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A STUDY ON LEADERSHIP COMPETENCIES OF MYANMAR MANAGERS

Ma Thynn Thynn Myint

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Supervised by   **Submitted by**

Dr. Tun Aung   Thynn Thynn Myint

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ABSTRACT

This study attempts to evaluate the leadership competencies level and leadership competency model of Myanmar managers. First, the study examines the connection between leadership competencies and motivation, and then investigates the relationship between leadership competencies and performance of the organization. Six hypotheses relating to leadership competency, motivation and organizational performance are developed to find the leadership competencies of Myanmar managers. The study focuses on the top level managers in trading and service companies from the private sector and the respective employees from these organizations. Data for the study are collected using simple random sampling technique. Questionnaires for managers and employees are arranged with the open and closed end types.

In the study, leadership competencies for Myanmar managers are determined by seven determinants in terms of 'Self Management', 'Leading', 'Social Responsibility', 'Committing Achievement', 'Task Management',' Cognitive Process' and 'Change Management'. Descriptive and other relevant statistics including rating and Likert scale are used for data analysis. Findings spotlight that top ranking competency determinants are in 'Task Management', 'Cognitive Process', 'Leading' and 'Committing Achievement'. However, 'Change Management' determinant get least ranking score. It is noted that leadership behavior and traits, leadership styles and motivation factors mostly impact organization performance. Nevertheless, leadership trait and behavior of managers cannot fully achieve employee motivation in the organization.

Findings revealed that Myanmar managers could not proficiently adapt challenges from external environment; they are behaving in accordance with Myanmar cultural value, norms and practices. Most managers are traditional thinkers. It can be suggested that Myanmar managers should retain the existing spirit and heredity onto task management leadership qualities whereas they should appraise and adapt situational forces that hinder ideas for change. To wind up, Myanmar managers need to apply appropriate leadership competencies associated with accepting new concepts and ideas for change at the respective organization in the contemporary era.

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LIST OF ABBREBRATION

Asymp: Asymptotic

Asymp. Sig   Asymptotic Significant

B.Pham   Bachelor of Pharmaceuticals

BE   Bachelor of Engineering

BM   Business Management

CM   Change Management

CV   Coefficient of Variation

DF   Degree of Freedom

Dr.   Doctor

EQ   Emotional Intelligence

Fre: Frequency

GLDP   Global Leadership Development Programme

GM   General Manager

IQ   Mental Intelligence Quotient

L   Leading

LD   Leadership Competency Determinant

MBA   Master of Business Administration

MBBS   Bachelor of Medicine

MD   Managing Director

MSV   Mean Score Value

N or No: Number

NPM	New Public Management
OECD	Organization for Economic Cooperation and Development
PMC	Project Management Competency
PMI	Project Management Institute
PQ	Physical Intelligence Quotient
R2	R Square
SIG	Significant
SSE	Error Sum of Square
SSR	Sum of Square Regression
STD	Standard Deviation
SVC	Sub Variable Component
TWMS	Total Weighted Mean Score Value
Var:	Variables

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Abstract

This study attempts to explore leadership competencies level and leadership competency model of Myanmar managers. Firstly, the study directs at examining the connection between leadership competencies and motivation, and then investigates the relationship between leadership competencies and performance of the organization. Six hypotheses relating to leadership competency, motivation and organizational performance are set to find out leadership competencies of Myanmar managers. The study targets at top level managers in trading and service companies in private sector and respective employees in those organizations for collecting data by using simple random sampling technique. Questionnaires for managers and employees are arranged with the open and closed end types. In the study, leadership competencies for Myanmar managers are determined by 7 determinants in terms of 'Self- Management', 'Leading','Social Responsibility', 'Committing Achievement', 'Task Management','Cognitive Process' and 'Change Management'. Descriptive and other relevant statistics including rating scale are used for data analysis. Findings spotlight that top ranking competency determinants are in 'Task Management', 'Cognitive Process' and 'Leading'. However, 'Change Management' determinant get least ranking score. It is noted that leadership behavior & traits, leadership styles and motivation factors mostly impact organization performance. Nevertheless, leadership trait and behavior of managers cannot fully achieve employee motivation in the organization. It can be suggested that Myanmar managers should retain existing spirit and heredity onto task management leadership qualities whereas they should evaluate and adapt situational forces that hinder an idea for change concept. To wind up, Myanmar managers need to protest the traditional things that are not challenging in the competitive era as well as they need to apply appropriate leadership competencies associated with accepting new concepts and ideas for change at the respective organization in the contemporary era.

CHAPTER I

INTRODUCTION

As new changes with high impetus, people mindsets have also changed in its essence and sophisticated customers are also introduced in the today competitive era. Customers are more demanding individualized products and particular services. To get a competitive edge in a certain business, ideal concepts and well-organized skill sets are also needed to construct in organizational development plans. Managers of the organizations must become accustomed to the challenging concepts to create capabilities, value and to deliver good results in competitive era. Today's managers have been encountering the effects of diverse set of change concepts. They are challenges of globalization, value chain concept, development of capability and competencies and challenges of advanced technology.

Regarding globalization, everybody has to possess global mindset that signifies new markets, new products, new competencies, and new ways of thinking about businesses. As the world becomes smaller through telecommunication, travel, information, ideologies, relationship networks and partnerships, managers will need to create business models for attaining global agility, effectiveness, and competitiveness. Effective global competition requires not only hard skills but also soft skills in the global environment. Thus, both management and leadership competencies are also needed to utilize in the local markets and global markets.

With respect to value chain concept, managers are facing with a critical and vital change in the global economy. A consistent idea for the competitive potential is necessary to build customer responsive strategies in the particular fields. Responsiveness considers innovation, quick decision-making as well as demanding value enhancing and price leading organizations. Thus, managers need to effectively contact with stakeholders in building a value chain for customers. Organizations are needed to accept value chain embedded concept. Effective trainings with a value-chain perspective are needed to interlink suppliers, employees, and customers which lead to value-chain processes. Value-chain programs mainly focus on soft skill development programs.

By shifting the focus to value chain, leadership competencies of managers are essential for the organizational success.

At present, organizations willingly need to accept a modern concept of transformation, adaptation, and learning.   They must learn to change faster among the competitors. For this reason, leadership competencies completely need to help managers to quickly adapt changes in organizations. Managers need to define an organizational model for change, to disseminate that model throughout the organization, and to sponsor its ongoing application.

In this era, new concepts and strategies have been practicing in the organizations by downsizing and consolidation. Furthermore, business firms emphasize on productivity gains, reengineering concepts, efficiency enhancement and focus on quality that have redirected attention cost saving and improving processes to make more profitable.

In the changing process, organizations are needed to seek leverage among customers, train people and processes to react their specification. Employees must be dedicated to and intimate with key participants. Then, it is needed to leverage core competencies for creating new products, raises the fundamental challenge of turning research knowledge into customer products. Organizations focus on cross-functional product teams identifying core competencies and then turn those competencies into new products by alliances, mergers, and acquisitions. To get along with this trend, soft skills like leadership competencies are essentially needed to develop for managers.

To cope with globalization process, organization capabilities are needed to rebuild to sustain and integrate individual competencies. These capabilities involve hard technology and soft technology. Hard technology means the ability to create new marketable technologies and soft technology refers to build trust building, negotiation and leadership capabilities and competencies in the marketplace or to attract and retain effective global business partners and expatriates.

In the contemporary world, accomplishment of technology driven projects have been popular among the organizations. High technology development, challenging competitors and globalized ideas obviously impact on the organizations and society. Technology innovation is crucially needed to get a competitive advantage. It covers in designating new technologies like internet, video conferencing and global networking.

Technology can make the world smaller, closer, and faster. In an environment of growing computer literacy and ideas, technology overcomes geographic distance as well as language and cultural difference. Furthermore, it is really required to prepare in embracing the new technologies and innovations. Managers must be ahead of the information curve and learn to leverage information for business results. They need to figure out how to make technology a viable and productive part of the work setting. Managers are responsible for technology innovation projects in shaping work at their organizations by using leadership competencies.

Both management and leadership competencies are needed to keep abreast off changes and challenges. In reality, managers might have management competencies; however, they strongly need to upgrade leadership competencies. In the transition economy, managers must rethink their approach to organizing, directing, and motivating workers. Managers need to rely on a range of skills to perform different activities, depending on hierarchical level and job responsibilities. For all managers, however, leadership competencies are becoming increasingly important. Managers need to consider communicating effectively, retaining talented employees, and motivating workers through leadership competencies in the competitive world.

Today's managers try to embrace ambiguity and build conflict and create organizations that are fast, flexible, adaptable, and relationship-oriented. Changes in organizations can be seen mostly in everywhere. They appear at faster pace and employees are expected to be even more adaptable. For these reasons, leaders play an important role in setting an example for all those values, behaviors and considerations expected from employees. Leaders who have the traits to achieve the changes are recognized and accepted in an organization and they implemented in a way resulting not only in better job performance but also in general understanding and satisfaction of all. Therefore, it is reasonable to set the expectations of key employees what they should achieve and how they should behave in order to implement successful changes.

Leadership is dispersed throughout the organization, and managers empower others to gain the benefit of their ideas and creativity. The modern idea of managers no longer applies controlling workers in a workplace where employee mental power is more important than physical power. Moreover, managers often supervise employees who are

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scattered in various locations, requiring a new approach to leadership that more focuses on mentoring and providing direction and supporting them on giving orders and ensuring that they are followed.

Managers must be aware of the importance of relationship with employees and customers rather than a single-minded focus on profits. The internet has given increased knowledge and power to customers, so organizations have to remain flexible and adaptable to respond quickly to changing demands and competition. Managers must create a constructive bond with their partners. Success in the new workplace depends on the strength and quality of collaborative interaction with the stakeholders. Partnerships, both within the organization and with outside customers, suppliers, and even competitors, are recognized as the key to a winning organization. They strive for new ways of working lead to collaboration across functions and hierarchical levels as well as with other companies. E-business models that digitally link customers, suppliers, partners, and other stakeholders require managers to assess and manage relationships far beyond the boundaries of the traditional organization. To deal with these states of affairs, therefore, having leadership competencies is one of the basic requirements of managers for creating business network in organizations.

Mark Shead[1] described five leadership traits as leadership competencies which refer to being honest, forward-looking, competent, inspiring and intelligent. He pointed out that leadership competencies cover leadership styles and powers, trust building, customer relations, communication, personal effectiveness, particular business effectiveness, team building, staff development, emotional intelligence, negotiating and risk management.

Nowadays, managers are truly needed to upgrade their skills up to meeting with possessing desired leadership competencies in the particular fields. To create a positive team spirit and to motivate the efforts of team members, managers need to negotiate them to get proper balance in the respective areas. To meet the goal of the whole business unit, managers are also needed to fulfill the goals of sub units. This point gives a strong evidence for the importance of leadership competencies of managers.

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1 Mark Shead "Five Most Important Leadership Traits", p 25 -40. p 42 -47

1.1 Rationale of the Study

Competitive advantage of a particular business is based on high recognition and acceptance of customers. This is obtained from high achievement of a particular business organization that is resulted from high performance of a cross functional and cross cultural business teams which are derived from high efforts of motivated and capable employees. Conversely, high efforts of a particular business team are the results of capable and motivated business teams which can get competitive edge of a particular business organization.

Capable and motivated business team is derived from management and leadership competencies of business managers who are so highly acquainted with appropriate motivation techniques that they know very well how to motivate the employees effectively in a particular department. In addition, high contribution and commitment of a particular business manager are resulted from leadership competencies of those managers.

In order to cope with environmental challenges, changes and market niches, Myanmar managers have to apply appropriate leadership competencies in handling problems and dealing with conflicts in the decision making processes. To tackle them, they have to negotiate all aspects of related business subsystems with the whole system for proper functioning; managers also need to take the leading role by building a dedicated, cross functional and cross-cultural business teams as well as by creating productive communication network among team members through adopting leadership competencies in the entire sphere of the organization.

The success of a business highly depends on authentic abilities of managers that give a strong force to get a set of leadership competencies. At present, the role of managers becomes significant and their success is widely based on their leadership competencies arisen from high charisma and high personality of managers. Managers must take the responsibilities for the success and failure of the business. They have final responsibilities of the outcomes of the business. Accepting a customized job means that they have an agreement to meet the entire specification and qualities for the offered jobs. Certainly, failure of the jobs will hurt their careers and reputation of managers. In the

modern world, the nature of a job is much sophisticated and customized which needs a set of skills and diverse leadership competencies.

In reality, nevertheless, most managers rarely have adequate level of leadership competencies in Myanmar. One visible weak point is that there is a potential to select people by favoritism concept whether they possess genuine leadership traits or not. Furthermore, there is a negligence to recognize that leadership is ongoing and there is a tendency to ignore the indicators of poor leadership. These indicators lead to a high turnover or absenteeism rate among team members and repetitive problems of the quality assurance and performance. Alternatively, there is a propensity toward creating window dressing concepts rather than maneuvering   practical issues in a business management. From the standpoint of Myanmar managers, they only focus on practicing management competencies in their respective areas but some purposely or unintentionally neglect the importance of leadership competencies.

Another point is that there is a failure to distinguish between leadership and management in Myanmar. Management refers to the process of managing a business whereas leadership stands for focusing on the vision through people's efforts. Nevertheless, there is a proclivity to practice the wrong concepts among them. Instead of focusing holistic point of view, Myanmar managers emphasize only separate small parts. There is also a tendency to select people solely for their technical expertise in a business and is a propensity for failing to delegate to employees. In addition, there is an inclination to emphasize hard skills rather than soft skills. These points give a strong evidence for development of leadership competencies for Myanmar manager to get efficiency and effectiveness in particular units.

Moreover, most of the Myanmar managers have been applied traditional concepts in making business decisions since 1989. They give an emphasis on task accomplishment through the use of little delegation to employees. They accept the usual means of close supervision, regular trainings, instant mentoring, continuous coaching and guiding. Nevertheless, they get some extent of acceptance level of success in the particular fields. Because, the precedent era was not so much challenging like present era. After 1989, gradually, the effect of globalization pushed managers to keep pace with market demand and market conditions. Since Myanmar has been adopted market economy, Myanmar

economy is more transparent and competitive than common economy due to practicing clear trade policy, allowing foreign direct investment and encountering intense rivalry. In order to get a survival in the competitive environment, Myanmar managers need to apply modern concepts in making business decisions. Thus, they need to upgrade their skills and abilities up to meeting with the market demand and challenging business conditions.

In the competitive era, Myanmar managers must strive for achieving employee satisfaction and motivation. Besides, they have to adapt the tremendously changing conditions in order to get customer satisfaction, quality product and services. They have to construct relationship networks with the stakeholders. In addition, they must create positive communication, improve participation, and must enhance work units that finally lead a goal attainment in the respective organization.

In the transition to the market economy, Myanmar managers are necessary to come across driving forces of competitive environment as well as they need to adapt the challenges of globalization, challenges of value change concept and challenges of focusing capability. In order to keep pace with these conditions, they are essentially needed to possess reliable leadership competencies.

This study attempts to explore leadership competencies level of Myanmar managers which lead to motivation and gaining high performance in the particular business organizations. Leadership competencies for Myanmar managers are determined by seven determinants in term of 'Self- Management', 'Leading', 'Social Responsibility', 'Committing Achievement', 'Task Management', 'Cognitive' and 'Change Management'. In addition, the study tries to describe leadership competency model of Myanmar managers as well.

1.2 Objectives of the Study

1. To evaluate the Leadership Competency Level of Myanmar Managers.
2. To explore the currently practicing Leadership Competency Model of Myanmar Managers
3. To examine the connection between Leadership Competencies of Myanmar Managers and Motivation of Employees.
4. To examine the connection between Motivation and Performance of the Organization
5. To find out the relationship between Leadership Competencies of Myanmar Managers and Performance of the Organization.

1.3 Hypotheses of the Study

1. There is a positive relationship between Leadership Trait and Behavior and Employee Motivation.

2. Employee Motivation depends on Democratic Leadership Styles.

3. There is a positive connection between Employee Motivation and Performance of the Organization.

4. There is a positive connection between Leadership Competencies and Performance of the Organization.

1.4 Research Design and Methodology

Exploratory research is used in the study. Both quantitative and qualitative research methodology are applied for analyzing data after collecting primary data by simple random sampling technique. Leadership competencies for Myanmar managers are determined by seven Determinants of 'Self - Management', 'Leading', 'Social - Responsibility', 'Committing - Achievement', 'Task - Management', 'Cognitive Process' and 'Change Management'. To test the hypotheses, two sets of structured questionnaires, one for managers and the second for employees, are prepared by using Rating Scale, Likert scale and other relevant statistical techniques. Both open ended and closed ended questionnaires are used in collecting primary data. Depth interviews were conducted with certain managers or responsible persons of the organizations for asking the

opinions for leadership competency development. Secondary data is collected from libraries, the relevant literature, published documents of related companies, internet and officially issued data from the respective organizations.

1.5 Scope and Limitation of the Study

According to Statistical Year book 2008, there are 16656 numbers of Myanmar company limited and 52 number of joint venture with foreign companies and private entrepreneurs. Among them, the study focuses on private companies in Myanmar. The study highlights on managers from the top level with at least 5 years of working experience in their career. Selected companies are Myanmar companies which run by medium scale and registered for at least 5 years. The study only targets to trading and service companies in which have over one hundred permanent employees. The study does not include manufacturing ones and does not cover small scale companies and foreign companies.

Assumption for Study Scoped:

Working Definition

Myanmar managers mean every Myanmar citizens who get hold of top management position of Managing Directors (MD) or General Managers (GM) in selected Private Myanmar Company.

Employees means all Departmental Managers (or) Functional managers those who are in direct chain of command with MD and GM and who are under the direct supervision of MD and GM in selected Private   Myanmar Company.

1.6 Organization of the Thesis

There are altogether six chapters in the study. Chapter 1 describes introduction, rationale, and objectives of the study, hypotheses of the study, research design and methodology, scope and limitation and organization of the study.   Chapter 2 consists of theoretical framework for leadership competencies, leadership literature, definition and concepts of leadership, personal characteristics of leaders and theoretical background for competence, competencies and leadership competencies, development of leadership competencies and competency models.

Chapter 3 signifies Determinants for assessing leadership competencies by describing suitable conceptual framework for leadership competencies of Myanmar managers as well as development of criteria in the conceptual framework for Myanmar managers.

Chapter 4 shows analysis on leadership competency level and leadership competency model of Myanmar managers.

Chapter 5 highlights an analysis on relationship among leadership competencies, motivating related factors and organizational performance in terms of testing hypotheses 1, 2, 3 and 4.

Chapter 6 consists of conclusion, Finding, suggestions and recommendations, need for future research, references and appendices.

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CHAPTER 2
THEORETICAL FRAMEWORK

2.1 Evolution of Leadership and Leadership Theories

Leadership is defined as "the ability to influence groups of people in order to make them work and achieve prescribed goals". Leadership, as a type of managerial interrelationship between the leader and the followers, is based on the combination of authority relationships in the most efficient means for the current situation. Leadership is a function of the personalities of the leader, the followers, and the situational characteristics. Leadership is basically an influence process on people. Leader is a person in the group who has the most influence over the actions of the entire unit. Using through interpersonal skill, a smart leader is usually able to get others to follow direction.

There are two types of Leaders: formal and informal leaders. A formal leader is appointed or elected and obtains power through position-base influence. An informal leader emerges from within the group and has no position-base influence. Informal leaders derive their power from knowledge- base influence and charisma- base influence.

In a sense leadership is "Putting it all together with proper functioning". To be effective leader requires an understanding of human behavior, motivation, communication, goal-setting, decision making, power, and concepts.

8Leadership is 'The ability to influence people toward the attainment of organizational goals'. In addition, leadership is the process of reciprocal which occurring among people. It is dynamic and involves the use of power. Leadership is a "people" activity, distinct from administrative process or problem-solving activities.

In 1807, Hegel wrote first book on leadership. In the book, he assumed that leadership is related to the political process. In 1847, Thomas Carlyle stated the "Great Man Theory". He pointed out the capacity for leadership is inherent that means great leaders are born, not made. Leaders are only those men who are blessed with heroic qualities. He portrayed great leaders as heroic, mythic, and destined to rise to leadership when needed.

In the 1910 - 1920, first research on leadership was conducted. This research gave rise to trait theories which highlighted natural born leaders possess certain physical traits and personality characteristics which differentiate them from non-leaders. The research is similar in some ways to "Great Man" theory. It also pointed out that people inherit certain qualities and traits that make them better suited to leadership.

Kurt Lewin and colleagues (1939) did leadership decision experiments and identified three different styles of leadership in particular around decision-making. Trait theories often identify particular personality or behavioral characteristics shared by leaders. In 1947, Jenkins made a review of traits of military leaders. He concluded that traits were important but that the situation determined which traits were important and that expertise in the business at hand separated leaders from followers.

In 1948 - Stogdil reviewed of traits of non-military leaders. He found that most important trait to possess was the trait most closely related to the task at hand. Max Weber stated the charismatic leadership which is descendant of thought from Hegel. He pointed that leaders emerge in a time of crisis due to their inherent charisma. Stogdil described 'Situational Theory'. He proposed that leadership is a matter of situational demands emerged from a leader which is a result of time, place, and circumstance.

Halpin (1956) distinguished leadership from leader behavior. He stated that leadership means 'Presupposes the existence of a specified capacity in regard to leading'. On the other hand, leader behavior focused upon observed behavior rather than the posited capacity inferred from this behavior. Leader behavior pinpointed a description of behavior.

In the Behavioral Theories, the behavioral theorists identified determinants of leadership so that people could be trained to be leaders. They developed training programs to change managers' leadership behaviors and assumed that the best styles of leadership could be learned. Massarik (1961) defined leadership 'As an interpersonal influence, exercised in situation and directed, through the communication process, toward the attainment of a specified goal or goals'. Likert (1961), the University of Michigan, a proponent of participative leadership, has spent most of his life studying leadership in organization.

Katz and Kahn (1966) described leadership is 'Any act of influence on a matter of organizational relevance'. Korman (1966) stated that 'A high score on leadership dimension would indicate a climate of good rapport and two - way communication while a low score would indicate that the supervisor is likely to be more impersonal in the relations with group members'.

McDonald (1967) supposed that the way a leader interacts with others, instead of personal traits, is more determinative of how successful he or she is in achieving goals.

With the 3-D theory, Reddin (1970) portrayed that there were four basic styles of managerial behavior. They are integrated, dedicated, related, and separated.

Hesburgh (1971) give an inspiring definition of leadership. In his concept of leadership, the charisma of leadership includes 'educational, political, religious, and commercial. To get morale flourishes, people pull together toward common goals, sprits soar, order and maintain, not as an end in itself, but as a mean to move forward together.

Vroom and Yetton (1973), relying on supporting empirical evidence, formulated a comprehensive normative model for participative management which would give subordinates greater participation in problem solving and decision-making processes. The model was founded on the assumption that 'the effectiveness of an organizational decision is a joint function of situational variables expressed as problem attributes and leader behavior expressed as processes for making decision'.

Vroom,Yetton & Jago highlighted Leader-Participation Model. They provided a set of sequential rules to determine the extent to which followers participate in the decision making process in different situations. They relied on supporting empirical evidence, formulated a comprehensive and normative model for participative management which would give subordinates greater participation in problem solving and decision-making processes.

Stodgill (1974) began his study of leadership at Ohio State University in 1946 under a grant from the Office of Naval Research. Likert and Likert (1976) integrated leadership principles used by the highest production managers into a general organizational system which was called System 4, a more highly developed and complex system. One of the most noteworthy adaptive leadership models is the 'Leadership Grid developed' by Blake and Mouton (1978). They stated that the first leadership style in the

leadership grid is the impoverished style (1-1), second is the country club style (1-9), third is the task style (9-1) followed by fourth, it is the middle of the road style (5-5) and fifth is the team style (9-9).

Fiedler(1978-1979) stated 'Contingency Theory' that dominated much of research in 1970's. He suggested that there are two types of leaders. The former leaders are those who focus on tasks and the latter are those who focus on relationships. This theory matches leadership's style with the situation that most favorable for them and determine which type of leader will be most effective. Fiedler's Leadership 'Contingency Model' pioneered the modern theme that there is no one best way to perform the leadership function. Fiedler suggested that a number of leader behavior may be effective, depending on the elements of the situation (Wren, 1979).

The human relationists and organizational humanists including Wren (1979) signified 'Participative Leadership'. Underlying assumption is a movement to reduce power and status differences between the superior and the subordinate. He said that a leader could combine high task oriented approach with a high interpersonal relations approach. In addition, Wren said that workers were to be given greater voice in decisions.

Burns (1979) defined leadership as leaders inducing followers to act for certain goals that represent the values and the motivation, the wants and needs, the aspirations and expectations of both leaders and followers.

Hersey & Blanchard (1979) favored on the 'Situational Leadership Model'. He assumed that there is no one best way to lead. Leaders must be able to adapt to situation and modify their leadership style through task-oriented or relationship-oriented. Maturity of group or individual will determine the most effective leadership style. They highlighted that the focus in the situational approach to leadership was on observed behavior of leaders and their group members and various situations. They refined the 'Life Cycle Theory' by adding and effectiveness dimension as Reddin had done; their model was then called the 'Tri - Dimensional Leader Effectiveness Model'. Hersey and Blanchard kept that their model measured observed behavior while Reddin and Blake measured tendency or attitude toward production and people.

Benis (1982) believed that a leader's example setting can significantly alter the behavior of others, thereby motivating them.

Hutchinson (1983) described that society has the ultimate control over the success or failure of an organization, leadership must meet social expectations. He upheld that a leader needs to adopt an open communication policy to boost individuals' motivation to give them a clear understanding of the goals of the organization..

Adair (1983) noted that recurring qualities in leaders are aptitude, character, and integrity. Integrity is defined as 'to be clear about the purpose in life'. Adair assumed that lifestyle of a successful leader is being carefully scrutinized today.

According to Jackson and Dafoe (1983), leadership favors integrity which is more than simply being honest or setting goals. Hutchinson (1983) said that the environmental concerns is crucial for leadership which are a broad range of social concerns such as education, health care, social services, community development, and other interests that can better the human condition.

Miller (1984) argues that leaders enhance motivation by effectively communicating with and setting good example for subordinates.

Tichy and Devanna (1986) assert that transformational leadership is about change, innovation, entrepreneurship, and the capacity to move resources for greater productivity. Once a critical people accepts the vision, then the leader must mobilize commitment on the part of the followers (Tichy and Devanna ,1986). They specified that characteristics of transformational leaders are: (1) identify themselves as change agents; (2) are courageous individuals; (3) believe in people; (4) are value-driven; (5) are lifelong learners; (6) have the ability to deal with complexity, ambiguity, and uncertainty; and (7) are visionaries. Process Theories express Relational Model of Leadership, Servant Leadership Theory, Social Change Model of Leadership and Transformational Leadership.

Komives, Lucas, & McMahon shaped 'Relational Model of Leadership'. It pointed out that leadership is a relational process designed to accomplish a common goal to benefit all. Leader must be inclusive, empowering, purposeful, ethical, and process-oriented to bind group together and achieve goal. Robert Greenleaf observed 'Servant Leadership Theory'. This theory describes successful leaders influence others as a result of dedicating their lives to serving others - individuals, groups, and organizations.

'Social Change Model of Leadership' emphasized that leadership is a process by which individuals and groups work toward the common goal of improving the quality of life for all by developing and promoting seven basic values.

James MacGregor Burns stated 'Transformational Leadership'. It specified that leader asks followers to put aside personal interests for the good of the group and leaders focuses on followers' needs and inputs in order to transform everyone into a leader by empowering and motivating them.

2.1.1 Leadership versus Management

Management is the art of getting things done through people. (Mary Parker Follet). Management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading and controlling organizational resources. Management focuses on administer, maintain, control, short-term view, ask how and when, imitate, accept status quo and do things right.

The goal of management is setting a target that an organization wants to reach with an efficiency and effectiveness. The process of management is a set of activities directed at combining resources efficiently and effectively in order to attain the organization's goals. Managers are individuals whose primary activities are to carry out the process of management. Managers need to possess management competencies like rational, consulting, persistent, problem solving, tough-minded, analytical which are come out of mind. (Richard L Daft).

Leadership is the ability to influence groups of people in order to achieve a particular goal. Leadership process includes building coordination, negotiation and motivation to get an organizational goal. Leaders' competencies come from their soul, personality and originality. They are eccentric and composed of visionary, passionate, creative, flexible, inspiring, initiates change and personal power which is the potential traits to influence the ability of others toward attainment of goals. (Richard L Daft).

Leadership emphasizes on innovation, development, inspiring, vision, origination, challenges, status quo and doing right things. Leadership stands for setting the examples by aligning actions with shared values and envisions the future by imagining and enabling possibilities.

Leadership means enlisting others in a common vision by appealing to shared aspirations, searching for opportunities by seeking innovative ways to change, grow, improve, experiment and taking risks by constantly generating successes and learning from mistakes. Leadership fosters collaboration by promoting cooperative goals and building trust, strengthens others by sharing power and discretion, recognizes contributions by showing appreciation for individual excellence, and celebrates the values and victories by creating a spirit of community. Leadership power comes from personal sources that are not as invested in the organization, such as personal interests, goals, and values. Leadership power promotes vision, creativity, and change in the organization. The situational leadership which is based on the need to combine leadership qualities and certain behavior types depending on a particular situation.

2.1.2. Leadership Role and Leadership Power

There are four types of leadership role. They are modeling, path finding, aligning, and empowering. Modeling refers to inspiring trust without expectation. It is based on personal moral authority. Path finding implies making orders without demanding it. It specifies visionary moral authority. Aligning is nourishing both vision and empowerment without proclaiming them. It signifies institutional moral authority. Empowering refers to unleash human without external management. It denotes cultural moral authority.

Leadership power comes from personal sources, such as personal interests, goals, and values. It promotes vision, creativity and change concepts. Leaders have two distinct individual powers: Expert Power and Referent Power. Expert Power is derived from leader's special knowledge or skills regarding the tasks performed by followers. Referent Power refers to personality characteristics that command subordinates' identification, respect, and admiration so they wish to emulate the leader.

2.1.3 Leadership Styles

Kurt Lewin and colleagues(1939) did leadership decision experiments and identified three different styles of leadership. The lewin, Lippitt, and White divided leadership into leadership styles based on how the leader used his or her authority and power. Leaders who made most of the decisions and kept tight control over members

were considered autocratic. Those who give subordinates almost complete freedom use a laissez-fair approach. Democratic styles employ group participation in the management process. There are three distinct leadership styles[2]. They are autocratic (Directive Style), democratic (Participative Style) and laissez-faire (Free-Rein Style). The characteristics that distinguish each of the leadership styles are described in table 2.1 in below:

1. Autocratic Leadership Style (Directive Style)

The autocratic leader makes decisions by themselves as power is centralized in one person. Full authority and responsibility are assumed. Supervision is tight, direct and precise. Decisions are enforced using rewards and punishment. Subordinates have to do as they are told. When provided, communication tends to be primarily downward. The authority of the autocratic leader becomes oppressive, subordinates become insecure and afraid. The autocratic leader may become a benevolent autocrat. Subordinates are dealt with effectively and may achieve security and satisfaction. A benevolent autocrat may simply give orders, may use praise and demand loyalty and may make subordinates feel they are actually participating in decisions even though they are doing what the boss wants. The directive leader makes most major decisions and thoroughly involves in the operation of the unit. Activity is considered leader-centered because all work revolves around the leader, who is task-oriented and shows limited concern for subordinates' feelings. Communication is generally one-way from the leader to followers. This style encourages subordinates to obey and marks them dependent on the leader for direction.

2. Democratic Leadership Style (Participative Style)

The democratic (participative) leader consults the group on questions of interest to them and to which they can contribute. Communications flow freely and suggestions are made in both directions. Praise and criticism are both used. Some decision-making responsibilities still belong with the leader. Subordinates participate in goal setting and problem solving. This participation encourages member commitment to the final decisions. The democratic leader creates situations by which individuals can learn, enables people to check their own performance, allows subordinates to set challenging

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[2] Daft, R.L. (2003). *Management*, Thomson, South Western, Sixth Edition, Vanderbilt University.

goals, provides opportunities for improved work methods and job growth, recognizes achievements and helps employees learn from errors.

The participative leader is concerned with obtaining group involvement. Most major decisions are made after discussion with group members based on open, two-way communication. The leader strives to maintain good rapport within the group, and subordinates' feelings are considered in making decisions. The emphasis is cooperation and participation to achieve the maximum potential of the group.

3. Laissez-Faire Leadership Styles (Free-Rein Style)

The laissez-faire (free-rein) leader gives power to subordinates. The group can develop own goals and solve own problems. Little or no direction is provided. This style is generally not useful but can be effective in highly motivated, professional groups. The ideal leadership style utilizes all leadership styles to the best advantage according to the right situation. People are permitted to function essentially on their own. Once the goals are set, the leader's primary role is to support the worker so he or she can successfully accomplish the assigned tasks. Communication is open, and since the subordinates make most decisions, personal interests are taken into consideration. The emphasis is on encouraging individual performance by providing an unrestricted environment. Table 2.1 explains three types of leadership styles and respective characteristics of each style.

Table 2.1   Three Types of Leadership Styles

Characteristics of Leadership Styles	Autocratic Leadership Style (Directive Style)	Democratic Leadership Style (Participative Style)	Laissez-faire Leadership Styles (Free-Rein Style)
Focus	Leader-centered	Group-centered	Individual- centered
Decisions	Leader makes most decisions	Subordinates involved in decisions	Subordinates make decisions
Independence	Little freedom of action permitted	Foster some independence	Almost complete independence
Communication	One-way communication	Two-way communication	Free-open communication
Power	Uses power and discipline	Try to persuade, not force	Reliance on self-control
Subordinates Felling	Little concern for subordinates' feelings	subordinates' feelings are considered	subordinates' feelings predominate
Orientation	Task-centered	People-and group-centered	Individual accomplishment
Leader's role	Provide direction	Group involvement	Provide support resources
Psychological results	Obedience and dependency	Cooperation and participation	Independence and individual performance

source: Howard, M. C, (1987).

2.1.4 Leader-Participation Model (1973s)

The Vroom, Yetton, Jago stated leader-participation model which relates leadership behavior and participation to decision making. The model provides a set of sequential rules to determine the form and amount of participative decision making in different situations. It is a decision tree, requiring yes and no answers incorporating contingencies about task structure and alternative styles. Contingency questions must be answered to determine the appropriate leadership style in the leader-participation model. Questions focused areas are 'Quality Requirement, Commitment Requirement, Leader's Information, Problem Structure, Commitment Probability, Goal Congruence, Subordinate Conflict, and Subordinate Information'.

Decision quality is the selection of the best alternative, and is particularly important when there are many alternatives. Decision acceptance is the degree to which a follower accepts a decision made by a leader.

Vroom and Yetton (1973) took the earlier generalized situational theories that noted how situational factors cause almost unpredictable leader behavior and reduced this to a more limited set of behaviors. The 'normative' aspect of the model is that it was defined more by rational logic than by long observation. The model is most likely to work when there is clear and accessible opinions about the decision quality importance and decision acceptance factors.

2.1.5 Leadership Traits (1930s -1970s)

Various approaches have been used to study and classify leaders. In the 1930s and '40s, a large number of study attempted identified a specific set of traits associated with all leaders. It was assumed that the difference between effective and ineffective leaders could be related to personality traits such as intelligence, appearance, knowledge, judgment, initiative, integrity, self-confidence, age, social skills, and socioeconomic background. By the early 1950s the reviewers of these studies all came to the same conclusion: there is no set of traits that isolates a leader from the balance of the group. Above-average intelligence, motivation, self-confidence, good judgment emerged from the study, but now with enough consistency to be significant.

The trait or "great people" theory of leadership considers the need for the best leaders to demonstrate certain personal characteristics allowing them to attract followers. Personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers.

Stogdill (1974) identified critical leadership traits and skills. He pointed out leadership traits consist of adaptable to situations, alert to social environment, ambitious and achievement-orientated. Leadership traits also include assertive, cooperative, decisive, dependable, dominant, desire to influence others and energetic. Thus, leadership traits maintain high level activity, persistent, self-confident and tolerant of stress. Stogdill signified leadership traits are composed of clever and intelligent, conceptually skill, creative thinking, diplomatic and tactful, fluent in speaking, knowledgeable about group task, ability to organize, persuasive and having socially skill.

2.1.6 Leadership Behavior

Behavioral theories of leadership do not seek inborn traits or capabilities. Rather, they look at what leaders actually do. If success can be defined in terms of describable actions, then it should be relatively easy for other people to act in the same way. This is easier to teach and learn then to adopt the more momentary 'traits' or 'capabilities'. The behavioral theorists identified determinants of leadership so that people could be trained to be leaders. They developed training programs to change managers' leadership behaviors and assumed that the best styles of leadership could be learned.

(i) Theory X and Theory Y

Douglas McGregor described Theory X and Theory Y in his book of 'The Human Side of Enterprise'. Theory X and Theory Y represent different ways in which leaders view employees. Theory X managers believe that employees are motivated mainly by money, employees are lazy, uncooperative, and have poor work habits. Theory Y managers believe that subordinates work hard, are cooperative, and have positive attitudes. Theory X is the traditional view of direction and control by managers. Assumptions of Theory X are:

1. The average human being has an inherent dislike of work and will avoid.

2. Because of this human characteristic of dislike of work, most people must be controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory X leads naturally to an emphasis on the tactics of control to procedures and techniques for telling people what to do, for determining whether they are doing it, and for administering rewards and punishment. Theory X explains the consequences of a particular managerial strategy. Because its assumptions are so unnecessarily limiting, it prevents managers from seeing the possibilities inherent in other managerial strategies. As long as the assumptions of Theory X influence managerial strategy, organizations will fail to discover, let alone utilize, the potentialities of the average human being.

Theory Y is the view that individual and organizational goals can be integrated. Assumptions of Theory Y are:

1. The expenditures of physical and mental effort in work are as natural as play or rest.

2. External control and the threat of punishment are not the only means for bringing out effort toward organizational objectives.

3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns, under proper conditions, not only to accept but also to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems in widely, not narrowly, distributed in the population.

6. Under the condition of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

The aim of Theory Y is to encourage integration, to create a situation in which an employee can achieve his or her own goals best by directing his or her efforts toward the objectives of the organization. It is a deliberate attempt to link improvement in managerial competence with the satisfaction of higher-level ego and self-actualization needs. Theory Y leads to a preoccupation with the nature of relationships, with the

creation of an environment which will encourage commitment to organizational objectives and which will provide opportunities for the maximum exercise of initiative, ingenuity, and self-direction in achieving them.

(ii) Behavioral Theory of Leadership

Other popular behavioral theory of leadership relates the leader's efficiency to the way of behaving and management style of leaders. This includes the ability to produce psychological effects on subordinates in order to coordinate their efforts in achieving goals. The effective leader uses many means, both complex and subtle, to exert influence and leads an individual or group to be creative and productive. There are five types of leadership behavior. They are 'tell', 'persuade', 'consult', 'join' and 'give' leadership behavior.

1. 'Tell' Leadership Behavior

The leader determines the problem, investigates, evaluates and interprets facts, considers alternative solutions and selects one solution. Then, subordinates are told exactly what to do. The leader may or may not consider what he or she thinks group members believe or feel and coercion may or may not be implied or used.

2. 'Persuade' Leadership Behavior

The leader makes the decision completely independence of the group. However, instead of announcing the decision, the manager tries to persuader group members to accept it. This is done by describing how the decision benefits the interests of both the organization and the group.

3. 'Consult' Leadership Behavior

At the beginning, group members are given the problem and appropriate background information. In this leadership behavior, the leader asks members for ideas how to solve the problem; a tentative solution may be given for their reaction. After considering the additional alternative solutions, the leader selects the most promising solution.

4. 'Join' Leadership Behavior

In this leadership behavior, the leader agrees in advance to carry out whatever decision the group makes. The leader is involved in the discussion as just another member. However, limits placed on the leader by superiors are made known to the group.

5 'Give' Leadership Behavior

In this leadership behavior, the leader defines the problem and restrictions within it to be solved. The problem is then completely turned over to the group to work out a satisfactory solution to them. The leader supports the solution, provides appropriate assistance and fits into the established boundaries.

2.1.7 Leadership Grid (Robert Blake and Jane Mouton, 1978)

Blake and Mouton (1978) stated Leadership Grid which is changed from the Managerial Grid. This leadership model is a well-known grid that uses the task vs. person preference that appears in many other studies, such as the Michigan Leadership Studies and the Ohio State Leadership Studies. Many other task people models and variants have appeared since then. They are both clearly important dimensions, but as other models point out, they are not all there is to leadership and management. It categorizes five various leadership styles that represent different combinations of concern for people and concern for production. Managers who scored high on both these dimensions simultaneously labeled team management that performed best. The five leadership styles of the managerial grid include impoverished, country club, produce or perish, middle-of-the road, and team.

1. Impoverished management

The impoverished style is located at the lower left-hand corner of the grid, point (1, 1); minimum effort to get the work done. It is characterized by low concern for both people and production. It is assumed that a basically lazy approach should be avoided in work. The primary objective of the impoverished style is for managers to stay out of trouble.

2. Authority-compliance (The Produce or Perish style)

The authority-compliance is located at the lower right-hand corner of the grid, point (9,1). A high concern for production and a low concern for people characterize it. The primary objective of the produce or perish style is to achieve the organization's goals. To accomplish the organization's goals, it is not necessary to consider employees' needs as relevant. It strongly focuses on task, but with little concern for people as well as focuses on efficiency, including the elimination of people wherever possible.

3. Country Club management

The country club style is located at the upper left-hand corner of the grid, point (1, 9). It is characterized as a high concern for people and a low concern for production. The primary objective of the country club style is to create a secure and comfortable atmosphere and trust that subordinates will respond positively, but a low focus on task.

4. Middle of the road management

The middle of the road style is located at the middle of the grid, point (5, 5). A balance between workers' needs and the organization's productivity goals characterize it. The primary objective of the middle-of-the-road style is to maintain employee morale at a level sufficient to get the organization's work done. Doing enough to get things done, but not pushing the boundaries of what may be possible.

5. Team management

The team style is located at the upper right hand size of the grid, point (9, 9). It is characterized by a high concern for people and production. The primary objective of the team style is to establish cohesion and foster a feeling of commitment among workers. Firing on all cylinders: people are committed to task and leader is committed to people as well as task.

2.1.8 Fiedler's Leadership Contingency (1978-1979)

The basis of Fiedler's contingency theory is the extent to which the leader's style is relationship oriented or task oriented. A relationship - oriented leader is concerned with

people. A task- oriented leader is primarily motivated by task accomplishment.

Leadership style was measured with a questionnaire known as the least preferred coworker (LPC) scale. The LPC scale has a set of 16 bipolar adjectives along an 8- point scale.

Contingency theory stated that the leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviors of followers and also various other situational factors.

Contingency theories are a class of behavioral theory that contends that there is no one best way of leading and that a leadership style that is effective in some situations may not be successful in others. An effect of this is that leaders who are very effective at one place and time may become unsuccessful either when transplanted to another situation or when the factors around them change. This helps to explain how some leaders who seem for a while to have the 'Midas touch' suddenly appear to go off the boil and make very unsuccessful decisions.

Contingency theory is similar to situational theory in that there is an assumption of no simple one right way. The main difference is that situational theory tends to focus more on the behaviors that the leader should adopt, given situational factors often about follower behavior, whereas contingency theory takes a broader view that includes contingent factors about leader capability and other variables within the situation.

2.1.9 The Path-Goal Theory (House and Mitchell, 1974)

The path-goal theory developed by Robert House based on the expectancy theory of motivation. The manager's job is viewed as coaching or guiding workers to choose the best paths for reaching their goals. "Best" is judged by the companying achievement of organizational goals. It is based on the precepts of goal setting theory and argues that leaders will have to engage in different types of leadership behavior depending on the nature and demands of the particular situation. It's the leader's job to assist followers in attaining goals and to provide direction and support needed to ensure that their goals are compatible with the organizations. Path-Goal theory assumes that leaders are flexible and that they can change their style, as situations require. Leader's job is to assist

followers in attaining their goals that are compatible with the overall objectives of the group or organization.

According to the path-goal theory, the leader's responsibility is to increase subordinates' motivation to attain personal and organizational goals. This model is called a contingency theory because it consists of three sets of contingencies –leader behaviors and style, situational contingencies, and the use of rewards to meet subordinates' needs. Whereas in the Fiedler theory described earlier the assumption would be to switch leaders as situations change, in the part-goal theory leaders switch their behaviors to match the situation.

1. Leader Behavior

The part-goal theory suggests a fourfold classification of leader behaviors. These classifications are supportive, directive, achievement-oriented, and participative styles.

Leader behavior is acceptable to the degree that group views it as a source of immediate or future satisfaction and leader behavior is motivational to the extent that it makes satisfaction of subordinates' needs contingent on effective performance and leader provides the coaching, guidance, support, and rewards necessary for effective performance. This variation in approach will depend on the situation, including the follower's capability and motivation, as well as the difficulty of the job and other contextual factors. House and Mitchell (1974) described four styles of leadership:

(i) Supportive leadership

This leadership considers the needs of the follower, showing concern for their welfare and creating a friendly working environment. This includes increasing the follower's self-esteem and making the job more interesting. This approach is best when the work is stressful, boring or hazardous.

(ii) Directive leadership

This leadership tells followers what needs to be done and give an appropriate guidance along the way. This includes giving them schedules of specific work to be done at specific times. Rewards may also be increased as needed and role ambiguity decreased by telling them what they should be doing. This may be used when the task is

unstructured and complex and the follower is inexperienced. This increases the follower's sense of security and control and hence is appropriate to the situation.

(iii) Participative leadership

This leadership consuls with followers and takes their ideas into account when making decisions and taking particular actions. This approach is best when the followers are expert and their advice is both needed and they expect to be able to give it.

(iv) Achievement-oriented leadership

Leaders set challenging goals, both in work and in self-improvement. High standards are demonstrated and expected. The leader shows faith in the capabilities of the follower to succeed. This approach is best when the task is complex. This theory assumes that a leader can display any or all of the behaviors depending on the situation.

Leaders who show the way and help followers along a path are effectively 'leading'. This approach assumes that there is one right way of achieving a goal and that the leader can see it and the follower cannot. This believes the leader as the knowing person and the follower as dependent. It also assumes that the follower is completely rational and that the appropriate methods can be deterministically selected depending on the situation. Most evidence supports the logic underlying the model.

2. Situational Contingencies

The two important situational contingencies in the part-goal theory are (1) the personal characteristics of group members, (2) the work environment. Personal characteristics of subordinates include such factors as ability, skills, needs, and motivations. If subordinates are self-centered, the leader must use rewards to motivate them. Subordinates who want clear direction and authority require a directive leader who will tell them exactly what to do.

The work environment contingencies include the degree of task structure, the nature of the formal authority system, and the work group itself. The task structure is similar to the same concept described in Fiedler's contingency theory; it includes the extent to which tasks are defined and have explicit job descriptions and work procedures. The formal authority system includes the amount of legitimate power used by managers and the extent to which policies and rules constrain employees' behavior. Work group

characteristics are the educational level of subordinates and the quantity of relationships among them.

3. Use of Rewards.

The leader's responsibility is to clarify the path to rewards for subordinates or to increase the value of rewards to enhance satisfaction and job performance. In some situations, the leader works with subordinates to help them acquire the skills and confidence needed to perform tasks and achieve rewards already available. In others, the leader may develop new rewards to meet the specific needs of a subordinate.

2.1.10 Situational Leadership (Hersey and Blanchard, 1979)

Situational leadership described that leaders adapted their style to follower development style, based on the follower is how much extent ready and willingly to perform required tasks with competence and motivation.

The Hersey-Blanchard situational leadership theory is based on the amount of direction or task behavior and amount of socio-emotional support or relationship behavior a leader must provide given the situation and the 'level of maturity' of the followers. Task behavior is the extent to which the leader engages in spelling out the duties and responsibilities to an individual or group. This behavior includes telling people what, how, when, where and who's to do it. In task behavior, the leader engages in one-way communication. Relationship behavior is the extent to which the leader engages in two-way or multi-way communications. This includes listening, facilitating, and supportive behaviors. In relationship behavior, the leader engages in two-way communication by providing socio-emotional support. Maturity is the willingness and ability of a person to take responsibility for directing his or her own behavior. People tend to have varying degrees of maturity, depending on the specific task, function, or objective that a leader is attempting to accomplish through their efforts. To determine the appropriate leadership style to use in a given situation, the leader must first determine the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his or her task behavior and increase relationship behavior until the followers reach a moderate level of maturity. As the

followers begin to move into an above average level of maturity, the leader should decrease not only task behavior but also relationship behavior. Once the maturity level is identified, the appropriate leadership style can be determined. The four leadership styles are telling, selling, participating, and delegating.

2.1.11 Transactional Leader (Pavlov and Skinner)

Transactional leader guides followers in the direction of established goals by clarifying role and task requirements. The transactional leader works through creating clear structures and the rewards that they get for following orders. Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually applied in work. The early stage of transactional leadership is in negotiating the contract whereby the subordinate is given a salary and other benefits, and the company gets authority over the subordinate. When the Transactional Leader allocates work to a subordinate, they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out. When things go wrong, then the subordinate is considered to be personally at fault, and is punished for their failure just as they are rewarded for success. The transactional leader often uses management by exception principle. Exceptions to expectation require praise and reward for exceeding expectation, whilst some kind of corrective action is applied for performance below expectation. Transactional leadership is based in contingency, in that reward or punishment is contingent upon performance. Despite much research that highlights its limitations, Transactional Leadership is still a popular approach with many managers. The underlying psychology is Behaviorism, including the Classical Conditioning of Pavlov and Skinner's Operant Conditioning.

2.1.12 Charismatic and Visionary Leadership

The charismatic leader has the ability to inspire and motivate people to do more than they would normally do, despite obstacles and personal sacrifice. Followers surpass their own self-interests for the sake of the organization. The impact of charismatic leader is normally from stating a lofty vision of an imagined future that employees identify with, shaping a corporate value system for which every one stands, and trusting subordinate and earning their complete trust in return. Charismatic leaders tend to be less predictable

than transactional leaders. They create an atmosphere of change, and they may be obsessed by visionary ideas that excite, stimulate, and drive other people to work hard.

Charismatic leaders are often skilled in the art of visionary leadership. Visionary leaders speak to the hearts of employees, letting them be part of something bigger than themselves. They see beyond current reality and help followers believe in a brighter future as well. A vision is an attractive idle future that is critical yet not readily attainable.

2.1.13 Virtual Leadership

In a virtual environment, leaders face a constant tension in trying to balance structure and accountability with flexibility. They have to provide enough structure and direction so that people have a clear understanding of what is required of them, but they also have to trust that virtual workers will perform their duties responsibly without close control and supervision. Effective virtual leaders set clear goals and timelines and are very explicit about how people will communicate and coordinate their work.

People who excel as virtual leaders tend to be open minded and flexible, exhibit positive attitudes that focus on solutions rather than problems, and have superb communication, coaching, and relationship- building skills. Good virtual leaders never forget that work is accomplished through people, not technology. Although they must understand how select and use technology appropriately, leaders emphasize human interactions as the key to success. Building truest, maintaining open lines of communication, caring about people, and being open to subtle cues from others are essential in a virtual environmemt.

2.1.14Transformational Leaders (James MacGregor Burns, 1980's)

Burns defined transformational leadership as a process where leaders and followers engage in a mutual process of augmenting one another to higher levels of morality and motivation.' Transformational leaders upgrade the criteria by appealing to higher ideals and values of followers. In doing so, they may model the values themselves and use charismatic methods to attract people to the values and to the leader. Transformational leadership mix the behavioral theories with a little apply of trait theories. However, transformational leaders, who are charismatic and visionary, can

inspire followers to surpass their own self-interest for the good of the organization. Transformational leaders appeal to followers' ideals and moral values and inspire them to think about problems in new or different ways. Leader behaviors used to influence followers include vision, framing, and impression management. Vision is the ability of the leader to bind people together with an idea. Framing is the process whereby leaders define the purpose of their movement in highly meaningful terms. Impression management is a leader's attempt to control the impressions that others form about the leader by practicing behaviors that make the leader more attractive and appealing to others. Research indicates that transformational, as compared to transactional, leadership is more strongly correlated with lower turnover rates, higher productivity, and higher employee satisfaction.

A transformational leader instills feelings of confidence, admiration and commitment in the followers. He or she is charismatic, creating a special bond with followers, articulating a vision with which the followers identify and for which they are willing to work. Each follower is coached, advised, and delegated some authority. The transformational leader stimulates followers intellectually, arousing them to develop new ways to think about problems. The leader uses contingent rewards to positively reinforce performances that are consistent with the leader's wishes. Management is by exception. The leader takes initiative only when there are problems and is not actively involved when things are going well. The transformational leader commits people to action and converts followers into leaders Burns' view is that transformational leadership is more effective than transactional leadership, where the appeal is to more selfish concerns. An appeal to social values thus encourages people to collaborate, rather than working as individuals (and potentially competitively with one another). He also views transformational leadership as an ongoing process rather than the discrete exchanges of the transactional approach.

Transformational leaders are similar to charismatic leader, but are differentiate by their special ability to bring about innovation and change by recognizing followers' needs and concerns, helping them look at old problems in new ways, and encouraging them to question the status quo. Transformational leaders create significant change in both followers and the organization. They have the ability to lead changes in the organization's

mission, strategy, structure, and culture, as well as to promote innovation in products and technologies. Transformational leaders do not rely solely on tangible rules and incentives to control specific transactions with followers. They focus on intangible qualities such as vision, shared values, and ideas to build relationships, give larger meaning to diverse activities, and find common ground to enlist followers in the change process.

2.2 Personal Characteristics and Authenticity of Leaders

Successful leaders have distinct personal characteristics and set direction which depicts vision, direction, and future of the organization. They also demonstrate personal character which comprises habit, integrity, trust and analytical thinking. They mobilize individual commitment which signifies engaging others and sharing power. They engender organizational capabilities which represent building cross functional team and managing change.

Leaders have to possess attributes of a human being arising from body, mind, heart and spirit; body stands for living which embodies physical intelligence Quotient (PQ), obliging disciplines and representing the role of modeling. Mind connotes for learning, mental intelligence Quotient (IQ), focusing vision and taking the role of path finding. Heart implies for loving, emotional intelligence, holding passion and signifies the role of aligning. Spirit represents spiritual intelligence, acquiring conscience and having the role of empowerment and esteem needs.

Personal characteristics of leaders include physical characteristics, personality, social characteristics, social background, work-related characteristics, intelligence and ability[3].

Physical characteristics refer to personality which contains activity, effort and energy. Personality consists of alertness, originality, creativity, personal integrity and self-confidence.

Social characteristics encompass ability to enlist cooperation, popularity, prestige, sociability, interpersonal skills, social participation, tact and diplomacy. Social background includes mobility and creating relationship network.

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[3] Bernard M. Bass., and Stogdill.(1981). Handbook of Leadership, rev. Ed.,New York: Free Press.

Work-related characteristics are composed of drive for achievement, drive for responsibility in pursuit of goals and task orientation. Intelligence and ability comprise judgment, decisiveness, knowledge and fluency of speech. Effective leaders have to possess the following 8 characteristics. They are:

1. Verbal fluency -Verbal fluency is more than the possession of an extensive vocabulary; it is the ability to communicate others.

2. Ability to solve problems - The ability to solve the problems of the led, or to contribute in problem solving.

3. Awareness of needs - Effective leaders understand the stated and unstated needs of the led and know how to satisfy those needs. For example, union members need a leader whom they can trust to communicate their needs for job security and job satisfaction.

4. Flexibility - A flexible leader is capable to adapt the organization so as to meet changing needs with minimal unsettlement to the led.

5. Intelligence - A Leader has the ability to help members of the group fulfilling their personal needs.

6. Acceptance of responsibility - The willingness to accept responsibility is crucial characteristic of the successful leaders. The leaders must help the group in achieving goals while the group likes to know that the leader is getting the job done.

7. Social skills - A leader has the ability with tact, diplomacy, and the ability to relate to the group. A leader is valued by group members and therefore can contribute to better performance.

8. Awareness of self and surroundings - Self-insight, sympathetic understanding and keen awareness of the surroundings have been found to be associated with effective leadership.

Great leaders must possess authenticity. The meaning of authenticity is the relationship between the expression of self and the exercise of leadership and then lead to effectiveness, energy and retaining of loyal followers.

Authenticity refers to sincerity, honesty and integrity. These abilities are uniquely representing the image of great leaders. It is not an innate quality but attributed to a person by others. In other words, a person cannot be authentic on his or her own, nobody can manipulate it. It is largely defined by what others perceive upon leader and therefore

controlled by leaders and then accurately reflects aspect of the leader's inner self but not an act.

Great leaders actually know the right time and the right person to whom personality traits they should be revealed. Leaders look like chameleons adapting to the situation and yet do not lose their identities. They focus on where they are going however; never lose sight of where they come from, they understand the expectations and concerns of people they want to influence as well as retain their distinctiveness as individuals, but able to adapt to the corporate and social cultures and influence change.

In establishing a leader's authenticity, it is needed to understand himself and his origins better by exploring his biography, returning to his roots, avoiding comfort zones and getting honest feedback.

Great leaders have better understanding the organizational context that is obtained by getting the right culture, sharpening social antenna, honouring deeply held values and social way of life plus developing the flexibility. Authentic leaders are complicated and unnatural in complex atmosphere.

The extent of complexity of Leadership requires both skills and practice. Leaders must have an extensive range of roles which seem much different from people in different situations.

Authentic leaders exert complexity effectively in complex atmosphere that requires the factors of self-expression, self-disclosure, self-knowledge, willingness and ability to share the self-knowledge with others. He must engage in self-expression and self-disclosure.

Authentic leaders possess such attributes as keeping their goals simple, keeping people who give honest feedback close to them in addition to using a complex web of cognitive and observational skills to recognize what followers are consciously and unconsciously signalling to them. Occupational mobility is important for them. Some of the leaders' skills are born and some leaders possess their skills by learning. They have the ability to read and empathize with different people and situation.

Leaders' experiences derived from outside of an individual comfort zone also sharpen their social awareness. They apply ability come from their origins and establish authenticity by effectively managing the relationship with subordinates. In addition, they

have connection with followers through their authenticity in order to get closely linked to origins.

Regarding personal qualities, authentic leaders use them to establish common ground with their followers by displaying something of their origins. They stay curious and open to origins of their followers and make them feel comfortable with their roots.

With respect to cultural differences, they understand people's limitations, constraints and their backgrounds in different ways. They recognize people define themselves in terms of gender, class, race, status and geography and expressed through non -verbal cues such as dress, speech and even different ways of living. Leaders need to be cautious in making simple generalizations about status and societies.

Authentic Leaders know where they come from and who they are and how to use their backgrounds in building a rapport with their followers. They welcome people with other origins. They are sensitive in communicating their origins and are aware of the differences in cultural attitudes toward their backgrounds. Authenticity is not an uncontrolled expression of their inner spirit. Expression of authentic self is complicated and a contrived act. Great leaders understand that their reputation for authenticity needs to be thoroughly received and carefully managed.

2.3   Competence, Competencies and Leadership Competencies

2.3.1 Competence

Competence[4] is a standardized requirement for an individual to properly perform a specific job. It encompasses a combination of knowledge, skills and behavior utilized to improve performance. More generally, competence is the state or quality of being adequate or well qualified ability to perform a specific role.

For instance, management competency includes the traits of systems thinking and emotional intelligence, skills in influence and negotiation. A person possesses a competence as long as the traits, skills, abilities, behaviors and knowledge that constitute

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[4] Wikipedia, the free encyclopedia

the competence are a part of them, enabling the person to perform effective action within a certain workplace environment. Therefore, one might not lose trait, knowledge, skill, or ability, but still lose a competence if what is needed to do a job well changes.

Competence is also used to work with more general descriptions of the requirements of human beings in organizations and communities. Examples are educations and other organizations. A person who wants to have a general language to tell what a graduate of an education must be able to do in order to graduate and what a member of an organization is required to do are considered as competent. In this respect, competences have to be action - centric, which means a person shows in action and behavior, that he can be assumed as competent. In the military, the training system for this kind of competence is called artificial experience, which is the basis for all simulators.

Competence is shown in action in a context that might be different the next time a person has to act. In emergency contexts, competent people will react to the situation adopting behaviors they have previously found to succeed hopefully to good effect. To be competent, it is needed to be able to interpret the situation in the context and to have a repertoire of possible actions to take and have trained in the possible actions in the repertoire, if this is relevant. Regardless of training, competence grows through experience and the extent of an individual to learn and adapt. However, there has been much discussion among academics about the issue of definitions. The concept of competence has different meanings, and continues to remain one of the most diffuse terms in the management development sector, and the organizational and occupational literature (Collin, 1989).

'A competence' in general can be determined as the ability of an individual to activate, use and connect the acquired knowledge in the complex, diverse and unpredictable situations (Perrenoud, 1997, in Svetlik, 2005).

Ellstrom distinguishes a competence from a qualification. He considers competence as an attribute of an employee referring to "A kind of human capital or a human resource that can be transformed into productivity" while qualification is understood as "requirements of a certain class of work tasks". (Virtanen, 2000).

2.3.2 Competencies

Competencies encompass knowledge, expertise, skills, personal and behavioral characteristics, beliefs, motives and values, etc. They are behavioral records of the roles, which people perform in the work processes.

Gruban (2003) defines competencies as the ability to use knowledge and other capabilities, necessary for successful and efficient accomplishment of an appointed task, transaction of work, goal realization, or performance of a certain role in the business process.

Competency is a cluster of related knowledge, attitudes, skills, and other personal characteristics that affects a major part of one's job (i.e., one or more key roles or responsibilities); that correlates with performance on the job; that can be measured against well-accepted standards; and that can be improved via training and development (Parry 1998, 60).

Competency Dictionary is a general comprehensive list of the competencies that are included in the competency Framework for a job, usually grouped by clusters. (Spencer and Spencer,1993). Competency Dimension means a multidimensional framework of competence that breaks competence into dimensions of knowledge, behaviors, and performance. (PMC, Delphi Surveys, 2001)

2.3.3 Leadership Competencies

According to Bennis (1987; cited in Thach et al., 2007), there are a few leadership competencies that have been proven time and again as mandatory for effective leadership.(Trinka, 2007 and Spencer & Spencer, 1993). They include the competency clusters of vision and goal-setting, interpersonal skills, self-knowledge and technical competence regarding the specific nature of the business in which the leader works. In addition, commonly referenced competencies include: integrity and honesty, communication, technical competence, diversity consciousness, developing others, results-orientation, change management, interpersonal skills, problem-solving, decision making, political savvy, strategic, visionary thinking, customer focus, business skills, team leadership, influence skills, conflict management, emotional intelligence, social and

environmental responsibility, depending on the culture of the organization even humor and innovation.

Despite diverse definitions and different understanding, competencies are understood as cognitive, functional and social abilities and skills, including all individual resources one can use for performing diverse tasks in various areas, gaining required knowledge and achieving good results. Every competency is based on a combination of mutually linked cognitive and practical skills, knowledge, motivation, orientation values, beliefs, emotions, and other social and behavioral components, applicable as a whole in an efficient activity (OECD, 2002; cited in Svetlik, 2005).

2.3.4 Concepts of Leadership and Leadership Competencies

Leadership becomes significant and much has been written about leadership role of managers in recent years. However, management and leadership are not totally the same concepts. Managers have to possess leadership abilities in making business decisions. In addition, managers have to be leaders too, because they have distinctive qualities associated with management and leadership that provide different strengths for the organization. Today, the concept of leadership takes the crucial role for the managers.

Leadership current thinking is continuously popular in this knowledge age. Leadership has been broadly studied by Attilla and pointed out "Leadership Lessons" which is a new approach to leadership will capture a lot of attention. Stephen Coveyi highlighted "Seven habits of highly effective people". John Kotter and Warren Bennis gave a direction towards leadership and presented new concept of "Leading change as a manager; managing change as a leader". Kotter and Bennis pointed out the best current thinking on leadership and advanced awareness and presented their views effectively in various ways.

Leadership involves more than just being capable of getting others to follow. It also implies providing goal-oriented direction and obtaining desired results. These two aspects of leadership are clearly delineated in a statement by Charles Wohlstetter, Chairman of the Board of Continental Telephone Corporation. He pointed out that "Leadership consists of the ability to dream tempered with an eye on the present, and

most importantly, the charisma to make others believe in the substance of vision". Thus, leadership is the process of providing a compelling vision of where the organization should be going and converting and motivation others to pursue this view. If group progress is inconsistent with the expectations of its members, the leader will lose influence.

James Kouzes and Barry Posner (The Leadership Challenge) and Daniel Goleman (Emotional Intelligence) are best current thinkers on leadership. They try to describe some important elements of leadership effectiveness at the beginning of the twenty-first century.

The Kouzes and Posner model was based upon their research into the leadership practices of effective managers. They collected data from several thousand successful people in leadership at various levels in organizations. They focus on five competencies to determine what practices and behaviors were common among those effective managerial leaders. They are challenging the process, inspiring a shared vision, enabling others to act modeling the way, encouraging the heart so on[5]. They developed a feedback designed to assess an individual's effectiveness as perceived by peers, subordinates, and supervisors.

The leadership practices has become a widely tool for an individual manager. Their model incorporates principles associated with leadership and the practical means. One of the major themes in their work is the importance of being positive and optimistic as a managerial leader.

Posner utilized the concept of personal best leadership experience in which leading via encouragement, celebration, the envisioning of an uplifting future, and positive recognition are most powerful factors.

Dr. Jim Lewis described human behavior in "Project Leadership". He accomplished an excellent job of explaining the connection between project leadership and personality types, leadership styles, and communication.

Katzenbach highlighted maximizing the performance of small groups. He gave an insight into motivation for project team[6].

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[5] Kouzes, J. M., and Posner, B. Z. (2003).Leadership Challenge, San Francisco.
[6] Katzenbach, J. R.., and Douglas K. S.(2001). The Discipline of Teams ,New York: Wiley and Sons.

Virtanen (2000) explored the generic features of public managers. He presented a model of five competence areas. They are: task competence, professional competence in substantive policy filed, professional competence in administration, political competence and ethical competence. Furthermore, he said that much of previous research on managerial competence saw management as a generic profession and the differences between private and public sector were not directly addressed. Task and professional competence are in many ways the same for both sectors, but important differences exist in the areas of political and ethical competencies. In addition, he argues that the organizational values in the public sector have been in transition, as the traditional values of public service in the Western democracies have been questioned by the imperatives of the New Public Management (NPM), emerging over the past twenty years.

In the Leadership competencies model of Milan Pagon, Emanuel Banutai, Uroš Bizjak, they adopted a view of Medveš (2006), who claims that competencies are a conglomerate, consisting of three dimensions: cognitive, functional, and personal/social competencies.

Educational environment in an early age has tremendous impact on development of cognitive competencies. Systematic knowledge generates cognitive competencies, including those concepts of spontaneous experiences at the implicit level of knowledge (Medveš, 2006). This dimension of competencies includes control of general principles, laws, theories and concepts. Particularly significant cognitive competencies include divergent thinking, critical thinking, creativity, problem solving, strategic thinking, analytical skills, and numerical abilities (Svetlik, 2005; Medveš, 2006).

Functional competencies are qualifications and skills that an individual needs for daily problem solving or to perform a concrete activity. Particularly, significant functional competencies include language and communication skills, technological skills, multicultural competencies (knowledge of a general and other cultures, foreign languages, learning abilities and personal development, career planning skills, managerial skills, and decision skills (Svetlik, 2005; Medveš, 2006). Functional competencies are international environment skills and globalization skills (Manning, 2003; May, 1997; Jokinen, 2005; Suutari, 2002; Harris, 2001).

The third dimension consists of personal and social competencies, which enable an individual to establish and maintain relationship with others. It involves self-direction, interpersonal skills, teamwork skills, compassion, integrity, mobilizing skills, personal and social values, and ethical dimensions (Svetlik, 2005; Medveš, 2006). Additional competencies include character, creativity and compassion (Allio, 2005).

2.4 Development of Leadership Competencies and Leadership Competency Models

Forerunners are assumed and understood as a precondition for a leader's individual competency development. One of the purposes of the study is to find out to what extent a particular antecedent is actually associated with a particular leadership competency. Literature review identified various antecedents.

Model described by Milan Pagon, Emanuel Banutai and Uroš Bizjak includes the following antecedents like primary socialization, work introduction, consulting, characteristic of the environment, and work experience (Svetlik, 2005; Medveš, 2006). In addition, other antecedents are secondary socialization (Cugmas, 1991), mentoring, coaching, and on-the-job training (Allio, 2005; Kim, 2007), workshops, individual coaching sessions (Rappe and Zwick, 2007).

The Kouzes and Posner model described five principles regarding leadership practices, was based upon their research into the leadership practices of "Effective Managers." They developed a feedback instrument designed to assess an individual's effectiveness as perceived peers, subordinates, and supervisors. The leadership practice inventory has become a widely used tool for taking a relatively high-level view of the consistency of perceptions across these levels for an individual manager. One of the major themes in their work is the importance of being positive and optimistic as a managerial leader. Posner utilized the concept of a personal best leadership experience in collecting their data. In that context, leading via encouragement, celebration, the envisioning of an uplifting future, and positive recognition were found to be most powerful.

Kouzes and Posner identified this as a key managerial leadership issue in keeping positive attitude, despite the difficult circumstances, as a way of motivating others to perform. Leonard Hicks describe that encouraging the heart has made a significant

impact in business organization.   Leonard and his colleagues used the Kouzes and Posner Framework to serve as their leadership model.   Leonard said that the value of using the leadership practices framework was in consistency and it instilled across the managers in the business unit. They were focused on the same leadership behaviors.

Daniel Goleman's leadership model was first presented in his book of "Emotional Intelligence". It provides a psychological perspective on human behavior and the concepts regarding intelligence is fairly theoretical. Goleman published a Harvard Business Review Article that distilled the theory into a more applicable view of leadership behaviors based on emotional intelligence in 1998.   The article of "What makes a Leader" which differs between intellect, technical ability, and emotional maturity. Goleman's basic premise is that the standard measures of intelligence are not valid measures of success in life.   He postulates that other factors are much more highly correlated with success factors which are defined by Goleman as "Emotional Intelligence Quotient (EQ)".   Goleman said that an individual's EQ has more relevance than Mental Intelligence Quotient (IQ)" in determining effectiveness in the application to leadership.

The five components of EQ are self-awareness, self-regulation, motivation, empathy and social skills. Self-awareness combines self-confidence, realistic self-assessment, and healthy self-deprecation.   Self-regulation consists of trustworthiness, integrity, ability to effectively deal with ambiguity.   Motivation is composed of ability to recruit and retain talent, drive for achievement and openness to change. Empathy means cross-cultural awareness, ability to relate well to customers and colleagues.   Social skills determine persuasiveness, ability to build and lead teams.

2.4.1 Leadership Competencies Models

Competencies are distinct characteristics which drive outstanding performance in a given job, role or function. A competency model refers to a group of competencies required in a particular job and usually number 7 to 9 in total. The number and type of competencies in a model will depend upon the nature and complexity of work along with the culture and values of the organization in which the work takes place. Since the early 70's, leading organizations have been using competencies to help recruit, select and manage their outstanding performers after Dr David McClelland, Harvard Business

School Professor of Psychology, found that traditional tests such as academic aptitude and knowledge tests, did not predict success in the job.

Dorn and Pichlmair (2007) have developed a prototype of a university competence management system. Daniel Goleman and Richard Boyatzis conducted a research which has emphasized the importance of competencies as essential predictors of outstanding performance. A competence model, also known as a competency framework, uses the five competences which supported the primary tasks and the job specific tasks. Together these tasks reflect the purpose of the job. Major components of competencies include: abilities, attitudes, behavior, knowledge, personality and skills.

Ability stands for the quality of being able to do something; the physical, mental, financial, or legal power to perform; a natural or acquired skill or talent (The American Heritage Dictionary 1992).

Attitudes refer to relatively lasting feelings, beliefs, and behavior tendencies directed toward specific persons, groups, ideas, issues, or objects. They are often described in terms of three components:(1) an affective component, or the feelings, sentiments, moods, and emotions about the person, idea, event, (2) a cognitive component, or the beliefs, opinions, knowledge, or information held by the individual; and, (3) a behavioral component, or the intention and predisposition to act. (Hellriegel, Slocum Jr., and Woodman 1992, 87).

Project managers incorporate the components of competence shown in the working definition of competence for the development of the Project Management Competency(PMC) development framework. Based on Scott Parry's definition (1998), "A competency is a cluster of related knowledge, attitudes, skills, and other personal characteristics that affects a major part of one's job, role and responsibilities". It correlates with performance on the job. Competency can be measured against well-accepted standards. The framework specified major components of Leadership competencies which are composed of personal abilities, behavior, traits and styles of leaders.

According to the standard of framework, project management knowledge competency is the knowledge and understanding that a project manager brings to a

project. This includes qualifications and experience resulted from the knowledge components of competence.

Lynn Crawford stated that competence encompasses knowledge, traits, attitudes and behaviors. They are causally related to superior job performance (Boyatzis 1982). This understanding of competence has been described as attribute-based inference of competence (Heywood, Gonczi, Et Al. 1992).

Rose et al. (2007) investigated software project management in a medium sized company to develop a competency-based view on project management. They used qualitative methods like questionnaires and focus groups to develop a competence pyramid comprising the most important seven main competencies for a project manager.

Microsoft implemented a competence management system by defining more than 300 competencies in four categories in terms of foundation, local, unique, global, and universal skills. Basic group, working group, leadership group, and expert group are the terms for different competency levels. Staff members are rated by themselves and by their superiors within an iterative process. Microsoft expects better matching of employees to jobs and work teams. Moreover, they expect that employees will know better what competencies are required and thus are better consumers of educational offers. (Davenport and Prusak, 1998).

Zelewski et al. (2005) described a competence management system designed for supporting the product development process in engineering networks consisting of different organizations. To support the understanding of competencies and their development between organizations, relevant ontology has been used. It was found that they match required competences of specific tasks with desired competences of human beings.

Leadership competencies of project managers combine leadership abilities with personal competency which is the core personality characteristics underlying one's capability to do a project. They are the motives, traits, and self-concepts that enable one to successfully manage a project. Most of the projects have been measured and assessed by Project Management Competency (PMC) development framework.

2.4.2 Project Leadership Competency Models

Among the various leadership competency models, this thesis targets at some popular models. They are: Global Leadership Development Programme (GLDP), Project Management Competency (PMC) development framework developed by Project Management Institute (PMI) and   Project Management Partners Model.

(a) Global Leadership Development Programme Model (GLDP)

Warren Bennis highlighted the design of the Global Leadership Development Programme (GLDP) model which describes five leadership competencies variables in terms of "Focused Drive, Emotional Intelligence, Trusted Influence, Conceptual Thinking and Systems Thinking". Objective of the GLDP is to determine leadership competencies in terms of self - awareness of preferences, competency skills, competency strengths and gaps and individual development planning. Figure 2.1 describes Determinants of GLDP model and its respective determinants.

Figure 2.1   Global Leadership Development Programme Model (GLDP)
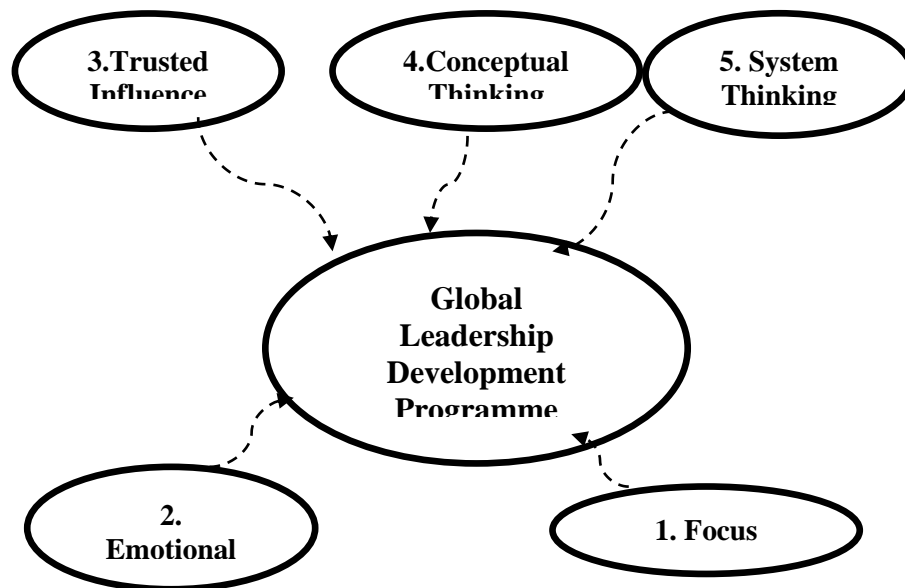
Source: Bennis, W. 2001. Leadership Competency Development Framework for Managers.

(b) Project Management Competency (PMC) Development Programme Model

Project Management Competency (PMC) Development Programme model has been applied as a general guildline for measuring personal leadership competencies. It is classified into six (6) units of competence by grouping distinguished competencies. They are 'Achievement and Action', 'Helping and Human Service', 'Impact and Influence', 'Managerial', 'Cognitive and 'Personal Effectiveness'. PMC development framework focuses on leadership competencies from the aspect of three areas; i.e, project management knowledge, project management performance, and personal competency. Among the three areas, most leadership competencies are arisen from personal competencies. Figure 2.2 describes of PMC model together with its Determinants.

Figure 2.2   Project Management Competency (PMC) Model
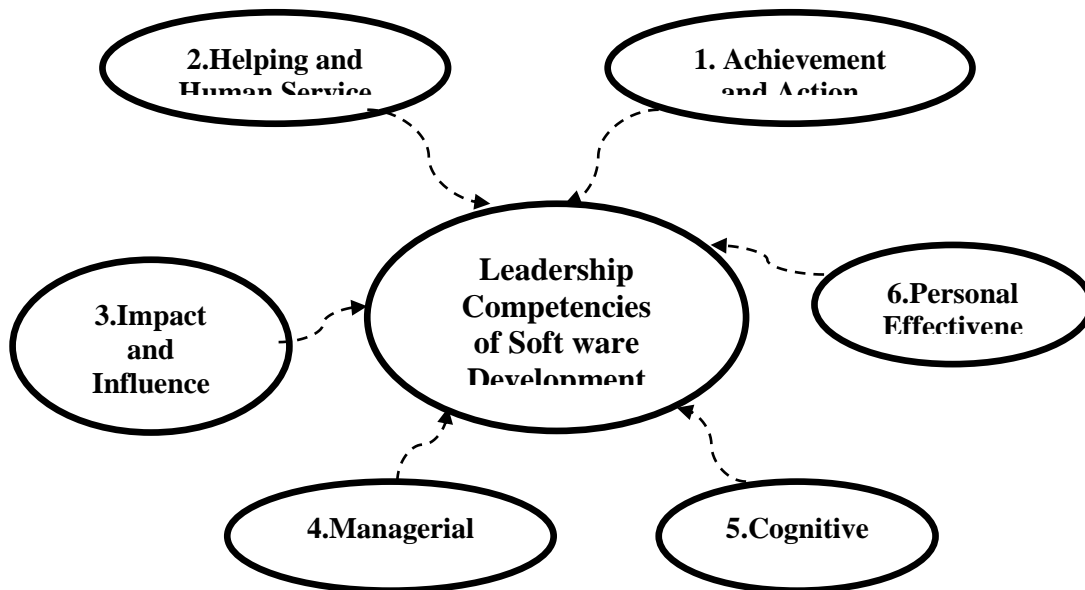
Source: Project Management Institute. 2001. Competency Development Framework for Managers.

The Project Management Competency (PMC) development framework clearly showed that a competent project manager must have appropriate leadership competencies. PMC framework looks solely at the competencies needed to help a project manager to be successful in his role. The Project Management Institute (PMI) standards

committee sponsored the project management competency (PMC) project in 1998 to work on a competency framework for project managers. The purpose of the project was to develop competency framework for a project manager to execute the project. The model described the required competencies for the performance of an effective project manager across the project unit.

The competency framework was to be used in professional development of project managers. According to PMI standards committee, both public and private organizations realized that good project management is necessary for the future accomplishment that mostly requires competent project managers.

(c) Project Management Partners Competency Model

The Project Management Partners Competency Model was developed from the visible behaviors of successful, professional project managers in a variety of application areas. It provides a consistent and coherent structure for assessing the capabilities of current and prospective project managers.

The Project Management Partners Competency Model guides the assessment of training needs to help optimum use of scarce training funds by identifying gaps between job requirements and incumbent skill levels. It also performs individual competency assessments to evaluate current project managers or to screen prospective project managers. It conducts an organization-wide competency assessment to ensure that the most skilled project managers are assigned to the most critical projects. The competency model identifies nearly one hundred observable behaviors grouped into thirteen discrete competencies. They are: "Leadership, Customer Relations, Project Planning, Communicating, Organizational Effectiveness, Team Building, Performance Measurement, Staff Development, Perspective, Negotiating, Risk Management, Problem Solving and Decision Making". Figure 2.3 describes Project Management Partners Competency model with its Determinants.

Figure 2.3   Project Management Partners Competency Model
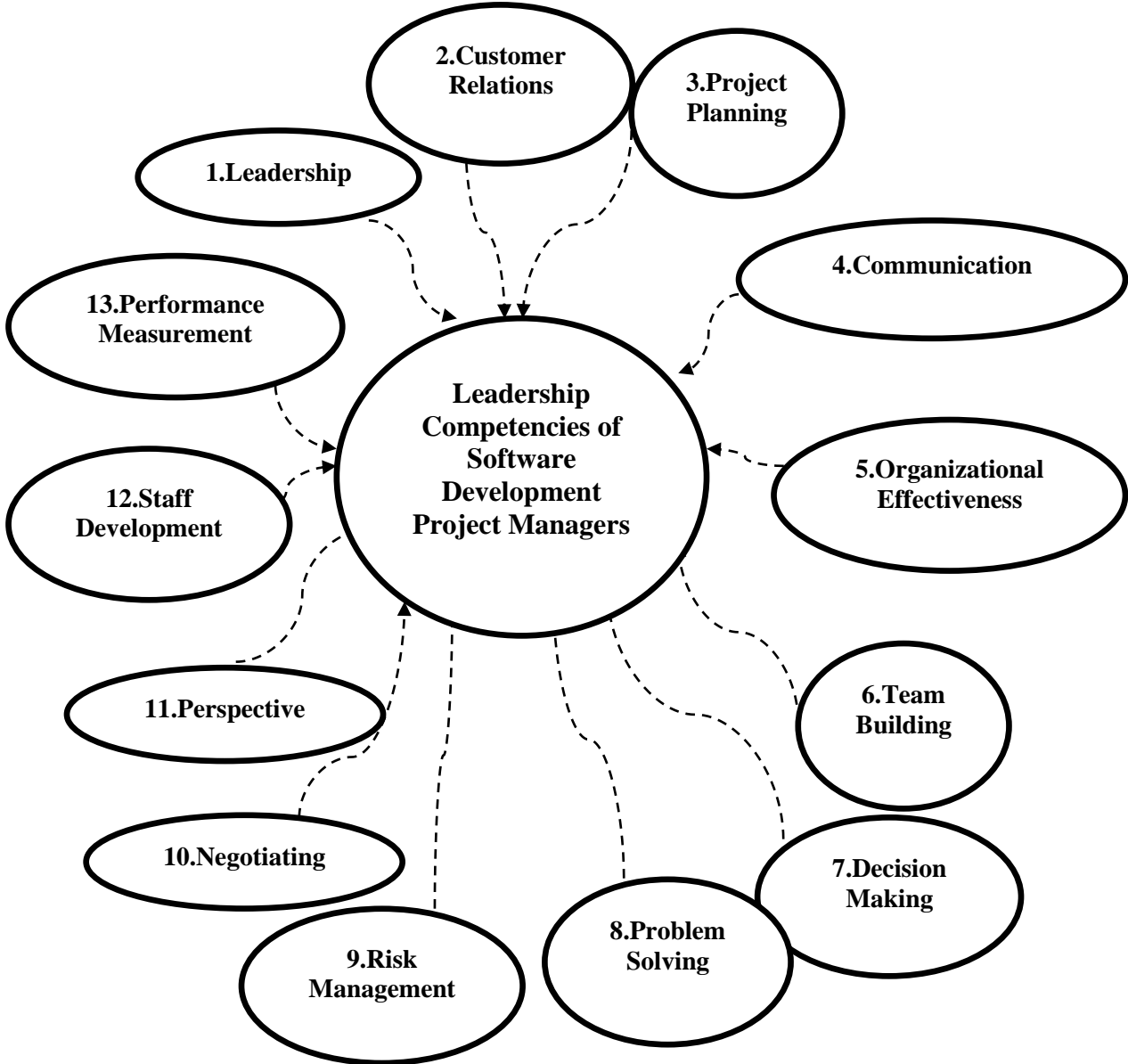
Source: Project Managers. 2001. Project Management Partners Competency Model

CHAPTER 3

DETERMINANTS OF LEADERSHIP COMPETENCIES
OF MYANMAR MANAGERS

3.1 Development of the Conceptual Framework for Leadership Competencies of Myanmar Managers

Conceptual framework for Leadership Competencies of Myanmar Managers is derived from Generic Competency Framework or Competency Dictionaries which is also known as Project Manager Competency Development Framework. It is developed by Project Management Institute, Inc. Newtown Square, Pennsylvania, USA in 2001. Project management experts, consultants and HR professionals with extensive experience in competency modeling involved in this competency development. The framework can be used as a general guidance for constructing conceptual frameworks of commonly encountered competencies and behavioral indicators. A generic competency Framework has several uses in model building.

Firstly, it provides a common conceptual framework or starting point for the model building. The framework is useful in categorizing initial ideas about requirement of the study, and the model building person can feel free to modify or add to the framework. These generic competency dictionaries typically have 20 to 40 competency Determinants, each with 5 to 15 variable components of behavioral indicators.

Secondly, the framework can be used in a resource panel by asking participants to rate the importance of a set of generic competencies selected for relevance to the study area. Thirdly, the framework can be used to guide the analysis of leadership competency related questionnaire construction blocks and critical event interviews.

Finally, model is not limited to create concepts from the generic competency dictionary. Users can conceptualize a competency by drawing from more than one of the generic competencies; and sometimes they identify new competencies unrelated to any of the existing generic ones. The organization which develop leadership competency model reviews and revises a set of generic competencies, which then serve as building blocks for the construction of the individual competency models. Whenever a competency is

used, it has the same general definition, but the behavioral descriptors can vary from one job to the next.

The following are the assumptions for development of conceptual framework for Myanmar managers.

Success of a particular company is based on high customer recognition, acceptance of customers and efforts of the employees. High customer recognition and acceptance is resulted from high performance of the company through fulfilling the customer specification and satisfying the requirements of the customers. Efforts of employees are the result of capable and motivated employee team which can fulfill high satisfaction level of customers. Capable and motivated employees are derived from leadership competencies of respective managers. Therefore, this study is to examine the leadership competency of Myanmar managers.

As described in the preceding portion of the chapter, leadership competencies is composed of various characteristics in terms of leadership styles, leadership roles and powers, behaviors, personality/authenticity of leaders, traits, trust building, customer relations, communication, personal effectiveness, company effectiveness, team building, staff development, emotional intelligence, negotiating and risk management.

Conversely, leadership competencies of managers lead to high contribution and high motivation of employees. The managers who possess leadership competencies can change employees into motivated ones who put their great efforts in the organization. High efforts of those also lead to high performance through meeting with customer specification. This can get high customer recognition/acceptance and high customer satisfaction. High customer satisfaction can get trust and loyalty of customers that lead to survivals of the company in the long run. Therefore, it is assumed that leadership competencies of managers can get employee motivation and high performance of the organization. Thus, this study tries to find out the relationship between leadership competencies of managers and employee motivation as well as leadership competencies of managers and high performance of the organization.

3.2 Development of Leadership Competency Determinants in the Conceptual Framework

There are seven leadership competency Determinants for measuring leadership competencies of Myanmar managers which are most suitable for Myanmar managers and Myanmar situation. They are selected from Project Manager Competency Development Framework, Project Management Institute, Newtown Square, Pennsylvania, USA, 2001. This competency framework is used to guidance for assessing leadership competencies of Myanmar managers. Seven relevant leadership competency Determinants for Myanmar managers are selected in the model. They are:

1. Self – Management

2. Leading

3. Social - Responsibility

4. Committing - Achievement

5. Task - Management

6. Cognitive Process

7. Change Management

3.2.1 Self – Management

Managers have a strong spirit to gain success and survive in their particular fields. This leads to change, learn, and move faster than competitors in the organization. For doing so, they must apply leadership competencies as a cause of competitive advantage to make the best use of human resources and capabilities in the respective areas. Managers will need to possess the intellectual capital to create and distribute the products and services for global businesses. Intellectual capital can be obtained from learning which shares ideas and information throughout a company. Learning is arisen from the concept of "Self - Management". In the competitive era, managers must apply proper management techniques in the respective area. They have to behave as role models in the organization. They must improve by themselves in the particular fields. In order to get own achievement, one of the vital leadership competencies is "Self - Management". This shows that they must possess strong spirit of commitment in self-confidence, self - reliance and flexibility in the sphere of management. Thus, "Self - Management" is

selected as "the first Determinant" to measure for leadership competencies of Myanmar managers in the conceptual framework.

3.2.2 Leading

In order to get a competitive advantage among the competitors, Myanmar managers have to persuade and attract the employees to be more capable and motivated ones. They must exploit their efforts and abilities in the jobs. To do so, they understand how to attract, develop and retain them in the organization. They try to persuade them by fulfilling their needs and desires by proving incentives, benefits, special concession, privileges and recognition as much as they can. To gain employees' commitment in the work unit, managers understand the concept of "Leading". Leading refers to try to persuade employees in the organization. Therefore, "Leading" is selected as "the second Determinant" to measure for leadership competencies of Myanmar managers in the conceptual framework.

3.2.3 Social – Responsibility

Managers must concern for not only work units, employees and peer groups but also customers, suppliers and other stakeholders. They have to take responsibility for community. They have to contribute the welfare of the society as well. To match the requirements of the community, they have to promote opportunities for community support by rendering financial and human resources. They have to behave in ethical manner in setting up organizational strategies. They must pay much attention to employees so as to get recognition and appreciation from them in turn. Through the recognition, managers have a reputation in the community and then lead to upgrade their self-esteem and dignity up to higher level. By doing so, they get a public acceptance, public trust and respect that are major things to get a success in the community. Accordingly,   "Social - Responsibility" is chosen as "the third Determinant" to measure for leadership competencies of Myanmar managers in the conceptual framework.

3.2.4 Committing – Achievement

As serious competition can be seen in Myanmar for the time beings, Myanmar managers have to possess a strong commitment for attaining the organizational objectives

in the competitive environment. They have to show persistence on own actions to meet the objectives. They have to possess achievement – oriented mindset. They always scan environment to grasp opportunities and seek for information to take direct actions to address the problem. By doing so, they can overcome difficult problems and enjoy good results; otherwise, they cannot keep abreast off the problems. For this reason, "Committing - Achievement" is chosen as "the fourth Determinant" to measure for leadership competencies of Myanmar managers in the conceptual framework.

3.2.5 Task – Management

Managers are those who are able to take the responsibility for task completion by involving the group in investigating methods to enhance task performance and by giving guidance onto groups to achieve better performance. Furthermore, they have to create constructive communication network with other stakeholders. In addition, they have to identify and incorporate the best practices in task design and performance; they have to match the appropriate people and resources in the organization. Thus, "Task Management" is one of the crucial measures to be examined for developing leadership competencies. Thus, this study is to determine whether managers practice the idea of "Task Management" in the particular business area or not in the organization. Hence, "Task Management" is selected as "the fifth Determinant" to measure for leadership competencies of Myanmar managers in the conceptual framework.

3.2.6 Cognitive Process

As there have been a tremendous competition and unique demand of customers in Myanmar due to opening up the economy, managers must learn how to adapt situational forces to overcome threats and fulfill customer expectation. In consequence, they have to develop soft skills arisen from mental set arisen from the cognitive process. Managers have to possess analytical skill, conceptual skill, creative thinking and forecasting power for evaluating past decision as well as for making present and future decisions. "Cognitive Process" measurement consists of "Analytical thinking, Conceptual thinking, Creativity, Forecasting". This study is to examine whether managers practice the idea of "Cognitive Process" in the particular business area or not in the particular organization.

Thus, "Cognitive Process" is chosen as "the sixth Determinant" to measure for leadership competencies of Myanmar managers in the conceptual framework.

3.2.7 Change Management

As a continual set of changes has been happening in Myanmar due to opening up the economy, managers must learn how to change faster and comfortably to get a proper balance in the particular field. Managers have to possess a strong spirit to adapt in the change process. They have a solemn concept of change and disseminate this concept throughout the organization, and to sponsor its ongoing application. Consequently, practicing change management concept in business areas helps managers to be able adapts changes occurring in the external environment quickly. "Change Management" Determinant consists of 'Managing Change' variable component. This study is to examine whether Myanmar managers practice the "Change Management" concept in the particular business area or not. Thus, "Change Management" is chosen as "the seventh Determinant" to measure for leadership competencies of Myanmar managers in the conceptual framework.

3.3 Criteria for Assessing Leadership Competencies for Myanmar Managers

In order to determine leadership competencies of Myanmar managers, seven Determinants as depicted in the figure 3.1, which are relevant with Myanmar situation, are chosen in the study. The first Determinant to be measured for leadership competencies of Myanmar managers is "Self - Management", the second one is "Leading", the third is "Social - Responsibility", the fourth is "Committing - Achievement", the fifth is "Task - Management", the sixth is "Cognitive Process" and the seventh is "Change Management" respectively.

3.3.1 Criteria for assessing 'Self – Management' Determinant (A)

The following six variable components are used to assess 'Self-Management' Determinant. They are 'Self-Control',' Self-Confidence',' Flexibility', Organizational Commitment', 'Learning' and 'Stress Management'.

(a) Self-Control (A1)

'Self-Control' is to test managers whether they are able to control own emotions and be flexible in a range of complex and demanding situations, as well as they can respond calmly under frustration and control emotional feeling and whether they are able to use tension - management techniques to control response, prevent burnout and deal with ongoing pressure.

(b) Self-Confidence (A2)

'Self-Confidence' is to assess managers whether they have confidence for success, they have own judgment and they are able to overcome obstacles to achieve the best outcomes. It is also to examine whether they are able to see self as competent, comparing own abilities favorably with others' abilities and to see self as causal agent, prime mover, catalyst, or originator and have confidence in own judgment, whether they are able to accept responsibility and admit failures, whether they can learn from own mistakes and analyze performance to learn failures and to improve future performance. It is needed to assess managers whether they are being able to control the stress of personal life and work life and whether they are being smart to adapt to changing or dynamic situations.

(c) Flexibility (A3)

'Flexibility' is to look at managers whether they are capable to apply rules or procedures flexibly under the different situation, whether they are able to adapt actions to accomplish organizational objectives. It is necessary to observe if they are proficient to adapt tactics to situation or to other's response and if they can change own behavior or approach to suit the situation, and to observe whether they are talented to change quickly when necessary.

(d) Organizational Commitment (A4)

'Organizational Commitment' is to test managers whether they have a sense of commitment to openness, honesty, democracy inclusiveness, and loyalty and high standards in undertaking the leadership role. It is also needed to assess whether they

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know own strengths and limitations and understanding own emotions and the impact of their behavior on others in diverse situations.

'Organizational Commitment' is to examine whether managers are proficient to understand and actively support organization and organizational mission and goals, whether they are able to align own activities and priorities to meet organizational needs; to understand needs for cooperation to achieve organizational objectives and whether they are able to make sacrifices when necessary to move organization forward.

(e) Learning (A5)

'Learning' is to review managers whether they are capable of learning new techniques for developing themselves through the use of multiple approaches, whether they are talented to practice continuous learning in their profession and leadership, whether they are proficient to value learning and seeking situations to increase knowledge, and whether they are capable of seeking feedbacks willingly on their performance and to use them for improvement.

(f) Stress Management (A6)

'Stress Management' is to examine managers whether they are talented to control emotions even in difficult or challenging situations, can remain effective even under stressful situation, smart enough to withstand and overcome stressful situations, whether they can control the influence of stresses of personal and work life and adapt to changing or dynamic situations.

3.3.2 Criteria for assessing 'Leading' Determinant (B)

The following four variable components are used to evaluate Determinant of "leading". They are 'Motivating Others', 'Team- Leadership', 'Impact and Persuading' and 'Influencing'.

(a) Motivating others (B1)

'Motivating others' is to analyze whether managers drive for improvement in public services showing deep motivation to improve performance and thereby to make a genuine difference to others. It is also needed to examine whether managers are talented

to willingly initiate the activities of groups and lead employees toward common goals, whether they are proficient to make an orientation for new employees and to provide an overview of the organization policies, work rules, and job responsibilities.

'Motivating others' is also to discover whether managers are competent to set challenging but attainable goals for individuals and groups and they are skillful to specify actions, strategies and timelines necessary for goal attainment, whether they are capable of measuring and tracking progress toward goals to evaluate individual and group performance and provide feedback, whether they are capable of managing inertia and conflict during the process of group functioning and whether they can enhance the performance of a group and the satisfaction of its members by promoting cooperation, trust, and confidence in the group.

(b) Team- leadership (B2)

'Team- leadership' is to observe whether managers are smart to use authority fairly, making personal effort to treat all team members equitably, proficient to promote the team effectiveness by using complex strategies to promote morale and improve productivity, whether they are able to take care of the organization team, protecting its reputation, whether they are competent to lead directly the organization team members with a direct relationship to the other managers and whether they are fit to invest extra time and efforts in directing the team.

(c) Impact and Persuading (B3)

'Impact and Persuading' is to examine whether managers are able to take multiple steps to persuade, including careful preparation of data,   or provide options in a presentation or discussion, whether they are capable to adapt presentation or discussion to fit the environment, able to use experts or third parties to influence or persuade others to support own actions, whether they are able to refer desired behavior to influence the work unit or organization team and they are being inspired to take time to learn what motivates performance in each organization team member and whether they are being proficient to reward performance according to each member's value system.

(d) Influencing (B4)

'Influencing' is to examine whether managers are talented to work well with others to achieve the common goals, they are capable of communicating with others to convince them to perform a task or approach in a different manner, whether they are smart enough to deal with complaints, resolving conflicts and grievances of others and whether they are competent to encourage and negotiate others and reconcile differences.

'Influencing' is to inspect whether managers are clever enough to delegate authority and empower subordinates, proficient to convince others to believe in the organization's values and to act in accordance with those values, it is also to examine whether managers are being experienced to encourage knowledge of the social climate and to judge whether they are capable of pointing out how decisions will be affected by the organization's culture.

3.3.3 Criteria for Assessing Social - Responsibility (C)

The following two variable components are used to assess the Determinant of "Social - Responsibility". They are 'Ethical processes' and 'Responsibility'.

(a) Ethical Processes (C1)

'Ethical processes' is to assess whether managers are being talented to promote a climate of openness and trust and allow individuals who are upset for the aspect of the organization to voice displeasures without retribution or repercussion. It is also to examine whether managers are able to apply rules and procedures in a consistent, unbiased, accurate, and correctable manner to ensure subordinates recognize the fair rules utilized and whether they are being proficient to explain decisions that affect subordinates thoroughly.

In addition, the Determinant is to check whether managers are able to establish, train, and reinforce policies to ensure that subordinates treat each other and the organization fairly with respect and dignity, and whether they can practice to disseminate information regarding rules and regulations to subordinates and confirm that they follow them by overseeing, monitoring, and auditing behavior.

(b) Responsibility (C2)

'Responsibility' is to observe whether managers are being careful to communicate and represent for the organization in community affairs and public activities, is to look at whether they can promote awareness, foster goodwill and meet the needs of the community by creating opportunities for corporate support of financial and human resources.

In addition, it is to test whether managers are able to support participation in civic duties by encouraging and engaging in other duties, whether they seek and embrace values that benefit society, whether they are able to act and behave in fair and ethical manner in performing organizational strategies and actively create necessary change in the community by advocating for the public.

(c) Social Knowledge (C3)

'Social Knowledge' is to look at whether managers are being adequate to possess and apply knowledge of the social values, beliefs, norms and practices and to verify whether they are being talented to be aware of more than one language to communicate among business partners in foreign countries.

3.3.4 Criteria for Assessing Committing Achievement (D)

There are four variable components to assess "Committing Achievement" Determinant. They are 'Achievement Orientation', 'Concern for Quality and Accuracy', 'Initiative and Information Seeking'.

(a) Achievement Orientation (D1)

'Achievement orientation' is to explore whether managers are being proficient to focus on tasks and standards excellence set by relevant stakeholders when they perform the organization with other team members, whether they are being expert to control organization risk proactively, set high performance standard for self acting as a role model for team and whether they are being talented to drive increased effectiveness of the teams.

(b) Concern for Quality and Accuracy (D2)

'Concern for quality and accuracy' is to test whether managers are being adept to work with others to clarify organization scope, roles, expectations, tasks and data requirement as well as whether they are being expert to manage progress of the organizations against quality, time and cost base line.

(c) Initiative (D3)

'Initiative' is to examine whether managers are being adequate to show persistence on own action without delegation when things do not go smoothly, take direct action to address problem, whether they are being well-informed to address current opportunities and problems by taking positive actions to take advantage of opportunities. The 'Initiative' Determinant is to test whether managers can address current problems and can act promptly and decisively in crisis, whether they are being competent to work independently and complete assignments without direction and they are being quick to initiate, plan and execute to improve organization.

(d) Information Seeking (D4)

'Information Seeking' is to observe whether managers are being able to ask probing questions to get at the root of a problem, it is to examine whether they are being experienced to call on or contact others who are not personally involved, to get own perspectives and information. In addition, 'Information Seeking' is to examine whether managers are being competent to create informal network among the stakeholders and they are being eager to make a systematic effort over a limited period of time to obtain needed data or feedback and whether they are being enthusiastic to review documents on previous actions to take lessons and necessary steps.

3.3.5 Criteria for Assessing Task Management (E)

There are two variable components to assess "Task Management" Determinant. They are 'Enhancing Performance' and 'Executing Task'.

(a) Enhancing Performance (E1)

'Task Management' is to test whether managers are being keen to involve the group in discovering methods to enhance task performance and redirecting the group to achieve better task completion, being quick to identify barriers and redundancies in work processes and promote improvements in task performance and whether they are being supportive to facilitate communication outside the organization to identify and integrate the best practices in task design and performance. Besides, the study is to observe whether they are being skillful to match the appropriate people and resources in the organization in maximizing task performance in a difficult situation.

(b) Executing Task (E2)

'Executing Task' is to determine managers whether they are being talented to have a knowledge of standard practices and procedures necessary to accomplish tasks, they are being proficient to assign tasks to the appropriate people based on individual knowledge, work processes, organizational planning and work group flow.

Furthermore, it is needed to explore whether managers can focus on the details of the task to be accomplished, able to coordinate the work-related activities necessary for task completion, able to adjust the plans in light of how others are acting or how the environment is changing and they are able to provide both positive feedback and critiques in a timely and constructive manner, are being able to allow others to know how they are doing and improve on weaknesses. Also, it is required to search whether managers are being skilled to work on a variety of tasks simultaneously and rotate the resources among business functions when needed.

3.3.6 Criteria for Assessing Cognitive Process (F)

There are four variable components to assess "Cognitive Process" Determinant. They are 'Analytical Thinking', 'Conceptual Thinking', 'Creativity' and 'Forecasting'.

(a) Analytical Thinking (F1)

'Analytical Thinking' is to examine whether managers are being skillful in applying basic analytical techniques, such as breaking problems into simple lists of tasks or activities and whether they are being efficient to set priorities for tasks in order of

importance concern for quality and accuracy. 'Analytical Thinking' is to determine if managers are being skillful to make appropriate plans or analysis, systematically breaking down a complex problem and being talented to provide the framework so that solutions to problems.

(b) Conceptual Thinking (F2)

'Conceptual thinking' is to explore whether managers are being competent to apply concepts and knowledge of past discrepancies, trends, and relationships to watch different situations. In addition, it is to test whether they are being smart to modify concepts or methods appropriately and simplify complexities by pulling together ideas, issues, and observations into a single concept or a clear presentation.

(c) Creativity (F3)

'Creativity' is to explore whether managers are being expert to come up with a variety of approaches to problem solving, whether they are being logically identify how different possible approaches are strong and weak, analyze these judgments, find a better way to approach problems through synthesizing and reorganizing the information and to examine if they are being educated to use novel ideas to solve problems.

(d) Forecasting (F4)

'Forecasting' is to look at whether managers are being proficient to acknowledge important changes that occur in the organization or predict accurately, to examine whether they are being fit to conclude what a change in an organization will result in the long-term. In addition, to determine whether they are being expert to develop an image of an ideal working condition of an organization, they are being competent to evaluate future directions and risks based on current and future strengths, weaknesses, opportunities and threats.

3.3.7 Criteria for Assessing Change Management (G)

There is one variable component to assess "Change Management" Determinant. It is 'Managing Change variables'. 'Managing Change' is to study managers whether they are fit to assess situational forces that are promoting and inhibiting an idea for change, to

test whether they are tactful to act against traditional ways that impede performance improvements. In addition, it is to observe whether they are being experienced to take risks when necessary, whether they are able to recognize and reward those who take initiative and act in a creative manner.

In addition, 'Managing Change' is to discover managers whether they are able to encourage subordinates to come up with innovative solutions, they are able to recognize and reward people who take initiative and act in a creative manner and is to determine managers whether they have much concern the institutionalization of change initiatives.

Furthermore, 'Managing Change' is to learn managers whether they are able to point out the actual nature, cause of problems and the dynamics that underlie them and they are able to look for ways constantly that one can improve the organization. Furthermore, it is to explore whether managers are able to identify useful sources of information, gather and utilize the essential information and whether they are smart enough to understand and utilize technology to improve work processes.

Figure 3.1 shows the criteria for assessing leadership competencies of Myanmar Managers.

Figure 3.1 Criteria for Assessing Leadership Competencies of Myanmar Managers

Criteria for assessing Leadership competencies of Myanmar Managers

Self – Management (A)
A1 Self-control
A2 Self-confidence
A3 Flexibility
A4 Organizational
   Commitment
A5 Learning
A6 Stress- management

Change Management (G)
G1 Managing Change

Cognitive Process (F)
F1 Analytical thinking
F2 Conceptual thinking
F3 Creativity
F4 Forecasting

Leading (B)
B1 Motivating others
B2 Team- leadership
B3 Impact and persuading
B4 Influencing

Task - Management (E)
E1 Enhancing Performance
E2 Executing Task

Social – Responsibility (C)
C1 Ethical processes
C2 Responsibility
C3 Social Knowledge

Committing - Achievement (D)
D1 Achievement
   Orientation
D2 Concern for
   Quality and Accuracy
D3 Initiative
D4 Information Seeking

Source: Self – Compilation from Generic Competency List and Competency Development Framework
Newtown Square, Pennsylvania, USA. 2001

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CHAPTER 4

ANALYSIS ON LEADERSHIP COMPETENCIES LEVEL
OF MYANMAR MANAGERS

Chapter 4 is to investigate "Leadership Competency Level of Myanmar Managers" and give emphasis to "Leadership Competency Model for Myanmar Managers". The study aims at top managers from the Myanmar companies to explore the leadership competency level. As a working definition, Myanmar managers mean every Myanmar citizens who get hold of top management position of Managing Directors (MD) or General Managers (GM) in selected Private Myanmar Company.

4.1 Profile of the Respondents

The study aims at top managers from the Myanmar companies to describe their leadership competency level. Respondents are raised leadership competency related questionnaires based on five - points rating scale for measuring aforementioned seven leadership competency Determinants. There are altogether 200 companies which match with the constraints of the study scoped to determine leadership competencies level of Myanmar managers. Fifteen percent of private companies out of 200 are selected by simple random sampling technique. Among them, 14 companies which represent 47% are trading companies and 16 companies which represent 53% are service ones.

Table 4.1 shows profile of respondents and studied companies. Altogether 30 persons out of studied companies who have been taking the role of top management responsibility are asked leadership related questionnaires to determine leadership competencies of Myanmar managers. Out of those, 24 persons representing 80% are male managers and 6 persons who represent 20% are female managers. Regarding age ratio, 14 persons representing 47% are between the age range 26 -35 and 7 persons which represent 23% are between the age range 36 - 45 years, followed by 10% are in the range between 46 and 55 years and 20% are in the range of greater than 55 years respectively.

As described in the table 4.1, 7 companies representing 23% are between the numbers of 100 and 150 employees, followed by 6 companies that represent 20%, are the range of 150 to 200 employees, 17 companies representing 57% are greater than 200 employees correspondingly. Concerning established years of companies, it is found that 27% of selected companies are in the range of 5 - 10 years established periods and 73% of those are above 10 years established period.

Table 4.1 Profile of Respondents

Type of Company	Fre:	Percent	Gender Ratio	Fre:	Percent
Trading	14	47	Male	24	80
Service	16	53	Female	6	20
Total	30	100	Total	30	100
No: of Employees Range	**Fre:**	**Percent**	**Age Range**	**Fre:**	**Percent**
100 - 150	7	23	26-35	14	47
150-200	6	20	36-45	7	23
>200	17	57	46-55	3	10
Total	30	100	>55	6	20
			Total	30	100
Degree holding(Managers)	**Fre**	**Percent**	**Established Years**	**Fre:**	**Percent**
Arts and MBA	5	17	5 – 10	8	26.7
Science and MBA	8	28	>10	22	73.3
BM and Other Business Management Certificates	1	3			
B.Com, and Business Certificates	4	13			
MBBS and MBA	3	10			
BE and Business Management Certificate	3	10			
Computer and Business Certificates	1	3			
Law and Business Management Certificate	1	3			
B Pham and Business Certificates	4	13			
Total	30	100	Total	30	100

Source: Survey Data, 2010

Among the 30 top managers, 5 persons representing 17% are holding Arts and MBA degrees and 8 persons that represent 28% are having Science and MBA degrees, followed by 3% are having BM and Other Business Management Certificates, 13% are holding B.com and Business Certificates, 10% are holding MBBS and MBA, 10% are holding BE and Business Management Certificate, 3% are holding Computer and Business Certificates, 3% are holding Law and Business Management Certificate and 13% of those get holding B. Pham and Business Certificates correspondingly.

4.2 Reliability Statistics for Leadership Competency Determinants Ai to Gi

In this study, seven Determinants are chosen for measuring leadership competency level of Myanmar managers. They are: Self- Management (A), Leading (B), Social Responsibility(C), Committing Achievement (D), Task Management (E), Cognitive Process (F) and Change Management (G).

Table 4.2 depicts Reliability Statistics for Leadership Competency Determinant 'Self-Management' (group Ai). Cronbach's Alpha for group Ai is 0.734 out of 24 items. Thus, it can be assumed that there is a high degree of reliability for group (Ai).

Table 4.2   Reliability Statistics for Self- Management (Group Ai)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.734	0.727	24

Source: Survey Data, 2010

Table 4.3 describes 'Self- Management' Determinant and its variable components A1 to A6 together with their respective mean and STD deviation for 30 Myanmar managers.

Table 4.3 Self- Management Determinant and its Variable Components

Sr No.	Item Statistics for Group Ai	Mean	STD	N
A11	Being able to control own emotions and be flexible in a range of complex and demanding situations and able to use tension -management techniques to prevent burnout.	3.17	1.085	30
A12	Being capable to deal with ongoing pressure and control response effectively.	3.33	.922	30
A21	Having confidence for success and own judgment and being able to overcome obstacles to achieve the best outcomes.	3.57	.858	30
A22	Seeing self as competent, comparing own abilities favorably with other abilities and seeing self as causal agent, originator, prime mover and catalyst.	3.30	.915	30
A23	Able to accept responsibility, admit failures and learn from own mistakes.	3.17	1.085	30
A24	Being able to analyze own performance to understand failures and to	3.17	1.085	30

	improve future performance.			
A31	Able to apply rules or procedures flexibly under the different situation	3.27	.907	30
A32	Able to adapt actions to accomplish organizational objectives.	3.27	.907	30
A33	Being proficient to adapt tactics to situation or to others' response.	3.27	.907	30
A43	Being expert to change own behavior or approach to suit the situation.	3.17	.950	30
A35	Being talented to change quickly when necessary	3.37	.928	30
A41	Being proficient to understand and actively supports organization and organizational mission and goals.	3.27	.907	30
A42	Being able to align own activities and priorities to meet organizational needs.	3.27	.907	30
A43	Being able to understand needs for cooperation to achieve organizational objectives.	3.27	.907	30
A44	Able to make sacrifices when necessary to move organization forward.	3.30	.877	30
A51	Being capable to learn new techniques for developing oneself through the use of multiple approaches.	3.43	1.006	30
A52	Being talented to practice continuous learning in one's profession and leadership.	3.47	.819	30
A53	Being proficient to value learning and seeking situations to increase knowledge.	3.43	.898	30
A54	Able to seek feedback on one's performance and to use them for improvement.	3.40	.855	30
A61	Being talented to control emotions even in difficult or challenging situations.	3.40	.855	30
A62	Being talented to remain effective even when situations become stressful.	3.57	.728	30
A63	Being smart to withstand and overcome stressful situations.	3.57	.679	30
A64	Being talented to control the influence of stresses of personal and work life.	3.60	.675	30
A65	Being smart to adapt to changing or dynamic situations.	3.77	.774	30

Source: Survey Data, 2010

Table 4.4 Reliability Statistics for Leading (Group Bi)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.818	0.817	26

Source: Survey Data, 2010

Table 4.4 depicts Reliability Statistics for Leadership Competency Determinant 'Leading' (Group Bi). Cronbach's Alpha for group Bi is 0.818 out of 26 items. Thus, it can be assumed that there is a high degree of reliability for this group (Bi).

Table 4.5 describes 'Leading' Determinant' and its variable components B1 to B4 together with their respective mean and STD deviation for 30 Myanmar managers.

Table 4.5 Leading Determinant and its Variable Components

Sr No.	Item Statistics for Group Bi	Mean	STD	N
B11	Being talented to willingly initiate the activities of groups and lead others toward common goals.	3.97	.850	30
B12	Being proficient to make an orientation for new employees.	3.63	.669	30
B13	Being competent to set challenging but attainable goals for individuals and groups.	3.97	.850	30
B14	Being expert to specify actions, strategies and timelines necessary for goal attainment.	3.53	.730	30
B15	Being able to measure and track progress toward goals to evaluate individual and group performance and provide feedback.	3.97	.850	30
B16	Being proficient to manage inertia and conflict during the process of group functioning.	3.63	.850	30
B17	Being expert to enhance the performance and satisfaction of group members by promoting cooperation, trust, and confidence.	3.97	.850	30
B21	Being elegant to use authority fairly, making a personal effort to treat all team members equitably.	3.73	.868	30
B22	Being proficient to promote team effectiveness to promote morale and improve productivity.	3.50	1.009	30
B23	Able to take care of the organization team and protecting its reputation.	3.73	.868	30
B24	Being competent to lead directly team members with a direct relationship to the others.	3.73	.868	30
B25	Being fit to invest extra time and effort over an extended time to lead the organization team.	3.73	.868	30
B31	Being able to take multiple steps to persuade, including careful preparation of data, or provide options in a presentation or discussion.	4.03	1.189	30
B32	Being able to adapt presentation or discussion to better fit the environment.	3.50	1.042	30

B33	Being able to use experts or third parties to influence or persuade others to support the actions.	4.00	1.174	30
B34	Being competent to refer/model desired behavior to influence work unit/ team.	3.23	.971	30
B35	Being artistic to take time to learn what motivates performance in each organization team member.	3.97	1.159	30
B36	Being proficient to reward performance according to each member's value system.	3.23	.971	30
B41	Being talented to work well with others to jointly achieve goals.	3.53	1.074	30
B42	Being able to communicate with others to convince them to perform a task.	3.50	.974	30
B43	Artistic to deal with complaints, resolving conflicts and grievances of others.	3.53	1.074	30
B44	Being competent to encourage and negotiate others to come together and reconcile differences.	3.53	1.074	30
B45	Being elegant to delegate authority and empower subordinates.	3.33	1.124	30
B46	Being proficient to convince others to believe in the organization's values and to act in accordance with those values.	3.27	1.081	30
B47	Being able to stimulate getting knowledge of the social climate.	3.53	1.074	30
B48	Being able to point out how decisions will be made affectively by the organization's culture.	3.43	.935	30

Source: Survey Data, 2010

Table 4.6 depicts Reliability Statistics for Leadership Competency Determinant 'Social Responsibility' (Group Ci). Cronbach's Alpha for group Ci is 0.877 out of 9 items. Thus, it can be assumed that there is a high degree of reliability for this group (Ci).

Table 4.6 Reliability Statistics for Social Responsibility (Group Ci)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.877	0.877	9

Source: Survey Data, 2010

Table 4.7 describes 'Social Responsibility' Determinant and its variable components C1 to C3 together with their respective mean and STD deviation for 30 Myanmar managers.

Table 4.7 Social Responsibility Determinant and its Variable Components

Sr No.	Item Statistics for Group Ci	Mean	STD	N
C11	Being talented to promote a climate of openness and trust in the company.	3.33	1.028	30
C12	Being fit to apply rules and procedures in a consistent, accurate, and correctable manner.	3.17	1.053	30
C13	Being proficient to explain decisions that demonstrate dignity and respect for the subordinates.	3.33	1.028	30
C14	Being able to establish, train, and reinforce policies to ensure that subordinates treat each other kindly and honestly.	3.33	1.028	30
C15	Being skillful to disseminate information about rules and regulations to subordinates.	3.33	1.028	30
C21	Being artistic to represent for the organization in community affairs to promote awareness and foster goodwill.	3.53	1.008	30
C22	Being artistic to act and behave in fair and ethical manner in performing organizational strategies.	3.33	1.028	30
C31	Being competent to possess and apply knowledge of the social values, beliefs, norms and practices.	3.13	1.008	30
C32	Being talented to understand more than one language to communicate among business partners in abroad.	3.33	1.028	30

Source: Survey Data, 2010

Table 4.8 depicts Reliability Statistics for Leadership Competency Determinant 'Committing Achievement' (Group Di). Cronbach's Alpha for group Di is 0.803 out of 16 items. Thus, it can be assumed that there is a high degree of reliability for this group (Di).

Table 4.8 Reliability Statistics for Committing Achievement (Group Di)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.803	0.795	16

Source: Survey Data, 2010

Table 4.9 describes 'Committing Achievement' Determinant and its variable components D1 to D4 together with their respective mean and STD deviation for 30 Myanmar managers.

Table 4.9 Committing Achievement Determinant and its Variable Components

Sr No.	Item Statistics for Group Di	Mean	STD	N
D11	Being proficient to focus on tasks and standards excellence set by relevant stakeholders.	3.43	1.040	30
D12	Being expert to control organization risk proactively.	3.33	.884	30
D13	Being expert to set high performance standard as a role model for team.	3.43	1.040	30
D14	Being talented to drive increased effectiveness of the teams.	3.50	1.167	30
D21	Being proficient to work with others to clarify organization roles, expectations, tasks and data requirement.	3.47	1.167	30
D22	Being expert to manage progress of the organizations against quality, time and cost base line.	3.43	1.040	30
D31	Being talented to show persistence on their action and take direct action to address problem.	3.67	.994	30
D32	Being knowledgeable to address opportunities and problems by taking positive actions	3.70	1.055	30
D33	Being expert to act quickly and decisively in crisis.	3.43	1.040	30
D34	Being competent to work and complete assignments independently without direction.	3.67	.994	30
D35	Being expert to initiate, plan and execute to improve for organization.	3.43	1.040	30
D41	Being proficient to ask probing questions to get at the root cause of a problem.	3.30	1.264	30
D42	Being experienced to call on or contact others who are not personally involved, to get their perspectives and information.	3.60	1.003	30
D43	Being competent to create a personal network among the stakeholders.	3.73	.740	30
D44	Being talented to make a systematic effort over a limited period of time to obtain needed data or feedback.	3.77	.774	30
D45	Being proficient to review documentation on previous organizations to incorporate lessons learned.	3.80	.761	30

Source: Survey Data, 2010

Table 4.10 depicts Reliability Statistics for Leadership Competency Determinant 'Task Management' (Group Ei). Cronbach's Alpha for group Ei is 0.850 out of 13 items. Thus, it can be assumed that there is a high degree of reliability for this group (Ei).

Table 4.10 Reliability Statistics for Task Management (Group Ei)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.850	0.822	13

Source: Survey Data, 2010

Table 4.11 describes 'Task Management ' Determinant and its variable components E1 and E2 together with their respective mean and STD deviation for 30 Myanmar managers.

Table 4.11 Task Management Determinant and its Variable Components

Sr No.	Item Statistics for Group Ei	Mean	STD	N
E11	Being proficient to involve the group in discovering methods to enhance task performance	4.03	.890	30
E12	Being expert to redirect the group to achieve better task completion.	3.77	1.073	30
E13	Being experienced to identify barriers and redundancies in work processes and promote improvements in task performance.	3.57	1.278	30
E14	Being proficient to facilitate communication outside the organization to identify the best practices in task and performance.	3.87	.973	30
E15	Being experienced to match the appropriate people and resources in the organization in a difficult situation.	3.57	1.278	30
E21	Being talented to have knowledge of standard practices and procedures necessary to accomplish tasks.	3.70	1.022	30
E22	Being proficient to assign tasks to the appropriate people.	3.57	1.278	30
E23	Being expert to focus on the details of the task to be accomplished.	3.47	1.042	30
E24	Being expert to coordinate the work-related activities necessary for task completion.	3.57	1.278	30
E25	Able to adjust the plans in light of how others are acting or how the environment is changing.	3.43	.935	30
E26	Being knowledgeable to provide both positive feedback and critiques, in a timely and constructive manner.	3.33	.844	30
E27	Being able to allow others to know how they are doing and improve on weaknesses.	3.57	1.278	30
E28	Being artistic to work on a variety of tasks simultaneously and rotate the resources among business functions when needed.	3.43	.858	30

Source: Survey Data, 2010

Table 4.12 depicts Reliability Statistics for Leadership Competency Determinant 'Cognitive Process' (Group Fi). Cronbach's Alpha for group F is 0.766 out of 15 items. Thus, it can be assumed that there is a high degree of reliability for this group (Fi).

Table 4.12 Reliability Statistics for Cognitive Process (Group Fi)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.766	0.791	15

Source: Survey Data, 2010

Table 4.13 describes 'Cognitive Process ' Determinant and its variable components F1to F4 together with their respective mean and STD deviation for 30 Myanmar managers.

Table 4.13 Cognitive Process Determinant and its Variable Components

Sr No.	Item Statistics for Group Fi	Mean	STD	N
F11	Being skillful to apply basic analytical techniques, such as breaking problems into simple lists of tasks or activities.	3.47	.776	30
F12	Being artistic to set priorities for tasks in order of importance.	3.73	1.048	30
F13	Being skillful to make appropriate plans or analyses, systematically breaking own a complex problem.	3.33	.959	30
F14	Being talented to provide the framework so that solutions to problems.	3.87	.819	30
F21	Being competent to apply concepts and knowledge of past discrepancies, trends, and relationships to look at different situations.	3.87	.860	30
F22	Being artistic to modify concepts or methods appropriately.	3.87	.819	30
F23	Being expert to simplify complexities by pulling together ideas and issues into a single concept.	3.07	.944	30
F31	Being expert to come up with a variety of approaches to problem solving.	3.80	.805	30
F32	Being logical to identify how different possible approaches are strong or weak, and analyze these judgments.	3.87	.819	30
F33	Being skillful to find a better way to approach problems through synthesizing and reorganizing the information.	3.20	.961	30
F34	Being knowledgeable to use novel ideas to solve problems as a leader.	3.87	.819	30
F41	Being proficient to acknowledge important changes and able to predict accurately when they might occur.	3.10	.712	30
F42	Being fit to conclude what a change from the environment will result in the long-term.	3.87	.819	30

F43	Being expert to develop an image of an ideal working condition of an organization.	3.20	.961	30
F44	Being competent to evaluate future directions and risks.	3.87	.819	30

Source: Survey Data, 2010

Table 4.14 Reliability Statistics for Change Management (Group Gi)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.847	0.860	9

Source: Survey Data, 2010

Table 4.14 depicts Reliability Statistics for Leadership Competency Determinant 'Change Management' (Group Gi). Cronbach's Alpha for group G is 0.847 out of 9 items. Thus, it can be assumed that there is a high degree of reliability for this group (Gi).

Table 4.15 describes 'Change Management' Determinant and its variable components G1 together with their respective mean and STD deviation for 30 Myanmar managers.

Table 4.15 Change Management Determinant and its Variable Components

Sr No.	Item Statistics for Group Gi	Mean	STD	N
G1	Being fit to assess situational forces that are promoting and inhibiting an idea for change.	3.23	.817	30
G2	Being artistic to act against the traditional things that impedes performance improvements.	3.23	.817	30
G3	Being competent to take risks when necessary.	3.07	.740	30
G4	Being talented to recognize and reward those who take initiative and act in a creative manner.	3.23	.817	30
G5	Being expert to encourage subordinates to come up with innovative solutions.	3.00	.983	30
G6	Able to facilitate the institutionalization of change initiatives.	3.23	.817	30
G7	Being experienced to pinpoint the actual nature, cause of problems and the dynamics that underlie them.	3.30	.988	30
G8	Being talented to constantly look for ways that one can improve the organization.	3.23	.817	30
G9	Being expert to understand and utilize technology to improve work processes.	3.23	.728	30

Source: Survey Data, 2010

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4.3 Measurement for Leadership Competency Level of Myanmar Managers

The study leads to top managers from the private companies who were given a set of Seven Leadership Competency Determinants related questionnaire with five points rating scale for determining leadership competency level of Myanmar managers. Among the five points, the first point stands for 'very much', second point refers to 'much', third point is for 'moderate', fourth is 'somewhat' and the fifth point is 'never' so on. Responses of top level managers were analyzed to determine the extent of possessing leadership competency level of Myanmar managers. Figure 4.1 refers to describing specific variable components of Leadership competency Determinant, Ai.

4.3.1 Self- Management (Ai)

Self - Management Determinant Ai contains six variable components. They are: Self-Control 'A1'(A11 - A12), Self-Confidence'A2' (A21-A24), Flexibility'A3' (A31-A35), Organizational Commitment 'A4'(A41-A44),Learning'A5'(A51- A54) and Stress Management 'A6'(A61 - A65) etc.

Figure 4.1 describes 'Self Management Determinant Ai' together with its mean score values and its respective variable components.

Figure 4.1   Variable Components of Self- Management (Ai)
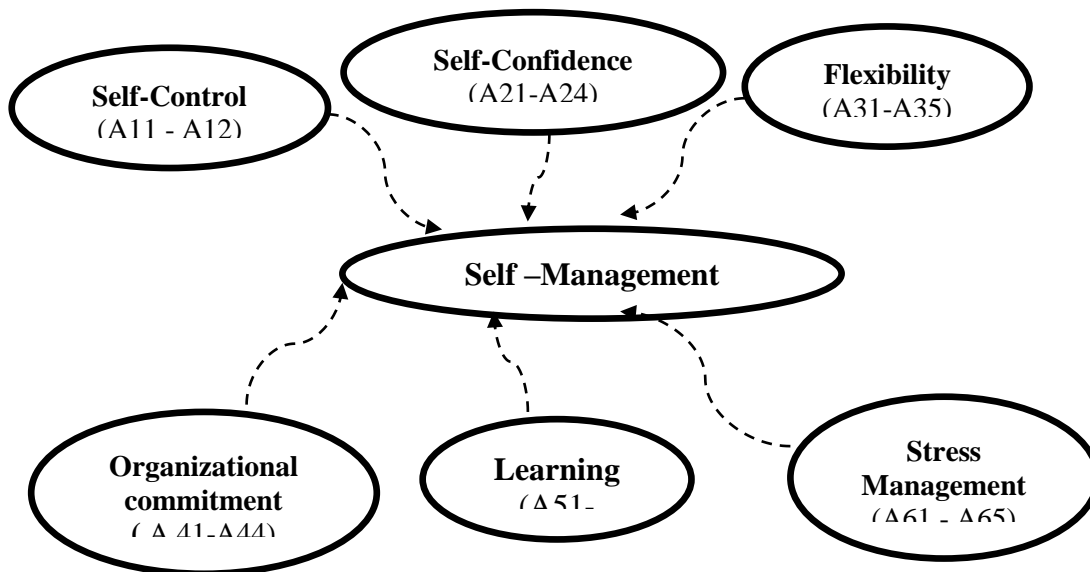
Source: Project Manager Competency Development Framework, PMI, USA. 2001.

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Table 4.16 describes mean score value and Coefficient of variation (CV) for 'Self – Management' Determinant Ai. It includes altogether six variable components A1 to A6. Each variable component with its associate mean score value and coefficient of variation are described in the Appendix 1 and Appendix 2.

Table 4.16   Mean Score Value and CV for Self – Management (Ai)

Variable Components	Mean Score Value	Coefficient of variation (CV)%
A1	325	0.04
A2	316.67	0.03
A3	311.33	0.01
A4	318.33	0.03
A5	343.33	0.01
A6	358.00	0.04
$\sum\limits^{6} Ai$	1972.66	0.15
∑ Ai/6	328.78	0.03

Source: Analysis on Survey Data, 2010

As shown in table 4.16, out of six variable components, A1 get Mean Score Value 325, CV 0.04, A2 get Mean Score Value 316.67, C.V 0.03, A3 get Mean Score Value 311.33, CV 0.01, A4 get Mean Score Value 318.33, CV 0.03, A5 get Mean Score Value 343.33, CV 0.01 and A6 get Mean Score Value 358, CV 0.04 respectively. Average Mean Score Value for Bi is 328.78 and average value of CV is 0.03.

Figure 4.2 describes 'Self Management Determinant Ai' together with its mean score values and its respective variable components.

Figure 4.2   Mean Score Value of 'Self Management' Determinant
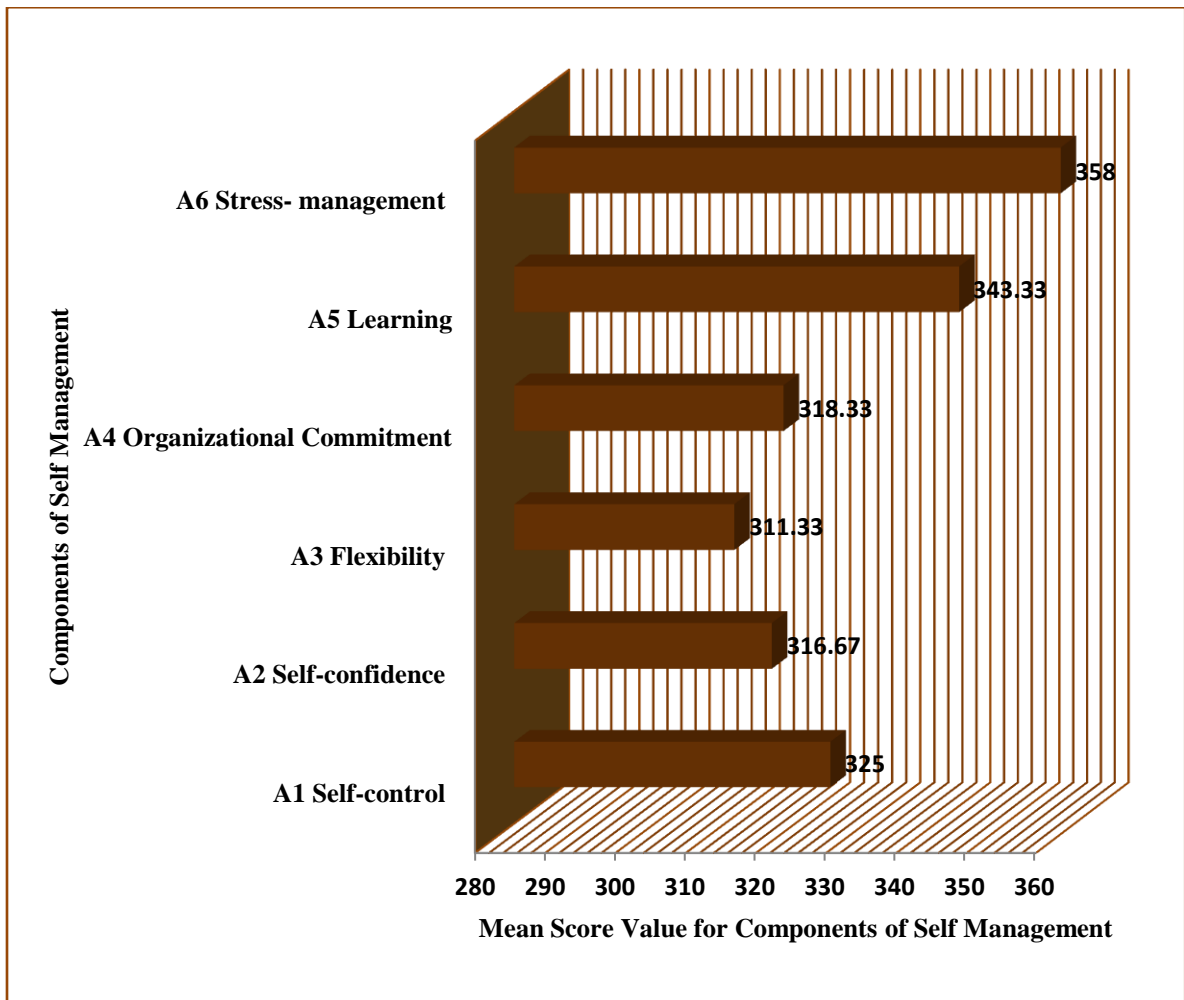
4.3.2 Leading   (Bi)

Four variable components are considered in determining 'Leading'. B1 stands for Motivating Others (B11 - B12), B2 stands for Team Leadership (B21 - B24), B3 stands for Impact and persuading (B31 - B35) and B4 stands for Influencing (B41 - B44) etc. Figure 4.3   illustrates variable components of leading Determinant Bi.

Figure 4.3   Variable Components of Leading (Bi)
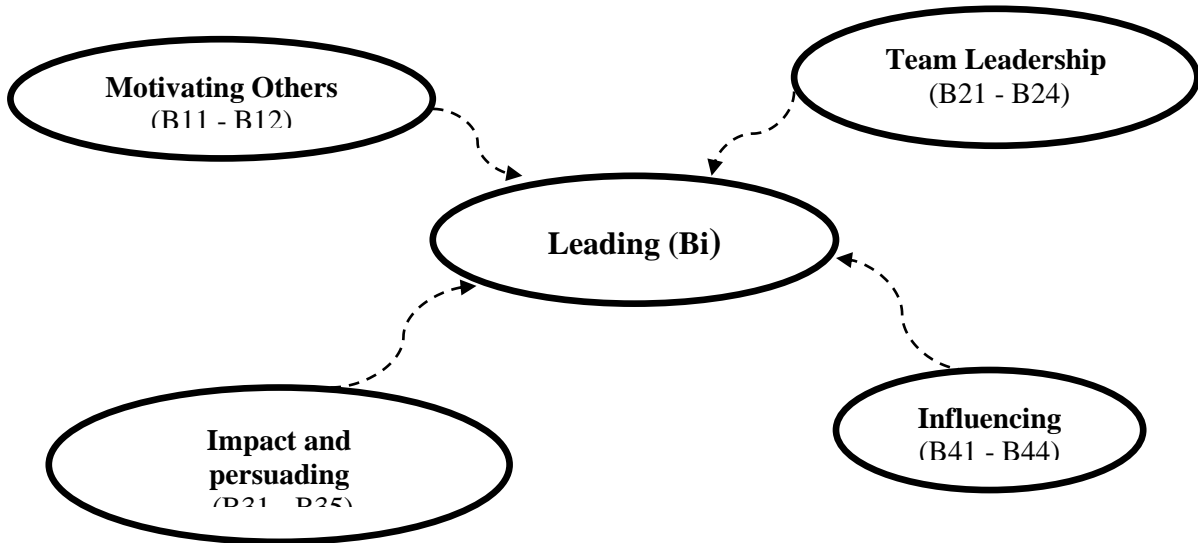
Source: PMI. 2001. Project Manager Competency Development Framework, USA.

Table 4.17 describes mean score value and Coefficient of variation (CV) for 'Leading' Determinant. It includes altogether four variable components B1 to B4. Each variable component and its associate mean score value and coefficient of variation are described in the Appendix 1 and Appendix 2. As shown in table 4.17, out of four variable components, B1 get Mean Score Value 362.86, CV 0.01, B2 get Mean Score Value 368.67, C.V 0.03, B3 get Mean Score Value 334.44, CV 0.04 and B4 get Mean Score Value 345.83, CV 0.03 respectively. Average Mean Score Value for Bi is 352.95 and average value of CV is 0.03.

Table 4.17 Mean Score Value and CV for Leading (Bi)

	Bi. Leading	
Variable Components	Mean Score Value	Coefficient of variation %
B1	362.86	0.01
B2	368.67	0.03
B3	334.44	0.04
B4	345.83	0.03
$\sum_{Bi}^{4}$	1411.80	0.11
$\sum$ Bi/4	352.95	0.03

Source: Analysis on Survey Data, 2010

Figure 4.4   describes 'Leading Determinant Bi' together with its mean score values and its respective variable components.

Figure 4.4 Mean Score Value for 'Leading' Determinant
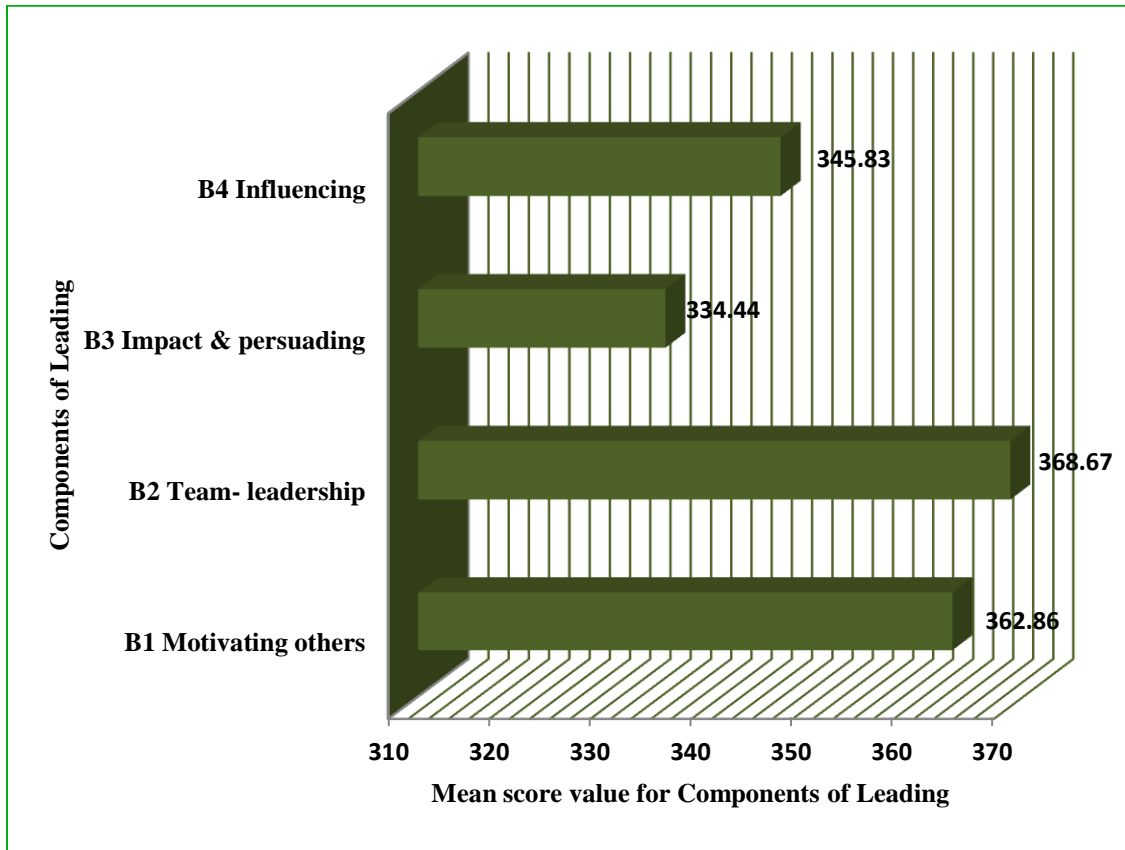
4. 3.3 Social Responsibility (Ci)

Three components are considered in determining 'Social Responsibility C'. C1 stands for Ethical Processes (C11 - C15) and C2 stands for Responsibility (C21 - C22) and C3 stands for Social Knowledge (C31 - C32) so on. Figure 4.5 illustrates variable components of Social Responsibility Determinant Ci.

Figure 4.5   Variable Components of Social Responsibility (Ci)
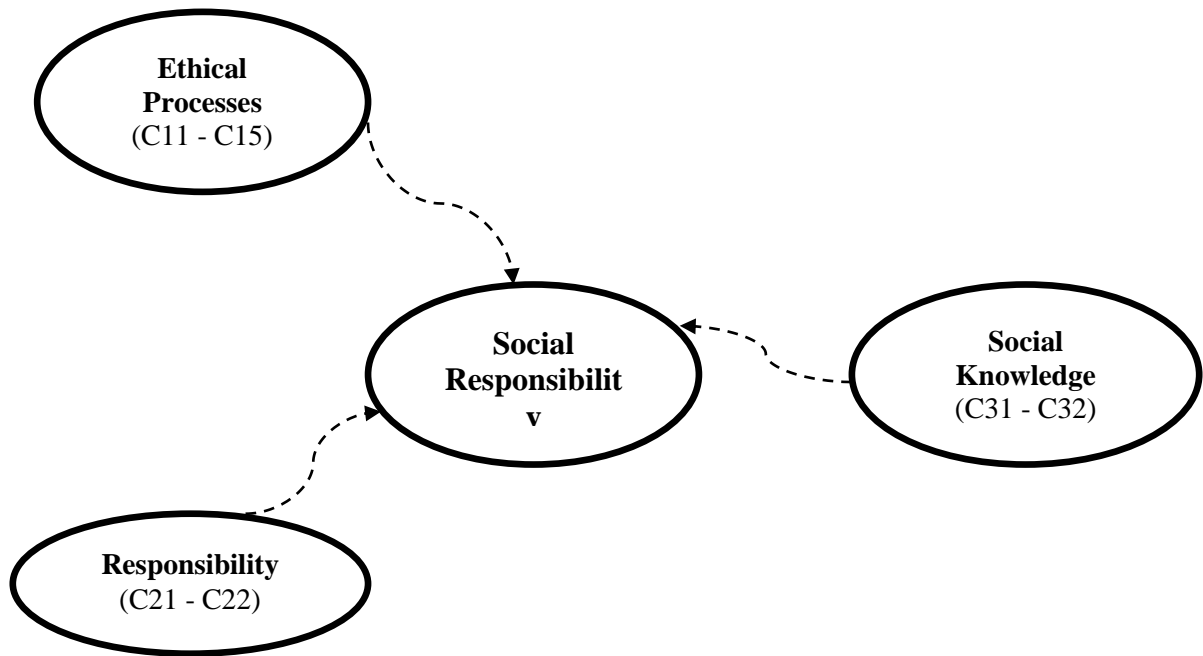
Source: PMI. 2001. Project Manager Competency Development Framework, USA.

Table 4.18   describes mean score value and Coefficient of variation (CV) for 'Leading' Determinant. It includes altogether three variable components C1 to C3. Each variable component and its associate mean score value and coefficient of variation are described in the Appendix 1 and Appendix 2.

As shown in table 4.18, out of three variable components, C1 get Mean Score Value 330, CV 0.02, C2 get Mean Score Value 343.33, CV 0.04 and C3 get Mean Score Value 323.33, CV 0.04 respectively. Average Mean Score Value for Ci is 332.22 and average value of CV is 0.04.

Table 4.18   Mean Score Value and CV for Social Responsibility (Ci)

Ci. Social Responsibility		
Variable Components	Mean Score Value	Coefficient of variation %
C1	330	0.02
C2	343.33	0.04
C3	323.33	0.04
$\sum_{i=1}^{4} Ci$	996.67	0.11
$\sum Ci/3$	332.22	0.04

Source: Analysis on Survey Data, 2010

Figure 4.6 shows 'Social Responsibility Determinant Ci' accompanied by relevant mean score values and its respective variable components .

Figure 4.6 Mean Score Value of 'Social Responsibility' Determinant
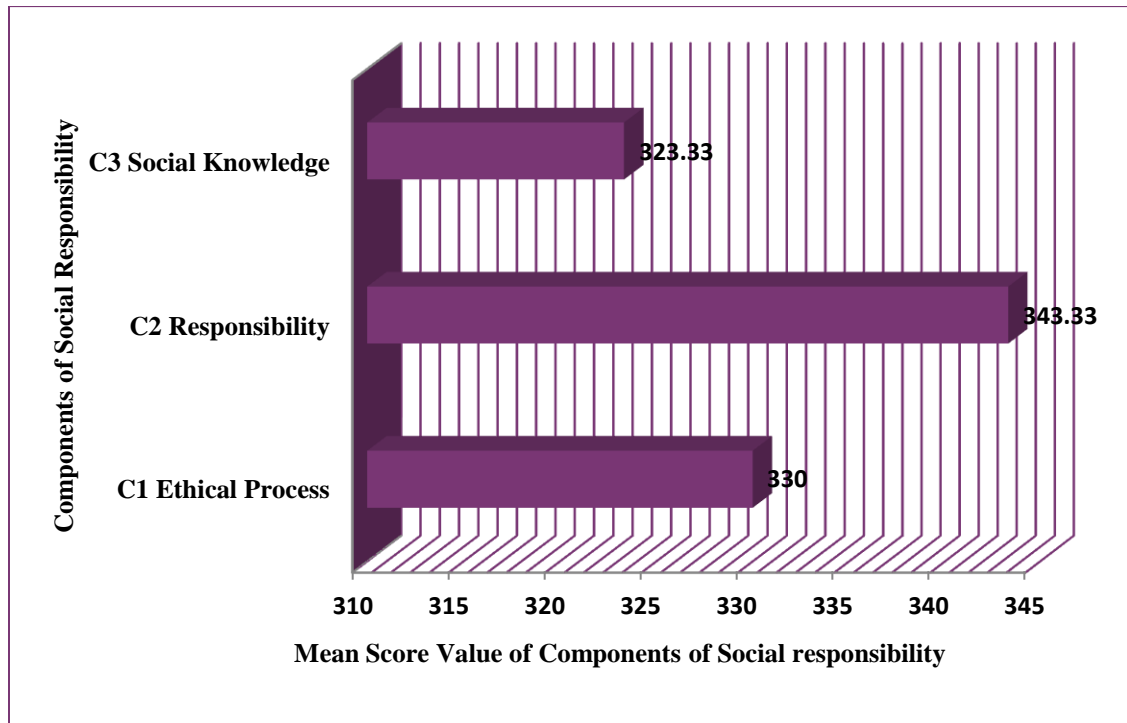
Source: Analysis on Survey Data, 2010

4. 3.4 Committing Achievement (Di)

Four variable components are considered in determining 'Committing Achievement'. D1 stands for 'Achievement Orientation' (D11 – D14), D2 stands for Concerns for 'Quality and Accuracy' (D21 - D22) and D3 stands for 'Initiative' (D31 – D35) and D4 stands for 'Information Seeking' (D41 –D45) so on. Figure 4.7 illustrates four variable components of Committing Achievement Determinant Di.

Figure 4.7   Variable Components of Committing Achievement (D)
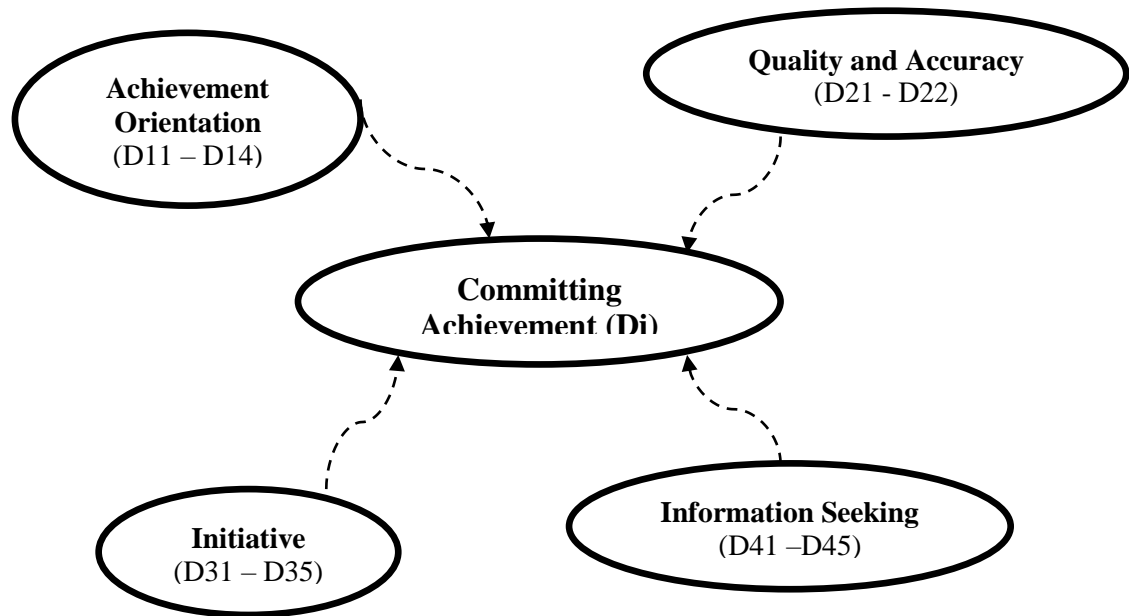
Source: PMI. 2001. Project Manager Competency Development Framework, USA.

Table 4.19 describes mean score value and Coefficient of variation (CV) for 'Committing Achievement' Determinant. It includes altogether four variable components D1 to D4. Each variable component and its associate mean score value and coefficient of variation are described in the Appendix 1 and Appendix 2.

As shown in table 4.19, out of four components, D1 get mean score value 342.50, CV 0.02, D2 get mean score value 345, CV 0.01, D3 get Mean Score Value 358, CV 0.04 and D4 get mean score value 364, CV 0.06 respectively. Averages mean score value for Di is 352.38 and average value of CV is 0.03.

Table 4.19   Mean score value and CV for Committing Achievement (Di)

Di. Committing Achievement		
Variable Components	Mean Score Value	Coefficient of variation %
D1	342.50	0.02
D2	345	0.01
D3	358	0.04
D4	364	0.06
$\sum_{i=1}^{4} Di$	1409.50	0.12
$\sum Di/4$	352.38	0.03

Source: Analysis on Survey Data, 2010

Figure 4.8 demonstrates Bar Chart for 'Committing Achievement Determinant Di' describing its relevant mean score values and respective variable components.

Figure 4.8   Mean Score Value for Committing Achievement Determinant
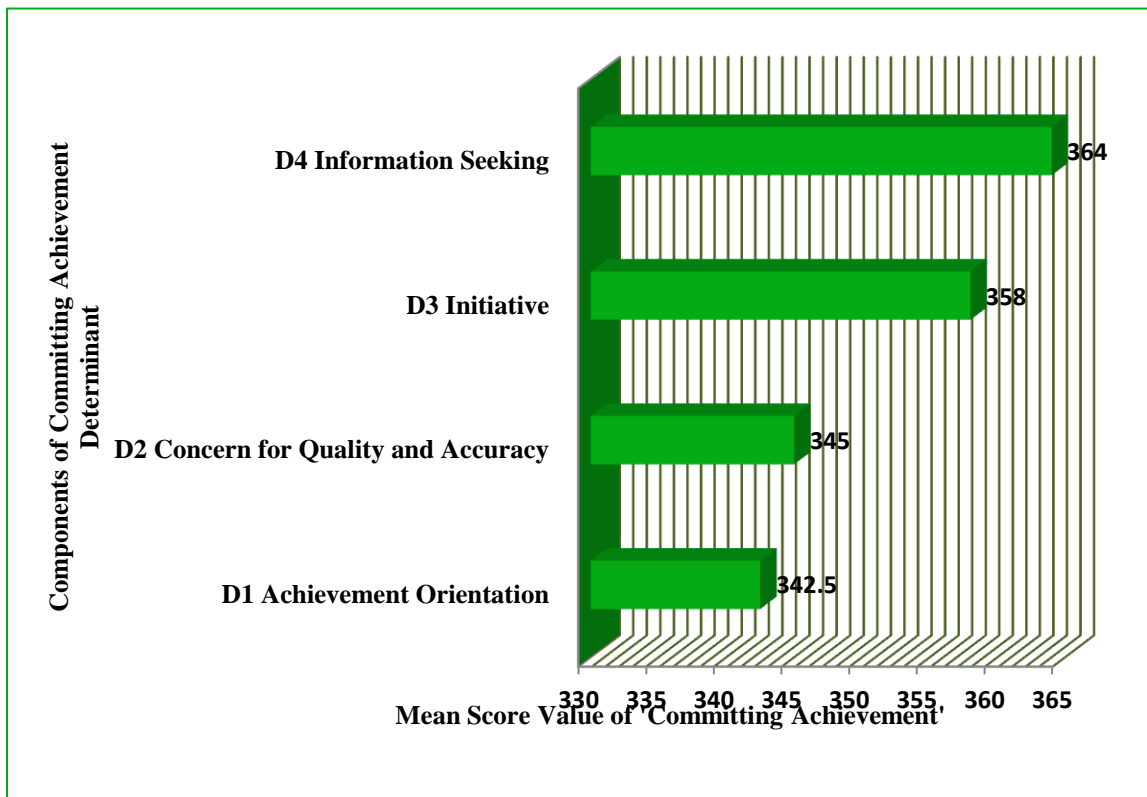
Source: Analysis on Survey Data, 2010

4. 3.5 Task Management Ei

Two variable components are considered in determining 'Task Management Ei'. It consists of E1 and E2. E1 stands for Enhancing Performance (E11 - E15) and E2 stands for Executing Tasks (E21 - E28). Figure 4.9 illustrates variable components of 'Task Management' Determinant Ei.

Figure 4.9   Variable Components of Task Management (Ei)
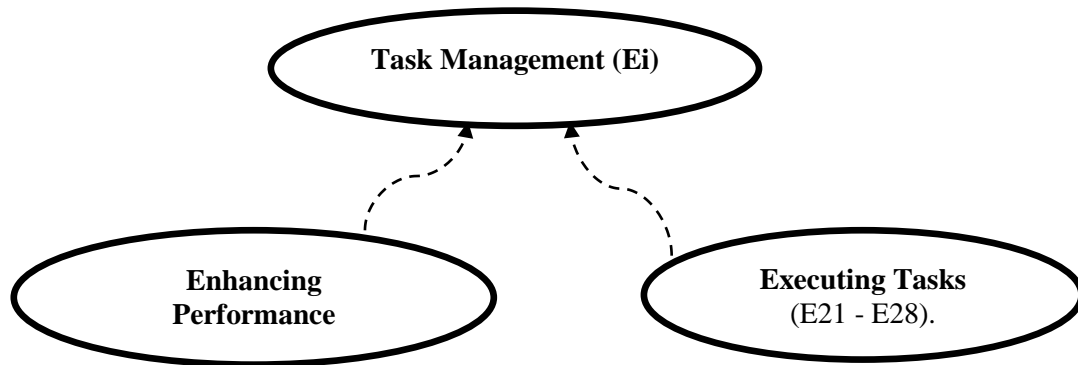
Source: PMI. 2001. Project Manager Competency Development Framework, USA.

Table 4.20 describes mean score value and Coefficient of variation (CV) for 'Committing Achievement' Determinant. It includes altogether two variable components E1 and E2. Each variable component with its associate mean score value and coefficient of variation are described in the Appendix 1 and Appendix 2. As shown in table 4.20, out of two variable components, E1 get Mean Score Value 376, CV 0.05 and E2 get Mean Score Value 350.83 with the CV value 0.03 respectively. Average Mean Score Value for Ei is 363.42 and average value of CV is 0.04.

Table 4.20 Mean Score Value and CV for Task Management (Ei)

Variable Components	Mean Score Value	Coefficient of variation %
E1	376.00	0.05
E2	350.83	0.03
$\sum_{Ei}^{2}$	726.83	0.09
$\sum Ei/2$	363.42	0.04

Source: Analysis on Survey Data, 2010

Figure 4.10 represents Bar chart for 'Task Management Determinant' Ei associated with its mean score values and its respective variable components.

Figure 4.10 Mean Score Value for Task Management Determinant
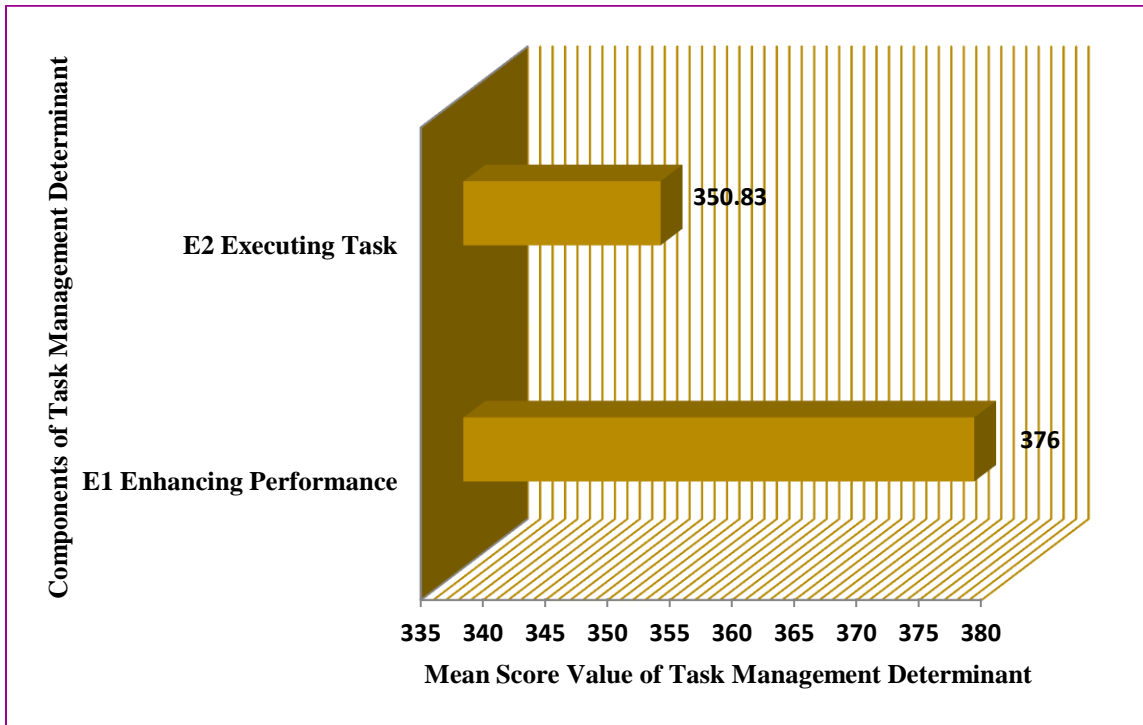
4.3.6   Cognitive Process Fi

Four variable components are considered in determining 'Cognitive Process' Leadership Competency Determinant Fi. F1 stands for Analytical Thinking (F11 - F14), F2 stands for Conceptual Thinking(F21 - F23), F3 stands for Creativity (F31 - F34) and F4 stands for Forecasting (F41 -F44) etc. Figure 4.11 illustrates variable components of 'Cognitive Process Determinant Fi.

Figure 4.11   Variable Components of Cognitive Process (Fi)
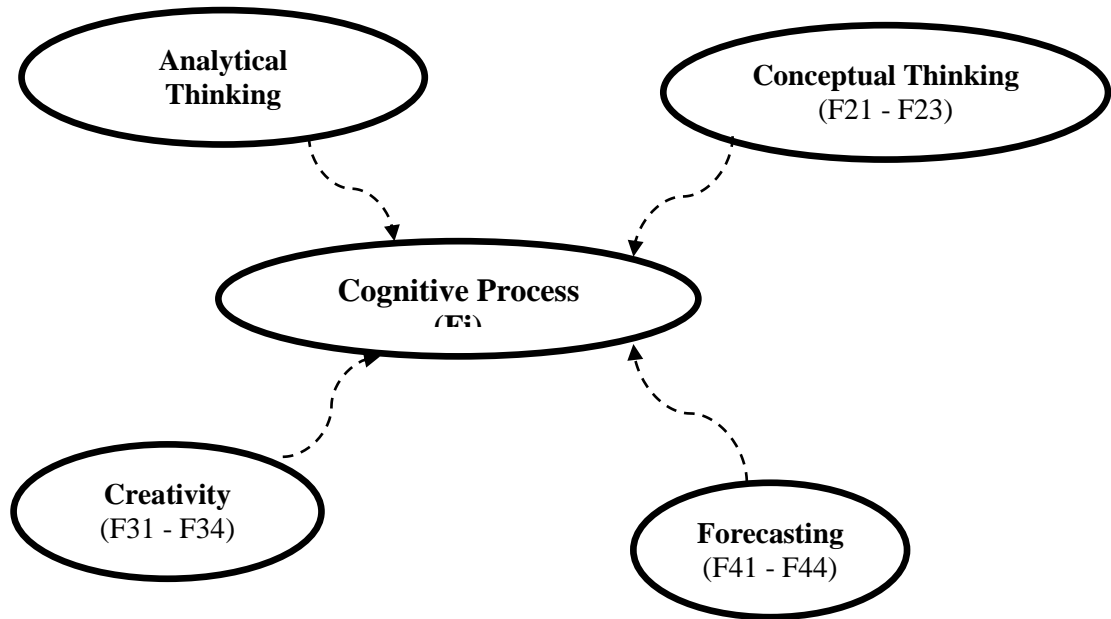
Source: PMI. 2001. Project Manager Competency Development Framework, USA.

Table 4.21 describes mean score value and Coefficient of variation (CV) for Cognitive Process Determinant Fi. It includes altogether four variable components F1 to F2. Each variable component with its associate mean score value and coefficient of variation are described in the Appendix 1 and Appendix 2.

As shown in table 4.21, out of four variable components, F1 get Mean Score Value 360, CV 0.07, F2 get Mean Score Value 360, CV 0.13, F3 get Mean Score Value 368.33, CV 0.09, and F4 get Mean Score Value 350.83, CV 0.12, respectively. Average Mean Score Value for Fi is 359.79 and average value of CV is 0.10.

Table 4.21 Mean Score Value and CV for Cognitive Process (Fi)

Variable Components	Mean Score Value	Coefficient of variation %
F1	360	0.07
F2	360	0.13
F3	368.33	0.09
F4	350.83	0.12
$\sum_{i=1}^{4}$ Fi	1439.17	0.40
$\sum$ Fi/4	359.79	0.10

Source: Analysis on Survey Data, 2010

Figure 4.12 explains the Bar Chart for 'Cognitive Process Determinant Fi' together with relevant mean score values and variable components.

Figure 4.12 Mean Score Value of 'Cognitive Process' Determinant
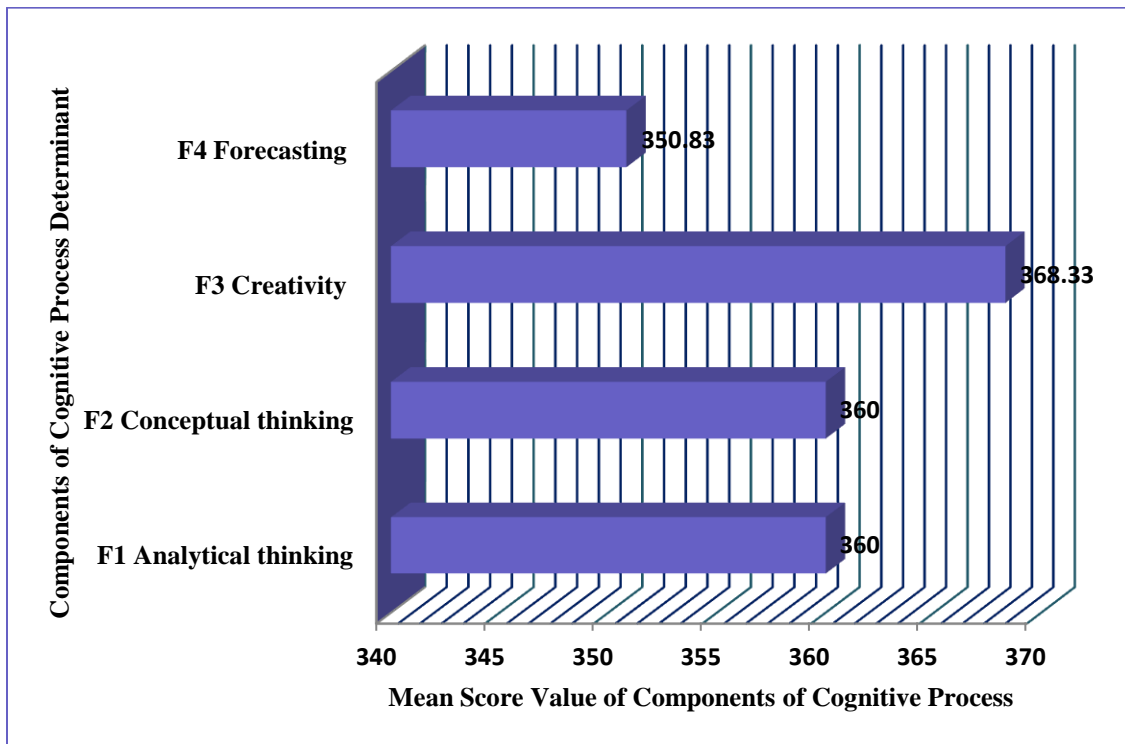
Source: Analysis on Survey Data, 2010

4.3.7   Change Management (Gi)

Change Management Determinant (Gi) consists of one variable component of Managing Change G1. It consists of 9 sub variable components. They are G11 to G19. Figure 4.13 illustrates one variable component of 'Change Management Determinant Gi.

Figure 4.13   Variable Components of Change Management   (Gi)
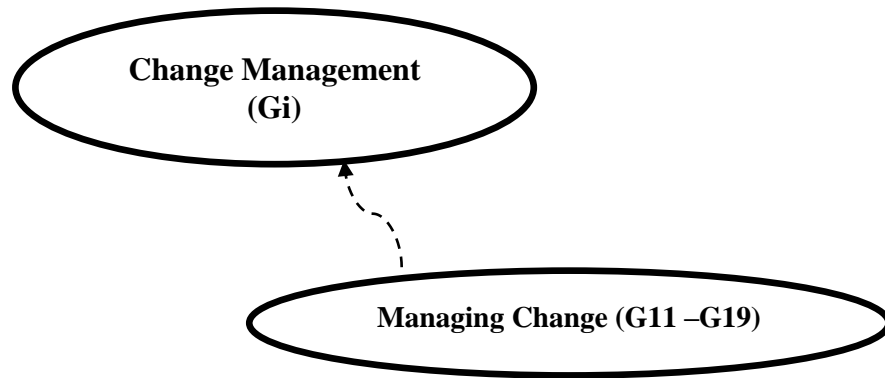
Source: PMI. 2001. Project Manager Competency Development Framework, USA.

Table 4.22 describes mean score value and Coefficient of variation (CV) for 'Managing Change Determinant Gi. It includes only one variable component G1 (G11 to G19). Each variable component and its associate mean score value and coefficient of variation are described in the Appendix 1 and Appendix 2.   As shown in table 4.22, Average Mean Score Value for Gi is 167 and average value of CV is 0.12.

Table 4.22 Mean Score Value and CV for Managing Change (Gi)

Managing Change Gi		
Variables	Mean Score Value	Coefficient of variation %
$\sum_{i=1}^{9} Gi$	167	0.12

Source: Analysis on Survey Data, 2010

Figure 4.14 shows 'Managing Change Determinant Gi' by describing relevant mean score values and its respective components. As shown in the figure, mean score value for G1 is 193.3, mean score value for G2 is 163.2, G3 173.2, G4 156.7, G5 146.6, G6 196.7, G7 140, G8 153.4 and G9 179.9 respectively.

Figure 4.14 Mean Score Value of 'Change Management' Determinant
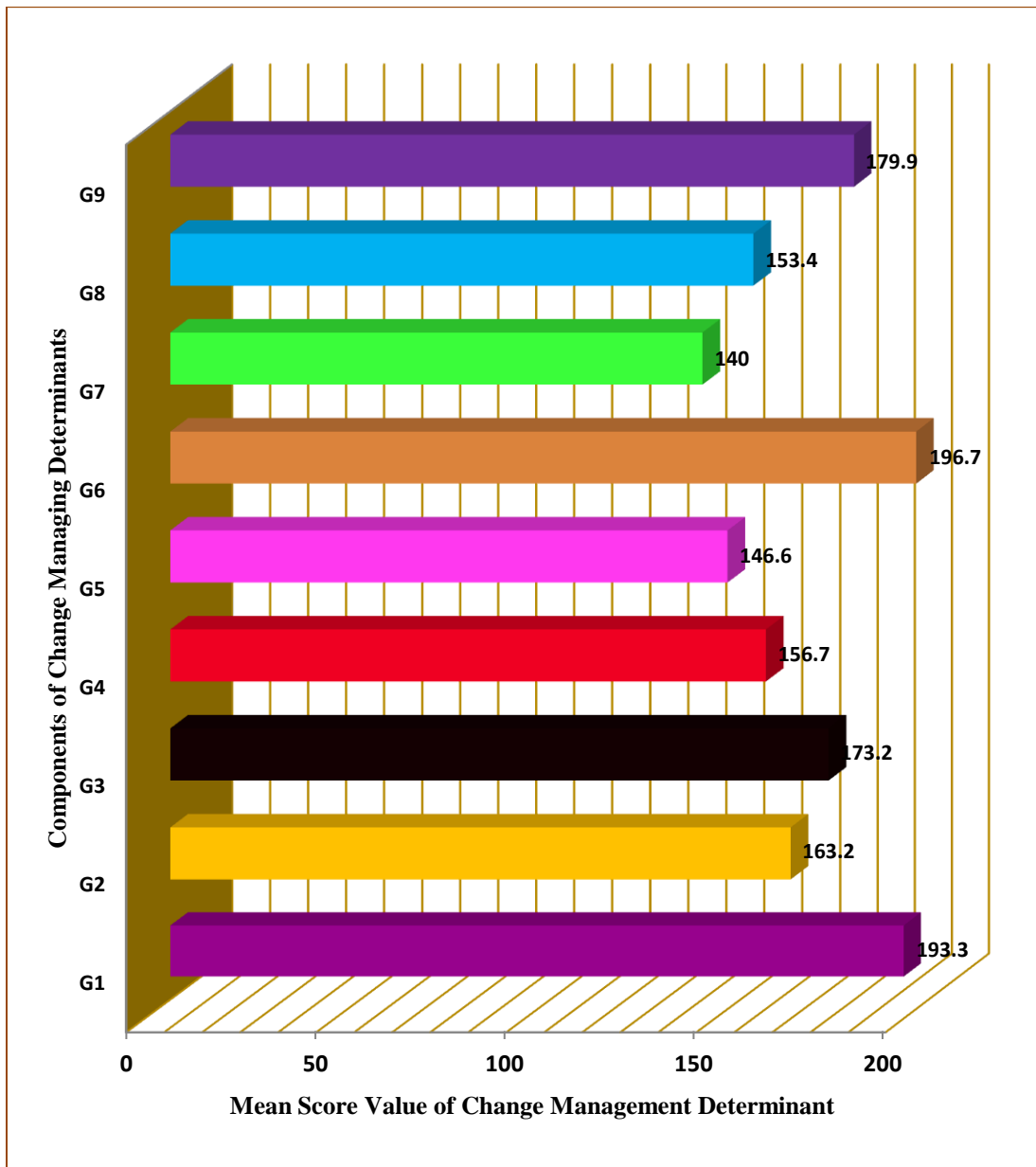
Table 4.23 describes Seven Leadership Competency Determinants and associated Weighted Mean Score Value for Myanmar Managers.

Table 4.23 Seven Leadership Determinants

A Group		B Group		C Group		D Group		E Group		F Group		G Group	
Var:	TWMS	Var:	TWMS	Var:	TWMS	Var:	TWMS	Var:	TWMS	Var:	TWMS	Var:	TWMS
A11	316.7	B11	363.3	C11	333.3	D11	343.3	E11	403.3	F11	346.7	G1	193.3
A12	333.3	B12	363.3	C12	316.7	D12	333.3	E12	376.7	F12	373.3	G2	163.2
A21	310.0	B13	370.0	C13	333.3	D13	343.3	E13	356.7	F13	333.3	G3	173.2
A22	330.0	B14	353.3	C14	333.3	D14	350.0	E14	386.7	F14	386.7	G4	156.7
A23	310.0	B15	363.3	C15	333.3	D21	346.7	E15	356.7	F21	386.7	G5	146.6
A24	316.7	B16	363.3	C21	353.3	D22	343.3	E21	370.0	F22	386.7	G6	196.7
A31	310.0	B17	363.3	C22	333.3	D31	366.7	E22	356.7	F23	306.7	G7	140.0
A32	310.0	B21	373.3	C31	313.3	D32	370.0	E23	346.7	F31	380.0	G8	153.4
A33	310.0	B22	350.0	C32	333.3	D33	343.3	E24	356.7	F32	386.7	G9	179.9
A34	316.7	B23	373.3			D34	366.7	E25	343.3	F33	320.0		
A35	310.0	B24	373.3			D35	343.3	E26	333.3	F34	386.7		
A41	326.7	B25	373.3			D41	330.0	E27	356.7	F41	310.0		
A42	310.0	B31	350.0			D42	360.0	E28	343.3	F42	386.7		
A43	326.7	B32	350.0			D43	373.3			F43	320.0		
A44	310.0	B33	330.0			D44	376.7			F44	386.7		
A51	343.3	B34	323.3			D45	380.0						
A52	346.6	B35	330.0										
A53	343.4	B36	323.3										
A54	340.0	B41	353.3										
A61	340.0	B42	350.0										
A62	356.7	B43	353.3										
A63	356.7	B44	353.3										
A64	360.0	B45	333.3										
A65	376.7	B46	326.7										
		B47	353.3										
		B48	343.3										
∑ Ai/n	328.8	∑ Bi/n	353.0	∑ Ci/n	332.22	∑ Di/n	352.4	∑ Ei/n	363.4	∑ Fi/n	359.8	∑ Gi/n	167.0
Ai	**Rank 6**	Bi	**Rank 3**	Ci	**Rank 5**	Di	**Rank 4**	Ei	**Rank 1**	Fi	**Rank 2**	Gi	**Rank 7**

Source: Analysis on Survey Data, 2010 , Var: = Variables ,TWMS = Total Weighted Mean Score Value

4.3.8 Leadership Competency Level of Myanmar Managers

Table 4.24 illustrates Leadership Competency Level of Myanmar managers accompanied by Leadership Competency Determinants and associated Weighted Mean Score Values.

Table 4.24   Leadership Competency Level

Determinants for Leadership Competencies	Mean Score Value Formula	Mean Score Value	C.V	Rank
Self – Management A	$\sum Ai/n$	328.78	0.03	6
Leading B	$\sum Bi/n$	352.95	0.03	3
Social Responsibility C	$\sum Ci/n$	332.22	0.04	5
Committing Achievement D	$\sum Di/n$	352.38	0.03	4
Task Management E	$\sum Ei/n$	363.42	0.04	1
Cognitive Process F	$\sum Fi/n$	359.79	0.10	2
Change Management G	$\sum GI/n$	167.00	0.12	7

Source: Analysis on Survey Data, 2010

Table 4.25 demonstrates Weighted Mean Score value for seven leadership Determinants by descending order for measuring leadership competency level of Myanmar Managers.

'Ei' stands for 'Task Management', 'Fi' stands for 'Cognitive Process', 'Bi' stands for 'Leading', 'Di' stands for 'Committing Achievement', 'Ci' stands for 'Social Responsibilities', 'Ai' stands for 'Self -Management' and 'Gi' stands for 'Change Management respectively.

According to the Finding, 'Task Management', Cognitive Process' and 'Leading' take the most highest positions in measuring leadership competencies of Myanmar managers whereas 'Change management' takes the least highest position.

Among the seven Determinants, 'Change Management' get only 167.0 mean score value which is the weakest mean score value among the Leadership Competency Determinant. 'Managing Change variable component consists of 9 sub variable components.   In investigating these elements, it was noted that Myanmar managers could not tactfully

adapt the situational forces from the external environment. They like to behave taking for granted actions and traditional things.

Table 4.25 describes Mean Score Values for Seven Leadership Competency Determinants by descending order for Measuring Leadership Competency Level of Myanmar Managers.

Table 4.25 Seven Leadership Determinants by Descending Order

E Group		F Group		B Group		D Group		C Group		A Group		G Group	
Var:	TWMS	Var:	TWMS	Var:	TWMS	Var:	TWMS	Var:	TWMS	Var:	TWMS	Var:	TWMS
E11	403.3	F34	386.7	B25	373.3	D45	380	C21	353.3	A65	376.7	G6	196.7
E14	386.7	F14	386.7	B23	373.3	D44	376.7	C13	333.3	A64	360	G1	193.3
E12	376.7	F22	386.7	B21	373.3	D43	373.3	C11	333.3	A63	356.7	G9	179.9
E21	370	F32	386.7	B24	373.3	D32	370	C15	333.3	A62	356.7	G3	173.2
E22	356.7	F42	386.7	B13	370	D31	366.7	C22	333.3	A52	346.6	G2	163.2
E15	356.7	F44	386.7	B12	363.3	D34	366.7	C14	333.3	A53	343.4	G4	156.7
E13	356.7	F21	386.7	B11	363.3	D42	360	C32	333.3	A51	343.3	G8	153.4
E27	356.7	F31	380	B15	363.3	D14	350	C12	316.7	A54	340	G5	146.6
E24	356.7	F12	373.3	B17	363.3	D21	346.7	C31	313.3	A61	340	G7	140
E23	346.7	F11	346.7	B16	363.3	D35	343.3			A12	333.3		
E25	343.3	F13	333.3	B14	353.3	D11	343.3			A22	330		
E28	343.3	F33	320	B44	353.3	D22	343.3			A41	326.7		
E26	333.3	F43	320	B43	353.3	D13	343.3			A43	326.7		
		F41	310	B41	353.3	D33	343.3			A11	316.7		
		F23	306.7	B47	353.3	D12	333.3			A24	316.7		
				B32	350	D41	330			A34	316.7		
				B22	350					A21	310		
				B42	350					A23	310		
				B31	350					A31	310		
				B48	343.3					A32	310		
				B45	333.3					A33	310		
				B35	330					A35	310		
				B33	330					A42	310		
				B46	326.7					A44	310		
				B36	323.3								
				B34	323.3								
∑ Ei/n	**363.4**	∑ Fi/n	**359.8**	∑ Bi/n	**353**	∑ Di/n	**352.4**	∑ Ci/n	**332.2**	∑ Ai/n	**328.8**	∑ Gi/n	**167**
Ei	**Rank 1**	**Fi**	**Rank 2**	**Bi**	**Rank 3**	**Di**	**Rank 4**	**Ci**	**Rank 1**	**Rank Ai**	**Rank 2**	**Gi**	**Rank 7**

Source: Analysis on Survey Data, 2010, Var: = Variables ,TWMS = Total Weighted Mean Score Value

As shown in the above table 4.25, Leadership Competencies Level of Myanmar Managers with respective Mean Score Values in descending order is as below:

Rank	Determinants	MSV[7]	Score Level
Rank 1	Task Management E	363.4	First highest Score
Rank 2	Cognitive Process F	359.8	Second highest Score
Rank 3	Leading B	353.0	Third highest Score
Rank 4	Committing Achievement D	352.4	Fourth highest Score
Rank 5	Social Responsibilities C	332.2	The third least lowest score
Rank 6	Self - Management A	328.8	The second least lowest score
Rank 7	Change Management G	167.0	The Least lowest score

As shown in table 4.25, out of 7 mean score values, the highest value is 'Task Management' which get mean score value 363.4, the second highest is 'Cognitive Process' which get 359.8, the third highest score is 'Leading' score value 353.0, the fourth is 'Committing Achievement' score value 352.4 followed by 'Social Responsibility' score value 332.2, 'Self – Management' score value 328.8 and lowest mean score value is 'Change Management' which get 167.0 mean score in the descending order.

Among the seven leadership Determinants, Task Management, Cognitive Process and Leading are high ranking Determinants. Task Management consists of 2 components: 'Enhancing Performance E1'and 'Executing Task E2', Cognitive Process consists of 4 components: 'Analytical thinking F1' ,Conceptual thinking F2','Creativity F3'and 'Forecasting F4', Leading contains 4 components: 'Motivating others B1', 'Team-leadership B2', 'Impact and persuading B3' and 'Influencing B4' correspondingly.

Task Management E	Cognitive Process F	Leading B
E1 Enhancing Performance	F1 Analytical thinking	B1 Motivating others
E2 Executing Task	F2 Conceptual thinking	B2 Team- leadership
	F3 Creativity	B3 Impact and persuading
	F4 Forecasting	B4 Influencing

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[7] MSV = Mean Score Value

4.3.9 Leadership Competency Model of Myanmar Managers

Figure 4.15 illustrates Leadership Competency Model of Myanmar Managers in terms of respective leadership Competency Determinants and associated Mean Score Values. In the model, Task Management gets the highest ranking with the 363.4 mean score value, Cognitive Process gets the second highest ranking with the 359.8 mean score value, Leading which is the third highest ranking with 352.4 mean score value, followed by Committing Achievement is 352.4 mean score value, Social Responsibilities is 332.2 mean score value, Self - Management 328.8 mean score value and Change Management 167.0 mean score value in that order.

Figure 4.15 Leadership Competency Models of Myanmar Managers
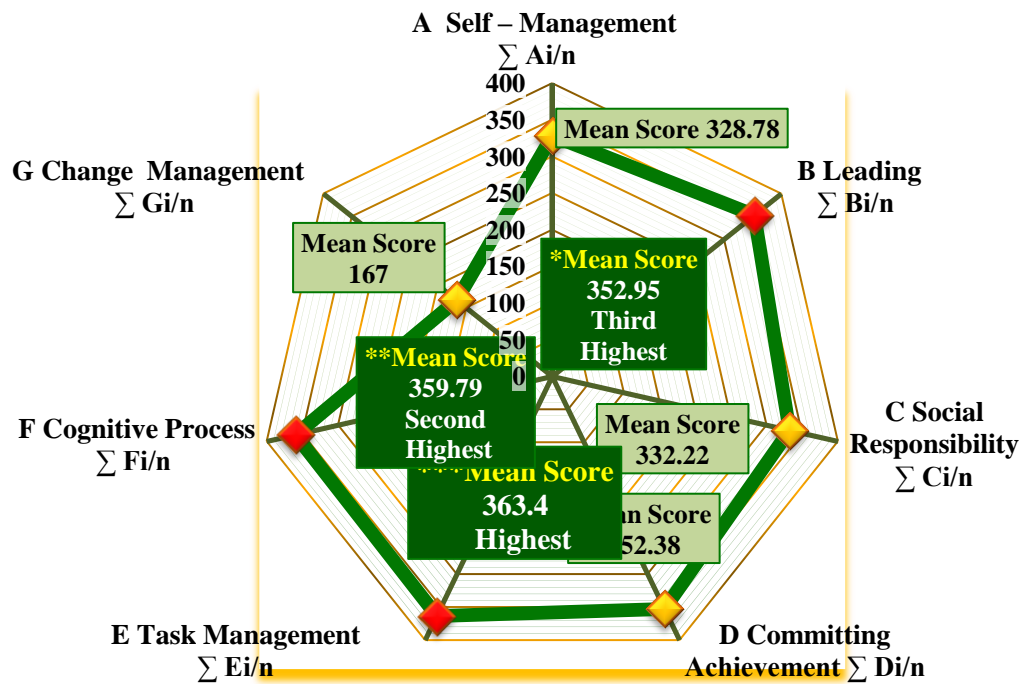
Source: Analysis on Survey Data, 2010

Among the 7 Leadership Determinants, highest ranking score Leadership Competency Determinant is 'Task Management E', second highest ranking score is 'Cognitive Process F' and third highest ranking score is 'Leading B'.

Figure 4.16 describes top 3 ranking leadership Determinants in term of E, F and B jointly with the respective variable components' mean score values. Appendix 2 describes specific Leadership Competency Determinants with the respective mean score value.

Figure 4.16 Top Ranking Leadership Competency Variable Components
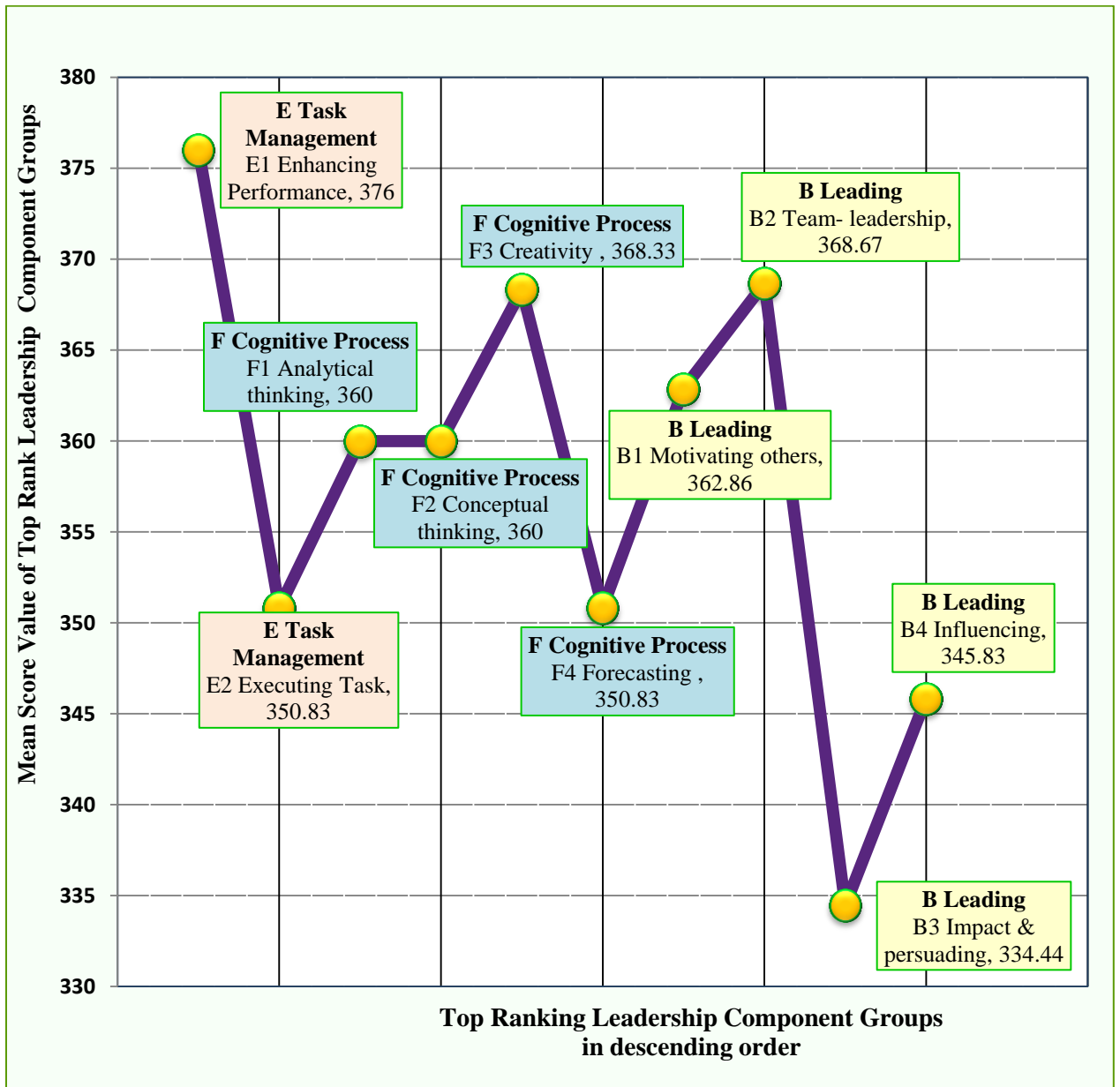
Source: Analysis on Survey Data, 2010

4.4 Variable Components of Top Ranking Leadership Competency Determinants in Descending Order

Figure 4.16 shows top ranking Leadership Competency Variable Components including Leadership Competency Determinants E, F and B by Chronological Order. As described in the figure 4.16, in the Leadership Determinant E, E11 and E14 get the top ranking score. Both are consisted of 'Enhancing Performance' Variable Component. In the Leadership Competency Determinant F, F34, F14, F22, F32, F42, F44, F21 and F31 get the second highest ranking. F34, F32 and F31 are in the 'Creativity' Variable Component. F14 is contained 'Analytical thinking' Variable Component. F22 and F21 are in the 'Conceptual thinking' Variable Component. F42 and F44 are in the 'Forecasting' Variable Component. F21 is included in 'Conceptual thinking' variable component. E12 is composed of variable component of 'Enhancing Performance'. F12 is included in variable component of 'Analytical thinking'.

Concerning the 'Leading' Leadership Determinant B which takes the third highest ranking B25, B23, B21 and B24 are in variable component of 'Team- leadership'.

Then, E21 is followed by 'Leading' Leadership Determinant B which is incorporated in variable component of 'Executing Task'. After that, ' Motivating Others' variable component in terms of B13, B12, B11, B15, B16 and B17 are followed in the consecutive order.

Figure 4.17 Variable Components of Top Ranking Leadership Determinants in Descending Order
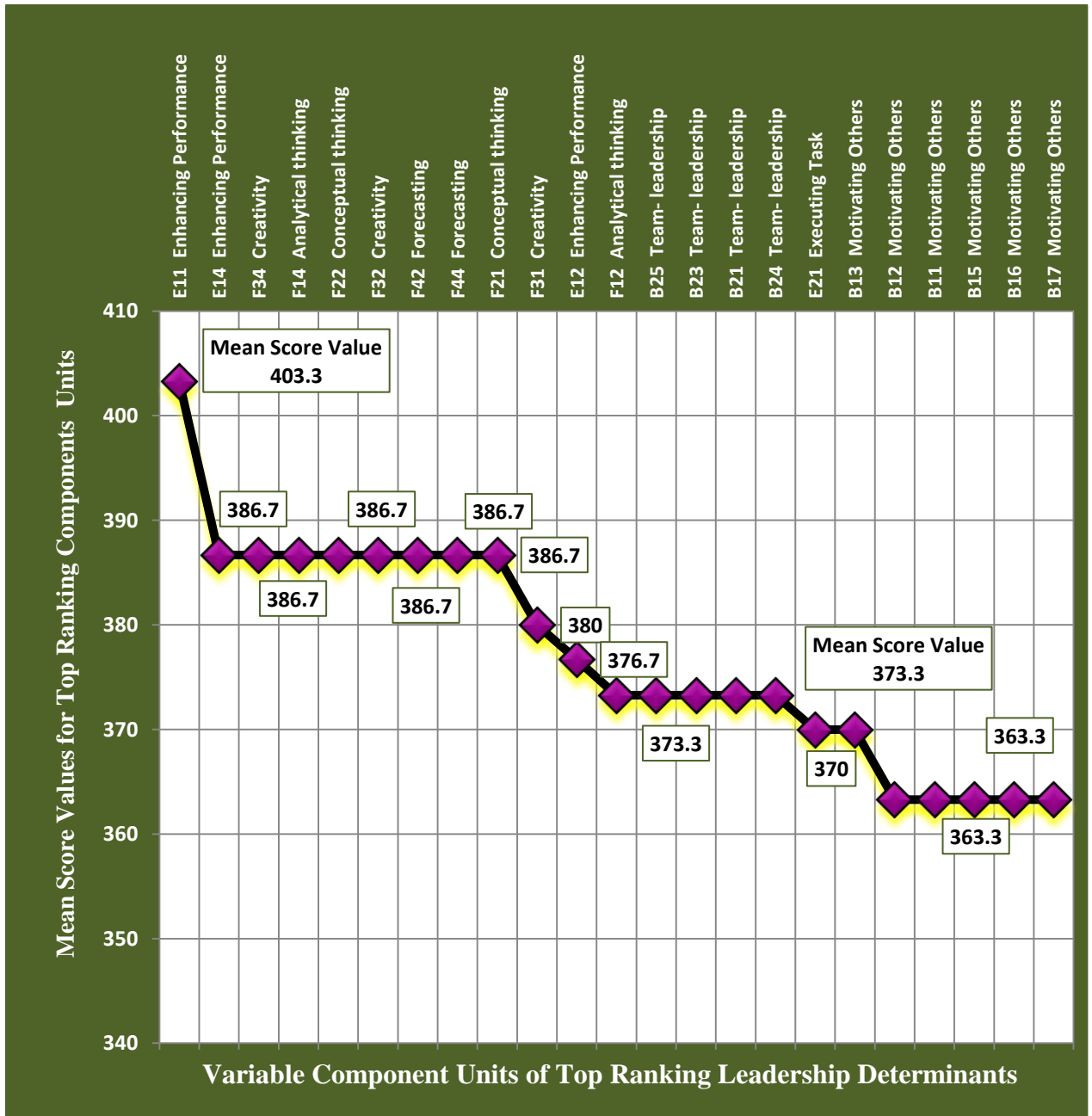
Source: Analysis on Survey Data, 2010

Figure 4.17   states Variable Components of Top Ranking Leadership Determinants in descending order and respective mean score values for Myanmar managers.

4.5 Variable Components of Top Ranking Leadership Competency Determinants by Sub Units

Figure 4.18 depicts sub variable components of top ranking leadership Determinants for Myanmar managers in sliding order. According to the figure, it is recognized that most Myanmar managers involved in the group in discovering methods to enhance task performance. They facilitated communication for intra, inter and outside the organization to identify the best practices in task and performance. They had enough knowledge to use fresh ideas to solve problems. They are talented enough to provide the framework so that solutions to problems.

Myanmar managers revised concepts or methods appropriately in the respective areas. They were rational to identify how different possible approaches are strong and weak, and analyze the judgments. They also made the right conclusion for what a change from the environment will result in the long-term. They could evaluate future directions and risks. They were being competent to apply concepts and knowledge of past discrepancies, trends, and relationships to look at different situations. They could come up with a variety of approaches in problem solving. They could redirect the group to achieve better task completion. They could set priorities for tasks in order of importance. Moreover, Myanmar managers were able to invest extra time and effort over an extended time to lead the organization team. They are able to take care of the organization team by protecting its reputation.

In the figure 4.18, Myanmar Managers could use authority fairly, making a personal effort to treat all team members equitably. They could directly lead team members with a direct relationship to the others. They had knowledge and experience of standard practices and procedures necessary to accomplish tasks. They were quite competent to set challenging but attainable goals for individuals and groups. They were proficient to make an orientation for new employees. Myanmar managers could willingly initiate the activities of groups and lead others toward common goals. They are able to measure and track progress toward goals to evaluate individual and group performance and provide feedback. Myanmar managers were able to manage inertia and conflict during the process of group functioning. They are expert enough to enhance the

performance and satisfaction of group members by promoting cooperation, trust, and confidence.

Figure 4.18   Sub Variable Components of Top Ranking Leadership Determinants
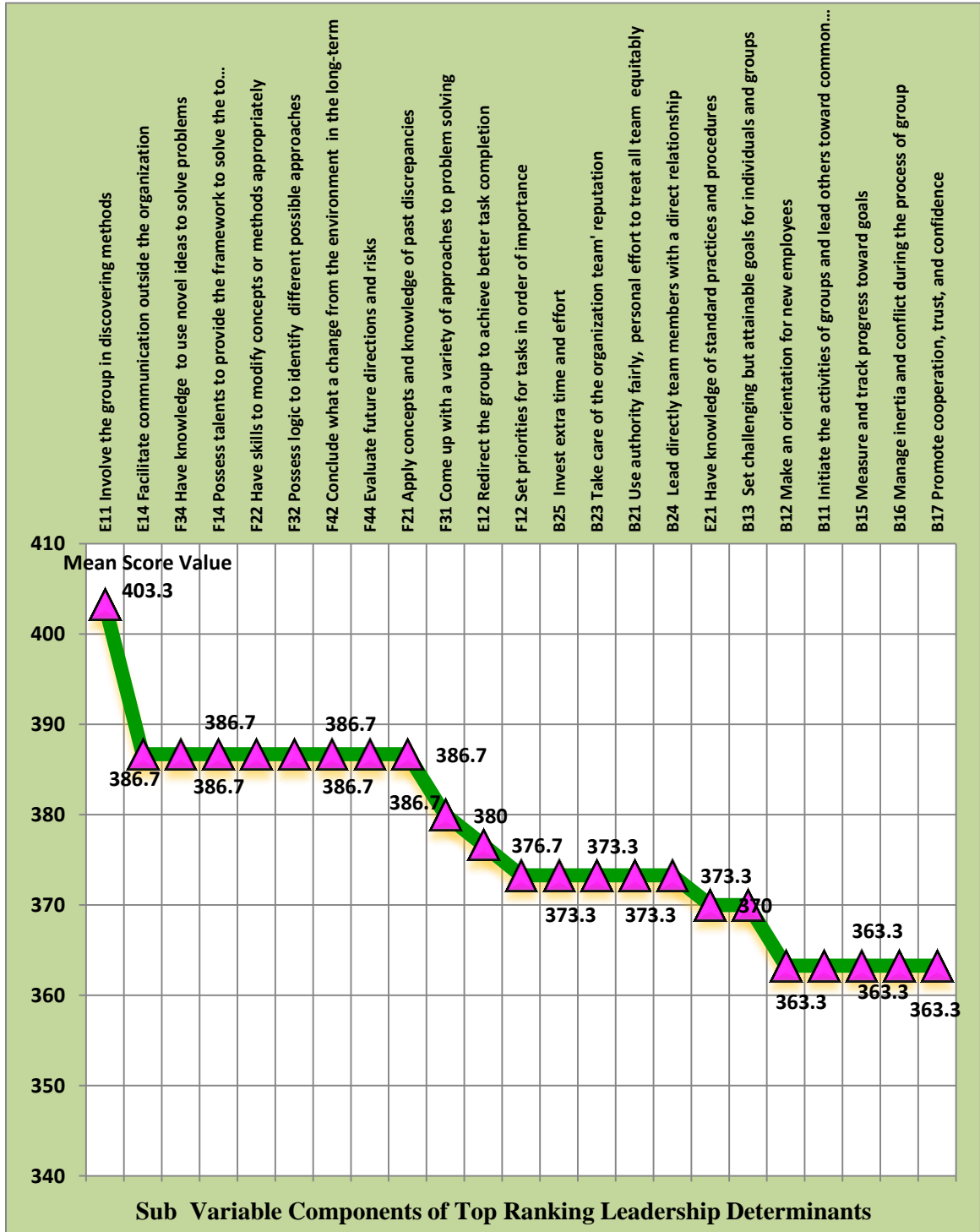
Source: Analysis on Survey Data, 2010

To sum up, Myanmar managers could effectively apply three top ranking leadership Determinants of 'Task Management E', 'Cognitive Process F' and 'Leading B' in the respective organizations.

4.6 Low Ranking Leadership Competency Determinants

Figure 4.19 illustrates low ranking leadership Determinants of Change Management with weak mean scores for Myanmar managers in upward order. Among the seven leadership competency Determinants, change management that consists of a sequence of weak components for determining managing change competencies of Myanmar managers. Out of seven Determinants, Change Management only got the lowest Mean Score value.

Figure 4.19   Managing Change Leadership Determinants

Source: Analysis on Survey Data, 201

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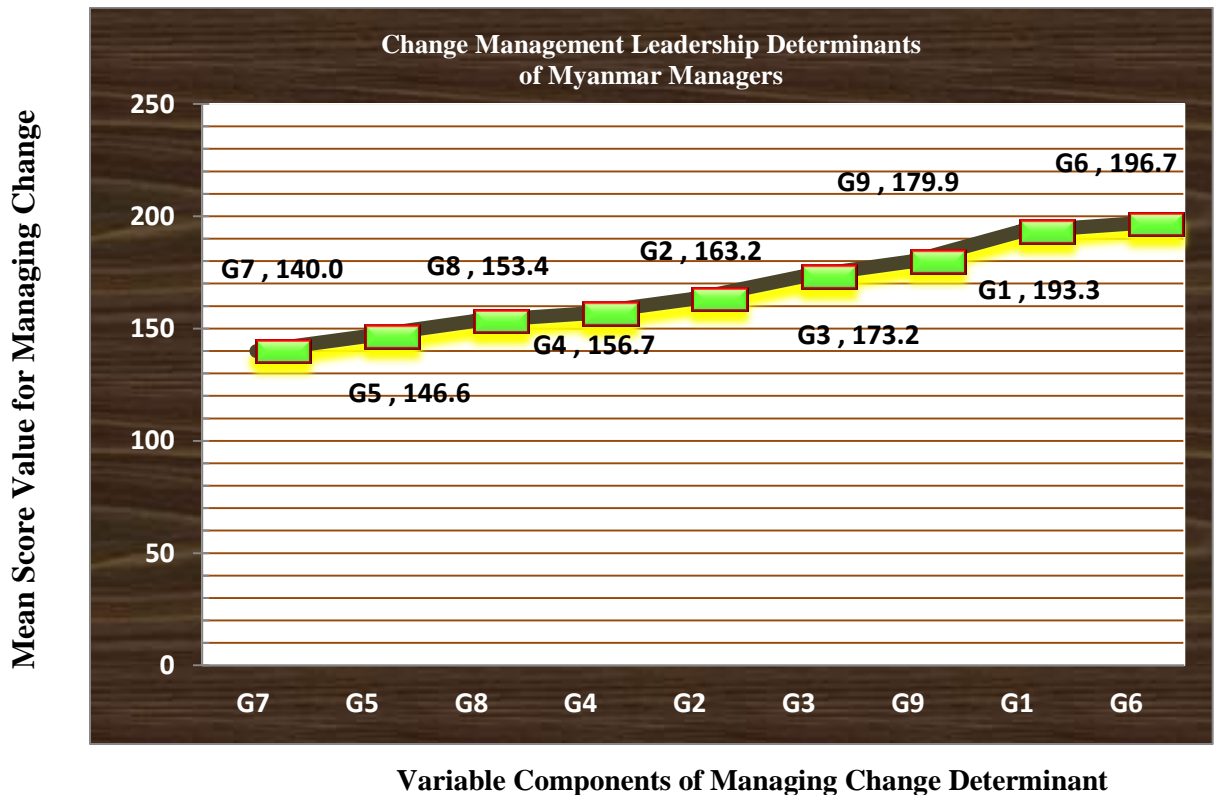
Figure 4.20 illustrates variable components of Change Management. According to the figure 4.20, it is recognized that most Myanmar managers could not emphasize the actual nature and cause of problems arisen from inside and outside the organization. Moreover, they could not effectively encourage their subordinates to create innovative solutions for new and complex problems.

Myanmar managers have many weaknesses in looking for ways to improve the organizational performance. In addition, they are too weak to recognize and reward those who take initiative in the respective area in the organization. They mostly act aligned with the traditional things as well as they could take a very few risk when necessary. They could not understand and utilize technology to improve work processes. They could not competently assess situational forces that are promoting and inhibiting an idea for change. Moreover, Myanmar managers could not capably facilitate the institutionalization of change initiatives.

Figure 4.20   Variable Components of Managing Change

G1 Assess situational forces that are promoting and inhibiting an idea for change, 0.1933

G6 Facilitate the institutionalization of change initiatives, 0.1967

G9 Understand and utilize technology to improve work processes, 0.1799

G3 Take risks when necessary, 0.1732

G2 Act against the traditional things , 0.1632

G4 Recognize and reward those who take initiative , 0.1567

G5 Encourage subordinates to come up with innovative solutions, 0.1466

G7 Pinpoint the actual nature and cause of problems , 0.14

G8 Constantly look for ways that one can improve the organization,0.1534

Variable Components of Managing Change (y-axis)

Mean score Values of Managing Change Variable Components

As depicted in figure 4.20, 'Managing Change' Determinant gets the lowest Mean Score value including a series of weak components for determining Leadership Competencies of Myanmar Managers.

With regard to 'Change Management', it was found that Myanmar managers are rarely able to facilitate the institutionalization of change initiatives   and are seldom fit to assess situational forces that are promoting and inhibiting an idea for change. They are almost rarely expert to understand and utilize technology to improve work processes. They are hardly ever competent to take risks when necessary. They are not often artistic

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to act against the traditional things that impede performance improvements. They are rarely talented to recognize and reward those who take initiative and act in a creative manner. They are not much talented to constantly look for ways that one can improve the organization. They are not able expert enough to encourage subordinates to come up with innovative solutions. They are not smartly   experienced to pinpoint the actual nature, cause of problems and the dynamics that underlie them.

With regards to weak outcomes, since **t**he lowest score is *"Change Management"*, Myanmar managers are seemed to be resistant to change in different situations. They retard to adapt the challenging tremendously changing environment.   In order to overcome theses weaknesses, Myanmar managers should apply *"Managing Change"* concept in strategy formulation and implementation in particular business concerns.

Therefore, it can be said that Myanmar Managers are not smart enough to accept changes derived from the environment and they are not willing to accept change. According to the Finding, Myanmar managers are rarely able to facilitate the institutionalization of change initiatives   and are seldom fit to assess situational forces that are promoting and inhibiting an idea for change. They are almost rarely expert to understand and utilize technology to improve work processes. They are hardly ever competent to take risks when necessary. They are not often artistic to act against the traditional things that impede performance improvements. They are rarely talented to recognize and reward those who take initiative and act in a creative manner. They are not much talented to constantly look for ways that one can improve the organization. They are not able expert enough to encourage subordinates to come up with innovative solutions. They are not smartly   experienced to pinpoint the actual nature, cause of problems and the dynamic nature of the situation.

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CHAPTER 5

ANALYSIS ON LEADERSHIP COMPETENCIES, MOTIVATING FACTORS AND ORGANIZATIONAL PERFORMANCE

This chapter is to find out the connection between leadership competencies of Myanmar managers and motivation of the employees, the connection between motivation and performance of the organization and the relationship between leadership competencies of Myanmar managers and performance of the organization.

In the chapter, four related hypotheses are tested. They are hypotheses 1, 2, 3 and 4. Hypothesis 1 is "There is a positive relationship between Leadership Trait and Behavior and Employee Motivation." Hypothesis 2 is "Employee Motivation depends on Democratic Leadership Styles". Hypothesis 3 is "There is a positive connection between Employee Motivation and Performance of the Organization" and Hypothesis 4 is "There is a positive connection between Leadership Competencies and Performance of the Organization".

In the study, employees from the respective organizations are targeted to ask questions by for determining their perception toward Leadership Trait and Behavior and Employee Motivation, Employee Motivation and Leadership Styles, Employee Motivation and Performance of the Organization and Leadership Competencies and Performance of the respective Organizations. One set of questionnaire for employees was prepared and asked employees to collect the necessary data by using simple random sampling.

In the study, employees means all departmental managers (or) functional managers who are in direct chain of command with General Manager (GM) and Managing Director (MD) and who are under the direct supervision of GM/MD in selected private Myanmar company.

5.1 Testing for Hypothesis 1

Hypothesis 1 is **"There is a positive relationship between Leadership Trait and Behavior and Employee Motivation."** To analyze the hypothesis, the study focuses on relationship between Leadership Trait and Behavior and Employee Motivation through asking the motivation related questionnaires to employees in the respective organizations. Based on respondents' answers and feedbacks, appropriate analyses were conducted to test the Hypothesis 1 in the study.

5.2 Relationship between Motivated Behavior of Employees and Leadership Trait and Behavior of Managers

The study emphasizes on the relationship between Motivated Behavior of Employees and Leadership Trait and Behavior of Managers by doing Cross Tabulation, Non Parametric Chi -Square, Pearson Correlations, R square and Adjusted R square, ANOVA and also makes an analysis on Coefficients of Motivated Behavior of Employees and Leadership Trait and Behavior of Managers.

Table 5.1 depicts cross tabulation of Employees' Perception on Motivated Behavior of Employees and Leadership Trait and Behavior of Managers. Regarding Motivated Behavior of Employees, respondents answered that 'Very Much' percentage is 87.14%, 'Much' is 10% and 'Never' is 2.86% respectively. With respect to Employees' Perception on Leadership Trait and Behavior of Managers, respondents replied that 'Very Good' percentage is 60%, 'Good' is 28.57%, ' Moderately Good' is 5.71%, 'Few Good' is 4.29% and Never is 1.43%.

Table 5.1 Motivated Behavior of Employees and Leadership Trait and Behavior of Managers (Cross tabulation)

		Leadership Trait and Behavior of Managers					
		Not Good %	Few Good %	Moderate %	Good %	Very Good %	Total %
Motivated Behavior of Employees	Never %	1.43	1.43	0	0	0	2.86
	Somewhat %	0	0	0	0	0	0
	Moderate %	0	0	0	0	0	0
	Much %	0	1.43	0	0	7.14	10
	Very much %	0	1.43	5.71	27.14	52.8	87.14
	Total %	1.43	4.29	5.71	28.57	60	100

Source: Survey Data, 2010

Table 5.2 demonstrates Employees' Perception on Leadership Trait and Behavior of Managers and Motivated Behavior of Employees. As shown in the figure, there are 2 types of classification based on Employees' Perception on Leadership Trait and Behavior of Managers. The former is Satisfaction of Employees and the latter is Dissatisfaction of Employees.

Table shows cross tabulation for Motivated Behavior and Employees' Perception towards Leadership Trait and Behavior of Managers. With respect to feedbacks of employee satisfaction, it was found that 88.6% of respondents answered "Satisfied" and 11.4 % of respondents answered "Dissatisfied" for Leadership Trait and Behavior of Managers. In the respect of Motivated Behavior of Employees, 1.43% of them answered 'Very Much', 35.71% answered 'Much' degree, 45.71% answered 'Moderate' degree and 5.71% 'Somewhat' degree. Regarding Employee Dissatisfaction, it was found that 5.71% answered 'Much' degree, 4.29% answered 'Moderate' degree and 1.43% answered 'Somewhat' degree.

Table 5.2 Employee Perception on Leadership Trait and Behavior of Managers

Motivated Behavior	Leadership Trait and Behavior of Managers					
	Dissatisfied		Satisfied		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Never	0	0	0	0	0	0
somewhat	1	1.43	4	5.71	5	7.14
moderate	3	4.29	32	45.71	35	50
much	4	5.71	25	35.71	29	41.42
very much	0	0	1	1.43	1	1.43
Total	8	11.4	62	88.6	70	100

Survey Data, 2010

Table 5.3 illustrates cross tabulation of Employees' Perception on for Leadership Trait and Behavior by observed and expected N, Motivated Behavior of Employees and Type of Satisfied degree out of 70 employees.

Table 5.3 Employee Perception on Leadership Trait and Behavior of Managers and Motivated Behavior of Employees

Motivated Behavior of Employees				Employees' Perception towards Leadership Trait and Behavior of Managers		
	Observed N	Expected N	Residual		Observed N	Expected N	Residual
Never	2	23.3	-21.3	Dissatisfied	8	35.0	-27.0
Moderate	0	23.3	-16.3	Satisfied	62	35.0	27.0
Much	7	23.3	37.7	Total	70		
Very Much	61						
Total	70						

Source: SPSS result, 2011

Table 5.4 illustrates Non Parametric Chi-Square Test Statistics for Employees' Perception towards Leadership Trait and Behavior of Managers and Motivated Behavior of Employees. For Motivated Behavior of Employees, Chi-Square value is 91.743 with Asymptotic Significant value 0.00, for Employees' Perception on Leadership Trait and Behavior of Managers, Chi - Square value is 41.657 with statistically significant.

Table 5.4 Non Parametric Chi-Square Test Statistics on Motivated Behavior and Leadership Trait and Behavior

	L238 Motivated Behavior	L16Employees' perception towards leadership trait and behavior of managers
Chi-Square	91.743[a8]	41.657[b]
df	2	1
Asymp. Sig.	.000	.000

Source: SPSS result, 2011.

Table 5.5 depicts that Pearson Correlation on Motivated Behavior of Employees and Leadership Trait and Behavior of Managers. As denoted in the table, Pearson Correlation for Employees' Perception towards Leadership Trait and Behavior of

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[8] a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.
  b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 23.3.

Managers and Motivated Behavior of Employees is 0.458 with the statistically Significant.

Table 5.5 Motivated Behavior of Employees and Leadership Trait and Behavior of Managers (Pearson Correlation)

Pearson Correlation		L16Employees' perception towards leadership trait and behavior of managers	L238 Motivated Behavior
L16Employees' perception towards leadership trait and behavior of managers	Sig. (2-tailed) N	1 70	0.458** .000 70

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5.6 describes R^2 on Motivated Behavior of Employees and Leadership's Trait and Behavior of Managers. Dependent variable is Motivated Behavior of Employees and independent variable is Leadership's Trait and Behavior of Managers. Regarding Employees' Perception on Leadership Trait and Behavior and Motivated Behavior of Employees, R is 0.458, R Square is 0.209, Adjusted R Square is 0.198 and Std. Error of Estimate is 0.645 which is standard deviation around the line of regression. Thus, it can say that only 20.9% of variation for Motivated Behaviors of Employees can be explained by R^2. Thus, there is a weak positive linear relationship between dependent and independent variable.

Table 5.6 Motivated Behavior of Employees and Leadership Trait and Behavior of Managers (R^2 and Adjusted R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.458[a]	.209	.198	.645

a. Predictors: (Constant), L16Employees' perception towards leadership trait and behavior of managers

Table 5.7 describes ANOVA for Motivated Behavior of Employees and Leadership's Trait and Behavior of Managers. Predictors are Employees' Perception on Leadership Trait and Behavior. Dependent variable is Motivated Behavior of Employees. Sum of Squares Regression (SSR) is 7.491 with the degree of freedom 1, Error Sum of Square (SSE) is 28.294 with 68 df out of 69, F statistic is 18.004 with statistically Significant. Thus, the model somewhat predicts motivated behavior of

employees. Therefore, it can be assumed that Leadership's Trait and Behavior of Managers cannot fully get Employees' Motivation in the organization.

Table 5.7 Motivated Behavior of Employees and Leadership Trait and Behavior of Managers (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7.491	1	7.491	18.004	.000[a]
Residual	28.294	68	.416		
Total	35.786	69			

a. Predictors: (Constant), L16Employees' perception towards leadership trait and behavior of managers
b. Dependent Variable: L238 Motivated Behavior

Table 5.8 depicts Unstandardized Coefficients B that is the slope of the "best fit" regression line and Unstandardized Standard Error of Estimate. The Unstandardized Coefficient give a formula that one can use to predict the Y scores (dependent variable) from the X score (independent variable). Thus, if one did not have access to the real Y score, this formula would tell the best way of estimating an individual's Y score based on that individual's X score.

Table also shows Standardized Coefficients Beta and Significant value for Motivated Behavior of Employees and Leadership's Trait and Behavior of Managers. Predictors are Employees' Perception on Leadership Trait and Behavior. Dependent variable is Motivated Behavior of Employees.   B value for constant variable and predictor are 3.875 and 1.028. Std. Error for both are 0.228 and 0.242, Beta is 0. .458, t Statistic for constant and independent variables are 16.991 and 4.243 with statistically significant value.

Table 5.8 Motivated Behavior of Employees and Leadership Trait and Behavior of Managers (Coefficients)

	Un-standardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.875	.228		16.991	.000
L16Employees' perception towards leadership trait and behavior of managers	1.028	.242	.458	4.243	.000

a. Dependent Variable: L238 Motivated Behavior, Source: SPSS result, 2010

5.3 Finding for Hypothesis 1

Hypothesis 1is "There is a positive relationship between Leadership Trait and Behavior and Employee Motivation." Non Parametric value is 91.743[b] with Asymptotic Significant 0.00, Pearson Correlation for employees' perception towards Leadership Trait and Behavior of Managers and Motivated Behavior of Employees is 458 with the significant(2 tailed) value 0.00 out of 70 employees.

Regarding employees' perception on Leadership Trait and Behavior and Motivated Behavior of Employees, R is 0.458, Coefficient of Determination; R Square is 0.209, Adjusted R Square is 0.198 and Std. Error of the Estimate is 0.645. Thus, there is a not perfectly positive relationship between Leadership Trait and Behavior and Motivated Behavior of Employees. Because 20.9% of variation for Motivated Behaviors of Employees can be explained by R^2. Thus, there is a weak positive linear relationship between dependent and independent variable. The model somewhat predicts Motivated Behavior of Employees. Therefore, it can be assumed that Leadership's Trait and Behavior of Managers cannot fully get Employees' Motivation in the organization. For this reason, hypothesis 1 is not strongly accepted by the Finding of the study.

5.4 Testing for Hypothesis 2

Hypothesis 2 is "**Employee Motivation depends on Democratic Leadership Styles''**. To analyze the hypothesis, the study focuses on relationship between motivated behavior of employees and 3 types of leadership styles of managers through asking the motivation related questionnaires to employees in the respective organizations. Based on respondents' feedbacks, appropriate analyses regarding 3 types of leadership styles and motivated behavior of employees were conducted in the study. They can be seemed in the table 5.9, 5.10, 5.11, 5.12.

5.5 Relationship between Motivated Behavior of Employees and Three Types of Leadership Styles

In this study, three types of leadership styles were examined to relate motivated behavior of employees and the respective leadership styles.

Regarding the relationship between motivated behavior of employees and leadership styles, Non Parametric Test, Regression Analysis, ANOVA, and Pearson Correlation were conducted in the chapter.

Table 5.9 illustrates Non Parametric Test Statistics for three Types of Leadership Styles. For Autocratic Leadership Styles, Chi-Square Value is 77.0 with statistically significant, for Democratic Leadership Style Chi-Square Value is 73.429 with statistically significant and Laissez Faire Leadership Styles has Chi-Square Value is 40.057[b] with statistically significant.

Table   5.9 Motivated Behavior of Employees and Three Types of Leadership Styles (Non Parametric Test Statistics[9])

	L238 a Motivated Behavior on Autocratic LS	L238 b Motivated Behavior on Democratic LS	L238c Motivated Behavior on Laissez Faire LS	L211a Autocratic Leadership Style	L211 b Democratic Leadership Style	L211c Laissez Faire Leadership Style
Chi-Square	132.171[a]	91.743[b]	49.543[a]	77.000[c]	73.429[a]	40.057[a]
df	3	2	3	4	3	3
Asymp. Sig.	.000	.000	.000	.000	.000	.000

Source: SPSS results, 2010

\   Table 5.10 describes Regression analysis on motivated behavior and three types of leadership styles. Dependent variable is motivated behavior of employees and independent variable is autocratic leadership style, Democratic Leadership Style and Laissez Faire Leadership Style of managers.   .

Regarding employees' perception on Autocratic Leadership Style of manager and motivated behavior of employees, R is 0.138, R Square is 0.019, Adjusted R Square is 0.005 and std. error of the estimate is 0.718.

With respect to employees' perception on Democratic Leadership Style of manager   and motivated behavior of employees, R is 0.674, R Square is 0.454, adjusted R square is 0.446 and std. error of the estimate is 0.536.

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[9] a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.5
b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 23.3.
c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

With respect to employees' perception on Laissez Faire Leadership Style of manager and motivated behavior of employees, R is 0.124, R Square is 0.015, adjusted R square is 0.001and std. error of the estimate is 0.720.

Thus, it can say that among the three types of leadership styles, Democratic Leadership Style is the best leadership style with the R 0.674, R^2 0.454. Thus, 45.4% of variation for motivated behaviors of employees can be explained by R^2. Thus, there is a moderately positive linear relationship between motivated behavior of employees (dependent variable) and Democratic Leadership Style (independent variable).

Table 5.10 Motivated Behaviors of Employees and Leadership Styles
(Regression Analysis)

Leadership Styles	R	R Square	Adjusted R Square	Std. Error of the Estimate
Autocratic Leadership Style	0.138	0.019	0.005	0.718
Democratic Leadership Style	0.674	0.454	0.446	0.536
Laissez Faire Leadership Style	0.124	0.015	0.001	0.720

Source: Survey Data, 2010, SPSS results

Table 5.11 describes ANOVA for motivation of employees and three types of leadership styles of manager. Predictors are employees' perception on 3 types of leadership styles. Dependent variable is Motivated Behavior of Employees.

Regarding Autocratic Leadership Style, Sum of Squares Regression (SSR) is 0.68 with the degree of freedom 3, Error Sum of Square (SSE) is 35.10 with 66 df out of 69, F statistic is 1.32 and Significant value is 0.25. Thus, the model not perfectly predicts motivated behavior of employees. Therefore, it can be assumed that Autocratic leadership styles of managers cannot fully get employees' motivation in the organization.

Table 5.11 Motivated Behaviors of Employees and Leadership Styles (ANOVA)
ANOVA on Motivated Behaviors of Employees

Leadership Styles	Regression	Residual	Total	F	Sig Value
Autocratic Leadership Style	0.68	35.10	35.79	1.32	0.25
Democratic Leadership Style	16.24	19.54	35.79	56.51	0.00
Laissez Faire Leadership Style	0.55	35.23	35.79	1.06	0.31

Source: Survey Data, SPSS results

In the above table, regarding democratic leadership style, sum of squares regression (SSR) is 16.24 with the degree of freedom 3, error sum of square (SSE) is 19.54with 66 df out of 69, F statistic is 56.51and Significant value is 0.00. Thus, the model is fair enough to predict motivated behavior of employees. Therefore, it can be assumed that Democratic Leadership Style of managers can partly get employees' motivation in the organization.

Regarding Laissez Faire Leadership Style, sum of squares regression (SSR) is 0.55with the degree of freedom 3, error sum of square (SSE) is 35.23 with 66 df out of 69, F statistic is 1.06and Significant value is 0.31. Thus, the model not perfectly predicts motivated behavior of employees. Therefore, it can be assumed that Laissez Faire Leadership Styles of managers cannot fully get employees' motivation in the organization.

Table 5.12 depicts std error, t value, Beta and significant value for employees' motivation and leadership's style of managers. Predictors are employees' perception on 3 types of leadership styles. Dependent variable is employees' motivation. Standard error(constant Value) for autocratic, democratic and Laissez Faire Leadership Style are 0.146, 0.317 and 0.188, standard error (independent variables) for those leadership Style are 0.062, 0.070 and 0.073, t values (constant) for autocratic, democratic and Laissez Faire Leadership Style are 33.599, 7.713and 24.476, t values (independent Variables) for those leadership style are -1.15, 7.517and 1.031. Beta values of the three variables are -0.138, 0.674and 0.124 respectively. All variables are statistically significant in democratic Leadership Style, but autocratic and Laissez faire Leadership Styles are not are statistically significant.

Table 5.12   Motivated Behaviors of Employees and Leadership Styles
(Std Error, t value, Beta)

Motivated Behaviors of Employees							
Leadership Styles	Std. Error (Constant)	Std. Error (IV)	t (Constant)	t (IV)	Beta	Sig (constant)	Sig (IV)
Autocratic	0.146	0.062	33.599	-1.15	-.138	0.000	0.254
Democratic	0.317	0.070	7.713	7.517	0.674	0.000	0.000
Laissez Faire	0.188	0.073	24.476	1.031	0.124	0.000	0.306

Source: Survey Data, 2010, IV = Independent Variables, SPSS results

5.6 Relationship between Leadership Styles and Employee Satisfaction

Table 5.13 shows the relationship between three types of Leadership Styles and Employees' Satisfaction. In the autocratic leadership style, 71.4 % of employees answered dissatisfied, 28.6% of those answered satisfied. In the respect of democratic leadership style, 11.4% answered dissatisfied, 88.6% of those answered satisfied. In the case of laissez leadership style, 28.6% answered dissatisfied, 71.4 of those answered satisfied respectively.

Table 5.13   Relationship between Leadership Styles and Employee Satisfaction

Employees' Satisfaction	Leadership Styles (Frequency)			Leadership Styles (Percent)		
	Autocratic	Democratic	Laissez	Autocratic	Democratic	Laissez
Dissatisfied	50	8	20	71.4	11.4	28.6
Satisfied	20	62	50	28.6	88.6	71.4
Total	70	70	70	100	100	100

Source: Survey Data, 2010

Figure 5.1 represents the relationship between three types of leadership styles and employees' satisfaction percentage.

Among the three types of leadership style, employees answered high satisfaction in democratic leadership style. Satisfied employees become motivated employees in the respective organization.

Figure 5.1 Relationships between Leadership Styles and Employee Satisfaction
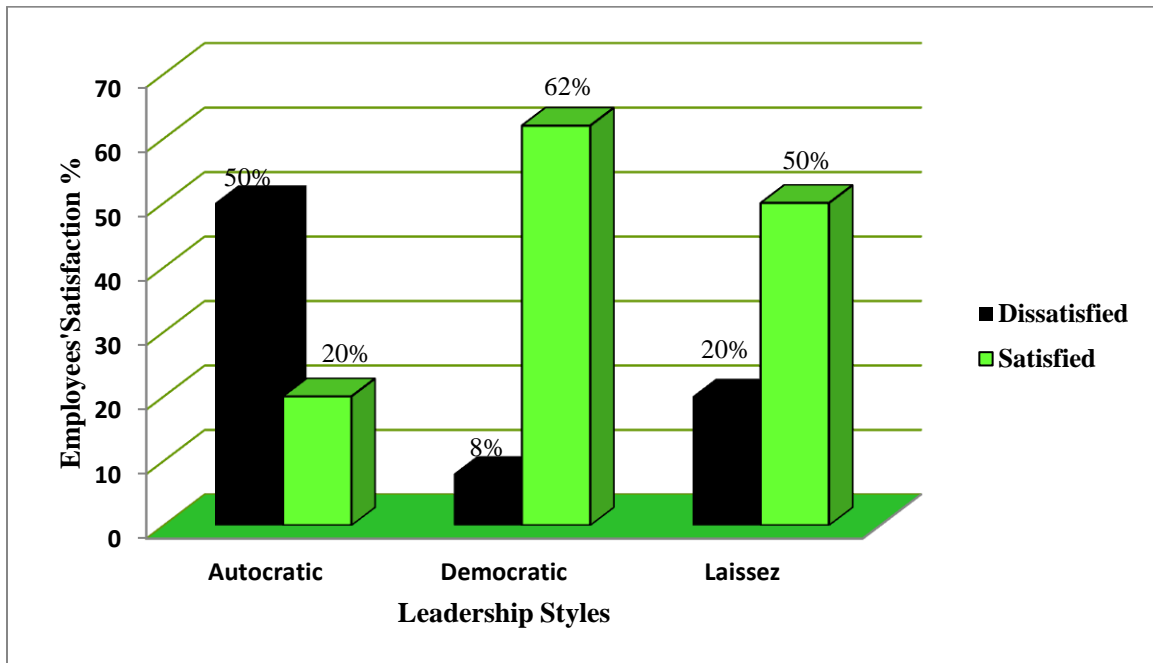
Source: Survey Data, 2010

Table 5.14 illustrates Pearson Chi-Square Tests for three types of leadership styles. For autocratic leadership styles, value is 12.991 with Asymptotic significant 0.370 (2-sided) , for Democratic Leadership Style value is 76.218[a] with Asymptotic Significant 0.000 (2-sided) and Laissez Faire Leadership Styles has value is 13.772[a] with Asymptotic Significant 0.131 respectively.

Table 5.14   Three Types of Leadership Styles (Pearson Chi-Square Tests)

Pearson Chi-Square Tests[10]								
	Autocratic			Democratic			Laissez Faire		
	Value	df	Asymp. Sig. (2-sided)	Value	df	Asymp. Sig. (2-sided)	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.991[a]	12	0.370	76.218[a]	6	.000	13.772[a]	9	0.131

Source: SPSS results, 2010

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[10] a. 12 cells (75.0%) have expected count less than 5. The minimum expected count is .10.

Table 5.15 illustrates observed and expected N for three types of leadership styles responded by 70 employees.

Table 5.15   Observed and Expected N for Three Types of Leadership Styles

	Autocratic Leadership Style		Democratic Leadership Style		Laissez Faire Leadership Style	
	Observed N	Expected N	Observed N	Expected N	Observed N	Expected N
Never	43	14	2	17.5	14	17.5
Somewhat	10	14	0	0	40	17.5
Moderate	6	14	9	17.5	7	17.5
Good	3	14	11	17.5	0	0
Very - Good	8	14	48	17.5	9	17.5
Total	70		70		70	

Source: SPSS results, 2010

Table 5.16 illustrates Pearson Correlation for three types of leadership styles and motivated behaviors of employees on the respective leadership styles. For autocratic leadership styles, Pearson correlation value is 0.146 with Significant 0.226, for Democratic Leadership Style Pearson correlation value is 0.674 with Significant 0.000 and for Laissez Faire Leadership Styles Pearson correlation value is .049 with Significant 0.686 respectively. A significant positive correlation exists between Motivated Behaviors of Employees on Democratic Leadership Styles. Thus, it can be said that Democratic Leadership Style is mostly effective on motivated behaviors of employees.

Table 5.16 Pearson Correlation for Motivated Behaviors of Employees on Three Types of Leadership Styles

	Motivated Behaviors of Employees on Leadership Styles					
Autocratic Leadership Style	0.146	sig. (2 tailed) 0.226	-	-	-	-
Democratic Leadership Style	-	-	0.674	sig. (2 tailed) .000	-	-
Laissez Faire Leadership Style	-	-	-	-	0.049	sig. (2 tailed) .686

Source: SPSS results, 2010

5.7 Relationship between Leadership Styles and Motivation Related Factors

Figure 5.2 shows relationship between   Leadership Styles and Interest in the job, Happiness in the job and Organization Performance. Out of three types of Leadership Styles, Autocratic Leadership Style gets 8.82% for having interest, 10.29% for having happiness and 8.82% increase performance. Democratic Leadership Style gets 66.18%, 66.18% and 67.65% in order in three respects and Laissez Faire Leadership Style gets 25%, 23.53% and 23.53% in the order. Therefore, Democratic Leadership Style gets highest percentage out of aforesaid 3 factors.

Figure   5.2   Leadership Styles and Motivation Related Factors

	Having interest %	Having happiness %	Puting Efforts to increase performance %
autocratic	8.82	10.29	8.82
democratic	66.18	66.18	67.65
laizzez fairs	25.00	23.53	23.53

Source: Survey Data, 2010

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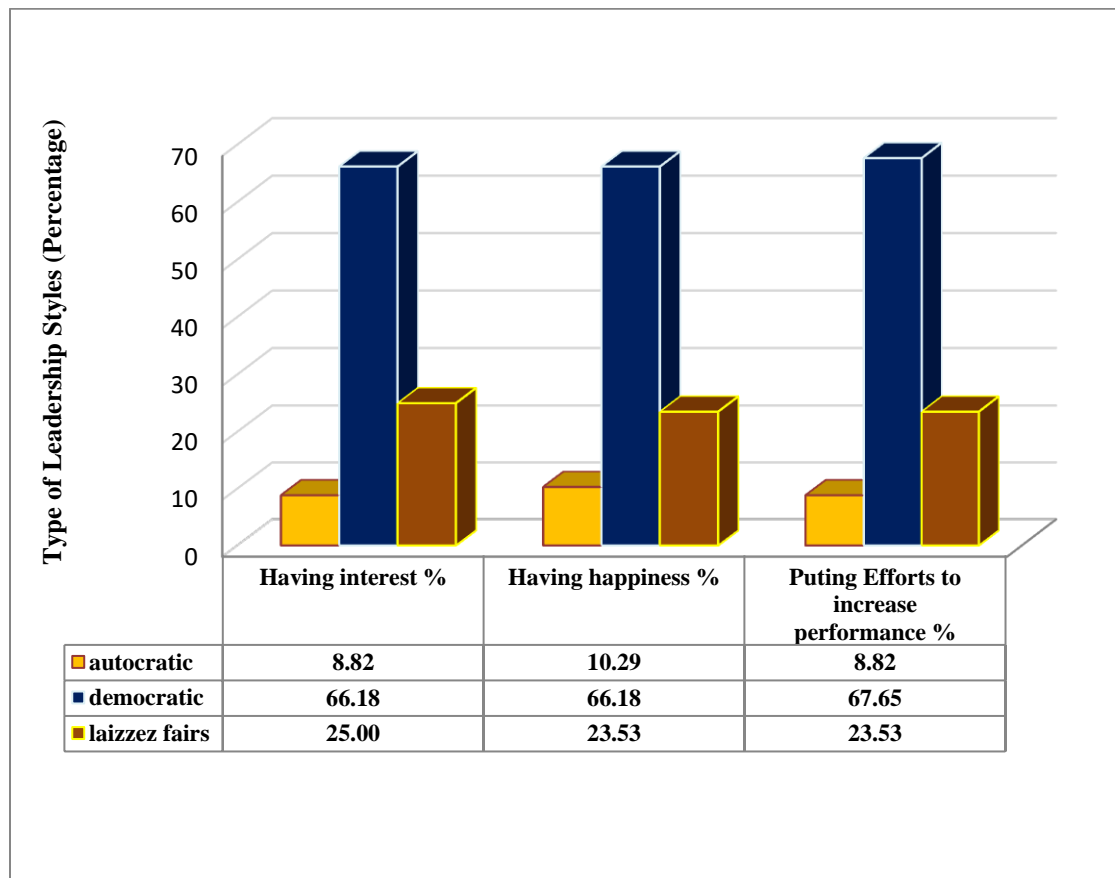
5.8 Finding for Hypothesis 2

In the analysis, relationship between employee perception on Democratic Leadership Style and motivated behavior of employees was examined by non parametric test is 73.429, R is 0.674, R square is 0.454, adjusted R square is 0.446 and std. error of the estimate is 0.536.

Regarding Democratic Leadership Style, sum of squares regression is 16.24 with the degree of freedom 3, error sum of square is 19.54, F statistic is 56.51 with statistically significant value at 0.01 level. Thus, the model is fairly enough to predict motivated behavior of employees. Therefore, it can be assumed that Democratic Leadership Style of managers can partly get employees' motivation in the organization.

In investigating Pearson Chi-Square tests for three types of leadership styles, Democratic Leadership Style is 76.218 with having the significant value. Among the three types of leadership styles, Democratic Leadership Style has high R2 and good Pearson Correlation. Therefore, Democratic Leadership Style and Employee Motivation are positively related with each other. In addition, Democratic Leadership Style get high level scores for Employee Perception on having Interest, having Happiness and Enhancing Performance. So, hypothesis 2 is strongly accepted by the finding. Therefore, it can be said that "Employee Motivation depends on Democratic Leadership Style".

5.9 Testing for Hypothesis 3

Hypothesis 3 is "There is a positive connection between Employee Motivation and Performance of the Organization". To find out the relationship between Employee Motivation Factors and Organizational Performance, Cross tabulation, regression analysis, ANOVA and correlation were conducted in the study.

5.10 Motivation Related Factors and Organizational Performance

There are altogether five **motivation related factors** are analyzed in the chapter. They are:

- Encouragement of Managers and Performance of Organization
- Providing Incentives and Benefits and Performance of Organization
- Giving Recognition and Appreciation and Performance of Organization

- Participation and Involvement of Employees and Performance of Organization
- Empowerment to Employees and Performance of Organization.

    Then, the study is to examine relationship between Employee Motivation Factors and Organizational Performance. The respective analyses can be seen in the following.

5.10.1 Encouragement of Managers and Organizational Performance

    The study is to determine the relationship between Encouragement of Managers and Organizational Performance by conducting cross tabulation.

    Table 5.17 shows cross tabulation between Employees' Perception on Managers' Encouragement and Performance of the Organization. As shown in the figure, 2.9% of employees answered "No" and 97.1% of them answered "Yes". It can say employees' perception on Manager's Encouragement is related with Increasing Performance'. It means that Managers' Encouragement could attract employees to make their efforts in the organization. Therefore Increasing Performance are able depends on Leadership Competencies.

Table 5.17 Encouragement of Managers and Organization Performance (Cross Tabulation)

Employee Perception on Encouragement of Managers							
		Not Good %	Few Good %	Moderately %	Good %	Very Good %	Total %
Putting Efforts to increase performance	No	0.0	1.4	0.0	0.0	1.4	2.9
	Yes	1.4	2.9	4.3	30.0	58.5	97.1
		1.4	4.3	4.3	30.0	60.0	100

Source: Survey Data, 2010, SPSS results

Figure 5.3(a) shows line graph for relationship between Employees' Perception on Managers' Encouragement and Performance of the Organization.

Figure 5.3 (a) Employee Perception on Encouragement of Managers
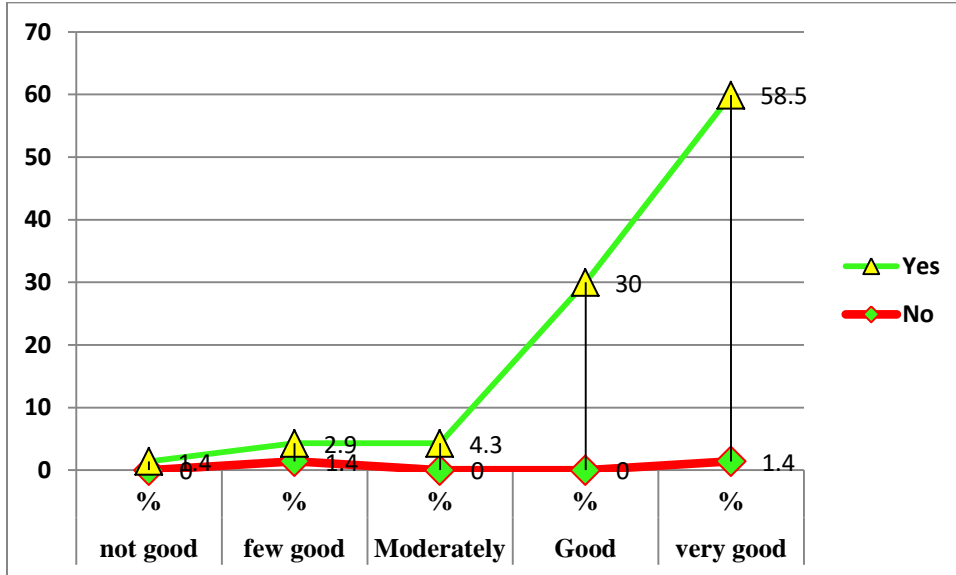
Source: Survey Data, 2010

As shown in the figure 5.3(b), regarding Employees' Perception on Putting Efforts to increase Performance, 97.1% of respondents answered "Yes" and 2.9% of those answered "No". Thus, Encouragement of Managers can get Organization Performance.

Figure 5.3(b)   Employee Perception on Encouragement of Managers
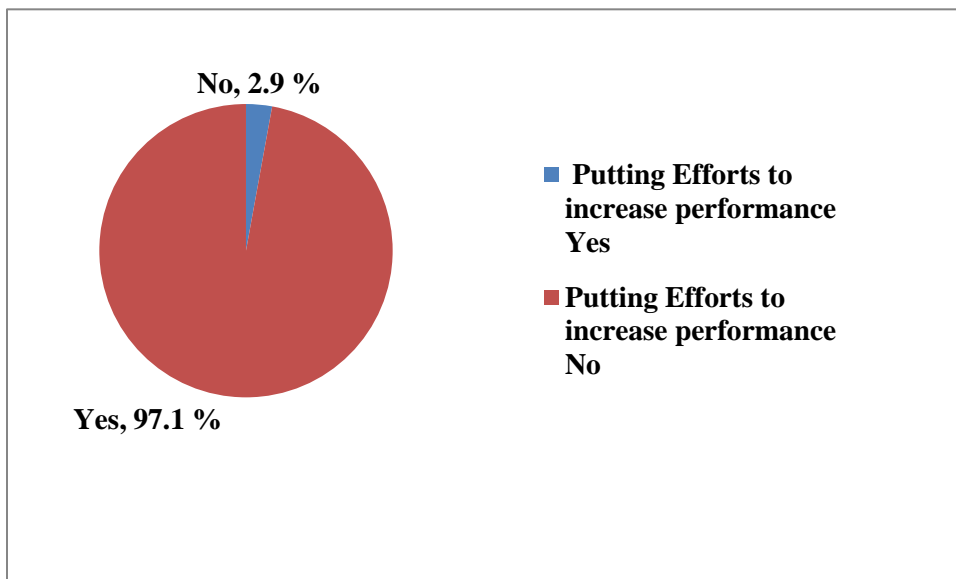
Source: Survey Data, 2010

5.10.2 Incentives and Benefits and Organizational Performance

The study is to examine the relationship between Incentives and Benefits provided by Managers and Organizational Performance by doing cross tabulation.

Table 5.18 Incentives and Benefits and Organizational Performance (Cross Tabulation)
Employee Perception on Incentives and Benefits

		Not Good %	Few Good %	Moderately %	Good %	Very Good %	Total %
Putting Efforts to increase performance	No	0.0	1.4	0.0	0.0	1.4	2.9
	Yes	1.4	2.9	5.7	30.0	57.1	97.1
		1.4	4.3	5.7	30.0	58.5	100

Source: Survey Data, 2010, SPSS results

Table 5.18 shows cross tabulation between Employees' Perception on Providing Incentives and Benefits and Putting Efforts to Increase Performance. As shown in the figure, 2.9 % of employees answered "No" and 97.1 % of them answered "Yes". It can say Employees' Perception on Providing Incentives and Benefits is related with 'Putting Efforts to Increase Performance'.

It means that Providing Incentives and Benefits could attract employees to make their efforts in the organization.

Therefore Employees' Performance depends on Providing Incentives and Benefits of the Organization.

Figure 5.4(a) shows line graph for relationship between Employees' Perception on Providing Incentives and Benefits and Putting Efforts to Increase Performance.

Figure 5.4(a) Employee Perception on Incentives and Benefits
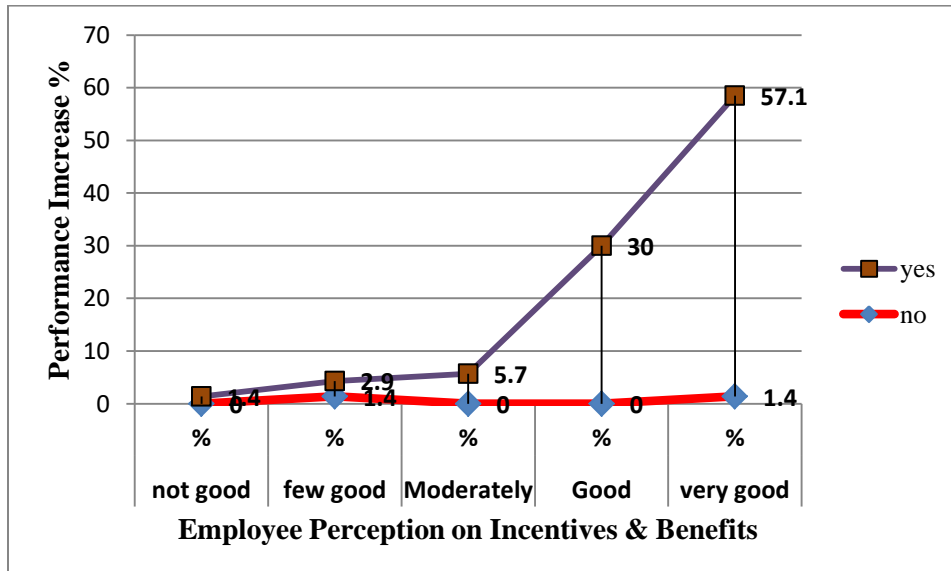
Source: Survey Data, 2010

Figure 5.4(b) describes Pie Chart regarding Employees' Perception on Putting Efforts to Increase Performance and Providing Incentives and Benefits provided By Managers, 97% of respondents answered "Yes" and 3% of those answered "No". Thus, Providing Incentives and Benefits of Managers can get Organization Performance.

Figure 5.4(b) Employee Perception on Incentives and Benefits

Source: Survey Data, 2010

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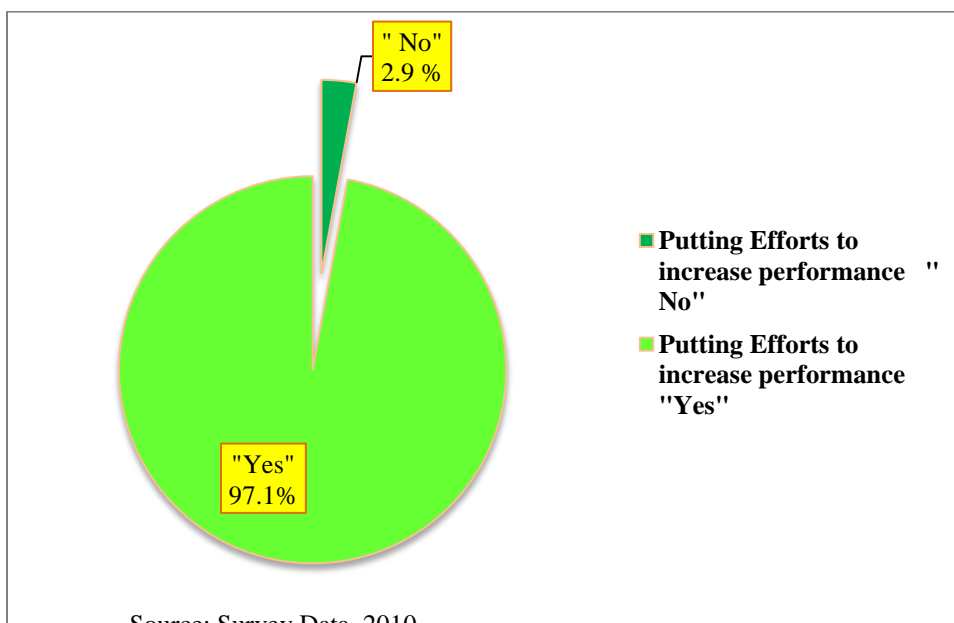
5.10.3 Recognition and Appreciation and Organizational Performance

The study is to analyze the relationship between Recognition and Appreciation of Managers onto Employees and Organizational Performance by conducting cross tabulation. Table 5.19 shows cross tabulation between employees' perception on giving recognition and appreciation and putting efforts to increase performance. As shown in the figure, 3% of employees answered "no" and 97% of them answered "yes". It can say that employees' perception on giving recognition and appreciation is related with 'putting efforts to increase performance'. It means that giving recognition and appreciation could attract employees to make their efforts in the organization. Therefore employees' performance depends on giving recognition and appreciation of the organization.

Table 5.19 Employee Perception on Recognition and Appreciation and Performance

		Not Good %	Few Good %	Moderately %	Good %	Very Good %	Total %
Putting Efforts to increase performance	No	0.0	0.0	1.4	0.0	1.4	2.9
	Yes	1.4	2.9	5.7	28.6	58.5	97.1
		1.4	2.9	7.1	28.6	60.0	100

Source: Survey Data, 2010, SPSS results

Figure 5.5(a) Employee Perception on Recognition and Appreciation
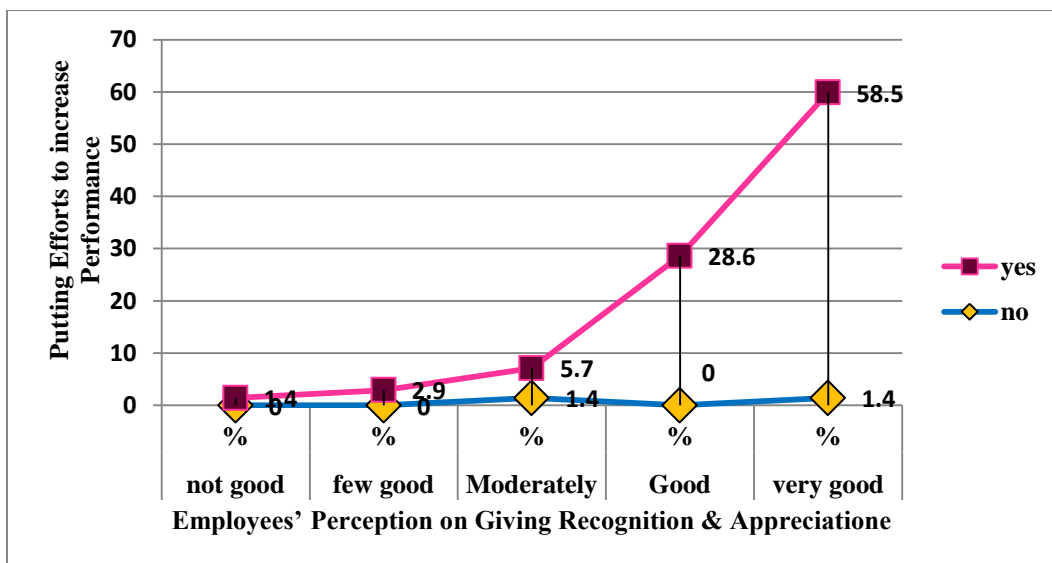
Source: Survey Data, 2010, SPSS results

Figure 5.5(a) shows line graph for relationship between employees' perception on giving recognition and appreciation and enhancing performance.

Figure   5.5(b) Employee Perception on Recognition and Appreciation
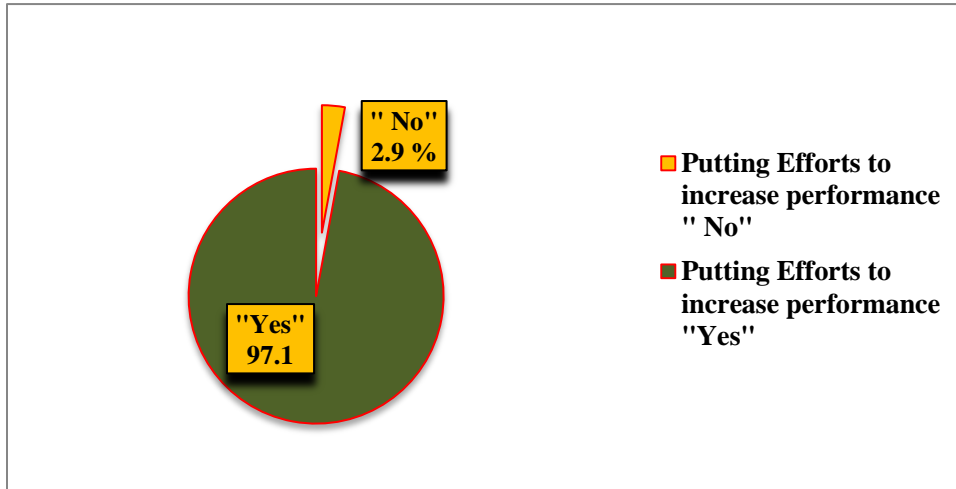
Source: Survey Data, 2010

Figure 5.5(b) demonstrates Pie chart, regarding Employees' Perception on giving Recognition and Appreciation and Putting Efforts to Increase Performance and Providing Incentives and Benefits provided by Managers, 97% of respondents answered "Yes" and 3% of those answered "No". Thus, recognition and appreciation provided by managers can get organization performance.

5.10.4 Participative Leadership Style and Organizational Performance

The study is to explore the relationship between Participative Leadership Style of Managers and Organizational Performance by doing cross tabulation.

Table 5.20 shows cross tabulation between Employees' Perception on Giving Participative Leadership Style and Putting Efforts to increase Performance. As shown in the figure, 2.9 % of employees answered "No" and 97.1% of them answered "Yes". It can say that   Employees' Perception on giving Participative Leadership Style is related with 'Putting Efforts to Increase Performance'. It means that participative leadership style could attract employees to make their efforts in the organization. Therefore Employees' Performance depends on giving Participative Leadership Style of the Managers.

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Table 5.20   Participative Leadership Style and Performance (Cross Tabulation)
Participative Leadership Style

		Not Good %	Few Good %	Moderately %	Good %	Very Good %	Total %
Putting Efforts to increase performance	No	0.0	0.0	0.0	1.4	1.4	2.9
	Yes	1.4	2.9	5.7	28.6	58.5	97.1
		1.4	2.9	5.7	30.0	60.0	100

Source: Survey Data, 2010, SPSS results

Figure 5.6(a) shows line graph for relationship between employees' perception on Practicing Participative Leadership Style and Putting Efforts to Increase Performance.

Figure   5.6(a) Employee Perception on Participative Leadership Style
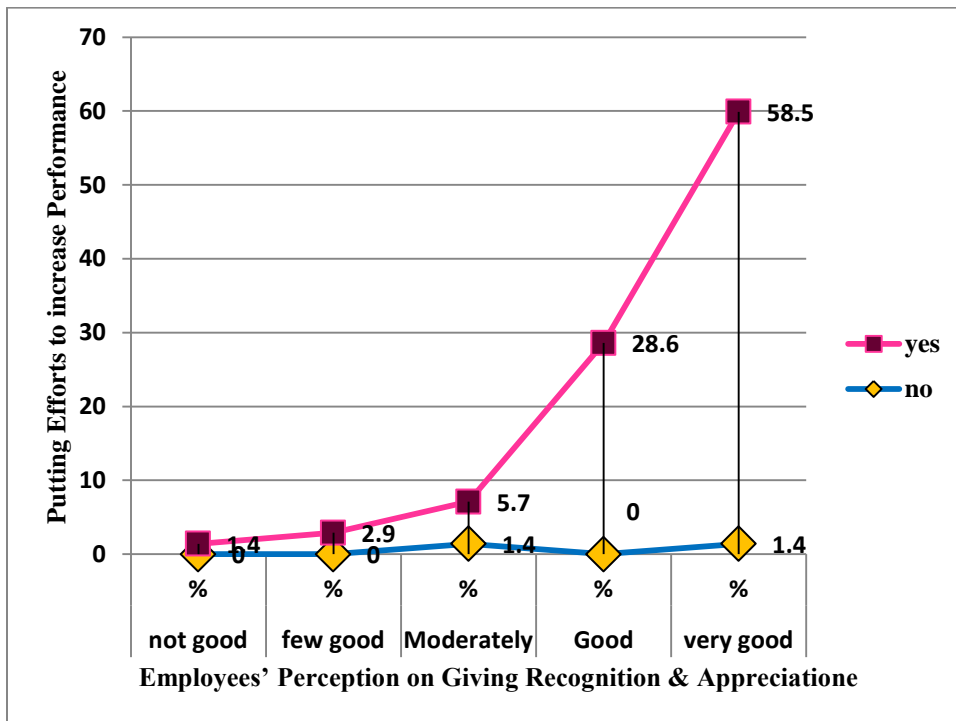
Source: Survey Data, 2010, SPSS results

Figure 5.6(b) illustrates Pie chart regarding employees' perception on Participative Leadership Style and Putting Efforts to Increase Performance, it was found that participative leadership style provided by managers, 97% of respondents answered "Yes" and 3% of those answered "No". Thus, participative leadership style provided by managers can get organization performance.

Figure   5.6(b) Employee Perception on Participative Leadership Style
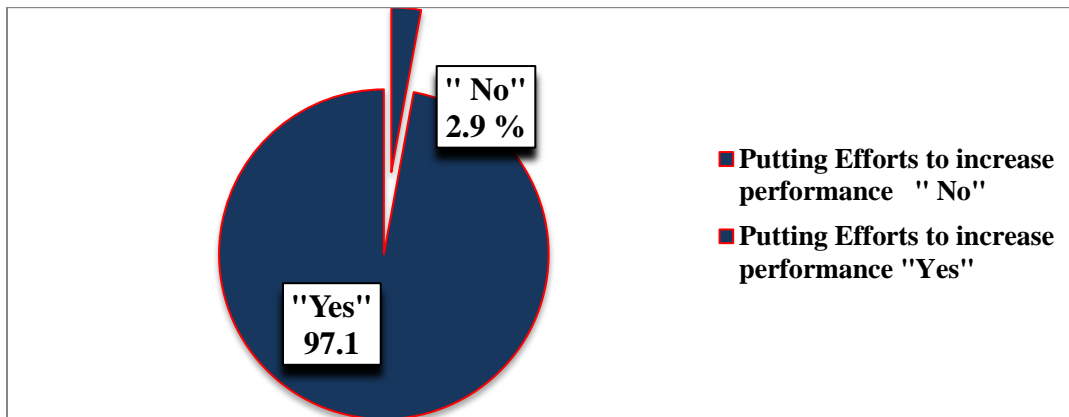
5.10.5 Empowerment to Employees and Organizational Performance

The study is to examine the relationship between Empowerment given by Managers toward Employees and Organizational Performance by doing cross tabulation.

Table 5.21 shows cross tabulation between employees' perception on Giving Empowerment to Employees and Putting Efforts to Increase Performance. As shown in the figure, 3% of employees answered "No" and 97% of them answered "Yes". It   can say that   employees' perception on giving recognition and appreciation is related with 'putting efforts to increase performance'. It means that giving empowerment could attract employees to make their efforts in the organization. Therefore Employees' Performance is able depends on delegation of authority from managers

Table 5.21 Empowerment and Organizational Performance (Cross Tabulation)

		Not Good %	Few Good %	Moderately %	Good %	Very Good %	Total %
Putting Efforts to increase performance	No	2.86	0	0	0	0	2.86
	Yes	1.43	2.86	5.7	28.6	58.55	97.14
		4.29	2.86	5.7	28.6	58.55	100

Figure 5.7 (a) shows line graph for relationship between Employees' Perception on Providing Incentives and Benefits and Putting Effortst Increase Performance.

Figure 5.7 (a) Employee Perception on Empowerment to Employees
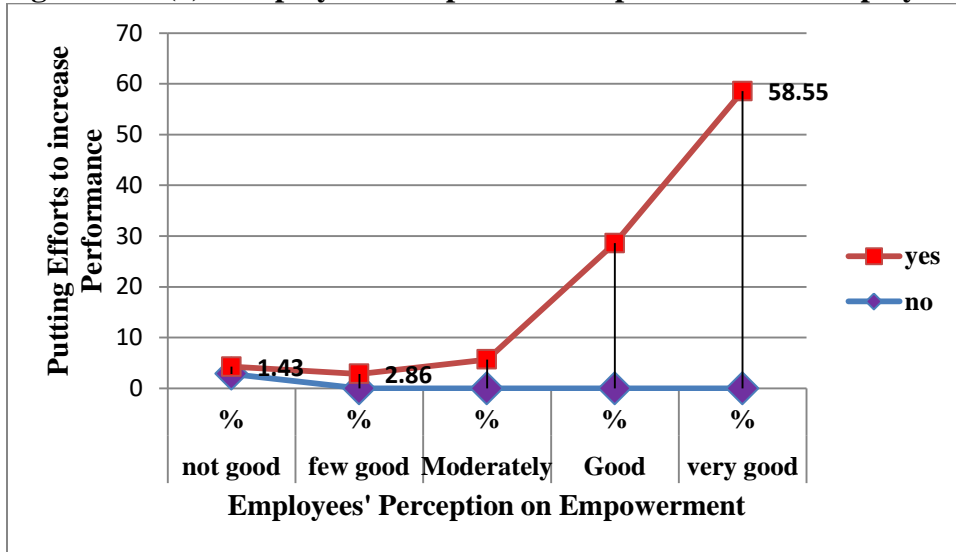
Source: Survey Data, 2010

Figure 5.7 (b) shows Pie Chart regarding Employees' Perception on Putting Efforts to increase Performance and Empowerment of Managers, 97% of respondents answered "Yes" and 3% of those answered "No". Thus, empowerment to employees can get organization performance.

Figure 5.7 (b) Employee Perception on Giving Empowerment to Employees
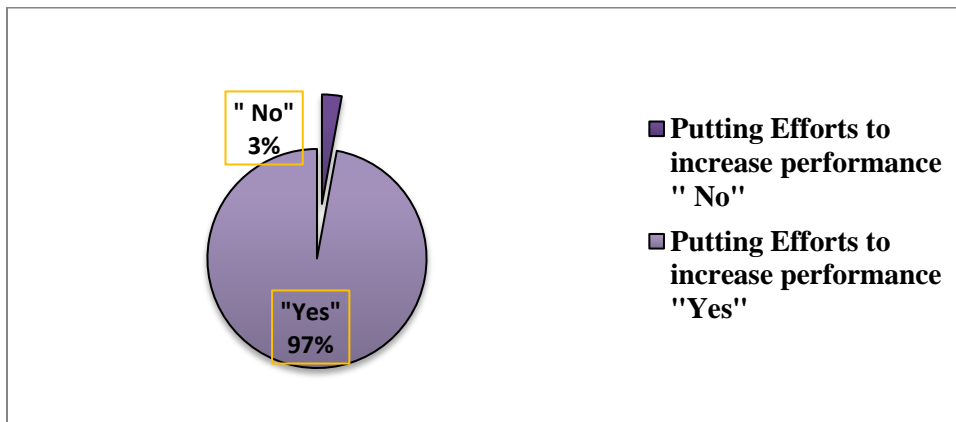
Source: Survey Data, 2010

Table 5.22 shows Pearson correlations between Organizational Performance and Motivation Related Factors. In this respect, 5 Motivation Factors are 'Managers' Encouragement', 'Providing Incentives and Benefits', 'Providing Participative Leadership Style', 'Giving Recognition and Appreciation', 'Empowerment to Employees' etc.

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Employees' Perception on 'Putting Efforts to increase Performance' is dependent variable and 'Motivation Related Factors' are independent variables.

As shown in the table 5.22, for 'Manager' Encouragement', Pearson correlation is 0.201, for 'Providing Incentives and Benefits', Pearson correlation is 0.11, for 'Providing Participative Leadership Style' Pearson correlation 0.480, for 'Giving Recognition and Appreciation' is 0.606, Pearson correlation value for 'Empowerment to Employees' is 0.566. Respondents are 70 employees in the respective companies. All independent variables are statistically significant in the model. Thus, motivation factors can significantly explain in organization performance.

Table 5.22 Organizational Performance and Motivation Factors

Motivation Related Factors	L01Manager encourage ment	L02 Providing incentive s and benefits	L03 Providing Participative Leadership Style	L04 Giving Recognition and appreciation	L07 Empower ment to Employees
Pearson Correlations					
L9Putting Efforts to increase performance	.201*	0.11	.480**	.606**	.566**
Sig. (1-tailed)	0.048	0.182	0.00	0.00	0.00

N =70 ,Source: Survey Data, 2010

Figure 5.8 shows the relationship among related Motivation Factors and Organizational Performance. Managers' Encouragement is Pearson correlation value 0.201, Providing Incentives and Benefits is Pearson correlation 0.11, Providing Participative Leadership Style is Pearson correlations 0.480, Giving Recognition and Appreciation is 0.606, Empowerment to Employees is 0.566 with the significant value 0.00 etc.

Figure 5.8   Pearson Correlations between Organizational Performance and Motivation Factors
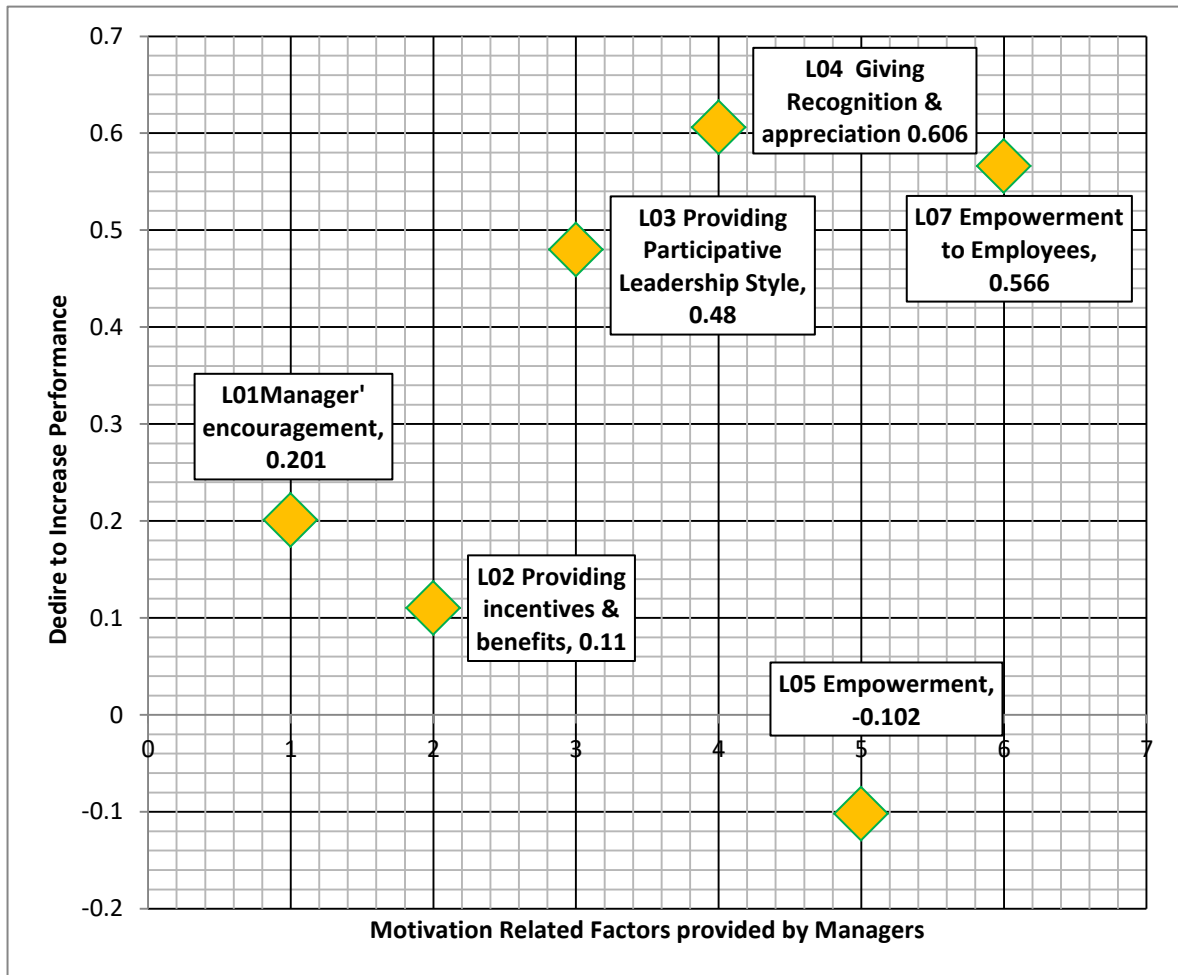
Table 5.23 describes regression analysis and ANOVA for Motivation Of Employees and Leadership Style of Manager. Predictors are Employees' Perception on Motivation Related Factors in terms of Manager Encouragement, Providing Incentives and Benefits, Giving Recognition and Appreciation, Allowing Employees' Participation and Involvement and Empowerment to Employees. Dependent variable is 'Putting Efforts to increase Performance'. Sum of squares regression is 0.964 with the degree of freedom 5 out of 69, F is 12.611. Thus, the model significantly predicts Performance of the Organization. R is 0.704, R Square is 0.496, and adjusted R Square is 0.457and Std.

error of the estimate is 0.124. According to the finding, there is a positive relationship Motivation Related Factors and Organizational Performance.

Table 5.23 Motivation Factors and Organizational Performance (Regression analysis and ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.	R	R^2	Adjusted R^2	Std. Error
Regression	.964	5	.193	12.611	.000	.704	.496	.457	.124
Residual	.979	64	.015						
Total	1.943	69							

Source: Survey Data, 2010, SPSS results

Table 5.24 depicts that Chi-Square for 'putting efforts to increase performance' is 62.23, for 'employees' perception towards Managers' encouragement' is 55.6, for 'providing incentives and benefits' is 60.71, for providing 'participative leadership style' is 58.86, for 'giving recognition and appreciation' is 89.71 and Chi-Square for 'empowerment' is 103.29 with degree of freedom 4. All independent variables are statistically significant in the model. Therefore, motivation related factors can significantly explain organization performance.

Table 5.24 Motivation Related Factors and Performance (Chi-Square test[11])

	L9 Putting Efforts to increase performance	L01 encourage-ment of Managers	L02 Providing incentives and benefits	L03 Providing Participative Leadership Style	L04 Giving Recognition and appreciation	L05 Empower-ment
Chi-Square	62.23	55.6	60.71	58.86	89.71	103.29
df	1	4	4	4	4	4
Asymp. Sig.	.000	.000	.000	.000	.000	.000

Source: SPSS output

---

[11] a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.
b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.5.
c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

5.11 Finding for Hypothesis 3

Hypothesis 3 is **"There is a positive connection between Employee Motivation and Performance of the Organization."**

To test the hypothesis, statistical analyses for cross tabulation, regression analysis, ANOVA and correlation are conducted in the study**.**

With respect to Pearson correlation, it was found that out of five motivated related factors, three items are significant. They are providing Participative Leadership Style, Giving Recognition and Appreciation and Empowerment to Employees.

Out of five motivated related factors, Empowerment to Employees, Participative Leadership Style and Giving Recognition and Appreciation got High Value.

In observing regression analysis, motivation related factors for sum of squares regression is 0.964, F is 12.611 with statistically significant value. Thus, the model significantly predicts performance of the organization. According to the finding, there is a positive relationship motivation related factors and organizational performance. Therefore, Hypothesis 3 is accepted by the Finding. Thus, there is a positive connection between Employee Motivation and Performance of the Organization.

5.12 Testing for Hypothesis 4

Hypothesis 4 is **"There is a positive connection between Leadership Competencies and Performance of the Organization."** To analyze the hypothesis, the study focuses on relationship between leadership competencies' Determinants and organizational performance by asking leadership competencies' questionnaires to top managers and their employees in the respective organizations. Based on respondents' answers and feedbacks, appropriate analyses were conducted in the study.

5.13 Relationship between Leadership Competency Determinants and Organizational Performance

To find out the relationship between leadership competency Determinants and organizational performance, leadership competencies were divided into seven groups in terms of 'Self – Management', 'Leading', 'Social Responsibility', 'Committing

Achievement', 'Cognitive Process', 'Task Management' and 'Change Management' etc. The respective analyses are as follow.

Table 5.25 depicts that Chi-Square for 'putting efforts to increase performance' is 62.229 and Chi-Square for 'employee perception towards leadership competencies of managers' is 92.143. There were no other statistically significant differences between putting efforts to increase performance and organization performance.

Table 5.25 Leadership Competency Determinants and Organizational Performance (Chi - Square Test)

	L9Putting Efforts to increase performance	L06 Employees' perception on Leadership Competencies of Managers
Chi-Square	62.229[a]	92.143[b]
df	1	4
Asymp. Sig.	.000	.000

Source: Survey Data, 2010, Outcome from SPSS

Table 5.26 describes observed n and expected n for putting efforts to increase performance regarding organization performance, observe N for "No" response is 2, observe N for " Yes" response is 68 and expected N of both are 35.

Table 5.26 Observed N and Expected N for increase Performance[12]

	Observed N	Expected N	Residual
No	2	35.0	-33.0
Yes	68	35.0	33.0
Total	70		

Source: Survey Data, 2010, Outcome from SPSS

Table 5.27 describes regression analysis on leadership competencies' Determinants and organizational performance. Dependent variable is putting efforts to increase performance and independent variables are Determinants of leadership competency.

Table 5.27 also describes ANOVA for Employees' Perception on Leadership Competencies' Determinants and Organizational Performance. Predictors are leadership

[12] a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.0.
   b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.

competencies of Myanmar managers such as 'Self Management', 'Leading', 'Task Management', 'Committing achievement', 'Social Responsibility', 'Cognitive Process' and 'Change Management', when dependent variable is 'putting efforts to increase performance'. Sum of squares regression is 1.593 with the degree of freedom 7 out of 69, F is 40.390 and Significant value is 0.000. Thus, the model significantly predicts performance of the organization.

Table 5.27 Leadership Competency Determinants and Organizational Performance (R2 and ANOVA)

	Sum of Squares	df	Mean Square	F	Significant	R	R^2	Adjusted R^2	Std. Error
Regression	1.593	7	.228	40.390	.000[a]	.906[a]	.820	.800	.075
Residual	.349	62	.006						
Total	1.943	69							

Source: Survey Data, 2010, Outcome from SPSS

Table 5.27 explains relationship between Leadership Competency Determinants and Organizational Performance. It is noted that R is 0.906, R square is 0.820, and adjusted R square is 0.800 and Std. Error of the Estimate is 0.075 which is standard deviation around the line of regression. Thus, it can say that only 82% of variation for Organizational Performance can be explained by R^2 in terms of 7 Leadership Competencies' Determinants. Thus, there is a strong positive linear relationship between Employees' Perception on Leadership Competencies' Determinants and Organizational Performance.

Table 5.28 shows cross tabulation between Employees' Perception on Leadership Competencies of Managers and Performance of the Organization. As shown in the figure, 3% of employees answered "No" and 97% of those answered "Yes". It can say that employees' perception on leadership competencies of managers is related with increasing performance'. It means that Leadership Competencies of Managers could attract employees to make their efforts in the organization. Therefore increasing performance is mostly based on Leadership Competencies of Managers.

Table 5.28 Employee Perception on Leadership Competencies of Managers and Performance of the Organization (Cross Tabulation)

Leadership Competencies of Managers

		Not Good %	Few Good %	Moderately %	Good %	Very Good %	Total %
Performance of the Organization	No	0.0	0.0	0.0	0.0	2.9	2.9
	Yes	1.4	2.9	5.7	27.1	60.0	97.1
		1.4	2.9	5.7	27.1	62.8	100

Source: Survey Data, 2010, Outcome from SPSS

Figure 5.9(a) illustrates line graph for relationship between Leadership Competencies of Managers and Performance of The Organization.

Figure 5.9(a) Leadership Competencies of Managers and Performance of Organization
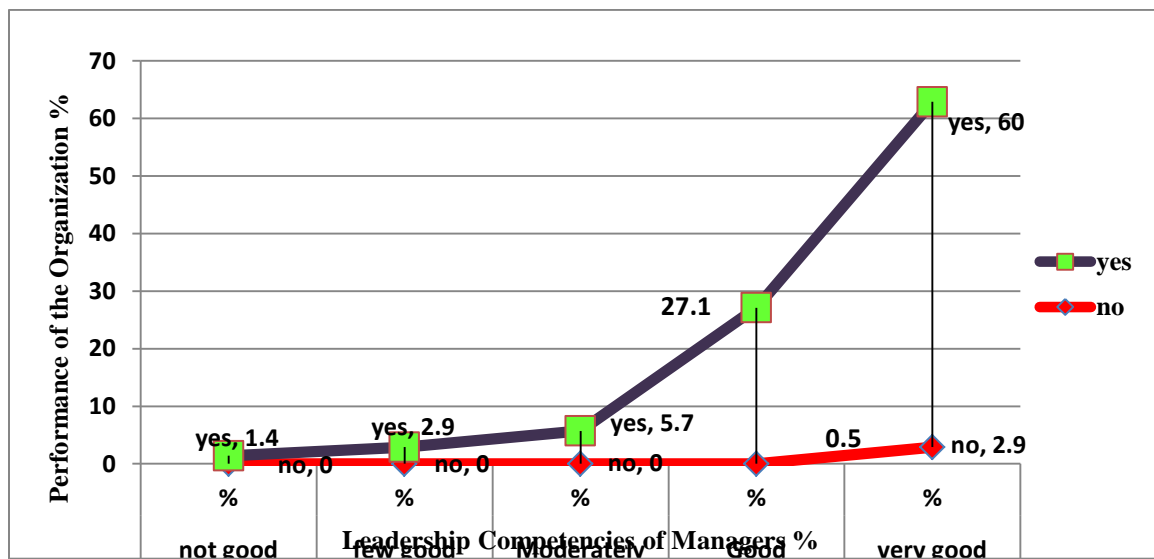
Source: Survey Data, 2010, Outcome from SPSS

As shown in the figure 5.9(b) describing Pie chart, regarding Employees' Perception on Putting Efforts to increase Performance and Empowerment of Managers, 97% of respondents answered "Yes" and 3% of those answered "No". Thus, Empowerment to Employees can improve Organization Performance.

Figure 5.9(b) Employee Perceptions on Leadership Competencies of Managers and Performance of the Organization
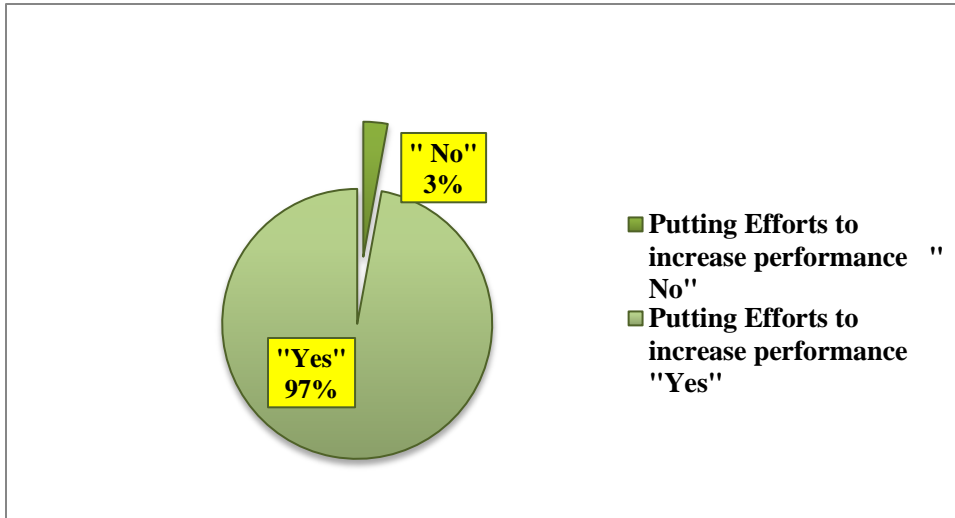
Source: Survey Data, 2010

Table 5.29 shows Pearson correlations between Organizational Performance and 7 Leadership Competency Determinants of 'Self Management, Leading, Social Responsibility, and Committing achievement, Cognitive Process, Task Management and Change Management'. In this investigation, Employees' Perception on Putting Efforts to increase Performance is dependent variable and 7 leadership competency Determinants are independent variables.

As shown in the below table, Pearson correlation value for 'Self Management' is 0.512, 'Leading' is Pearson correlation 0.693, 'Social Responsibility' for Pearson correlations is 0.599, 'Committing achievement' is 0.672, 'Cognitive Process' is 0.755. Pearson correlation value for 'Task Management' is 0.773. Pearson correlation value for 'Change Management' is 0.27. Respondents are 70 employees in the respective companies. Correlation is significant at the 0.01 level. There were no other statistically significant differences between Leadership Competencies of Managers and Organization Performance. Thus, Leadership Competencies of Managers can significantly explain organization performance.

Table 5.29   Leadership Competencies of Managers and Organization Performance

Leadership Competencies of Myanmar Managers

Pearson Correlation	Putting Efforts to increase performan-ce	Self – Manage-ment	Leading	Social Respon-sibility	Committ ing achieve-ment	Cogniti-ve Process	Task Manage-ment	Change Manage-ment
Putting Efforts to increase performance	1	0.512	0.693	0.599	0.672	0.755	0.773	0.27
Putting Efforts to increase performance	.	0.00	0.00	0.00	0.00	0.00	0.00	0.012

Source: Survey Data, 2010, Outcome from SPSS

Figure 5.10 describes columnar chart for Pearson correlation between Leadership Competencies of Managers and Performance of the Organization. In the figure, comparing Pearson Correlations for different Leadership Determinants, 'Task Management' get the highest value; 'Cognitive Process' is the second highest value, 'Leading' the third highest value, 'Committing Achievement' get fourth position, 'Social Responsibility' fifth position, followed by 'Self Management' and 'Change Management'.

Therefore, concerning Employees' Perception to Leadership Competency Determinants, Myanmar managers have strong spirit for 'Task Management', 'Cognitive Process' and 'Leading'. Therefore, it can be said that Myanmar managers possess high-quality task management, right leadership skills and right guidance to achieve analytical thinking, conceptual thinking, creativity and right forecast on the task unit and task force and behavior of cross functional team.

Figure 5.10 Leadership Competencies of Managers and Performance of the Organization
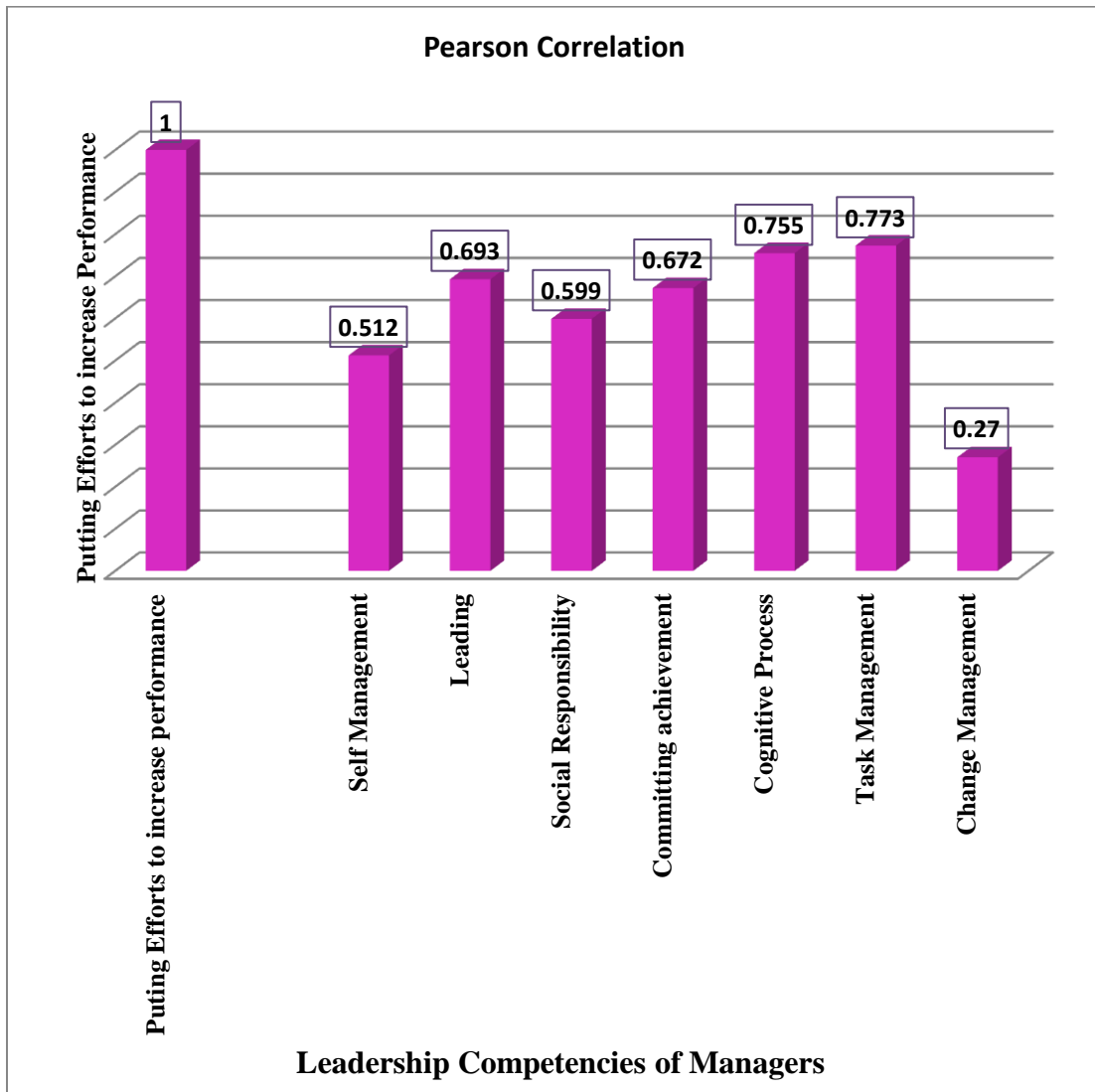
Source: Survey Data, 2010

5.14 Finding for Hypothesis 4

Hypothesis 4 is "There is a positive connection between Leadership Competencies and Performance of the Organization". To test the hypothesis, statistical analyses were conducted in the study. In accordance with the study, it was found that R is 0.906, R square is 0.820, and adjusted R square is 0.800 and std. error of the estimate is 0.075 which is standard deviation around the line of regression. Thus, it can say that only 82% of variation for Organizational Performance can be explained by R^2 in terms of 7 leadership competencies' Determinants of 'Self Management, leading, Social

Responsibility, Committing Achievement, Cognitive Process, Task Management and Change Management'.

Moreover, 'Self Management' for Pearson correlation is 0.512, 'Leading' is 0.693, Pearson correlation for 'Social Responsibility' is 0.599, 'Committing Achievement' is 0.672, and 'Cognitive Process' is 0.755. Pearson correlation value for 'Task Management' is 0.773. Pearson correlation value for 'Change Management' is 0.27. Respondents are 70 employees in the respective companies. Correlation is significant at the 0.01 level. There were no other statistically significant differences between dependents and independent variables.

Thus, there is a strong positive linear relationship between employees' perception on Leadership Competencies' Determinants and Organizational Performance. Thus, hypothesis 4 is accepted by the Finding. Therefore, "There is a positive connection between Leadership Competencies and Performance of the Organization".

5.15 General Findings for Hypotheses

To make a conclusion, four hypotheses were investigated in chapter 5, they are hypothesis 1, 2, 3 and 4. Hypothesis 1 is "There is a positive relationship between Leadership Traits and Behavior and Employee Motivation." Non Parametric Chi – Square value is significantly fair and Pearson Correlation for Employees' Perception towards Leadership Trait and Behavior of Managers and Motivated Behavior of Employees is also considerably fair.

Regarding Employees' Perception on Leadership Traits and Behavior and Motivated Behavior of Employees, R square is rather low. Therefore, a few percent of variation for motivated behaviors of employees can be explained by R^2. Thus, there is a weak positive linear relationship between dependent and independent variable. The model somewhat predicts motivated behavior of employees. Therefore, it can be assumed that leadership's trait and behavior of managers cannot fully get employees' motivation in the organization. For this reason, hypothesis 1 is not accepted by the finding of the study. Thus, there is a not perfectly positive relationship between Leadership Trait and Behavior and Motivated Behavior of Employees.

Concerning finding for Hypothesis 2, it was noted that non parametric chi - square value for relationship between Democratic Leadership Style of Manager and Motivated Behavior of Employees is somewhat good, those for R square is moderately good.

In investigating Pearson Chi-Square tests for three types of Leadership Styles, for Democratic Leadership Style value is significantly good enough.   Out of three Leadership Styles, Democratic Leadership Style has a high R^2 and good Pearson Correlation.   Therefore, Democratic Leadership Style and Employee Motivation are positively related with each other.   Alternatively, Democratic leadership Style get high level scores in terms of having Interest, having Happiness and Enhancing Performance of the Employees. In consequence, hypothesis 2 is strongly accepted by the finding. For that reason, it can be said that "Employee Motivation depends on Democratic Leadership Styles".

As regards finding for Hypothesis 3, result of Pearson Correlation shows that among the five motivated related factors, three items are significantly accepted. Consequently, Participative Leadership Style of Managers, Giving Recognition and Appreciation and Empowerment to Employees can get Employees' Motivation in the respective organization.

In observing value, out of five Motivated Related Factors, Empowerment to Employees, Participative Leadership Style and Giving Recognition and Appreciation are notably high enough.

In viewing regression analysis, Motivation Related Factors for sum of squares regression is much pretty good. Thus, the model significantly predicts Performance of the Organization. According to the finding, there is a positive relationship between Motivation Related Factors and Organizational Performance. Therefore, Hypothesis 3 is accepted by the Finding.   Thus, there is a positive connection between Employee Motivation and Performance of the Organization.

With reference to finding for Hypothesis 4, R square is much appropriate. In addition, Organizational Performance can be explained through R^2 by seven Leadership Competencies' Determinants of 'Self Management, Leading, Social Responsibility, Committing Achievement, Cognitive Process, Task Management and Change Management'. Out of seven Leadership Determinants, 'Task Management' 'Committing

Achievement', 'Cognitive Process' and 'Social Responsibility' is significantly fair. Thus, Organizational Performance somewhat relies on these Determinants. However, 'Change Management' is not strongly correlated with Organization Performance.

Generally, most of the Leadership Determinants are fairly positive linear relationship between Employees' Perception on Leadership Competencies' Determinants and Organizational Performance. Thus, hypothesis 4 is accepted by the finding, so Leadership Competencies of Myanmar managers lead to Performance of the Organization to some extent.

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CHAPTER 6

CONCLUSION

6.1 Findings of the Study

Chapter 6 covers the findings and recommendation of the whole chapters. Former part of the chapter 6 represents finding regarding the leadership competency level of Myanmar managers. Latter part is related with findings regarding relationship between leadership styles and motivation of employees. After that, the study attempts to find out findings concerning the connection between leadership competencies of Myanmar managers and motivation of the employees. Then, the study strives for investigation finding regarding the relationship between leadership competencies of Myanmar managers and performance of the organization.

Concerning Leadership competency level of Myanmar managers, findings specify that among the seven Determinants for measuring leadership competencies of Myanmar Managers, 'Task Management' (E) get highest score, followed by 'Cognitive Process'(F) 'Leading'(B), 'Committing Achievement'(D), 'Social Responsibility'(C),'Self - Management' (A), and 'Change Management'(G) by descending order.

In analyzing 'Task Management', it contains two variable components in terms of 'Enhancing Performance and Executing Tasks'. According to the findings, there are some advantages and good outcomes with respect to 'Task Management'. When examining 'Enhancing Performance' leadership competency variable component of Myanmar managers, it is found that there are crucial advantages in this respect. It is recognized that Myanmar managers adeptly involve the group in discovering methods in enhancing task performance and redirecting the group to achieve better task completion. They smartly facilitate communication outside the organization to identify and integrate the best practices in task design and performance. They are smartly expert to redirect the group to achieve better task completion. Myanmar managers, moreover; are able to match appropriate people and resources in the organization in maximizing task performance in a difficult situation. They cleverly identify barriers and redundancies in work processes and promote improvements in task performance.

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Other significant advantages are examining 'Executing Tasks' leadership competency variable components of Myanmar managers; it is found that they have much knowledge of standard practices and procedures necessary to accomplish tasks. They efficiently assign tasks to the suitable people based on individual knowledge, work processes, organizational planning and work group flow. It is also found that Myanmar managers are able to allow others to know how they are doing and improve on weaknesses. They can coordinate the work-related activities necessary for task completion.

However, there are some disadvantages relating to 'Task Management'. According to the finding, it is found that Myanmar managers do not smartly focus on the details of the task to be accomplished. They are only somewhat degree of adjustment for the plans in light of how other people and environment changing. They rarely work on a variety of tasks simultaneously and seldom rotate the resources among business functions when needed. Moreover, they infrequently provide both positive feedback and critiques, in a timely and constructive manner, not often allow others to know how they are doing and improve on weaknesses.

In viewing leadership competencies of Myanmar managers, second highest score is acquired from the 'Cognitive Process' leadership competency determinant which contains four variable components of 'Analytical Thinking, Conceptual Thinking, Creativity and Forecasting'.

In the examining 'Analytical Thinking' leadership competency variable component, it is found that although Myanmar managers can highly provide the framework so that they can get right solutions to problems, one visible weakness is that they are fairly set priorities for tasks in order of importance.

In looking at 'Analytical Thinking' of Myanmar managers, Myanmar managers have some degree of advantages in applying basic analytical techniques, such as they are smartly able to break problems into simple lists of tasks or activities, yet; they rarely formulate appropriate plans and analyses systematically in breaking down a complex problem.

One of the strengths for Myanmar managers is in investigating 'Conceptual Thinking' leadership competency variable component; in accordance with the finding,

they can neatly modify concepts or methods appropriately. They are smartly able to apply concepts and knowledge of past discrepancies, trends, feedbacks and mistakes to look at different situations and different angles.

Nevertheless, in investigating 'Conceptual Thinking' leadership competency variable component, Myanmar managers have somewhat weaknesses in simplifying complexities by pulling together to get new ideas, issues, and observations into a modern concept.   In analyzing 'Creativity' leadership competency variable component, it is found that Myanmar managers can efficiently use novel ideas to solve problems as a leader. But, they are fairly identifying logical and diverse idea in applying suitable situation by conducting thorough approaches and careful judgments. One visible good point for Myanmar manager is that they proficiently encounter a variety of approaches to problem solving.

In analyzing 'Creativity' leadership competency determinant, Myanmar managers however; expertly find a better way to approach problems through synthesizing and reorganizing the information.

In examining 'Forecasting' leadership competency variable component, Myanmar managers possess high competency in making a conclusion compactly in adapting changes from the environment for the long-term. They can carefully evaluate future directions and risks based on current and future strengths, weaknesses, opportunities and threats.

 In examining 'Forecasting' leadership competency variable component, it is found that Myanmar managers, however; can rarely develop an image of an ideal working condition of an organization. They are slightly enough to foresee & acknowledge important events/ changes that occur in the organization and predict accurately when they might occur.

In evaluating leadership competencies of Myanmar managers, the third highest score is obtained from the 'Leading' leadership competency determinant which consists of four variable components of 'Motivating Others, Team Leadership, Impact and Persuading and Influencing'.

In investigating 'Motivating Others' leadership competency variable component, it is found that Myanmar managers can thoroughly set challenging but attainable goals for

individuals and groups and specify actions, strategies and timelines necessary for goal attainment. They proficiently make an orientation for new employees to provide an overview of the organization and its policies, rules and job responsibilities. They comprehensively initiate the activities of groups and lead others toward common goals. They competently manage inertia and conflict during the process of group functioning. They highly enhance the performance of a group and the satisfaction of its members by promoting cooperation, trust, and confidence in the group. They are talented to manage inertia and conflict during the process of group functioning. Nonetheless, they can somewhat measure and track progress toward goals to evaluate individual and group performance and provide necessary feedback.

In analyzing 'Team Leadership' leadership competency variable component, it is found that Myanmar managers can mostly invest extra time and effort in leading the organization team. They can knowledgeably take care of the organization team and protecting its reputation. They competently use authority fairly, making a personal effort to treat all team members equitably. They can skillfully lead the organization team members with a direct relationship with the other managers. However, they rarely promote organization team effectiveness by using complex strategies to promote morale and improve productivity.

However, in looking at 'Impact and Persuading' leadership competency variable component, it is found that Myanmar managers cannot finely adapt presentation or discussion to better fit the environment. They cannot nattily take multiple steps to persuade, including careful preparation of data, or provide options in a presentation or discussion. They cannot take time to learn what motivates performance in each organization team member. They cannot mostly use experts or third parties to influence or persuade others to support his actions. They cannot neatly reward performance according to each member's value system. They cannot smartly shape desired behavior to influence the work unit/ team.

Conversely, in examining 'Influencing' leadership competency variable component, it is found that Myanmar managers can encourage & negotiate others to come together and reconcile differences. They are able to deal with complaints, resolving conflicts and grievances of others. They can work well with others to jointly achieve

goals. They can encourage getting knowledge of the social climate and point out how decisions will be affected by the organization's culture. They can communicate with others to induce them to perform a task or approach something in a different manner. They are fairly capable to point out how decisions will be made affectively by the organization's culture. They rarely delegate authority and empower subordinates. They seldom convince others to believe in the organization's values and to act in accordance with those values.

In determining leadership competencies of Myanmar managers, fourth highest score is gained from the 'Committing Achievement' which encloses four variable components in terms of 'Achievement Orientation, Concern for Quality and Accuracy, Initiative and Information Seeking'.

In analyzing 'Achievement Orientation' leadership competency variable component, it is found that Myanmar managers can fairly drive effectiveness of the teams and the way it does business taken in previous state of affairs. When performing the organization with other team members, they fairly focus on tasks and standards excellence set by the stakeholders. However, they rarely set high performance standard as a role model for team. They rarely control organization risk proactively.

In inspecting 'Concern for Quality and Accuracy' leadership competency variable component, it is noted that Myanmar managers can work with others to clarify organization goals, expectations, tasks and data requirement. However, they rarely manage progress of the organizations against quality, time and cost base line.

In evaluating 'Initiative' leadership competency variable component, it is noted that Myanmar managers can skillfully address opportunities and problems by taking positive actions. They expertly show persistence on their action and take direct action to address problem. They work and complete assignments independently without direction. Conversely, they fairly initiate, plan and execute to improve for organization and they rarely act quickly and decisively in crisis.

In studying 'Information Seeking' leadership competency variable component, it is noted that Myanmar managers can expertly review documentation on previous state of affairs to incorporate lessons learned. They proficiently make a systematic effort over a limited period of time to obtain needed data or feedback. They neatly create a personal

network among the stakeholders. They can call on or contact others who are not personally involved, to get their perspectives and information. In opposition, they rarely ask probing questions to get at the root cause of a problem.

In analyzing leadership competencies of Myanmar managers, the third lowest score is acquired from the 'Social Responsibility' leadership competency determinant which includes three variable components in terms of 'Ethical Process, Responsibility and Social Knowledge'.

In viewing of 'Ethical Process' leadership competency leadership competency variable component, Myanmar managers fairly explain decisions that demonstrate dignity and respect for the subordinates. They are able to promote a climate of openness and trust in the company. They fairly disseminate information about rules and regulations to subordinates and make sure that they follow them by overseeing and auditing behavior. They moderately establish, train, and reinforce policies to ensure that subordinates treat each other kindly and honestly. They infrequently apply rules and procedures in a consistent, accurate, and correctable manner to ensure that subordinates know that fair rules are they are smartly used.

In considering 'Responsibility' leadership competency leadership competency variable component of Myanmar managers, they seldom represent for the organization in community affairs to promote awareness and foster goodwill. They do not often act and behave in fair and ethical manner in performing organizational strategies. They hardly ever learn from own mistakes and analyze own performance to understand failures and to improve future performance.

With respect to 'Social Knowledge' leadership competency variable component of Myanmar managers, they have somewhat understanding more than one language in order to communicate among business partners in foreign countries.
They are somewhat familiar with the knowledge of the social values, beliefs, norms and practices.

In considering leadership competencies of Myanmar managers, second lowest score is achieved from the 'Self - Management' leadership competency determinant which enfolds six variable components of 'Self - Control, Self - Confidence, Flexibility, Organizational Commitment, Learning and stress management'.

In contrast, in examination 'Self – Control' leadership competency variable component of Myanmar managers, they can poorly use stress-management techniques to prevent burnout, and badly deal with ongoing stress and control response effectively. They imperfectly respond calmly under frustration and control emotional feeling.

In examining 'Self - Confidence' leadership competency variable component, it is found that Myanmar managers can weakly see self as causal agent, prime mover, catalyst, or originator, stating confidence in own judgment. They weakly see self as competent, comparing own abilities favorably with others' abilities. They weakly accept responsibility and admit failures.

In considering 'Flexibility' leadership competency variable component, it is found that Myanmar managers can they are slightly expert to change own behavior or approach to suit the situation. They weakly apply flexible rules or procedures, depending on the different situation. They barely adapt actions to accomplish organizational objectives. They weakly adapt tactics to situation or to other's response and changing own behavior or approach to suit the situation and they faintly change quickly when necessary.

In scrutinizing 'Organizational Commitment' leadership competency variable component, Myanmar managers can slightly understand and actively support organization and organizational mission and they slightly are able to understand needs for cooperation to achieve organizational objectives. In addition, they slightly align own activities and priorities to meet organizational needs; softly understand the needs for cooperation to achieve organizational objectives. They slightly make sacrifices when necessary to move organization forward.

In evaluating 'Learning' leadership competency variable component of Myanmar managers, they can somewhat practice continuous learning in their profession and leadership. They have somewhat value in learning and seeking situations to increase knowledge. They can somewhat learn new techniques for developing themselves through the use of multiple approaches. They are not smartly able to seek feedback on their performance and use them for improvement.

In assessing 'Stress Management' leadership competency variable component, it is recognized that Myanmar managers capably adapt to changing or dynamic situations. They expertly control the influence of stresses of personal and work life. They withstand

and overcome stressful situations. They are mostly effective even when situations become stressful. However, they can softly control emotions even in difficult or challenging situations.

In the view of leadership competencies of Myanmar managers, the least lowest score is gained from the 'Change - Management' leadership competency determinant which includes one variable component of 'Managing Change'.

Regarding 'Managing Change' leadership competency variable component, Myanmar managers cannot efficiently facilitate the institutionalization of change initiatives. They cannot effectively assess situational forces that are promoting and inhibiting an idea for change. They cannot widely understand and utilize new technology to improve work processes. They are not skillful to take risks when necessary. They do not continuously react against the traditional thing that impedes performance improvements. They do not precisely recognize and reward those who take initiative and act in a creative manner. They do not accurately constantly look for ways that one can improve the organization. They do not precisely encourage subordinates to come up with innovative solutions. In addition, they do not specifically pinpoint the actual nature, cause of problems and the dynamics that underlie them.

In general, therefore, it can be noted that strong outcomes resulted from analysis are 'Task Management', 'Cognitive Process' and 'Leading' leadership competency determinants whereas weak outcomes are derived from analysis are 'Change Management', 'Self Management' and 'Social Responsibility'. Therefore, it can be said that Myanmar managers have strong spirit in the task management and cognitive process and possessing leadership proficiency. In addition, they have a moderate level of consciousness in 'Self Management' and 'Social Responsibility' but they have a low level of consciousness in Change Management.

According to the finding, Myanmar managers, hence; are typically artistic to modify concepts or methods appropriately by using cognitive strength. In developing creativity, they are logical to identify proper approaches in the right situation. In accomplishing tasks, they are smart enough to make a right decision by means of adapting environmental condition as well as evaluating future directions and taking risks.

They are well proficient to facilitate external communication network to carry out the best practices in enhancing task and performance.

Furthermore, they are skillful enough to apply ideas, concept and knowledge learned from the past events to scan diverse situations by applying conceptual thinking. In developing creativity, they are able to grasp a variety of approaches in problem solving. Besides, they are able to review past transaction to correct necessary action via seeking information. They are able to adapt to changing situations to improve task performance and to reduce the stress happening in the jobs. In the organization, they are intensely proficient to redirect the group to achieve better task completion and improving performance. To seek information, they are talented to make a systematic effort over a period of time to obtain feedbacks of employees. In addition, they are highly efficient to set priorities for tasks in order of importance in using analytical thinking in a particular situation. Furthermore, they are competent to create a personal network among the stakeholders in collecting relevant information.

Regarding team leadership, Myanmar managers are not only fit to invest extra time and effort in leading organization team up to meeting the desire goal but also take care of the organization team. Furthermore, they can use authority fairly, making a personal effort to treat all team members equitably.

Besides, they are competent to make personal relationship among team members and they are highly competent to set challenging but attainable goals for individuals and groups to motivating others. Furthermore, they are knowledgeable to address opportunities and problems by taking positive actions. They are capable to set standard, rules and principles in accomplishing tasks in implementing Tasks. They are highly talented to show persistence on their action and take direct action to address problem to impact and persuade employees as well as they are competent to work and complete assignments independently.

In considering their motivation toward employee, they are highly proficient to make an orientation for new employees. They are able to take initiation group activities and lead others toward common goals. Besides, they are able to work out and track progress toward common goals by evaluating individual and group performance and provide necessary feedbacks to group. In addition, they can enhance the performance

and satisfaction of group members by promoting cooperation, trust, and confidence. They are proficient to manage inertia and conflict during the process of group functioning. They are also experienced to persuade others who do not willingly participate in making decisions.

According to the finding, they can use stress management techniques for improvement in personal and work life. They can endure strain and overcome stressful situations. They can assign tasks to the appropriate people in executing tasks. To enhance performance, they are being experienced to match the appropriate people and resources in the organization in a complex situation. They have some experience to handle obstruction and idleness in work process, promote improvement in performance improvement. They are able to allow others to know how they are behaving and progress on weaknesses in performing task and coordinate the work-related activities for task completion.

Moreover, Myanmar managers are able to handle difficult situation to manage stress in the organization. They are able to adjust procedures, strategies and timelines necessary for inspiring goal attainment. Moreover, they are fairly artistic to represent for the organization in community affairs to promote awareness and foster goodwill as involving social responsibility.

In general, it is recognized that moderate level of the Myanmar managers are practiced as charismatic and visionary leadership style by using their smart and talented leadership traits and by wording to the hearts of employees, letting them be part of something more significant than before but some managers still applies directive leadership style by instructing followers what needs to be done and giving an appropriate guidance along the way.

With respect to leadership behaviors, some of Myanmar managers took the role of supportive leadership behaviors; some are supposed to apply not only directive leadership behaviors but also participative leadership behaviors. It was also found that some are assumed as taking achievement-oriented leadership behavior.

Some of the Myanmar managers are made the decisions by adapting situation. Some of them are made their decisions accordance with contingencies. Some Myanmar managers were assumed as transactional leader who guided followers in the direction of

established goals by clarifying role and task requirements as well as worked through creating clear structures and the rewards.

However, most of Myanmar managers cannot be assumed as transformational leaders because they cannot instill feelings of confidence, admiration and commitment in the followers for innovation. They cannot create significant change in both followers and the organization to achieve the goal of the organization. In general, it can be said that they do not have the ability to lead changes in the organization's mission, strategy, structure, and culture, as well as to promote innovation in products and technologies. Furthermore, they cannot give effective meaning to diverse activities, and find common ground to enlist followers in the change process.

6.2 Suggestions and Recommendations

Myanmar managers should clearly focus on the details of the task to be accomplished when examining 'Executing Tasks'. They have to apparently make adjustment for the plans in light of how other people and environment changing. They should obviously also consider working on a variety of tasks simultaneously and rotating the resources among business functions when needed. They are required to evidently provide positive feedback and critiques, in a timely and constructive manner, to allow others to know how they are doing and improve on weaknesses.

As regards 'Analytical Thinking' variable component, they have got to noticeably set priorities for tasks in order of importance. They should apparently formulate appropriate plans and analyses systematically in breaking down a complex problem.

Regarding 'Conceptual Thinking variable component, Myanmar managers should clearly simplify complexities by pulling together ideas, issues, and observations into a single concept or a clear presentation to some extent.

Concerning 'Creativity', they must efficiently identify logical and diverse idea in applying suitable situation by conducting thorough approaches and careful judgments.

Regarding 'Forecasting' variable component, Myanmar managers have to obviously develop an image of an ideal working condition of an organization. They should smartly enough to foresee & acknowledge important events and changes that occur in the organization and predict accurately when they might occur.

In investigating 'Motivating Others' variable component, they should certainly correctly measure and track progress toward goals to evaluate individual and group performance and provide necessary feedback.

In analyzing 'Team Leadership' variable component, they should highly promote organization team effectiveness by using complex strategies to promote morale and improve productivity.

In considering 'Impact and Persuading' variable component, it is found that Myanmar managers must finely adapt presentation or discussion to better fit the environment. They should nattily take multiple steps to persuade, including careful preparation of data, or provide options in a presentation or discussion. They must efficiently take time to learn what motivates performance in each organization team member. They should expertly use experts or third parties to influence or persuade others to support his actions. They ought to clearly provide reward for performance according to each member's value system. They cannot smartly shape desired behavior to influence the work unit and a specific team.

With respect to 'Influencing' variable component, they ought to surely point out how decisions will be made affectively by the organization's culture. They rarely delegate authority and empower subordinates. They have to definitely convince others to believe in the organization's values and to act in accordance with those values.

Concerning 'Achievement Orientation' variable component, Myanmar managers should certainly drive effectiveness of the teams and the way it does business taken in previous state of affairs. When performing the organization with other team members, they are obliged to smartly focus on tasks and standards excellence set by the stakeholders. However, they should obviously set high performance standard as a role model for team. They should proficiently control organization risk proactively.

As regards 'Concern for Quality and Accuracy', they should effectively manage progress of the organizations against quality, time and cost base line.

In evaluating 'Initiative' variable component, they should successfully initiate, plan and execute to improve for organization and they rarely act quickly and decisively in crisis.

In concerning 'Information Seeking', they should obviously ask probing questions to get at the root cause of a problem.

In viewing of 'Ethical Process' variable component, Myanmar managers should thoroughly explain decisions that demonstrate dignity and respect for the subordinates. They should carefully promote a climate of openness and trust in the company. They should certainly disseminate information about rules and regulations to subordinates and make sure that they follow them by overseeing and auditing behavior. They should smartly establish, train, and reinforce policies to ensure that subordinates treat each other kindly and honestly. They should clearly apply rules and procedures in a consistent, accurate, and correctable manner to ensure that subordinates know that fair rules are they are smartly used.

In considering 'Responsibility' variable component, Myanmar managers ought to undoubtedly represent for the organization in community affairs to promote awareness and foster goodwill. They are supposed to definitely act and behave in fair and ethical manner in performing organizational strategies. They should certainly learn from own mistakes and analyze own performance to understand failures and to improve future performance.

With respect to 'Social Knowledge' variable component, Myanmar managers are supposed to have much understanding more than one language in order to communicate among business partners in foreign countries. They should have enough knowledge of the social values, beliefs, norms and practices.

In determining 'Self - Control' variable component, Myanmar managers have to effectively use stress-management techniques to prevent burnout, and badly deal with ongoing stress and control response effectively. They have got to expertly respond calmly under frustration and control emotional feeling.

In examining 'Self - Confidence' variable component, it is found that Myanmar managers should smartly see self as causal agent, prime mover, catalyst, or originator, stating confidence in own judgment. They ought to see self as competent, comparing own abilities favorably with others' abilities. They must accept responsibility and admit failures.

In considering 'Flexibility' leadership competency variable component, it is found that Myanmar managers should have expertly enough to change own behavior or approach to suit the situation. They have to clearly apply flexible rules or procedures, depending on the different situation. They should carefully adapt actions to accomplish organizational objectives. They should certainly adapt tactics to situation or to other's response and changing own behavior or approach to suit the situation and they must change quickly when necessary.

In scrutinizing 'Organizational Commitment' leadership competency variable component, Myanmar managers must understand and actively support organization and organizational mission and they must understand needs for cooperation to achieve organizational objectives. In addition, they have got to obviously align own activities and priorities to meet organizational needs; softly understand the needs for cooperation to achieve organizational objectives. They should clearly make sacrifices when necessary to move organization forward.

In assessing 'Learning' leadership competency variable component, they should visibly practice continuous learning in their profession and leadership. They should have much value in learning and seeking situations to increase knowledge. They are obliged to competently learn new techniques for developing themselves through the use of multiple approaches. They are required to smartly seek feedback on their performance and use them for improvement. They should competently control emotions even in difficult or challenging situations.

Regarding 'Managing Change' leadership competency variable component, Myanmar managers are supposed to efficiently facilitate the institutionalization of change initiatives. They ought to effectively assess situational forces that are promoting and inhibiting an idea for change. They must widely understand and utilize new technology to improve work processes. They must be skillful enough to take risks when necessary. They should persistently and constantly react against the traditional thing that impedes performance improvements. They must precisely recognize and reward those who take initiative and act in a creative manner. They should accurately constantly look for ways that one can improve the organization. They should specifically encourage subordinates

to come up with innovative solutions. In addition, they ought to clearly explicitly pinpoint the actual nature, cause of problems and the dynamics that underlie them.

To summarize, managers should encounter a critical and vital change in the global economy. Managers should consider a consistent idea for the competitive potential to build customers responsive strategies in the particular fields in cooperation with innovation, quick decision-making, value and price leading organizations, and effectively connecting with stakeholders in building a value chain for customers. Managers ought to encourage organizations to accept value chain concept as well as train employees to accept a value-chain perspective by imposing suppliers, employees, and customers into value-chain processes. Managers should focus on a value-chain perspective relying on soft skill development programs. Managers should build required leadership competencies through shifting to the focus of value chain concept for organizational success.

When making management decisions, they should evaluate situational forces that are heartening and hindering an idea for change initiative. They ought to scan tremendously changing environmental conditions like changing lifestyle, social values, norms and believes, taste and preference, aesthetic value as well as market and demand condition, purchasing power, competitors' strategy, technology advancement and innovation. They have to apply global mindset in making business decision by applying new ways of business thinking. They need to act against the conventional factors that postpone performance improvement. They should be competent enough to take risks when necessary. They should recognize and reward those who take initiative and act in a creative manner. Myanmar managers should stimulate subordinates to come up with innovative solutions. They should facilitate the institutionalization of change initiatives. They should find out and identify the nature, cause of problems and the dynamics that underlie them. They should constantly look for ways that one can shape the organization to improve higher level and should utilize technology to improve work processes.

Today organizations accept a modern concept of transformation, reengineering, adaptation, and learning. Managers should make organizations learn to adapt changes in organizations quickly and to change faster among competitors through building leadership competencies in organizations. Managers need to define an organizational

model for change, to disseminate that model throughout the organization, and to sponsor its ongoing application.

Furthermore, Managers ought to emphasize on productivity gains, reengineering concepts and efficiency enhancement to apply new business concepts of rightsizing, consolidation and strategic alliances. Moreover, they should focus on quality that leads to improve profit through cost saving and process modification.

In the changing process, managers should be needed to seek leverage among customers, train people and business processes to react their specification. They should empower employees to decide by themselves. They should change them to be dedicated ones who could maintain intimate relationship with key participants.

They should leverage core competencies for creating new products, raises the fundamental challenge of turning research knowledge into customer products. Managers should focus on cross-functional product teams identifying core competencies and then should turn those competencies into new product development and new service innovation with connecting alliances, mergers, and acquisitions by using proper leadership competencies.

To cope with globalization process, manager should modify their capabilities into hard technology and soft technology up to obtaining competitive advantages in the particular fields.

In the contemporary world, managers should be aware of changing concepts and collecting changing information arisen from the environment to get a competitive advantage. Managers, thus, should be ahead of the information curve and learn to leverage information for business results. They should be needed to figure out how to make technology a viable and productive part of the work setting. Managers should be responsible for technology innovation projects in redefining work at their firms by using leadership competencies of the managers. Furthermore, they essentially need to prepare in embracing the new technologies and innovations. Thus, appropriate leadership style, traits and behaviors should be developed by Myanmar managers to adapt above challenges.

Myanmar managers should upgrade leadership competencies to get an organizational goal. They should leadership competencies arisen from the heart,

personality and originality. They need to develop right vision, passionate spirit, creation, flexibility, inspiration, initiative mindset. Managers should to upgrade their skills and traits up to meeting with possessing desired leadership competencies in the particular fields. They should be honest, forward-looking, competent, inspiring and intelligent.

Managers should practice Democratic Leadership Style as well as should develop suitable leadership powers in the certain organizations. They should maintain trust building and customer relationship network in the organization. They ought to construct staff development team, emotional intelligence team, negotiating team and they should also build risk management team as well.

To create a positive team spirit and to motivate the efforts of team members, managers should negotiate them to get proper balance in the respective areas. To meet the goal of the whole business unit, managers should be needed to fulfill the goals of sub units. This point gives strong evidence practicing leadership competencies of managers in the practical business fields.

As studied that capable and motivated business team is derived from leadership competencies of managers. In addition, high contribution and commitment of a particular business manager are resulted from leadership competencies of those managers. Therefore, today managers should develop proper leadership competencies by building cross functional and cross cultural business teams to get competitive edge of a particular business organization through high recognition and acceptance of customers.

In order to cope with these changes and market niches, Myanmar managers should apply appropriate leadership competencies in handling problems and dealing with constructive conflicts in the decision making processes. To cope with them, they should negotiate all aspects of related business subsystems with the whole system for proper functioning; they should also take the leading role by building a dedicated, cross functional and cross-cultural business teams as well as by creating productive communication network among team members through adopting leadership competencies in the entire sphere of the organization. Moreover managers should develop authentic abilities of managers that give a strong force to get a set of leadership competencies. Then, they should behave as charismatic leaders with high personality.

Myanmar managers should take the responsibilities for the success and failure of the business. They should take final responsibilities of the outcomes of the business. Managers ought to avoid selection people by using favoritism concept without possessing true leadership competencies. Furthermore, they should not keep away from recognition of the importance of leadership which is ongoing at the same time they should accept the results of the indicators of poor leadership.

One significant fact is that they should avoid generating window dressing concepts rather than maneuvering practical issues in a business management. Myanmar managers should not neglect the importance of leadership competencies rather than paying special emphasis on management competencies. They have to correctly distinguish between leadership competencies and those of management. Managers should emphasize on holistic point of view instead of paying attention to small parts. They should delegate employees who have necessary soft skills rather than the technical expertise only in the particular business.

The concern for Myanmar managers is that they should develop desired leadership competencies to get efficiency and effectiveness of the organizations. Managers are supposed to avoid emphasizing on giving punishments that can cause detriment on human spirit while they ought to avoid negative spirit towards employees by dictating and dominating in the processing of tasks and performance such as cutting salaries, giving demotion, loss of job, days off without pay, and reprimanding employees in front of others. More consideration is that they should not set up strict rules, guidelines and procedures to employees whereas they should recognize their difficulties and constraints in the jobs; at the same time, they should understand the abilities and strengths in the work situation and they must avoid threaten employees to make their efforts up to meeting higher levels of productivity.

Furthermore, Myanmar managers are to essentially adopt the suitable practices by applying appropriate leadership competencies in the respective organization. They should pay attention into employees' affairs and employee centric approaches in their own sphere of management. They should take into consideration to fulfilling both basic needs and upper level needs of their employees. With the genuine leadership competencies,

they should build teamwork, help employees with their problems, and provide psychological supports for reaching task accomplishment of the employees.

Finding shows that there is a not perfectly positive relationship between leadership trait and behavior and motivated behavior of employees. Therefore, Myanmar managers should modify their currently practicing leadership trait and behavior to employees. Leadership trait and behavior of managers should be employee - centric and acquire motivation of employee. Finding points out that employee motivation depends on democratic leadership styles. Thus, Myanmar managers should practice Democratic Leadership Style because this style directly attains employee motivation

Finding also describes that there is a positive connection between employee motivation and performance of the organization. Therefore, Myanmar managers should apply appropriate motivation techniques of fulfilling higher level needs and basic needs of employees that lead to enhancing performance in the particular organization.

Finding also points out that organizational performance somewhat relies on seven leadership competency determinants. Therefore, Myanmar managers should develop appropriate leadership competencies in particular organizations.

In general, Myanmar managers should enlarge and enrich the appropriate leadership competencies in the respective areas and should apply employee satisfaction oriented rules, principles, procedures and practices in their particular business concerns. The important consideration is to utilize appropriate incentive and benefit systems in the certain organization that can achieve customer satisfaction and motivation with applying appropriate leadership competencies. One crucial thing is that authentic leadership competencies should be used in the challenging business environment together with practicing adaptability and flexibility concepts as well as building constructive relationship and positive communication network with the stakeholders. The heartening attitude essentially to be developed for Myanmar managers is to invite participation and involvement of employees in enhancing attractive works and goal attainment through preserving quality product and particular services. By taking these constructive measures, they can persuade motivated employees with positive sprit who will be turned into capable and affordable employees for the organization in the future.

To summarize, Myanmar managers ought to extend their leadership traits, behaviors and styles in line with the recent trend as taking not only the role of charismatic and visionary leaders but also transformational leaders. They, because, should build sense of confidence, admiration and commitment for innovation. They ought to face with a significant challenge in changing process to achieve the goal of the organization. In general, they have to upgrade their abilities to lead changes in the organization's mission, strategy, structure, and culture, as well as to promote innovation in products and technologies. Furthermore, they should make the right decisions by persuading employees to coordinate diverse activities, to become accustomed in contingent situation and finally find common ground to enlist followers in the change process.

6.3 Needs for Future Study

The study only focuses on measuring leadership competencies of Myanmar managers by using seven leadership competency determinants in the trading and service sectors. The study only emphasizes on privately run Myanmar companies. The future studies should be drawn attention to using more than seven leadership determinants except covering in this study. Moreover, future studies should be emphasized on the rest of the sectors in private sector apart from covering this study, and also lead to public sector and non - governmental organizations. This study can only focus on leadership competency of Myanmar managers from the outlook of managers' side as well as the study only based on describing perception of Myanmar managers due to constraints of time and other limitation. In addition, more specific study should be highlighted on measuring leadership competency by using 360 degree leadership competency framework toward peer groups, top managers, subordinates and blue collar workers with practicing the observation technique. Besides, the further studies should also be targeted at leadership styles, leadership behaviors and leadership traits as well as should be given concentration to management competency level and management competency model of particular business concerns in private sector and public sector as well.

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Appendix 1 Frequency & Percentage of Leadership Compentencies' Determinants Ai to Gi

Yi	VM (Fr:)	VM (%)	Much (Fr:)	Much (%)	Moderate (Fr:)	Moderate (%)	SW (Fr:)	SW (%)	Never (Fr:)	Never (%)	Total
A11	1	3.33	14	46.67	7	23.33	5	16.67	3	10	30
A12	2	6.67	12	40.00	11	36.67	4	13.33	1	3.33	30
A21	2	6.67	10	33.33	8	26.67	9	30.00	1	3.33	30
A22	1	3.33	14	46.67	9	30.00	5	16.67	1	3.33	30
A23	2	6.67	10	33.33	8	26.67	9	30.00	1	3.33	30
A24	1	3.33	14	46.67	7	23.33	5	16.67	3	10.00	30
A31	2	6.67	10	33.33	8	26.67	9	30.00	1	3.33	30
A32	2	6.67	10	33.33	8	26.67	9	30.00	1	3.33	30
A33	2	6.67	10	33.33	8	26.67	9	30.00	1	3.33	30
A34	0	0.00	14	46.67	9	30.00	5	16.67	2	6.67	30
A35	2	6.67	10	33.33	8	26.67	9	30.00	1	3.33	30
A41	1	3.33	13	43.33	10	33.33	5	16.67	1	3.33	30
A42	2	6.67	10	33.33	8	26.67	9	30.00	1	3.33	30
A43	1	3.33	13	43.33	10	33.33	5	16.67	1	3.33	30
A44	2	6.67	10	33.33	8	26.67	9	30.00	1	3.33	30
A51	3	10.00	13	43.33	10	33.33	2	6.67	2	6.67	30
A52	1	3.33	16	53.33	10	33.33	2	6.67	1	3.33	30
A53	2	6.67	14	46.67	10	33.33	3	10.00	1	3.33	30
A54	2	6.67	12	40.00	13	43.33	2	6.67	1	3.33	30
A61	3	10.00	9	30.00	16	53.33	1	3.33	1	3.33	30
A62	4	13.33	9	30.00	17	56.67	0	0.00	0	0.00	30
A63	2	6.67	14	46.67	13	43.33	1	3.33	0	0.00	30
A64	3	10.00	12	40.00	15	50.00	0	0.00	0	0.00	30
A65	6	20.00	11	36.67	13	43.33	0	0.00	0	0.00	30

Yi	VM (Fr:)	VM (%)	Much (Fr:)	Much (%)	Moderate (Fr:)	Moderate (%)	SW (Fr:)	SW (%)	Never (Fr:)	Never (%)	Total
B11	3	10	13	43.33	14	46.67	0	0.00	0	0.00	30
B12	3	10	13	43.33	14	46.67	0	0.00	0	0.00	30
B13	5	16.67	13	43.33	11	36.67	0	0.00	1	3.33	30
B14	4	13.33	8	26.67	18	60.00	0	0.00	0	0.00	30
B15	3	10.00	13	43.33	14	46.67	0	0.00	0	0.00	30
B16	4	13.33	13	43.33	12	40.00	0	0.00	1	3.33	30
B17	3	10	13	43.33	14	46.67	0	0.00	0	0.00	30
B21	5	16.67	14	46.67	10	33.33	0	0.00	1	3.33	30
B22	4	13.33	12	40.00	11	36.67	1	3.33	2	6.67	30

Yi	VM (Fr:)	VM (%)	Much (Fr:)	Much (%)	Moderate (Fr:)	Moderate (%)	SW (Fr:)	SW (%)	Never (Fr:)	Never (%)	Total
B23	5	16.67	14	46.67	10	33.33	0	0.00	1	3.33	30
B24	5	16.67	14	46.67	10	33.33	0	0.00	1	3.33	30
B25	5	16.67	14	46.67	10	33.33	0	0.00	1	3.33	30
B31	5	16.67	10	33.33	12	40	1	3.33	2	6.67	30
B32	5	16.67	10	33.33	12	40	1	3.33	2	6.67	30
B33	2	6.67	11	36.67	14	46.67	0	0	3	10	30
B34	2	6.67	9	30.00	16	53.33	0	0	3	10	30
B35	2	6.67	11	36.67	14	46.67	0	0	3	10	30
B36	2	6.67	9	30	16	53.33	0	0	3	10	30
B41	4	13.33	14	46.67	9	30	0	0	3	10	30
B42	4	13.33	11	36.67	13	43.33	0	0	2	6.67	30
B43	4	13.33	14	46.67	9	30.00	0	0	3	10.00	30
B44	4	13.33	14	46.67	9	30.00	0	0	3	10.00	30
B45	3	10.00	12	40.00	11	36.67	0	0	4	13.33	30
B46	2	6.67	12	40.00	12	40.00	0	0	4	13.33	30
B47	4	13.33	14	46.67	9	30.00	0	0	3	10.00	30
B48	3	10.00	11	36.67	14	46.67	0	0	2	6.67	30

Yi	VM (Fr:)	VM (%)	Much (Fr:)	Much (%)	Moderate (Fr:)	Moderate (%)	SW (Fr:)	SW (%)	Never (Fr:)	Never (%)	Total
C11	3	10	10	33.33	14	46.67	0	0	3	10	30
C12	2	6.67	9	30.00	15	50.00	0	0	4	13.33	30
C13	3	10	10	33.33	14	46.67	0	0	3	10	30
C14	3	10	10	33.33	14	46.67	0	0	3	10	30
C15	3	10	10	33.33	14	46.67	0	0	3	10	30
C21	4	13.33	13	43.33	10	33.33	1	3.33	2	6.67	30
C22	3	10.00	10	33.33	14	46.67	0	0.00	3	10.00	30
C31	1	3.33	10	33.33	15	50.00	0	0.00	4	13.33	30
C32	3	10.00	10	33.33	14	46.67	0	0.00	3	10.00	30

Yi	VM (Fr:)	VM (%)	Much (Fr:)	Much (%)	Moderate (Fr:)	Moderate (%)	SW (Fr:)	SW (%)	Never (Fr:)	Never (%)	Total
D11	4	13.33	11	36.67	11	36.67	2	6.67	2	6.67	30
D12	3	10	9	30.00	13	43.33	5	16.67	0.00	0.00	30
D13	4	13.33	11	36.67	11	36.67	2	6.67	2	6.67	30
D14	7	23.33	8	26.67	10	33.33	3	10	2	6.67	30
D21	6	20	10	33.33	8	26.67	4	13.33	2	6.67	30

Yi	VM (Fr:)	VM (%)	Much (Fr:)	Much (%)	Moderate (Fr:)	Moderate (%)	SW (Fr:)	SW (%)	Never (Fr:)	Never (%)	Total
D22	4	13.33	11	36.67	11	36.67	2	6.67	2	6.67	30
D31	8	26.67	7	23.33	12	40	3	10	0	0	30
D32	8	26.67	9	30	10	33.33	2	6.67	1	3.33	30
D33	4	13.33	11	36.67	11	36.67	2	6.67	2	6.67	30
D34	8	26.67	7	23.33	12	40	3	10	0	0	30
D35	4	13.33	11	36.67	11	36.67	2	6.67	2	6.67	30
D41	5	16.67	10	33.33	8	26.67	3	10.00	4	13.33	30
D42	6	20.00	10	33.33	11	36.67	2	6.67	1	3.33	30
D43	5	16.67	12	40.00	13	43.33	0	0.00	0	0.00	30
D44	6	20.00	11	36.67	13	43.33	0	0.00	0	0.00	30
D45	6	20.00	12	40.00	12	40.00	0	0.00	0	0.00	30

Yi	VM (Fr:)	VM (%)	Much (Fr:)	Much (%)	Moderate (Fr:)	Moderate (%)	SW (Fr:)	SW (%)	Never (Fr:)	Never (%)	Total
E11	10	33.33	13	43.33	5	16.67	2	6.67	0	0.00	30
E12	8	26.67	12	40.00	6	20.00	3	10.00	1	3.33	30
E13	8	26.67	10	33.33	6	20.00	3	10.00	3	10.00	30
E14	9	30.00	11	36.67	7	23.33	3	10.00	0	0.00	30
E15	8	26.67	10	33.33	6	20.00	3	10.00	3	10.00	30
E21	6	20	14	46.67	6	20.00	3	10.00	1	3.33	30
E22	8	26.67	10	33.33	6	20.00	3	10.00	3	10.00	30
E23	3	10.00	16	53.33	4	13.33	6	20.00	1	3.33	30
E24	8	26.67	10	33.33	6	20.00	3	10.00	3	10.00	30
E25	3	10.00	12	40.00	11	36.67	3	10.00	1	3.33	30
E26	2	6.67	11	36.67	12	40.00	5	16.67	0	0.00	30
E27	8	26.67	10	33.33	6	20.00	3	10.00	3	10.00	30
E28	3	10.00	11	36.67	12	40.00	4	13.33	0	0.00	30

Yi	VM (Fr:)	VM (%)	Much (Fr:)	Much (%)	Moderate (Fr:)	Moderate (%)	SW (Fr:)	SW (%)	Never (Fr:)	Never (%)	Total
F11	2	6.67	13	43.33	12	40	3	10	0	0	30
F12	6	20.00	15	50.00	6	20	1	3.33	2	6.67	30
F13	3	10.00	11	36.67	9	30	7	23.33	0	0	30
F14	6	20.00	16	53.33	6	20	2	6.67	0	0	30
F21	7	23.33	14	46.67	7	23.33	2	6.67	0	0.00	30
F22	6	20.00	16	53.33	6	20.00	2	6.67	0	0.00	30
F23	0	0.00	12	40.00	10	33.33	6	20.00	2	6.67	30

Yi	VM (Fr:)	VM (%)	Much (Fr:)	Much (%)	Moderate (Fr:)	Moderate (%)	SW (Fr:)	SW (%)	Never (Fr:)	Never (%)	Total
F31	6	20	13	43.33	10	33.33	1	3.33	0	0	30
F32	6	20	16	53.33	6	20.00	2	6.67	0	0	30
F33	1	3.33	11	36.67	14	46.67	1	3.33	3	10	30
F34	6	20	16	53.33	6	20.00	2	6.67	0	0	30
F41	0	0	9	30	15	50	6	20	0	0	30
F42	6	20	16	53.33	6	20.00	2	6.67	0	0	30
F43	1	3.33	12	40.00	11	36.67	4	13.33	2	6.67	30
F44	6	20	16	53.33	6	20.00	2	6.67	0	0	30

Yi	VM (Fr:)	VM (%)	Much (Fr:)	Much (%)	Moderate (Fr:)	Moderate (%)	SW (Fr:)	SW (%)	Never (Fr:)	Never (%)	Total
G1	0	0	1	3.3	5	16.7	15	50	9	30	30
G2	0	0	1	3.33	3	10	10	33.33	16	53.33	30
G3	0	0	1	3.3	4	13.3	11	36.7	14	46.7	30
G4	0	0	0	0	6	20	5	16.7	19	63.3	30
G5	0	0	0	0	4	13.3	6	20	20	66.7	30
G6	0	0	0	0	11	36.7	7	23.3	12	40	30
G7	0	0	0	0	3	10	6	20	21	70	30
G8	0	0	0	0	5	16.7	6	20	19	63.3	30
G9	0	0	1	3.3	3	10	15	50	11	36.7	30

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Appendix 2   Mean Score Value, Std Deviation and Coefficient of Variation of Leadership Competency Determinants

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
A11	3.33	5	46.67	4	23.33	3	16.67	2	10	1	316.66			
A12	6.67	5	40	4	36.67	3	13.33	2	3.33	1	333.35			
					Total Weighted Score						650.01	325.01	11.80	0.04

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
A21	6.67	5	33.33	4	26.67	3	30	2	3.33	1	310			
A22	3.33	5	46.67	4	30	3	16.67	2	3.33	1	330			
A23	6.67	5	33.33	4	26.67	3	30	2	3.33	1	310			
A24	3.33	5	46.67	4	23.33	3	16.67	2	10	1	316.66			
					Total Weighted Score						1266.66	316.67	9.43	0.03

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
A31	6.67	5	33.33	4	26.67	3	30	2	3.33	1	310.01			
A32	6.67	5	33.33	4	26.67	3	30	2	3.33	1	310.01			
A33	6.67	5	33.33	4	26.67	3	30	2	3.33	1	310.01			
A34	0	5	46.67	4	30	3	16.67	2	6.67	1	316.69			
A35	6.67	5	33.33	4	26.67	3	30	2	3.33	1	310.01			
					Total Weighted Score						1556.73	311.35	2.99	0.01

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
A41	3.33	5	43.33	4	33.33	3	16.67	2	3.33	1	326.63			
A42	6.67	5	33.33	4	26.67	3	30	2	3.33	1	310.01			
A43	3.33	5	43.33	4	33.33	3	16.67	2	3.33	1	326.63			
A44	6.67	5	33.33	4	26.67	3	30	2	3.33	1	310.01			
					Total Weighted Score						1273.28	318.32	9.60	0.03

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
A51	10	5	43.33	4	33.33	3	6.67	2	6.67	1	343.32			
A52	3.33	5	53.33	4	33.33	3	6.67	2	3.33	1	346.63			
A53	6.67	5	46.67	4	33.33	3	10	2	3.33	1	343.35			
A54	6.67	5	40	4	43.33	3	6.67	2	3.33	1	340.01			
					Total Weighted Score						1373.31	343.33	2.70	0.01

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
A6 1	10	5	30	4	53.33	3	3.33	2	3.33	1	339.98			
A6 2	13.33	5	30	4	56.67	3	0	2	0	1	356.66			
A6 3	6.67	5	46.67	4	43.33	3	3.33	2	0	1	356.68			
A6 4	10	5	40	4	50	3	0	2	0	1	360			
A6 5	20	5	36.67	4	43.33	3	0	2	0	1	376.67			
Total Weighted Score											1789.99	358.00	13.05	0.04

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
B11	10	5	43.33	4	46.67	3	0	2	0	1	363.3			
B12	10	5	43.33	4	46.67	3	0	2	0	1	363.3			
B13	16.67	5	43.33	4	36.7	3	0	2	3.33	1	370.1			
B14	13.33	5	26.67	4	60	3	0	2	0	1	353.3			
B15	10.00	5	43.33	4	46.67	3	0	2	0	1	363.3			
B16	13.33	5	43.33	4	40	3	0	2	3.33	1	363.3			
B17	10	5	43.33	4	46.67	3	0	2	0	1	363.3			
Total Weighted Score											2540.1	362.87	4.90	0.014

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
B21	16.67	5	46.67	4	33.33	3	0	2	3.33	1	373.4			
B22	13.33	5	40	4	36.67	3	3.33	2	6.67	1	350.0			
B23	16.67	5	46.67	4	33.33	3	0	2	3.33	1	373.4			
B24	16.67	5	46.67	4	33.33	3	0	2	3.33	1	373.4			
B25	16.67	5	46.67	4	33.33	3	0	2	3.33	1	373.4			
Total Weighted Score											1843.4	368.68	10.45	0.028

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
B31	16.67	5	33.33	4	40	3	3.33	2	6.67	1	350.0			
B32	16.67	5	33.33	4	40	3	3.33	2	6.67	1	350.0			
B33	6.67	5	36.67	4	46.67	3	0	2	10	1	330.0			
B34	6.67	5	30	4	53.33	3	0	2	10	1	323.3			
B35	6.67	5	36.67	4	46.67	3	0	2	10	1	330.0			
B36	6.67	5	30	4	53.33	3	0	2	10	1	323.3			
Total Weighted Score											2006.7	334.45	12.41	0.037

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
B41	13.33	5	46.67	4	30	3	0	2	10	1	353.3			
B42	13.33	5	36.67	4	43.33	3	0	2	6.67	1	350.0			
B43	13.33	5	46.67	4	30	3	0	2	10	1	353.3			
B44	13.33	5	46.67	4	30	3	0	2	10	1	353.3			
B45	10	5	40	4	36.67	3	0	2	13.33	1	333.3			
B46	6.67	5	40	4	40	3	0	2	13.33	1	326.7			
B47	13.33	5	46.67	4	30	3	0	2	10	1	353.3			
B48	10	5	36.67	4	46.67	3	0	2	6.67	1	343.4			
Total Weighted Score											2766.7	345.84	10.50	0.030

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
C11	10	5	33.33	4	46.67	3	0	2	10	1	333.3			
C12	6.67	5	30	4	50	3	0	2	13.33	1	316.7			
C13	10	5	33.33	4	46.67	3	0	2	10	1	333.3			
C14	10	5	33.33	4	46.67	3	0	2	10	1	333.3			
C15	10	5	33.33	4	46.67	3	0	2	10	1	333.3			
Total Weighted Score											1650.0	330.00	7.45	0.023

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
C21	13.33	5	43.33	4	33.33	3	3.33	2	6.67	1	353.3			
C22	10	5	33.33	4	46.67	3	0	2	10	1	333.3			
Total Weighted Score											686.6	343.31	14.11	0.041

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
C31	3.33	5	33.33	4	50	3	0	2	13.33	1	313.3			
C32	10	5	33.33	4	46.67	3	0	2	10	1	333.3			
Total Weighted Score											646.6	323.32	14.16	0.044

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
D11	13.33	5	36.67	4	36.67	3	6.67	2	6.67	1	343.4			
D12	10	5	30	4	43.33	3	16.67	2	0	1	333.3			
D13	13.3	5	36.67	4	36.67	3	6.67	2	6.67	1	343.2			
D14	23.33	5	26.67	4	33.33	3	10	2	6.67	1	350.0			
Total Weighted Score											1369.	342.4	6.86	0.02

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
D21	20	5	33.33	4	26.67	3	13.33	2	6.67	1	346.7			
D22	13.33	5	36.67	4	36.67	3	6.67	2	6.67	1	343.3			
Total Weighted Score											690.0	345.00	2.35	0.007

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
D31	26.67	5	23.33	4	40	3	10	2	0	1	366.7			
D32	26.67	5	30	4	33.33	3	6.67	2	3.33	1	370.0			
D33	13.3	5	36.67	4	36.67	3	6.67	2	6.67	1	343.2			
D34	26.67	5	23.33	4	40	3	10	2	0	1	366.7			
D35	13.33	5	36.67	4	36.67	3	6.67	2	6.67	1	343.3			
Total Weighted Score											1789.8	357.97	13.51	0.038

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
D41	16.67	5	33.33	4	26.67	3	10	2	13.33	1	330.0			
D42	20	5	33.33	4	36.67	3	6.67	2	3.33	1	360.0			
D43	16.67	5	40	4	43.33	3	0	2	0	1	373.3			
D44	20	5	36.67	4	43.33	3	0	2	0	1	376.7			
D45	20	5	40	4	40	3	0	2	0	1	380.0			
Total Weighted Score											1820.	364.0	20.4	0.05

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
E11	33.33	5	43.33	4	16.67	3	6.67	2	0	1	403.3			
E12	26.67	5	40	4	20	3	10	2	3.33	1	376.7			
E13	26.67	5	33.33	4	20	3	10	2	10	1	356.7			
E14	30	5	36.67	4	23.33	3	10	2	0	1	386.7			
E15	26.67	5	33.33	4	20	3	10	2	10	1	356.7			
Total Weighted Score											1880.0	376.00	20.05	0.053

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
E21	20	5	46.67	4	20	3	10	2	3.33	1	370.0			
E22	26.67	5	33.33	4	20	3	10	2	10	1	356.7			
E23	10	5	53.33	4	13.33	3	20	2	3.33	1	346.6			
E24	26.67	5	33.33	4	20	3	10	2	10	1	356.7			
E25	10	5	40	4	36.67	3	10	2	3.33	1	343.3			
E26	6.67	5	36.67	4	40	3	16.67	2	0	1	333.4			
E27	26.67	5	33.33	4	20	3	10	2	10	1	356.7			
E28	10	5	36.67	4	40	3	13.33	2	0	1	343.3			
Total Weighted Score											2806.	350.8	11.3	0.03

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
F11	6.67	5	43.33	4	40	3	10	2	0	1	346.7			
F12	20	5	50	4	20	3	3.33	2	6.67	1	373.3			
F13	10	5	36.67	4	30	3	23.33	2	0	1	333.3			
F14	20	5	53.33	4	20	3	6.67	2	0	1	386.7			
Total Weighted Score											1440.0	360.00	24.34	0.068

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
F21	23.33	5	46.67	4	23.33	3	6.67	2	0	1	386.7			
F22	20	5	53.33	4	20	3	6.67	2	0	1	386.7			
F23	0.00	5	40.00	4	33.33	3	20.0	2	6.67	1	306.7			
Total Weighted Score											1080.	360.0	46.1	0.12

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
F31	20	5	43.33	4	33.33	3	3.33	2	0	1	380.0			
F32	20	5	53.33	4	20	3	6.7	2	0	1	386.7			
F33	3.33	5	36.67	4	46.67	3	3.33	2	10	1	320.0			
F34	20	5	53.33	4	20	3	6.67	2	0	1	386.7			
Total Weighted Score											1473.4	368.34	32.38	0.088

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
F41	0	5	30	4	50	3	20	2	0	1	310.0			
F42	20	5	53.33	4	20	3	6.67	2	0	1	386.7			
F43	3.33	5	40	4	36.67	3	13.33	2	6.67	1	320.0			
F44	20	5	53.33	4	20	3	6.67	2	0	1	386.7			
Total Weighted Score											1403.3	350.83	41.58	0.119

LC	%	Wt	%	Wt	%	Wt	%	Wt	%	Wt	Total	Mean Score	Std Dev:	C.V
G1	0	5	3.3	4	16.7	3	50	2	30	1	193.3			
G2	0	5	3.33	4	10	3	33.33	2	53.33	1	163.3			
G3	0	5	3.3	4	13.3	3	36.7	2	46.7	1	173.2			
G4	0	5	0	4	20	3	16.7	2	63.3	1	156.7			
G5	0	5	0	4	13.3	3	20	2	66.7	1	146.6			
G6	0	5	0	4	36.7	3	23.3	2	40	1	196.7			
G7	0	5	0	4	10	3	20	2	70	1	140.0			
G8	0	5	0	4	16.7	3	20	2	63.3	1	153.4			
G9	0	5	3.3	4	10	3	50	2	36.7	1	179.9			
Total Weighted Score											1503.1	167.01	20.09	0.120

Appendix 3 Mean Score Value and Coefficient of variation of Seven Leadership Determinants

	Mean	STD	CV		Mean	STD	CV
A1	325	11.79	0.04	B1	362.86	4.88	0.01
A2	316.67	11.79	0.03	B2	368.67	10.43	0.03
A3	311.33	11.79	0.01	B3	334.44	12.41	0.04
A4	318.33	11.79	0.03	B4	345.83	10.50	0.03
A5	343.33	11.79	0.01	Sum	1411.80	38.23	0.11
A6	358.00	11.79	0.04	∑ **Bi**	**352.95**	9.56	0.03
Sum	1972.66	70.71	0.15				
∑ **Ai**	**328.78**	**11.79**	**0.03**				

	Mean	STD	CV		Mean	STD	CV
C1	330	7.45	0.02	D1	342.50	6.87	0.02
C2	343.33	14.14	0.04	D2	345	2.36	0.01
C3	323.33	14.14	0.04	D3	358	13.46	0.04
Sum	996.67	35.74	0.11	D4	364	20.47	0.06
∑ **Ci**	**332.22**	11.91	0.04	Sum	1409.50	43.15	0.12
				∑ **Di**	**352.38**	10.79	0.03

	Mean	STD	CV		Mean	STD	CV
E1	376	20.055	0.05	F1	360	24.34	0.07
E2	350.83	11.37	0.03	F2	360	46.19	0.13
Sum	726.83	31.43	0.09	F3	368.33	32.38	0.09
∑ **Ei**	**363.42**	15.71	0.04	F4	350.83	41.58	0.12
				Sum	1439.17	144.48	0.40
				∑ **Fi**	**359.79**	36.12	0.10

	Mean	STD	CV
G1	167	20.09	0.12
Sum	167	20.09	0.12
∑ Gi	167	20.09	0.12

Appendix 4 Sub Variable Components of Top Ranking Leadership Determinants and respective Mean Score Value (MSV)

Variables	Sub Variable Components of Top Ranking Leadership Determinants	MSV
E11	Enhancing Performance	403.3
E14	Enhancing Performance	386.7
F34	Creativity	386.7
F14	Analytical thinking	386.7
F22	Conceptual thinking	386.7
F32	Creativity	386.7
F42	Forecasting	386.7
F44	Forecasting	386.7
F21	Conceptual thinking	386.7
F31	Creativity	380
E12	Enhancing Performance	376.7
F12	Analytical thinking	373.3
B25	Team- leadership	373.3
B23	Team- leadership	373.3
B21	Team- leadership	373.3
B24	Team- leadership	373.3
E21	Executing Task	370
B13	Motivating Others	370
B12	Motivating Others	363.3
B11	Motivating Others	363.3
B15	Motivating Others	363.3
B16	Motivating Others	363.3
B17	Motivating Others	363.3

Appendix 5 Sub Variable Components of Top Ranking Leadership Determinants and respective MSV

Variables	Sub Variable Components of Top Ranking Leadership Determinants	MSV
E11	Involve the group in discovering methods	403.3
E14	Facilitate communication outside the organization	386.7
F34	Have knowledge to use novel ideas to solve problems	386.7
F14	Possess talents to provide the framework to solve the problems	386.7
F22	Have skills to modify concepts or methods appropriately	386.7
F32	Possess logic to identify different possible approaches	386.7
F42	Conclude what a change from the environment in the long-term	386.7
F44	Evaluate future directions and risks	386.7
F21	Apply concepts and knowledge of past discrepancies	386.7
F31	Come up with a variety of approaches to problem solving	380
E12	Redirect the group to achieve better task completion	376.7
F12	Set priorities for tasks in order of importance	373.3
B25	Invest extra time and effort	373.3
B23	Take care of the organization team' reputation	373.3
B21	Use authority fairly, personal effort to treat all team equitably	373.3
B24	Lead directly team members with a direct relationship	373.3
E21	Have knowledge of standard practices and procedures	370
B13	Set challenging but attainable goals for individuals and groups	370
B12	Make an orientation for new employees	363.3
B11	Initiate the activities of groups and lead others toward common goals	363.3
B15	Measure and track progress toward goals	363.3
B16	Manage inertia and conflict during the process of group	363.3
B17	Promote cooperation, trust, and confidence	363.3

Appendix 6   Leadership Competency Questionnaire for Top Managers

This set of questionnaire is intended to top managers of particular companies to describe their Leadership Competencies in terms of leadership style, personality, role, traits, attitudes and behaviors toward their jobs, responsibilities and team members. Please give your constructive response regarding following questions. Your candid response would be used only in my research purpose and would be kept in a strict confidence.

A			Self - Management					
	I		**Self-Control**	5	4	3	2	1
		1	You respond calmly under frustration and control emotional feeling.					
		2	You use stress-management techniques to prevent burnout, and deal with ongoing stress and control response effectively.					
	II		**Self-Confidence**	5	4	3	2	1
		1	You see self as competent, comparing own abilities favorably with others' abilities.					
		2	You see self as causal agent, prime mover, catalyst, or originator, stating confidence in your own judgment.					
		3	You accept responsibility and admit failures.					
		4	You learn from own mistakes and analyze own performance to understand failures and to improve future performance.					
	III		**Flexibility**	5	4	3	2	1
		1	You flexibly apply rules or procedures, depending on the different situation.					
		2	You adapt actions to accomplish organizational objectives.					
		3	You adapt tactics to situation or to other's response and changing own behavior or approach to suit the situation.					
		4	You are expert to change own behavior or approach to suit the situation.					
		5	You change quickly when necessary.					
	IV		**Organizational Commitment**	5	4	3	2	1
		1	You understand and actively support organization and organizational mission and goals.					
		2	You can align own activities and priorities to meet organizational needs; to understand needs for cooperation to achieve organizational objectives.					

				5	4	3	2	1
		3	You are able to understand needs for cooperation to achieve organizational objectives.					
		4	You make sacrifices when necessary to move organization forward.					
	V		**Learning**	5	4	3	2	1
		1	You learn new techniques for developing yourself through the use of multiple approaches.					
		2	You practice continuous learning in your profession and leadership.					
		3	You value learning and seeking situations to increase knowledge.					
		4	You willingly seek feedback on your performance and use them for improvement.					
	VI		**Stress Management**	5	4	3	2	1
		1	You can control emotions even in difficult or challenging situations.					
		2	You remain effective even when situations become stressful.					
		3	You withstand and overcome stressful situations.					
		4	You control the influence of stresses of personal and work life.					
		5	You adapt to changing or dynamic situations.					
B			**Leading**					
	I		**Motivating Others**	5	4	3	2	1
		1	You willingly initiate the activities of groups and lead others toward common goals.					
		2	You make an orientation for new employees to provide an overview of the organization and its policies, rules and job responsibilities.					
		3	You set challenging but attainable goals for individuals and groups and specify actions, strategies and timelines necessary for goal attainment.					
		4	You measure and track progress toward goals to evaluate individual and group performance and provide feedback.					
		5	You manage inertia and conflict during the process of group functioning.					
		6	You are proficient to manage inertia and conflict during the process of group functioning.					
		7	You enhance the performance of a group and the satisfaction of its members by promoting cooperation, trust, and confidence in the group.					
	II		**Team Leadership**	5	4	3	2	1
		1	You use authority fairly, making a personal effort to treat all team members equitably.					
		2	You promote organization team effectiveness by using complex strategies to promote morale and improve productivity.					
		3	You take care of the organization team and protecting its reputation.					

				5	4	3	2	1
		4	You lead directly organization team members with a direct relationship with the other managers.					
		5	You invest extra time and effort in leading the organization team.					
	III		**Impact and persuading**	5	4	3	2	1
		1	You take multiple steps to persuade, including careful preparation of data, or provide options in a presentation or discussion.					
		2	You adapt presentation or discussion to better fit the environment.					
		3	You use experts or third parties to influence or persuade others to support his actions.					
		4	You model desired behavior to influence the work unit/ team.					
		5	You take time to learn what motivates performance in each organization team member.					
		6	You reward performance according to each member's value system.					
	IV		**Influencing**	5	4	3	2	1
		1	You work well with others to jointly achieve goals.					
		2	You communicate with others to convince them to perform a task or approach something in a different manner.					
		3	You deal with complaints, resolving conflicts and grievances of others.					
		4	You encourage & negotiate others to come together and reconcile differences.					
		5	You delegate authority and empower subordinates.					
		6	You convince others to believe in the organization's values and to act in accordance with those values.					
		7	You stimulate to get knowledge of the social climate and point out how decisions will be affected by the organization's culture.					
		8	You are able to point out how decisions will be made affectively by the organization's culture.					
C			**Social Responsibility**					
	I		**Ethical Processes**	5	4	3	2	1
		1	You promote a climate of openness and trust in the company.					
		2	You apply rules and procedures in a consistent, accurate, and correctable manner to ensure that subordinates know that fair rules are being used.					
		3	You explain decisions that demonstrate dignity and respect for the subordinates.					

				5	4	3	2	1
		4	You establish, train, and reinforce policies to ensure that subordinates treat each other kindly and honestly.					
		5	You disseminate information about rules and regulations to subordinates and make sure that they follow them by overseeing and auditing behavior.					
	II		**Responsibility**	5	4	3	2	1
		1	You represent for the organization in community affairs to promote awareness and foster goodwill.					
		2	You always act and behave in fair and ethical manner in performing organizational strategies.					
	III		**Social Knowledge**	5	4	3	2	1
		1	You are familiar with the knowledge of the social values, beliefs, norms and practices.					
		2	You understand more than one language in order to communicate among business partners in foreign countries.					
D			**Committing Achievement**					
	I		**Achievement Orientation**	5	4	3	2	1
		1	When performing your organization with other team members, you focus on tasks and standards excellence set by the stakeholders.					
		2	You control organization risk proactively.					
		3	You set high performance standard as a role model for team.					
		4	You drive increased effectiveness of the teams and the way it does business taken in previous state of affairs.					
	II		**Concern for quality and accuracy**	5	4	3	2	1
		1	You work with others to clarify organization goals, expectations, tasks and data requirement.					
		2	You manage progress of the organizations against quality, time and cost base line.					
	III		**Initiative**	5	4	3	2	1
		1	You show persistence on their action and take direct action to address problem.					
		2	You address opportunities and problems by taking positive actions.					
		3	You act quickly and decisively in crisis.					
		4	You work and complete assignments independently without direction.					
		5	You initiate, plan and execute to improve for organization.					

				5	4	3	2	1
	IV		**Information seeking**	5	4	3	2	1
		1	You ask probing questions to get at the root cause of a problem.					
		2	You call on or contact others who are not personally involved, to get their perspectives and information.					
		3	You create a personal network among the stakeholders.					
		4	You make a systematic effort over a limited period of time to obtain needed data or feedback.					
		5	You review documentation on previous state of affairs to incorporate lessons learned.					
E			**Task Management**					
	I		**Enhancing Performance**	5	4	3	2	1
		1	You involve the group in discovering methods to enhance task performance and redirecting the group to achieve better task completion.					
		2	Being expert to redirect the group to achieve better task completion.					
		3	You identify barriers and redundancies in work processes and promote improvements in task performance.					
		4	You facilitate communication outside the organization to identify and integrate the best practices in task design and performance.					
		5	You match the appropriate people and resources in the organization in maximizing task performance in a difficult situation.					
	II		**Executing Tasks**	5	4	3	2	1
		1	You have knowledge of standard practices and procedures necessary to accomplish tasks.					
		2	You assign tasks to the appropriate people based on individual knowledge, work processes, organizational planning and work group flow.					
		3	You focus on the details of the task to be accomplished.					
		4	You coordinate the work-related activities necessary for task completion.					
		5	You adjust the plans in light of how others are acting or how the environment is changing.					
		6	You provide both positive feedback and critiques, in a timely and constructive manner, to allow others to know how they are doing and improve on weaknesses.	5	4	3	2	1
		7	You are able to allow others to know how they are doing and improve on weaknesses.					

				5	4	3	2	1
		8	You work on a variety of tasks simultaneously and rotate the resources among business functions when needed.					
F			**Cognitive Process**					
	I		**Analytical Thinking**	5	4	3	2	1
		1	You apply basic analytical techniques, such as breaking problems into simple lists of tasks or activities.					
		2	You set priorities for tasks in order of importance.					
		3	You make appropriate plans or analyses, systematically breaking down a complex problem.					
		4	You provide the framework so that solutions to problems.					
	II		**Conceptual Thinking**	5	4	3	2	1
		1	You apply concepts and knowledge of past discrepancies, trends, and relationships to look at different situations.					
		2	You modify concepts or methods appropriately.					
		3	You simplify complexities by pulling together ideas, issues, and observations into a single concept or a clear presentation.					
	III		**Creativity**	5	4	3	2	1
		1	You come up with a variety of approaches to problem solving.					
		2	You logically identify how different possible approaches are strong and weak, and analyze these judgments.					
		3	You find a better way to approach problems through synthesizing and reorganizing the information.					
		4	You use novel ideas to solve problems as a leader.					
	IV		**Forecasting**	5	4	3	2	1
		1	You foresee & acknowledge important events/ changes that occur in your organization and predict accurately when they might occur.					
		2	You conclude what an event/ a change from the environment will result in your organization in the long-term.					
		3	You develop an image of an ideal working condition of an organization.					
		4	You evaluate future directions and risks based on current and future strengths, weaknesses, opportunities and threats.					

G			Change Management					
	I		**Managing Change**	5	4	3	2	1
		1	You assess situational forces that are promoting and inhibiting an idea for change.					
		2	You willingly to act against the traditional thing that impedes performance improvements.					
		3	You are able to take risks when necessary.					
		4	You recognize and reward those who take initiative and act in a creative manner.					
		5	You encourage subordinates to come up with innovative solutions.					
		6	You facilitate the institutionalization of change initiatives.					
		7	You pinpoint the actual nature, cause of problems and the dynamics that underlie them.					
		8	You constantly look for ways that one can improve the organization.					
		9	You understand and utilize new technology to improve work processes.					

5 = Very Much,

4 = Much,

3 = Moderate,

2 = Somewhat,

1 = Never

Appendix 7 Leadership Competency Questionnaire toward Departmental Managers/ Employees

This set of questionnaire is intended to departmental managers/employees of particular companies to describe their perception, opinion and attitudes on the leadership competencies of top level managers in terms of leadership style, leadership traits, and leadership behavior and motivation techniques toward them. Please give your constructive response regarding following questions. Your candid response would be used only in my research purpose and would be kept in a strict confidence.

1. Name of Company …………………………………………………………………..

2. Location   …………………………………………………………………..

3. Employee Name   …………………………………………………………………..

4. Age   …………………………………………………………………..

5. Education Level   …………………………………………………………………..

6. Do you have an interest in the company?

     Yes   □   No   □

7. Do you have a happiness in the company?

     Yes   □   No   □

8. If you are happy in the company, please describe your degree of happiness in the company.

     Very Much Happy □   Happy □   Moderately □   Somewhat Happy □   Never Happy □

9. Does your company productivity increase annually?

     Yes   □   No   □

10. Do you put your great effort in the company to enhance the performance?

     Yes   □   No   □

11. If you put your effort in the company, please describe your degree of putting effort in the company.

     Very High □   High □   Moderately High □   Somewhat High □   Never High □

12. Do you think that your top level managers have right leadership traits and behavior?

    Yes   ☐   No   ☐

13. How do you find your top level managers' leadership traits and behavior?

    Satisfy   ☐   Not Satisfy   ☐

14. How do you assess your top level managers' leadership traits and behavior?

Very Good ☐   Good ☐   Moderately Good   ☐   Somewhat Good   ☐   Never Good ☐

15. If your top level managers' leadership traits and behavior get your motivation in the company, please describe your degree of motivation in the company.

Very High ☐   High ☐   Moderately High   ☐   Somewhat High ☐   Never High   ☐

16. Please give your opinion towards your top level managers' leadership style.

- Never delegate authority and responsibility to subordinates and employees   ☐
  (Autocratic Leadership Style)
- Consulting and discussing employees in making decisions and mostly allow delegation of authority and responsibility to subordinates and employees   ☐
  (Democratic Leadership Style)
- Give proper Free and Open leadership to team if necessary   ☐
  or if team members ask Free and Open leadership for the team as necessary
  (Laissez Leadership Style)

17. Are you satisfied with the autocratic leadership style or leadership style of never delegate authority and responsibility to subordinates and employees?

    Satisfy   ☐   Not Satisfy   ☐

18. Are you satisfied with the democratic leadership style or leadership style of consulting and discussing employees in making decisions and mostly allow delegate authority and responsibility to subordinates and employees?

    Satisfy   ☐   Not Satisfy   ☐

19. Are you satisfied with the laissez faire leadership style or leadership style of giving proper leadership if necessary or if team members ask right leadership for the team as necessary?

    Satisfy   ☐   Not Satisfy   ☐

20(a). Are you satisfied that your top level managers' autocratic leadership style or leadership style of never delegate authority and responsibility to subordinates and employees?

Very Satisfy □ Satisfy □ Moderately □ Somewhat Satisfy □ Never Satisfy   □

20(b). Are you satisfied that your top level managers' democratic leadership style or leadership style of consulting and discussing employees in making decisions and   mostly allow delegate authority and responsibility to subordinates and   employees?

Very Satisfy □ Satisfy □ Moderately □ Somewhat Satisfy □ Never Satisfy   □

20(c). Are you satisfied that your top level managers' laissez faire leadership style or leader style of giving proper leadership if necessary or if team members ask right leadership for team as necessary?

Very Satisfy □ Satisfy □ Moderately □ Somewhat Satisfy □ Never Satisfy   □

21(a). Are you happy and motivated that your top level managers' autocratic leadership style or leadership style of never delegate authority and responsibility to subordinates and employees?

Happy and Motivated   □   Not Happy and Motivated   □

21(b). Are you happy and motivated that your top level managers' democratic leadership style or leadership style of consulting and discussing employees in making decisions   and mostly allow delegation of authority and responsibility to subordinates and employees?

Happy and Motivated   □   Not Happy and Motivated   □

21(c). Are you happy and motivated that your top level managers' laissez faire leadership style or leadership style of giving proper leadership if necessary or if team members   ask right leadership for the team as necessary?

Happy and Motivated   □   Not Happy and Motivated   □

22. How do you think your top level managers' treatment towards employees?

Very Good □   Good □   Moderately □   Somewhat Good □   Never Good □

23. Which of the following privileges do you get from your top manager?

- Encouragement of Managers   Yes ☐   No ☐
- Providing incentives & Benefits   Yes ☐   No ☐
- Giving recognition & Appreciation   Yes ☐   No ☐
- Allowing employee Participation   Yes ☐   No ☐ & Involvement
- Giving Empowerment to Employees   Yes ☐   No ☐

24. Do you think that encouragement of Managers improve your performance?

Very improve ☐   improve ☐   Moderately ☐   Somewhat improve ☐   Never improve ☐

25. Do you think that providing incentives & benefits improve your performance?

Very improve ☐   improve ☐   Moderately ☐   Somewhat improve ☐   Never improve ☐

26. Do you think that giving recognition & appreciation of managers improve your performance?

Very improve ☐   improve ☐   Moderately ☐   Somewhat improve ☐   Never improve ☐

27. Do you think that allowing employee participation & involvement improve your performance?

Very improve ☐   improve ☐   Moderately ☐   Somewhat improve ☐   Never improve ☐

28. Do you think that giving empowerment to employees by managers improve your performance?

Very improve ☐   improve ☐   Moderately ☐   Somewhat improve ☐   Never improve ☐

29. Which type of leadership competency does your top level manager possess?

- Self – Management   Yes ☐   No ☐
- Leading   Yes ☐   No ☐
- Social Responsibility   Yes ☐   No ☐
- Committing Achievement   Yes ☐   No ☐
- Task Management   Yes ☐   No ☐
- Cognitive Process   Yes ☐   No ☐
- Change Management   Yes ☐   No ☐

30. How do you think your top level managers' leadership competencies?

Very Good □   Good □   Moderately   □   Somewhat Good □   Never Good □

31. Do you think that leadership competencies of top level managers enhance performance?

  Yes   □   No   □

32. How do you think that 'Self – Management' leadership competencies of top level managers improve performance?

  Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

33. How do you think that 'Leading' leadership competencies of top level managers improve performance?

  Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

34. How do you think that ' Social - Responsibility' leadership competencies of top level managers improve performance?

  Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

35. How do you think that 'Committing Achievement' leadership competencies of top level managers improve performance?

  Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

36. How do you think that 'Task – Management' leadership competencies of top level managers improve performance?

  Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

37. How do you think that 'Cognitive Process' leadership competencies of top level managers improve performance?

  Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

38. How do you think that 'Change Management' leadership competencies of top level managers improve performance?

  Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

39. Please describe your opinion regarding your Manager's Leadership Trait, Behavior.

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40. Please describe your opinion regarding your Manager's Leadership Style.

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41. Please describe your opinion regarding your Manager's Leadership Competencies.

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……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Thank You

Departmental Managers/ Employees

This set of questionnaire is intended to departmental managers/employees of particular companies to describe their perception, opinion and attitudes on the leadership competencies of top level managers in terms of leadership style, leadership traits, and leadership behavior and motivation techniques toward them.   Please give your constructive response regarding following questions. Your candid response would be used only in my research purpose and would be kept in a strict confidence.

1. Name of Company …………………………………………………………………..

2. Location   …………………………………………………………………..

3. Employee Name   …………………………………………………………………..

4. Age   …………………………………………………………………..

5. Education Level   …………………………………………………………………..

6. Do you have an interest in the company?

      Yes   □   No   □

7. Do you have a happiness in the company?

      Yes   □   No   □

8. If you are happy in the company, please describe your degree of happiness in the company.

    Very Much Happy □   Happy □   Moderately □   Somewhat Happy □   Never Happy □

9. Does your company productivity increase annually?

      Yes   □   No   □

10. Do you put your great effort in the company to enhance the performance?

      Yes   □   No   □

11. If you put your effort in the company, please describe your degree of putting effort in the company.

     Very High □   High □   Moderately High □   Somewhat High □   Never High □

12. Do you think that your top level managers have right leadership traits and behavior?

    Yes   □   No   □

13. How do you find your top level managers' leadership traits and behavior?

    Satisfy   □   Not Satisfy   □

14. How do you access your top level managers' leadership traits and behavior?

Very Good □   Good □   Moderately Good   □   Somewhat Good   □   Never Good □

15. If your top level managers' leadership traits and behavior get your motivation in the company, please describe your degree of motivation in the company.

Very High □   High □   Moderately High   □   Somewhat High □   Never High   □

16. Please give your opinion towards your top level managers' leadership style.

- Never delegate authority and responsibility to subordinates and employees   □
  (Autocratic Leadership Style)
- Consulting and discussing employees in making decisions and mostly allow delegation of authority and responsibility to subordinates and employees   □
  (Democratic Leadership Style)
- Give proper leadership if necessary   □
  or if team members ask right leadership for the team as necessary
  (Laissez Leadership Style)

17. Are you satisfied with the autocratic leadership style or leadership style of never delegate authority and responsibility to subordinates and employees?

    Satisfy   □   Not Satisfy   □

18. Are you satisfied with the democratic leadership style or leadership style of consulting and discussing employees in making decisions and mostly allow delegate authority and responsibility to subordinates and employees?

    Satisfy   □   Not Satisfy   □

19. Are you satisfied with the laissez faire leadership style or leadership style of giving proper leadership if necessary or if team members ask right leadership for the team as necessary?

    Satisfy   □   Not Satisfy   □

20(a). Are you satisfied that your top level managers' autocratic leadership style or leadership style of never delegate authority and responsibility to subordinates and employees?

Very Satisfy □ Satisfy □ Moderately □ Somewhat Satisfy □ Never Satisfy   □

20(b). Are you satisfied that your top level managers' democratic leadership style or leadership style of consulting and discussing employees in making decisions and   mostly allow delegate authority and responsibility to subordinates and   employees?

Very Satisfy □ Satisfy □ Moderately □   Somewhat Satisfy □   Never Satisfy   □

20(c). Are you satisfied that your top level managers' laissez faire leadership style or leader style of giving proper leadership if necessary or if team members ask right leadership for team as necessary?

Very Satisfy □ Satisfy □ Moderately □   Somewhat Satisfy □   Never Satisfy   □

21(a). Are you happy and motivated that your top level managers' autocratic leadership style or leadership style of never delegate authority and responsibility to subordinates and employees?

Happy and Motivated   □   Not Happy and Motivated   □

21(b). Are you happy and motivated that your top level managers' democratic leadership style or leadership style of consulting and discussing employees in making decisions   and mostly allow delegation of authority and responsibility to subordinates and employees?

Happy and Motivated   □   Not Happy and Motivated   □

21(c). Are you happy and motivated that your top level managers' laissez faire leadership style or leadership style of giving proper leadership if necessary or if team members   ask right leadership for the team as necessary?

Happy and Motivated   □   Not Happy and Motivated   □

22. How do you think your top level managers' treatment towards employees?

Very Good □   Good □   Moderately □   Somewhat Good □   Never Good □

23. Which of the following privileges do you get from your top manager?

- Encouragement of Managers   Yes ☐   No ☐

- Providing incentives & Benefits   Yes ☐   No ☐

- Giving recognition & Appreciation   Yes ☐   No ☐

- Allowing employee Participation   Yes ☐   No ☐
  & Involvement

- Giving Empowerment to Employees   Yes ☐   No ☐

24. Do you think that encouragement of Managers improve your performance?

Very improve ☐   improve ☐   Moderately ☐   Somewhat improve ☐   Never improve ☐

25. Do you think that providing incentives & benefits improve your performance?

Very improve ☐   improve ☐   Moderately ☐   Somewhat improve ☐   Never improve ☐

26. Do you think that giving recognition & appreciation of managers improve your performance?

Very improve ☐   improve ☐   Moderately ☐   Somewhat improve ☐   Never improve ☐

27. Do you think that allowing employee participation & involvement improve your performance?

Very improve ☐   improve ☐   Moderately ☐   Somewhat improve ☐   Never improve ☐

28. Do you think that giving empowerment to employees by managers improve your performance?

Very improve ☐   improve ☐   Moderately ☐   Somewhat improve ☐   Never improve ☐

29. Which type of leadership competency does your top level manager possess?

- Self – Management   Yes ☐   No ☐
- Leading   Yes ☐   No ☐
- Committing Achievement   Yes ☐   No ☐
- Task Management   Yes ☐   No ☐
- Cognitive Process   Yes ☐   No ☐
- Change Management   Yes ☐   No ☐

30. How do you think your top level managers' leadership competencies?

Very Good □   Good □   Moderately   □   Somewhat Good □   Never Good □

31. Do you think that leadership competencies of top level managers enhance performance?

Yes   □   No   □

32. How do you think that 'Self – Management' leadership competencies of top level managers improve performance?

Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

33. How do you think that 'Leading' leadership competencies of top level managers improve performance?

Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

34. How do you think that ' Social - Responsibility' leadership competencies of top level managers improve performance?

Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

35. How do you think that 'Committing Achievement' leadership competencies of top level managers improve performance?

Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

36. How do you think that 'Task – Management' leadership competencies of top level managers improve performance?

Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

37. How do you think that 'Cognitive Process' leadership competencies of top level managers improve performance?

Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

38. How do you think that 'Change Management' leadership competencies of top level managers improve performance?

Very improve □   improve □   Moderately   □   Somewhat improve □   Never improve □

39. Please describe your opinion regarding your Manager's Leadership Trait, Behavior.

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40. Please describe your opinion regarding your Manager's Leadership Style.

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41. Please describe your opinion regarding your Manager's Leadership Competencies.

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