

**AN EXAMINATION OF FOLLOWERSHIP TRAITS IN
IRANIAN SMALL FIRMS PERFORMANCE**

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UNIVERSITY UTARA MALAYSIA

2009

**AN EXAMINATION OF FOLLOWERSHIP TRAITS IN
IRANIAN SMALL FIRM'S PERFORMANCE**

**A project paper submitted to the College of Business in partial
fulfillment of the requirements for the degree of Master of Management
University Utara Malaysia**

BY

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ABSTRACT

The purpose of this quantitative research was to determine if there is a significant relationship between followership roles in relation to levels of organization performance by using followership traits. Surveys were completed by 208 employees from different kind of organization, which included the completion of the related questionnaire designed with four parts. First part is related to organization performance, second part is about followership specific roles, third part is about holistic personality type and the last part related to the power of followership.

This research provided findings indicating that a significant positive relationship exists between followership roles and the organization performance. Of specific interest is the effect witnessed between the followership role and followership traits with higher reported levels of organization performance.

By knowledge of dispersal of data which is gathered from questionnaire it is possible to analysis the data with correlations and multiple regression method.

Based on the current study's findings, organizational structures that are designed to enhance followership, especially as it relates to helping followers achieve exemplary status, might be expected to promote higher levels of organization performance.

Suggestions concerning further research on the subject of followership are offered.

ACKNOWLEDGEMENTS

Every endeavor is a culmination of inspiration and partnership. Therefore, I would like to express my gratitude to those who inspired and cooperated with me during this journey. Their inspiration, motivation, encouragement, and support were my constant companions during this research

My greatest thanks go to my GOD who provided the inspiration and first awakened me to the call of followership. I pray that this research will spark the hearts of many towards service and mutual submission.

Second and foremost, I would like to acknowledge my Supervisor Associate Professor Dr. Husna Johari, who guided me through this complex maze. There are many who offered assistance and support along the way. It was her faithful assessment, critique, and encouragement that made this research one of growth and enjoyment.

Special thanks to my husband, Seyed Mohammad Reza (Amin), who always believed in me and who are a constant source of encouragement and growth. His love, patience, encouragement, and sacrifice were the lifeblood of my life and my work.

To my lecturers and teachers, Associate Professor Dr. Razli Che Razak, Associate Professor Dr. Haji Hamzah Bin Abd. Rahman, Dr. Faridahwati Mohd Shamsudin, Ms. Padmini Pillay and other lecturers that I cannot remember their name now.

To my parents, Maliheh and Parviz who were the best role models anyone could ask for. Their love and value of education has truly provided the inspiration to pursue and complete this degree.

To my Sisters, Sanaz and Tannaz who have been there from beginning, your love and friendship is truly appreciated.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Much research has been proposed to explain the contribution of followership. Although the literature covers a wide variety of such research; this research will focus on the meaning of followership's role in organizational performance by looking at followership traits, which are clearly evolving.

Today, especially in modern democracies, the pyramid has been turned on its head; leaders are answerable to their followers. The popular idea, known as servant leadership, seeks to extend this theme to leadership generally. In politics, leaders depend on their followers to get elected. But in many small businesses and heavy industry, the boss still rules with an iron fist (McCrimmon, 2007).

Complexity reigns for followership and leadership today, just as it does in all walks of life. The bottom line is that there are still conventional, obedient followers in some industries and simple groups, while followers have more of a partnership role in other organizations and, in some contexts, followers actually show more leadership than their bosses. Leadership is no longer a position at all, but an occasional activity. No one can dominate a complex, knowledge-driven group simply because no one has a monopoly on good ideas. Someone who is a follower one minute, therefore, could take the lead the next minute. Although the literature presents followership traits in a variety of contexts, this paper will primarily focus on their application to followership traits in Iranian small firms.

Humphreys and Einstein (2004) contended that organizational performance of followers would increase if leaders set goals that were consistent with the organization's vision and the abilities of its followers. The contentions of Scott (2003) and Humphreys and Einstein are consistent with Jabnoun et al. (2005) who noted that establishing organizational goals enhanced follower performance.

1.2 Background of research

Followership is rooted in the practices of Aristotle, Thomas Jefferson, and others who, as historical leaders, "proved themselves as followers first" (Kelley, 1992). The stigma of followership over the centuries has been one of people following leaders blindly and, that without leadership; followers would not know how to direct themselves (Kelley, 1992).

Followers in an organization are committed towards a leadership goal and vision and it is something that has been collectively created, adopted and is pursued and is also culture-based; followership doesn't exist without leadership. Leadership and followership have long been understood as interconnected and mutually inclusive of one another (Chaleff, 2003).

The role of the follower has been largely ignored, except as the outcome of an organizational influence on the followership's role. Kelley (1992) asserted that the exemplary followership style existed in some organizational performers and noted that, with this style, individuals think independently and critically and achieve organizational goals with little or no direction from leaders (Kelley, 1992). Exemplary followers make the best leaders because

they understand the needs of followers (Banutu-Gomez, 2004) and know how to foster an environment that supports critical thinking and empowerment.

A majority of organizations in Iran do not know about followership and its power, whereas being a follower is a cultural behavior of Iranian employees. Less knowledge about followership and its role, and its effect on organizational performance is an important reason that Iranian organizations do not use this strong power in their organizations. The result of this research can help to identify the followership traits and it shows the role of followership in organizational performance.

1.2.1 Definition of Followership

Table 1.1
Followers of character and commitment acting to support the needs and goals of the team. Source: Anderson & Patton (2005)

SKILLS	ATTRIBUTES	VALUES
<ul style="list-style-type: none"> • Listening • Advising • Learning • Participating • Time Management • Quick & Logical Reactions 	<ul style="list-style-type: none"> • Willing • Responsible • Capable • Trusting • Enthusiastic • Optimistic • Humble • Motivated • Mature • Reliable • Culturally Aware • Task-Oriented • Trustworthy • Possessing a Sense of Humor & Self-Control 	<ul style="list-style-type: none"> • Loyalty • Duty • Respect • Selfless Service • Honor • Integrity • Personal Courage

Table 1.1 (Continue)

Followers of character and commitment acting to support the needs and goals of the team. Source: Anderson & Patton (2005)

ACTIONS
<ul style="list-style-type: none">• Acting responsibly and ethically• Motivating and enthusiastic• Sharing information• Accepting responsibility for team success and failure• Communication honestly and effectively• Coping with conflict and disagreement• Accepting criticism• Cooperating with team• Setting good example• Being a good "Battle Buddy"• Displaying mental, physical and spiritual resiliency• Acting appropriately in the absence of orders and instructions• Encouraging teammates to cooperate• Accepting the leader's vision• Executing the plan• Practicing self assessment and self-improvement• Resolving problems at the lowest possible level• Assisting the leader in creating a values-based environment• Reflecting the values of the team• Maintaining commitment to the organization's future

1.3 Problem statement

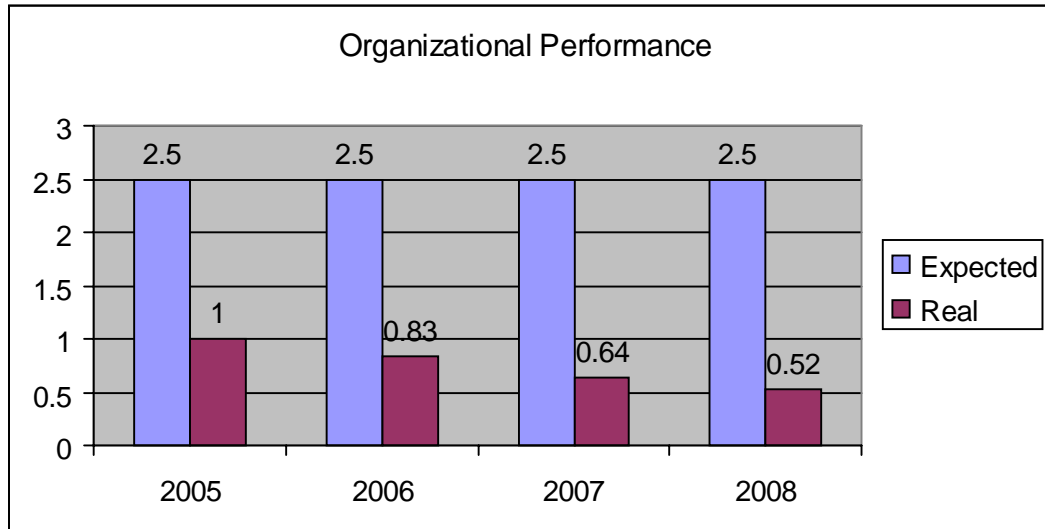
According to the Iranian Fourth Development Plan that started in 2005, economy and organizations must improve 8% annually. This was divided into 5.5% for investment and 3.5% for productivity. But by looking at annual reports of the Ministry of Mines and the Industry of Iran report, until now the last year of this planning the maximum improvement of organizational productivity was 1% of the 3.5% expected real value of growing productivity during these four years, as is shown in Figure 1.2.

Productivity has a direct relationship with organizational performance and decreasing productivity in a country shows that organizational performance has also fallen. It is very important to identify the reasons for this problem.

The present research wants to show if there are any effects between organizational performance and role of followership. To achieve this goal, a

study on the relationship between the followership roles and organizational performance is necessary.

Figure 1.1
Report of the management and planning of the country- Islamic Republic of Iran



This research will identify the effectiveness of followership roles in Iranian small firm performance by using followership traits. It is important to know what followership traits are. Based on this research the effectiveness of followership role's on organizational performance can identify the followership trait variables. These variables are the specific role of followership, holistic personality type and the power of followership.

1.4 Research Question

Based on the problem discussed, the central question for this study would be what the relationship is between followership roles and organizational

performance. The questions designed for this research that can answer the central questions are:

- What is the relationship between followership roles and organizational performance?
- Do followership traits moderate the relationship between the followership role and organizational performance?

1.5 Research Objectives

Therefore, to answer the research questions posted, the following research objectives were formulated.

- To examine the relationship between followership roles and organizational performance.
- To examine the mediatory effect of followership traits on the relationship between followership roles and organizational performance.

1.6 Significance of the Study

A little research has been done on followership, but these studies surveyed followership roles and traits separately. Previous research focused mostly on the role of followership in organizational performance or identified followership traits. But this research wants to know the effect of the role of followership on organizational performance by using followership traits.

This research is quantitative research based on questionnaires that were distributed to several small firms in Iran to understand their weaknesses and strengths regarding performance by the followership approach. This research is localized for Iranian firms and the results can be useful for the Iranian

government and firms who want to improve their performance by using followership traits. This research could also be useful for those sectors of government who want to find why the improvement of Iranian companies were not as much as was expected. It could also be useful for the Ministry of Industry and Mines, the Ministry of Education, the Ministry of Health and finally, useful for the Ministry of Oil of Iran.

1.7 Scope of Study

The main focus of this study is to examine the effect of followership roles on organizational performance by using followership traits. Specifically, to identify which traits are critical for organizational performance. It was conducted as a survey and was a cross-sectional study. The sample was recruited from small firms with activities under manufacturing, business, gas and oil, education, IT, health and other types of firms in Iran.

1.8 Organization of Chapters

Chapter 2 reviews the literature on followership, explaining its definition, traits and role concerning organizational performance.

Chapter 3 presents the method for the study, namely, the research framework, and research design. This chapter also reports the selection of respondents, development of questionnaire, and data collection procedure. The chapter ends with a brief description of the strategies used to analyze data collected from the survey.

Chapter 4 discusses the interpretation of the research findings. There are reports of the descriptive statistical analysis. The results are summarized in a number of tables to facilitate interpretation.

Chapter 5 discusses the interpretation of the research findings for the study. The findings are compared to those found in the past research reviewed in Chapter 2. New findings are also discussed. The chapter ends with a discussion on the limitations of the study and future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Much research has been proposed to explain the contributions of followership. Although the literature covers a wide variety of such research; this review will focus on the meaning of followership, clearly evolving, and the effect of followership traits on organizational performance. Gone are the days when people worshipped authority figures without question. It wasn't too many hundreds of years ago in Europe when kings claimed to rule by divine right. Challenging their authority meant certain death. Today, people are still in awe of some CEOs, but they no longer command unswerving obedience. A follower was once a pretty lowly cog in the wheel. Today, especially in modern democracies, the pyramid has been turned on its head; leaders are answerable to their followers. The popular idea known as servant leadership seeks to extend this theme to leadership generally. In politics, leaders depend on their followers to get elected. But in many small businesses and heavy industry, the boss still rules with an iron fist. Complexity reigns for followership and leadership today, just as it does in all walks of life. The bottom line is that there are still conventional, obedient followers in some industries and simple groups, while followers have more of a partnership role in other organizations and, in some contexts, followers actually show more leadership than their bosses. No one can dominate a complex, knowledge-driven group simply because no one has a monopoly on good ideas. Someone who is a follower one minute, therefore, could take the lead the next minute. Although the

literature presents followership traits in a variety of contexts, this paper will primarily focus on their application to followership traits in small firms.

2.2 Followership and Organizational Performance

Leadership as a field of study has been identified so heavily that the role of the follower has nearly been forgotten or simply ignored in the pursuit to develop leadership-related principles (Greenberg & Baron, 2008). Even within the last century, theories such as the Leader-Member Exchange Model, Work Teams, and Attribution Approach, which mostly focused on and considered the role of the follower, but only doing so in relation to the leader as an individual. A few researchers closely examined the role of the follower and the essential qualities that define this role within an organizational setting. Interestingly, the typical organization finds that much of the work is completed by followers, not by leaders (Kelley, 1992; Heller & Van Til, 1982). This is especially true in light of changes in organizational design and structure, which are calling for followers to act as self-managers and supervisors (Robbins & Judge, 2007, Dixon & Westbrook, 2003). This suggests that when followers are treated as valued members of the organization and organizational management is prepared to invest in the improved performance of the followers, organizational success can be augmented (Brown, 1995).

There are still some forgotten dimensions in leadership and organizational settings in the face of evidence suggesting that an understanding of the role of followership within the organization is vital. According to Bjugstad, Thach, Thompson, & Morris (2006), there is a ratio of leadership to followership

books. While leadership is clearly receiving attention, the concept of followership has not received equal attention (Baker 2007). Followership as a management concept has not received its due attention (Bjugstad, Thach, Thompson, & Morris, 2006). This is true, even in light of the fact that the two are closely associated in the organizational setting (Yaakov, 1994).

In many ways, leadership and followership have been relegated as polar opposites. As asserted by Hackman and Wageman (2007), a major question for the 21st-Century organizational psychologist is "not how do leaders and followers differ, but how can leadership models be reformulated so they treat all system members as both leaders and followers" (44)? The majority of theorists seem to assume an accepted conceptualization of the concept of followership. Interestingly, though followership theorists assert a clear demarcation between followership and leadership, their conceptualizations of followership seem to be based on an implicit definition of leadership. The bifurcation of leadership and followership can have detrimental effects, not only to a proper understanding of leadership but also to job performance. Traditionally, leaders have been viewed as creators and initiators of change and renovation, while followers are viewed as reactors (Avolio, 2007). By calling an individual a follower, the modern assumption seems to be that this individual has done little to enhance the organization other than respond to a leader's direction or guidance. This perspective causes followers to be viewed as only pledges through which leaders manipulate their strategies and desires. What has been ignored is the unique interplay of those qualities associated with leadership and followership.

Within this century organizational psychologists are grappling with new theories of leadership that integrate the different dimensions of both leadership and followership (Chaleff, 1995, 2003). This would expand Bennis's (2007) view that all followers are potential leaders, and that within each individual are certain measures of both followership and leadership. The suggestion that a leader only leads ignores the dynamic of organizational systems and structures. Most leaders have subordinate roles in which they are answerable to someone else (Hackman & Wageman, 2007). Even top executives are many times answerable to board members or investors. The same is also true of followers.

Perhaps one of the first discussions concerning followership styles was an outcome of Abraham Zaleznik's work. In his discussion concerning leadership dilemmas, he presented a rather pessimistic view of subordinates (followers) and offered four different subordinate styles (1966). These styles were identified as impulsive (followers who are high in control and activity), compulsive (followers who are high in control and passivity), masochistic (followers high in submission and activity), and withdrawn (followers high in submission and passivity). Kelley (2008) is often cited as the key theorist to bring the issue of followership to the forefront of organizational study, and his work remains the standard in the field (Densten, 2001). While Kellerman (2008) suggested that Zaleznik's (1966) opinions reflect an outmoded view of follower-leader interaction, he claimed that Zaleznik's (1966) insights comprised one of the first theoretical positions on followership. This position allowed for the consideration of followers as an important component in organizational effectiveness. Unlike Zaleznik (1966), Kelley's (1992) view of

followers was much more optimistic. He viewed followers as principal members of the organization with as much input and responsibility as leaders. His theory assumed that effective followers are not passive recipients of influence, but deliberate shareholders who are cognitively open to the influence of leaders in order to participate in a cause or in order to reach a complimentary goal. This is different from mere laborers who simply execute a vocation in order to feed a family or the indentured servitors who have little choice concerning their role. While these do contain aspects of following, they would not encompass Kelley's (1992) characterization of true followership. In order to delineate the difference between effective followership and less effective followership, Kelley (2008) separated followers into five distinct styles (exemplary, alienated, conformist, passive, and pragmatist) based on two axes. Like Kelley (2008), Chaleff utilized a two-axes view of followership and offers four categories of followership. These include the implementer, partner, individualist, and resource follower. Chaleff (2003) was the next major theorist to offer a definitive view of followership as a distinct role within organizational settings. Chaleff expanded his concept of followership to include distinct situational dimensions that required the follower to act. It is these dimensions that have perhaps received the most empirical attention within the study of followership (Dixon, 2003; Dixon & Westbrook, 2003). More recently, Kellerman (2008) has added another perspective of followership styles. Interpreting followers from the perspective of political science rather than organizational psychology, she outlined five different types of followers. Unlike Kelley (2008) and Chaleff, Kellerman only utilized one axis by which to outline her follower styles. Using an axis entitled 'level of encouragement'; she

listed the following followership styles: isolator, bystander, participant, activist, and diehard. Each of these theorists has developed the concept of followership and allowed for the concepts associated with their theories to emerge into applicable styles that can be measured and tested within organizational settings. By presenting followership styles as distinct from leadership theories, these styles illustrate discrete distinctive implicit and explicit variables.

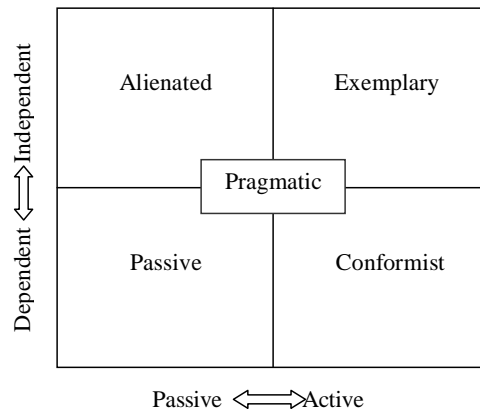
Unfortunately, these styles still largely exist as theories and have not yet gained the empirical support needed to warrant consideration as viable categories within the field of organizational psychology. Analysis and application based on scientifically derived data is needed.

While Zaleznick was one of the first theorists to propose a two-dimensional approach to categorizing followers, it was Kelley (1992) who expanded and built the theory of followership styles to a discipline. Kelley (1992) utilized the dimensions of independent thinking and active participation as the basis through which his followership styles were created. The first dimension separates individuals based on the value of independent, critical thinking as opposed to dependent, uncritical thinking. The distinction between the two is suggestive of the ability or inability of individuals to measure their own significance to the organization in relation to their cooperation with the organization's strategies and outcomes (Daft, 2008). The second dimension identifies active versus passive behavior. Kelley (1992) suggested that followers differ in their ability to engage in the process of the organization, including a capacity to move beyond job requirements and demonstrate identification with the organization through the display of organizational

citizenship (Wagner, 2006). According to the strength of each dimension, an individual will be categorized in one of five different followership styles: alienated, passive, conformist, pragmatic, or exemplary, as shown in Figure 2.1.

Figure 2.1

Two-dimensional framework of Kelley's Followership Styles illustrating the five different followership styles and their relation to Independent Thinking and Active Engagement. Source: Kelley (1992)



According to Kelley's (1992) model, exemplary followers can be a beneficial asset related to organizational performance. Their ability to provide self management and assess their own work behavior in accordance with organizational values allows leaders to refocus their energies into other aspects of the organization. Because of how exemplary followers perceive their own efficacy and empowerment within the organization, it would be implicit that they would personally adapt to the organization, adapt the organization to their preferred style, or exit the organization altogether. This adaptive behavior allows them to adjust in whatever way allows them to

produce levels of job performance that they perceive are beneficial to their goals and objectives. This is supported by the contention that effective followers adjust to the needs of the organization, or exit, rather than despair (Daft, 2007). According to Kelley (2008), this lack of engagement can actually occur through withdrawal from certain aspects of organizational life. Their independent thinking style allows them to evaluate the organization critically. At the same time, their analysis does not translate into action. They may have an idea concerning what should be done but do not act upon their impressions. Rather, they can become critical and launch disparaging appraisals of leadership and the organization. Kelley (2008) suggests that liberation from negative sentiments can help alienated followers become more effective. He further asserts that empowerment to engage organizational processes can also be a beneficial way to enhance follower effectiveness. The opposite of alienated followers are conformist followers. Conformist followers have a need to develop self-reliance in their cognitive skills and self-confidence relative to the carrying out of their ideas, if they are to move from conforming to exemplary. These individuals tend to be actively engaged in the organization but do not have the capacity for or have forfeited independent thinking. Individuals at this level of followership trust in the leadership of the organization to think critically and make decisions for them. They have accepted the role of obedient worker, which is a role that traditional business managers seem to find compatible with their definition of good followers (Kellerman, 2008).

Passive followers are those who, by design or type, display neither independence nor active participation in the organization. These individuals

do not actively seek out new ideas or the application of ideas given to them. They largely depend on others for direction and motivation. If there were a relationship between followership style and job performance, it would be implicit that these individuals would show the lowest levels of job performance. This would confirm other research that has shown the importance of self-efficacy and locus of control in determining job performance (Judge, Bono, Erez, & Locke, 2005; Judge & Bono, 2001).

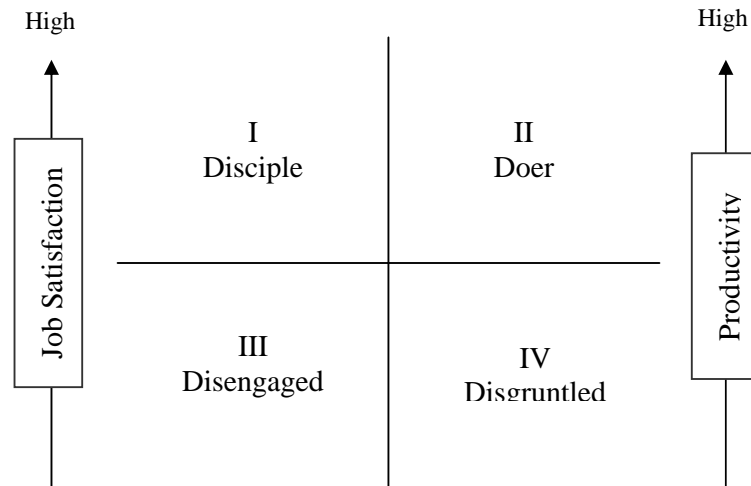
As followers, they perform the basic functions of their job or task, but do not move beyond essential behaviors needed to maintain average organizational performance. Kelley (2008) also offers one other follower style entitled the pragmatist follower. These individuals have the capacity to think and act on their own, but they are limited in their ability to follow through. Safety in the organization is their main motivation. They do not seek to rock the boat by underachieving or overachieving. Having identified the different dimensions of followership, Kelley (2008) sought to discover an empirical way to categorize individuals based on each style. His research eventually led to the development of the Followership Questionnaire. The creation of this survey provided researchers with a tool that allowed followership style to be determined through a more methodical approach than mere observation.

Issues such as job performance continue to be areas of concern for modern organizations (Aamodt, 2007). As stated earlier, Kelley (2008) suggested that differing styles of leadership might affect levels of job performance. This is a perspective also shared by Adair (2008) who suggested that how individuals in the organization view themselves would

affect their behavior. This in turn would affect levels of job performance and job effectiveness. His views are best illustrated in Figure 2.2.

Figure 2.2

Differing levels of job satisfaction and productivity as they relate to Adair's four quadrants of employee self-assessment. Source: Adair(2008)



Adair (2008) suggested that disciples actively engage other members of the organization in civil and helpful behavior, maintain a strong work ethic, and collaborate with leadership concerning the completion of shared goals. As such, they are theorized to have higher levels of productivity and job performance. Adair's descriptions of each of the quadrants have correlations with Kelley's (2008) descriptions of followership styles. Like the disciple and doer, exemplary followers view themselves as engaged in the values and goals of the organization. These individuals see their connection with the organizational as meaningful and are willing to make sacrifices in order to advance the goals of the institution. Doers are more competitive in nature and may better reflect Kelley's (2008) conformist and pragmatist styles of

followership. On the other end of Adair's spectrum are the disengaged and disgruntled. Much like Kelley's (2008) passive and alienated followers, these individuals are much more non-inclusive and have largely disassociated themselves from the organization. Their work ethic and communicative styles are barriers to effective work relations. While some of these individuals are actively looking for opportunities to exit the organization, others may be actively or passively sabotaging the organization. As such, it would be assumed that their levels of job satisfaction and job performance would be lower.

Finally, the role of the follower has long been theorized as an important focal point for organizational research (Follett, 1949), though it has been largely ignored in light of research focused on the role of the leader. Therefore, empirical research supporting these theories is largely absent from the literature relative to organizational behavior and industrial psychology. While limited studies have been done utilizing certain aspects of these theories, the mainstream literature still lacks any evidence to support the use of followership styles within an organizational setting. If the assumptions postulated concerning the importance of followership and followership styles are to be viewed as credible, then the role of followership styles needs to be empirically justified. Researchers and theorists themselves have emphasized the value of moving beyond assumptions and providing substantiated evidence that can demonstrate the effect of followership on organizationally significant variables (Bjugstad et al., 2006). The same should be true for the use of followership styles.

2.3 Followership Literature Review- Back Ground

Banutu-Gomez (2004) stated that “To succeed, leaders must teach their followers not only how to lead: leadership, but more importantly, how to be a good follower: followership” (143). Schaubroeck and Lam (2002) stated, “Regardless of work unit individualism/collectivism, supervisors were more likely to form trusting, high-commitment [relationships] with subordinates who were similar to them in personality” (1132). This statement supports Johnson’s (2003) conclusion that “. . . followership modality variation . . . revealed that followers generally reflect modality that corresponds with the leaders’ style and behavior” (110). Johnson’s conclusion and Banutu-Gomez’s contention that leaders must teach their followers to be good followers, displays a connection to Kelley’s (2008) notion that exemplary followership can be taught. To develop exemplary followership, leaders must educate organizational performers to become exemplary followers by demonstrating the exemplary followership attributes as developed by Kelley (2008).

The literature on followership can be categorized into three broad theoretical areas. These areas examine follower motivations, follower values and trust, and the characteristics of effective and ineffective followers.

2.3.1 Follower Motivations

A follower’s motivation is a function of environmental and internal factors. To increase follower motivation, a company needs to create a results-oriented environment with genuine concern for its followers and provide performance-related feedback. Today’s follower-leader relationships show that followers want trust and are not motivated by what leaders think they would want, but rather by what each specific follower wants. According to Hughes (1998),

followers motivate themselves. Motivation is generated internally, and a leader merely taps into the internal power of the follower. When a leader communicates trust and respect for followers' abilities to perform and achieve, the internal motivation of the followers takes over and drives them to succeed. Followers determine their commitment to the organization (and therefore their motivation) by reflecting on how hard they will work, what type of recognition or reward they might receive, and if that reward will be worth it (Strebel, 1996).

Motivation may also depend on the relationship between the follower and the leader and how well their personal characteristics match up. If there is a similarity in values and beliefs between the follower and leader, the motivational need for empowerment may not be as high because the follower is driven by the bond with the leader (Mumford, Dansereau, & Yammarino, 2000). The research on charismatic leadership suggests that followers' self-concepts may also be relevant in determining their motivations to follow certain leaders (Howell and Shamir, 2005).

A key to motivating followers is the concept of having them realize how important their function is in a broad sense. Blanchard and Bowles (1998) relate the story of what was considered a meaningless job – dishwashing at a college cafeteria:

“Dishwashing in a college cafeteria – it just doesn't get more important than that...think of the impact those students were going to have on the world Business leaders, doctors, social scientists, world leaders, researchers. One load of unclean, bacteria-infected dishes could have wiped out a whole class. Look at it in terms of human impact...Students arrived tired, hungry, and likely

lonely. You were an important part of the chain that provided joy and nourishment... What a wonderful gift to give another human being..." (33).

Of course, some followers are motivated primarily by ambition. According to Kelley (1992), this type of person only uses followership to further his or her own ambitions.

Springboarding off of Vroom's expectancy theory (1964), Green (2000) discussed three conditions that must exist for followers to be highly motivated. First, they must have the confidence that they can do the job expected of them. Then, trust is needed in their leader to tie outcomes to performance. Lastly, the followers need satisfaction with the outcome(s) they receive. If performance falls short, there is a good probability that one of these three conditions was not being fully met. Common causes for a follower's lack of confidence ("I can't do it") could be inadequate skills, or unrealistic or unclear expectations. More training and the clarification of expectations are two ways to handle these problems. Tying outcomes to performance can easily solve the second condition. If the outcomes aren't satisfying to followers because they aren't finding the work itself rewarding, it might be worth investigating whether that position is matching the skills, interests, and needs of both the follower and the leader.

2.3.2 Follower Values and Trust

Values are instrumental in determining follower preferences for different types of leaders. Followers' values, in addition to other personal characteristics, can influence both their own effectiveness and the climate in which they work (Hanges, Offerman, & Day, 2001). Followers and leaders work together better when they are comfortable with each other, and value

congruence is one way to achieve common ground. When leaders are effectively modeling their values, identity, emotions, and goals to their followers, the potential for authentic followership increases (Gardner et al., 2005).

Along these lines, Ehrhart and Klein (2001) examined the follower-leader relationship to determine the influence of values and personality. The results indicated that (1) followers had different responses to the same leader behaviors, and (2) followers looked for leaders whose values matched their own. Followers who were achievement-oriented and risk-takers preferred the charismatic leader, as did followers who liked to participate in decision-making. According to Ehrhart and Klein, charismatic leaders helped followers to satisfy their need for involvement and accomplishment by letting followers take an active role in decision-making. Followers who valued interpersonal relations matched up with relationship-oriented leaders who could meet some of their interpersonal needs. Followers who valued achievement and structure were the best match for task-oriented leaders, because they provided stability and security.

The foundation of a productive follower-leader relationship is mutual trust. In a healthy organization, followers trust leaders to act in their best interest. In a three-year survey of 7,500 workers, Froggatt (2001) found that companies with employees who reported high levels of trust in their leaders had a 108 percent three-year return to shareholders. Conversely, companies with employees reporting low trust levels in leadership only had a 66 percent return.

2.3.3 Effective Followers versus Ineffective Followers

A few researchers have examined the characteristics of followers in an attempt to pinpoint what distinguishes good followers from bad ones. Kelley (1988) proposed that there are four essential qualities that effective followers share. First, effective followers manage themselves well. This quality refers to the ability to determine one's own goals within a large context and to decide what role to take at any given time. Secondly, effective followers are committed to the organization and to a purpose beyond themselves. Thirdly, effective followers build their competence and focus their efforts for maximum impact. They strive to reach higher levels of performance and expand themselves. Finally, effective followers are courageous, honest, and credible. This implies and requires independent and critical thinking skills as well as the ability to feel comfortable with others. Kelley (1992) also stated that an effective follower exhibits enthusiasm, intelligence, and self-reliance.

One of the most important characteristics of an effective follower may be the willingness to tell the truth. As the quantity of available information has increased exponentially, it has become imperative that followers provide truthful information to their leaders. Good followers speak up even to the point of disagreeing with their leaders. According to Bennis (2000), the irony is that the follower who is encouraged and is willing to speak out shows what kind of leadership the company has instituted. This tendency to speak up was also supported in research of followership and federal workers. Not only is it important for the organization to know what followers think, but effective leaders also need to respect followers who will speak up and share their points of view rather than withhold information. Ineffective followers fail to give

honest opinions. They cover up problems and are inclined to become 'yes men.' If a company is going down the wrong road, it can get there faster if there are no followers informing the leaders that they took a wrong turn.

Chaleff (1995) claims that effective followers are cooperative and collaborative, qualities that are essential to all human progress. They think for and manage themselves and carry out duties with assertiveness and energy. For example, championship-level sports teams are composed of followers who know when to follow the game plan and when to innovate and think for themselves. Effective followers are well-balanced and responsible human resources who can succeed without strong leadership because they are committed to a purpose, principle, or person outside themselves. Kelley's (2008) research also found that many followers believe they offer as much value to organizations as leaders do.

Effective followers are distinguishable from ineffective followers by their enthusiasm and self-reliant participation in the pursuit of organizational goals. According to Blackshear (2003), "the 'ideal' follower is willing and able to help develop and sustain the best organizational performance" (25) Ineffective followers are often critical, cynical, apathetic, and alienated; many will only do what is specifically requested of them. Instead of figuring out what they can do, ineffective followers focus on what can go wrong and what is beyond their control. They tend to doubt themselves and, because they dwell on problems rather than solutions, they most often see their fears materialize. According to Nelson (2001), they become experts at the "blame game," blaming everybody around them for problems. These attitudes gradually spread to other

departments, and the result is low morale, lack of production, and lost human potential.

2.4 What is Followership

According to the Compact Oxford English Dictionary (2003), a follower is defined as "a person who follows; a supporter, fan, or disciple". Such a definition provides a traditionalist perspective to the functional role of the follower in any leadership process to obey and follow. In today's organizational context, this definition has failed to capture the essence of followership. On the other hand, Jacobson's (year) definition of followership as "the commitment to collectively act with courage, intelligence, responsibility, and self-reliance to accomplish the organization's purpose and goals", accentuates the active role of the follower in the leadership process.

Followership is dynamic; in the leadership process, the follower needs to appreciate the value of the leader and know how to support the leader in service of the common good for the organization; yet the follower can be an active participant in the leadership process, contributing to the common good or purpose of the organization.

Followership may be defined as the ability to effectively follow the directives and support the efforts of a leader to maximize a structured organization.

However, the term "followership" is often linked to negative and demeaning words like passive, weak, and conforming (Thach, Thompson & Morris, 2006).

The leadership literature overwhelmingly focuses on the people in charge (cf. Hollander, 1992; Kaiser et al., 2008), but an evolutionary view highlights the importance of followership. The psychology of followership is more

complicated and interesting than that of leadership. First, most people are followers, so there is, in principle, more to talk about. Second, and more interesting, it is not obvious why people agree to subordinate themselves when this may put them at an evolutionary disadvantage (Dawkins, 1976). We suggest that followership emerged in response to specific ancestral problems that were best solved through collective effort coordinated by a leader–follower structure that enhanced individual and group survival. This implies that leader–follower patterns will emerge more quickly and effectively in circumstances that mirror adaptive problems (e.g., internal group conflict, external threats). This hypothesis has not been tested explicitly; however, it is consistent with prior findings. People are more likely to follow under conditions of threat, for example, during natural disasters or intergroup conflicts. Van Vugt and De Cremer (2008) showed that leaderless groups negotiate internal conflicts less effectively in times of crises.

In the famous Robbers' Cave experiment, when faced with team competition, the two groups of schoolboys promptly chose team leaders. Followers also prefer different leaders depending on the problem they face. U.S. voters tend to choose hawkish presidents when threatened by war (McCann, 1992) and to show an increased preference for charismatic leaders and a decreased preference for participative leaders when reminded of their mortality (Cohen, Solomon, Maxfield, Pyszczynski, & Greenberg, 2004). Similarly, CEO charisma is positively related to organizational effectiveness only under conditions of environmental uncertainty (Waldman, Ramirez, House, & Puranam, 2001).

Another implication of our analysis is that leadership may be unnecessary and even resented when people face relatively simple or routine coordination problems. This is consistent with the literature on substitutes for leadership and self-managing teams (Morgeson, 2005); exercising unneeded leadership can actually undermine team performance (Haslam et al., 1998). Here lies an important leadership lesson: Except for certain well-defined situations, people will perform better if they are left alone.

The leadership literature could benefit by the addition of studies investigating follower motives in different situations, the personality correlates of good followers, and the ways in which followers influence leaders. We predict that followership styles are at least as variable and differentiated as leadership styles. An evolutionary view of leadership emphasizes followership and is a promising perspective for theory and research on followers.

2.4.1 Relationship between Followership & Leadership

Followership doesn't get much press these days; the entire buzz is about leadership. Yet, there are no leaders if there are not also followers!

Followers reflect the light or mission of their leader. It knows how to do so effectively that is as important as leading the way (Anderson & Patton, 2005).

Followership needs to be nurtured and fostered as leadership has been. Leaders are useless without followers, marginally effective with apathetic followers, and most effective when the followers are as professional in their attitude toward followership as the leaders are about leadership. Followership is not only a prerequisite to leadership; it is also a continuing role. Exemplary followers demonstrate an ability to become good leaders while continuing to

be good followers. That being the case, it behoves organizations to train for followership. Ignoring followership could be likened to putting a disproportionate share of a symphony orchestra's training budget into locating and cultivating splendid first chairs for each section (Townsend & Gebhardt, 2000). The first chairs may well be the finest in the land, but if minimal time and effort has been invested in recruiting, understanding, and training the rest of the musicians, it isn't going to sound so good.

Followers are entitled to know what is expected from them. The military provides a list to enable followers to take a personal inventory of their followership skills, and leaders can use it as a springboard for discussion.

A list is an excellent way of taking stock of personal attributes as a prelude to change. When looking at a list of principles, characteristics, or whatever, the trick is for the reader to realize that he or she already knows some of them or does some of them and can make choices based on the options presented.

Formulated at the United States Army Infantry School, the "Guidelines for Followers" are presented with additional commentary (Townsend & Gebhardt, 2000):

(1) Know yourself and seek self-improvement. Self-assessment is never easy, although it does get easier with practice. The important thing is to decide to take action and then do it. An author of any periodic evaluation is an excellent source of information and specific suggestions on how to improve. Corporate and public libraries also have a plethora of self-test surveys available. Self-assessment need not be self-derogatory; it should lead to a specific plan for improvement. In areas of competence, the plan should be about how to move from being merely competent to being great.

(2) Be technically and tactically proficient. While the previous point dealt primarily with “soft” skills and attributes, the question at hand here is, “How are your technical skills? Do you know your job? Do you know how to apply your skills in various situations?” Again, continual improvement is the object, not self-flagellation.

Followership is a joint responsibility, shared by both the individual and the organization. If a person does not know how to perform a task, his or her ability to be a follower will be severely impaired. Ideally, an organization will provide or arrange for training. Continual learning as the basis for developing proficient employees/followers is in perfect harmony with the urgings of everyone from Tom Peters to President Clinton’s Secretary of Labour, Robert Reich.

(3) Comply with orders and initiate appropriate actions in the absence of orders. The first part of this guideline fits the stereotype for a follower: comply with orders. The second half takes it out of the realm of robotics. The effective follower does not let opportunities slide by just because the leader of the moment isn’t around, he or she becomes the leader of the moment. In fact, one of the basic tenets of Marine Corps leadership is that whenever two Marines are together, of whatever grade, one is in charge. Failure to comply with orders is a problem for any organization. Even when you have the best, if no one follows orders, there’s chaos. Taking an example from the world of sports: in the mid-1990s, General Manager Willis Reed assembled a group of talented players for the National Basketball Association’s New Jersey Nets.

He then added Chuck Daly, a championship level coach, to the mix. The team went nowhere. Several of the players rejected their role as followers to

the point of refusing to enter games when directed to do so by Daly. Daly quit at the end of two miserable seasons; three members of the team made the 1994-5 Sports Illustrated "All (Bad) Attitude Team" and were subsequently traded; and Reed began to rebuild.

(4) Develop a sense of responsibility and take responsibility for your actions. Good followers, particularly those actively working on their leadership skills, know that being a follower does not mean that one can hide comfortably behind that role and avoid responsibility. Accepting the blame for jobs poorly done is the flip side of accepting credit for jobs well done; a person cannot reasonably expect to do the latter unless he or she is willing to do the former.

(5) Make sound and timely decisions or recommendations. The more useful data available, the more fact-based decision-making played out successfully at lower levels, the greater the chance that every follower will be able to be decisive at her or his own level.

(6) Set the example for others. If the organization is going to continue to exist, much less be successful, new followers must always be in training, and the best training is training by example. Every observable action is a potential example, intentionally or not.

(7) Be familiar with your leader and his job, and anticipate his requirements. The intelligent leader makes adherence to this guideline easy by guaranteeing that key followers know details of his or her job and his or her preferences. Even in athletics, it is impossible for a group of people to be a team unless the members of the team know the coach's game plan; otherwise, it is just a bunch of folks who happen to dress alike. The same basic rule applies in the workplace as well.

(8) Keep your leaders informed. Effective communications flows in all possible directions at all times. Just as the leader needs to keep his or her followers informed about the “world out there”, followers must keep the leader informed about the “world in here” and exactly what the unit’s current capabilities are.

(9) Understand the task and accomplish it ethically. Individuals should never violate organizational or personal ethics, even if it means disobeying orders. They must, however, be prepared for scrutiny. In healthy organizations, ethical conduct is rewarded.

(10) Be a team member but not a ‘yes man’. A good follower holds a mirror up to the leader when necessary. If the only thing a leader wants to hear is “Yes, you’ve made another brilliant decision”, the organization is headed for trouble. Once a decision is made (assuming there are no ethical problems), there is an obligation to execute the plan, but prior to that moment, questions like, and “Can we go back over point three again? If I understand it correctly, I don’t think it is the best we can do” are very much in order.

2.5 Followership Traits

According to Gene Dixon (cited in Wokasien, 2004) followership traits are:

- i. Courage to assume responsibility by seeing the need and seeing that it is met.
- ii. Courage to serve by clarifying and fulfilling needs with humility.
- iii. Courage to challenge the thinking of a leader, peer or organization while staying committed to - and focused on - the organization’s mission and vision.

iv. Courage to participate in transformation (change).

v. Courage not to follow a leader into an ethical lapse.

On the other hand Thody (2003) suggested a new lexicon of followership's effect in negative and positive sides for helping to both followership and leadership to improve an organization. She categorized her list in two major types.

a) **Holistic personality types** - basic, largely innate, follower characteristics, describing general behaviors mainly, but not entirely, irrespective of the type of leader(s) with whom they are working or of their organizations' climate.

b) **Specific roles.** Any personality type follower may perform one, or combine several, of these roles and/or select them as appropriate to the organizational context, type of leadership encountered or the personality of the follower. A leader may consciously or subconsciously direct followers into specific roles and there could be training for such roles

Both types and roles were each grouped as either positively effective or negatively effective.

2.5.1 Positively Effective Follower Types

Active-Passives - loyal and active supporters of leaders' decisions they like rather than of the leaders themselves; if they don't like decisions, they will be passive supporters neither opposing nor refusing to act. They are ruled by self-defined rationality for organizational needs.

Table 2.1
 Thody's typology of followers. Source: Adopted from Thody (2003)

Holistic Personality Types	Specific Roles
Positively Effective Follower Types	Positively Effective Follower Roles
Independent	Co-ordinator
Active-passive	Aspirant, mentee, apprentice
Entrepreneurial	Disciple
Loyalist	Gatekeeper – filter
Exemplary/exceptional	Sidekick, partner, comrade
Interdependent	Toxic Handler
Transactional	Second in command
	Rescuer
Negatively Effective Follower Types	Muse
Alienated	Resnatronic
Isolated	
Passive	Negatively Effective Follower Roles
Dependents	Communication distorter
Observers	Saboteur
Reluctant-resistive	Toxic creator
Sheep	
Machiavellian	
Plateau	
Survivor	
Yes people, dependent, sycophant	

Entrepreneurs - cope well in the businesses that England's educational organizations have become. Entrepreneurs are independent companies within their institutions.

Independents - act on their own initiative, making responsible contributions to the well-being of the organization without being asked to do so.

Exemplary/exceptional - support and work closely with leaders, participate actively in decision-making, are willing and able to question and

critique leaders' ideas, think independently, and are energetic and assertive risk-takers and self-starters.

Loyalists - logically justify their support for leaders before granting their quietly determined and unwavering loyalty.

Interdependent - co-operate, assist, support, unite with and care for leaders with whose ideas they are closely congruent, almost interchangeable.

Transactional - acknowledges the use of delegated power by the follower (Beatty and Lee, 1992), the importance of lower-level exchanges and subordinate perceptions of subordinate strategic choice.

2.5.2 Positively Effective Follower Roles

Coordinators - are elbow joints, like middle managers whose job is where horizontal and vertical lines meet on the organizational matrix. Coordinators mediate, negotiate and interpret connections between strategic and operational levels (Steven and Woolridge, 1997).

Aspirant, Mentee, Apprentice - are all leadership trainees roles who work to acquire leadership skills. They will either be very close to the leader in order to make a good impression and use learning opportunities, or very far from the leader from nervousness in the presence of greatness, from frequent attendance on training programmes or because they do not want to appear 'pushy'.

Disciples - teaching and interpreting for others what they have learnt from the leader.

Gatekeeper-Filters - select what information/ problems/ challenges/ requests coming to leaders will go to them. They are loyal and

organizationally knowledgeable; their value in reducing the burden on the leader is unquestioned.

Sidekicks, Partners, Comrades - either have no official role in the organization, or assume a semi-official role. Sidekicks usually accompany the leader physically but are officially invisible. On this rests their helpfulness; they have little vested interest in the leader's own role but help the leader to make contributions.

Toxic Handlers - are altruistic, 'heading off' trouble before it ever reaches the leaders. Toxic handlers sense problems arising and cure them before the leaders have to deal with them or even hear about them (Frost and Robinson, 1999).

Seconds-In-Command - a military analogy; have a known, clear and accepted place for which the follower wants and maintains the boundaries. These followers suppress in public any differences of opinion with the leader, consciously develop skills which the leader does not have or does not choose to have and transmit as accurately as possible leaders' views to other followers.

Muses - suggest ideas, or provide catalysts for ideas, but allow the leader to take credit for them (Berg, 2001)

Rescuers - are 'otherwise unexceptional individuals who, during the Nazi era, risked severe penalties as they helped those whom they considered to be unfairly singled out for persecution'. For schools in exceptional circumstances (such as English schools graded as 'failing') the rescuer would be the follower who supports the principal who seems destined to be dismissed.

Resnatronics - are deputies who either cannot achieve principalship or who elect to remain deputies at a certain 'plateau', unveiled (James and Whiting, 1998) or career deputies. Resnatronic is a new name for this hitherto overlooked group. A resonation is a tetrad valve with four electrodes used to generate high power at high frequencies - an excellent description of deputies' lives in English schools. The word recalibrates attitudes to elective deputies, which is important when 44 % of England's deputy principals do not want a principalship, and over 50% are not actively seeking principalships (James and Whiting, 1998).

2.5.3 Negatively Effective Follower Types

Alienates - withdraw from leader-follower relationships. They do not join decision-making nor support leaders, but seldom openly oppose them. They are disgruntled, recognizable as those 'muttering' during staff meetings, sitting with arms folded or eyes closed and contributing only such statements as 'We tried that before and it didn't work'. They are non-participants, getting by on the least work possible. Alienated followers are critical and independent in their thinking but passive in their work conduct.

Isolates - are 'going nowhere', choosing to be virtually outside the organization.

Dependants - seek guidance and approval from leaders before actions, but they may be just the immature effective followers.

Passives - follow instructions, do not oppose anything nor indicate their support. They are neutral and disinterested, best typified as those who work precisely from 'nine-to-five'.

Observers - are passive and will alter their allegiances according to which they assess the likely winner to be as they watch what happens.

Reluctant-Resistive - are alienates who oppose the leader and publicly. Their resistance may be reluctantly expressed, e.g. 'I am sorry to have to disagree but...' Leaders' suggestions will be politely received but not acted on or action will be significantly delayed.

Sheep - are passive, uncritical, lack initiative, purpose and a sense of responsibility. At best they are able to perform the tasks assigned to them but then come to a stop.

Plateau - followers have travelled as far through the organization as they are likely to go but are not recognizably at 'the top' nor are they likely to get there, being precluded by ability, age or office politics. With no chance of personal development, plateau followers are at best diligent but uninspired performers and at worst, under-performers and job-avoiders.

Machiavellians - are slavish and unquestioning followers of leaders who ruthlessly exercise power, 'using guile and deception when expedient...[and showing] indifference to the concerns of others'.

Survivors - are "fence sitters" who adapt like a chameleon to new conditions.

Yes people - are unenterprising, being completely dependent on leaders for inspiration. They can be aggressively deferential sycophants (Roe and Baker, 1989).

2.5.4 Negatively Effective Follower Roles

These 'dark angels...addicts, crooks, fanatics, sociopaths - the organizational equivalent of the undead' (Robbins and Finley, 1998, 69), can be divided into:

Communication distorters - deliberately warp messages from a leader, causing confusion and disaffection.

Saboteurs - are either embittered followers who perceive themselves as having been badly treated by leaders or who consider that leaders are wrong or weak. They actively oppose their leaders, usually by covert micro-political tactics arising from their Machiavellian loyalty to an alternative leader, but some are overtly domineering and demanding (Robbins and Finley, 1998). Saboteurs may camouflage themselves as leaders' friends, so when illegal drugs are discovered in the technology laboratory on Parents' Evening, enquire after the Head of ICT who was handing the leader champagne just before the discovery.

Toxic creators - encourage problems to grow rather than be solved and invent some if none is available.

2.6 The Followership Traits in Small Firms

These strategies can be implemented to improve the level of followership in small firm.

- ✓ Role Definition
- ✓ Training
- ✓ Effective use of performance reviews

✓ Organizational structure and culture

When it comes to maximizing the performance of a legal firm, much of the focus is placed on leadership. This often involves enhancing the leadership skills of the existing leaders – partners and associates - as well as instilling leadership values in all other staff.

This emphasis on leadership has resulted in some losing sight of the people they are supposed to be leading. Success in law firm management can be attributed partly to how well the leaders lead, but probably more importantly is how well their followers follow (FMRC, 2008). Whether or not the firm has successful leadership and followership will be demonstrated in a number of ways. It may be that you have a highly cohesive team whose members understand and enjoy the role they play in achieving the overall goals of the firm. If people are enthused about their work, they constantly seek better ways of doing things and service their clients - whether internal or external - with their best efforts. This situation would indicate effective leadership and followership is in place.

If developing the quality of followers in a firm would be beneficial, the first task is to identify the desired characteristics of those in a follower role. The nature of legal practice is such that most people will very likely have a leadership role and follower role during different times of the day as well as at different points during their career. Even when one has subordinates one still has bosses.

Creating effective followership can be difficult. In many firms, a leadership role such as associate or partner is the definition of success. Leadership skills are taught and encouraged while followership is not. This gives the

impression that those in a follower's role are just along for the ride and the real difference is made by those at the top.

Practitioners wanting to perform at a higher level should espouse the notion that effective followership is essential for organizational success. These strategies can be implemented to improve the level of followership in your firm.

2.6.1 Role Definition

The distinguishing feature between followers and leaders is the role they play as opposed to their level of skill, intelligence or ability. Providing well-publicized role definitions will contribute significantly to ensuring that an 'us and them' mentality is avoided.

Often leaders in a firm are solicitors who have assumed a leadership role by virtue of their legal skills and seniority as opposed to their individual leadership ability. In such a situation, a well-defined role for the leader is essential. For example: if a leader's role is defined as being one to motivate others, the leader will likely react toward followers as if they need motivating.

A more effective role for the leader would be to:

- Set firm goals and strategies
- Monitor performance and timelines of the team
- Achieve consensus among the team
- Communicate enthusiasm similarly, the role definition of those in a

follower's capacity would involve:

- Having a thorough knowledge of how their actions contribute to the final outcome of a matter and the overall objectives of the firm

- Having the capacity and desire to work as part of a team
- Creating congruence between personal and corporate values and goals

Having defined these roles (note – these are not job descriptions), it is essential that they become part of the firm culture rather than just something to which you pay lip service. The importance of these roles can be conveyed to all in the firm through training and by example (FMRC, 2008).

2.6.2 Training

There is an assumption that leadership has to be taught and that following is simply a matter of doing what you are told. Providing training to all members of your team will enhance overall performance. For those in a subordinate role, the most effective training that will improve their levels of followership is courses that increase their understanding of and motivation toward the firm's goals and objectives. Such courses may include:

- Understandings of the operations of a legal practice
- Goal alignment
- Leadership and teamwork – the roles people play in them

(FMRC, 2008)

2.6.3 Organizational Structure and Culture

The culture within the firm and the organizational structure will have a significant bearing on the effectiveness of people within your teams.

Practices that have an inclusive approach to all members report significantly higher levels of team and individual performance. Such a culture encourages people to push the boundaries of their ability. This in turn creates

motivation to increase skills and accept greater responsibility. Delegation is a significant way of encouraging the right sort of behavior. Have the courage to push work down to subordinates. Provide assistance where necessary and allow them to learn from the experience of others.

Similarly, the involvement of members of the team in strategic planning and goal setting for the firm will quickly build commitment and enthusiasm in those you require to be committed and enthused (FMRC, 2008).

CHAPTER 3

METHODOLOGY

3.1 Introduction

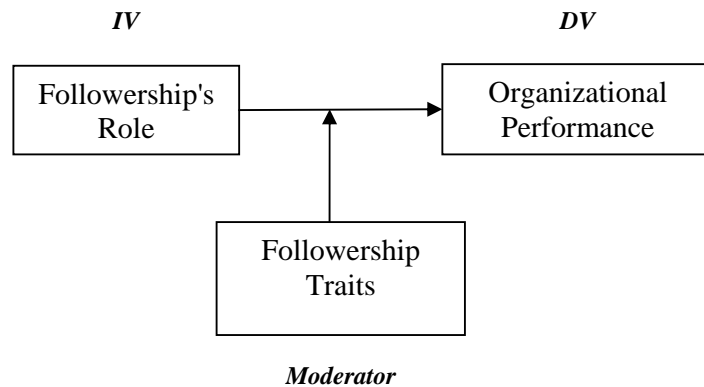
The purpose of this research is to describe how well factual beliefs of the followership's traits affect the relationship between followership roles and organizational performance in an organization. It also explores followership traits in Iranian small firms for this regularity. This chapter addresses the methodology used to complete the research and analysis of the practices related to the followership traits within small firms. A review of the literature reveals that the knowledge, skills, and dispositions attributed to followership traits are influenced by their relationships with principals and mentors, as well as the firms' climate and environmental conditions that promote situations and opportunities for them. This chapter discusses design and methodology of this research and includes the rationale and procedures that were used in preparing for and conducting the research.

Data drawn from questionnaires, observations, and documents were analyzed. They provide insight into the processes and factors that identify the followership traits in small firms and survey the positive and negative followership traits and their relationship with organization performance in Iranian small firms.

3.2 Research framework

Figure 3.1

Research Framework



3.3 Hypotheses

H₁: Followership roles significantly influence organizational performance.

H₂: Followership traits modify the relationship between followership roles and organizational performance.

3.4 Research design

This study employed a non-experimental, quantitative research design; specifically a basic survey design. This research design lends itself to the investigation of relationships that may exist between two or more variables, especially in a realistic setting (McMillian & Schumacher, 2001). A basic approach was used to determine the relationship followership roles have with organizational performance. If the data suggests that there is sufficient evidence to reject the null hypothesis, then it can be deduced that organizational performance does have a significant relationship with followership traits.

3.5 Operational definition

The independent variable contains the possible values of exemplary, pragmatist, conformist, alienated, and passive. The followership traits and their effect on organizational performance will be used to derive the data from and illustrates the specific variables, relative to the independent and dependent variables, directly related to the research questions. A number of other variables are also included. These are used for recording and summation of survey item responses in order to test reliability.

The questionnaire is designed in five parts. The first part is about general information concerning the respondent. This part consists of six questions. The following demographic variables were included in this research.

1. *Gender*
2. *Age*
3. Marital status
4. Highest level of education
5. Organization type. This shows a range of activities as defined by the Ministry of Mining and Industry of Iran.
6. Current position. This shows a range of variables signifying the amount of time an individual has been employed by the organization.

In this research the dependent variable is organizational performance. The second part is responses to organizational performance, and comprises four questions. The organizational performance and the power of followership (McCurdy, 2009) was used to derive this data.

The independent variables are concerned with the role of followership. For answering the third part of the questionnaire, it was designed in two different levels. These two levels include the positive effects with nine questions, and the negative effects with three questions.

According to the framework, the moderator between the independent variables and the dependent variable is followership traits. The fourth and fifth parts of the questionnaire were designed for answering about moderator. The fourth part includes two levels; the positive effects with seven questions and the negative effects with twelve questions. This variable specifically refers to the extent to which an employee fulfills the expectations of the leader or supervisor overseeing him or her. The followership role and traits (Thody, 2003) were used to derive this data.

The fifth part consists of nineteen questions on the power of followership. By analysis of this part it is possible to validate any of the followership traits.

3.6 Measurement of variables/ instrumentation

Surveys were used as the method of data collection related to this non-experimental research design. After collecting data, quantitative analysis of the data provided the statistics needed to test the hypotheses. In order to collect data for the research, three different instruments are identified. The focus of these instruments includes:

1. Followership roles
2. Organizational performance
3. Followership traits

The instruments measuring followership role, organization performance and followership traits are consolidated into one complete survey. A primary statement was also created outlining the idea of the study, the foreseeable risks, issues pertaining to confidentiality, and contact information.

The Followership Questionnaire was used to measure followership traits. The only other instrument that compares to Kelley's (1992) questionnaire is the survey Chaleff (2003) developed in order to support his theory of followership style. Contact was made with Chaleff to obtain his survey and any related data concerning its validation. Chaleff (personal communication, March 18, 2008) stated that the instrument used to derive the followership styles was not validated, and the closest validated instrument related to his research was one developed by Dixon (2003). This survey, monitoring the followership profile, is designed so that leaders could comment on a follower's traits. This is much different from the self-reporting instrument created by Kelley (1992), entitled the Followership Questionnaire, which was designed to illustrate self-perception related to followership behavior.

Kelley (1992) created the Followership Questionnaire, which includes twenty statements that relate to two independent dimensions of followership, independent thinking and active engagement. Respondents are asked to identify their strength of agreement or disagreement with each of the twenty statements while reflecting on their participation in situations requiring them to act as followers. For this research each question in the questionnaire can be answered by six alternatives. The scale ranges from 1=Accepted to 6= Not Accepted.

One of these answers can be chosen; (1) Accepted, (2) Strongly Agree, (3) Agree, (4) Disagree, (5) Strongly Disagree and (6) Not Accepted.

3.7 Data collection

3.7.1 Population and sampling

The chosen area for this research is Northwest Iran. This area of Iran is one of the largest industrial areas in Iran. In this area different kinds of companies can be found such as factories, governmental organizations, large firms, medium-size firms and small-size firms as well. Much information is available in this area and access to the information there is easier than other areas. The selected firms are active in such sectors as Education, IT, Construction, Financial, Health, Manufacturing, Business, Hospitality, Agriculture, Telephone, Gas and Oil, Industry, Transportation and so on.

According to the Ministry of Industry and Mines in Iran, any firm with fifty employees or less is considered a small firm (MIM, 2009). This Ministry has a list of all of the organizations in Iran. For this research, the list of small firms was usable. In this list can be found information on a firm's specifications such as name, date of inauguration, type of business, management, number of employees, address, telephone and so on.

According to stratified random sampling, by using their address for the first stage, a few small firms in North West Iran were chosen. In the second stage, according to conventional sampling, the selection of participants was based on a non-probable, convenience sample derived from small firms willing to participate in the research. Ten questionnaires were sent to thirty selected small firms. Finally, according to random sampling, employees from different

levels in the small firms were selected by the Human Resource Manager and the questionnaire was given to them. Optimistically, it was expected to have two hundred and fifty questionnaires returned from three hundred, and pessimistically, it was forecast to have one hundred and fifty questionnaires returned from three hundred. So it was estimated to have around two hundred questionnaires for analysis.

3.7.2 Data collection procedure

After identifying the firms and explaining about the research and the questionnaire and obtained their permission, questionnaire packets were distributed to the staff members of the firms. Respondents were not asked to identify themselves on the survey, though each was not required to sign any consent form. After completing the questionnaires, they were returned by the human resource manager from each firm and the results sent to the researcher via email.

By giving the respondents the option and ability to send surveys directly to the researcher it is hoped that levels of response bias would be reduced and confidentiality maintained.

After all expected results were returned, they had to be checked. Empty or incomplete questionnaires would be omitted and the complete results would be used for the next step. After that, in the next step, results were coded and the data was input to the computer.

3.8 Techniques of data analysis

Responses to completed questionnaires were reviewed and prepared for analysis. Initially, raw data was entered into the Statistical Program for the Social Sciences, (SPSS® ver.12).

Followership scores were input into SPSS. These scores were later computed into two variables as indicated before. The independent and dependent variables were computed by summing specific responses to the Followership Questionnaire. The numerical scores derived by the creation of these two variables were used to plot and record the specific followership traits of each respondent. Data was checked for missing values. Missing data were also coded or identified. List-wise deletion was used. The data was also checked for outliers. Once data was verified and the presence of outliers noted, it was decided to retain the outliers in the data analysis. This was done, recognizing the possible effect that the presence of the outliers may have on the analysis. It was determined that the simple deletion of outliers, at this stage of followership research, would ignore a unique and valid aspect of the sample, and therefore undermine the generalisability of the results.

Descriptive statistics were done in order to determine a better understanding of the data and possible directions for analysis. Frequencies concerning covariates and demographic variables were examined. The same was done with the independent variables and the dependent variable in order to explore possible relationships. When analyzing a statistical hypothesis, there are two general approaches, which include parametric and nonparametric analysis (Newton & Rudestam, 1999). Parametric tests hold certain assumptions regarding the shape and homogeneity of the sample.

Nonparametric tests do not rely on assumptions concerning the probability of the distribution. Another perspective supported by Yu (2008) suggested that summated or composite scores derived from Likert-derived items might be justifiable as a form of pseudo-interval data. Such a perspective would justify the use of parametric testing in association with this research.

However, Yu (2008) admits that such a perspective may not be generally accepted. Due to the measurement levels of the variables used in this research and the fact that the recognized presence of outliers violates key assumptions required for the use of parametric analysis, nonparametric methods were used to analyze the hypothesis.

A quantitative approach would have been inappropriate for the present research. Quantitative research involves asking specific questions about specific quantifiable information and collecting numeric data that are analyzed with a variety of statistical methods such as correlation and regression (Creswell, 2005).

By knowledge of the dispersal of data gathered from the questionnaires it is possible to analyze the data with correlations and multiple regression method. According to the hypotheses, predicted variables were identified and can be compared with the answers that were given from the questionnaires and finding relationships between the role of followership on organizational performance by using followership traits.

To determine if there are significant group differences between followership traits and the dependent variable, organizational performance, a follow-up analysis was conducted. Since a nonparametric approach is being used,

Spearman's rank order correlation coefficients were utilized instead of the Pearson correlation (Salkind, 2004; Cooper & Schindler, 2003).

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter will report the results of this research. The chapter begins by reporting the demographic characteristics of the respondents, and then presents the bivariate relationship between the research variables. Finally, the chapter concludes with the descriptive analysis of the findings.

The purpose of this study is to examine if there is a significant relationship between the role of followership and organizational performance by using followership traits.

4.2 Reliability test

The correlation between the observed variable and the true score is an inexact or imprecise indicator of the true score (Cohen and Cohen, 1983). Inexact measures may come from random inattentiveness, guessing, differences in perception, recording errors, etc. on the part of the observers. Under such conditions, the reliability is the ratio of the true score to the observed score variance (Pedhazur and Schmelkin, 1991). Reliability is a necessary, but not sufficient, condition for validity (Pedhazur & Schmelkin, 1991). The question of measurement of reliability becomes important. Researchers must demonstrate that instruments are reliable since without reliability, research results using the instrument are not replicable, and reliability is fundamental to the scientific method. Reliability is finding relations

between some item, scale, or instrument with a hypothetical instrument that truly measures and supports them.

SPSS gives test developers a means of measuring consistency. SPSS provides a measurement of internal consistency (reliability) of the test items called Cronbach's Alpha. High correlations imply that high (or low) scores for one question are associated with high (or low) scores on other questions. Cronbach's Alpha can vary from 0 to 1, with a value of "1" indicating that the test is perfectly reliable. Furthermore, the computation of Cronbach's Alpha when a particular item is removed from consideration is a good measure of that item's contribution to the entire test's assessment performance. When all items have true scores without any errors, then Cronbach's Alpha equals 1. If Cronbach's Alpha is equal or more than 0.6 it means items are considered and these can be combined in an index or scale.

Table 4.1

Summary of Reliability Test of Variance

Variable Status	Variable Name	Cronbach's Alpha
Dependent variables	Organizational Performance	0.772
Independent Variables	Followership Roles	0.775
Moderator Variables	Followership Traits	0.892

The properties of measurement scales and the items and knowing the relationship between them is scrutinized in this part by attention to Table 4.1. This table shows the relationship of each item in a group from a group of questions in the questionnaire.

If the Cronbach's Alpha is more than 0.71, it means a high correlation is available.

4.2.1 Reliability test for organizational performance variables

The reliability test for organizational performance was done. This group included five items (N=5) from B7 to B11 then were put into the reliability test as the dependent variables.

4.2.2 Reliability test for followership role variables

Reliability test for followership traits was done. Question C12 until C23 of questionnaire shows the acceptable correlation.

4.2.3 Reliability test for followership traits variables

There are 19 items (from D24 to D42) under followership traits, put into a reliability test and the Cronbach's Alpha was higher than 0.8. This means a high internal consistency correlation between the items in the questionnaire in the followership traits group.

4.3 Demographic Characteristics of the Participants

The study sample consisted of 226 employees of some organizations from North West of Iran. The sample was drawn from one of the largest industrial areas of Iran. From these 18 questionnaires were invalidated for analysis.

Gender distribution of samples represented the distribution of companies, with the majority (65.38%) (136 people) of the sample indicating male and (34.62%) (72) of them are female. The prospect range for respondent's age

was less than 20 years old till 50 years and above. Given the results of the questionnaire, it shows that respondent's age was between 30 to 50 and above. The result shows that the majority of respondents are 30-39 years old (61.50%), 40-49 (23.56%), and for greater than 50 (14.90%).

For marital status three parts were forecast, and the majority of respondents (88.46%) were married and (11.54%) of them were single.

Employees indicated education levels from secondary school experience to PhD or higher. While 3.37% of the workforce claimed some level of secondary school education, the majority of the workforce (75.00%) had an undergraduate education, (17.79%) of the respondents have postgraduate educations and just (3.85%) of respondents have a PhD or higher.

The largest percentage of employees indicated (47.60%) working in Manufacturing, (13.46%) from Gas and Oil, (12.50%) from IT sectors, (6.25%) from Construction, (5.29%) from Health, (3.85%) from Financial, and the same result (2.40%) for two different organizations, Hospitality and Business, and also the same result (1.44%) for Telephone and Education, (0.48%) from Agriculture, (0.5%) for two different organizations, Industry and Transportation, and finally (1.44%) from Others.

From five levels of predicted position the majority of respondents (55.29%) were staff, (20.19%) were executives, (13.48%) were deputy deans, (7.69%) were deans and (3.37%) were officers. Personal characteristics are illustrated in Table 4.2.

Table 4.2

Personal Characteristics of Respondents

Variables	Value	N	%	
Gender	Male	136	65.38	
	Female	72	34.62	
Age Group	30-39	128	61.5	
	40-49	49	23.6	
	50 and above	31	14.9	
Marital Status	Single	24	11.5	
	Married	184	88.5	
Highest Level of Education	Secondary school	7	3.37	
	Undergraduate	156	75	
	Postgraduate	37	17.8	
	Phd or higher	8	3.85	
Type of Organization	Education	3	1.44	
	IT sector	26	12.5	
	Construction	13	6.25	
	Financial	8	3.85	
	Health	11	5.29	
	Manufacturing	99	47.6	
	Business	5	2.4	
	Hospitality	5	2.4	
	Agriculture	2	0.96	
	Telephone	3	1.44	
	Gas and oil	28	13.5	
	Industry	1	0.48	
	Transportation	1	0.48	
	Other	3	1.44	
	Current Position	Staff	115	55.3
		Dean	16	7.69
Deputy dean		28	13.5	
Officer		7	3.37	
Executive		42	20.2	

4.4 Mean of variables

The researcher used descriptive statistics to measure the central tendencies and the dispersion of the data set through the value of means and standard deviations (Sekaran, 2006). Mean was used to obtain descriptive statistics on variables at different levels of another variable. This shows the specific results for each variable that was entered into the analysis.

Statistical results showed organizational performance has the highest range of mean (Mean=2.218, Standard deviation=0.822) then followership roles (Mean=2.012, Standard deviation=0.527) and finally followership traits (Mean=1.651, Standard deviation=0.437).

Table 4.3

Descriptive statistics of variables

Variables	Mean	Std. Deviation	N
Organizational Performance	2.218	0.822	208
Followership Role	2.012	0.527	208
Followership Traits	1.651	0.437	208

4.5 Hypothesis testing

Hypothesis testing is the use of statistics to determine the probability that a given hypothesis is true or not. Hypothesis testing is a common practice in science that involves conducting tests and experiments to see if a proposed explanation for an observed phenomenon works in practice. A hypothesis is a tentative explanation for some kind of observed phenomenon, and is an important part of the scientific method. The scientific method is a set of steps

that is commonly employed by those in scientific fields to give scientific explanations for various phenomena.

Correlation and multiple regressions are statistical techniques that identify the truth of the hypothesis. In this research two hypotheses were mentioned; to prove the first hypothesis a correlation method was used and for the second hypothesis multiple regressions was used.

Correlation looks at the relationship between two variables in a linear fashion. A Pearson product moment correlation coefficient describes the relationship between two continuous variables and is variable through analysis and correlation. Simple bivariate correlation, also referred to as zero-order correlation, refers to the correlation between two continuous variables and is the most common measure of linear relationships. This coefficient has a range of possible values from -1 to +1. The value indicates the strength of the relationship, while the sign (+ or -) indicates the direction (Coakes, 2005).

Regression analysis is a statistical tool for the investigation of relationships between variables. Usually, the investigator seeks to ascertain the causal effect of one variable upon another, the effect of a price increase upon demand, for example, or the effect of changes in the money supply upon the inflation rate. To explore such issues, the investigator assembles data on the underlying variables of interest and employs regression to estimate the quantitative effect of the causal variables upon the variable that they influence (Coakes, 2005).

4.5.1 Hypothesis 1

According to the SPSS report, the employees who have high flexibility can affect organizational performance. Flexible employees are able to consistently update themselves with organizational alternatives and this point can help to increase organization performance, where the inverse of this would be, inflexible employees have a negative effect on organizational performance and this can diminish organizational performance.

Table 4.4

Correlation among Followership Flexibility and Performance

Variable	Organizational Performance	Flexibility
Organizational Performance	1	
Flexibility (Important part of Followership roles)	0.580**	1

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

The result shows a significant relationship between flexibility and organizational performance and this relationship is very strong. This means that an increase in organizational performance can be dependent on employee flexibility.

4.5.2 Hypothesis 2

One of the important goals from this research is finding relationships between followership roles on organization performance by using followership traits as the moderator. For achieving this goal, attention to regression analysis is necessary.

The Model Summary table reports the correlation coefficient as R. The R Square statistic is also known as “proportionate reduction in error” or “variance accounted for.” Normally, a good result for R Square is 3. The analysis shows R Square for this hypothesis is 3.334 and this means a satisfactory result. In this case, by calling attention to .000, all significant values are acceptable because this is below 0.01 (Coakes, 2005).

Looking at the unstandardized coefficients column in B weights, it shows that the B weight (0.878) in the predictor row (followership roles) and the other B weight (0.009) in the predictor row (role traits) are referred to as the slope. B weight (0.878) for followership role shows that followership roles have a positive impact and effect on organizational performance. B weight (0.009) for followership role and traits shows the relationship between the two combined variables, followership role and followership traits, having a positive impact on organizational performance, but it is not very strong.

A bivariate correlation and regression analysis was conducted using followership roles and the combined followership roles and traits as a predictor of organizational performance. The results of all variables are significant.

The results of the analysis shows followership role and traits have a relationship with organizational performance, but not a strong relationship, whereas followership roles by themselves have a strong relationship with organizational performance.

All in all, the analysis illustrates that followership role have a stronger effect on increasing of organizational performance.

Table 4.5

Results of hierarchical regression on organizational performance

Variables	B	Se. B	Beta	Sig
Followership Role	0.878	0.157	0.563	0.000
Role Traits	0.009	0.045	0.019	0.850
F value=	51.519	B = Unstandardized coefficient beta		
R square=	0.334	Se. B = Standard error of regression coefficient		
Adjusted R square=	0.328	Beta = Beta coefficient		

4.6 Conclusion

The study is designed to ascertain what relation is available between followership roles and traits in organizational performance. The correlation indicated that there is a highly significant relationship between followership roles and traits and organizational performance, so these findings support the hypotheses.

According to the analysis the results show that all the hypotheses are accepted and that there is a significant relationship between the dependent variable, the independent variables and the moderating variables.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Discussing the answers to the research questions and primary findings is available in this chapter. This chapter also discussed the theoretical and practical implications. After that, the limitations and contributions of this study and recommendations for future study are introduced.

5.2 Discussion of the research findings

5.2.1 First research question

The first research question in the current study sought to discover any relationship between the followership roles and organizational performance.

Table 4.4 shows the correlation between these variables ($r=0.580$, $p=0.000$). By looking at the correlation result, it supports the first hypothesis, which answers the first research question. In Iranian small firms, the relationship between these two variables is meaningful.

The result of this research shows the flexibility of employees is significant with organizational performance and has a positive relationship. This means if the employees of an organization have more flexibility; it can help to improve organizational performance in Iranian small firms, because one of most important item in followership roles is flexibility.

If each follower has flexibility, then they can be multi-tasking in their job. In other words, if the followers are multi-tasking in their job then their output can be increased. Increasing the output of each follower can be equal to

increasing the organizational performance. So an organization is able to use this trait to increase organizational performance.

5.2.2 The second research question

The second question in this research perused the effect of followership role on organizational performance by using followership traits.

Table 4.5 shows that the Adjusted R square is 0.328. This means that 32.8% of both followership roles and followership traits have an effect on Iranian organizational performance. The respondent's answers show that organizational performance has a direct relationship with both followership roles and traits.

For the answer to this question a multiple regression was conducted between followership roles and followership traits with organizational performance.

Followers play major roles in implementing organizational performance. Successful leaders trust followers to implement decisions so that they can focus their own time and effort on defining successful outcomes. This is related to the leader's ability to identify each follower's role by best usage of follower traits.

As mentioned, previous research primarily focused on followership roles or traits. This research studies both followership roles and traits together. By and large, attention to the research of people such as Beatty and Lee (1992), Steven and Woolridge (1997), Frost and Robinson (1999), Berg (2001), Kelly (1992), Sevier (1999), Roe and Baker (1989), Robbins and Finley (1998) can show support for these findings.

Kelley's (1988, 1992 & 2008) research is one of the important researches in followership. Some research in this subject can be referred to, such as Sevier (1999), Roe and Baker (1989), Frost and Robinson (1999). These research studies focus on some of the followership roles or traits.

The result of this research can also be compared with the Kelly research and other research that refers to it. This analogy shows that all three answers to the research questions are supported by these studies.

5.3 Implications of the study

Two implications are available in this research, practical and theoretical. Theoretical implications discussed how findings can be supported by theories mentioned before.

Other implications are practical implications. It focuses on the perspectives of the organization and suggests some actual implications.

5.3.1 Theoretical implications

The role of followership and finding its effect on organizational performance is one of the contexts of doing this research. The findings of this research shows that knowledge and understanding of followers has a direct effect on organizational performance. According to Kelley's model (2008), exemplary followers can be a beneficial asset related to organizational performance. Their ability to provide self-management and assess their own work behavior in accordance with organizational values allows leaders to refocus their energies into other aspects of the organization. The findings are supported by this model.

5.3.2 Practical implications

The results of this study can help managers and human resource departments to improve organizational performance and teach them how important followership roles are in increasing the organizational performance.

Managers who run a stable organization, and regard internal relations and external relations and understand the power of followership, can use them in an organization and have good relationships with their followers. Also, the Human Resource Department would be able to use the right person in the right position to help to improve the organizational performance, and also by understanding followership traits decrease the negative effect of negative traits and increasing the positive effect of positive traits.

5.4 Limitations of the study

This study establishes to find relations between followership roles and organizational performance by using followership traits in Iranian small firms. The major limitation of this study was the distance between Iran and Malaysia. For distributing the questionnaire, the researcher had to use representatives in Iran, and explained to them about the questionnaire and the goals of the study.

In some organizations the respondents had questions, but the researcher could not answer them directly and it took time to answer them.

This study was also limited by time. The research was conducted within a four-month period to gather information and data from the respondents to support the study. The respondents of this study are from some Iranian

industries. The findings of this study might be different for other types of businesses or for other countries.

5.5 Recommendations for future research

In response to these conclusions, a number of recommendations can be made. Some of the recommendations represent factors that may have affected the outcome of the research. Other recommendations were derived from questions or considerations that arose as part of the research process.

Bjugstad et al. (2006) suggested that there might be value in integrating what we know about leadership styles and what we are learning about followership styles. The data related to this research has demonstrated the value of followership styles and has given it one of its first empirically supported applications into organizational behavior. Now, further research is needed to investigate the significance of combining the two concepts. While this research did substantiate the relationship between exemplary followership and certain organizational variables, it does little to investigate situational aspects related to followership. Based on the assumptions made by Bjugstad et al. (2006), differing styles of followership and leadership may be complementary. This suggests that while followership theorists have clearly identified the qualities of an exemplary follower, there may be times in which other levels of followership, when matched with a corresponding type of leadership, may perform better than the exemplary follower. Research in this area would help develop a reciprocal theory related to leadership and followership (Chaleff, 2003).

5.6 Conclusion

The main focus of this research was to determine if followership roles related to organizational performance, which could justify further research and development within the field of followership and organizational performance, which were chosen as the organizational variables to be assessed.

According to Kelley's research (1992) effective followers (exemplary) should indicate higher levels of organizational performance and supervisors should recognize higher levels of their performance. Other types of followership should not report levels of organization performance at the same level of intensity as those indicating an exemplary followership role.

This research has good potential to complete more, but as mentioned it has time and distance limitations. It would be interesting to evaluate the relationship between each trait and organizational performance.

This evidence supports the theorized relationship that exists between good followers and their organizational involvement. The presumed perspective is that good followers know how to manage themselves and their responsibilities. Based on that theory, good or effective followers should also have higher levels of independent thinking and active engagement, which may better prepare them to experience higher levels of organizational performance.

This supposition is supported by Kelley (2008), who while valuing followership research, also asserted that theorists need to move beyond just the mere analysis of followership, but seek to understand what makes a good follower. The fact that exemplary followers showed higher levels of independent thinking and active participation, while at the same time

demonstrating higher levels of organizational performance advocates further study concerning this relationship.

It is interesting to note the unique relationship that the followership subscales shared related to organizational performance. The subscale for independent thinking showed higher levels of significance related to organizational performance, while the subscale for active engagement showed higher levels of significance related to followership traits. These subscales and their relationships to the dependent variables shed some light on the specific aspects of followership that organizational leadership may want to focus on depending on the type of outcomes viewed as more valuable or appropriate to current organizational goals, if the relationship proves predictive.

The study of followership can no longer simply be ignored. Changes in organizational structures and global cooperation have magnified the importance of the interchange between leaders and followers. Furthermore, few, if any, leaders simply exist in a leadership vacuum. The effective operation of both leadership and followership principles are needed (Hackman & Wageman, 2007). Therefore, it is essential that Iranian organizations not only continue to develop effective leaders, but that they also investigate the role of the follower.

Theorists have long postulated on differing types of followers and how best each of these can assist the organization. Unfortunately, many of these assumptions have never moved beyond theoretical models. Direct application or empirical research has been minimal, which may explain the silent treatment that followership has received in organizational studies. Application

of Kelley's followership styles (1992) to the organizational variables of organizational performance has provided the scientific basis through which followership studies can be advanced. This research provides evidence that there may be other reasons to explain organizational performance, beyond those already represented in organizational research.

It is hoped that through this research greater awareness is given to the role of the follower within organizational psychology. Perhaps now, researchers can help undo the irony of organizational studies, which ignore the role of the follower and amplify the role of the leader, even though the two are so intricately intertwined (Bjugstad et al., 2006). The success of the Iranian organization may not lie with those who sound the trumpet, but rather with those who respond to the call.

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**COLLEGE OF BUSINESS
UNIVERSITI UTARA MALAYSIA**

Dear Sir or Madam

My name is Sara Aliabadizadeh and I am a Master student at the University Utara Malaysia. As part of my research I am interested in studying what positive and negative followership traits have. Consequently, I am asking all employees who are working at your corporation to complete this survey.

Your responses to these questions are COMPLETELY CONFIDENTIAL. This survey is not "anonymous" because we need to be able to follow-up with non-respondents in order to achieve a high response rate.

The survey will take approximately 15 minutes to complete.

Thanks for your co-operation

Sara Aliabadizadeh

MSc Management Student

University Utara Malaysia

Aug 2009

Part A: Demographic information		
1	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
2	Age group	<input type="checkbox"/> Below 20 <input type="checkbox"/> 20-29 <input type="checkbox"/> 30-39 <input type="checkbox"/> 40-49 <input type="checkbox"/> Above 50
3	Marital statuses	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorce (alone)
4	Highest level of education	<input type="checkbox"/> Secondary school <input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate <input type="checkbox"/> PHD or more
5	Organization type	<input type="checkbox"/> Education <input type="checkbox"/> IT sector <input type="checkbox"/> Construction <input type="checkbox"/> Financial <input type="checkbox"/> Health <input type="checkbox"/> Manufacturing <input type="checkbox"/> Business <input type="checkbox"/> Hospitality <input type="checkbox"/> Agriculture <input type="checkbox"/> Telephone <input type="checkbox"/> Gas and Oil <input type="checkbox"/> Industry <input type="checkbox"/> Transportation <input type="checkbox"/> Other
6	My current position	<input type="checkbox"/> Staff <input type="checkbox"/> Dean <input type="checkbox"/> Deputy Dean <input type="checkbox"/> Officer <input type="checkbox"/> Executive

For each statement, please fill the ONE response that indicates the extent to which you agree or disagree with the statement. The scale ranges from

1=Accepted to 6= Not Accepted

- (1) Accepted
- (2) Strongly Agree
- (3) Agree
- (4) Disagree
- (5) Strongly Disagree
- (6) Not Accepted

Part B: Organization Performance		
7	I prefer my personal work goals aligned with the organization's priority goals.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
8	I take the initiative to seek out and successfully complete assignments that go above and beyond my job.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
9	When I am not the leader of a group project, I still contribute a high level, often doing more than my share.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
10	I help out other co-workers, making them look good, even when I do not get any credit.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
11	I understand the leader's needs, goals, and constraints, and work hard to help meet them	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
Part C: Specific Roles		
C-a: Positively effective		
12	I am Coordinator at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
13	I am Disciple at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
14	I try to filter other's mistake at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
15	I am Partner at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
16	I am Toxic Handler at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
17	I am Second in command at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
18	I am Rescuer at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
19	I am Muse at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
20	I am Supple at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
C-b: Negatively effective		
21	I have Communication distorter at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
22	I do not like to adapt myself with other at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
23	I am Toxic creator at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
Part D: Holistic Personality type		
D-a: Positively effective		
24	I am Independent at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
25	I am Active at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
26	I am Entrepreneurial at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
27	I am Loyalist at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
28	I am Exemplary at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
29	I am Exceptional at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
30	I do some job at my work if it has task and benefits.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
D-b: Negatively effective		
31	I Alienate my job to other persons at my work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6

32	I am Isolated at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
33	I am Passive at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
34	I am Dependents at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
35	I am Observers at my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
36	I do my job Reluctant.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
37	I like to say no and defiance wit my leaders or my teammates.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
38	I just follow to my leader or any person without any thinking.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
39	I am Machiavellian at my work and my political ideas are very important for me.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
40	I do not like any changes in my work.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
41	I like to go my work without any communication with other.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
42	I prefer to give compliments to others my personal gains.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
Part E: The power of followership		
43	My work helps me fulfill some societal goal or personal dream that is important to me.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
44	My personal work goals are aligned with the organization's priority goals.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
45	My highly committed to and energized by my work and organization, giving them my best ideas and performance.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
46	My enthusiasm also spread to and energizes my co-workers.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
47	Instead of waiting for or merely accepting what the leader tells me, I personally identify which organizational activities are most critical for achieving the organization's priority goals.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
48	I actively develop a distinctive competence in those critical activities so that I become more valuable to the leader and the organization.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
49	When starting a new job or assignment, I promptly build a record of successes in tasks that are important to the leader.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
50	The leader can give me a difficult assignment without the benefit of much supervision, knowing that I will meet my deadline with highest-quality work and that I will "fill in the cracks" if need be.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
51	I take the initiative to seek out and successfully complete assignments that go above and beyond my job.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
52	I independently think up and champion new ideas that will contribute significantly to the leader's or the organization's goals.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
53	I try to solve the tough problems (technical or	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6

	organizational), rather than look to the leader to do it for me.	
54	I help the leader or group see both the upside potential and downside risks of ideas or plans, playing the devil's advocate if need be.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
55	I actively and honestly own up to my strengths and weaknesses rather than put off evaluation.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
56	I make a habit of internally questioning the wisdom of the leader's decision rather than just doing what I am told.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
57	When the leader asks me to do something that runs contrary to my professional or personal preferences, I say "no" rather than "yes".	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
58	I act on my own ethical standards rather than the leader's or the group's standards.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
59	I assert my views on important issues, even though it might mean conflict with my group or reprisals from the leader.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6



**College of Business
University Utara Malaysia**

بررسی اثرویشگی های پیروان بر راندمان سازمان

شرکت کنندگان محترم از همکاری شما در انجام این تحقیق متشکریم.

خواهشمندیم در پاسخ کوبی نهایت دقت را لحاظ کنید به این خاطر که اطلاعات فراهم شده توسط شما تاثیر به سزایی در موفقیت این تحقیق دارد. پاسخ کوبی به

سوالات به حداکثر ۳۰ دقیقه زمان نیاز خواهد داشت. تمامی پاسخ ها در نهایت رازداری نگه داری خواهند شد و فقط برای اهداف پژوهشی مورد استفاده قرار

می گیرند. از همکاری شما و وقتی که در اختیار ما گذاشته اید متشکریم.

سارا علی آبادی زاده

مهرماه یکم زارو یصد و هشتاد و هشت

قسمت اول: اطلاعات شخصی		
۱	جنس	<input type="checkbox"/> مرد <input type="checkbox"/> زن
۲	سن	<input type="checkbox"/> کمتر از ۲۰ <input type="checkbox"/> ۲۰-۲۹ <input type="checkbox"/> ۳۰-۳۹ <input type="checkbox"/> ۴۰-۴۹ <input type="checkbox"/> بالاتر از ۵۰
۳	وضعیت تأهل	<input type="checkbox"/> مجرد <input type="checkbox"/> متأهل <input type="checkbox"/> متعلقه
۴	تحصیلات	<input type="checkbox"/> دیپلم <input type="checkbox"/> لیسانس <input type="checkbox"/> فوق لیسانس <input type="checkbox"/> دکترای بالاتر
۵	نوع سازمان	<input type="checkbox"/> آموزش <input type="checkbox"/> فناوری اطلاعات <input type="checkbox"/> عمران <input type="checkbox"/> حسابداری <input type="checkbox"/> بهداشت <input type="checkbox"/> تولیدی <input type="checkbox"/> تجارت

<input type="checkbox"/> هتل داری <input type="checkbox"/> کشاورزی <input type="checkbox"/> ارتباطات <input type="checkbox"/> نفت و گاز <input type="checkbox"/> صنعت <input type="checkbox"/> حمل و نقل <input type="checkbox"/> غیره		
<input type="checkbox"/> کارمند <input type="checkbox"/> مسول بخش <input type="checkbox"/> قائم مقام <input type="checkbox"/> مدیرکل <input type="checkbox"/> مدیر اجرایی	شغل فعلی	۶

مفهوم گزینه ها:

۱- قبول

۲- کاملاً موافق

۳- موافق

۴- مخالف

۵- کاملاً مخالف

۶- رد

قسمت دوم: کارانی سازمان	
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۷ من ترجیح میدهم اهداف کاری من با اهداف سازمان همسو باشد.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۸ برای من بکارگیری ابتکار عمل جهت ارتقاء مأموریت‌های سازمان از ارتقای شغلی مهمتر است.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۹ حتی اگر ممول کاری در سازمان نباشم، همکاری و موصلیت پذیری را در انجام کارم خط می‌کنم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۱۰ من به بکارانم جهت رشد آنبانی هیچ چشم داشتی تکلم می‌کنم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۱۱ من درک نمی‌کنم که مدیران برای رسیدن به اهداف سازمان نیازمند کار سخت هستند.
قسمت سوم: نقش ویژه	
بند اول قسمت سوم: اثر مثبت	
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۱۲ من بهترین‌کننده کارها در محل کارم هستم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۱۳ من پیرویدیران در محل کارم هستم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۱۴ من سعی می‌کنم در محل کارم خطای دیگران را پوسانم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۱۵ من در انجام کارها با دیگران شراکت می‌کنم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۱۶ من سعی می‌کنم فضای مسموم محل کارم را از بین ببرم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۱۷ من شخص دوم در کارها هستم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۱۸ من برای رها کردن دیگران از مشکلات در محل کارم تلاش می‌کنم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۱۹ من شخصی منفکر در کارم هستم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۲۰ من در محل کارم انعطاف پذیری دارم.
بند دوم قسمت سوم: اثر منفی	
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۲۱ من انتقال دهنده افکار منفی در محل کارم هستم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۲۲ من دوست ندارم خودم را با دیگران وفق بدهم.
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	۲۳ من مسموم کننده جو محل کارم هستم.
قسمت چهارم: بگوش کلی به تب شخصیتی	

بند اول قسمت چهارم: اثر مثبت		
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من فردی مستقل در محل کارم، هستم.	۲۴
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من فردی فعال در محل کارم، هستم.	۲۵
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من فردی کارکنان در محل کارم، هستم.	۲۶
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من فردی وفادار در محل کارم، هستم.	۲۷
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من سر مشق دیگران در محل کارم، هستم.	۲۸
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من فردی استثنایی در محل کارم، هستم.	۲۹
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من دوست دارم کاری را انجام دهم که سودی داشته باشد.	۳۰
بند دوم قسمت چهارم: اثر منفی		
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من فردی منحرف کننده در محل کارم، هستم.	۳۱
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من فردی منروی در محل کارم، هستم.	۳۲
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من فردی غیر فعال در محل کارم، هستم.	۳۳
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من فردی وابسته در محل کارم، هستم.	۳۴
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من فردی مراعات کننده در محل کارم، هستم.	۳۵
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من کار با ایم رابی میل و رغبت انجام میدهم.	۳۶
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من دوست ندارم به مدیرم "چشم بگویم".	۳۷
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من ترجیح میدهم از شخص بالاتر من بی هیچ موانعی پیروی کنم.	۳۸
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	عقل اجتماعی و سیاسی من در محل کارم بهم برایم مهم است.	۳۹
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من از تغییر خوشم نمی آید.	۴۰
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من ترجیح میدهم بی صدا به سرکار بروم و برگردم.	۴۱
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من دوست دارم در برابر کار با ایم تشویق بشوم.	۴۲
قسمت پنجم: قدرت پیروان		
<input type="checkbox"/> ۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶	من از انجام کارم احساس رضایت می کنم.	۴۳

۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۴۴	میدهم اهداف کاری من با اهداف سازمان همسو است.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۴۵	همراهی خوب من با گروه کاری در محل کارم ایده های من را برای بالابردن کارایی به سازمان منتقل می کند.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۴۶	من شورش و شوق کاری خود را به همکارانم هم منتقل می کنم.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۴۷	من بجای ایستادن منظر فرمان دیرانم باشم سعی میکنم فعالیت های حیاتی سازمان را پیدا کنم و به طور خودجوش آنها را درست انجام دهم.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۴۸	خودجوش بودن من به بالابردن ارج و قرب من نزد مدیران کمک می کند.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۴۹	وقتی پروژه ای آغاز می شود من جزئیات را بطور کامل به صورت گزارش در اختیار مدیرم قرار می دهم.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۵۰	وقتی مدیر من کاری را ضرب الاجل، هر چند بدون نفع به من واگذار می کند، مطمئن است که کار را با بهترین کیفیت تحویل خواهم داد.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۵۱	من از ابداعات خودم در محل کارم استفاده میکنم.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۵۲	ایده های جدید من در سازمان کمک قابل توجهی به اهداف مدیران و سازمان می کند.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۵۳	من سعی می کنم مشکلات را در محل کارم خودم حل کنم.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۵۴	اگر لازم باشد من برای دفاع از ایده های مدیران دروغ مصلحتی در مورد حواشی را تسلیل با وجود راقبل ریسکهای گویم.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۵۵	من بطور مداوم و صادقانه سعی در پیدا کردن نقاط قوت و ضعف خودم می کنم و از پذیرفتن آنها نظره نمی روم.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۵۶	من عادت دارم که در مورد علت تصمیمی که مدیر می گیرد سوال کنم بجای اینکه فقط از آن تابعیت کنم.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۵۷	وقتی مدیران کاری برخلاف میل من از من می خواهند من ترجیح می دهم به جای "بله" گفتن "نه" بگویم.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۵۸	من ترجیح می دهم از استانداردهای تعریف شده خودم در کار به جای استانداردهای سازمان استفاده کنم.
۱ <input type="checkbox"/> ۲ <input type="checkbox"/> ۳ <input type="checkbox"/> ۴ <input type="checkbox"/> ۵ <input type="checkbox"/> ۶ <input type="checkbox"/>	۵۹	من از نظریات مهم خودم همواره دفاع میکنم حتی اگر با ارزیابی مدیران در تعارض باشد.

Reliability Part A

Case Processing Summary

		N	%
Cases	Valid	208	100.0
	Excluded ^a	0	.0
	Total	208	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.076	.139	6

Inter-Item Correlation Matrix

	part a1	part a2	part a3	part a4	part a5	part a6
part a1	1.000	.035	.073	-.070	.135	.048
part a2	.035	1.000	.037	-.018	-.064	.015
part a3	.073	.037	1.000	.035	-.095	-.027
part a4	-.070	-.018	.035	1.000	.043	.220
part a5	.135	-.064	-.095	.043	1.000	.027
part a6	.048	.015	-.027	.220	.027	1.000

The covariance matrix is calculated and used in the analysis.

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum
Item Means	2.893	1.346	6.120	4.774	4.546
Item Variances	2.012	.103	8.290	8.187	80.826

The covariance matrix is calculated and used in the analysis.

Summary Item Statistics

	Variance	N of Items
Item Means	3.019	6
Item Variances	10.316	6

The covariance matrix is calculated and used in the analysis.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
part a1	16.01	12.208	.136
part a2	13.83	12.550	-.040
part a3	15.48	12.937	-.065
part a4	15.14	12.072	.127
part a5	11.24	4.290	.026
part a6	15.11	9.573	.073

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
part a1	.038	.037
part a2	.007	.102
part a3	.021	.093
part a4	.060	.033
part a5	.037	.147
part a6	.054	.011

Reliability Part-B

Case Processing Summary

		N	%
Cases	Valid	208	100.0
	Excluded ^a	0	.0
	Total	208	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.772	.776	5

Inter-Item Correlation Matrix

	part b7	part b8	part b9	part b10	part b11
part b7	1.000	.650	.569	.439	.112
part b8	.650	1.000	.695	.563	.170
part b9	.569	.695	1.000	.529	.223
part b10	.439	.563	.529	1.000	.142
part b11	.112	.170	.223	.142	1.000

The covariance matrix is calculated and used in the analysis.

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum
Item Means	2.218	1.995	2.423	.428	1.214
Item Variances	1.292	1.039	1.695	.656	1.632

The covariance matrix is calculated and used in the analysis.

Summary Item Statistics

	Variance	N of Items
Item Means	.029	5
Item Variances	.060	5

The covariance matrix is calculated and used in the analysis.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
part b7	8.67	10.213	.599
part b8	8.75	10.423	.735
part b9	8.88	10.653	.706
part b10	9.10	11.913	.560
part b11	8.97	13.941	.193

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
part b7	.452	.711
part b8	.609	.664
part b9	.539	.675
part b10	.357	.727
part b11	.052	.840

Reliability Part- C

Case Processing Summary

		N	%
Cases	Valid	207	99.5
	Excluded ^a	1	.5
	Total	208	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.775	.803	12

Inter-Item Correlation Matrix

	part c-a12	part c-a13	part c-a14	part c-a15	part c-a16
part c-a12	1.000	.457	.469	.433	.121
part c-a13	.457	1.000	.447	.397	.189
part c-a14	.469	.447	1.000	.742	.080
part c-a15	.433	.397	.742	1.000	.115
part c-a16	.121	.189	.080	.115	1.000
part c-a17	.074	.144	.045	.073	.536
part c-a18	.144	.073	.136	.208	.348
part c-a19	.158	.135	.183	.175	.383
part c-a20	.102	.174	.185	.208	.401
part c-b21	.131	.096	.124	.201	.498
part c-b22	-.056	.061	.000	.002	.284
part c-b23	-.134	-.002	-.051	-.025	.255

The covariance matrix is calculated and used in the analysis.

Inter-Item Correlation Matrix

	part c-a17	part c-a18	part c-a19	part c-a20	part c-b21
part c-a12	.074	.144	.158	.102	.131
part c-a13	.144	.073	.135	.174	.096
part c-a14	.045	.136	.183	.185	.124
part c-a15	.073	.208	.175	.208	.201
part c-a16	.536	.348	.383	.401	.498
part c-a17	1.000	.433	.399	.437	.490
part c-a18	.433	1.000	.436	.557	.402
part c-a19	.399	.436	1.000	.610	.461
part c-a20	.437	.557	.610	1.000	.585
part c-b21	.490	.402	.461	.585	1.000
part c-b22	.339	.168	.322	.258	.326
part c-b23	.298	.141	.327	.161	.219

The covariance matrix is calculated and used in the analysis.

Inter-Item Correlation Matrix

	part c-b22	part c-b23
part c-a12	-.056	-.134
part c-a13	.061	-.002
part c-a14	.000	-.051
part c-a15	.002	-.025
part c-a16	.284	.255
part c-a17	.339	.298
part c-a18	.168	.141
part c-a19	.322	.327
part c-a20	.258	.161
part c-b21	.326	.219
part c-b22	1.000	.663
part c-b23	.663	1.000

The covariance matrix is calculated and used in the analysis.

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum
Item Means	2.015	1.256	3.174	1.918	2.527
Item Variances	.965	.327	2.358	2.031	7.204

The covariance matrix is calculated and used in the analysis.

Summary Item Statistics

	Variance	N of Items
Item Means	.419	12
Item Variances	.418	12

The covariance matrix is calculated and used in the analysis.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
part c-a12	21.00	31.005	.386
part c-a13	21.61	31.734	.420
part c-a14	21.54	32.104	.493
part c-a15	21.26	31.582	.504
part c-a16	22.49	35.105	.453
part c-a17	22.64	35.619	.449
part c-a18	22.11	34.022	.437
part c-a19	22.51	34.581	.519
part c-a20	22.51	34.727	.541
part c-b21	22.53	35.192	.503
part c-b22	22.92	37.625	.286
part c-b23	22.85	37.908	.189

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
part c-a12	.347	.773
part c-a13	.324	.762
part c-a14	.599	.750
part c-a15	.581	.749
part c-a16	.387	.757
part c-a17	.426	.758
part c-a18	.387	.757
part c-a19	.464	.751
part c-a20	.571	.751
part c-b21	.478	.754
part c-b22	.485	.771
part c-b23	.487	.778

Reliability Part- D

Case Processing Summary

		N	%
Cases	Valid	205	98.6
	Excluded ^a	3	1.4
	Total	208	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.892	.899	19

Inter-Item Correlation Matrix

	part d-a24	part d-a25	part d-a26	part d-a27	part d-a28
part d-a24	1.000	.537	.389	.404	.223
part d-a25	.537	1.000	.657	.483	.225
part d-a26	.389	.657	1.000	.547	.260
part d-a27	.404	.483	.547	1.000	.273
part d-a28	.223	.225	.260	.273	1.000
part d-a29	.304	.266	.202	.511	.321
part d-a30	.417	.382	.339	.440	.358
part d-b31	.376	.141	.117	.142	.416
part d-b32	.236	.272	.260	.320	.449
part d-b33	.115	.176	.120	.088	.260
part d-b34	.228	.261	.208	.276	.248
part d-b35	.182	.203	.207	.215	.390
part d-b36	.125	.179	.312	.189	.287
part d-b37	.230	.285	.270	.221	.379
part d-b38	.210	.221	.247	.257	.282
part d-b39	.249	.263	.324	.300	.320
part d-b40	.166	.116	.173	.118	.177
part d-b41	.173	.167	.257	.169	.296
part d-b42	.120	.181	.186	.218	.344

The covariance matrix is calculated and used in the analysis.

Inter-Item Correlation Matrix

	part d-a29	part d-a30	part d-b31	part d-b32	part d-b33
part d-a24	.304	.417	.376	.236	.115
part d-a25	.266	.382	.141	.272	.176
part d-a26	.202	.339	.117	.260	.120
part d-a27	.511	.440	.142	.320	.088
part d-a28	.321	.358	.416	.449	.260
part d-a29	1.000	.668	.340	.434	.107
part d-a30	.668	1.000	.507	.565	.205
part d-b31	.340	.507	1.000	.448	.133
part d-b32	.434	.565	.448	1.000	.391
part d-b33	.107	.205	.133	.391	1.000
part d-b34	.202	.330	.172	.379	.285
part d-b35	.217	.301	.262	.365	.278
part d-b36	.170	.185	.150	.262	.315
part d-b37	.246	.339	.201	.383	.298
part d-b38	.258	.405	.204	.439	.244
part d-b39	.264	.380	.267	.381	.209
part d-b40	.126	.217	.120	.346	.421
part d-b41	.195	.280	.127	.342	.254
part d-b42	.186	.288	.137	.248	.262

The covariance matrix is calculated and used in the analysis.

Inter-Item Correlation Matrix

	part d-b34	part d-b35	part d-b36	part d-b37	part d-b38
part d-a24	.228	.182	.125	.230	.210
part d-a25	.261	.203	.179	.285	.221
part d-a26	.208	.207	.312	.270	.247
part d-a27	.276	.215	.189	.221	.257
part d-a28	.248	.390	.287	.379	.282
part d-a29	.202	.217	.170	.246	.258
part d-a30	.330	.301	.185	.339	.405
part d-b31	.172	.262	.150	.201	.204
part d-b32	.379	.365	.262	.383	.439
part d-b33	.285	.278	.315	.298	.244
part d-b34	1.000	.746	.439	.496	.579
part d-b35	.746	1.000	.543	.592	.623
part d-b36	.439	.543	1.000	.611	.431
part d-b37	.496	.592	.611	1.000	.647
part d-b38	.579	.623	.431	.647	1.000
part d-b39	.539	.617	.404	.498	.725
part d-b40	.377	.352	.347	.377	.437
part d-b41	.488	.465	.514	.508	.533
part d-b42	.369	.354	.311	.390	.426

The covariance matrix is calculated and used in the analysis.

Inter-Item Correlation Matrix

	part d-b39	part d-b40	part d-b41	part d-b42
part d-a24	.249	.166	.173	.120
part d-a25	.263	.116	.167	.181
part d-a26	.324	.173	.257	.186
part d-a27	.300	.118	.169	.218
part d-a28	.320	.177	.296	.344
part d-a29	.264	.126	.195	.186
part d-a30	.380	.217	.280	.288
part d-b31	.267	.120	.127	.137
part d-b32	.381	.346	.342	.248
part d-b33	.209	.421	.254	.262
part d-b34	.539	.377	.488	.369
part d-b35	.617	.352	.465	.354
part d-b36	.404	.347	.514	.311
part d-b37	.498	.377	.508	.390
part d-b38	.725	.437	.533	.426
part d-b39	1.000	.469	.502	.426
part d-b40	.469	1.000	.537	.325
part d-b41	.502	.537	1.000	.491
part d-b42	.426	.325	.491	1.000

The covariance matrix is calculated and used in the analysis.

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum
Item Means	1.653	1.176	1.951	.776	1.660
Item Variances	.566	.204	1.040	.836	5.092

The covariance matrix is calculated and used in the analysis.

Summary Item Statistics

	Variance	N of Items
Item Means	.065	19
Item Variances	.033	19

The covariance matrix is calculated and used in the analysis.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
part d-a24	30.08	64.429	.426
part d-a25	29.93	63.166	.465
part d-a26	29.67	62.340	.469
part d-a27	29.80	62.609	.468
part d-a28	29.75	62.896	.506
part d-a29	30.10	64.543	.442
part d-a30	30.23	64.955	.605
part d-b31	30.18	65.060	.369
part d-b32	30.04	63.523	.603
part d-b33	29.64	62.340	.384
part d-b34	29.54	62.103	.622
part d-b35	29.55	61.347	.647
part d-b36	29.48	62.594	.548
part d-b37	29.56	61.699	.657
part d-b38	29.55	61.465	.670
part d-b39	29.63	61.881	.672
part d-b40	29.60	61.997	.488
part d-b41	29.60	62.232	.596
part d-b42	29.46	62.210	.490

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
part d-a24	.430	.890
part d-a25	.569	.889
part d-a26	.578	.889
part d-a27	.517	.889
part d-a28	.400	.887
part d-a29	.552	.889
part d-a30	.643	.887
part d-b31	.449	.891
part d-b32	.520	.885
part d-b33	.320	.894
part d-b34	.632	.884
part d-b35	.700	.883
part d-b36	.519	.886
part d-b37	.601	.883
part d-b38	.681	.882
part d-b39	.630	.883
part d-b40	.437	.888
part d-b41	.535	.885
part d-b42	.355	.888

Reliability Part- E

Case Processing Summary

		N	%
Cases	Valid	207	99.5
	Excluded ^a	1	.5
	Total	208	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.900	.911	17

Inter-Item Correlation Matrix

	part e43	part e44	part e45	part e46	part e47
part e43	1.000	.491	.265	.244	.292
part e44	.491	1.000	.554	.424	.463
part e45	.265	.554	1.000	.746	.456
part e46	.244	.424	.746	1.000	.581
part e47	.292	.463	.456	.581	1.000
part e48	.155	.394	.371	.332	.438
part e49	.151	.383	.388	.365	.408
part e50	.212	.295	.327	.358	.285
part e51	.121	.214	.339	.331	.272
part e52	.140	.315	.460	.375	.334
part e53	.155	.288	.396	.365	.316
part e54	.205	.484	.514	.502	.440
part e55	.150	.411	.486	.414	.441
part e56	.142	.324	.320	.242	.305
part e57	.181	.408	.321	.250	.297
part e58	-.005	.026	.054	.087	.102
part e59	.079	.299	.354	.254	.367

The covariance matrix is calculated and used in the analysis.

Inter-Item Correlation Matrix

	part e48	part e49	part e50	part e51	part e52
part e43	.155	.151	.212	.121	.140
part e44	.394	.383	.295	.214	.315
part e45	.371	.388	.327	.339	.460
part e46	.332	.365	.358	.331	.375
part e47	.438	.408	.285	.272	.334
part e48	1.000	.834	.366	.300	.401
part e49	.834	1.000	.401	.336	.399
part e50	.366	.401	1.000	.792	.496
part e51	.300	.336	.792	1.000	.568
part e52	.401	.399	.496	.568	1.000
part e53	.432	.460	.545	.566	.643
part e54	.448	.431	.591	.452	.611
part e55	.659	.549	.438	.377	.488
part e56	.570	.575	.340	.262	.390
part e57	.435	.450	.355	.255	.383
part e58	.261	.218	.061	.085	.031
part e59	.530	.437	.400	.335	.433

The covariance matrix is calculated and used in the analysis.

Inter-Item Correlation Matrix

	part e53	part e54	part e55	part e56	part e57
part e43	.155	.205	.150	.142	.181
part e44	.288	.484	.411	.324	.408
part e45	.396	.514	.486	.320	.321
part e46	.365	.502	.414	.242	.250
part e47	.316	.440	.441	.305	.297
part e48	.432	.448	.659	.570	.435
part e49	.460	.431	.549	.575	.450
part e50	.545	.591	.438	.340	.355
part e51	.566	.452	.377	.262	.255
part e52	.643	.611	.488	.390	.383
part e53	1.000	.646	.540	.437	.460
part e54	.646	1.000	.671	.447	.542
part e55	.540	.671	1.000	.598	.501
part e56	.437	.447	.598	1.000	.525
part e57	.460	.542	.501	.525	1.000
part e58	.031	.006	.155	.221	.155
part e59	.580	.583	.785	.511	.632

The covariance matrix is calculated and used in the analysis.

Inter-Item Correlation Matrix

	part e58	part e59
part e43	-.005	.079
part e44	.026	.299
part e45	.054	.354
part e46	.087	.254
part e47	.102	.367
part e48	.261	.530
part e49	.218	.437
part e50	.061	.400
part e51	.085	.335
part e52	.031	.433
part e53	.031	.580
part e54	.006	.583
part e55	.155	.785
part e56	.221	.511
part e57	.155	.632
part e58	1.000	.265
part e59	.265	1.000

The covariance matrix is calculated and used in the analysis.

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum
Item Means	1.676	1.357	2.198	.841	1.619
Item Variances	.625	.308	.965	.657	3.130

The covariance matrix is calculated and used in the analysis.

Summary Item Statistics

	Variance	N of Items
Item Means	.064	17
Item Variances	.039	17

The covariance matrix is calculated and used in the analysis.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
part e43	26.46	64.298	.283
part e44	26.82	62.636	.563
part e45	26.74	60.854	.620
part e46	26.57	61.343	.575
part e47	26.69	62.234	.560
part e48	27.11	63.367	.660
part e49	27.06	62.686	.647
part e50	26.50	60.028	.623
part e51	26.29	60.189	.553
part e52	26.75	61.160	.635
part e53	26.78	60.753	.673
part e54	26.92	60.470	.745
part e55	27.14	62.758	.741
part e56	27.03	62.567	.589
part e57	27.00	61.053	.586
part e58	26.93	66.393	.153
part e59	27.09	61.695	.656

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
part e43	.284	.906
part e44	.537	.895
part e45	.670	.893
part e46	.675	.894
part e47	.472	.895
part e48	.768	.893
part e49	.740	.893
part e50	.724	.892
part e51	.715	.896
part e52	.557	.892
part e53	.629	.891
part e54	.712	.889
part e55	.785	.891
part e56	.506	.894
part e57	.544	.894
part e58	.200	.910
part e59	.762	.892

Descriptives

Descriptive Statistics

	N	Minimum	Maximum
part a1	208	1	2
part a2	208	3	5
part a3	208	1	2
part a4	208	1	4
part a5	208	1	14
part a6	208	1	5
OrganizationPerformance	208	1.00	5.00
FollowershipTraits	208	1.00	4.84
FollowershipRole	208	1.00	4.25
RoleTraits	208	1.00	20.58
Valid N (listwise)	208		

Descriptive Statistics

	Mean	Std. Deviation
part a1	1.35	.477
part a2	3.53	.741
part a3	1.88	.320
part a4	2.22	.564
part a5	6.12	2.879
part a6	2.25	1.608
OrganizationPerformance	2.2183	.82207
FollowershipTraits	1.6513	.43716
FollowershipRole	2.0122	.52696
RoleTraits	3.4548	1.83658
Valid N (listwise)		

Correlations

Correlations

		Organization Performance	Flexibility
OrganizationPerformance	Pearson Correlation	1	.580**
	Sig. (2-tailed)	.	.000
	N	208	208
Flexibility	Pearson Correlation	.580**	1
	Sig. (2-tailed)	.000	.
	N	208	208

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

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	RoleTraits, Followershi pRole ^a		Enter

a. All requested variables entered.

b. Dependent Variable: OrganizationPerformance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.578 ^a	.334	.328	.67390

a. Predictors: (Constant), RoleTraits, FollowershipRole

ANOVA^b

Model		Sum of Squares	df	Mean Square
1	Regression	46.793	2	23.396
	Residual	93.098	205	.454
	Total	139.891	207	

ANOVA^b

Model		F	Sig.
1	Regression	51.519	.000 ^a
	Residual		
	Total		

a. Predictors: (Constant), RoleTraits, FollowershipRole

b. Dependent Variable: OrganizationPerformance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	.423	.212	
	FollowershipRole	.878	.157	.563
	RoleTraits	.009	.045	.019

Coefficients^a

Model		t	Sig.
1	(Constant)	1.993	.048
	FollowershipRole	5.608	.000
	RoleTraits	.189	.850

a. Dependent Variable: OrganizationPerformance

Frequencies

Statistics

		part a1	part a2	part a3	part a4
N	Valid	208	208	208	208
	Missing	0	0	0	0
Mean		1.35	3.53	1.88	2.22
Median		1.00	3.00	2.00	2.00
Std. Deviation		.477	.741	.320	.564
Minimum		1	3	1	1
Maximum		2	5	2	4

Statistics

		part a5	part a6
N	Valid	208	208
	Missing	0	0
Mean		6.12	2.25
Median		6.00	1.00
Std. Deviation		2.879	1.608
Minimum		1	1
Maximum		14	5

Frequency Table

part a1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	136	65.4	65.4	65.4
	female	72	34.6	34.6	100.0
Total		208	100.0	100.0	

part a2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30-39	128	61.5	61.5	61.5
40-49	49	23.6	23.6	85.1
above 50	31	14.9	14.9	100.0
Total	208	100.0	100.0	

part a3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid single	24	11.5	11.5	11.5
married	184	88.5	88.5	100.0
Total	208	100.0	100.0	

part a4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid secondary school	7	3.4	3.4	3.4
undergraduate	156	75.0	75.0	78.4
postgraduate	37	17.8	17.8	96.2
Phd or more	8	3.8	3.8	100.0
Total	208	100.0	100.0	

part a5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid education	3	1.4	1.4	1.4
IT sector	26	12.5	12.5	13.9
construction	13	6.3	6.3	20.2
financial	8	3.8	3.8	24.0
health	11	5.3	5.3	29.3
manufacturing	99	47.6	47.6	76.9
business	5	2.4	2.4	79.3
hospitality	5	2.4	2.4	81.7
agriculture	2	1.0	1.0	82.7
telephone	3	1.4	1.4	84.1
gas and oil	28	13.5	13.5	97.6
industry	1	.5	.5	98.1
transportation	1	.5	.5	98.6
other	3	1.4	1.4	100.0
Total	208	100.0	100.0	

part a6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid staff	115	55.3	55.3	55.3
dean	16	7.7	7.7	63.0
deputy dean	28	13.5	13.5	76.4
officer	7	3.4	3.4	79.8
executive	42	20.2	20.2	100.0
Total	208	100.0	100.0	

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Perustakaan Sultanah Bahiyah
Universiti Utara Malaysia