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The American University in Cairo

School of Global Affairs and Public Policy

**An Examination of the Relationships between Integrated
Leadership, Organizational Structure and Public Sector
Performance in Egypt**

**A Thesis Submitted to the
Public Policy and Administration Department
In partial fulfillment of the requirements for the
degree of Master of Public Policy and Administration**

By

Abdelrahman Kamal Saad Hassanein

Supervised by

Dr. Charles Kaye-Essien

Spring 2020

The American University in Cairo
School of Global Affairs and Public Policy
Department of Public Policy and Administration

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ABSTRACT

This thesis investigates how integrated leadership mediated by organizational structure, affects organizational performance in three Egyptian public sector institutions. The aim of this research is to identify the key challenges in these three areas (leadership, organizational structure and performance) and provide recommendations for improvement. The study adopts a mixed method approach, including both quantitative and qualitative analysis. The qualitative element consisted of in-depth interviews of organizational leaders and participant observation. Employee surveys and interviews with leaders were conducted in three public organizations located in Greater Cairo. Two of these organizations are project implementations units (PIUs), whilst one is a traditional public sector bureaucracy. The findings of both the quantitative and qualitative analyses suggest that integrated leadership, mediated by a supportive organizational structure, positively enhances employee performance in the Egyptian public sector. To overcome the enduring problem of low performance in the public sector, this study recommends that policy makers focus on adopting elements of

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integrated leadership and enhancing a supportive non-bureaucratic public organization in the various public institutions, PIUs and parallel started structures.

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CHAPTER ONE

Introduction

1.1 Background

The public sector is increasingly becoming aware that the improvement of quality and speed of public services can best be done through good leadership. As important drivers of organizational performance, leaders create the vision, set the strategies and determine the organizational direction (Melchar and Bosco, 2010). In the 1990s for example, the US government, believed to be disrupted by excessive bureaucracy (Hood, 1995), moved to support new public management strategies geared towards promoting transformational leadership in the public sector (Persson and Goldkuhl, 2010). One of the best statements on leadership was that of John Maxwell (2011) who described the best leaders as pinnacles of society with the skills and abilities to create new leaders among their followers by empowering and inspiring them. This means that for the public sector to attain its main aim of providing services to citizens, good leaders must spend their time transforming their employees to reach beyond their own motivations and interests (Bass, 1985).

Different styles of leadership are highlighted in the public administration literature (e.g Fernandez and Rainey 2006; Paarlberg 2010; Wright and Pandey 2010). From these studies, it has been determined that some public sector leaders tend to be transactional while some remain transformational leaders. Other studies have suggested that recent interests in issues of diversity, relation building and accountability necessitate an integrated approach to leadership, which is better at increasing workers' satisfaction (Oreg and Berson, 2011).

The Egyptian bureaucracy is a traditional challenge that has been well established in the Egyptian public sector context since long time (Abdel-basset, 2009). Many laws and governmental attempts were developed to improve the organizational structure and the employee performance and to decrease the public sector bureaucracy in Egypt (Barsoum, 2018). Studying the Egyptian public sector should be accompanied by an analysis of the governing laws of the civil service and the Egyptian public sector bureaucracy to be able to understand a major citizens' concern and an obstacle of public administration reform (Barsoum, 2016).

In this study, I explore how integrated leadership, mediated by organizational structure, influence employee performance in the Egyptian public sector. Using interviews, surveys and participant observation techniques as methodologies, I find that there is a positive association between integrated leadership and employee performance. I therefore recommend the promotion of integrated leadership practices in the different organizations of the Egyptian public sector.

1.2 Statement of the Problem

An effective leader is a person who positively influences his/ her followers and promotes the goals of the organization. In the Egyptian public sector, issues of leadership have been given little attention for a long time. Despite extensive research globally, there is a paucity of research that explores the association between leadership, organizational structure and performance in the different Egyptian public sector organizations. If public service delivery will improve, it means that government will have to give particular attention to this area. It would be necessary for leaders of Egypt's public sector to learn to influence people and their work quality, adapting to changing environments with agility and enhancing performance. It would

also be necessary to invest in the improvement of employee commitment, motivation and loyalty to the workplace by removing demotivating factors in management styles and organizational structures (Zeffane, 2003). From this perspective, this study seeks to assess the influence of the integrated leadership style on organizational performance in the Egyptian public sector.

1.3 Research Question

The main question of interest in this study is: How does integrated leadership, mediated by organizational structure, affect the performance of Egyptian public sector employees?

1.4 Organization of the Thesis

The rest of the chapters are as follows: Chapter 2 explores the literatures on integrated leadership, organizational structure and organizational performance. Chapter three explains the conceptual framework and methodology guiding this study and provides three hypotheses for testing and explains the research methodology, whilst chapter four provides the findings and discussions of this study. Finally, Chapter five concludes the study, noting the limitations and providing alternative areas for future research.

CHAPTER TWO

Literature Review

2.1 Chapter Overview

This chapter provides detailed description about the literature on leadership. Reference is made to previous leadership styles like the transformational and transactional forms of leadership which are the foundations for a more recent form of leadership called integrated leadership. The chapter also highlights the various types of organizational structure, and its relationship with leadership and performance.

2.2 Leadership

The relationship between superiors and subordinates has been the subject of many studies (e.g. Burns, 1978; Bass, 1985; Bass and Avolio 1990; Wright and Pandey 2010). While the public sector bureaucracy and governance is a focus of the public policy and administration researchers (e.g. Ayubi 1980; Palmer et al. 1988; El-Bardei 2011; Barsoum 2018), leadership styles, organizational structure and their effect on public-sector performance are still understudied in Egypt and the Middle East region by the researchers. There are a few exceptions, however. For example, El Fiky (2016) explored the role of transformational leadership in enhancing employee innovation in public hospitals in Egypt. Habashi (2015) compared the different leadership styles adopted by three school principals, attempting to create a link between their leadership style and their job duties and responsibilities in Egypt. Labib (2015) investigated the behaviors and traits of Servant Leadership as it relates to the development of individuals.

Leadership is of high interest amongst global north public sector domains. Over the past 15 years, the United States government for instance, has spent 14 billion dollars

on leadership development for the US government federal and state officials (Kaiser and Curphy, 2013). This level of seriousness is an indication of the need for better understanding of the importance of good leadership and its long-term effects on public sector performance.

Since Burns (1978), a political scientist, published his book, *Leadership*, the subject matter of leadership has become one of the most researched topics in many fields including public administration. Although there is no generally agreed definition of leadership, the attempt by Rauch and Behling (1984) to define leadership as the influence of a leader on a group of persons to achieve a specific outcome, comes in handy. Other definitions by Jacob and Jacques (1990) that leadership is collaborative work to achieve certain objectives, is also worth noting. Three common themes are notable amongst the many definitions of leadership available— influence, common goal and performance enhancement. Whilst some definitions focus on individual gain and the exchange of rewards (the transactional type), certain definitions focus on attitudinal change (Bass and Riggio, 2006). Empirical studies have pointed out that effective leaders use transactional behaviors, but tend more toward transformational ones (Bass and Riggio, 2006). Contributing factors to both types of leadership are the motivation and involvement of the subordinates with the leader (Obgonna and Harris, 2002).

Whilst many leadership styles exist in the public sector, the most preferred types are those that improve performance and stimulate employees towards high performance. Whilst transformational and transactional leadership styles have been widely studied, recent interests in accountability, diversity and employee relation building has resulted in an increased interest in what Zhang et al. (2018) call ‘integrated leadership’. The following sections explain these leadership styles, with specific attention to the integrated type of leadership.

2.3 Laissez-Faire, Transactional and Transformational Leadership

“Laissez-faire” is a French term that is used to describe circumstances where the leader uses a “hands-off” approach. Laissez-faire leadership is therefore a style of leadership where a leader does not provide the required coaching or guidance to his/ her employees, leaving employees to do what they want regardless of the organizational objectives (Bass, 1985). The Laissez-faire leader lacks responsibility, lags in taking timely decisions, does not provide the needed feedback to his/ her subordinates, and does not provide any motivation or support to his/ her followers. This leader is present only physically, but does not care to call for meetings, establish long term plans, or address employee demands and organizational inputs (Bass and Avolio, 1990).

Transactional leadership on the other hand focuses on organizational outcomes and the supervisory role (Odumeru and Ifeanyi, 2013). The transactional leader is defined as a person who identifies specific objectives and rewards for the employees who follow the process, and this empowers the respect of subordinates, as well as their trust and commitment (Ruggieri and Scaffidi Abbate, 2013). Hence, transactional leadership impacts subordinates by including outcomes and rewards for them to achieve and obtain (Stoffers and Mordant, 2015).

Transformational leadership is a leadership style characterized by motivation, team building and performance of the organization and its followers. (Stoffers and Mordant-Dols, 2015). Transformational leaders mainly focus on changing the employee perception from the ‘self’ to the ‘team’ through motivation and inspiration (Ruggieri and Scaffidi Abbate, 2013). That is why transformational leadership encourages employees to innovate new solutions, problem solving techniques and critical thinking to enhance organizational performance (Stoffers and Mordant-Dols, 2015). Riaz and Khalili (2014) pointed out that transformational leaders improve the performance of employees who are lagging, through motivation, inspiration and

capacity building. Others have characterized transformational leadership as a show of selfless attitude that empowers employees to be creative and innovative by encouraging them to be self-leaders (El Fiky, 2016; Gumusluoğlu and Ilsev, 2009). Transformational leaders are seen to be self-confident, charismatic and use a “hands off” approach to share their vision that lead to more engagement and development of their followers through incorporating their opinions and efforts in action (Oke et al., 2009).

The first researcher to introduce transformational leadership was James Burns (1978) who discussed the psychological mechanisms and the target outcomes that underlie transactional and transformational types of leadership. He defined this style as a continuous process in which "leaders and followers raise one another to higher levels of morality and motivation," (Burns, 1978, p. 20). Transformational leaders innovate actions and ensure the effective implementation of their plans driven by their belief in empowering innovation. Gumusluoğlu and Ilsev (2009) also highlighted that transformational leaders have the ability to encourage their subordinates by fostering self-confidence to implement the strategic work of the organization in innovative ways with passion, and by expanding employee goals. Høystrup et al. (2012) also referred to the transformational leadership type as the style that modulates the actions of their followers; meaning that it empowers, increases and changes the individual objectives of the followers in relation to the organizational goals.

Bradley et al. (2012) on the other hand highlighted that transformational leadership and the motivation of individual followers are essential for reaching an organization's goals, meaning that the buy-in of the employees regarding their organizational mission facilitates their motivation to support it and to perform. Leaders who adopt the transformational leadership style motivate their followers to reach the

organizational objectives and become inspired to exert their maximum effort for the sake of their organization.

2.4 Integrated Leadership

Issues of diversity and worker relations at the workplace has raised interests in models of integrated leadership that combine the various positive aspects of transformational and transaction leadership. Von Wart (2005) explained that leadership is an integration of many factors that depend on many internal and external factors within an organization; these many factors include a mixture of charismatic and transactional leadership traits, change management, compliance and diversity organizational directions. This view of leadership has given rise to recent attempts to define leadership from an integrated perspective. Initial thoughts by Zhang et al (2018), view integrated leadership as the dynamic driving ability that utilizes a combination of different leadership traits and strategic decision-making to create a foundation for the operation of an effective organization to achieve the desired organizational outcomes. Integrated leadership is therefore divided into five dimensions: task-oriented, relations-oriented, change-oriented, diversity-oriented and integrity-oriented (Cho and Perry, 2010). These leadership dimensions are products of transactional and transformational leadership styles combined for greater productivity in a way that helps public sector leaders to influence their employees to achieve more.

Task-orientation (a trait of transactional leadership), is a leadership attribute that focuses on achieving the objectives of a work group or organization.

Relations-orientation (a trait of transformational leadership) is an attribute that focuses on the welfare of followers and a need to empower social relations among organizational employees. The dominant traits that are found in a leader with this

attribute are the zeal to foster equity between employees, prioritizing the well-being of followers, recognizing the efforts of employees, offering followers opportunities for personal development, and including them in the decision-making. Change-orientation (trait of transformational leadership) refers to traits that are mainly concerned with change strategies that make the organization agile to the changing environment (Yukl, 2002, p. 65). Diversity-orientation (trait of transformational leadership) is an attribute that integrate respect for inclusivity at the workplace (Richard, Barnett, Dwyer and Chadwick, 2004). Finally, integrated leadership (trait of transactional leadership trait) adopts an environment that endorses compliance, ethics, fairness and equity of employees in their organization by a specified standard of operations and clear rules (Rainey, 2003).

2.5 Integrated Leadership, Organizational Structure and Performance

Organizational structure influences leadership which in turn influence performance. As an arrangement that governs the mutual relationships between the different roles executed by various units within an organization, (Fernandez, Cho and Perry, 2010) organizational structure is relevant for effective leadership.

Ajagbe et al. (2016) proposed that organizations should design their structure according to the desired attitudes, objectives, values and culture. To them, performance and span of control are not linked, but performance is linked with job satisfaction and is enhanced by decentralization of organizations. Ajagbe et al. (2016) found that the extent of work performance is often influenced by the scope of authority provided to the employee. Quangyen and Yezhuang (2013) explained that the organizational structure provides certainty and clarity to the employee, which helps him to reach organizational objectives.

Organizational structure defines who the employees and managers are, and their hierarchical relationship. Moreover, leadership is the factor that can change the structure and determine the horizontal and vertical communication between the different organizational units (Andersson and Zbirenko, 2014).

According to Andrews et al. (2005), there are two measures of the performance of public sector organizations that can be used; customer satisfaction and achievement of key performance indicators and organizational objectives. Chris (2006) pointed out that bureaucracy can challenge organizational performance when the leader adopts self-serving and self-perpetuating strategies, and the challenges can include inefficiency, misuse of organizational resources, slow processing of customer requests and needs and inefficient adaptation to transformation and changing environment. Restricting employee creativity, limiting employee scope of work, creating challenges to organizational agility, and undermining the ability of the organization to respond to changes are the key factors that render bureaucratic systems a hindrance to performance. (Chris, 2006).

In brief, the organizational structure and leadership style influence the productivity of public sector organizations. The organizational structure determines operational productivity and efficiency, while leadership influences the level of passion held by employees, their motivation and achievement of organizational objectives, which in turn influence their productivity and performance (Andersson and Zbirenko, 2014). Leaders' empowerment and sense of ownership in their work enforce self-motivation among employees through achievements (Conger and Kanungo, 1988; Thomas and Velthouse). Research has shown that leaders that adopt well-focused organizational vision and mission act as role models and acknowledge their followers' individual consideration to achieve higher performance (Bass, 1985). The first attempt to innovate an integrated leadership theory was represented by Fernandez's (2005) to

test it in the setting of public sector. Fernandez (2005) used a different approach to combine skills, traits, behaviors, styles and situational variables into a unified integrated leadership model. Additionally, Fernandez investigated the additive impact of integrated model on performance. Another study of integrated leadership investigated the sub agency effect of integrated leadership on performance and concluded that this type of leadership has a positive impact on the performance management of many public sector agencies in USA (Fernandez, Cho and Perry, 2010). Alexandre (2012) added to the literature another evidence of positive impact of integrated leadership on the public sector organizational performance in the US Federal Agencies level by adding four different variables (budget, politicization, occupational diversity, and supervisory level) on the relationship.

CHAPTER THREE

Public Sector Bureaucracy in Egypt

3.1 Chapter overview

This chapter provides an overview of public sector bureaucracy in Egypt. Reference is made to the historical development of the Egyptian bureaucracy, institutional structures and the general legal framework that gave birth to these structures.

3.2 The history of the Egyptian bureaucracy

The centralization of decisions in Egypt originated in the early beginning of Egyptian civilization across the borders of the Nile River. During this period, the pharaohs were the center of the hierarchy in Egypt (Abdel-basset, 2009). In the 1800s, the father of Modern Egypt, Mohamed Ali, imported hundreds of Western-trained bureaucrats to create a new civilized administrative and economic public sector in Egypt to save Egypt from anarchy created by the Ottomon and Mamluk rules. Mohamed Ali prioritized the development of an Egyptian civilization that inspires its political and economic system from the western capitalist system and this led to the development of a government that included well-trained public servants in a newly established bureaucratic system (Abdel-basset, 2009).

The actual turning point in the Egyptian public sector bureaucracy occurred during the British occupation between 1882 and 1952 (Berger, 1957). During this period, British civil servants occupied the highest paid managerial positions in Egypt, while the frontline and the middle management positions were reserved for the professional and certified Egyptian public servants. The emergence of the centralized bureaucratic Egyptian government directed by the British leadership was a landmark in the transformation of the Egyptian public sector behaviors. After Egyptian independence in 1922, Egypt maintained full control of the public sector and new public servants were recruited into the state bureaucracy regardless need, and qualifications (Berger, 1957).

A revolution in 1952 led to a change in the system of rule in Egypt from monarchy to a republic. This change led to further expansion of public sector employment to include all social classes (high, middle and low income). Additionally, a social policy that promoted free education granted everyone to have the same equal opportunities to be top appointees in government. Hence, the number of public servants increased from around ten thousand employees in 1898 to around a million employees at the end of Sadat's era in 1970 and more than 60 percent of university graduates between 1954 and 1966 were hired in the public sector (Ayubi, 1980).

Palmer et al. (1988) notes that most of the current bureaucratic challenges were created during this period and lethargy, inflexibility, lack of innovation and dissociation from the masses. Attempts to raise wages, assign public servants to universities and encourage recruitment training did not yield any considerable improvement of the bureaucratic behaviors in this era.

From 1970s onwards, the Egyptian bureaucracy had few topline changes in being multiparty with more economic opening and liberalization with a decrease in the nationalistic voice, weak decentralization efforts and inefficiency in using state-owned assets by the redundant public sector employees. Egyptian bureaucratic problems were aggravated during this period as a legacy of the nationalistic era of the "Arab Socialist Union" that was replaced by the "National Democratic Party" that dominated most of the top public service eminent positions (Barsoum, 2018).

3.3 Civil Service Laws in Egypt

Law 64 of 1964 can be viewed as the fundamental law to first categorize public servants into eleven grades. University graduates are employed in one of first seven grades whilst newly hired public servants with lower qualifications are employed

from grade eleven to grade two according to their educational level and technical skills (Abdel-basset, 2009).

Besides, Law 47/1978 became a governing law that specifies top governmental positions, other grades and governing laws of public servants. Other specifications include promotion, seniority, merit and performance, salaries and contracts of public sector employees (Abdel-basset, 2009). The graduate policy was suspended in 1984, as it led to massive public sector hiring of freely educated university graduates (Abdel-basset, 2009).

In 2015, a presidential decree issued a new law 18/2015 that aimed to overcome previous challenges created by law 47/1978. The new law was targeted at making promotion merit-based rather than seniority based. The law was also enacted to enhance productivity by extensive public sector trainings, extending the probation period to 6 months and endorsing employees through self-assessment and colleagues and supervisor assessments (Barsoum, 2018). In January 2016, the newly elected parliament rejected the law and it has been under many discussions since then. The reason for such rejection was based on concerns about protection of workers' rights, performance evaluation and pay schemes (Barsoum, 2018).

3.4 Challenges of Modern Day Egyptian Bureaucracy

A review of relevant literature on the Egyptian bureaucracy suggests that presently, the Egyptian public sector is bedeviled by problems which include:

- Centralized decision-making (El-Baradei, 2011).
- Lack of creativity and frustration among public servants (Abdel-basset, 2009).
- Redundancy of the public service employees (more than 5 million employees) (El-Baradei, 2011).

- The development of cronies (*shillas*), tribes, patrons and families in between the government employees that control each public sector organization (Ayubi, 1980).
- Minimal wages paid to the public employees (El-Baradei, 2011). The average monthly pay was 110 USD (Barsoum, 2016).
- Nepotism (Barsoum, 2018).
- Poor motivation of the public servants (El-Baradei, 2011).
- Long life job security (Barsoum, 2016).
- Predetermined working hours (Barsoum, 2016).
- Paid and obligatory well fare maternity leaves for the employees, especially labor and childcare leaves consequently (Barsoum, 2018).
- Weak performance of the public sector organizations (El Baradei, 2011).
- Poor quality of the public service provided to the citizens (El-Baradei, 2011).
- Dissatisfied citizens (El-Baradei, 2011).

Consequently, the public has perceived bureaucracy as a bad phenomenon that jeopardizes the daily lives of the citizens (Ayubi, 1980).

3.5 Attempts to overcome the bureaucracy in Egypt

Since 2014, the number of Egyptian public servants has increased to more than 6 million employees from a quarter million in 1952. This workforce, which takes more than 25 percent of the national budget, is considered by many as a burden on any economic development attempts in Egypt (Barsoum, 2018). Many recommendations by Egypt's development partners (the IMF and OECD especially) have highlighted the need to reduce spending on public sector employees and improve the current civil

service law (Barsoum, 2018). Highlighting the efforts of successive Egyptian governments to control the Egyptian, Barsoum (2018) and Abdel-basset (2009) note that attempts since 2005 have included measures such as:

- Encouraging early retirement of the public servants.
- Freezing new recruitments in the government.
- Temporary contracts of the needed employees.
- Outsourcing.
- Introducing early retirement pension schemes.
- Introducing extensive public sector employees' trainings.
- Assignment in international universities graduate degrees.
- Expanding the use of project implementation units (PIUs) and parallel structures.
- Preparation of new youth leaders in the public sector (e.g. Presidential Leadership Program and the National Training Academy).

The latter two initiatives (use of PIUs and the Presidential Leadership Program) are further explained below.

3.6 Parallel implementation structures and project implementation units (PIUs)

Parallel implementation structures and project implementation units (PIUs) are exceptional structures that are created within the public sector to implement a specific task autonomously without the need to report to the current governmental hierarchy. It was an initiative started by Ahmed Nazif, Prime Minister of Egypt in 2004 (El-Baradei, 2011). The justification for creating the PIUs is to overcome the Egyptian bureaucracy while working in collaboration with international organizations to regulate a better salary scheme and performance evaluation employees (El-Baradei, 2011). Top public sector employees (e.g. ministers) rely on PIUs to overcome the bureaucratic structures in their

organizations that challenge any trials for transformation and change (Barsoum, 2018).

PIUs are categorized into:

1. Standalone PIU: employees work outside the original organization and do not cooperate with it.
2. Super PIU: employees have a massive work assigned to them while they are independent of the original governmental organization.
3. Semi-autonomous PIU: the unit serve the original organization in its work and tasks.
4. Fully integrated PIU: the unit is involved in capacity building of the original public sector organization that assumes the full responsibility of the task.

3.7 Presidential Leadership Program and the National Training Academy

In 2016, President Sisi announced that the youth should be a priority of Egypt and that 2016 will be the year of the youth where a national youth training program should start. From that point, a presidential leadership program (PLP) was initiated to enroll 500 young Egyptians for ten months. After three waves, new government leaders originated from that program and a new super PIU was inaugurated by the graduated young PLP graduates in 2017 to oversee and train the Egyptian government employees and top managers (Hesham, 2019). The combination of the PLP, National Training Academy and the PIUs construct the new Egyptian strategy to overcome the bureaucracy until the Egyptian Parliament will approve a new civil law.

CHAPTER FOUR

Conceptual framework and methodology

The literature review section has revealed that integrated leadership can optimize the outcomes of public organizations when organizational structures are conducive. From this level of thought, this study conceptually maps a linkage between integrated leadership and performance, as illustrated in Figure 4.1 below. This framework serves as the groundwork for the present study.

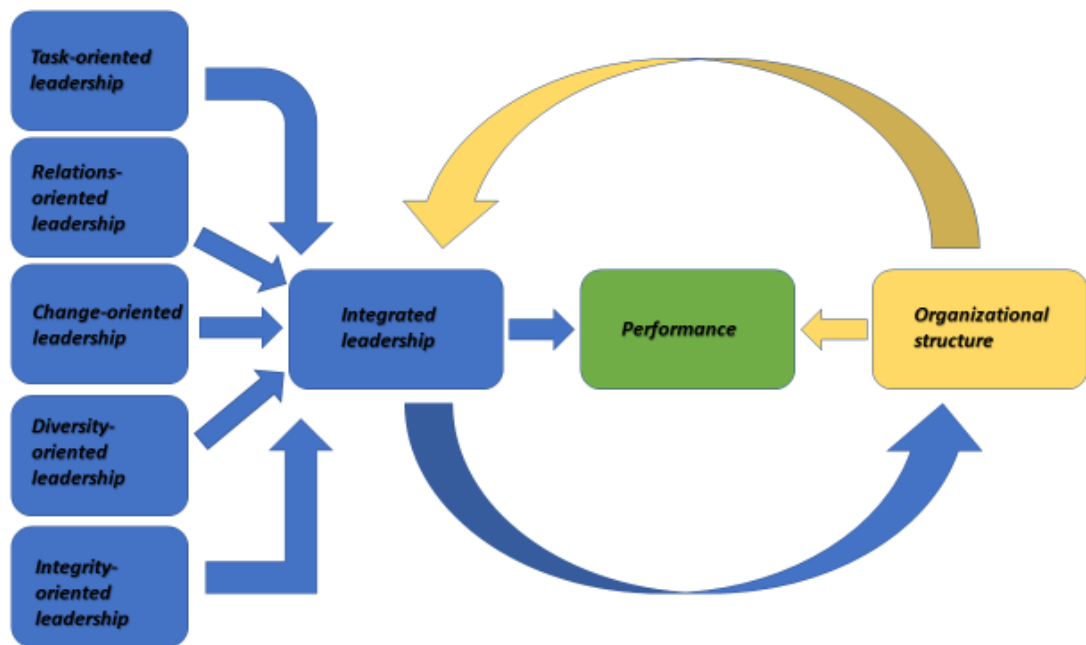


Figure 4.1: A Conceptual Framework of the Relation between integrated leadership, performance and organizational structure

Source: Author's Adaptation of Fernandez, Cho and Perry (2010) and Wright and Pandey (2010).

While traditional bureaucratic organizations limit the abilities of their leaders by their formalization, supportive organizational structures give room to managerial discretion and leadership development (Wright, and Pandey, 2010). A bureaucratic organization,

according to Zhang et al. (2018) can create a possible major challenge to the evolution of integrated leadership. Hence, a supportive organizational structure is needed to empower the leader transformational decisions and the employees' performance (Wright, and Pandey, 2010). Based on these views, I hypothesize that:

H1: The presence of a supportive organizational structure organization positively impacts integrated leadership.

From Moynihan and Ingraham (2016), we understand that organizational structure often affects the performance of an entire organization. In other words, structures in non-bureaucratic organizations pave way for better performance whilst the presence of hierarchical decision-making and communication adversely impact organizational performance (Wright, and Pandey, 2010). I therefore hypothesize that:

H2: Public institutions with non-bureaucratic organizational structures are associated with high levels of employees' performance than bureaucratic ones.

H3: Having integrated leadership in a supportive non-bureaucratic organizational structure is associated with high levels of employee performance.

These hypotheses will be explored in this research through a set of surveys and interviews to assess the IL, OS and organizational performance.

Methodology

4.1 Introduction

Chapter five explains the research methods adopted and it provides the details of the data collected to explore the relationship between the three hypotheses proposed and integrated leadership, organizational structure and employees' performance by selecting three public organizations in Egypt. The following sections present the research design, questionnaire and interview design, questionnaire respondents, questionnaire and data collection.

4.2 Research Design

The study attempts to understand the relations between integrated leadership, organizational structure and their effects on public sector performance. Thus, a mixed methods approach combining both quantitative and qualitative analyses was considered an appropriate research method. Creswell (2007) have defined mixed methods as a useful method using both qualitative and quantitative approaches in data collection, analysis and interpretation of findings particularly in situations where complementary and balanced research outcomes are required. The study also followed a theory-driven design to test the validity of the three proposed hypotheses.

The quantitative portion of the study focused on survey responses to questions on leadership, organizational structure and performance. The qualitative portion of the study was implemented via semi-structured interviews with top management staff and participant observation (job shadowing). Both survey and semi-structured interviews were conducted in three of Egypt's major public organizations, specifically located in Cairo, Giza and Sixth of October. To maintain anonymity, these public organizations are named organization A, organization B and organization C in this study. The selected organizations are part of the Egyptian government that aim to provide public services.

Beside, semi-structured and survey data, the study also made use of secondary data collected and reviewed from different journals, books and official web sites of the selected public organizations/agencies.

4.3 Population and Sampling Procedure

The study employs a purposive sampling methodology. William (2006) described the purposive type of sampling as population sample selected deliberately to assess the study theory. Three organizations from different governmental service sectors, including healthcare semi-autonomous PIU in the Ministry of Health by a ministerial decree (Organization A), training and evaluation Academy reporting to the President as a super PIU (Organization B) and higher education and research sector (Organization C) were selected for the study. These were selected to reflect variations in organizational structure. Organization B was founded three years ago by a presidential decree, which gave it more privileges in hiring young employees, while organization C was founded more than 60 years ago with well-established bureaucratic structure and employees and organization A was founded more than twenty years ago and reporting to the minister of health. The three organizations represent a variety of the public sector organizations with the public sector employees' behaviors and attitudes.

Fifty full time organizational employees were selected from the three public organizations for questionnaire administration. Organization A had 11 respondents; Organization B had 18 respondents whilst Organization C had 12 respondents. To be included in this study a mandatory criterion was that the employee is reporting the interviewed leader directly or through his/her managers.

4.4 Data Collection

Two modes of data collection — survey and semi-structured interviews were employed in the study. The survey was conducted via questionnaire administration whilst the semi-structured interviews were conducted via interview guides.

The survey contained 17 questions, each of which was to be answered with one of five possible responses (strongly agree, agree, neutral, do not agree and strongly disagree). The questions were adapted from the 2017 Federal Employee Viewpoint Survey (FEVS) of the United States Office of Personnel Management (2017). The FEVS is a tool used annually by the OPM to assess the motivational, leadership and job performance across federal agencies in the US. Its wide application in different study contexts (e.g. Arnold, 2001), makes the FEVS a very reliable tool for adoption in the Egyptian case. In all, a total of fifty survey questionnaires were prepared and delivered to the leaders of three prominent public organization to be distributed randomly to employees in different hierarchies. The survey was conducted on a voluntary basis and in a manner that ensured confidentiality. The fifty participants who volunteered to be part of the survey were asked to answer the survey in a private office in each organization to ensure the respondent confidentiality, after which the questionnaires were delivered back to the leaders sealed envelopes.

To ensure data triangulation, eight semi-structured interviews were conducted on leaders of the three selected organizations. Questions that form the core of inquiry included issues regarding organizational structure (how hierarchical the authority structure is, the extent of lateral/upward communication in the organization, the presence of procurement red tape and human resource red tape). The focus here was similar to that of Bradley and Pandey (2010) whose paper explored the relationship between transformational leadership and organizational structure.

In terms of composition, interviewers consisted of the leader of organization A, the leader of organization B, the Dean of organization C and two external experts with

relevant knowledge about the three organizations. The selection of the two experts served as reference for data triangulation. The experts comprised of a national officer of an international organization in Egypt that works in collaboration with organization A, and a consultant in the Supreme Education Council who has an oversight of the organization C and leading a change program in Egyptian public universities. Each leader of the three organizations is a top ranking manager that reports to another entity higher than his/ her organization with at least two public subsidiary divisions/ departments (consisting of at least 10 employees) reporting to him/her. All the employees who responded to the survey were part of the hierarchy of the organizational leader. The socio-demographic background of these interviewees are shown in Table 4.1 below.

Table 4.1: Demographic characteristics of the 8 Interviewees

Sex	Percentage of informants
Male	40%
Female	60%
Age	
Less than 40 years old	40%
More than 40 years old	60%
Education	
University graduate only	-
Master's degree only	20%
PHD	80%
Job level	
Middle management	-
Top management	100%
Job tenure	
Less than 5 years	-
5-10 years	-
More than 10 years	100%

The start the study, the researcher made initial contact with the leaders of the three selected organizations by phone calls and text messages after receiving approval from the Institutional Review Board (IRB). A face-to-face appointment was the

scheduled with the leaders and their general secretariat to deliver the questionnaires to their employees, collect the responses and finally interview the organizational leader. Data collection took place from September 20, 2019 to February 10, 2020 with a response rate of 82 percent. Out of the original 50 questionnaires distributed, a total number of 41 completed surveys were received. To ensure openness to the questions in the interview, respondents to the interviews were assured of confidentiality in the written consent forms. The researcher also assured that as a part of the research, summary, only general results of the research will be provided, and no individual or organizational name will be published. Samples of survey and interview questions are shown in Appendix C.

Beside the interviews, the researcher also employed participant observation and job shadowing to understand the organizational culture, structure and performance in the three selected organizations. The researcher spent three full working days in the organization B, one full working day in the organization A and three full working days in the organization C. The leaders of the three different organizations helped me to stay with the respondents of the survey and the different employees in the organization to gather their insights and live with them in their routine working day.

4.5 Data Analysis

Data from the survey were analyzed using descriptive statistics that compares the index scores of the three selected organizations across integrated leadership, organizational structure and performance. These were supported with responses to the semi-structured interviews. Integrated leadership was measured based on responses to the 17 questions 5 points Likert scale survey adopted from the Federal Employee Viewpoint Survey of the United States Office of Personnel Management (2017). The 17 questions were divided across the 5 character traits/dimensions of integrated

leadership (See Table 4.2 below. Responses to these 17 questions were summed and transformed to form an index with the maximum of 100.

Table 4.2.Measuring of the Integrated Leadership

Leadership Trait	Questions	Measurement
task-orientation (20 points)	Q2: My supervisor provides me with opportunities to demonstrate my leadership skills. Q13: I am satisfied with my involvement in my organization decisions. Q14: I am satisfied with the policies and decisions of my senior leaders. Q15: I am satisfied with the trainings I had in my organizations	5 point scale, where:5 is strongly agree and 1 is strongly disagree
relations-orientation (15 points)	Q1: My supervisor supports my need to balance work and other life issues. Q5: Supervisors in my work unit support employee development. Q12: Senior leaders demonstrate support for Work/Life programs.	5 point scale, where:5 is strongly agree and 1 is strongly disagree
change-orientation (20 points)	Q3: Discussions with my supervisor about my performance are worthwhile. Q6: In the last six months, my supervisor has talked with me about my performance. Q9: Managers communicate the goals and priorities of the organization. Q10: Managers promote communication among different work units (for example, about projects, goals, and needed resources).	5 point scale, where:5 is strongly agree and 1 is strongly disagree
diversity-orientation (5 points)	Q4: My supervisor is committed to a workforce representative of all segments of society.	5 point scale, where:5 is strongly agree and 1 is strongly disagree
integrity-orientation (15 points)	Q7: I have trust and confidence in my supervisor. Q8: In my organization, senior leaders generate high levels of motivation and commitment in the workforce. Q11: I have a high level of respect for my organization's senior leaders.	5 point scale, where:5 is strongly agree and 1 is strongly disagree

Organizational structure was measured based on the researcher's personal observation of the internal organizational structure and interview responses. These were combined to create index scores (table 4.3).

Table 4.3 Measuring Organizational structure

Observation of the presence of Structure Trait	Measurement
Presence of hierarchical authority structure	5 point scale, 5 highly present, 1 not present
Presence of lateral/upward communication in the organization	5 point scale, 5 highly present, 1 not present
Presence of procurement red tape	5 point scale, 5 highly present, 1 not present
Presence of human resource red tape	5 point scale, 5 highly present, 1 not present

Organizational performance was measured based on the assessment of both leaders and workers of organizations A, B and C. Leaders were asked to rank the collective performance of their employees from 1 (being the least) to 10 (being the highest). Additionally, workers were asked in questions about performance in the following manner. Q16: Considering everything, I am satisfied with my organization performance; Q17: My department has reached the desired planned annual objectives year to date. These questions were measured on a 5 points scale with five being the highest (strongly agree and one being strongly disagree). Responses were summed used to construct a 20 points index.

CHAPTER FIVE

Data Analysis and Discussions

5.1 Introduction

The following section will present the findings and analysis of the study. Quantitative data are presented in this chapter in the form of tables and bar charts and supported where appropriate with quotes from interviews. The analyses tests the three hypothesis of the study and draws conclusions on their results.

5.2 Indices of Integrated Leadership, Organizational Structure and Worker Performance

A summary of responses from employees of the three organizations (A, B and C) surveyed are presented in Tables 5.1, 5.2 and 5.3. Table 5.1 displays data for responses regarding integrated leadership. Data presented are responses of those who “strongly agree” and “agree” to the five attributes of integrated leadership (i.e task-orientation, relations-orientation, change-orientation, diversity-orientation and integrity-orientation). Based on responses received from the 42 employees (11 from Organization A, 18 from Organization B and 12 from Organization C), Table 1 provides the indices of integrated leadership.

Table 5.1: Index scores for Integrated Leadership

Leadership Attribute	Respondents (%)*		
	Org. A	Org. B	Org. C
Task-orientation	70.5	75.2	50.4
Relations-orientation	70.3	77.7	69.3
Change-orientation	79.1	95.8	69.1
Diversity-orientation	80	70	73.3
Integrity-orientation	80.6	80.4	72.2
Total	75.4	81.9	63.5

*Data shown are percentages of respondents who observed to the respective leadership attribute in their organisation

From Table 5.1, it is evident that compared to employees of organization A (70.5 percent) and C (50.4 percent), more employees of organization B (75.2 percent) view their supervisors as being more task oriented. This means that leaders in organization B are more likely to provide employees with the opportunity to make initiatives and handle tasks that build their capacity in the organization. It was also evident that organization B is more relation-oriented organization (77.7 percent) than organization C (69.3 percent) and organization A (70.3%). In organization B, employees consider their supervisors as supportive when it comes to relationships with employees' and external customers. Moreover, employees in organization B also strongly viewed their supervisors as change-oriented (95.8 percent) which emphasize dynamic work environment and agile working behaviors, while employees in organization A (79.1 percent) and organization C (69.1 percent) exhibited less change-oriented behaviors. Organizational A was superior in terms of diversity-oriented leadership (80 percent) than organization B (70 percent) and organization C (73.3%) which means that leaders of organization A do not choose their employees or favor them based on their age, sex, race or religion which lead to diversity in their organization.

Regarding integrity-oriented leadership, more employees of organization A (80.6 percent) viewed such attribute in their organization compared to responses

from organization B (80.4 percent) and organization c (72.2 percent). These responses mean that comparatively, leadership in organization A exhibit higher levels of transparency, equity, clear standards of operations and fairness in the organization. The overall result showed that comparatively, more employees of organization B (81.9 percent) view evidence of integrated leadership in their organization than in organization C (63.5 percent) and organization A (75.4 percent).

Table 5.2 below displays the indices of organizational structure developed based on the researcher's own personal observation of activities in the three organizations. From the table, it is evident that compared to organizations A (2/5) and C (1/5), organization B has a more lateral structure (4/5) (where there is lack of excessive hierarchies). This observation highlights the fact that access to leadership is easier in organization B than in organizations A and C.

Table 5.2: Index scores of organizational structures

Structure Traits	Indices		
	Org. A	Org B	Org C
Hierarchical authority structure (5 Points)	2	4	1
Presence of lateral/upward communication in the organization (5 points)	3	3	4
Procurement red tape (5 points)	3	4	1
Human resource red tape (5 points)	4	4	1
Total (out of 20)	12	15	7

*Note: Indices of organizational structure are based on a combination of leaders and employees' interviews as well as the researcher's personal observation of the internal bureaucratic structures in the three organizations. The scale runs from 1 -20 (where 1 is the worst and 20 is the best)

Additionally, organization C exhibited higher lateral/ upward communication in the organization (4 points) than organizations B and A -3 points respectively), and this reflects that the discussion between leaders and employees are more effective through different channels and town halls in organization C. In terms of procurement red tape, organization B scored higher (4 points) than organization A (3 points) and

organization C (1 point). Hence, organization A has more flexible procurement strategies and implementation rather than bureaucratic procurement processes, as found in organization C. Finally, human resource red tape were higher in both organizations A and B exhibited (4 points) than in organization C (1 point).

Overall, organization B shows a more supportive organizational structure (15/20) as against organization A (12/20) and organization C (7/20). This means organization B has a more effective structure that drives the organization toward more productive outcomes.

Table 5.3 displays the indices of worker performance of the three organizations. From table 5.3, it is evident that when planned departmental annual objectives are taken into consideration, organization B performed best in worker performance (16 points), while organization A (14.75) and organization C (9.25) had less favorable worker performance outcome. This demonstrates evidence of employee productivity, organizational performance and effective implementation of organizational strategies in organization B than in the other organizations.

Table 5.3: Index scores for worker performance (WP)

	Index
Organization A	14.75
Organization B	16.04
Organization C	9.25

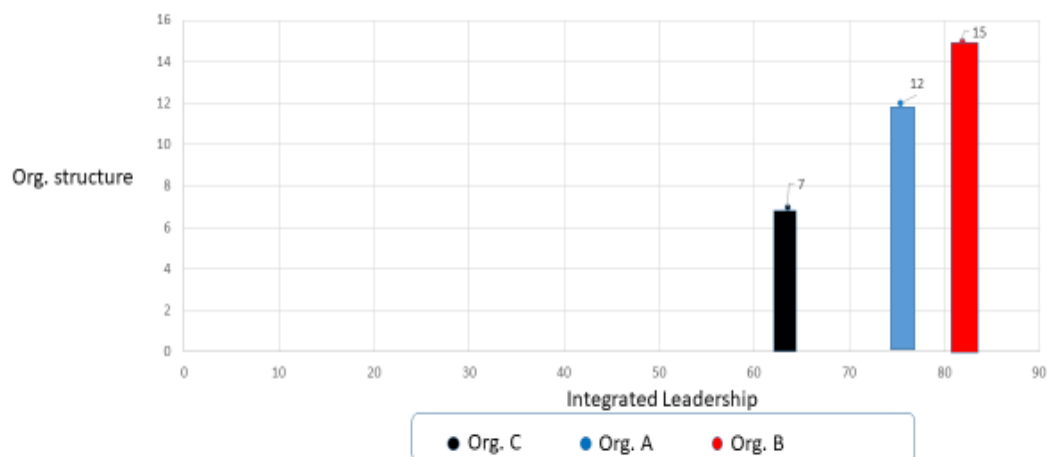
*Note: Index score are based on employees' opinion about the achievement of their department planned annual objectives. Indices run from 1 - 20 (where 1 is the worst and 20 is the best)

5.3 Relation Between Integrated Leadership and Organizational Structure

The relation between organizational structure and integrated leadership is displayed in Figure 5.1. It is evident from Figure 6.1 that there is a direct positive association between leadership and institutional structure. This is a direct result of

the fact that organization B had the highest indices in terms of both integrated leadership and organizational structure, while organization C had the lowest indices in both organizational structure and integrated leadership. The direct positive relation between organizational structure and integrated leadership can be explained by the fact that a supportive organizational structure acts as a support system providing the right balance of leadership to improve organizational vision, strategies and implementation. A bureaucratic organizational structure on the other hand stifles leadership of the organization

Figure 5.1: Relationship between Integrated Leadership and Organizational Structure



The bureaucratic nature of most governmental institutions in Egypt is perpetuated, according to the leader of A, by the fact that for a long time fresh blood (new employees) have not been brought in to replace the old ones. As he noted:

“Bureaucracy and transactional leadership are dominant here and people are not trained continuously to improve or to change their styles. One cannot change anything here without getting approvals that take months and years. Heads of departments are appointed by seniority; therefore leadership is stifled. When I want

to fire someone, I cannot do it except when they are violating laws.” (Head of Organization A, Field Interview, 2020)

The head of organization A’s assertion provides some insight into the bureaucratic structure of Organization A, where for a long time new and dynamic leaders have not been brought on board. This sentiment is echoed by one expert who is also a consultant in the Supreme Education Council. He pointed out that:

“Leadership in the public education sector is mainly of traditional transactional style which relates work and incentives to their specified outcomes without any individual consideration. University staff in Egypt do not know anything about leadership and they resist any training, as the university law 49 guarantees the complete independence and empowerment of Egyptian universities from traditional governmental laws. University staff are permanently hired, and no one can fire a university professor except by very rare processes from the university council itself, so they do not feel that they need any development or training.” (Expert and consultant to the Supreme Education Council, Field Interview, 2020)

On the contrary, the head of organization B credits the strong organization structure in her institution for promoting dynamic leadership. As she noted

“In our work environment, employees work in the department where they fit. Our priority here is to perform to the full potential without bureaucracy, so in short, accelerating performance.” (Head of organization B, Field Interview, 2020)

Based on the Supreme Council consultant’s assertion, it is easier to understand why employees who are accustomed to transactional leadership may reject any intrusion of transformational leadership trait. The job security provided to public employees and staff complicates the organizational structure and challenges the leadership by giving the employees an immunity to any threat of being fired when they underperform or deviate from the organizational policies. The head of organization B explained this challenge of permanent job security to all the public sector employees by noting that:

“I spent one year studying the public sector laws and the challenges that face the different managers in the public sector, and I found out that the wages and the permanent contracts are the root causes of all the public sector challenges. When I was meeting my team to plan for the hierarchy of this Academy, I pointed out that the employees here should earn above the average wages of the private sector and they should all have temporary contracts. The employee should meet with his/ her manager at the end of the year and evaluate together whether the employee should renew his/her contract according to his/ her performance, opportunities and challenges or to end his/ her contract and search for another opportunity elsewhere. I think that permanent contracts kill the employees’ performance and innovation because a permanent employee will underperform especially under the current low pay scheme in the public sector.” (Head of organization B, Field Interview, 2020)

From the data presented and the views expressed by respondents, it can be concluded that hypothesis 1—*public organizations with less bureaucratic structures promote integrated leadership*—is supported.

5.4 Relation Between Organizational Structure and Worker Performance

Observations by the researcher about work flow and leader-worker relations also revealed stark differences in the way structure affects performance in the three organizations. In the case of the leader of Organization A, an employee, who allows only guests with appointments from the secretary in another office, guarded his office and the leader is a young physician graduated from the Presidential Leadership Program with many certificates spreaded in the corners of his large office.

The Dean of Organization C occupied an ordinary room that can accommodate a few people. Yet her office was directly connected to the secretary's space with an open door allowing everyone talk openly. The researcher also observed that the process of electing an organizational leader (dean) in Organization C goes through several steps where all prospective candidates apply in person. Following assessment by the head of the university and later by government, two or three candidates are qualified to enter the main elections. Finally, senior members of the faculty choose the dean in a process that requires six months to one year. This summarizes the bureaucratic behavior of Organization 3, where even buying printing paper requires signatures from employees, so employees prefer to buy it from their own budget to save time and efforts.

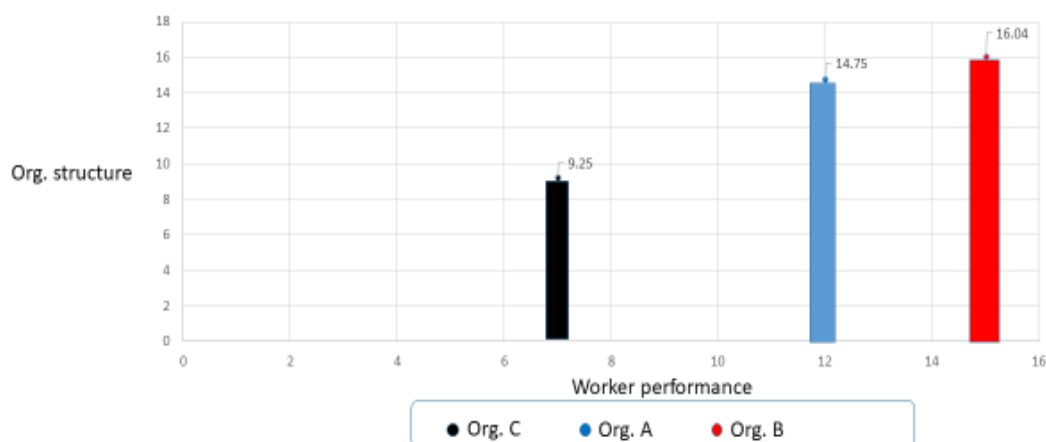
On the other hand, the office of the leader of Organization B accommodated more than fifty employees, allowing for more interaction. Employees worked even Saturdays, despite the fact that Saturday being a day-off in the Egyptian public sector. They have a massive work overload; specific performance indicators; fast

communication through mails and informal meetings and a flat organization that includes five layers of employees from top to bottom. Most of the employees stayed at work from 10 am to 11 pm and are expected to train the public sector calibers from across the government. Employees are passionate while working and they earn higher wages when compared to what the average person earns in other public sector organizations. As a result, they are keen to keep their positions and to renew their annual contracts.

This situation can be compared to Organization C where employees have permanent contracts, have a permanent contract and many come to work for two to three days per week for three to four hours per day, while senior employees come once per week. The hierarchy of the organizations exceed ten layers and all offices are separated making communication between departments very hard and complex. Emails are not activated nor used and official communications are through papers delivered by hand. Decision-making, as observed by the researcher, is very slow paced. On the other hand, the work dynamic and the pace in Organization A and B were positive. This was mainly because the two organizational leaders are keen to maintain an accelerated performance.

From figure 5.2, it can be observed that there is a positive association between organizational structure and worker performance. The figure simply indicates that a more positive organizational structure that has a clear appraisal system, a dynamic work environment and well established procurement processes as well as effective organizational communication structures eventually create avenues for employee achievements.

Figure 5.2: Relation between organizational structure and worker performance.



This finding is supported by the response of the leader of organization B, who noted that employees of organization B maintain high performance because:

“I hate bureaucracy and I am keen that no one here will be challenged by bureaucracy in my organization, as we need to be a role model to the whole government and public sector. My organization has an open-door policy, where everyone can take an appointment and meet me to discuss any work dynamic.” (The leader of organization B, Field Interview, 2020)

The dean of organization C, on the other hand, admits the complex challenging bureaucratic structure of her organization, created by the weak civil service law (law 47/1978) of the Egyptian public sector that fail to promote employee performance, as the reason for poor public sector employee performance. As the dean of organization C lamented about the workers in her organization:

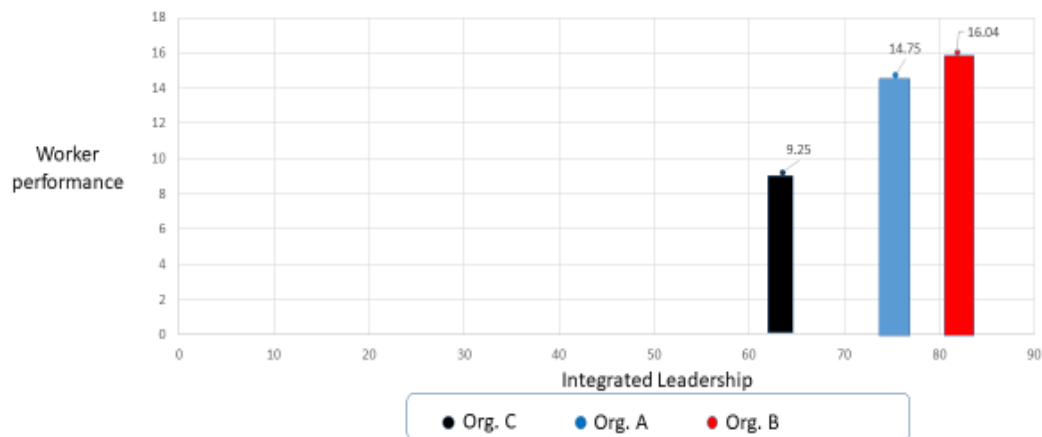
“They spend the greater part of the day not working, but to drink tea and do nothing, yet no one can punish them or hold them accountable. Everyone is offered a permanent contract with a very low salary that cannot give him or her in the most basic standard of living. This, coupled with a system that is also poorly financed, makes workers perform poorly.”

Commenting on the reasons for low worker performance in certain public universities and organizations like C, the Supreme Council consultant pointed out that in the education sector in particular, the fact “a professor who does not attend any lectures cannot be fired and the staff who do not attend trainings cannot be fired” is a structural issue that can be an obstacle to organizational performance. These findings support hypothesis 2 that, *public institutions with non-bureaucratic organizational structures are associated with high levels of employees performance than bureaucratic ones.*

5.5 Relation Between Integrated Leadership and Worker Performance

Figure 5.3 shows that the association between integrated leadership and worker performance is positive, as evidenced by organization B once again scoring the highest in both work performance and leadership, whilst organization C has the lowest in these two parameters.

Figure 5.3: showing the correlation between the IL and worker performance.



Underscoring why Organization B maintains very high performance and strong show of integrated leadership (evidenced in all dimensions of integrated except for diversity, which was the lower in comparison to the other organizations), the leader of organization B noted: “leadership [in her organization] is role modeling by example.” According to her:

“I am leading this organization through inspiring my employees, motivating them and providing them with clear key performance indicators. I believe that charismatic leaders inspire their employees, especially when they are role models who add value to their followers. I have chosen every employee here without *Wasta* [Nepotism]. I have empowered the HR department to recruit the best in the public sector to work here with the highest salaries. That is why; I am providing the highest wages in the public sector in my organization.”

It is evident that the stark difference between the private and public sector responses to performance is that private sector employees are subjected to pressure from leadership. They embrace agility and change whilst the public sector embrace bureaucracy and employment stability over other attributes.

On the other hand, the leaders of organizations A and B highlight the role of leadership in motivating and stimulating public sector employees to perform differently in their organizational structure that is different from any other governmental sector.

Looking at the three organizations (A, B and C) critically, it is easier to conclude that the leader of organization B exhibits a high degree of integrated leadership that leads her organization to a high level of performance through clear tasks, integrity, relationships and change-oriented dimensions of integrated leadership, as highlighted in Table 2. Although the leader of organization B feels the Egyptian bureaucracy daily challenges the foundation of the Organization B, she is confident that with her team, she can go beyond expectations. As she noted,

“I suffered a lot with laws and governmental employees to build this academy, while I could use the presidential decree to facilitate everything; I preferred to overcome the daily governmental routine through a new different approach. Leadership to me is mentoring my employees to become better. My team consists of more than 150 employees who were hired in the organization that I founded from scratch; that is why I am satisfied with the current team. All the employees here are top performers, as we trained them here after they had months of camp culture in a leadership program. I am confident in my team and their achievements but give me the needed time to prove.”

The response from the leader of organization B supports hypothesis 3 that, *integrated leadership in a non-bureaucratic organizational structure is associated with high levels of employee performance*. The high performance of Organization 2 is also justified by the fact that Organization B represents a different mindset in the public sector in Egypt. It is headed by a leader who:

“studied the labor law very well before joining Organization B and I was prepared for this battle. Last July, we won the battle and we can hire employees with yearly renewable contracts, as I believe that permanent contracts burn employees and lower their motivation. If an employee renews his/ her contract every year, he/she will be stretching his/ her abilities every year.”

Besides, organization B enjoys the presence of a leader who is:

“involved in a monthly town hall with all employees in a meeting to motivate them and to listen to their insights that is why we are performing. Employees are the heart of my organization. I deal with lagers through role modelling, as I work till late night and I do my work myself and clean my office every day, so I support them by giving them the example and by empowering them through their leaders to improve their performance.”

Organization B is also a testament to the fact that a leader can change an organization if she is ready, prepared and well trained within a supportive organizational structure that helps her to lead the change. According to the leader of organization B, human resource departments are an important tool that can improve the public sector in Egypt. On how leadership and performance can be improved in the Egyptian public sector, the leader of organization B reiterated the importance of:

“Empowering capabilities rather than wasting their potential and through youth empowerment and creating new second-line leaders in the public sector.”

On their part, the leader of organization A highlighted that youth empowerment through job shadowing can be a solution. On the same issue of empowerment, the Supreme council consultant explained that:

“Youth empowerment is key. The change should be implemented from the bottom up in the universities and the change should be empowered by a law that provides universities with a budget to host external training agencies to develop second-line leaders effectively. Professional human capital with performance evaluation and a curricula development unit is crucial for universities. Professors need effective leadership training as they are dealing with the future generation of leaders and an intervention should be done as soon as possible.”

The Dean of organization C, however notes that addressing the problem from a financial perspective is the way out. She reiterated that the governments should:

“Provide better financing and let us hire new qualified employees with high salaries. If you do not provide a satisfying wage for technical jobs, the quality of the employees will be very poor. We have not hired new employees in years, and we have no new young calibers that are motivated to work and learn. The government wants to reduce its employees from 7 million to near 2 million and many people quit their jobs here, especially the people who are -contracted outside Egypt. I need new qualified calibers to work in research and for the sake of patient health.”

The national officer supported the leader of organization C’s position with the view that reducing the number of employees to a few thousands, instead of millions, is critical as some employee do not work but receive pay-slips, while the entire system suffers from lack of efficiency and budget constraints.

CHAPTER SIX

Summary of Findings and Conclusion

This chapter summarizes the study outcomes, provides policy recommendations and then concludes the study. Findings suggest that indeed integrated leadership and organizational structure affect employee performance in the Egyptian public sector. The results highlighted an important finding that integrated leadership can be challenged by a bureaucratic organizational structure, which in turn will hinder the productivity of the organization. It also revealed further, that the transactional type of leadership is not satisfactory for public organizations to function effectively. The adopted framework was supported by the results in answering the main and sub research questions. In the nutshell, expanding non-bureaucratic behaviors in the public sector with training of the organizational leaders to adopt integrated leadership traits will lead to improvement of many public sector organizational challenges and lag. Consequently, the three hypotheses were all supported.

6.1 Policy Recommendations

The following policy recommendations are proposed for researchers and policy-makers based on the findings. In order to improve the leadership, organizational structure and performance, organizations should consider the different dimensions of integrated leadership in training their leaders and middle management. Organizations should also enhance their organizational structure by ensuring an effective HR system, employment restructuring, and including specific performance indicators, and appraisal systems for their employees. More specifically:

- a) PIUs and parallel structures are a powerful tool to overcome the challenges of the Egyptian public sector bureaucracy, so expanding its execution in the underperforming organizations is recommended.
- b) Internal communication and employee wellbeing in the public sector should be promoted in order to develop an effective organizational structure.
- c) The structure of many governmental institutes should be examined and more effective systems to facilitate procurement and internal communication between employees and leaders should be considered.
- d) A monthly town hall between organizational leaders and their employees can be an efficient way to gather insights and improve performance.
- e) Key performance indicators and appraisal systems should be incorporated in all public sector organizations with citizen satisfaction and focus considered as priorities.
- f) Leaders should motivate employees by facilitating a learning environment and proposing new ideas for completing tasks. This includes clarifying needed targets and supplying enough appropriate resources to reach these targets, developing employee points of strength and assigning achievable projects that match employee capabilities.
- g) Integrated leadership training should be given to team leaders or supervisors in order to learn how to promote employee innovation.
- h) Leaders should clearly state their vision and communicate with their employees in a transparent manner to be able to convert their vision into achievable goals, and then supply employees with an enhanced learning environment to effectively pursue goals.

6.2 Research limitation and Future Research

The research faced some limitations as the number of employees who accepted to be involved and the number of organizations that participated in the research were low. Focusing on only three public sector organizations in Egypt does not provide a strong basis for generalizations about the general Egyptian public sector as a whole.

Notwithstanding these limitations, the fact that the study involved participant observation through job shadowing supports the study's reliability. The findings are different from other existing literature (Fernandez and Rainey 2006; Paarlberg 2010; Carter 2010; Fernandez; Cho and Perry 2010; Wright and Pandey 2010), as it links integrated leadership style, organizational structure and the employee performance in the Egyptian public sector of a developing country, and investigates the leadership dimensions using an evaluation of the leaders by their subordinates.

To resolve these limitations, the researcher suggests that future research should increase the number of employees to cover more public sector organizations. Finally, the researcher highly recommends the inclusion of other variables future research such as the number of organizational leaders, organization size and leader participation in training programs for different leadership styles.

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Appendices

Appendix A: Consent form

Project Title: [Assessing the Influence of Leadership on Public Sector Performance: The Case of 3 Government Institutions in Egypt]

Principal Investigator: Abdelrahman Hassanein, Mob: +201020960867, email: abdelrahmangawish@aucegypt.edu

*You are being asked to participate in a research study. The purpose of the research is exploring the different leadership models in the public sector in Egypt. This study aims to evaluate the impact of the transformational leadership in enhancing the organizational performance in Egypt with inspiring and motivating the public sector employees, and the findings will be presented in my thesis that will be submitted at The American University in Cairo called: “**Assessing the Influence of Leadership on Public Sector Performance: The Case of 3 Government Institutions in Egypt**”. The expected duration of interview/questionnaire is 15-30 minutes.

The procedures of the research will be as follows:

- Define Key informant interviews then conduct interviews with them and give a questionnaire to a number of their subordinates.
- Analyze the data and write the findings in the research paper.

*There *will not be* certain risks or discomforts associated with this research.

*Your identity is confidential.

*The results will be reported in aggregate with no references to you.

*There *will not be* benefits to you from this research.

*The information you provide for purposes of this research *is confidential*.

Questions about the research, my rights, or research-related injuries should be directed to (Abdelrahman Hassanein) at Mob No. +201020960867.

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature

Date

Printed Name

Appendix B: Survey Questions

Q1: My supervisor supports my need to balance work and other life issues.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q2: My supervisor provides me with opportunities to demonstrate my leadership skills.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q3: Discussions with my supervisor about my performance are worthwhile.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q4: My supervisor is committed to a workforce representative of all segments of society.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q5: Supervisors in my work unit support employee development.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q6: In the last six months, my supervisor has talked with me about my performance.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q7: I have trust and confidence in my supervisor.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q8: In my organization, senior leaders generate high levels of motivation and commitment in the workforce.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q9: Managers communicate the goals and priorities of the organization.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q10: Managers promote communication among different work units (for example, about projects, goals, needed resources).

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q11: I have a high level of respect for my organization's senior leaders.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q12: Senior leaders demonstrate support for Work/Life programs.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q13: I am satisfied with my involvement in my organization decisions.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q14: I am satisfied with the policies and decisions of my senior leaders.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q15: I am satisfied with the trainings I had in my organizations

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q16: Considering everything, I am satisfied with my organization performance.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Q17: My department has reached the desired planned annual objectives year to date.

A-Strongly agree. B-Agree. C-Neither agree or disagree. D-Disagree. E-Strongly disagree.

Appendix C: Interview in English

Consists of 18 questions

You are being asked to participate in a research study. The purpose of the research is exploring the different leadership models in the public sector in Egypt. This study aims to evaluate the impact of the transformational leadership in enhancing the organizational performance in Egypt with inspiring and motivating the public sector employees, and the findings will be presented in my thesis that will be submitted at The American University in Cairo called: “**Assessing the Influence of Leadership on Public Sector Performance: The Case of 3 Government Institutions in Egypt**”. The expected duration of interview/questionnaire is 15-30 minutes.

Interview questions:

(Adapted from Avolio and Bass, 2004b)

Q1: How would you describe the different leadership styles in Egypt?

Q2: What is the first thing in your mind when you hear the expression (leadership)?

Q3: Who is the first person who comes in your mind when you hear (leadership)?

Q4: What is your source of motivation during work?

Q5: How do you define success?

Q6: What is your current role?

Q7: How long have you been in your current role?

Q8: How many trainings have you received during the last 5 work years and how many managerial trainings have you received?

Q9: How many employees in your team and how did you recruit them?

Q10: How do you rank the competence of your employees (from 1 (the least) to 10 (the most) in average)?

Q11: How do you mentor the employees that need improvement?

Q12: What are the main challenges faced by yourself when you are handling your employees?

Q13: What type of leaders do you see yourself?

Q14: How do you describe the leadership style of your manager?

Q15: What are the Human resources department tools used to promote leadership inside your organization?

Q16: Do you have someone in mind in your organization who represents the best transformational leadership style in your organization?

Q17: What are the challenges faced by this transformational leader?

Q18: Finally, how can we implement a change in the leadership style in Egypt?

Thank you for your time and attention.

Appendix D: Approval of Institutional Review Board

CASE #2019-2020-015



To: Abdelrahman Hassanein
Cc: Menna Abdel Hamid
From: Atta Gebril, Chair of the IRB
Date: Oct. 20, 2019
Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "Assessing the Influence of Leadership on Public Sector Performance: The Case of 3 Government Institutions in Egypt" and determined that it required consultation with the IRB under the "expedited" category. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.


This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Ashraf Hatem. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Atta Gebril
IRB chair, The American University in Cairo
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T: 02-26151919
Email: agebril@aucegypt.edu



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