

**Al-Quds University-Jerusalem
Deanship of Graduate Studies
MBA Program**



Thesis Approval

**The Impact of Different Supervisory Styles on Subordinates' Performance,
and Organizational Performance in United Nations Truce Supervision
Organization (UNTSO) in Jerusalem**

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The Impact of Different Supervisory Styles on Subordinates' Performance and Organizational Performance in United Nations Truce Supervision Organization (UNTSO) in Jerusalem

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Abstract

This study was conducted in UNTSO Jerusalem, during the period April 2008 to April 2009 in order to investigate one of the possible factors being; different supervisory styles that may influence the individual performance for subordinates working in mission support (MS), and the financial and client satisfaction aspects of the organizational performance in this organization.

The study was conducted because some fluctuations in performance indicators (both individual and organizational) were detected. The fluctuations resulting from failures of the support staff to perform the required tasks have serious financial and operational implications

The study was intended to investigate if certain supervisory styles that were introduced in the study (participative, supportive, autocratic and ethical styles) may have any impact on MSS motivation, goal clarity, accountability, well being, growth and development, trust in supervisor and OCB to the extent that would affect their performance, their attendance which relates to the staff cost per dime, as every day of absence would increase the staff cost per dime to the organization contributes negatively to

financial aspect of the organizational performance, and finally their clients satisfaction as another aspect of the organizational performance.

Two questionnaires in addition to organizational records were used to collect data. First questionnaire was distributed to a sample drawn from mission support staff, the other was distributed to a sample of clients (being substantive staff) to test their satisfaction with subordinates' performance.

The results suggested that participative style significantly affected performance through its impact on subordinates motivation and OCB, supportive style affected performance through its impact on subordinates' development and growth, accountability, motivation, trust in supervisor, and OCB. The four styles significantly affected subordinates attendance, consequently the financial aspect of organizational performance. Clients were also satisfied with staff who worked for supervisors who exercised the participative, supportive and ethical styles.

Because of the significant correlation between the different supervisory styles and subordinates' performance, financial aspect of organizational performance related to cost of day of absence of support staff, and clients satisfaction the main recommendations were made around the implementation of the dimensions within the participative, supportive and ethical styles, and to avoid dimensions of the autocratic style.

أثر أساليب إشرافية مختلفة على أداء الموظفين وأداء المؤسسة في هيئة الرقابة الدولية التابعة للأمم المتحدة في القدس

إعداد: مها مهدي بطمة
إشراف: د. أسامة شهوان

ملخص

أجريت هذه الدراسة في هيئة الرقابة الدولية التابعه للأمم المتحدة في مقر قيادتها في القدس في الفترة ما بين نيسان 2008 إلى نيسان 2009 بهدف البحث في واحد من العوامل التي قد تؤثر على أداء الافراد والمؤسسات ألا وهو أساليب الإشراف.

كان الدافع لهذه الدراسة هو ملاحظة بعض الذبذبات فيما قد يعتبر مؤشرات أداء لهذه المؤسسة و يترتب على مثل هذه التقلبات في الأداء وتحديد السلبية في حال فشل الموظفين في أداء المهام المطلوبة منهم آثار إما مالمية أو آثار تشغيلية.

لذلك كان الهدف من الدراسة هو البحث في أثر بعض الأساليب الإشرافية المختلفة والتي تم طرحها انطلاقا من بعض السلوكيات الإدارية التي تم التطرق إليها في دراسات سابقة، إضافة إلى بعض السلوكيات التي تمت أو تتم ممارستها من قبل بعض المشرفين في هذه المؤسسة، ومن ثم تم تجميع هذه السلوكيات في أربعة مجموعات أطلق على كل منها أسلوب إشرافي يصف السلوكيات المتضمنة وهي: أسلوب إشرافي مشارك، أسلوب داعم، أسلوب عادل وأخيرا أسلوب إستبدادي، على أداء المرؤوسين، والكلفة المترتبة على تغييبهم عن العمل والمرتبطة مع الجانب المالي لأداء المؤسسة، وكذلك رضا العملاء عن الخدمات المقدمة من المرؤوسين المرتبطة أيضا بأداء المؤسسة من خلال تأثير هذه الأساليب على دوافع المرؤوسين، إحساسهم بالمسؤولية، تطورهم وتقديمهم، مدى ثقافتهم في المشرف، سلوك المواطنه للمؤسسة، وضوح الأهداف المطلوب تحقيقها منهم.

للحصول على البيانات والمعلومات المطلوبة تم اعتماد إستبانتين بالإضافة إلى بعض سجلات المؤسسة. الإستبانة الأولى جرى توزيعها على عينه من الموظفين والثانية على عينه من العملاء. تم جمع البيانات وترتيبها وتحليلها باستخدام برنامج التحليل الإحصائي SPSS. كما تم تطبيق أساليب واختبارات إحصائية مختلفه للبحث عن ارتباطات ذات دلالات إحصائية بين متغيرات الدراسة

وتشير النتائج إلى أن الأسلوب المشارك كان له تأثيرا إيجابيا على أداء الأفراد من خلال تأثيره على دوافع المرؤوسين وإحساسهم بالمواطنة. أما الأسلوب الداعم بما في ذلك توفير التوجيه والتدريب للمرؤوسين، والإعتراف وتقدير انجازاتهم، فقد كان له أثر إيجابي على أداء المرؤوسين من خلال تأثيره على دوافع المرؤوسين، وإحساسهم بالمواطنة، وإحساسهم بالمسؤولية، تطورهم، وتقديمهم، والثقة في المشرف. أما بالنسبة لتغيب المرؤوسين فقد أظهرت النتائج ان ممارسة الأساليب الثلاثة: المشارك، الداعم والعاقل تقلل من مدى تغيب المرؤوسين وبالتالي الكلفة على المؤسسة في حين أن ممارسة الأسلوب الإستبدادي يزيد من أيام الغياب وبالتالي الكلفة. كذلك فإن العملاء أظهروا رضاهم عن الخدمات المقدمة من موظفي الأقسام التي كان مشرفوها قد مارسوا الأساليب الثلاثة المشارك، الداعم والعاقل.

بناء على النتائج التي تم التوصل إليها فقد تم تقديم بعض التوصيات للإدارة و المشرفين منها محاولة تطبيق الأساليب المشارك، الداعم والعاقل، إيجاد أساليب للرقابة للتأكد من تطبيق هذه الأساليب.

Table of contents:

	Description	Pages
1	Chapter one	
1.1	Background	1
1.2	Problem statement	5
1.3	Importance of the research	5
1.4	Research objectives	6
1.5	Research questions	7
1.6	Hypothesis	7
1.7	Significance and contribution	9
	Chapter Two	
2.1	Literature review	11
2.1.1	Overview of leadership typologies	11
2.1.2	Leadership, follower behavior and performance	
2.1.2.1	Motivation and performance	16
2.1.2.2	OCB as mediating variable between leadership and performance	19
2.1.2.3	Leadership, empowerment and performance	21
2.1.2.4	Towards a model for leader/employee relationship and organizational performance	23
2.1.3	Performance measurement	25
2.1.4	Summary	27
2.2	theoretical framework	29
2.2.1	Supervisory styles (Independent variable) -	30
2.2.1.1	Participative style	30
2.2.1.2	Supportive style	31
2.2.1.3	Autocratic (Master-servant) style	33
2.2.1.4	Ethical style	34
2.2.2	Intervening variables	35

2.2.3	Performance (Dependant variable)	37
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Chapter three: Research design and methodology

3.1	Population of the study	42
3.2	Samples	42
3.3	Research tool	43
3.4	Data collection method	45

Chapter Four: Statistical analysis, results an discussion

4.1	Statistical methods used	46
4.2	Statistical analysis	46
4.2.1	Reliability and validity analysis	47
4.2.2	Demographic variables analysis	48
4.2.3	Hypothesis Testing, analysis and results	50
4.2.3.1	Testing the first hypothesis	50
4.2.3.2	Testing the second hypothesis	58
4.2.3.3	Testing the third hypothesis	66
4.2.3.4	Testing the fourth hypothesis	72
4.3	Discussion of results and conclusions	75
4.4	Limitations	86

Chapter Five : Recommendations and summary

	Recommendations	88
5.2	Recommendations for future studies	92
5.3	Summary	92

Chapter One: Introduction

1.1 Background

In political and peace keeping missions working under the umbrella of the United Nations, the major investment is in the human capital whereby staff salaries and related costs represent around 70% of their allotments making attention to human resources performance rather critical in such organizations (that belong to the public and not for profit sectors).

Over the years the United Nations introduced many performance evaluation systems. The UN bought soft-wares, hired experts and trainers, and sent them out to its missions around the world to educate its staff at the different levels on the implementations, procedures, and outcomes of such programs.

The UN also provides latest information systems and communication equipment to its offices and staff, it launches many training programs provided by highly experienced trainers in the different fields. It pays competing salaries and entitlements, in addition to other incentives to enhance performance.

UNTSO (United Nations Truce Supervision Organization) being one of the United Nations Organizations that was founded following the United Nations General Assembly endorsement of a plan for the partition of Palestine in November 1947, providing for the creation of an Arab State and a Jewish State, with Jerusalem to be placed under international status. The plan was not accepted by the Palestinian Arabs and Arab States. On 14 May 1948, the United Kingdom relinquished its mandate over Palestine and the State of Israel was proclaimed. On the following day, the Palestinian Arabs, assisted by Arab States, opened hostilities against Israel¹.

On 29 May 1948, the Security Council, in resolution 50 (1948), called for a cessation of hostilities in Palestine and decided that the truce should be supervised by the UN Mediator, with the assistance of a group of military observers. The first group of military observers,

¹<http://www.un.org/Depts/dpko/missions/untso/background.html>

which has become known as the United Nations Truce Supervision Organization (UNTSO), arrived in the region in June 1948. In August 1949, the Security Council, by its resolution 73 (1949) assigned new functions to UNTSO in line with four Armistice Agreements between Israel and the four neighbouring Arab countries – Egypt, Jordan, Lebanon and the Syrian Arab Republic. UNTSO's activities thus were spread over the territory within five States in the region.

Over the years, UNTSO military observers have remained in the Middle East to monitor ceasefires, supervise armistice agreements, prevent isolated incidents from escalating and assist other UN peacekeeping operations in the region.

The military observers (MILOBS) of UNTSO are being supported by mission support staff, which makes MILOBS the main clients for the mission support staff. Under the supervision of Chief of Mission Support there are seven sections that provide logistical support including Human Resources (HR), Finance and Budget (FIN), General Services (GS), Transport (TPT), Communication and Information Technologies (Comms and IT), Security (Sec) and Procurement (Proc), figure 1.1 below represents the organizational chart for the organization.

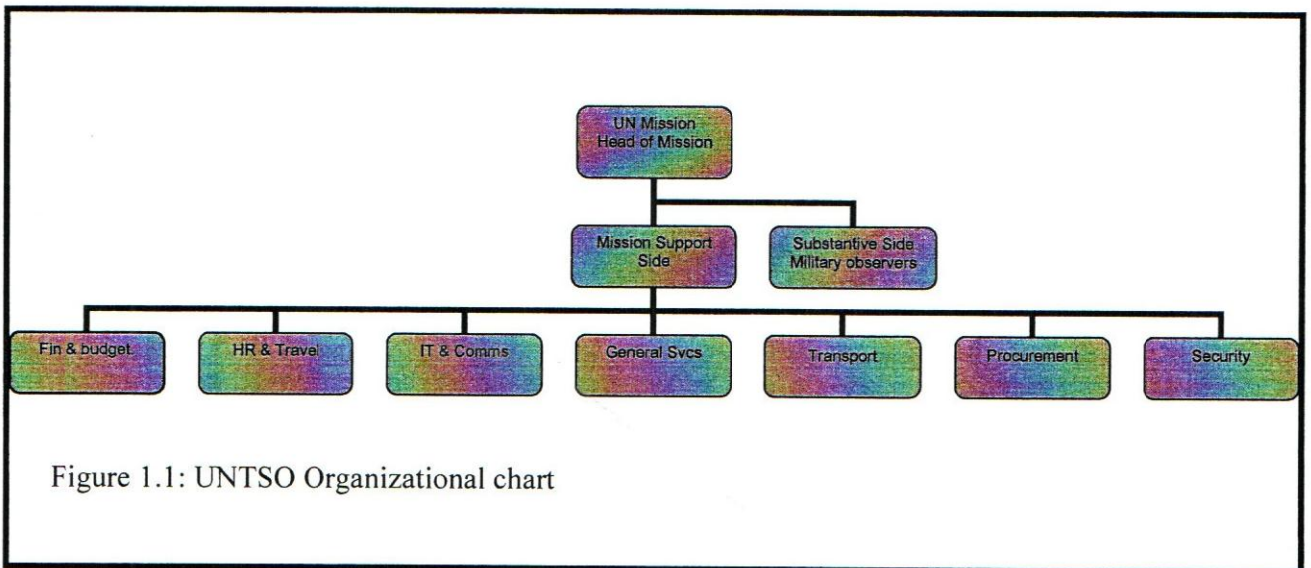


Figure 1.1: UNTSO Organizational chart

The tasks that are required from the different sections within mission support and the goals to be achieved are drawn from the mission work-plan. Staff within these sections develop their goals that are drawn from their section's work plan. So the staff' goals tend to contribute to the achievement of sections' wok plans that consequently contributes to the

achievement of the mission's work plan. How well the staff perform have serious implications on the organization. Inconsistencies if detected in staff performance should be highlighted, and factors that may cause them should be manifested.

For example finance has to ensure amongst other departmental goals settlement of staff, vendors, and third party claims, as well as the timely preparation of payroll and preparation of monthly financial reports for submission to Head Quarters at New York. Failing to achieve any of these goals may involve overpayments, losses due to penalty charges when payments are delayed, and possible suspension of provision of services by the suppliers may also occur like suspension of communication services and other utilities including water, electricity, heating oil and fuel. Repetitive failures in settling claims within the established deadlines may jeopardize the UN reputation with suppliers, thus obstructing its operations if for instance vendors refuse to deal with the UN especially during emergencies and critical situations.

In the case of transport section, failure to provide proper maintenance for the vehicles will put staff lives at risk. If minor problems with the fleet are not detected on time, they will result in higher maintenance costs at later stages; also lack of management for the fleet may result in scarce of vehicles for required operations resulting in disruption of operations.

If IT and communications section fails to provide the required equipment like mobiles, radios, computers or Blackberries for staff on duty, important and crucial information may not be received on time (in a political and security context updates are highly important). The functionality of all data bases and programs that links UNTSO with other missions, UN agencies and most importantly headquarters is another important area that cannot be overlooked and requires 24/7 supervision, backups, maintenance, and so on.

Personnel (HR) section, which also includes travel unit, has to ensure most qualified candidates are selected in a timely manner. HR has to ensure staff contracts in particular international staff which are administered at NY-Headquarters are renewed on time since all entitlements are automatically and electronically linked to the validity of their contracts. Travel unit has to make sure travel arrangements for staff traveling on official business including visa issues are prepared in a timely manner, as well as the arrangement of

incoming shipments for military observers and international staff joining the mission, and outgoing shipments for those who are repatriating.

Failures to perform such tasks may result in bringing unqualified candidates who would require too much training, and may obstruct the operation. Failures related to travel arrangements for staff on official business may involve higher costs, as well as delays if the best deals with travel agents are not opted, or most convenient routes are not selected.

If visas are delayed or not issued on time, staff will have illegal status in the country. If shipments are delayed demurrage charges will incur, in addition to disturbance for the traveler, and if the shipment includes equipment for the organization, disturbance of UN operations will occur.

If procurement fails to identify the best deals in terms of cost and quality of goods and services through the bidding process, a higher cost will be borne by the organization which could be financial or technical, or both.

General services department is supposed to provide maintenance for the premises, and to ensure availability of utilities including water and electricity. Failure to provide any of the above services accurately and on time may result in unsafe and difficult work environment.

There are many factors that affect performance like the availability of resources, strategic planning, and information systems. In addition many researchers and scholars, focused on management, leadership and different styles of leadership, and their impact on performance. For a long time the relationship between leadership and organizational performance has been analyzed in literature (Bass, Avolio, Jung and Berson, 2003).

Also, according to (Kouzes 2002) “success in business and in life is and will continue to be a function of how well people work together, and that collaboration is the critical competency for achieving and sustaining high performance. The leadership challenge is about how leaders can mobilize others to want to get the extraordinary things done in organizations. It is about the practices leaders use to transform values into actions, visions into realities, obstacles into innovations and risks into rewards”.

I decided to tackle the supervisors' possible impact on performance because the UN faces a rather special situation when considering its workforce, due to the fact that employment in the UN system follows geographical distribution and gender (amongst other criteria for

recruitment)², implying a huge diversity of cultures, experiences and mentalities, furthermore; rotation among international staff is quite high, especially at the supervisors' level, averaging to two years in one mission.

This imposes a challenge on both supervisors and subordinates. It implies that staff during their years of service with the system (average 25-30 years) have to deal with 10-12 different direct supervisors for national staff and more for international staff, of very diverse cultural backgrounds, experiences, supervisory skills, values and properties, and managerial styles. This means the levels of trust, support, collaboration, communication, decision making, and fairness each supervisor exercises with his/her subordinates may vary greatly from one to the other, thus affecting staff morale, development, accountability and motivation.

1.2 Problem statement

To what extent does the assumed supervisory styles; participative, supportive autocratic and ethical styles exercised by the supervisors in UNTSO mission support affect mission support subordinates' motivation, development and growth, accountability, well being, trust in supervisor, organizational citizenship behavior (OCB), and clarity of goals, thus affecting their performance, cost of days of their absence relating to financial aspect of the organizational performance as well as their clients' satisfaction as another aspect of organizational performance.

1.3 Importance of the research:

1. To shed light on the importance of the role of supervisors in maintaining, improving or worsening the subordinates' performance in one of the non-profit sector organizations, whereby almost two thirds of its budgets are appropriations for staff salaries and related costs by clarifying which factors on the subordinates' side would be triggered by what supervisory form that would then affect the individual performance.
2. To manifest possible factors that may contribute to or hinder the organizational performance, since there is a high cost that is overlooked; one direct financial cost

² United Nations Human Resources Handbook-Promotions and appointments

1. To provide supervisory skills training to supervisors, to improve their technical and interpersonal skills.
2. To include dimensions included in the supervisory styles as part of the selection criteria for supervisors by considering them in the application, tests and interviews .

5.2 Recommendations for future studies:

1. As this study was limited to one organization within the UN, it is recommended that similar studies be conducted on a wider range to cover other UN agencies and organizations, whereby the impact of supervisory styles presented in this study are tested to ensure their validity.
2. Comparative studies can be conducted over time span to test if individuals performance, attendance or client satisfaction, have improved or worsened following the implementation of the recommendations made.
3. To conduct studies using performance measures other than the e-pas to try and eliminate subjectivity. By not restricting the performance to e-pas, similar studies could be conducted by other organizations like the governmental sector and possibly universities. Probably it would useful to use issues that reflect improved performance like problem solving, error rates, delivery time for required services and so on.
4. To develop generic indexes for performance criteria for the different categories of organizations which could make such studies more useful and less time consuming.

5.3 Summary of the study:

The study aimed at clarifying if the introduced supervisory styles which were sets of behaviors that could have been exercised by UNTSO supervisors grouped in to four groups and given the terms participative, supportive, ethical and autocratic that I thought better described the dimensions (behaviors) encompassed within significantly correlated to a set of intervening variables on the subordinate side that

were also assumed to correlate to subordinates performance, cost of days of absence of subordinates and the clients satisfaction.

Questionnaires were developed to collect the required data which was then analyzed using different statistical methods as appropriate. The results confirmed most of the assumptions made. Results answered the research questions and achieved its objectives. Te study revealed that the different supervisory styles correlated to the three dependant variables through affecting the intervening variables. the intervening variables that were mostly affected and consequently affected performance were motivation, OCB, trust in supervisor clarity of goals and growth and development. the cost of days of absence of subordinate staff was affected in addition to the mentioned variables by subordinates accountability and well being.

As the four styles significantly correlated to either one or more of the dependant variables, therefore it was recommended that management ensures supervisors implement dimensions of the participative, supportive and ethical style, and avoid the autocratic style.

Chapter One: Introduction

1.1 Background

In political and peace keeping missions working under the umbrella of the United Nations, the major investment is in the human capital whereby staff salaries and related costs represent around 70% of their allotments making attention to human resources performance rather critical in such organizations (that belong to the public and not for profit sectors).

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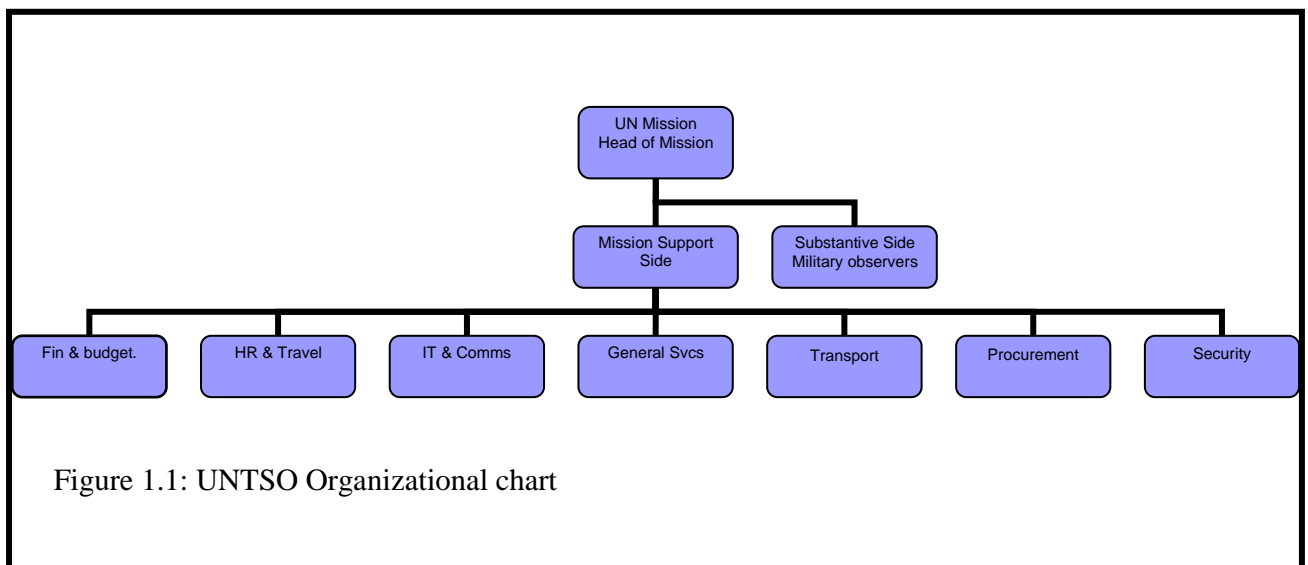
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2. To manifest possible factors that may contribute to or hinder the organizational performance, since there is a high cost that is overlooked; one direct financial cost

² United Nations Human Resources Handbook-Promotions and appointments

(including the salaries and penalties or extra charges), the other cost is operational resulting from failure to perform the required tasks.

3. To help the organization reinforce the variables that have positive impact on subordinate performance, and those that can reduce the days of absence and improve the levels of clients' satisfaction, which will help overcome or at least try to reduce the financial and operational costs mentioned in para 2.
4. It could contribute and serve as a building block for future research on related issues in organizations in the public sector, governments, and the like.

1.4 Research objectives:

1. To clarify if the participative, supportive, autocratic and ethical styles affect subordinates' motivation, growth and development, clarity of goals, accountability well being, OCB and trust in supervisor significantly to the extent it would affect their performance.
2. To identify dimensions within the supervisory styles that have positive impact on subordinates performance.
3. To clarify how the financial aspect of the organizational performance, particularly the cost related to days of absence of support staff is affected by the participative, supportive, ethical and autocratic style through their impact on subordinates' motivation, growth and development, clarity of goals, accountability well being, OCB and trust in supervisor
4. To identify dimensions within the supervisory styles that have positive impact on subordinates cost of days of absence.
5. To clarify if the clients' satisfaction with the services provided by the support staff as an aspect of the organizational performance could be related to the different supervisory styles.
6. To clarify if demographic differences related to subordinates, like gender, type of contract (being nationally or internationally recruited), number of years of service with the United Nations, and the section they work in have any significant differences on the impact of the different supervisory styles on their performance.

7. To provide recommendations to the management regarding any possible actions, steps that may improve the variables under investigation being the subordinate performance, client satisfaction, and cost of days of absence of support staff.

1.5 Research questions:

1. Does the supervisory styles being; participative, supportive, autocratic and ethical styles affect subordinates' motivation, growth and development, clarity of goals, accountability well being, OCB and trust in supervisor significantly to the extent it would affect their performance?
2. What dimensions within the four supervisory styles have positive impact on subordinates' performance?
3. Does the participative, supportive, ethical and autocratic style affect subordinates' motivation, growth and development, clarity of goals, accountability well being, OCB and trust in supervisor significantly to the extent that would affect the subordinates' numbers of days of absence thus, consequently the staff cost per dime related to the financial aspect of the organizational performance?
4. What dimensions within the supervisory styles have positive impact on subordinates cost of days of absence?
5. Does clients' satisfaction with the services provided by the support staff as an aspect of the organizational performance relate to the different supervisory styles?
6. Does the demographic differences related to subordinates, like gender, type of contract (being nationally or internationally recruited), number of years of service with the United Nations, and the section they work in have any significant differences on the impact of the different supervisory styles on their performance?

1.5 Hypothesis:

To answer the research questions of whether different supervisory styles have any impact on the individual performance, as well as the financial and clients'

satisfaction aspects of the organizational performance the following hypothesis were generated:

1. Null Hypothesis (H₀): there is no correlation at the significance level of $p < 0.05$ between the supervisory styles (participative, supportive, autocratic, and ethical styles) and subordinates' performance.

Alternative Hypothesis (H₁): There is significant correlation between the different supervisory styles and subordinates' performance contingent on intervening variables of subordinates' motivation, accountability, growth and development, well being, OCB, trust in supervisor, and goal clarity.

2. Null Hypothesis (H₀): there is no correlation at the significance level of $p < 0.05$ between cost related to absence of staff as an aspect of organizational performance and the supervisory styles (participative, supportive, autocratic, and ethical styles).

Alternative Hypothesis (H₁): there is significant correlation between cost of number days of absence of subordinates to the organization and the supervisory forms contingent on the intervening variables of subordinates' motivation, accountability, growth and development, well being, OCB, trust in supervisor, and goal clarity.

3. Null Hypothesis (H₀): there are no differences at the significance level of $p < 0.05$ in the impact of the supervisory styles (participative, supportive, autocratic, and ethical styles) on subordinate performance due to section they work in, type of contract (national or international), gender, and subordinates' years of experience.

Alternative Hypothesis (H₁): there are differences at the significance level of $p < 0.05$ in the impact of the supervisory styles (participative, supportive, autocratic, and ethical styles) on subordinate performance due to section they work in, type of contract (national or international), gender, and subordinates' years of experience.

4. Null Hypothesis (H₀): there are no differences at the significance level of $p < 0.05$ between satisfaction levels of substantive staff as an aspect of organizational performance and services provided by the support staff.

Alternative Hypothesis (H₁): there are differences at the significance level of $p < 0.05$ between the satisfaction of substantive staff as an aspect of the organizational performance and services provided by support staff.

1.7 Significance and contributions:

The major significance for the study is the fact that it focused on possible supervisory styles that a person in a supervisory position may exercise rather than the leader versus manager frame of mind. It also tackled intervening variables that could be highly relevant and vital in their impact on keys of success for the organization and that could be affected and triggered by the supervisor like motivation, trust in supervisor, clarity of goals and so on. Meaning it presents triplet combinations of intervening variables on the subordinate side, subordinate performance and cost of days of absence, and supervisor behavior which could be very useful for both supervisors and top management to try and achieve the organizational goals by triggering which variables on the subordinate side.

The introduction of supervisor styles that were built based on the dimensions within. This idea could be utilized by other researchers after modifications for the encompassed dimensions depending on the context.

To the organization the study had revealed to a high extent the styles the different supervisors used in an evaluation process for their performance by their subordinates in a more objective manner other than the e-pas which is evaluated by the Chief of mission support. Supervisors were rated on the implementation of the different supervisory styles and how that related to subordinates performance during that cycle, in other words it revealed who exercised the autocratic more, which has been less ethical or more supportive and how did these styles correlated to subordinates performance, their days of absence and their clients satisfaction.

It also clarified the tremendous cost that is lost due to days of absence of staff in addition to the working hours which could have been used to build job competence.

Chapter Two

2.1 Literature review

“Over the last few decades the impact of leadership styles on organizational performance has been a very important topic for researchers working in the area of leadership”, (Canella and Rowe 1995). Mainly researchers concentrated on the direct relationship between styles of leadership and various indicators of performance.

2.1.1 Overview of Leadership typologies:

i) Different leadership categories have been suggested by different researchers. Over the years authors clarified the dual concepts of Management and leadership. (*Zaleznik 1977, Bennis and Nanus 1985, Kotter 1990, and Eicher 1998*) presented them with slight differences, however the main behaviors encompassed in those descriptions are:

Leadership is about guiding others and the organization, active attitude towards goals, personally developing others, promoting opportunities for growth, future oriented, developing key relationships, motivating and inspiring others, people oriented, challenging and communicating directions, and democratic.

Most common descriptions for Management behaviors include administering rules and policies, relying on control, short range view, demonstrating and clarifying expectations, setting standards of performance, improving operations, maintaining focus on present needs, reinforcing performance, planning and budgeting, controlling and problem solving, communicating to subordinates indirectly, autocratic, imitates and accepts status quo.

ii) Of the leadership styles that received much attention by scholars and researchers were transformational and transactional leadership (Bass 1985). Bass suggested that there are four dimensions of transformational leadership, three for transactional, and a non-leadership dimension Laissez-Faire as follows:

a) Transformational leadership (relations oriented, visionary leader) includes the following dimensions:

- Inspirational motivation: when motivating followers by providing meaning and challenge to the followers. Also by displaying enthusiasm and optimism which provokes individual and team spirits.

- Intellectual stimulation: is about encouraging followers to consider traditional problems from a new perspective.

- Individualized consideration: when individuals (followers) need for growth and achievement are realized so they are provided with new learning opportunities leading to individuals successfully developing to higher levels of potential.

Idealized influence later was split to behavior and attribute:

1. Idealized influence -attribute: instilling pride and building trust and respect in followers.

2. Idealized influence –behavior: demonstrating exemplary behavior to advance objects of the work group.

b) Transactional leadership (task oriented, management) includes:

- Contingent reward: recognizing accomplishments and clarifying expectations

- Management by exception-active: taking immediate actions to correct problems and highlight mistakes and errors.

- Management by exception-passive: waiting for problems to become chronic or serious before correcting.

c) Laissez-faire: displaying indifference, overlooking achievements, and ignoring problems.

iii) While Bass dimensions set foundation for many researches, (Gayle Avery 2004) believed that leadership can be categorized into four categories. Classical and organic in addition to transactional and transformational which she referred to as visionary.

- **Classical leadership:** being probably the oldest paradigm and refers to dominance by a person who commands or maneuvers other members to act towards a goal which may or may not be explicitly stated. Members adhere to directives, do not question directives and execute orders out of fear of consequences largely.

- **Organic leadership:** which is relatively a new paradigm relies on reciprocal actions. “Employees become interacting partners in what is useful for the organization”. “It allows people with different levels of expertise to emerge and be accepted” (Avery 2004).

The previous overview introduces the major styles in the leadership literature, and elaborates on the behaviors exercised by a transformational, transactional, classical, and organic leader. Such Different forms would mean different behaviors, consequently different impact on performance.

Although (Bass 1998) believes transformational leaders are nearly always more effective than transactional leaders. He argues that a leader can exhibit both transformational and transactional behaviors, and while both are important transformational has the greatest power to engender loyalty and commitment. (Jung and Avolio 2000) supported Bass with regard to transformational leadership, because leaders who exhibit transformational behavior “motivate their followers by raising their level of awareness about the importance and value of designated outcomes, and by transforming followers' personal values to support the collective goals/visions of their organization”.

Personally I think that Bass four dimensions of transformational leadership imply a social exchange with the employees. Considering LMX this would mean high levels of disclosure, information sharing, trust, communication, empowerment, and motivation. They also stimulate helping others, and encourage developing new ways of approaching problems. Accordingly we can assume that transformational leadership can result in higher levels of performance.

However, and even though the behaviors encompassed within this style are very relevant, like motivating followers by providing challenge, and considering their needs for development thus introducing learning opportunities, because some of

these behaviors have been exercised by UNTSO supervisors, yet I strongly believe that in effect supervisors may exert some behaviors related to a certain style, but may not necessarily exert all within that style, they may even exert behaviors from the different styles. For example a supervisor may realize the employees need for growth and advancement, and provide them with training and learning opportunities (individualized consideration-a dimension of transformational leadership) yet takes immediate actions towards dealing with problems and correcting mistakes as they arise (management by exception-active, a dimension of transactional leadership). Another example; a supervisor may believe he/she can command and direct their subordinates assuming that the latter have no rights in questioning any of the directives; such supervisor would probably overlook achievements of his/her subordinates (laissez-faire). How would we categorize supervisors if they exhibit behaviors that belong to more than one paradigm or style? I believe that categorizing leadership in paradigms or styles is a theoretical approach that may or may not necessarily prevail in reality.

(**Avery 2004**) criticized Bass views above, and suggested that there is no one best way of thinking about leadership, but rather; “different kinds of leadership reflect social and historical roots depending on the context” (Avery 2004), which implies different paradigms will affect performance differently depending on the context. For instance, classical paradigm will work in a routine work context, while for contexts with unpredictable operations a visionary paradigm will work better, and for a dynamic and chaotic context organic paradigm will be more suitable.

(Avery 2004) helped clarify a very important issue with regard to paradigms effectiveness. Effectiveness of a paradigm does not depend solely on the paradigm, but also the context. She elaborated more on what paradigms may be more effective in the different contexts. In my opinion, in a high pace world with rapid changes in technologies, means of communications and globalization, one rarely finds routine operations, they may be so in some contexts but only for a while until new technology is introduced, or new requirements are made. Therefore contexts might be continuously changing.

Avery (2004) proposed thirteen indices; nine of them are considered the most appropriate measures that serve as criteria for differentiating between the four

paradigms. These are: decision making, range of staff power, power distance between leader and staff, key player of the organization, source of staff commitment, staff responsibility, situation of management and leadership, situation of diversity, and situation of control in the organization.

Of the most relevant indices to this thesis is decision making, and sources of commitment, for example in terms of decision making index Avery believed that a classical leadership style would usually reflect autocratic style in making decisions as opposed to transactional leadership style whereby the leader adopts a consultative style for decision making, but remains to be the decision maker. In visionary style (transformational) leaders employ collaborative decision making style, they share problems and seek consensus before the final decision is made, and in organic style, there is mutual agreement style for making decisions.

Based on what Avery introduced, I believe that the use of indices served as criteria that helped compare between the four paradigms. Issues like decision making, empowerment, staff responsibility and the source of commitment, can be used to predict individual performance, especially when linked to motivation theories. If for example the individual feels a sense of control over performance the expectancy probability would be higher, motivation level increases leading to more effort, consequently higher levels of performance. Therefore we can predict that behaviors encompassed in visionary and organic paradigms may better enhance performance. However, and even though the use of indices made comparison easier because all paradigms are being compared against certain set of standards, the problem remains to be the use of every paradigm as one entity, which remains to be theoretical than empirical.

2.1.2 Leadership, follower behavior, and performance:

Based on the different types of leadership introduced by different authors, different behaviors and factors maybe triggered and stimulated in the followers. Mostly authors and scholars focused on direct relationship between leadership and performance. Indirect relationship received less attention (Jing and Avery 2008). However, insufficient focus on intervening variables may lead to failure in recognizing indirect effect by these variables.

2.1.2.1 Motivation and performance: expectancy and goal setting theories:

During the early stages of this study, most of the employees interviewed expressed intuitively that fluctuations in their performance were because different supervisors treat them differently, thus affecting their motivation and morale. Based on interviewees views few theories of motivation were reviewed to clarify scientifically the impact of leaders on motivation, and the impact of motivation on performance.

Starting with the expectancy theory; “The theory helps explain why a significant segment of workers are not motivated in their jobs and merely do the minimum necessary to get by, through realizing a direct link between the amount of effort individuals put in, the level of performance they deliver and the personal outcome received” (Robbins 2001).

The theory breaks-down this perspective to three relationships:

- Effort-performance relationship
- Performance reward relationship
- Reward personal goals relationship.

Each of the three relations is influenced by other factors; according to (Robbins 2001) for the effort to lead to performance individual must have ability to perform, they should have the required skills, attributes, and knowledge required to perform a task. Based on that, I believe that where performers do not have the ability training becomes crucial, therefore, a supportive supervisor may realize these issues, and consider training opportunities of his/her subordinates (individualized consideration). In addition, I think that ability, skills, and competencies are fluid concepts considering the continuous change in technologies, systems change, and therefore employees need to upgrade their skills and competencies. Supervisors play a very important role in advancing subordinates knowledge, skills and ability, consequently their performance levels.

(Scholl 2002) elaborated more on variables that could affect the link between effort and performance which include self efficacy, goal difficulty, and perceived control over performance.

If I try to link these variables to Bass leadership styles, then such variables may be affected by supervisors who possess inspirational motivation, individualized consideration and contingent reward dimensions behaviors. If we try to analyze the variables like self belief or self efficacy, individuals must believe they possess the required skills and competencies required to enable them achieve the required level of performance. Not all individuals have same levels of self belief; therefore a supervisor who is aware of the subordinates qualities and qualifications can generate and reinforce self belief in them, which is assumed to enhance performance.

Another important variable according to (Scholl 2002) is the perceived control over performance, if employees feel that outcomes are beyond their ability to influence, expectancy probability then motivation becomes low. Personally I think that a supervisor can impact this variable by allowing for participation by the subordinates.

(Scholl 2002) suggested also a group of variables that affect the second probability; being the belief that if one meets performance expectations he or she will receive a greater reward, which could be a pay increase, promotion, recognition or even sense of accomplishment. Variables that affect this probability according to Scholl are employee trust in their supervisors, level of employee control over the reward system, and finally the degree to which the reward system is formalized in written policies.

Scholl believed when employees trust their supervisors, they are more likely to believe their promises that good performance will be rewarded, so I would assume that a supervisor who recognizes accomplishments, and rewards for performance can improve motivation through affecting the instrumentality probability.

“Controlling the reward becomes crucial if employees don’t trust supervisors” (Scholl 2002), therefore they try to control the reward system using written forms. This leads to the last variable being policies. Formalized written policies for pay and reward systems positively impact the instrumentality probability. In a system like the UN employees sign contracts based on established policies³, which leaves

³ United Nations Human Resources Hand Book-Promotions and appointments

little chance for manipulations by supervisors, however, reward does not have to be always financial. As mentioned earlier it could be many forms of recognition. Therefore, supervisors can promise their subordinates that their accomplishments will be recognized whether verbally or in writing, privately or in public, they can also support them in future career development chances as they arise.

“If employees perceive that performance is the criteria for reward and not seniority, personal favorites, or other criteria, the performance-reward link will be strong” (Robbins, 2001).

Another important theory on motivation that contribute to explaining performance is goal setting theory by Edwin Locke who proposed that intentions to work toward a goal are a major source of work motivation (Robbins 2001). The goal tells the employee what needs to be accomplished, and the effort required to achieve it.

“The evidence strongly supports the value of goals both on performance and motivation” (Robbins 2001), therefore, specific clear goals increase performance level. Moreover, difficult goals when accepted (holding the ability constant), result in higher performance than easy ones, because an employee will exert higher levels of effort in order to achieve the hard task requested from him/her. Harder specific goals may provide the employee with a sense of accomplishment and outperforming others.

Feedback is another important issue when considering goals, if employees receive feedback on how well they are progressing towards the goals, they can deal with discrepancies when detected. So feedback works like a guide for performers (Robbins 2001). Therefore an employee who receives feedback is assumed to perform better. One final point on the goal setting issue is employee participation in setting the goals, if employees participate they will tend to accept even difficult goals, they will commit more being their choice (Robbins 2001), consequently higher levels of effort will be exerted towards achieving the set goals. I would then assume that a supervisor who provides challenge and meaning, provides feedback, encourages employees to be part of the goal setting process, will have high impact on employees’ motivation consequently performance.

2.1.2.2 Organizational citizenship behaviors (OCB) as mediating variable between leadership and performance;

OCB comprises extra role behaviors that are not within role but nevertheless of great importance for efficient processes in organizations. (Deckop, Mangel and Cirka 2001) considered the following three behaviors to comprise OCB; helping behavior, sportsmanship, and conscientiousness.

With sixteen years of empirical experience with the United Nations, I came to realize that OCB as an organizational behavior is rather crucial in the UN considering nature of its operations. Staff may be requested to report to other missions as soon as paperwork is ready leaving no enough time for training or fully briefing a successor much the less for proper hand-over, take-over procedure to take place. Same applies on cases for maternity leave (period of sixteen weeks)⁴, lengthy selection and recruitment procedures amongst other reasons. As a result offices may have to perform their duties and produce required outputs in timely manner regardless of the fact of being understaffed.

Lack of funding whether because of the nature of the UN activities that are non-fund generating activities, or the limited resources allocated to missions by member states, intensifies the problem of replacements.

Hence, the system (UN) has no choice but overload the available human resources at no extra pay to ensure timely outputs. This also implies that employees should work together towards solving problems and reaching best practices that may result in cost effective methods and approaches in handling work requirements.

The direct relationship between OCB and organizational performance was investigated by many researchers. However, (Boener, Astrid and Griesser 2007) clarified the role of OCB (follower behavior) as a mediating variable between leadership and performance. Bass' four components of transformational leadership emphasize a social exchange between leaders and followers, therefore; according to the authors (Boener *et al*, 2007) it stimulates OCB. Assuming leaders sometimes consider followers' needs over their own (idealized influence), and because they act

⁴ United Nations Human Resources Handbook-Leave, Maternity Leave

like role models, others within the team follow their leader, consider others' needs within the team and therefore, extend help to others. Transformational leaders are also expected to display enthusiasm and optimism, and work as mentors. All of these behaviors improve and strengthen team spirit (Helping behavior). Helping behavior stimulates performance because new colleagues are easily integrated into the group, the group can establish best practices, ease coordination and thus variations of performance become less probable.

“By providing meaning and challenge, followers identify with organizational goals and problems, therefore team members may engage in higher levels of sportsmanship”(Boener *et al*, 2007), which means “generously overlooking obstacles at work in the interest of reaching the common long term goals. If sportsmanship is high, less energy will be wasted on group maintenance functions”.

Same reasons increase the follower conscientiousness and obedience for rules, accordingly leaders may tend to trust therefore to empower their followers thus raising their performance motivation. “The overall result is enhancing quantity and quality of follower performance” (Boener *et al*, 2007).

In contrast transactional leadership is explicitly designed to clearly define and reward in-role performance. The relationship between leader and follower is also regarded as economic exchange; doing more than is required, or achieving higher quality than is required will not be appreciated (rewarded) by the leader. “As a result followers act rationally by only committing to as much will be rewarded” (Boener, *et al*, 2007).

Linking (Boener *et al*, 2007). views to the UN context, we can assume that if OCB is high, then, once new colleagues are on board, the time and effort required for them to adapt to a whole lot of rules, regulations, policies, and Standard Operational Procedures will be reduced. Helping them, providing guidance, and showing obedience to rules even at break times would contribute to better performance. This would mean that OCB is relevant in predicting performance for United Nations, and can be affected by the supervisor.

Another important issue tackled in (Boener *et al*, 2007) paper is that the authors confirmed the lack of research on mediating processes between transformational leadership per say and organizational success even though there is a lot of research on leadership and performance. Authors proved that there is a mediating role for follower behavior being OCB that is boosted by transformational leadership contrary to transactional leadership that focuses on the in-role activities that individuals are being rewarded for.

In my opinion, and even though the author helped fill the gap, they only tackled one mediating variable being OCB, which is known to affect the extra role activities. Also the sample was of 91 leaders from 91 companies operating in engineering, telecommunications, insurance and banks, but none from public or non-profit sector. I have tried to consider more intervening variables, like goal clarity, motivation, accountability, subordinate development and growth, and well being, that are also hypothesized to affect in-role activities, and in a different context (UN).

2.1.2.3 Leadership, Empowerment, and Performance:

No one person can know everything or is capable of doing everything. Some authors popularized the idea of empowerment as a compelling leadership strategy that involves sharing control with employees to allow decision to be made and action to be taken at the lowest level in the organization that is appropriate.

(Silver, Randolph, and Seibert 2006) described an experiment for implementing and sustaining empowerment that covered both profit, and nonprofit organization.

The authors used the three management practices confirmed by (Blanchard, Randolph and Carlos 2001) to be mostly common and highly associated with empowerment:

Information sharing: with the premise that it will provide employees with more complete information, that allow them to appreciate what better activities can contribute to achieving the organizational goals. “It also communicates trust and ownership that leads to more responsible goal direction action” (Silver, Randolph and Seibert 2006).

Developing boundaries: unambiguous shared understanding of work unit goals, policies and processes, and operational values among employees. Extensive training is essential to ensure employees have the right skills, and technical knowledge to make decisions related to their areas of responsibilities. Based on that, employees would better understand the goals, procedures, and policies within their unit, which is very important to better enable employees take autonomous actions (Silver *et al*, 2006).

Use of self Managed teams: team will work as a unit that sets its own goals, makes its own decisions regarding the allocation of resources and workloads, which redistributes power and moves decision making downward to the employees most immediately involved in the work of the organization (Silver *et al*, 2006).

The manager for the nonprofit organization (blood collection group) in the experiment wanted to implement empowerment because he wanted to help employees improve productivity and be better at solving their own problems, to improve their morale, to decrease required effort, and decrease turnover

The experiment was built around introducing the participants of senior staff being managers, supervisors and account representatives to Randolph's (1995) model of organizational empowerment over a one day training. Then each supervisor and manager was asked to set empowerment goals which identified the changes in work processes that would encourage sharing information, establishing and communicating boundaries, and clarifying how to use teams to make more managerial decisions. Efforts were focused on creating a culture of empowerment over the one and a half years that followed, before tests were made to clarify the results.

The results of the experiment were that employees day to day work behavior changed; problems were more often resolved by front line employees without the need to pass it to supervisors, communication increased across the departments and up from employees to seniors, performance increased in terms of quantity by 15% on the average, quality compliance improved significantly based on Quality Assurance audits. More enthusiasm, effort, cooperation and creativity were exerted by employees as a result of introducing self managed teams.

I would then assume that empowering subordinates can affect performance positively and can be influenced by the supervisor. When considering the UN in particular, supervisors move from one mission to another, from one country to another, they may not speak the national language, they may not be fully aware of the cultural differences, or even the best practices, let alone the different and detailed technicalities of a job, therefore trusting the staff who are already established and have been long enough in that mission can be generally effective.

As the three management practices form the basis for allowing and trusting individuals to make decisions in their areas of responsibility and expertise, I assumed they would be relevant to this thesis especially when I linked them with motivation. Usually, if individuals are being trusted to make decisions, and sort out issues and problems, they perceive control over performance, so they act in a more responsible manner, they would try harder to look for the most effective methods, they may even become more creative when dealing with problems, resulting in improved performance.

To sum up, based on the above, empowerment of subordinates can contribute to motivating them, and improving their accountability levels, leading to more effort being exercised, therefore on one hand it could be used to predict performance, on the other hand it could be influenced by the supervisor who can allow for participation in decision making.

2.1.2.4 Towards a model for Leader/employee relationship and organizational performance:

A model that links the leadership with the performance would help clarify the relationship. A study covered 45 area managers in a major bank in South Africa by (FJ Carstens, and Neil Barnes 2006) tried to investigate factors that influence the quality of the leader/ employee relationship and what effect that might have on business performance.

The study introduced a model for leadership/employee relationship, where the relation is characterized by vision, trust, empowerment and servant-hood, these are assumed to influence another group of factors (I would call intervening variables)

being teamwork, performance standards, group accountability, subordinate growth, evoking energies and others, then the dependant variable being business performance.

The dependant variable was the business performance measured by the balanced scorecard, and the independent variable was the relationship measured by the leader/employee index.

Based on the correlational study that was done the relationship between the leadership/employee index and the overall business performance of the catchments areas appears not to be significant enough to make any observations from, however, the results do indicate that there is a relationship between some of the elements of the leadership/employee index and key results of the balanced scorecard (Carstens and Barnes 2006).

We built on the model introduced by the author that served as the basis for our study, whereby the dependant variable was subordinate performance, and two aspects of organizational performance, independent variable was the different supervisory forms, and a group of intervening variables that mediates the relation between the dependant and independent variable.

I found that some of the strength points of the study were; the use of the model which served as summery of the assumed relationship. The author introduced a leader/employee relationship that is characterized by trust, vision, and servanthood, and a set of variables that would be affected as a result of exercising such relationships. And finally the methodology, namely the sources of information, whereby the author used all branches records to measure business performance using balanced scorecard financial, customer, internal processes and people perspectives (actual and accurate data). The relationship between the individual perspectives of the balanced scorecard was investigated separately against the Leader/employee index, then the overall performance against the same index was investigated.

However I have noticed that authors focused on leader as in transformational as opposed to manager. The individual questions from Employee/Leader index were

investigated against balanced measures, but were not categorized into groups reflecting the particular concepts under investigation. Even though the author listed factors (intervening) that are crucial for performance, none of these factors were investigated; neither how they are affected by leader/employee relationship, nor how they are assumed to affect the performance, for example which of the four groups of the relationship affects team work, role interchangeability, or performance enhancement as presented in the model. So basically again, the study focused on the direct relationship between the relationship profiles and performance measures of the balanced scorecard.

(Carstens and Barnes 2006) considered one of the study limitations was that the research was limited to one industry, and specific discipline within the industry which could restrict the findings in terms of the elements of the relationship.

To overcome the weaknesses, I have checked the impact of supervisor (leader or manager) on the individual performance, in addition to the organizational performance. different supervisory styles will replace the leader member relationship, and instead of the characteristics of the relationship I tried to test the impact of the different dimensions within these styles, for instance a participative style would include communication and decision making, a supportive style will cover other dimensions like mentoring, representation before top management, rewards and other dimensions. Each of the dimensions is assumed to affect performance differently in weight and direction. And finally the study was conducted in a different context being the United Nations, particularly “UNTSO-Jerusalem” .

2.1.3 Performance measurement:

Developing performance measures, indicators and standards, is a very complicated process, especially for organizations like the United Nations. However; for employee performance four measures usually apply; quality, quantity, timeliness, and cost effectiveness⁵.

⁵ A Handbook for Measuring Employee Performance-United States Office of Personnel Management, workforce compensation and performance service- Performance Management and incentive award division-PMD-013, September 2001

Quality refers to accuracy, usefulness or effectiveness. Timeliness addresses how quickly, when or by what date the employee or work unit produced the work. Cost effectiveness, addresses reduction in resource levels, money, time, or personnel.

As per the Performance Appraisal System (PAS) the individuals are appraised against goals set at the beginning of the performance cycle, against the success criteria established in coordination between the supervisor and his/her subordinate based on the individual sections' work plans that are built based on the Mission work plan.

In addition individuals are appraised against the United Nations core values⁶ being integrity, professionalism and respect for diversity. They are also appraised against core competencies of communication, teamwork, creativity, organization and planning, learning, and technological awareness. Therefore, individuals are appraised not just against outcomes or accomplishment of goals, but also their behaviors and attitudes while performing activities that lead to the desired outcome.

Based on the above, individual performance can be defined for the purpose of this study as activities (Technical and behavioral) carried out by the individuals in order to accomplish the set goals, and the extent to which goals have been achieved as measured by the E-PAS.

For the organizational performance, the most common measures are balanced measures, including financial, customer perspective, employee perspective, and internal processes. The organizational performance for any UN organization is highly impacted by external factors, the reason why we have limited our study on the organizational performance on the support side, to be even more specific, and as indicated in the mission Support Plan for 2008, the major goal is to provide quality resources and services to support the efforts of the substantive side in achieving the mission mandate. "Resources and services should be provided in a timely, cost efficient and effective manner in compliance with United Nations Rules and Regulations, and within budgetary allocations with client-oriented frame of mind, with the best interest of the mission, the United Nations, and its beneficiaries and its personnel in mind" (Mission Support Plan-2008).

⁶ United Nations Human Resources Handbook-Promotions and appointments-core values and competencies

As the major customer for the support side of any mission is the substantive side to whom Mission Support provides services from the different departments, we will use the substantive side satisfaction with support staff performance as one indicator of organizational performance.

Another indicator for organizational performance can be cost in carrying out activities resulting from the number of days of absence of support staff being certified or uncertified sick leave days of absence due to discomfort caused by the supervisor.

Based on the above we will define organizational performance for the purpose of this study at two dimensions; the level of substantive side satisfaction related to performance of support staff, and cost effectiveness resulting from reduced absence days of support staff (days of absence are due to discomfort caused by the supervisor).

2.1.3 Summary of reviewed Literature:

1. From the above we conclude the importance of leader-performance relationship which has gained much attention by researchers.
2. Different styles of leadership, encompass different behaviors, therefore have different impact on performance, mainly, transformational leadership, referred to also as visionary leadership stipulates motivation, and enthusiasm, improves subordinates' skills and abilities, and affects their commitment levels, consequently affecting performance. Transactional leadership involves more of economic factors, goals, and expectations clarity which also affects performance. Therefore I have used some of these behaviors that I thought maybe exercised by UNTSO supervisors and could be relevant for the study.
3. Certain elements in the leader/employee relationship like trust, vision, and accountability have significant impact on aspects of organizational performance like people and customer perspective.
4. Certain factors like trust, empowerment, OCB, are affected by the different styles of leadership and consequently affect performance; therefore I have used these variables in my study.

5. Motivation contributes in explaining the performance through the different probabilities included in the expectancy theory and other motivation theories. Such probabilities are affected by goal clarity, ability, perceived control over performance, feedback, level of responsibility and reward system. Such variables were utilized when building the theoretical framework.

However, of the limitations and shortcomings of the reviewed literature:

1. While most of the research focused on leadership versus management styles, and their impact on performance, in reality not all supervisors might fit perfectly in any of the two categories. An individual in a supervisory position may exhibit behaviors that belong to the different paradigms or styles. Therefore, we did not differentiate between a manager and a leader per say, but rather we focused on possible supervisory styles. Each of the assumed styles encompassed a set of behaviors, part of which belonged to the transformational, transactional and classical styles. Also to overcome the issue of dealing with each style as one entity, I will be analyzing the individual behaviors within each style.

2. While most of the research focused on direct relationship between leadership measures and performance indicators, and even when previous studies have examined the link between leadership paradigms and behavior like trust, OCB and vision, and have shown positive relationship very little have explained the nature of this connection. We focused more on the how part, and paid more attention to the intervening variables that are affected by the relationship and were hypothesized to consequently affect performance like subordinate ability, knowledge and skills, subordinate development, and accountability, motivation, commitment to supervisor and OCB among other variables.

3. While most of research focused on either individual performance, or organizational performance, we looked at performance from a multidimensional aspect rather than one-dimension; at the individual and organizational level.

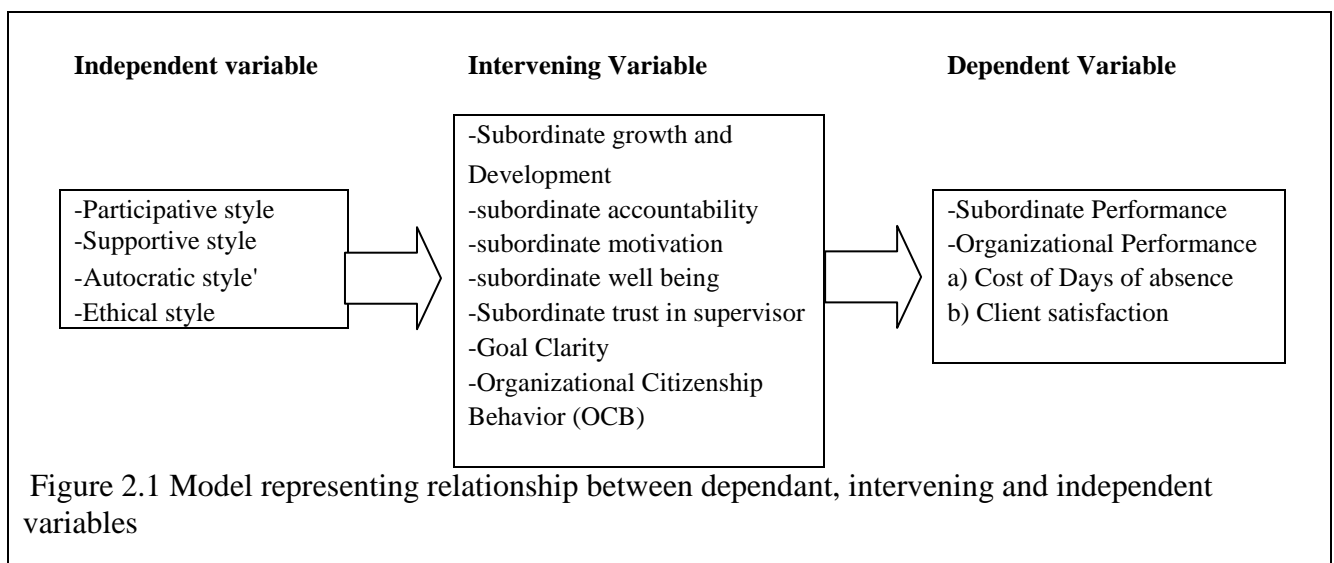
4. While most of the research focused on sectors and contexts where performance indicators are clearly defined and measurable from a financial perspective, we tried

to investigate the impact of the relationship in UNTSO as not for profit organizations, or intergovernmental context.

5. While most the research focused in terms of methodology on getting the information from either the supervisor or subordinate side, as well as secondary data in some cases- in total one or two sources, we tried to get the information from different sources including information from subordinates, from clients in addition to individual and Organization records.

2.2 Theoretical framework

Based on literature review above, the different leadership styles and behaviors encompassed within like providing challenge (inspirational motivation), realizing the followers need for growth (individualized consideration), and demonstrating exemplary behavior (idealized influence) all linked to Bass transformational leadership style , and the common behaviors exercised by supervisors working or have worked in UNTSO as I have observed over the last sixteen years related to level of information, decision making, delegation, level of recognition for accomplishments, fairness in allocation of resources, workloads, training opportunities, rewards, appraisals, and promotions, I have combined groups of these behaviors that I also called dimensions in four groups, and designated a term for each group that I think better describes the behaviors within. Model 2.1 summaries the assumed relationship which is further elaborated in the theoretical framework.



2.2.1 Supervisory styles (independent variable):

2.2.1.1 Participative style: I would define it as: the style where supervisor takes the lead in providing information to subordinates, providing feedback, and allowing subordinates to participate in decision making. This style is assumed to affect subordinates' development, goal clarity, accountability, attendance and motivation. There are two major dimensions within this style; the communicative and the empowerment dimensions:

- Communicative dimension: subordinates generally view their supervisors as the main source of information related to events and activities in the organization, as well as more specific task-related information. In addition the supervisor is the best provider for feedback on performance as the subordinate establishes the goals in the e-pas in consultation with the supervisor. The better informed subordinates are, the better their knowledge would become, the less uncertain they are, since communication through information sharing and feedback confirms their understanding of what is really required and expected of them. Communication allows subordinates to get updated information on requirements, and actions needed to deliver them. It provides insight for any future requirement resulting from changes in processes, the availability of resources or changes in structure.

As a result of communication goals are clearer along the process, performers efforts are directed accordingly and corrective actions are taken once errors and discrepancies are detected. This better directs efforts and resources, reduces waste of effort, time and other resources, thus improving not just individual performance, but organizational performance as well. "Organizations with the most well informed employees are the most likely to succeed" (Eisenberg&Goodall 2004).

- Participation in decision making (empowerment): if we consider the three management practices suggested by Blanchard et al, as discussed earlier, two of them are relevant to this study:

- a) **Sharing information:** with the premise that it will provide employees with more complete information, that allow them to appreciate what better activities can

contribute to achieving the organizational goals (as detailed in the participative form-communicative dimension above).

- b) Developing clear boundaries:** by defining the rules, regulations and policies, and identifying areas of responsibilities, conditions and situations where employees can make decisions. Doing so subordinates perceive control over the performance thus increasing the expectancy probability. Subordinates sense of responsibility increases, consequently improves their accountability, leading to their willingness to exert more effort resulting in improved performance. In their effort to prove their potential and capabilities they'll try harder. Better performance is better output (more timely, accurate, and useful outputs)

2.2.1.2 Supportive style: I would define as the style (set of behaviors) whereby a supervisor supports subordinates through providing them with training either personally by acting as a mentor, or seeking and availing training opportunities within or outside the organization, in addition to representing subordinates before the top management, and recognizing their accomplishments and rewarding them (non-financial rewards). This style is assumed to affect subordinate development, motivation, attendance and trust in supervisor, and has the following dimensions:

1. Mentoring: mentoring is linked to learning, and protégés often learn new skills involving new tactics and techniques that are task related, that would improve performance. In addition, being involved in such relation involves social support to subordinates whereby they feel protected and cared for, thus it develops sense of security (valence probability), and raises the subordinates' motivational level. It also improves subordinate trust in supervisor, resulting in higher commitment to the later. This stimulates willingness to put forth more effort towards achieving the individual, unit and organizational goals. The fact that the supervisor acts as a mentor also stimulates the helping behavior because he/she sets an example, therefore it is also assumed that it would improve OCB. Moreover by sponsoring protégés and entrusting them with challenging responsibilities, mentors build job competence, and self efficacy leading consequently to higher performance.

2. Training: involves exploring, seeking out, and providing training opportunities by the supervisors for their subordinates. On one hand training improves both technical and interpersonal knowledge, skills, and abilities that are essential for

enhancing work related techniques as well as enhancing employees' competencies like communication that improves team work, and flow of information within the system, and so on. On the other hand, training enhances employees' feelings of socio-economic security, leading to higher levels of trust in supervisors, consequently, commitment and higher motivation levels. That implies willingness to exert more effort leading to better performance.

Improved KSA, improves ability to help others, also the presumably improved economic and social security improves willingness to help others because the fear from losing the job would be minimized. The improved trust in supervisor would also result in subordinate acting in a more obedient manner to rules and regulations, therefore helping behavior and obedience to rules would improve in other words OCB would improve.

The improved KSA would also reduce the time required for providing more quality services which would improve client satisfaction, and reduce error rates thus reducing future audit observations. Finally training would contribute to development and growth in an organization being one of the balanced measures, thus would influence the organizational performance positively.

3. Representing subordinate before top management: considering the UN system whereby hierarchy is an issue to be respected, a supportive supervisor, that represents subordinates and defend their rights at times of promotions, downsizing, or at any stage of employee work cycle to ensure fair compliance of the UN Rules and Regulations enhances subordinates trust and commitment to supervisor, leading to willingness to exert more effort towards excellence in individual performance, attendance, in addition to performing additional or voluntarily tasks that improves unit performance. Such activities contribute to timely provision of services, increasing client satisfaction.

4. Rewards: if the supervisor recognizes subordinates' accomplishments whether at the in-role or extra role level by rewarding the subordinate, and once the good performance is rewarded, the later based on the reciprocation law (LMX), and instrumentality probability will retaliate with improved performance. The reward

may be in any form privately in the appraisal report, or publicly like letters of commendation.

Those that are rewarded may work as stimuli for other unit members, the latter may exert more effort, or even try to develop their competencies. In this case the impact is both direct on those receiving the reward as well as those who are around.

2.2.1.3 Autocratic (Master-servant) style: I defined as the style where supervisor (the master) has complete authority over the subordinate (the servant) in directing the manner (how the later provides services) including place, time and decision making. Generally this style reflects lack of respect on supervisor side to subordinate willingness and ability, lack of respect to other roles the subordinate has to play in his/her life like family life and other personal responsibilities. This style is assumed to affect motivation, commitment to supervisor, OCB and attendance, and includes the following dimensions:

1. Communication: contrary to what was presented in the participative style, less communicative approach will be exercised, therefore less flow of information, and feedback that is considered essential for performance will be expected of the supervisor.

2. Workload: “ While sustainable workload enables refining and using existing skills, increased work loads will lead to exhaustion depleting subordinate capacity to meet demands of the job, when overload become a chronic job condition and not occasional there will be little opportunity to rest, recover and restore balance”(Malachi &Leiter 2008). The negative impact of the workload on the subordinate wellbeing may lead to withdrawals or even sickness resulting in increased absence. It would probably affect the accuracy and timeliness of the required services. Furthermore, if the increased workloads will not be recognized, or rewarded, this would lead to exhaustion, stress, and consequently burnouts that will impact the physical and mental well being of the subordinate leading to less quality and timely performance for the individual, less cooperation with others within the team, less employee satisfaction, less client satisfaction, possibly higher audit observations, thus negatively affecting performance at all levels.

3. Decision making: contrary to what was mentioned earlier about empowerment, decisions are made at the supervisors' level. The subordinate does not contribute to the decision, feels more of a machine that has to do what it is tasked to do, therefore lacks enthusiasm, or motivation, does the minimum necessary to get by, resulting in negative impact on performance.

4. Type of work: when subordinates are requested to perform duties /tasks not clearly defined in their job description, in a way it would enhance their knowledge and expertise provided basic training is offered, and such duties are reflected in subordinates' appraisal. However, performing additional tasks would lead to role ambiguity in most of the cases. If we add to the above that the extra effort to perform the additional tasks will not be recognized, motivation level will drop, and consequently performance. This also affects other unit members who may feel insecure about other members performing their duties, causing confusion and insecurity about their future, these members become less cooperative. The total impact through the unit may involve lower quantity, quality, and probably less timely outputs. This means lower satisfaction, and less organizational performance.

5. Time of service: if subordinates are requested to work outside the working hours especially when these requests are done regardless of work urgency, this implies no control by the subordinate on the process, lack of respect on the supervisor side to subordinate own life which causes stress, anger and frustration. This negatively affects motivation; physical and mental well being therefore reduces employees' ability and willingness to perform, leading to lower levels of performance.

2.2.1.3 Ethical (fair) style: this style would include the supervisor being fair to subordinates in allocation of resources, training opportunities, workloads, appraisals and rewards. This form is assumed to impact subordinates' commitment to supervisor, motivation, OCB, well being and attendance rates.

If supervisors are perceived as unfair in the process in allocating workload, resources, information sharing, training opportunities, rewards and appraisal, or any other aspect related to work process or outcome, this would presumably negatively affect the individual, as well as organizational performance.

Subordinates may feel insecure because they are not receiving the same level of attention like others enjoying high LMX, they feel framed because they perceive loss of control over performance and results. Therefore, they feel threatened to lose career development opportunities, to lose their status, or even their jobs. This leads to negative feeling of frustration, insecurity and anger.

As a result, they would try to react directly or indirectly to the causes of frustrations and anger, to try and restore a sense of personal autonomy and control. In order for the subordinates not to be penalized for their reactions they may withhold actions that may benefit the organization like helping other colleagues, withholding information from others, complaining internally (whistle blowing), or even speaking negatively about the organization to outsiders(reduced ownership), thus leading mainly to reduced performance in non-critical performance elements that affect mostly unit and organizational performance. All these negative feelings and reduction of unit performance will affect quality and timely provision of services to clients, reduced quality and timely provision of outputs reduces clients' satisfaction, increases chances for audit observations, waste of resources (financial, human, and time), consequently, negatively affecting organizational performance.

2.2.2 Intervening variables:

1. Subordinate development and growth: individuals seek to develop and prosper in their career, to move up the ladder individuals need chances to enable them develop and improve their abilities and competencies. Both technical and interpersonal skills need to be developed, as well as knowledge related to current and future jobs. Practical experience enhances knowledge and improves skills, therefore; providing mentoring and training for employees, entrusting them with challenging tasks, sharing information and feedback on performance also allow performers to improve KSA consequently their performance. Allowing performers who are experienced in their area to participate in decision making stimulates them to feel and act in a more accountable manner, therefore they would work harder towards improving their competencies which certainly contributes to their development and growth. Performance will advance as a direct effect of the above factors, in addition to the motivation factor. A supervisor who shares information,

provides feedback, provides training opportunities and challenging tasks
contributes to subordinate development and growth.

2. Subordinate accountability: individuals tend to exert high levels of effort, develop means, methods and contacts to help perform the required tasks especially when being held accountable. Therefore empowerment is crucial for accountability and usually results in higher levels and better quality performance. A supervisor who allows for participation by allowing for decisions to be made at the level of subordinates is assumed to improve subordinates' accountability levels that lead to better performance.

3. Goal clarity: when what needs to be accomplished is clear for employees, through information sharing and feedback, performers will direct their efforts towards the accomplishment of set goals. Performers would also assume that they will be appraised against the accomplishment of these goals, so they are more focused and prepared. The supervisor with whom the subordinate sets the goals at the beginning of the performance cycle can clearly define or argue the goals in the PAS, he/she contributes to goal clarity through continuous feedback about any changes, new requirements, changes in plans or even the progress of the initial plans. This allows for adjustment to be made as discrepancies are detected and resources (human, time, and supplies) to be better directed and utilized. Goal clarity positively affects performance, and is assumed to be influenced mostly by the communicative dimension of the participative style.

4. Subordinate trust in supervisor: when subordinates perceive support, respect and fairness in terms of process and outcome, and enjoy high quality LMX whereby the supervisor exchanges information, allows for participation in decision making, task assignments, job latitude, support and attention, they feel secure, valuable and cared for, they tend to trust and feel more committed to reciprocate, therefore, they perform unstructured tasks, take additional responsibilities including helping others, and volunteer for extra work. They become more willing to put forth extra effort to maintain this relation, accordingly it impacts performance positively. Main sources of this trust would be a participative, supportive and ethical supervisor.

5. Subordinate motivation: positively affects performance through impacting the effort individuals are willing to exert once they feel sense of control over performance, when they perceive fair and equitable treatment in terms of allocation of duties, work loads, training opportunities, rewards and recognition, and attention, when they receive feedback, when they perceive support from their supervisors in terms of advancing their career, when they get the chance to participate in goal setting and decision making, and when there are written policies and contracts which guard their rights, therefore motivation is assumed to affect performance when participative, supportive, and ethical styles are exercised.

6. Organizational Citizenship Behavior (OCB): involves helping behavior, sportsmanship, and conscientiousness. OCB influences performance because it stimulates cooperation and coordination between the team members, improves capability of dealing with problems and cooperation in problem solving, it influences subordinates to work towards finding best practices, and allows new colleagues to be easily integrated into the group. All that contribute to enhancing team spirit and improve performance mainly unit and organizational performance. Supportive and ethical styles would probably affect OCB.

7. Subordinate well being: when staff feel they are being dealt with with fairness in terms of allocation of resources, training opportunities, work loads, rewards and recognition, and when they sense their value to the organization they will feel more social and economic security, they start to perform in a more comfortable environment, stress, frustration and anger will be minimized leading to mentally healthier performers, consequently physically healthier ones, thus reduced days of absence. All supervisory styles may affect subordinate well being, and this variable is assumed to affect subordinates' performance and attendance.

2.2.3 Performance (Dependent variable)

1. Individual performance measures activities (technical, behavioral and outcome):

Subordinate performance was evaluated and rated in terms of activities (Technical and behavioral) carried out by them in order to accomplish the goals set at the

beginning of the performance cycle as stated in the plan part of the e-pas⁷. The e-pas rating in the last performance cycle was used as a measure for performance.

There are five overall ratings in the following descending order:

- Consistently exceeds performance expectations (the highest ratings)
- Frequently exceeds performance expectations.
- Fully successful performance.
- Partially meets performance expectations.
- Does not meet expectation.

2. Organizational performance measures: based on mission support plan, we defined organizational performance for the purpose of this study at two dimensions; being the level of substantive side satisfaction related to performance of support staff, and cost effectiveness resulting from reduced days of absence of support staff (days of absence are due to discomfort caused by the supervisor).

a) Satisfaction of substantive staff related to accuracy, usefulness, creativity and timeliness of services provided by the different sections⁸:

- General services section is responsible for ensuring safety of premises with all that it takes of maintenance works, hygiene of premises, and availability of required utilities including water, electricity and heating oil, as well as furniture and office supplies.
- Transport Section is responsible for ensuring that fleet of vehicles are fully functioning with all that takes of routine and non-routine maintenance, availability of spare parts, vehicle insurance, briefing notes and fuel supply.
- Communication and IT Section is responsible for ensuring all means of communications; radios, mobiles, blackberries, satellite connections, VTC, servers, internet, intranet, lotus notes are functioning to ensure all staff can reach and be

⁷ United Nations Human Resources Handbook-Performance Appraisal-E-PAS

⁸ Mission Support work plan 2008-2009

reached securely at all times, and to ensure timely receipt of important information especially when related to their safety and security.

- Security section is responsible for ensuring mainly that premises are secure. Security must also receive and disseminate immediate information about activities, events, incidents, and accidents that may have direct or indirect impact on the staff.
- HR: is responsible for processing staff entitlements, serves as a link between headquarters and staff regarding renewal of contracts, promotions, and recruitments.
- Travel: is responsible for issuance of travel authorizations for travel within and outside mission area, hotel reservation, flight bookings, renewal of UNLPs and ensuring all international staff have valid working visas.
- Finance section: is responsible for processing requests submitted by other sections mainly HR, and Travel. Timely processing of salaries and other related allowances.
- Procurement: is responsible for selecting best vendors for provision of timely and quality services and goods needed to support activities carried out by other sections.

Satisfaction would result from the quality and timely provision of the above services:

- i) Accurate outcome: the more accurate the individual outcome (whether producing a report, processing a payment request, maintaining equipment, procuring services or goods, or selecting a candidate for a post), the better the quality in terms of accuracy of the service provided, the higher the client satisfaction.
- ii) Useful outcome: a service regardless of its nature might be accurate, yet may not be useful, therefore; the usefulness of the services is crucial, and the more useful the service is the more satisfied the client would be.
- iii) Timely production and submission of outcomes: timeliness in the provision of client requirements is crucial, some services if not delivered on time will not be useful. Therefore for the service to be useful (regardless of its nature from the

different departments) it has to be delivered on time. Client satisfaction will be higher if a service is processed within the established deadlines.

iv) Creativity in dealing with client requests: certain types of problems arise when dealing with limited resources like vehicles, blackberries and manpower especially at times of emergencies causing unforeseen travel requirements, communication problems, and other types of problems. Creativity in sorting out the clients' problems would be an asset that would better satisfy the clients. Being creative would mean support staff in different sections will provide substantive staff with feasible alternatives if usual and common options do not satisfy given certain scenarios and conditions.

b) Cost effectiveness resulting from reduced number of days of absence of support staff (days of absence resulting from discomfort with their supervisors):

If subordinates perceive their supervisors to be unfair in allocating work assignments, resources, in sharing information, in providing training opportunities or rewards, or in appraising them, they may feel insecure because they are not receiving the same level of attention like others enjoying high LMX, they feel framed, they lack control over performance and results. Therefore, they feel threatened to lose career development opportunities, or even their jobs, so they develop negative feelings of frustration, insecurity and anger.

In their trial to defend themselves, they would try to react directly or indirectly to the causes of frustrations and anger, to try and restore a sense of personal autonomy and control. In order for the subordinates not to be penalized for their reactions they may withhold actions that may benefit the organization like helping other colleagues. What could be even worse is the withdrawal staff may engage in, by utilizing every single day of the uncertified sick leave days entitlement⁹(7 days per year). Staff may get burnouts, headaches, and other fatigue syndromes, leading to further certified sick leave days, let alone the cost of compensation of their medical claims.

⁹ United Nations Human Resources Handbook-Leave-sick leave-uncertified sick leave.

Therefore the overall impact may be reduction in individual and unit performance as there may be disruption for the operations due to this absence, and waste of working hours, in addition to the waste of financial resources related to staff salaries and entitlements while on certified/uncertified sick leave. This leads to increasing the per dime rate of actual working days for those staff.

Chapter three: Research Design and Methodology

A descriptive, analytical research design was selected for the study, of correlational nature to test the direction and significance of relationships between variables.

3.1 Population of the study:

In conducting this study, two populations were considered:

1. Subordinates working in the seven sections in UNTSO Headquarters mission support in Jerusalem reporting directly to their section chiefs. At the time of the study the number of Support staff excluding Chief of mission support, and the Senior administrative officer (the deputy) was 153¹⁰ working in seven sections. Within the sections there are units and sub-units and different levels of supervisors, however and because of the requirement of the study that the supervisor has the power to delegate, to seek and nominate for training opportunities, and can represent before top management and so on, the subordinate population from where the sample was drawn was the group of subordinates reporting directly to their section chiefs being 66 subordinates. Data regarding the frequency of exercising the behaviors and their impact was collected from this population.

2. Clients: the second population would be substantive staff, being the military observers working at UNTSO headquarters in Jerusalem consisting of 28 UNMOS. As suggested earlier in this study that the major client for the support staff is the substantive staff.

3.2 Samples:

1. A stratified sample from the different sections was selected considering the relative numerical distribution of the subordinates in these sections. Table (3.1) represents numbers of staff in the different sections that report directly to the section chiefs. The sample included subordinates from both categories; national and international staff, both gender, different academic back grounds, different age groups and different ranges of years of experience which may impact the relationship under study.

¹⁰ Approved Mission organizational chart-Budget Plan 2008/2009

Table (3.1) staff distribution according to sections

Section	Fin	Proc	Tpt	GS	Comms & IT	Sec	HR	Total
Total	12	4	24	32	25	46	10	153
No of staff reporting to section chief	8	4	8	12	8	16	10	66
No of staff in the sample	7	3	7	10	7	14	8	56

It is worth noting that within each section at the subordinates level, there are sub units that are supervised by more senior subordinates in the section, however only very few of these have access to top management, have the power and impact on training programs or presentation before top management, and so on, therefore the population from which the sample was formed, was the subordinates reporting directly to section chiefs in the seven sections reporting to Chief of Mission Support.

Given the population size of sixty six (66), for the sample to be representative, a sample of at least 56 elements (Uma Sekaran 2000) should be formulated from the different sections. A sample of 56 elements was formed for the purpose of this study considering the relative weights as presented by table 3.1.

2. The second sample represented the whole third population of 28 clients working from UNTSO-Head Quarters Jerusalem.

3.3 Research tool:

Two different questionnaires were developed as research tools for this study:

1. First questionnaire (appendix 2) was developed to study the impact of the independent variable; supervisory styles broken down to four major forms on subordinate performance through affecting a set of intervening variables.

Four groups of questions in addition to the demographic related questions were included in the questionnaire. Each group of questions related to behaviors assumed to formulate the supervisory styles under study, being the participative, the supportive, the autocratic, and the ethical styles. The questions measured on five point scale the frequency of exercising each behavior by supervisor starting with always (5) to never (1). Reverse questions were also used to confirm responses.

Against each supervisory behavior, the subordinate was requested to indicate if that behavior, and the frequency with which it was exercised had any impact on their behaviors, actions, and other factors that are assumed to affect their performance, including, their motivation, wellbeing, accountability, development and growth, trust in their supervisors, goal clarity and OCB.

The impact of the supervisor behavior was also rated on five points scale from strongly positively affects (5) to strongly negatively affects (1).

The questionnaire was pre-tested by asking 6 subordinates to complete the first version. Some editing was made based on feedback received which included deleting some questions that were confusing, and rephrasing some other to enable better understanding.

2. The second questionnaire (annex 4) included only eleven questions grouped into three groups to examine clients' satisfaction with the accuracy, usefulness, timeliness and creativity in delivering the services that are provided by the subordinates working in the different sections within Mission Support.

The ratings for the services provided were also made on five point scale varying from excellent (5) to needs much improvement (1).

Questionnaires were also reviewed, analyzed and approved by an external evaluator Dr. Abdulatif Abu Shamleh at Annajah University as appropriate research tools.

3.4 Data collection method:

Both questionnaires were developed electronically using microsoft office tools; excel, and Adobe reader 9. All three questionnaires used drop down menus for the ratings which made distributing and completing them electronically a must.

The questionnaires were distributed, and completed electronically by the surveyed elements. Most of the completed questionnaires were also returned electronically and few as hard copies sent by internal mail system.

Out of the 56 questionnaires distributed to subordinates, 51 (91%) were completed and returned by e-mail or by mail. Data was compiled as per table (3.2)

Out of 28 questionnaires sent out to the clients, 26 were completed by 26 military observes (clients) stationed in Jerusalem. Questionnaires were also completed and returned electronically.

Chapter Four : Statistical analysis, results and discussion:

SPSS was utilized to analyze the data collected. For the first questionnaire, five degrees' scale was used to rate the frequency of supervisors behaviors varying between always (5), frequently (4), often (3), less often (2) to never (1). The impact on the intervening variables were also rated on a five degree scale varying from strongly positively affects (5) to positively affects (4), to neutral (3), to negatively affect (2) to strongly negatively affects (1).

The individual performance ratings also varied between (5) representing consistently exceeds performance to frequently exceeds performance (4) to fully meets performance(3) to partially meets performance expectations (2) to does not meet performance (1), however it is worth noting that ratings mostly vary between (3) representing fully meets performance to (5) consistently exceeds performance. It is very rare to give any rating in performance below (3), if this happens the supervisor has to provide very strong justification and written evidence¹¹.

For the client satisfaction questionnaire, the evaluations for the services provided by the staff working in the different sections were also rated on five degree scale varying from (5) representing excellent services to very good (4) to adequate (3) to needs improvement (2), to (1) representing services need much improvement.

4.1 Statistical methods used:

1. Frequencies and Percentages .
2. Means(averages) and Standard Deviations .
3. Independent-Samples T Test .
4. One-Way Analysis of Variance (ANOVA) .
5. Multiple comparisons by Tukey method and its Homogeneous Subsets.
6. Spearman's rho Correlation Coefficients .

¹¹ United Nations Human Resources Handbook-Performance appraisal—E-PAS rating, Re-battle

7. Alpha (Cronbach) scales for Reliability Analysis.

4.2 Statistical analysis:

4.2.1 Reliability and validity analysis :

To measure reliability of the questionnaire, Alpha (Cronbach) scale for internal consistency was computed for each supervisory style, and then the seven intervening variables against each style. Alpha scale was very high for all the forms as well as the intervening variables, indicating that the items in the questionnaire are highly correlated. Results are represented in table (4.1) below:

Table (4.1): Reliability analysis results for the research tool

Relationships	Number of items	Alpha scale
Participative style	7	0.92
Supportive style	6	0.87
Autocratic style	7	0.71
Ethical style	8	0.91
Factors	Number of items	Alpha scale
Factors – Participative	49	0.95
Factors - Supportive	42	0.95
Factors - Autocratic	49	0.94
Factors - Ethical	7	0.91
Total degree	168	0.98

To check for validity of the instrument, the draft questionnaire was distributed to six subordinates, who made few comments on the clarity of the questions, and the terms used. Based on their comments adjustments were made. The questionnaire was then presented to an external evaluator who approved it as a tool. A correlation analysis was also conducted between the total styles, and each style, showed significant levels as listed below.

Table (4.2): Validity test results for the research tool

Scales	Correlation coefficient	Significant level
Participative style degree	0.64	0.00
Supportive style degree	0.79	0.00
Autocratic style degree	-0.48	0.00
Ethical style degree	0.65	0.00

4.2.2 Demographics:

The sample included both genders, different age categories, different types of contracts, different academic backgrounds, staff also have different numbers of years of service, and of course were drawn from different sections under mission support. Summary of their representation in the sample is presented by tables 4.3 - 4.9

The sample was drawn from the seven sections, finance represented 14% of the sample, general services represented 17%, IT and communications represented 14%, personnel represented 14%, procurement 4%, security 27%, and finally transport 10% (table 4.3). The proportions from the different sections represented in the sample are consistent with the proportions of the total numbers of the subordinates working in the different sections of mission support. Different sections means different supervisors, therefore this variable was further analyzed to test for any significant differences in the impact of the different supervisory styles on subordinates performance due to the section they work in.

Another variable that may have significant differences on the impact of the four supervisory styles on subordinates performance may be the gender variable. The total number of females in the population of 66 is 13 almost 20% compared to 53 males being 80% of the population. The sample selected included 18% females and 82% males (table 4.4), therefore ratios are relatively consistent with the total numbers of males and females working in the different sections. This variable was further analyzed by the third hypothesis to test for any significant differences in the impact on performance due to gender.

The type of contract being national or international also may have significant differences in the impact of the four supervisory styles on subordinates performance. The subordinates belong to two types of contracts; locally recruited- usually will be nationals of the country where the mission is assigned, in the case of UNTSO most of the locally recruited are Palestinians, and internationally recruited, usually from other countries than the country where the mission is assigned. What I have experienced that “some” national staff may show more tolerance to the autocratic style than internationals who have much wider range of chances for promotions, training opportunities, receiving support and information. Further analysis was made as to test for significant difference on their performance due to type of contract as per the third hypothesis. Considering the representation in the sample; the total numbers of national and international staff in the population are 36 being (55%), and 30 (45%) respectively. The national staff represented 57% of the sample, and the internationals formed 43%. Again this makes the sample representative in terms of type of contract, Table (4.6).

Another variable that may have significant differences in the impact of the different supervisory styles on subordinates’ performance was the fact that subordinates worked for different durations with the United Nations, the subordinates in the sample were with different numbers of years of experiences. Contrary to what common sense may suggest about the longer the years of experience the higher the impact would be, I believe that subordinates with highest numbers of years of experience in UNTSO are showing less interest, probably because they have been long enough to know so much about the work, yet there are no real chances for development. Therefore, this variable was further analyzed by the third hypothesis.

As for the representation in the sample; 12% of the staff in the sample had less than five years of experience with the organization, 29% had between 5-15 years, 24% had between 16 to 25 years, and 35% with more than 25 years of experience (table 4.7). Of the sample 14% of the staff had master degree, 27% of the staff had BA degrees, 37% had college degree, and 22% had high school degree (table 4.8).

Most of the staff within the sample (51%) worked under their current supervision for two years, 23% of the staff in the sample worked under their current supervision for 1 year only, 20% of the staff worked under their current supervision for 3 years,

and 6% of the staff worked under current supervision for 4 years, table (4.9), this factor was presented to confirm the turnover amongst the supervisors.

4.2.3 Hypothesis testing, analysis and results:

4.2.3.1 Testing first Hypothesis:

Null Hypothesis: there is no correlation at the significance level of $p < 0.05$ between the different supervisory styles and subordinate performance.

Alternative: There is significant correlation between the supervisory styles (participative, supportive, ethical and autocratic styles) and subordinate performance contingent on subordinates' motivation, accountability, growth and development, well being, OCB, trust in supervisor, and goal clarity.

To test the first hypothesis, Spearman Correlations procedure was used. The impact of the four supervisory styles on performance was tested and presented below.

- a) Participative style: In analyzing the first group of question related to the participative style, the total relationship is represented (table 4.10):

Table (4.10): Spearman rho correlation analysis for the relationship between participative style and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development & Growth	Accountability	Motivation	well being	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.22	0.19	0.28	0.14	0.36	0.27	0.27
	Sig. (2-tailed)	.	0.11	0.17	0.045	0.32	0.01	0.06	0.06
participative	Correlation Coefficient	0.35	0.63	0.65	0.64	0.55	0.64	0.55	0.66
	Sig. (2-tailed)	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Based on table (4.10) we can conclude that there is significant relationship at the significance level of $p < 0.05$ between participative style and subordinate performance with correlation coefficient equals to 0.35 and significance level of (0.01) contingent on intervening variables of motivation (.045), and trust in supervisor (.01). this would mean that when the supervisor exercises the participative style this would positively affect subordinates motivation and trust in supervisor which would consequently affect their performance.

One of the drawbacks of reviewed literature was that the leadership styles were dealt with as one entity. To overcome that, one of the objectives of this thesis was to test which particular dimensions within each style would have positive impact on performance, the reason why I have analyzed the impact of each dimension separately. Below are the dimensions that had significant correlation on subordinates' performance:

- There is significant correlation at level $p < 0.05$ between the supervisor providing directly updated information to subordinates related to their area of responsibility and the subordinates' performance contingent on motivation with significance level of (.03), and trust in supervisor with significance level of (.03) as well (table 4.11). in line with the reviewed literature earlier when subordinates receive information from their supervisor, they are more aware of what is required of them, they also feel that they are enjoying a quality LMX where there is disclosure, therefore they exert more trust in their supervisors thus positively affecting this variable. Also when staff are informed they sense some security which improves their motivation levels. When motivation improves the staff is willing to put forth more effort, and when trust in supervisor improves, staff feel they need to reciprocate thus improving their performance.

- There is significant correlation at level $p < 0.05$ between the supervisor providing continuous feedback to his/her subordinates, and the subordinates' performance contingent on trust on supervisor at significance level of (.02), table (4.12). when receiving feedback subordinates would be more certain of what is required of them, how far they got, and the quality of their performance. this help them better direct their efforts to improve their performance towards achieving the set goals which certainly positively affects performance, since also a supervisor who provides

feedback on performance often eliminates subordinates fear of surprises that may jeopardize their career, this security improves trust leading also to better performance by subordinates as a reciprocation.

- There is significant negative correlation at level $p < 0.05$ between supervisor imposing goals to be achieved on subordinates and the later performance contingent on subordinates' well being with significance level of (.01), trust in supervisor with significance level of (.01) as well as motivation with significance level of (.00), table (4.17). A participative supervisor is assumed not to impose goals on subordinates but rather discuss, or set the goal in coordination and agreeableness with them. This reverse question confirmed that imposing goals would negatively affect subordinates' motivation as per the goal setting theory, also when subordinates lack control over performance their motivation levels drop thus negatively affecting their performance. imposing goals would also negatively affect trust in supervisor as subordinates feel lack of trust for their abilities and competencies by the supervisor, so their trust levels drop, consequently performance

Even though I have assumed earlier that the decision making dimension would have significant impact on performance, the results revealed that there has been significant correlation between the development and growth, goal clarity, motivation, trust in supervisor, accountability and OCB variables, yet not enough to particularly affect performance. On one hand maybe subordinates have negative feelings if they do not participate in decision making as a concept the reason why such behavior may affect them negatively yet when it is work related they maybe actually relieved if the supervisor does that because the latter would be the one to be held accountable and not them.

B) Supportive style:

The second group of questions related to the supportive style. Table (4.18) below presents the impact of the style as one entity:

Table (4.18): Spearman rho correlation analysis for the relationship between the supportive style and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.31	0.30	0.39	0.25	0.35	0.26	0.41
	Sig. (2-tailed)	.	0.03	0.04	0.00	0.08	0.01	0.07	0.00
Supportive	Correlation Coefficient	0.39	0.62	0.74	0.85	0.79	0.85	0.63	0.80
	Sig. (2-tailed)	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Based on the table above it is clear that there is significant correlation at level $p < 0.05$ between the supportive style and individual performance contingent on subordinates' development and growth (.03), accountability (.04), motivation (.00), trust in supervisor (.01), as well as OCB (.00). This would mean when supervisor exercised this style, subordinates development and growth, accountability, motivation, trust in supervisor and OCB improved consequently positively affecting performance. The results do make sense and they are in line with the assumptions made in the theoretical framework.

Below are the dimensions within this style that significantly correlated to subordinates' performance:

- There is significant correlation at level $p < 0.05$ between the supervisor directly providing guidance to his/her subordinates and individual performance contingent on OCB (.04), table (4.19). When a supervisor acts in such a manner he/she provides a role model for subordinates thus subordinates will extend help to others thus positively affecting performance.

- There is significant correlation at level $p < 0.05$ between the supervisor trusting his/her subordinates with challenging tasks and subordinates performance

contingent on subordinates' motivation (.04), trust in supervisor (.02), and OCB (.03), table (4.20). Challenging tasks improves motivation according to goal setting theory, therefore staff would try harder and exert more effort. Also challenging tasks would give subordinates the feeling that they are being invested in, and that they are part of the in-group which according to theory enjoy more attention, higher level assignments and so on, therefore they show more trust in supervisor, and reciprocate by improving performance levels.

- There is significant correlation at level $p < 0.05$ between the supervisor seeking out training opportunities for his/her subordinates and subordinates' performance contingent on subordinates' development and growth (.02), motivation (.02), goal clarity (.00) as well as OCB (.02), table (4.21). Training is one factor that affects many, for example it would positively affect the development and growth because it improves subordinates KSA that help develop subordinates. It also improves motivation as some consider it some kind of reward and recognition, it improves self efficacy which is also related to motivation thus leading to more effort and better performance. Goal clarity would be also positively affected because the training would shape what is really required of the subordinate, clearer goals directs efforts better, therefore would positively affect performance. Finally OCB would also positively contribute because in a way it improves subordinates ability to help others as they become more knowledgeable and skilled, in addition and as mentioned earlier being invested in provides a feeling of security thus eliminating the fear that helping others would risk the helpers job, therefore not just their ability to help but their willingness to help would also improve, thus improving performance.

- There is significant correlation at level $p < 0.05$ between supervisors nominating subordinates for training opportunities and individual performance contingent on goal clarity (.01) and OCB (.03), table (4.22). Just the fact that subordinates are being nominated for training reflects their value to the supervisor, part of the reciprocation then is to show more obedience, and try to help others thus improving OCB consequently positively affecting performance.

- There is significant correlation at level $p < 0.05$ between the supervisor always recognizing subordinates' accomplishments and subordinates' performance

contingent on subordinates' accountability (.03), motivation (.01), trust in supervisor (.02), and OCB (.01), table (4.24). Part of quality LMX is recognizing accomplishments which leads to trust in supervisor, also when performance is the criteria for reward it improves motivation level (Robbins 2001), trust also in supervisor improves motivation as per the instrumentality probability of the expectancy theory (Scholl 2002). Trust and confidence lead to more obedience to rules, and more security, a more secure staff would be more willing to help others therefore raising OCB and positively affecting performance.

C) Autocratic style:

The third group of questions relate to the autocratic style, some of these are considered as reverse questions for dimensions listed in the participative and the supportive styles. The impact of this style is presented in table (4.25).

Based on the table it is clear that there is significant negative relationship between the autocratic style and individual performance, which confirms initial assumptions that exercising this style would negatively affect performance, however not contingent on any of the intervening variables. Even though this (not being contingent on the intervening variables) may seem contradictory to what was initially suggested, it is worth to note that certain dimensions within this style did have impact on performance contingent on few of the intervening variables, yet and because the correlation for the total style is total correlations of the individual dimensions within the style (being positive or negative) led to this result, which again made analyzing the individual dimensions within each style imperative.

Table (4.25) Spearman rho correlation analysis for the relationship between the autocratic style and performance

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.00	-0.03	0.17	0.06	0.11	0.13	0.12
	Sig. (2-tailed)	.	0.99	0.83	0.24	0.67	0.43	0.35	0.41
Autocratic	Correlation Coefficient	-0.38	-0.41	-0.40	-0.14	-0.47	-0.52	-0.40	-0.49
	Sig. (2-tailed)	0.01	0.00	0.00	0.31	0.00	0.00	0.00	0.00

Below are the dimensions that significantly correlated to subordinates' performance:

- There is negative significant correlation at level $p < 0.05$ between the supervisor making decisions alone and individual performance contingent on motivation (.04), table (4.26). As per the expectancy theory and as confirmed by (Scholl 2002), when subordinates perceive control over performance, their motivation levels improve leading to more effort and better performance. therefore, it would be logical to consider that not being involved in decision making negatively affects subordinates motivation consequently performance.

- There is significant negative correlation at level $p < 0.05$ between the supervisor requesting subordinates to perform additional tasks regardless of core function workload, and subordinates' performance contingent on motivation (.03) and OCB (.04), table (4.29). In this scenario it become unclear to subordinates what is requested of them because it is not in line with their job descriptions, they perceive lack of fairness and respect, resulting in lower motivation. Also because they are overburdened they may get exhausted thus not being able to do what is required of them let alone helping others, all leading to negative impact on performance.

- There is negative significant correlation at level $p < 0.05$ between the supervisor requesting subordinates to perform tasks related to other colleagues' jobs without consulting the latter, and the subordinates' performance contingent on OCB (.02), table (4.31). when supervisors act in such a manner they reflect lack of respect for other subordinates, this may lead some subordinates to lose trust in their supervisor, and develop fear that such acts maybe repeated with themselves, therefore would hold helping behavior and sportsmanship to protect themselves, others may follow the supervisor by not showing respect to others therefore end up not extending help to them, all leading to reduced OCB, consequently negative impact on performance.

- There is significant correlation at level $p < 0.05$ between the supervisor reflecting performance of any additional tasks in the subordinate's e-pas and their individual performance contingent on motivation (.00), well being (.00), and OCB (.00), table (4.32). This question was simply used to confirm consistency of information as presented in previous styles since an autocratic supervisor for the purpose of this thesis is assumed not to recognize staff accomplishments or reflect additional requirements in their appraisal. Reflecting additional tasks in the e-pas means recognizing the additional effort, and when supervisors do so, they raise the motivation level because subordinates will trust them more as per instrumentality probability of the expectancy theory (Scholl 2002), when the additional effort is accounted for subordinates will be willing to put forth more effort with the promise it would be recognized, they would feel more confident and secure thus will be also willing to extend help to others, and finally when staff perceive fairness in treatment there mental wellbeing will be better, a mentally healthy staff would contribute to a physically healthier performer, al leading to better performance.

d) Ethical style:

Although this style was supposed to be analyzed in such a way that screens the consistency of subordinates' responses in terms of allocation of work, resources, and attention, it was difficult statistically to combine and link the responses, and intervening variables, therefore we have used the promotion based on merits only as the basis for the ethical style.

Table (4.33) represents the analysis related to the ethical style. Based on the table it is clear that there is no significant correlation at level $p < 0.05$ between this style and individual performance contingent on any of the intervening variables presented in the study.

Table (4.33) Spearman rho correlation analysis for the relationship between the ethical form and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development & Growth	Accountability	Motivation	well being	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.13	-0.04	0.20	0.23	0.17	-0.16	0.16
	Sig. (2-tailed)	.	0.38	0.81	0.17	0.11	0.23	0.27	0.27
D01	Correlation Coefficient	0.27	0.39	0.63	0.80	0.81	0.67	0.34	0.29
	Sig. (2-tailed)	0.05	0.01	0.00	0.00	0.00	0.00	0.02	0.04

3.2.3.2 Testing the second hypothesis:

Null Hypothesis: there is no correlation at the significance level of $p < .05$ between cost related to absence of staff as a dimension of organizational performance and the participative, supportive, autocratic and ethical supervisory styles.

Alternative: there is significant correlation between cost of number days of absence of subordinates to the organization and the participative, supportive, autocratic and ethical supervisory styles contingent on the intervening variables of subordinates' motivation, accountability, growth and development, well being, OCB, trust in supervisor, and goal clarity.

To test the hypothesis, the Spearman Correlations procedure was used, and results are presented in table (4.34). The analysis revealed significant correlations which made further analysis for each dimension within the assumed supervisory styles essential for the study.

a) Participative style:

The analysis revealed that there is significant negative correlation between certified, and uncertified sick leave days used under the current supervision due to discomfort caused by the supervisor and the participative style related to subordinate's motivation (.00) OCB (.00) , trust in supervisor (.00) and clarity of goals (.00), table (4.35). Meaning that once the supervisor exerts the participative style, subordinates' trust in supervisor, motivation, clarity of goals and OCB improve thus reducing the number of days of absence, consequently the staff cost per dime to the organization. Below are the dimensions that significantly correlated to the cost of days of absence:

- Table (4.36) reveals the significant negative correlation (sig.00) between uncertified sick leave days used under the current supervision due to discomfort caused by the supervisor and the subordinates receiving updated information related to their area of responsibility directly from their supervisor. This correlation resulted from the two variables trust in supervisor (.00) and clarity of goals (.02), while in the case of certified sick leave days the negative relationship (sig.03) was caused by subordinate well being (.03), clarity of goals (.03) and trust in supervisor factors(.00), consequently there is significant negative correlation (sig.01) between cost related to absence of staff and the receipt of updated information caused by clarity of goals (.02) and trust in supervisor (.00).

- There is significant negative correlation between uncertified and certified sick leave days used (sig.00) under the current supervision due to discomfort caused by the supervisor and the subordinates receiving continuous feedback on their performance from the supervisor caused by trust in supervisor (.00), clarity of goals (.00) , motivation(.00) and OCB (.01) factors. Meaning these factors will increase as a result of supervisor exercising the behavior under investigation, thus reducing

the number of days of absence, consequently the cost of the days of absence table (4.37).

- Also there is significant negative correlation between the uncertified, and certified sick leave days used under the current supervision and the supervisor making sure that subordinates understand their work requirements caused by trust in supervisor (.00), clarity of goals(.00), motivation (.00) and OCB (.00) factors, consequently there is negative significant correlation with the cost of days of absence due to the same factors, table (4.38).

- Again there is significant negative correlation between the uncertified and certified sick leave days used under the current supervision and the supervisor trusting subordinates in making decisions related to their area of responsibility caused by subordinate accountability (.00), trust in supervisor (.00), clarity of goals (.00), motivation (.00) and OCB (.00) factors. Consequently the cost of the days of absence negatively related to the decision making factor due to the same variables, table (4.39).

- While there is significant negative correlation between uncertified sick leave days used and the supervisor clearly defining the areas and conditions in which subordinates can make decisions caused by clarity of goals (.00), motivation (.01) and OCB (.00), there is a negative correlation with certified sick leave days used due to trust in supervisor (.04), clarity of goals (.00) and OCB (.01). Eventually the total cost of the days of absence negatively correlated to this behavior due to trust in supervisor (.04), clarity of goals (.00), motivation (.01) and OCB(.00), table (4.40).

- While there is significant negative correlation between the uncertified sick leave days used and the supervisor involving subordinates in decisions that would affect them caused by trust in supervisor (.00), clarity of goals (.01), motivation (.02)and OCB (.00), the negative correlation with the certified sick leave days is caused by clarity of goals (.02)and OCB (.01)only. The negative correlation with the total cost of days of absence is caused by trust in supervisor (.00), clarity of goals (.01), motivation (.03) and OCB(.00), table (4.41).

- Even though there is a significant correlation between certified sick leave days used and imposing goals on subordinates caused by OCB, and accountability, there is no significant correlation with the uncertified sick leave days, also there is no significant correlation with the total cost of days of absence, (table 4.42)

The results above are consistent with the reviewed literature and theoretical framework. Exercising the participative style implies a work environment characterized by disclosure, information sharing feedback, participation in goal setting and decision making at the level of subordinates which clarifies to subordinates what is requested of them so they are more confident and certain, their efforts are more focused, therefore less time and energy will be wasted in conducting the required tasks. Allowing them for participation improves their self efficacy, their motivation, their sense of control and security, thus provoking trust in supervisor, in their trial to reciprocate, they will exercise sportsmanship, obedience, and helping others thus improving OCB.

The perceived trust, confidence, security and control resulting from exercising the participative style reduce stress, anger and frustration a staff may feel in the absence of these characteristics, resulting in a mentally and physically healthier staff. In addition the work environment would be a place where the subordinates feel their autonomy and value which encourages them to be present and not to be absent unless actually physically sick for reasons other than their relation with their supervisors. Less days of absence mean the actual per dime will be less thus positively affecting the organizational performance.

b) Supportive style:

The analysis revealed that there is significant negative correlation between the uncertified, certified and cost of sick leave days used under the current supervision and supportive style caused by OCB (.00), clarity of goals (.00), subordinates' trust in supervisor (.00), well being (.00), accountability (.00) and motivation (.00), table (4.43). meaning when supervisors exercise the supportive style motivation, accountability, well being, trust in supervisor, OCB and clarity of goals would improve, leading to less days of absence due to discomfort with the supervisor, consequently less cost per dime.

Below is the analysis for each dimension within this style:

- There is significant negative correlation between the uncertified, certified and cost of sick leave days used and the supervisor directly providing guidance to his/her subordinates caused by motivation (.00), well being (.00), trust in supervisor (.00), clarity of goals (.00) and OCB (.00) factors, table (4.44).

- While there is significant negative correlation between the uncertified sick leave days used and the supervisor seeking out training opportunities for his/her subordinates caused by OCB (.01) and motivation (.04) factors, there is no significant correlation between certified sick leave days used and seeking training opportunities for subordinates. There is however significant negative correlation between the costs related to absence of staff and seeking training opportunities for subordinates caused by OCB (.00), table (4.46).

- While there is significant negative correlation between the uncertified sick leave days used and the supervisor nominating subordinates for training opportunities caused by the motivation (.02) and OCB (.00) factors, there is no significant correlation between the certified sick leave days used and nominating subordinates for trainings, however, there is significant negative correlation between cost related to absence of staff and nominating them for trainings caused by motivation (.03) and OCB (.00) factors, table (4.47).

- There is significant negative correlation between the uncertified, certified and cost of sick leave days and the supervisor defending subordinates before top management if required caused by subordinates' accountability (.00), motivation (.00), well being (.00) , clarity of goals (.00) and OCB (.00) factors, table (4.48).

- There is significant negative correlation between the uncertified, certified, and cost of sick leave days used and the supervisor always recognizing subordinates' accomplishments, caused by subordinate accountability (.00), well being (.00) and trust in supervisor (.00), table (4.49).

The results above for the supportive style are also consistent with the reviewed literature and the theoretical framework. The results confirmed that by providing guidance by the supervisor, subordinates feel they are invested in and cared for,

their sense of security would be positively affected thus raising their motivation as per the valence probability of the expectancy theory (Scholl 2002). In addition and as per LMX the subordinates trust in supervisor would be positively affected, as a reciprocation subordinates will show more obedience to rules, they'll be more willing to extend help to others thus raising OCB.

Nominating subordinates or seeking training opportunities for them also stimulates OCB for the same reason, since subordinates feel their value for the organization and that they are invested in, this eliminates the fear of losing jobs, the security this feeling provides improves subordinates' willingness to help others, exercise sportsmanship and obedience. Training also improves motivation as it raises the valence probability. When the supervisor represents subordinates before top management to ensure fairness, again subordinates feel their value, they would feel committed to their supervisor, so they reciprocate by exercising high levels of accountability, their motivation levels would improve. Finally trust levels in supervisor would be positively affected when a supervisor recognizing their accomplishments, thus improving their accountability.

From all the above exercising the supportive style fosters an environment where the subordinates feel they are valuable and invested in, they develop sense of security, their motivation levels are higher, their fear is eliminated, their stress levels drop thus wellbeing would improve leading to less days of absence. In addition the improvement of their trust in their supervisors and as part of reaction, and in order to maintain the quality relationship with supervisors, they'll be more willing to report to work, even if they are truly sick. Consequently subordinates will utilize less days of absence as they will be more comfortable, thus reducing the staff cost per dime for the organization.

c) Autocratic style:

The analysis revealed that there is significant correlation between the uncertified, certified and cost of sick leave days used under the current supervision and the Autocratic form caused by subordinates' development and growth (.00), accountability (.01), well being (.01), trust in supervisor (.00), clarity of goals (.00) and OCB (.00) factors, table (4.50). This means that total impact of supervisor

behaviors encompassed within this form if exercised will worsen the intervening variables related to subordinate, which will consequently increase the number of days of absence, thus increasing the cost to the organization.

Below are results for the individual dimensions:

- While there is significant correlation between the uncertified, certified, and cost of sick leave days used and the supervisor making decisions alone, this negative correlation is caused in the case of uncertified sick leave days by subordinates' development and growth (.00) , accountability (.01), well being (.01), clarity of goals (.00) and OCB (.00), however in the case of certified sick leave the correlation is caused by subordinates' development and growth (.02), clarity of goals (.00) and OCB (.04), and in the case of the cost, the correlation is caused by subordinate' development and growth (.00), accountability (.02), well being (.01), clarity of goals (.00) and OCB (.01) factors, table (4.51).

- While there is significant correlation of (.02) between the uncertified sick leave days used and the supervisor holding back information related to subordinates' area from them caused by subordinates' accountability (.02), well being (.01), trust in supervisor (.00) and OCB (.00) factors, there is no significant correlation (.06) between certified sick leave days and same behavior. The total cost however significantly correlated to this behavior (.01), and this correlation is caused by subordinates' accountability (.03), well being (.01), trust in supervisor (.00), clarity of goals (.04) and OCB (.00), table (4.52).

- There is significant correlation (.00) between the uncertified sick leave days used and the supervisor requesting subordinates to perform additional tasks regardless of core function workload caused by OCB (.00), clarity of goals (.02), trust in supervisor (.00), well being (.00), and accountability(.03), there is also significant correlation (.01) between the certified sick leave days used and same behavior caused only by OCB (.00), and trust in supervisor (.00). consequently there is significant correlation (.00) between cost related to absence of staff and requesting subordinates to perform additional tasks regardless of core function workload caused by OCB (.00), clarity of goals (.03), trust in supervisor (.00), well being (.00) and accountability (.02), tables (4.34and 4.53) .

- There is no significant correlation between the uncertified or certified sick leave days used and the supervisor requesting subordinates to work outside working hours regardless of the urgency. Therefore there is no significant correlation between cost related to absence of staff and this behavior. Significance levels were (.95, .06,.59) respectively (table 4.34).

- While there is significant negative correlation (sig .00) between the uncertified sick leave days used and the supervisor reflecting performance of any additional tasks in the subordinate's e-pas caused by all seven factors (sig. level for all factors .00 except for well being .02), meaning when supervisor reflects performance in e-pas (reverse question), all factors improve, consequently decreasing the number of uncertified sick leave days used, there is no significant correlation (sig.06) between certified sick leave days used and same behavior. Finally there is significant negative correlation between cost of absence of staff (sig.00) and reflecting performance of any additional tasks in the subordinate's e-pas caused by all factors, tables (4.34 and 4.54)

The dimensions that had significant impact on days of absence within this style were the supervisor making decisions alone, holding back information and requesting subordinates to perform additional tasks regardless of their core function workload. When supervisors act in such manner, there will be lack of participation and involvement of subordinates in work process, which reflect lack of respect to subordinates abilities, qualifications, and potential by supervisors. Subordinates goal clarity would be negatively affected, causing confusion and uncertainty for what better activities may lead to the desired outcome, therefore causing stress and frustration. Subordinates willingness and ability to help others or to exercise sportsmanship would also be negatively affected as subordinates sense of security will drop due to lack of respect and trust by their supervisors. Feeling and acting like machines by doing what they are told, would also negatively affect their accountability. All the above imply a work environment characterized by lack of respect and trust, fear of losing the job, consequently stressed, angry and frustrated subordinates, who would chose to withdraw in such a way that they will not be penalized, therefore they choose to utilize the uncertified sick leave days, and if their stress and anger worsen to fatigue and burnouts, they may get physically sick

thus increasing the number of days of absence, and the cost per dime for the organization.

d) Ethical form:

In analyzing the fourth form, the analysis revealed that there is significant negative correlation (sig .00) between the uncertified, sick leave days used and the supervisor supporting promotion of staff based on merits caused by subordinates' development and growth, trust in supervisor, well being, motivation, accountability and clarity of goals factors, in addition there is significant negative correlation (sig.00) between the certified sick leave days used and same form caused by same factors. Finally there is significant negative correlation (sig.00) between cost related to absence of staff and supporting of subordinates promotion based on merits caused by subordinate development and growth, trust in supervisor, well being, motivation, accountability and clarity of goals factors, all at significance level of (.00), tables (4.34 and 4.55).

The above result is logical as when subordinates perceive unfairness in treatment and that criterion for promotion is not qualifications, this negatively affects their trust in supervisor thus reducing their sense of security which consequently affects their motivation levels. When staff are not promoted they will not be given new challenges which could affect their development and growth, thus it would be negatively affected. Lack of fairness and security develop stress, frustration, even bitterness which would lead subordinates to try and utilize the uncertified sick leave days, and if the case is really stressful and the subordinate is feeling deeply derogated, he/she may get really physically sick leading to further days of absence.

3.2.3.3 Testing the third hypothesis :

Null Hypothesis: there are no differences at the significance level of $p < .05$ in the impact of the participative, supportive, ethical and autocratic supervisory styles on subordinates' performance due to section, type of contract (national or international), gender, and subordinates' years of experience.

Alternative: there are differences at the significance level of $p < .05$ in the impact of the participative, supportive, ethical and autocratic supervisory styles on

subordinates' performance due to section, type of contract (national or international), gender, and subordinates' years of experience.

1) **Type of work as independent variable**

To test for variance between sections, ANOVA test was applied. Results which revealed significant differences of (.00) are presented in table (4.56).

The analysis proved that there are significant differences at the significance level of $p < .05$ amongst the four styles (participative, supportive, autocratic and ethical styles) and their impact on individual performance due to section they work in, therefore it was concluded that the impact of the different styles on the individual performance differs significantly due to section they work in (we reject the null hypothesis and accept the alternate hypothesis).

To study the differences, multiple comparisons were made using Tukey method and its homogenous subsets, first to check the frequency of applying the different styles in the different sections, and then the impact of the different styles on the individual performance in those sections.

a) Participative style:

The mean values varied between highly applied starting with procurement (4.36), IT and comms (4.35), transport (4.14), then to medium applied including general services (3.24), Finance (2.84), and HR (2.61), then applied with low frequency like security (2.51), table (4.57).

The analysis for the impact on the individual performance were consistent with the frequency of applying the supervisory style; the means reflect high impact on performance in IT&Comms (194.43), transport (191.2), and procurement (189), then medium impact on finance (131.43), and then low impact on personnel (114.29), security (107.21) and general services (101.89), table (4.58)

This means sections that highly apply the participative style, the impact on individual performance will be also high, however where this style was medium or rarely applied, the impact varied also between medium and low, like the case of

finance where medium applied, and impact on performance was medium, while in personnel and general services participative form was medium applied, but the impact was low.

If we relate these results to the first hypothesis, were it was confirmed that applying the participative style positively correlates to the individual performance through its effect on subordinates motivation and OCB, therefore sections with supervisors who applied this style would have motivated subordinates with positive OCB, resulting in improved performance.

b) Supportive style:

Again in the supportive style, the mean values reflect that this style was highly applied in procurement (4.33), IT&comms (4.14), then medium applied in transport (2.89), general services (2.78), and finance (2.74). The low mean value of 2.45 indicates that personnel section applied supportive form with low frequency, table (4.59).

The impact on performance in the different sections was also consistent with the frequency of applying the supportive style, except in the case of general services where it was medium applied but impact on performance was low (78.78) . So when supportive style was highly applied, the impact on performance was also high like in procurement (168.5) and IT&Comms (164.43). When supportive style was medium applied like transport, finance, and security impact on the performance was medium (134.8, 108.71, and 108.71 respectively), where low applied like personnel, impact was also low (100.86), table (4.60).

If we relate to the analysis of the first hypothesis, applying the supportive style positively correlated to subordinates performance by affecting subordinates' motivation, accountability, growth and development, and trust in supervisor. Therefore, sections with supervisors who applied this style depending of the level of applying it would positively affect the mentioned intervening variables consequently their performance.

c) Autocratic style:

The means values reflect that the application of the autocratic style varied between medium to very low, and none of the sections highly applied it. The style was medium applied by security (3.13), finance (3.02), and HR (2.94) Autocratic style was applied in a low manner in general services (2.41), and in IT&comms (2.14), and in a very low manner in procurement(1.71) and transport (1.54) , table (4.61). The impact on performance was also medium on performance for security (167.57), personnel (137.57) and finance (119), impact was low in the remaining sections being; IT& comms (115.43), procurement (108.57), transport (106.4)., and general services (79.67), table (4.62)

If we compare the results for autocratic style with the participative and supportive style, it would be noticeable that sections that highly applies the participative and supportive styles applied the autocratic style a low or very low manner like procurement, while sections that applied the participative and supportive styles in a medium or low manner have applied the autocratic style in a medium manner too like finance and HR.

d) Ethical style:

The mean values reflect the application of the ethical style by the different sections. Results revealed procurement to be very high in applying it (5), followed by transport (4.6). This style was medium applied by IT&comms (3.43), general services (2.89), then security (2.71). Finally both personnel and finance applied this style with low frequency(2) for both sections, table (4.63).

Where this style was highly applied, impact was also high like procurement (31) and transport (29). Where medium applied, impact was also medium like IT (18.43), and security (19.36), where low applied, impact was also low like personnel (16.57) and finance (9.29), therefore there is consistency -except in the case of general services where again the style was medium applied, yet the impact on individual performance was low (13.11), table (4.64).

The results related to the ethical style are also in line with the theoretical frame work and reviewed literature; when performance is the criteria for reward and not

personal favorites performance would improve (Robbins 2001), and promotion is some kind of reward, it could be even the optimal for some staff, so when they feel that their good performance will improve their chances for promotion, their performance will improve. It is also logical to see that when this style was applied more often, the chances of affecting performance were also high and vice versa.

One final note concerning the analysis related to section, and while it is logical to see the consistency between the frequency of applying the supervisory styles and the level of impact they had on individual performance, the general services violated this consistency. Because there was another part for the analysis related to client satisfaction (fourth hypothesis), I needed to confirm what the analysis would reveal regarding the general services section in terms of client satisfaction with the services provided by that section. To be able to detect where the violation was; is it the application of the style, the impact on performance or something else. Therefore this point will be tackled further after presenting the analysis of the fourth hypothesis.

2) Type of contract (national versus international)

To test for differences in the impact of the different supervisory styles on individual performance due to the type of contract Independent samples T-test was used. Results are presented in table (4.65).

The analysis revealed that there are no differences at the significance level of $p < 0.05$ in the impact of the participative style (sig..79), supportive style (sig.3), and autocratic style (sig.28) on individual performance due to contractual status of the staff whether national or international, however; there are differences at the significance level of $p < 0.05$ in the impact of the ethical style on individual performance due to contract type (sig.03). It is worth noting also that the differences are in favor of (the international staff with medium mean 21.32 compared to a lower mean of 15.07 for the national.

This means that the impact of applying the ethical style on performance of the international staff was higher than it was for the national staff. International staff in reality have more chances for promotion than the national. Being international this

would allow the staff to be selected for a much wider range to jobs at a much wider range of missions compared to national whose chances are within the mission mostly. Furthermore; a national staff will not be selected for an international post¹², and the turnover amongst the national staff is very low because of the competitive salaries it pays, the working hours being 0700 to 1430 hrs, in addition to the leave entitlements of 30 days annual leave in addition to 10 days of UN official holidays¹³, and a whole lot of entitlements and benefits including dependency allowance, medical coverage, pension plan, and so on making finding such chances for national staff in the local market a very difficult task, thus leaving very little chances for vacancies to be open amongst the national staff category.

3) Gender:

The third part of the third hypothesis was related to differences in the impact of the different styles on performance due gender factor. To perform the required analysis, independent samples T-test was used.

The analysis revealed that there are no differences at the significance level of $p < 0.05$ in the impact of the participative, supportive, autocratic and ethical styles on individual performance due to gender factor, significance levels were (.19, .12, .84, .78 respectively), table (4.66), this means that when supervisors apply a certain supervisory style at a certain frequency, for instance when highly applying the participative style the impact on male and female subordinates would be high. Therefore; the null hypothesis was accepted that; there are no differences at the significance level of $p < 0.05$ in the impact of the different supervisory styles on individual performance due to gender.

4) Years of experience:

The last part of the third hypothesis tested for differences in the impact of the different supervisory styles on individual performance due to number of years of experience of subordinates. One way ANOVA test was performed.

¹² United Nations Human resources Handbook- Promotions and appointments-vacancies-legibility

¹³ United Nations Human resources Handbook-leave-annual leave

The test revealed that there are no differences at the significance level of $p < 0.05$ in the impact of the participative, supportive, and autocratic styles on individual performance due to number of years of experience variable, significance levels were .49, .40, .60 respectively, table (4.67), meaning when any of the three supervisory styles was applied by supervisors in a certain manner impact on subordinates with different numbers of years of experience was also in the same manner, for example when the supportive style was medium applied, impact on subordinates with different years of experience was medium.

However, there were differences in the impact of ethical style on individual performance due to number of years of experience variable (sig.02). Descriptive statistics indicated that the mean values were as follows for the different categories: less than five years of experience (12.67), for category 5-15 it was (24.33), for category 16-25 years, the mean was (17.33), and finally for more than twenty five years of experience the mean was 14.28.

To study the differences, multiple comparisons by Tukey method was used, and results revealed that the difference was significant between subordinates with year of experience that belonged to category 5-15 years, and those who belonged to category of more than 25 years of experience. Furthermore the difference was in favor of category 5-15 where the mean was higher than the mean for the category > 25 by 10.06, table (4.68). meaning that when applying the ethical style in any manner, the impact on performance of subordinates with 5-15 years of experience would be higher than that on performance of subordinates with more than 25 years of experience.

3.2.3.4 Testing the fourth hypothesis:

Null Hypothesis: there are no differences at the significance level of $p < 0.05$ between satisfaction levels of substantive staff as one dimension of organizational performance and performance of support staff.

Alternative: there are no differences at the significance level of $p < 0.05$ between the satisfaction of substantive staff as one of organizational performance dimensions and performance of support staff.

To test the last hypothesis the client satisfaction questionnaire was distributed, and the mean values for the responses were calculated and presented by tables (4.69-4.70):

The analysis revealed that there are significant differences in the levels of satisfaction of substantive staff with the services provided by the staff of the different sections in mission support, tables (4.70-4.79), tukey method was applied to check in favor of which sections the differences were.

Based on tables 4.69 and 4.71 the differences were in favor of all section compared to HR section. The clients expressed that they received very good services from procurement (mean for the rating was 4) and General services (4), then transport and IT&comms (3.92 each), security (3.85), then Finance (3.62), however the required services from HR were below adequate (2.62) and needed improvement.

Based on tables 4.69 and 4.72 the differences were in favor of all section compared to HR section, and in favor of all sections excluding HR over finance and budget in terms of satisfaction of the accuracy of responses received from the different staff. The accuracy was very good for the procurement (4), IT and comms (4), security (4) and transport (4), followed by general services (3.92), then Finance (3.38), while the accuracy needed improvement to much improvement in HR (1.92).

Based on tables 4.69 and 4.73 the differences were in favor of all sections relative to HR section. Meaning; the clients' satisfaction with the accuracy of the reports was high regarding the reports received from staff of Finance (4), procurement (4), transport (4), IT (4), Security (4), and general services (4), while the reports received from HR were less than adequate in their accuracy.

Based on tables 4.69 and 4.74 and regarding clients' satisfaction with the usefulness of the reports, the differences were in favor of procurement, transport and general services compared to finance, comms and IT, and security. Differences were also in favor of all sections compared to HR. Meaning the reports received from general services were very useful (4) then transport (3.92), procurement (3.92), followed by IT (3.38), Finance (3.31) then security (3.23), however reports received from HR needed improvement (2.54).

Based on tables 4.69 and 4.75 and regarding the guidance provided by the different sections, there were significant differences in favor of procurement, transport and general services compared to finance, comms and IT, and security. Differences were also in favor of all sections compared to HR. Meaning clients were more satisfied with the guidance received from transport (4) procurement (4), as well as general services (4). They were however less satisfied with the guidance provided by finance (3.38), followed by IT (3.08) and security (3.08). As for HR the clients reflected even less satisfaction were they reported guidance provided by HR needed improvement (2.54).

Based on Tables 4.69 and 4.76 clarifying the clients satisfaction with the updated information, clients reported information was received in a very good manner from security (4), IT (4), Transport (4), and procurement (4), only bit less from general services (3.85), then Finance (3.54), again information received from HR needed improvement (2.69).

Based on tables 4.69 and 4.77 related to clients satisfaction with the timely services received from the different sections, the differences were in favor of all sections excluding HR over security and IT and comms, and in favor of all sections over HR, meaning clients regarded the services provided by Finance (4), procurement (4), general services (4) and transport (4) as timely received, while they were less satisfied with the timeliness of the services received from IT (3.08), and security (3.08), as for HR services lagged even more and needed improvement (2.15).

Based on tables 4-69 and 4.78 related to clients satisfaction with the timeliness of providing responses to queries from the different sections, differences were in favor of all sections excluding HR over finance, and in favor of all sections over HR. this means that clients regarded the provision of responses to queries to be more satisfactory from sections other than finance (3.23); security (4), IT (4), Procurement (4), general services (3.92) and transport (3.92), in addition they were more satisfied with the timeliness of responses from finance more than HR, which according to them (clients) needed improvement. (2.85).

Based on tables 4.69 and 4.79 the section that best tried to modify and develop better means in dealing with clients' requests, clients were satisfied with all sections excluding HR (1.62) over finance and budget (2.38), whereby the ratings for other sections were IT (3.46), then general services (3.31), then security (3.08), transport (3.08) and procurement (3.08).

On the average the highest level of satisfaction was with the services provided by procurement (3.88), general services (3.88), transport (3.87), IT and comms (3.66), security (3.59) and finance (3.43), however for HR level of satisfaction is lower in the area of adequate, and needs improvement (2.4).

4.3 Discussion of results and Conclusions:

Based on the results the statistical analysis revealed regarding the first hypothesis, it was concluded that while we accept the null; that there are no significant relationship between the autocratic and ethical supervisory styles on individual performance contingent on any of the intervening variables presented in the study, we reject the null and accept the alternative for the participative and supportive styles, since there was a significant relationship between the participative style and subordinate performance contingent on subordinates' motivation, and trust in supervisor. Also there was a significant relationship between the supportive style and the subordinate performance contingent on subordinates' development and growth, accountability, motivation, trust in supervisor, as well as OCB. Below is table 4. 80 that summarizes the findings of the first hypothesis whereby the styles, the individual dimensions within these styles that are significantly correlated to subordinate performance through it impact on some of the intervening variables.

The table highlights the dimensions within each style that could be monitored, and acted on by the management and supervisors once they are considering improving the subordinates' performance. it also presents factors related to subordinates which could be triggered by these dimensions

Table 4.80 Impact of implementation of supervisory styles on subordinates performance

Style- Dimension	Motivation	accountability	growth and development	well being	trust in supervisor	clarity of goals	OCB
Participative Style: - Providing updated information - Providing continuous feedback - Imposing goals	x x -x			-x	x x x -x		
Supportive style: - Directly providing guidance - Trusting subordinates with challenging tasks - Seeking training opportunities - Nominating subordinate for training - Recognizing accomplishments	x x x x	x x	x x		x x x	 x x x x	x x x x
Autocratic style: - Supervisor making decisions alone - Requesting sub to perform additional tasks regardless of core function workload - Supervisor requesting sub to perform other staff tasks without consolation	-x -x						-x -x

It is noticeable the importance of certain intervening variables like motivation, trust in supervisor development and growth, goal clarity, and OCB, that could be highly affected by the supervisor, and could affect performance.

Considering the LMX theory, motivation and goal setting theories motivated subordinates would be more willing to put forth extra effort to achieve the goals set for them, thus are better performers. Subordinates who trust their supervisors regardless of the source of that trust would be more willing deliver better outcome, they'll be willing to "take the extra mile" in order to maintain this trust. Subordinates with improved knowledge and skills will be willing to handle their work in more creative ways and faster, they'll be willing to offer help to others and solutions to problems, thus delivering better outcomes including better OCB. Goal clarity also improves performance since it highlights to performers what better activities could lead to the desired outcome thus reducing waste in resources in addition to improving performance.

By sharing information and feedback, by providing guidance and training opportunities, by recognizing accomplishments and by allowing them for participation the supervisor stimulates the above factors on subordinate side leading to better performance. meaning if supervisors want to improve their subordinates performance against which supervisors are rated in their appraisal (supervisors are rated in their e-pas against the accomplishment of the section goals, exercising the UN core values and competencies as well as their managerial skills)¹⁴, they should try to have skilled, knowledgeable and motivated staff who trust them

This highlights to the management some of the very important dimensions (trainings, mentoring, and recognizing subordinates' accomplishments) that would structure quality form that would have positive impact on subordinates, and their performance.

Another issue that arouse based on the results is that the impact of exercising certain behavior does not necessarily mean the opposite impact resulting from the absence of that behavior. For instance the impact of receiving work-related information by subordinates may not be the opposite of holding back information from them. As a matter of fact if updated information is received, performance will be positively affected, however when holding back information from them, they maintain their level of performance rather than negatively affecting it.

This result makes sense as when receiving updated information staff would be more able to decide what better activities are needed to deliver the desired outcome, this would positively affect their motivation, and therefore their performance would be positively affected, however, and when supervisors hold information, staff would be dealing with whatever information they have, knowing that information is being held from them would negatively affect their motivation, yet they would still do the minimum required in order not to be penalized thus maintaining their levels rather than being negatively affected.

As for the second hypothesis which relates to the possible impact of the supervisory forms on the attendance of subordinates, few points are important to consider:

¹⁴ United Nations Human Resources Hand book-Performance appraisal.

- As suggested earlier, around two thirds $2/3$ ¹⁵ of the UNTSO approved budgets represent staffing costs.
- A nationally recruited staff costs the organization around \$190 per day, and an internationally recruited staff costs around \$594 on the average¹⁶. There are 80 national staff in Jerusalem and 73 international.
- Every staff member is entitled for 30 days annual leave, 10 days UN official holidays, 7 days of uncertified sick leave¹⁷ (entitlement, but should not necessarily be utilized), and certified sick leave as required.
- The number of working hours per day is 7¹⁸ hours.

If the staff feel discomfort they will try to utilize all 7 uncertified sick leave days, this would mean in a performance cycle if all staff national and international utilize those 7 days due to discomfort with their supervisors, the cost will be \$409,934 (80 national X 7 day X \$190 per day+ 73X7X\$594= \$409,934), and in terms of working hours this would be (7 working hours X 7 daysX153 = 7,497 working hours).

In case discomfort was intense and its impact affected the health of the staff, we should apply the previous formula to get the additional costs involved. In the case of the sample surveyed of 51 staff only; 43 uncertified sick leave days and 57 certified sick leave days were used due to discomfort with supervisor. A total of 100 days of absence in a sample of 51 subordinates, out of this number 34 days were utilized by international staff at a cost of \$21,1960 (34 days X\$594), and 66 days utilized by the national staff at a cost of \$12,540 (66 days X\$190).

Certified sick leave days are more serious of phenomena than the uncertified sick leave days because the latter has a ceiling of seven days per performance cycle while the certified could really drag. Certified sick leave also has additional costs involved being the doctor visit fees, treatment and medications.

¹⁵ Approved Budget plans and allotments

¹⁶ United Nations Standard Salary costs-Jerusalem-version 8

¹⁷ United Nations Human Resources Handbook-leave-uncertified sick leave

¹⁸ United Nations Human Resources Handbook-entitlements-working hours

The table 4.81 below summarizes the dimensions within each style that significantly correlated to cost of days of absence through their impact on a group of intervening variables. this table highlights to management and supervisors factors on subordinate side that could be triggered by the supervisor, and could consequently affect their attendance.

Table 4.81 Impact of implementation of supervisory styles on cost of days of absence for subordinates

Style- Dimension	Motivation	accountability	growth and development	well being	trust in supervisor	clarity of goals	OCB
Participative style: - Providing updated information - Providing continuous feedback - Ensuring subs understand work requirements - Trusting subs in making decisions - Defining boundaries - Involving subs in decisions that affects them	-X -X -X -X -X -X	-X			-X -X -X -X -X -X	-X -X -X -X -X -X	-X -X -X -X -X -X
Supportive style - Directly providing guidance - Seeking training opportunities - Nominating subordinate for training - Defending before top management - Recognizing accomplishments	-X -X -X	-X -X -X		-X -X -X -X	-X -X -X -X	-X -X -X 	-X -X -X -X X
Autocratic style: - Supervisor making decisions alone - Holding back information from subs - Performing additional tasks regardless of workload		X X X X	X X	X X X X	X X X	X X X X	X X X X
Ethical style	-X	-X	-X	-X	-X	-X	

The dimensions included in the participative style like information sharing with subordinates, providing them with feedback on performance, and involving them in decision making, and setting goals creates more comfortable environment characterized by interaction, communication, feeling valuable to the organization which improves subordinates' OCB, trust in supervisor, motivation, and clarity of goals, meaning when supervisor exercised behaviors encompassed within this style the four factors mentioned improved resulting in reduced number of days of absence both certified or uncertified, consequently the cost to the organization.

As for the dimensions included in the supportive style like training, mentoring, representation and recognizing accomplishments, these behaviors had very high impact on subordinates' behaviors, whereby their OCB, trust in supervisor, well being, accountability and motivation as well as the clarity of goals improved when the supervisor exercised such behaviors. A healthy, comfortable subordinate who feels supported, appreciated, and invested in would be encouraged to report to work, some staff actually even sacrifice some of their own 30 days of annual leave because they feel it's worth reporting to work when appreciated and valued. Therefore, the number of days of absence whether certified or uncertified will drop; consequently the cost will drop for the organization. This contributes positively to the financial aspect of the organizational performance.

And when a supervisor implements the autocratic style, subordinates' development and growth, accountability, well being, trust in supervisor, clarity of goals and OCB will be negatively affected leading to increased numbers of days of absence simply because they feel un- valuable, confused as things that are requested from them are not clear, they are not trusted, which imposes stress, anger and frustration leading to the increased number of days of absence.

The ethical style also have significant impact on number of days of absence consequently the cost to the organization, this form when exercised affects positively the subordinates' development and growth, trust in supervisor, well being, motivation, accountability and clarity of goals, leading to less number of uncertified and certified sick leave days used, thus reducing the cost to the organization.

So we reject the null hypothesis, and accept the alternative that: there is a significant negative relationship between the cost of days of absence and the participative, supportive and ethical styles, and a significant positive relationship between the autocratic style and the cost of days of absence, meaning that exercising the participative, supportive and ethical styles and avoiding the autocratic style improve subordinates well being, accountability, motivation, clarity of goals, growth and development and OCB, staff would feel comfortable reporting to work, which reduces the number of days of absence due to discomfort with supervisor causing reduction to the cost of days absence for subordinates. Therefore

if the supervisor or top management are interested in having their staff on board, and reduce their days of absence, supervisors should be encouraged to exercise the participative, supportive and ethical style and to avoid the autocratic style

It is worth noting here that styles and dimensions that did not seem very significant in their impact on individual performance, had significant impact on subordinates absence which can be explained by the subordinates avoiding being penalized, they still have to provide the minimum acceptable that fully meets the requirements, but then whenever they can they utilize the uncertified sick leave days, and if the situation is really stressful to the extent that would affect their well being, they will go for certified sick leave. Time and cost that are lost due to absence could be used to improve performance by improving quality, quantity and timeliness of the services provided. It could be used to create and introduce new methods in performing the tasks; it could be used to help other colleagues, and to learn new tasks thus building and expanding job competence which benefits both the staff and the organization.

The third hypothesis was meant to test for any significant differences in the impact of the supervisory styles on individual performance due to(section), type of contract (national or international), gender, and years of experience:

a) Section:

The results revealed that the null hypothesis to be rejected and the alternative to be accepted that there were significant differences in the impact the different supervisory styles had on individual performance due to section. The impact on subordinates' performance from the different sections was relatively consistent with the level of application of the different supervisory styles. However, one may think it is true the major difference between sections is the person supervising each section implying by that different supervisory styles, yet different sections have their own special requirements and flexibilities. For example in security, it is very crucial that subordinates report to supervisor before making any decision, while in the case of IT subordinates especially technicians have more space to make decisions and act, they however need to report to their supervisor at any stage of the

process, in general services section there is a great chance for creativity in providing the required services and so on.

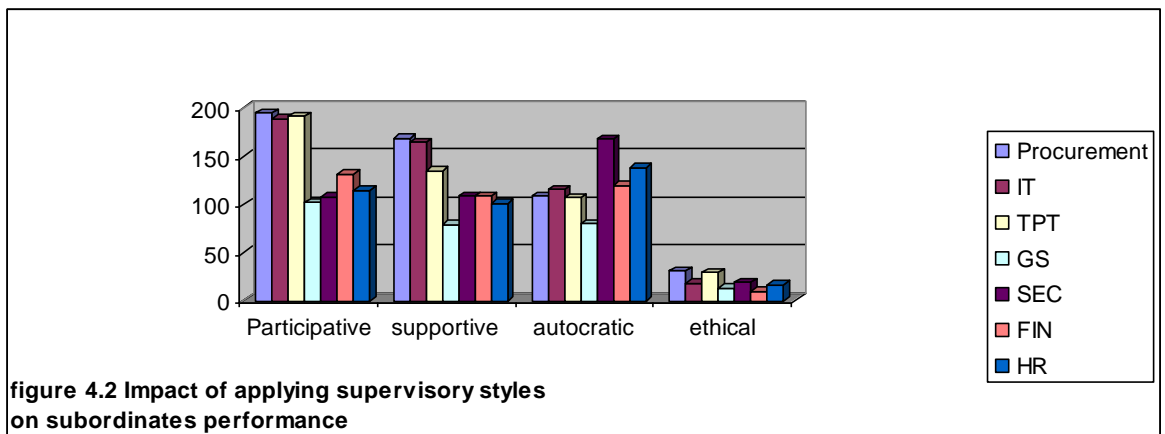
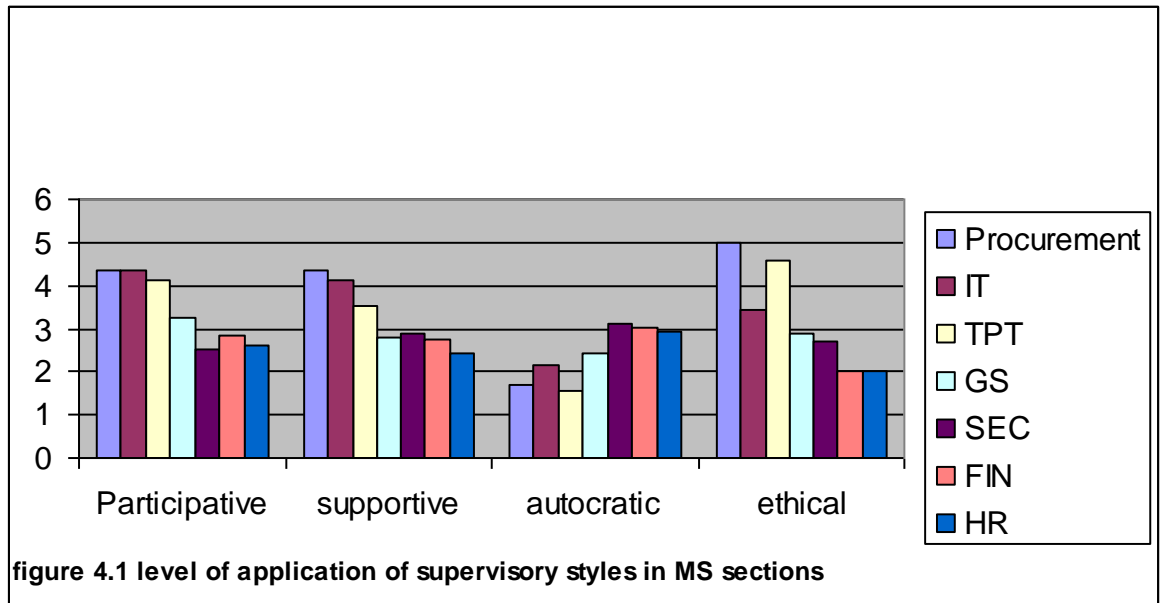
Such major differences between sections mainly relate to information sharing and decision making as part of the participative style and may impose limitations on the extent to which they are exercised by the supervisor, yet providing feedback on performance and reporting changes in work requirements need to be shared with the subordinates. Other issues related to supportive style including providing guidance, and training, recognizing subordinates' accomplishments, representing them before the management, and being fair in allocating resources, training opportunities, and promotions, do not really relate to the type of work.

Therefore, other than the two issues related to communication, the way the supervisor applied the different styles in the different sections affected the subordinates' performance of these sections. Meaning the impact on subordinates' performance in sections that highly applied the participative and supportive form was also high. Sections where these forms were medium or rarely applied, the impact on performance varied also between medium and low, like the case of finance where medium applied, and impact on performance was medium, while in personnel and general services participative form was medium applied, but the impact was low.

None of the sections highly applied the autocratic form, but it was medium applied by security, finance, and personnel, and the impact on performance was also medium on security personnel and finance. Autocratic form was applied in a low and very low manner, and the impact was also low on performance.

Where ethical form was highly applied, impact was also high like procurement and transport. Where medium applied like IT, and security, impact was also medium, where low applied like personnel and finance, impact was also low, therefore there is consistency -except in the case of general services where again the form is medium applied and impact on individual performance is low.

The results of this section of the third hypothesis are displayed by figure 4.1, and 4.2 below



Based on the above results it could be concluded that in order for supervisors to be able to affect performance of their subordinates, they should apply the dimensions within the participative supportive and ethical style with a high frequency.

b) Type of contract:

Null hypothesis was accepted that there were no differences in the impact of participative, supportive, and autocratic styles on individual performance due to contractual status of the staff whether national or international, however there were differences in the impact of the ethical style on individual performance due to type

of contract. These differences were in favor of international staff. This could be explained by the fact that international staff has more chances for being promoted than the nationals since they are legible candidates for a much wider range to jobs at a much wider range of missions compared o national whose chances are within the mission mostly¹⁹. In addition once the staff is being interviewed for vacancy within or outside of the mission, a representative from the Field Service Staff Union (a union formed from elected international staff to represent them and their needs with the system, this union is really a strong body since it has direct contacts with its counter parts in other missions all over the world as well as at New York headquarters) therefore when a selection process is made for international staff it is usually based on their qualifications. For these reasons the appraisal for the international staff is an important issue that could open the door for them which makes the impact on their performance higher than that for the national who have limited chances for promotions.

The UN uses generic job profiles²⁰, therefore most of the posts are classified and their grades are established, so unless the person applies for another vacant post, or a drastic change happened for the current post there are no chances for promotion. Meaning some staff may be recruited and retired at the same level if such vacancies do not occur.

C) Years of experience:

The results revealed also that there were no significant differences in the impact of participative, supportive, and autocratic styles on individual performance due to number of years of experience, however there were significant differences regarding the impact of the ethical style, the differences were in favor of staff who belonged to category 5-15 years of experience over those of more than 25 years of experience.

A further look at figures revealed different levels of education between the two groups; out of the first group; staff with 5-15 years of experience 54% had higher education (BA and above) compared to 11% only in the second group; staff with

¹⁹ United Nations Human Resources Handbook-Promotions and appointment-Competency based interviews

²⁰ United Nations Human Resources Handbook-Promotions and appointments-Generic job profiles

more than 25 years of experience, 43% of (1st group) had college degree compared to 33% in the 2nd group, and while only 3% of the 1st group had high school, 56% of the 2nd group had high school only. Higher education entails; technical knowledge, information technology related knowledge and skills, and language skills. In addition to education 5-15 years of experience are relatively a long experience with the UN that can provide the staff belonging to this group with thorough knowledge of UN rules and regulations.

Such factors would be considered as qualifications that can make staff in the first group better candidates for vacancies that are opened, since part of any vacancy in any section involves technological awareness, language skills, technical and interpersonal skills²¹, compared to the staff of the second group who are close to retirement, therefore the issue of promotion would be of interest for the first group when they know that their qualifications (that would affect their performance) would be the criteria for promotion.

The fourth hypothesis was meant to check if there were any significant differences in the level of clients' satisfaction with the performance of the subordinates working in the different sections of mission support. Based on the analysis presented in the previous section it was noticed that there were significant differences, therefore the null hypothesis was rejected and the alternative was accepted that there are significant differences at $p < 0.05$ in the level of satisfaction of the substantive staff with the performance of the support staff.

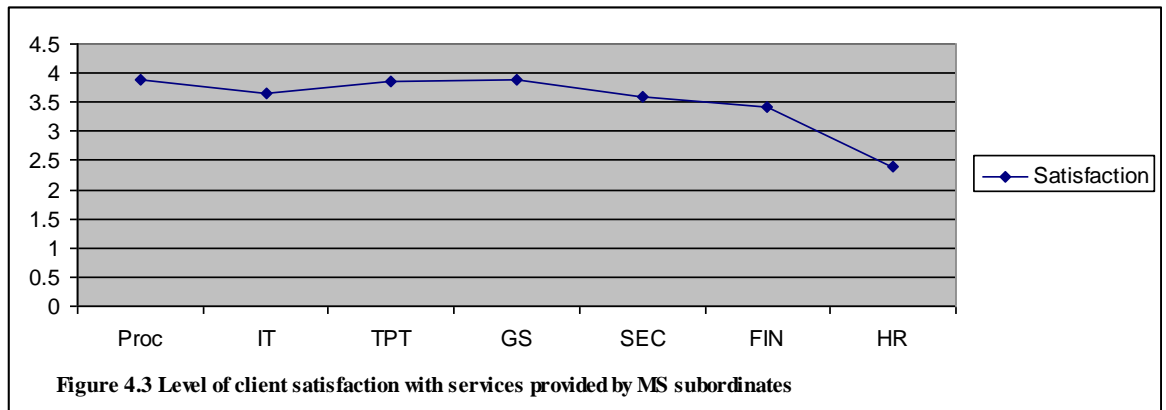
On the average the highest level of satisfaction was with the services provided by procurement and general services, then transport, then IT, followed by security then finance, all ranging in the area of providing good services, however for HR level of satisfaction is lower and needed improvement.

If we relate this result to the four supervisory styles, it would be noticeable that there is a clear link between the level of exercising certain styles, the impact on performance, and the level of satisfaction. For example where the participative and supportive styles were highly applied, the impact on individual performance

²¹ United Nations Human Resources Handbook-Promotions and appointments-vacancies.

was high, and satisfaction level was high like procurement, IT, and transport. Where these two styles were medium applied like finance, impact was medium and satisfaction was also ordered in the same manner. Results were relatively consistent except for general services section.

Figure 4.3 below is a graph representing the level of satisfaction with the performance of staff working in the different sections of mission support.



In the case of general services it was obvious that participative and supportive styles were medium applied, yet impact on performance was low, the level of satisfaction came the second which reflects almost very good grade services. Level of satisfaction with services provided by general services relates to and is consistent with the level of exercising the different styles, however it's the performance level (measured by the e-pas) for this section that is not consistent and required further clarification. In discussion with Chief General Services regarding this issue, he clarified that the standards and criteria he had set for his staff are high, the reason why it takes "extra ordinary performance" by general services staff to acquire rating 4 (frequently exceeds performance expectations).

4.4 Limitations:

The performance ratings and measurements: within each section in mission support under study, sections are further divided to sub-units within which the subordinates work. Staff working in the different sections are required to perform different tasks in order to achieve overall mission support goals, therefore different sets of criteria and indicators are used starting at the individual level. If we were to measure actual

work of each element in the sample that would have required a tremendous effort, therefore the “pas rating” that relatively reflects what is required of a staff, and what has been achieved in addition to a set of values and competencies that a staff should exercise was used. Of the draw backs of e-pas system is that there is a margin of subjectivity in setting the standards and criteria for performance ratings (just like the general services example). In addition E-PAS is only reviewed twice within a performance cycle (twelve months) after six months, and after twelve months which again leaves a chance for subjectivity in rating the subordinate. Client satisfaction with performance of the staff confirmed to a high extent the ratings of the e-pas. Whereby the levels of satisfaction came consistent with the level of applying the different supervisory styles and their impact on subordinates’ performance as per the statistical analysis of the fourth hypothesis.

Behavior: Human behavior is very difficult to measure and define. Different people define and react differently to signals, and actions initiated by others due to cultural and socialization factors. Reverse questions were used often to try and overcome this issue.

Chapter Five: Recommendations and summary:

5.1 Recommendations:

Based on all the above, it is essential that both supervisors and top management understand the importance of the exchange between supervisors and their subordinates, and how would that affect the latter performance, attendance and their clients satisfaction, The most general recommendation would be for supervisors to analyze their supervisory styles, and to learn to realize which behaviors, and actions can stimulate their subordinates.

The following recommendations are addressed to both top management and supervisors for their consideration, and possible inclusion in the “UNTSO-SOP” standard operation procedures”:

a) Subordinate performance: Based on the significant correlation between the dimensions included within the participative, supportive and autocratic style on subordinates’ performance the following recommendations are made in order to improve subordinates’ motivation, trust in supervisor, OCB, goal clarity and growth and development which would eventually affect their performance positively:

1. Because of the positive impact of the participative style on individual performance, supervisors are encouraged to exercise the communicative dimension including providing updated information and continuous feedback on subordinates’ performance through:

i) Introducing section morning briefs, weekly or monthly section meetings to share work related information, and to receive updated information on changes in work requirement, and any new issues that were not considered in the initial plans.

- Minutes and important discussion threads for such meetings to be taken to keep track of the flow of information. They could also be shared with top management as a proof of continuous communication between supervisors and their subordinates.

- Such meetings could also serve as a platform for performance feedback discussions, whereby the supervisor has the chance to update subordinates on their weekly if not daily performance which will help take corrective measures if needed, and to overcome one of the drawbacks of the e-pas system, being conducting mid-point and end-of-cycle reviews only.

ii) Introducing monitoring tools like a data-base or a log for assignments, particularly special assignments whereby the requirements, actions taken, and achievements made are posted and monitored. Such a data-base could serve as a refresher and reminder for what has been achieved.

2. Because of the positive impact of the supportive style on performance, it is also highly recommended that this style be implemented :

D) Staff development is a shared responsibility by the organization, top management, supervisors and staff, and because the supervisor is the link, development opportunities should be made equitably to all subordinates, and subordinates should be encouraged to think of training in broadest sense. Therefore matrixes or databases could be developed for the different purposes:

- To ensure fairness in cases of training opportunities, whereby names of subordinates who attended trainings, types of trainings attended, dates, and benefits, etc are recorded and monitored.

- To enable and encourage subordinates to be more involved in defying their areas of interest and concern, subordinates may post areas they wish to receive cross training by other colleagues, on the job training, coaching and development assignments, even participating in self-study programs. Peak times for subordinates and prospect trainers and areas should also be posted to ensure smooth implementation of the training plan without affecting the quality, quantity and timeliness of the required outputs.

Such databases serve as references for the supervisor, and training focal points to objectively and actively coordinate training process in such a way that both the subordinate and the organization benefit. The staff will gain knowledge and skills, it would also positively affect their motivation as stated earlier, training would

provide them with more security and trust which would certainly improve their performance and competence in their own field and others. To the organization this would mean a pool of more experienced staff in the different fields, better coverage and better smooth of operations especially at peak times, and times of emergencies.

ii) To create a matrix/database to monitor staff accomplishments along the performance cycle, such information could be extracted from the database mentioned earlier in para a-1-ii, to ensure that staff accomplishments are being recognized and accounted for.

b) Financial aspect of the organizational performance, Based on the significant correlation between the dimensions included within the participative, supportive, autocratic and ethical styles, on subordinates' number of days of absence the following recommendations are made in order to create a work environment that is characterized by trust, disclosure, helping behavior, respect and security which would reduce the number of days of absence consequently the cost per dime to the organizations:

1. Because of the significant impact of the participative style and in addition to the recommendations made in para a-1, it is recommended that supervisors allow for participation in decision making for the experienced staff following the identification of and clear understanding for areas and conditions such decisions can be made.

2. Concerning the supportive style and in addition to what was recommended in para a-2, it is recommended that supervisors and when and where possible engage in a mentorship relation with their subordinates, the meetings in para a-1-i could be the start up then it could get less formal.

3. To involve the medical unit (the doctor and stress counselor) and top management in monitoring staff certified and uncertified sick leave closely. Both the UN doctor and the stress counselor can have access to staff leave reports, simple methods like developing graphs for the trends can be maintained, and when a pattern is detected, they both (doctor and counselor) can investigate and clarify whether it's really due to medical organic reasons, or to discomfort caused by the

work environment “particularly the supervisor”. If cases are confirmed to be due to problems with supervisor immediate actions should be taken, including getting more information from peers, closely monitoring the supervisor behaviors, and conducting investigation or even filing a case as the situation requires.

4. To ensure that human resources issues are included as part of audited areas, including amongst other things fair implementation of rules and regulations, as well as comparing e-pas ratings for staff for cycles under different supervisors to hunt for trends, once detected, these cases should be investigated. The fact that such issues become part of the audit plan, would impose more pressure on top management to include in mission work plans, and try and ensure that supervisors fulfill whatever is expected of them to avoid being audited and questioned.

5. Top management can also introduce control methods to ensure supervisors do implement recommendations related to being more communicative and supportive to their subordinates as stated earlier like conducting meetings, providing feedbacks, providing training and guidance and recognizing staff accomplishments by:

- Having access to the different matrixes and databases, as well as the minutes of the meetings and files of the different sections.

- Introducing staff satisfaction questionnaires related to their relation with their superiors twice a year or even on quarterly basis.

- Introducing 360 degrees questionnaires at the level of supervisors to give a chance for their subordinates to evaluate their interactions and behaviors.

c) Client satisfaction: because the importance of the application of the participative, supportive and ethical styles on subordinates performance and attendance which pours in to satisfied clients, and in addition to the recommendations made in paras a and b above, it is recommended to monitor the clients satisfaction by introducing client satisfaction questionnaires with support staff at least twice a year.

d) Further recommendation for supervisors and top management:

1. To provide supervisory skills training to supervisors, to improve their technical and interpersonal skills.
2. To include dimensions included in the supervisory styles as part of the selection criteria for supervisors by considering them in the application, tests and interviews .

5.2 Recommendations for future studies:

1. As this study was limited to one organization within the UN, it is recommended that similar studies be conducted on a wider range to cover other UN agencies and organizations, whereby the impact of supervisory styles presented in this study are tested to ensure their validity.
2. Comparative studies can be conducted over time span to test if individuals performance, attendance or client satisfaction, have improved or worsened following the implementation of the recommendations made.
3. To conduct studies using performance measures other than the e-pas to try and eliminate subjectivity. By not restricting the performance to e-pas, similar studies could be conducted by other organizations like the governmental sector and possibly universities. Probably it would useful to use issues that reflect improved performance like problem solving, error rates, delivery time for required services and so on.
4. To develop generic indexes for performance criteria for the different categories of organizations which could make such studies more useful and less time consuming.

5.3 Summary of the study:

The study aimed at clarifying if the introduced supervisory styles which were sets of behaviors that could have been exercised by UNTSO supervisors grouped in to four groups and given the terms participative, supportive, ethical and autocratic that I thought better described the dimensions (behaviors) encompassed within significantly correlated to a set of intervening variables on the subordinate side that

were also assumed to correlate to subordinates performance, cost of days of absence of subordinates and the clients satisfaction.

Questionnaires were developed to collect the required data which was then analyzed using different statistical methods as appropriate. The results confirmed most of the assumptions made. Results answered the research questions and achieved its objectives. Te study revealed that the different supervisory styles correlated to the three dependant variables through affecting the intervening variables. the intervening variables that were mostly affected and consequently affected performance were motivation, OCB, trust in supervisor clarity of goals and growth and development. the cost of days of absence of subordinate staff was affected in addition to the mentioned variables by subordinates accountability and well being.

As the four styles significantly correlated to either one or more of the dependant variables, therefore it was recommended that management ensures supervisors implement dimensions of the participative, supportive and ethical style, and avoid the autocratic style.

Tables

Table (4.3) : Distribution of sample elements by numbers and percentages according to sections

Category	Frequency	Percent
finance	7	14%
general services	9	17%
IT & computers	7	14%
personnel	7	14%
procurement	2	4%
security	14	27%
transport	5	10%
Total	51	100

Table (4.4) : Distribution of sample elements by numbers and percentages according to gender.

Category	Frequency	Percent
Male	42	82%
Female	9	18%
Total	51	100

Table (4.5) : Distribution of sample elements by numbers and percentages according to Age groups.

Category	Frequency	Percent
20 _ 29	4	8%
30 _ 39	10	20%
40 _ 49	19	37%
> =50	18	35%
Total	51	100

Table (4.6): Distribution of sample elements by numbers and percentages according to type of contract.

Category	Frequency	Percent
national	29	57%
international	22	43%
Total	51	100

Table (4.7) : Distribution of sample elements by numbers and percentages according to number of years of experience categories.

Category	Frequency	Percent
< 5	6	12
5 _ 15	15	29
16 _ 25	12	24
> 25	18	35
Total	51	100

Table (4.8) : Distribution of sample elements by numbers and percentages according to academic back-ground

Category	Frequency	Percent
High School	11	22%
College	19	37%
BA	14	27%
Masters	7	14%
Total	51	100

Table (4.9) : Distribution of sample elements by numbers and percentages according to number of years under current supervision

Category	Frequency	Percent
1 year	12	23%
2 years	27	53%
3 years	10	20%
4 years	3	6%
Total	51	100

Table (4.11): Spearman rho correlation analysis for the relationship between subordinates receiving updated information related to their area of responsibility directly from supervisor and performance, through the impact on the seven intervening variables.

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	.12	.16	.30	.16	.30	.11	.19
	Sig. (2-tailed)	.	.38	.25	.03	.26	.03	.46	.19
A01	Correlation Coefficient	.30	.70	.73	.80	.79	.75	.59	.58
	Sig. (2-tailed)	.03	.00	.00	.00	.00	.00	.00	.00

A01: subordinate receives updated information related to his area of responsibility directly from his supervisor.

EPAS: individual performance .

Table (4.12): Spearman rho correlation analysis, for the relationship between subordinates receiving continuous feedback on their performance from supervisors and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.21	0.23	0.24	0.13	0.33	0.25	0.26
	Sig. (2-tailed)	.	0.15	0.11	0.08	0.38	0.02	0.07	0.06
A02	Correlation Coefficient	0.25	0.75	0.72	0.78	0.51	0.59	0.68	0.67
	Sig. (2-tailed)	0.07	0.00	0.00	0.00	0.00	0.00	0.00	0.00

A02: subordinate receives continuous feedback on his performance from his supervisor .

EPAS: individual performance.

Table (4.13): Spearman rho correlation analysis for the relationship between supervisors ensuring subordinates understand their work requirements, and performance through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.19	0.12	0.25	0.08	0.18	0.27	0.24
	Sig. (2- tailed)	.	0.17	0.42	0.08	0.59	0.21	0.06	0.09
A03	Correlation Coefficient	0.23	0.60	0.61	0.53	0.37	0.49	0.50	0.55
	Sig. (2- tailed)	0.10	0.00	0.00	0.00	0.01	0.00	0.00	0.00

A03: the supervisor makes sure that his subordinate understand his work requirements.

EPAS: individual performance

Table (4.14): Spearman rho correlation analysis for the relationship between supervisors trusting subordinates in making decisions related to their area of responsibility and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.12	0.22	0.18	0.03	0.07	0.15	0.08
	Sig. (2- tailed)	.	0.40	0.12	0.20	0.84	0.63	0.28	0.59
A04	Correlation Coefficient	0.32	0.62	0.58	0.71	0.48	0.74	0.56	0.63
	Sig. (2- tailed)	0.02	0.00	0.00	0.00	0.00	0.00	0.00	0.00

A04: supervisor trusts subordinates in making decisions related to their area of responsibility.

EPAS: individual performance .

Table (4.15): Spearman rho correlation analysis for the relationship between supervisors clearly defining the areas and conditions in which subordinate can make decisions and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.19	0.08	0.17	0.07	0.29	0.15	0.21
	Sig. (2- tailed)	.	0.18	0.57	0.23	0.65	0.04	0.30	0.13
A05	Correlation Coefficient	0.24	0.33	0.46	0.31	0.37	0.14	0.50	0.43
	Sig. (2- tailed)	0.09	0.02	0.00	0.03	0.01	0.32	0.00	0.00

A05: supervisor clearly defines the areas and conditions in which his subordinate can make decisions.

EPAS: individual performance.

Table (4.16): Spearman rho correlation analysis for the relationship between supervisors involving subordinates in decisions that would affect them and performance, through the impact on the seven intervening variables.

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.25	0.16	0.06	0.05	0.07	0.08	0.15
	Sig. (2- tailed)	.	0.08	0.27	0.67	0.74	0.61	0.59	0.31
A06	Correlation Coefficient	0.31	0.55	0.58	0.38	0.63	0.43	0.37	0.63
	Sig. (2- tailed)	0.02	0.00	0.00	0.01	0.00	0.00	0.01	0.00

A06: supervisor involves subordinates in decisions that would affect them.

EPAS: individual performance.

Table (4.17): Spearman rho correlation analysis for the relationship between supervisor imposing goals to be achieved on subordinates and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.19	0.20	0.36	0.35	0.42	0.24	0.15
	Sig. (2- tailed)	.	0.17	0.15	0.01	0.01	0.00	0.09	0.30
A07	Correlation Coefficient	-0.40	-0.07	-0.37	-0.25	-0.66	-0.35	-0.01	-0.20
	Sig. (2- tailed)	0.00	0.61	0.01	0.08	0.00	0.01	0.95	0.15

A07: supervisor imposes goals to be achieved on subordinate.

EPAS: individual performance .

Table (4.19): Spearman rho correlation analysis for the relationship between supervisors directly providing guidance to their subordinate and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.00	-0.13	0.08	0.03	0.14	0.00	0.29
	Sig. (2- tailed)	.	0.98	0.37	0.58	0.86	0.34	0.99	0.04
B01	Correlation Coefficient	0.19	0.63	0.63	0.56	0.64	0.56	0.48	0.52
	Sig. (2- tailed)	0.17	0.00	0.00	0.00	0.00	0.00	0.00	0.00

B01: supervisor directly provides guidance to his subordinate.

EPAS: individual performance .

Table (4.20): Spearman rho correlation analysis for the relationship between supervisors trusting their subordinates with challenging tasks and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.21	0.22	0.29	0.08	0.33	0.25	0.30
	Sig. (2- tailed)	.	0.13	0.13	0.04	0.59	0.02	0.08	0.03
B02	Correlation Coefficient	0.29	0.69	0.55	0.15	0.51	0.48	0.25	0.59
	Sig. (2- tailed)	0.04	0.00	0.00	0.28	0.00	0.00	0.07	0.00

B02: supervisor trusts his subordinate with challenging tasks..

EPAS: individual performance .

Table (4.21): Spearman rho correlation analysis for the relationship between supervisor seeking training opportunities for his /her subordinate and performance, through the impact on the seven intervening variables.

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.33	0.22	0.34	0.26	0.27	0.44	0.33
	Sig. (2- tailed)	.	0.02	0.11	0.02	0.07	0.06	0.00	0.02
B03	Correlation Coefficient	0.34	0.87	0.53	0.87	0.40	0.61	0.49	0.59
	Sig. (2- tailed)	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00

B03: supervisor seeks out training opportunities for his /her subordinate.

EPAS: individual performance.

Table (4.22): Spearman rho correlation analysis for the relationship between supervisors nominating their subordinates for training opportunities and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.14	0.13	0.23	0.12	0.21	0.34	0.30
	Sig. (2- tailed)	.	0.31	0.37	0.10	0.41	0.14	0.01	0.03
B04	Correlation Coefficient	0.32	0.51	0.37	0.87	0.38	0.69	0.47	0.67
	Sig. (2- tailed)	0.02	0.00	0.01	0.00	0.01	0.00	0.00	0.00

B04: supervisor nominates his/her subordinates for training opportunities.

EPAS: individual performance.

Table (4.23): Spearman rho correlation analysis for the relationship between supervisors defending their subordinates before top management and performance, through the impact on the seven intervening variables,

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.26	0.21	0.21	0.13	0.12	0.12	0.25
	Sig. (2- tailed)	.	0.06	0.13	0.13	0.36	0.38	0.38	0.07
B05	Correlation Coefficient	0.31	0.54	0.78	0.76	0.76	0.49	0.35	0.56
	Sig. (2- tailed)	0.03	0.00	0.00	0.00	0.00	0.00	0.01	0.00

B05: supervisor defends his/her subordinates before top management if required.

EPAS: individual performance .

Table (4.24): Spearman rho correlation analysis for the relationship between supervisors always recognizing subordinates' accomplishments and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.04	0.31	0.36	0.28	0.33	0.12	0.39
	Sig. (2- tailed)	.	0.81	0.03	0.01	0.05	0.02	0.41	0.00
B06	Correlation Coefficient	0.42	0.17	0.73	0.66	0.75	0.73	0.27	0.65
	Sig. (2- tailed)	0.00	0.24	0.00	0.00	0.00	0.00	0.06	0.00

B06: supervisor always recognizes subordinates' accomplishments.

EPAS: individual performance.

Table (4.26): Spearman rho correlation analysis for the relationship between supervisors making decisions alone and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.17	0.01	0.30	0.12	0.14	0.15	0.13
	Sig. (2- tailed)	.	0.24	0.92	0.04	0.42	0.32	0.30	0.36
C01	Correlation Coefficient	-0.26	-0.49	-0.44	-0.39	-0.50	-0.52	-0.45	-0.40
	Sig. (2- tailed)	0.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00

C01: the supervisor makes decisions alone.

EPAS: individual performance .

Table (4.27): Spearman rho correlation analysis for the relationship between supervisors holding back information and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.14	-0.06	0.21	0.17	0.06	0.14	0.15
	Sig. (2-tailed)	.	0.32	0.70	0.15	0.24	0.68	0.33	0.29
C02	Correlation Coefficient	-0.12	-0.64	-0.52	-0.19	-0.51	-0.55	-0.30	-0.49
	Sig. (2-tailed)	0.39	0.00	0.00	0.19	0.00	0.00	0.03	0.00

C02: supervisor holds back information related to subordinate area from him.

EPAS: individual performance .

Table (4.28): Spearman rho correlation analysis for the relationship between supervisors requesting subordinates to perform additional tasks to improve their skills and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.02	-0.05	0.04	0.15	0.27	0.24	0.06
	Sig. (2-tailed)	.	0.92	0.74	0.80	0.29	0.05	0.10	0.68
C03	Correlation Coefficient	-0.08	0.70	0.62	0.53	0.53	0.44	0.46	0.36
	Sig. (2-tailed)	0.57	0.00	0.00	0.00	0.00	0.00	0.00	0.01

C03: supervisor requests subordinates to perform additional tasks to improve their skills.

EPAS: individual performance.

Table (4.29): Spearman rho correlation analysis for the relationship between supervisor requests subordinate to perform additional tasks regardless of core function workload and performance, through the impact on the seven intervening variables.

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.06	-0.02	0.31	0.05	0.14	0.00	0.29
	Sig. (2- tailed)	.	0.66	0.87	0.03	0.74	0.33	1.00	0.04
C04	Correlation Coefficient	-0.34	-0.14	-0.21	-0.17	-0.53	-0.58	-0.12	-0.56
	Sig. (2- tailed)	0.02	0.32	0.14	0.24	0.00	0.00	0.40	0.00

C04: supervisor requests subordinate to perform additional tasks regardless of core function workload.
EPAS: individual performance .

Table (4.30): Spearman rho correlation analysis for the relationship between supervisors requesting subordinates to work outside working hours regardless of the urgency and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	-0.24	-0.07	0.28	0.02	0.14	-0.05	0.04
	Sig. (2- tailed)	.	0.09	0.63	0.05	0.91	0.34	0.74	0.78
C05	Correlation Coefficient	-0.09	0.13	0.14	0.01	-0.11	-0.13	-0.07	0.19
	Sig. (2- tailed)	0.52	0.35	0.33	0.96	0.43	0.37	0.64	0.17

C05: supervisor requests subordinates to work outside working hours regardless of the urgency.
EPAS: individual performance .

Table (4.31): Spearman rho correlation analysis for the relationship between supervisor requests subordinates to perform tasks related to other colleagues jobs without consulting and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	-0.04	-0.08	0.03	0.06	0.17	-0.01	0.33
	Sig. (2- tailed)	.	0.77	0.59	0.82	0.69	0.23	0.92	0.02
C06	Correlation Coefficient	-0.25	0.17	-0.28	-0.47	-0.68	-0.75	-0.13	-0.60
	Sig. (2- tailed)	0.08	0.23	0.05	0.00	0.00	0.00	0.38	0.00

C06: supervisor requests subordinates to perform tasks related to other colleagues jobs without consulting them.

EPAS: individual performance .

Table (4.32): Spearman rho correlation analysis for the relationship between supervisors reflecting performance of any additional tasks in the subordinate e-pas and performance, through the impact on the seven intervening variables

Style Factors		EPAS	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
EPAS	Correlation Coefficient	1.00	0.06	0.26	0.41	0.43	0.15	0.11	0.40
	Sig. (2- tailed)	.	0.67	0.07	0.00	0.00	0.29	0.46	0.00
C07	Correlation Coefficient	0.47	0.50	0.74	0.75	0.78	0.61	0.45	0.65
	Sig. (2- tailed)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

C07: supervisor reflects performance of any additional tasks in the subordinate e-pas .

EPAS: individual performance .

Table (4.34): Spearman rho correlation analysis for the relationship between the different behaviors encompassed in the different forms of supervision and the cost of days of absence of the subordinates through the impact on the seven intervening variables

Correlations_Spearman's rho		III01	III02	IIItot
A01	Correlation Coefficient	-0.39	-0.30	-0.37
	Sig. (2-tailed)	0.00	0.03	0.01
A02	Correlation Coefficient	-0.46	-0.40	-0.46
	Sig. (2-tailed)	0.00	0.00	0.00
A03	Correlation Coefficient	-0.38	-0.31	-0.39
	Sig. (2-tailed)	0.01	0.03	0.00
A04	Correlation Coefficient	-0.33	-0.37	-0.35
	Sig. (2-tailed)	0.02	0.01	0.01
A05	Correlation Coefficient	-0.46	-0.42	-0.47
	Sig. (2-tailed)	0.00	0.00	0.00
A06	Correlation Coefficient	-0.66	-0.52	-0.65
	Sig. (2-tailed)	0.00	0.00	0.00
A07	Correlation Coefficient	0.27	0.29	0.28
	Sig. (2-tailed)	0.06	0.04	0.04
B01	Correlation Coefficient	-0.54	-0.44	-0.54
	Sig. (2-tailed)	0.00	0.00	0.00
B02	Correlation Coefficient	-0.25	-0.20	-0.25
	Sig. (2-tailed)	0.07	0.16	0.08
B03	Correlation Coefficient	-0.35	-0.23	-0.33
	Sig. (2-tailed)	0.01	0.11	0.02
B04	Correlation Coefficient	-0.37	-0.18	-0.34
	Sig. (2-tailed)	0.01	0.21	0.02
B05	Correlation Coefficient	-0.55	-0.48	-0.56
	Sig. (2-tailed)	0.00	0.00	0.00
B06	Correlation Coefficient	-0.50	-0.41	-0.50
	Sig. (2-tailed)	0.00	0.00	0.00
C01	Correlation Coefficient	0.44	0.30	0.42
	Sig. (2-tailed)	0.00	0.03	0.00
C02	Correlation Coefficient	0.34	0.27	0.34
	Sig. (2-tailed)	0.02	0.06	0.01
C03	Correlation Coefficient	0.00	0.15	0.05
	Sig. (2-tailed)	0.98	0.29	0.75
C04	Correlation Coefficient	0.35	0.42	0.38
	Sig. (2-tailed)	0.01	0.00	0.01
C05	Correlation Coefficient	0.01	0.26	0.08
	Sig. (2-tailed)	0.93	0.06	0.59
C06	Correlation Coefficient	0.20	0.13	0.19
	Sig. (2-tailed)	0.16	0.37	0.18
C07	Correlation Coefficient	-0.41	-0.27	-0.40
	Sig. (2-tailed)	0.00	0.06	0.00
D01	Correlation Coefficient	-0.55	-0.47	-0.55
	Sig. (2-tailed)	0.00	0.00	0.00

III01 : Uncertified sick leave days used under the current supervision due to discomfort caused by the supervisor.

III02 : Certified sick leave days used under the current supervision due to discomfort/sickness caused by supervisor.

III0t : cost related to absence of staff .

A01: subordinate receives updated information related to his area of responsibility directly from his supervisor.

A02: subordinate receives continuous feedback on his performance from his supervisor .

A03: the supervisor makes sure that his subordinate understand his work requirements.

A04: supervisor trusts his subordinate in making decisions related to his area of responsibility.

A05: supervisor clearly defines the areas and conditions in which his subordinate can make decisions .

A06: supervisor involves his subordinate in decisions that would affect him.

A07: supervisor imposes goals to be achieved in the area on subordinate.

B01: supervisor directly provides guidance to his subordinate.

B02: supervisor trusts his subordinate with challenging tasks..

B03: supervisor seeks out training opportunities for his subordinate.

B04: supervisor nominates his subordinate for training opportunities.

B05: supervisor defends his subordinate before top management if required.

B06: supervisor always recognizes his subordinate accomplishments..

C01: the supervisor makes decisions alone.

C02: supervisor holds back information related to subordinate area from him.

C03: supervisor requests his subordinate to perform additional tasks to improve his skills.

C04: supervisor requests his subordinate to perform additional tasks regardless of core function workload.

C05: supervisor requests his subordinate to work outside working hours regardless of the urgency..

C06: supervisor requests his subordinate to perform tasks related to other colleagues jobs without consulting them..

C07: supervisor reflects performance of any additional tasks in the subordinate's e-pas.

D01: supervisor supports promotion of staff based on merits.

Table (4.35): Spearman rho correlation analysis for the relationship between the participative form and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		participative relationship	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.50	-0.14	-0.15	-0.50	-0.11	-0.52	-0.52	-0.50
	Sig. (2-tailed)	0.00	0.33	0.30	0.00	0.43	0.00	0.00	0.00
III02	Correlation Coefficient	-0.42	-0.16	-0.17	-0.40	-0.10	-0.54	-0.54	-0.46
	Sig. (2-tailed)	0.00	0.27	0.23	0.00	0.49	0.00	0.00	0.00
IIItot	Correlation Coefficient	-0.50	-0.15	-0.15	-0.50	-0.11	-0.56	-0.55	-0.51
	Sig. (2-tailed)	0.00	0.30	0.28	0.00	0.45	0.00	0.00	0.00

Table (4.36): Spearman rho correlation analysis for the relationship between subordinates receiving updated information related to their area of responsibility directly from supervisors and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	0.05	0.03	-0.22	-0.25	-0.42	-0.33	-0.09
	Sig. (2-tailed)	0.73	0.85	0.12	0.08	0.00	0.02	0.52
III02	Correlation Coefficient	-0.02	-0.09	-0.06	-0.30	-0.48	-0.31	-0.28
	Sig. (2-tailed)	0.90	0.51	0.69	0.03	0.00	0.03	0.05
IIItot	Correlation Coefficient	0.05	0.02	-0.17	-0.26	-0.45	-0.33	-0.14
	Sig. (2-tailed)	0.73	0.90	0.22	0.07	0.00	0.02	0.34

Table (4.37): Spearman rho correlation analysis for the relationship between subordinates receiving continuous feedback on their performance from and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.22	-0.04	-0.52	-0.01	-0.51	-0.43	-0.34
	Sig. (2- tailed)	0.12	0.76	0.00	0.94	0.00	0.00	0.01
III02	Correlation Coefficient	-0.17	-0.04	-0.40	0.08	-0.62	-0.44	-0.35
	Sig. (2- tailed)	0.23	0.78	0.00	0.56	0.00	0.00	0.01
IIItot	Correlation Coefficient	-0.22	-0.04	-0.51	0.02	-0.57	-0.45	-0.35
	Sig. (2- tailed)	0.13	0.76	0.00	0.89	0.00	0.00	0.01

Table (4.38): Spearman rho correlation analysis for the relationship between supervisors ensuring subordinates understand their work requirements and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	0.07	0.05	-0.50	-0.13	-0.63	-0.52	-0.60
	Sig. (2- tailed)	0.65	0.71	0.00	0.35	0.00	0.00	0.00
III02	Correlation Coefficient	0.19	0.10	-0.49	-0.14	-0.66	-0.62	-0.55
	Sig. (2- tailed)	0.18	0.49	0.00	0.34	0.00	0.00	0.00
IIItot	Correlation Coefficient	0.09	0.06	-0.51	-0.13	-0.67	-0.58	-0.63
	Sig. (2- tailed)	0.54	0.69	0.00	0.35	0.00	0.00	0.00

Table (4.39): Spearman rho correlation analysis for the relationship between supervisor trusting subordinates in making decisions related to their area of responsibility and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.08	-0.29	-0.40	-0.07	-0.54	-0.43	-0.55
	Sig. (2- tailed)	0.58	0.04	0.00	0.64	0.00	0.00	0.00
III02	Correlation Coefficient	-0.14	-0.33	-0.40	-0.10	-0.40	-0.49	-0.45
	Sig. (2- tailed)	0.34	0.02	0.00	0.47	0.00	0.00	0.00
IIItot	Correlation Coefficient	-0.10	-0.31	-0.42	-0.08	-0.53	-0.46	-0.56
	Sig. (2- tailed)	0.49	0.03	0.00	0.59	0.00	0.00	0.00

Table (4.40): Spearman rho correlation analysis for the relationship between supervisor clearly defining the areas and conditions in which his subordinate can make decisions and the cost of subordinates' days of absence of the subordinates through the impact on the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.21	-0.20	-0.37	-0.20	-0.27	-0.47	-0.48
	Sig. (2- tailed)	0.14	0.15	0.01	0.15	0.06	0.00	0.00
III02	Correlation Coefficient	-0.25	-0.18	-0.26	-0.15	-0.29	-0.50	-0.37
	Sig. (2- tailed)	0.08	0.20	0.06	0.28	0.04	0.00	0.01
IIItot	Correlation Coefficient	-0.24	-0.20	-0.36	-0.21	-0.29	-0.50	-0.48
	Sig. (2- tailed)	0.09	0.15	0.01	0.14	0.04	0.00	0.00

Table (4.41): Spearman rho correlation analysis for the relationship between supervisor involving subordinates in decisions that would affect them and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.22	-0.20	-0.32	-0.27	-0.42	-0.38	-0.51
	Sig. (2- tailed)	0.12	0.17	0.02	0.06	0.00	0.01	0.00
III02	Correlation Coefficient	-0.20	-0.18	-0.19	-0.16	-0.24	-0.33	-0.37
	Sig. (2- tailed)	0.15	0.21	0.19	0.26	0.09	0.02	0.01
IIItot	Correlation Coefficient	-0.22	-0.20	-0.31	-0.26	-0.41	-0.38	-0.50
	Sig. (2- tailed)	0.12	0.17	0.03	0.07	0.00	0.01	0.00

Table (4.42): Spearman rho correlation analysis for the relationship between supervisor imposing goals to be achieved on subordinate and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	0.02	-0.16	-0.16	0.13	-0.09	-0.23	-0.18
	Sig. (2- tailed)	0.88	0.25	0.26	0.37	0.51	0.10	0.20
III02	Correlation Coefficient	-0.19	-0.31	-0.26	0.05	-0.28	-0.25	-0.29
	Sig. (2- tailed)	0.18	0.03	0.06	0.72	0.05	0.08	0.04
IIItot	Correlation Coefficient	-0.03	-0.21	-0.20	0.13	-0.15	-0.26	-0.22
	Sig. (2- tailed)	0.85	0.15	0.16	0.37	0.31	0.07	0.12

Table (4.43): Spearman rho correlation analysis for the relationship between the supportive form and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Supportive style	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.55	-0.24	-0.37	-0.46	-0.45	-0.47	-0.54	-0.49
	Sig. (2-tailed)	0.00	0.09	0.01	0.00	0.00	0.00	0.00	0.00
III02	Correlation Coefficient	-0.44	-0.17	-0.43	-0.38	-0.47	-0.45	-0.59	-0.57
	Sig. (2-tailed)	0.00	0.22	0.00	0.01	0.00	0.00	0.00	0.00
IIItot	Correlation Coefficient	-0.55	-0.23	-0.40	-0.46	-0.48	-0.49	-0.57	-0.53
	Sig. (2-tailed)	0.00	0.10	0.00	0.00	0.00	0.00	0.00	0.00

Table (4.44): Spearman rho correlation analysis for the relationship between the supervisor directly providing guidance to subordinates and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.23	-0.19	-0.50	-0.51	-0.55	-0.48	-0.41
	Sig. (2-tailed)	0.11	0.17	0.00	0.00	0.00	0.00	0.00
III02	Correlation Coefficient	-0.14	-0.10	-0.41	-0.50	-0.51	-0.41	-0.41
	Sig. (2-tailed)	0.31	0.48	0.00	0.00	0.00	0.00	0.00
IIItot	Correlation Coefficient	-0.23	-0.17	-0.50	-0.53	-0.56	-0.48	-0.43
	Sig. (2-tailed)	0.11	0.22	0.00	0.00	0.00	0.00	0.00

Table (4.45): Spearman rho correlation analysis for the relationship between the supervisor trusting subordinates with challenging tasks and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.24	-0.21	-0.12	-0.45	-0.48	-0.30	-0.52
	Sig. (2- tailed)	0.09	0.15	0.39	0.00	0.00	0.03	0.00
III02	Correlation Coefficient	-0.29	-0.32	-0.08	-0.41	-0.42	-0.30	-0.46
	Sig. (2- tailed)	0.04	0.02	0.57	0.00	0.00	0.03	0.00
IIItot	Correlation Coefficient	-0.26	-0.24	-0.11	-0.45	-0.48	-0.31	-0.52
	Sig. (2- tailed)	0.07	0.09	0.45	0.00	0.00	0.03	0.00

Table (4.46): Spearman rho correlation analysis for the relationship between the supervisor seeking training opportunities for his /her subordinate and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.22	-0.02	-0.29	-0.04	-0.24	-0.13	-0.37
	Sig. (2- tailed)	0.12	0.91	0.04	0.76	0.09	0.35	0.01
III02	Correlation Coefficient	-0.17	-0.08	-0.21	-0.18	-0.34	-0.22	-0.44
	Sig. (2- tailed)	0.24	0.60	0.13	0.19	0.01	0.11	0.00
IIItot	Correlation Coefficient	-0.20	-0.02	-0.27	-0.07	-0.26	-0.14	-0.39
	Sig. (2- tailed)	0.16	0.92	0.05	0.62	0.06	0.31	0.00

Table (4.47): Spearman rho correlation analysis for the relationship between the supervisor nominating his /her subordinates for training opportunities and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	0.07	-0.16	-0.33	-0.18	-0.24	-0.17	-0.50
	Sig. (2- tailed)	0.64	0.27	0.02	0.20	0.08	0.25	0.00
III02	Correlation Coefficient	0.15	-0.15	-0.21	-0.22	-0.24	-0.12	-0.53
	Sig. (2- tailed)	0.30	0.29	0.13	0.12	0.09	0.42	0.00
IIItot	Correlation Coefficient	0.10	-0.15	-0.31	-0.19	-0.24	-0.15	-0.53
	Sig. (2- tailed)	0.49	0.29	0.03	0.17	0.08	0.30	0.00

Table (4.48): Spearman rho correlation analysis for the relationship between the supervisor representing subordinate before top management and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.26	-0.48	-0.41	-0.42	-0.16	-0.44	-0.41
	Sig. (2- tailed)	0.07	0.00	0.00	0.00	0.25	0.00	0.00
III02	Correlation Coefficient	-0.18	-0.55	-0.42	-0.43	-0.16	-0.43	-0.49
	Sig. (2- tailed)	0.21	0.00	0.00	0.00	0.26	0.00	0.00
IIItot	Correlation Coefficient	-0.25	-0.51	-0.43	-0.44	-0.18	-0.46	-0.44
	Sig. (2- tailed)	0.08	0.00	0.00	0.00	0.21	0.00	0.00

Table (4.49): Spearman rho correlation analysis for the relationship between the supervisor always recognizing subordinates' accomplishments and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	0.10	-0.43	-0.25	-0.41	-0.38	-0.25	-0.19
	Sig. (2- tailed)	0.49	0.00	0.08	0.00	0.01	0.08	0.19
III02	Correlation Coefficient	-0.01	-0.53	-0.18	-0.43	-0.43	-0.31	-0.27
	Sig. (2- tailed)	0.93	0.00	0.21	0.00	0.00	0.03	0.06
IIItot	Correlation Coefficient	0.07	-0.48	-0.25	-0.44	-0.42	-0.27	-0.22
	Sig. (2- tailed)	0.61	0.00	0.07	0.00	0.00	0.06	0.11

Table (4.50): Spearman rho correlation analysis for the relationship between the autocratic form and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

correlations Spearman's rho		Autocratic relationship	Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	0.45	-0.52	-0.40	-0.15	-0.38	-0.48	-0.56	-0.63
	Sig. (2- tailed)	0.00	0.00	0.00	0.28	0.01	0.00	0.00	0.00
III02	Correlation Coefficient	0.42	-0.46	-0.23	-0.03	-0.28	-0.35	-0.55	-0.52
	Sig. (2- tailed)	0.00	0.00	0.10	0.86	0.05	0.01	0.00	0.00
IIItot	Correlation Coefficient	0.46	-0.53	-0.38	-0.14	-0.38	-0.46	-0.59	-0.63
	Sig. (2- tailed)	0.00	0.00	0.01	0.34	0.01	0.00	0.00	0.00

Table (4.51): Spearman rho correlation analysis for the relationship between the supervisor making decisions alone and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.50	-0.36	-0.01	-0.35	-0.23	-0.46	-0.39
	Sig. (2- tailed)	0.00	0.01	0.96	0.01	0.10	0.00	0.00
III02	Correlation Coefficient	-0.32	-0.19	0.10	-0.25	-0.10	-0.40	-0.29
	Sig. (2- tailed)	0.02	0.18	0.49	0.08	0.47	0.00	0.04
IIItot	Correlation Coefficient	-0.49	-0.33	0.02	-0.35	-0.21	-0.47	-0.39
	Sig. (2- tailed)	0.00	0.02	0.88	0.01	0.14	0.00	0.01

Table (4.52): Spearman rho correlation analysis for the relationship between the supervisor holding back information from subordinates and the cost of subordinates' days of absence through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.13	-0.34	-0.05	-0.38	-0.55	-0.25	-0.55
	Sig. (2- tailed)	0.35	0.02	0.75	0.01	0.00	0.08	0.00
III02	Correlation Coefficient	-0.05	-0.13	0.09	-0.31	-0.45	-0.32	-0.54
	Sig. (2- tailed)	0.73	0.34	0.53	0.03	0.00	0.02	0.00
IIItot	Correlation Coefficient	-0.12	-0.30	-0.01	-0.37	-0.55	-0.28	-0.57
	Sig. (2- tailed)	0.40	0.03	0.94	0.01	0.00	0.04	0.00

Table (4.53): Spearman rho correlation analysis for the relationship between the supervisor requesting subordinates to perform additional tasks regardless of core function workload and the cost of subordinates' days of absence through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.21	-0.31	-0.19	-0.40	-0.51	-0.34	-0.57
	Sig. (2- tailed)	0.14	0.03	0.17	0.00	0.00	0.02	0.00
III02	Correlation Coefficient	-0.22	-0.28	-0.15	-0.25	-0.42	-0.19	-0.49
	Sig. (2- tailed)	0.12	0.05	0.28	0.08	0.00	0.18	0.00
IIItot	Correlation Coefficient	-0.23	-0.32	-0.20	-0.40	-0.51	-0.30	-0.58
	Sig. (2- tailed)	0.10	0.02	0.16	0.00	0.00	0.03	0.00

Table (4.54): Spearman rho correlation analysis for the relationship between the supervisor reflecting performance of any additional tasks in subordinates' e-pas and the cost of subordinates' days of absence through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.51	-0.52	-0.47	-0.33	-0.53	-0.47	-0.47
	Sig. (2- tailed)	0.00	0.00	0.00	0.02	0.00	0.00	0.00
III02	Correlation Coefficient	-0.47	-0.39	-0.48	-0.27	-0.42	-0.48	-0.48
	Sig. (2- tailed)	0.00	0.00	0.00	0.05	0.00	0.00	0.00
IIItot	Correlation Coefficient	-0.52	-0.53	-0.50	-0.34	-0.54	-0.49	-0.49
	Sig. (2- tailed)	0.00	0.00	0.00	0.02	0.00	0.00	0.00

Table (4.55): Spearman rho correlation analysis for the relationship between the ethical form and the cost of subordinates' days of absence of the subordinates through the impact on the intervening variables

Correlations Spearman's rho		Development and Growth	Accountability	Motivation	well being (Physical/mental)	trust in Supervisor	Clarity of goals	OCB
III01	Correlation Coefficient	-0.38	-0.42	-0.43	-0.51	-0.51	-0.40	-0.17
	Sig. (2- tailed)	0.01	0.00	0.00	0.00	0.00	0.00	0.24
III02	Correlation Coefficient	-0.40	-0.36	-0.39	-0.52	-0.43	-0.32	-0.21
	Sig. (2- tailed)	0.00	0.01	0.01	0.00	0.00	0.02	0.14
IIItot	Correlation Coefficient	-0.40	-0.43	-0.43	-0.54	-0.53	-0.41	-0.19
	Sig. (2- tailed)	0.00	0.00	0.00	0.00	0.00	0.00	0.18

Table (4.56) ANOVA analysis for variances between the impacts of different forms on individual performance due to section

Dependent variables	Sum of Squares	Df	Mean Square	F	Sig.
Var1	1572.43	6.00	262.07	9.28	0.00
	1242.54	44.00	28.24		
	2814.97	5.00			
Var2	1109.05	6.00	184.84	3.73	0.00
	2179.37	44.00	49.53		
	3288.42	50.00			
Var3	919.72	6.00	153.29	10.29	0.00
	655.65	44.00	14.90		
	1575.37	50.00			
Var4	1736.62	6.00	289.44	3.36	0.01
	3791.41	44.00	86.17		
	5528.04	50.00			

Var1 : The impact of Participative form on individual performance through the seven factors.

Var2 : The impact of Supportive form on individual performance through the seven factors .

Var3 : The impact of Autocratic form on individual performance through the seven factors .

Var4 : The impact of Ethical form on individual performance through the seven factors .

Table (4.57): Tukey HSD analysis for the application of the participative form by the different sections:

Supervisor/participative Tukey HSD	N	Subset for alpha = .05 Mean values			
SECTION		low	med	high	Very high
Security	14	2.51			
Personnel (HR)	7		2.61		
Finance	7		2.84		
general services	9		3.24		
Transport	5			4.14	
IT & coms	7				4.35
Procurement	2				4.36

Table (4.58): Tukey-HSD analysis for the impact of applying participative form on individual performance in the different sections

Participative Tukey HSD	N	Subset for alpha = .05 Mean values		
SECTION		low	med	high
general services	9	101.89		
Security	14	107.21		
Personnel	7	114.29		
Finance	7		131.43	
Procurement	2			189.00
Transport	5			191.20
IT & coms	7			194.43

Table (4.59): Tukey HSD analysis for the application of the supportive form by the different sections:

Supervisor/Supportive Tukey HSD	N	Subset for alpha = .05 Mean values			
SECTION		low	me d	hig h	Very high
personnel	7	2.45			
finance	7		2.7 4		
general services	9		2.7 8		
security	14		2.8 9		
transport	5		3.5 3		
IT & coms	7			4.1 4	
procurement	2				4.33

Table (4.60): Tukey-HSD analysis for the impact of applying supportive form on individual performance in the different sections

Supportive Tukey HSD	N	Subset for alpha = .05 Mean values		
SECTION		low	med	High
general services	9	78.78		
Personnel	7	100.86		
Security	14		108. 29	
Finance	7		108. 71	
Transport	5		134. 80	
IT & coms	7			164.43
procurement	2			168.50

Table (4.61): Tukey HSD analysis for the application of the autocratic form by the different sections:

Supervisor/Autocratic Tukey HSD	N	Subset for alpha = .05 Mean values		
SECTION		Very low	lo w	med
Transport	5	1.54		
Procurement	2	1.71		
IT & coms	7		2.1 4	
general services	9		2.4 1	
Personnel	7			2.94
Finance	7			3.02
security	14			3.13

Table (4.62): Tukey-HSD analysis for the impact of applying autocratic form on individual performance in the different sections

Autocratic Tukey HSD	N	Subset for alpha = .05 Mean values	
SECTION		low	med
general services	9	79.67	
Transport	5	106.40	
Procurement	2	108.57	
IT & coms	7	115.43	
Finance	7		119.00
Personnel	7		137.57
security	14		167.57

Table (4.63): Tukey HSD analysis for the application of the ethical form by the different sections:

Supervisor/Ethical Tukey HSD	N	Subset for alpha = .05 Mean values		
SECTION		low	med	Very high
Finance	7	2.00		
personnel	7	2.00		
security	14		2.71	
General services	9		2.89	
IT & coms	7		3.43	
transport	5			4.6
procurement	2			5

Table (4.64): Tukey-HSD analysis for the impact of applying ethical form on individual performance in the different sections

Ethical Tukey HSD	N	Subset for alpha = .05 Mean values			
SECTION		Ver y low	low	me d	high
Finance	7	9.2 9			
general services	9		13. 11		
Personnel	7		16. 57		
IT & coms	7			18. 43	
Security	14			19. 36	
Transport	5				29
Procurement	2				31

Table (4.65): T-test analysis for differences in the impact of the different forms on individual performance due to type of contract.

Dependent variables	contract	N	mean	Standard deviation	t	df	Sig.
Var1	national	29	135.66	50.38	0.27	49.00	0.79
	international	22	131.77	50.81			
Var2	national	29	108.93	46.06	1.04	49.00	0.30
	international	22	122.50	46.11			
Var3	national	29	119.83	32.10	1.08	49.00	0.28
	international	22	131.32	43.62			
Var4	national	29	15.07	9.85	2.20	49.00	0.03
	international	22	21.32	10.31			

Var1 : The impact of Participative form on individual performance through the seven factors .

Var2 : The impact of Supportive form on individual performance through the seven factors .

Var3 : The impact of Autocratic form on individual performance through the seven factors .

Var4 : The impact of Ethical form on individual performance through the seven factors .

Table (4.66): independent samples T-test analysis for differences in the impact of the different forms on performance due gender

Dependent variables	Contract	N	mean	Standard deviation	T	df	Sig.
Var1	Male	42	138.29	51.65	1.34	49.00	0.19
	Female	9	113.89	38.22			
Var2	Male	42	119.45	45.96	1.58	49.00	0.12
	Female	9	93.00	42.69			
Var3	Male	42	124.29	38.81	0.20	49.00	0.84
	female	9	127.11	32.83			
Var4	male	42	17.95	10.16	0.28	49.00	0.78
	female	9	16.89	12.22			

Var1 : The impact of Participative form on individual performance through the seven factors .

Var2 : The impact of Supportive form on individual performance through the seven factors .

Var3 : The impact of Autocratic form on individual performance through the seven factors .

Var4 : The impact of Ethical form on individual performance through the seven factors.

Table (4.67): one way ANOVA test results for differences in the impact of the different forms on performance due number of years of experience.

Dependent variables	Sum of Squares	df	Mean Square	F	Sig.
Var1	6289.94	3.00	2096.65	0.83	0.49
	119197.04	47.00	2536.11		
	125486.98	50.00			
Var2	6417.77	3.00	2139.26	1.01	0.40
	99932.86	47.00	2126.23		
	106350.63	50.00			
Var3	2719.62	3.00	906.54	0.63	0.60
	67735.01	47.00	1441.17		
	70454.63	50.00			
Var4	1024.23	3.00	341.41	3.64	0.02
	4412.94	47.00	93.89		
	5437.18	50.00			

Var1 : The impact of Participative form on individual performance through the seven factors .

Var2 : The impact of Supportive form on individual performance through the seven factors .

Var3 : The impact of Autocratic form on individual performance through the seven factors .

Var4 : The impact of Ethical form on individual performance through the seven factors .

Table (4.68): Tukey analysis for significance between categories of years of experience.

Years of experience/ Tukey HSD		Mean differences	Sig.
5_15	< 5	11.67	0.07
	16_25	7.00	0.26
	>25	10.06	0.02

Table (4.69): Client satisfaction analysis

SECTION	Fin&BUDG		Procurement		IT &COMMS		Transport		HR& travel		Security		General services		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Q.A.1	3.62	0.51	4	0	3.92	0.28	3.92	0.28	2.62	0.51	3.85	0.38	4	0	3.7	0.57
Q.A.2	3.38	0.51	4	0	4	0	4	0	1.92	0.28	4	0	3.92	0.28	3.6	0.76
Q.A.3	4	0	4	0	4	0	4	0	2.69	0.48	4	0	4	0	3.81	0.49
Q.A.4	3.31	0.48	3.92	0.28	3.38	0.51	3.92	0.28	2.54	0.52	3.23	0.44	4	0	3.47	0.62
Q.A.5	3.38	0.51	4	0	3.08	0.28	4	0	2.54	0.66	3.08	0.28	3.92	0.28	3.43	0.63
Q.A.6	3.54	0.52	4	0	4	0	4	0	2.69	0.63	4	0	3.85	0.38	3.73	0.56
Q.B.1	4	0	4	0	3.08	0.28	4	0	2.15	0.55	3.08	0.28	4	0	3.47	0.72
Q.B.2	3.23	0.44	4	0	4	0	3.92	0.28	2.85	0.55	4	0	3.92	0.28	3.7	0.53
Q.c.1	2.38	0.65	3.08	0.28	3.46	0.52	3.08	0.28	1.62	0.51	3.08	0.28	3.31	0.48	2.86	0.74
Total	30.84		35		32.92		34.84		21.62		32.32		34.92			
Average	3.43		3.89		3.66		3.87		2.4		3.59		3.88			

- Q.A.1 :I receive the required services from the staff .
- Q.A.2 :I receive accurate responses from the staff of .
- Q.A.3 : I receive accurate reports from the staff of .
- Q.A.4 : I receive useful reports from the staff of .
- Q.A.5 : I receive clear guidance from the staff of .
- Q.A.6 : I receive updated information from the staff of .
- Q.B.1 : I receive timely services from the staff .
- Q.B.2 : I receive timely Reponses to queries from the staff .
- Q.C.1 : staff develop/modify means to better deal with our requests .

Table 4.70: ANOVA analysis for variances in clients' satisfaction between sections

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Q.A.1	Between Groups	19.30	6	3.22	27.87	0.00
	Within Groups	9.69	84	0.12		
	Total	28.99	90			
Q.A.2	Between Groups	46.84	6	7.81	133.19	0.00
	Within Groups	4.92	84	0.06		
	Total	51.76	90			
Q.A.3	Between Groups	19.05	6	3.18	96.33	0.00
	Within Groups	2.77	84	0.03		
	Total	21.82	90			
Q.A.4	Between Groups	21.45	6	3.58	22.70	0.00
	Within Groups	13.23	84	0.16		
	Total	34.68	90			
Q.A.5	Between Groups	25.21	6	4.20	31.86	0.00
	Within Groups	11.08	84	0.13		
	Total	36.29	90			
Q.A.6	Between Groups	18.44	6	3.07	26.63	0.00
	Within Groups	9.69	84	0.12		
	Total	28.13	90			
Q.B.1	Between Groups	41.14	6	6.86	104.00	0.00
	Within Groups	5.54	84	0.07		
	Total	46.68	90			
Q.B.2	Between Groups	17.14	6	2.86	30.59	0.00
	Within Groups	7.85	84	0.09		
	Total	24.99	90			
Q.C.1	Between Groups	17.91	6	2.99	25.47	0.00
	Within Groups	9.85	84	0.12		
	Total	27.76	90			
Q.C.2	Between Groups	41.30	6	6.88	75.16	0.00
	Within Groups	7.69	84	0.09		
	Total	48.99	90			
Q.D.1	Between Groups	32.22	6	5.37	26.65	0.00
	Within Groups	16.92	84	0.20		
	Total	49.14	90			

Factor : section

Independent variables :

Q.A.1 : I receive the required services from the staff .

Q.A.2 :I receive accurate responses from the staff of .

Q.A.3 : I receive accurate reports from the staff of .

Q.A.4 : I receive useful reports from the staff of .

Q.A.5 : I receive clear guidance from the staff of .

Q.A.6 : I receive updated information from the staff of .

Q.B.1 : I receive timely services from the staff .

Q.B.2 : I receive timely Responses to queries from the staff .

Q.C.1 : staff develop/modify means to better deal with our requests .

Table 4.71: Tukey analysis for differences in clients' satisfaction related to receipt of required services from the different sections between the sections

Dependent Variable	(I) SECTION	(J) SECTION	Mean Difference (I-J)	Sig.
Q.A.1	HR& travel	Fin&BUDG	-1.00	0.00
		Procurement	-1.38	0.00
		IT		
		&COMMS	-1.31	0.00
		Transport	-1.31	0.00
		Security	-1.23	0.00
		General services	-1.38	0.00

Table 4.72: Tukey analysis for differences in clients' satisfaction related to receipt of accurate responses from the different sections between the sections

Dependent Variable	(I) SECTION	(J) SECTION	Mean Difference (I-J)	Sig.	
Q.A.2	Fin&BUDG	Procurement	-0.62	0.00	
		IT			
		&COMMS	-0.62	0.00	
		Transport	-0.62	0.00	
		HR& travel	1.46	0.00	
		Security	-0.62	0.00	
		General services	-0.54	0.00	
		HR& travel	Fin&BUDG	-1.46	0.00
		Procurement	-2.08	0.00	
		IT			
		&COMMS	-2.08	0.00	
		Transport	-2.08	0.00	
		Security	-2.08	0.00	
		General services	-2.00	0.00	

Table 4.73: Tukey analysis for differences in clients' satisfaction related to receipt of accurate reports from the different sections between the sections

Dependent Variable	(I) SECTION	(J) SECTION	Mean Difference (I-J)	Sig.
Q.A.3	HR& travel	Fin&BUDG	-1.31	0.00
		Procurement	-1.31	0.00
		IT		
		&COMMS	-1.31	0.00
		Transport	-1.31	0.00
		Security	-1.31	0.00
		General services	-1.31	0.00

Table 4.74: Tukey analysis for differences in clients' satisfaction related to receipt of useful reports from the different sections between the sections

Dependent Variable	(I) SECTION	(J) SECTION	Mean Difference (I-J)	Sig.
Q.A.4	Fin&BUDG	Procurement	-0.62	0.00
		IT		
		&COMMS	-0.08	1.00
		Transport	-0.62	0.00
		HR& travel	0.77	0.00
		Security	0.08	1.00
		General services	-0.69	0.00
	IT &COMMS	Fin&BUDG	0.08	1.00
		Procurement	-0.54	0.01
		Transport	-0.54	0.01
		HR& travel	0.85	0.00
		Security	0.15	0.96
		General services	-0.62	0.00
		HR& travel	Fin&BUDG	-0.77
	Procurement		-1.38	0.00
	IT			
	&COMMS		-0.85	0.00
	Transport		-1.38	0.00
	Security		-0.69	0.00
	General services		-1.46	0.00
	Security	Fin&BUDG	-0.08	1.00
Procurement		-0.69	0.00	
IT COMMS		-0.15	0.96	
Transport		-0.69	0.00	
HR& travel		0.69	0.00	
GS		-0.77	0.00	

Table 4.75 : Tukey analysis for differences in clients' satisfaction related to receipt of clear guidance from the different sections between the sections

Dependent Variable	(I) SECTION	(J) SECTION	Mean Difference (I-J)	Sig.
Q.A.5	Fin&BUDG	Procurement	-0.62	0.00
		IT		
		&COMMS	0.31	0.33
		Transport	-0.62	0.00
		HR& travel	0.85	0.00
		Security	0.31	0.33
	IT &COMMS	General services	-0.54	0.01
		Fin&BUDG	-0.31	0.33
		Procurement	-0.92	0.00
		Transport	-0.92	0.00
		HR& travel	0.54	0.01
		Security	0.00	1.00
	HR& travel	General services	-0.85	0.00
		Fin&BUDG	-0.85	0.00
		Procurement	-1.46	0.00
		IT		
		&COMMS	-0.54	0.01
		Transport	-1.46	0.00
	Security	Security	-0.54	0.01
		General services	-1.38	0.00
		Fin&BUDG	-0.31	0.33
		Procurement	-0.92	0.00
		IT		
		&COMMS	0.00	1.00
	General services	Transport	-0.92	0.00
		HR& travel	0.54	0.01
		General services	-0.85	0.00
Fin&BUDG		0.54	0.01	
Procurement		-0.08	1.00	
IT				
		&COMMS	0.85	0.00
		Transport	-0.08	1.00
		HR& travel	1.38	0.00
		Security	0.85	0.00

Table 4.76: Tukey analysis for differences in clients' satisfaction related to receipt of updated information from the different sections between the sections

Dependent Variable	(I) SECTION	(J) SECTION	Mean Difference (I-J)	Sig.
Q.A.6	Fin&BUDG	Procurement	-0.46	0.01
		IT		
		&COMMS	-0.46	0.01
		Transport	-0.46	0.01
		HR& travel	0.85	0.00
		Security	-0.46	0.01
		General		
		services	-0.31	0.25
		HR& travel	Fin&BUDG	-0.85
	Procurement	-1.31	0.00	
	IT			
	&COMMS	-1.31	0.00	
	Transport	-1.31	0.00	
	Security	-1.31	0.00	
	General			
	services	-1.15	0.00	

Table 4.77: Tukey analysis for differences in clients' satisfaction related to receipt of timely services from the different sections between the sections

Dependent Variable	(I) SECTION	(J) SECTION	Mean Difference (I-J)	Sig.	
Q.B.1	IT &COMMS	Fin&BUDG	-0.92	0.00	
		Procurement	-0.92	0.00	
		Transport	-0.92	0.00	
		HR& travel	0.92	0.00	
		Security	0.00	1.00	
		General			
		services	-0.92	0.00	
		HR& travel	Fin&BUDG	-1.85	0.00
		Procurement	-1.85	0.00	
	IT				
	&COMMS	-0.92	0.00		
	Transport	-1.85	0.00		
	Security	-0.92	0.00		
	General				
	services	-1.85	0.00		
	Security	Fin&BUDG	-0.92	0.00	
	Procurement	-0.92	0.00		
	IT&COMMS	0.00	1.00		
	Transport	-0.92	0.00		
	HR& travel	0.92	0.00		
	GS	-0.92	0.00		

Table 4.78: Tukey analysis for differences in clients' satisfaction related to receipt of timely responses to queries from the different sections between the sections

Dependent Variable	(I) SECTION	(J) SECTION	Mean Difference (I-J)	Sig.
Q.B.2	Fin&BUDG	Procurement	-0.77	0.00
		IT		
		&COMMS	-0.77	0.00
		Transport	-0.69	0.00
		HR& travel	0.38	0.03
		Security	-0.77	0.00
		General		
		services	-0.69	0.00
		HR& travel	Fin&BUDG	-0.38
	Procurement	-1.15	0.00	
	IT			
	&COMMS	-1.15	0.00	
	Transport	-1.08	0.00	
	Security	-1.15	0.00	
	General			
	services	-1.08	0.00	

Table 4.79: Tukey analysis for differences in clients' satisfaction related to staff developing new means in dealing with their requests between the sections

Dependent Variable	(I) Section	(J) SECTION	Mean Difference (I-J)	Sig.	
Q.C.1	Fin&BUDG	Procurement	-0.77	0.00	
		IT&COMMS	0.00	1.00	
		Transport	-0.92	0.00	
		HR& travel	0.23	0.61	
		Security	0.00	1.00	
		GS	-0.77	0.00	
		IT &COMMS	Fin&BUDG	0.00	1.00
		Procurement	-0.77	0.00	
		Transport	-0.92	0.00	
	HR& travel	0.23	0.61		
	Security	0.00	1.00		
	GS	-0.77	0.00		
	HR& travel	Fin&BUDG	-0.23	0.61	
	Procurement	-1.00	0.00		
	IT&COMMS	-0.23	0.61		
	Transport	-1.15	0.00		
	Security	-0.23	0.61		
	GS	-1.00	0.00		
	Security	Fin&BUDG	0.00	1.00	
	Procurement	-0.77	0.00		
	IT&COMMS	0.00	1.00		
	Transport	-0.92	0.00		
	HR& travel	0.23	0.61		
	GS	-0.77	0.00		

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