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BİNGÖL UNIVERSITY
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THE IMPACT OF CHARISMATIC LEADERSHIP
ON TRANSFORMING ORGANIZATION

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THE IMPACT OF CHARISMATIC LEADERSHIP
ON TRANSFORMING ORGANIZATION

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OPERATION CALENDAR OF THE WRITING THESIS

In fact the operation of calendar certain dissertation on start of thesis and each thing was happen will occur when a as it should be specified in the table, write thesis study is not easy it is essential a good plan with a best strategy to make us of time and we direct have going on this strategic plan . Therewith we are going to more explain in the detail and all steps during nine month, mean firstly should to choose topic that is a harder step and needed to a good debate. After that literature review that is need a much time to found a good study has correlations with our thesis topic, and research questionnaire and distribution spend a much time to writing and validity, reliability on questions. moreover analyzing and data collection to use in statistic program SPSS is another work at end the collecting and Arrangement data with writing to Coordinate each of them arrange specially and identical.

Definition of thesis study	Month									
planning Writing thesis study	9	10	11	12	1	2	3	4	5	6
Discussion Topic	✕	✕								
Writing Literature review			✕							
Research Questionnaire				✕	✕					
Collection Research						✕				
Writing Thesis							✕	✕		
Submit Thesis									✕	

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ÖZET

Bu çalışmanın amacı, karizmatik liderliğin dönüşüm organizasyonu üzerindeki etkisi olduğunu, liderlerin liderlerin bireysel becerilerinin kuruluştaki çalışanların performansı üzerinde nasıl etkilediği ve çalışanların örgüt yönetiminin planlanması ve stratejik olarak araştırılması olduğunu gösteriyor. Bu sayede, ekip çalışması içinde takipçilere, organizasyonun içindeki veya dışındaki stres zamanında ve sorunlarda etik liderliği sağlamakla motive ve ilham kaynağı olur. Kurumdaki liderlik teorisi ve karizmatik liderlik teorisi, çok sayıda yazarın bulunduğu çok sayıda sektörde tanımlandı ve stratejik liderliği planlamak stratejik liderlik ekibi ile stratejik düşünme, stratejik hareket ve stratejik planlama olduğunu açıkladı. Ayrıca, nitel araştırma yöntemini, geçerlik ve güvenilirlik ile sorular üzerinde kullandık ve SPSS istatistik programında daha az hata kullanan doğru bir sonuç bulmak için kullandık ve bu da tam olarak araştırma anketi kullanmak istediklerimiz için çok kullanışlıdır. Nihayet referans olarak yeni ve modern referans stili olan APA stili atıflarını kullandık.

ABSTRACT

The target this study is find the impact of charismatic leadership on transforming organization mean how leadership, Individual skills of the leaders have effect on employees performance on the organization, and investigated with employees on planning and strategic of organization management. Therewith motivated and inspiring to followers in teamwork with dealing ethical leadership in stress time and problems inside or outside the organization. The leadership theory and charismatic leadership theory in the organization was described in several sector with much author, and planning strategic leadership is explicate strategic thinking, strategic acting and strategic planning with strategic leadership teamwork. Moreover we used Method of qualitative research with validity and reliability on questions and for finding an accurate result with less error used statistic program of SPSS, and that is very useful exactly what we want to used research questionnaire. Finally we used APA style citation in reference that is new and modern style of reference.

DECLARATION

In fact as soon as declare that the submission is my own work towards thesis of the impact of charismatic leadership on transforming organization (ICLTO) in master business administration (MBA), and that is my knowledgeable. Therefore it is my own work with Supervisor and that isn't depended on another researcher or another published material by person, that is contains on this research questionnaire my worked on hardly with a very special sample.

SUPERVISOR

Asst. Prof. Dr. MEHMET GÜVEN

.....

.....

SIGNATURE

DATE

CERTIFIED BY:

YRD. Doc. Dr. CEM AYDEN

.....

.....

FIRAT University

CERTIFIED BY:

Prof. SAIT PATIR

.....

.....

SIGNATURE

DATE

DEDICATION

I dedicate this work to my mother, she is everything to me always supports and motivates to me. Then I would like to dedicate to my sister and brother, with my cousin Mr. Mohammed Abdullah, and my special friend HAZHAR SALAYI and TEKOSHAR SABIR and all friends.



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CHAPTER ONE

1. Introduction

This chapter is an attempt to provide a clear understanding for readers on the thesis. Readers will be familiarized with both theoretical and practical side of the research. They can also find explicated backgrounds of the problems and the shortcut details. It also offers to the readers the objectives and purpose of the study and significance of this thesis.

1.1 Choice Topics

In fact our topic was chosen after a thorough discussion as correlation between leadership and impact charismatic leadership on employees and the organization is a very complicated matter, and transforming organization needs a charismatic fearless leader. Therewith after a detailed search on leadership and charismatic leadership with transforming organization by leaders or effective leadership, we come to this conclusion and decided our topic to be on the impact of charismatic leadership on transforming an organization.

As it is known all the progress, development, achievement and improvement of an employee has an effect on the organization and objectives of the organization. However, effectiveness and improvement of leadership in the organization depend on many different features, both formal and informal, but we only took the formal side into our consideration, therewith motivating employees and achievement of employees' performance to a common goal is dependent on the theory that the leader and employee are the center for implementing organizational alteration. Having a clear vision of the inner forces that have impact on the way of how an organization functions is the first and foremost step that utilizes in improving organization.

1.2.1 Choice of domains

The domains of the study are the research areas of academics and areas of essential practical interest. We decided to investigate some organizations and do research questionnaire in order to obtain essential information. Nevertheless, organizing the interview with head of all departments and the questions passed on policy appraisal by the organization, after that we started printing and distributing the questions. Moreover, during distribution of the questions, the employees were asked to feel free whether to respond of the questionnaire or not. Luckily, all head managers and employees collaborated from all the organizations.

1.2 Cooperation with Organization

In fact the study focused on three parts and the first two parts are divided into two sectors, private sector and educational sector. First part is about companies which involved function of HR, marketing, accounts and financial. All the employees participated in all functions in the research questionnaire and the head of each department of the organizations responded to the questionnaire. However, the second part is about universities which consist of two sections; head departments and teachers. Although the structure of the second part is consists of business an administration department, accountancy management, health management and financial accounting. Additionally, third part is on NGOs such as UN and UNDP.

NGO employees responded to the research questionnaire but there is another sector which we distributed the research questionnaire at, which was Erbil International Airport. Finally, each part was accepted on the questionnaire and all questions are related on the basis of the topic thesis, and this is a sample that has correlation with private sector and educational sector with both of the parts in NGO. This structure of Cooperation Organization is our research questionnaire shown in the figure 1.

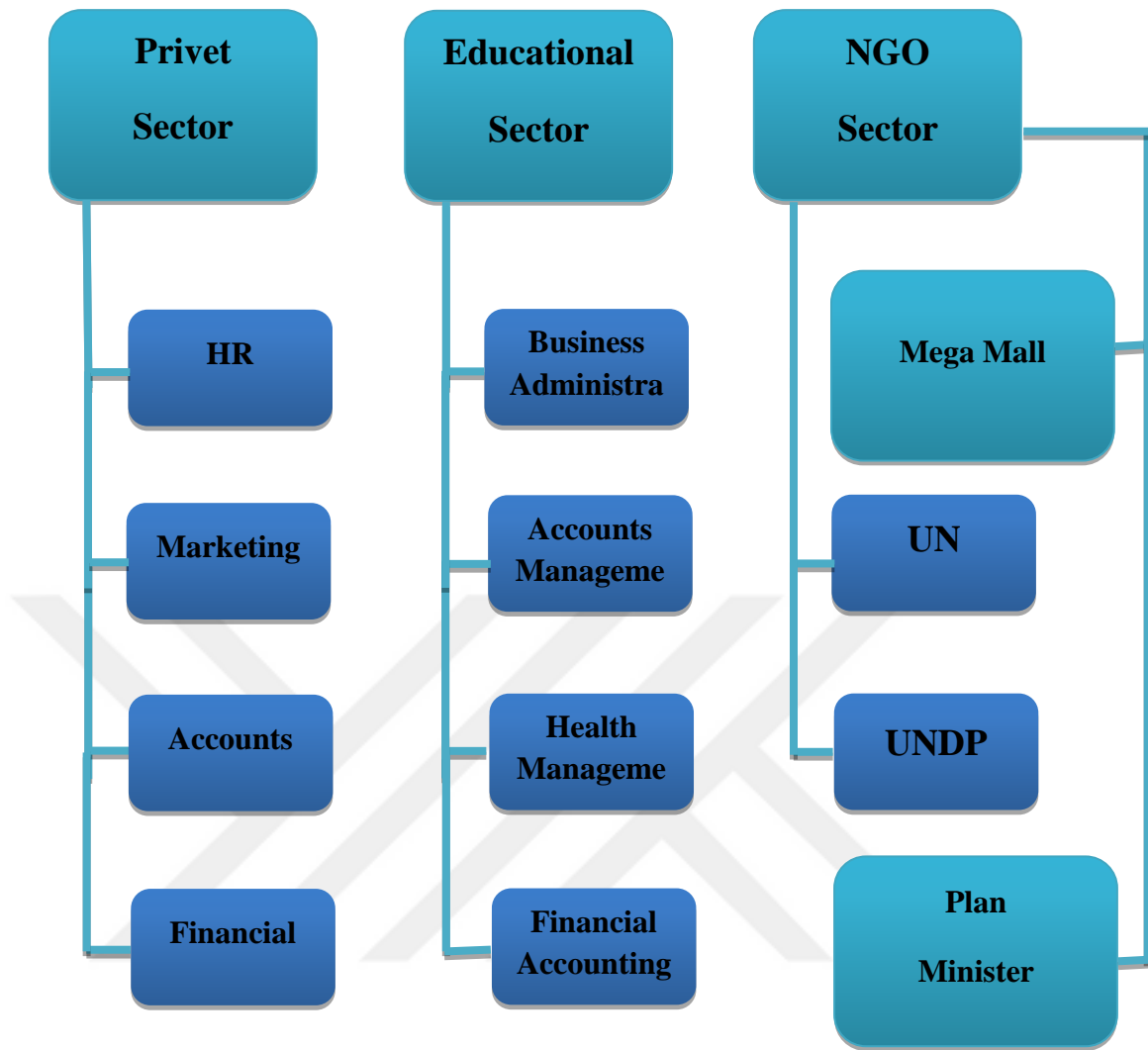


Figure1
Cooperation with Organization

1.3 Statement of the Problem

Many important studies which were carried out in the 21th century are about leadership, charismatic leadership, and transformation leadership or transaction leadership. Wang Tsui and Xin (2011) analyzed the 125 Chinese firms to study the role of leadership on organizational performance. Further to this, another study of (Ryan and Tipu, 2013) analyzed 548 participants to find out the role of leadership on organizational performance. Besides, John Antonakis (2012) published a book on Transformational and Charismatic Leadership. Nonetheless, it is very rare to find a research about the impact of charismatic leadership on transforming an organization. Therefore, we decided to investigate a new aspect in the field of administration in order to add a fruitful source for academics and for those who are interested in administration.

1.4 Background of the Study

The nature of the organizations and employees is different from one organization to another and every organization has a special style on working towards employees' performance, encouraging employees, leadership style and the challenges. Although, there are many factors that influence the organizations performance, leadership style and charismatic leadership could be seen as a cornerstone to transforming an organization. Therefore, in this study we chose an influential style of leadership and charismatic leadership that have a direct impact to transforming an organization. All the same, the transformational organizations depends on the leadership and charismatic leadership and how leaders can impact employees' performance or how leadership has the role in motivating employees, team building, teamwork, sharing work...etc. Additionally, performance is a major multidimensional construct which aims at achieving results and has a strong link to strategic goals of an organization (Mwita, 2000).

Based on our research questionnaire established formulation on an individual capacity leadership, team leadership, and teamwork, we attempted to reach the employees performance. The research questionnaire contains three parts and each part used validity and reliability, then each section includes nine questions, and each question is clear and easy to understand. Finally, in each private or educational organization we distributed the research questionnaire which was about how the leadership has direct impact on employees, strategic planning, and sharing responsibility and make decisions to common goal to the organization. Meanwhile, charismatic leadership is also taken into consideration so as to find out how this feature of a leader can influence on transforming the organization.

1.4.1 Purpose of the Study

The purpose of this study is to find how leaders can transform organizations, and reach to the tools that leaders can use them to transforming an organization. Experience of leadership and the ability of individual leadership are enough to manage the organization. Then, we hope to find out which leadership theory has influence on leaders and followers to build common goal. However, the charismatic leadership has roles to transforming organization, they also affect the employees performance, promote followers, inspiring and motivating employees. Last but not the least, this study can be used to all organizations that have a sharing task, teamwork, divided responsibility, exchange of views and evaluate problems. The study consists of processes of developing organization, implementing strategic planning leadership in organization and role of charismatic leadership to build a well-organized team to transforming organization.

1.4.2 Objective of the Study

The main objective of this study is to examine how the charismatic leadership affects employees' performance to transforming an organization. Firstly, we analyze certain leadership and charismatic leadership which exist in managers to enhance employees' performance. Secondly, the research is attempting to scrutinize how specific charismatic leadership have impact on employees' performance. Thirdly, we investigate how the strategic planning of leadership leads to increasing employee performance as well as how these plans affect the groups within the organization to work towards common goals of the organization. Finally, our research will provide recommendations that could result in improving transform organization by leaders and how charismatic leadership is affected to employees and an organization to change for better and better.

1.5 Research Question

The discussion about the topic and the place of leadership within organization led us to the following research question: *“How do the charismatic leadership effect on transforming organization and performance of employee in the organization?”*

1.6 Hypothesis

- H1:** There is a relationship between leadership and charismatic leadership on employee performance in organization.
- H0:** There is no relationship between leadership and charismatic leadership on employee performance in organization.

CHAPTER TWO

2. PART ONE: WHAT IS LEADERSHIP?

2.1 Introduction

Actually in this chapter we explicate the leader and charismatic leadership with the theory of leadership and charismatic leadership theory. At the beginning we started leadership definitions and the first one is Northouse's (2007) how he explains the leadership and we ended definition leadership by Jago (1982), means classify leadership definition on years. Then we display leadership definitions evaluation in 20th century and all the evaluation is determined on the years even to be clear, and concept of leadership is part of this chapter the familiar concept of Nye: who help a group create and achieve shared goals this is the leader. However in leadership style we select three style of leadership Democratic leadership style, autocratic leadership style and laissez-faire leadership style all of them have the direct effect on the organizations in this today. Also leadership factors is important thing to discuss on this study have a four factors on leadership such as leader, follower, communication and situation, and all of them is has contact like chain. Furthermore we dispute on leadership theory which are we know Great Man theories (Trait) depended on leadership theory on that who is born to lead and another theories put on study is Behavioral Theory and Transformation Leadership Theory that is a Vertical paragraph of our study how leadership or charismatic leadership can transforming the organization and the last one of theory is Transactional Leadership Theory. moreover the transformational leadership second section in this chapter in transforming leadership focused on what is transforming leadership and definition of transformation leadership with charismatic leadership transforming as well they explained models of the transactional leadership and transformation leadership, likewise we compared between transformational leadership and transactional leadership,

finally important point is factors of transformation leadership how those factors affected on the leadership to transforming organization .

2.1.1 Definition of Leadership

In fact we nominated definition Famous of the leadership, who is a leader? When a leader effective? How leader is successful? All of questions have appeared simple, but their answer kept in our study. Further understanding the leadership effective, leadership inspiring and motivation of the followers is key paragraph of the study because all of this useful to leadership make to transforming organization. as well they has many concept and Opinions of authors on leadership and charismatic leadership in academic research but in this section use which have much effect on transforming the organization to teamwork and support comprehension, inspiration and self-confidence.

- ❖ Northouse's (2007) defines leadership as "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal."
- ❖ Jago (1982) defines leadership as "Leaders carry out this process by applying their leadership knowledge and skills. This is called Process Leadership", But traits can impact on the organization and called trait leadership, (Jago) on concept of leadership believes that leaders were born rather than create or build. (Jain, 2013, p. 2)
- ❖ First, Stogdill's Handbook of Leadership, an authoritative source of leadership theory, defines leadership as "an interaction between members or a group. Leaders are agents of change, persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group" (Bertocci, 2009, p. 5)

- ❖ Second, Gibson, Ivancevich and Donnelly define leadership as "the process by which one individual influences others to accomplish desired goals without coercive types of influence. Leadership is an attempt to use non coercive influence to motivate individuals to accomplish some goal" (Bertocci, 2009, p. 6)
- ❖ Third, Webster's New World Dictionary defines leadership as: "the position or guidance of a leader or the ability to lead" (Bertocci, 2009, p. 6)
- ❖ Fourth, an interesting definition of leaders and leadership comes from a book by Jennifer M. George and Gareth R. Jones, who define leadership as "the exercise of influence by one member of a group or organization over other members to help the group achieve its goals"(Bertocci, 2009, p. 6)
- ❖ One measure of leadership is the caliber of people who choose to follow you. Dennis A. Peer.(David R. Kolzow, 2014, p. 10)
- ❖ Sorenson & Epps: a forceful and dynamic personality who really leads from the front; an architect and implementer of strategy; a mediator in conflict situations; an integrator who assures the climate of the organization; a person able to motivate subordinates and who, by persuasion, compulsion or example to others; succeeds in getting others to follow the leader's wishes9.(David R. Kolzow, 2014, p. 10)
- ❖ Another definition by John Seaman Garns is that "*leaders are just ordinary people with extraordinary determination.*"(David R. Kolzow, 2014, p. 10)
- ❖ Harvard Professor Rosabeth Ross Kanter suggests that leadership is "the art of mastering change . . . the ability to mobilize others' efforts in new directions." (David R. Kolzow, 2014, p. 10)

2.1.2 The Evolution of Leadership Definitions

In fact Definitions of leadership come into 20th century emphasized centralization of power with management domination, and determine all leadership evaluation definition on years. Then all authors explicate leadership and important of leadership and ability of leaders on followers, and leader relationship on group, there is with Describe leadership behavior that influences employees in the organization toward common goals.

- ❖ **(1900–1929)** in this year leader definition accentual on the control and centralization of power with common theme of domination. At a conference on leadership in 1927, leadership was defined as “the ability to impress the will of the leader on those led and induce obedience, respect, loyalty, and cooperation” (Northouse, 2013, p. 2)
- ❖ **(1930)** Traits became the focus of defining leadership, with an emerging view of leadership as influence rather than domination. Leadership is also identified as the interaction of an individual’s specific personality traits with those of a group, noting that while the attitudes and activities of the many are changed by the one, the many may also influence a leader.(Northouse, 2013, p. 3)
- ❖ **(1940)** although the group participated and describe definition leader is the behavior of an individual while involved in directing group activities (Hemphill, 1949). At the same time, leadership by persuasion is distinguished from “driver ship” or leadership by coercion (Copeland, 1942).(Northouse, 2013, p. 3)
- ❖ **(1950)** Three themes dominated leadership definitions during this decade: • continuance of group theory, which framed leadership as what leaders do in groups; • leadership as a relationship that develops shared goals, which defined leadership based on behavior of the

leader; and effectiveness, in which leadership is defined by the ability to influence overall group effectiveness.(Northouse, 2013, p. 3)

- ❖ **(1960)** although a tumultuous time for world affairs, the 1960s saw harmony amongst leadership scholars. The prevailing definition of leadership as behavior that influences people toward shared goals was underscored by Seaman (1960) who described leadership as “acts by persons which influence other persons in a shared direction”(Northouse, 2013, p. 3)

- ❖ **(1970)** the group focuses gave way to the organizational behavior approach, where leadership became viewed as “initiating and maintaining groups or organizations to accomplish group or organizational goals” (Rost, 1991, p. 59). Burns’s (1978) definition, however, is the most important concept of leadership to emerge: “Leadership is the reciprocal process of mobilizing by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers” (Northouse, 2013, p. 3)

- ❖ **(1980)** in this year expound two definitions of leadership in the (1980-1982) and its display the ability leader to deliver message from followers to do what leader wants done. However describe the leadership from management with understanding of leadership is based on trait orientation.(Northouse, 2013, p. 4)

- ❖ **(1982)** Peters & Waterman, Traits the leadership-as-excellence movement brought leader traits back to the spotlight. As a result, many people’s understanding of leadership is based on a trait orientation.(Northouse, 2013, p. 4)

2.1.3 Concept of Leadership

There are many concepts of authors on leadership and each one has different opinion on leadership, some of them describe which helps a group this is leader, another concept on leadership is a visioning long term plan and this vision planning is become realized. Then leadership has ability to build teamwork and creating union in this team to share goal, through them explain leadership charismatic can to lead and manage followers by a technical, control and motivate.

- ❖ **Nye (2008: xi)**, I define leaders as those who help a group create and achieve shared goals. Some try to impose their own goals, others derive them more from the group, but leaders mobilize people to reach those objectives. Leadership is a social relationship with three key components – leaders, followers, and the contexts in which they interact.(Ver, 2009, p. 7)
- ❖ **Ohno & Shimamura (2007)**, state that ‘good’ leadership involves providing long-term development vision, and possessing a strong political will to realize that vision.(Ver, 2009, p. 7)
- ❖ **Dwight Eisenhower (2006)**, argued that leadership is an ability “to get people to work together, not only because you tell them to do so and enforce your orders but because they instinctively want to do it for you ...You don’t lead by hitting people over the head; that’s assault, not leadership”.(Ver, 2009, p. 7)
- ❖ **Peele (2005)**, states that leadership should be thought of in terms of six dimensions, which allow for a clear balance and cross-contextual applicability. These are: the character of the leader; the followers; the organizational/societal context; the problems which confront the leader; the techniques the leader uses to gain support for her agenda/position; and, the effects of leadership (p. 191). Much leadership literature assumes ‘a leader’, but Peele sees that leadership may well be shared or diffused. Leadership is a differentiated and distinct role.(Ver, 2009, p. 7)

- ❖ **Jago (1982)**, in seeking to combine the ideas of ‘process’ and ‘property’ in his conception of leadership offers a useful definition: Leadership is both a process and a property. The process of leadership is the use of non-coercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives. As a property, leadership is the set of qualities or characteristics attributed to those who are perceived to successfully employ such influence (Ver, 2009, p. 7).

- ❖ **Burns (1978)**, states that “Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage and satisfy the motives of followers”. It is exercised to realize the goals of both leaders and followers in the context of competition and conflict. As different leaders must be contending, it therefore involves engagement with followers’ motives as opposed to pure power, where no competition is involved and therefore there is no engagement.(Ver, 2009, p. 7)

- ❖ **Burns (1977)**, states that leadership arises in the transformation of wants (primal desires like a baby wanting nourishment) into needs (socialized widely sanctioned wants). For example, a baby wants nourishment but will as easily eat or drink things that are bad for, or harmful to him. The parent transforms this ‘want’ into ‘needs’ for milk, food etc. in pursuit of aims set out by the parents not the baby – this is leadership according to Burns.(Ver, 2009, p. 7)

2.1.4 Leadership Style

What is leadership style? And every organization has different style. Any styles of leadership need to transforming the organization, any styles needs to the organizations to common goal, and any one is approves with charismatic leadership? therewith we used three styles of leaders such as democratic leadership style, autocratic leadership style and Laissez-Faire leadership style, then all of them have support to transforming organizations is necessary to a leadership to be develop and achieve organization objectives. Although leadership style is promote to the decision making process in teamwork and divided responsible on whole follower and leader.

2.1.4.1 Democratic Leadership Style

Although a Democratic leader will make the final decision, he/she invite so there members of the team to contribute the decision making process. This not only increases job satisfaction by involving employees or team members in what's going on, but it also help to develop people's skills. Employees and team members feel in control of their own destiny, such as the promotion they deserve and so are motivated to work hard by more than just a financial reward. As participation takes time, this approach can lead to thing sharpening more slowly but often the end result is better. The approach can be most suitable where team work is essential and quality is more important than speed to market productivity.(Bhatti, 2012, p. 193)

2.1.4.2 Autocratic Leadership Style

Autocratic leadership can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. Some projects require strong leadership in order to get things accomplished quickly and efficiently. Have you ever worked with a group of students or co-workers on a project that got derailed by poor organization, a lack of leadership, and an inability to set deadlines? If so, chances are that your grade or job performance suffered as a result. In such situations, a strong leader who utilizes an autocratic style can take charge of the group, assign tasks to different members, and establish solid deadlines for projects to be finished. In situations that are particularly stressful, such as during military conflicts, group members may actually prefer an autocratic style. It allows members of the group to focus on performing specific tasks without worrying about making complex decisions. This also allows group members to become highly skilled at performing certain duties, which can be beneficial to the group, (Cherry, 2015, p. 2).

2.1.4.3 Laissez-Faire Leadership

Mullins (2006) describes laissez-faire style as genuine and it is where the manager observes subordinates “working well on their own. The manager consciously makes a decision to delegate the focus of power to subordinates, and allow them freedom of action, to do as they think best “ and not to interfere; but is readily available if help is needed. According to Mullins, there is often confusion over this style of leadership behavior. The word, „genuine “described by Mullins (2006) is emphasized because it is to be contrasted with the manager who could not care, or who deliberately keeps away from the troubles pots and does not want to get involved. Furthermore, the manager allows subordinates to get on with their work at hand, and a gain they are left to face decisions, which rightly

belong with the manager. The manager gives almost all authority and control to subordinates. There is no person of authority in the organization.

The manager leads the organization in directly, he or she does not make decisions; rather he or she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he or she gets involved on request and this may lead to digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin1998), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy. It is good to mention that this style is the extreme a manager can go. However, while one is not denying the possibility of having this type of leadership in some out fits, it is probably rare to come across it, (TANDO, 2011, p. 45).

2.1.5 Four Factors of Leadership 2

There are four major factors in leadership can affected on the transform organization process and they has direct influence on leadership and charismatic leadership to change organization or if leader do any act such as developing, improving and achieve to common goal. Then the factors are leader, follower, communication and situation and each one of them can make shutdown process of transform an organization.

2.1.5.1 Leader

You must have an honest understanding of who you are, what you know, and what you can do. Also, note that it is the followers, not the leader or someone else who determines if the leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed, (Jain, 2013, p. 2).

2.1.5.2 Followers

Different people require different styles of leadership. For example, a new hire requires more supervision than an experienced employee does. A person who lacks motivation requires a different approach than one with a high degree of motivation. You must know your people! The fundamental starting point is having a good understanding of human nature, such as needs, emotions, and motivation. You must come to know your employees *'be, know, and do* attributes, (Jain, 2013, p. 2).

2.1.5.3 Communication

You lead through two-way communication. Much of it is non verbal. For instance, when you “set the example,” that communicates to your people that you would not ask them to perform any thing that you would not be willing to do. What and how you communicate either builds or harms the relationship between you and your employees. (Jain, 2013, p. 2)

2.1.5.4. Situation

All situations are different. What you do in one situation will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective. Also note that the situation normally has a greater effect on a leader's action than his or her traits. This is because while traits may have an impressive stability over a period of time, they have little consistency across situations (Mischel, 1968). This is why a number of leadership scholars think the Process Theory of Leadership is a more accurate than the Trait Theory of Leadership, (Jain, 2013, p. 3).

Various forces will affect these four factors, forces are:

- ❖ Your relationship with your seniors.
- ❖ The skill of your followers.
- ❖ The informal leaders within your organization.
- ❖ How your organization is organized.

2.1.6 Leadership Theory

Actually the phenomena of the leadership theory in 20th century, and many author prescribe leadership theory but each of them has different opinion on the leadership and the acting of leadership in an organizations. Therefore in the study focused to those theory is has the impact on transform an organizations such as trait theory, behavioral theory, transformational leadership theory and transactional leadership theory.

2.1.6.1 Trait Theory

The great man theory is based on the idea that leaders are born with innate, unexplainable leadership skills, which cause other people to see them as heroes. It is based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness. Leaders are elevated by their followers on the ground of their unique qualities that others do not have. As a result, followers do not doubt their leaders' judgments. Trait theories are based on great man theories. Trait approach to the understanding of leadership perceives leadership as the core of organization effectiveness and performance. Like the great man theories, trait perspective assumes that great leaders are born with distinguished traits/characteristics that make them different from other people. According to Sashkin and Sashkin (2003), researchers like Ralph Stogdill, in his quest for the secret of great leaders, review many research reports on leadership, based on the assumption that great leaders are born. Sashkin and Sashkin (2003) indicate that Ralph Stogdill found that leaders were a bit more intelligent, outgoing, creative, assertive, responsible, taller and heavier than average people. However, these differences in traits could not provide a solution to the search, as the list was found to be statistically insignificant. Thus, Ralph Stogdill (in Sashkin and Sashkin 2003) concluded that a person does not become a leader because of a combination of traits since the impact of traits differs according to situation. Therefore, the characteristics of the situation should be considered before ascribing greatness to an individual as a leader. Ralph Stogdill and other researchers concluded that possession of some traits might contribute to

leadership effectiveness. This is different from the original trait assumption that leaders are born and not made. Even though there is no list of traits that guarantees leadership effectiveness, a number of traits have been recently identified to contribute to leadership success as it recognizes the influence of both traits and situation. Hoy and Miskel (2001) also identify some traits that are currently associated with effective leadership as self-confidence, stress tolerance, emotional maturity and integrity".(TANDOH, 2011, p. 14).

2.1.6.2 Behavioral Theory

The results of the trait studies were inconclusive. Traits, amongst other things, were hard to measure. How, for example, do we measure traits such as honesty, integrity, loyalty, or diligence? Another approach in the study of leadership had to be found. After the publication of the late Douglas McGregor's classic book „The Human Side of Enterprise“ in 1960, attention shifted to „behavioral theories“. McGregor was a teacher, researcher, and consultant whose work was considered to be "on the cutting edge" of managing people. He influenced all the behavioral theories, which emphasize focusing on human relationships, along with output and performance. Behavioral leadership perspective assumes, like trait leadership perspectives, that leadership is central to organizational performance. However, the focus is on leader's behavior rather than leader's personal traits/characteristics. (Hersey and Blanchard1988) report that this approach was initiated at the University of Michigan. Employee-centered or highly considerate leader is sensitive to subordinates“ feelings and strives to make things pleasant for them. In contrast, production-centered leader or a leader high in initiating structure emphasizes completion of the task (Schermerhorn et al (2000)),(TANDOH, 2011, p. 15).

2.1.6.3 Transformational Leadership Theory

Burns (1978) was the first to put forward the concept of “transforming leadership”. To Burns transforming leadership “is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents”. Burns went on to also further define it by suggesting that: „Transforming leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality...” Burns draws upon the humanistic psychology movement in his writing upon „transforming leadership“ by proposing that the transforming leader shapes, alters, and elevates the motives, values and goals of followers achieving significant change in the process. He proposed that there is a special power entailed in transforming leadership with leaders “armed with principles [that] may ultimately transform both leaders and followers into persons who jointly adhere to modal values and end-values”. Burns sees the power of transforming leadership as more noble and different from charismatic leadership, which he terms „heroic“ leadership, and executive or business leadership. Despite this it is surprising that most of the application of Burns“ work has been in these two types of leadership.

Bass (1985) developed Burns“ concept of transforming leadership in „Leadership and Performance beyond Expectations“ into „transformational leadership“ where the leader transforms followers – the direction of influence to Bass is thus one-way, unlike Burns“ who sees it as potentially a two-way process,(TANDOH, 2011, p. 34).

2.1.6.4 Transactional Leadership Theory

Transactional leadership has been the traditional model of leadership with its roots from an organizational or business perspective in the „bottom line“. Bass and Avolio (1997) describe the transactional leadership style as based on traditional bureaucratic authority and legitimacy. Transactional leaders are able to entice subordinates to perform and thereby achieve desired outcomes by promising those rewards and benefits for the accomplishment of tasks (Bass, 1990). Bass describes the transactional leader's relationship with the subordinates as having three phases. Firstly, he recognizes what subordinates want to get from their work and ensures that they get what they want given that their performance is satisfactory. Secondly, rewards and promises of rewards are exchanged for employee's effort. Lastly, the leader responds to his employee's immediate self-interests if they can be met through completing the work. Transactional leaders are those leaders who implement structure and are understanding towards their employees (Senior, 1997). Bass (1985) indicates that transactional leaders “generally reflect on how to marginally improve and maintain the performance, how to replace one goal for another, how to decrease resistance to particular actions, and how to execute decisions”. This form of leadership emphasizes the clarification of goals, work principles and standards, assignments and equipment (Bass, 1985). Transactional leaders focus their energies on task completion and compliance and rely on organizational rewards and punishments to influence employee performance, with reward being contingent on the followers carrying out the roles and assignments as defined by the leader (Bass and Avolio, 2000; Mester, et al 2003).

In other words, the leader rewards or disciplines the followers depending on the adequacy of the follower's performance (Senior, 1997). The transactional leader is known to change promises for votes and works within the framework of the self-interest of his or her constituency (Bass, 1990). Therefore, transactional leaders are thought to have an exchange-based relationship with their followers (Burns, 1978; Senior, 1997). The focal point of transactional leadership is on role elucidation. The leader assists the follower in understanding precisely what needs to be achieved in order to meet the organization's objectives (Bass, 1985). Leaders who display a transactional leadership style define and communicate

the work that must be done by their followers, how it will be done, and the rewards their followers will receive for completing the stated objectives (Burns, 1978, et al). Transactional leadership occurs when leaders approach followers either to correct a problem or to establish an agreement that will lead to better results,(TANDO, 2011, p. 40).

2.1.7 Transformational Leadership

Because the conceptualization of transformational leadership set forth by Burns (1978) includes raising the level of morality in others, it is difficult to use this term when describing leaders such as Adolf Hitler and Saddam Hussein, who were transforming but in a negative way. To deal with this problem Bass (1998) coined the term pseudo transformational leadership. This term refers to leaders who are self-consuming, exploitive, and power oriented, with warped moral values (Bass & Riggio, 2006).Pseudo transformational leadership is considered personalized leadership, which focuses on the leader's own interests rather than on the interests of others (Bass & Steidlmeier, 1999). Authentic transformational leadership is socialized leadership, which is concerned with the collective good, (Northouse, 2013, p. 186).

2.1.7.1 Transformational Leadership Defined

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms.

These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance....(Btphelps, 2011, p. 1).

2.1.7.2 Transformational and Charismatic Leadership

Most writers credit Weber (1947) for having coined the term “charisma” and having provided the first theoretical explanation of the impact of charismatic leadership on followers. I will get to Weber later to show how his ideas permeated leadership research. However, theoretical explanations of a phenomenon akin to charismatic leadership and the ways in which leaders should go about influencing followers using potent persuasive means goes back much further in time. In fact, the writings of Aristotle (trans., 1954), appearing in the fourth century BCE, first laid these foundations and, indeed, the foundations to the field of rhetoric, which is a key foundation of charismatic leadership. In the *Rhetoric*, Aristotle argued that a leader must gain the confidence of her followers by using creative rhetorical means (i.e., charismatic and transformational), which include rousing follower emotions (the “pathos”), providing a moral perspective via her personal character (“ethos”), and using reasoned argument (“logos”). It will become evident that these three dimensions, as well as other means which Aristotle referred to as being non-artistic (i.e., transactional and aversive reinforcing)—including contracts, laws, tortures, witnesses, and oaths—can be seen as a parsimonious version of Bass’s (1985) full-range leadership theory. To better understand the startling insights of Aristotle, which not only touch on charismatic leadership but also on affect and cognitive psychology, as well as other areas of science, I quote from Book I, Chapter II, where he refers to the three kinds of rhetorical influencing: The first kind [of persuasion] depends on the personal character of the speaker; the second on putting the audience into a certain frame of mind; the third on the proof, or apparent proof, provided by the

words of the speech itself. Persuasion is achieved by the speaker's personal character when the speech is so spoken as to make us think him credible. (Northouse, 2013, p. 187)

2.1.7.3 Transformational-Transactional Leadership Model

Bass's (1985) transformational-transactional theory includes both elements of the "new leadership" (charisma, vision, and the like) and elements of the "old leadership" (transactional leadership behavior focused on role and task requirements). I mention "some elements" here because the idea of this theory was to go beyond the behavioral two-factor theories of leadership (see Seltzer & Bass, 1990). These theories (see Fleishman, 1953, 1957; Halpin, 1954; Stogdill, 1963; Stogdill & Coons, 1957) conceptualized leadership as being focused on tasks (initiating structure) or people (consideration) and were the dominant leadership paradigm in the 1950s and 1960s. As I mention below, however, the Bass model misses out on task-related leader behavior. Antonakis and House (2002) encouraged researchers to use the full-range theory of Bass (1985) as a platform from which to build more complete leadership theories; however, they also suggested that the theory does not include instrumental leadership (initiating structure), although Bass had suggested otherwise. Antonakis and House came to this conclusion by comparing and contrasting the Bass theory with other "new" theories, which I discuss below, too. Their suggestion was recently tested, and there is strong evidence to suggest that the full-range theory is not as "full" as first purported (Antonakis & House, 2004; Antonakis, House, et al., 2010), particularly with respect to strategic as well as work-facilitation aspects of instrumental leader behavior (Hunt, 2004; Yukl, 1999). (Antonakis, 2016, p. 263)

2.1.7.4 Comparison between Transformational and Transactional Leadership

James Macgregor Burns distinguished between transactional leaders and transformational by explaining that: transactional leader are leaders who exchange tangible rewards for the work and loyalty of followers. Transformational leaders are leaders who engage with followers, focus on higher order intrinsic needs, and raise consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved. Transactional leaders tend to be more passive as transformational leaders demonstrate active behaviors that include providing a sense of mission,(ODUMERU, 2013, p. 359).

<u>Transactional</u>	<u>VS</u>	<u>Transformational</u>
Leadership is proactive		Leadership is responsive
Works to change the organizational culture by implementing new ideas		Works within the organizational culture
Employees achieve objectives through higher ideals and moral values		Employees achieve objectives through rewards and punishments set by leader
Motivates followers by encouraging them to put group interests first		Motivates followers by appealing to their own self interest
Individualized consideration: Each behavior is directed to each individual to express consideration and support.		Management-by-exception: maintain the status quo; stress correct actions to improve performance.
Intellectual stimulation: Promote creative and innovative ideas to solve problems.		

2.1.7.5 Transformational Leadership Factors

Transformational leadership is concerned with improving the performance of followers and developing followers to their fullest potential (Avolio, 1999; Bass & Avolio, 1990a). People who exhibit transformational leadership often have a strong set of internal values and ideals, and they are effective at motivating followers to act in ways that support the greater good rather than their own self-interests (Kuhnert, 1994). The elements of the leadership introduced in transformational leadership are four factors, (Northouse, 2013, p. 191).

2.1.7.5.1 Idealized Influence

They called charisma or idealized influence. It is the emotional component of leadership (Antonakis, 2012). Idealized influence describes leaders who act as strong role models for followers; followers identify with these leaders and want very much to emulate them. These leaders usually have very high standards of moral and ethical conduct and can be counted on to do the right thing. They are deeply respected by followers, who usually place a great deal of trust in them. They provide followers with a vision and a sense of mission. The idealized influence factor is measured on two components: an attribution component that refers to the attributions of leaders made by followers based on perceptions they have of their leaders, and a behavioral component that refers to followers' observations of leader behavior, (Northouse, 2013, p. 191).

2.1.7.5.2 Inspirational Motivation

This element is called inspiration or inspirational motivation. This factor is descriptive of leaders who communicate high expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organization. In practice, leaders use symbols and emotional appeals to focus group members' efforts to achieve more than they would in their own self-interest. Team spirit is enhanced by this type of leadership. An example of this factor would be a sales manager who motivates members of the sales force to excel in their work through encouraging words and pep talks that clearly communicate the integral role they play in the future growth of the company.(Northouse, 2013, p. 193)

2.1.7.5.3 Intellectual Stimulation

This is intellectual stimulation. It includes leadership that stimulates followers to be creative and innovative and to challenge their own beliefs and values as well as those of the leader and the organization. This type of leadership supports followers as they try new approaches and develop innovative ways of dealing with organizational issues. It encourages followers to think things out on their own and engage in careful problem solving. An example of this type of leadership is a plant manager who promotes workers' individual efforts to develop unique ways to solve problems that have caused slowdowns in production.(Northouse, 2013, p. 193)

2.1.7.5.4 Individualized Consideration

The transformational leadership is called individualized consideration. This factor is representative of leaders who provide a supportive climate in which they listen carefully to the individual needs of followers. Leaders act as coaches and advisers while trying to assist followers in becoming fully actualized. These leaders may use delegation to help followers grow through personal challenges. An example of this type of leadership is a manager who spends time treating each employee in a caring and unique way. To some employees, the leader may give strong affiliation; to others, the leader may give specific directives with a high degree of structure. (Northouse, 2013, p. 193)

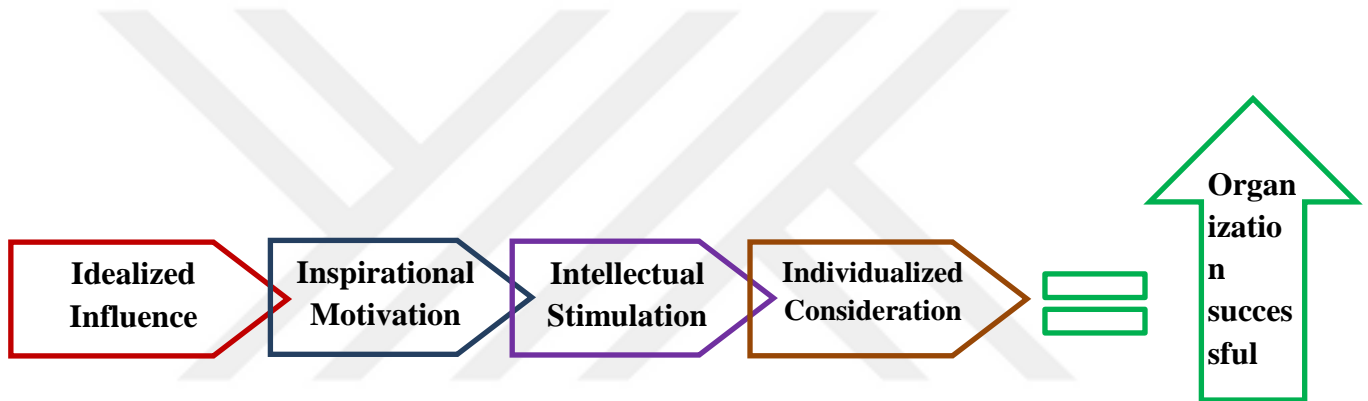


Figure 2

Transformational Leadership Factors

2.1.8 Strengths and Weaknesses of Transformational Leadership

As with any theory or approach to leadership, strengths and weaknesses become evident. Northouse (2001) identifies the strengths and weaknesses of the transformational leadership approach as follows:

- ❖ Strengths are widely researched (using well-known leadership strategies), and effectively influence associates on all levels (from one-on-one to the whole organization); strong leaders identify and emphasize associates' needs and values.
- ❖ Weak leadership may have too many components that focus superficially rather than identifying appropriate depth of engagement and treat leadership more as a personality trait than as a learned behavior; they have the potential for abusing power, (John Hall, 2015, p. 2).

2.1.9 How does a Transformational Leader work?

Transformational Leadership begins with awareness – awareness of our own thoughts and feelings, and how these affect your actions, and the states of others. As your awareness grows, you begin to see your own inner motivating force, what drives you - your passions and values - and how these affect your thoughts, feelings and actions, and that of others. As you become more aware your perception increases, and you are able to choose actions that directly meet the needs of the situation and people around us, but much more powerfully than a Situational Leadership style. It speaks to the “being” level of the people around you. Transformational Leadership inspires wholeness of being, so your thoughts, feelings and actions are consistent. It is about leading with an integrity and authenticity that resonates with others, and inspires them to follow. Not only does it inspire others to follow, but to become leaders themselves. This approach to leadership takes us from a constricting model of competition between individuals, teams or nations, to a connection with the whole of a situation, and leadership for the good of all, (Covey, 2007, p. 10).

2.2PART TWO: CHARISMATIC LEADERSHIP

2.2.1 Charismatic Leadership

Jay Conger and Rabindra Kanungo have proposed a model that describes charismatic leadership according to four stages. In the first stage, the leader assesses the environment for unexploited opportunities; remains sensitive to followers needs; and adapts and formulates a vision. In the second stage, the leader communicates his or her vision to followers by distinguishing the *status quo* as unacceptable and the vision as the most acceptable alternative. In the third stage, the leader solidifies trust and commitment to the followers through expertise, risk-taking, self-sacrifice and unconventional behavior. Last, in the fourth stage, the charismatic leader serves as a role model and motivator and convinces the followers that they can achieve the vision. Table 7.1 summarizes this model of the four stages of charismatic leadership. (Bertocci, 2009, p. 44)

2.2.2 Conception of Charismatic Leadership

As Weber (1964) states, charismatic leadership usually arises in times of crisis when the basic values, institutions, and legitimacy of the organization are brought into question. Genuine charisma is connected with something "new". And in extraordinary situations this "new" thing calls forth a charismatic authoritarian structure so that charisma, at least temporarily, leads to actions, movements, and events which are extraordinary, not routine, and outside the sphere of everyday life. The evocation of pure charisma and charismatic leadership always leads at least temporarily away from the world of everyday life; it rejects or transcends routine life.

Because pure charisma and charismatic leadership conflict with the existing, the established order, they work like a catalyst within an organization. But charisma is the specifically creative force in an organization only briefly before being unavoidably transformed or reutilized into some more solid form. These early developments of charisma and charismatic leadership have guided understandings in the field until now pointing the individual characteristics of the phenomena. Charisma is based on the aura of the exceptional quality of the leader and does not have its origins in the prototypical. The prototypical is downright "anti-charismatic" because it corresponds to normative expectations, to what is anticipated (Steyrer, 1998). Recent discussion on charisma has dealt more with the organizational context of using the charismatic way of leading and the processes of charismatic leadership between the leaders and the led.(Takala, 2005, p. 49)

2.2.3 What is Charismatic Leadership?

Idealized influence, or charisma, as Bass (1985) originally defined it, is the emotional component of leadership, which is “used to describe leaders who by the power of their person have profound and extraordinary effects on their followers” (p. 35). Theoretically, these leaders are revered by followers who show loyalty and devotion to the leader’s cause, as they shed their self-interest. Followers idealize these leaders, who are role models and who provide them with a vision and purpose, seem powerful and confident, and consider the moral and ethical implications of their decisions. Theoretically, these leaders focus followers on the mission of the group by arousing their need for achievement, affiliation, or power motives. Charismatic leaders communicate symbolically, use imagery, and are persuasive in communicating a vision that promises a better future. In this way, they create an intense emotional attachment with their followers,(Antonakis, 2016, p. 257).

2.2.3.1 Charisma and Vision

Most discussions of charismatic leadership focus on the vision aspect of leadership. Most agree charismatic leaders have the uncanny ability to share the vision of what can be and what should be with their followers. Vision-based charismatic leadership then encourages (some would say “seduces”) followers to perform acts without regard for personal safety, consequences, or results. There are numerous examples of military leaders who have led followers into battle and performed acts of heroism as vision-based charismatic leaders. On the negative side, vision-based charismatic leaders such as Josef Stalin, Adolf Hitler, and Jim Jones secured great commitment to failing, personally demeaning, and tragic goals. In the business world, John DeLorean was able to raise hundreds of millions of dollars for his failed automobile venture because of his powers of persuasion and impression management: he promoted himself as an innovative genius. (Bertocci, 2009, p. 45)

2.2.3.2 Charismatic Leadership in Crises

Another form of charismatic leadership is crisis-based or situational. Crisis-based charismatic leaders can have an impact when the circumstances dictate that existing knowledge, resources, and procedures are not adequate. The crisis-based leader is empowered to do what is necessary to correct the situation or to solve the problem and communicates to the followers clearly what actions need to be taken and what their consequences will be. The crisis permits the characteristic leader to promote non-traditional actions by the followers, some of which may be disorderly, chaotic, and outside the normal bounds of actions. Through it all, the charismatic leader encourages, supports, and, in return, receives the desired action by the followers.⁷ an example of crisis-based charismatic leadership is former New York Mayor Rudy Guiliani’s response to the September 11, 2001 attack on the World Trade Center, (Bertocci, 2009, p. 45).

2.2.4 Charismatic Leadership Theory

- ❖ **Max Weber (cited in Sinha, 1995)** maintains that there are three bases of authority which are traditions, rights and privileges and charisma which is synonymous with heroism and an exemplary character of a person.
- ❖ **(Sinha, 1995)** Owing to his character, strength and skill, super human qualities are attributed to a leader who saves his followers from a crisis or a catastrophic event and becomes an idol providing direction and inspiration to his followers. The charismatic leader attaches utmost importance to his vision, speech, capacity to take risks and above all the emotions of his subordinates.
- ❖ **Robert J. House (as cited in DuBrin, 1995)** identified nine effects which charismatic leaders have on their followers such as group member's trust in the correctness of the leader's beliefs, congruence between the leader's and the group's beliefs, acceptance of the leader, affection for the leader, willing obedience to the leader, identification with and admiration for the leader, emotional involvement of the group member in the mission, challenging goals of the group member and belief in the accomplishment of the mission.
- ❖ **(DuBrin, 1995)** Later, these nine effects were statistically clustered into three dimensions: *referent power* refers to the ability of the leader to influence others with the help of his desirable traits and characteristics; *expert power* refers to the ability of the leader to influence others through his specialized knowledge and skills; *job involvement* refers to the ability of the leader to encourage group members toward the accomplishment of the job.

- ❖ **Bass (1990)** categorized charismatic leaders into five types: *Socialized charismatic's*: a leader who is in pursuit of fulfilling the needs of the group members and providing intellectual stimulation to them *Personalized charismatic's*: a leader who offers consideration, help, and support to group members only when it helps to achieve their own goals *Office holder charismatic's*: a leader who owns respect and recognition through the office or status he holds not because of his personal characteristics *Personal charismatic's*: a leader who exerts influence on others owing to his personal traits and skills not his high status or position *Divine charismatic's*: a leader who is believed to be endowed with a gift or divine grace. (DEREL, 2003, p. 20)

2.2.5 The Charismatic Leadership Style

The charismatic leadership style is the style of leader capable to how lead followers and how they deal with follower in another words thinking and mastery of the leader has the impact on followers even transforms an organization, nevertheless the style of charismatic leadership is training, achieve performance employees and motivated employees therewith building teamwork to share work and exchange an idea through this the leadership should to builds the trust and responsibility to the followers feel the captain mean leader has this power to transforming an organization and have this feeling from leadership the followers supports him because the leader or followers cannot to transforming an organization alone, therefore should to working like a one team and divided responsibility and decisions for through to the common goals.

2.2.5.1 Characteristics

With the style, the main characteristic is the leader's ability to inspire others; they do so through commitment to a vision which they are charged with communicating to their term. Is it possible that the leader will actually have to create the vision as well? Requiring ability to generate excitement in others about new, possibly risk idea.

"Implies the characteristic leadership style is based on the leader's ability to inspire and influence the actions of others"

If takes a great deal of energy to be charismatic leader become it requires taking advantage of every opportunity to sell the team on the vision and mission of the organization. Some members of the team will be easy to inspire. While others will be 'sold' more slowly unfortunately, Not at all, this style is depending on the leader's ability to build trust with team members by demonstration personal integrity.(McPheat, 2010, p. 39)

2.2.5.2 Advantages

"This type of leadership is excellent for encouraging creativity and forward-thinking decision making"

When a charismatic leader is successful, the team is powerful. They are committed, loyal, and willing to deliver above and beyond what is expected of them. This type of leader includes and encourages each member of the team and focuses on the development of each members skill set. The team can be wildly creative and generate interesting, forward-thinking solution to existing or new problem. Each team member will tend to become a leader on their own by helping their follow team mates and encourage them to remain committed to the vision as well, (McPheat, 2010, p. 39).

2.2.5.3 Disadvantages

As mentioned this type of leadership requires a great deal of time for the leader. He or she must constantly be responsible for representing the vision of the organization and embodying it in all that they do. It can be stressful to do so, especially when it takes time away from other responsibilities that are required in their position. Plus, since so much relies upon the personal relationship that the leader has with the team members, there is little room for making normal human errors. Mistakes that would go unnoticed in other leadership styles could be detrimental to the function of a charismatic leader.(McPheat, 2010, p. 40)

"The charismatic leader has to invest a great deal of time in fostering his relationships with the team in order to use this style"

2.2.5.4 When to Use it

When commitment to a vision is the most important aspect of the teams functioning, the charismatic leadership style can work well. Particularly if there is the need to work quickly, work hard, and get a new company, division, or product of the ground. It can also be helpful to rejuvenate their image in the face of the public; they will often put forth a charismatic leader as the representative of the new element.(McPheat, 2010, p. 40)

2.2.6 Leadership Ethics

Really, really leadership ethic is the basics of the management to dealing with the followers and employees in any an organization therefor we think that is necessary to riches our study explain behavior or ethically of leadership in administration. Although the ethic of leadership helps the organization to have a clean environment and we think should to explicate describe leadership ethic, definition of leadership ethic and theory of leadership ethic...etc.

2.2.6.1 Description

This section description ethics of leadership, ethics theory and Centrality of Ethics to Leadership and explain the characteristic leadership ethically in a negative and positive circumstance, however ethics theory provide system rules or makes decision about what is right and what is wrong. Then is display two first is "theory theories that stress the consequences of leaders" and second "this emphasizes the duty or rules governing leaders". Then is explicate the centralization of leadership is took up all responsibility a lone and his participation the decision making and responsibility with respect followers in a hard situation in the process or stress in the organization.(Northouse, 2013, p. 423)

2.2.6.2 Ethics Defined

From the perspective of Western tradition, the development of ethical theory dates back to Plato and Aristotle. The word ethics has its roots in the Greek word *ethos*, which translates to customs, conduct, or character. Ethics is concerned with the kinds of values and morals an individual or a society finds desirable or appropriate. Furthermore, ethics is concerned with the virtuousness of individuals and their motives. Ethical theory provides a system of rules or principles that guide us in making decisions about what is right or wrong and good or bad in a particular situation. It provides a basis for understanding what it means to be a morally decent human being.

In regard to leadership, ethics has to do with what leaders do and who leaders are. It is concerned with the nature of leaders' behavior, and with their virtuousness. In any decision-making situation, ethical issues are either implicitly or explicitly involved. The choices leaders make and how they respond in a given circumstance are informed and directed by their ethics. (Northouse, 2013, p. 424)

2.2.6.3 Ethical Theories

Ethical theories that deal with the conduct of leaders are in turn divided into two kinds: theories that stress the consequences of leaders' actions and those that emphasize the duty or rules governing leaders' actions (see Table 16.1). Teleological theories, from the Greek word *telos*, meaning "ends" or "purposes," try to answer questions about right and wrong by focusing on whether a person's conduct will produce desirable consequences. From the teleological perspective, the question "What is right?" is answered by looking at results or outcomes. In effect, the consequences of an individual's actions determine the goodness or badness of a particular behavior.

A second teleological approach, utilitarianism, states that we should behave so as to create the greatest good for the greatest number. From this viewpoint, the morally correct action is the action that maximizes social benefits while minimizing social costs (Schumann, 2001). When the U.S. government allocates a large part of the federal budget for preventive health care rather than for catastrophic illnesses, it is acting from a utilitarian perspective, putting money where it will have the best result for the largest number of citizens.(Northouse, 2013, p. 424)

Table (1): Domains of Ethical Theories

Conduct	Character
Consequences (teleological theories) <ul style="list-style-type: none"> • Ethical egoism • Utilitarianism 	Virtue-based theories
Duty (deontological theories)	

2.2.6.4 Centrality of Ethics to Leadership

Whether in group work, organizational pursuits, or community projects, leaders engage subordinates and utilize them in their efforts to reach common goals. In all these situations, leaders have the ethical responsibility to treat followers with dignity and respect—as human beings with unique identities. This “respect for people” demands that leaders be sensitive to followers’ own interests, needs, and conscientious concerns (Beauchamp & Bowie, 1988). Although all of us have an ethical responsibility to treat other people as unique human beings, leaders have a special responsibility, because the nature of their leadership puts them in a special position in which they have a greater opportunity to

influence others in significant ways. Ethics is central to leadership, and leaders help to establish and reinforce organizational values. Every leader has a distinct philosophy and point of view. “All leaders have an agenda, a series of beliefs, proposals, values, ideas, and issues that they wish to ‘put on the table’” (Gini, 1998, p. 36). The values promoted by the leader have a significant impact on the values exhibited by the organization (see Carlson & Perrewe, 1995; Schminke, Ambrose, & Noel, 1997; Trevino, 1986). Again, because of their influence, leaders play a major role in establishing the ethical climate of their organizations.(Northouse, 2013, p. 428).



2.3 PART THREE: ABILITY OF INDIVIDUAL LAEDERSHIP

2.3.1 Leadership Tact

Actually leadership tact is the fundamental of this study that is mean the personal ability of leaders and what is the tact of leadership and this tact is useful to performance an employees and transforming an organization. Therewith tact of the leadership is manages the followers and an organization to common goal and leadership how use this tact, that is should be all leadership have this the tact. nevertheless followers is has a chance to learn on this leadership tact, and leadership is moving this tact to followers, and consist types of leadership tact on the intelligence e, self-confidence, clarity, transparency and sociability.

2.3.1.1 Intelligence

Intelligence or intellectual ability is positively related to leadership. Based on their analysis of a series of recent studies on intelligence andvarious indices of leadership, Zaccaro et al. (2004) found support for the finding that leaders tend to have higher intelligence than nonleaders. Having strong verbal ability, perceptual ability, and reasoning appears to make one a better leader. Although it is good to be bright, the research also indicates that a leader's intellectual ability should not differ too much from that of the subordinates. If the leader's IQ is very different from that of the followers, it can have a counterproductive impact on leadership. Leaders with higher abilities may have difficulty communicating with followers because they are preoccupied or because their ideas are too advanced for their followers to accept,(Northouse, 2013, p. 23).

2.3.1.2 Self-Confidence

"Nothing builds self-esteem and self-confidence like accomplishment"

(Thomas Carlyle)

One of the attributes that defines a leader is a belief in oneself.⁸³ Self-reflection is an important step that can lead to increased self-confidence. Self-confidence consists of an optimistic belief in one's ability to succeed. Before one can lead others, one must be confident in one's own capabilities. Self-leadership is the essence of leadership.⁸⁴ However; this is not about arrogance or egotism. Instead, by knowing themselves, self-confident leaders have the boldness to undertake the difficult tasks and challenges necessary to meet their goals. They try new things, offer ideas, exude positive energy, and cooperate and collaborate with their colleagues. Self-confident leadership leads to boldness of action, which is reflected in a willingness to try new things and to offer innovative ideas. It is difficult, if not impossible, to be a leader if one lacks the self-confidence to try new things and to take risks, and then to persuade others to do likewise,(David R. Kolzow, 2014, p. 73).

2.3.1.3 Clarity

Clarity on the part of leadership also means that the appropriate amount of time is taken to ensure that the right people are in the right jobs and know what they need to accomplish. This clarity helps followers believe that they are moving to a desired future, which reduces misunderstanding and garners trust. Successful organizations have leaders that clearly value their people and keep the purpose of the organization in focus. This clarity within a team or organization regarding their purpose helps them accomplish together that which is being sought after,(David R. Kolzow, 2014, p. 95).

2.3.1.4 Transparency

One quality valued in leaders is the ability to build an organization where truth and transparency prevail. A leader tells the truth in a real and genuine way that people can verify. He or she is open and authentic. The operational premise is that hidden agendas are detrimental to transparency. Information should flow freely within the organization and be shared as much as possible. Being transparent means that the leadership is telling its organizational members that they are being trusted with the information they are receiving.

When leaders practice transparency, they are demonstrating that "what you see is what you get." Transparency occurs when the organization as a whole sees what the leadership sees, and the vision and goals of the organization are clear to everyone in it. This clarity can be fostered through the use of performance measures and dashboards. This concern for clarity shows respect and concern both for the individuals within the organization and for the organization itself, (David R. Kolzow, 2014, p. 88).

2.3.1.5 Sociability

A final trait that is important for leaders is sociability. Sociability is a leader's inclination to seek out pleasant social relationships. Leaders who show sociability are friendly, outgoing, courteous, tactful, and diplomatic. They are sensitive to others' needs and show concern for their well-being. Social leaders have good interpersonal skills and create cooperative relationships with their followers, (Northouse, 2013, p. 26).

2.3.2 Leadership Skills

Having identified the main functions or principles of leadership, there are skills in providing those functions in different situations and managers need to develop their abilities to bring those skills to bear in increasing levels of excellence. The eight functions (defining the task, planning, and briefing, controlling, evaluating, motivating, organizing and setting an example) will now be examined, (Thomas, 2004, p. 192).

2.3.2.1 Defining the task

A task is something that needs to be done. People in organizations and teams need to have this distilled into an objective which is:

- Clear
- Concrete
- Time-limited
- Realistic
- Challenging
- Capable of evaluation.

In defining the task, it needs to be broken down into objectives, aims and purpose so that it can be communicated with clarity. The end of the task should also be defined when the need arises and all should be aware of what the success criteria will be, (Thomas, 2004, p. 192).

2.3.2.2 Technical Skill

Technical skill Technical skill is proficiency, based on specific knowledge, in a particular area of work. To have technical skills means that a person is competent and knowledgeable with respect to the activities specification organization, the organization's rules and standard operating procedures, and the organization's products and services (Katz, 1974; Yukl, 2006). Technical skill is most important at supervisory levels of management, less important for middle managers, and least important for top managers such as CEOs and senior managers. Finally, technical skill is proficiency in working with things, (Conway, 2007, p. 82).

2.3.2.3 Planning

This key activity for any team or organization requires a search for alternatives and that is best done with others in an open-minded, encouraging and creative way. Foreseeable contingencies should always be planned, (Thomas, 2004, p. 131).

2.3.2.4 Controlling

Excellent leaders get maximum results with the minimum of resources. To control others, leaders need to exhibit self-control (but remembering that anger/sadness can be legitimate responses if the circumstances warrant it and are themselves mechanisms for control), to have good control systems (simple and effective to monitor financial and task performance) and to have control of what it is that others should and should not be doing in order to meet objectives. The success at directing, regulating, restraining or encouraging individual and team efforts on the task (and in meetings) are the criteria for testing a leader's effectiveness as a controller, (Thomas, 2004, p. 134).

2.3.2.5 Evaluating

In assessing the consequences, leaders should be able to foresee the outcome of action (or inaction) in terms of the technical, the financial and the human and to ask probing questions of the team in order to establish the likely consequences. In evaluating team performance, perhaps through a de-briefing session after a particular project, the performance of the team as a whole in relation to the task can be examined (Thomas, 2004, p. 135):

- ❖ Has it been a success, a partial success or a failure?
- ❖ Can lessons be learnt?
- ❖ Can action be taken to improve performance?
- ❖ What feedback can be given to ensure improvement?

2.3.2.6 Organizing

Leaders change things and organize for the achievement of results – Leading change requires considerable powers and skills of leadership. In all aspects, leaders must organize with a purpose clearly in mind at all times. Leaders should consider their organizing skills by reference to the Task, Team and Individual as follows, (Thomas, 2004, p. 139).

- ❖ Task
- ❖ Team
- ❖ Individual

2.3.3 Leadership and teambuilding

What is team leadership? Why working on team? Teamwork is useful? All of this question make to understanding on teamwork, team leadership and team building, if every organization does not work as team this organization unsuccessful. Although leadership has the direct impact on team should to control balance inside team and creating union, openness and responsibility on each of the member of team. Then if it has a connection between each member of team with leadership they can to challenge every hard thing, and can to creating every new thing.

2.3.3.1 Team Leadership

"No man will make a great leader who wants to do it all himself, or to get all the credit for doing it."

(Andrew Carnegie)

The only thing all world leaders have in common is followers. A definition that describes a leader as one who has followers is an unsatisfactory definition for t leaders. This chapter will look at what is expected of team leader and the team members in terms of leadership. Successful teamwork never happens in the long-term due to a strong leader. Leaders of teams can inspire but they must also empower the team members to take on leadership, (West, 2012, p. 15)

2.3.3.2 Why Work in Teams?

- ❖ Teams are a very good way to *enact organizational strategy*, because of the need for consistency between rapidly changing organizational environments, strategy and structure. When organizations adopt team-based structures, there is less need for the ponderous hierarchies that slow organizational decision making because the team rather than the individual becomes the work unit. Team-based organizations, with their flat structures, can respond quickly and effectively in the fast-changing environments most organizations now encounter (Cohen and Bailey, 1997).
- ❖ Teams enable organizations to speedily develop and deliver products and services quickly and cost effectively. Teams can work faster and more effectively with members working in parallel and interdependently whereas individuals working serially are much slower. For example, in writing complex software for modern computer games, different teams can take responsibility for working in parallel on key elements of the overall program. Their separate contributions can then be combined to ensure quick delivery of the final product.
- ❖ Teams enable organizations to learn (and retain learning) more effectively. When one team member leaves, the learning of the team is not lost. Team members also learn from each other during the course of team working.
- ❖ Flat organizations can be co-ordinate and directed more effectively if the functional unit is the team rather than the individual. Setting objectives, aligned with organizational objectives, for seven teams each made up of seven members, is a lot easier than setting objectives for 49 individuals. One leader can oversee the work of seven teams but more like seven leaders are needed to oversee the work of 49 individuals. Consequently, fewer layers of management are needed where team work is widespread, (West, 2012, p. 17).

2.3.3.3 Understanding Hierarchies and Teams

Change consultants promote and build teams both as a means for achieving change and as a means for accomplishing work in changing environments. Because of their integrative nature, teams, we hold, are more flexible, innovative, permeable, responsive, and adaptive than are hierarchies. Teams also engender greater commitment from members who develop a sense of purpose and ownership by having a voice in what gets done. But even teams can sometimes come up short. Teaming can be really tough to get started and maintain. Many individuals—especially smart, high achievers—can experience great angst if asked to serve in teams. They can go to great lengths to avoid anything that smells like a team. Like the “starter” culture necessary for making a new batch of sourdough bread, there is “cultural ooze” required for teamwork to flourish. This general orientation is harder to engender among certain individuals and in some organizational environments.

People blame the hierarchical culture, and I think it’s true that if hierarchies did not produce the familiar controlling mindset that bogs down organizational progress, there would be no need for the team's movement. Teamwork often develops naturally and easily. Just visit any playground in the world to observe that girls and boys know innately by age five how to organize themselves around a shared task. This suggests that teamwork is a natural human process, and a skill set at least partially developed at an early age in every individual,(Avery, 2009, p. 5).

2.3.3.4 Team Building

Team building encompasses many activities intended to address these problems and improve the internal functioning of work groups. Team building workshops strive for greater cooperation, better communication, and less dysfunctional conflict. Experiential learning techniques such as inter personal trust exercises, conflict-handling role-play sessions, and

interactive games are common. In the mountains of British Columbia, DowElanco employees try to overcome fear and build trust as they help each other negotiate a difficult tree-top rope course, (KreitnerSmagleCh, 2005, p. 164).

Objective the team building to create high performance team should to following below:

- ❖ Participative leadership
- ❖ Shared responsibility
- ❖ Aligned on purpose
- ❖ Strong communication
- ❖ Future focused
- ❖ Focused on task
- ❖ Creative talents
- ❖ Rapid response

2.3.3.4.1 Creating Effective Teams

In addition to these basic conditions, dream teams are characterized by transformational leadership that reinforces an inspiring and motivating team purpose focused sharply on the needs of the team's stakeholders (clients, customers, patients); that encourages all team members to value the diversity of its membership. Members have opportunities to grow and learn in their roles and there is a strong sense of continuous growth and development as a team. Dream teams have a high level of positivity, characterized by optimism and a healthy balance of positive and negative interactions. Members are open, appreciative, kind and genuine in their interactions with each other and eager to learn from each other. Team members believe in the team's ability to be successful and effective in their work (team potency). They are secure in their team membership and

attached to the team because of the level of trust and support they encounter—and the fact that members appropriately back each other up in crises. And the team's relationship with the wider organization is engaged and supportive. The team actively builds effective inter-team relationships and members identify enthusiastically, not just with their team, but with the wider organization of which they are a part. Such dream teams, and teams of dream teams, enable effective communication and fruitful collaborations in which new ideas are shared and integrated, work load is shared, mutual support is provided and opportunities are exploited to their full potential.(West, 2012, p. 3).

2.3.3.4.2 Team meetings processes

There are underlying rules for bringing people together to meet. Before calling a meeting, it is valuable to consider: If the meeting is about information sharing and this can be achieved adequately through other forms of communication, there is no need to meet. If the meeting purpose is simple and an individual is quite capable of completing the tasks on their own, why engage the team? Most people are busy people, so ask yourself "Is this a good use of each person's time?" before you assemble the team. On occasion it is good to get the team together to network, encourage each other, to celebrate and have fun; however, wasting peoples time and boring the team is inexcusable The Meeting cycle illustrated in Fig 3.2 (source: Wright Consultancy) is provided to give emphasis to Value Added activities before, during and after the meeting though purposeful agenda, effective chairing and commitment to action.(Wright, 2013, p. 40)

2.3.3.4.3 Team training

The unique feature about quality improvement teams is that people are asked to join, and not told to do so. The training of team members and leaders is the foundation of all successful improvement programs to ensure people understand the concepts of team work, plus the tools and techniques that are to be employed during the improvement program, such as those covered in the Process section.

2.3.3.4.4 Self-Directed Work Teams (SDWT)

Within this book I interchange the phrases 'Empowerment and self-Directed work Teams: If I was forced to make a distinction between the two terms, I would suggest that empowerment is part of a journey for a team and to assist that journey we set out a plan or continuum of empowerment in 7) I would tend use the phrase Self Directed work post the team has reached a critical point in its decision making without reference to line management when adopted by an organization has a major impact on the business and the culture. I have a preference for showing the organization's adopted culture as an inverted triangle, to show the step change that has taken place through empowerment or self-directed work teams The whole process of implementing self-directed work teams (SDWT) is really very simple; once the purpose, metrics and the feedback cycle (see Wright's Freedom Model) are put in place the team will almost self-manage the change.

It helps when the organization has ambitious expectations and builds strong, empowered teams. In the empowerment process I never separate authority to act with the responsibilities for task execution senior managers retain ultimate accountability ("the buck stops here!"). With SDWT comes the establishment of a matrix of responsibilities in which the team will do most of the figuring out themselves. You do not need to spoon feed the

team; they can become very resourceful as to who does what, where and when. "Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity
General George Patton, (Wright, 2013, p. 104)

2.3.3.5 Teamwork and collaboration

Collaboration is the backbone of any team. If any team aims at achieving its goals, they must be aware that they only can obtain through honesty, openness, consistency and respect.

2.3.3.5.1 Honesty

Means that team members tell one another the truth, not just what each wants to hear. They feel comfortable disclosing problems so that other members can join in the problem-solving process and help overcome obstacles.

2.3.3.5.2 Openness

Means that team members are not afraid to say what is on their minds; they do not fear repercussions for communicating their thoughts. They share information because they are confident that people won't make fun of their ideas.

2.3.3.5.3 Consistency

Mean that each team member works, and interacts, in a consistent manner. This allows members of the team to know what to expect from one another. Progress toward a goal can suffer when team members are inconsistent with their work, meeting attendance, communication, or even mood.

2.3.3.5.4 Respect

Mean that team members see one another as vital parts of the team. They speak and behave respectfully toward one another. They listen to everyone's ideas without judgment, and offer constructive criticism.

2.3.3.6 Team goal

If I return to the team definition, a team is a group of individuals who are passionate about a common goal. As the team goal is a key part of the team's identity and the source of the team's passion, it is important for the team to establish its purpose (goal) early in the team's formation. The team should choose high-performance goal (s) that have the hallmark of breakthrough performance. Breakthrough performance may be defined as a level of achievement that sets a new benchmark for the business or for international comparisons. New teams are generally modest in their aspirations, whereas maturing teams are ambitious and when underpinned by talent and good processes can achieve exceptional results. The chosen goal should inspire the whole team and create a sense of passion for the achievement of the goal. Devoting time and energy to this task at the start of the team-building process is very important. In fact the team goal should be revisited at least annually as the team and its processes mature.(Wright, 2013, p. 37)

2.4 PART FOUR: STRATEGIC LEADERSHIP

2.4.1 What Is Strategic Leadership?

Individuals and teams enact strategic leadership when they think, act, and influence in ways that promote the sustainable competitive advantage of the organization.

This statement is a real mouthful. But because it encompasses all of the critical elements of strategic leadership, we offer it as our definition. The focus of strategic leadership is sustainable competitive advantage, or the enduring success of the organization. Indeed, this is the work of strategic leadership: to drive and move an organization so that it will thrive in the long term. This is true whether the organization is for-profit or nonprofit. It depends only on whether your organization seeks and achieves an enduring set of capabilities that provide distinctive value to stakeholders over the long term, in whatever sector your organization operates or whatever bottom line you are measured by. (Haycock, 2012)

2.4.1.1 Strategic Thinking

Another characteristic these two creative leaders share is the ability to take stock of their present positions and anticipate what lies beyond the horizon—to scan their environment. They are also gifted at questioning implicit beliefs and assumptions. Both have to deal with the complexity that's part of a visionary enterprise, and both are skilled at making common sense for their organizations and teams, and at thinking systemically to uncover the answers to complex problems. When we ask executives to mention a quality of great strategic leaders, the most common answer we hear is “vision.” Another common answer is “good long-range planning.” Both these attributes involve thinking skills, but they represent rather different kinds of thinking skills. Long-range planning exemplifies the kind of strategic thinking that has been common in organizations for a long time, even if long-

range planning itself has recently become somewhat less common. Business leaders today Vision, however, represents a different and less developed form of strategic thinking. It tends to be analytical, linear, verbal (or numeric), explicit, and emotionally neutral. It is also relatively well developed among (Hughes & R. L., 2005, P.43).

2.4.1.2 Strategic Acting

Strategic thinking and strategic acting have a close connection to one another and to strategic influencing. In most organizations, translating strategic thinking into priorities for action is one of the most challenging aspects of strategic leadership. Strategic acting is important in every aspect of strategy as a learning process, but it is a critical part of learning how to get there, making the journey, and checking our progress. Many factors make it difficult to translate strategic thinking into action. These factors include the lack of clear strategic focus, the difficulty of aligning tactics with strategy, and the difficulty of integrating short-term objectives with long-term ones. To transform thinking into action, strategic leaders must be ready to act in the face of uncertainty. They must set clear priorities, act with short- and long-term interests in mind, and allocate resources that match the strategic choices the organization makes. They must create conditions under which others can be effective, including ways they and others can learn from their individual and collective actions (Hughes, 2005, P.83).

2.4.1.3 Strategic Influence

Strategic influence is how leaders engender commitment to the organization's strategic direction and learning. It is absolutely essential to sustaining competitive advantage in contemporary organizations. But the complex, chaotic environment in which organizations operate makes it difficult for their leaders to set a plan, get others on board, and implement a strategy in some lockstep fashion. Organizations and the people in them must adapt and learn on the fly. Leading them through strategic influence is a never-ending quest. Like any quest worthy of the name, it is rife with challenges. Strategic leaders often know the path to pursue (through their strategic thinking) and might be decisive and confident enough to walk that path despite the uncertainty (through the courage of strategic acting), but enlisting others in the effort can be much more difficult. It is often the most critical element of building sustainability. For anyone working to become a strategic leader, developing and using strategic influence involves forging relationships inside and outside the organization, inviting others into the process, building and sustaining momentum, and purposefully utilizing organizational systems and culture. It demands that leaders be clear about what drives them, be able to see and understand other perspectives, and, paradoxically, be open to influence from others. Because strategic work operates between individuals and groups and crosses functional lines, influence skills become even more important. In cross-functional groups, people may not see eye to eye on things, particularly if they have conflicting goals. Becoming a strategic leader requires that you pay attention to the political landscape defined by function and power (Hughes & R. L., 2005, P.123).

2.4.1.4 Strategic Leadership Teams

While collaboration in making and implementing strategy happens in myriad ways and in a variety of forums, one that demands particular attention is the strategic leadership team (SLT). In our work with executives and organizations, we define these as teams whose work has strategic implications for the organization. Teams that are formally chartered to develop strategy or do strategic planning certainly represent SLTs, but other teams also qualify. Similarly, we are not necessarily referring only to the top team in an organization. Top teams are clearly SLTs (though they don't always function as such), but they are not the only ones.

A strategic leadership team is a team whose work has strategic implications for a particular business unit, product line, service area, functional area, division, or company. Just as strategic leadership is different from general leadership and strategic influence is different from general influence, SLTs are differentiated from other teams in the organization by the work they do. If the work of the team is in service of the long-term success of the organization, then the team is a strategic leadership team (Hughes, 2005, P.167).



Figure 3

Strategic Leadership

2.4.2 Vision of Strategic Thinking and Strategic planning

A discussion of strategic thinking and strategic planning can be confusing and seem pedantic.

Heracleous described the differences between strategic planning and strategic thinking: "... strategic thinking and strategic planning involve distinct thought processes, where strategic planning is analytical and convergent, whereas strategic thinking is synthetic and divergent."6 Graetz further refined Heracleous's concept and the relationships between strategic thinking, management, and planning as shown below in Figure 1.7 Referencing this visual foundation makes further discussion on the concepts more tangible and easier to grasp, (Haycock, 2012, p. 2)



CHAPTER THREE METHODOLOGY

3. Introduction

This chapter is describe the research methodology used to study with the hypotheses, research approach, research design and sample, but for the sample of research we are decide took three part such as privet sector, educational sector and NGO sector, and one ministry which as (Korek Telecom, LFU University, Ishk University, Cihan University, Cihan group, NGO, Mega mall, The Ministry of Planning, Kalkan co.) but have a different division on each organization. However the mechanism used for data collection will been describe in detail. Finally the appliance used for data distribution full ethical considerations that essentially.

3.1 Research Methodology

Research method is a process to distribution and collecting data with the style writing thereby to finding problem through study and problem evaluation and analyzing of the situation factors. However research topic on which the research being demonstrates on leadership, transforming an organization and employees performance. Moreover in data analyzing used a SPSS statistic program that is evaluated and analyzed data quite a fast with accurate result. Finally to use previous data choose data has correlation with our topic and used systematic of (Chourton & Brown 2010, 218-220) that quiet and quickly to use previous data.

3.2 Qualitative Research Methods

in research study method have a two types quantitative method and qualitative method first one is interview face to face and questions limited and this is about opinion personal on questions, this topic they want information. But we use second ones is a qualitative method that is depended on questionnaire and that is collected more information than first method, then in this method going gather personal information.

unlike to quantitative method whole questions need reliability and validity that is mean all questions has direct related with topic thesis and each questions they should to have a correlation one by one, however the process is different that is need to give time to answer and need permission to distribution in any an organization this letter permission is took from university that is use way formally. Moreover this method is two kinds to respond five choices and three choice but we are selected first one is five choices because that is give more options. At the end this system need numbering to input in statistic program SPSS, but the qualitative and quantitative research method must to going under rules of (Porter & Coggin 1995, 7).

3.2.1 Validity and Reliability

In this study or any academic studies is a need to reliability and validity, validity give ability of the research method that is give accurate to study data and result. Then that is mean really want what purposed to be measured has be accurately also researcher want doing deeply study on individuals small group or large group if researcher know that research has a valid can confident on the output (result), counter to if researcher not believe valid mean not sure in the issue being studies of research that there was none trust on the finding, as of (Churton & Brown 2010, 211 Earl Babbie 1989, 127).

The reliability is way to measure investigated in results similar on different in the study, if doesn't going in reliability that is mean it is replicate. Therewith study need to reliability and measuring this reliability depended on this system the researcher used to study, but we used reliability and validity to our study because that is so important we want reliability for our study. However reliability and validity is bases of every academic study, as whole (Churton &Brown 2010, 209).

3.3 Research Design

The fact that we have faced a unique situation and the objective of our research we have agreed on led us to design our research as a case study. As it is mentioned by Bryman and Bell (2011, p. 60), a case study is about researches which is carried out in one geographical site, in our case an organization.

3.3.1 Research approach

Choosing an approach for the research is one of the significant tasks for the researcher as it combines research philosophies with processing theories. There are two main ways to carry out research the qualitative research and quantitative research. The first one is based on our study and consist of four sections and first section is five questions and another sections is same design they each sections include nine questions

Also on creating a hypothesis which will be verified in of collected data, whereas depended on the latter one is emerged as a result of analysis of collected data on (Saunders et al., 2009, p. 124-126). However, for our research we have chosen abduction approach which was coined by (Reichertz, 2010) due to the fact this approach is in accordance with the

purpose of our research which we want to explore such as: leadership, charismatic leadership, transforming organization by leaders and strategic leadership.

3.3.2 Research Strategy

all though this research study build on strategy in first point start find thesis topic, and based on study to helpful to used everyone except academic persons. therewith together with the philosophical strategy the right research strategy and choices right suggestion, and which to be explicate - description to research study with utilize some of pictures for drawing to some conclusions. Moreover we control ourselves on data distribution and collected data really this method qualitative is so hard and needs a cool Neurosis because you are meeting with everyone in different organizations. Finally data input that is another hard thing and missing in SPSS statistic program rather than going to a causal relationship between variables all of those thing is not easy to understand and at the end we used SPSS statistic program is find accurate result and that is useful for our research methodology. Such us utilized (Saunders, 2009, p. 140).

3.3.3 Sample size

For our research sample size is considered as it is a matter of discussion for the qualitative research, and optional figure for such research estimated to 12 (Saunders et al., 2009, p. 235). Nevertheless, sample size is mainly concerns research purpose, availability and time restrictions (Saunders et al., 2009, p. 234). Therefore, to work within the time limit and meanwhile achieving necessary level of validity, we decided to conduct (222) interviews within (Korek Telecom, LFU University, Ishk University, Cihan University, Cihan group, NGO, Mega mall, The Ministry of Planning, Kalkan co.).

3.3.4 Companies

All the organizations involved in the present research were informed about and agreed to all the steps and aspects of the study: from the distribution of the questionnaires and collection of the data, to the analysis of the results. A keen interest in filling in the questionnaires was observed on behalf of the employees of each participating organization.

There are four companies that given their importance in the North of Iraq were selected for the present study, as follows: Korek Telecom, LFU University, Ishk University, Cihan University, Cihan group, NGO, Mega mall, The Ministry of Planning, Kalkan co. Our first two choices are related as Cihan University is part of Cihan Group which is one of the biggest Cihan private companies in the North of Iraq. NGO is a central point of interest for our study as well and we have focused on the HR department within the organization. And finally, Kalkan Co. with its great activity in the oil sector in the North of Iraq made the organization a perfect candidate for our study.

3.4 Data collection

250 questionnaires were distributed, with 222 returned. The questions had Likert scale type answers (strongly agree, agree, strongly disagree, disagree, not relevant) and focused on how leadership and strategic planning leadership impacts on the performance of the employees with the purpose of achieving a common goal in the organization. Each questionnaire had sets of questions with items focusing on specific types of leadership and strategic planning leadership, without asking the respondents to judge whether leadership or strategic planning leadership decision making is desirable or undesirable. The questionnaires benefited both the employers and the employees, as an in-depth knowledge about leadership and strategic planning was acquired.

3.4.1 Administration of questionnaire

One hundred and fifty (250) questionnaires were distributed. The researcher personally managed the questionnaire and conducted the interviews and questionnaire involve to four parts such as personal information that is should to be in all questionnaire and second is about individual leadership mean charismatic leadership or ability leaders with leader, teamwork and employees performance that is mean all of this building by leadership to transform organization.

3.4.2 Respondents

Participants were given one week to complete the questionnaires. 250 were received, out of which 8 questionnaires were unfilled and 5 questionnaires were thrown a way as a result of missing data. Consequently, 222 questionnaires were considered for the research as respondents employed in various sections within the organization.

3.4.2.1 Response rate

For this study 250 employees were given a week's time to fill in the questionnaires. 222 questionnaires were returned completed, while 23 were not returned. In order to get a better picture and hopefully clearer results on various functions within the organizations, the questionnaires have been distributed to different departments.

3.4.3 Limitations

Our research excludes employees who have spent less than a year in (Korek Telecom, LFU University, Ishk University, Cihan University, Cihan group, NGO, Mega mall, The Ministry of Planning, Kalkan co.). A great number of the employees in this classification were in training courses and not given particular roles of duties. Besides, some of the questionnaires were returned unfinished.



CHAPTER FOUR

An Application on the Company

4.1 Data analysis

For this study, we have personally visited each organization. The paper looks into matters of leadership and strategic planning within an organization and our questionnaire consisted of two parts, each corresponding to each of the topics of focus. Each part has 8 questions, first part explains the charismatic's of leadership and the impact that leadership has on employees and second one elucidates the plans and strategies of leadership in organization towards common goal. Nonetheless, all the questions in both of parts are illustrate the positive or negative attitudes of leadership with employees during working, besides second part mainly is about the ability of leadership to create a strategic planning within the organization to achieve common goals of the organization, as well as how the employee's opinion affects the decisions of the leader.

4.2 Statistic system

This section is of vital importance due to the fact that the successful interpretation of the results relies fully on the accuracy of the SPSS findings. Our chosen method uses ANOVA tests to compare between each group, as well as between the responses given for each question within the group in order to understand which questions and which groups in particular made an impact, thus helping to the improvement of the organization they belong to. Furthermore, frequency options were used to interpret the descriptive statistics in order to establish a personal choice in the participants' responses. The SPSS was the best and most straightforward analysis and evaluation tool for our research.

4.3 Statistical analysis

This section presents the SPSS results, with the descriptive statistics using frequency procedures, and the individual responses given to each of the 9 sectors (section, city, organization, qualification, gender, marital status, age, experience, function). That is mean collected personal information data in whole of the organizations. Therewith classify all information on term and each term explicates the number of respondents.

4.4 Analysis of Research Questions

In fact this section is analysis of the survey questionnaire and how we deal with it. Although the outcome will be explicate through graphs with supported texts. Therewith all of the graphs in data analysis the SPSS statistic program are a drawing and we depended on this statistic program to analysis data and the results.

4.4.1 Analysis Term of personal information

However in this data analyzing of personal information they don't have missing in statistic program and the mean is more than 0.05 that is mean doesn't have different between whole of the questions all of them have same impact on leadership and transforming an organization. therefore uses the standard deviation with Skewness and Std. Error of Skewness, then utilize of minimum and maximum on responds question number and finally is Percentages, see table (2).

Table (2) Term of Frequencies personal information

		section	City	Organization	qualification	Gender	Marriage	Age	experience	Function
N	Valid	222	222	222	222	222	222	222	222	222
	Missing	0	0	0	0	0	0	0	0	0
Mean		1.6622	1.0000	4.8018	2.5586	1.4414	1.3964	34.2748	3.7387	5.5586
Std. Deviation		.67154	.00000	2.95768	.78082	.49768	.51720	11.46275	3.76387	2.92805
Skewness		.521		.153	.552	.237	.920	.826	1.839	.060
Std. Error of Skewness		.163	.163	.163	.163	.163	.163	.163	.163	.163
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	2.00	.00	1.00
Maximum		3.00	1.00	9.00	5.00	2.00	4.00	69.00	20.00	9.00
Percentiles	25	1.0000	1.0000	2.0000	2.0000	1.0000	1.0000	26.0000	1.0000	3.0000
	50	2.0000	1.0000	5.0000	2.0000	1.0000	1.0000	31.0000	2.0000	5.0000
	75	2.0000	1.0000	7.0000	3.0000	2.0000	2.0000	42.0000	5.0000	9.0000

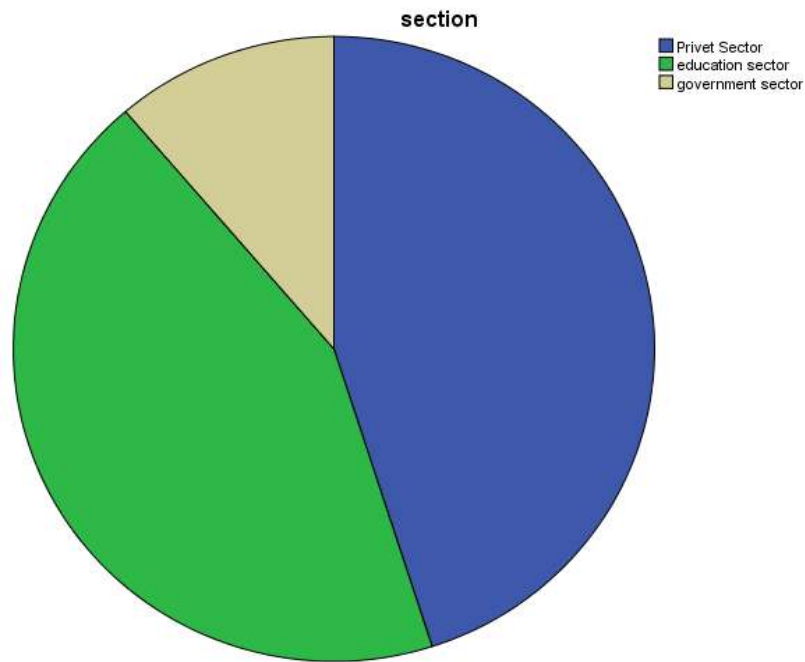


Figure (4) Distribution of Section

Table (3): This section is classify to three sector the first is privet sector the participation number in the privet sector is 100 and % 45.0, and second is education sector that is participated number of respondents 97 and %43.7 but last one is NGO sector that is have less respondents 25 and % 11.3, then the total number of participation sectors is 222.

Table (3) Distribution of Section

		Frequency	Percent
Valid	Privet Sector	100	45.0
	Education sector	97	43.7
	NGO sector	25	11.3
	Total	222	100.0

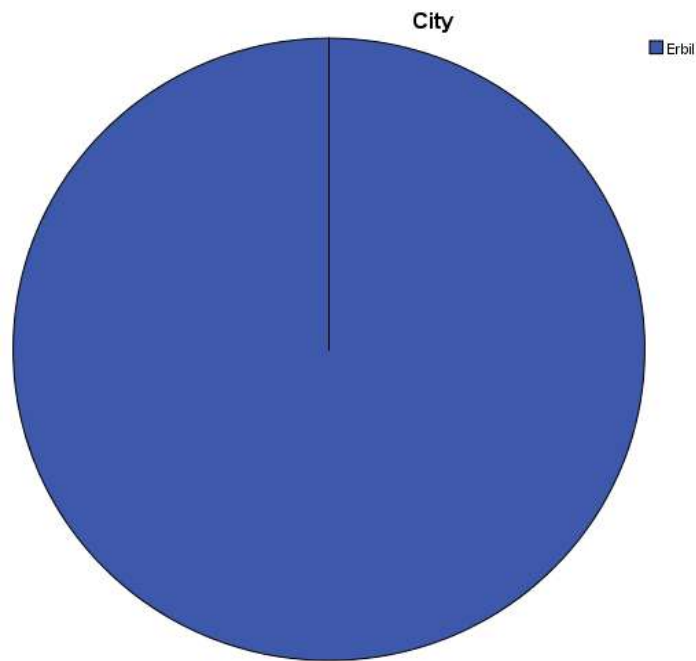


Figure (5) Distribution of City

Table (4): This table is the location of survey and total number respondent of research questionnaire.

Table (4) Distribution of City

		Frequency	Percent
Valid	Erbil	222	100.0

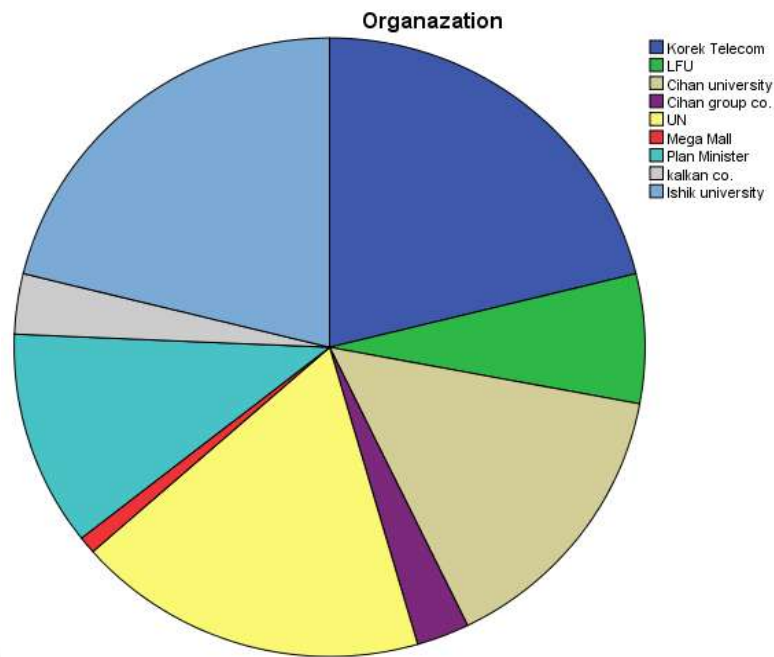


Figure (6) Distribution of Organization

Table (5): This table is display the number an organizations and we have distributed research questionnaire in all organizations, and all them a bigger organizations in north Iraq. KORAK telecom co. is highest respondent 47 with %21.2. Then fewer respondents in MEGA Mall is 2 with %0.9.

Table (5) Distribution of Organization

		Frequency	Percent
Valid	Korek Telecom	47	21.2
	LFU	15	6.8
	Cihan university	33	14.9
	Cihan group co.	6	2.7
	UN	40	18.0
	Mega Mall	2	.9
	NGO	25	11.3
	Kalkan co.	7	3.2
	Ishik university	47	21.2
	Total	222	100.0

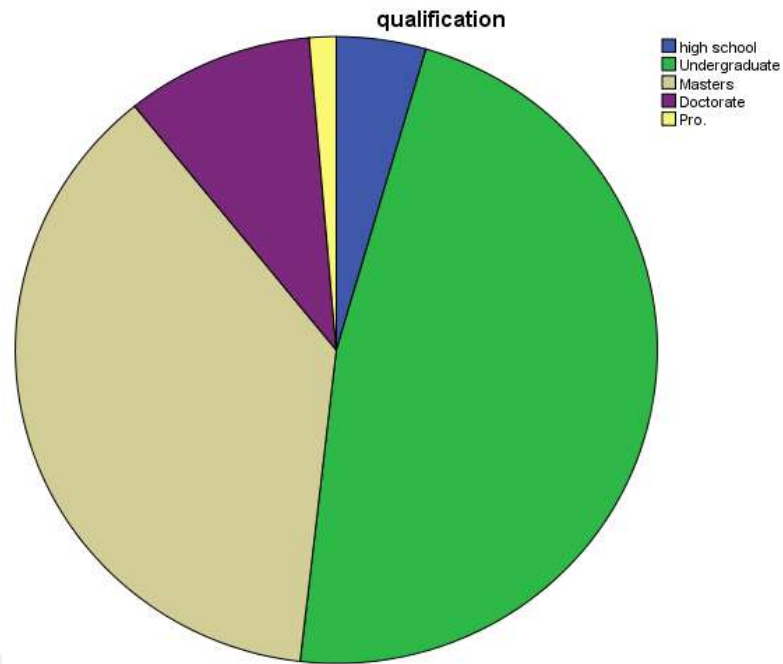


Figure (7) Distribution of Qualification

Table (6): This table is expression qualification for our research questionnaire used four step of degree the lowest high school and highest is Prof. then total number participations 222 and represented of Prof. 3 - %1.4 that is less number respond in research questionnaire, but highest respond in undergraduate degree that is 105 - %47.3

Table (6) Distribution of Qualification

		Frequency	Percent
Valid	High school	10	4.5
	Undergraduate	105	47.3
	Masters	83	37.4
	Doctorate	21	9.5
	Prof.	3	1.4
	Total	222	100.0

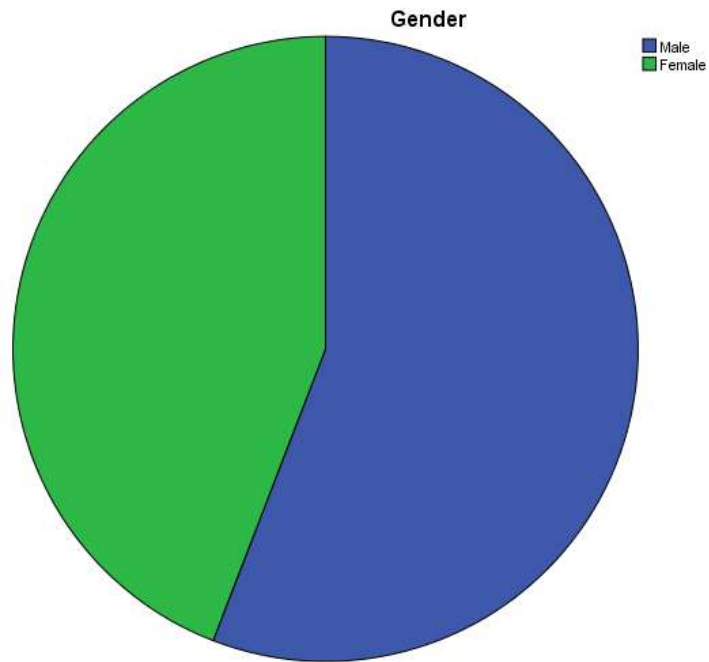


Figure (8) Distribution of Gender

Table (7): In research questionnaire the respondent male gender more than the female gender the frequency respond of male 124 - %55.9 and frequency respond of female 98 - %44.1 then the total number respondents of genders 222.

Table (7) Distribution of Gender

		Frequency	Percent
Valid	Male	124	55.9
	Female	98	44.1
	Total	222	100.0

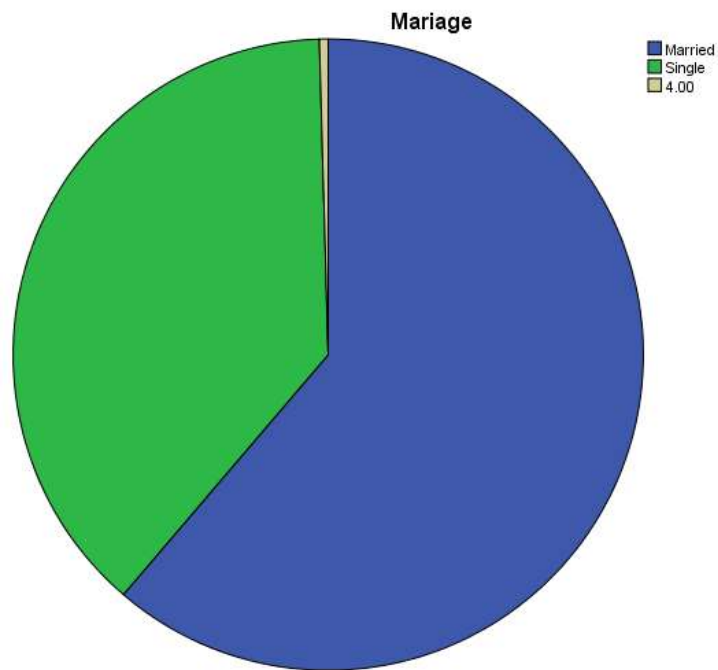


Figure (9) Distribution of Marriage

Table (8): This is show the number of marriage, and we used just to type in our research questionnaire married and single, but in this research the number of married respondents more than single.

Table (8) Distribution of Marriage

		Frequency	Percent
Valid	Married	136	61.3
	Single	85	38.3
	Total	222	100.0

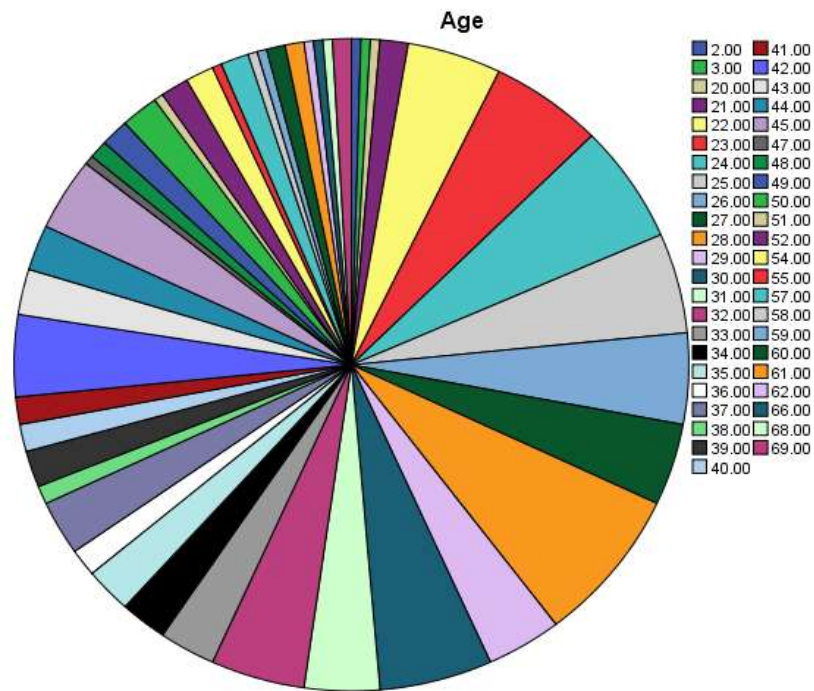


Figure (10) Distribution of Age

Table (9): 222 respond, representing %48.3 of the respondents between age (20-30), which represent %22.3 responds were within the age (31-40). Then %18.1 were within between the age (41-50). Then %7.1 of participate between age (51-60), then %3.3 range respondents between the age (61-69).

Table (9) Distribution of Age

		Frequency	Percent
Valid	20 -30	108	48.3
	31 – 40	52	23.2
	41 – 50	40	18.1
	51 – 60	15	7.1
	61 – 69	7	3.3
	Total	222	100.0

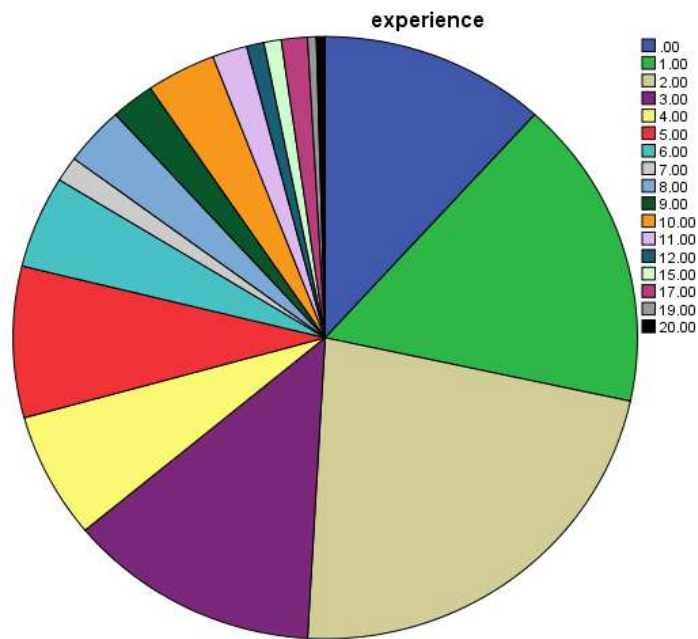


Figure (11) Distribution of Experience

Table (10): This is deal with term of person have experience in this sector or in the organization. The table below is display four range of experience respondents the %78.9 is between (0.00-5.00) years, and %15.5 falls within (6.00-10.00) years. However %3.6 the respondent between (11.00-15.00) years and the % 2.4 of participations is between (16.00-20.00) years.

Table (10) Distribution of Experience

		Frequency	Percent
Valid	0.00 – 5.00	175	78.9
	6.00 -10.00	34	15.5
	11.00 – 15.00	8	3.6
	16.00 – 20.00	5	2.4
	Total	222	100.0

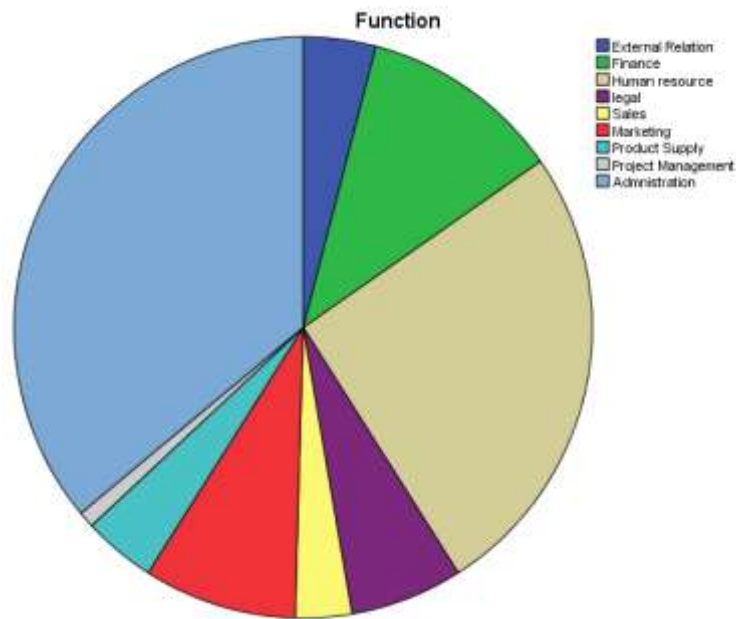


Figure (12) Distribution of Function

Table (11): This display the number of function to participated on research questionnaire and consist nine departments in different organizations. %4.1 of respondents in the external relation is 9 replays, and in finances %11.3 respondents 25 replay. Therewith % 25.7 human resources from the 57 replays, but legal have %6.3 falls within the 14 replay and sales %3.2 from 7 replays. Moreover marketing 8.6 in the 19 replays and product supply %4.1 from 9 replays then the project management is %0.9 respondents in the 2 replay at the end an administration is %36.0 from participation 80 replays.

Table (11) Distribution of Function

		Frequency	Percent
Valid	External Relation	9	4.1
	Finance	25	11.3
	Human resource	57	25.7
	legal	14	6.3
	Sales	7	3.2
	Marketing	19	8.6
	Product Supply	9	4.1
	Project Management	2	.9
	Administration	80	36.0
	Total	222	100.0

4.4.2 Analysis Term of Individual Leadership

This part about the skill and ability of the individual leader, and consist to five question and each questions has the direct influence on ability and skill of the leader to lead the followers. Nevertheless the total number of the participants is 222 and we use the maximum and minimum on the questions to focus on the number respond of the question. Therewith the number between 1.00, 5.00 and 6.00, see table (12)

Table (12) Frequencies of individual Leader

		Individual Leader1	Individual Leader2	Individual Leader3	Individual Leader4	Individual Leader5
N	Valid	222	222	222	222	222
	Missing	0	0	0	0	0
Mean		2.1261	3.7207	2.3423	2.2838	2.9910
Std. Deviation		1.37934	1.81582	1.21451	1.18650	1.19195
Skewness		3.989	.033	.556	.697	.034
Std. Error of Skewness		.163	.163	.163	.163	.163
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		5.00	6.00	5.00	5.00	5.00
Percentiles	25	1.0000	2.0000	1.0000	1.0000	2.0000
	50	2.0000	3.0000	2.0000	2.0000	3.0000
	75	3.0000	6.0000	3.0000	3.0000	4.0000

Table (13): Actually in this table we build the five questions and we compare between all of them but if see the high number recording including question two that is mean most leader help other to the employees because we build question on (What do you like most about your leaders?). Therewith second high record respondents question five therefore most responds think leader criticizes.

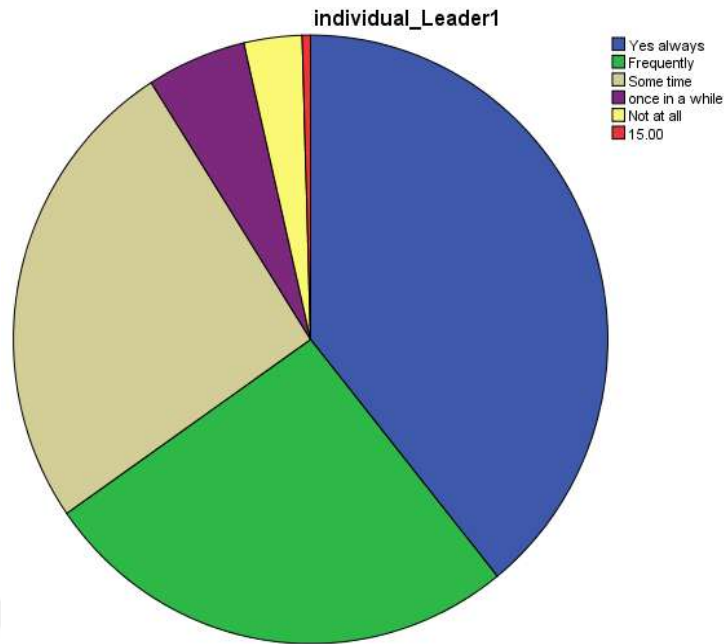


Figure (13) Distribution of Individual Leadership1

Term of Individual Leadership Question 1: Is your leader always successful in communicating whatever idea he has and wants to incorporate?

Leaders successful on communicating to employees and respondents has different opinion, %39.2 replay yes always and %26.1 they think leader frequently did it, but %25.7 opinions is leader some time has this activity. However %5.4 thinks his leader is poor about communicating to employees and %3.2 answers not at all then %0.5 they responds never leader they don't have this characteristic, see table (13).

Table (14) Distribution of Individual Leader 1

		Frequency	Percent
Valid	Yes always	87	39.2
	Frequently	58	26.1
	Some time	57	25.7
	once in a while	12	5.4
	Not at all	7	3.2
	Never	1	.5
	Total	222	100.0

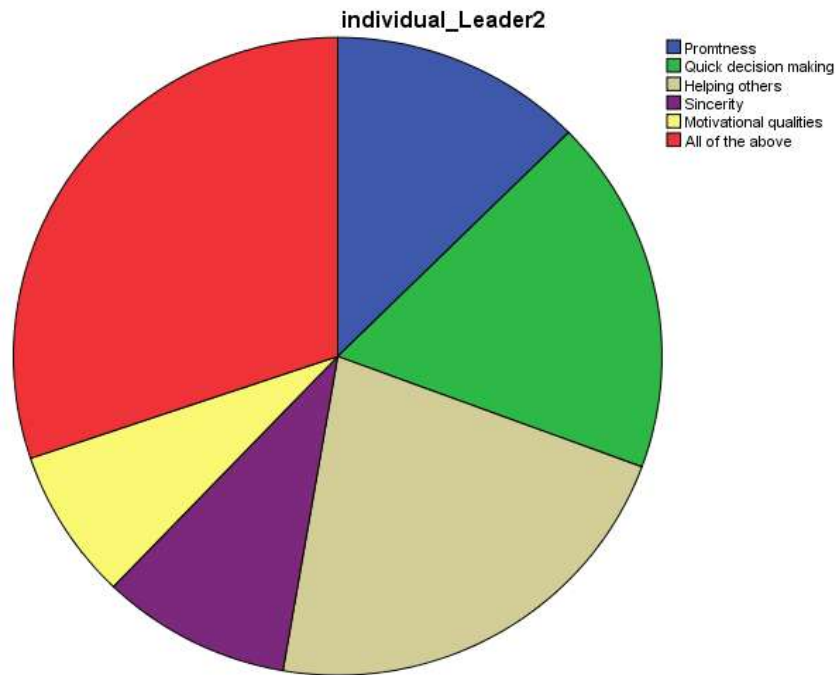


Figure (14) Distribution of Individual Leadership2

Term of Individual Leadership Question2: What do you like most about your leaders?

This is personal question about leader ability on the followers; %12.6 like the promptness of leader and %18.0 of them wish the quick decision making of leader but %22.1 of participation like helping others. Then they answer sincerity is %9.5 and %7.7 responds motivational qualities, therewith more of them like all of the above of leaders, see table (14).

Table (15) Distribution of Individual_Leader2

		Frequency	Percent
Valid	Promptness	28	12.6
	Quick decision making	40	18.0
	Helping others	49	22.1
	Sincerity	21	9.5
	Motivational qualities	17	7.7
	All of the above	67	30.2
	Total	222	100.0

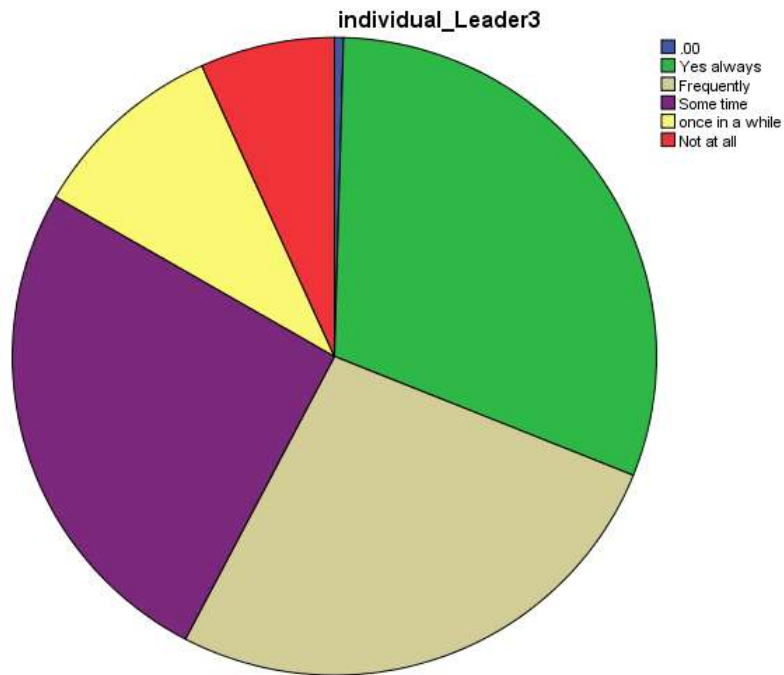


Figure (15) Distribution of Individual Leader 3

Term of Individual Leadership Question3: Is your leader open to feedback to improve his interaction with the team members?

Although total responds is 222 and they answer yes always %30.6 and %26.6 respond on frequency, but they have opinion to leader open to feedback improve with the team member is %25.7. Therewith some of participate idea on this characteristic leader %9.9 and another %6.8 on leader not at all does it, see table (15).

Table (16) Distribution of Individual Leader 3

		Frequency	Percent
Valid	Yes always	68	30.6
	Frequently	59	26.6
	Some time	57	25.7
	once in a while	22	9.9
	Not at all	15	6.8
	Total	222	100.0

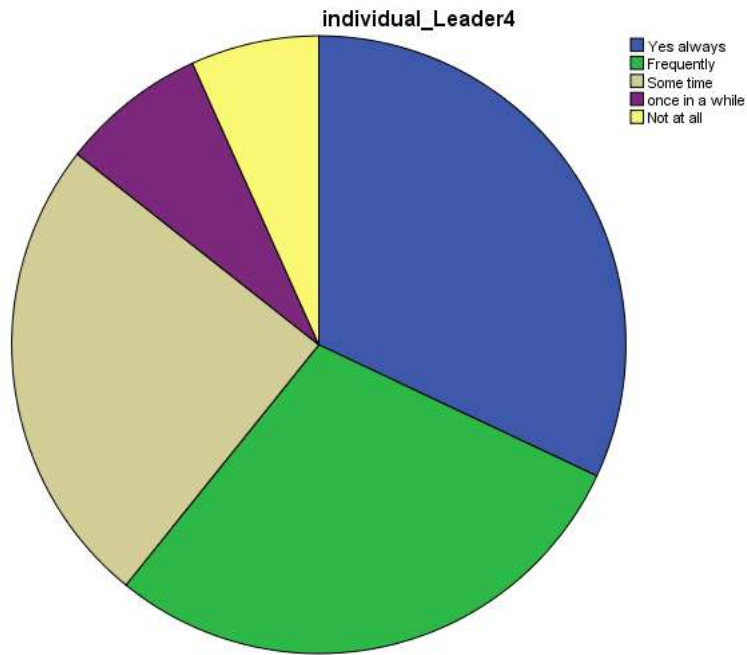


Figure (16) Distribution of Individual_Leader4

Term of Individual Leadership Question 4: Does your leader review your work?

This section is about leader and follower on work review more of them responded yes always they review of our work is %32.0 and %28.8 of followers answer to frequently. Therewith %24.8 responds some time and %6.8 of participated agree leader not at all do it, see table (16).

Table (17) Distribution of Individual_Leader4

		Frequency	Percent
Valid	Yes always	71	32.0
	Frequently	64	28.8
	Some time	55	24.8
	Once in a while	17	7.7
	Not at all	15	6.8
	Total	222	100.0

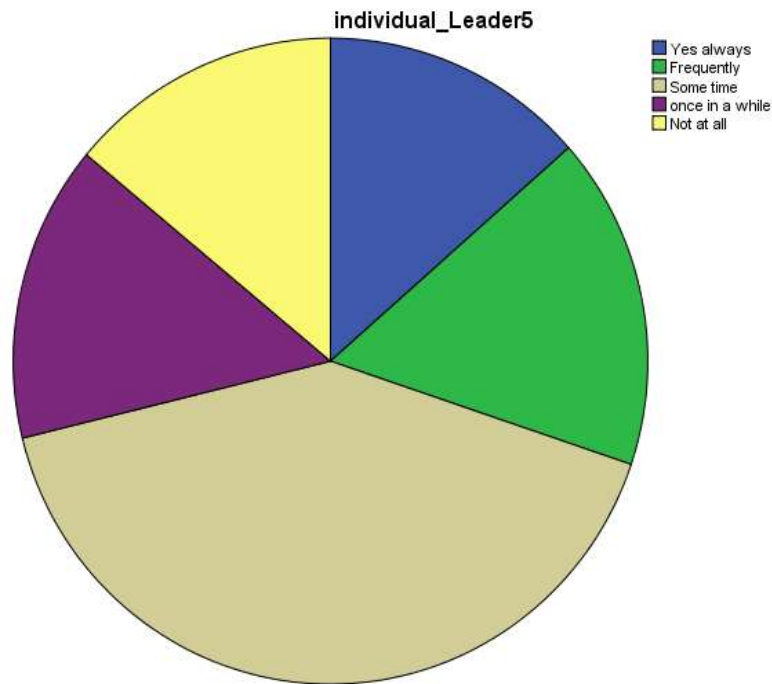


Figure (17) Distribution of Individual_Leader5

Term of Individual Leadership Question5: Does your leader criticize you?

This question is about disposal leadership with employees when do thing uncorrected, %13.5 of responds feel happen always and %16.7 agree on that is happening frequently. Then %41.0 deals with some time leader do it, and once in a while collected answer %14.9 and %14.0 agree on leader not at all to do it, see table (17).

Table (18) Distribution of Individual_Leader5

		Frequency	Percent
Valid	Yes always	30	13.5
	Frequently	37	16.7
	Some time	91	41.0
	once in a while	33	14.9
	Not at all	31	14.0
	Total	222	100.0

4.4.3 Analysis Term of Leader

Actually this portion is analysis of participants respondents on leader and contain nine question all questions are about act, think, judgment and decision of leader and how leader deal with followers in the hard situation and how the leader builds teamwork and create union and openness between member of team. Therefore all element we use in SPSS statistic program such as mean, standard deviation, Std.error deviation, maximum and minimum...etc., to explain the respondents data, and the respond question of choices is between 1.00 and 5.00 that mean they selecting among strongly disagree and strongly agree with no missing, see table (18).

Table (19) Frequencies Leadership

		Leader1	Leader2	Leader3	Leader4	Leader5	Leader6	Leader7	Leader8	Leader9
N	Valid	222	222	222	222	222	222	221	222	222
	Missing	0	0	0	0	0	0	1		0
Mean		3.7387	3.6577	3.8423	3.9459	3.6441	3.8604	3.5882	3.6441	3.7252
Std. Deviation		1.09884	1.07203	.97823	1.05365	.96754	.88903	1.09447	1.00426	1.02069
Skewness		-.829-	-.816-	-.878-	-.992-	-.686-	-.658-	-.553-	-.564-	-.612-
Std. Error of Skewness		.163	.163	.163	.163	.163	.163	.164	.163	.163
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Percentiles	25	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000
	50	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
	75	5.0000	4.0000	5.0000	5.0000	4.0000	4.0000	4.0000	4.0000	4.0000

Table (20): Actually in this table we build the nine questions and we compare between all of them to get high number recording and question four recording high point, that mean leader so helpful therefore we creating question on the (my leader is considerate of my life outside work).

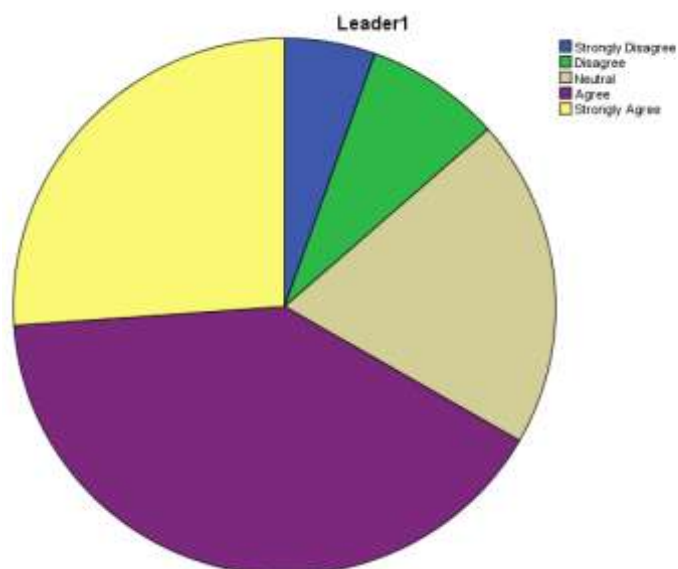


Figure (18) Distribution of Leader 1

Term of Leader Question 1: My Leader thinks before act

222 the total number of participation respond on this questions and %40.5 think leader they thinks before act and %26.1 of responds strongly agree on leadership is thinking before acting but %19.8 of participation is not sure (neutral) the leader thinking before acting. However %8.1 opinions of respondents is leader they can't thinking before acting but %5.4 of them have a hard decision on leadership they sure leader they never thinking before acting. The result of question is acceptable. Because the opinion of responds on leaders thinking before acting more than they think not or never. See table (19).

Table (21) Distribution of Leader 1

		Frequency	Percent
Valid	Strongly Disagree	12	5.4
	Disagree	18	8.1
	Neutral	44	19.8
	Agree	90	40.5
	Strongly Agree	58	26.1
	Total	222	100.0

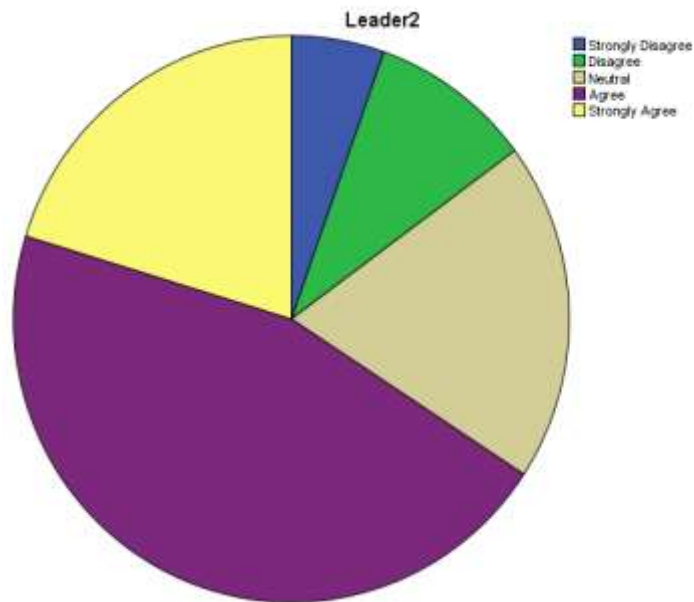


Figure (19) Distribution of Leader 2

Term of Leader Question 2: The leaders in my business inspire me to deliver the company objectives.

This question is about motivation employees by leader and %5.4 opinions on this question is strongly disagree and some followers respond %9.5 disagree but more of respondents choice agree that is %45.5 however %20.3 really strongly agree on the leader inspiring followers to deliver the objectives company, see table (20).

Table (22) Distribution of Leader 2

		Frequency	Percent
Valid	Strongly Disagree	12	5.4
	Disagree	21	9.5
	Neutral	43	19.4
	Agree	101	45.5
	Strongly Agree	45	20.3
	Total	222	100.0

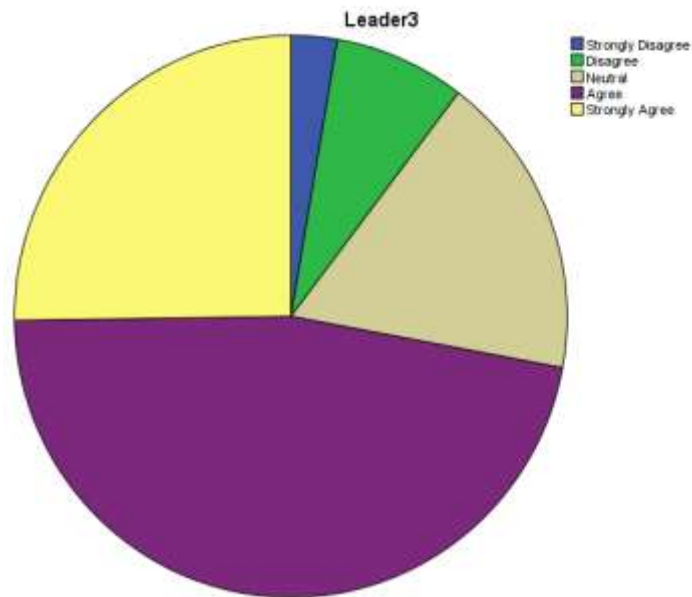


Figure (20) Distribution of Leader 3

Term of LeaderQuestion3: My leader trusts my judgment within my job.

Leader has a trust of followers that is our question and %2.7 of responds leader doesn't trust within followers job (strongly disagree) with %7.7 has same idea on leader (disagree), but have some of followers choice neutral that is %17.6. However more of follower opinions are accepted on leader trust jobs that is %46.8 but they strongly agree on judgment within job follower is %25.2, see table (21).

Table (23) Distribution of Leader 3

		Frequency	Percent
Valid	Strongly Disagree	6	2.7
	Disagree	17	7.7
	Neutral	39	17.6
	Agree	104	46.8
	Strongly Agree	56	25.2
	Total	222	100.0

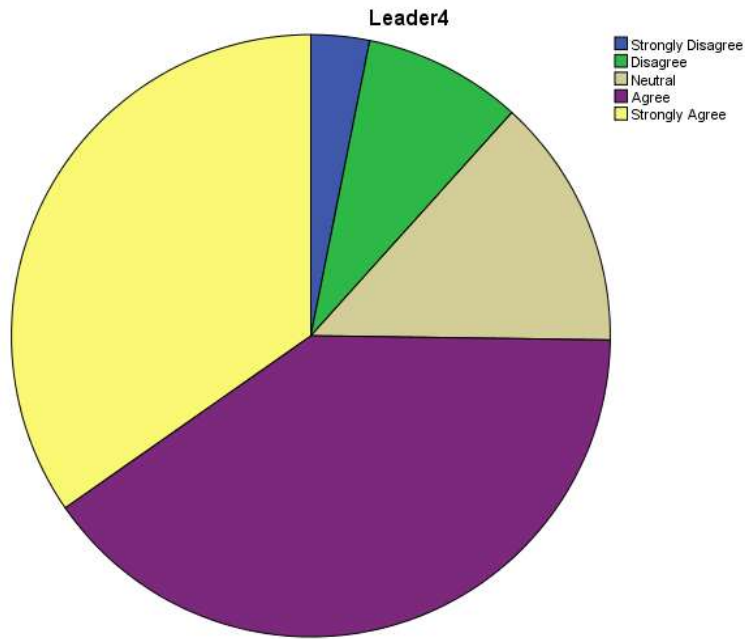


Figure (21) Distribution of Leader 4

Term of Leader Question 4: My leader is considerate of my life outside work

Leader is the considerate to followers outside work or not, they participate in this question has different opinions, and %3.2 strongly disagree with %8.6 have same idea (disagree) mean leader doesn't considerate. The neutral responds on considerate leader is %13.5 but another participation have positive thinking on leader considerate, and %40.1 responds agree, and they strongly agree leader they considerate to followers outside work is 34.7, see table (22).

Table (24) Distribution of Leader 4

		Frequency	Percent
Valid	Strongly Disagree	7	3.2
	Disagree	19	8.6
	Neutral	30	13.5
	Agree	89	40.1
	Strongly Agree	77	34.7
	Total	222	100.0

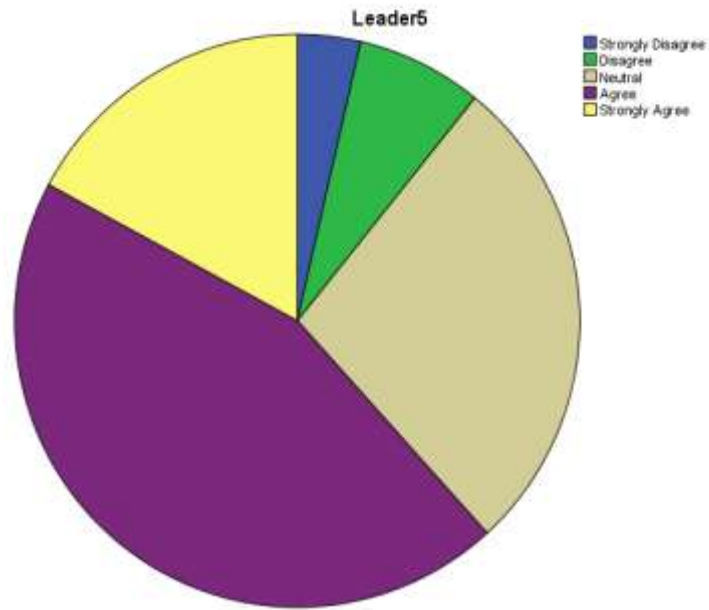


Figure (22) Distribution of Leader 5

Term of LeaderQuestion5: I believe my company's leadership acts on the issues/opportunities identified in employee value surveys.

In this question they answer or has negative answer is %3.6 (strongly disagree) and the number has same idea answer disagree is %7.2, but the neutral responds on this question is %27.5. Therewith some of participation has different opinion and they agree on company and leadership act is %44.6 and they strongly agree in this question is 17.1, see table (23).

Table (25) Distribution of Leader 5

		Frequency	Percent
Valid	Strongly Disagree	8	3.6
	Disagree	16	7.2
	Neutral	61	27.5
	Agree	99	44.6
	Strongly Agree	38	17.1
	Total	222	100.0

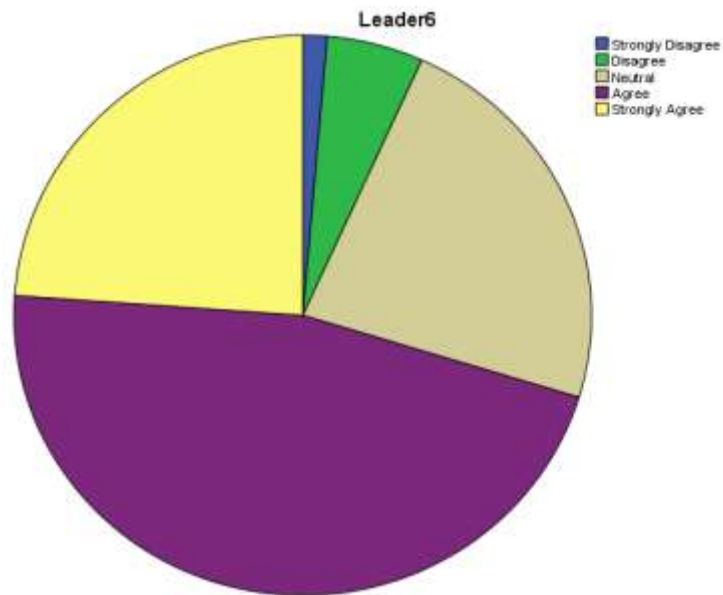


Figure (23) Distribution of Leader 6

Term of Leader Question 6: My leader shows a genuine interest in me as a person

The leader shows genuine to followers or not really the Participants has a different opinions and %1.4 strongly disagree (refused), with %5.4 is disagree but the number of neutral is 523.0. However in another side don't refused the %46.4 of responds agree, and they strongly agree on this characteristic of leader is %23.9, see table (24).

Table (26) Distribution of Leader 6

		Frequency	Percent
Valid	Strongly Disagree	3	1.4
	Disagree	12	5.4
	Neutral	51	23.0
	Agree	103	46.4
	Strongly Agree	53	23.9
	Total	222	100.0

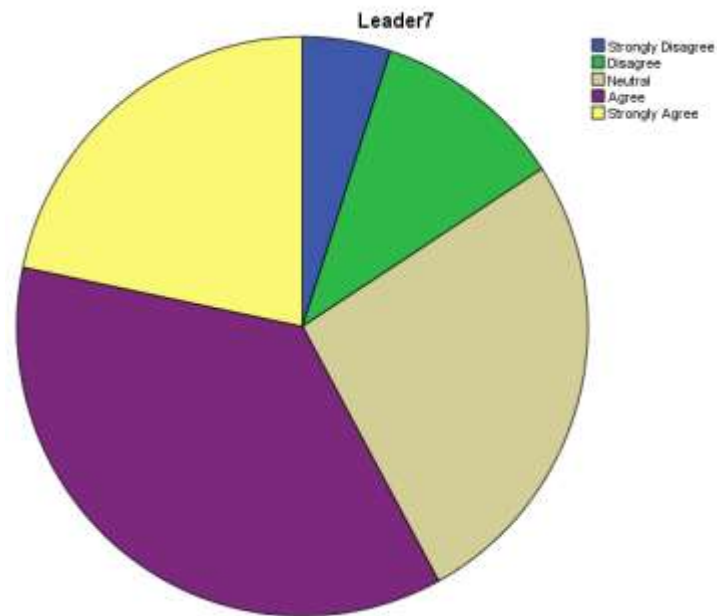


Figure (24) Distribution of Leader 7

Term of LeaderQuestion7: My leader generally understands the problems I face in my job

This is about power of leader to understanding the problems the participants responds strongly disagree is %5.0 and they have same answer on leader (disagree) is 10.8 but they not sure or responds neutral is %26.1. Therewith some participants agree the leader has a power to understanding the problems is %36.0 and the responds has same opinion and strongly agree is 521.6, see table (25).

Table (27) Distribution of Leader 7

		Frequency	Percent
Valid	Strongly Disagree	11	5.0
	Disagree	24	10.8
	Neutral	58	26.1
	Agree	80	36.0
	Strongly Agree	48	21.6
	Total	221	99.5
Missing	System	1	.5
Total		222	100.0

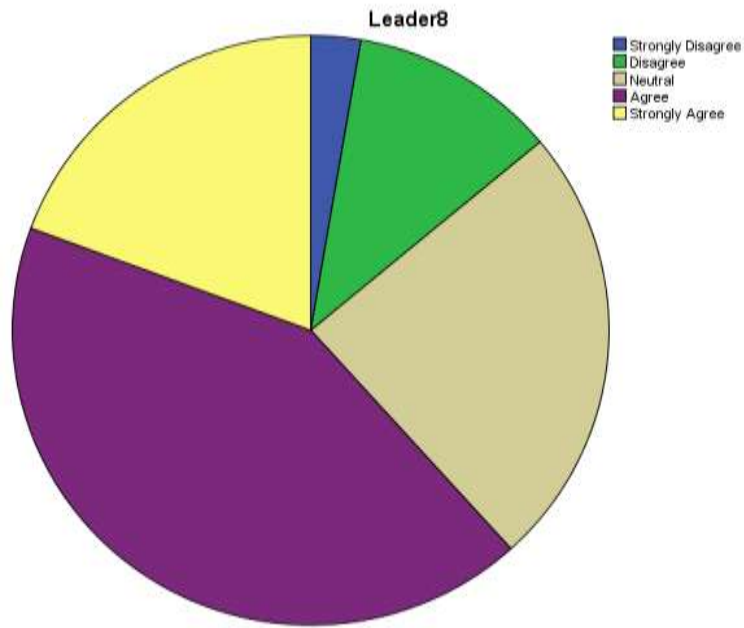


Figure (25) Distribution of Leader 8

Term of Leader Question 8: My leader values all the ideas and skills bring to the company

In this question we focused on leader spend all ability or disappear. They strongly disagree on this question is %2.7 and %11.3 has same thinking answer disagree, then the number of neutral responds is %24.3. Therewith they accept the leader has this characteristic and agree is %42.3 and they strongly agree leader spend all powers is %19.4, see table (26).

Table (28) Distribution of Leader 8

		Frequency	Percent
Valid	Strongly Disagree	6	2.7
	Disagree	25	11.3
	Neutral	54	24.3
	Agree	94	42.3
	Strongly Agree	43	19.4
	Total	222	100.0

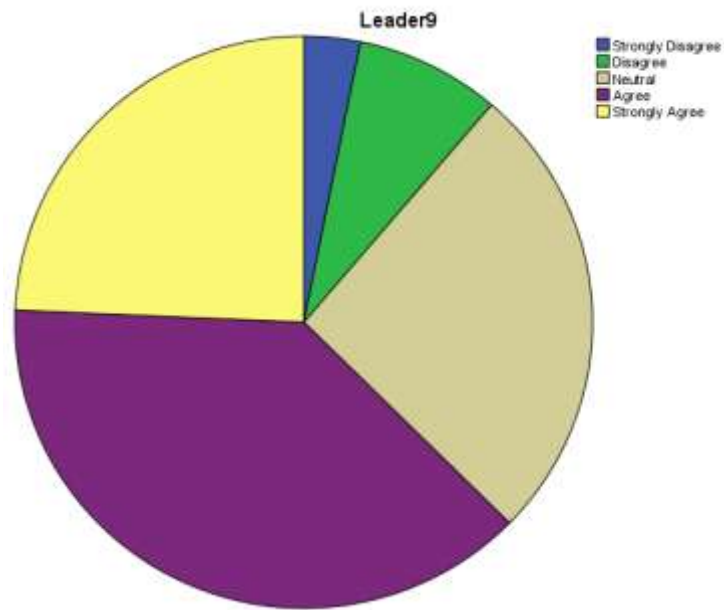


Figure (26) Distribution of Leader 9

Term of Leader Question9: My leader meets regularly with the staff who report to him.

This question about leader is meet regularly and staff report, %3.2 they respond strongly disagree and %8.1 has same thinking answer disagree, but they respond neutral is %26.1. Although some follower has a different idea they agree leader is meet regularly and staff report of followers is %38.3 then some participation has same idea and they respond strongly agree is %24.3, see table (27).

Table (29) Distribution of Leader 9

		Frequency	Percent
Valid	Strongly Disagree	7	3.2
	Disagree	18	8.1
	Neutral	58	26.1
	Agree	85	38.3
	Strongly Agree	54	24.3
Total		222	100.0

4.4.4 Analysis Term of Teamwork

In fact this section explicate the teamwork and how teamwork member deal within the team and collaboration, cooperation, share work and challenge to successful between the member of team. Therewith the follower in teamwork how they depended on leader and the plan or strategic of leader in the organization then all of this questions is resolved in this below parts. Then total number of participants 222 without the missing and mean is more than 0.05 but the minimum is 1.00 with maximum between 4.00 and 5.00. Finally the percentage that is evaluated between 25 and 75 for combination the responds, see table (28).

Table (30) Frequencies Teamwork

		Team work1	Team work2	Team work3	Team work4	Team work5	Team work6	Team work7	Team work8	Team work9
N	Valid	222	222	222	222	222	221	222	222	222
	Missing	0	0	0	0	0	1	0	0	0
Mean		3.6622	3.8378	3.9595	3.7477	3.9054	3.7195	3.7252	3.5135	3.7432
Median		4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Mode		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Std. Deviation		.95997	.92761	2.86075	.97450	2.91432	1.04578	.93750	.95002	.92322
Skewness		-.485-	-.838-	12.474	-.630-	12.767	-.620-	-.689-	-.359-	-.686-
Std. Error of Skewness		.163	.163	.163	.163	.163	.164	.163	.163	.163
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	44.00	5.00	45.00	5.00	5.00	5.00	5.00
Percentiles	25	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000
	50	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
	75	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000

Table (31): in fact this table we creating on the nine questions and we compare between all of them to get high number recording and question three recording high point, that mean leader so helpful therefore we build question on the (my leader is considerate of my life outside work).

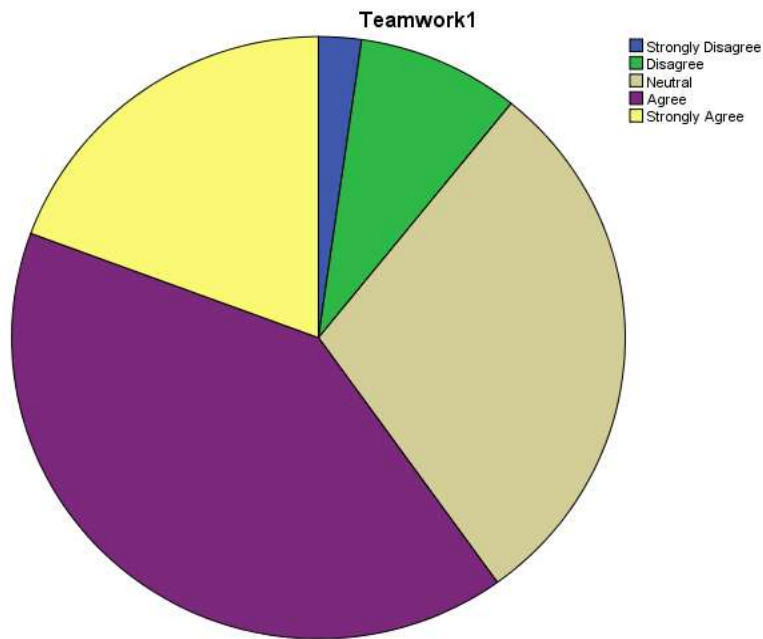


Figure (27) Distribution of Teamwork 1

Term of Teamwork Question1: People in my team can challenge existing ways of doing things.

Employees in teamwork they challenge do thing and they responds this question strongly disagree is %2.3with disagree %8.6. However more of respondents choice neutral or don't decision is %29.3 but they deal with this question agree is %40.5 that is highest respond in this question, then they strongly agree involved % 19.4, see table (29).

Table (32) Distribution of Teamwork 1

		Frequency	Percent
Valid	Strongly Disagree	5	2.3
	Disagree	19	8.6
	Neutral	65	29.3
	Agree	90	40.5
	Strongly Agree	43	19.4
	Total	222	100.0

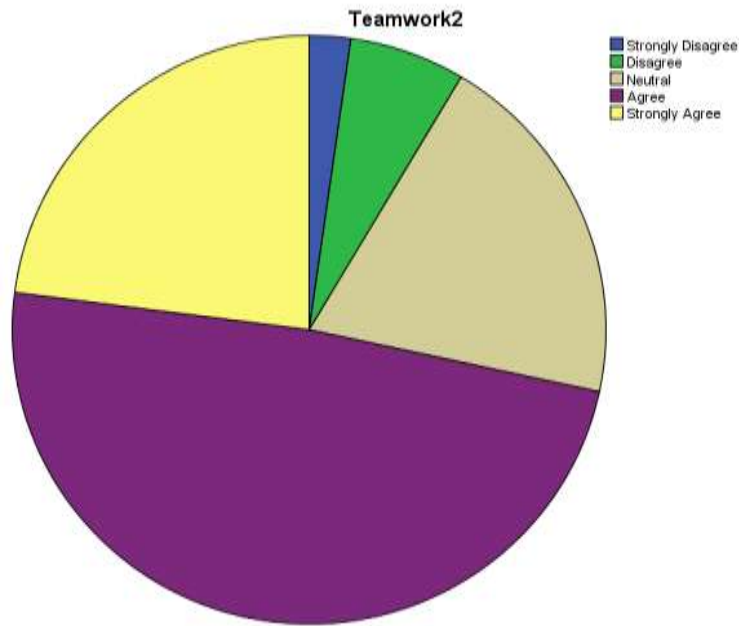


Figure (28) Distribution of Teamwork 2

Term of Teamwork Question2: People in my team are focused on delivering results.

This is about the work together to focus on result deliver, %2.3 of participation respond strongly disagree and %6.3 have same idea on this question disagree but the number of neutral responds is %19.8. However they accept work together to focus on result deliver is %48.6 and they strongly agree on this idea is %23.0, see table (30).

Table (33) Distribution of Teamwork 2

		Frequency	Percent
Valid	Strongly Disagree	5	2.3
	Disagree	14	6.3
	Neutral	44	19.8
	Agree	108	48.6
	Strongly Agree	51	23.0
	Total	222	100.0

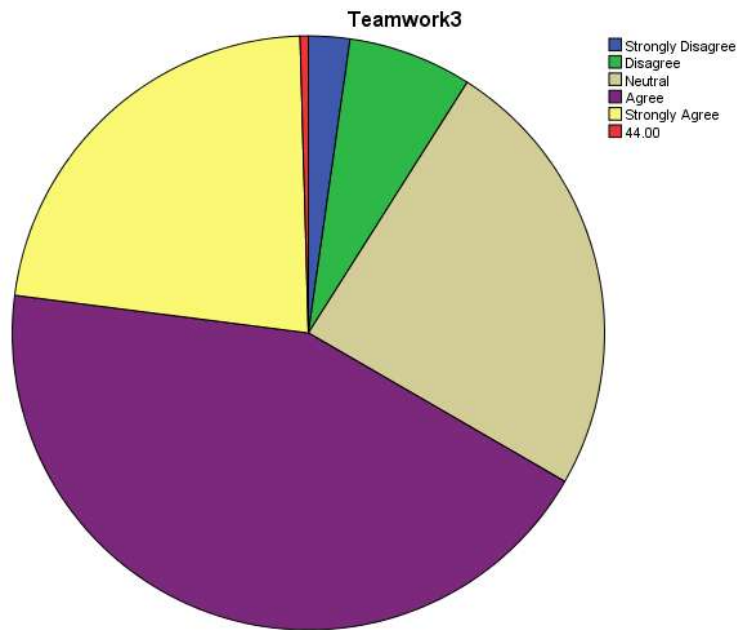


Figure (29) Distribution of Teamwork 3

Term of Teamwork Question3: There is good collaboration between my team and other teams in the business.

The collaboration between member of team that is they strongly refuse or strongly disagree is %2.3 and they disagree is %6.8. Therewith the neutral responds is %24.3 but another participant has different opinion they agree collaboration between member of team necessary is %43.7 and they deal on this idea (strongly agree) is %22.5, see table (31).

Table (34) Distribution of Teamwork 3

		Frequency	Percent
Valid	Strongly Disagree	5	2.3
	Disagree	15	6.8
	Neutral	54	24.3
	Agree	97	43.7
	Strongly Agree	50	22.5
	Total	222	100.0

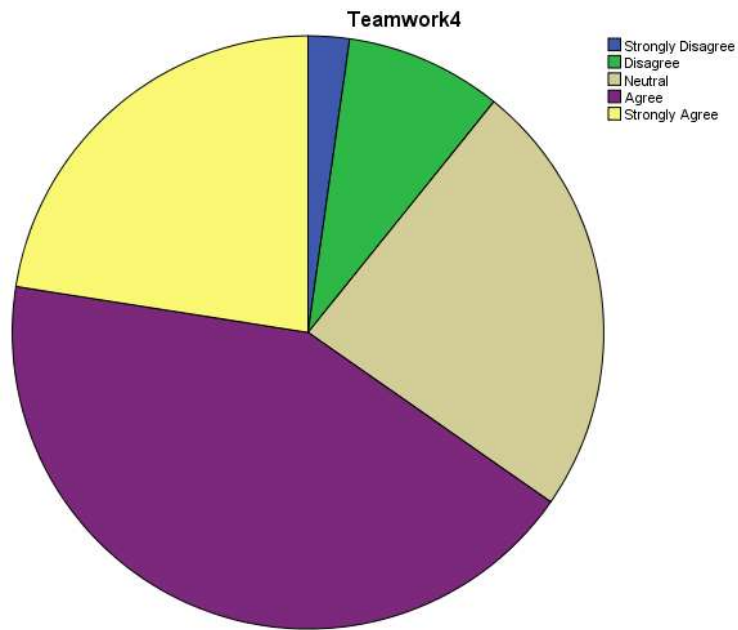


Figure (30) Distribution of Teamwork 4

Term of Teamwork Question4: Compared to a year ago, I think people in my team are resolving issues more quickly.

They responds strongly disagree is %2.3 and they answer disagree they not more is %8.6 but they choice neutral is 23.9 then in another side they agree %42.8 and they strongly agree is %22.5, see table (32).

Table (35) Distribution of Teamwork 4

		Frequency	Percent
Valid	Strongly Disagree	5	2.3
	Disagree	19	8.6
	Neutral	53	23.9
	Agree	95	42.8
	Strongly Agree	50	22.5
	Total	222	100.0

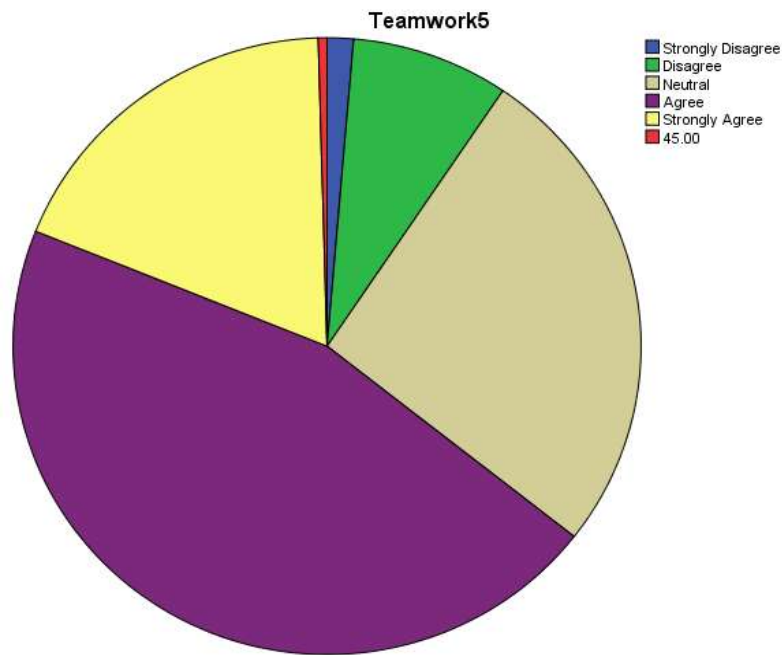


Figure (31) Distribution of Teamwork 5

Term of Teamwork Question5: My member team is encouraged to come up with innovative solutions for customers/Consumers.

This part is team encourage to creating new thing for consumer and participation responded %1.4 strongly disagree and they disagree is %8.1 but %26.1 is answer neutral. Although has another responded agree in %45.5 and they strongly agree %18.5, see table (33).

Table (36) Distribution of Teamwork 5

		Frequency	Percent
Valid	Strongly Disagree	3	1.4
	Disagree	18	8.1
	Neutral	58	26.1
	Agree	101	45.5
	Strongly Agree	41	18.5
	Total	222	100.0

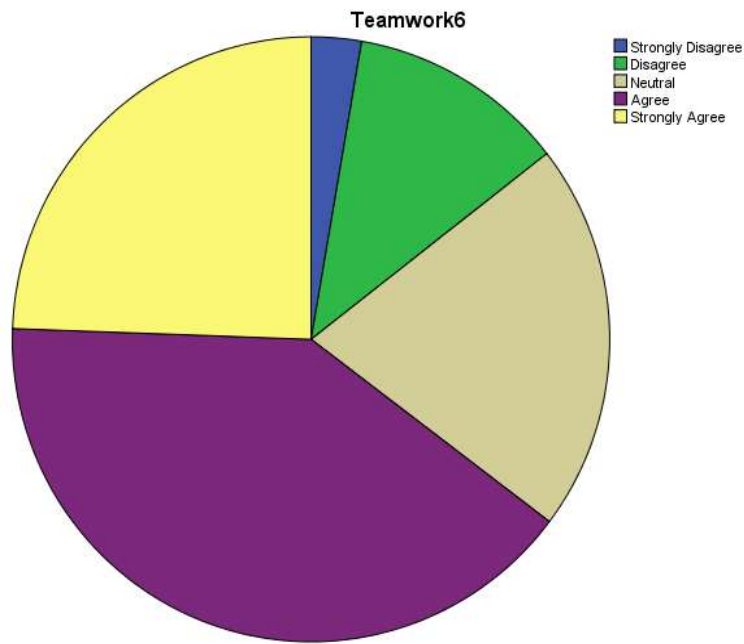


Figure (32) Distribution of Teamwork 6

Term of Teamwork Question6: In my team, people can be themselves regardless of their ethnic background sex, or style.

Actually program statistic read missing data but the number missing is nothing, then they strongly disagree in this question is %2.7 with 11.7 disagree and they answer neutral %20.7. Therewith we has another opinion in this question they agree %40.1 with they strongly agree is %24.3, see table (34).

Table (37) Distribution of Teamwork 6

		Frequency	Percent
Valid	Strongly Disagree	6	2.7
	Disagree	26	11.7
	Neutral	46	20.7
	Agree	89	40.1
	Strongly Agree	54	24.3
	Total	221	99.5
Missing	System	1	.5
Total		222	100.0

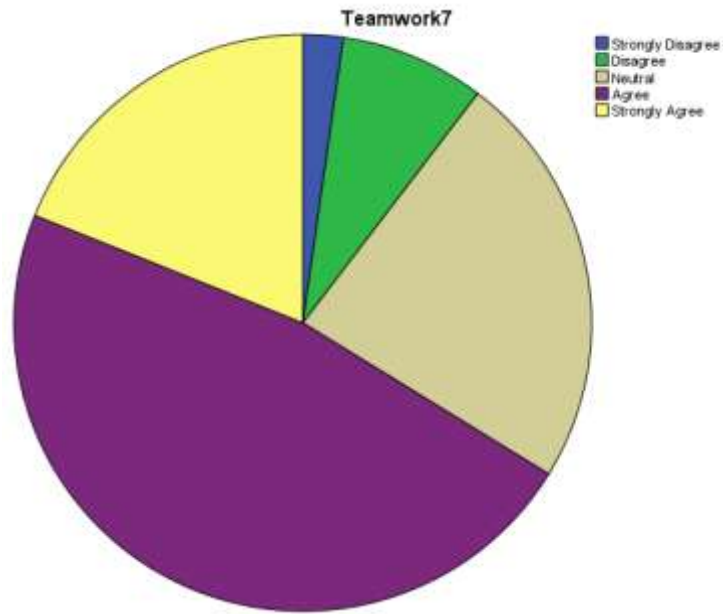


Figure (33) Distribution of Teamwork 7

Term of Teamwork Question7: My member team is good at celebrating our successes.

That is for the team member celebrate together or not they responds on this question is have various opinion then they strongly disagree is %2.3 with disagree %8.1 but the number neutral %23.4. Although some of participation has different idea they respond agree is %47.3 and they strongly agree is %18.9, see table (35).

Table (38) Distribution of Teamwork 7

		Frequency	Percent
Valid	Strongly Disagree	5	2.3
	Disagree	18	8.1
	Neutral	52	23.4
	Agree	105	47.3
	Strongly Agree	42	18.9
	Total	222	100.0

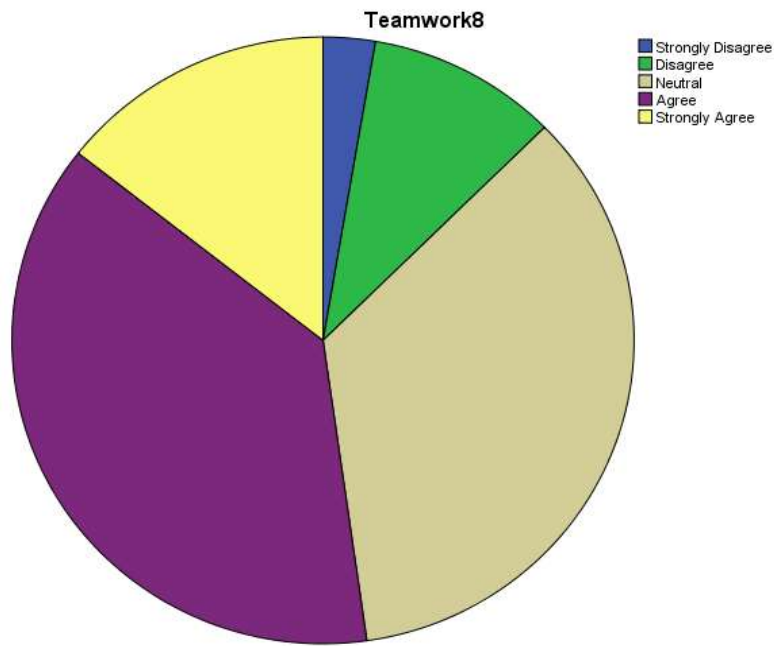


Figure (34) Distribution of Teamwork 8

Term of Teamwork Question8: My Company acts with integrity in its internal dealings with employees.

Therewith the total member participation 222 and they respond strongly disagree %2.7 with %9.9 disagree and several of the respondents choice neutral is %35.1. Although they agree on this element have in company is %37.8 with the answers strongly in this question is %14.4, see table (36).

Table (39) Distribution of Teamwork 8

		Frequency	Percent
Valid	Strongly Disagree	6	2.7
	Disagree	22	9.9
	Neutral	78	35.1
	Agree	84	37.8
	Strongly Agree	32	14.4
	Total	222	100.0

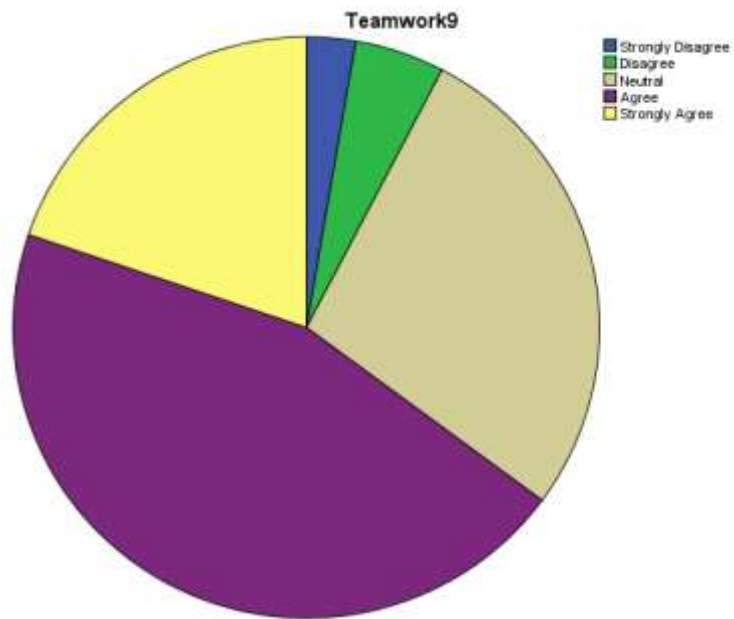


Figure (35) Distribution of Teamwork 9

Term of Teamwork Question9: I have stretching objectives teamwork agreed with my manager.

Then this question focused on objectives teamwork and the participants has various opinion on it, they strongly disagree %2.7 with they has same idea disagree is %5.0, but the number neutral responds is %27.5 but several of followers thinking different they agree is %45.0 with same idea mean strongly agree is %19.8, see table (37).

Table (40) Distribution of Teamwork 9

		Frequency	Percent
Valid	Strongly Disagree	6	2.7
	Disagree	11	5.0
	Neutral	61	27.5
	Agree	100	45.0
	Strongly Agree	44	19.8
	Total	222	100.0

4.4.5 Analysis Term of Employees Performance

That is last part of data analyzing of frequencies and we display all the graphs to be everything clear and this section contain nine question those questions is consist of employees performance by leader. although employee give the value to work or an organization and how the employees participate at the stress work, therewith to find all of the results we use the SPSS statistic program to give accurate outcome. nevertheless total number of participants is 222 with no missing and the number maximum responds of choices is 5.00 and the number minimum responds of choices is 1.00 but standard deviation is between 0.00 and 1.00 with the percentages of total responds is in the 25 -75 in the each responds, see table (38).

Table (41) Frequencies of Employee performance

		Employee performanc 1	Employee performanc 2	Employee performanc 3	Employee performanc 4	Employee performanc 5	Employee performanc 6	Employee performanc 7	Employee performanc 8	Employee performanc 9
N	Valid	222	222	222	222	222	222	222	222	222
	Missing	0	0	0	0	0	0	0	0	0
Mean		4.0541	4.1622	3.7883	3.6441	3.5991	3.7072	3.8288	3.7973	3.6892
Median		4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Mode		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Std. Deviation		1.04503	.88262	.91010	1.01323	1.02749	1.04203	.95958	.86112	.97840
Variance		1.092	.779	.828	1.027	1.056	1.086	.921	.742	.957
Skewness		-1.333-	-1.160-	-.585-	-.767-	-.598-	-.794-	-.829-	-.711-	-.542-
Std. Error of Skewness		.163	.163	.163	.163	.163	.163	.163	.163	.163
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Percentiles	25	4.0000	4.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000
	50	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
	75	5.0000	5.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000

Table (42): Rally this table creating on the nine questions and compared between all of them to get high number recording and question two recording high point, that mean all follower feel working along time an they have this capability.

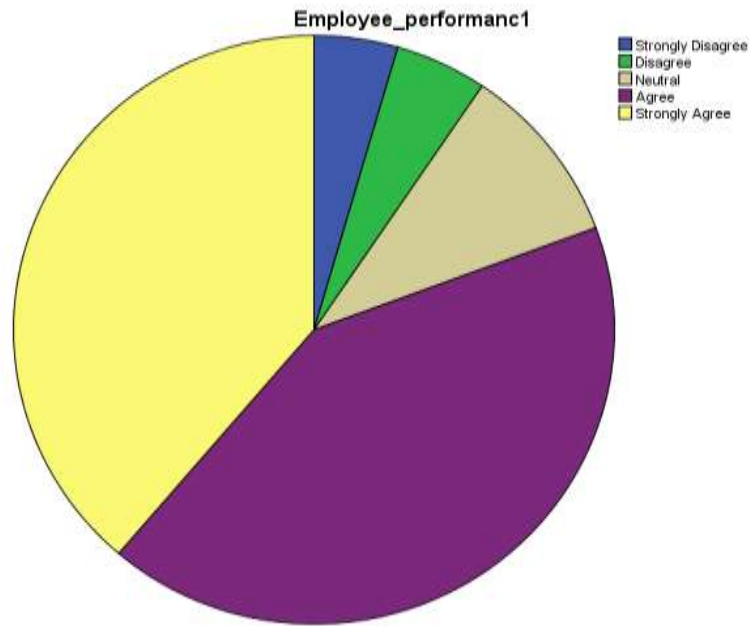


Figure (36) Distribution of Employee_performanc1

Term of Employees Performance Question 1: I like my job, and this work I do.

The employees wish currency or not and they has emotion to work place and friend work, and the participants has different idea on this thinking. Therewith the responded strongly disagree %4.5 and seem they answer disagree %5.0 but the neutral participants is %9.9 and the several of responds has various idea with high responded agree %41.9 with they strongly agree on this question is %38.7, see table (39).

Table (43) Distribution of Employee_performanc1

		Frequency	Percent
Valid	Strongly Disagree	10	4.5
	Disagree	11	5.0
	Neutral	22	9.9
	Agree	93	41.9
	Strongly Agree	86	38.7
Total		222	100.0

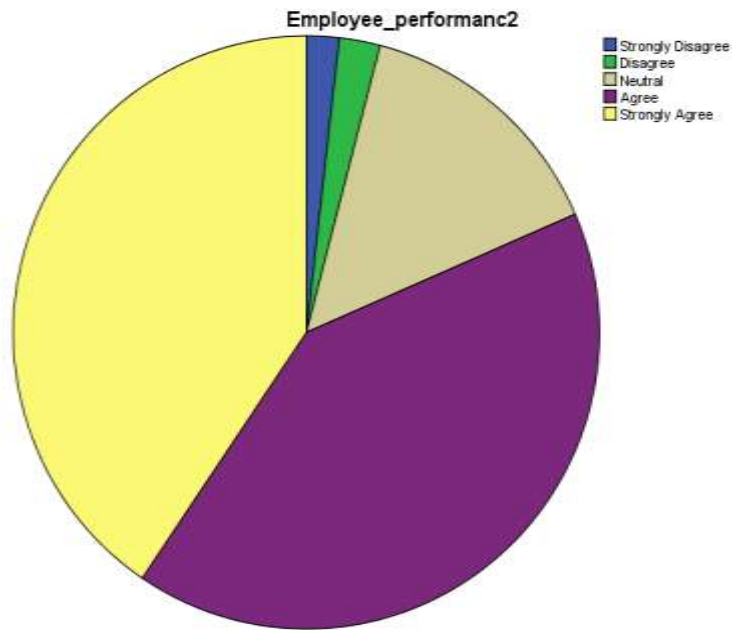


Figure (37) Distribution of Employee_performanc2

Term of Employees PerformanceQuestion2: I feel confident that I am capable of working for the organization as long as I do a good job.

222 is the total participation number of this question and have a different opinion on the ability working for the organization, and they strongly disagree %1.8 with same thinking disagree is %2.3 but the number neutral responds not much is %14.4 and they can do or has confidence % 41.0 with they strongly agree %40.5, see table (40).

Table (44) Distribution of Employee_performanc2

		Frequency	Percent
Valid	Strongly Disagree	4	1.8
	Disagree	5	2.3
	Neutral	32	14.4
	Agree	91	41.0
	Strongly Agree	90	40.5
	Total	222	100.0

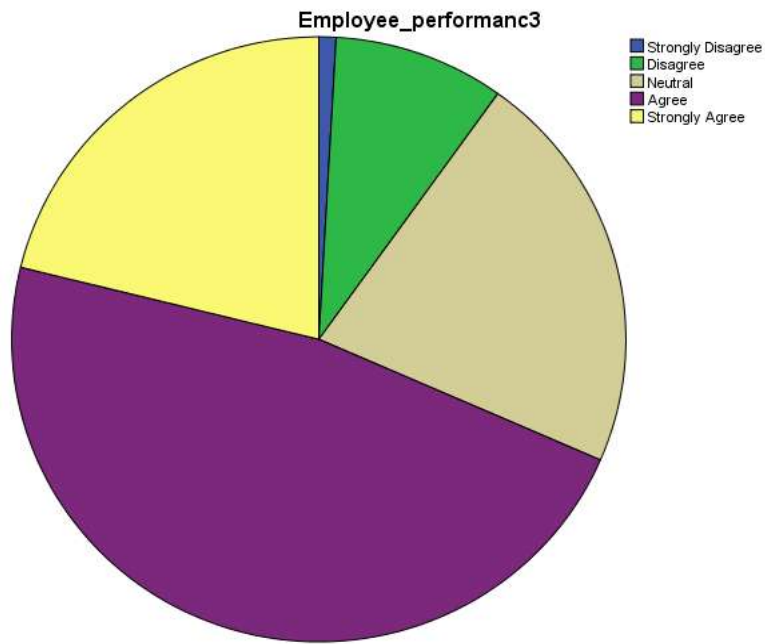


Figure (38) Distribution of Employee_performanc3

Term of Employees Performance Question 3: I have an annual set of performance standards.

The question is about: has a standard performance to employees or not we have several thinking and they strongly disagree is %0.9 with disagree %9.0 but the neutral responds is %21.6. Therewith we have another participants they have different opinions they agree with standard performance to employees is %47.3 with they strongly agree %21.2, see table (41).

Table (45) Distribution of Employee_performanc3

		Frequency	Percent
Valid	Strongly Disagree	2	.9
	Disagree	20	9.0
	Neutral	48	21.6
	Agree	105	47.3
	Strongly Agree	47	21.2
	Total	222	100.0

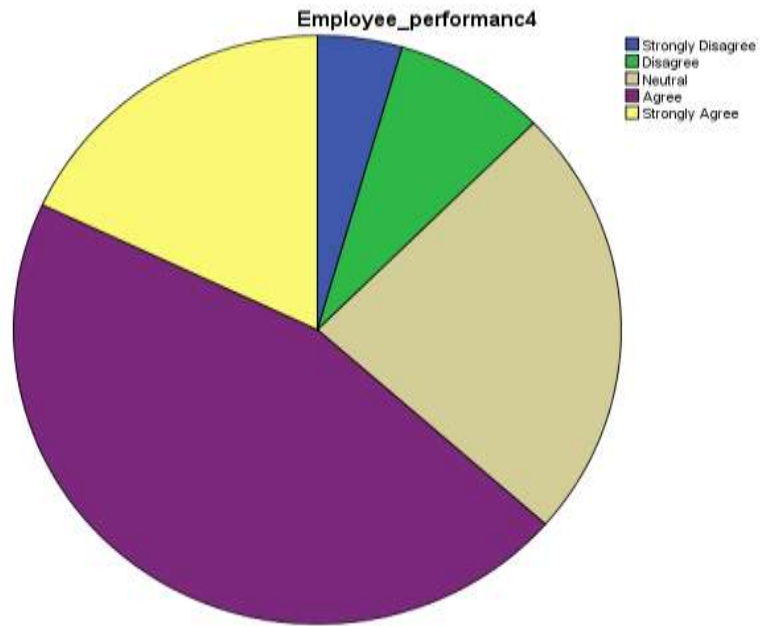


Figure (39) Distribution of Employee_performanc4

Term of Employees Performance Question 4: I receive regular job performance feedback.

In every organization has progress in occupations, and the participants they strongly disagree is %4.5 with they disagree %8.1 but the neutral responds is %21.6. However they agree on this question is %43.7 with they have same thinking or strongly agree is %22.1 see table (42).

Table (46) Distribution of Employee_performanc4

		Frequency	Percent
Valid	Strongly Disagree	10	4.5
	Disagree	18	8.1
	Neutral	53	23.9
	Agree	101	45.5
	Strongly Agree	40	18.0
	Total	222	100.0

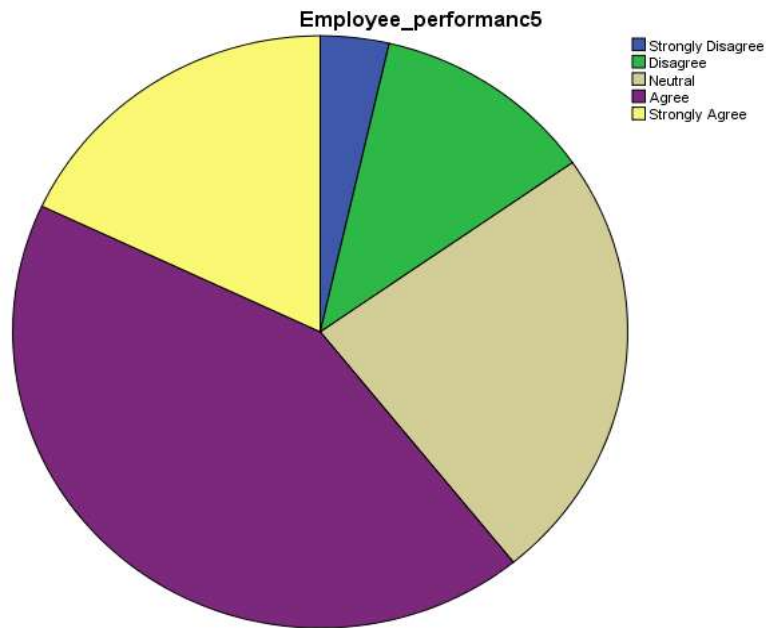


Figure (40) Distribution of Employee_performanc5

Term of Employees Performance Question 5: I believe there is equality in the way my work is evaluated.

Although they believe has equality in work is evaluated and they have personal opinion on this question, and they strongly refused (strongly disagree) is %3.6 with the only disagree is %11.7 but the number of neutral in this question is %23.9. Therewith they believe that or agree is %42.8 with they strongly agree (supported) is % 18.0, see table (43).

Table (47) Distribution of Employee_performanc5

		Frequency	Percent
Valid	Strongly Disagree	8	3.6
	Disagree	26	11.7
	Neutral	53	23.9
	Agree	95	42.8
	Strongly Agree	40	18.0
	Total	222	100.0

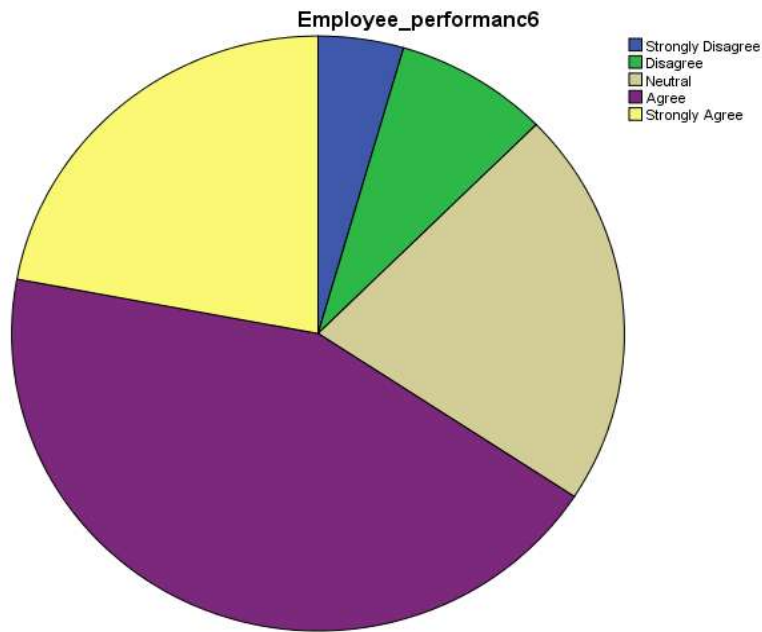


Figure (41) Distribution of Employee_performanc6

Term of Employees Performance Question 6: I have chances to progress in my occupation.

In every organization has progress in occupation and the neutral they strongly disagree is %4.5 with they disagree %8.1 but the neutral responds is %21.6. However they agree on this question is %43.7 with they have same thinking or strongly agree is %22.1 see table (44).

Table (48) Distribution of Employee_performanc6

		Frequency	Percent
Valid	Strongly Disagree	10	4.5
	Disagree	18	8.1
	Neutral	48	21.6
	Agree	97	43.7
	Strongly Agree	49	22.1
	Total	222	100.0

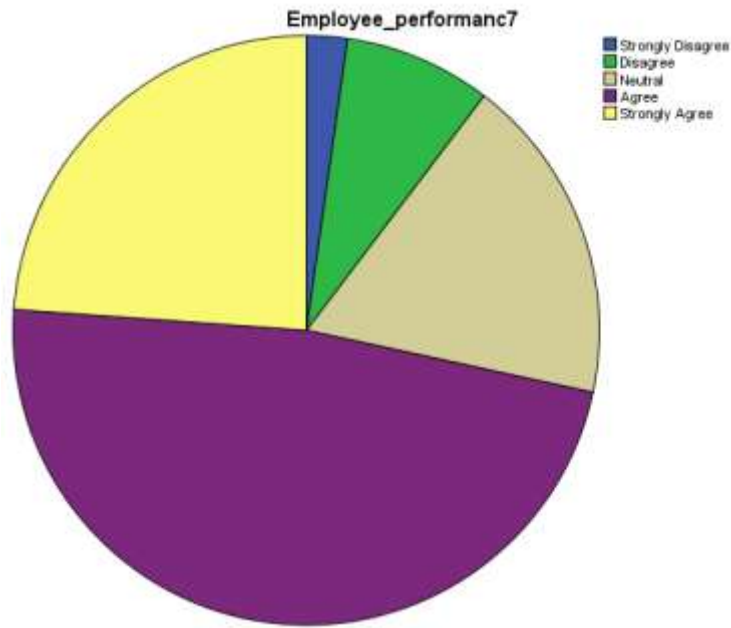


Figure (42) Distribution of Employee_performanc7

Term of Employees Performance Question 7: My personal performance offerings are respected and acknowledged.

The offering personal performance is not having in every employee. In fact they don't have or strongly disagree is %2.3 with only disagree is %8.1 but they don't decide (neutral) is %18.0. Then support or agree they responds %47.7 and they strongly agree is %23.9 see table (45).

Table (49) Distribution of Employee_performanc7

		Frequency	Percent
Valid	Strongly Disagree	5	2.3
	Disagree	18	8.1
	Neutral	40	18.0
	Agree	106	47.7
	Strongly Agree	53	23.9
	Total	222	100.0

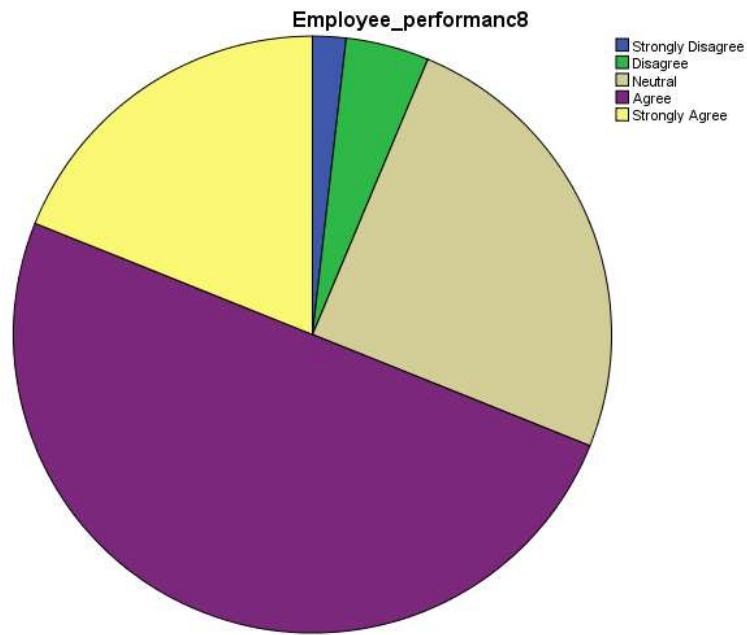


Figure (43) Distribution of Employee_performanc8

Term of Employees Performance Question 8: Team member they with free will to progress job?

The free will to progress job do in team member, and they refused or strongly disagree is %1.8 with they have same thinking disagree is %4.5 but the number neutral %24.8. Although they believe this process and they have high respond is an agree %50.0 with they strongly support process is %18.9, see table (46).

Table (50) Distribution of Employee_performanc8

		Frequency	Percent
Valid	Strongly Disagree	4	1.8
	Disagree	10	4.5
	Neutral	55	24.8
	Agree	111	50.0
	Strongly Agree	42	18.9
	Total	222	100.0

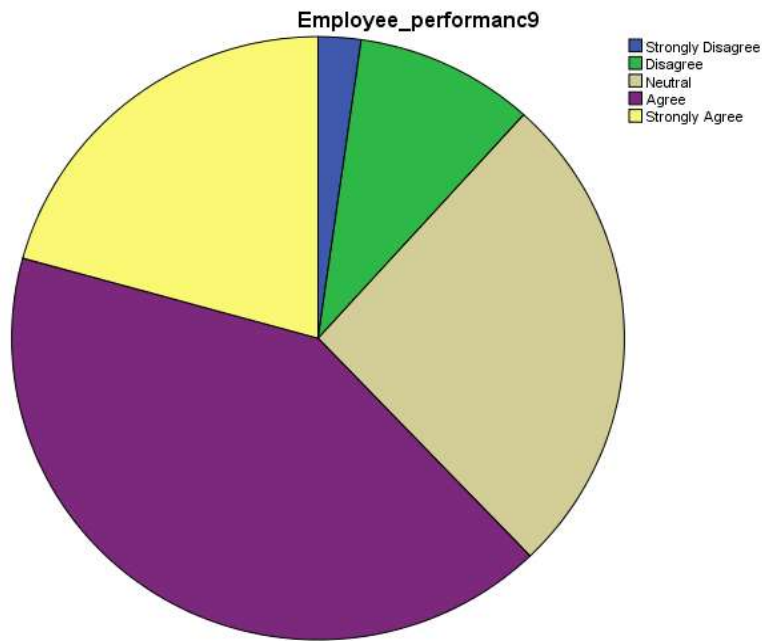


Figure (44) Distribution of Employee_performanc9

Term of Employees Performance Question 9: Compared to a year ago, I think that the decision-making procedure includes fewer people.

Whole of the followers has same power decision or not, and they strongly disagree and doesn't think that happen is %2.3 with they has same idea disagree is %9.5 but the neutral responds is %26.1. Therefore they have different opinions and they believe equality decision and agree is %41.4 with they strongly agree %20.7, see table (47).

Table (51) Distribution of Employee_performanc9

		Frequency	Percent
Valid	Strongly Disagree	5	2.3
	Disagree	21	9.5
	Neutral	58	26.1
	Agree	92	41.4
	Strongly Agree	46	20.7
	Total	222	100.0

4.5 ANOVA ONE WAY

Although we use ANOVA one way to find the various between each question and each group with they has impact to transforming an organization and this element is describe everything of research questionnaire and they explicated the Sum of Squares, Mean Square and significant thereby we can investigation in all questions with evaluated the situation in the organization.

Table (52) NOVA of individual Leader

		Sum of Squares	df	Mean Square	F	Sig.
individual_Leader1	Between Groups	19.795	8	2.474	1.315	.237
	Within Groups	400.673	213	1.881		
	Total	420.468	221			
individual_Leader2	Between Groups	29.298	8	3.662	1.115	.354
	Within Groups	699.387	213	3.284		
	Total	728.685	221			
individual_Leader3	Between Groups	15.307	8	1.913	1.312	.239
	Within Groups	310.675	213	1.459		
	Total	325.982	221			
individual_Leader4	Between Groups	12.904	8	1.613	1.152	.330
	Within Groups	298.218	213	1.400		
	Total	311.122	221			
individual_Leader5	Between Groups	15.071	8	1.884	1.342	.224
	Within Groups	298.911	213	1.403		
	Total	313.982	221			

Table (48):The reason of this question is the leader can to lead followers and organization alone, no they can't to lead organization or followers alone therewith we see they don't have different between each question between group and within group because the sum squares and mean squares is more than 0.05 but the significant is less than 1.00.

Table (53) ANOVA of Leader

		Sum of Squares	df	Mean Square	F	Sig.
Leader1	Between Groups	32.468	8	4.059	3.688	.000
	Within Groups	234.378	213	1.100		
	Total	266.847	221			
Leader2	Between Groups	28.921	8	3.615	3.421	.001
	Within Groups	225.061	213	1.057		
	Total	253.982	221			
Leader3	Between Groups	13.437	8	1.680	1.806	.077
	Within Groups	198.045	213	.930		
	Total	211.482	221			
Leader4	Between Groups	12.632	8	1.579	1.445	.179
	Within Groups	232.719	213	1.093		
	Total	245.351	221			
Leader5	Between Groups	14.968	8	1.871	2.077	.039
	Within Groups	191.919	213	.901		
	Total	206.887	221			
Leader6	Between Groups	5.330	8	.666	.838	.570
	Within Groups	169.341	213	.795		
	Total	174.671	221			
Leader7	Between Groups	18.578	8	2.322	2.010	.047
	Within Groups	244.951	212	1.155		
	Total	263.529	220			
Leader8	Between Groups	15.395	8	1.924	1.975	.051
	Within Groups	207.493	213	.974		
	Total	222.887	221			
Leader9	Between Groups	11.638	8	1.455	1.417	.191
	Within Groups	218.601	213	1.026		
	Total	230.239	221			

Table (49): However leader what is needed to transform an organization, and the leader which is use a style or theory to motivate, inspire and judgment the employees. Although this table is descriptive the question number one and two has perfect answer because the number of respondents in questionnaires in between groups and within groups is (0.000 and 0.001), then compares the sum square between group and within group with the mean square compares question between group and within group and question and explains a standard deviation of all function in the table above.

Table (54) ANOVA of Teamwork

		Sum of Squares	df	Mean Square	F	Sig.
Teamwork1	Between Groups	9.966	8	1.246	1.370	.211
	Within Groups	193.697	213	.909		
	Total	203.662	221			
Teamwork2	Between Groups	18.977	8	2.372	2.952	.004
	Within Groups	171.185	213	.804		
	Total	190.162	221			
Teamwork3	Between Groups	47.271	8	5.909	.715	.679
	Within Groups	1761.364	213	8.269		
	Total	1808.635	221			
Teamwork4	Between Groups	5.770	8	.721	.753	.645
	Within Groups	204.104	213	.958		
	Total	209.874	221			
Teamwork5	Between Groups	11.243	8	1.405	.160	.996
	Within Groups	1865.771	213	8.759		
	Total	1877.014	221			
Teamwork6	Between Groups	17.362	8	2.170	2.061	.041
	Within Groups	223.245	212	1.053		
	Total	240.606	220			
Teamwork7	Between Groups	4.227	8	.528	.592	.784
	Within Groups	190.011	213	.892		
	Total	194.239	221			
Teamwork8	Between Groups	10.197	8	1.275	1.435	.183
	Within Groups	189.262	213	.889		
	Total	199.459	221			
Teamwork9	Between Groups	13.235	8	1.654	2.012	.046
	Within Groups	175.130	213	.822		
	Total	188.365	221			

Table (50): Then all questions tied and we focused on which question or group is have more impact on followers with leadership and an organization. Therefore we see significant question two is (0.004) that is mean has high agreement because this number is less than (0.005) record number. Therewith ANOVA is finding all different between groups or within groups but them give as total of sum of square with outcome of mean square and display the df with Sig and please check table above.

Table (55) ANOVA of Employee performance

		Sum of Squares	df	Mean Square	F	Sig.
Employee_performance1	Between Groups	17.265	8	2.158	2.051	.042
	Within Groups	224.086	213	1.052		
	Total	241.351	221			
Employee_performance2	Between Groups	8.368	8	1.046	1.360	.216
	Within Groups	163.794	213	.769		
	Total	172.162	221			
Employee_performance3	Between Groups	8.710	8	1.089	1.330	.230
	Within Groups	174.339	213	.818		
	Total	183.050	221			
Employee_performance4	Between Groups	8.676	8	1.085	1.059	.393
	Within Groups	218.211	213	1.024		
	Total	226.887	221			
Employee_performance5	Between Groups	13.484	8	1.685	1.633	.117
	Within Groups	219.836	213	1.032		
	Total	233.320	221			
Employee_performance6	Between Groups	12.347	8	1.543	1.444	.180
	Within Groups	227.621	213	1.069		
	Total	239.968	221			
Employee_performance7	Between Groups	9.644	8	1.206	1.325	.233
	Within Groups	193.851	213	.910		
	Total	203.495	221			
Employee_performance8	Between Groups	10.925	8	1.366	1.902	.061
	Within Groups	152.953	213	.718		
	Total	163.878	221			
Employee_performance9	Between Groups	7.246	8	.906	.944	.481
	Within Groups	204.308	213	.959		
	Total	211.554	221			

Table (51):This section explicate the ANOVA of employee's performance and those questions we use in research questionnaire they find comparison between groups and within groups therefore question number one is record high point because this question has minimum point recording in the significant, with different off between sum of square and total of sum square and the outcome of mean square therewith display the df and significant of each questions therefore check table above explication more.

CHAPTER FIVE

5. IMPLICATION OF THE STUDY

5.1 Summary Finding

In fact the key objective of this study was to identify the leadership and charismatic leadership to transform an organization with explicate the leaders in organization in enhancing, an employee's performance and build a teamwork to common goal with how employees support to teamwork and works together. From the supported material and results of the study it was observed that is a significant relation between leaders and employees to working such as teamwork to transform an organization and has a link between charismatic leadership through team building to organization goals. Therewith this study is found a style job of leadership in organization was exhibited the ability of leaders can to give vital weather in teamwork and employees inside organization but in same time the individual leaders ability have a direct impact on employees to transforming to better. Moreover has another side of leaders, that is negative side mean leaders relies just on himself to decision making and this negative side make employees and organization to have depended on one person in organization and employees they doesn't have any knowledge on plan and strategic of organization to managing organization without leader, clear roles and responsibilities; interdependent members; mutual encouragement; and, trust between the leader and the team, additionally, "Whetton & Cameron" (2011). Nonetheless transactional leaders can focused on task of employees and rewards to developing and improving but the policy of leaders should to be clear of punishments, that is has influence on the characterize of employees and make him shyness and oneness but in other way leaders can to motivated and engagement employees with a union in participating the decision making of the transform an organization to developing and improving and achieve goal of the organization.

5.2 Conclusion

Really to ensure the survival and continuity of an organizations and employees in need to motivated and enhancing for creating a strategic planning in an organization and all task is depended on leadership and at this moment the charismatic leadership and a tact decisions of leaders can rescue an organization. nevertheless employees or followers should not to just relies on leadership or cannot to depended on just one point therefor employees must to depended on himself is go beyond on this rules old an organization. Although leaders should to accept on this circumstance happen, but if just relies on leadership. No that is a big, big mistake to just depend on one person in organization and they call leaders. Really in this study learned to transforming an organization or any tasks need to leaders, teamwork and union inside team member and who is creating all this of thing is charismatic leadership and tact of leaders. leadership must to has strategic planning to an organization, and leader should to be one of employees to controlling, managing and organizing all sector of an organization and participated a success and fail with each one in organization. Moreover the transactional leadership requires self-confidence and followers is give energy to organization, Hughes, Ginnett and Curphy (1994) believe that transformational leaders also have the ability to align employees and the systems so there is integrity throughout the organization. This study is explicate has a good relation between leader and employees to creating a strategic planning to building team, teamwork and employees performance, achieve tasks with vision an mission for an organization to achieve successful, and the envisioning of the leader is another point in the study to read future to produce carefully and divided responsibility in organization without to make difference between himself and employees on success and fail.

5.3 Recommendation of Future Research

Really in this section explicate everything of leadership and charismatic leadership and select this point have direct impact on our research to what we find and how working on. although are study and work on an organizations not is easy but we started and we finished because every organization has a policy, system, style and vision special but we worked on the new science is the impact of charismatic leadership on transforming an organization. Therefore and depended on our study investigation is charismatic leadership have direct influence on transforming an organization and in every organization if they not have connection between leadership and follower this organization is unsuccessful and if the leaders doesn't have the charismatic to managing followers this is an another problem. Nevertheless investigated on the theory they have two opinions some of them thinking on leaders is born such as Trait theory but in another side thinking on leaders builds during the spends energy and collection an experience with skills. Finally our achievement on the study is teach every academic on the charismatic leadership and the factors impacts on transform an organization such as team building , teamwork, achieve on employees performance, leadership ethic, leadership tact and dealing the leaders with an employees.

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Appendix: 1

**THE IMPACT OF CHARISMATIC LEADERSHIP
ON TRANSFORMING ORGANIZATION**

RESEARCH QUESTIONNAIRE		
No.	PART ONE	Personal information
1.	Section	
2.	City	
3.	Name of organization	
4.	Qualifications	
5.	Gender	
6.	Marriage	
7.	Age	
8.	how many years have you been working in this organization	
9.	Function	
No.	PART TWO	Individual Leader
10.	Is your leader always successful in communicating whatever idea he has and wants to incorporate?	
11.	What do you like most about your leaders?	
12.	Is your leader open to feedback to improve his interaction with the team members?	
13.	Does your leader review your work?	
14.	Does your leader criticize you?	
No.	PART THREE	Leadership
15.	My Leader thinks before act.	
16.	The leaders in my business motivate me to deliver the company objectives.	
17.	My leader trusts my result within my job.	
18.	My leader is respecting my life outside work.	
19.	I have confidence in my company's leadership behaviors on the matters/chances acknowledged in employee value assessments.	
20.	My leader expresses an honest interest in me as a person.	
21.	My leader usually understands the difficulties I face in my job.	
22.	My leader appreciates all the ideas and skills bring to the company.	

23.	My leader meets the staff who report to him on a regular basis.	
No.	PARTFOUR	Teamwork
24.	People in my team can to compete difference existing methods of doing things.	
25.	People in my team are dedicated to provide results.	
26.	There is respectable cooperation between my team and other teams at work.	
27.	In contrast to last year, I think people in my team are solving problems more quickly.	
28.	People in my team are encouraged to come up with innovative solutions for customers/Consumers.	
29.	In my team, people can be themselves regardless of their ethnic background, sex, or style.	
30.	People in my team are good at celebrating our successes.	
31.	My company acts with veracity in its internal dealings with employees.	
32.	I have broadening objectives agreed with my manager.	
No.	PARTFIVE	Employee performance
33.	I like my job, and this work I do.	
34.	I feel confident that I am capable of working for the company as long as I do a good job.	
35.	I have an annual set of performance standards.	
36.	I receive regular job performance feedback.	
37.	I believe there is equality in the way my work is evaluated.	
38.	I have chances to progress in my occupation.	
39.	My personal performance offerings are respected and acknowledged.	
40.	How pleased are you with your free will to progress in your job?	
41.	Compared to a year ago, I think that the decision-making procedure includes fewer people.	

Appendix: 2

Karez Ibrahim Kareem Shera

Date of Birth: 11/3/1985

Address: Rasti- Erbil- Kurdistan

Mobile: 0750 419 4914

Email: 1-karez.sinjawi@gmail.com

2-karez_mang@yahoo.com

3-Tolansinjawi@outlook.com

Personal Summary

Possessing excellent verbal communication, administration, and marketing skills along with constructive and effective working methods. Able to work in a managerial roles or as part of a team and having the proven ability to successfully work to tight schedules and deadlines.

Professional Experience

Management

1. Excellent time management skills to ensure targets are met and plans completed efficiently.
2. Managing teams by providing guidance and feedback to help them strengthen their skills and knowledge base.
3. Able to contribute to the intellectual life and debate of an academic organization by conducting research which will enhance its reputation as a research-led teaching institution.
4. Able to organize conferences and establish contacts with the wider academic community.

Academic Qualifications

The University of BINGOL / Turkey going	MSc in Business Administration	2014-on
Cihan University	BSc in Business Administration	2009-2013

Language Skills

Kurdish: Mother Tongue

Arabic: Fluent

English: Very Good

Turkish: Poor

Additional Information

1. Willing to relocate.
2. Excellent health record.
3. Keen to use obtained experience.

Worked In:

- 1- ARARAT Company for construction in 2010 worked in the management.
Head manager of company, Email: beastun82@yahoo.com.
- 2- HOLLYKURD Company for advertising in 2010 October for 2011 April in the marketing manager.Mb: 0750 445 1380.
- 3- BARCELONA Hotel in July 2011 in the account manager, however after that I was be hotel manager during 5 month until June 2012. Owner of hotel Email:alrekany@yahoo.com.
- 4- Ministry of planning in cooperation and coordination department September 2013 to August 2014 like temporary employee.
- 5- Fly Company (for ticket) just one month.

