstrates through research done over the years which kind of management involvement produces results in employee performance and how the world of work is moving towards the knowledge age. Some people believe with the technology that is available today, management and leaders may no longer be needed.

This idea does not stand up to the scientific data available that indicates organizational problems which revolve around leadership and management 'of human employees. Hersey further writes, "The effective management of human organizations comedown to the one-on-one or one-on-a-group influence process". Therefore, leadership and employee motivation is still critical issues in the modern organization and require study to achieve effective results.

These three sources looked at how leadership and employee motivation affects the organization, ability to achieve goals. Hersey starts by examining the definitions and exploring research to determine what the discussion of leadership, management and motivation should entail, while Herzberg focuses on getting results and avoiding what is just a fad.

Finally, the newspaper article pinpoints one manager's frustration in finding leadership training that will actually be worthwhile and not just a weekend rafting trip to build fake teamwork that does not last past the-end of the boat ride. All the three come to the realization that the human factor is intangible and that there is no one method for motivating and leading people in all situations.
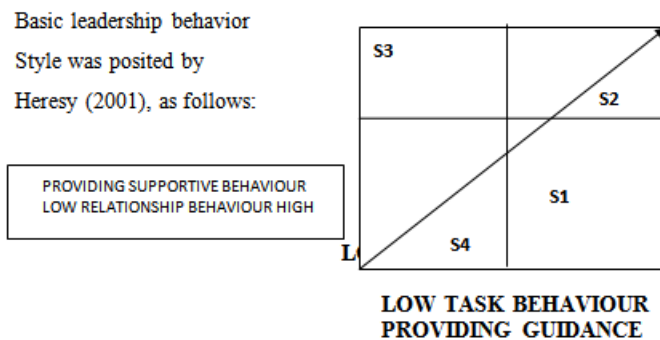
POWER POINT SHOW ON EMPOWERMENT OF LEADERSHIP

Many of the points in the show use the 21 irrefutable laws of leadership workbook.

- **The Law of the Lid:** Leadership ability determines a person's level of effectiveness.
- **The Law of Influence;** The true measure of leadership is influence, nothing more, nothing less. This tells us that tradition and ego should not replace results.
- **The Law of Process:** Leadership develops daily, not in a day
- The Law of Navigation: Anyone can steer the ship, but it takes a leader to chart the course.
- **The Law of E.F. Hutton:** When the real leader speaks, people listen
- **The Law of Solid Ground:** Trust in the foundation of leadership of
- **The Law of Respect:** People naturally follow leaders stronger than themselves
- **The law of intuition:** leaders evaluate everything with a leadership bias.
- **The Law of Magnetism**: Who you are is who you attract

- **The Law of Connection:** Leaders touch a heart before they ask for a hand
- **The Law of The Inner Circle:** A leader's potential is determined by those closest to him.
- **The Law of Empowerment:** Only secure leaders give power to others.
- **The Law of Reproduction:** It takes a leader to raise up a leader
- **The Law of Buy-In:** People buy into the leader, then the vision.
- **The Law of Victory:** Leaders 'rind a way for the team to win.
- **The Law of the Big Mo:** Momentum is the leader's biggest friend.
- **The Law of Priorities:** Leaders understand that activity is not necessarily accomplishment
- **The law of sacrifice:** a leader must give up to go up.
- **The Law of Timing:** When to lead is important as what to do and where to go
- **The law of explosive Growth:** to add growth-leader followers, to multiply-lead leaders
  - **The law of Legacy:** A leader's lasting value is measured by succession

BASIC LEADERSHIP BEHAVIOUR STYLES
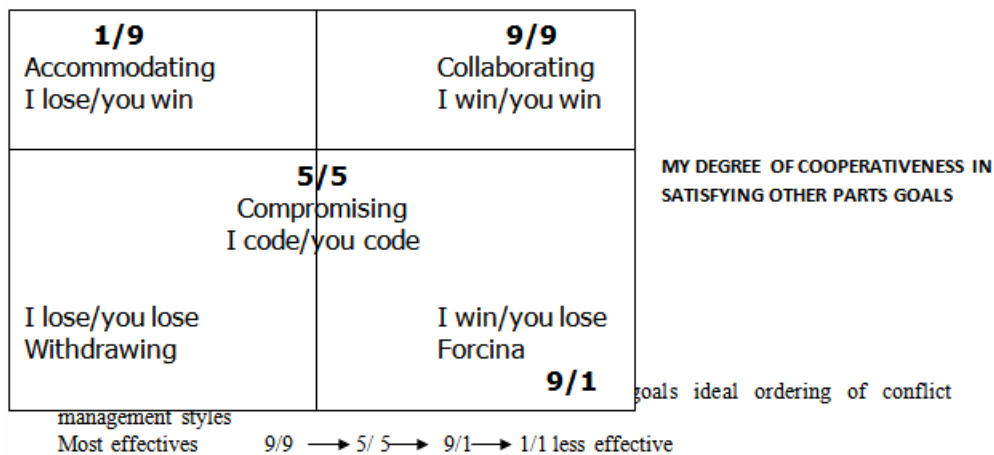
Source: By Paul Hersey (2001)

Although the collaboration style is the most effective, each of the other styles will be and should be effective in different situations. Some of these examples are: 1/9 - I win, you lose when we find our we are wrong, 9/1 - I lose, you lose - when the alternative is illegal, 1/1 - I lose, you lose - when we both want something else but it is not worth losing our relationship. The issue is too small to worry about, 5/5 -I give-a little, you give a little - when we have to reach a quick decisions and the collaborating process take too long.

One could make the argument that each of the above stands can be viewed as a win/win, depending on the resultant possible negative outcomes of not standing firm. The situational leadership model developed by the centre for leadership studies can help anyone who wants to be a more effective leader. It identities styles of leadership and levels of readiness of followers It then matches the most appropriate leadership styles that will

positively influence followers at the various readiness levels. The focus is on the leader to modify behavior, depending on the followers.

Situational leadership starts by identifying leadership styles by the amount of task behaviour (guidance and direction) and relationship behaviour (support and intrapersonal skills) present. Effective leader behaviour is in four guardant in the model.

S3 High Relationship And low task	S2 high task and High relationship
S4 Low Relationship and low Task	S1 High task and Relationship

The definition of readiness of followers is 'the 'extent to which a follower demonstrates the ability and willingness to accomplish a specific task". Different people "will have various degrees of readiness depending on how prepared they are to do something in a particular situation.

Readiness is a function of ability (experience, skills and knowledge) and willingness (confidence commitment and motivation) the model charts follow readiness as:

HIGH		MODERATE		LOW	
R4	R3		R2		R1
Able and willing or confident	Able but unwilling or insecure		Unable but willing or confidence		Unable and unwilling or insecure

The beauty of the situational leadership model is in matching which leadership style is most effective with each readiness level. For instance, at lower level sc of readiness, a leader may be more effective by providing specific direction with little or no emphasis on relationship building At the highest levels of readiness the leader may be able to turn the employee lose without talking about task or relationship because the leader has faith that the employee is capable and willing

Application of the situational leadership model requires managers to accurately assess the readiness level of employees. They must then adapt their own style to fit the situation effectively so that desired results can be achieved,

SITUATIONAL LEADERSHIP

Organizations use a variety of leadership practice to educate and prepare employee to accomplish the daily activities. Situational leadership theories presume that different styles are better in different situations, Leaders must be flexible enough to adapt their style to each situation Heresy et al (2001) focused mainly on the relationship between managers and immediate subordinates and established four different leadership styles to use.

S3	S2
High relationship and low task, participating, encouraging, collaborating, committing ➢ Shared/ participated decision-making ➢ Role of leader being to facilitate and communicate ➢ High support and low direction ➢ Used when people are able but are perhaps unwilling or insecure.	High task and high relationship, selling, explaining, clarifying, persuading. ➢ Sometimes known as a coaching approach ➢ People are willing and motivated but lack the required maturity or ability. ➢ This style does not work for people with a lot of experience ➢ Many times people start a new job or task and it is more difficult than expected, so they simply stop or do not perform. They need encouragement and support through a tough time.

S4	S1
Low relationship and low task delegating observing and fulfilling. ➢ The leader still identifies the problem or issue ➢ High degree of competence and maturity ➢ People know what to do and are motivated to do it	High task and low relationship, telling, guiding, directing, and establishing ➢ The directing style is for new harness or inexperienced people. ➢ Sometimes used when an important decision has to be made very quickly ➢ Involves giving people a great deal of direction and attention to definite goals and roles.

Situations in organization change frequently as does the employee's knowledge base and readiness level

HIGH R4	R3	R2	R1
Able, willing and confidence. Employees have high skill sets and are excited about what they are doing.	Able but unwilling or insecure. Employees have some few skills and are not very excited about what they are doing.	Unable but willing or confident. Employees have low skill sets, but are very excited about what they are doing.	Unable, unwilling, insecure. Employees have low skills and are not excited about what they are doing

Situational leadership stresses objective in its style of leadership, with this model of leadership, employees soon learn the cause and effect of their environment. As long as they are producing agreed upon appropriate behaviour, management will support and trust their behaviour. If they do not produce appropriate behaviour, their supervisor will likely observe them more closely. This type of leadership is a tool to improve communication of expected outcomes between employees and their managers; depending on the situation, management may increase or decrease their direction or involvement. The situational leadership model helps others to visualize and understand their complexity of different styles of management.

The diagram helps determine one's primary styles of leadership. The model defines the leadership approach one chooses to use to influence the behaviour of others. The quadrant shaped model offer four basic styles of leaders. The model measure the amount of flexibility a manager uses to obtain a desired behaviour. The drive and approach of their behaviour and tool so used determine the individual's management style.

Labeled counter clockwise the first quadrant is in the bottom right corner. This area is characterized by leader made decisions. Management provides specific instructions and closely supervises the performance of the employee. The behaviours of management most often seen are guiding, telling, establishing, and direction. This relationship stresses high task completion and low relationship value.

The employee has very little input and contribution outside of the assigned task and instructions. The next quadrant located ire the upper high corner, stresses high task and high relationship value, base on leader' made decisions, this leadership offers more employee/employer communication. The behaviours often seen are explaining, selling, clarifying and persuading.

The upper left quadrant describes the leader and follower made decision. This encourages high relationship value by cohesive communication and has a lower amount of supervision guidance.

This styles management requires encouraging participating and problem solving.

The last quadrant encourages follower made decisions. This type of atmosphere allows for a low guidance management style, but also a low relationship level. Behaviour includes delegating, observing/monitoring when needed and fulfilling relationship level.

Behaviour includes delegating, observing/monitoring when needed and fulfilling.

LEADER GRID: 5 BASIC STYLES
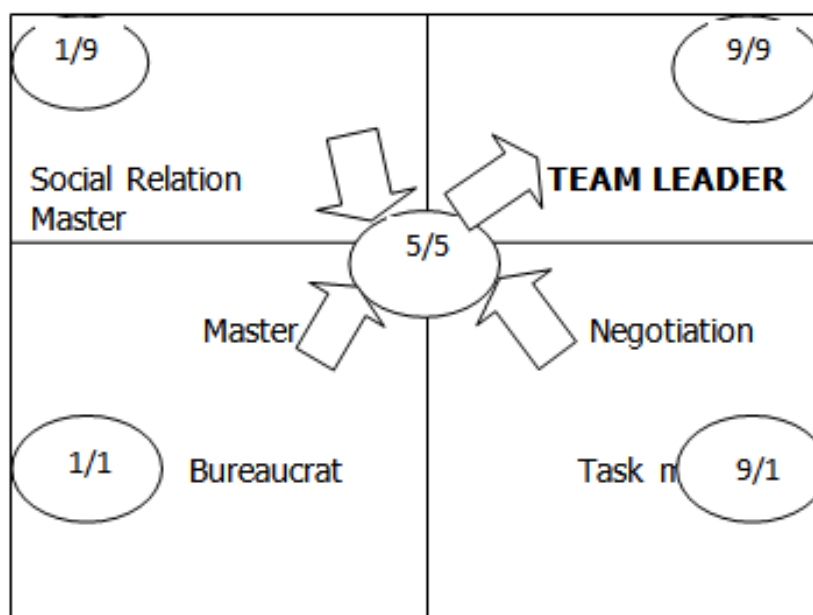
Basic leadership style characteristic
½: rules driven: relies on superiors interpretation
1/9: relationship driven: avoids conflict at only cost
9/1: result driven: work must get done at any cost.
5/5: compromise driven: always seeking safe ground between these two incompatible high dimensions
9/9: commitment driven: no way to get good results without total commitment to both dimensions

LEADERSHIP STYLE, VALUE AND BELIEFS

9/ 1: "I am responsible for getting technical result from the project". "Without good result, there soon would not be any jobs available". "the sponsor is paying is not particularly interested in cohesive unit".

Incongruence increase with:

- Employee mentally
- As formal (do not need an organizational chart);
- Further down the chain of command
- As jobs-become more

Douglas McGregor: The Human Side of Enterprise – Theory X and Y

➢ Theory X assumptions include the following:
  - People dislike and avoid work, people are lazy
  - People must be coerced to be productive, need a carrot and stick approach.
➢ Sticks - legal compliance through rules, close supervision, and sanctions,
➢ Carrots - rewards:
  - People are security driven; they want to be told what to do
  - People avoid responsibility.
  -
➢ Theory Y assumptions include the following:
- Work is natural
- People desire self-direction and self control
- People seek responsibility

- Problem solving should be widely distributed
- Worker ability is not utilized
- People want to do good work, need to grow, want to make contributions.

LEADERSHIP STYLES, VALUES AND BELIEFS

1/1: "My job is to make sure the policies and procedures from top management and the sponsor's needs are properly interpreted and transmitted to my subordinates. Beyond taking care of all this bureaucratic detail; there is not a whole lot I can do that will make a difference".

5/'5: "As a realist, I know `that work objectives and personal needs often conflicts on the job; thus, "I am always compromising to maintain some sort of behaviour between them. Push a little harder to keep the work moving but be readily to back off when their morale begins to='slip".

9/9: "There is no conflict between these two factors. I must have a highly motivated team to get good work results and I cannot keep a team highly motivated without challenging work and good job performance". My primary task as personnel manager is to develop and maintain a high performances team through continuous team building efforts".

LEADER BEHAVIOUR

S1 = Telling, guiding, directing, establishing

S2 = Selling, explaining, clarifying, persuading

S3 = Participating, encouraging, collaborating, committing

S4 = Delegating, observing, monitoring, fulfilling.

High

Low – Directed Behaviour

High – term maturities

From this slide, we have seen how a new team or employee may enter our management jurisdiction. Our style may and probably should change with the maturity level of the team or employee which brings us back to the evaluation maturity of people.

A PERSON'S NORMAL BEHAVIOUR STYLE

- From passive infant to active adult
- Dependent to independent
- From simple bahaviour to more complex
- From shallow interest to deep commitments observation added to Argris Endings - (changes in society may not be developing as before).
- From short-term frames to long-term frames
- From family subordinate to pear to leader
- Lack of awareness of self to self-control.

METHODOLOGY

Secondary Source: This refers to other sources of data different form the primary source. Secondary data are collected from other sources such as data collected and used by some people in the past," it could also be collected from sources like leaflets, journals, books, abstract and other reviews which will give related information on the research at 'hand. Secondary sources are most times unreliable and are used to complement the primary data collected for better results.

CONCLUSION

Effective leadership and management are widely heralded as key priority for national and regional development, yet the process by which they are enhanced by training and development and how they impact upon performance remain poorly understood. There is lack of reliable data to link management and leadership development with leadership capability and individual and organizational performance and the evidence 'suggest a more complex relationship between them' than often assumed.

Leadership exists on many levels; throughout all aspects of the society. The common purpose that motivates leaders is the overall accomplishment of the organization or the system. After recognizing leadership as a system, it becomes clear that an understanding of the relationship between leaders and their constituents is essential.

In addition, developing and maintaining successful organizations require leaders to understand the culture of the organization to adapt to the challenges of the environment and to respect the constituents that make up the organization.

The responsibility of leadership extends from the executive officers and beyond "the -local levels of the public. The possibilities and limitations of leaders must be understood so that the workers can intelligently strengthen and support "good" leadership. Many have described the skills and the tasks necessary to be a leader and it is likely that these skills are widely distributed throughout the society. An important question is how this reservoir can be tapped.

RECOMMENDATIONS

In light of the Ending and conclusion, for effective employee performance, organization should make use of these recommendations:

Adopt effective leadership style. This is a style based upon a caring and nurturing approach, which will work in conjunction with authoritative style. .Democratic and pacesetting leadership style should be adopted as the democratic-style give room for employee participation in decision-making while pacesetting in situational leadership style.

Organization should also formulate polices, which will encourage leaders to empower employees to be part owner of the organization. `

Leadership that encourages quality principle should be put in place of authority.

Visionary leaders who can delegate authority with trust to employees are an answer to productivity problems.

It should be known that achievement of leadership goal is dependent on employees' satisfaction.

A leader should perform in the frame of an environment and historical context.

A leadership system that create complete functioning process, which depends upon many pants to create results.

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