APPENDIX – I

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LEADERSHIP STYLES ON SUBORDINATE PERFORMANCE IN DABS

By

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APPENDIX – II

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I also thank every employee of DABS (DA AFGHANISTAN BRESHANA SHERKAT) for giving me an opportunity to pursue my dissertation, asking my question in the questionnaire and gave me their time.

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APPENDIX – III

Declaration by the Guide:

This is to certify that Mrs. Bibi Kharionnesa Hashemi, a bonafide student of MBA IN POWER, SAP ID ''500066187'' of UPES has successfully completed this dissertation report on Leadership styles on subordinate performance in DABS under my supervision.

Furthermore, I certify the work is based on the investigation made, data collected and analyzed by her and it has not been submitted in any other university or institution for the award of any degree. In my opinion, it is fully adequate, in scope and utility, as a dissertation towards partial fulfillment for the award of the degree of MBA in Power.

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Place: Kabul- AFG

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Executive Summary:

In this research, we studied leadership, leadership styles, its impact on subordinates in DABS.

Da Afghanistan Breshan Sherkat (DABS) is a government-owned company that is responsible for the generation, transmission, and distribution of electricity throughout Afghanistan.

In this research at first I studied different leadership theories, different styles, skills approach and role of TQM in leadership in detail and then evaluated performance of managers in DABS by the questionnaire form, and as concluded, most of the employees are happy with their manager, so we can say security is one of the most important reasons which most of the customers are not happy with DABS, there are lots of towers around Afghanistan which mostly damaged by Taliban and it causes to power failure many days and nights.

In the last question of the questionnaire form, I also evaluated that existing problems emerged from the lack of proper leadership styles also, that is why I recommend DABS to use transformational styles.

CHAPTER I

1. Introduction:

In this research, we study leadership in depth and details, all features, all styles, all theories and etc. Everything about leadership and its impact on subordinate's performance in Da Afghanistan Breshna Sherkat.

Da Afghanistan Breshna Sherkat (DABS), formerly Da Afghanistan Breshna Moassessa, is a government-owned electric utility company. The company operates and manages electricity generation, transmission and distribution infrastructure throughout Afghanistan. Its generation portfolio includes oil-fired thermal power plants, hydropower plants. Imports meet the major part of the demand for electricity in the country. The company imports electricity from neighboring countries, namely, Uzbekistan, Tajikistan, Turkmenistan, and Iran to balance the energy matrix in Afghanistan. The customer includes residential, commercial, industrial and other customers. The power construction unit, a division of the company, manages utility construction projects and manufactures meters boxes and poles. DABS headquartered in Kabul, Afghanistan.

Not having a good leadership is one of the most important problem over the world, especially in the underdeveloped countries, I think most of our problems in power sector are from not having enough knowledge about leadership and its impact on subordinates, a good leader have strong impact on everyone in an organization and if we want to have committed employees, we must know methods of leadership, styles of leadership, it causes to our company growth, lead has very important rule for satisfying customer and is the first person who is responsible to fulfill all customer's needs and wants.

There are countless definition of the leadership that exists, a leader is one or more people who select, equips, trains and influence one or more followers who have diverse abilities, skills and focusses the followers to the organization's mission and objectives causing the followers to willingly expend spiritual, emotional and physical energy in a concerted coordinated effort to achieve the organizational goals.

Leadership is a set of activities which is observable to others that occur in an institution, company, organization with leaders and followers who have specific purposes and work together for these goals. Leadership can be described and its effect traced back to the activity.

The leader illuminates a path to the goals, builds confidence in the group's ability to achieve them, and earn trust by evidence of integrity, commitment, courage, and a demonstrated willingness to take personal risks for the group.

Leadership can influence the success of the company or and employees and also a society since we all are connected with each other; it has a direct impact on the economic growth of the company and motivating employees.

According to management expert Paul Hersey and Ken Blanchard a good leadership choose his/her styles based on employee's skills level and type of task and situation, it means effective leadership is related to styles and approach the leader is taken and it aligns with nature of business, employees and the level of multiculturalism in society and the world.

On the other hand, a leader is the ability to goal-oriented teams (Randeree and Ninan, 2011). Though the responsibilities of the leader differ based on the situation, the leader directs the team to work together and it affects the behavior of the employees, motivation, and performance to achieve organization goal, it helps to achieve unusual goals and in this regard employees are the most effective source.

1.1 Objectives:

By rendering this research, we want to extract the basic and advance knowledge about leadership, suitable use of leadership style, leadership theories. The objective is to evaluate DABS in detail and relation between the leadership styles and employee's performance in DABS.

1.2 Problem Statement:

Leadership is one of the most critical issues in our country in all organizations, in this research I study leadership in DABS, I observe DABS in detail, its goal, its work, its leadership, and its leadership styles.

Actually, there are lots of problems in the power sector in Afghanistan, though the huge capacity of our electricity import from neighbor countries, people still don't have access to electricity, most of the times in 24 hrs, we don't have access to electricity in all part of the country.

Through this research, I want to find, what are the main problems in DABS for supplying electricity.

1.3 Limitation:

There were some limitations to this research:

      1.3.1   Based on security problems, each time I could not easily enter DABS.

1.3.2   The negative attitude of DABS employees regarding filling the questionnaires was the major problem in this conducted research.

1.4 Conclusion

This research can be concluded as:

✓ Managers provide an atmosphere of teamwork in the job environment.

✓ Managers focus on the quality of works in the job environment.

✓ Though managers focus on the strengths and weaknesses of the employees they need to focus more on this since more than 20% of the employees disagree with it.

✓ The managers shall involve the employees to be a part of decision making.

✓ The managers shall encourage more employees.

✓ Security in Afghanistan is one of the most important reasons which causes the customers of DABS to be not happy with it.

1.5 Recommendations

Following are some of the recommendations that help DABS to be more efficient and effectiveness:

a. I think democratic leadership styles shall be followed in DABS to be more successful and all employees are happy with it.

b. The managers have to focus more on strengths and weaknesses.

c. The managers shall interfere with the project when any problem occurs, and help them to solve the problem.

d. The managers shall teach the employees.

e. The managers shall provide an environment that all employees interest to keep working in the organization.

f. From my point of view, the Transformational style of leadership is more suitable to be used in DABS.

CHAPTER II

2. Review of Literature:

Da Afghanistan Breshna Sherkat (DABS) is an independent and autonomous company established under the corporations and limited liabilities low of the Islamic Republic of Afghanistan. DABS is a limited liability company with all its equity shares owned by the Afghan government. As the national power utility, DABS replaced Da Afghanistan Breshna Moassessa (DABM) on the 4th of May 2008. DABS manages electric power generation, transmission and distribution throughout Afghanistan on a commercial basis.

2.1 DABS Mission:

DABS objective is to provide reliable power for a reasonable price in order to facilitate national economic growth. Da Afghanistan Breshna Sherkat is responsible to manage all the revenue generated from electricity distribution throughout the country. The management, transmission and distribution and sales are the main responsibilities of Da
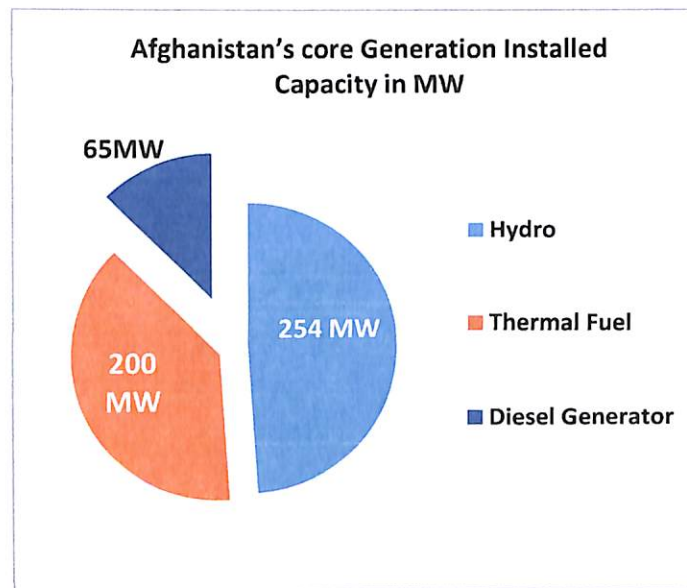
Afghanistan Breshna Sherkat in the country.

Figure 1. Afghanistan's core generation Installed capacity in MW

Afghanistan Imported Power in MW
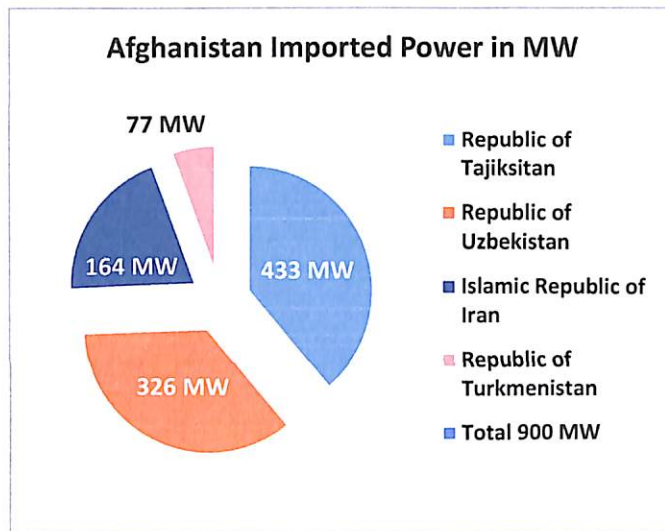
Figure 2. Afghanistan's Imported power in MW

2.2 DABS shareholders:

1. Ministry of Finance 45%

2. Ministry of Energy and water 35%

3. Ministry of economy 10%

4. Ministry of Urban Development 10%

   Figure

DABS SHAREHOLDERS

Figure 3. Afghanistan's Imported power in MW

2.3 DABS Organizational Structure:

When Da Afghanistan Breshna Sherkat was established as an independent corporation for better management, the company's board of directors was structured as follow:

- Ministry of finance, chairman of the board
- Ministry of energy and water as deputy chairman of the board
- Ministry of the economy as a board member
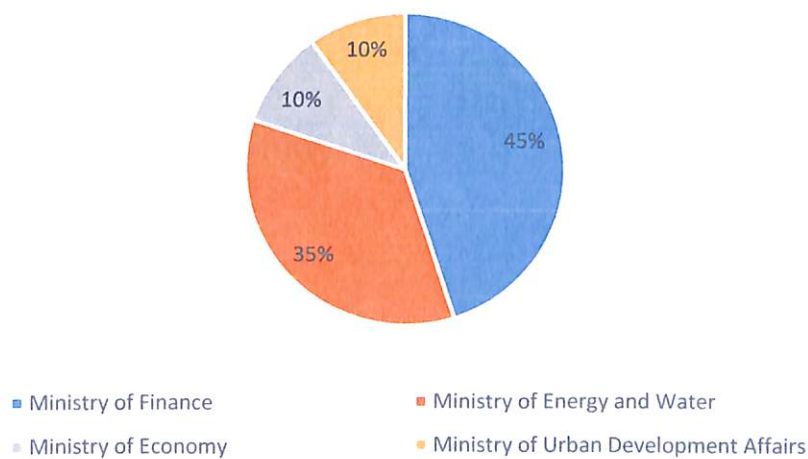- Ministry of urban development as a board member

In order to improve the management and administration of the company, the executive directorate was established.

In the framework of DABS, the following three directors have been set up to promote better affairs and better service to their compatriots.

- **Operations Department:** this department is responsible for the transmission and distribution of electricity throughout the country, as well as the survey, design, and implementation of electricity projects.
- **Commercial Department:** this department is responsible for the distribution of the electricity, billing, collection of revenue and customer service.
- **Finance Department:** it is responsible for the management of human resources, information technology, financial affairs and improving financial procedures throughout the country.
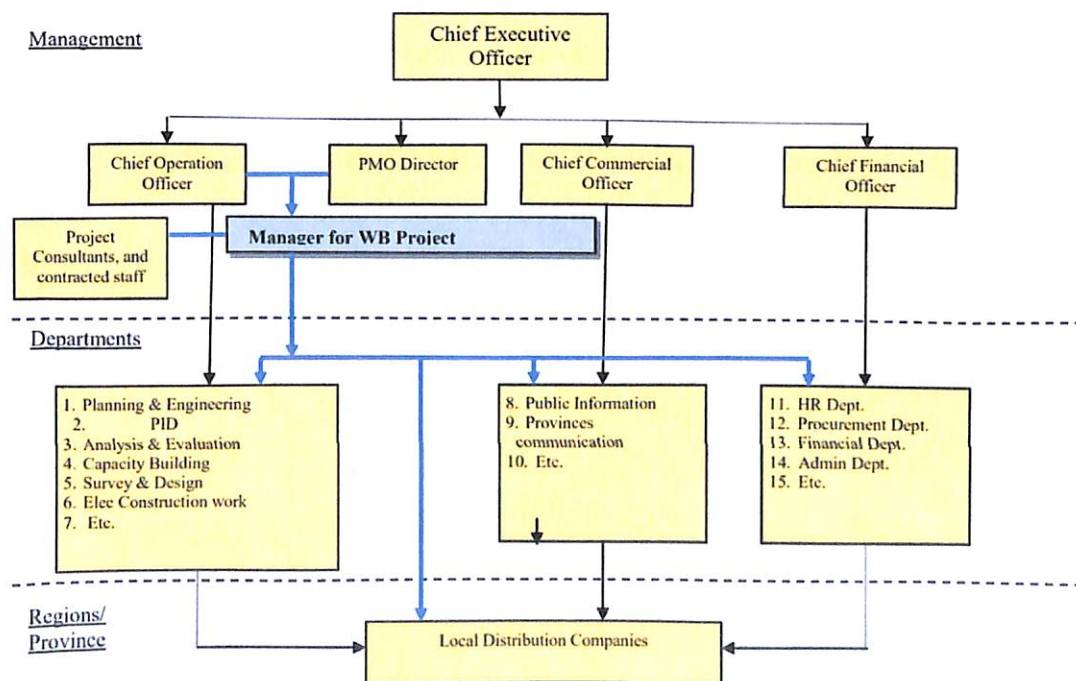

Table 1. DABS Organizational Structure

2.4 Introduction:

Electricity plays an important and vital role in the development of a country. Having access to electricity is one of the primary needs of every citizen. For this purpose, all customers should follow rules and regulation of DABS as below:

✓ All consumers should avoid overusing electricity.

✓ The legal use of electricity is the right of the consumer based on their needs.

In this section, we also have a study on leadership, Leadership theories, leadership styles and effects of leadership styles on employee performance in DABS. The leadership styles currently advocated and adopted by most firms are based on the concept of Total "Quality Management" (TQM).

Total quality management is an organizational approach that began in the 1950s. The quality directly connected to customer satisfaction, customers want the best return for the money they pay to buy something. That is why organizational attempts to assure their product or services full fill all customer needs. Or we can say, the process to produce perfect products that eliminate or prevent errors at every stage of production is called TQM.

In other words, total quality leadership is an approach to management that focuses on giving top value to customers by building excellence in every aspect of the organization. In all organizations, there are processes by which things get done. There are literally thousands of processes, the general health of which determines the future of the enterprise. Often, the most difficult aspect of total quality leadership is to create an environment of "all in one team." If a company is to excel in every activity, everyone in the organization must work together to improve processes and to execute them with energy, dedication, and efficiency. In order for all employees to be committed to the organization, the organization must be committed to its employees.
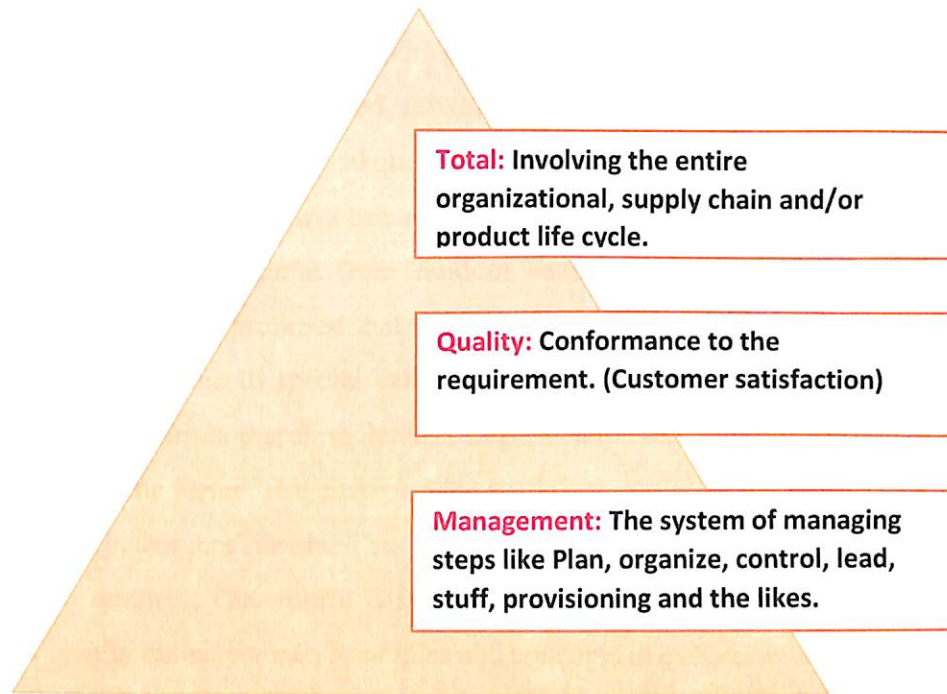
TQM is the sum of three words shown in the figure!

Total: Involving the entire organizational, supply chain and/or product life cycle.

Quality: Conformance to the requirement. (Customer satisfaction)

Management: The system of managing steps like Plan, organize, control, lead, stuff, provisioning and the likes.

Figure 4. TQM definition

Total quality management is the foundation for various activities, given in the below table:

No	Activities
1	Commitment by senior management and all workers
2	Meeting customer necessities
3	Decreasing improvement of process duration
4	Decreasing item and service cost
5	Frameworks to encourage change
6	Employees association and strengthening
7	Testing measured objective and benchmarking
8	Concentrate on procedure and improvement plan
9	Particular consolidation in key arranging

Table 2. TQM is the foundation for various activities

TQM is assumed to be a culmination of a hierarchy of quality definitions: 1-quality-continuously satisfying customers' expectations, 2-total quality-achieving quality at low cost, and 3-TQM-achieving total through everyone participations (Dahlgaard et al., 2002). Ebrahimi and Sadeghi (2013) explained that the evolution of TQM to an all-pervasive management philosophy was formed by the works of Shewhart (1924), Deming (1982), Crosby (1979), Feigenbaum (1951, 1961), Ishikawa (1972), and Juran (1986, 1988). Their contributions (Table 1) have been very significant in the development of TQM and its application.

Historically, TQM has been taken place in four stages: quality inspection, quality control, quality assurance, and TQM. The first stage was witnessed in the 1910s when the Ford Motor company's "T" car began to hire a group of inspectors to test the product against the standard, covering the production process and delivery. The goal was to separate the poor product quality from the acceptable one, and hence scrapped, reworked or sold it as low quality. The second stage was from 1924 to 1931 when statistical quality control by inspection developed. Shewhart came up with the idea that quality control can aid in differentiating and isolating two kinds of process variation. The first one came from random causes, and the second came from assignable or special causes. He proposed that a process can be made to function predictably by sorting out the variation due to special causes. Additionally, the coins control chart for observing such process variation, therefore determining when to interact with the process. The third stage comprises all the former stages to provide sufficient confidence such that a product or service will satisfy customers' needs. This stage stressed on changing from detection to prevention of poor quality. The fourth stage, TQM, included the understanding and implementation of quality management's principles and concepts in every part of organizations. It demands that the principles of quality management have to be applied at every level, every stage, and in every department of the organization (Dahlgaard et al., 2002).

The pioneering studies of leadership were instituted in 1945 by Carroll Shartle, director of the Bureau of Business Research of the College of Commerce of the Ohio State University. Shartle had observed the importance of leaders and leadership during his government service both before and during World War II.

John Gardner's recent definition is often quoted: "leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her follower."

James MacGregor Burns present the following definition in his classic book, leadership: : leadership is the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers...

Leaders can also shape and alter and elevate the motives and values and goals of followers through the vital teaching role of leadership. This is transforming leadership."

Many writers use the words management and leadership interchangeably. Some writers use the word management to refer to lower levels within a hierarchical organization and the working executive to refer to top levels. In this usage, leadership might be exhibited at any level.

John Kotter, professor of organizational behavior and human resources at the Harvard University Graduate School of Business, joins Burns, Bass and Zaleznik state: leadership involves creating a vision of the future and strategy for achieving that vision. It also involves creating an environment that inspires and motivates people to overcome any obstacles that may arise along the way.

2.5 Role of leadership in quality management:

Many quality experts believe that the key to successful management of quality begins at the top of the organization. The TQM literature argues that because senior managers create the organizational systems that determine how products and services are designed and produced, the quality improvement process must begin with management's own commitment to total quality. Thus, creating and designing systems that have an impact on how products and services are produced, and fostering organizational culture (Waldman, 1993) is the responsibility of leadership at the top of the organization. Leadership at other levels in the organization is in the form of team design and coaching behaviors (Wageman, 2001) and in the use of appropriate 'control' and 'exploration' structuring behaviors (Douglas & Judge, 2001). These and other behaviors such as systematic experimentation behaviors and implementing participation system behaviors are articulated in the theory developed here as key behaviors of middle and lower-level leaders, thereby extending the literature's attention to these specific behaviors at different levels.

The role of leadership at the top management levels in successfully managing quality has been addressed by many case studies, examining issues such as the attitudes of top managers that are necessary for effectively managing quality (e.g. Choi & Behling, 1997), the struggles faced by organizations in implementing total quality management (e.g. Rago, 1996), leadership styles that are used in implementing TQM in organizations (e.g. Savolainen, 2000), the impact of leadership roles on quality initiatives and the interrelationship between organizational culture and leadership (Waldman et al., 1998). The general consensus of the authors of these case studies is that organizations that successfully manage quality tend to have leaders that can effectively involve people at multiple levels in the organization and motivate them to participate in, and as, teams in the management of quality. This consensus among the various case studies relates to the value of the three core principles of the TQM philosophy and its

utility in providing the basis for a theoretical framework that can make significant contributions to the leadership and TQM literature. Values related to the three core principles of customer focus, continuous improvement, and teamwork are suggested to be imperative for leaders to successfully lead organizations through total quality transformations (Youngdahl et al., 1998). It is a clear fact that leadership has been known for centuries. The oracle's advice in ancient Delphi says "Know thyself", this is known as a basic principle in leadership. In order to lead others, you must be able to lead yourself. It was recognized by Aristotle and was developed further by the Stoic philosophers in classical antiquity.

Management and leadership - one of the most relevant research topics since the fourth the last decade of the century. The word "leader" itself is a relatively new derivative in English, which appeared

200 years ago and began to be used in terms of political influence in the British Parliament (Skaržauskienė A.; Paražinskaitė G., 2010). Traditionally we differentiate management and leadership. Although both are paths of leading and have similarities they also have differences.
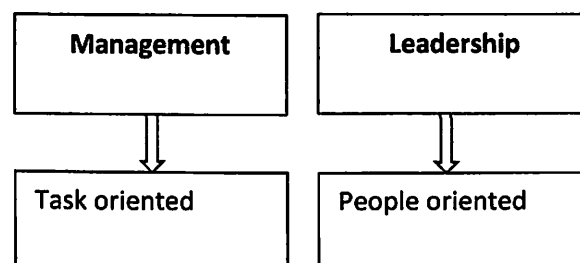
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┌──────────────────┐   ┌──────────────────┐
│   Management     │   │   Leadership     │
└────────┬─────────┘   └────────┬─────────┘
         ⇓                      ⇓
┌──────────────────┐   ┌──────────────────┐
│  Task oriented   │   │ People oriented  │
│                  │   │                  │
└──────────────────┘   └──────────────────┘
```

Figure 5. Difference between Management and Leadership

Leadership is actually a very old discipline although management emerged in 20 century. Stogdill (1950) defined leadership as "the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement". This was perhaps the first effort to point out that leadership was not a mere individual trait but a process of influence upon others. Stogdill also defined the purpose of that process: "goal setting and goal achievement". According to Kotter (1990), leaders play three roles (Sydanmaanlakka, P., 2003):
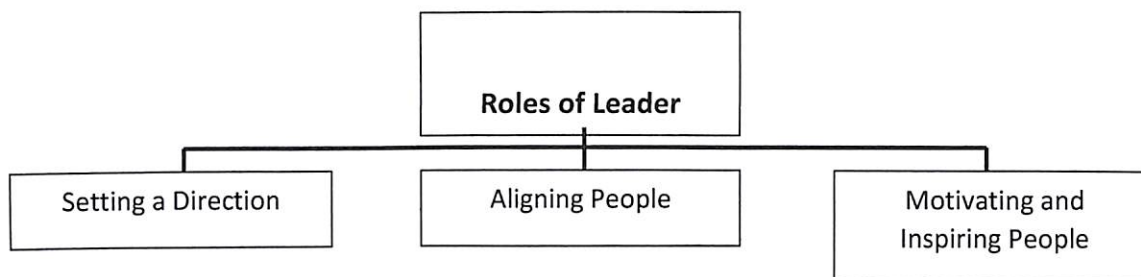
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                        ┌─────────────────────┐
                        │   Roles of Leader   │
                        └──────────┬──────────┘
          ┌────────────────────────┼────────────────────────┐
┌─────────────────┐     ┌─────────────────┐     ┌─────────────────────┐
│ Setting a Direction │   │  Aligning People │     │   Motivating and    │
│                 │     │                 │     │  Inspiring People   │
└─────────────────┘     └─────────────────┘     └─────────────────────┘
```

Figure 6. Roles of Leader

Leadership is one of the most discussed topics in the social sciences (Bass, 1991; Avolio, Sosik, Jung, Berson, 2003; Bennis, 2007). The studies of leadership started with the search of differences among leaders and the pursuit to explain the concept of a leader (Galton, Eysenck, 1869). The subsequent studies intend to demonstrate how individual characteristics, skills, personal properties affect the efficiency of a leader (e.g., Eagly, Karau, Makhijani, 1995; Judge, Bono, Ilies, Gerhardt, 2002; Judge, Colbert, Ilies, 2004; Mumford, Campion, Morgeson, 2007). Author states that: first, leadership is a universal multilevel phenomenon (in all cultures and in all times); second, the theory and practice of leadership covers many levels, therefore a detailed analysis is necessary; third, our perception of leaders and leadership is infinite, a continuous scientific quest characterized by theories and empirical studies on leaders of the new generation (Day, Antonakis, 2012). Globalization and the development of innovative.

2.6 Leadership Theories:

Although leadership is an ancient role interest in leadership increased in the early twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill levels. There are lots of theories in leadership but below we focus on better-known theories.

Most important theories are eight of them, namely: great man theories, trait theories, contingency theories, situational theories, behavioral theories, participative theories, management and relationship theories.

2.6.1   Great man theories:

This theory assumes that leadership is inherent, it says the great leaders are born not made. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

We all heard the phrase, "Great leaders are born, not made"? this phrase shows the capacity for leadership is inborn. According to this theory, you are either a natural-born leader of you are not.

This theory became popular during the 19th century. Since some of the most famous leaders such as Abraham Lincoln, Julius Caesar, Mahatma Gandhi and Alexander the Great helped contribute to the notion that great leaders are born and not made. point stating that "The history of the world is but the biography of great men."

According to Carlyle, effective leaders are those gifted with divine inspiration and the right characteristics (Carlyle T. (1888)).

Even today, people describe prominent leaders as having the right qualities for the position, implying that inherent characteristics are what make these people effective leaders.

Sociologist Herbert Spencer suggested that the leaders were products of the society in which they lived (Spencer H. (1986)). In The Study of Sociology, Spencer wrote, "you must admit that the genesis of a great man depends on the long series of complex influences which has produced the race in which he appears, and the social state into which that race has slowly grown. Before he can remake his society, his society must make him."

2.6.2   Trait theories:

In some ways it is similar to Great man theories, trait theories assume that people inherit certain qualities and traits that make them better suited to leadership. It often identifies a particular personality or behavioral characteristics shared by leaders. So how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership.

This theory is one of the major theoretical areas in the study of personality. It suggests that individual personalities are composed of broad dispositions. For example, describing the personality of a close friend, you would list a number of traits, such as kind, clever, outgoing and etc.

In 1936, psychologist Gordon Allport found that one English-language dictionary alone contained more than 4,000 words describing different personality traits. He categorized these traits into three levels (Allport G.W. el all (1936)):

- Cardinal Traits: traits that dominate a person whole life, often those characteristics that a person becomes known for these traits. These persons mostly become so known for

these traits and their names are synonymous with these qualities. Allport suggested that cardinal traits are rare and tend to develop later in life.

- Central Traits: these are the general characteristic that forms the basic foundations of personality. Although not as cardinal traits, they are major characteristics you might use to describe another person. Terms such as intelligent, honest, shy and anxious are considered central traits.

- Secondary Traits: These are the traits that are related to attitudes or preferences and often appear only in certain situations and under specific circumstances. For example, someone would be getting anxious when speaking to a group of impatient while waiting in line.

Trait theorist Raymond Cattell reduced the number of main personality traits from Allport's initial list of over 4,000 down to 171, mostly by eliminating uncommon traits and combining common characteristics. Next, Cattell rated a large sample of individuals for these 171 different traits. Then, using a statistical technique known as factor analysis, he identified closely related terms and eventually reduced his list to just 16 key personality traits. According to Cattell, these 16 traits are the source of all human personality. He also developed one of the most widely used personality assessments known as the Sixteen Personality Factor Questionnaire (Catell R.B. (1965)).

British psychologist Hans Eysenck developed a model of personality based upon just three universal trails:

- Introversion/Extraversion:
- Introversion is direct attention to inner experience, while extraversion focuses on outward on other people and the environment.
- Neuroticism/Emotional:
- This refers to an individual's tendency to become upset or emotional, while stability refers to the tendency to remain emotionally constant.
- Psychoticism:
- Who are high on this trait tend to have difficulty dealing with reality and maybe antisocial, hostile, non-empathetic and manipulative.

2.6.3 Contingency theories:

This theory focuses on particular variables related to the environment that might determine which particular styles of leadership is best suited for the situation.

According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.

2.6.4 Situational theories:

In this theory, the leaders choose the best course of action base on situational variables.

2.6.5 Behavioral Theories:

This theory is based upon the belief that great leaders are made, not born. This theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

2.6.6 Participative Theories:

This theory suggests that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process.

2.6.7 Management Theories:

This theory also known as transactional theories focuses on the rule of supervision, organization and group performance. This theory is often used in business when employees are successful; when they fail, they are punished. This theory first described by sociologist Max Weber, and further explored by Bernard M. Bass in the early 1980s (Bass M. (1985)).

Subordinates also carefully monitor by this theory by the system of rewards and punishments, as it is clear when subordinates perform well, they receive some types of reward. When they perform poorly, they will be punished in some way (Burns J.M. (1978)).

2.6.8 Relationship Theories:

These theories also known as transformational theories, focus upon the connection formed between leaders and followers. In this theory, leaders motivate people by

helping group members see the importance and higher good of the task. These leaders focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders in these styles have high ethical and moral standards.

According to Burns, transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of morale and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals (Burns, J.M.(1978).

2.7 Leadership Styles:

A. Transaction Leadership Style

Transactional leadership believe in contractual agreements in principle motivators (Bass, 1985) and use extrinsic rewards toward enhancing followers' motivation. This style comprises three components as below:

1. Contingent Reward: It focuses on achieving results, which means it is a motivated based system that is used to reward those that meet their identified goals. This kind of leadership clarify effort-reward relationships and involve exchanges that take place between leaders and their followers.CRT leaders provide tangible and intangible support and resources to followers in exchange for their efforts and performance, define rules regarding duties, maintain standards and determine the consequences of good attainment.

2. Management by exception (Active): in this type, leaders have an inherent trust in their followers or subordinates to end the job in satisfactory standards. In this type, the business continues as usual and workers do not inspire to do beyond expected outcomes. (Bass & Avolio 2004). To sum it up, management by exception (active) includes trust in workers, poor communication and lack of confidence.

3. Management by Exception (Passive): in this type leaders avoid specifying agreement and fail to provide goals and standards to be achieved by staff. Sometimes a leader waits for things to go wrong before taking action (Bass & Avolio, 2004).

B. Transformational Leadership Strategy:

In this style, leaders motivate the follower to do more than they intended and even more than they thought possible.

They set a more challenging expectation and achieve higher performances. These leaders also tend to have more commitment followers.

Transformational leadership in some way is an expansion of transactional leadership. It involves inspiring followers, to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing follower's leadership capacity via mentoring and provision of both challenge and support. These leaders do more with colleagues and followers than set up simple exchanges or agreements. Components of transformational leadership are presented below:

I. Idealized Influence (II): in this component, the leaders are admired, respected and trusted, the followers want to emulate them. Leaders have a great deal of idealized influence are willing to take risks and are consistent, they do the right thing, with high standards of ethical and moral conduct.

II. Inspirational Motivation (IM): in this component, leaders encourage the employees in the organization to pursuit draws best out of them. The leaders using this behavior set a high standard for followers besides communicating their vision and encourage them to develop beyond the normal situations for their own and organization growth (House and Shamir 1993). In short, leaders with inspirational motivation behavior create a vision, establish communication and manager challenging workers by encouraging, working with them and giving them autonomy.

III. Intellectual Stimulation: leaders with this leadership approach require first to solve the complexities of the challenges, develop a sense of direction towards what it means for them and their workers prior to promoting worker involvement into the challenge.

IV. Individualized Consideration (IC): leaders pay attention to an individual's followers' needs for achievement and growth by acting as a mentor. The leaders' behavior is based on followers' needs and desires which were recognized and accept individual differences.

C. Autocratic Leadership:

This type of leadership more emphasizes on performance and not people; its basic assumption is that people naturally are lazy, irresponsible and untrustworthy. Likert's (1961) characterized this leadership style system as an exploitative-authoritative system where power and direction come from the top downwards,

where communication is poor and punishments are employed and there is no any team works. This kind of leadership style mostly relies on authority, control, power, and hard work to get the job done. (Puniet al.2016).

In these styles, the subordinates do their jobs within the rules and punishments apply when mistakes are made.

D. Democratic Leadership:

[1]In this style leaders focus more on people, the function of leadership shared with the members of the group and the leader is more part of the team. [2]The principle of this leadership is friendliness, helpfulness, and encouragement of participation. In this leadership, people naturally are trustworthy and self-motivated and are encouraged by organizational conditions to foster teamwork, high performance, and satisfaction (Jones et al. 2016)

E. Laissez Fair Leadership:

This leadership emphasizes neither performance nor people; the assumption is naturally human beings are unpredictable and uncontrollable.

Human relations leaders:	*Democratic leaders:*
This style assumes that all people are honest, trustworthy and self-motivated and rely on teamwork, human relations, and good harmony and fellowship to get the job done. This means it emphasizes people's not performance.	This style emphasis performance and people. Motivate the people to do their work in motivation and managing all employees to use full potentials in reaching the organization's goal, it assumes that people are honest and trustworthy as well.
Laissez-faire leader: Low emphasis on performance and people. It assumes that all people are uncontrollable. It stays out of trouble and leaves people alone as much as possible.	*Autocratic leader:* This style has a high emphasis on performance and low on people. It assumes that people are lazy, untrustworthy and planning, decision making and etc. should be done by the leader with minimal employee involvement. It relies on authority, hard work to do the job.

Table 3. Four basic leadership styles

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[1] Bhatti et al. (2012)
[2] Jones et al. (2016) and Raelin (2012)

Leadership style	Autocratic leader	Laissez-faire leader
Leadership styles characteristic emphasis on performance Emphasis on people	High emphasis on performance Low emphasis on people	Low emphasis on performance High emphasis on people
Leadership philosophy assumption about people	People tend to be lazy, dislike work, work primarily for money and prefer to be led.	People are unpredictable and trying to understand them in a waste of time.
Assumptions about the role of a leader	Run a tight ship by planning, organizing, directing and controlling the efforts of others.	Keep a low profile, be obedient, and don't make waves.
Management skills **Planning and setting objectives**	Its leader's job to plan and establish objectives	Plans and establishes objectives only if required to do so.
Organizing	A formal structure is used with defined rules.	Lives with whatever structure he is given.
Controlling	Tight controls are established to assure that employees do their jobs.	Abdicates controlling to employees.
Decision making	All but minor decisions must be made or approved by the leader.	Avoids making decisions as much as possible.
Motivating	Uses close supervision and tight controls, simplifies and standardizes work, and offers economic incentives and fringe benefits to motivate people.	Leaves people alone, nothing seems to work anyway.
Communication	Communication is primarily one way downward, formal, impersonal and in a parent to child manner.	Communication is non-committal, superficial and avoided.
Developing	The development comes from hard work and experience although some professional development may be	Leaves development up to employees. If people want to develop themselves, that is their business.

	considered if it will result in greater efficiency and productivity.	
Use of rewards and punishment	People are rewarded by being obedient and punished for making mistakes. Punishment may take the form of withholding attention or good assignments or making people feel guilty.	Avoids rewarding or punishing people.
Approach to handling conflicts	Conflicts are either suppressed because they interfere with work or they are resolved in favor of the leader.	Ignores conflicts and hope they will disappear.
Approach to handling problems and mistakes	Attacks people and not the problem and looks for a scapegoat or someone to blame when mistakes are made.	Ignores problems and mistakes unless forced to deal with them.
Interpersonal relationship with employees	Keeps relationships formal and impersonal so he can remain objective.	Avoids close relationships and lets employees do pretty much as they please.
Use of power and authority	The use of power and authority are essential to maintaining order and high productivity.	Power and authority are abdicated to whoever wants to assume them.
Delegation practices	Fully delegates only low-risk jobs.	Responsibilities are assumed by default rather than delegation.
Performance appraisals	Uses performance appraisal to let employees know what they are doing wrong.	Either avoids performance appraisals or gives minimum compliance to required appraisal procedures.

Table 4. Description of Autocratic and Laissez Faire Leaders

Leadership style	Human relations leader	Democratic leader
Leadership style characteristics	Low emphasis on performance	

Emphasis on performance Emphasis on people	High emphasis on people	High emphasis performance High emphasis on people
Leadership philosophy assumption about people Assumption about the role of a leader.	All people are hones, trust, worthy, self-motivated, want to be involved in all decisions, and will give their best if kept happy. Minister to the needs of employees and keep them happy because happy people are productive people.	Most people are honest, trustworthy, self-motivated and like responsibility and challenging work. Arrange organizational conditions to promote teamwork and high job performance and satisfaction.
Management skills Planning and setting objectives	Use group planning and objectives setting almost exclusively.	Planning ahead and establishing clear objectives are essential to effective performance and are best accomplished with heavy employee involvement.
Organizing	A decentralized, informal, and loosely controlled structure is used.	A decentralized and flexible structure is used with clearly defined responsibilities and an open participative work environment.
Controlling	It relies almost entirely on the self-control of employees.	Control is distributed among the leader and the employees.
Decision making	Uses a participative approach for most decisions and primarily serves as a discussion leader in helping his group arrive at decision.	The leader is a decisive decision-maker who emphasizes team decision making but also makes some decisions alone.
Motivation	Involve employees, give continuous positive reinforcement, and provide for good working conditions, social relations, and fellowship.	Provide good working conditions and assure that jobs are challenging and offer opportunities for growth, responsibilities, achievement, recognition, and advancement.
Communicating	Communication is open and two way but is often ungenuine when conflict is involved because of the emphasis on maintaining harmony and good relations.	Commination is open, two way and genuine. Leveling and honesty are encouraged.

Developing	Any development activities even remotely related to the job are encouraged.	Emphasizes personal, employee and team development.
Use of rewards and punishment	Rewards and recognition are used at every opportunity but punishment is rarely ever used since "everyone makes mistakes"	Good work is recognized and rewarded and punishment is used only as a last resort.
Approach to handling conflicts	Conflict is smoothed over or avoided if it might threaten good relations, are usually resolved in favor of employees.	Conflict is openly confronted.
Approach to handling problems and mistakes	Mistakes are ignored and problems are given to employees to resolve.	Attacks problems and not people and emphasizes finding solutions.
Interpersonal relationship with employees	Many internal and external activities are planned to promote close interpersonal relations and group harmony.	Maintains a close but objective relationship with employees.
Use of power and authority	Power and authority are abdicated to employees.	Believes that power and authority are earned, not legislated.
Delegation practices	Delegates considerable responsibility but does not hold employees accountable for results.	Delegates considerable responsibility and holds employees accountable for results.
Performance appraisals	Uses performance appraisal to let employees know what they are doing right.	Uses performance appraisal to let employees know what they are doing right and wrong.

Table 5. Description of Human Relations and Democratic Leaders

2.8 Three Skills Approach:

Robert Katz (1974) suggested that leadership is based on three skills: technical, human and conceptual.

2.8.1 Technical Skills

Technical skill is one of the three skills which a leader should have. The leader needs to have enough knowledge in a particular area of work. Technical skill means the leader is

knowledgeable about all activities in organizations, all rules, and standard procedures. Technical skills are most important at supervisory levels of management, less important in middle managers and lease important for top managers, such as CEOs and senior managers.

2.8.2 Human Skills

In contrast with technical skills, human skills are proficiency in working with people based on a person's knowledge about people and how they behave, how they operate in groups, how to communicate effectively to influence superiors and subordinates in the achievement of organizational goals. This skill enables a leader to influence a group member to work together to accomplish organizational goals and objectives. Human skill means the leader knows the thoughts and ideas of employees to create an atmosphere of trust for their followers.

This skill required at all three levels of management: supervisory, middle management, and senior management.[3]

2.8.3 Conceptual Skills

This skill allows the leader to work with ideas. Leaders with a high level of conceptual skills are good at thinking through the ideas that form an organization and its vision for the future, expressing these ideas in verbal and written forms, and understanding and expressing the economic principles underlying their organization's effectiveness. This skill allows leaders to give abstract ideas meaning and to make sense of abstract ideas for their superiors, and subordinates. This skill is most important for top managers, less important for middle managers, and lease important for a supervisory manager.

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[3] Katz, 1974-Yukl , 2006

CHAPTER III

3. Research Methodology:

In this research qualitative and quantitative research both have been used. Qualitative research is used for leadership and leadership styles and using secondary data and quantitative research is used for research on DABS which questionnaire method is used.

In below we have studied both used research very briefly.

3.1 Qualitative research:

Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication. Qualitative research methods originated in social and behavioral sciences. Today our world is complicated and it is difficult to understand what people think and perceive. Qualitative research methods make it easier to understand that as it is more communicative and descriptive.

The following are the qualitative research methods that are frequently used:

7.1 One-on-One Interview: conducting in-depth interviews is one of the most common qualitative research methods. In this method, one respondent at a time is carried out. The interview perfumes face to face or on phone and usually last between half an hour or even more.

7.2 Focus Group: in this method, there is a focus group usually includes a number of respondents (6-10). It used to explain complex processes.

7.3 Ethnographic Research: this method studies people in their naturally occurring environment, the aim of this research is to understand the culture, challenges, motivations, and setting that occur. This method can last from a few days to a few years. It is a challenging and time-consuming method and depends on the expertise of the researcher to be able to analyze, observe and the data.

7.4 Case study research: this type of research method is used in education, social sciences and similar. It is one of the simplest ways of conducting research as it involves a deep drive and thorough understanding of the data collection method and inferring the data.

7.5 Record Keeping: in this method existing reliable documents and similar sources of information used as data sources. It can be used in the new research. This is similar

to going to the library. The researcher can refer to books and other reference material to collect relevant data that can likely be used in the research.

7.6 Process of Observation: it is a process of research that uses subjective methodologies to gather systematic information or data.

In this research I am using the record-keeping method, using different kinds of books, articles and journals from different sites and from a university library for gathering knowledge and information about leadership, leadership styles and its impact on subordinates in detail.

3.2 Quantitative research:

Quantitative research is systematic information of phenomena by gathering data. Quantitative research gathers information from existing and potential customers using sampling methods and sending out online surveys, online polls, and questionnaires.

Below are what used in this research:

A. Data Collection: Data collection is the foundation of research and analysis. The first step in the research is data collection, data obtain from two sources:

Primary data: the data which collects for the first time which these measured and observed as part of the original study.

There are basically two basic methods of obtaining primary data, namely:

1. Questioning: as the name suggests, it is distinguished by the fact that data are collected by asking the question from people. It can be asked in person or writing.

   A formal list of such questions is called a questionnaire.

   A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. In this method, a questionnaire is sent to the respondents with a request to answer questions and return the same.

2. Observation: when data are collected by observation, the investigator asks no question. Instead, he observes the objects or actions. This method does not automatically produce accurate data. Physical difficulties in the observation situation may result in errors

For this research, I use the Questionnaire method. There are some questions based on leadership and leadership styles in DABS with employees.

Advantages of quantitative research:

✓ Collect reliable and accurate data.

✓ Quick data collection.

✓ Wider scope of data analysis.

✓ Eliminate bias.

3.3 Sources of Data:

In this research external secondary and primary data are used. The probable source of data is using different sites for finding books, journals, and articles, using the university library in my portal and DABS web site.

3.4 The outcome of the Study:

Leadership is one of the important rules in any organization, its focus on people's and organizations goal. In recent decades concept of total quality management emerged which needs to be implemented by the head of the organization as a lead that focuses on customer satisfaction and its wants.

DABS is a government-owned electric utility company that manages electricity generation, transmission, and distribution. We are to have research on DABS in detail, its leadership and leadership styles since the consumers are not satisfied with it.

Leadership is a very old discipline but management emerged in the 20th century, though they seem similar actually they have lots of differences. A leader is a person who makes the people follow inherently but a manager is a person who must be obeyed and its function is achieving goals of the organization.

3.5 Sampling:

In this research, I use a simple random sampling method.

I have provided a list of questions for DABS and each individual is chosen entirely by chance and each member of the population has an equal chance or probabilities of being selected. The questionnaire form will be attached to the dissertation.

CHAPTER IV

4. Analysis:

I have analyzed each question of the questionnaire separately and written the short findings and conclusion.

Feedback of the employees is represented through pie-diagram, each color shows different answers.

Question wise analysis is done in percentages and is given below:

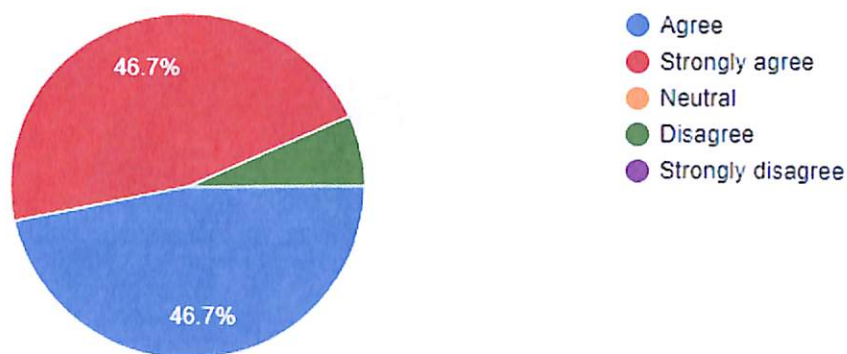1. **To what extent, do you agree that my manager promotes an atmosphere of teamwork.**
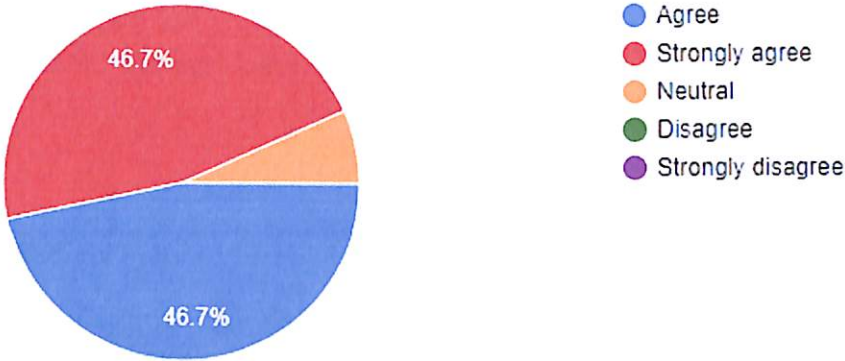
Findings: it shows the managers work on teamwork effectiveness as (46.7+46.7) of the employees agree with.

2. **To what extent, do you agree that my manager listens to team members' points of view before making decisions.**
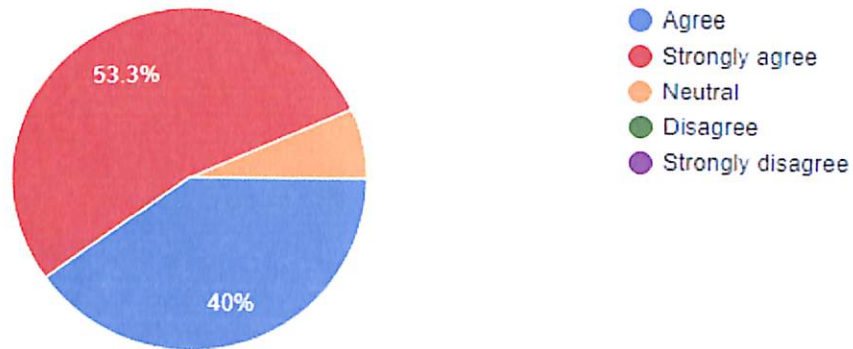
Findings: it shows the manager takes decisions based on the employee's views.

3. **To what extent, do you agree that my manager appreciates the quality of my efforts.**

Findings: it shows the managers pay attention to the quality of employees efforts as (46.7+46.7) of the employees agree with

4. To what extent, do you agree that my manager gives me with insightful suggestions on what I can do to improve.
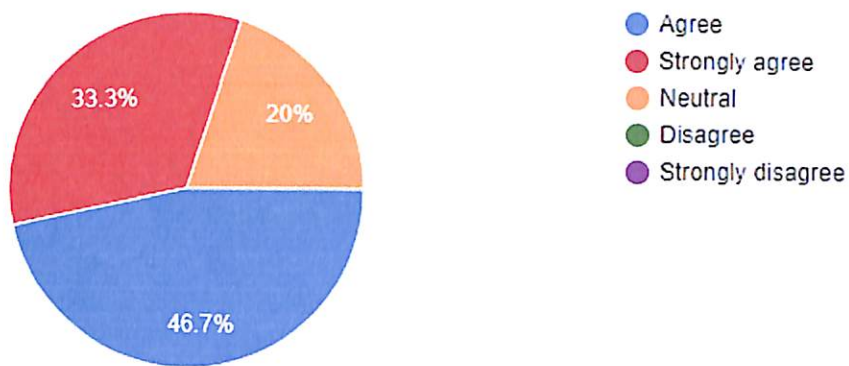
Findings: it shows the manager helps me to improve my skills as (33.3+46.7)

5. To what extent, do you agree that my manager makes decisions that promote our team's commitment, performance, and productivity?
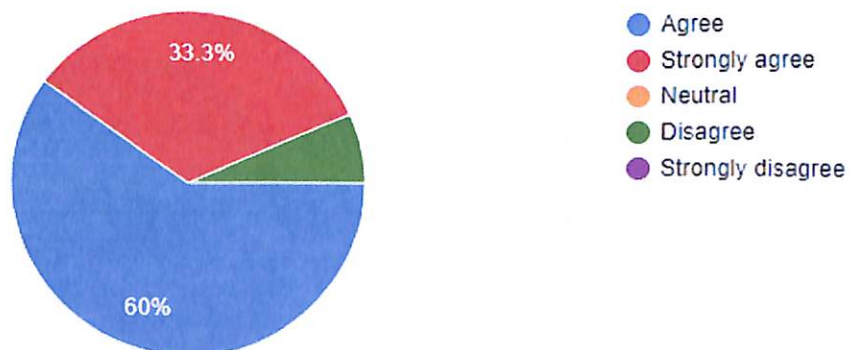
Findings: it shows that the manager's decisions help the team's performance as (33.3+60) of employees are agree with.

6. **To what extent, do you agree that my manager emphasizes the team's strengths over weaknesses.**
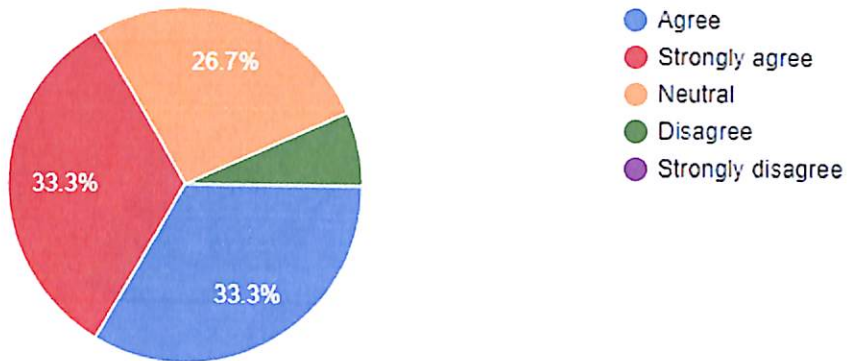
Findings: it shows the managers focus on employee's strengths.

7. **To what extent, do you agree that my manager doesn't interfere with the project until problems become severe.**
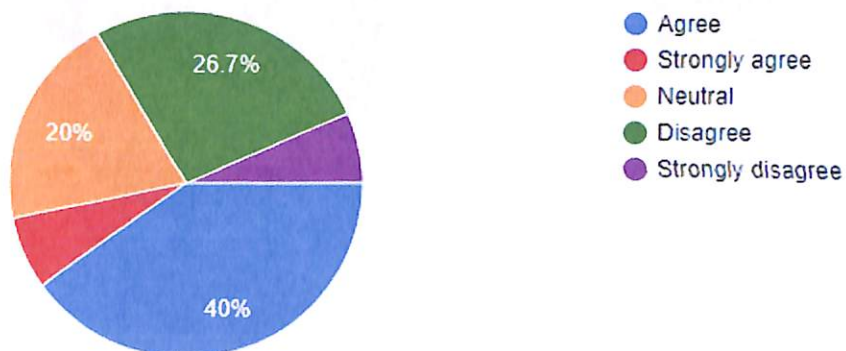
Findings: it shows the managers will not interfere with the project until the problem becomes severe.

8. To what extent, do you agree that my manager is particular regarding who is responsible.
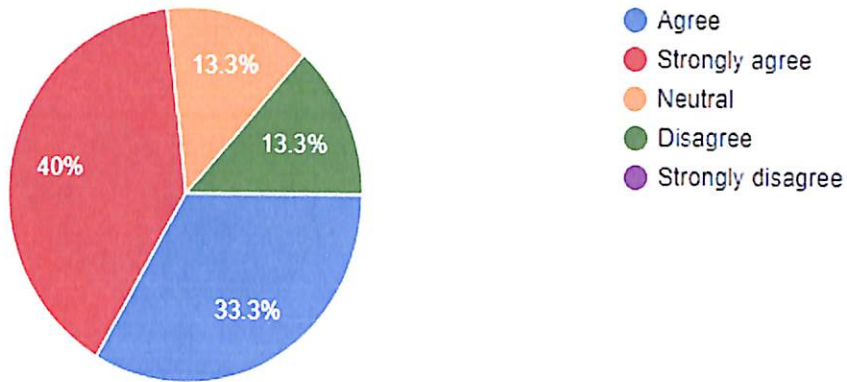
Findings: it shows the managers are particular as (40+33.3) of employees agree with.

9. To what extent, do you agree that my manager spends time to teach and coach his assistants.
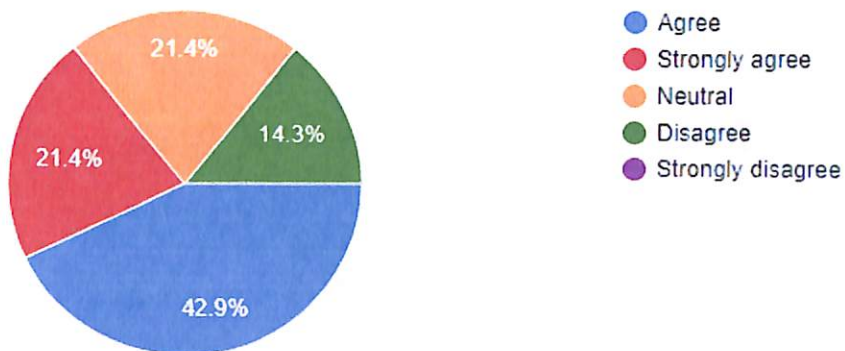
Findings: it shows the managers spend time to teach his assistants as (42.9+21.4) of the employees agree with.

10. To what extent, do you agree that my manager is efficient in reaching the company's requirements.
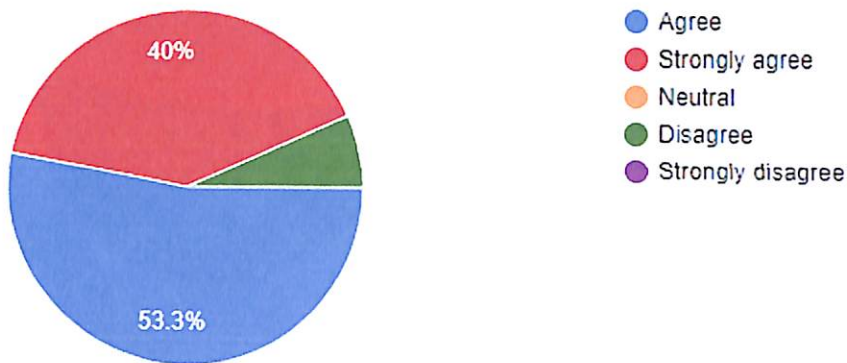
Findings: it shows the manager helps the organization to fulfill the company's requirements as (40+53.3) of employees agree with.

11. To what extent, do you agree that I am given the chance to do multiple things associated with the projects assigned to me.
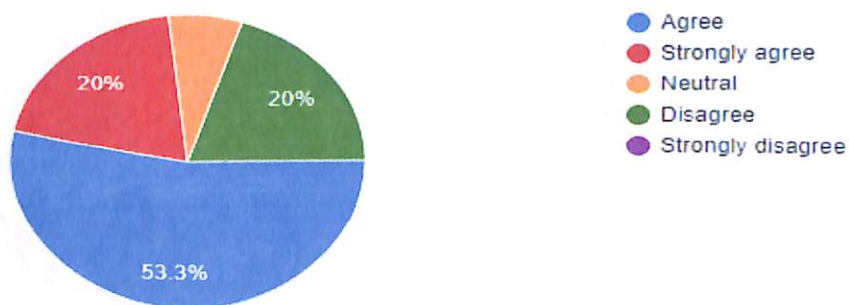

Findings: it shows chances were given to the employees as of (20+53.3) of employees agree with and just 20 percent of employees disagree with.

**12. To what extent, do you agree that my job provides for steady growth.**

Agree
Strongly agree
Neutral
Disagree
Strongly disagree
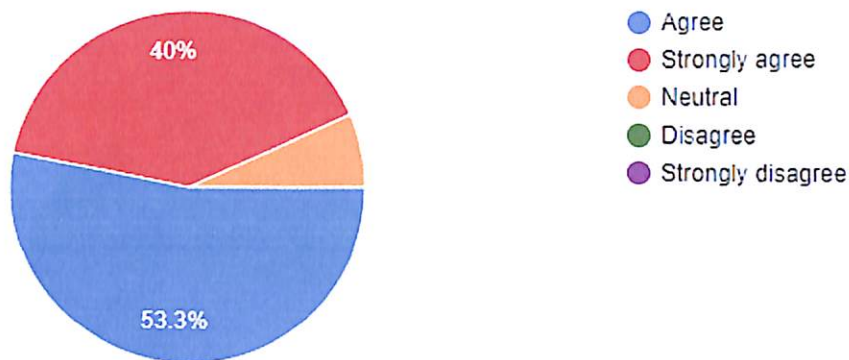
Findings: it shows most of the employees agree that their jobs help them to grow in a career as of (53.3+40) of the employees agree with.

13. To what extent, do you agree that my job is subjected to favorable working conditions.

Agree
Strongly agree
Neutral
Disagree
Strongly disagree
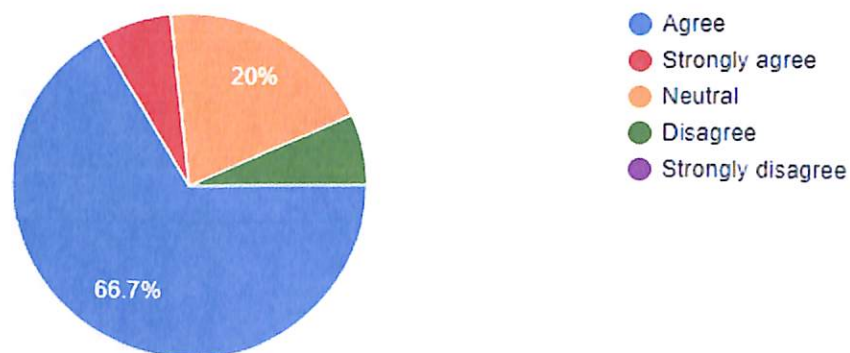
Findings: it shows their job is subjected to favorable working condition as 66.7 percent of the employees agree with but 20 percent of employees do not have any ideas about.

14. To what extent, do you agree that my manager allows employees to be a part of a decision making process.
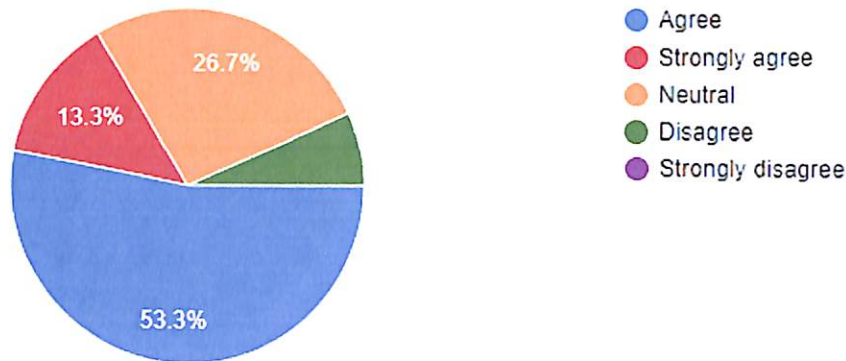

Findings: it shows the managers allow the employees to be a part of decision making as of (53.3+13.3) of employees agree with and 25.7 percent of employees do not agree with. It concluded that managers shall have more focus on employees when decisions make.

15. To what extent, do you agree that my manager provides guidance, motivate and encourage employees.
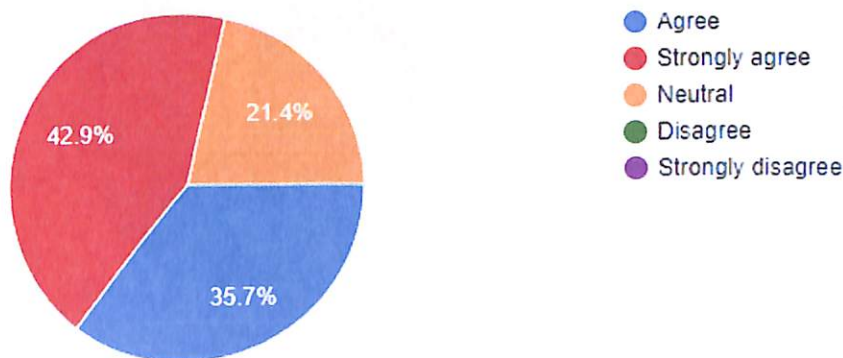

Findings: it shows the manager encourages and instructs employees as of (42.9+35.7) of employees agree with.

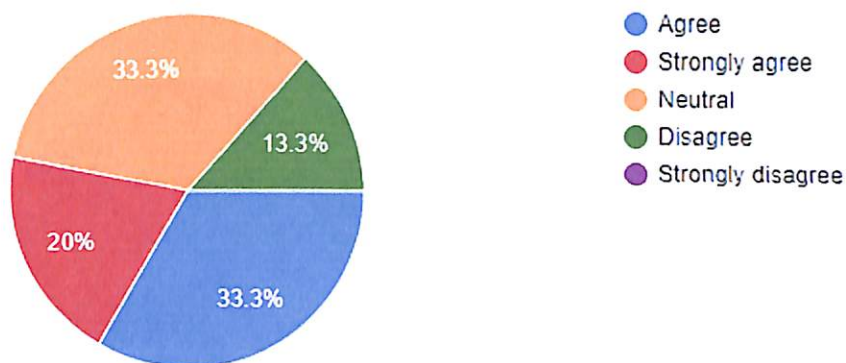**16. To what extent, do you agree that your company gives fair opportunities for promotions and career growth.**

Agree
Strongly agree
Neutral
Disagree
Strongly disagree

30.8%
15.4%
53.8%
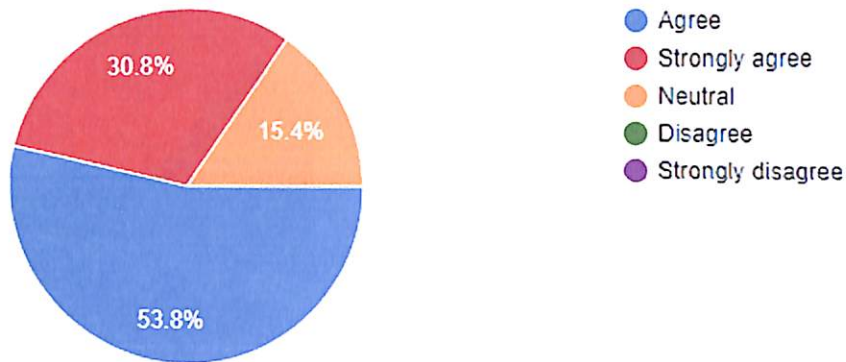
Findings: it shows the environment of the job helps the employees to promote and career growth.

17. To what extent, do you agree that I would take almost any kind of job responsibility to keep working for this company.
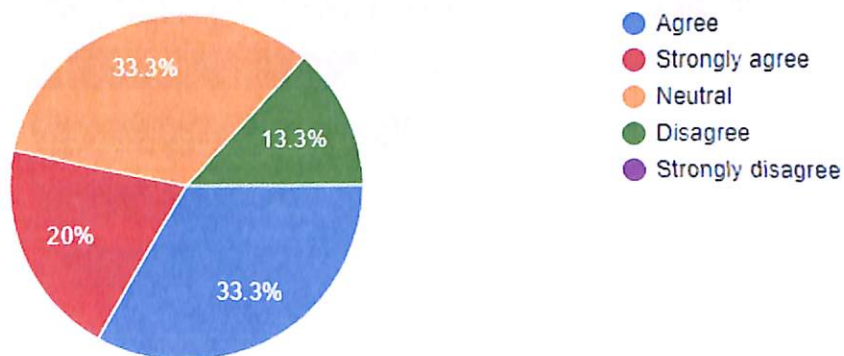

Agree
Strongly agree
Neutral
Disagree
Strongly disagree

15.4%
15.4%
23.1%
38.5%
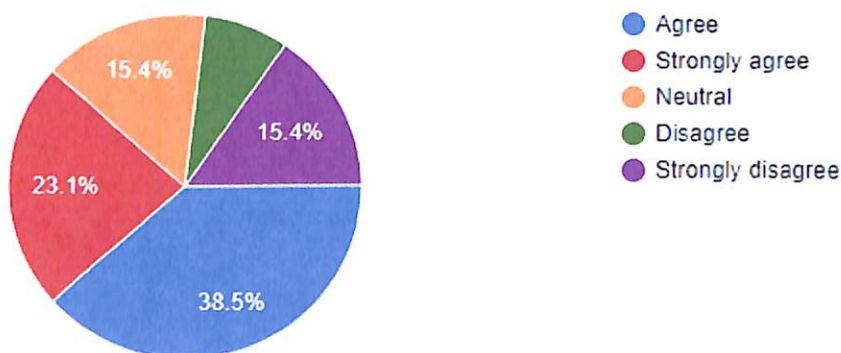
Findings: it shows that most of the employees are really happy with their job but 15.4 percent of the employees strongly disagree with it.

18. To what extent, do you agree that I believe this is an excellent place to work.
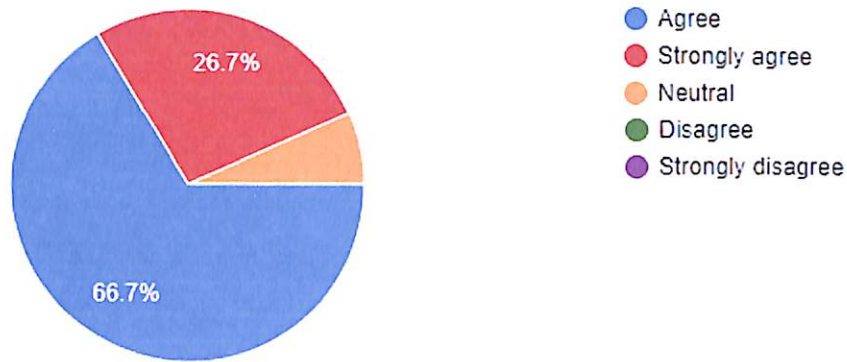

Findings: it shows that most of the employees believe their organizations are the best place to work but 33.3 percent of the employees do not have an idea about it.

19. To what extent, do you agree that I would be delighted to spend the rest of my career with this company.
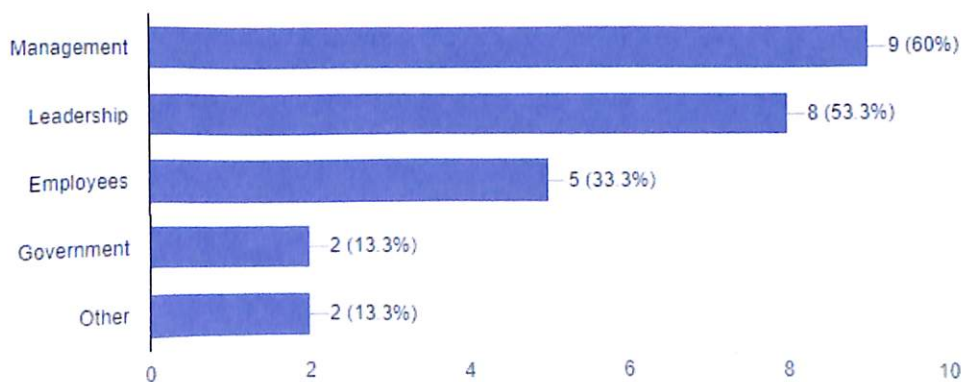

Findings: it shows the most of the employees want to spend all their rest of career with DABS but 13.3 percent disagree with.

20. To what extent, do you agree that my manager improves confidence and efficient team inputs.

Findings: it shows that managers improve confidence and efficient team input as (66.7+26.7) of employees are agree with.

21. Where the problems emerged from in DABS, According to you?

Findings: it shows that existing problems in DABS are more related to the management of this organization.

CHAPTER V

5.Interpretation of Result:

After analyzing the submitted questionnaires up by the employees we can summarize as:

- o The manager provides an atmosphere of teamwork for the employees, more than 90 percent of the employees agreed with it.
- o Managers pay attention to the quality of work since more than 80 percent of employees were agree with it.
- o About 60 percent of the employees agree that managers emphasize strengths and weaknesses but 26.7 percent have no idea about.
- o Though about 40 percent of the employees believe the managers do not interfere with the project until the problem severe but 26.7 percent of the employees disagree with it.
- o More than 60 percent of the employees agree that managers help and teach the employees but 14.3 percent of the employees are disagreeing with.
- o More than 90% of the employees believe that the DABS environment provides a good environment for growth.
- o More than 60% of the employees believe that managers allow them to be a part of decision making but almost 26% of the employees have no idea about it.
- o More than 70% of the employee agree that managers encourage the employees but 21.4% have no idea about.
- o About 60% of the employees can take any responsibility to keep working in this organization but 15.4% are strongly disagreed and 15.4% have no idea about it.
- o About 90% of the employees believe that their managers improve their confidence in the workplace.

CHAPTER IV

6. Conclusion and Scope for Future Work:

This research can be concluded as:

- ✓ Managers provide an atmosphere of teamwork in the job environment.
- ✓ Managers focus on the quality of works in the job environment.
- ✓ Though managers focus on the strengths and weaknesses of the employees they need to focus more on this since more than 20% of the employees disagree with it.
- ✓ The managers shall involve the employees to be a part of decision making.
- ✓ The managers shall encourage more employees.

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