The Dilemma of Leadership Styles and Performance Appraisal: Counter Strategies

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Abstract

The evolution of performance appraisal can be traced back to the dawn of human civilization. The relegation of Adam and Eve from the heaven to the earth on account of their forgetful departure from the commandment of Allah by falling prey to the whisperings of Satan was the beginning of performance appraisal system. The psycho moral and metaphysical foundations of performance appraisal system are based on the two fundamental tenets of reward and punishment expounded in the Islamic teachings. However, the people at the helm of the affairs (leaders/managers) have turned blind eye to the basic tenets of performance appraisal enunciated by Qur'an and Sunnah of the Holy Prophet and his pious Caliphs. Resultantly, performance evaluation results are swayed by personal whims and favoritism/nepotism of the leaders/managers, which in turn, is the manifestation of their incapability and inefficiency to fulfill their responsibilities in the desired manner. As a consequence, the most viable and effective instrument of management i.e. performance appraisal, fails to fetch the desired results leading toward stagnation and deterioration in our national institutions.

Key Words: Leadership, performance appraisal, Accountability

Leadership

There are many ways of looking at leadership and many interpretations of its meaning. Leadership might be interpreted in simple terms, such as getting others to follow, or "getting to do things willingly," or interpreted more specifically, for example as the "use of authority in decision making". It may be exercised as an attribute of position, or because of personal knowledge or wisdom. Leadership might be based on a function of personality, or it can be seen as a behavioral category. It may also be viewed in terms of the role of the leaders and their ability to achieve effective performance from others. (Mullins 1996: 246) According to Sir Peter Parker, nothing in business circles brings a rush of clichés to the

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head as leadership, one of those humpty-dumpty words which, as Alice said, mean whatever we want them to mean – Leadership is one of those elusive priorities, an area in which there is no absolute, no guaranteed model. So it turns out to be not only vital but also fun to talk about what makes a leader (Mullins 1996: 246). Leadership has probably been written about, formally researched and   informally discussed more than any other single topic. Despite all this attention given to leadership, there is still considerable controversy. For example, leadership guru Warren Bennis titled his article "The End of Leadership" to make his point that effective leadership cannot exist without full inclusion, initiatives, and the co-operation of employees. In other words, one cannot be a great leader without great followers. (Luthans, 2005: 546)

Another leadership guru, Barry Posner, makes the following observations about the needed change in how business leadership is viewed:

> In the past, business believed that a leader was like captain of the ship: cool, calm, and collected. Now we see that leaders need to be human. They need to be in touch, they need to be emphatic, and they need to be with people. Leaders need to be part of what's going on, not apart from what's going on. (Luthans, 2005: 546)

The extremely turbulent, adverse environment facing organizational leaders in recent years has led Bennis and Thomas to conclude:
One of the most reliable indicators and predicators of true leadership is an individual's ability to find meaning in negative events and to learn from even the most trying and adverse circumstances. (Luthans, 2005: 546)

Leadership Defined
Different management authorities have defined the term leadership in various terms. Disagreement about the definition of leadership stems from the fact that it involves a complex interaction among the leader, the followers, and the situation. For example, some researchers define leadership in terms of personality and physical traits; while others believe leadership is represented by a set of prescribed behavior. In contrast, other researchers believe that leadership is a temporary role that can be filled by any one. There is a common thread, however, among the different definitions of leadership. The common thread is social influence. The definitions given below can elaborate the picture somewhat:

i). Leadership is a process thorough which a person tries to get organizational members   to do something, which that person desires. (Vecchio, Hearn & Southey, 1999)

ii). When you boil it down, contemporary leadership seems to be a matter of aligning people toward common goals and empowering them to take actions needed to reach them. (Luthans, 2005)

Stephen P. Robbins observes that leadership is the ability to influence a group toward the achievement of goals. The source of this influence may be formal, such as that provided by the possession of managerial rank in an organization. Since management positions come with some degree of formally designated authority, a person may assume a leadership role simply because of the position he or she holds in the organization.

It is further emphasized that organization need strong leadership and strong management for the optimum effectiveness. In today's dynamic world, we need leaders to challenge the status quo, to create visions of the future, and to inspire organizational members to be all psyched up to achieve the visions. The need for mangers to formulate detailed plans, create efficient organizational structures, and oversee day-to -day operations can hardly be over-emphasized. (Robbins, 2001: 313-14)

Ingredients of Leadership
The fundamental and main ingredients associated with the term leadership are briefly explained in the following lines:
Leaders envision the future; they inspire organization members and chart the course of the organization. Leaders must instill value – whether they be concern for quality, honesty, and calculated risk taking or concern for employees and customers. (Weihrich & Koontz, 1994: 491)

Every group of people that performs near its total capacity has some person as its head who is skilled in the art of leadership. This skill seems to be a compound of at least four major ingredients.
   a) The ability to use power effectively and in a responsible manner.
   b) The ability to comprehend that humans have different motivation forces at different times and different situations.
   c) The ability to act in a manner that will develop a climate conducive to responding to and arousing motivations.

1. Power
The first ingredient of leadership is power. Power, a much broader concept than authority, is the ability of individuals or groups to induce or

influence the beliefs or actions of other persons or groups. (Weihrich & Koontz, 1994: 491)

According to Koontz, French and Raven in their classic study in 1959, identified fives bases or sources of power an individual has over others.

(i) *Legitimate Power:* Legitimate power is derived from a person's official position in an organization. In the words of Hein Weihrich and Harold Koon'tz, it normally arises from position and derives from our cultural system of rights, obligations and duties whereby a "position" is accepted by people as being "legitimate" (Weihrich & Koontz, 1994: 292)

(ii) *Coercive Power*: Coercive power is defined by French and Raven as being dependent on fear. One reacts to this power out of fear of negative results that might occur if one failed to comply.

(iii) *Reward Power*:   The opposite of coercive power is reward power. People comply with the wishes or directions of one another because doing so produces positive benefits; therefore, one who can distribute rewards that others view as valuable will have power over those others. The rewards can be anything that another person values. In an organizational context, we think of money, *favorable performance appraisals*, promotions, interesting work assignments, friendly colleagues, important information, and preferred work shifts or sales territories. (Robbins, 2001: 354)

(iv) *Expert Power*: Expert power is influence wielded as a result of expertise, special skill, or knowledge. Expertise has become one of the most powerful sources of influence as the world has become technologically oriented. As jobs become more specialized, we become increasingly dependent on experts to achieve goals. (Robbins, 2001: 355)

(v) *Referent Power:* Referent power is based on the identification of an individual with a leader who is held in high esteem, admired and often imitated by the subordinates. (Terry & Franklin, 1993: 218)

People with attractive personalities or other special qualities possess a power. Their appearance, poise, interpersonal style or values can inspire administration and cause others to identify with them. The resulting ability to influence behavior is called referent power. It is often easy to identify an individual who possesses such power. (Vecchio, Hearn & Southey, 1999: 402)

Weihrich and Koontz observe that power exists as referent power, that is, influence that people or groups may exercise because people believe in them and their ideas. Thus, Martin Luther King had very little legitimate power, but by the force of his personality to preach, he strongly influenced the behavior of many people. (Weihrich & Koontz, 1994: 293) It may not be out of place to claim that Martin Luther King influenced the course of history by dint of his personality to preach his dogmas.

a) *Authority*

Terry and Franklin have defined authority as the legal right to command action by others and to enforce compliance. Compliance, however, is gained in a number of ways – through persuasion, sanctions, requests, coercion, constraint, or force. A person with authority influences the activity or behavior of another individual. A person with authority influences the activity or behavior of another individual or group. (Terry & Franklin, 1993: 219)

2. People's Understanding

The second ingredient of leadership is fundamental understanding of people and to pick the right man for the right job. As in all other practices, it is one thing to know motivation theory, kinds of motivating forces, and the nature of a system of motivation, but another to be able to apply this knowledge to people and situations. A manager, or any other leader who at least knows the present state of motivation theory and who understands the elements of motivation is more aware of the nature and strength of human needs and is better able to define and design ways of satisfying them and to administer so as to get the desired responses.

3. Inspiration for Followers

The third ingredient of leadership is the rare ability to inspire followers to apply their full capabilities to a project. While the use of motivators seems to center on subordinates and their needs, inspiration also comes from group heads. They may have qualities of charm and appeal that give rise to loyalty, devotion and a strong desire on the part of followers to promote what leaders want. This is not a matter of need satisfaction; it is, rather, a matter of people giving unselfish support to a chosen champion.

4. Leader's Style and Climate of work

The fourth ingredient of leadership has to do with the style of the leader and the climate he or she develops. The strength of motivation greatly depends on expectancies, perceived rewards, the amount of effort believed to be required, the task to be done, and other factors that are part

of an environment, as well as an organizational climate. Awareness of these factors has led to considerable research on leadership behavior and to the development of various pertinent theories. The view of those who have long approached leadership as psychological study of interpersonal relationships have tended to coverage with personal view point, that is, that the primary tasks of mangers are the design and maintenance of an environment for performance.

Leadership (Managerial) Behavior and Styles
In the wake of primitive work and research conducted on leadership / managerial behavior and styles, the researchers have presented different viewpoints. These included Trait theories, Behavioral theories etc.

Trait Approach
Most of the fundamental work on leadership concentrated on identifying the traits of effective leaders. This approach is based on the assumption that effective leaders possessed certain traits. Certain intellectual, personality and physical traits were concomitant of successful leaders such as intelligence, abilities and personality characteristics. (Ivancevich, Olekans and Matteson, 1993: 433-34)

Behavioral Approach
As interest in the trait approach declined, researchers diverted their attention to leader's "actions rather than their attributes". Efforts were made in these leaders behavioral studies to manifest specific styles of leader conduct and discover whether leader behavior was associated with employee attitudes and performance.

Ohio State Leadership Studies
The leadership studies initiated in 1945 by the Bureau of business Research at Ohio State University attempted to identify various dimensions of leader behavior. The researchers, directed by Ralph Stogdill, eventually narrowed the description of leader behavior to two dimensions: "initiating structure and consideration".
    a) *Initiating Structure*
        Various management authorities have described the initiating structure in the following words:
            A type of leadership behavior that describes the extent to which a leader is task oriented and directs subordinate's work activities toward goal achievement. Production oriented leaders emphasize production and the technical aspects of the job;

employees are seen as tools to accomplish the goals of the organization. (Ivancevich, Olekans and Matteson, 1993: 105)

(b). Consideration

Consideration involves leader behavior associated with creating mutual respect or trust and focuses on a concern for group members needs and desires. (Ivancevich, Olekans and Matteson, 1993) This type of behavior generally aims to develop and maintain a good human relationship between the leader and the followers.

The Ohio State University Studies resulted in a model that depicts four fundamental leadership styles. A leadership style is the behavior a leader exhibits while guiding organizational members in appropriate directions. Each of the four leadership styles depicted in the model is a different combination of structure behavior and consideration behavior. Research demonstrates that leaders high in initiating structure and consideration ("a high - high leader") tended to achieve high employee performance and satisfaction more frequently than those who rated lower on either consideration, initiating structure or both. The Ohio State Studies suggested that *"high- high"* style generally resulted in positive outcomes. (Robbins, 2001: 316)

Figure. 1

Ohio State leader grid
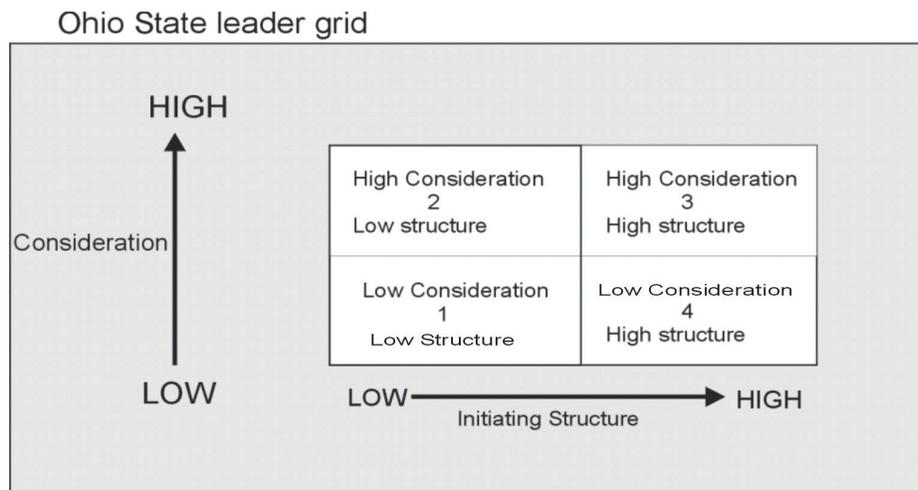
Source: *Terry, Franklin, Principles of Management, (India: A.I.T.B.S. 2004, 8th ed),p-333.*

The University of Michigan Studies

In 1947, Rensis Likert embarked upon the task of finding out how best to manage the efforts of individuals for the achievement of desired performance and satisfaction. The core object of leadership research of the Likert inspired team at the University of Michigan was to discern the principles and methods of effective leadership. The essence of Michigan research studies emerged in the shape of two distinct leadership styles, know as job-centered   and employee- centered.

The Job Centered Leader Behavior.

The job centered- leader concentrates on close supervision in order to ensure that subordinates perform their task using specified procedures. This type of leaders resorts to coercion, reward and legitimate power, so as to influence the behavior and performance of followers. The concern for people is given secondary weight-age. (Ivancevich, Olekans and Matteson, 1993: 435)

The Employee Centered Leader Behavior.

Employee centered behavior is leader behavior that focuses primarily on subordinates as people. The employee-centered leader is very attentive to the personal needs of subordinates and is interested in building cooperative work teams that are satisfying to subordinates and advantageous for the organization. (Ivancevich, Olekans and Matteson, 1993)

The employee-centered leader has firm faith in delegating decision making and supporting subordinates through creation of congenial working atmosphere, which culminates in employee's needs. The employee-centered leader gives prime importance to the personal advancement, growth and achievement of followers / subordinates. (Ivancevich, Olekans and Matteson, 1993: 433-34) Robbins opines that leaders who were employee oriented were described as emphasizing interpersonal relations; they took a personal interest in the needs of their employees and accepted individual differences among members. (Robbins, 2001)

Findings of the Michigan researchers strongly favored the employee-centered behavior of the leaders, which culminated in higher productivity and higher job satisfaction. Production oriented leaders were found to be associated with low group productivity and lower job satisfaction.

Likert's Four Systems

Prof. Rensis Likert and his colleagues at Michigan University Studied leadership styles from an employee centered perspective and job-centered perspective and concluded:

Supervisors with best records of performance focus their primary attention on the human aspects of their subordinates' problems and on endeavoring to build effective work groups with high performance goals. Rensis Likert categorized four styles or "systems" of leadership that exemplify different behavioral aspects of leaders.

Four systems of management annunciated by Likert are enumerated such as below:

(a) *System 1 Management*, (*Exploitative Authoritative*). System 1 management is described as "exploitative-authoritative", its managers are highly autocratic, have little trust in subordinates, motivate people through fear and punishment and only occasional rewards, engage in downward communication, and limit decision making to the top. (Robbins, 2001)

(b) *System 2 Management,* (*Benevolent Authoritative*). This system is an improvement over system 1. Economic rewards are used more than fear or motivational forces, communication is only slightly better, and productivity is fair to good. There is still much room for improvement in the other operating characteristics.

(c) *System 3 Management (Consultative Management)*: System 3 management is termed as "consultative". Managers in this system have substantial but not complete confidence and trust in subordinates, usually try to make use of subordinate's ideas and opinions, use rewards for motivation with occasional punishment and some participation, engage in communication flow both down and up, make broad policy and general decisions at the top while allowing specific decisions to be made at lower levels, and act consultatively in other ways. (Robbins, 2001)

(d) *System 4 Management* (*Participative group leadership style*): In this system of management motivational forces come from ego, economics and group involvement in decision and goal setting. There is extensive interaction with a high degree of mutual trust and respect, management controls are widely self-monitored, and productivity is excellent under their system of leadership. Likert argues that all managers should strive toward a system 4 participative style if they wish to maximize the quantity and quality of performance from employees.

Managerial / Leadership Grid

One means of describing and evaluating different styles of management is the Black and Mouton Managerial Grid. First published as the Managerial Grid in 1964, restated in 1978 and 1985, and republished in 1991 as the Leadership Grid, the Grid provides a basis for comparison of managerial styles in terms of two principal dimensions: (Mullins 1996: 439)

   a)   Concern for production; and
   b)   Concern for people

Concern for production is the amount of emphasis, which the manager places, on accomplishing the task in hand, achieving a high level of production and getting results or profits. This is represented along the horizontal axis of the Grid. Concern for people is the amount of emphasis, which the manager gives to subordinates and colleagues as individuals and to their needs and expectations. This is represented along the vertical axis of the Grid. Each axis is on a scale of 1-9 indicating varying degrees of concern that the manager has for either production or for people. The manner in which these two concerns are linked together depends upon the use of the hierarchy, the "boss aspect", and assumptions that the manager makes about how to achieve production with and through people, and the use of power. "Concern for" is not how much concern, but indicates the character and strength of assumptions which underlie the manager's own basic attitudes and styles of management. The significant point is "how" the manager expresses concern about production or about people. The four concerns and the center of the Grid provide five basic combinations of degree of concern for production coupled with degree of concern for people.

These five styles of management represent the extremes of the Grid. With a nine-point scale on each axis there is a total of 81 different "mixtures" of concern for production and concern for people. Most people would come up with a score somewhere in an intermediary position on the Grid.

Figure. 2
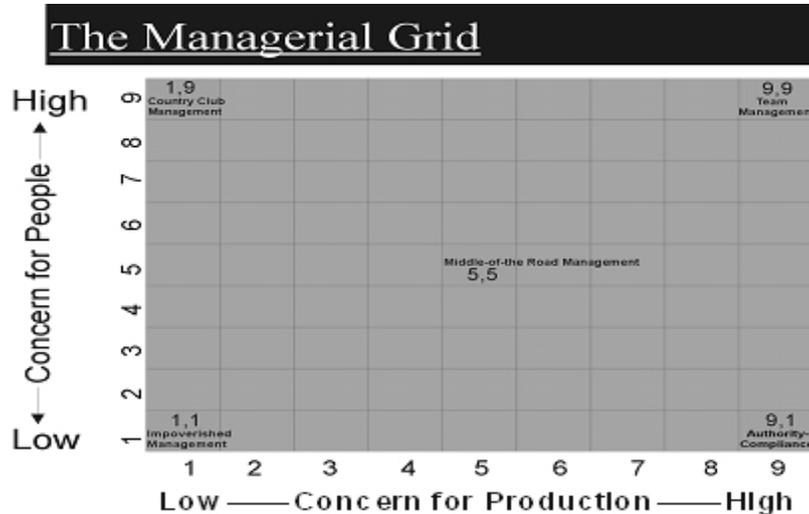
Source: Laurie J.Mullins, Organizational Behavior and Management,
(London: Pitman Publishing, 1996 4th ed.), p-440.

Paul Hersey, Kenneth H. Blanchard and Dewey Johnson argue that Ohio State, Michigan and Rensis Likert leadership studies overwhelmingly focused on two theoretical concepts – one emphasizing task accomplishment and the other stressing the development of personal relationships. Robert Blake and Anne Adams McCanse modified these concepts in their leadership Grid in 1991 (formerly the Managerial Grid by Robert R. Blake and Jane S. Mouton).

In the leadership Grid, five different types of leadership based on concern for production (task) and concern for people (relationship) are located in four quadrants. Concern for production is portrayed on the horizontal axis. Production becomes more important to the leader as the rating advances on the horizontal scale. A leader with a rating of nine on the horizontal axis has a maximum concern for production. Concern for people is exhibited on the vertical axis. People become more important to leaders as their ratings progress up the vertical axis. A leader with a rating of nine on the vertical axis has maximum concern for people. (Hersey, Blanchard & Jones, 2001: 118)

- *The Impoverished Manager (1,1 rating):* Low concern for production and low concern for people. It is often referred to as laissez-faire leadership. Leaders in this position have little concern for people or productivity, avoiding taking sides, and stay out of conflicts. They do just enough to get by. Managers with a 1,1 rating tend to be remote from their subordinates and

believe in the minimum movement from their present position. (Mullins 1996: 439)

- *Autocratic Managers. (9,1 rating):* They are also known as authority-compliance manager. Managers in this position have great concern for production and little concern for people. They desire tight control in order that tasks are done effectively. They consider creativity and human relations to be unnecessary. They tend to rely on centralized system and the use of authority. Staff is regarded as a means of production and motivation is based on competition between people in order to get work done. If staff challenge an instruction or standard procedure they are likely to be viewed as uncooperative. (Mullins 1996: 439)

- *Country Club Management* (1,9 rating managers). The 1,9 managers believe that a contended staff will undertake what is required of them and achieve a reasonable level of output. Production is secondary to the avoidance of conflict and maintenance of harmony among the staff. Managers will seek to find compromises between staff and solutions acceptable to everyone. Although innovation may be encouraged, they tend to reject good ideas if likely to cause difficulties among the staff.

- *Middle of the Road management* (5,5 rating): Middle of the Road Management (or Organization Man Management) with the approach of "live and let live" and the tendency to avoid the real issue. This style of management is the "dampened pendulum, with managers swinging between concern for production and concern for people managers to balance their concern for both people and production, but are not committed to either. Under pressure, this style of management tends to become task management (9, 1). But where this strains relations and causes resentment from staff, pressure is eased and managers adopt a compromise approach. If there is a swing too much the other way (towards 1,9) managers are likely to take a tighter and more hardened approach.

- *Team Management,* (9,9 rating): Managers with 9,9 rating believe in the integrating of the task need and concern for people. This style of leadership is considered to be ideal. Managers of this style have great concern for both people and production. They work to motivate employees to reach their highest levels of accomplishment. They believe in creating a situation whereby people can satisfy their own needs by commitment to the objectives of the organization. Managers will discuss problems with the staff, seek their ideas and give them

freedom of action. Difficulties in working relationships will be handled by confronting staff directly and attempting to work out solutions with them.

The 1991 edition of the Grid also covers two additional styles:

a) *9+9 paternalistic "father knows best" management*. In this type of managerial approach, reward and approval are granted to people in return for loyalty and obedience; punishment is threatened for non-compliance.

b) *Opportunistic (opp) "what's in it for me" management.* In this managerial approach, the style utilized depends on which style the leader feels will return him or her the greatest self-benefit. In light of their research, Black and Mouton stress that managers may switch from one style to another or combine elements of different styles. The also concluded that managers have one dominant style of management which they frequently resort to than any other. They also found that many managers have a "back up" style, which they adopt if their dominant style does not work in a particular situation.

Managerial (Leadership) Styles based on the use of Authority

Explanations given in the preceding paragraphs clarified managerial / leadership styles somewhat on the basis of how leaders use their authority. Leaders were seen as applying three basic styles: -

i). *Autocratic Leader*

Autocratic leaders tend to make unilateral decisions, dictate work methods, limit worker knowledge about goals to just the next step to be performed, and sometimes give punitive feedback. (Bartol, Martin 1994: 418) Stated in other words, the autocratic leader commands and expects compliance, is dogmatic and positive and leads by the ability to withhold or give rewards and punishment.

ii). *Democratic or Participative Leader*

Democratic leader consults with subordinates on proposed actions and decisions and encourages participation from them. This type of leader ranges from the person who   does not take action without subordinates' concurrence to the one who makes decisions but consults with subordinates before doing so. (Bartol, Martin 1994: 418) Democratic leaders tend to involve the group in decision making, let the group determine work methods, make overall goals known, and use feedback as an opportunity for helpful coaching.

iii). *Laissez Faire*

Laissez faire leaders generally give the group complete freedom, provide necessary materials, participate only to answer questions, and avoid giving feedback- in other words, they do almost nothing. (Bartol, Martin 1994: 418) Laissez faire or free-rein leader uses his or her power very little, if at all, giving subordinates a high degree of independence in their operations. Such leaders depend largely on subordinates to set their own goals and the means of achieving them, and they see their role as one of aiding the operations of followers by furnishing them with information and acting primarily as a contact with the group's external environment.

A variation of the participative leader is the person who is supportive. Leaders in this category may look upon their task as not only consulting with followers and carefully considering their opinions but also doing all they can to support subordinates in accomplishing their duties.

iv). *Bureaucratic Leader*

This type of manager has low concern for both task and relationships. The manager adopting this style is seen as being interested mainly in rules and procedures to control the situation, and as conscientious. (Mullins, 1996: 466)

Path Goal Theory

One of the most reliable approaches to leadership is the path goal theory. Developed by Robert House, path- goal theory is a contingency model of leadership that drives key elements from Ohio State leadership research on initiating structure and consideration and expectancy theory of motivation presented by Vroom in 1964. The crux of the path-goal theory is that the leader should assist the followers to attain their goals and to provide the necessary direction and support to ensure that their goals are compatible with the overall objective of the group or organizations. The term path-goal is derived from the belief that effective leaders clarify the path to help their followers get from where they are to the achievement of their goals and make the journey along the path easier by curtailing roadblocks. (Robbins, 2001: 324)

According to path-goal theory, leaders exhibit four primary types of behavior. (Certo, 1999)

i). *Directive Behavior.* Directive behavior is aimed at telling followers what to do and how to do it. The leader indicates what performance goals exist and precisely what must be done to achieve them. According to Kathryn M. Bartol and David C.

Martin, directive leader behavior involves letting subordinates know what is expected of them, providing guidance about work methods, developing work schedules, identifying work evaluation standards, and indicating the basis for outcomes or rewards. It is similar to task orientation. (Mullins, 1996: 267)

ii). *Supportive Behavior.* Supportive behavior is aimed at being friendly with followers and showing interest in them as human beings. Through supportive behavior, the leader demonstrates sensitivity to the personal needs of followers. (Certo, 1999) Laurie J. Mullins argues that supportive leadership involves a friendly and approachable manner and displaying concern for the needs and welfare of subordinates. (Mullins, 1996: 270)

iii). *Participative Behavior.* Participative behavior is aimed at seeking suggestions from followers regarding business operations to the extent that followers are involved in making important organizational decisions.

iv). *Achievement-Oriented Behavior.* Achievement –oriented leadership involves setting challenging goals for subordinates, seeking improvement in their performance and showing confidence in subordinates' ability to perform well.

These four basic styles demonstrate different leadership styles. The leadership style of an individual is the behavior pattern, as perceived by others that a person manifests for influencing the activities of those others. This may vary from a person's own perception, which may well be called self-perception rather than style. A person's leadership style involves some combination of task behavior and relationship behavior. The two types of behavior, which are central to the concept of leadership, are defined as follows:

i). *Task Behavior.*   The extent to which leaders are likely to organize and define the role of the members of their group (followers) and to explain what activities each is to do and when, where and how tasks are to be accomplished; characterized by endeavoring to establish well defined patterns of organization, channels of communication, and ways of getting jobs accomplished.

ii). *Relationship Behavior.* The extent to which leaders are likely to maintain personal relationships between themselves and of their group (followers) by opening, providing socio emotional support, active listening, "Psychological strokes" and facilitating behaviors. (Hersey, Blanchard & Jones, 2001: 118)

The effectiveness of leaders depends on the degree of compatibility of leadership style to the situation in which they operate. Therefore, an effectiveness dimension should be added to the two-dimensional model. This three-dimensional is portrayed in figure 6

Figure. 3.
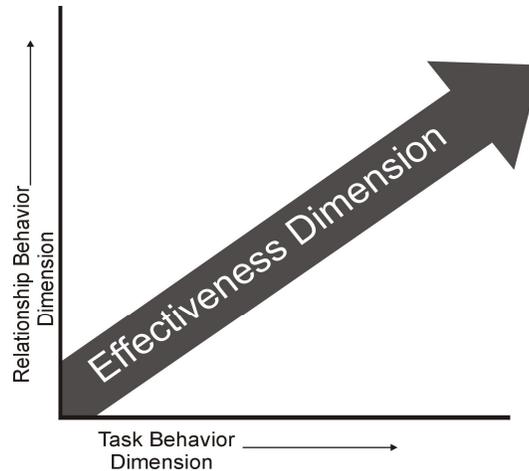
Source: (*Hersey, Blanchard & Johnson, Management of Organizational Behavior, Leading Human Resources,(India: Prentice Hall, 2001,. 8th ed), p-119*

In his "3-D Management Style Theory", Williams J. Reddin, was the first to add an effectiveness dimension to the task concern and relationship concern dimensions of earlier attitudinal models such as the Leadership Grid.

By adding an effectiveness dimension to the task behavior and relationship behavior dimensions of the earlier Ohio State Leadership model, Hersey and Blanchard have attempted in the Tri-dimensional Leader Effectiveness Model to integrate the concepts of leader style with situational demands of a specific environment. When the style of a leader is congruent to a given situation, it is termed effective; when the style is incongruent to a given situation, it is termed ineffective. If the effectiveness of a leader behavior style depends on the situation in which it is used, it follows that any of the basic style may be effective or ineffective, depending on the situation. The difference between the effective and ineffective styles is often not the actual behavior of the leader, but the appropriateness of that behavior to the environment in which it is used. In reality, the third dimension is the environment. It is the interaction of the basic style with the environment that results in a degree of effectiveness or ineffectiveness. The third dimension is called effectiveness because in most organizational settings various

performance criteria are used to measure the magnitude of effectiveness or ineffectiveness of a manager or a leader. (Hersey, Blanchard & Jones, 2001: 118)

Islamic Guidelines of Management and Leadership
The guidelines provided by Islamic teachings regarding management and leadership are outlined in the following lines.

- *Right man for the right job.* It will slash favoritism, nepotism, cronyism and tribalism, the off shoots of which will emerge in the shape of fair play and equality in the society. Hazrat Umar bought a horse from a person on the condition that he will first ride it. During riding the horse fell and was injured. Hazrat Umar asked the person to take back his horse but the he refused. Hazrat Umar asked the person to choose a person for mediation in the matter. He opted for Tashreeh Iraqi for mediation. When the matter was presented before Tashreeh, he asked Hazrat Umar either to purchase the horse or return it to the owner in the condition as it was before getting hurt. Hazrat Umar was pleased with the mediator and appointed him as Qazi (Judge) of Kofa (Iraq) where he remained judge for sixty years. (Haykal, 2005, 768) This indicates the standard "right man for the right job" where a lay man supersedes the caliph in the matter of justice and equality in the society.

- *Truthfulness.* A leader should never feed his followers with lies and falsehood. This will damage the trust, and if trust is gone nothing is left behind.

- *Moral honesty and Integrity.* Islam enjoins man to devote all his energies to the reconstruction of life on healthy moral foundations. It teaches him that moral and material powers must be welded together and spiritual salvation can be achieved by using material resources for the good of man in the service of just ends. (Ahmad, 1999: 36)

    Lord Snell observes that, "*we have built a nobly proportioned out structure, but we have neglected the essential requirement of an inner order; we have carefully designed, decorated and made clean the outside of the cup; but the inside was full of extortion and excess; we used our increased knowledge and power to administer to the comforts of body, but we left the spirit impoverished*". (Ahmad, 1999: 36) Islam enjoins that everything in the world is for man – but man himself is for the serve of a higher purpose: the establishment of a moral and just order so as to fulfill the Will of God. Islam enjoins man to purify

his soul and to reform his individual and collective life and to establish supremacy right over might and virtue over vice. (Ahmad, 1999: 37)

- *Adequate professional freedom.* When an employee/ worker is given adequate professional freedom, he can put his heart and soul into his work. Constant interference of the boss can suspend the creative genius of the worker and paralyze the whole process. Historical evidence supplement the principle of professional freedom to be the corner stone of managerial system in Islam during the reign of the Prophet and his Pious Caliphs. All the available information tends to suggest that the state functionaries, at the time of the Holy Prophet Muhammad (P.B.U.H), were quite independent in running the administrative matter pertaining to their regions within the general framework laid down by the Prophet. It means that within the general guidelines of the Qur'an and Sunnah (Tradition) of the Prophet, all state functionaries were free to run the affairs assigned to them relying on their personal discretion. The same principle was strictly adhered to in letter and spirit during the reigns of pious caliphs of Islam.

- *Periodic check up and transparent accountability.* In Islam, no one is above law and holding a responsible position as a state functionary is deemed as trust of state. The leader is subject to periodic check up in the execution of his official responsibilities and if found guilty of transgression of his official powers or dereliction of official duties, his accountability is sure. It must be added that in Islam accountability is carried out across the board and is coupled with suitable punishment. Khalid bin Walid (nick named as "The Sword of Allah") who established laurels of victories in Iraq and Syria as Commander in Chief of Muslim Armies, was subjected to sever accountability by Hazrat Umar (the 2nd Caliph of Islam) on the charge of extravagance. Khalid bin Walid gifted ten thousands Dirhams (currency unit) to Ash'us bin Qais, a chief of a tribe. Hazrat Umar called for from Khalid bin Walid that if you have given the money from war booty, you have committed breach of trust of public money, and if you have paid it from your own pocket, you have committed extravagance. In both the cases you have rendered yourself liable to punishment and hence stand dismissed. No expediency, whatsoever, could save a great commander from facing accountability and subsequent punishment, once he acknowledged the charge leveled against him. (Haykal, 2005, 139-41) At the time of appointment of Amils (Revenue Officers), a list of their assets and other belongings was

to be prepared and submitted in the office of the caliph. Any increase in the wealth of the officer, incompatible with his status and in excess of his declared assets was to be confiscated and deposited into the government exchequer. (Naumani)

- *Recognition.* Recognition is the best reward. It can keep the employees at their toes and will boost their motivational level to demonstrate excellent performance. Thus, they will contribute for the growth and development of the organizations. Umair bin Sa'ad was appointed as Wali (Governor) of Hamus (a city in Syria). The caliph, after some time, wrote him to present the whole amount of Kharaj (land tax) before him. He appeared before the caliph and told him that I have appointed pious people for collection of Kharaj and whatever is collected, it is spent for the welfare of the people. The caliph asked him, "it means you have brought nothing". He replied, "If I could have saved some money, it would have been presented in front of you". The caliph was pleased with his candid approach and asked him to go back and continue your duties. When he went back, Hazrat Umar remarked in his recognition, "Alas! I could had an other man like Umair from whom I could had sought assistance to serve the Muslims". (Haykal, 2005, 766)

- *Intelligence and Efficiency.* Islam awakens in man the faculty of reason and exhorts him to use his intellect. It enjoins him to see things in the light of reality. Qur'an asserts that "those who have no knowledge are not equal to those who have." (Al-Quran, 39: 9) Qur'an further asserts that "and he to whom wisdom is granted received indeed a benefit overflowing." (Al-Quran, 2: 269) According to Qur'an the basic qualifications of leadership are, among other things, knowledge and physical strength. (Al-Quran, 2: 247)

- *Employees' Well Being.* Personal involvement in the well being of the employees give them feelings of ownership of the organization and elevate his level of commitment with the organization. It can help draw-out the best from your man-power. The Holy Prophet said, "*Every one of you is a keeper or a shepherd and will be questioned about the well-being of his fold. So, the Head of the State will be questioned about the well-being of the people of the State*".

- *Appreciation of Good work.* Proper appreciation of the talent can further promote and boost the talent and convert him/her into a genius. Unnecessary harshness can kill a genius.

- *Collective and participative decision making.* The Qur'an exhorts the Prophet to "take their counsel in the matter". (Al-Quran, 3: 159) The available sources suggest that the Prophet, in compliance with the Qur'anic exhortation, always consulted his companions on matters of state, though it was his prerogative to accept or reject the counsel given by his advisers. The Prophetic prerogative was asserted in the Qur'an which narrates that "when you decide then have faith in God". (Al-Quran, 3: 159) Salman Farsi advised digging a trench around the city on the occasion of the battle of Ditch (Ahzab in Arabic) which was accepted by the Prophet. (Sidiqui, : 217) Islamic History is replete with examples that the Holy Prophet consulted his colleagues on all important matters and his management was in fact a consultative and participative type. The same practice was continued by the pious caliphs during their reigns.

Performance appraisal

Performance appraisal is the systematic evaluation of individuals with respect to their performance on the job and their potential development. (Beach, 1985: 205) Stated in other words, performance appraisal is the process by which organizations evaluate individual job performance. (Werther & Davis, 1996: 341)

One way in which to review the performance and potential of staff is through a system of performance appraisal. It is important that members of the organization know exactly what is expected of them, and the yardsticks by which their performance and results will be measured. (Mullins, 1996: 639)

Objectives of Performance Appraisal

i). *Administrative Decisions.* The fundamental objective of performance appraisal is to facilitate management in carrying out administrative decisions relating to promotions, firings, lay offs and pay increases. For example, the present job performance of an employee is often the most significant consideration for determining whether to promote the person. While successful performance in the present job does not guarantee perpetuation of effective performance by an employee at higher-level job, performance appraisal do provide some predictive information.

ii). *Training and Development.* Lloyd L. Byars and Leslie W. Rue comments that performance appraisal information can go a long way to cater individual and organizational training and development needs through provision of requisite input. The

information obtained through performance appraisal can explicitly portray individual employee's strengths and weaknesses, which in turn will prove helpful to determine organization's overall training and development needs. Judging from an individual perspective, a completed performance appraisal should include a plan highlighting his specific training and developments.

iii).   *Opportunity Factors.* An effective performance appraisal system will not only evaluate employee's abilities, but also opportunities—those elements in the work system that contribute to performance. According to some experts, opportunity factors are more important than individual variables in determining work performance. Opportunity variables may include the physical environment, such as noise and lighting, available resources, such as human and computer assistance, and social processes, such as leadership. (Anthony, Perrewe., kackman 1993: 441)

Research

The researcher conducted a research study in Technical Education and Manpower Training Department Khyber Pakhtoonkhwa (the then N.W.F.P) in 2007 to find out the relationship between the leadership (managerial) styles adopted by the principals of the Polytechnic/Vocational Institutes and Management Science colleges and the performance appraisal done by them to evaluate the job performance of faculty members serving under their administrative control. The primary data for the purpose of research was collected from the respondents which included principals and faculty members.   The research findings pertaining to different variables investigated with regard to the issue in question are summarized in the following tables.

Table. 1: Autocratic approach of the appraisers' association
with negative motivation.

		Appraisers' autocratic approach			Chi-square	P-value
		D n (%)	A n (%)	Total D n (%)		
Negative Motivational approach.	D	31 (56.4)	24(43.6)	55 (100)	14.847	0.000
	A	42 (27.5)	111(72.5)	153(100)		
	Total	73 (35.1)	135 (64.9)	208 (100)		

Source:- Field Survey. (D = Disagree, A = Agree)

Finding

The statistics in table 1 shows that out of 208 respondents, 153 agree with view point that appraisers pursue the policy of negative motivational approach by giving poor ratings of PER (ACR) to the faculty members for their failure to achieve the targets and 135(64.9%) respondents agree with the notion that appraisers adopt autocratic approach by dictating job objectives to the faculty members. Out of these figures, 111(72.5% of 153) respondents agree with both the variables pertaining to appraisers' motivational tendency and their autocratic approach. However, 24(43.6% of 55) respondents agree with notion of appraisers' autocratic approach but disagree with view point showing appraisers' motivational tendency. Thus, the ratio of respondents (72.5%) who express agreement with both the variables is significantly higher than the ratio of respondents (43.6) who agree with view point relating to appraisers autocratic approach but disagree with view point showing appraisers motivational tendency.

Chi-square results (chi-square = 14.847, p-value = 0.000) identify highly significant level of association between the variable of autocratic approach focused by the appraisers assigning job targets/ objectives to the faculty members and the propensity of negative motivation followed by them in shape of awarding poor ratings of PER(ACR) to the faculty members, if they fail to achieve the assigned targets.

Table. 2: Appraisers Capability's Association with penalizing attitude of appraisers.

		Appraisers' Capability Dimension.			Chi-square	P-value
		D n (%)	A n (%)	Total D n (%)		
Penalizing attitude of evaluation adopted by appraisers.	D	25(29.1)	61 (70.9)	86 (100)	5.244	0.022
	A	55(44.7)	68 (55.3)	123(100)		
	Total	80(38.3)	129 (61.7)	209(100)		

Source: Field Survey. (D = Disagree, A = Agree)

Finding

The statistics in table 2 shows that out of total 209 respondents, 123 agree with view point that appraisers possess the capability to differentiate between good performance and poor performance and 129 (61.7%) of the respondents agree with view point that appraisers make resort to penalizing attitude while making assessment of faculty members

job performance. These results show that the ratios of respondents who either agree or disagree with both the variables identifying appraisers' capability dimension and appraisers penalizing attitude of assessment (55.3% and 29.1% respectively) are moderately lower than the ratios of respondents who agree with either of the two variables but disagree with the other. Chi-square results (chi-square = 5.244, p-value = 0.022) show that there is moderate level of association between the two variables. These results signify the fact that those appraisers who possess the capability of making distinction between good performance and poor performance will avoid penalizing the employees in case of their failure to achieve the assigned targets.

Table. 3: Appraisers Quantitative Approach's Association with penalizing tendency of assessment.

		Appraisers' Quantitative Approach.			Chi-square	P-value
		D n (%)	A n (%)	Total D n (%)		
Penalizing tendency of evaluation adopted by appraisers.	D	48(52.2)	44(47.8)	92 (100)	20.664	0.000
	A	28(22.4)	97 (77.6)	125 (100)		
	Total	76(35)	132 (65)	217 (100)		

Source: Field Survey. (D = Disagree, A = Agree)

Finding

The statistics in table 3 shows that out of total 217 respondents, 125 agree with view point that appraisers adopt penalizing attitude of assessment while making evaluation of faculty members job performance and 132(65%) respondents agree with the view point that appraisers focus on quantitative side of faculty members job performance/ output while making appraisal. Out of these figures, 97(77.6% of 125) respondents agree with both the variables and 48(52.2% of 92) respondents disagree with both the variables indicating appraisers' tilt towards quantitative approach and appraisers' adoption of penalizing attitude of assessment. However, 44(47.8%) respondents agree with view that appraisers focus on quantitative approach but disagree with view point that appraisers adopt penalizing attitude of assessment. These results demonstrate that the ratios of respondents who either agree or disagree with both the variables are significantly higher than the ratios of respondents who agree with either of the two variables but disagree with the other.

Chi-square results (chi-square = 20.664, p-value = 0.000) identify that there is highly significant level of association between the

two variables, i.e., quantitative approach of the appraisers and adoption of penalizing assessment attitude by them. The results signify the fact that those appraisers who focus on quantitative aspect of employees' job performance will make resort more towards penalizing attitude of assessment, giving punishment to the employees if they fail to achieve the targets. This tendency will ultimately force the employees to focus on improving their productivity quantitatively to attract their appraisers which in turn will kill the quality dimension of their performance and output.

Table. 4: Appraisers qualitative approach's Association with penalizing attitude of assessment (Negative Motivational Approach).

		Appraisers' Qualitative approach.			Chi-square	P-value
		D n (%)	A n (%)	Total D n (%)		
Penalizing attitude of evaluation adopted by the appraisers.	D	26 (28)	67 (72)	93 (100)	11.409	0.001
	A	62 (50.8)	60 (49.2)	122(100)		
	Total	88 (40.9)	127 (59.1)	215(100)		

Source: Field Survey. (D = Disagree, A = Agree)

Finding

The statistics given in table 4 show that out of total 215 respondents, 122 respondents agree with view point that appraisers adopt penalizing attitude of assessment while making evaluation of faculty members job performance and 127 respondents agree with view point that appraisers focus on qualitative aspect of faculty members' job performance. Out of these figures, 60(49.2% of 122) respondents agree with the contention given in both the variables displaying appraisers' qualitative approach and appraisers' penalizing attitude of assessment and 26 (28% of 93) disagree with both the variables. However, 67(72% of 93) respondents agree with view point relating to appraisers' qualitative approach but disagree with contention pertaining to appraisers' penalizing attitude of evaluation. The results indicate that the ratios of respondents who agree or disagree with both the variables are significantly lower than the ratios of respondents who agree with either of the two variables but disagree with the other.

Chi-square results (chi-square = 11.409, p-value = 0.001) show that significantly higher level of negative association exists between the two variables. The results demonstrate the fact that those appraisers who are more tilted towards qualitative approach in evaluating faculty

members' job performance are less inclined towards adopting penalizing attitude of assessment to evaluate employees' job output and achievement of targets.

Table. 5: Appraisers autocratic approach's Association with penalizing attitude of assessment.

		Appraisers' Autocratic approach.			Chi-square	P-value
		D n (%)	A n (%)	Total D n (%)		
Penalizing attitude of evaluation adopted by the appraisers.	D	41 (50)	41 (50)	82 (100)	12.058	0.001
	A	32 (26.2)	90 (73.8)	122 (100)		
	Total	73 (35.8)	131(64.2)	204 (100)		

Source: Field Survey. (D = Disagree, A = Agree)

Finding

The statistics in table 5 shows that out of total 204 respondents, 122 agree with view point that appraisers adopt penalizing attitude of performance assessment and evaluation and 131 agree with view point that appraisers adopt autocratic approach in setting job objectives for the faculty members. Out of these figures, 90 (73.8% of 122) respondents agree with both the variables depicting appraisers' autocratic approach and appraisers penalizing attitude of assessment. However, 41(50% of 82) respondents agree with view point that appraisers make resort to autocratic approach but disagree with contention that appraisers adopt penalizing attitude of assessment. The results show that the ratios of respondents who agree or disagree with both the variable (73.8% and 50% respectively) are significantly higher than the ratios of respondents who agree with either of the two variables but disagree with the other.

Chi-square results (chi-square = 12.058, p-value = 0.001) indicate that there is highly significant level of association between the two variables. The results demonstrate the fact that those appraisers who are swayed by the influence of autocratic policy are also inclined towards the penalizing attitude of assessment in evaluating employees' job performance and they will "get on the back of those faculty members who fail to achieve the assigned job objectives and show poor performance and results." These appraisers give punishment in the form of awarding poor ratings of PER (ACR) to those faculty members who display below the mark performance.

Table 6. Appraisers Democratic approach's Association with penalizing attitude of assessment.

		Appraisers' Democratic approach.			Chi-square	P-value
		D n (%)	A n (%)	Total D n (%)		
Penalizing attitude of evaluation adopted by the appraisers.	D	58(61.1)	37(38.9)	95 (100)	0.964	0.326
	A	81(67.5)	39 (32.5)	122(100)		
	Total	139(64.7)	76 (35.3)	215(100)		

Source: Field Survey. (D = Disagree, A = Agree)

Finding
The statistics in table 6 shows that out of 215 respondents, 122 agree with the view point that appraisers (Reporting Officers) will get on the back of faculty members if they fail to achieve the targets and 76(35.3%) respondents agree with view point that appraisers adopt democratic approach by giving an opportunity to the faculty members to discuss their job targets and objectives. Out of these figures, 39 (32.5% of 122) agree with both the variables and 58(61.1% of 95) disagree with both the variables. However, 37 (38.9% of 95) agree with view point that appraisers adopt democratic style but disagree with contention that appraisers adopt penalizing attitude of assessment. These results show that there is slight difference in the ratios of respondents who agree or disagree with both the variables as against those who agree with either of the two variables but disagree with the other.

     Chi-square results (chi-square = 0.964, p-value = 0.326) show that there is no association between the two variables demonstrating appraisers democratic approach and appraisers penalizing attitude of assessment. The statistics identify that those respondents who adopt penalizing attitude of assessment and performance evaluation desist from adopting democratic approach in setting job objectives.

Conclusion
The above analysis depicts the fact the most of appraisal decisions are influenced by the appraisers' styles of management, regardless of taking into account the actual performance of the employees and awarding them genuine ratings on the basis of output / results shown by them. Personal instincts of the evaluators and their liking and disliking for the concerned employees mould their opinion and decisions with regarding to awarding ratings of performance evaluation to them. Subjectivity rather than

objectivity is the ultimate off shoot of the said tendency followed by the appraisers. Resultantly, the entire process and purpose of performance appraisal in public sector organizations, particularly educational institutions, is jeopardized leaving the employees and organizations victim of stagnation. Research has exhibited the fact that performance appraisal is used as a discriminatory instrument by the autocratic managers whose main interest is to exact compliance of orders without having regard to the ground realities or taking on board all the stake holders while taking important decisions affecting the performance and productivity of the concerned stake holders. In order to overcome the aforesaid problems from which most of the appraisers suffer, the under mentioned managerial philosophy of Qur'an can go a long way to cure root causes of mismanagement resulting as a consequence of faulty approach to performance appraisal mechanism.

Reward and Punishment coupled with Transparent Accountability. Qur'an identifies that man is so constituted in psychic terms that he is prompted by sense of hope and fear or reward and punishment. Qur'anic references to hell and heaven have the symbolic value for the same reason. The same psycho moral element of reward and punishment operates in our organizational structure. Employers and employees operate in the same psycho moral context. But the irony is that in our organizations, blind eye is turned to this golden rule of management resultantly discrimination in reward and punishment ensue as the ultimate ramification of gross mismanagement. This state of affairs creates heart burning and ill feelings in the employees in the national institutions, giving birth to so many social problems, which creates chaos and confusion everywhere. Similarly, lack of transparent and across the board accountability system allows the incapable leaders/mangers to perpetuate their faulty practices without any fear of being penalized for the wrong doings. This free lance approach has struck a serious blow to our institutions, with special reference to educational institutions, which are the nurseries for creating future leaders and managers. Our leaders/managers running the most vital institutions of the country deem to have been granted carte blanche and consider themselves immune from all sort of accountabilities, in the wake of poor and faulty appraisal systems invoked in our organizational structure. As a result unprecedented moral and financial corruption is rampant in the society where the honest and intelligent people are cornered and the dishonest and incapable persons have got the reins in their hands. This scenario has caused enormous loss to almost all the vital institutions of the country. The only remedy available to turn the tide of this horrific state of mismanagement in almost all institutions of

the country is to firmly implement the basic tenets of management enunciated in the Qur'an and Sunnah of the Prophet stressing the need for fair and equitable system of performance appraisal followed by transparent accountability. The proper check and balance system in shape of transparent accountability (wisdom based and value loaded) described in the Islamic Teachings will help to curb the unbridled use of discretionary powers on the part of state functionaries who are blind followers of their stupid whims and pay no heed to the divine law and laws of the state.

However, looked into Pakistani perspective, we find that most of the public sector organizations have been victim of stagnation in spite of availability of plenty of human and material resources at their disposal. The core reason seems to be that blind eye is turned to the most vital instrument of management, i.e., performance appraisal which is the basic parameter for deciding issues relating to reward and punishment in an organization on equitable basis. Looked from another dimension, improved performance and productivity of employees leading towards organizational growth and development might be the ultimate corollary of an effective and viable performance appraisal system. It's the crying need of the hour that to cope with emerging challenges in the wake of globalization, we should redefine and reshuffle our priorities and dogmatism should be replaced with pragmatism. So, in order to ensure good governance and to sort out best brains capable of combining knowledge and skills and possessing leadership qualities, it is imperative that due weight-age must be given to the issues relating to appraisal system in public sector organizations. Imparting adequate training to leaders/managers in the light of Islamic principles of management and governance and   strict, transparent , across the board accountability implementation as a follow up action can be the first right step in the right direction.

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