

A COMPARATIVE PSYCHOLOGICAL PROFILE  
OF  
POLITICAL, ORGANIZATIONAL, AND MILITARY  
LEADERSHIP IN PAKISTAN

BY  
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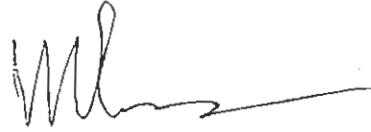
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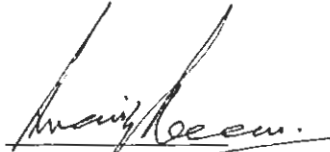
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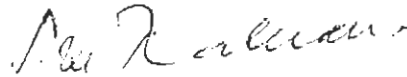
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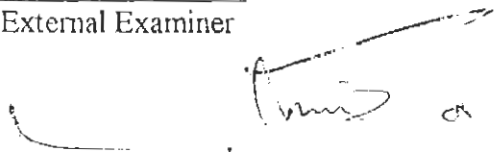
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To my late father  
who had always aspired for my  
higher educational attainments

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## Abstract

*The study was aimed to establish a comparative psychological profile of leadership in Pakistan. It was based on the conceptual model of leadership in which leader, followers, and situation form an ecosystem. In the ecosystem all three are affecting each other and are simultaneously being affected by each other. Results of the study have supported the model. Psychological profile of political, organizational, and military leadership have been found in accordance with the basic premises of the leadership ecosystem. In the first phase of study I, an item pool of 594 attributes of top level political, organizational, and military leaders as preferred by their followers was formed. Basing on these attributes a Leadership Assessment Scale comprising of 30 attributes alongwith their antonyms was framed. In the second phase of study I leadership assessment scale was administered to 180 respondents giving equal representation to the political, organizational, and military groups. They were instructed to rate the leader of their respective group on an 8-point scale. In study II which was based on Fiedler's theory of LPC scores, data from 90 respondents giving equal representation to political, organizational and military leaders was obtained. Study III was a validity study conducted on a fresh sample of 90 respondents who had to rate leaders not belonging to their own group. Analysis of the data indicated that psychological profile of a political leader comprised with the attributes of political reliability, public contact, nationalist, patriotic, and democratic. Profile of an organizational leader was characterized by attributes of being professional soundness, hardwork, impressive personality, honesty, and intelligence. A military leader profile included attributes of placing country before life, discipline, assertion, boldness, and ability to command and control. Correlational matrix, analysis of variance, and factor analysis of the data indicated that leadership is an interaction between the leader attributes, followers needs and the situation in which leader and followers have to operate. As the situations and followers in the political, organizational, and military groups are different, so leaders with different attributes or psychological profile are more effective in their respective setups. Swap over of roles from military to politics or from politics to organizational, and from organizational to political have mostly proved to be counter productive in Pakistan. The leaders who have changed their roles without changing their profiles in accordance with the situations and followers expectations have often proved to be unsuccessful.*

## Chapter I

### INTRODUCTION

Leadership is a subject which excites interest amongst scholars and laymen alike. Leadership is essential for the organized functioning of a society and has a wide scope. Almost every situation related to group activity involves leadership of one or the other forms. The term leadership connotes images of powerful and dynamic persons who command victorious armies, direct corporate empires, or shape the course of nations. Much of our conception of history is the story of military, political, religious, and social leaders. The widespread fascination of leadership may be because its vibrating quality which touches the hearts of all those who come under its influence.

Why do illustrious leaders like Prophet Mohammad (May peace be upon Him), Gandhi, Mao Tse-tung, etc., inspire such intense reverence and dedication. How did certain leaders, like Julius Caesar, Alexander the Great, and Babar built great empires. Why were certain leaders, such as Winston Churchill, Field Marshal Ayub Khan, and the Shah of Iran Raza Shah, suddenly deposed despite their apparent power and successful accomplishments. On the other hand, how did certain relatively undistinguished persons like Adolf Hitler, Zia Ul Haq rose to positions of great power? Why do some leaders have loyal followers who are willing to sacrifice their lives for their leaders, and why are some other leaders so despised that their followers conspire to murder them? Such questions about leadership have made the subject so intriguing that whenever we try to analyse any aspect of leadership it asks for a careful and concentrated study.

#### The Beginnings

The study of leadership is an ancient art. Discussions of the subject will be found in the works of Plato, Caesar, and Plutarch. The Chinese classics are filled with hortatory advice to the country's leaders. The ancient Egyptians attributed their king as,

authoritative utterness in thy mouth, perception in thy heart and thy tongue is the shrine of justice. The Egyptians and Greeks also reflected similar attributes for the description of their leaders.

Speculations about leadership have been made since man has started living in groups. Cave men selected their leader as the one who was able to hunt the prey to eat and tough enough to protect his clan from wild beasts. When agriculture became the main source of income, a person with more fertile land was the leader. Subsequently, when industrialization boomed the person who could run more industrial units gained the powers of a leader. Leadership has been a universal phenomenon. It occurs universally amongst all people regardless of their race, creed, habitat, or culture. Whenever people become involved in a joint activity, a leadership structure develops. Whether it comes from tradition or from the demands of new circumstances the leadership structure is the frame work within which the process of leader follower relationship takes place. Its main purpose is to organize and direct the activity towards achieving the goal set by the particular task.

Leadership occurs universally and is found in almost all the human relationships. This aspect of leadership makes it one of the most observed phenomenon of human relations. Burns (1978) in his book "Leadership" explains it as "one of the most observed and least understood phenomenon on earth," (p.4). "This may be the reason that leadership has not been scientifically studied until the twentieth century" (Yukl, 1981,p. 1). The multifaced aspects and mysteries surrounding leadership will give a vague picture of what it is and how does it change with the change in the surroundings and circumstances. To clear some of our doubts about leadership let us first have a look on definitions of leadership.

## Definitions

Researchers usually define leadership according to their individual perspective. After a comprehensive review of the leadership literature, Stogdill (1974, p.259) concluded that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept." Leadership has been defined in terms of individual traits, leader behavior, influence over other people, interactional patterns, role relationships, occupation of an administrative position, and perception of others regarding legitimacy of influence. Most conceptions of leadership imply that at various times one or more group members can be identified as leaders according to some observable difference between these persons and other members who are referred to as "followers" or "subordinates" (Yukl, 1981, p.6). Most definitions of leadership reflect the assumption that it involves an influence process whereby intentional influence is exerted by the leader over followers. The conception involved in the interaction of leader and followers can be clarified if definitions regarding various types of leaders are studied. An assortment of leadership definitions pertaining to the Political, Organizational, and Military leaders are stated below to clarify most of the conceptual dimensions involved in leadership process.

A representative definition in a political perspective can be that political leadership is "the interaction of personality, role, organization, task, value, and setting as expressed in the political behavior of salient individuals... who can affect public policy," (Paige, 1972, p.69).

Organizational leadership can be defined as "the inferential increment over and above mechanical compliance with the routine directives of the organization," (Katz & Kahn, 1978, p.528):

A representative definition of military leadership can be "It is the art and exercise of influence to direct men in such a way as to obtain their willing obedience, confidence, respect and loyal cooperation," (Ghafoor, 1990, p.151).

Definitions given above have a common denominator that leadership is a group phenomenon involving the interaction between two or more persons. In addition they also reflect the assumption that leadership involves an influence process whereby intentional influence is exerted by the leader over followers. Leadership when seen in the political perspective is more of a social influence process and gives a holistic picture, where the leader's personality, role, organization, task and its setting are all seen to lead to a behavior for salient individual (Political Leaders) who are able to affect the public (Followers) policy. In organizational leadership mechanical compliance and routine directives of an organization are given more importance and the leader influence as an inferential increment is also related to the task and objectives of the organization. Military leadership definition limits leadership to exercise influence resulting in enthusiastic commitment by followers.

Although these definitions have the common denominator of group phenomenon and influence process but do vary in the type of influence and interaction. Starting from the collection process shared by members in the political setup we move on to the importance for organization goals in organizational leadership and further we come to the use of authority and control to manipulate followers for willing obedience and loyal cooperation. At this stage we may realize that Yukl has rightly proposed that, "it is difficult to get an holistic and appropriate definition of leadership as it is a complex and multifaceted phenomenon," (Yukl, 1981, p.5). To further understand the phenomenon of leadership it will be appropriate to have a brief review of various approaches of studying leadership to have insightful comparison of the different theoretical models underlying these approaches.

### **Leadership Approaches**

The field of leadership is presently in a state of ferment and confusion. Most of the theories under various approaches are beset with conceptual weaknesses and lack strong

empirical support (Yukl & Van Fleet, 1992). Empirical studies have been conducted on leadership effectiveness but many of the results are contradictory or inconclusive. The confused state of the field can be attributed in large part to the disparity of approaches, a narrow focus of most researchers and an absence of a broad theory to integrate findings from the different approaches. Most researches deal only with a narrow aspect of leadership and ignore the other aspects. Likewise most leadership theories deal only with a limited set of variables relevant to leadership (Hollander, 1993). These observations are amply exemplified in the different leadership approaches.

### Trait Approach

The trait approach emphasizes the personal attributes of leaders. Early leadership theories attributed success to the presumed extraordinary abilities such as tireless energy, penetrating intuition, uncanny foresight, and irresistible persuasive powers. Hundreds of trait studies were conducted during the 1930s and 1940s to discover these elusive qualities. Review of this research found results disappointing (Yukl & Van Fleet, 1992). Differences were found between leaders and nonleaders on some traits, but these findings only tell us something about the type of people most likely to occupy leadership position, not what type of people will be successful as leaders. Results for the relationship between traits and leader success were usually weak and inconsistent (Hollander, 1985).

Advances in trait research continued and their focus shifted from abstract personality traits and general intelligence to specific skills required for effective leadership in a particular situation. The continuing search for traits related to effective leadership has revealed a moderately consistent pattern of results (Boyatzis, 1982), and many of the results are stronger and less ambiguous than those found in the early trait research (McCall & Lombardo, 1983). The cumulative findings from more than half a century of research indicate that some traits increase the likelihood of success as a leader (see, e.g., Bass, 1990; Lord, DeVader, & Alliger, 1986; Yukl, 1989). Consistent importance of

different traits for leader effectiveness approach more or less remain dependent upon the leadership situation.

Skills, relevant for carrying out a leader's duties and responsibilities are another predictor of leader effectiveness. It is not enough to have the appropriate personality traits, a person also needs considerable skill to be effective as a leader. Most of the trait research looked for skills that are universally relevant for leadership effectiveness. In general research supports the conclusion that technical skills, conception skills, interpersonal skills and administrative skills are necessary in most managerial positions (e.g., Bass, 1990, Boyatzis, 1982). Some specific skills within these broad skill categories are probably useful for all leaders, including analytical ability, persuasiveness, speaking ability, memory for details, empathy and tact (Bass, 1990). However, the relative importance of most specific skills, probably varies greatly depending on the situation. Unfortunately only a limited amount of research has examined how situational difference moderate the relationship between skills and leader effectiveness. More theory based research is needed to link skills to the unique skill requirements of different types of leadership positions and to the social and political context (Hosking & Morlay, 1988).

A recent study has shown that leadership energies depends jointly on the ability to recognize what followers want in different situations and the flexibility to respond appropriately to follower expectations in different situations (Zaccaro, Foti, & Kenny, 1991). Concern for a leader's own needs must be balanced against concern for organizational needs and concern for the needs of subordinates must be balanced against concern for the needs of superiors, lateral peers and clients. Desire for change and innovation must be balanced against need for continuity and predictability (Blake & Monton, 1982).

The trait approach was dominant in the early days of leadership research. Later on it fell out of favor for a long period. Only recently it has regained some credibility with leadership theorists. Much progress has been made in trait research and it is now evident



that some traits/skills, (as referred above) increase the likelihood of leadership success and their relative importance depends upon the situation. Traits interact with situational demands and constraints to influence a leader's behavior and this behavior interacts with other situational variables to influence group process variables, which, in turn, affect group performance.

### Behavioral Approach

The behavioral approach emphasizes what leaders and managers actually do on the job and the relationship of this behavior to leader effectiveness. Major lines of behavioral research include description of typical patterns of managerial activities, classification of leadership behaviors into taxonomies of behavior categories and identification of behaviors related to criteria of leadership effectiveness. The research methods, used to study leadership with behavioral approach are usually descriptive methods such as direct observation diaries, and anecdotes obtained from interviews. Bales used SYMLOG (System for the multiple level observation of groups) in which observations for group are translated into a three dimensional "field diagram" which along with other dynamics of a group also depicts the leader's behavior (Bales & Cohen, 1979).

A major question for behaviorists is how to classify leadership behavior in a way that facilitates research and theory. Ohio State University during 1950s sought to identify relevant aspects of leadership behavior with a questionnaire filled out by subordinates, as they perceived the behavior of their leader primarily in terms of two independent categories, one dealing with task oriented behaviors (initiating structure) and the other dealing with people oriented behaviors (consideration). Thus Leader Behavior Description Questionnaire (LBDQ) developed by Ohio State University leadership studies department remained very popular in 60s and 70s. Some researchers still use these questionnaires for studying leadership. Stogdill (1963) developed a revised leadership questionnaire (LBDQ XII) with twelve categories of behavior. Yukl, (1989) proposed an

integrating taxonomy with 14 generic categories of behavior applicable to any leader or manager. Importance of Yukl's taxonomy of leadership behavior is that it varies across situations.

Data collected by various researches based on two factor and multi-factor categories of behavior has not clearly favored any distinct type of leader behavior necessary for its effectiveness. Another reason for failure of research in behavioral approach is lack of attention to the situational relevance of leader behaviors. Some task oriented and people oriented behavior is necessary for any leader, but the relative importance of specific forms of this behavior varies from situation to situation (Yukl, 1989). Effective leader selects behaviors that are appropriate for their situation. Ineffective leaders may be unable to determine what behaviors are appropriate for the situation, or they may recognize what behavior is appropriate but lack the skills or motivation needed to carry it out.

The decades from 1950 to 1980 also witnessed considerable research in another more narrowly defined aspect of leadership behavior, namely participation leadership. The research has employed a variety of methods, including laboratory experiments (e.g., Gilmore, Beehr, & Richter, 1979), field experiments (e.g., Smith, 1976), correlational field studies and qualitative case studies involving interviews with effective leaders and their subordinates (e.g., Thambain & Gemill, 1974). The findings of these studies have not left any definitive conclusion about the general consequences of participative leadership except that it sometimes results in higher satisfaction and performance and other times does not (Yukl & Van Fleet, 1992).

Research on behavioral approach to leadership suffers from the tendency to look for simple answers to complete questions. Most research on leadership effectiveness has focused in behaviors individually rather than examining how effective leaders use patterns of specific behavior to accomplish their agenda. It is likely that specific behaviors interact in complex ways and leadership effectiveness cannot be understood unless these

interactions are studied. Behavior taxonomies are descriptive aids that may help us analyze complex events and provide better understanding about them.

### Power and Influence Approach

Niccolo Machiavelli (1469-1527 ) in his book 'The Prince' discussed the anatomy of power and its various dimensions in detail. He highlighted about the exercise of power as the craft of ruling and discussed various relevant questions for governing various states (Machiavelli, 1993). The power possessed by a leader is important not only for influencing subordinates, but also for influencing peers, superiors, and people outside the organization, such as, clients and suppliers. Major questions in research on power include identification of different types of power, an understanding of how leaders gain and loose power, an understanding of how different amounts and types of *leader power* are related to leadership effectiveness and an understanding of how *influence behavior* is related to effective leadership. The first power taxonomy was proposed by French and Raven (1959) differentiating it into five types namely *legitimate, reward, coercive, expert, and referent*. Yukl and Falbe (1991) added *agent persuasiveness* and *control over information* as two new types. Another conceptualization of power widely accepted and quoted is its dichotomy between personal power stemming from attributes of the person and position power stemming from attributes of the situation (Hollander & Offermann, 1992). Both personal and position powers are relatively independent but they have some interconnections.

McCall (1978) proposed that power depends on being in the right place at the right time with right resources. It is not enough for a person to have expertise or ~~information, there must also be the opportunity to use expertise to solve problems for~~ others dependent on the person or to use inclusive information to influence decisions.

Charismatic leadership has a considerable appeal to followers and wields great power over them, especially in a time of crisis when there are strong needs for direction.

This can be seen as a reflection of a vast amount of idiosyncrasy credit at the leaders disposal. Indeed, charisma is a quality that can be considered to be invested by followers and accorded or withdrawn by them (Hollander, 1993). This phenomenon occurs more in the political leadership.

Reciprocal influence of leaders and followers is gaining a lot of importance now a days. Without followers there are primarily no leaders or leadership (Hollander, 1993). Followers affect the strength of a leader's influence, the style of a leader's behavior and the performance of the group; through processes of perception, attribution and judgement. Further more this transactional approach of leader and follower was developed into *leader model* by Graen (1975). According to Graen leaders typically establish a special relationship with a small number of subordinates; the in-group who function as assistants, advisors, and lieutenants. These subordinates are given greater influence, autonomy, and tangible benefits in return for greater loyalty, commitment and assistance in performing various sorts of duties for the leader and the group. The exchange relationship with the remaining subordinates (the out-group) is substantially different.

Influence is a fundamental concept in leadership and the power influence approach appears to provide unique insights about leadership emergence and effective leadership. The amount of research on power and influence has been meager in comparison to research on traits and behavior. Theory development has been slow and not enough effort has been made to refine and test the few promising theories that have been proposed. However a recent surge of studies on power and influence over the past few years shows promise of considerable return (Hollander & Offermann, 1990).

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### **Situational Approach**

The situational approach emphasizes the importance of contextual factors, such as, the leaders authority and discretion; the nature of the work performed by the leader's unit; the attributes of subordinates; and the nature of the external environment. Situational

research and theory falls into two major subcategories. One line of research treats leader behavior as a dependent variable and seeks to discover how situation influences behavior and how much variation occurs in managerial behavior type in managerial positions. The other line of research (contingency theories) seeks to discover how situational variables moderate the relationship between leader attributes (e.g., traits, behavior) and measures of leader effectiveness. There has been much more research on the later approach than on the former perhaps, because it is compatible with the common bias to perceive leaders as causal agents who shape events rather than being shaped by them (Yukl & Van Fleet, 1992).

**I. Situational Determinants of Leader Behavior:** Leaders adapt their behavior to the role requirements, constraints, and demands of the leadership situation. Different theories presented to describe how situation determines leaders behavior are as under :-

- (1) **Role Theory:** Role theory was presented and researched by Kahn, Wolfe, Quinn and Snoek (1964). It emphasizes that role expectation from superiors, peers, subordinates and outsiders are a major influence on a leader's behavior.
- (2) **Demands-Constraints-Choices Theory:** Presented by Stewart (1982) the theory states that a manager's pattern of interaction and the amount of time spent with subordinates, peers, superiors and outsiders depends on the nature of the work and whether it is self generating or reactive, repetitive or variable, uncertain or predictable, fragmented or sustained, hurried or unhurried. Stewart concluded that the care demands of jobs have important implications for selection and promotion decisions, since different job situations require some what different patterns of traits and skills.
- (3) **The Multiple Influence Theory:** This theory emphasizes the influence of macro level situational determinate on a managers behavior. These

situational variables include level of authority in the organization, size of work in unit, function of work unit, technology, centralization of authority, lateral interdependence and forces in the external environment (Hunt & Osborn, 1982). A leader's behavior is also influenced by micro level situational variables, such as, task complexity, task interdependence among subordinates, subordinates goal orientation, and group cohesiveness.

Most research investigating how leaders are influenced by the situation uses a comparative approach to examine similarities and differences in leader behavior across situations. Only a few researches have considered how a leader interprets information about the situation and selects an appropriate response. Attribution theory has been used to explain how leader interprets information about the performance of individual subordinates (Hollander & Offermann, 1990). According to the situational approach leadership effectiveness depends upon how well a manager understands demands and constraints, copes with demands, overcomes constraints, and recognizes opportunities. Over the long run effective leaders act to modify the situation to make it more favorable (Yukl, 1981). Making a link back to the section on leader traits, cognitive, and technical skills, determine how well a leader is able to process information about the situation and a leader's motives and personality determine how the leader will respond to problems and opportunities.

**II. Contingency Theories:** Situational theories are based on the assumption that different trait and behavior patterns are effective in different situations. Contingency theories discuss and evaluate the relationship between leaders (or traits) and their out comes in various situations.

~~(1) Path-Goal Theory:~~ According to path-goal theory leaders motivate higher performance in subordinates by acting in ways that influence them to believe valued out comes can be attained by making serious effort (House, 1971). Aspect of the situation such as nature of the task, the work

environment and subordinates' satisfaction and performance are explained to the subordinates and are then motivated with increase of personal payoffs for goal attainment.

- (2) **Leadership Substitutes Theory:** This theory describes the aspects of situation called the *substitutes* and *neutralizers* that reduce the importance of formal leaders in organizations. According to the theory supportive and instrumental behavior by a formal leader is redundant or irrelevant in some situations. Various characteristics of the subordinates, task, and organization serve as substitutes for these leadership behaviors. Neutralizers are aspects of the situation that prevent a leader from acting in a particular way or negates the effects of a particular type leader behavior (Yukl & van Fleet, 1992).
- (3) **Normative Decision Theory:** Vroom and Yetton (1973) presented this theory specifying five decision procedures which are most likely to result in effective decision in a particular situation. The decision procedures are autocratic decision by the leader, autocratic decision after seeking additional information, consultation with the individuals, consultation with the group, and a group decision. Situational variables and rules to determine how a particular decision will be effective were also suggested (Yukl, 1981).
- (4) **Least Preferred Coworker Contingency Theory:** Fiedler's (1967) contingency theory deals with the moderating influence of three situational variables (position power, task structure, and leader member relations) on the relationship between a leader trait and leader effectiveness. The leader trait called the Least Preferred Coworker (LPC) score is the sum of leader's rating (on a set of bipolar adjective scales) of the person with whom the leader could work least well. The model specifies that high LPC leaders are

more effective when the task for leader is most favorable or most unfavorable. Leaders with high LPC are also more task oriented in nature. Contrast to this leaders in the low LPC are more effective when the task is intermediate between favorables and unfavorables, the leaders also value social relations more. Fiedler while comparing leader effectiveness with situation control researched that leaders with low LPC scores will be work effective when situation control is very low or very high. Leader with high LPC score will be more effective when there is intermediate situation control (Fiedler, 1967).

Fiedler's contingency theory has generated as such substantial amount of research. Work continues on different dimensions of the three situational variables and LPC scores. In his recent works Fiedler is conducting research on effect of stress and uncertainty in the contingency theory (Fiedler, 1993).

(5) **Cognitive Resources Theory:** The cognitive theory examines the conditions, under which a leaders cognitive resources, such as, intelligence, experience, and technical expertise are related to the group performance (Fiedler, 1986). The theory proposes that a leader's cognitive resources affect group performance only when the leader is directive and the task is unstructured. According to the theory leader intelligence is related to group performance only when stress is low because high stress interferes with the use of intelligence to solve problems and make decisions. Leaders experience usually works in high stress and intelligence in low stress (e.g., Fiedler, 1992; Fiedler & Garcia, 1987).

(6) **Multiple Linkage Theory:** This theory was developed by Yukl (1981) to guide research on effective managerial behavior in different situations. The current version of the model begins with the assumption that the



performance by a work unit depends primarily on six explanatory variables; subordinate effort, subordinate ability, organization of work, team work and cooperation, availability of essential resources and external coordination of work unit operations with other parts of the organization. Some situational variables directly influence the intervening variables and other situational variables determine the relative importance of each intervening variable in a particular situation.

- (7) **Leader Environment-Followers Interaction Theory:** Wafford (1982) proposed a situational leadership theory called Leader Environment Follower Interaction (LEFI) theory. According to LEFI theory the effects of leader behavior on subordinate performance are mediated by four intervening variables: Ability to do work, task motivation, clear and appropriate role perceptions and the presence or absence of environmental constraints. A leader can influence subordinate performance by influencing intervening variables but leader's effectiveness depends on selection of behavior that are appropriate for the situation.

### Transformational and Charismatic Leadership

Transformational leadership refers to the process of influencing major changes in the attitude and assumptions of organization members (organization culture) and building commitment for major changes in the organizations objectives and strategies. Charismatic leadership is defined as the followers perception that a leader possesses divinely inspired gift and is somehow unique in manner (Yukl & Van Fleet, 1992). Followers not only trust and respect the leader, as they would with a transformational leader, but they also idolize or worship the leader as superhuman, hero, or spiritual figure (Bass, 1985). Charismatic leaders are more likely to appear where formal authority has to deal with a severe crises and traditional values and beliefs are questioned.

According to House (1977) in charismatic leadership the focus is on an individual leader rather than on a leadership process that may be shared among multiple leaders. Most of the theories on charismatic and transformational leadership consider leaders traits, power behavior and situational variables thereby taking a broader perspective than earlier leadership theories.

Conger and Kanungo (1988) proposed that charisma is an attributional phenomenon. Followers attribute charismatic qualities to a leader based on their observations of the leaders behavior and outcomes associated with it. This attribution of charisma varies from situation to situation. Burns (1978) in his theory described leadership as process of evolving interrelationship in which leader influence followers and is himself influenced in turn to modify his behavior as he meets responsiveness resistance. Burns (1978) contrasted transformational leadership with transactional leadership, in which followers are motivated by appealing to their self interest. He also differentiated transformational leadership from influence based upon bureaucratic authority, which emphasizes legitimate power and respect for rules and tradition. According to Bass (1985) charisma is necessary but not sufficient for transformational leadership. Two other components of transformational leadership beside charisma are intellectual stimulation and individualized consideration (Hollander & Offermann, 1990). Charisma, intellectual stimulation and individualized consideration interact to influence changes in the followers and the combined effect distinguishes between transformational and charismatic leadership. Transformational leaders seek to empower and elevate followers, whereas charismatic seek to keep followers weak and dependent and to instill personal loyalty rather than commitment to ideals. Transformational is termed by Yammarino and Bass (1990) as "Superior leadership, in which leaders broaden and elevate the interests of their subordinates which in turn transcend their self interests and work for the mission and vision of the organization" (p. 153).

After defining the approaches let us review them critically so that the phenomenon of leadership is further clarified.

## **Review on Leadership Approaches**

### **Trait profile of a leader is dependent on situation and followers attributions**

Trait approach being the earliest approaches for studying leadership had the underlying assumption that some persons are natural leaders and researchers looked for characteristics which distinguish a leader from a nonleader. Trait research was facilitated by rapid development of psychological testing during the period from 1920 to 1950. Early trait studies included research on physical characteristics (e.g., height, appearance, energy level); personality (e.g., self esteem, dominance, emotional stability); and ability (e.g., general knowledge, verbal fluency, originality, social insight). Stogdill examined results of 124 trait studies from 1904 to 1948 and concluded "A person does not become a leader by virtue of the possession of some combination of traits, the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers," (Stogdill, 1948, p. 64). In 1960s and 1970s the traits research used a greater variety of measurement procedures including projective tests, situational tests, and forced choice tests. These studies looked for traits and skill that can predict effectiveness of a leader. In 1974 Stogdill reviewed trait studies conducted in 1960s and 1970s and suggested that "A leader has a Trait Profile having traits and skills, such as, responsibility, vigour, persistence, initiative, self confidence, originality in problem solving, readiness to absorb interpersonal stress, and capacity to structure social interaction systems to the purpose in hand" (Stogdill, 1974, p.81). In the 1980s a balanced view point about traits came up emphasizing that certain traits increase the likelihood that a leader will be effective, but they do not guarantee effectiveness, and the relative importance of different traits is dependent on the nature of leadership situation. In the late

1980s and early 1990s the trait profile of a leader was dependent on the attributions of the followers for their leaders (Hollander & Offerman, 1990).

### Research on leaders behavior led to diverse findings

A popular approach for studying the leadership process in the organizational settings is examination of leadership behaviors (Yukl, 1981). Methods used to conduct this research include observation, activity sampling, self-report diary, interviews, questionnaires, and critical incidents. As discussed in the earlier section of chapter that the research by Ohio State University in early 1950s on leadership behavior dominated the concept and methods used in various studies on leadership. Since those days, questionnaire scales measuring *Consideration* and *Initiating Structure* have been used in hundreds of studies to determine if these broadly defined aspects of leadership behavior are related to leader effectiveness. The results of the studies conducted have been inconsistent except for the findings that subordinates are usually more satisfied with a leader who is highly considerate (Eden & Leviatan, 1975). At the University of Michigan, another influential series of studies on leadership behavior was carried out in the 1950s. Comparison of the behavior pattern for effective and ineffective managers revealed that effective managers usually concentrate on administrative function to be planning, coordinating and facilitating work, (e.g. Katz, Macoby & Morse, 1950). Task oriented aspects of leadership behavior were carried out without neglecting interpersonal relations with subordinates. In 1960s Likert attempted to integrate the findings of the Michigan studies and provide a theoretical frame work to explain them. Likert purposed that *Causal Variables* (managerial behavior and skills as well as any aspect of organization structure that may be changed by manager); *Intervening Variables* (the loyalties, attitudes, motivations, performance, and perceptions of all members); and *End Result Variables* (profits, costs, productivity, turnover) are the determinants of leaders impact in the leadership process (Likert, 1967). In the 1970s the importance of the situation determining leadership behavior was felt. In 1975, Bowers reviewed the results of research on 1,685

work groups from 21 organizations and found ample evidence that leadership behavior was related to subordinate satisfaction and group processes, but the pattern of results varied, depending on the kind of industry and the authority level of the manager. Behavior researches felt the need to examine situational variables more closely in order to understand leadership effectiveness. In the 1980s Yukl and his colleagues generated a behavior taxonomy (having nineteen behavior categories for an effective leader) that reconciled the diverse findings from most of the leadership studies, (Yukl, 1981, pp.121-125).

#### Power and Influence approach led to Social exchange theory

In 1950s and 1960s the research studies conducted on power and influence were mainly based on the power typology proposed by French and Raven (1959). Influence based on the attractiveness and expertise of a leader was usually associated with greater subordinate satisfaction, less absenteeism and turnover, and higher performance (See, e.g., Bachman, 1966 & Student, 1968). Use of legitimate power and coercive power tended to result in lower satisfaction and performance, or to be uncorrelated into them (Hammer, 1973; Student, 1968). Results of the studies conducted on Power and Influence led to the phenomenon subordinate participation in decision making in the 1970s which further led to the formation of 'Social Exchange Theory'. This theory advocated that Leader establishes *Incremental Influence Transactions* based on authority and formal incentive systems in order to obtain subordinate commitment (Jacobs, 1970). House (1977) proposed theory for charismatic leadership proposed straight forward behavioral processes rather than the typical folklore and mystique surroundings of charismatic leadership. The theory includes leader traits, influence behavior and situational factors giving it a comprehensive scope rarely found in leadership literature (Yukl, 1981).

#### Major shortcomings in the above approaches led to situational approach research

A major short coming pointed out by findings of research studies in the Trait, Behavior, and Power and Influence approaches for studying leadership was that less

attention was paid to the contextual factors. This shortcoming made way for a new approach for understanding the leadership process, the Situational approach research conducted under the first segment of this approach looked for the situational determinant of leader behavior. Role theory argued that role expectation from the superiors, peers, subordinates, outsiders and the nature of task with its external environment are the major influence on a leaders behavior (Kahn, et al., 1964). Studies such as task oriented behavior of managers was influenced more by subordinates (Pfeffer & Salacnik, 1975) and the extent to which a manager is able to reconcile successfully the divergent concerns Concourse of superiors and subordinates is related to managers' effectiveness lead to the importance of subordinates along with other situational factors as the determinants of leaders behavior (Mann & Hoffman, 1960). In 1970s and 1980s along with the situational determinant stated above, research was conducted on the leaders own needs, and values and personality as determinants of his behavior (Kahn & Quinn, 1970; Mitchell & Wood, 1980).

Second segment of the situational approach the *Contingency Theories* are concerned with the moderating influence of situational variable on the relationship between leader behavior or traits and end result variable, such as, group performance. These theories assume that different situations require different patterns of traits and behavior for a leader to be effective. Most popular contingency theory which has generated a large amount of studies is Fiedler's Least Preferred Coworker (LPC) contingency theory. Situational contingencies proposed by Fiedler were (a) Leader-member relations, (b) Task structure, (c) Leader position power. According to Fiedler (1967), when these factors are either all favorable or unfavorable, task oriented leaders should perform best; when they are mixed or intermediate, relationship oriented leaders should perform best. Research on this contingency theory has been intensively conducted in 1960s, 1970s and even in 1980s and 1990s (e.g. Fiedler, 1977; Fielder, 1993; Rice & Kastenbaum, 1983). Other contingency theories such as path-goal theory (House, 1971)

and normative contingency model (Vroom & Yetton, 1973) generated research studies which reflected that leaders' effectiveness increased with subordinates motivation along a path leading to goal (House & Michell, 1974). They also emphasized increased behavior involvement in decision making ranging from autocratic, consultative, to group leadership styles (Baker, 1980).

### **Followers influence on leaders**

Increased involvement of followers in the leadership process led way to Transactional approach of leadership. It was developed out of a social exchange perspective. It emphasizes the implicit social exchange or transaction over time that exists between the leader and followers including reciprocal influence and interpersonal perception (Hollander, 1978). Researches conducted on the basis of transactional approach center on the followers perception of and conception about the leaders' actions and motives, in accordance with attributional analysis (Hollander & Offermann, 1990). Differences in the effectiveness of elected leader and the appointed leader were also studied and the findings reflected that election and appointment can create different psychological climates between leaders and followers (Hollander & Julian, 1978). Transformational leadership came up as an extension of transactional leadership, but with greater rewards in leader intensity and follower arousal. According to Bass "Transformational leadership has two transactional factors i.e. contingent reward and management by exception, in addition to charisma, intellectual stimulation and individual attention to followers" (Bass, 1985, p.149).

### **Divergence's amongst different approaches**

Leadership approaches presented above shows a prevailing pattern of segmentation and the narrow focus in most of the theories. The research conducted based upon trait approach has little or no concern for direct measurement of leadership behavior or influence, even though it is evident that the effects of leader's traits are mediated by leadership behavior and influence. In behavior research, leader traits are seldom

considered, even though they influence leader's behavior. Likewise, power is seldom considered even though some behavior is an attempt to exercise power. In research on power, leadership behavior is rarely examined except in studies that deal explicitly with influence tactics, and there has been little concern for traits except the ones that are a source of leader power. The situational theories examine how the situation enhances or nullifies the effects of a selected leader behavior or his traits, rather than taking a broader view of the way traits, power, behavior, and situations all interact to determine leadership effectiveness. Some theories of transformational and charismatic leadership incorporate a broader variety of variables e.g. leader traits, behavior, power, and situation, but these theories focus only on particular aspects of leadership and ignore other aspects.

### **A Point of Convergence in different Approaches**

Apart from the divergence in different approaches of leadership discussed in the preceding sections there seems to be one common concern in all the approaches and that is the *leader-followers or leader-subordinate relations*. In the trait approach those traits and skills which appear to be important for developing strong relationship with subordinates are preferred for an effective leader. Traits, such as, empathy for others; skills, such as, listening, providing counseling, and psychological support, do increase the effectiveness of a leader. In the behavioral approach leaders who are considerate and supportive in their treatment with their subordinates are more effective. Behaviors, such as, providing recognition, equitable rewards, reducing role ambiguity make them popular leader. In the situational approach leaders who are more vigilant on the needs and values of subordinates in the prevailing circumstances and the kind of role expectations they have for the leader are valued more. In the power and influence approach referent power has been indicated as one of the important factor to gain effectiveness as a leader. This referent power develops gradually over time as a result of social exchange process with the followers. The transformational and charismatic leaders as described above have to gain the strong



support and loyalty of their followers with their actions, speech, confidence and insight into values, hopes and fears of all those who praise and perceive them as their leaders. Convergence point of leader-followers or leader-subordinate relations has directed researchers to search for a new dimension.

Research on leadership is shifting its emphasis based on the traditional approaches to the approach in which followers are given more importance. It is said that without followers, plainly speaking, there are no leaders or leadership (Hollander, 1993). By their role in legitimating leadership, followers affect the strength of a leader's influence, the style of a leader's behavior and the performance of the group, through the process of perception, attribution and judgment. It is also being emphasized that followers attributions of leaders make followers respond affirmatively or otherwise to their leaders qualities (Lord, De Vader, & Alliger, 1986). The perceptions are checked against prototypes held by followers of leaders attributes and how leader should perform (Lord & Maher, 1990). This line of work is placing greater attention upon cognitive elements in leader follower relations, exemplified by followers expectations and attributions (Hollander & Offerman, 1990).

An early proponent of the general view that followers are crucial to any leadership event, and deserve more attention, was Fillmore Sanford (1950). Sanford said, "There is some justification for... arguing that research directed at the follower will eventually yield a handsome pay off, not only is it the follower who accepts or rejects leadership, but it is the followers who perceives both the leader and the situation and reacts in terms of what he perceives," (Sanford, 1950, p.4). Recently Hollander (1993), has put forward that it is the relationship between the leader and the followers which is critical in teams success, and not the ability of the leader to dominate his or her followers.

Another reason for attending to followers is that they are most likely to know the actuality of the leader's approach to leadership, as lived out in daily events. Useful to understanding this process, therefore is a serious study of the follower's perspective about

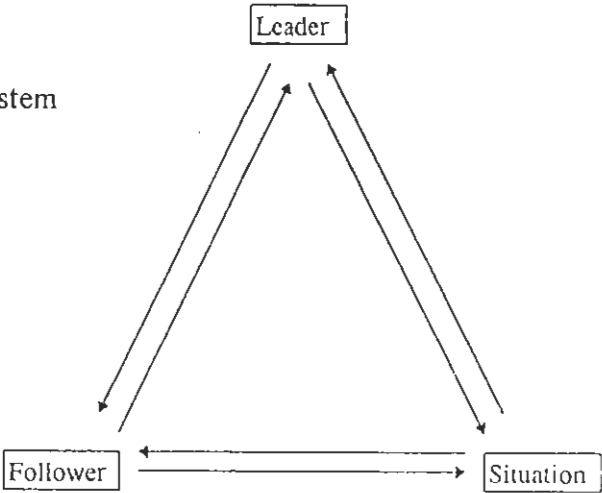
it. The importance of this departure has become increasingly evident in recent work on leadership especially as it affects successful and unsuccessful outcomes (Hollander & Offerman, 1990). Presently it is being argued that leaders ability to be affective in exercising power and influence is manifested in the follower's perceptions (Hollander, 1993). Social exchange perspective (already discussed above) emphasizes that implicit relational qualities of the transaction that exists between leader and followers which yields effectiveness. The transactional view considers that a leader gives benefits to followers such as direction, vision, recognition and other esteem needs that are reciprocated by followers when they formulate a psychological profile of their leader by attributing him with certain set of traits, characteristics and behavioral dispositions.

### Leadership Ecosystem

After reviewing different approaches of leadership and looking at their points of divergence and convergence, importance of followers, their perceptions and attribution, it can be deduced that, *leadership is an interaction of leader attributes, followers needs, and the situation in which leader and followers have to operate.* In the leadership process the three variables i.e., leader, follower and the situation interact with each other. They continuously keep on affecting each other and also are simultaneously being affected by each other formulating an ecosystem of leadership as shown in Figure 1 below.

Figure 1:

Leadership Ecosystem



## Leaders' Psychological Profile

Leadership ecosystem developed above presents a new line of thought for studying leadership. It reflects that the leaders' characteristics, traits, behavioral dispositions or actions are dependent upon the followers attributions. These attributions are in return dependent upon the situation in which both the leader and the followers have to operate. In the leadership ecosystem the word leader means the sum total of his traits, characteristics, qualities, skills, behavior manifestations, actions, etc. A follower depending on his perceptions and needs, attributes labels for a leader from a culturally shared trait theory. These attributes of a follower can be simply adverbs describing behavior of a leader as 'he should behave confidently' or generalized as 'he is confident' and then abstracted as 'leader has confidence'. "The initiative that persons to have consistent and widely generalized personality traits seems very compelling," (Mischel, 1968, p.42). The belief that people display stable generalized behavior or traits across diverse situations are reflected in the studies of group activities in social psychology (e.g., Bales & Cohen, 1979). The process of identifying, labelling and categorizing individuals on broad dimensions as social, authoritative, aggressive, introvert etc., has now been empirically established by sociologists and psychologists. The sum total of traits, both physical and psychological; behavioral dispositions and other aspects of personality can be framed into a *Psychological Profile* of an individual. Traits, behavior, transactional, transformational and charismatic aspects of personality of a leader can be combined together into his psychological profile.

The present study intends to establish the psychological profile of a leader which will be the sum multiple of the traits, behavioral dispositions and other personality aspects, such as, characteristics, qualities, and skills attributed to the leader by his followers or subordinates. It is presumed that different types of leaders dealing with different sets of followers or subordinates will differ in their psychological profile. Perceptions of the followers or subordinates will also be in accordance with their own needs and the demands

of the situation in which the leader and followers or subordinates have to operate. The new line of thought given by a leadership ecosystem can be evaluated through comparative analysis of the psychological profiles of different types of leaders. The three main types of top level Pakistan's leaders which will be studied in the present research represent the political, organizational, and military spheres. Leadership scenario in Pakistan is such that leaders keep on shifting their roles. Political leaders shift from politics to business, military leaders have played a long and vital role in politics, similarly businessmen divert to politics. In the next section of this chapter the salient features of the political, organizational, and military leadership in Pakistan will be discussed.

### **Leadership in Pakistan**

Pakistan came into being on 14th August 1947. Pakistan, literally meaning the land of pure was formed as separate muslim state from combined India (a british coloney). Britishers ruled over India for about two centuries. The demand for a separate state for the Indian Muslims was first proposed by Sir Dr. Muhammad Iqbal, the Poet-Philosopher. However it took a decade before the concept of a Muslim state could be formally articulated as a specific political demand of the Indian Muslims in the form of Lahore resolution at the annual session of the All India Muslim League on March 23, 1940 under the dynamic leadership of the Quaid-i-Azam (the Great Leader), Muhammad Ali Jinnah. The Quaid-i-Azam eventually led Pakistan into an independent state on 14th August 1947 and became its first Governor General.

Geopolitically Pakistan has a vital importance and hence has been termed as the "Crescent of Crisis," (Ahmed, 1982, p.3). Its geopolitical importance is determined by having two superpowers, China and Russia as its neighbours, two important mountain passes, Bolan and Khyber and the silk route which is a trade outlet with China and a vast harbour with the Arabian sea which can provide marine trade facilities to many central

Asian countries. The territorial conflict with India over Kashmir and the resultant wars with India to get superiority in the region has kept Pakistan in continuous crisis.

Geographic importance of Pakistan has made super powers of the world interested in this land. It is generally felt that the super powers while fulfilling their own interests have never let her stabilize politically, economically and even militarily (see, Khan, 1973; Palmer, 1982). No other nation which gained independence after 1947 has experienced the verity and the intensity of traumas that Pakistan has suffered (Braibatni, 1977). In addition to it other problems, such like religious and tribal groups rivalry, low literacy rate, population explosion and many others have set a very challenging role for leaders and they are struggling to live up to the expectations of their followers so that they can pave the way for countries progress. It will be interesting to study the three major types of leaders in Pakistan and their developing psychological profiles.

### **Political Leadership**

Since its creation in 1947, the political leadership in Pakistan has remained in a state of flux. Quaid-i-Azam Muhammad Ali Jinnah the founder of Pakistan stayed as Governor General for only a year. After the Quaid's death the country with its colossal administrative problems remained unstable politically. Rapid changes of Heads of State and the forms of Government went side by side. During 1958 General Muhammad Ayub Khan the Commander-in-Chief of Pakistan army, took over the reigns of the nation by promulgating Martial Law. This was the first time when military leadership took active part in the political arena. Pakistan remained under military regime with certain political amendments till 1971. After the cessation of East Pakistan in the form of independent Bangladesh, parliamentary form of government was formed by Zulfikar Ali Bhutto. His rule ended in 1977 paving way for another military regime led by General Zia-Ul-Haq. He ruled the country for next 10 years. In 1988 again a parliamentary form of government was formed by Benazir Bhutto. This government was dissolved after 15 months by the

President Ghulam Ishaq Khan. After a new election, Nawaz Sharif came into power in 1990. In 1993, Nawaz Sharif's government was also dissolved with the similar allegations as were on Benazir's government. The situation led to another round of elections and once again Benazir Bhutto came into power. For the first time in the history of Pakistan's politics two major parties came forward submerging the small parties specially the religious parties which have played a major role in destabilizing the parliamentary form of government in Pakistan since its independence (Waseem, 1994). Benazir's government was again dissolved by the President in November 1996 with the allegations of being corrupt and ineffective.

The failure of democratic powers in Pakistan may well be ascribed to the lack of a stable party system but in its real sense this failure is due to the lack of true political leaders (Ahmed, 1982). "Religious, ethnic, linguistic and tribal groups in Pakistan who display more parochialism and regionalism than nationalism have led to political crisis," (Palmer, 1982, p.46). This factor has also kept political leaders struggling for national as well as their personal identity. Armed forces of Pakistan have displayed a wider involvement in domestic, economic, social and political changes. A number of times they have acted as the king makers and political leaders have mostly remained under their unlimited influence. Military leaders have also ruled this nation for more than half of the years since its independence. This can be another important reason for which Pakistan has yet to get a stable and well groomed political leadership.

In the present parliamentary form of government in Pakistan, there are three types of electoral bodies where leaders are elected to formulate the legislative set up of the country. The electoral bodies are the Senate, the National Assembly and four Provincial Assemblies. Members of National and Provincial assemblies are elected by voters who are citizen of Pakistan with a minimum age of 21 years. Elected members of National and Provincial assemblies elect the members of Senate. Members of Senate, National and Provincial Assemblies form the top level political leaders of Pakistan.

In the present study psychological profile of these top level leaders will be studied but it will be interesting to have some insight about the lower and middle level political leaders of this country. Both these types are usually patronized by the National or Provincial based political parties. Basic unit which elects a low or middle level political leader is a Council. In rural areas of Pakistan *Union Council* members are elected by voters having 21 years of age and are resident of the area earmarked for that council, elected members of Union Council in turn elect the *District Council* members. In urban area *Municipal Committee* members (Councilors) are elected by the voters having 21 years of age and are resident of that particular municipal area. The councilor elected is usually the one who is able to solve the basic public problems, such as, health, education, sanitation, transport, etc. Councilors are also elected on religious, ethnic, linguistic, or tribal basis. They are usually the influential individuals of the area. The Councilors establish themselves as political leaders, work for solution of the basic public problems of their constituency alongwith the propagation of the interests of their respective political parties. Political leader in Pakistan develops into a top level political leader through a number of sources and variety of experiences. Some leaders rise from the basic council and after establishing their work as a councilor at the district or municipal level, some get into politics because their elders were in it and inherit politics as a full time profession, still others start politics when they gain enough resources and respect in business or enough power as a military leader. There are still other who emerge as National or Provincial assembly members as they are heads of some religious or ethnic groups. There is no set pattern of grooming or framing of political leaders in Pakistan, this creates an interesting situation to look for the psychological profile for political leader as attributed by their followers.

### **Organizational Leadership**

Organizational leadership is mainly divided into two sets, one set consists of leaders who head the Government and Semi Government organizations, and the other set comes from leading businessmen and tradesmen. In the former case the leaders have to undergo a selection procedure when they are inducted into an organization and later on undergo various departmental exams which enable them to increase their powers of leadership.

Heads of government organization usually come through Civil Service. Federal Public Service Commission (FPSC) holds a nation wide exam to select individuals inducted into civil services each year. Those who clear the written exam, undergo the required psychological testing to test their fitness in a particular job. Lastly they are interviewed for their final selection into a service group. They are trained for almost two years in the civil services academies. In the academy along with the other fields, leadership and how to command and control an organization is very much an important ingredient of the syllabus. Then, through out their career as bureaucrats they lead in one or the other from not only the men under their command but also the common man of the country.

Semi Government organizations, such as, Pakistan International Airlines (PIA), Sui Gas, Pakistan State Oil (PSO), Water and Power Development Authority (WAPDA), etc., also select their men through a testing procedure. Selection procedure in all the organizations differs but most of their selection at various levels is dependent on written exam and a selection interview. All the levels of leadership in these organizations is usually of those individuals who have a better command and control over their subordinates and can get better progress out of their men and resources as most of these organizations are commercial in nature.

### **Businessmen and Tradesmen Leadership**

The leadership in the business and industrial sector of Pakistan has also undergone a chain of experiences. In public sector the top leadership is picked up mostly from the

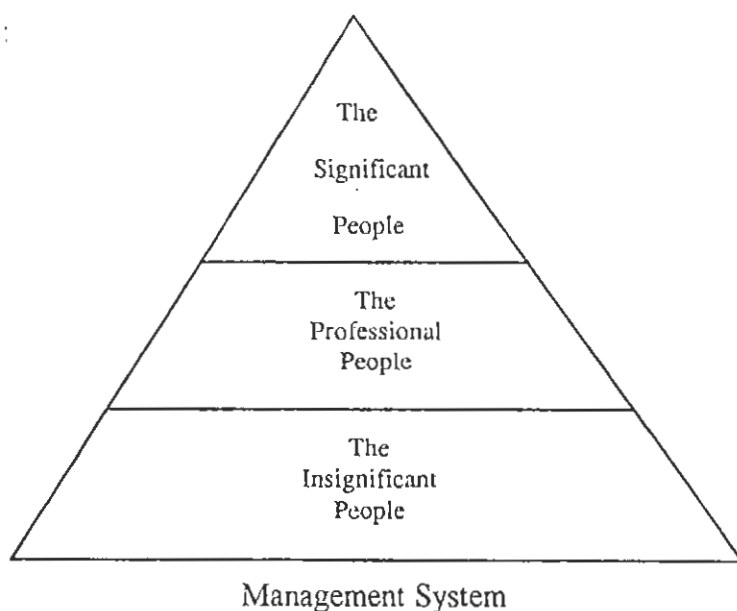


bureaucratic class and they are sent to different corporations to run their administration. With the wave of large scale nationalization in the early 70s this phenomenon has increased beyond proportion. In this situation the top leadership coming from the bureaucracy did not have the adequate grounding of running the business enterprises and the experiment proved to be counter productive resulting in an overall set back to the production and the commercial targets of the business/industrial organizations (Altaf, 1988). During the last few years private entrepreneurship has emerged giving top priority to their commercial interests. The top leadership of these private organizations generally consists of the members of the proprietors family. The selection of junior executives has also remained the sole prerogative of the owners of these organizations. There is no standard procedure for selection. Generally decisions are taken on the basis of the relevant biodata of the candidates, their experiences in different areas of specialization and the considerations of the organizations involved, keeping in view their own commercial and business interests. Apart from the biodata, interview is generally resorted to, as a common technique of selection, otherwise they do not employ any other detailed selection procedures.

Some government and private organizations have recently set up some institutions to provide mid-career leadership training to the representatives belonging to the private and public sector. Pakistan Institute of Management Studies (PIMS), National Institute of Public Administration (NIPA), Department of Public and Business administration in various universities are government/semi government institutes. The private sector has set up Lahore University of Management Sciences (LUMS), Karachi Business Institute, for training of business executives in Pakistan. Entrepreneurs in Pakistan have shown their potential and initiative but they have yet to establish some standard traditions in accordance with the actual needs and demands of the common man. Economic planners from the civil services have made economic planning an administrative approach, which call for articulated rules and regulations and is basically inimical to the pragmatism and

flexibility of free market system (Wellicsz, 1982). In the industrial leadership sons and the relations of entrepreneur, who are born Directors, hold senior management positions, they reflect a poor leadership profile and contribute little to the success of organizations (Sheikh, 1969). Pakistan *Organization Structure* depends upon the need and demands of a particular industry (Qureshi, 1985). The state enterprises such as Pakistan Railway, Pakistan State Oil, Pakistan International Airline are manned by a mixture of civil servants and army officers (serving or retired) who do not truly "belong" to that enterprise. They are more of administrators rather than professionals, hence the organization loses production at the cost of proper administration.

Management System in Pakistan is similar to the one presented by Scott and Hart (1979) according to which the system is split into three broad categories as represented in the diagram below :



Source:- Adopted from Scott, W.G. & Hart, D.K. (1979). *Organizational America*, Boston: Houghton and Mifflin Co.

Significant people in the government and semi government enterprises are individuals from civil administration or armed forces. In the private sector they are generally the proprietors themselves. The professionals who are scientists, engineers,

economists, management experts etc., serve as analysts to the significant people. They serve as *Catalyst* in the management system but due to disproportionate authority and power vested in by the significant people, mindless obedience is demanded from the professionals hence they blunt their innovative desires and work in accordance with the expectation of their bosses (Qureshi, 1985). They form the middle level leadership hierarchy. The insignificant people are ordinary task performers, they act as functional pins and occupy a low priority in the system.

Conditions in the organizational culture of Pakistan are not much different from the political culture as discussed above. Hence, a gap between the subordinates' expectations and the actual leaders psychological profile occurs. Differences of perceptions between a subordinate and leader make an organization ineffective and unstable (Abdullah, 1980). The Pakistani concept of economic planning reflects the administrative approach, which calls for articulated rules and regulations and is basically inimical to the pragmatism and flexibility of a free market system. Private enterprise is regulated to the role of executor of the plan, conceived and controlled by the bureaucrats, while the "Unorganized" small enterprises sector is left to its own device (Wellicsz, 1982). Views on organizational deterioration presented above necessitate to look for the leadership profile which can be defined in more empirical terms and is able to play an effective role in the organizational development of the country.

### Military Leadership

Pakistan army, at the time of independence, in 1947 inherited approximately 200,000 Muslim soldiers, with a very few officers (Riza, 1989). Alongwith this manpower, organization and structure of basic units, rank structure, rules and regulations controlling army were also inherited from the British army. Pakistan army also inherited the selection and training system for both the officers and the soldiers. A large numbers of army officers after independence have also been trained by British Military Training Academy at

Sandhurst. Army Units which were raised by the Britishers maintained their old traditions and still claim with honour the achievements their unit; had achieved during the period of the two world wars. British tradition did play a role in widening the gap between the Pakistani soldier and officer (leader). It has however been considerably neutralized due to the fact that officer class in Pakistan army mostly comes from the lower middle socioeconomic background and secondly due to the fact that the selection and training procedure is such (as will be explained in the preceding paras) that the military leader has to live upto the expectations and attributions of his subordinates. Both these factors have decreased the gap between the officers and the soldiers.

After independence the role assigned to Pakistan army was :

- a. To prevent aggression, to plan for defence and to provide a frame work for expansion in the event of attack by a minor or major power.
- b. Their equipment and training must be of the standard required for war against a first class enemy.
- c. The administrative layout of all bases and installations must also be planned and carried out with regard to the need for expansion and modern developments (Riza, 1989, pp. 145-152).

Within period of two years, Pakistan military forces recognized their needs and set up their Headquarters at Rawalpindi, Karachi, and Peshawar. After independence Pakistani armed forces have fought three major wars and at present they are still fighting on the world's highest battle ground Sia-Cheen. In all these clashes the enemy remained the same i.e., India.

Presently Pakistan Armed Forces constitute 587,000 uniformed personnels out of which Army has 520,000; Navy 22,000 and Air force 45,000 (Chipman, 1994). The forces are fully equipped with the latest arms. The soldiers and officers are trained in the country and also qualify cross section of courses from abroad. They are kept abreast about the latest changes in technology and are imparted the latest professional skills. They are also

sent for field exercises every year where they exercise actual war situations, test their equipment and show their professional, technical and leadership skills on ground.

Leadership is the most vital ingredient for all the branches of Pakistani armed forces as it plays an active role in the war. Each officer has the sole responsibility of looking after the men under his command through their thick and thin. He looks after their welfare and well-being and is also responsible to train them to face the odds of war. An officer (leader) is to keep his platoon, company, unit, division or corps equally functioning and alert during peace time and keep them occupied in improving their fighting potential and state of readiness.

Selection of military officers in Army, Navy, and Airforce have more or less same procedure. Candidates are initially recruited by their respective selection centres. At these centres they are administered intelligence/academic tests and are interviewed to judge their basic potential as future leaders. The successful candidates from the initial selection centres are sent to the Inter Services Selection Board (ISSB). The Board follows the three dimensional system where the candidates are assessed for nearly all the shades of leadership. Those candidates who are recommended by ISSB are sent to the respective Academies of army, navy and air force. In these academies the trainee officers (cadets) undergo two to three years of rigorous training. Along with professional competence these academies are responsible for inculcation of basic leadership ingredients amongst the cadets. They train them how to lead their men to successful mission accomplishment during war and peace. The academies also allocate the branches or service groups for which the cadets, are found to be suitable in accordance with their leadership potential and professional competence.

In army, on completion of his training the cadet lands up in the unit of the service group he is sent to. As a junior officer he is again trained to command and control the troops in peace and war situations. Along with his professional grooming through various courses the young officer is constantly trained to lead the men under his command. On

completion of three years of service he is usually assigned the command of a company consisting of about 150 soldiers. On completion of about 16 years of his service he is given independent command of a unit comprising approximately 550 soldiers and 25 officers. He is fully responsible for the welfare, training and professional grooming of the men and officers under his command. With the increase in his service and clearance of professional exams the officer gets promoted to command a brigade comprising of two to three units. On becoming a General officer he commands a division comprising of two to three brigades. On becoming a Corps Commander he commands a corps comprising of two divisions. Army officers have to show their leadership potential right from their selection to the attainment of the highest rank they can achieve.

Recruitment of soldiers, called as other ranks (ORs) in the armed forces is also done with the help of psychological and physical ability tests. Recruited as a sepoy, a soldier can become a non-commissioned officer (NCO), junior commissioned officer (JCO) and even a commissioned officer after passing the required professional exams. As army is the senior most service and also has about 20 times more men and resources as compared to navy and airforce (Chipman, 1994) hence data for the representation of military group in the present study will be obtained from army personnels only. Army personnels are divided into three main groups i.e. Fighting, Supporting and Services, which will be given an equal representation.

### **Leadership Dilemma of Pakistan**

The combination of leader traits, followers attributions and the situation emerge and function within an overall political, socioeconomic and the cultural scenario. We can call it the overall environment or ecology for the leadership structure (Figure 1). The history of Pakistan is a testimony to the enormous effect, yielded by the sociocultural ecology of the country upon the development of leadership in the different sectors such as political, organizational or military.

At the time of its birth Pakistan achieved freedom from the colonial rule but she was not free to evolve its own systems to manage the existing and forthcoming state of affairs. The legacy of the political and bureaucratic system which was left by the British rulers was accepted as a convenient choice as it matched with the on going political and bureaucratic organizations already established by the Britishers. It was also in line with the existing models upheld by the western countries and was thus seemingly a popular set of system both at the political and the bureaucratic levels. The main misfortune of Pakistan in this respect was lack of the matching awareness at the level of the general public and as such those who came up to take over the reigns of political and bureaucratic set ups did not have an inborn set of sociopolitical norms which could guarantee the success of the systems (Ahmed, 1982). The bureaucracy both in the civil and military set ups kept trailing along in the form already been established by the British people in the sub continent for the last about 100 years or so. Although, the situation was not entirely satisfactory but it kept surviving in more or less acceptable manner. However a slow but continuous deterioration in the quality of these services was witnessed. The deterioration was visible particularly in the spheres of work attitude and different kinds of malpractices. However, on the other hand the political side started showing the symptoms of deterioration at an earlier stage and at a much faster rate. It was mainly because the political leadership had to take a start without any established political values and the rules of the game. Political leaders, with the exception of very few, didn't believe in the sanctity of the political system hence they have shown their repeated failures in upholding the integrity of the political system of the country. Politics is a preoccupation where we devote ourselves to uphold the social, moral and political values of the nation. In our local context, unfortunately these phrases are used only as catch words to knockout each other on the race track of political ascendancy and social status.

Pakistan's earlier dilemma since partition was that she did not have the backup of the ingrained practical values to matchup to the task of nation building. At present, after a

lapse of about half a century, the continuing social and moral deterioration has further polluted the overall ecology. It appears that top level political, organizational and military leaders of Pakistan are not living upto the expectation of their followers/subordinates. This can be one of the reasons why this country has experienced political instability. It has yet to determine which organizational setup can lead towards the road for economic stability and self reliance. In the military set up the conditions are relatively better as already discussed in military leadership section. The leaders are trained and groomed in such a manner that they share the hardship of their subordinates. As they also have to get the unquestioned commitment and obedience from their subordinates hence have to live up to the expectations of their subordinates.

Another aspect of leadership in Pakistan is, that leaders usually swap over from one role to another. We have already discussed that top military brass role in politics. Military generals have not only adopted the role of political leaders, but they have also headed the biggest civil and business organizations of the country. In the similar fashion heads of big business organizations have entered into politics and the politicians are running multimillion business organizations. In some cases this swap over of the role has been successful while in others it has been a failure. Since the gap between the thoughts and perceptions of the leaders and their followers or subordinates has its effects on the overall progress of the system in which they have to function. This gap between the leader and the follower can be understood if we determine the psychological profile of a leader as attributed by the followers.

### **Comparative Psychological Profile of Leadership**

Leadership approaches due to their segmentation have led to the holistic approach for studying the phenomenon. Research is needed to study whether the holistic approach in which the leader traits, followers needs and the situation all interact with each other in forming a leadership ecosystem. Present research is expected to make it contribution in



this aspect of the leadership phenomenon. Leadership ecosystem will be testified with the help of followers attributions. Leadership in Pakistan is passing through a transactional phase. Leaders in the political, organizational and even in military have yet to set a profile which could serve as a standard for leadership. Looking for attributes expected from political, organizational and military leaders will give a meaningful insight about the leadership.

The formation of the psychological profile of the leaders based upon the followers expectations as applicable in different situations will at one hand contribute to the leadership theory and on the other it will increase our understanding top level political, organizational and military leadership in Pakistan. Comparative psychological profile of political, organizational and military leadership in Pakistan will discriminate amongst the attributes preferred for these leaders and will also develop a theoretical framework for the understanding of leadership phenomenon.

### **Review of Literature on the Role of Followers Perceptions and their Attributions in Leadership**

During the past decade there have been significant developments about followers participation in the leadership process. Concepts of empowerment and power sharing reflect a shift in focus from a leader - dominated view to a broader one, of followers involvement in expanding power (see, Burke, 1986; Kanter, 1981). Follower expectations and perceptions affect the process of leadership (see, Hollander, 1985, 1986; Lord & Maher, 1990). Leader's attributes, including his or her perceived competence, motivation and personality characteristics all play a vital role in shaping followers perceptions of leader and responses to the leader (Hollander & Offerman, 1990). One of the most recent approaches for studying leadership is through attribution theory because it de-emphasises theoretical complexity and look at leadership more the way the average "person on the street" views the subject (Robbins, 1994).

Emphasis from traits theory of leadership has shifted to follower attributions of leader that make followers respond affirmatively or otherwise to their leader's qualities (Lord, Davader & Alliger, 1986). These perceptives are checked against prototypes held by followers of leaders attributes and how leader should perform (see Lord & Maher, 1990). This line of work is part of the greater attention being given to cognitive elements. In leader-follower relations exemplified by followers expectations and attributions.

With the above mentioned direction of studies on leadership in the recent past, some new theoretical models of leadership have been developed. These models emphasis on followers perceptions and attributions. In the contingency models originated by Fiedler (1967) leadership effectiveness is considered to be a joint function of leader qualities and situational demands as contingencies interacting to make leader qualities variously appropriate to the task in hand. In the recent studies Fiedler has emphasised that the contingency of leader - member relations plays on affective role in the making of a leader and his control over the subordinates (Fiedler, 1993). The Vroom and Yetton (1973) normative contingency model emphasises on increased follower involvement in decision making ranging from autocratic, consultative, to group leadership styles. Choice of style is based on situational factors and followers understanding of the leader, and what attributes they place for a leader in the given circumstances (Baker, 1980).

Social exchange perspective in social psychology developed a process-oriented transactional approach to leadership. In the recent studies conducted in the releam of this approach do argue that leaders ability to be affective in exercising power and influence is manifested in the followers perceptions (Hollander, 1993). Transactional approach has led way to transformational leadership approach in which leader subordinate relationship transcends the equitable exchange relationship (Hater & Bass, 1988). The transformational leader motivates followers to do more than originally expected (Bass, 1988). In return the followers have a closer look on the personality and work characteristics of the leader. They make the leader work and act in accordance with their own perceptions and attribute a set of characteristics on which a leader acts and increases the productivity of his group (Miller & Monge, 1986)

In the practical set up, “generally election creates a heightened psychological identification between followers and the leader, in so far as they have a greater sense of involvement with some one for whom responsibility is greater” (Hollander and Offermann, 1990, p.181). Followers of a political leader have higher expectations about the leader and may make more demands on the leader (Cronshaw & Lord 1987). Followers display a very active and effective role in the political set up. Their attributions and perceptions play a vital role in controlling and determining the behaviour of the leader. (Foti, Fraser & Lord, 1982). Elected leaders who fail to perform well are more vulnerable to criticism than appointed leaders, particularly if they are seen to be competent in the first place (Hollander & Jullian, 1978). In the Organizational set the traditional distinctions between management and labor are breaking and giving way to development of selfmanaged work teams comprising of all the employees of the organization (Goodman, Davadas & Hughson, 1988). It shows that there may be new roles for corporate leaders, with some functions associated with traditional leadership being performed by committed peer groups. The new trends in organizational sector underline the importance of developing and expanding the roles of followers in leadership of organizations (see, e.g Ashforth & Mael, 1989; Dobbins & Zaccaro, 1986; Minner, 1988). In the military set up researches are under way suggesting that participation of followers or undercommand in the form of a feed back for the leaders action is an important aspect for an effective leadership display (see, e.g. Akhtar, 1992, Bartone & Kirkland, 1991; Manning 1991; Mc Cloy & Clover, 1988; Tremble & Alderks, 1992).

Importance of followers in the political , organizational and military leadership spheres has led the researchers to infer that leaders play their role and adopt the characteristics as attributed by their followers (Hollander, 1993). This aspect not only makes them effective as a leader for the completion of their task but also help them in having an effective control over the subordinate and situation in which they have to operate. Present study is an endeavour to check the variations in psychological profiles of political, organizational, and military leadership in Pakistan as attributed by their followers. It also highlights the importance of followers, their perceptions and what role situation plays in the making of their attributions about a leader.

## **Aim and Objectives of the Study**

The study aims to establish a set of attributes (psychological profile) of political, organizational, and military leadership in Pakistan. The psychological profile will be framed with the help of followers attributions. The attributions obtained will be analyzed and formulated into a scale. The scale having the traits, characteristics, qualities, skills, behavior manifestations, actions, etc., of leaders attributed by the follower will be administered to a sample of leaders and followers/subordinates of political, organizational, and military groups. Results will be predictive of the relationship between the leader, followers, and situation. Results will also formulate the psychological profile of political, organizational, and military leadership in Pakistan. As pointed out earlier leadership has a triangular interaction comprising the leader, the follower, and the situation. The objectives of the study therefore have been framed as follows :

1. Leadership is a process of interaction involving the leader attributes, followers needs, and the situation in which leader and followers both have to operate. Leader, followers, and situation continuously keep on affecting each other and also are simultaneously being affected by each other.
2. As the situations and followers in the political, organizational and military setups are different, so the leaders with different set of attributes or psychological profile will be effective in political, organizational, and military setups.

## **Chapter II**

### **METHODOLOGY**

After having a review of the approaches for studying leadership in chapter I we have seen that methods used for studying leadership have passed through a transitional phase. They have generally followed the approach which has remained popular in a particular period of time. In the trait approach, traits of present leaders and those who have been popular in history were gathered (Stogdill, 1974). The behavior approach studied and sifted the behaviors which make a leader effective (Yukl, 1981). In the situational approach the situations which can make a leader popular or effective were looked into (House, 1971). Then in the contingency theories the situation and the traits effective in various situations were investigated (Fiedler, 1967). In the power approach the methodology remained to look for those power oriented aspects which can control the followers or subordinates (McCall, 1978).

When the latest approaches of the transactional and transformational leadership came to the forefront with their emphasis upon giving more preference to the followers or subordinates. Attributes assigned by the followers or subordinates to their leaders emerged as a method for studying leadership (Hollander & Offerman, 1990). Following this methodology the present research aims at establishing the psychological profiles of political, organizational and military leadership in Pakistan.

Before proceeding to the actual study a "PILOT STUDY" was carried out.

#### **Pilot Study**

##### **Objectives**

1. To find out whether the attributional process of followers/subordinates attributes could lead to the formation of a psychological profile of a leader.

2. To study whether the psychological profile thus formed by the followers/subordinates is able to differentiate amongst the political, organizational, and military leadership.

### **Sample**

Pilot study was conducted on a sample of 30 respondents subdivided into three groups. The first group consisted of 10 individuals who were voters and active political party supporters and were not employed in government, semi government or military service. The group was selected from Rawalpindi and Islamabad. Second group consisted of 10 government/semi government/private employees working in government/semi government/private organizations of Rawalpindi and Islamabad. Third group consisted of 10 army personnel, 5 were commissioned officers and remaining 5 were noncommissioned officers and sepoy selected from General Head Quarters (GHQ) Rawalpindi.

### **Instrument and its Administration**

Instrument of the pilot study consisted of a questionnaire having a single question for the respondents who had to write the attributes of a political leader it was worded as :-

*"As a student of National Institute of Psychology, Quaid-i-Azam University Islamabad, I am conducting a research on the attributes possessed by POLITICAL leader. You are requested to enlist the attributes which in your own personal view should be possessed by POLITICAL leaders. I will be grateful to you for this favour".*

For the respondent who had to write attributes of an organizational leader it was worded as:-

*"As a student of National Institute of Psychology, Quaid-i-Azam University Islamabad, I am conducting a research on the attributes possessed by ORGANIZATIONAL leader. You are requested to enlist the attributes which in your own*

*personal view should be possessed by ORGANIZATIONAL leaders. I will be grateful to you for this favour".*

For the respondents who had to write attributes of an military leader it was worded as:-

*"As a student of National Institute of Psychology, Quaid-i-Azam University Islamabad, I am conducting a research on the attributes possessed by MILITARY leader. You are requested to enlist the attributes which in your own personal view should be possessed by MILITARY leaders. I will be grateful to you for this favour".*

This question was stated in two languages i.e., Urdu and English. It was administered to a sample of 30 respondents for the pilot study. Each respondent was contacted personally by the researcher and after the development of good rapport, if he could write, he wrote the attributes himself on the space provided below the question. If the respondent was unable to read or write then he was asked to narrate the attributes which were jotted down by the researcher himself. Demographic data such as job, age, income, and education of the respondents were recorded before the administration of the questionnaire. In the political group average age was 35 years, average income was Rs. 8000 per month and education level ranged from primary to graduation. For the organizational group average age was 37 years, average income was Rs. 11,000 per month and their education level ranged from matric to masters. For the military group average age was 32 years, average income was Rs. 6000 per month and their education level ranged from middle to graduation.

## **Results**

After the administration of the questionnaire and tabulation of results, 30 attributes were described by the respondents for a political leader, 27 for an-organizational leader and 35 for a military leader (Annexure A). When these attributes were analyzed it was seen that there are attributes within each group which convey the same sense. Such attributes having the similar meaning in each group were merged together. Finally

attributes preferred for a political, organizational and military leader were framed which are placed as annexure B. It was seen that a political leader is considered to be a patriot, helping, just, democratic and one who works for the progress of the nation. An organizational leader was expected to be responsible, having product and market knowledge, communicative, well informed and having faith and trust in his team. A military leader was described as honest, confident, brave/bold; one who sacrifices his life for the nation, is decisive; possesses initiative and fighting spirit and knows the rules and regulations of army.

The results of the pilot study supported the objectives that (a) followers/subordinates attributes can lead to the formation of a psychological profile of a leader. (b) Profile of different leaders are also different as far as their attributes are concerned. Pilot study thus provided ground to the researcher to design the study for the formalization of the psychological profiles of the political, organizational, and military leadership in Pakistan.

Methodology of the study was planned in two phases. In the first phase it was planned to form a pool of attributes gathered from followers/subordinates of the political, organizational, and military leaders of Pakistan. These attributes were then analyzed to formulate them into a scale. In the second phase the scale of attributes thus formulated was administered to a sample of leaders and followers/subordinates representing the political, organizational and military groups to establish their leaders psychological profile.

## **Study I**

### **Phase I of Study I**

This phase was carried out in six steps which are elaborated below :-

#### **Step I**

In this step a item pool of the traits, characteristics, qualities, skills and behavioral dispositions attributed by the leaders and their followers/subordinates were collected.



### Sampling for Step I

A purposive sample was selected for the collection of attributes present in political, organizational, and military leaders of Pakistan. Respondents from five main cities i.e., Islamabad/Rawalpindi, Karachi, Lahore, Peshawar, and Quetta (Capital of Pakistan and capitals of the four provinces of Pakistan) were included in the sample. For the political group a total of 30 respondents were selected, their description, and distribution made is elaborated below :

1. Simple voters (n = 10) These respondents were registered voters and were not employed in any government or semi government organization. Two voters from each of the main cities mentioned above were included in the sample.
2. Political party workers (n = 8). These respondents were active political party workers belonging to both the ruling political parties and the political parties in opposition. Two each were selected from the four provincial capitals.
3. Local office bearer of a political party (n = 6). These respondents represented a political party as a member of Union/District council and Town committees. They were selected from the above mentioned main cities of Pakistan.
4. National/Provincial political office bearer (n = 4). These respondents represented a political party at National or Provincial level. They were selected from four provincial capitals.
5. Members National and Provincial Assemblies (MNA/MPA) (n = 2). One elected member of National Assembly and one elected member of Provincial Assembly were also included in the sample.

For the organizational group 30 respondents were also selected from the main cities of Pakistan from where the sample of political group was selected.

The description and distribution for this group was as under :-

1. Sample of the first subgroup consisted of 15 Businessmen/Tradesmen and their employees. Their distribution based upon their job titles is described below :-

|                                 |      |
|---------------------------------|------|
| Managing director               | = 1  |
| Managers                        | = 2  |
| Asst./Sub managers              | = 3  |
| Superintendent/Foremen          | = 4  |
| Field workers, clerks and below | = 5  |
| Total                           | = 15 |

2. In the second subgroup Government/Semi Government employees working in different organizations were selected in the sample. Description of their employment grades and the distribution is given below :-

|                |      |
|----------------|------|
| Grade 20       | = 1  |
| Grade 19       | = 1  |
| Grade 18       | = 2  |
| Grade 17       | = 2  |
| Grade 14 to 16 | = 3  |
| Below Grade 14 | = 6  |
| Total          | = 15 |

In the Military group a sample of 30 subjects was selected. These were selected from the General Head Quarters (GHQ), Rawalpindi and various army units stationed in the main cities (i.e., Lahore, Karachi, Quetta, and Peshawar) of Pakistan. Distribution of the subjects was as follows:-

| <b>Officers</b>      |          |           | <b>Other Ranks</b> |          |           |
|----------------------|----------|-----------|--------------------|----------|-----------|
| General              | =        | 1         | Subedar            | =        | 1         |
| Brigadier            | =        | 1         | Naib Subedar       | =        | 2         |
| Colonel              | =        | 2         | Havildar           | =        | 3         |
| Lt. Colonel          | =        | 2         | Naik               | =        | 4         |
| Major                | =        | 4         | Sepoy              | =        | 5         |
| Captain and<br>below | =        | 5         |                    |          |           |
| <b>Total</b>         | <b>=</b> | <b>15</b> | <b>Total</b>       | <b>=</b> | <b>15</b> |

### Instrument

Instrument used for data collection was the same questionnaire which was used in the pilot study. It was bilingual i.e., in English and Urdu because these are the two main languages which are understood, written, and spoken in Pakistan. Urdu is the national language and English is the office language.

### Procedure

As it was a purposive sampling and the respondents to be included in the sample were already earmarked hence the researcher administered the questionnaire to a subject who was contacted first and fitted in specification of the designation or description as proposed in the sampling section. Administration of this questionnaire was a difficult job as the respondents from higher echelon or busy schedules were either not willing to respond or had the time constraint. Prior appointment was sought from such respondents and proper time was fixed for the administration of the questionnaire. Initial rapport was established with all the respondents and it was tried to obtain their personal opinion about the attributes present in the leader of their respective group.

### Item Pool

A data pool of 594 attributes of political, organizational and military leaders was formed. Average of responses per subject was about 7. For a political leader there were 174 attributes making an average of about 6 responses per subject. Organizational group elicited 171 attributes averaging nearly 6 responses per subject. Military group gave the maximum number of attributes that is 249 with an average of 8 responses per subject. When the pool of attributes was viewed it was found that these included characteristics, qualities, skills, traits, and behavior manifestations of leaders.

### Step II

In the second step of phase I, 594 attributes were tabulated on a chart (attributes originated by subjects in Urdu were also translated in English by the researcher). After eliminating those attributes which were endorsed by a single respondent and pinning up those having exactly similar wordings, 113 attributes were taken out, which are shown at Annexure C alongwith the frequency of their endorsement for the three groups of leadership. To make the list of attributes more concise and presentable those attributes endorsed by only two respondents were separated. After this separation there was a list of 69 attributes which were endorsed by three or more respondents.

### Step III

In the third step it was seen that in the 69 attributes finalized in step II, most of them overlap as far as their meaning and sense is concerned. An experiment was conducted on the lines of Q-methodology (McKeown & Thomas, 1988). Attributes were written on cards and those cards having similar meaning or conveying the same sense were grouped in 27 different piles. Each pile was then given a single generalized nomenclature. Annexure D shows the 27 generalized names of the attributes.

When the procedure of formulating the generalized form of attributes was discussed with two senior professors of psychology (both having a Ph.D. degree in Psychology), the discussion led to the conclusion that certain subjective bias of the researcher does come in when the attributes are generalized and merged together. It was thus decided to keep the attributes in their original form to get more relevant and true picture of the profile of a leader as perceived by their followers.

#### Step IV

In the fourth step those attributes which were endorsed by four or more respondents in a particular category of leadership were selected for inclusion in the scale. The attributes were selected in their original form with their original wordings as responded by the subjects. There were also exactly similar attributes in different categories of leadership, these attributes were included in the category in which more respondents endorsed it, for example the attribute "honest" was endorsed in both political and organizational categories of leadership by more than four respondents but in the final list it was included in the political category because in this category it was endorsed by 8 respondents and in the organizational category it had 6 endorsements. After the exercise a final list of 30 attributes was framed which included 10 attributes from political leadership category, 10 from organizational, and 10 from military. As the data of the study was collected both in Urdu and English so the final list had some attributes in English and some in Urdu.

#### Step V

In the first phase of this step those attributes which were in English were translated into Urdu, likewise those originally in Urdu ones were translated into English with the help of two dictionaries : Kitabistan English to English and Urdu dictionary (Qureshi, 1978) and Qaumi English - Urdu dictionary (Jalibi, 1992).

To obtain a general consensus on the translation done by the researcher with the help of dictionaries, original Urdu attributes were given to 10 bilingual judges who were asked to translate them in English. Secondly attributes which were originally in English were given to 10 separate bilingual judges for translation into Urdu.

In the second phase of the fifth step antonyms (opposites) of all the attributes were made using Collins Thesaurus (Hanks, 1990) and Qaumi English-Urdu dictionary (Jalibi, 1992). To further testify that the antonyms (opposites) thus made are in inline with those used by the general public; 9 judges (3 from each category of leadership) who were either serving or associated with political, organizational, and military leadership were asked to narrate those attributes which should not be present in a political, organizational, and a military leader. Attributes thus gathered were more or less similar to the antonyms already framed by the researcher. A list of attributes and their antonyms was thus prepared considering the judges opinion and the antonyms taken from Thesaurus and Dictionaries.

### **Step VI**

In the final step the list of attributes with their antonyms were shown to five psychologists (with minimum qualification of M.Phil.) at National Institute of Psychology, Islamabad and more refinements were made in it on the basis of their evaluation. In the end list of 30 attributes (10 from each category of leadership) were finalized alongwith their antonyms. The attributes and their antonyms were placed on 8-point scale as shown in Annexure F. The scale thus formed was bilingual, on its left side it had the positive attributes and on the right the negative ones, the weightage ranged from 8 to 1. The scale was named as *Leadership Assessment Scale (LAS)*.

The instructions and example for administration of the scale were also in English and Urdu (Annexure F). The first attribute and its antonym was of a political leader followed by the attribute and its opposite of an organizational leader and then of a military leader. Same sequence was repeated in the subsequent attributes and their antonyms of the

scale. The demographic data collected from each subject comprised of the following details:

- a. Leader Type
- b. Designation
- c. Work Specification
- d. Age
- e. Education
- f. Income

### **Phase II of Study I**

In the second phase of methodology the first step was selection of the sample and the second was administration of the scale prepared in the first phase.

#### **Sampling**

A sample in accordance with the nature of the problem constituting of both leaders and followers/subordinates was selected. In the political group; political leaders, political workers, and simple voters were purposively earmarked as under:-

- (1) Members National and Provincial Assemblies = 13
- (2) National and Provincial political party  
offices bearers = 12
- (3) Party office bearers of District and Tehsil  
level and political party workers = 12
- (4) Simple Voters = 23

In the organizational group; organizational leaders, supervisors, and subordinates working in private, semi government and government organizations were earmarked. Their broad distribution was as following :-

- (1) Government Personnel = 15
- (2) Semi Government Personnel = 15

(3) Personnel doing private jobs and business = 30

Government and semi government personnel were evenly distributed as far as their status and income were concerned. Federal government personnel included persons from various ministries, government educational institutions, district management, police, tax department, etc. Provincial government employees working in various provincial setups, such as, highway department, courts, health department, live stock, etc., Semi government employees were selected from Sui gas, Pakistan International Airlines, Pakistan Television etc., Personnel doing private jobs were selected from various private organizational set ups dealing with the sales and manufacturing of medicines, televisions, computers, cloth, household utensils, construction companies, proprietors and workers from various shops, departmental stores, etc.

In the Military group; the officers and other ranks (ORs) personnel from Army (land forces) were earmarked for inclusion in the sample of the study. Land forces or Army in Pakistan is 8 times greater in manpower and resources as compared to Airforce and Navy (Chipman, 1994). Army also plays vital role in the leadership hierarchy of the country. As quoted earlier out of 48 years of independence armed forces have ruled the country for about 23 years. Number and importance of army in the Military group was the reason to select a sample of personnel from army to represent the military group. Pakistan army is mainly divided into three arms/services i.e., Fighting, Supporting, and Services.

Distribution in the military group was as follows:

a. **Status Wise**

(1) Officers = 30

(2) Other Ranks (ORs) = 30

b. **Arms/Service Wise**

(1) Fighting = 20

(2) Supporting = 20

(3) Services = 20



The selected officers belonged to all ranks i.e., starting from a General to a Lieutenant and ORs included Junior Commissioned Officers (JCOs) and Noncommissioned Officers (NCOs).

Various possibilities of matching the three groups were considered but due to the difference of role and nature of jobs performed by the members of the three groups i.e., political, organizational, and military it was not possible to select matched members of the three groups.

### Procedure

All the subjects selected for the research were contacted personally by the researcher. Subjects were selected from the main cities of Pakistan i.e., Islamabad/Rawalpindi, Karachi, Lahore, Peshawar, and Quetta. After the identification of the subjects they were contacted and presented with the scale, as the instructions on it were bilingual, nearly all the subjects understood them and responded on it with interest. There were only two subjects in the political group (simple voters) who were illiterate and were unable to read it. For both these subjects the researcher read out the instructions and then read out the attributes asking him to mark a cross on the space he feels appropriate for the political leader.

Subjects were mostly cooperative and willingly completed the scale but in some cases (in the political group, MPAs/MNAs and in organizational high status officials) the subjects were reluctant and presented various excuses for not responding to the task. Such subjects were not included in the sample. Higher officials and those who were committed in their jobs were first contacted on telephone or in writing. A proper appointment was made and then the subject was approached for administration of the scale. After the introduction and proper rapport, time taken by a subject for completion of the scale varied from 10 to 15 minutes. Data collection was the most tedious and time consuming task of the research. It started in September 1994 and was completed in August 1995.

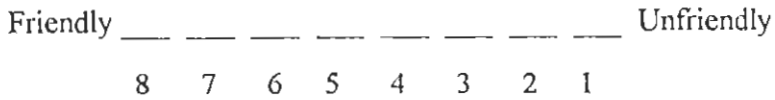
Demographic data of the subjects who were administered the scale for the three groups was as under :-

|   | <u>Political</u><br><u>Group</u> | <u>Organizational</u><br><u>Group</u> | <u>Military</u><br><u>Group</u> |
|---|----------------------------------|---------------------------------------|---------------------------------|
| <b>a. Distribution by Education</b>       |                                  |                                       |                                 |
| (1) Below Matric                          | 10                               | 0                                     | 0                               |
| (2) Matric to Intermediate                | 23                               | 22                                    | 24                              |
| (3) Bachelor to Masters                   | 27                               | 36                                    | 36                              |
| (4) Above Masters                         | 0                                | 2                                     | 0                               |
| <b>b. Distribution by Age (In years)</b>  |                                  |                                       |                                 |
| (1) 20 to 29                              | 6                                | 8                                     | 17                              |
| (2) 30 to 39                              | 20                               | 21                                    | 21                              |
| (3) 40 to 49                              | 24                               | 22                                    | 15                              |
| (4) 50 and above                          | 10                               | 9                                     | 7                               |
| <b>c. Distribution by Income (In Rs.)</b> |                                  |                                       |                                 |
| (1) Upto 5000                             | 18                               | 16                                    | 35                              |
| (2) 5001 to 10000                         | 10                               | 19                                    | 16                              |
| (3) 10,001 to 15,000                      | 15                               | 17                                    | 9                               |
| (4) Above 15000                           | 17                               | 8                                     | 0                               |

### Study II

Fred E. Fiedler in 1967 formulated a Least Preferred Coworker (LPC) scale basing on the premises of Osgood's (1952), semantic differential scale with bipolar adjective items. LPC is measured by asking leaders first to think of all the people with whom they have ever worked, and then to describe the one person with whom you have had the most

difficulty in getting the job done. The description, or LPC is usually made on 16 bipolar attributes marked on an eight point scale as exemplified below:-



The LPC score is obtained by simply summing the item scores on the scale sheet describing the individuals' Least Preferred Coworker (LPC) and their mean score categories for a leader of high LPC or low LPC. Low LPC score range from about 1.2 to 2.2; high LPC score range from about 4.1 to 5.7 (Fiedler, 1967). A number of researches have been done on LPC scores since 1967 (e.g., Chemers, 1970; Fiedler, 1971,1993; Rice, 1978). It has now been established that low LPC leaders are more task oriented and high LPC leaders are more relationship oriented. Low LPC leaders perform best in situations in which they have either very high control, or in situations in which they have relatively low control. High LPC leaders perform best in situations in which they have moderate control (Fiedler, 1993).

LPC scale developed by Fiedler attached as Annexure E was used to measure the LPC scores of political, organizational, and military leaders in Pakistan. The scale was administered to the subjects who could understand English as the instructions and the scales of bipolar adjectives are in English. An 'accidental purposive' sample was used for this study consisting of equal number of respondents (30 from each group). All the respondents belonged to the five main cities (Islamabad/Rawalpindi, Karachi, Lahore, Peshawar, and Quetta) of Pakistan. In the political group elected MNAs, MPAs and political party office bearer were selected. In the organizational group, secretary, deputy secretary, managers, managing directors, proprietors of private organizations were selected. In the military group commissioned officers from the rank of captain to general were selected. Demographic data of subjects of the three groups selected for the study was as follows:-

|                     | Political            | Organizational       | Military                |
|---------------------|----------------------|----------------------|-------------------------|
| <b>Education:</b>   | Matric to Bachelor   | Bachelor to M. Phil. | Intermediate to Masters |
| <b>Mean Age:</b>    | 48 years             | 46 Years             | 32 years                |
| <b>Mean Income:</b> | Rs. 45,000 per month | Rs. 26,000 per month | Rs. 10,000 per month    |

### Administration of LPC

As most of the subjects of this group were high ranking officials so a prior appointment either on telephone or in writing was fixed with them. After a proper rapport administration of the LPC scale was easy as subjects were educated and understood, the instructions printed on the scale. Average time for completion of the scale was 8 minutes.

### Study III

Study III was carried out to find out the intergroup differences in rating the three types of leaders. This study also helped in validating the Leadership Assessment Scale (LAS) and hence indicating that it is able to determine the psychological profile of leaders if they are assessed by the followers belonging to their own groups and is also able to determine the psychological profile of leaders if they are assessed by followers of different groups. For this study a fresh sample of 90 subjects (30 each selected from political, organizational, and military groups) were administered the LAS developed in the first phase of the study I.

Demographically the subjects selected were exactly similar to ones selected in the study I. In all the three groups i.e., political, organizational, and military, the average age, income and education was matched with the subjects selected for these groups in the first study. Status and job designations of the subjects were also more or less the same as that of the study I subjects.

30 Subjects of the political group were divided into two matching groups of 15 subjects each. The first group was asked to rate an organizational leader and the second rated a military leader. The instructions and the scale administered to them was exactly the same as given to the subjects of the original study.

Similarly 30 subjects of the organizational group were divided into two matching groups, first group rated a political and the second a military leader on the leadership assessment scale. 30 subjects of the military group were also divided in a similar manner and the first group rated a political and the second an organizational leader. Purpose of the study was to see the attributes for a leader of the followers/subordinates who did not belong to that particular group.

Before moving on to the analysis and results, the attributes for description of a leader used in leadership assessment scale were framed into simple adjectives and phrases so that they can be easily accommodated in the tables of the results. The adjectives and brief phrases formulated for the original attribute of the scale are as under :-

| <b>Attribute in the leadership scale</b>                         | <b>Brief phrase/adjective</b> |
|--|-------------------------------|
| 1. One who is able to solve people problems                      | Helpful to people             |
| 2. Impressive personality  | Impressive                    |
| 3. Bold  | Bold                          |
| 4. Accepts decision of majority                                  | Democratic                    |
| 5. Intelligent   | Intelligent                   |
| 6. Can sacrifice his life for his country                        | Places country before life    |
| 7. Honest  | Honest                        |
| 8. Competent   | Competent                     |
| 9. Professionally sound  | Professional                  |
| 10. Gives preference to national interest over personal interest | Nationalist (Not selfish)     |
| 11. Confident  | Confident                     |
| 12. Good command and control                                     | Ability to command            |
| 13. Educated   | Educated                      |
| 14. Social   | Social                        |
| 15. Disciplined  | Disciplined                   |

|     |  |                             |
|-----|--|-----------------------------|
| 16. | Is aware of national and international politics        | Politically aware           |
| 17. | Communicative  | Communicative               |
| 18. | Decisive   | Decisive                    |
| 19. | Patriotic  | Patriotic                   |
| 20. | Good Planning ability                                  | Planning ability            |
| 21. | Assertive  | Assertive                   |
| 22. | Does not change a political party for his own interest | Political reliability       |
| 23. | Hardworking  | Hardworking                 |
| 24. | Caring and kind with subordinates                      | Considerate to subordinates |
| 25. | Good speaker   | Spoken ability              |
| 26. | Well informed about business                           | Business awareness          |
| 27. | Responsible  | Responsible                 |
| 28. | Remains in contact with public                         | Public contact              |
| 29. | Can implement his decision/persistent                  | Persistent                  |
| 30. | Initiative   | Initiative                  |

Secondly attributes will be designed as variables for the analysis and for indications in graphs/figures (V1 to V30), the sequence of variable will remain the same as in the original scale (attribute No 1 will be designated as V1 and so on attribute no 30 as V30). Data collected from the respondents was analyzed on the lines mentioned in the last section of this chapter.

### Analysis

Major analysis carried out were:

1. Tabulation of the frequencies of responses on each variable of the scale was conducted. Frequency distribution is a technique that systematically displays scores on a variable or a measure to reflect how frequently each value was obtained (Kaplan & Saccuzzo, 1982). An 8-point scale was used in the present study (A response on number 1 of the scale meant the presence of the negative aspect of the attribute being measured and a response on number 8 of the scale meant the presence of the positive aspect). Frequency distribution arranged the scores for each attribute in such a manner that it

clarified the sequence in which the subjects assess the attributes present in the leader they were asked to rate.

2. Mean ratings on each attribute (variable) of the total sample was calculated. Mean ratings of the three groups i.e., political, organizational, and military were also computed separately. Mean ratings are indicative of the intensity a variable in a scale or questionnaire is preferred (Cronbach, 1970). In the present study mean ratings indicated the attributes preferred by the total sample and those preferred by political, organizational, and military groups separately.

3. Mean ratings were then arranged in descending order for the groups mentioned below so that a hierarchy of preference of attributes can be formulated for various groups and subgroups under study:

- a. Political, Organizational, and Military groups.
- b. In the political group for subgroups of MNAs/MPAs, party office bearers, party workers, and simple voters.
- c. In the organizational group for the subgroups of government, semi government, and private groups.
- d. In the military group for the three services of military i.e., fighting, supporting, and services. Mean ratings were also arranged for officers and other ranks of military.
- e. Arrangement of means in descending order for the three major groups i.e., political, organizational, and military was also done with respect to the demographic variables of age, education, and income.

4. The significance of differences on each attribute or variable among the political, organizational and military group was found out with the help of analysis of variance (F-test).

5. The internal relationship of each attribute or variable with other attributes or variables was determined by interitem correlation. Relationship of the scores obtained on

each attribute with the total scores of the leadership assessment scale was also determined with the help of item total correlation.

6. Coefficient alpha is the measure of internal consistency or reliability, it evaluates the extent to which different items in a scale or test measure the same ability (Kaplan & Saccuzzo, 1982). Cronbach's alpha coefficient for the total sample was determined to establish that whether all the attributes in the questionnaire or scale used, measure the same composite phenomenon i.e., leadership. Alpha coefficient of the political, organizational, and military group samples was also calculated separately to determine the internal consistency in each group.

7. Factor analysis is used to study the interrelationship amongst a set of variables (Gorsuch, 1974). In the present study the data obtained was factor analyzed first with the help of principle component analysis (PCA) and then varimax rotation was performed to empirically establish the basic dimensions of leadership.



## Chapter III

### RESULTS AND THEIR INTERPRETATION

Data was analyzed in accordance with the steps of analysis given at the last section of the previous chapter. In first analysis when the frequencies for each attribute or variable were tabulated it was seen that mostly the subjects had responded on the positive aspects of the attributes. Higher frequency counts were obtained on 6,7, and 8 points of the scale. If the rating of the variables in a scale are all positively or negatively skewed, then it is likely that the scale measures a single phenomenon (Nunnally, 1978). In the present study the phenomenon being measured was leadership. It was also seen that those attributes which apply to all types of leadership, and are of generalized nature, are rated higher than those specific to a particular type of leadership. On the attribute "honest" 117 subjects out of 180 marked number 8 as their choice, for their leader, similarly on "responsibility" 86 respondents marked number 7 as their choice and 65 choose number 8. On the attributes which were more specific to a particular group of leadership, responses were present on all the points of the scale. Such a pattern of responses, were found on attributes as political awareness, business awareness, political reliability.

In analysis 2 when mean scores and standard deviations of the rating on each attribute for the total sample were calculated (Table 1) it was again evident that means ( $M$ ) of those traits which were of generalized nature were higher as compared to others, such as, intelligent ( $M = 7.00$ ,  $SD = 1.04$ ), honest ( $M = 7.43$ ,  $SD = 1.03$ ), patriotic ( $M = 7.44$ ,  $SD = 0.84$ ) and responsible ( $M = 7.11$ ,  $SD = 0.95$ ). Higher means and low standard deviation on the attributes mentioned above is also an indication that these attributes are preferred for the types of leadership being studied.

**Table 1:**

Mean rating and standard deviations of the total sample for each attribute

| Variable | Attribute                   | <i>M</i> | <i>SD</i> |
|----------|-----------------------------|----------|-----------|
| 1.       | Helpful to people           | 5.79     | 2.27      |
| 2.       | Impressive                  | 6.75     | 1.10      |
| 3.       | Bold                        | 6.60     | 1.27      |
| 4.       | Democratic                  | 5.63     | 2.10      |
| 5.       | Intelligent                 | 7.00     | 1.04      |
| 6.       | Places country before life  | 6.95     | 1.40      |
| 7.       | Honest                      | 7.43     | 1.03      |
| 8.       | Competent                   | 6.91     | 1.06      |
| 9.       | Professional                | 6.67     | 1.44      |
| 10.      | Nationalist (not selfish)   | 6.90     | 1.57      |
| 11.      | Confident                   | 6.82     | 1.09      |
| 12.      | Ability to command          | 6.49     | 1.52      |
| 13.      | Educated                    | 6.61     | 1.22      |
| 14.      | Social                      | 6.53     | 1.07      |
| 15.      | Disciplined                 | 6.57     | 1.37      |
| 16.      | Politically aware           | 5.60     | 2.15      |
| 17.      | Communicative               | 6.27     | 1.10      |
| 18.      | Decisive                    | 6.96     | 0.98      |
| 19.      | Patriotic                   | 7.44     | 0.84      |
| 20.      | Planning ability            | 6.82     | 1.10      |
| 21.      | Assertive                   | 6.65     | 1.10      |
| 22.      | Political reliability       | 5.83     | 2.55      |
| 23.      | Hard working                | 6.82     | 0.90      |
| 24.      | Considerate to subordinates | 6.42     | 1.12      |
| 25.      | Spoken ability              | 5.93     | 1.68      |
| 26.      | Business awareness          | 4.92     | 2.13      |
| 27.      | Responsible                 | 7.11     | 0.95      |
| 28.      | Public contact              | 5.89     | 2.02      |
| 29.      | Persistent                  | 6.84     | 0.90      |
| 30.      | Initiative                  | 6.75     | 1.31      |

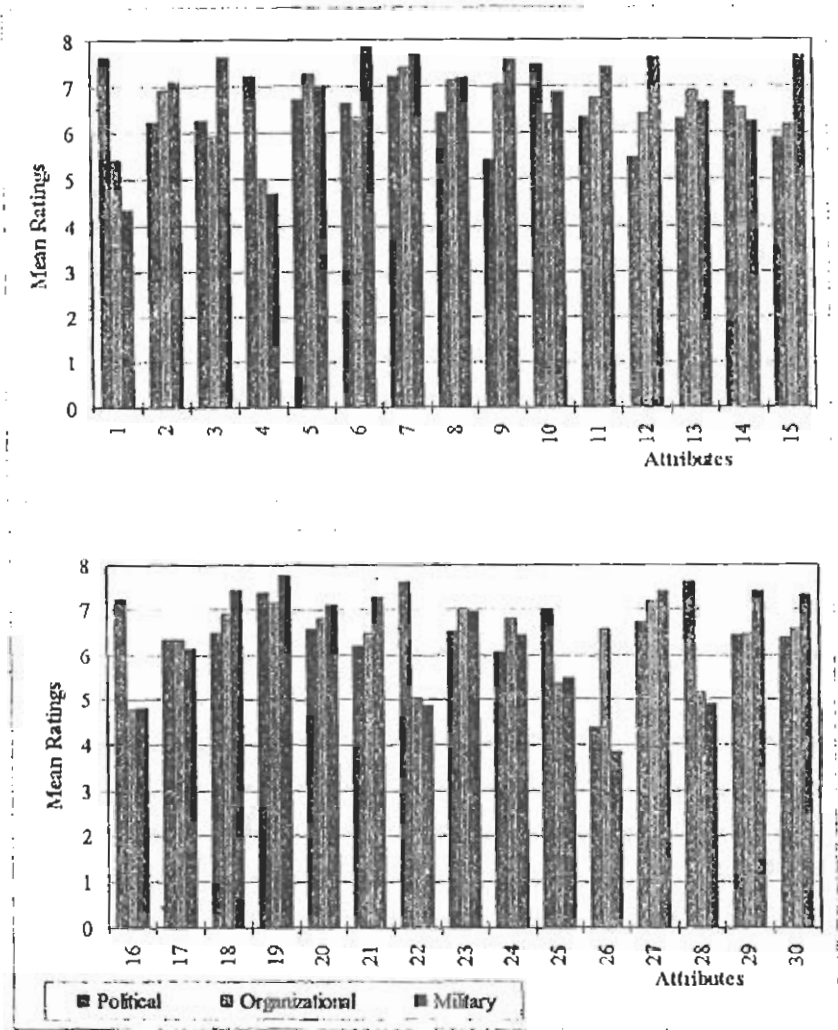
Attributes with lower mean values and high standard deviations such as, helpful to people ( $M = 5.79$ ,  $SD = 2.27$ ), democratic ( $M = 5.63$ ,  $SD = 2.10$ ) political awareness ( $M = 5.60$ ,  $SD = 2.15$ ), business awareness ( $M = 4.92$ ,  $SD = 2.13$ ), ability to command ( $M = 6.49$ ,  $SD = 1.52$ ), bold ( $M = 6.60$ ,  $SD = 1.27$ ) were more specific to a particular group of leadership. When the mean scores and standard deviations of the groups of leadership were tabulated separately it was seen that the attributes having a low mean in the combined sample had higher means and lower standard deviations in their own groups (Table 2 and figure 2).

**Table 2:**

Mean ratings and standard deviations of the three groups for each attribute

| Variable | Attributes                 | Political Group |           | Organizational Group |           | Military Group |           |
|----------|----------------------------|-----------------|-----------|----------------------|-----------|----------------|-----------|
|          |                            | <i>X</i>        | <i>SD</i> | <i>X</i>             | <i>SD</i> | <i>X</i>       | <i>SD</i> |
| 1.       | Helpful to people          | 7.63            | 0.80      | 5.40                 | 2.14      | 4.35           | 2.19      |
| 2.       | Impressive                 | 6.23            | 0.85      | 6.93                 | 1.07      | 7.10           | 1.17      |
| 3.       | Bold                       | 6.27            | 1.03      | 5.93                 | 1.27      | 7.62           | 0.76      |
| 4.       | Democratic                 | 7.20            | 0.65      | 5.00                 | 1.76      | 4.72           | 2.48      |
| 5.       | Intelligent                | 6.73            | 0.93      | 7.27                 | 1.21      | 7.00           | 0.88      |
| 6.       | Place country before life  | 6.63            | 1.05      | 6.35                 | 1.83      | 7.87           | 0.43      |
| 7.       | Honest                     | 7.20            | 0.95      | 7.40                 | 1.36      | 7.70           | 0.56      |
| 8.       | Competent                  | 6.43            | 1.06      | 7.13                 | 1.24      | 7.17           | 0.66      |
| 9.       | Professional               | 5.42            | 1.09      | 7.02                 | 1.40      | 7.58           | 0.74      |
| 10.      | Nationalist (not selfish)  | 7.47            | 0.50      | 6.40                 | 1.87      | 6.85           | 1.78      |
| 11.      | Confident                  | 6.33            | 0.90      | 6.75                 | 1.28      | 7.40           | 0.76      |
| 12.      | Ability to command         | 5.47            | 1.15      | 6.40                 | 1.53      | 7.62           | 0.99      |
| 13.      | Educated                   | 6.28            | 1.35      | 6.90                 | 1.38      | 6.67           | 0.79      |
| 14.      | Social                     | 6.85            | 0.86      | 6.53                 | 1.09      | 6.23           | 1.16      |
| 15.      | Disciplined                | 5.88            | 0.78      | 6.18                 | 1.72      | 7.65           | 0.57      |
| 16.      | Politically aware          | 7.25            | 1.25      | 4.77                 | 2.12      | 4.80           | 1.97      |
| 17.      | Communicative              | 6.33            | 0.83      | 6.35                 | 1.27      | 6.15           | 1.17      |
| 18.      | Decisive                   | 6.50            | 0.67      | 6.93                 | 1.30      | 7.45           | 0.56      |
| 19.      | Patriotic                  | 7.40            | 0.58      | 7.17                 | 1.15      | 7.77           | 0.53      |
| 20.      | Planning ability           | 6.57            | 0.92      | 6.82                 | 1.32      | 7.10           | 0.98      |
| 21.      | Assertive                  | 6.20            | 0.87      | 6.50                 | 1.32      | 7.27           | 0.73      |
| 22.      | Politically reliability    | 7.63            | 0.55      | 5.03                 | 2.63      | 4.83           | 2.76      |
| 23.      | Hard working               | 6.52            | 0.67      | 7.00                 | 1.13      | 6.95           | 0.76      |
| 24.      | Considerate to subordinate | 6.05            | 0.87      | 6.80                 | 0.98      | 6.42           | 1.34      |
| 25.      | Spoken ability             | 7.00            | 0.99      | 5.35                 | 1.92      | 5.47           | 1.48      |
| 26.      | Business awareness         | 4.35            | 1.61      | 6.58                 | 1.42      | 3.85           | 2.21      |
| 27.      | Responsible                | 6.73            | 0.57      | 7.18                 | 1.14      | 7.43           | 0.92      |
| 28.      | Public contact             | 7.63            | 0.48      | 5.15                 | 2.11      | 4.90           | 2.74      |
| 29.      | Persistent                 | 6.43            | 0.56      | 6.47                 | 1.08      | 7.43           | 0.67      |
| 30.      | Initiative                 | 6.37            | 0.95      | 6.58                 | 1.38      | 7.32           | 1.38      |

**Figure 2:**  
Comparative mean ratings of the three groups on various attributes.



To obtain a more clear picture of the data, analysis 3 was performed. In the first part of this analysis means of the political, organizational, and military groups are arranged in descending order. It is evident that those traits which were specific to a group due to their higher mean rating and low standard deviations are in the higher hierarchy of each group e.g., the political group (Table 3) prefers their leader to be, helpful to people, politically reliable, has public contact, is a nationalist (not selfish), patriotic and is democratic. Those attributes which were given less preference for a political leader were, business awareness, professional, ability to command, disciplined, and assertion.

**Table 3:**

Mean ratings in descending order of the political, organizational and military group

| <b>Political Group</b>      |          | <b>Organizational Group</b> |          | <b>Military Group</b>       |          |
|-----------------------------|----------|-----------------------------|----------|-----------------------------|----------|
| <i>Attribute</i>            | <i>M</i> | <i>Attribute</i>            | <i>M</i> | <i>Attribute</i>            | <i>M</i> |
| Helpful to people           | 7.63     | Honest                      | 7.40     | Places country before life  | 7.86     |
| Political reliability       | 7.63     | Intelligent                 | 7.26     | Patriotic                   | 7.76     |
| Public contact              | 7.63     | Responsible                 | 7.18     | Honest                      | 7.70     |
| Nationalist (not selfish)   | 7.46     | Patriotic                   | 7.16     | Disciplined                 | 7.65     |
| Patriotic                   | 7.40     | Competent                   | 7.13     | Bold                        | 7.61     |
| Politically aware           | 7.25     | Professional                | 7.01     | Ability to command          | 7.61     |
| Democratic                  | 7.20     | Hardworking                 | 7.00     | Professional                | 7.58     |
| Honest                      | 7.20     | Impressive                  | 6.93     | Decisive                    | 7.45     |
| Spoken ability              | 7.00     | Decisive                    | 6.93     | Responsible                 | 7.43     |
| Social                      | 6.85     | Educated                    | 6.90     | Persistent                  | 7.43     |
| Intelligent                 | 6.73     | Planning ability            | 6.81     | Confident                   | 7.40     |
| Responsible                 | 6.73     | Considerate to subordinates | 6.80     | Initiative                  | 7.31     |
| Places country before life  | 6.63     | Confident                   | 6.75     | Assertive                   | 7.26     |
| Planning ability            | 6.56     | Persistent                  | 6.66     | Competent                   | 7.16     |
| Hardworking                 | 6.51     | Business awareness          | 6.58     | Impressive                  | 7.10     |
| Decisive                    | 6.50     | Initiative                  | 6.58     | Planning ability            | 7.10     |
| Competent                   | 6.43     | Social                      | 6.53     | Intelligent                 | 7.00     |
| Persistent                  | 6.43     | Assertive                   | 6.50     | Hard working                | 6.95     |
| Initiative                  | 6.36     | Nationalist (not selfish)   | 6.40     | Nationalist (not selfish)   | 6.85     |
| Confident                   | 6.33     | Ability to common           | 6.40     | Educated                    | 6.66     |
| Communicative               | 6.33     | Places country before life  | 6.35     | Considerate to subordinates | 6.41     |
| Educated                    | 6.28     | Communicative               | 6.35     | Social                      | 6.23     |
| Bold                        | 6.26     | Disciplined                 | 6.18     | Communicative               | 6.15     |
| Impressive                  | 6.23     | Bold                        | 5.93     | Spoken ability              | 5.46     |
| Assertive                   | 6.20     | Helpful to people           | 5.40     | Public contact              | 4.90     |
| Considerate to subordinates | 6.05     | Spoken ability              | 5.35     | Political reliability       | 4.83     |
| Disciplined                 | 5.88     | Public contact              | 5.15     | Politically Aware           | 4.80     |
| Ability to command          | 5.46     | Political reliability       | 5.03     | Democratic                  | 4.71     |
| Professional                | 5.41     | Democratic                  | 5.00     | Helpful to people           | 4.35     |
| Business awareness          | 4.35     | Politically aware           | 4.76     | Business awareness          | 3.85     |

Attributes preferred for organizational leader are that he should be professionally sound, hardworking, has an impressive personality, is honest, intelligent, responsible, patriotic, and competent (Table 3). On the contrary, those given less weightage for an organizational leader are, political awareness, democratic, political reliability, public contact and helpful to people. A military leader is expected to place country before life, is patriotic, honest, disciplined, assertive, has ability to command, and is bold (Table 3). Attributes on which a military leader is rated low are business awareness, political awareness, democratic, political reliability, and helpful to people. Differences in preferences of attributes for the three groups is also graphically represented in figure 2. In the second part of analysis no. 3 when the means of political leader i.e., Member National Assembly (MNA) and Member Provincial Assemblies (MPA) were arranged in the hierarchy of descending order (Table 4) they preferred to be nationalist (not selfish), patriotic, place country before life, had public contact and preferred to be social. On the contrary they assessed themselves low in business awareness, ability to command, education, competence and political awareness. Party office bearers preferred a political leader to have (Table 4) political reliability, they should be helpful to people, have public contact, be honest and be politically aware. The attributes which were less preferred for a political leader by the party office bearer were business awareness, professionalism, ability to command, considerate to subordinates and to be disciplined.

**Table 4:**

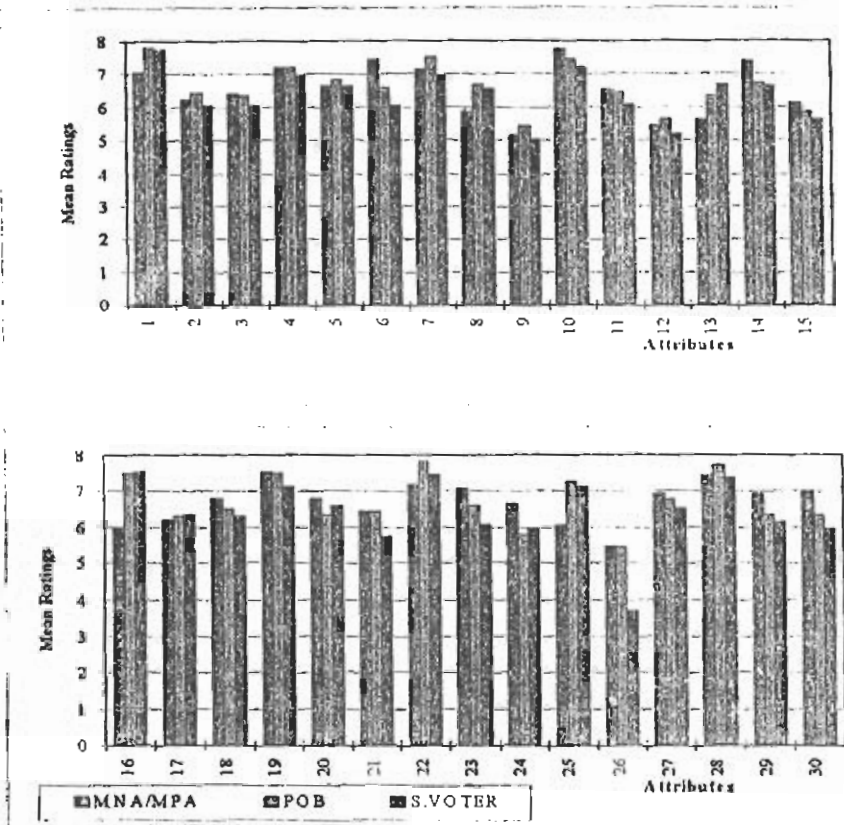
Mean ratings in descending order of MNAs/MPAs, party office bearer, and simple voters in the political group

| MNA/MPA                     |          | Party Office Bearer         |          | Simple Voter                |          |
|-----------------------------|----------|-----------------------------|----------|-----------------------------|----------|
| <i>Attribute</i>            | <i>M</i> | <i>Attribute</i>            | <i>M</i> | <i>Attribute</i>            | <i>M</i> |
| Nationalist (not selfish)   | 7.73     | Political reliability       | 7.82     | Helpful to people           | 7.73     |
| Patriotic                   | 7.53     | Helpful to people           | 7.73     | Politically aware           | 7.56     |
| Places country before life  | 7.46     | Public contact              | 7.73     | Political reliability       | 7.47     |
| Public contact              | 7.46     | Honest                      | 7.52     | Public contact              | 7.39     |
| Social                      | 7.40     | Politically Aware           | 7.52     | Nationalist (not sclfish)   | 7.21     |
| Democratic                  | 7.20     | Patriotic                   | 7.52     | Patriotic                   | 7.13     |
| Political reliability       | 7.20     | Nationalist (not selfish)   | 7.47     | Spoken ability              | 7.13     |
| Honest                      | 7.13     | Spoken ability              | 7.26     | Democratic                  | 6.95     |
| Helpful to people           | 7.06     | Democratic                  | 7.21     | Honest                      | 6.95     |
| Hardworking                 | 7.06     | Intelligent                 | 6.86     | Educated                    | 6.69     |
| Initiative                  | 7.00     | Responsible                 | 6.78     | Intelligent                 | 6.65     |
| Responsible                 | 6.93     | Social                      | 6.73     | Social                      | 6.65     |
| Persistent                  | 6.93     | Competent                   | 6.69     | Planning ability            | 6.60     |
| Decisive                    | 6.80     | Places country before life  | 6.60     | Competent                   | 6.56     |
| Planning ability            | 6.80     | Hardworking                 | 6.60     | Responsible                 | 6.56     |
| Intelligent                 | 6.66     | Decisive                    | 6.52     | Communicative               | 6.34     |
| Considerate to subordinates | 6.66     | Assertive                   | 6.47     | Decisive                    | 6.30     |
| Confident                   | 6.53     | Impressive                  | 6.43     | Persistent                  | 6.17     |
| Assertive                   | 6.46     | Confident                   | 6.43     | Confident                   | 6.08     |
| Bold                        | 6.40     | Bold                        | 6.34     | Hardworking                 | 6.08     |
| Impressive                  | 6.26     | Educated                    | 6.34     | Impressive                  | 6.04     |
| Communicative               | 6.20     | Planning ability            | 6.34     | Bold                        | 6.04     |
| Professional                | 6.13     | Persistent                  | 6.34     | Places country before life  | 6.04     |
| Disciplined                 | 6.06     | Initiative                  | 6.34     | Considerate to subordinates | 5.95     |
| Politically aware           | 6.00     | Communicative               | 6.30     | Initiative                  | 5.95     |
| Competent                   | 5.86     | Disciplined                 | 5.86     | Assertive                   | 5.73     |
| Educated                    | 5.60     | Considerate to subordinates | 5.78     | Disciplined                 | 5.65     |
| Ability to command          | 5.46     | Ability to command          | 5.65     | Ability to command          | 5.21     |
| Business awareness          | 5.46     | Professional                | 5.43     | Professional                | 5.04     |
|                             |          | Business awareness          | 5.43     | Business awareness          | 3.69     |

Simple voters sub group preferred their leaders to be (Table 4) helpful to people, politically aware, having political reliability, have public contact and are nationalist (not selfish). Traits rated low by simple voters were business awareness, professional, ability to command, disciplined and assertive.

**Figure 3:**

Comparative mean ratings of three categories in the Political Group



Political leaders (MNAs/MPAs) prefer to be nationalist and patriotic, while their voters want them to be helpful to people with political awareness and political reliability. Figure 3 gives a graphical representation of comparative mean rating of three categories in the political group.



**Table 5:**

Mean ratings in descending order of government, semi government, and private service personnels in the organizational group

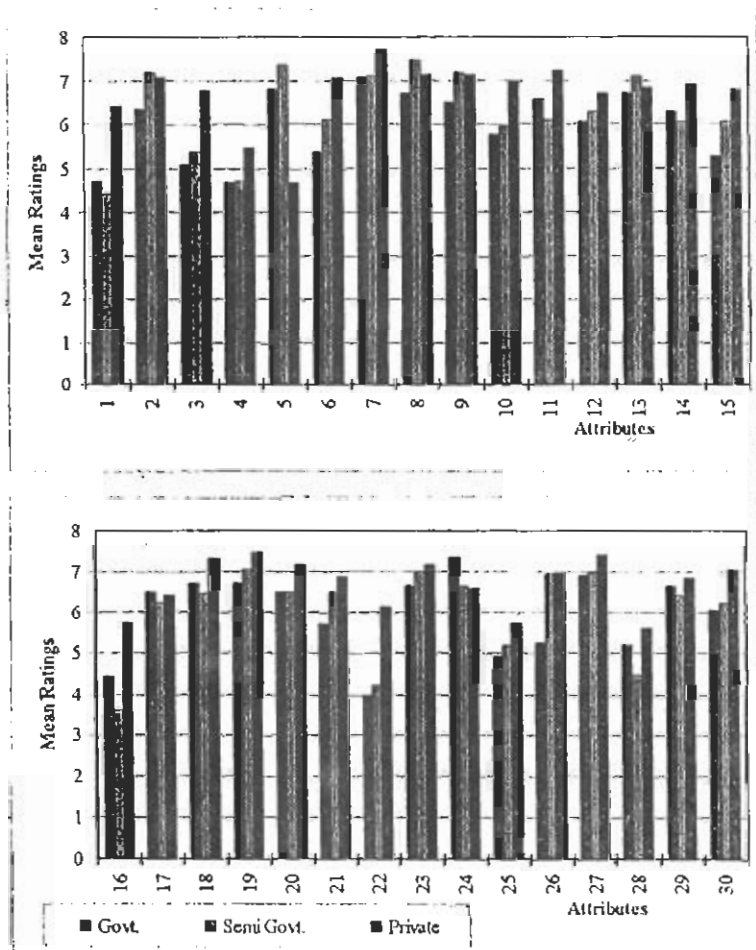
| Government service          |          | Semi government service     |          | Private service             |          |
|-----------------------------|----------|-----------------------------|----------|-----------------------------|----------|
| <i>Attribute</i>            | <i>M</i> | <i>Attribute</i>            | <i>M</i> | <i>Attribute</i>            | <i>M</i> |
| Considerate to subordinates | 7.35     | Competent                   | 7.47     | Honest                      | 7.71     |
| Honest                      | 7.07     | Intelligent                 | 7.35     | Intelligent                 | 7.46     |
| Responsible                 | 6.92     | Impressive                  | 7.17     | Patriotic                   | 7.46     |
| Intelligent                 | 6.78     | Professional                | 7.17     | Responsible                 | 7.42     |
| Patriotic                   | 6.78     | Honest                      | 7.11     | Decisive                    | 7.32     |
| Competent                   | 6.71     | Educated                    | 7.11     | Confident                   | 7.25     |
| Educated                    | 6.71     | Patriotic                   | 7.05     | Planning ability            | 7.17     |
| Decisive                    | 6.71     | Hardworking                 | 7.00     | Hardworking                 | 7.17     |
| Hardworking                 | 6.64     | Responsible                 | 7.00     | Competent                   | 7.14     |
| Persistent                  | 6.64     | Business awareness          | 6.94     | Professional                | 7.14     |
| Confident                   | 6.57     | Considerate to subordinates | 6.64     | Impressive                  | 7.07     |
| Professional                | 6.50     | Planning ability            | 6.52     | Initiative                  | 7.07     |
| Communicative               | 6.50     | Assertive                   | 6.52     | Places country before life  | 7.03     |
| Planning ability            | 6.50     | Decisive                    | 6.47     | Nationalist (not selfish)   | 7.00     |
| Impressive                  | 6.35     | Persistent                  | 6.41     | Business awareness          | 6.96     |
| Social                      | 6.28     | Ability to command          | 6.29     | Social                      | 6.89     |
| Ability to command          | 6.07     | Communicative               | 6.23     | Assertive                   | 6.89     |
| Initiative                  | 6.07     | Initiative                  | 6.23     | Educated                    | 6.85     |
| Nationalist (not selfish)   | 5.78     | Places country before life  | 6.11     | Persistent                  | 6.85     |
| Assertive                   | 5.71     | Confident                   | 6.11     | Disciplined                 | 6.78     |
| Places country before life  | 5.35     | Social                      | 6.05     | Bold                        | 6.75     |
| Disciplined                 | 5.28     | Disciplined                 | 6.05     | Ability to command          | 6.71     |
| Business awareness          | 5.28     | Nationalist (not selfish)   | 5.94     | Considerate to subordinates | 6.60     |
| Public contact              | 5.21     | Bold                        | 5.35     | Communicative               | 6.42     |
| Bold                        | 5.07     | Spoken ability              | 5.23     | Helpful to people           | 6.39     |
| Spoken ability              | 4.92     | Democratic                  | 4.70     | Political reliability       | 6.14     |
| Helpful to people           | 4.71     | Public contact              | 4.41     | Politically aware           | 5.75     |
| Democratic                  | 4.64     | Political reliability       | 4.23     | Spoken ability              | 5.75     |
| Politically Aware           | 4.42     | Politically aware           | 3.58     | Public contact              | 5.64     |
| Political reliability       | 4.00     |                             |          | Democratic                  | 5.46     |

Means for the sub groups of organizational leader were arranged in the hierarchy of descending order, the first sub group that is of government employees, preferred an organizational leader to be (Table 5) considerate to subordinates, honest, responsible, intelligent and patriotic. Attributes given a low weightage by government service employee are political reliability, political awareness, democratic, helpful to people and spoken ability. Second sub group of organizational group, the semi government employees preferred their leader to be (Table 5) competent, intelligent, impressive, professional and

honest. On the contrary the attributes given a low weightage by them were, political awareness, political reliability, helpful to people, public contact and being democratic. Third sub group of organizational leadership that is of private service and businessmen expected their leader to be (Table.5) honest, intelligent, patriotic, responsible and decisive. The attributes rated low were being democratic, public contact, spoken ability, political awareness and political reliability.

**Figure 4:**

Comparative mean ratings of three categories in the Organizational Group



The differences in preference of traits between government, semi government and businessmen seems to be inline with the requirement of their jobs and environments in

which they operate. Figure 4 is a graphical representation of organizational leadership categories.

**Table 6:**

Mean ratings in descending order of fighting, supporting, and services in the military group

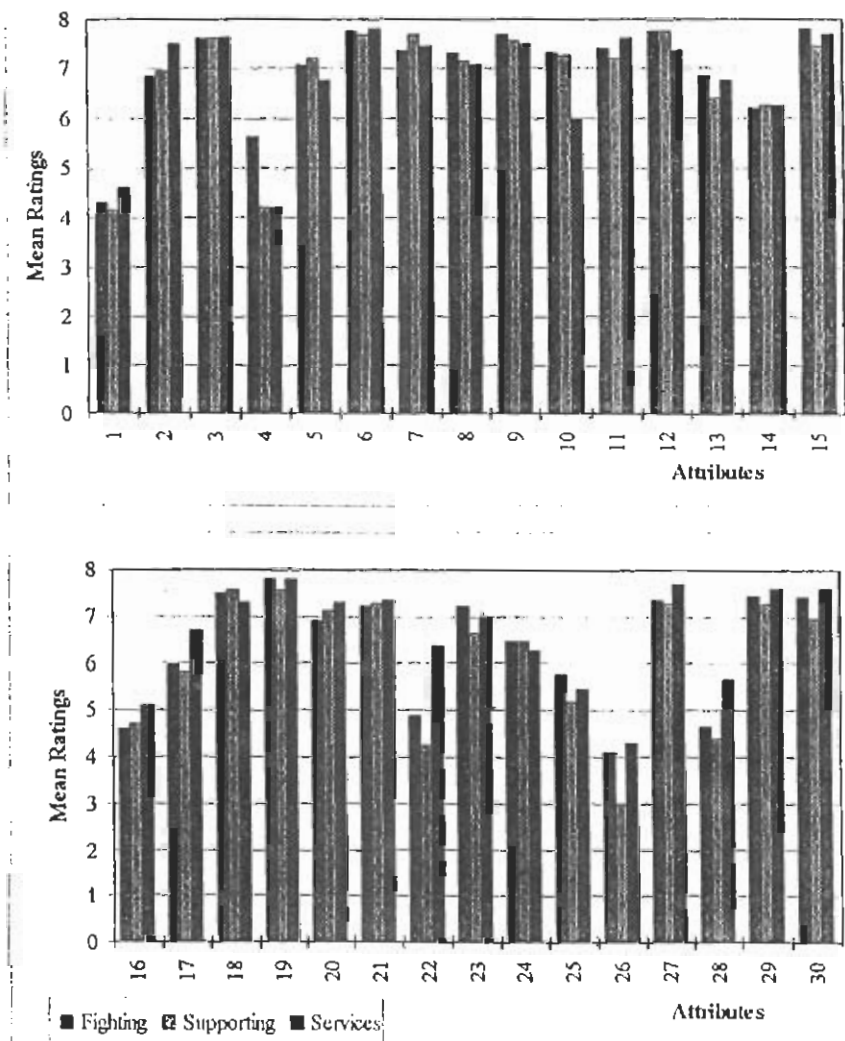
| <b>Fighting</b>             |          | <b>Supporting</b>           |          | <b>Services</b>             |          |
|-----------------------------|----------|-----------------------------|----------|-----------------------------|----------|
| <i>Attribute</i>            | <i>M</i> | <i>Attribute</i>            | <i>M</i> | <i>Attribute</i>            | <i>M</i> |
| Honest                      | 7.85     | Places country before life  | 7.85     | Places country before life  | 7.85     |
| Disciplined                 | 7.80     | Ability to command          | 7.75     | Patriotic                   | 7.80     |
| Patriotic                   | 7.80     | Honest                      | 7.70     | Disciplined                 | 7.70     |
| Places country before life  | 7.75     | Bold                        | 7.60     | Responsible                 | 7.70     |
| Ability to command          | 7.75     | Professional                | 7.55     | Bold                        | 7.65     |
| Professional                | 7.70     | Decisive                    | 7.55     | Confident                   | 7.60     |
| Bold                        | 7.60     | Patriotic                   | 7.55     | Persistent                  | 7.60     |
| Decisive                    | 7.50     | Disciplined                 | 7.45     | Initiative                  | 7.60     |
| Persistent                  | 7.45     | Nationalist (not selfish)   | 7.25     | Impressive                  | 7.50     |
| Confident                   | 7.40     | Assertive                   | 7.25     | Professional                | 7.50     |
| Initiative                  | 7.40     | Responsible                 | 7.25     | Honest                      | 7.45     |
| Responsible                 | 7.35     | Persistent                  | 7.25     | Ability to command          | 7.35     |
| Competent                   | 7.30     | Intelligent                 | 7.20     | Assertive                   | 7.35     |
| Nationalist (not selfish)   | 7.30     | Confident                   | 7.20     | Decisive                    | 7.30     |
| Assertive                   | 7.20     | Competent                   | 7.15     | Planning ability            | 7.30     |
| Hardworking                 | 7.20     | Planning ability            | 7.10     | Competent                   | 7.05     |
| Intelligent                 | 7.05     | Impressive                  | 6.95     | Hardworking                 | 7.00     |
| Planning ability            | 6.90     | Initiative                  | 6.95     | Intelligent                 | 6.75     |
| Impressive                  | 6.85     | Hardworking                 | 6.65     | Educated                    | 6.75     |
| Educated                    | 6.85     | Considerate to subordinates | 6.45     | Communicative               | 6.70     |
| Considerate to subordinates | 6.45     | Educated                    | 6.40     | Considerate to subordinates | 6.35     |
| Social                      | 6.20     | Social                      | 6.25     | Social                      | 6.25     |
| Communicative               | 5.95     | Communicative               | 5.80     | Nationalist (not selfish)   | 6.00     |
| Spoken ability              | 5.75     | Spoken ability              | 5.20     | Public contact              | 5.65     |
| Democratic                  | 5.65     | Politically aware           | 4.70     | Spoken ability              | 5.45     |
| Political reliability       | 4.90     | Public contact              | 4.40     | Democratic                  | 5.40     |
| Public contact              | 4.65     | Political reliability       | 4.25     | Political reliability       | 5.35     |
| Politically aware           | 4.60     | Democratic                  | 4.20     | Politically aware           | 5.10     |
| Helpful to people           | 4.30     | Helpful to people           | 4.15     | Helpful to people           | 4.60     |
| Business awareness          | 4.10     | Business awareness          | 3.00     | Business awareness          | 4.30     |

In the Military group the fighting arms sub group preferred their leader to be (Table 6) honest, disciplined, patriotic, one who places country before life and has ability to command. The traits rated low for a fighting arm leader were business awareness, helpful to people, political awareness, public contact and political reliability. Sub group of

supporting arms preferred their leader to be (Table 6) one who places country before life, has ability to command, honest, bold and professional. Attributes given low weightage were business awareness, helpful to people, democratic, political reliability and public contact. The services sub group of military preferred their leader to (Table 6) place country before life, patriotic, disciplined, responsible and bold. Attributes given low weightage were business awareness, helpful to people, political awareness, political reliability and spoken ability.

**Figure 5:**

Comparative mean ratings of three categories in the Military Group



Here again attributes are preferred in accordance with job requirements. A fighting arm leader needs to be disciplined and should have ability to command, while

professionalism is required for a supporting arm leader and a services leader needs to be responsible and disciplined (see, Afzal 1990; Akhtar, 1992). Figure 5, gives the graphical representation of comparative meaning rating of three categories in the military group.

Means of the officers and other ranks of the military groups were also arranged in a hierarchy in descending order (Table 7). Officers rated a military leader high on placing country before life, being honest, patriotic, having ability to command and being bold.

**Table 7:**  
Mean ratings in descending order of officers and other ranks in the military group

| Officers                    |          | Other ranks                 |          |
|-----------------------------|----------|-----------------------------|----------|
| <i>Attribute</i>            | <i>M</i> | <i>Attribute</i>            | <i>M</i> |
| Places country before life  | 7.93     | Places country before life  | 7.80     |
| Honest                      | 7.80     | Patriotic                   | 7.76     |
| Patriotic                   | 7.76     | Professional                | 7.70     |
| Ability to command          | 7.73     | Disciplined                 | 7.63     |
| Bold                        | 7.66     | Honest                      | 7.60     |
| Disciplined                 | 7.66     | Bold                        | 7.56     |
| Responsible                 | 7.63     | Confident                   | 7.50     |
| Professional                | 7.46     | Ability to command          | 7.50     |
| Initiative                  | 7.43     | Decisive                    | 7.50     |
| Decisive                    | 7.40     | Persistent                  | 7.46     |
| Persistent                  | 7.40     | Impressive                  | 7.40     |
| Assertive                   | 7.33     | Responsible                 | 7.23     |
| Confident                   | 7.30     | Planning ability            | 7.20     |
| Competent                   | 7.26     | Assertive                   | 7.20     |
| Intelligent                 | 7.06     | Initiative                  | 7.06     |
| Planning ability            | 7.00     | Competent                   | 7.06     |
| Hardworking                 | 6.86     | Hardworking                 | 7.03     |
| Impressive                  | 6.80     | Intelligent                 | 6.93     |
| Nationalist (not selfish)   | 6.80     | Nationalist (not selfish)   | 6.90     |
| Educated                    | 6.63     | Educated                    | 6.70     |
| Considerate to subordinates | 6.36     | Social                      | 6.66     |
| Communicative               | 6.16     | Considerate to subordinates | 6.46     |
| Social                      | 5.80     | Communicative               | 6.13     |
| Spoken ability              | 5.30     | Spoken ability              | 5.63     |
| Political reliability       | 5.06     | Public contact              | 4.80     |
| Public contact              | 5.00     | Politically aware           | 4.66     |
| Democratic                  | 4.93     | Political reliability       | 4.60     |
| Politically aware           | 4.93     | Democratic                  | 4.50     |
| Helpful to people           | 4.80     | Helpful to people           | 3.90     |
| Business awareness          | 3.80     | Business awareness          | 3.90     |

Attributes given less weightage were business awareness, helpful to people, political awareness, democratic and public contact. Other ranks (ORs) of military

personnel prefer their leader to place country before life, patriotic, professional, disciplined and honest. The attributes given a low weightage were, business awareness, helpful to people, democratic, political reliability and political awareness.

**Figure 6:**

Comparative mean ratings of Officers and Other Ranks in the Military Group

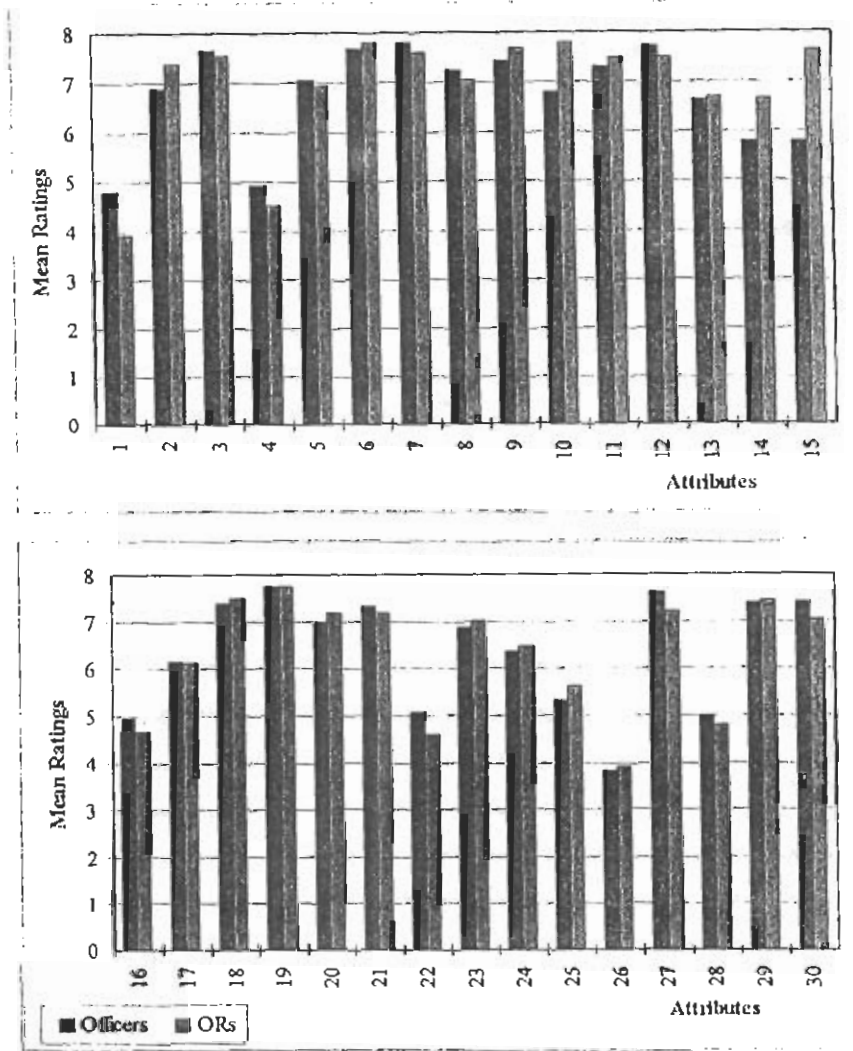


Figure 6 shows the graphical representation of comparative mean ratings of officers and ORs in the military group. In the last part of this analysis means of the three major groups i.e., political, organizational, and military were arranged in descending order with respect to their age, education and income.

Appendix I shows the comparisons of means against variables for different age, education and income of a political leader. Similarly, Appendix II shows the comparison for age, education and income groups of an organizational leader. Appendix III shows the comparison of means against variables for age, education and income group of a military leader.

In analysis 4, mean rating of the three major groups i.e., political, organizational and military were subjected to "Analysis of Variance". F Values on all the attributes (variables) excepting seven were significant at  $p < .001$  (Table 8).

**Table 8:**

F- value and their significance indicating the differences in rating of the three groups on various attributes.

| Variable | Attribute                   | F      | p    |
|----------|-----------------------------|--------|------|
| 1.       | Helpful to people           | 50.442 | .000 |
| 2.       | Impressive                  | 11.706 | .000 |
| 3.       | Bold                        | 43.573 | .000 |
| 4.       | Democratic                  | 34.202 | .000 |
| 5.       | Intelligent                 | 4.072  | .019 |
| 6.       | Places country before life  | 25.157 | .000 |
| 7.       | Honest                      | 3.683  | .027 |
| 8.       | Competent                   | 9.897  | .000 |
| 9.       | Professional                | 60.907 | .000 |
| 10.      | Nationalist (not selfish)   | 7.446  | .001 |
| 11.      | Confident                   | 16.957 | .000 |
| 12.      | Ability to command          | 44.802 | .000 |
| 13.      | Educated                    | 3.976  | .020 |
| 14.      | Social                      | 5.170  | .007 |
| 15.      | Disciplined                 | 41.120 | .000 |
| 16.      | Politically aware           | 36.537 | .000 |
| 17.      | Communicative               | 0.598  | .551 |
| 18.      | Decisive                    | 6.501  | .000 |
| 19.      | Patriotic                   | 8.414  | .000 |
| 20.      | Planning ability            | 3.582  | .030 |
| 21.      | Assertive                   | 17.820 | .000 |
| 22.      | Political reliability       | 29.440 | .000 |
| 23.      | Hard working                | 5.443  | .005 |
| 24.      | Considerate to subordinates | 7.146  | .001 |
| 25.      | Spoken ability              | 22.146 | .000 |
| 26.      | Business awareness          | 39.893 | .000 |
| 27.      | Responsible                 | 9.063  | .000 |
| 28.      | Public contact              | 53.065 | .000 |
| 29.      | Persistent                  | 25.320 | .000 |
| 30.      | Initiative                  | 9.418  | .000 |

The attributes on which F Value was not significant at .001 were intelligent ( $p < .019$ ), honest ( $p < .027$ ) educated ( $p < .020$ ), social ( $p < .007$ ), communicative ( $p < .551$ ), planning ability ( $p < .030$ ) and hardworking ( $p < .551$ ). This reflects that on most of the variables preference for the leader attributes differ and the three main groups prefer different leadership attributes for the leader of their own set ups. It also indicates in different groups that the followers expectation and perceptions for their leaders are different. The leader who has to be successful in a particular set up has to live up to the situational demands in that particular set up and to the attributions of the followers.

In analysis 5, when interitem correlation of each attribute or variable was conducted for the total sample of 180 respondents it was seen that attributes such as intelligent, honest, professional, educated, patriotic, hardworking, responsible were highly correlated with each other (Table 9).

**Table 9:**  
Inter-item correlations of the attributes for the total sample ( $N=180$ )

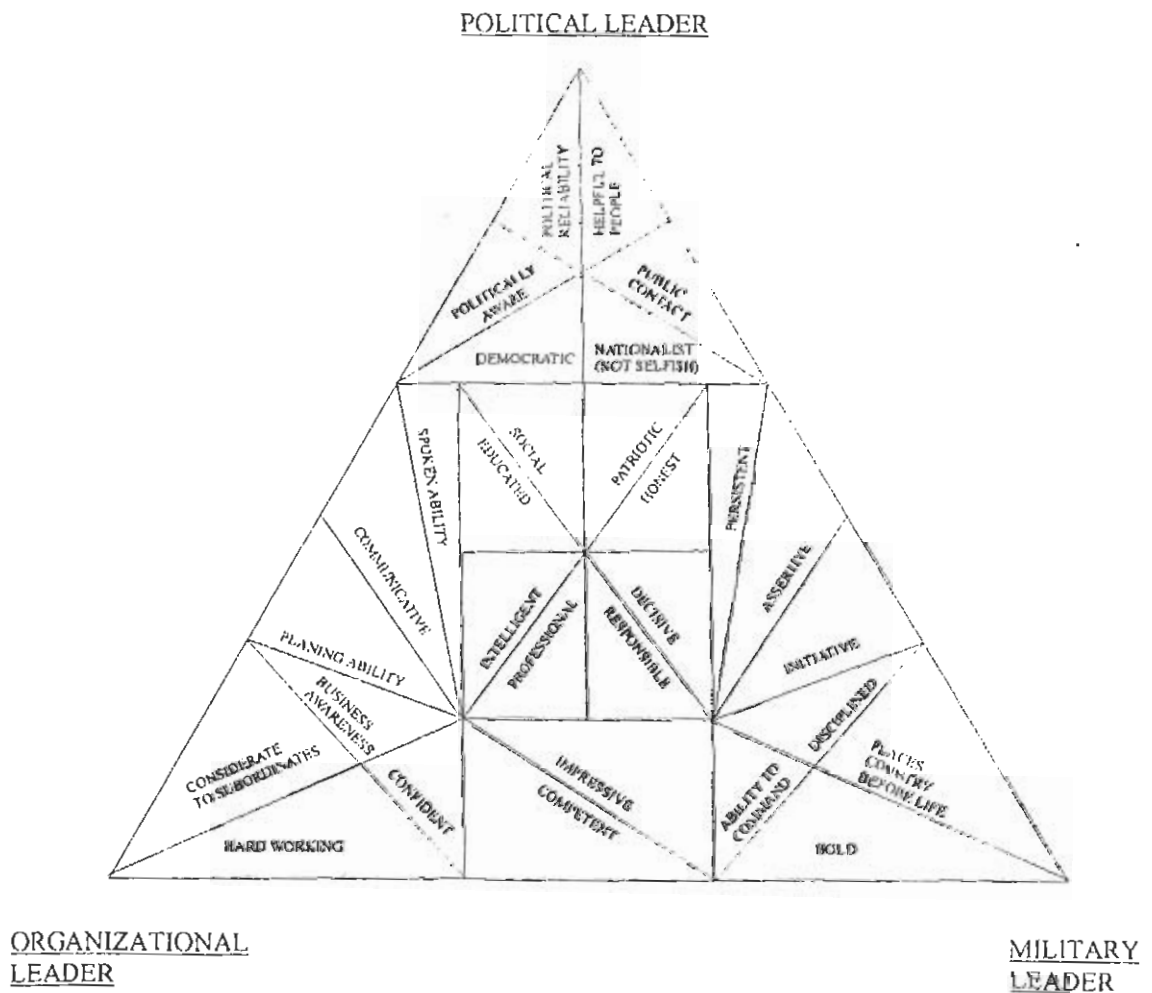
| V1  | V2  | V3  | V4  | V5  | V6  | V7  | V8  | V9  | V10 | V11 | V12 | V13 | V14 | V15 | V16 | V17 | V18 | V19 | V20 | V21 | V22 | V23 | V24 | V25 | V26 | V27 | V28 | V29 | V30 |  |  |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|
| V1  |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V2  | .15 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V3  | .05 | .29 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V4  | .59 | .03 | .06 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V5  | .04 | .31 | .15 | .17 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V6  | .06 | .23 | .63 | .09 | .23 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V7  | .04 | .29 | .42 | .14 | .47 | .49 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V8  | .08 | .37 | .24 | .08 | .59 | .44 | .59 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V9  | .40 | .45 | .31 | .22 | .47 | .50 | .50 | .61 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V10 | .40 | .03 | .39 | .31 | .30 | .41 | .40 | .25 | .14 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V11 | .03 | .39 | .45 | .11 | .38 | .51 | .30 | .45 | .53 | .28 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V12 | .15 | .34 | .60 | .06 | .38 | .61 | .44 | .56 | .62 | .33 | .52 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V13 | .09 | .28 | .10 | .17 | .44 | .23 | .35 | .57 | .33 | .27 | .34 | .30 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V14 | .31 | .27 | .06 | .38 | .14 | .08 | .04 | .06 | .06 | .24 | .26 | .02 | .19 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V15 | .05 | .27 | .59 | .05 | .24 | .77 | .44 | .45 | .57 | .36 | .59 | .70 | .33 | .03 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V16 | .73 | .11 | .12 | .45 | .14 | .02 | .09 | .03 | .42 | .43 | .10 | .06 | .09 | .17 | .02 |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V17 | .28 | .26 | .16 | .20 | .26 | .30 | .22 | .42 | .16 | .34 | .44 | .35 | .34 | .26 | .29 | .37 |     |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V18 | .00 | .29 | .50 | .06 | .44 | .61 | .45 | .43 | .57 | .47 | .71 | .60 | .45 | .18 | .69 | .01 | .31 |     |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V19 | .04 | .23 | .49 | .24 | .30 | .62 | .52 | .41 | .40 | .44 | .48 | .49 | .27 | .06 | .67 | .12 | .31 | .58 |     |     |     |     |     |     |     |     |     |     |     |  |  |
| V20 | .07 | .38 | .47 | .20 | .44 | .50 | .58 | .52 | .54 | .38 | .50 | .54 | .39 | .29 | .53 | .03 | .40 | .58 | .52 |     |     |     |     |     |     |     |     |     |     |  |  |
| V21 | .01 | .24 | .42 | .08 | .15 | .60 | .21 | .38 | .46 | .19 | .53 | .56 | .19 | .19 | .65 | .01 | .26 | .60 | .49 | .36 |     |     |     |     |     |     |     |     |     |  |  |
| V22 | .72 | .09 | .16 | .42 | .16 | .09 | .08 | .09 | .42 | .46 | .09 | .07 | .03 | .12 | .08 | .79 | .36 | .00 | .14 | .03 | .02 |     |     |     |     |     |     |     |     |  |  |
| V23 | .00 | .25 | .33 | .06 | .37 | .51 | .47 | .43 | .59 | .32 | .45 | .48 | .27 | .13 | .54 | .14 | .32 | .58 | .50 | .55 | .44 | .06 |     |     |     |     |     |     |     |  |  |
| V24 | .00 | .00 | .03 | .04 | .17 | .09 | .10 | .08 | .25 | .10 | .04 | .21 | .16 | .13 | .11 | .00 | .03 | .20 | .04 | .13 | .08 | .18 | .18 |     |     |     |     |     |     |  |  |
| V25 | .64 | .07 | .24 | .43 | .06 | .17 | .02 | .03 | .22 | .54 | .20 | .08 | .11 | .17 | .16 | .78 | .47 | .18 | .25 | .14 | .19 | .71 | .02 | .02 |     |     |     |     |     |  |  |
| V26 | .07 | .11 | .12 | .05 | .04 | .13 | .05 | .04 | .17 | .09 | .04 | .03 | .03 | .16 | .13 | .12 | .09 | .03 | .10 | .12 | .11 | .08 | .17 | .13 | .10 |     |     |     |     |  |  |
| V27 | .01 | .14 | .44 | .02 | .38 | .50 | .57 | .44 | .56 | .23 | .53 | .50 | .38 | .03 | .54 | .10 | .32 | .55 | .51 | .62 | .35 | .15 | .65 | .25 | .07 | .01 |     |     |     |  |  |
| V28 | .68 | .13 | .08 | .71 | .12 | .10 | .11 | .16 | .41 | .29 | .04 | .18 | .02 | .30 | .02 | .58 | .15 | .01 | .17 | .01 | .04 | .68 | .05 | .18 | .56 | .06 | .13 |     |     |  |  |
| V29 | .03 | .26 | .53 | .02 | .21 | .53 | .26 | .25 | .45 | .28 | .60 | .61 | .26 | .11 | .62 | .02 | .34 | .65 | .47 | .45 | .56 | .01 | .52 | .22 | .18 | .09 | .55 | .01 |     |  |  |
| V30 | .06 | .16 | .55 | .19 | .33 | .55 | .44 | .32 | .51 | .33 | .52 | .45 | .30 | .20 | .56 | .03 | .21 | .60 | .50 | .55 | .48 | .02 | .58 | .16 | .11 | .07 | .66 | .14 | .56 |  |  |

Note: Negative values are underlined.  
Bold values are significant at  $p < 0.001$ .



This is an indication that these attributes are required to be present in all types of leaders. Analyzing the interitem correlation of the political group it was seen that the attributes preferred for a political leader in analysis 2 mentioned above were highly correlated with each other and their relationship was also significant at  $p < .001$  level. Similarly the attributes preferred for organizational and military leader in analysis 2 were also highly correlated with each other and significant at  $p < .001$  level. Interitem correlation of political, organizational and military groups is given in Appendix IV. Keeping the correlational values and the preferences of the respondents for various types of leaders (as given in analysis 2 above) a triangular figure was designed (Figure 7).

**Figure 7:**  
Triangular representation of psychological profiles of political, organizational, and military leaders



The triangle is divided into 30 segments. The attributes mentioned in the middle of the triangle are those which are highly correlated with each other and are in the middle bracket of preference of all the three groups. Top corner has the attributes preferred for a political leader, left hand corner has the attributes preferred for an organizational leader. The right hand corner covers the attributes weighed more for a military leader. On the tips of the triangle corners we have the specific attributes required for the leader mentioned on that corner. As we move from one corner towards the second we find attributes which are preferred for both types of leaders and in the middle as mentioned above are attributes common to all or preferred for all the three types of leader.

Analysis 6 as mentioned before is the measure of reliability or internal consistency of a scale. The reliability coefficient alpha for the total sample was 0.88, for the political group it was 0.84, for the organizational it was 0.95 and for military group it was 0.82. This analysis clearly indicates that the scale devised is highly reliable (See, Nunnally, 1978) and secondly is measuring one phenomenon and that is leadership (See, Kaplan & Saccuzzo, 1982).

After determining the composite factor of leadership with the above mentioned analysis, now the researcher was interested in looking for the subgroups, components or factors of leadership. Factor analysis is a method which divides an item into subgroups each internally consistent (Gorsuch, 1974). In factor analysis a matrix is created that shows the correlation between variables. The combinations of the variables describe as much of interrelationship as associations between the variables as possible. In the present study first a linear matrix of factors was formed with the help of principle component analysis (PCA) and then varimax rotation was conducted to get a more clear picture of the components of leadership. It was seen that the first three factors in this analysis explain about 60% of the variance hence to make the picture of the factors more transparent the analysis was reduced to three factors only.

**Table 10:**

Factor matrix showing the factor loadings on three factors against each attribute

| Var. | Attribute                   | Factor 1<br>a | Factor 2<br>a | Factor 3<br>a |
|------|-----------------------------|---------------|---------------|---------------|
| V1   | Helpful to people           | .02           | .85           | .17           |
| V2   | Impressive                  | .43           | -.17          | .27           |
| V3   | <b>Bold</b>                 | .65           | .10           | -.39          |
| V4   | Democratic                  | .17           | .66           | .25           |
| V5   | Intelligent                 | .53           | -.16          | .50           |
| V6   | Places country before life  | .77           | .02           | -.33          |
| V7   | Honest                      | .65           | -.13          | .20           |
| V8   | Competent                   | .66           | -.15          | .36           |
| V9   | Professional                | .71           | -.54          | .12           |
| V10  | Nationalist (not selfish)   | .51           | .48           | .09           |
| V11  | Confident                   | .74           | .05           | -.04          |
| V12  | Ability to command          | .77           | -.17          | -.17          |
| V13  | Educated                    | .50           | .02           | .45           |
| V14  | Social                      | .22           | .31           | .40           |
| V15  | Disciplined                 | .81           | -.16          | -.34          |
| V16  | Politically aware           | .03           | .87           | -.00          |
| V17  | Communicative               | .49           | .35           | .25           |
| V18  | Decisive                    | .83           | -.01          | -.08          |
| V19  | Patriotic                   | .73           | .13           | -.18          |
| V20  | Planning ability            | .76           | .00           | .22           |
| V21  | Assertive                   | .65           | .00           | -.33          |
| V22  | Political reliability       | .03           | .87           | -.08          |
| V23  | Hard working                | .72           | -.12          | .07           |
| V24  | Considerate to subordinates | .21           | -.13          | .18           |
| V25  | Spoken ability              | .22           | .82           | -.09          |
| V26  | Business awareness          | .00           | -.05          | .48           |
| V27  | Responsible                 | .74           | -.15          | .04           |
| V28  | Public contact              | .01           | .83           | -.05          |
| V29  | Persistent                  | .71           | -.02          | -.29          |
| V30  | Initiative                  | .73           | .01           | -.07          |

**a = Factor loadings**

Table 10 shows the factor loadings on the three factors extracted by PCA. Attributes having high factor loading on the first factor mostly are from the domain of military leadership. The attributes are bold (.65), places country before life (.77), professional (.71), confident (.74), ability for command (.77), disciplined (.81), patriotic (.73), decisive (.83), responsible (.74), persistent (.71), initiative (.73) and assertive (.65). It is interesting to note that these attributes are the same as pointed out in table 5. The results derived from this

factor further confirm the attributes required by a military leader in Pakistan. The second factor in table 22 has high loadings of the attributes required for a political leader. Attributes such as helpful to people (.85), democratic (.66), nationalist (.48), political awareness (.87), political reliability (.87), and public contact (.83) are indicators of political leadership. The high loadings of the attributes on this factor also commensurate with the relationship of attributes shown in table 3. The third factor has high loadings on attributes relevant for an organizational leader such as impressive (.27), intelligent (.50) competent (.36) educated (.45), social (.31), communicative (.25), planning ability (.22), and business awareness (.48). Attributes loaded high on this factor are also in line with the attributes sifted out in table 4 for an organizational leader.

**Table 11:**

Eigen value and percent of variance explained by the factors in factor analysis

| Factor | Eigen value | Pct of Var. | Cum Pct |
|--------|-------------|-------------|---------|
| 1.     | 10.03       | 33.4        | 33.4    |
| 2.     | 5.06        | 16.9        | 50.3    |
| 3.     | 2.06        | 6.9         | 57.2    |

Looking at Table 11 which indicates eigen values and the percent of variance explained by the factors one concludes that only three factors are valid in accordance with the eigen value indicator for factor analysis (Mc Keown & Thomas, 1988). Maximum variance explained by the first factor indicates the importance of this factor. This is also indicative of the importance of the role of the military in Pakistan.

Social science literature is rich in its analysis of the social, economic and political conditions of developing nations such as Pakistan, which weaken parliamentary institutions and civilian political organizations and thereby increase the possibility of military intervention (Fallers, 1963; Janowitz, 1971). Military in Pakistan has ruled the nation for more than half of its independent life, hence has weakened civil institutions and Pakistanis perceive military as more strong and effective. Another factor is that when ever a crisis occurs army is called for rescue, hence people attribute more stronger evaluative qualities for a military leader rather than a political or an organizational leader. The first

factor also goes in accordance with the evaluative factor indicated by Osgood, Suci & Tannenbaum (1967) in their book "The measurement of meaning". Most of the attributes rated high in this factor are of evaluative nature.

**Table 12:**  
Factor loadings on three factors against each attribute after varimax rotation

| Var. | Attribute                   | Factor 1<br>a | Factor 2<br>a | Factor 3<br>a |
|------|-----------------------------|---------------|---------------|---------------|
| V1   | Helpful to people           | .09           | .87           | .03           |
| V2   | Impressive                  | .24           | -.09          | .47           |
| V3   | Bold                        | .75           | .12           | -.03          |
| V4   | Democratic                  | .00           | .70           | .19           |
| V5   | Intelligent                 | .21           | -.04          | .71           |
| V6   | Places country before life  | .83           | .06           | .08           |
| V7   | Honest                      | .46           | -.04          | .51           |
| V8   | Competent                   | .40           | -.04          | .66           |
| V9   | Professional                | .57           | -.44          | .54           |
| V10  | Nationalist (not selfish)   | .38           | .54           | .25           |
| V11  | Confident                   | .66           | .12           | .31           |
| V12  | Ability to command          | .76           | -.11          | .25           |
| V13  | Educated                    | .21           | .13           | .63           |
| V14  | Social                      | -.01          | .38           | .40           |
| V15  | Disciplined                 | .87           | .03           | .10           |
| V16  | Politically aware           | .00           | .86           | -.12          |
| V17  | Communicative               | .29           | .43           | .40           |
| V18  | Decisive                    | .76           | .06           | .33           |
| V19  | Patriotic                   | .72           | .19           | .17           |
| V20  | Planning ability            | .55           | .11           | .56           |
| V21  | Assertive                   | .73           | .03           | .02           |
| V22  | Political reliability       | .04           | .85           | -.19          |
| V23  | Hard working                | .59           | -.03          | .43           |
| V24  | Considerate to subordinates | .09           | -.08          | .28           |
| V25  | Spoken ability              | .21           | .82           | -.10          |
| V26  | Business awareness          | -.23          | .00           | .43           |
| V27  | Responsible                 | .63           | -.06          | .40           |
| V28  | Public contact              | .01           | .81           | -.17          |
| V29  | Persistent                  | .77           | .02           | .10           |
| V30  | Initiative                  | .67           | .08           | .28           |

Another interesting situation developed when the varimax rotation was performed on the data. The three factors emerged after this analysis are shown in table 12. If we view the factor loadings on the factors against the attributes, on factor 1 the attributes loaded high are leader oriented attributes such as bold (.75), confident (.66), disciplined (.87),

decisive (.76), assertive (.73), persistent (.77), or in other words we can say that leaders potentialities and abilities are loaded high on this factor. On Factor II attributes which are followers oriented are loaded high, such as considerate to subordinates (.73), helpful to people (.87), democratic (.70), public contact (.81). On factor no. III attributes which are situation oriented or those attributes which lead to the control of the situation effectively are loaded high. The attributes loaded high on factor III are intelligent (.71), competent (.66), educated (.63), professional (.54), communicative (.40), planing ability (.56), hardworking (.43), and responsible (.40). All these attributes are such which allow an individual to control the situation more effectively. As a recent definition of intelligence is that, a person is intelligent who is able to manipulate a given situation effectively (Sternberg & Salter, 1985). A person with intelligence, competence, education, planning ability, professional ability, hard work and responsible attitude will be able to manipulate the given situation more effectively and will also be considered as a good leader as he has the abilities to control the situational hazard and other factors while utilizing the situation for the successful achievement of the group goals. With this analysis we are affirmative of the early presented theory of leadership that it is a phenomenon which is an interaction between the leader, follower and the situation (figure 1).

In the rotated matrix (Table 24) there are certain attributes which have significant loadings on more than one factor such as honest (V7) has loading of .46 on factor I and .51 on factor III, competent (V8) has a loading of .40 on factor I and .66 on factor III, similarly communicative (V17) has a loading of .29 on factor I, .43 on factor II and .40 on factor III and responsible (V27) has .63 on factor I and .40 on factor III. Such a picture indicates two things, first that there are certain common attributes to all type of leaders as shown in figure 16 and secondly it supports the proposition elaborated in the first chapter that the leader, follower and the situation form the ecosystem of leadership and all the three factors are continuously effecting each other.

**Table 13:**

Means and Standard deviations of LPC scores of political, organizational, and military leaders

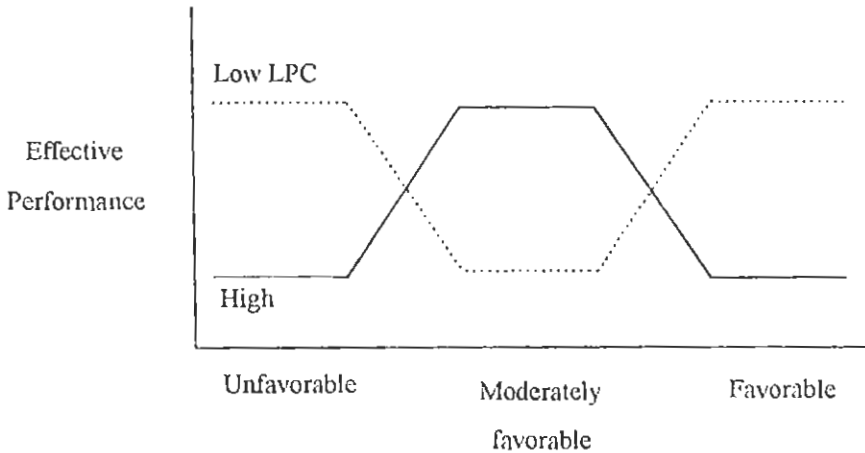
|           | Political            | Organizational | Military |
|-----------|----------------------|----------------|----------|
| <i>M</i>  | 5.27                 | 3.98           | 2.65     |
| <i>SD</i> | 0.65                 | 0.93           | 0.58     |
| <i>F</i>  | 19.84 ( $P < 0.05$ ) |                |          |

Results of study no II are shown in table 13. The table shows the means of least preferred coworker (LPC) scores of political (5.27), organizational (3.98), and military (2.65) leaders. The political leaders have the highest LPC scores while the military have the lowest. As mentioned earlier according to Fiedler (1967; 1993), leader with high LPC is more social and is effective when situation is moderately favorable whereas a leader with low LPC score is more task oriented and is effective when situation is unfavorable or more favorable (as shown in figure 8). Testing Fiedler's hypothesis with the results obtained in the present study one can assume that political leaders are more social and are attributed to have a close contact with the followers. This assumption leads to the fact that political leaders should be rated high on attributes which are socially oriented such as helpful to people in getting their problems solved, have a good contact with their public, are democratic, are social and patriotic. If we review table 3 and figure 2 we see that the attributes mentioned above are rated high for a political leader.

A military leader with a low LPC score is termed as task oriented and effective in unfavorable conditions. In accordance with this hypothesis a military leader should be rated high for attributes such as ability to command, bold, decisive, responsible, initiative, assertiveness, and persistence. If we view table 5 and figure 2 a similar picture of attributes has been painted for a military leader. An organizational leader has to be both social and task oriented. It is due to this that LPC scores of an organizational leader are neither low nor high. The traits required for such a leader should have the flavor of both social and task orientation. He should be social, considerate to subordinates, impressive and he is also required to be intelligent, responsible, competent and professional. A more or less similar picture of an organizational leader has been shown in table 4 and figure 2.

According to Borden (1980), Potter and Fiedler (1981), a similar result on LPC score have been obtained when they have compiled the score of combat infantry division leaders, coast guard personnel's and fire service officers.

**Figure 8:**  
 Predicted relationship between LPC, situational favorableness and performance.



Source: Fiedler, F.E.(1993) *Leadership theory and research; perspectives and directions*. Washington: Academic press, p. 5.

A recently presented hypothesis by Fiedler (1993) is that in stress and uncertainty experience works more as compared to cognitive resources or intelligence. On the contrary where stress is low an intelligent leader is more successful. A military leader in Pakistan has to pass through a lot many stressful conditions hence his training is throughout based on experience gaining exercises (Naqvi, 1990). An experienced military leader is more successful and the military is ruled by the top brass who have put in more than 25 to 30 years of active service as leaders at various levels and different military setups. We see political leaders of various ages and experiences. Some veteran political leader do hold an experienced repute but young, educated and intelligent political leaders have also come up and obtained high offices in politics. Both in government and private organisations, with the recent run of new technology, a young, intelligent, hardworking and active individual can also rise as a leader. This phenomenon is being successfully operated in government organizations where direct enterants through Civil Services



Selection (CSS) are being inducted as leaders. Similarly business organizations also prefer qualified and active executives, who are able to accommodate more wealth due to his novel ideas and active handling of affairs. Results of study III are represented in table 14, 15 and 16.

**Table 14:**

Mean ratings in descending order of political group while rating an organizational and a military leader

| Organizational Leader |                             |      | Military Leader |                            |      |
|-----------------------|-----------------------------|------|-----------------|----------------------------|------|
| V. No                 | Attribute                   | M    | V. No           | Attribute                  | M    |
| 5                     | Intelligent                 | 7.62 | 6               | Places country before life | 7.23 |
| 7                     | Honest                      | 7.50 | 9               | Professional               | 7.21 |
| 2                     | Impressive                  | 7.41 | 11              | Confident                  | 7.21 |
| 8                     | Competent                   | 7.37 | 19              | Patriotic                  | 7.21 |
| 27                    | Responsible                 | 7.37 | 3               | Bold                       | 7.05 |
| 9                     | Professional                | 7.33 | 7               | Honest                     | 7.00 |
| 13                    | Educated                    | 7.29 | 12              | Ability to command         | 6.95 |
| 23                    | Hardworking                 | 7.20 | 15              | Disciplined                | 6.83 |
| 19                    | Patriotic                   | 7.12 | 29              | Persistent                 | 6.83 |
| 18                    | Decisive                    | 7.08 | 30              | Initiative                 | 6.76 |
| 20                    | Planning ability            | 7.04 | 18              | Decisive                   | 6.66 |
| 14                    | Social                      | 6.95 | 21              | Assertive                  | 6.66 |
| 30                    | Initiative                  | 6.95 | 2               | Impressive                 | 6.50 |
| 11                    | Confident                   | 6.91 | 8               | Competent                  | 6.50 |
| 10                    | Nationalist (not selfish)   | 6.87 | 27              | Responsible                | 6.50 |
| 24                    | Considerate to subordinates | 6.79 | 20              | Planning ability           | 6.41 |
| 12                    | Ability to command          | 6.75 | 5               | Intelligent                | 6.40 |
| 29                    | Persistent                  | 6.66 | 23              | Hardworking                | 6.33 |
| 6                     | Places country before life  | 6.62 | 10              | Nationalist (not selfish)  | 6.33 |
| 17                    | Communicative               | 6.58 | 14              | Social                     | 5.87 |
| 21                    | Assertive                   | 6.58 | 13              | Educated                   | 5.83 |
| 26                    | Business awareness          | 6.37 | 17              | Communicative              | 5.78 |
| 15                    | subordinate                 | 5.57 | 3               | Bold                       | 6.12 |
| 28                    | Public contact              | 5.21 | 1               | Helpful to                 |      |
|                       | Spoken ability              | 5.50 | 22              | Political reliability      | 4.42 |
| 28                    | Public contact              | 5.50 | 4               | Democratic                 | 4.14 |
| 4                     | Democratic                  | 5.37 | 26              | Business aware             | 4.14 |
| 22                    | Political reliability       | 5.29 | 25              | Spoken ability             | 4.00 |
| 16                    | Politically aware           | 4.87 | 16              | Politically aware          | 3.98 |

In table 14 when a sample of subjects belonging to a political, group rate an organizational leader their ratings are more or less similar to those in the study I for an organizational leader. Similarly when political group personnel's rate a military leader they again place the traits in more or less same descending order as in study I (table 5).

**Table 15:**

Mean ratings in descending order of organizational group while rating a political and a military leader

| Political Leader |                                |      | Military Leader |                               |      |
|------------------|--------------------------------|------|-----------------|-------------------------------|------|
| V. No            | Attribute                      | M    | V. No           | Attribute                     | M    |
| 10               | Nationalist<br>(not Selfish)   | 7.60 | 6               | Places country<br>before life | 7.84 |
| 28               | Public contact                 | 7.53 | 19              | Patriotic                     | 7.78 |
| 19               | Patriotic                      | 7.46 | 9               | Professional                  | 7.68 |
| 22               | Political reliability          | 7.46 | 7               | Honest                        | 7.65 |
| 1                | Helpful to people              | 7.35 | 15              | Disciplined                   | 7.60 |
| 7                | Honest                         | 7.25 | 3               | Bold                          | 7.55 |
| 14               | Social                         | 7.14 | 12              | Ability to command            | 7.55 |
| 4                | Democratic                     | 7.07 | 18              | Decisive                      | 7.50 |
| 6                | Places country before life     | 6.89 | 11              | Confident                     | 7.44 |
| 27               | Responsible                    | 6.89 | 29              | Persistent                    | 7.42 |
| 5                | Intelligent                    | 6.82 | 27              | Responsible                   | 7.31 |
| 6                | Politically aware              | 6.75 | 30              | Initiative                    | 7.31 |
| 23               | Hardworking                    | 6.75 | 2               | Impressive                    | 7.24 |
| 29               | Persistent                     | 6.71 | 21              | Assertive                     | 7.16 |
| 30               | Initiative                     | 6.71 | 5               | Intelligent                   | 7.10 |
| 18               | Decisive                       | 6.67 | 8               | Competent                     | 7.10 |
| 25               | Spoken ability                 | 6.67 | 20              | Planning ability              | 6.92 |
| 11               | Confident                      | 6.64 | 23              | Hardworking                   | 6.92 |
| 20               | Planning ability               | 6.57 | 13              | Educated                      | 6.73 |
| 2                | Impressive                     | 6.42 | 24              | Considerate to<br>subordinate | 6.50 |
| 21               | Assertive                      | 6.42 | 14              | Social                        | 6.44 |
| 3                | Bold                           | 6.39 | 17              | Communicative                 | 5.94 |
| 8                | Competent                      | 6.28 | 25              | Spoken ability                | 5.42 |
| 24               | Considerate to<br>subordinates | 6.28 | 28              | Public contact                | 4.84 |
| 17               | Communicative                  | 6.25 | 4               | Democratic                    | 4.78 |
| 15               | Disciplined                    | 6.10 | 16              | Politically aware             | 4.50 |
| 13               | Educated                       | 6.07 | 22              | Political reliability         | 4.23 |
| 9                | Professional                   | 5.82 | 1               | Helpful to people             | 3.76 |
| 12               | Ability to command             | 3.95 | 26              | Business awareness            | 3.57 |
| 26               | Business awareness             | 4.85 |                 |                               |      |

Same is the case when organizational group subjects rate a political and a military leader (table 15) or when the military personnel rate a political and an organizational leader (table 16).

**Table 16:**

Mean ratings in descending order of military group while rating an organizational and a political leader

| Organizational Leader |                             |      | Political Leader |                             |      |
|-----------------------|-----------------------------|------|------------------|-----------------------------|------|
| V. No                 | Attribute                   | M    | V. No            | Attribute                   | M    |
| 7                     | Honest                      | 7.50 | 1                | Helpful to people           | 7.80 |
| 26                    | Business awareness          | 7.25 | 16               | Politically aware           | 7.80 |
| 27                    | Responsible                 | 7.25 | 28               | Public contact              | 7.80 |
| 23                    | Hardworking                 | 7.00 | 22               | Politically reliable        | 7.60 |
| 5                     | Intelligent                 | 6.87 | 10               | Nationalist (not selfish)   | 7.40 |
| 9                     | Professional                | 6.87 | 25               | Spoken ability              | 7.25 |
| 19                    | Patriotic                   | 6.87 | 19               | Patriotic                   | 7.00 |
| 8                     | Competent                   | 6.75 | 4                | Democratic                  | 6.80 |
| 20                    | Planning ability            | 6.62 | 7                | Honest                      | 6.80 |
| 18                    | Decisive                    | 6.50 | 27               | Responsible                 | 6.60 |
| 24                    | Considerate to subordinates | 6.50 | 5                | Intelligent                 | 6.40 |
| 11                    | Confident                   | 6.37 | 11               | Confident                   | 6.40 |
| 30                    | Initiative                  | 6.37 | 17               | Communicative               | 6.40 |
| 6                     | Places country before life  | 6.25 | 20               | Planning ability            | 6.40 |
| 2                     | Impressive                  | 6.12 | 30               | Initiative                  | 6.40 |
| 14                    | Social                      | 6.12 | 3                | Bold                        | 6.20 |
| 13                    | Educated                    | 6.00 | 6                | Places country              | 6.20 |
| 29                    | Persistent                  | 6.00 | 8                | Competent                   | 6.20 |
| 15                    | Disciplined                 | 5.87 | 18               | Decisive                    | 6.20 |
| 10                    | Nationalist (not selfish)   | 5.62 | 29               | Persistent                  | 6.20 |
| 17                    | Communicative               | 5.62 | 12               | Ability to command          | 6.00 |
| 21                    | Assertive                   | 5.62 | 13               | Educated                    | 6.00 |
| 3                     | Bold                        | 5.50 | 14               | Social                      | 6.00 |
| 12                    | Ability to command          | 5.37 | 21               | Assertive                   | 6.00 |
| 16                    | Politically aware           | 4.25 | 23               | Hardworking                 | 6.00 |
| 22                    | Political reliability       | 4.12 | 15               | Disciplined                 | 5.80 |
| 25                    | Spoken ability              | 4.12 | 2                | Impressive                  | 5.60 |
| 1                     | Helpful to people           | 4.00 | 24               | Considerate to subordinates | 5.60 |
| 28                    | Public contact              | 4.00 | 9                | Professional                | 5.00 |
| 4                     | Democratic                  | 3.50 | 26               | Business awareness          | 3.60 |

The attributes rated high and low are more or less the same as rated in the study I. Results of study III are thus a sort of reliability and validity measures of the leadership

assessment scale and they also support the objective that “as the situation and followers in the political, organizational and military setups are different so the leaders with different set of attributes or psychological profile will be effective in political, organizational and military set ups.”

## Chapter IV

### DISCUSSION

The study was aimed to establish the main factors constituting the leadership phenomenon and the psychological profile of the political, organizational, and military leadership in Pakistan.

Reviewing the historical development of the research conducted on leadership as already discussed in chapter I and II, we see that the trait theories and various researches conducted on their basis were more prevalent in 1930s and 1940s (e.g., Bird, 1940; Jenkins, 1947; Kilbourne, 1935). In 1950s the behavior of the leader was an important factor in various studies on leadership (e.g., Halpin, 1973; Rush, 1973). Situational approach in the study of leadership received importance in 60's and 70's in which the contingency theories made a great headway in studying the leadership (e.g., Fiedler, 1967; House, 1971; Yukl, 1971). Transactional, transformational, and charismatic leadership theories and research has come up in 80's (e.g., Bass, 1985; Conger & Kanungo, 1988). In the 90's emphasis for the research on leadership has shifted from leader traits to followers attributes and perceptions (Hollander & Offermann, 1990).

The historical development of the research on leadership reflects that it is a complex social process. The emphasis on factors responsible for the phenomenon has kept on changing. After a comprehensive review of the approaches for leadership presented in the first chapter the researcher conceived at a model of leadership. The model points out that leadership is an interaction between the leader attributes, followers needs, and the situational context in which leader and followers have to operate (Figure 1, p.25). Leaders attributes, followers, and the situation are blended together in a three dimensional chain in such a way that each aspect influences the other two and is also simultaneously being influenced by them. Each factor has an integral role in the *ecosystem of leadership*. If we take out any one of the three, the ecosystem will be disturbed and functioning of the rest

of two will not be effective. This ecosystem of leadership presents a broader perspective of the approaches and theories of leadership presented in the first chapter. It makes an effort to perceive a relationship amongst them.

Ecosystem of leadership led the researcher in formulating the first objective of the study, that leadership is an interaction between the leader attributes, followers needs and the situation in which leaders and followers both have to operate. Leader, follower and situation continuously keep on affecting each other and also are simultaneously affected in turn by each other. The results of the study support the leadership ecosystem model. The results indicate that followers attribute a different set of traits, characteristics, qualities, and behavior manifestations (psychological profile) for leaders who have to operate in different situational contexts. Results also indicate that the attributes of the followers are reflective of their needs and the situation in which leaders and followers have to operate.

Present study has used a recent approach for the understanding of leadership i.e., the followers attributions (Hollander & Offerman , 1990). In the subsequent paragraphs results of the study will be discussed in detail. It will be seen that how the results have supported the leadership ecosystem model and how has this model presented a broader perspective of leadership approaches discussed in the first chapter.

Leadership Assessment Scale developed in the present study to formulate leaders psychological profile contains traits, characteristics, abilities, skills, behavior manifestations, and situational demands essential for a leader. All these factors were attributed by the followers/subordinates and leaders. Presence of attributes such as, honest, bold, confident, social, and behavior manifestations in the scale such as, helpful to people, considerate with subordinates, political reliability, placing country before life provide unification of the trait and behavior approach.

In the situational approach the situational determinants of behavior such as *role played by the leader* (Kahn, et al, 1964) and the *demand constraints and choices* of the leader (Stewart, 1982) are also taken care of in the present study when leaders reflecte

their own attributions and these attributions were in accordance with the situational demands as mentioned above. In the contingency theories, Fiedler's (1967) contingency theory gained most of the popularity (as discussed in chapter 1). Fiedler's three main factors for effective leadership i.e., task structure, leader position power, and leader member relationship have been incorporated in this study in broader perspective. Task structure in the present study were the conditions in which political, organizational, and military leaders operate, the situation prevailing in their department and over all situation of the country. Rapid changes in the leaders and systems of government in Pakistan have testified that the leader position is not an independent entity but has been continuously interacting with the situation and the expectations of the followers. "Most of the government systems in Pakistan have ended up in failure because they either did not have the requisite potential to run the nation or they did not live up to the expectation of the people," (Palmer, 1982, p. 86). Results of the study have supported Fiedler's last aspect of leadership phenomenon about the leader member relationship. The results of the study have pointed out that the leader, followers and the situation are integral parts of the leadership phenomenon, the phenomenon becomes ineffective whenever we detach or give less emphasis on any one of the above mentioned factors.

The charismatic, transactional, or transformational aspects of leaders personality can be judged more reliably by the followers attribution (Green & Mitchell, 1979). Similar methodology for assessment of personality factors mentioned above of leaders has been adopted in present study. Results have revealed that more charismatic attributes have been expected of the political leaders, while attributes, reflecting transactional and transformational aspects have been preferred for the organizational leaders.

The second objective of the study states that "as the situation and followers in the political, organizational, and military setup are different, so the leaders with different set of attributes or psychological profile will be effective in political, organizational, and military setup. A psychological profile, as reasoned in chapter I, is the sum total of the

characteristics, traits, abilities, skills, and behavior manifestations present in an individual. With the attributions of followers/subordinates, psychological profile of a political, organizational, and military leader has been framed.

A political leader as emerging from the results is preferred to have attributes such as, helpful to people, democratic, politically aware, politically reliable, and has public contact (Table 3 and Figure 2). Similar results were found by Verba and Nie (1972) in their study of political activity in America in which they have extracted two important factors "Cooperative activity and citizen-initiated contacts" to be important for political leaders. In the present study, the members of National and Provincial assemblies of Pakistan preferred to be nationalist, patriotic, and one who places country before life. On the contrary the simple voters expected their leaders as ones who are able to solve their problems and have political reliability. When leaders and the subordinates were studied for development of Leadership Behavior Questionnaire by Ohio State University similar results were obtained by Hemphill and Coons (1957). They found that leaders preferred behaviors which were of "Initiating Structure" while the subordinates preferred behaviors for leader which were covered under the factor "Consideration". Demographic variables such as age, education and income did not play any significant role in the preference of attributes for a political leader. Age, education and income groups preferred more or less similar attributes for political leaders (Appendix I).

Organizational leader as reflected in the results is expected to be competent, hardworking, responsible, intelligent and professionally sound (Table 3 and Figure 2 ). Government employees in Pakistan prefer their leader to be caring, honest, responsible, intelligent and patriotic. Government employees, specially the bureaucrats have a strong influence on the masses of Pakistan (Altaf, 1988). Keeping this factor in view people prefer their government heads to have the attributes as mentioned above so that their problems are taken care of and they can also look forward towards progress and prosperity in their country. Most of the semi government organizations in Pakistan are of



commercial nature and the attributes preferred for their leaders in the present study are competent, intelligent, impressive, professionally sound and honest (Table 5 and Figure 4 ). Similar results were obtained when attributes preferred for heads of private and business organizations were studied. Minor differences were found on demographic variables in the organizational group (Appendix II).

A military leader in Pakistan is expected to be bold, places country before life, has initiative, is able to command and control, is honest, is professional, takes care of his subordinates, is patriotic, is disciplined and responsible. In the military group (Table 3 and Figure 2) we see that most of the attributes of the scale are rated high for a military leader. As said earlier one of the reasons for such a pattern for a military leader in Pakistan is that, military has ruled this nation for more than half the years of its independence. Secondly when ever a physical disaster such as an earthquake or flood and a social unrest such religious or ethnic crises occurs, army is called for rescue. Thirdly the social, economic and political conditions of Pakistan have weakened parliamentary institutions and civilian organizations which have thereby increased military intervention hence more is expected of a military leader in Pakistan. When mean of sub groups of military group that is fighting, supporting and services arms were studied they were compatible and gave more or less a same picture (Figure 5). Similar were the results when means for officers and other ranks of military were compared (Figure 6). This also gives an indication that the military group is more harmonious in nature. Means when compared for various demographic variables of the military group also gave no intergroup differences (Appendix III).

Analysis of variance (Table 8) and correlational analysis (Table 9) performed on the data in the present research has indicated that there is a significant difference on attributes which are peculiar to a leader. There are also some attributes of generalized nature which are preferred for the three types of leaders studied. These generalized attributes such as, intelligence, honesty, education, sociability, and responsibility were also

indicated by Bass (1981) when he conducted content analysis of leadership studies conducted on characteristics of leaders. Like wise Figure 7 is an indication of the attributes peculiar to various types of leaders which are mentioned in the corners of the triangle. The main core or the middle portion of the triangle has the generalized attributes or the attributes which are thought to be essentially present in all types of leaders. The profile of a political, organizational and military leader is determined by the attributes mentioned in the three corners of the triangle.

Factor analysis conducted on the data supports both the objectives of the study. Principle component analysis when restricted to three factors determines the first factor as a military leader. This factor explains the maximum variance, (33%), which supports the fact that military leadership is given more importance in Pakistan. Military leader is rated high on most of the attributes as he is more domineering and is supposed to solve all the major crises of the country. The second factor has attributes with high factor loading which belong to a political leader and the third factor loads high on attributes preferred for an organizational leader. Factor analysis alongwith the sifting of attributes for a political, organizational and military leader also indicate that the scale developed in the study is able to assess an effective political, organizational and military leader in Pakistan (Table 10 & 11).

The second objective of the study is supported by the results, as discussed above, and is further confirmed by the varimax rotation of the data. In this analysis factor I presented leader oriented traits, factor II was loaded high on traits concerned with followers or subordinates and factor III was loaded high on traits which can help or assist the leader to control the situation for effective leadership (Table 12).

Least Preferred Coworker (LPC) scores in study II, make a political leader more social oriented and military leader as task oriented (Table 13). A political leader without a social contact with his followers will not be able to win the strength for wining an election and remaining in power. Military leaders are more task oriented as the nature of their job

in Pakistan is more demanding and they are expected to handle difficult tasks like physical calamities and socio-political crises on which other leaders fail. The organizational leader have a middle LPC score as they consist of leaders who look after government, semi government and private organizations. In accordance with the varying nature of their tasks and situations they are required to be both social and task oriented.

Study III is a validity study indicating that attributes preferred for a particular type of leader are not changed if one is assessed by his own group members (leader and followers) or by the group members of the other groups. Attributes preferred for various types of leaders remain consistent (Table 14, 15 & 16).

Study I has also revealed that although the leaders from the political, organizational and military fields have certain overlapping attributes but these attributes have a distinct order of precedence in their respective leadership profiles. People oriented attributes occupy the upper hierarchy in the political leader, where as in the organizational and military leadership, the professional and dynamic attributes occupy the top positions in their respective hierarchies. Incidentally the history of Pakistan presents very critical examples in this regards, one such example came up at the time of large scale nationalization of the private business and industrial organizational in early 70s. This step proved to be a failure and after a lapse of two decades government is again privatizing the organizations which were nationalized about 20 year ago. Various reasons have been put forward for the failure of the nationalization of industrial units but the main factor, emerges out as a common phenomenon, is that due to the process of nationalization the original organizational leadership was mostly replaced by the bureaucratic leadership of government officials. These bureaucratic heads were not able to deliver the goods effectively and the industrial units started showing decline in their production and earnings (Altaf, 1988). Same industrial units when denationalized have become productive and profit oriented under their private leaders. Experience of a leader in an organizational setup also plays a vital role in its productivity (Fiedler, 1992). Leadership experience and

leader performance are interrelated and thus the blind swap over of experienced leaders from one role to another or from one organization to another can be counter productive (Bettin & Kennedy, 1990).

A second example in the above context is found in frequent promulgation of martial law due to the unstable political situation in Pakistan. A military leader is though rated high on most of the leadership traits but utilization of these traits are only perceived as justified when it is done in his own field and role. "Martial law has never been popular in the eyes of the masses and they have always made a lot of hue and cry against this type of regime" (Waseem, 1994, p. 6). These examples from the history of Pakistan do testify the findings of the present study that the leadership which is selected, trained and developed for certain role may not be expected to deliver the goods in the other fields because of the basic variation in the leadership profile. The cross utilization of leadership or swap over of roles in the field which are at variance with the original leadership profile have usually been counter productive in Pakistan. Richard Nixon in his book 'Leaders', while discussing the profiles of great leaders narrates that 'There has long been a wide spread belief in the United States that what the country needs is a top flight business man to run the government, someone who has proven that he can manage a large scale enterprise efficiently and effectively. This misses the mark. Management is one thing. Leadership is another. Businessmen who without changing their style and techniques, not adopting the profile of a political leader (who is able to persuade followers by reason and move them by emotion) have often proved to be a failure. (Nixon, 1982, p.4).

Present study has endeavored to put forward a conceptual model of leadership which is named as "Ecosystem of leadership". The model represents a holistic view of the leadership approaches discussed in the first chapter. Data analysis of the study provides a good support for the ecosystem of leadership. Psychological profile of a political, organizational and military leaders are in accordance with the needs of their followers and the situations in which they have to operate. The study has indicated a new dimension for

the understanding of leadership. It has pointed out that leadership is a complex social phenomenon and it can only be well understood when the followers attributions for the leaders are analyzed. Analysis of the data of the study indicates that these attributions for leaders are based on the needs of the followers and the situation in which the leaders and the followers have to operate. The importance of followers, their needs and the situation in which they have to function are integral ingredients for the understanding of leadership phenomenon. The ecosystem of leadership gives a new direction for the study of leadership on the lines of holistic approach, and places emphasis on the simultaneous interaction of the leaders, followers and the situation.

### **Limitations of the Present Study**

Following are some of the limitations of the present study:-

1. In the study the psychological profile of only top level leaders has been framed and studied. It would have been a more comprehensive study if the psychological profiles of various levels of leaders would have been framed and their differences could have put forward for more comprehensive results.
2. The end result variable in the present study has been subordinates satisfaction; other end result variables such as the 'group performance,' and its 'leaders effectiveness' on the group have not been taken into account. These variables if included in study would have produced more detailed results.
3. The intervening variables in the leadership processes such as group dynamics, observable subordinate behavior, subordinate commitment and resistance in reaction to influence attempts by leader, power of the leader, managerial motivation and skills, play an important role in influencing the attributions of subordinates for their leaders. If certain controls had been put on these intervening variables it would have led to the formation of a more comprehensive psychological profile of the leader.

### **Direction for further research**

Given below are some guidelines for further research:-

1. Present study has encompassed the leader traits, behavior, influence processes, subordinates perceptions, and situational variables but the need still remains to control the intervening variables and end result variables. So research problems like “how do the leaders personality, values, and behavior interact with followers personality, values, and behavior ?” remain to be researched.
2. Present study has pointed out the influence of situation on the reciprocal leader and the subordinate. Further research is required to find out how does the leader adjust to the situation and what measures he adopts to change it so that it helps in his effective functioning.
3. Studying the comparative psychological profile of different levels of leadership in a particular group.
4. A cross cultural study of psychological profiles of leaders comprising leaders of different countries.
5. Within group differences of status, age, education, and income, if studied in detail can throw further light on different angles of the psychological profiles of leaders.

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## Annexure A

### Pilot Study - Attributes of a Political, Organizational, and Military Leader

#### Political Leader

1. Patriot.
2. Helps poor.
3. Honest.
4. Helps public.
5. Provides water, gas, electricity etc.
6. Gives Justice.
7. Works for Islam.
8. Works for liberty.
9. Understands politics.
10. Believes in democracy.
11. Eliminates bribery.
12. Eliminates inflation.
13. Works for country.
14. Good character.
15. Firm.
16. Not a "Lota".
17. Does not work for himself.
18. Good foreign policy.
19. Wise.
20. Educated.
21. Good speaking power.
22. Good relations with opposition.
23. Educated in Political Science.
24. Refrains from using Illegal ways in politics.
25. Works for country's economy.
26. Can defeat enemy.
27. Sharp.
28. Farsighted.
29. Bold.
30. Hardworking.

#### Organizational Leader

1. Instinct of protagonist.
2. Ability to command.
3. Amiable.
4. Friendly smile.
5. Can communicate with subordinates.
6. Responsible.
7. Prevents panics.
8. Right decisions at right time.
9. Confident.
10. Product knowledge.
11. Market knowledge.
12. Communication skills.
13. Smart appearance
14. Cunning in selling product.
15. Well informed about latest technologies.
16. Can compete in market.
17. Regular visits to his clients.
18. Excellent personality.
19. Well dressed.
20. Well groomed.
21. Good physical appearance.
22. Clear thought.
23. Fulfills commitments.
24. Not rigid.
25. Exemplary.
26. Faith and trust on team.
27. Is able to delegate powers.

#### Military Leader

1. Honest.
2. Intelligent.
3. Gives correct decision.
4. Confident.
5. Good command and control.
6. Obeys seniors.
7. Cares for under command.
8. Should not be hasty.
9. Patriot.
10. Should not be angry.
11. Selects right man for right job.
12. Sharp.
13. Good Muslim.
14. Brave/Bold.
15. Sacrifices his life for country.
16. Disciplined.
17. Educated.
18. Good thinking power.
19. Tolerant.
20. Knows rules and regulations.
21. Decisive.
22. Cooperative.
23. Social.
24. Friendly
25. Dependable.
26. Initiative.
27. Fighting spirit.
28. Logical and systematic.
29. Able to anticipate things.
30. Resourceful.
31. Responsible.
32. Lovable.
33. Dutiful.

## Annexure B

### Pilot Study - Attributes endorsed by four or more than four respondents

| Political           | <i>N</i> | Organizational        | <i>N</i> | Military           | <i>N</i> |
|---------------------|----------|-----------------------|----------|--------------------|----------|
| 1. Patriot          | 4        | 1. Responsible        | 4        | 1. Honest          | 5        |
| 2. Helps the public | 4        | 2. Product            |          | 2. Confident       | 7        |
| 3. Gives Justice    | 4        | knowledge             | 5        | 3. Cares for       |          |
| 4. Understands      |          | 3. Market             |          | undercommand       | 7        |
| politics            | 5        | knowledge             | 4        | 4. Brave/Bold      | 7        |
| 5. Democratic       | 4        | 4. Communication      |          | 5. Sacrifices life |          |
| 6. Works for        |          | skills                | 7        | for country        | 8        |
| country             | 5        | 5. Well informed      |          | 6. Knows rules     |          |
|                     |          | about the latest      |          | and regulations    | 4        |
|                     |          | technologies          | 4        | 7. Decisive        | 4        |
|                     |          | 6. Fulfills           |          | 8. Initiative      | 5        |
|                     |          | commitments           | 4        | 9. Fighting spirit | 4        |
|                     |          | 7. Faith and trust on |          |                    |          |
|                     |          | team                  | 4        |                    |          |

## Annexure C

### Attributes endorsed by two or more respondents alongwith the frequencies for the three groups

| S.No | Attribute  | Military<br>N | Organizational<br>N | Political<br>N |
|------|--|---------------|---------------------|----------------|
| 1.   | Disciplined  | 7             |                     |                |
| 2.   | Enforces discipline                                  | 3             |                     |                |
| 3.   | Decision power                                       | 4             |                     |                |
| 4.   | Decisive (firm in decision)                          | 7             | 4                   | 2              |
| 5.   | Well versed with r&er of<br>army                     | 3             |                     |                |
| 6.   | Takes interest in his work                           | 2             |                     |                |
| 7.   | Cares for welfare of<br>subordinates                 | 12            |                     |                |
| 8.   | Should not be harsh<br>to anyone                     | 4             |                     |                |
| 9.   | Has a good personality                               | 2             | 5                   |                |
| 10.  | Professionally sound                                 | 6             |                     |                |
| 11.  | Makes subordinates work<br>effectively               | 3             |                     |                |
| 12.  | Prepares subordinates for<br>professionalism         | 5             |                     |                |
| 13.  | Bold/daring<br>(physical courage)                    | 15            | 2                   |                |
| 14.  | Persuades his subordinates<br>to work for good deeds | 2             |                     |                |
| 15.  | Honest   | 2             | 6                   | 8              |
| 16.  | Example for his<br>subordinates                      | 3             |                     |                |
| 17.  | Patience/mature                                      | 2             |                     |                |
| 18.  | Good command and<br>control                          | 9             | 4                   |                |
| 19.  | Should give proper rights<br>to his subordinates     | 4             |                     |                |
| 20.  | Good in military<br>knowledge                        | 2             |                     |                |
| 21.  | Believes in God and Prophet                          | 3             |                     | 3              |
| 22.  | Kind hearted   | 5             |                     |                |
| 23.  | Respects seniors                                     | 6             |                     |                |
| 24.  | Punctual   | 3             |                     |                |
| 25.  | Fights for country (jihad)                           | 3             |                     |                |
| 26.  | Sacrifices his life for<br>country                   | 3             |                     |                |
| 27.  | Patriotic  | 7             |                     | 11             |
| 28.  | Religious/true Muslim                                | 6             |                     | 3              |
| 29.  | Cannot be pressurized                                | 3             |                     |                |
| 30.  | Responsible  | 3             |                     |                |
| 31.  | Speaks and preaches truth                            | 2             |                     |                |
| 32.  | Well versed with the rules<br>of war                 | 2             |                     |                |
| 33.  | Mental endurance                                     | 7             |                     |                |
| 34.  | Physical endurance                                   | 8             |                     |                |
| 35.  | Initiative and drive                                 | 7             |                     |                |
| 36.  | Intelligent  | 3             | 9                   |                |
| 37.  | Can plan and organize                                | 4             |                     |                |
| 38.  | Technical bent of mind                               | 5             |                     |                |

| S.No | Attribute                              | Military<br>N | Organizational<br>N | Political<br>N |
|------|--|---------------|---------------------|----------------|
| 39.  | Moral courage                          | 4             |                     |                |
| 40.  | Comradeship                            | 2             |                     |                |
| 41.  | Keeness                                | 2             |                     |                |
| 42.  | Confident                              | 2             | 6                   |                |
| 43.  | Academically good                      | 4             |                     |                |
| 45.  | Assertive                              | 5             |                     |                |
| 46.  | Adaptability                           | 3             |                     |                |
| 47.  | Socially clean                         | 2             |                     |                |
| 48.  | Can bear stress                        | 2             |                     |                |
| 49.  | Innovative/creative                    | 2             |                     |                |
| 50.  | Dynamic                                | 3             |                     |                |
| 51.  | Powerful                               | 2             |                     |                |
| 52.  | Straight forward                       | 2             |                     |                |
| 53.  | Kind with subordinates                 | 2             |                     |                |
| 54.  | Sincere                                |               | 2                   |                |
| 55.  | Hardworking                            |               | 9                   |                |
| 56.  | Practical                              |               | 2                   |                |
| 57.  | Competent                              |               | 2                   |                |
| 58.  | Quick reflexes                         |               | 3                   |                |
| 59.  | Sophisticated                          |               | 2                   |                |
| 60.  | Determined                             |               | 2                   |                |
| 61.  | Dedicated                              |               | 2                   |                |
| 62.  | Well dressed                           |               | 5                   |                |
| 63.  | Action oriented                        |               | 4                   |                |
| 64.  | Persuasion                             |               | 4                   |                |
| 65.  | Highly informative                     |               | 3                   |                |
| 66.  | Foresight for consequences             |               | 2                   |                |
| 67.  | Expressive (command on language)       |               | 6                   |                |
| 68.  | Sharp                                  |               | 2                   |                |
| 69.  | Communication skills                   |               | 5                   |                |
| 70.  | Current knowledge                      |               | 2                   |                |
| 71.  | Persistent                             |               | 2                   |                |
| 72.  | Friendly                               |               | 3                   |                |
| 73.  | Political awareness                    |               |                     | 5              |
| 74.  | Looks after nation instead of himself  |               |                     | 3              |
| 75.  | Emotionally balanced                   |               |                     | 2              |
| 76.  | Well integrated                        |               |                     | 2              |
| 77.  | Considerate                            |               |                     | 3              |
| 78.  | Can carry out jobs in his constituency |               |                     | 9              |
| 79.  | Public welfare                         |               |                     | 4              |
| 80.  | Cooperates with Opposition             |               |                     | 3              |
| 81.  | Good character                         |               |                     | 8              |
| 82.  | Leadership qualities                   |               |                     | 4              |
| 83.  | Gives justice                          |               |                     | 4              |
| 84.  | Knows about international politics     |               |                     | 5              |
| 85.  | Educated in politics                   |               |                     | 3              |
| 86.  | Good foreign policy                    |               |                     | 4              |
| 87.  | Works for poor                         |               |                     | 2              |
| 88.  | Fulfills his promises with public      |               |                     | 2              |
| 89.  | Knows about law and legislation        |               |                     | 2              |
| 90.  | Understands subordinates problems      |               | 3                   |                |

| S.No | Attribute                                  | Military<br>N | Organizational<br>N | Political<br>N |
|------|--|---------------|---------------------|----------------|
| 91.  | Can implement decisions                    |               | 4                   |                |
| 92.  | Quick and vivid decision power             |               | 2                   |                |
| 93.  | Gets compliance from the subordinate staff |               | 2                   |                |
| 94.  | Convincing power                           |               | 3                   |                |
| 95.  | Work knowledge                             |               | 2                   |                |
| 96.  | Encourages subordinates                    |               | 2                   |                |
| 97.  | Product knowledge                          |               | 5                   |                |
| 98.  | Example for others                         |               | 2                   |                |
| 99.  | Does not betray others                     |               |                     | 2              |
| 100. | No contrast between his sayings and deeds  |               |                     | 3              |
| 101. | Believes in majority decisions             |               |                     | 2              |
| 102. | Devotion                                   |               |                     | 2              |
| 103. | Educated                                   |               |                     | 6              |
| 104. | Public servant                             |               |                     | 4              |
| 105. | Public helper                              |               |                     | 2              |
| 106. | Keeps public interest in front of his own  |               |                     | 2              |
| 107. | Away from social/moral evils               |               |                     | 2              |
| 108. | Thought clarity                            |               | 2                   |                |
| 109. | Good general awareness                     |               |                     | 3              |
| 110. | Firm to party and decisions                |               |                     | 6              |
| 111. | Good speaker                               |               |                     | 5              |
| 112. | Sober                                      | 2             |                     |                |
| 113. | Trustworthy                                | 2             |                     |                |

## Annexure D

### Merged attributes after Q- Methodology

#### S.No Attributes

1. Disciplined
2. Decisive
3. Well versed with rules and regulations
4. Keen and devoted
5. Caring & kind with subordinates
6. Kind hearted & friendly
7. Smart bearing
8. Professionally sound
9. Gets work from subordinates
10. Bold/daring
11. Hones/trustworthy
12. Mature/sober
13. Religious
14. Patriotic
15. Works for public welfare
16. Mental endurance (persistent)
17. Physical endurance (powerful)
18. Intelligent
19. Morally sound (socially clean)
20. Educated
21. Communicative
22. Political awareness
23. General awareness
24. Practical
25. Good command and control
26. Confidence
27. Fights and sacrifices life for country

## Annexure E

### Fiedler's LPC Scale

#### Instructions

People differ in the way they think about those with whom they work. One the scale below are pairs of words which are opposite in meaning. You are asked to describe someone with whom you have worked by placing an "X" in one of the eight spaces on the lines between the two words. Each space represents how well the adjective fits the persons you are describing, as in the following example

|           |           |            |                |               |                 |                  |              |             |          |
|-----------|-----------|------------|----------------|---------------|-----------------|------------------|--------------|-------------|----------|
| Very neat | 8         | 7          | 6              | 5             | 4               | 3                | 2            | 1           | Not neat |
|           | Very neat | Quite neat | Some what neat | Slightly neat | Slightly untidy | Some what untidy | Quite untidy | Very untidy |          |

Now, think of the person with whom you can work least well. He may be someone you work with now, or he may be someone you knew in the past. He does not have to be the person you like least well, but should be the person with whom you had the most difficulty in getting your job done. Describe this person as he appears you.

|                |   |   |   |   |   |   |   |   |               |
|----------------|---|---|---|---|---|---|---|---|---------------|
| Pleasant       | — | — | — | — | — | — | — | — | Unpleasant    |
| Friendly       | — | — | — | — | — | — | — | — | Unfriendly    |
| Rejecting      | — | — | — | — | — | — | — | — | Accepting     |
| Helpful        | — | — | — | — | — | — | — | — | Frustrating   |
| Unenthusiastic | — | — | — | — | — | — | — | — | Enthusiastic  |
| Tense          | — | — | — | — | — | — | — | — | Relaxed       |
| Distant        | — | — | — | — | — | — | — | — | Close         |
| Cold           | — | — | — | — | — | — | — | — | Warm          |
| Cooperative    | — | — | — | — | — | — | — | — | Uncooperative |
| Supportive     | — | — | — | — | — | — | — | — | Hostile       |
| Boring         | — | — | — | — | — | — | — | — | Interesting   |
| Quarrelsome    | — | — | — | — | — | — | — | — | Harmonious    |
| Self-assured   | — | — | — | — | — | — | — | — | Hesitant      |
| Efficient      | — | — | — | — | — | — | — | — | Inefficient   |
| Gloomy         | — | — | — | — | — | — | — | — | Cheerful      |
| Open           | — | — | — | — | — | — | — | — | Guarded       |

Source: Fiedler, F.E. (1967). *A theory of leadership effectiveness*. New York: Mc Graw Hill. (pp. 268-269)



## Annexure F

### LEADERSHIP ASSESMENT SCALE

#### INSTRUCTIONS

People expect different roles from different leaders. They think that different leaders have different characteristics and attributes which are presented in pairs of words/sentences opposite in meaning for each other. You are asked to place 'X' in one of <sup>the</sup> eight spaces on the lines between the two opposite words/sentences. Each space represents how well the characteristic fits the leader, you are describing, as in the following example :-

**ہدایات**  
لوگ مختلف قسم کے لیڈروں سے مختلف کرداری توقع رکھتے ہیں۔ وہ مختلف لیڈروں سے مختلف خصوصیات منسوب کرتے ہیں۔ ذیل میں ایک لیڈر کی چند خصوصیات/صفات الفاظ کے جوڑوں/تقریروں میں پیش کی گئی ہیں جو معنی کے لحاظ سے ایک دوسرے کے متضاد ہیں۔  
آپ لائن پر دیئے گئے دو متضاد الفاظ/تقریروں میں دی گئی آٹھ خالی جگہوں میں سے کسی ایک پر جو آپ کو صحیح لگے کراس (X) لکھائیں۔ ہر خالی جگہ پر یہ ظاہر کرتی ہے کہ آپ کے بیان کردہ لیڈر پر یہ خصوصیات/صفات کس حد تک صادق آتی ہیں۔ جیسا کہ نیچے دی ہوئی مثال میں ہے۔

|           |           |            |                |               |                 |                  |              |             |          |
|-----------|-----------|------------|----------------|---------------|-----------------|------------------|--------------|-------------|----------|
| Very Neat | 8         | 7          | 6              | 5             | 4               | 3                | 2            | 1           | Not Neat |
|           | Very Neat | Quite neat | Some what neat | Slightly neat | Slightly untidy | Some what untidy | Quite untidy | Very untidy |          |

بہت صاف/ماف ٹنڈا

گنڈا

بت گنڈا بالکل گنڈا کسی حد تک گنڈا ذرا سا گنڈا ذرا سا صاف کسی حد تک صاف بالکل صاف بت صاف

Now think about a \_\_\_\_\_ leader and rate him by putting a 'X' on the appropriate space of the characteristics given below :-

ایسا آپ ایک \_\_\_\_\_ لیڈر کے متعلق سوچیں اور نیچے دی گئی خصوصیات میں سے موزوں جگہ پر کراس (X) لگا کر ان خصوصیات کی درجہ بندی کریں۔

One who is able to solve people problems

One who is unable to solve people problems

عوام کے مسائل حل کروا سکے  
Impressive personality

عوام کے مسائل حل نہ کروا سکے  
Unimpressive personality

مؤثر شخصیت

غیر مؤثر شخصیت

Bold

Coward

بہادر

بزدل

Accepts decision  
of majority

اثریت کا فیصلہ ماننے والا

Does not accept  
decision of  
majority

اثریت کا فیصلہ نہ ماننے والا

Intelligent

ذہین

Not intelligent

گند ذہن

Can sacrifice his  
life for his  
country

ملک کے لیے اپنی جان قربان کر سکے

Can not sacrifice  
his life for his  
country

ملک کے لیے اپنی جان قربان نہ کر سکے

Honest

دیانت دار

Dishonest

بد دیانت

Competent

قابلیت کا ہونا

Incompetent

تالیقت کا نہ ہونا

Professionally  
sound

پیشہ ورانہ عقلی / مہارت

Professionally  
weak

پیشہ ورانہ کمزوری

Gives preference to  
National interest over  
personal interest

قومی مفادات کو ذاتی مفادات پر ترجیح دے

Gives preference to  
personal interest  
over national  
interest

ذاتی مفادات کو قومی مفادات پر ترجیح دے

Confident

پُر اعتماد

Not confident

اعتماد سے عاری

Good command  
and control

اچھی کمانڈ اور اچھا کنٹرول

Poor command and  
control

کمزور کمانڈ اور کمزور کنٹرول

Educated

پڑھا لکھا

Illiterate

ان پڑھ

Social

ملنسار

Not social

ناملسار

Disciplined

نظم و ضبط کی پابندی کرنے والا

Is aware of National and International politics

قوی اور بین الاقوامی سیاست کا علم ہے

Communicative

مؤثر اظہار بیان

Decisive

فیصلہ کرنے کی صلاحیت

Patriotic

مضبوط و طمن

Good planning ability

اچھی منصوبہ بندی

Assertive

اپنے فیصلے کی تائید نہ کروا سکے

Does not change a political party for his own interest

ذاتی مفادات کی خاطر سیاسی پارٹی تبدیل نہ کرے

Hard working

محنت نہ کرنے والا

Caring and kind with subordinate

ماتحتوں کے ساتھ نرمی اور ہمدردی سے پیش آئے

Good speaker

اچھی تقریر کرنے والا

Undisciplined

نظم و ضبط کی پابندی نہ کرنے والا

Is not aware of National and International politics

قوی اور بین الاقوامی سیاست سے جاغیر

Uncommunicative

غیر مؤثر اظہار بیان

Indecisive

فیصلہ کرنے کی صلاحیت کی کمی

Unpatriotic

دشمن و طمن

Weak planning ability

کمتر اور منصوبہ بندی

Unassertive

اپنے فیصلے کی تائید نہ کروا سکے

Changes a political party for his own interest

ذاتی مفادات کی خاطر سیاسی جماعت تبدیل کرے

Not hard working

محنت نہ کرنے والا

Is not kind and does not care about subordinate

ماتحتوں کے ساتھ نرمی اور ہمدردی سے پیش نہ آئے

Bad speaker

بُری تقریر کرنے والا

Well informed  
about business

کاروباری واقفیت

Responsible

ذمہ دار

Remains in contact  
with public

عوام سے رابطہ رکھے

Can implement  
his decision

اپنے فیصلوں پر عمل کروا سکے

Initiative

پہل کرنے کی ہمت کا ہونا

Ill informed  
about business

کاروباری ناواقفیت

Irresponsible

غیر ذمہ دار

Does not remain  
in contact with public

عوام سے رابطہ نہ رکھے

Can not implement his  
decision

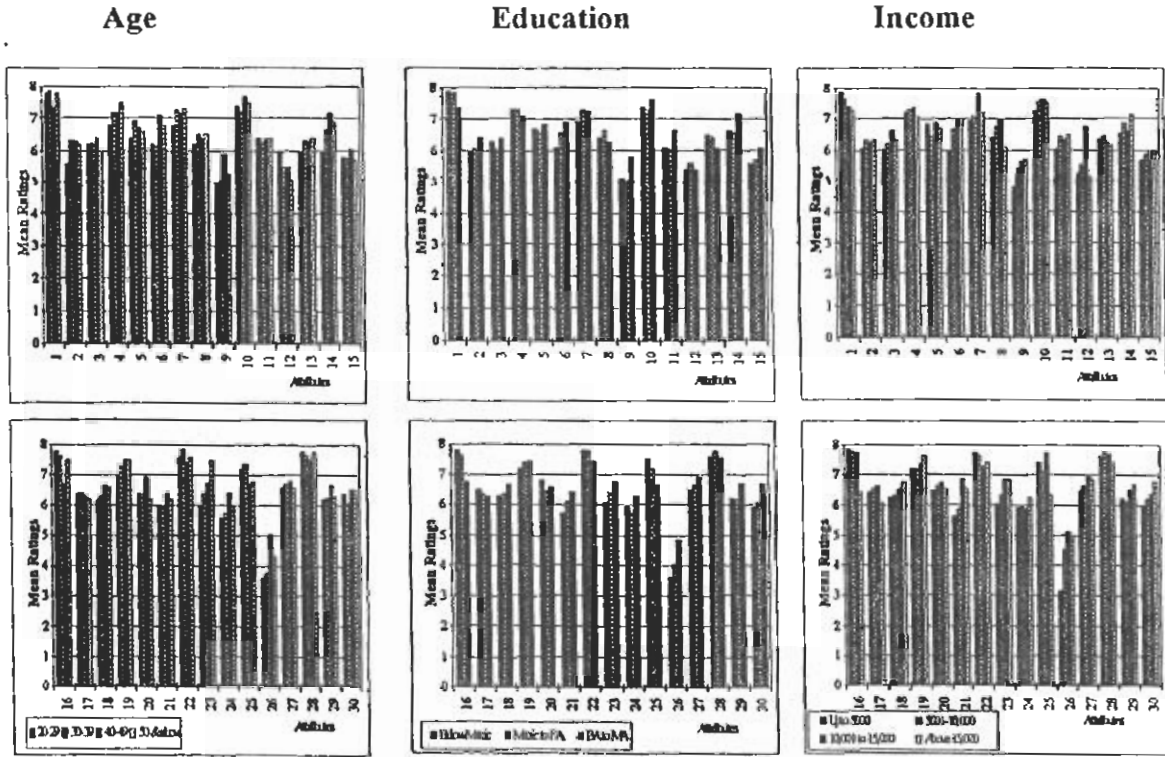
اپنے فیصلوں پر عمل نہ کروا سکے

Weak initiative

پہل کرنے کی ہمت نہ ہونا

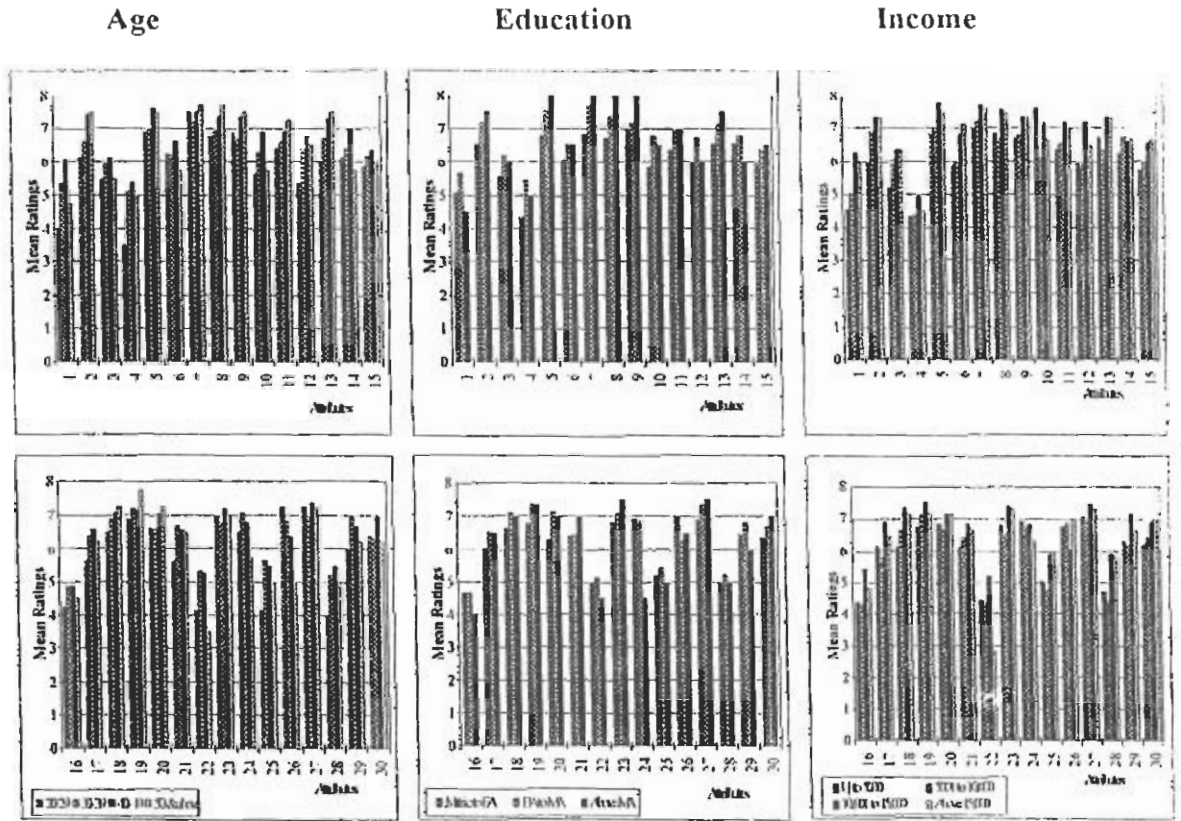
## Appendix I

### Comparative Mean Ratings of Age, Education and Income in the Political Group



## Appendix II

Comparative Mean Ratings of Age, Education and Income in the Organizational Group



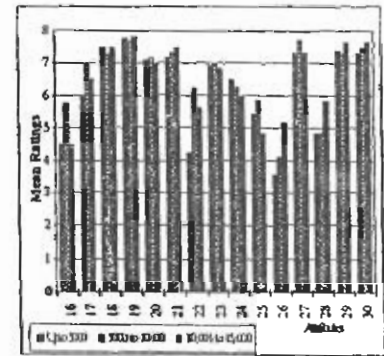
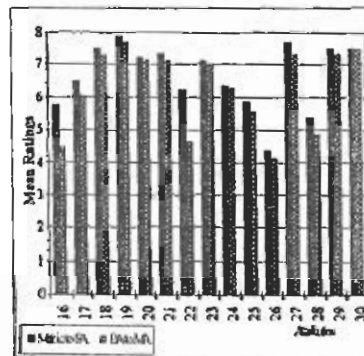
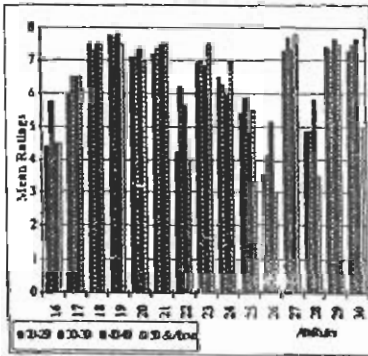
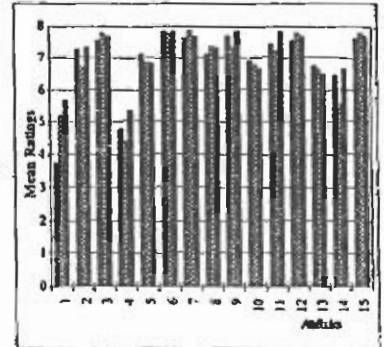
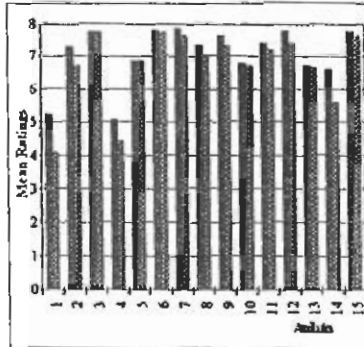
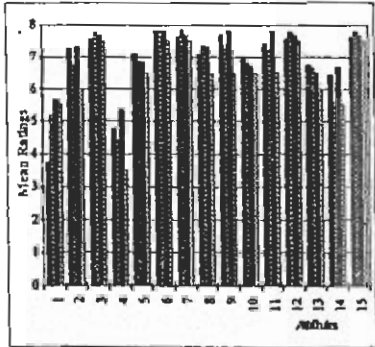
### Appendix III

#### Comparative Mean Ratings of Age, Education and Income in the Military Group

Age

Education

Income







## Appendix IV

### Military group

| V1  | V2         | V3         | V4         | V5         | V6         | V7         | V8         | V9         | V10        | V11        | V12        | V13        | V14        | V15        | V16        | V17        | V18        | V19        | V20        | V21        | V22        | V23        | V24        | V25        | V26        | V27        | V28        | V29        | V30        |
|-----|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| V1  |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V2  | <u>.17</u> |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V3  | .31        | .10        |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V4  | .19        | .25        | .07        |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V5  | <u>.21</u> | .17        | <u>.10</u> | <u>.39</u> |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V6  | <b>.45</b> | .22        | .04        | <u>.16</u> | .17        |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V7  | .30        | <u>.02</u> | .24        | <b>.47</b> | <u>.27</u> | <u>.16</u> |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V8  | <u>.00</u> | <u>.36</u> | <u>.09</u> | .30        | .34        | <u>.31</u> | <b>.40</b> |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V9  | <u>.09</u> | .32        | <u>.01</u> | .25        | .12        | .03        | <b>.42</b> | <b>.44</b> |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V10 | .29        | <u>.02</u> | <b>.45</b> | <u>.02</u> | .24        | <u>.18</u> | .29        | .19        | .06        |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V11 | .10        | <b>.69</b> | <u>.00</u> | <u>.41</u> | <u>.07</u> | <u>.06</u> | <u>.03</u> | .26        | .14        | .04        |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V12 | .04        | <u>.03</u> | .20        | <u>.05</u> | .19        | .19        | .09        | .20        | .12        | <u>.32</u> | <u>.06</u> |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V13 | .16        | .36        | .23        | <b>.50</b> | <b>.53</b> | <u>.06</u> | .30        | .13        | .19        | .34        | <u>.36</u> | <u>.24</u> |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V14 | .01        | <b>.58</b> | .04        | <b>.40</b> | <u>.08</u> | <u>.00</u> | <u>.00</u> | .18        | <b>.42</b> | .17        | .61        | <u>.03</u> | <u>.35</u> |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V15 | <b>.40</b> | .25        | <u>.07</u> | <u>.40</u> | <u>.06</u> | <u>.05</u> | .61        | .32        | <b>.44</b> | <u>.06</u> | .24        | .11        | <u>.40</u> | <u>.27</u> |            |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V16 | <b>.50</b> | .16        | <u>.29</u> | <u>.05</u> | <u>.13</u> | <u>.23</u> | <u>.00</u> | .15        | <b>.04</b> | <b>.48</b> | <u>.29</u> | <u>.02</u> | .24        | .07        | .05        |            |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V17 | .19        | .36        | <u>.02</u> | <u>.03</u> | <u>.27</u> | <u>.02</u> | <u>.18</u> | <u>.09</u> | <u>.15</u> | <u>.02</u> | <b>.59</b> | <u>.06</u> | .10        | .19        | <u>.20</u> | <b>.54</b> |            |            |            |            |            |            |            |            |            |            |            |            |            |
| V18 | .14        | .31        | .36        | .29        | .37        | .11        | <u>.32</u> | <u>.02</u> | .29        | <b>.53</b> | .24        | .19        | <b>.64</b> | <b>.45</b> | .33        | <u>.09</u> | <u>.02</u> |            |            |            |            |            |            |            |            |            |            |            |            |
| V19 | <u>.07</u> | <b>.44</b> | <b>.52</b> | <u>.34</u> | <u>.07</u> | .15        | <u>.27</u> | <u>.07</u> | <u>.05</u> | <u>.05</u> | <u>.27</u> | <u>.01</u> | .33        | <u>.22</u> | .33        | <u>.01</u> | .05        | <u>.29</u> |            |            |            |            |            |            |            |            |            |            |            |
| V20 | .36        | <b>.44</b> | .36        | <b>.42</b> | <u>.03</u> | <u>.20</u> | .36        | .12        | .26        | .21        | .35        | .10        | <b>.47</b> | <b>.55</b> | <b>.56</b> | <u>.27</u> | .14        | <u>.37</u> | <b>.43</b> |            |            |            |            |            |            |            |            |            |            |
| V21 | <u>.00</u> | .30        | <u>.02</u> | .26        | <u>.00</u> | .22        | .36        | .18        | <b>.42</b> | <u>.21</u> | .23        | .16        | .12        | <b>.42</b> | <b>.42</b> | <u>.22</u> | .09        | .15        | <u>.37</u> | <u>.33</u> |            |            |            |            |            |            |            |            |            |
| V22 | <b>.50</b> | .16        | <u>.20</u> | <u>.03</u> | <u>.16</u> | <u>.21</u> | .10        | .23        | <u>.21</u> | .33        | <u>.28</u> | <u>.02</u> | .05        | <u>.19</u> | .10        | <b>.67</b> | <b>.49</b> | <u>.12</u> | <u>.01</u> | <u>.04</u> | <u>.32</u> |            |            |            |            |            |            |            |            |
| V23 | .22        | .15        | .37        | .17        | <u>.02</u> | <b>.43</b> | .18        | .31        | <u>.05</u> | .03        | .15        | .33        | .12        | <b>.57</b> | <u>.00</u> | .15        | .28        | .38        | <u>.34</u> | <b>.44</b> | <u>.12</u> |            |            |            |            |            |            |            |            |
| V24 | <u>.26</u> | <u>.19</u> | <u>.00</u> | .08        | .25        | <u>.13</u> | <u>.07</u> | <u>.19</u> | .10        | <u>.22</u> | <u>.08</u> | <u>.07</u> | <b>.43</b> | .15        | <u>.00</u> | <u>.27</u> | <u>.09</u> | <u>.32</u> | <u>.00</u> | .03        | .14        | <u>.21</u> | <u>.16</u> |            |            |            |            |            |            |
| V25 | <b>.45</b> | .07        | <b>.44</b> | <u>.04</u> | <u>.20</u> | <u>.27</u> | .12        | <u>.00</u> | <u>.09</u> | <b>.53</b> | .32        | .10        | .20        | .15        | .13        | <b>.65</b> | <b>.42</b> | .24        | .09        | .35        | <u>.10</u> | <u>.46</u> | .15        | .17        |            |            |            |            |            |
| V26 | <b>.55</b> | .12        | <b>.44</b> | <u>.16</u> | <u>.09</u> | <u>.23</u> | .09        | .01        | <u>.10</u> | <b>.47</b> | <b>.24</b> | <u>.02</u> | .28        | .22        | .21        | <b>.41</b> | <u>.26</u> | <u>.27</u> | .24        | <u>.27</u> | <u>.20</u> | <b>.60</b> | <u>.01</u> | <u>.07</u> | <u>.38</u> |            |            |            |            |
| V27 | .34        | <u>.11</u> | .21        | <u>.20</u> | <u>.22</u> | <u>.10</u> | .12        | <b>.28</b> | <u>.02</u> | <u>.19</u> | .03        | <u>.05</u> | .19        | <u>.01</u> | .25        | .09        | .07        | .17        | .31        | <b>.34</b> | <u>.22</u> | <u>.20</u> | .38        | <u>.41</u> | <u>.31</u> | <u>.20</u> |            |            |            |
| V28 | .24        | .28        | .13        | .59        | <u>.05</u> | <u>.06</u> | .14        | .11        | <u>.07</u> | <u>.17</u> | <u>.22</u> | <u>.24</u> | .14        | .21        | .21        | <u>.10</u> | <u>.12</u> | <u>.02</u> | .39        | <u>.33</u> | <u>.00</u> | .18        | <u>.11</u> | <u>.30</u> | <u>.20</u> | <b>.49</b> | <u>.06</u> |            |            |
| V29 | <u>.02</u> | .26        | .23        | <u>.02</u> | <u>.25</u> | <u>.14</u> | <u>.00</u> | <u>.27</u> | .12        | <u>.11</u> | .11        | .04        | .17        | .21        | <u>.17</u> | <u>.07</u> | .10        | .19        | .38        | .29        | <u>.27</u> | <u>.17</u> | <u>.40</u> | .09        | .04        | .01        | <b>.50</b> | <u>.02</u> |            |
| V30 | .27        | .11        | <b>.53</b> | <b>.44</b> | <u>.08</u> | <u>.04</u> | <b>.45</b> | .03        | <u>.37</u> | <u>.00</u> | <u>.02</u> | <u>.00</u> | .32        | .16        | <u>.39</u> | <u>.05</u> | <u>.18</u> | .35        | <b>.60</b> | <u>.37</u> | <u>.28</u> | <u>.18</u> | <u>.46</u> | .20        | .05        | .19        | <b>.43</b> | <u>.37</u> | <u>.35</u> |

**Note:** Negative values are under lined.  
**Bold Values** are significant at  $p < 0.001$ .