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The Impact of Leadership Style on Employee Job Performance
in the Embassy of the Central African Republic in Washington D.C

A Dissertation

Presented to the Faculty of the
Department of Public Policy and Administration

West Chester University

West Chester, Pennsylvania

In Partial Fulfillment of the Requirements for

the Degree of

Doctor of Public Administration

By

Xaverie Sandrine Biloa

December 2022

DEDICATION

I dedicate my dissertation to my family for the support and encouragement that they have shown throughout the process.

ACKNOWLEDGEMENTS

I would first like to thank the Almighty God for the strength that He gave me to start and finish this work. Another special gratitude goes to my dissertation advisor Dr. Amanda Olejarski, for accepting to supervise my research and for the guidance and suggestions she provided during this thesis's writing process to make this work richer.

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And finally, I would like to thank my family for their amazing support and constant encouragement from the time I started the DPA Program through the end.

ABSTRACT

Organizations are led by leaders who are expected to lead their employees toward a great performance capable of meeting or exceeding organizational goals. In order to achieve organizational goals, leaders can utilize different leadership styles depending on the situations that they face. Thus, this study aims to show how the three leadership styles: democratic, autocratic, and laissez-faire, can impact or influence the job performance of employees. The study was conducted at the Embassy of the Central African Republic in Washington, D.C. A sample of 10 participants was drawn, and semi-structured interviews were used as a method to collect data. The study found that the democratic style significantly impacted employee job performance because employees shared their opinions with the leader and participated in decision-making. Therefore, the democratic leadership style significantly affects the job performance of employees at the Embassy of the Central African Republic in Washington, D.C.

Keywords: Leadership Style, Job Performance, Democratic Style, Autocratic Style, Laissez-Faire Style, Ambassador, Embassy of the Central African Republic, Leadership, Leader, Subordinate(s), Employee(s), Follower(s).

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INTRODUCTION

Today, many organizations face complex social environments, including miscommunication, conflicts, and hostility. One of the core criticisms of these kinds of organizations is that they tend to be either under-led or over-managed. Organizations that suffer over-management are sometimes slow to make adequate changes, which leads to less efficiency and few results. On the other hand, organizations that are under-led experience low employee productivity. In such work climates, leaders act in ways employees do not quite understand. This creates an unpleasant work environment that the organization must deal with, causing employees to lose faith in their leader's leadership ability. Although the primary concern of many organizations remains attraction and retention, employees want to work most of the time for good leaders in environments where they are treated with respect and can freely express their opinions.

Since leadership profoundly affects employees, it is important to understand how it functions. To do so, we must first recognize the types of leaders that lead organizations by their strengths and weaknesses and determine the types of leaders that organizations need by their competencies. Supervisors need to be good leaders to achieve organizational success, and leadership can help to be better – but in some cases, it can also have a dramatic impact.

Over the last decades, the relationship between leadership style and job performance has been the center of attention in several organizations and the subject of many studies (Blanchard, 2010). The role of a leader has become crucial to gain the trust of subordinates and stimulate their commitment to fulfill their task successfully (Boyett, 2006). This role is regarded as a critical tool for employee productivity because the leader plays a vital role in assisting employees and formulating collective norms (Al-Malki and Wang, 2018). Organizations seek ways to enhance their employees' performance to achieve organizational goals through their chosen leader. Therefore, a leader must

provide a compelling direction that helps team members to achieve the team and organizational goals. It is believed that good leadership contributes to the success of an organization; otherwise the organization stagnates and fails, but according to Stogdill (1948), one does not become a [good] by possessing some traits but by bearing a relevant relationship to the activities, characteristics, and goals of subordinates. That is why good leadership creates high employee commitment and motivation (Lowe et al., 1996). Therefore, a leader's effectiveness plays a critical role in organizational success because it can ensure that subordinates focus on the organization's vision and show their commitment (Conger, 1999). Decision-making is one of the keys that evaluates a leader's ability to lead an organization. A decision in itself does not have any power if it is not implemented correctly and implementing decision-making are issues those leaders usually face when it comes to influencing behaviors or overcoming resistance. It is why an organization must have an effective leadership to implement decisions successfully to deliver good services.

Every leadership style a leader decides to use matches different work situations and can only work best when the leader has the vision to achieve and strategies to realize the said vision (Reddins, 1990). We must understand that different leadership styles yield different outcomes (desirables or undesirables), and the leadership style that is considered effective is the one that can produce desirable outcomes for employees in particular, and for the organization in general.

Hence, we recognize that more studies need to be done on the leadership style that better influences employees' performance and contributes to the success of the organizational goals.

Although several research studies have shown that leadership can boost both employees and organizational performance (Oberfield, 2014; Jacobsen, Botcher and Andersen, 2015, Bellé, 2014), let's remind that leaders in the public sector have different roles than leaders in the private sector. Because the framework of this study is within the public sector, the analysis will extend by

examining the relationship of leadership style in the public administration literature using two primary constructs: public service motivation and job performance (Perry, Hondeghem, and Wise, 2010). The synthesis of research on public administration over the last two decades show that most empirical studies are reporting a positive relationship between public administration and job performance (Ritz et al., 2016). Although the majority of research assumes that public service motivation is highly relevant to employee performance, some see that link as context-dependent – organization mission, public values – (Vandenabeele et al., 2018) and others believe that it is important to know more about the type of employee performance outcomes to which public service motivation relates.

Described as ‘ a particular form of altruism or prosocial motivation that is animated by specific dispositions and values arising from public institutions and missions’ (Perry, Hondeghem, and Wise, 2010: 682), public service motivation is a crucial mechanism that explains how employee job performance is influenced by leaders in the public sector (Paarlberg and Lavigna, 2010). Bandura (1977), Wright, Hassan, and Park (2016), based on the theory of social learning, argue that leaders in the public sector behave as role models for employees to reproduce attitudes and behaviors that they encourage and convey. Likewise, we believe that public leadership is positively related to public service motivation and employee job performance as leaders’ different types of behaviors differ when they choose distinct leadership styles.

Some researchers have developed new leadership constructs to examine the characteristics linked to the public setting. Backing the early work of Fernandez, Cho, and Perry (2010) and Fernandez (2005) on integrative leadership, Tummers and Knies (2016) developed four perspectives related to public leadership:

1. Network governance leadership (connection with others);

2. Political loyalty leadership (advancement of the government or politicians will);
3. Rule-following leadership (actions in line with regulations); and
4. Accountability (justification of actions to stakeholders).

By applying the four approaches mentioned above, leaders become examples that employees follow and emulate, which can positively impact employee motivation and, in return, is associated with employee job performance.

A new shift in organizations now is appropriate leadership styles that can respond to the effectual change of work environments. In this regard, leaders are facing many challenges in adapting to the new leadership paradigms and models while leading employees, especially when they are from various backgrounds. Thereby, leadership becomes very important in the leadership process because leaders tend to develop leadership styles through experience, training, and education (Hersey, Blanchard & Johnson, 2001), and leadership style, in return, initiates ways to greater performance.

It has long been thought that employees with high motivation – particularly those from public service- are motivated to perform better because they can express themselves and fulfill their jobs' values. While Wright and Grant (2010:694) linked public service motivation to a higher level of performance, other studies have argued that public service motivation may be the consequence of motivated performance and not the cause. Increased performance builds self-confidence, self-efficacy, and capacity to succeed, and it is said that this leads to higher public service motivation. But Wright (2008) also emphasized that other factors can moderate the consequences of public service motivation, and we believe that leadership style is one of the elements that play a key role in the performance of employees.

Objective of the Research

This research seeks to examine how leadership style affects the job performance of employees who directly report to the Ambassador at the Embassy of the Central African Republic by assessing the following objectives: (1) Identify the impact of leadership style on employee job performance; (2) Identify the impact of autocratic, democratic and laissez-faire leadership styles on the job performance of employees working at the Embassy of the Central African Republic in Washington DC and; (3) Determine which leadership style is the dominant form of leadership at the Embassy of the Central African Republic in Washington DC.

Hypotheses

To address the above objectives, the research developed the hypotheses below:

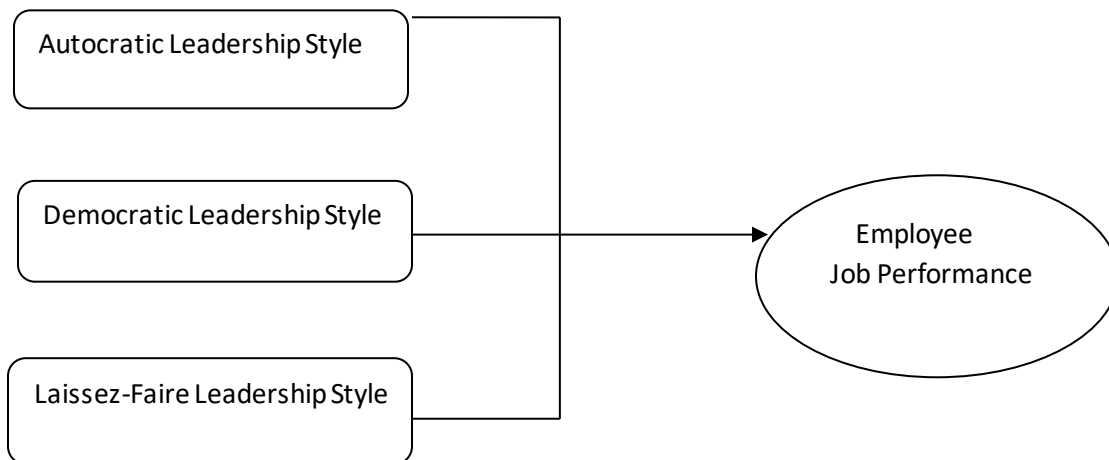
H1: Autocratic leadership style has a negative impact on employee job performance.

H2: Democratic leadership style has a positive impact on employee job performance.

H3: Laissez-Faire leadership style has a positive impact on employee job performance.

H4: Leadership style has an impact on employee job performance.

Figure 1: Research model showing the influence of leadership styles on employee job performance



3. Research Question

The leadership style of a leader can change an employee's mindset and transform him/her in being a valuable team member. Meanwhile, a leader's lack of the right skills to manage employees can hurt employee job performance.

In line with this, we will evaluate the Ambassador's leadership style on employee job performance by answering the three following questions:

- Does leadership style have any impact on employee job performance?
- How does leadership style impact employees' job performance at the Embassy of the Central African Republic?
- How does the leadership style of the Ambassador affect the job performance of the employees working at the Embassy Central African Republic?

4. Problem Statement

Although several leadership researches are focusing on the perspective of an individual leader, leadership is a process that includes leaders, followers, and the environment (Weber and Khademain, 2008). Organizations try to build trust and relationships at all levels by instilling morals and responsibility into their activities for effective management that contributes to organizational development.

This study seeks (1) to examine the effects of leadership style on employee job performance at the Embassy of Central African Republic and (2) to determine the preferred leadership style of employees while comparing the Ambassador's leadership style with the three leadership styles mentioned above (autocratic style, democratic style, and laissez-faire style).

II. LITERATURE REVIEW

In many organizations today, leaders face many challenges. Improving the performance of employees has become an important topic in the last few decades (Asencio, 2016b), that is why leadership has started playing a tremendous role in the performance of employees because effective leadership increases the productivity of employees, their motivation, their job satisfaction, as well as their behaviors. Although it does not exist a “one” leadership style capable of fixing all leadership issues if we consider the various characteristics surrounding the leadership process, leaders, however, have the power to influence employees to achieve organizational goals.

2.1 The Concept of Leadership

2.1.1. Leader

Due to the importance of individualism in Western culture, the role of the leader is sometimes exaggerated (Kort, 2008) and confused with leadership; that is why it is important first to understand the word “leader” from which leadership derives.

A leader can be defined as someone who is leading or commanding a group of people. It is a person who gets others to follow him/her (Khan, 2008), a person with a dynamic and forceful personality who leads and motivates subordinates, a mediator in situations of conflicts (Sorensen and Epps, 1996). The core problem of a leader is to get subordinates to do what is needed to achieve organizational goals, and achieving these goals requires effective leadership.

In an organization, a leader will be someone who sets goals, initiates positive and productive actions, and has the authority to command employees. The work of a leader can vary in different ways: one can be a leader because they are in charge of getting things done (execution); the other one can be a leader because they are in charge of determining policies, and still the other one can be a leader because he/she comes up with new well-expressed ideologies or new ideas that

followers admire. These roles are often distinct in mature organizations. A leader is tested by the response and reaction of followers. An enlightened leader can render more flexible even a rigid bureaucracy (Kotter, 1985:3). The responsibility of a leader is to ensure appropriate leadership within the organization. One of the relevant indicators to assess leadership effectiveness is the extent to which employee performance is enhanced and the achievement of goals is facilitated (Bass, 2008); another indicator is the attitudes of employees and their perception of their leader (Yukl and Gardner, 2020).

2.1.2. Leadership

The concept of leadership has undergone several definitions due to the different philosophical beliefs of various researchers. It is a broadly used concept that is usually defined narrowly. There are two ways in which leadership can be defined: (1) by the kind of followers that are being led; and (2) by the nature of the leader's work – Primary focus (Van Wart, 2012). Thus, leadership can either focus on the end, actual performance or the mean by which things are getting done, in other words, the motivation and development of followers. Some leaders spend a lot of their time with followers such as employees or subordinates, to whom they give orders; other leaders speak on behalf of their supporters, such as constituents; and others who simply have cognitive values over followers as role models based on the ideology or creativity of the leader.

Although several leadership researches focus on the individual perspectives of the leader, leadership remains a process that includes the leader, the followers and the environment. This study focuses on the organizational leader who has projects to complete, deadlines to meet, and whose primary sole are employees, subordinates, or followers. To achieve this goal, the leader has to influence the behaviors of the people he commands by unleashing their potential and power to impact the greater good (Blanchard, 2013).

Leadership is an influence process that enables managers to willingly get their people to do what must be done and do well what ought to be done (Cribbin, 1981). It is an interposed influence exercised in a situation and directed through the communication process toward the attainment of a specified goal or goals (Tannen-baum, Weschler and Massarik, 1957). We must understand that there is no leadership without a group or a collective action. It is a process whereby an individual influences a group of individuals to achieve a common goal (Blake and McCanse, 1991).

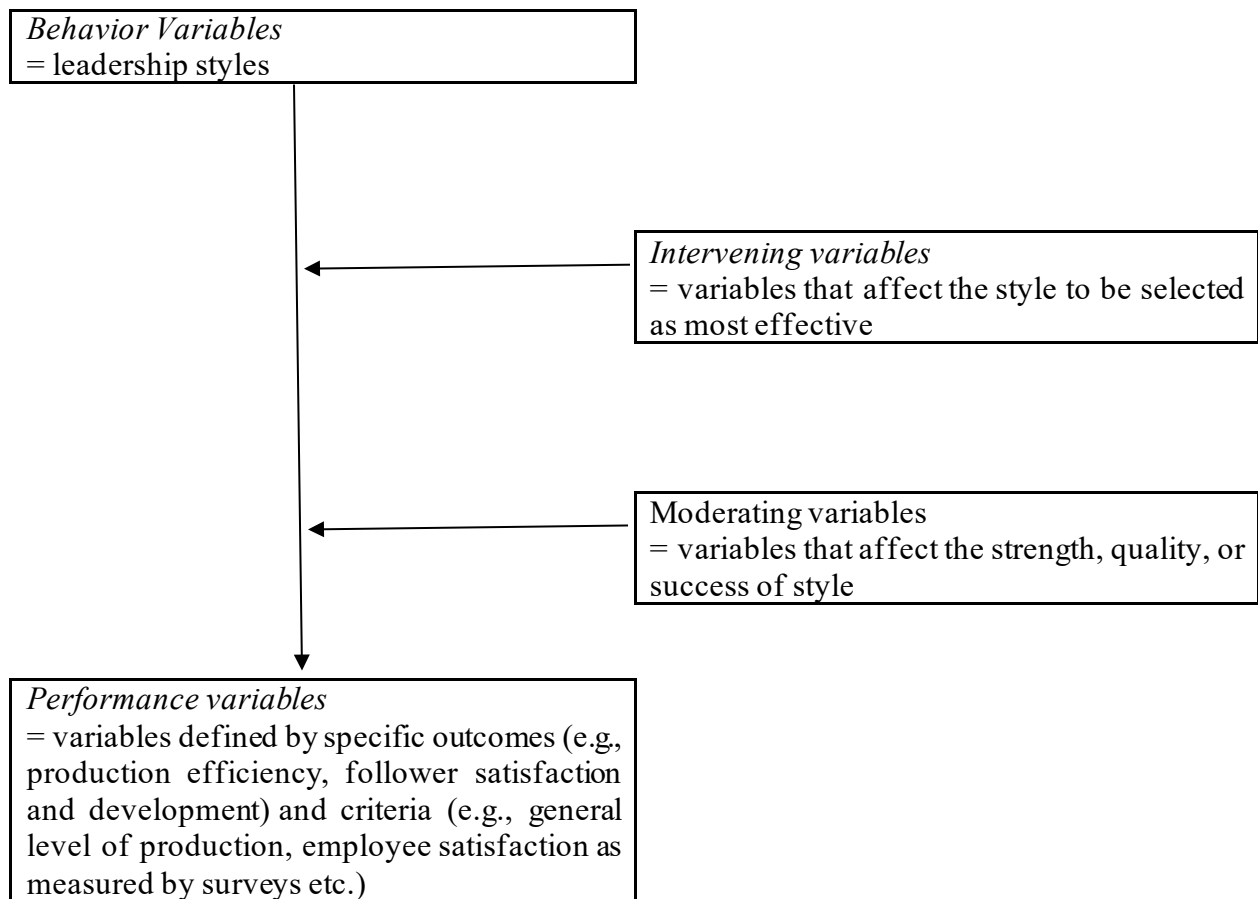
It is noticed that the term “influence” is central to many leadership definitions and particularly to the ones mentioned above. Influence in leadership connotes the ability of a leader to influence the behaviors of his/her employees. It involves getting people to do what you want them to do thereby providing the means or methods to achieve two ends of operating and improving the organization (Rowe, 2007). So, leadership becomes an interactive process between the leader and the followers (employees) and a situation. The results of this process determine the leader’s ability to achieve excellence through styles, skills, and knowledge. Sometimes, a leader may cross his/her conceptual distinctions and changes his/her leadership role over time.

This study only focuses on the one who leads others in a leadership role. However, the style of leadership practiced may vary. A leader can go from one style to the other according to situations stringing either employee motivation or making them loose interest, which leads to low or strong performance. With regard to the institutional context of this study, public service motivation becomes a dynamic state in which leadership shapes employee motivation (Christensen et al., 2017, Piatak et al., 2021). As a result, leadership becomes capable to enhance public service motivation and affect employee and organizational outcomes. Hence, the social learning theory assumes that a range of job outcomes such as performance can influence leadership through public service motivation (Schwartz et al., 2016). As a leader models his/her manifested motivation of

serving organizational goals, subordinates develop a great public service motivation, which also results in greater efforts toward organizational goals (Schwartz et al., 2016).

Figure 2:

A Generic, Causal-Chain Model of Leadership (Van Wart, 2016)



2.2. Theories of Leadership

Theories of leadership have evolved within various approaches. They come in all sizes, shapes and formats. Some have attempted to unify leadership regardless of the situation, while others have tried to give leadership a narrow aspect by explaining the causes and effects of leader attribution processes on followers, and others also have emphasized leadership on production, worker satisfaction, and the need for organizational change. We have limited our analysis to two main theories: transformational and transactional approaches. Transformational and transactional approaches are important when developing leadership styles because several researchers have assessed and validated them in numerous studies and because the two approaches span cultural and organizational boundaries.

2.2.1. Transactional Theory

Transactional theory arose around the first half of the twentieth century from the works of Max Weber according to which workers required a structure and directive approach to produce good results. This approach tends to include a learning-focused and a development perspective as well as more complex combined styles and more leader styles that, in return, all emphasize more worker inclusiveness (Van Wart, 2012).

Transactional leadership is characterized by two factors: one factor – that initializes and organizes work – concentrates on task accomplishment; and the second factor – that shows consideration for followers – emphasizes satisfying the self-interests of employees who do not do a good job. The transactional leader gets things done through promises, recognitions, increased pay, and promotion of subordinates who perform well and penalizes those who do not do well. This exchange or transaction, as it is called – promises and rewards for good performance or punishment for poor performance – describes effective leadership (Bass, 1990).

Transactional leadership is a managerial type of leadership where the leader focuses on results, his/her role as a supervisor, and the performance of employees (House, Hanges, Javidan, Dorfman and Gupta, 2004). This type of leadership is based on transactions between the leader and employees (Bass, 1990). The transactional leader uses rewards and punishment as motivation. In transactional leadership, the primary goal of subordinates is to obey the leader's instructions. This theory emphasizes the importance of motivating workers and their needs on the decision, productivity, and retention.

However, transactional leadership was prescribed as mediocre because the leader heavily relies on passive management by exception and intervenes with the team only when standards and procedures to accomplish tasks are not met (Bass, 1990). The transactional leader may often utilize disciplinary threats to keep employees' performance up to standards – an ineffective technique and likely counterproductive in the long run. The transactional leader sets the work criteria for employees and appreciates working with those who know their job.

2.2.2. Transformational Theory

The notion of transformational leadership emerged in the second half of the twentieth century with the works of Downton (1973) and Burns (1978) that discussed gaining followership and encouraging followers to achieve organizational goals.

Transformational Leadership can be defined as “the process of Influencing the major changes in the attitudes and assumptions of organizational members and building commitment for the organizational mission or objectives” (Yukl, 1989). It occurs when a leader broadens and elevates the interests of his/her employees, when acceptance and awareness of the mission and purpose of

the team is generated, and when the leader encourages employees to look beyond their self-interests for the good of the team, (Bass 1990: 21).

The transformational leader achieves these results in the following ways: He/she may inspire his/her subordinates through his/her charisma; the leader may also meet the emotional needs of subordinates; and the leader may boost employees intellectually. Four main qualities are applicable to the transformational leader (Northouse, 2001): (1) followers' empowerment to commit to the organization's goals; (2) role model with high values; (3) ability to listen to different viewpoints; (4) creativity; and (5) change agent in the organization.

The transformational leader seeks to bring positive change in employees by empowering and encouraging them to do more than they are expected to do (Bass, 1990) and to achieve extraordinary outcomes (Robbins and Coulter, 2007). He/she is individual considerate, which means that he/she pays close attention to the differences among subordinates. He/she acts as a mentor to subordinates who desire to grow and develop within the organization. It is all about leadership that creates positive change in employees, cares for their interests, and acts for the team's interests (Warrilow, 2012).

This type of leadership boosts the morale and motivation of subordinates and enhances their performance. The leader becomes the role model of subordinates. Effective transformational leadership leads to performances that exceed the expectations of organizations.

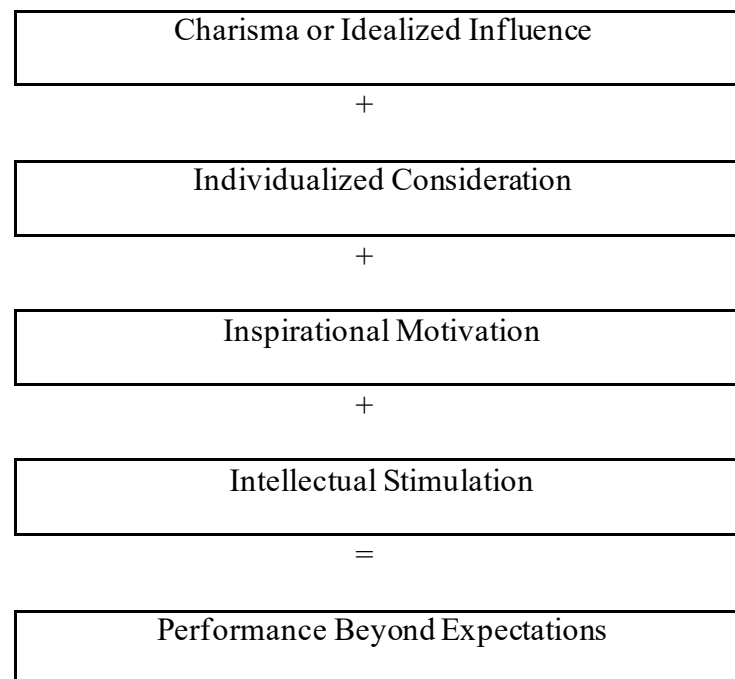
There are four components of transformational leadership identified by Bass (1999):

1. **Charisma or idealized influence** defines leaders who act as role models to their followers. A leader with charisma or idealized influence is usually respected by followers to make good decisions for the organization.

2. **Inspirational motivation** describes leaders who encourage followers to engage in the organization's vision by having a team spirit to reach organizational goals.
3. **Intellectual stimulation** portrays leaders who promote creativity and innovation through group viewpoints. They encourage critical thinking and problem-solving within the organization.
4. **Individual consideration** characterizes leaders who play the roles of advisors or coaches to their followers by inciting them to reach goals that benefit them and the organization.

Figure 3:

Additive effect of transformational leadership to reach performances beyond expectations (Northouse, 2001).



Although the transformational theory is the approach that is mostly encouraged in organizations, it has some weaknesses, such as the difficulty to underline its influences and processes and insufficient situational variables (Yukl, 1989). Also, transformational theory does not treat

leadership as a learned behavior but rather as a personality trait. Transformational theory assumes that an effective leader influences followers to commit to the organization's goals and increases their performance.

Transaction and transformational theories are two different leadership characteristics that exhibit opposite behaviors but with the same goal of engaging their followers in their tasks while generating their performance.

Figure 4:

Characteristics of Transformational and Transactional Leaders

Transformational Leader

Charisma: Provides vision and sense of mission, instills pride, and gains respect and trust.

Inspiration: Communicates high expectations, uses symbols to focus efforts, and Expresses important purposes in simple ways.

Intellectual Stimulation: Promotes intelligence, rationality, and careful problem solving.

Individualized Consideration: Gives personal attention, treats each employee individually, coaches, advice.

Transactional Leader

Contingent reward: Contracts exchange of rewards for effort, promise rewards for good performance recognizes accomplishments.

Management by Exception (active): Watches and searches for deviations from rules and standards takes correction action.

Management by Exception (passive): Intervenes only if standards are not met.

Laissez-Faire: Abdicates responsibilities, avoids making decisions.

It is appropriate to group transactional and transformational theories together because of their strong similarities in their interests, but they are also distinctive enough. Transactional theory tends

to focus on the leader's personality, and thus shows great interest in the traits of a leader, while transformational theory tends to focus on the leader's leading change and what triggers change. The relative importance of the two approaches varies according to many factors. First, their scope of the definition is critical because democratic style is defined as transformational, then autocratic behavior significantly contributes less to perceived performance improvements (Trottier, Van Wart, and Wang 2008). Second, the relative importance varies according to the organizational environment.

**Figure 5:
Comparison of Transactional theory and Transformational theory**

| | Transactional | Transformational |
|-----------------------------|--|---|
| Theoretical emphasis | Supervisors Closed system Narrow range of variables | Executives Open system Broad range of variables |
| Leader's type of power | Legitimate, reward, punishment direct influence at close range | Expert, referent indirect influence, include influence at a distance |
| Follower motivation | Self-interest such as pay; immediate need such as Resources | Group interests such as organizational success; psychic satisfaction such as emulation of leader |
| Facilitating Conditions | Stable; refinement of functioning systems | Unstable; need for change; crisis |
| Performance expectations | Good performance | Exceptional performance either in terms of quantity or adaptation |
| Leader behaviors emphasized | Monitoring, operations planning, clarifying roles, informing, delegating, problem solving, consulting, personnel planning, developing staff, and motivating | Environmental scanning, strategic planning, vision articulation, networking, decision-making, managing organizational change, as well informing, delegating (empowering), managing innovation, consulting, developing staff, motivating, building teams, and managing personnel change |

In certain conditions, transactional leadership style can result in achieving organizational success although followers have less rights, comparing to the followers of the transformational leadership (Boseman, 2008).

2.3. Leadership Styles: Concept, Types and Dimensions

2.3.1. The Concept of Leadership Style

Leadership style is the method that a leader chooses to provide direction to his/her subordinates, implement plans, and motivates them (Northouse, 2007). Although leadership style is an aggregation of skills, behaviors and traits of a leader, the concept has been a popular topic in research and debates. Leadership style is commonly used to describe what is perceived as prominent sets of a leader characteristics, examples include autocratic style, democratic style and laissez-faire style. A leader must get things done and work with people. The way he/she balances these factors is often described as his/her style. The type of situation that the leader prefers or excels in is often tied to the functional style preference, a very useful but slightly different insight: a task-force or project situation, a maintenance situation, a “start-up or turning a business around (McCall, Lombardo, and Morrison, 1988).

Styles are the generalized patterns of behaviors exhibited by leaders. Leader effectiveness must be operationally defined in terms of a specific outcome: productivity, worker development, worker involvement and cohesion, effective problem solving and decision-making, successful organizational change, or a combination of these factors” (Van Wart, 2012). Therefore, leadership style becomes an important function of an organization.

An organization kind of leadership style or behavior has an impact on the organization results. In other words, the way a leader manages employees ultimately impacts the organization and employee performance. It is an important factor that contributes to the success or failure of the organization. And that is why it is important that a leader chooses a style that increases job performance. Employees represent an important asset of an organization so that without them the organization cannot reach its goals and objectives. Therefore, their performance becomes the building block for the organization success. Sometimes different theories of leadership style provide different answers. Some use similar concepts and have different names, and other ones use the same names for different concepts.

There is another important set of issues regarding style: whether or to what extent style can be changed. Not many researchers have agreed that it is difficult to change the style. Friedler (1967) advises that it is better to first determine the situation and find the appropriate leader. In addition to situational demands (style needs), the preferences and ranges of style are issues of style quality. Each style requires an immense set of skills that need to be integrated into situations that evolve, but that may be beyond the abilities of an inept leader (House, 1996).

We see today in some democratic institutions how lack of good leadership style fails countries, causes tensions and affects the morale of citizens. We can define leadership style as the behavior that a leader exhibits when interacting with his/her subordinates toward successfully fulfilling their projects in the organization. The choice of a leader and his/her leadership style are important factors that determine the organization's success.

A leadership style either motivates or discourages employees and causes their performance to either decrease or increase (Belonio, 2012). We must also understand that every organization has

different goals and deals with different types of individuals, and “different organizations and situations call for different leadership styles” (Stogdill, 1989). Backing that idea, Tummings and Knies (2016) argue that leaders can move from one role to another depending on the situations that they face. That is why we believe that leaders should adopt a leadership style that helps to achieve the objectives of the team members.

2.3.2. Types of Leadership styles

The concept of leadership style, as defined above, has a big impact on an organization's success or failure. Therefore, it is an important component of effective management that contributes to maximizing efficiency and helps achieve organizational goals.

The styles identified below are distinct and relatively comprehensive of all the functions of leadership (Van Wart, 2012) and provide an overview of the different leadership styles. These leadership styles were chosen among the other ones because they are based on the mission of the Embassy of the Central African Republic and the most common styles used in the organization.

2.3.2.1. Autocratic Style

Also known as authoritarian style, strongman (Manz and Sims, 1991), autocratic decision making (Vroom and Jago, 1988), authority-compliance (Blake and Mouton, 1964), top-down leadership (Bandura and Locke, 2003), task-oriented (Friedler, Chemers and Mahar, 1976), autocratic leadership is a style in which the leader controls all decisions, does not allow any suggestions, and gives little input to followers. He/she “commands and expects compliance, he is dogmatic and positive, and leads by the ability to withhold or give rewards and punishment” (Fubara, 1985). The autocratic leader makes decisions and choices based on his/her own ideas and judgments and

imposes his/her will. This type of leadership style allows to make decisions quickly especially in stressful situations, provides a clear direction where there is no leadership. But it can sometimes discourage subordinates who view the leader as bossy and controlling, and this can hurt their morale and lead to their resentment.

In this kind of leadership, the leader exhibits authority by giving subordinates guidance and directions, informing them of their responsibilities, asking them to follow schedules, procedures, and rules, and coordinating the activities of the workplace.

The autocratic style emphasizes task skills such as delegation of assignments, monitoring, clarification of roles, and operations planning. This style assumes high control of the leader, above or average performance expectations, internal focus, and motivation based on reward and punishment.

The autocratic style is the most identified style. We can identify it in the classical management literature (Fayol, 1949, Gulick, 1937) and in contemporary management literature, such as reengineering with the top-down analytic approach (Hammer and Champy, 1993).

The autocratic style has various subtypes with different connotations: (1) *the instructive style* emphasizes information, telling, and clarification of direction aspects. The leader instructs subordinates on what they are not doing correctly, what they don't know how to do or what they will do differently because of changes in technology or mandate. Subordinates must know the rules, the meaning of the rule infractions, exceptions that can be allowed, and how to interact with their peers. (2) *Structuring* which means that workplace activities such as schedules are coordinated in advance and contingency plans are developed. It includes task monitoring (analyzing trends, reading reports and so on).

The autocratic style has a negative connotation because informing becomes dictating, telling becomes being bossy or commanding, planning becomes micromanagement, and clarifying becomes threatening. This style is sometimes typified as leader-centeredness, rigid, lack of inputs from others, and subordinates being treated as replaceable parts. This style is appropriate in times of crisis or imperative change.

2.3.2.2. Democratic Style

Also known as participative style (House and Mitchell, 1974), shared leadership (Bandura and Locke, 2003), consultation (Vroom and Yetton, 1973), and super leadership (Manz and Sims, 1991), democratic style is the style of leadership in which the leader allows subordinates to participate in the decision-making process by allowing them to freely share their ideas even if the leader is the one who makes the final decision. Democratic style tends to mainly favor decision-making by group members (Robbins, 1993). It focuses on the equality of team members and sharing ideas and/or opinions.

Democratic style is highly effective because it leads to better team member contribution and higher productivity and boosts the morale of subordinates. The democratic leader consults with subordinates, considers their opinions, provides advice and suggestions, and establishes a creative and friendly work environment for employees. The behaviors of the democratic leader include staff development, personnel coordination, consultation, motivation, team building and management, and conflict management (Van Wart, 2005). The democratic style assumes moderate control and emphasizes discussions and inclusiveness in decisions and problem-solving.

Democratic style has two subtypes: (1) the inclusive kind of leadership in which the leader discusses issues with subordinates to overcome problems and gets information and inputs. The inclusive leader coordinates the group's needs and motivates them through inclusiveness. (2) The self-conscious team approach in which the leader facilitates discussions within the group by providing parameters of decisions and implementing decisions as they are recommended. The self-conscious approach focuses on interactions during meetings, management of complex group processes, and group learning.

However, democratic style can lead to communication failures when the roles of group members are unclear or lead to poor decision-making when the group is unskilled or/and has limited knowledge. The contingency approach believes that this leadership style may not always be ideal because the democratic leader may sometimes be inefficient even if he/she has good teamwork.

2.3.2.3. Laissez-Faire style

Also known as “Free-Rein Leader,” laissez-Faire style is the style of leadership in which the leader has little participation in the decision-making process and leaves the responsibility to their subordinates to make decisions. In this type of leadership, the leader gives subordinates the responsibility to complete tasks and identify issues. The leader neglects some areas of responsibility or exhibits indifference or passivity about subordinates and tasks.

This style is used when employees can analyze the situation and determine what needs to be done and how to do it (Blake and McCause, 1991). Employees must be highly trained or experienced to make good decisions. However, the laissez-faire style may not be successful if employees lack the required skills to do the job. The Laissez-Faire style can be considered a conscious strategy, non-style, or hands-off style when competing demands need to overlook some areas of

responsibility. It is identified as a universal hierarchical approach to leadership and the worst or bottom style, which made some theorists call it “an impoverished style” (Blake and Mouton, 1964). It is the only style that has always been identified as nearly poor.

Laissez-Faire style is characterized by follower’s lack of motivational stimulation, low leader performance expectations and goals, and low leader control. This means that the leader’s lack of focus on internal and external aspects of the organization or his/her partial focus on one aspect leads to a laissez-faire. It is not uncommon for a leader who uses this style to experience significant difficulties. Such a leader often considers that his/her only job is to fix problems and crises when subordinates are unable to carry out their duties properly. Therefore, when such negative events occur, the laissez-faire leader springs to action and takes firm and decisive steps to fix the situation. On many occasions, the leader appears to be the hero who seized the initiative, fixed the problem, and punished the innocent.

Although many structural elements can affect an organization's productivity, a leader's style or behavior can have a significant impact. Because performance expectations and low-level goals indicate poor leader effectiveness, this usually means a laissez-faire style because the leader does not bother to exert efforts toward high performance standards. However, styles such as autocratic and democratic indirectly permit a moderate or an average performance level. Excessive expectations can lead to disappointments. Autocratic and democratic are the two styles that generally allow a moderate level of performance and set the stage for a high level of performance.

Figure 6:

| Styles as Commonly Described by Leadership Theories | | |
|--|--|--|
| Leadership | Narrative description | Behavioral competencies |
| Laissez-faire | Passive indifference about task and subordinates; essentially a non-style | - |
| Autocratic <i>roles</i> | Letting subordinates know what they are expected to do; giving specific guidance; asking subordinates to follow rules and procedures; scheduling and coordinating | Tasks: <i>monitor, plan operations, clarify delegate</i> People: <i>manage conflict, manage personnel change</i> Organizational: <i>general management functions</i> |
| Democratic <i>personnel, teams,</i> | Consulting with subordinates and taking their opinions into account; providing advice rather than direction; establishing a friendly and creative work environment for teams | Task: <i>delegate</i> People: <i>consult (discuss), coordinate develop staff, motivate, build, and manage manage conflict, manage personnel change</i> |
| Notes: (1) behaviors that are in italics indicate a focus of the theory. (2) Styles identified are based on holistic assessments. | | |

2.4. Dimensions of Leadership Styles

All styles do not seek to emphasize an identical characteristic of leadership, therefore the styles that are proposed by theorists have different dimensions. Some of the common dimensions include the degree of the leader control in providing direction and making joint or unilateral decisions, the focus of the leader’s attention and the type of motivation utilized. These dimensions show how difficult it is to capture all the nuances of leadership in few styles.

2.4.1. Leader Control

The question here is to evaluate the degree of control needed by a leader and under what conditions. Control can be exhibited at various levels: monitoring, problem-solving or work decisions. Every leadership style is appropriate only to the degree of a specific situation. A high level of control is generally noticed in autocratic style. It might be more effective when there are untrained or new employees who are prone to errors or when long-term employees are in need of retraining. Democratic style often reflects a medium level of control. The leader can choose to either include others in decision-making or to utilize an interactive mechanism to determine the goals of the organization. Finally, the leader can also decide to choose a low level of control as it is seen in laissez-faire style, but it may not be appropriate for employees who have poor work standards or poor training.

2.4.2. Goals and Performance Expectations

Although many structural elements can affect productivity, it is clear that the style of a leader can have a huge impact on employee performance. Because low-level expectations and goals performance reflect the poor effectiveness of the leader, this condition shows a laissez-faire style in which the leader does not exert any effort toward high performance standards. However, there are styles that allow a moderate or average level of performance. A style like democratic style that generally accommodates a moderate performance level, sets the stage for a high-performance level.

2.4.3. Type of Motivation Utilized

The type of motivation that a leader uses to encourage the performance of followers varies. If the leader is indifferent to the motivational needs of employees or does not motivate them, it indicates a laissez-faire style; if he/she uses his/her authority as a leader to punish for compliance or non-

compliance, it reflects an autocratic style; or he/she may emphasize the participation of employees in the decision-making process, it indicates a democratic style.

2.4.4. Focus of Leader’s Attention

The dimensions discussed above relate to subordinates, nevertheless, leaders have responsibilities such as attention to followers or internal production that are totally different from followers. The focus of the leader’s attention can also sometimes be on the organization's external alignment with relations and the environment with entities and outside groups (Van Wart, 2012).

Figure 7:

| The Three Leadership Style Dimensions | | |
|--|---|---|
| Dimension and variable | Range of Variance | Examples of styles affected by the dimension |
| Leader Control | -High -Medium -Low | Autocratic Democratic Laissez-Faire |
| Goals and Performance Expectations | -Low -Average | Laissez-Faire Autocratic, Democratic |
| Type of Motivation Used | -None -Reward, legitimate power, coercion -Appreciation | Laissez-Faire Autocratic Democratic |
| Focus of Leader’s Attention | -Internal production and followers | Autocratic, Democratic |

2.5. Leadership Style and Job Performance

Leadership style is a crucial element in an organizational behavior landscape. The role of leadership is a judicious instrument that motivates employees with the aim of achieving growth

and development (Fry, 2003). Regarding the relationship between leadership style and job performance, prior research has shown a significant link between leadership style and the performance of employees - which is described as the capacity of an organization to reach specific goals and objectives – including profits, excellent financial outcomes (Koontz and Donnell, 1993).

Recent public administration research has studied the behaviors of leaders as a critical factor in employees' job performance (Paarlberg and Lavigna, 2010). Research of Wright, Hassan, and Park (2016: 651) has for example shown that the ethical behaviors of leaders have positive effects on employee job performance, arguing that an ethical leader communicates, encourages, and holds employees accountable for ethical and unethical conducts. Likewise, Schwarz et al. (2016) found that servant leadership increases employees' motivation and boosts job performance. These two examples draw on the theory of social learning (Bandura, 1977) to define the relationship between leadership style and job performance. Social learning theory supports the idea that individuals learn appropriate and required behaviors at work while observing and imitating credible role models. Leaders are often seen as credible role models because of their positions or because they exhibit positive behaviors that subordinates think are worth reproducing.

In the management field, every organization is judged by its performance. Job performance is usually defined as a behavior that contributes to organizational success (Ivancevich et al., 2007). While this definition seems explicit, job performance becomes complex when considering the environmental factor. Other theorists, such as Mullins (1999), assumed that job performance was the ability multiplied by motivation ($JP = A \times M$). From the above definitions, we see that it is the responsibility of the employee in an organization to set goals either to perform a task or to fail to perform said task.

In line with the theoretical aspects of leadership style and job performance, we can briefly ask the following questions: what contingency factors affect which leadership style can increase the leader's effectiveness and employee performance? Or what are the ideal conditions for a specific leadership style to be used? Contingency factors are all the distinct types of variables that influence the style of a leader as they seek to be effective (Van Wart, 2012). The effectiveness of a leader must then be defined regarding specific outcomes: worker cohesion and involvement, productivity, successful organizational change, worker development, or a combination of these factors.

Performance was originally seen from the organizational perspective as production efficiency. Still, over the years it has shifted its focus to followers' development and satisfaction, production efficiency, and organizational change, among others. We know that the style of leadership that a leader decides to utilize can affect many kinds of behaviors in employees, including motivation, satisfaction, dissatisfaction, and/or creativity, and the different styles of leadership mentioned above can produce different performances under different situations (Azhar, 2004), and can remarkably vary in the type of motivation that the leader uses to encourage the performance of subordinates. For example, suppose a leader is indifferent to the motivational needs of subordinates. In that case, this indicates a laissez-faire approach, or when a leader primarily uses his/her legitimate authority to punish and reward for noncompliance and compliance, this indicates an autocratic style. When a leader emphasizes the interests of employees to be appreciated and involved as members of the team, this reflects a democratic style.

Human beings are highly complex and have a large array of motivational needs, several of which are likely operating at any given time. Thus, the number and complexity of recommendations for leaders can become highly complex (Van Wart, 2005). Many contradictory studies have been done on the relationship between leadership style and job performance. Belonio (2012) explained that

autocratic and democratic styles significantly impact employee performance meanwhile Dolatabadi and Safa (2010) argued that autocratic style has no significant impact on employee performance. Tandoh (2011), on the other hand, found that democratic style has no significant impact on employee performance.

Figure 8:

Generic Casual-Chain Model of Leadership

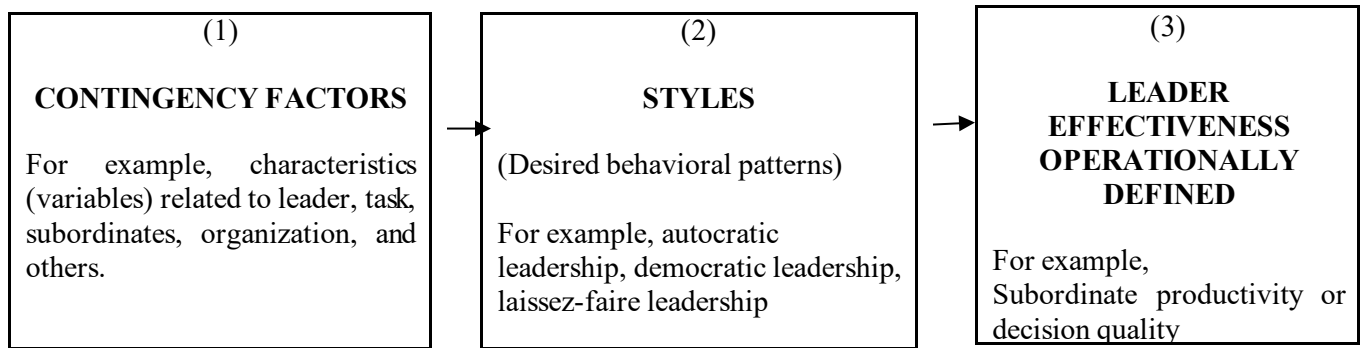


Figure 8 displays how the style of a leader directly affects job performance. The leader style affects how well the organization adapts, how followers feel, how much is accomplished, and so forth (Van Wart, 2012:33). But some factors influence this relationship. Some contingency factors are critical because they determine the style that can work effectively in a specific situation. For example, in some cases, an autocratic style can be more effective, while in others a democratic style is the best. Two types of variables are commonly used in this situation: (1) the intervening variable that affects the style is selected to enhance the outcome desired, just like in the case of a problem structure where a problem structure leads to one style, and a complex problem leads to another; and (2) the moderating variable that affects the quality, strength or success of a style such as the leader expertise in a particular style (Van Wart, 2012).

III. METHODOLOGY

This study had the objective of examining the impact of leadership style on employee performance. It shows the objectivism perspective emphasized by the research findings and the validation of the framework based on numerous observable facts and figures. The validation of the framework obtained enhanced the veracity of the research and shaped, through implications, the theoretical and managerial generalizations of the study. The research perspective required to focus on human behaviors that could result in a rational explanation of observable phenomena and provide recommendations on employee job performance.

The evaluation of the aforementioned criteria showed a suitable mix of positivist and interpretative approaches because the philosophy of the study correlates the philosophical belief of observable experiences when generalizations are produced while focusing, simultaneously, on subjective experiences.

The interpretive approach is a naturalistic approach of data collection, and it is qualitative and inductive (Marshall & Rossman, 2016). In the study, it involved understanding the leadership style through observations of participants. It helped us understand the various and complex experiences and views of employees and the leader – subordinates' relationship by immersing us in the culture and language of the people being studied. Therefore, the evaluation was achieved through the fact that could be measured and figured along with our observations.

The positivist perspective of the study, on the other hand, emphasized the measurement, reliability and validity of the data collected and it was quantitative. It sought to be quantitative when determining the number of employees (subordinates) who were satisfied with the leadership style of the Ambassador and those who were not. This approach, which is deductive in essence (Marshall & Rossman, 2016) helped to find the cause of leader – employee relationship. The

approach focused on objectivity, reliability, and verification of the collected data, making it easy to analyze and compare data and test their reliability.

Outline of the Embassy of the Central African Republic

The Embassy of the Central African Republic is the headquarters of the Central African Republic Government in the United States. It is a public institution called Foreign Mission that represents the interests of the Central African Republic in the United States. The Embassy is led by an ambassador who serves as the Central African President's personal representative in the United States.

Also called Chief of Mission, the Ambassador is the highest-ranking official at the Embassy. The Ambassador can be compared to the CEO of a company. He is supported in his functions by a Deputy Chief of Mission who is the second in command and a team of counselors and specialists of the Ministry of Foreign Affairs and other agencies of the Central African Republic. They are all called diplomats. No matter the ministry or agency that they are coming from, all employees work under the direction of the Ambassador.

The Embassy's primary purpose is to assist Central African citizens living in the United States and facilitate the visa requests of foreign citizens who plan to travel to Central African Republic for work, investments, or tourism. As Central African civil servants, the Embassy staff have the drive to contribute to the interests of the Central African Republic.

They have the mission to build relationships with the host country (United States of America) by interacting with the representatives of the host country, non-governmental organizations, local businesses, and civil society to increase understanding of the Central African Republic and its policies and policies to collaborate on shared interests. They analyze political and economic

situations in the United States of America and report back to the Ministry of Foreign Affairs on issues that affect the Central African Republic.

3.1. Samples and Procedures

In this study, we used an explanatory study designed to ascertain employee performance based on the impact of the different styles of leadership that the organization cultivated. Semi-structured interviews were conducted to measure the impact of leadership style on employee job performance. A questionnaire reflecting the characteristics of the Embassy of the Central African Republic was developed with employee participation to elicit their information. Their responses were analyzed by the frequency of the leadership style or behavior that employees characterized as effective leadership. The responses obtained from the questionnaire statistically showed the level of impact of leadership on employee job performance.

The interview questions were developed using broad questions that address the context and situation affecting employees' job performance. Whom you interview is normally decided by purposeful sampling. This involves identifying the people who have the answers to the questions you want to ask them (Fisher, 2007). Participants' responses were depending on their perceptions of questions that were asked, but due to the structure of the interviews, all the information gathered were not able to be recorded and used in this study.

3.2. Data Collection

Prior to the start of data collection for this study, the researcher received an approval of the Institutional Review Board (IRB) and signed informed consent documents from participants. Participants were assured that their information will remain confidential. The focus, during the collection of data, was to determine how the leadership style of the Ambassador affected

employees who directly reported to him. To do so, semi-structured interviews were utilized to obtain information from participants. Semi-structured interviews use a mixture of open-ended and/or closed questions and can sometimes contain follow-up questions. They are an effective way for data collection, and they help to collect the thoughts, beliefs, and feelings of the participants about a particular topic.

The independent variables used were the different leadership styles - autocratic style, democratic style, and laissez-faire style – and the dependent variable used was employee performance.

Research Framework and variables

Dependent Variable (DV): Employee Job Performance

Independent Variables (IV): Leadership style

Categorized into Autocratic Style, Democratic Style, and Laissez-Faire Style.

To collect data, we first adapted the studies of previous research to ensure the quality and consistency of the questionnaire used during the semi-structured interviews. Then, we implemented a sampling method to obtain the opinions of the participants. The size of participants was 10 and it represented the actual population which is the number of people who were interviewed. During data collection, qualitative in-person interviews were involved with note taking, allowing us to gain access to the feelings, memories, and experiences of the participants. We obtained in-depth information via open-ended questions related to employee satisfaction with their leader's type of leadership.

A qualitative approach was used during semi-structured interviews as the information collected from participants identified areas of concern or highlighted areas that were never considered. The first stage of the interviews involved identifying areas in which questions could be asked; and then

organizing them into priority (Fisher, 2007). The interviews were terminated when the data collected proved adequate for analysis.

The interview data were analyzed using two methods: inductive and deductive. The inductive method was utilized through thematic content analysis by looking for common patterns across the data set, and through narrative analysis by making sense of the participant’s individual stories. The deductive approach was used to built categories of the analysis, and then mapping their connections in the data to those specific categories.

Table 1: Reliability Test

We conducted a reliability test using IBM SPSS to evaluate the reliability of the data. This test refers to the extent to which a scale produces consistent results if the measurements are repeated many times. The test was done by obtaining the proportion of systematic variables in the scale which was done by determining the associations between the scores obtained from the different administrations of the scale. If the association is high, then the scale yields consistent results and is therefore reliable. To do so, we ran Cronbach’s Alpha to measure the internal consistency, how closely the responses of the participants were as a group. The reliability of Cronbach’s Alpha test ranges between 0 and 1, and the greater the coefficient is to 1.0, the greater the consistency of the variables.

| Variables | Number of Items | Cronbach’s Alpha (N=10) |
|--------------------------|------------------------|------------------------------------|
| Autocratic Style | 10 | 0.116 |
| Democratic Style | 10 | 0.736 |
| Laissez-Faire Style | 10 | 0.420 |
| Employee Job Performance | 10 | 0.835 |

The analysis in **Table 1** shows the following Cronbach's Alpha score: Autocratic Style = 0.116 which means that there is a very low consistency with the variables; Democratic Style = 0.736, shows a high consistency and Laissez-Faire Style = 0.420 shows a low consistency.

The Cronbach's Alpha test done on Job Performance = 0.835 proved to be very high, which shows a great performance among employees.

The data collected were analyzed and proved to be reliable, comparable, and qualitative based on Blumberg and Pringle (1982)'s theory of work performance because it forecasts employee's performance. Although an employee may have the knowledge, skills, intelligence and stamina to effectively perform a task, his/her emotions can influence the degree of his/her ability to perform this task.

3.3. Measures

The study also used multi-item scales that have been validated in previous research. Each item was measured utilizing a 5-point Likert scale, with 1= strongly disagree, 2= disagree, 3= Neutral, 4= agree, and 5= strongly agree.

We measured leadership style by using the three different leadership styles developed in the literature (autocratic style, democratic style and laissez-faire style), and employee performance was measured using three of the four item-scales that Lam, Chen and Schaubroeck (2002) created:

Participative decision-making opportunity

The participative decision-making opportunity was utilized based on Siegel and Ruth (1973) five-item scale. The items asked participants to indicate their degree of participation in decisions that

affect their jobs (for example, “I often take part in problem-solving”, “I am often asked to give my opinion”, “My leader listens to my suggestions.

Participation efficacy

The participation efficacy was measured by referring to the Riggs et al. (1994) Personal and Collective Beliefs Scale based on the following items:

Personal Beliefs Scale – "I am equipped to do my job" and "I have confidence in my ability to participate effectively".

Collective Beliefs Scale – "My leader believes that I bring good contribution to the team" and "I am valued by my leader".

Individual and group performance

Employees were asked of how they believed their leader perceived their work. Three items were adopted: “My leader believes that I do my job well”, “My leader rewards me for the quality of my work”, and “My leader congratulates me when I do well”.

We selected variables based on their respective impacts on job performance in previous studies. For example, research have demonstrated that gender (Pitts, 2009), education (Tummers, 2017), and age (Van Loon, 2017) have an impact on their performance rating. Another example is tenure which is often utilized as a substitute for work experience, with employees who lasted in a team or under the leadership of one person, accumulated relevant skills, and perform their job at a higher level (Lavigna, 1992).

IV. RESULTS AND DISCUSSION

Descriptive Analysis

A descriptive analysis was utilized to examine the frequency of the participant's responses.

Table 2: Mean and Standard Deviation

| Variables | Number | Mean | Std. Deviation |
|----------------------|---------------|-------------|-----------------------|
| Autocratic style | 10 | 1 | 0.123 |
| Democratic style | 10 | 3.9 | 0.532 |
| Laissez-Faire style | 10 | 1.2 | 0.322 |
| Employee Performance | 10 | 4.2 | 0.632 |

This table demonstrates the breakdown of statistics of all the responses obtained from the questions asked to the participants during interviews. We calculated the mean by adding up the values observed, divided it by their number (which represents the number of participants). Then we summarized the measure of the differences that were observed from the mean. This showed an overall overview of the three leadership styles utilized by the Ambassador from the perspectives of employees. Democratic style was the most practiced style with a mean value of 3.9 and a standard deviation of 0.532. Laissez-faire style followed with a mean value of 1.2 and a standard deviation of 0.322. Autocratic style, on the other hand, proved to be weak or nonexistent through its mean value which is 1 and a standard deviation of 0. The mean value of 4.2 with a standard deviation of 0.632 of the employee performance showed to be high among employees. The result shows that democratic style is the style that dominates in the organization.

Correlations

Correlation was used to determine the type of relationship among variables. It helped to measure the strength of the relationship between variables.

Table 3: Correlation Analysis

| Variables | Employee Job Performance | Autocratic Style | Democratic Style | Laissez-Faire Style |
|---|--------------------------|------------------|------------------|---------------------|
| Employee Job Performance | 1 | | | |
| Autocratic Style | 0.137* | | | |
| Democratic Style | 0.311** | -0.130 | 1 | |
| Laissez-Faire Style | 0.144* | 0.174* | 0.446** | 1 |
| * . Correlation is significant at the level of 0.05 ** . Correlation is significant at the level of 0.01 | | | | |

When a correlation coefficient is within -1.00 or + 1.00, it means that there is a significant correlation between variables. This means that variables that are closer to -1.00 or +1.00 are related. Therefore, there is a significant relationship between the autocratic style, democratic style, laissez-faire style, and employee job performance. The relationship between the democratic style and job performance showed to be more significant because the leader has not only put in place an open-door policy but has also allowed employees to work on their own.

The goal of this study was to examine the impact of autocratic style, democratic style, and laissez-faire style on employee job performance. The research intended to identify the leadership style of the leader and how it affected the job performance of his subordinates. The findings revealed a significant and positive relationship between democratic and laissez-faire styles on employee job performance at the Embassy of the Central African Republic. This indicates that laissez-faire style

positively impacted employee performance (H3) because it created good learning opportunities for employees. The laissez-faire style most effective because employees were highly skilled, and it encouraged personal growth. Meanwhile, the democratic style proved to have a more significant and positive impact on employee performance (H2). All the 10 participants appreciated being included in the decision-making process by their leader. This also means that democratic and laissez-faire behaviors are the styles that employees prefer. Therefore, their productivity was best when working under these leadership styles. On the other hand, the relationship between autocratic style and employee job performance revealed to be insignificant (H1). Overall, there was a significant relationship between leadership style and employee performance (H4). Consequently, the study concludes that the leader of the Embassy of the Central African Republic employs a democratic style which has a significant positive impact on employee performance.

V. LIMITATIONS AND RECOMMENDATIONS

Limitations

The present study sought to determine the impact of leadership style on employee performance in the Embassy of the Central African Republic in Washington D.C.; however, there were two major limitations in data acquisition that could be addressed in future research:

Firstly, there was the problem of limited access to the participants due to their busy schedules and other constraints. Also, some participants were only available for a certain period before moving to different institutions.

Secondly, the context of the study, which is an Embassy, greatly emphasized the confidentiality of information. Therefore, some information were not able to be shared during interviews. Although anonymity and confidentiality were assured to the participants, some participants were still reluctant to freely express their opinions on certain matters.

Recommendations

Regarding some of the limitations encountered during data collection, it is important that future studies in which there will be unlimited access to participants be done. The more time participants have to answer questions during interviews, the more we will have the opportunity to have deeper information about their leader.

Future research also needs to be done to see if there are other leadership styles that employees would like to see their leader exhibit apart from the ones listed in this study and how these other leadership styles could affect their performance. Among the other types of leadership style, there are for example *supportive style* which focuses exclusively on people-oriented behaviors. The

leader shows consideration toward followers, displays concern for their needs and creates a friendly work environment. *Achievement-Oriented Style* is another style of leadership where the leader seeks tasks improvements, sets challenging task goals, and emphasizes excellence in employee performance. *Inspirational Style* uses intellectual stimulation to produce new ideas and gain employee acceptance for new approaches and arouse enthusiasm for the achievement of the team goals. *Strategic Style* focuses on organizational matters in the environmental context that contribute to organizational alignment, the ability to gain and retain resources, and the opportunity to gain comparative advantage in public settings (Van Wart, 2012). Or even a *Combined Style* which uses two or more styles simultaneously in a single fused style.

Finally, the research should be done beyond the employees who directly report to the leader to evaluate the opinions of other employees of the organization regarding the leader's style of leadership. It is important to know how every employee perceive the leadership style of the leader to evaluate his effectiveness within the organization.

CONCLUSION

Every organization expects to lead employees toward great performance to meet or exceed organization goals, and the leader is supposed to use a leadership style that helps to achieve organizational goals. This study has allowed us, depending on the situation, to see the effects of the leadership style employed by the leader on employee job performance. Our study revealed that the leader was using democratic style because he/she encouraged employees in the decision-making process and showed a lot of interest in their personal lives. This particular leadership style helped to boost employee morale and performance. The leader provided motivation, vision and support to the employees and employees reciprocated the same behaviors with higher levels of performance (Paarlberg and Lavigna, 2010).

Although there are still limitations in regards of an effective leadership style that can boost the performance of employees. The study showed that leadership style can definitively impact the performance of employees. When a leader engages employees and values their opinions during the decision-making process, their productivity is likely to increase as they feel that their inputs is considered. Employees therefore feel appreciated. This kind of leader's behavior motivates employees and improves their performance. Meanwhile, a leader's lack of right behavior to manage employees can negatively affect their performance. Employees will be less willing to give their best, which can lead to difficult work relationships.

As mentioned in the previous chapters, it is important to note that what subordinates think of their leader affects their commitment and their productivity. Few leaders often use a single style all the time (Van Wart, 2012). Instead, their styles vary as circumstances also vary although they may have a preferred style.

The existing literature defined leadership as a broad notion in which interpersonal relationships between the leader and the led are emphasized (Mintzberg, 1973: 60). Similarly, it agrees with this to describe how leadership can inspire, motivate, and guide others toward goal accomplishment; coach, mentor, and challenge subordinates; adapt leadership styles to a variety of situations; model high standards of integrity, trust, honest, respect and openness for the individual by applying the said values to daily behaviors (U.S. OPM 1997, 3).

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APPENDICES

APPENDIX A: *Interview Questionnaire*

Two key areas (leadership style and job performance) of the research were identified and prioritized during interviews. Fifteen (15) questions were asked to every participant for an hour.

The participants had flexibility in addressing the questions asked below:

1. How do you relate with your leader?
2. How leadership style motivates employees at work?
3. How motivated are you at work?
4. What would you like to see changing in the organization?
5. In your opinion what does an effective leader means?
6. How important do you believe is leadership style in an organization?
7. Do you believe that the organization culture has an impact on employee performance?
8. Do you appreciate working with your current leader?
9. What is your current leader doing that you like?
10. What is your current leader doing that you dislike?
11. How important is your engagement to your leader?
12. If you were the leader of an organization, what would you do to boost your employee performance?
13. What advice could you give to your current leader if he had to change an area of his leadership style?
14. What do you think motivates employee to give their best at work?
15. Do you think there is a link between a leader's leadership style and employee performance?

APPENDIX B: Likert Scale Questionnaire to measure Employee Performance

Instructions: Please read the statements below and select the answers that apply to you.

Q1 I often take part in problem-solving

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Q2 My leader listens to my suggestions

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Q3 I am often asked to give my opinion

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Q4 I am equipped to do my work

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Q5 I am valued by my leader

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Q6 My leader believes that I bring good contribution to the team

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Q7 I have confidence in my ability to participate effectively

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Q8 My leader rewards me for the quality of my work

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Q9 My leader congratulates me when I do well

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Q10 My leader believes that I do my job well

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

APPENDIX C : Informed Consent Document

Project Title: *The Impact of Leadership Style on Employee Job Performance in the Embassy of the Central African Republic in Washington DC*

Investigator(s): Xaverie Biloa, Dr. Amanda Olejarski

Project Overview:

Participation in this research project is voluntary and is being done by Xaverie Biloa as part of her Doctoral Dissertation to determine the impact of leadership style on employee job performance. Your participation will take about 1 hour to complete semi-structured interviews. If you would like to take part, West Chester University requires that you agree and sign this consent form. You may ask Xaverie Biloa any questions to help you understand this study. If you don't want to be a part of this study, it won't affect any services from West Chester University. If you choose to be a part of this study, you have the right to change your mind and stop being a part of the study at any time.

What is the purpose of this study? To determine the impact of leadership style on employee job performance in the Embassy of the Central African Republic in Washington D.C

If you decide to be a part of this study, you will be asked to do the following:

- Complete semi-structured interviews
- This study will take approximately 1 hour of your time.

Are there any experimental medical treatments? No

Is there any risk to me? None

Is there any benefit to me? This research helps to understand the kind of leadership that provides employee job satisfaction and increase their productivity for the benefit of the organization.

Other benefits may include: Creating a happy work environment that values employees, reduces stress and bring strong results.

How will you protect my privacy? The interviews will be completed anonymously

- Your records will be private. Only Xaverie Biloa, and the IRB will have access to your name and responses.
- Your name will not be used in any reports.
- Records will be stored in a password protected file/computer
- Records will be destroyed 3 years after study completion.

Do I get paid to take part in this study? No

Who do I contact in case of research related injury? For any questions regarding this study, please kindly contact:

Primary Investigator: Xaverie Biloa at 571-575-1124 or xb945089@wcupa.edu

Faculty Sponsor: Amanda Olejarski at 610-436-2448 or aolejarski@wcupa.edu

What will you do with my Identifiable Information/Bio specimens? Not applicable.

For any questions about your rights in this research study, contact the ORSP at 610-436-3557.

I..... have read this form and I understand the statements in this form. I know that if I am uncomfortable with this study, I can stop at any time. I know that it is not possible to know all possible risks in a study, and I think that reasonable safety measures have been taken to decrease any risk.

Subject/Participant Signature _____ **Date:** _____

APPENDIX D : IRB Application

Title: The Impact of Leadership Style on Employee Job Performance in the Embassy of the Central African Republic in Washington DC

Principal Investigator: Xaverie Biloa

1- Getting Started

About West Chester University IRB Process

WCU is guided by the ethical principles regarding all research involving human subjects as set forth in the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled, "Ethical Principles and Guidelines for the Protection of Human Subjects of Research: The Belmont Report".

In addition, the requirements set forth in Title 45, Part 46 of the Code of Federal Regulations will be followed for all applicable Department of Health and Human Services (HHS) funded research and for all other research without regard to source of funding.

Initial review of your application will take place within three weeks of when the IRB reviewer receives your application. Your IRB reviewer may request edits and changes to your application, this can take an additional two to three weeks to complete. *Please plan ahead and allow at least one month for the entire review, revision, and approval process to be completed.*

The IRB does not provide retroactive approvals and cannot honor requests for a "quick turnaround" or reviews completed by a certain date

Getting Started

Throughout the submission, you will be required to provide the following:

- Detailed Study Information
- Informed Consent Forms
- Study Recruitment Materials
- Questionnaires, Surveys, Data Collection Tools

West Chester University IRB

- **You cannot begin data collection until a formal approval letter from the chair of the IRB has been received**

- The IRB meets as needed during the regular academic year. Please submit the application as soon as possible.

Monitoring Application Status

- You can monitor the status of the application through your Cayuse Dashboard
- Please see the "My Studies" or "Submissions" tab to see where your application is in the review process
- If you cannot find it or have questions, please contact irb@wcupa.edu

Investigator Responsibilities:

I certify that I have read the West Chester University Human Subjects Research Policy and to the best of my knowledge the information presented herein is an accurate reflection of the proposed research project.

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the West Chester University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with West Chester University policies regarding the collection and analysis of the research data.
4. I agree to comply with all West Chester policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following: a. Conducting the project by qualified personnel according to the approved protocol; b. Implementing no changes in the approved protocol or consent form without prior approval from the IRB; c. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form; d. Promptly reporting significant adverse events and/or effects to the IRB in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise the IRB, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by West Chester University IRB.

7. I will prepare and submit a renewal request and supply all supporting documents to the IRB before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the West Chester University IRB.
8. I will prepare and submit a final Closure Form upon completion of this research project.

Faculty Sponsor/Mentor Responsibilities:

1. As faculty advisor/sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
2. I certify that the project will be performed by qualified personnel according to the approved protocol using conventional or experimental methodology.
3. I agree to meet with the investigator on a regular basis to monitor study progress.
4. Should problems arise during the course of the study, I agree to be available, to supervise the investigator in solving them.
5. I assure that the investigator will promptly report significant adverse events and/or effects to the IRB in writing within 5 working days of the occurrence.
6. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the IRB by letter of such arrangements. If the investigator is unable to fulfill requirements for submission of renewals, modifications or the final report, I will assume that responsibility.
7. I will have read the application in its entirety and affirm the content accuracy, clarity, and methodology.
8. I accept the responsibility for the conduct of this research, the supervision of human subjects, and maintenance of informed consent documentation as required by the IRB.
9. I understand that I should have full access to the data and be able to produce the data in the case of an audit

*required

I have read the information above and I am ready to begin my submission.

✓Yes

Any questions regarding this application can be directed to the Office of Research and Sponsored Programs at irb@wcupa.edu or (610)436-3557

2- Submission Information

*required

Please select a submission review category for your application

Exempt

Expedited

Full Board

*required

What type of activity is this submission for?

Research Study

Clinical Trial

Activities without a Plan to Conduct Research (Case Report or Quality Improvement project)

*required

Is this a multi-institutional study?

Yes

No

3- Study Information

*required

What is your status at West Chester University?

Faculty

Student

*required Undergraduate Student

Graduate Student

Are you a Doctoral Student?

✓Yes

No

Staff

Other

Study Personnel

Note: If you cannot find a person in the people finder, please contact the IRB Office immediately at irb@wcupa.edu to possibly get them added to the system.

WCU Faculty & Staff must have WCU affiliation for their CITI certifications (Same email address) & will have their CITI certifications/expiration dates integrated.

Any non-WCU study personnel should have their CITI certificates uploaded at the end of this section.

*required

Principal Investigator

Provide the name of the Principal Investigator of this study

Name: Xaverie Biloa

Organization: West Chester University

Address: 5001 Seminary Road Apt.1210, Alexandria, VA 22311

Phone: 5715751124

Email: XB945089@wcupa.edu

*required

Primary Contact Provide the name of the Primary Contact of this study

Name: Xaverie Biloa

Organization: West Chester University.

Address: 5001 Seminary Road Apt.1210, Alexandria, VA 22311

Phone: 5715751124

Email: XB945089@wcupa.edu

*required

Faculty Sponsor Provide the name of your faculty sponsor

Name: Amanda Olejarski

Organization: West Chester
University.
Address: West Chester, PA 19383-0002
Phone: 6104362448
Email: aolejarski@wcupa.edu

Co-Principal Investigator(s)

Provide the name(s) of Investigator(s) for this study

Research Team Members / Other Personnel

Provide the name(s) of other personnel for this study

Upload any NON-WCU Affiliated Personnel CITI Certificates

Upload any non-WCU study personnel CITI certificates here

Study Site

Please select the location(s) of the study

West Chester University Campus

Please provide the names of the West Chester University locations

External Site (non-West Chester University)

Please provide the names of the external collaborating sites:

*Embassy of the Central African Republic
2704 Ontario Road NW, Washington DC
20009*

Letter(s) of acknowledgment

Please upload a letter from each external site (MUST BE on their official letterhead and signed)

Study Dates

Please provide the anticipated study start and end dates NOTE:
A study may not start PRIOR to official IRB approval.

*required
Start Date

No research can start prior to IRB approval. Please allow approximately 4 to 6 weeks for approval process.

06/20/2021

*required **End
Date**

07/20/2021

*required

Has a grant/proposal for funding been submitted for project?

Yes

If sponsor cannot be found Sponsor could not be found above

No

4- Study Selection

Participant Enrollment

Enter the number of participants that will be enrolled in this study

*required

Enrollment at West Chester University

Please enter the number of participants that will be enrolled at West Chester University

10

*required

Total Study Enrollment

Please enter the total number of participants to be enrolled at ALL study sites

10

*require

Ages

Select the age range of subjects that will be enrolled in this study Check all that apply

18 years and older

12 years old and less than 18 years old

1 month to less than 12 years old

*required

Vulnerable Populations

Please check the population(s) that will be enrolled

Check all that apply

For more information about conducting research with vulnerable populations, please reference the Federal Office for Human Research Protections website

Non-English Speaking

Fetuses Pregnant Women

Minors with Parental Consent

Minors Who can Consent Themselves (Emancipated Minors)

Prisoners

Persons with Acute and/or Severe Mental or Physical Illness Other

None of the Above

5- Study Design

Is this study a clinical trial?

Yes

No

*required

Study Background

Provide a brief summary of the proposed research in lay terms

Include brief background (with citations) and rationale for why the study is needed This research measures the impact of leadership style on employee job performance in the Embassy of the Central African Republic. Leadership is one of the crucial aspects in every organization. It is a process whereby an individual influences a group of individuals to achieve a

common goal (Blake and McCauley, 1991). The results of this process determine the leader's ability to achieve excellence through style, skills and knowledge. The relationship between leadership style and employee job performance is at the center of attentions in many organizations. Every organization strives for success, and its success is reflected in the style of leadership put in place and also its effect on employee performance. Many organizations have failed because of poor leadership leading to poor job retention and less productivity, meanwhile good leadership boosts employee morale and brings impressive results. That is why the style of leadership that a leader utilizes has a crucial impact of employee performance. There are several leadership styles that leaders use to get results, and these styles either motivate or demotivate employees causing them to be more productive or less productive. Therefore, it is important to know the leadership style that works best in an organization to get results.

*required

Research Design

Please provide the research design you are utilizing for your study (e.g., Prospective Cohort, Case-Control, and Observational)

Semi-structured interviews

*required

Research Question(s) and/or Hypotheses

Provide the research question guiding this research project as well as any hypotheses (if applicable)

Research questions: Does leadership style have any impact on employee job performance? How does leadership impact the job performance of employees working at the Embassy of Central African Republic? How does the leadership style of the Chief Executive (Ambassador) affect the performance of employees of the Embassy Central African Republic?

Hypotheses:

H1: Autocratic leadership style has an impact on employee job performance. H2:

Democratic leadership has an impact on employee job performance.

H3: Laissez-Faire leadership has an impact on employee job performance.

H4: Leadership Style has an impact on employee job performance.

*required

Source of Participants

The participants are the employees of the Embassy of the Central African Republic who report directly to Ambassador (the Ambassador is the highest ranking official at the Embassy).

*required

Inclusion Criteria

List and describe the inclusion criteria.

Participants must:

- Work at the Embassy of the Central African Republic in Washington D.C
- Report directly to the Ambassador

The participants in this study must be employees working at the Embassy of the Central African Republic and who report directly to the Ambassador.

*required

Exclusion Criteria

List and describe the exclusion criteria

Are excluded from the research:

- Employees working at the Embassy of the Central African Republic but who do not report directly to the Ambassador

6- Study Procedures

*required

Describe your recruitment procedures and any compensation given for participation

Regarding the recruitment procedure, I will ask the internal staff to help me with the study by participating in the research. There will be no compensation.

Study Documents If applicable, this includes flyers used for recruitment as well as letters of acknowledgement (ex. external group letter of acknowledgement, coach's letter, etc.).

*required

Describe all study procedures

Provide a step-by-step description of each procedure

The first stage of the study will first involve asking staff to participate in the study. The second stage will be to obtain their informed consent. The third stage will involve qualitative semi-

structured interviews regarding their opinions on the leadership style used in the work environment. It is based on the observations of this last stage that the data for the study will be gathered and collected.

*required

Describe the duration of study participation, the time commitment for study participants, and the timetable for study completion

The duration for every interview will be 1 hour and it will depend on the availability of the participants. But the overall time commitment to study participants would be a month, from June 20, 2021, to July 20, 2021.

*required

Describe the information to be gathered and the means for collecting, recording, and analysis of data

I will use in-depth interviews to gather information from participants. Since that the participants are the people I work with, the interviews will be conducted in person or over the phone after work hours or during the weekend. Then, I will ask participants' questions about their feelings on the work environment, their opinions on the leadership style in place.

Data Collection Forms Attach any data collection forms that you might be using in the study.

*required

Survey, Questionnaire, or Interview Will the study utilize surveys, questionnaires, or interviews?

✓

Yes

No

*required

Attach all copies of surveys, questionnaires, or interviews.

*required

Will the survey, questionnaire, or interview record any information that can identify the participants?

Yes

No

*required

Genetic Testing

Will this study involve genetic testing?

Yes

No

*required

Drugs, Devices, Biologics

Will the study involve administering any of the following? Check all that apply. Drug
Biologic Device

None of the above

*required

Participant Data, Specimens, and Records

Does this project involve the collection or use of materials (data, video or specimens) recorded in a manner that could identify the individuals who provided the materials, either directly or through identifiers linked to these individuals?

Yes

No

7- Risks & Benefits

*required

Do you anticipate study participants will be subject to minimal or greater than minimal risk?

Minimal Risk to participants means that the probability and magnitude of harm or discomfort anticipated in the research are not greater than those ordinarily encountered in daily life or during the performance of routine physical and psychological examinations or tests and that confidentiality is adequately protected.

Greater than Minimal Risk to participants means that the probability and magnitude of harm or discomfort anticipated in the research risks are more than minimal risk, but not significantly

greater. Studies that fall under this category will range in their probability of a moderate-severity event occurring as a result of study participation (and the level of safety monitoring will depend on that probability) but there are adequate surveillance and protections in place to identify adverse events promptly and to minimize harm.

Minimal Greater than Minimal

*required

Potential Risks

Describe immediate risks, long-term risks, rationale for the necessity of such risks, alternatives that were or will be considered, and why alternatives may not be feasible The only possible risks are the risks of retaliation if participants express concerns about the leadership style used in their place of work. Describe how you are mitigating these risks and what you will do if a risk occurs. To mitigate the risks, I will keep participants identity confidential. I will also allow them to ask as many questions as possible and I will give them the change to withdraw at any time.

*required

Expected Benefits

Describe the anticipated benefits to participants (if any). If there are none, please state that there is no direct benefit to the participant. Also, please state the importance of the knowledge that may reasonably be expected to result from this research study. There are no direct benefits to the participants, but the study seeks to draw leaders ' attention on their relationships with employees and how to get results from them.

*required

Are you seeking a waiver of informed consent?

Yes

No

*required

Informed Consent Describe the procedures for obtaining informed consent

I will provide to the participants all the information that concerns the study. I will also provide them an opportunity to consider all options, respond to their questions, and ensuring that they

have comprehended the information, and finally I will seek to obtain their voluntary agreement to participate in this study by making them sign the informed consent form. The participants will not receive any compensation.

*required

Informed Consent Form Informed Consent.pdf the attachment must be in a .doc or .pdf, links will not be accepted

If you would like to use our informed consent generator to create a document that is fully editable, please click here:

[https://www.wcupa.edu/_admin/research/forms/confidentiality/ Child Assent Form\(s\) if applicable](https://www.wcupa.edu/_admin/research/forms/confidentiality/Child_Assent_Form(s)_if_applicable)

*required

Will deception be used as a method of data gathering?

Yes

No

8- Confidentiality Safeguarding Participants' Identity

*required

How will data confidentiality be maintained?

The data will be maintained in my personal laptop with a secured password.

*required

Provide exact location (e.g., Building & Office Number) of where informed consent forms and/or study data will be stored (physical or electronic)

Informed consent forms and data will be secured in my apartment located at 5001 Seminary Road Apt.1210. Alexandria VA 22311.

*required

Provide the names and titles of individuals having access to the consent documents and data

Xaverie Biloa (investigator), will be the only one to have access to the consent documents and

data

*required

Specify the date for destruction of data (surveys, disks, etc.; must be a minimum of 3 years)
08/30/2024

9- Conflict of Interest

*required

Do you or any investigator(s) participating in this study have a financial interest related to this research project?

Yes

No

10- Attachments

The documents/attachments listed here have been previously uploaded throughout the application.

No new uploads should be required here. Please double check that all appropriate files have been uploaded.

Outside IRB of Record

This is required when engaging in multi-institutional research.

Study Protocol

Attach the protocol for this study that was reviewed by the Outside IRB.

Outside IRB Approval

Attach the IRB Approval from the Outside IRB

Outside IRB Review Meeting Minutes

Attach the minutes from the outside IRB meeting(s) for the review of this study

Outside IRB Correspondence

Attach all correspondence concerning the review of this study by the Outside IRB.

Informed Consent.pdf Interview Questionnaire.pdf Study

Procedures Study Documents If applicable, this includes flyers used for recruitment.

Study Instruments

Attach all instruments (i.e., personality scales, questionnaires, evaluation blanks, etc) to be used in the study.

FDA Letter Participant Protection Informed Consent Form Child Assent Form(s)

APPENDIX E : IRB Approval



Office of Research and Sponsored Programs | West Chester University | Ehinger Annex
West Chester, PA 19383 | 610-436-3557 | www.wcupa.edu

Jul 16, 2021 9:10:24 AM EDT

To: Xaverie Biloa
Public Policy and Administration

Re: Expedited Review - Initial - IRB-FY2021-165 The Impact of Leadership Style on Employee Job Performance in the Embassy of the Central African Republic in Washington DC

Dear Xaverie Biloa:

Thank you for your submitted application to the WCUPA Institutional Review Board. Since it was deemed expedited, it was required that two reviewers evaluated the submission. We have had the opportunity to review your application and have rendered the decision below for The Impact of Leadership Style on Employee Job Performance in the Embassy of the Central African Republic in Washington, DC.

Decision: Approved

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Sincerely,
WCUPA Institutional Review Board

IORG#: IORG0004242
IRB#: IRB00005030
FWA#: FWA00014155