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THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND JOB PERFORMANCE: THE MODERATING ROLE OF PERFORMANCE APPRAISAL POLITICS

SYED MIR MUHAMMAD SHAH

DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
[2016]
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ABSTRACT

Drawing upon the leader-member exchange theory and equity, fairness and justice theory, the present study examined the role of performance appraisal politics in moderating both relationships between transactional and transformational leadership styles with job performance. This study also examined the corresponding dimensions of transactional and transformational leadership styles in relation to job performance. Using the quantitative inquiry, the survey method employed had collected a total of 266 responses from bank managers of six large banks in Sindh, Pakistan. They were selected using the stratified random sampling technique. The PLS-SEM analyses revealed that the study supported both the hypothesized relationships between transactional leadership, transformational leadership styles and job performance. Specifically, positive relationships were found between two dimensions of transactional leadership (contingent reward and management by exception [active]) with job performance. Conversely, the significance of relationship between management by exception (passive) and job performance was not supported. However, except intellectual stimulation, remaining four dimensions of transformational leadership styles, namely, idealized influence (attributed), idealized influence (behavior), inspirational motivation, and individualized consideration, were found positively related to job performance. Additionally, while performance appraisal politics moderated the relationship between transformational leadership style and job performance, the reverse was found for the relationship between transactional leadership style and job performance. In general, the results suggested that transformational leadership indeed plays an integral role in facilitating job performance; this relationship is strengthened in the presence of the moderating variable, performance appraisal politics. Finally, the theoretical, methodological, and practical implications were also included.

Keywords: Transactional Leadership, Transformational Leadership, Job Performance, Performance Appraisal Politics, Banks, Pakistan
ABSTRAK


Kata kunci: Kepemimpinan Transaksional, Kepemimpinan Transformasi, Prestasi Kerja, Politik Penilaian Prestasi, Bank, Pakistan
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<th>Description</th>
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<tr>
<td>ABL</td>
<td>Allied Bank Limited</td>
</tr>
<tr>
<td>AMOS</td>
<td>Analysis of Moment Structures</td>
</tr>
<tr>
<td>ATM</td>
<td>Auto Teller Machine</td>
</tr>
<tr>
<td>AVE</td>
<td>Average Variance Extracted</td>
</tr>
<tr>
<td>BAF</td>
<td>Bank Al-Falah</td>
</tr>
<tr>
<td>CMV</td>
<td>Common Method Variance</td>
</tr>
<tr>
<td>CR</td>
<td>Composite Reliability</td>
</tr>
<tr>
<td>DFIs</td>
<td>Development Financial Institutions</td>
</tr>
<tr>
<td>DV</td>
<td>Dependent Variable</td>
</tr>
<tr>
<td>FBR</td>
<td>Federal Board of Revenue</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GoF</td>
<td>Goodness of Fit</td>
</tr>
<tr>
<td>GoP</td>
<td>Government of Pakistan</td>
</tr>
<tr>
<td>HBL</td>
<td>Habib Bank Limited</td>
</tr>
<tr>
<td>LMX</td>
<td>Leader Member Exchange</td>
</tr>
<tr>
<td>MLQ</td>
<td>Multifactor Leadership Questionnaire</td>
</tr>
<tr>
<td>MCB</td>
<td>Muslim Commercial Bank</td>
</tr>
<tr>
<td>NBP</td>
<td>National Bank of Pakistan</td>
</tr>
<tr>
<td>OCB</td>
<td>Organizational Citizenship Behavior</td>
</tr>
<tr>
<td>PAP</td>
<td>Performance Appraisal Politics</td>
</tr>
<tr>
<td>PCPAQ</td>
<td>Perceived Political Considerations in Performance Appraisal Questionnaire</td>
</tr>
<tr>
<td>PLS</td>
<td>Partial Least Square</td>
</tr>
<tr>
<td>PLS-SEM</td>
<td>Partial Least Square Structural Equation Modeling</td>
</tr>
<tr>
<td>SBP</td>
<td>State Bank of Pakistan</td>
</tr>
<tr>
<td>SEM</td>
<td>Structural Equation Modeling</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
</tr>
<tr>
<td>TRFIC</td>
<td>Transformational leadership Individualized Consideration</td>
</tr>
<tr>
<td>TRFIIA</td>
<td>Transformational leadership Idealized influence (Attributed)</td>
</tr>
<tr>
<td>TRFIIB</td>
<td>Transformational leadership Idealized Influence (Behavior)</td>
</tr>
<tr>
<td>TRFIM</td>
<td>Transformational Leadership Inspirational Motivation</td>
</tr>
<tr>
<td>TRFIS</td>
<td>Transformational leadership Intellectual stimulation</td>
</tr>
<tr>
<td>TRSCR</td>
<td>Transactional Leadership Contingent Reward</td>
</tr>
<tr>
<td>TRSMBEA</td>
<td>Transactional Leadership Management by Exception Active</td>
</tr>
<tr>
<td>TRSMBEP</td>
<td>Transactional Leadership Management by Exception Passive</td>
</tr>
<tr>
<td>UBL</td>
<td>United Bank Limited</td>
</tr>
<tr>
<td>VIF</td>
<td>Variance Inflation Factor</td>
</tr>
<tr>
<td>$f^2$</td>
<td>Effect size</td>
</tr>
<tr>
<td>$Q^2$</td>
<td>Q-squared (denotes Predictive Relevance)</td>
</tr>
<tr>
<td>$R^2$</td>
<td>R-squared (denotes Coefficient of Determinant)</td>
</tr>
<tr>
<td>Sig.</td>
<td>Significant</td>
</tr>
<tr>
<td>A</td>
<td>Cronbach’s Apha coefficient</td>
</tr>
<tr>
<td>B</td>
<td>Estimate of beta coefficient/path coefficient</td>
</tr>
<tr>
<td>&lt;</td>
<td>Less than (in value)</td>
</tr>
<tr>
<td>&gt;</td>
<td>Greater than (in value)</td>
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</table>
CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter consists of background of the study, problem statement, followed with research questions, and research objectives. In addition to that, the significance of the study and operational definitions of the variables are given. Lastly, the organization of thesis has been provided.

1.2 Background of the Study

Leadership has been considered as an important factor which has great influence on the performance of organizations, managers, and employees worldwide. The success of the organization depends on the efficiency of the leader to uplift individual performance. Among all other sectors banking sector is considered as backbone of the economy, and contributes significantly in the growth of economic development worldwide. But due to sub standard services by the employees of banking sector worldwide i.e., in America and Europe has hampered after global crisis between 2007-08 (Greenspan, 2008; Rhodes & Stelter, 2010; Emu & Umeh, 2014). Resulting to poor performance of employyes specially the performance of managers of the banks affected the banking services worldwide and pushed some banks to bankruptcy (Greenspan, 2008; Wagner, 2010).
The contents of the thesis is for internal user only
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Appendix A
Survey Questionnaire

Note: Questionnaire to be filled by Bank Manager
Please Tick mark in the relevant box.

Part-A (Demographics)

1. Gender: Male ☐ Female ☐
2. Age in years:
   - ☐ 20 to 30
   - ☐ 31 to 40
   - ☐ 41 to 50
   - ☐ 51 and Above
3. Position Held: __________________
4. Bank: NBP /HBL /MCB /ABL /UBL /BAF _______
5. Experience in years: __________
6. Highest Qualification: __________
7. Monthly Income Rupees:
   - ☐ 40,000 or less
   - ☐ 41,000 to 50,000
   - ☐ 51,000 to 60,000
   - ☐ 61,000 to 70,000
   - ☐ 71,000 to 80,000
   - ☐ 81,000 and above
   - ☐ Married
   - ☐ Unmarried
8. Marital status:

Part-B

Section-1 Leadership Styles

Given below are 32 self rating items related to your leadership style. Encircle the appropriate answer from the given Choices:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I provide others with assistance in exchange for their efforts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>I re-examine critical assumptions to question whether they are appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>I fail to interfere until problems become serious.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>I focus attention on irregularities, mistakes, exceptions and deviations from standards.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>---</td>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>5.</td>
<td>I talk about my important values and beliefs.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>I seek different perspectives when solving problems.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>I talk optimistically about the future.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>I instill pride in others for being associated with me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>I discuss in specific terms who is responsible for achieving performance targets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>I wait for things to go wrong before taking action.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td>I talk enthusiastically about what needs to be accomplished.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>I specify the importance of having strong sense of purpose.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td>I spend time in teaching and coaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>14.</td>
<td>I make clear what one can expect to receive when performance goals are achieved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>I show that I am firm believer in “if it ain’t broke do not fix it”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>I go beyond self interest for the good of group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>I treat others as individuals rather than just as a member of a group.</td>
<td></td>
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<tr>
<td>18.</td>
<td>Demonstrate that problems must become chronic before I take action.</td>
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<tr>
<td></td>
<td>Statement</td>
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</tr>
<tr>
<td>19.</td>
<td>I act in ways that build others’ respect for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>I concentrate full attention on dealing with mistakes, complaints and failures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>21.</td>
<td>I consider the moral and ethical consequences of decisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I keep track of all mistakes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>23.</td>
<td>I display a sense of power and confidence.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>I articulate a compelling vision of the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>25.</td>
<td>I direct my attention towards failure to meet standards.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>I consider as an individual as having different needs, abilities and aspirations from others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>I get others to look at problems from many different angles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>I help others to develop their strengths.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>I suggest new ways of looking at how to complete assignments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>30.</td>
<td>I specify the importance of having strong sense of mission.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>31.</td>
<td>I express satisfaction when others meet expectation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>32.</td>
<td>I express confidence that goals will be achieved.</td>
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<td>2</td>
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Section-II Performance Appraisal Politics

Given below are 15 self rating items related to performance appraisal politics. Encircle the appropriate answer from the given choices:

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<thead>
<tr>
<th>S.No</th>
<th>Item</th>
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<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1.</td>
<td>I avoid ratings that have negative consequences for employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>2.</td>
<td>I inflate ratings to maximize rewards to employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>I avoid low ratings to avoid written record of poor performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>4.</td>
<td>I give equivalent ratings to avoid resentment and rivalries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>I give inflated ratings to avoid uncomfortable confrontation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>I avoid low ratings to that may antagonize (upset) employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>I give high ratings to gain employee support/ cooperation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>I conform to the norm to avoid disapproval from peers.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>9.</td>
<td>Ratings in part reflect personal liking or disliking of employees.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>I inflate ratings to gain special services or favors from employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>Quality of personal relationship affects rating.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>I give low ratings to teach rebellious</td>
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</tbody>
</table>
employees a lesson.

13. I give low ratings to encourage employee an employee to leave.

14. I give higher ratings than deserve to repay favors to employees.

15. I give accurate ratings only to the extent that they perceive they may be rewarded for doing so or penalized for failing to do so.

### Section-III Job Performance

Given below are 37 items self rating related to job performance. Encircle the appropriate answer from the given Choices:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I fulfill the responsibilities stated in job description.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>2.</td>
<td>I perform tasks that are expected,</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>3.</td>
<td>I meet formal requirements of the job.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>4.</td>
<td>I involve in the activities that are relevant to yearly performance assessment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>5.</td>
<td>I neglect the aspects of the job that is obliged to perform.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>I fail to perform essential duties.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>7.</td>
<td>I adequately complete assigned duties.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>I always complaint about the things that are not important.</td>
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<td>2</td>
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<td>5</td>
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<td></td>
<td>Description</td>
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<tr>
<td>9.</td>
<td>I always make a big issue out of small issues.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>I always find fault with what the organization is doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>I always pay attention to matters that are negative rather than on matters that are positive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>I am always complaining about work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>I help new workers to adapt even though it is not required to do so.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>14.</td>
<td>I willingly help others who have problems with their work.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>15.</td>
<td>I help others who have heavy workload.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16.</td>
<td>I always ready to offer help of those around.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17.</td>
<td>I help to do work of those coworkers who have not been able to come to work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18.</td>
<td>I try to prevent from creating problems for coworkers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19.</td>
<td>I do not abuse the rights of others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20.</td>
<td>I always consider the impact of actions on coworkers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21.</td>
<td>I take steps to avoid problems with other coworkers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>22.</td>
<td>I am aware of how behavior affects other people’s job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23.</td>
<td>I read and follow all announcements, memos, and others given out by organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24.</td>
<td>I keep up to date with changes in the</td>
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<td>2</td>
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<tr>
<td></td>
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<tr>
<td>25.</td>
<td>I am confident that if do job honestly will be rewarded accordingly.</td>
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<tr>
<td>26.</td>
<td>I attend meetings that are not compulsory, but are considered important.</td>
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<tr>
<td>27.</td>
<td>I attend functions that help improve company’s image even though attendance is not compulsory.</td>
<td></td>
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</tr>
<tr>
<td>28.</td>
<td>I follow the rules and regulations of company even when no one is watching.</td>
<td></td>
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</tr>
<tr>
<td>29.</td>
<td>I do not take extra time for break.</td>
<td></td>
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</tr>
<tr>
<td>30.</td>
<td>I often work beyond office hours even though not being asked.</td>
<td></td>
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</tr>
<tr>
<td>31.</td>
<td>I am one of the organization’s most honest employees.</td>
<td></td>
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</tr>
<tr>
<td>32.</td>
<td>I make innovative suggestions to improve this department.</td>
<td></td>
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</tr>
<tr>
<td>33.</td>
<td>I try to adopt improved procedures for this department.</td>
<td></td>
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</tr>
<tr>
<td>34.</td>
<td>I try to institute new more effective work methods for this department.</td>
<td></td>
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<tr>
<td>35.</td>
<td>I provide constructive suggestions to improve how things operate in this department.</td>
<td></td>
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<tr>
<td>36.</td>
<td>I make recommendations on issues that affect the department.</td>
<td></td>
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</tr>
<tr>
<td>37.</td>
<td>I speak up with ideas for new changes in procedures</td>
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</tbody>
</table>
## Appendix B

### Literature Matrix

<table>
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<tr>
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<tr>
<td>1</td>
<td>Abbas and Yaqoob (2009)</td>
<td>Leadership development</td>
<td>Positive relationship between leadership development and employee performance</td>
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<td></td>
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<td>Employee performance</td>
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<td>Emu and Umeh (2014)</td>
<td>Leadership Practices</td>
<td>Positive relationship between leadership practices and job satisfaction</td>
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<td></td>
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<td>Job satisfaction</td>
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<td>Vigoda (2007)</td>
<td>Transformational leadership &amp; Transactional leadership</td>
<td>Positive relationship between transformational leadership and In-role performance.</td>
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<tr>
<td>#</td>
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<td>Leadership Type</td>
<td>Outcomes</td>
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<td>7</td>
<td>Avolio, Zhu, &amp; Koh (2004)</td>
<td>Transformational leadership</td>
<td>Organizational commitment</td>
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<td>9</td>
<td>Kark &amp; Shamir (2003)</td>
<td>Transformational Leadership</td>
<td>Self efficacy</td>
</tr>
<tr>
<td>#</td>
<td>Authors</td>
<td>Leadership Style</td>
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<td>Wofford, Whittington, Goodwin, (2001)</td>
<td>Transformational leadership</td>
<td>Leadership effectiveness</td>
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<td>Leadership Style</td>
<td>Core</td>
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<td>15</td>
<td>Shah et al., (2016)</td>
<td>Transformational</td>
<td>OCB</td>
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<tr>
<td>16</td>
<td>Dolatabadi &amp; Safa (2010)</td>
<td>Directive</td>
<td>Service quality</td>
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<td>leadership</td>
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<td>Bass &amp; Avolio (1993)</td>
<td>Transformational</td>
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<td>18</td>
<td>Sheridan &amp; Vredenburgh</td>
<td>Transactional</td>
<td>Job</td>
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<td>(1978)</td>
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<td>Performance</td>
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<td>Transactional leadership</td>
<td>Job performance</td>
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<td>Transactional leadership</td>
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<td>23</td>
<td>Longnecker et al., (1987)</td>
<td>Downward communication</td>
<td>Performance appraisal politics</td>
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<td>Bing et al., (2011)</td>
<td>Organizational politics</td>
<td>Job Performance Political skill (Mod)</td>
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</table>

Moderation of political skill between organizational politics and performance relationship.

| 32 | Kacmar et al., (2011) | Ethical Leadership | OCB | Organizational politics (Mod) | Positive relationship between Ethical Leadership and OCB.
| 33 | Rahman, Hussain & Haque (2011) | Organizational politics | Performance |   | Negative relationship between organizational politics and performance
| 34 | Aziz et al., (2013) | Performance appraisal politics, organizational commitment, turnover intention | Organization |   | Negative relationship with organizational commitment
| 35 | Bhatti & Qureshi (2007) | Employee participation | Job satisfaction |   | Positive relationship between employee participation and job satisfaction
<p>| 39 | Hourani, Williams, &amp; Kress, 2006 | Work stress | Job performance | Negative relationship between work stress and job performance |
| 41 | Zhu, Avolio, and Walumbwa (2009) | Transformational leadership | Work engagement | Follower characteristics (mod) | Positive relationship between transformational leadership and work engagement. Follower moderated the relationship between transformational and |</p>
<table>
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<tr>
<th></th>
<th>Study Authors</th>
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<tr>
<td>42</td>
<td>Tsai, Chen, &amp; Liu, 2007</td>
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<td>43</td>
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