National Culture and Leadership in the United Arab Emirates (UAE)

الثقافة الوطنية والقيادة في دولة الإمارات العربية المتحدة

by

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ABSTRACT

With the trend towards globalisation, multinational corporations continue to seek global diversity. As such it is imperative to better understand the importance and impact of organisational variables such as leadership and culture on organisational performance and productivity. Globalisation and transferability of human capital across the globe has stimulated an increasing need to develop global managers who understand the implications of cross-cultural work environments and are able to effectively manage people from different cultural backgrounds with diverse cultural values and practices to achieve business success.

National culture (NC) has an overwhelming power to influence people's behaviour both at society and organisational levels. This study examined how NC and its dimensions influenced the leadership behaviour of the managers in the United Arab Emirates (UAE).

The dimensions of NC and leadership used in this study were the ones developed by House et al. (2004) for Project GLOBE. The survey covered a number of managers and senior employees in the Marine and Oil & Gas sectors from a variety of countries. The collected data from the sample was analysed using a number of statistical tests. The results of this study confirmed a positive correlation between NC and leadership behaviour of managers in the UAE. However more specifically the study revealed that Charismatic, team oriented, humane oriented and autonomous leadership behaviours are culturally endorsed whereas self- protective and participative leadership behaviours are significantly correlated to NC. Leadership is a competitive advantage that influences organisations' sustainable performance results. In order to enhance leadership abilities of the managers in a diverse cultural environment such as the UAE, this study has made recommendations in relation to 'organisational culture', 'recruitment & selection' and 'leadership development'.

Organisational culture can be referred to as a micro model of national culture, hence a strong organisational culture will outline the expected behaviour of the leaders and other members that are perceived to contribute towards organisational performance and success. In addition to that, this study also recommends evaluating underlying intellect and interpersonal skills of the candidates for leadership roles along with their technical skills and experience in order to have a comprehensive assessment of one's leadership potential. And finally, the study recommends that organisations should hold all the senior executives and line managers accountable for the development of individual managers by owning and executing succession plans.

Key words: Leadership, National Culture (NC), United Arab Emirates (UAE), Project GLOBE.

ملخص الدراسة

مع الأتجاه نحو العولمة تواصل الشركات متعددة الجنسيات سعيها الى التنوع العالمي والأخذ في عين الإعتبار الإختلافات المحلية. وعلى هذا النحو لابد من فهم أفضل لأهمية العناصر المتغيرة في المنظمات مثل القيادة والثقافة المميزة للمنظمات وأثرها على الأداء والأنتاجية. وقد حفزت العولمة وتنقل عنصر رأس المال البشري بين دول العالم الحاجة الماسة إلى تطوير المدراء الذين يتفهمون أختلاف الثقافات في بيئات العمل المحلية. بالإضافة إلى قدرتهم الفعالة على إدارة الموظفين بختلاف ثقافاتهم وقيمهم وخلفياتهم.

الثقافات المحلية لديها القوة العظمى للتأثير على سلوك الأشخاص سواء في اوساط المجتمعات او بيئات العمل. تتناول وتتفحص هذه الدراسة كيف أثرت الثقافة المحلية وأبعادها المختلفة على سلوك القيادات والمدراء في دولة الأمارات العربية المتحدة.

الأبعاد المختلفة للثقافات المحلية والأساليب القيادية المستخدمة في هذه الدراسة تم اعدادها من قبل السيد هاوس(2004) وآخرون الى مشروع (GLOBE). وشملت الدراسة عددا من المدراء وكبار الموظفين في قطاع التعدين البحري والنفط والغاز من مجموعة متنوعة من البلدان. تم تحليل البيانات التي تم جمعها من العينة المختارة باستخدام عدد من الإختبارات الإحصائية. أكدت نتائج هذه الدراسة وجود علاقة إيجابية بين الثقافة المحلية في دولة الإمارات العربية المتحدة وسلوك القادة والمدراء.

وبشكل أكثر تحديدا كشفت الدراسة ان الكاريزما القيادية الجذابة و القادة بروح الفريق الواحد والقادة الذين يتسمون بالأنسانية في اتخاذ القرارات والقائد الذي يعطي الموظفين الحرية في اتخاذ قراراته جميعها مرتبطة بالنمط الثقافي بينما القادة الذين يتصفون بحماية انفسهم ومناصبهم في اتخاذ القرارات والقادة الذين يتشاركون مع الآخرين في إتخاذ القرار مرتبطة بشكل ملحوظ وكبير مع الثقافات المحلية المميزة.

القيادة الفعالة هي ميزة تنافسية وعنصر مؤثر في أداء ونتائج المنظمات وإستمراريتها. ولأجل تعزيز القدرات القيادية للمدراء في البيئات المتنوعة ثقافيا مثل دولة الأمارات العربية المتحدة قدمت هذه الدراسة توصيات تتعلق "بالثقافة المميزة للمنظمة" و"أختيار وتوظيف الموظفين" و "تنمية المهارات القيادية". ويجدر بنا الإشارة بأن الثقافة المميزة للمنظمة قد تكون نموذج مصغر للثقافة المحلية, وبالتالي فإن الثقافة المميزة للمنظمة ستلقي بأثرها على السلوك المتوقع من القياديين في المنظمة و الأعضاء الآخرون الذين ينتظر منهم الإسهام البناء في أداء المنظمة ونجاحها.

بالإضافة الى ذلك فإن هذه الدراسة توصي أيضا بتقييم الذكاء الشخصي الضمني ومهارات التعامل مع الآخرين للأشخاص المرشحين لتولي مناصب قيادية من أجل الحصول على تقييم وتقدير شامل للمترقب بأن يكونوا قياديين. وأخيرا توصي الدراسة بأنه يجب على المنظمات محاسبة كبار المسؤولين التنفيذيين و مدراء الأقسام على مهامهم في ابداع وتطوير المدراء عن طريق إمتلاكهم وتنفيذهم إلى خطط لتهيئة مدراء المستقبل.

الكلمات الدالة: القيادة, الثقافة المحلية, الأمارات العربية المتحدة, مشروع (GLOBE).

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KEY ABBREVIATIONS

United Arab Emirates (UAE)

Gulf Cooperation Council (GCC)

National Culture (NC)

Gender Egalitarianism (GE)

Power Distance (PD)

Future Orientation (FO)

In-Group Collectivism (IGC)

Charismatic Leadership (CL)

Team Oriented Leadership (TOL)

Self Protective Leadership (SPL)

Participative Leadership (PL)

Humane Oriented Leadership (HOL)

Autonomous Leadership (AL)

Middle East and Northern Africa (MENA)

Global Leadership and Organizational Behaviour Effectiveness (GLOBE)

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CHAPTER 1

INTRODUCTION

CHAPTER 1

INTRODUCTION

*"If your actions inspire others to dream more, learn more, do
more and become more, you are a leader".*
(John Quincy Adams)

Despite numerous studies over the past several decades, there is still no unique definition for Leadership. Robins and Jude (2009, p. 419) define leadership as "the ability to influence a group toward [sic] the achievement of a vision or set of goals". Naylor (2004, p. 354) suggests that "leadership is the process of influencing people towards achievement of organisational goals". Similarly, Tannenbaum and Massarik (1957) pointed out that the heart of leadership is influencing the behaviour of people through communication. As it can be observed in these three examples, the core concept of almost all leadership definitions is about leaders influencing a group of people to accomplish some shared goals. There has been much research carried out on leadership and leaders' characteristics and the subject has evolved to a large extent since 1900. The history of leadership as a distinct subject goes back to 1927 when the 'trait theory' was introduced; however, some researchers such as Bowden (1927), Carlyle (1841) and Galton (1869) argue that the leadership concept existed even prior to the 19th century, which they refer to as 'personality era-great man period' (Van Seters and Field, 1993). The last era of leadership research is referred to as the 'transformational era' which started in 1977 with House's work on 'Charismatic theory' followed by works of Burns (1978) and Bass (1985) on 'Transformational theory'.

Researchers have done a great deal of work over the past few decades in order to determine how leadership attributes contribute to organisational success and as Burns (1978, p. 2) puts it "leadership is one of the most observed and least understood phenomena on earth." As a result, different leadership theories and traits have evolved over the past few decades.

The focus of this dissertation is to assess through a research-based study if national culture (NC), which is embedded in an individual as practices and values, has an impact on the leadership behaviour of the managers in the United Arab Emirates (UAE) organisations from different ethnic backgrounds.

1.1   Leadership and Culture

Culture has been a phenomenon of interest for social scientists for many years. The word 'culture' has a variety of meanings. Different researchers have defined it in different ways according to their beliefs. Tylor (1871, p. 1) provides one of the earliest definitions of culture and defines it as "... that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society".

Hofstede defines culture as "the collective mental programming of the people in an environment" and suggests that "culture is not a characteristic of individuals and it encompasses a number of people who were subjected to the same education and life experience" (1980, p. 43).

NC refers to a set of motives, beliefs, values, norms and behavioural practices shared by people of a nation. People of a particular country normally share certain behavioural traits that are apparent to outsiders.

As mentioned above, different leadership styles and behavioural patterns have evolved in the past century but there had been limited studies on cross-cultural applicability of them until House et al. started the 'Global Leadership and Organisational Behaviour Effectiveness (GLOBE)' project in the early 1990's. GLOBE was a 10 year research programme which started in 1994. The project focused on the relationship of national and organisational cultural values and practices and leaders' attributes and behaviour in 62 societies including some Arab countries but not the UAE.

The UAE with a land mass of 83,600 sq km is located on the Arabian Peninsula on the south side of the Persian Gulf. It has land borders with the Sultanate of Oman and the Kingdom of Saudi Arabia and sea borders with Iran and Qatar. It comprises of seven emirates namely: Abu Dhabi (capital city), Dubai, Sharjah, Umm Al Quwain, Ras al-Khaimah, Ajman and Fujairah, each governed by a hereditary Emir. The Federation which was previously known as the "Trucial States" was established on the 2nd December 1971 (Gaad et al., 2006). The UAE happens to be a country that is ethnically very diverse and much research have been conducted on this kind of diversity within the UAE's labour market. As an emerging and developing country, one can attribute this diversity to the need for skills and expertise that are not available within the local labour market. It is well known that the Gulf Cooperation Council (GCC) labour markets, the UAE being one of them, are dominated by expatriates. This influx of expatriates started in the late 60's and early 70's, as a result of the oil discovery and its commercial production. Many of these countries did not have the knowledge to successfully develop this industry and as such, started relying mainly on expatriates for the development of their countries. As reported by Randeree (2009), the UAE is inhabited by a variety of cultural groups such as Emirati, Iranians, Filipinos, Indians, Europeans, and Americans. This kind of diversity can also be seen at the management level of the UAE organisations, where management teams consist of Emiratis, Western and Eastern Europeans, Asians, Middle Eastern, etc. Not only does such diversity not help to make the cultural differences amongst different nationalities disappear or diminish, but it also brings its own challenges, as by default people do not normally appreciate and accept cultural values and practices in other parts of the world which differ from their own countries.

This study aims to focus on the role of NC on leaders' traits and behaviour in UAE organisations. It will focus on studying the impact of NC on leadership behaviour of managers

within culturally diverse organisations within the UAE based on the GLOBE project classification of NC and leadership behaviour. The next section will provide an overview of the aims, objectives and research question.

1.2   The Problem

With the trend towards globalisation, organisations need to better understand the importance and impact of organisational variables such as leadership and culture on organisational performance and productivity.

Multinational corporations continue to seek global diversity; however, training and development of competent global leaders is a real challenge for multinational companies. The question that needs to be answered is "what leadership behaviour should leaders apply and to which colleagues and subordinates group?". This trend puts a demand on research to understand if the diversity of cultural values and practices constitute a management problem.

House et al. (2002) stated that the study of cross-cultural literature has indicated a strong correlation between culture and leadership styles. Furthermore, House et al. (1997) pointed out that cultural forces influence many aspects of the leadership phenomenon and they provide substantial evidence that leaders' behaviour and traits vary considerably based on the cultural beliefs and values of the regions and countries they come from.

Globalisation and transferability of human capital across the globe has stimulated an increase in sociologists and management scholars' interest to understand the cultural similarities and differences of human communities and their impact on their interaction. The GLOBE project is one of the most recent endeavours, which has explored the cultural values and practices in a large number of countries and their impact on leadership behaviour and organisational practices (House et al., 2002). As mentioned in the previous section, the GLOBE research is an in-depth study of 62 societies including a few GCC countries such as Qatar and Kuwait but not the UAE.

In countries with a limited talent pool such as those in the GCC, the UAE being one of them, there is a very heavy reliance on expatriates which leads to having a diversified workforce in organisations. The demographic statistics of the UAE based on a 2008 census published by a local newspaper shows that Emiratis consist 13.5% of the UAE population (Randeree, 2009). However, Kapiszewski (2006) points out that the dominance of foreigners is more prominent in the workforce than in the total population. This workforce comes from different parts of the world.

The UAE has gone through a period of rapid expansion over the last few years and despite the economic downturn, the UAE's strategic position and oil and trade revenues have allowed it to plan for further levels of expansion. Hence understanding the impacts of cultural diversity on leadership behaviour in UAE organisations is timely and important in order to overcome any potential barriers in the way of organisations and as a result the country's success.

1.3 Aims, Objectives and Research Question

The main focus of this dissertation is to assess the impact of NC on leadership behaviour of leaders in the UAE. Some of the leadership styles such as 'charismatic leadership' and 'transformational leadership' have attracted many researchers' attention and they are recognised as the most influential leadership styles of their time that could positively impact both employees and organisations' performance. This may be true when the leadership is studied in isolation but when looked at in conjunction with cultural traits, we may see other factors coming into play. The aims and objectives of this dissertation are to:

1. Develop a theoretical understanding of leadership concept, different leadership styles and their dimensions.

2. Develop a theoretical understanding of NC and its dimensions.

3. Examine the evolution of the UAE and its cultural diversity.

4. Explore a link between leadership behaviour and NC based on the existing literature.

5. Develop a survey to explore the link between leadership behaviour and NC in the UAE.

6. Statistically analyse and examine to what extent leadership behaviour is culturally endorsed across the globe.

7. Provide recommendations on how leadership skills amongst the leaders in the UAE's organisations can be nurtured.

Therefore, the research question that needs to be addressed is: what role does NC have on the development of leadership behaviour of the managers in the UAE, in other words to what extent leaders' cultural values are linked to their leadership styles.

1.4   The Rationale of the Study

This study focuses on marine and oil & gas sectors in the UAE. Although the 2008-2009 economic downturn has had a negative impact to different extents on these sectors, they continue to grow due to the high energy demand worldwide. In the UAE, employees working in marine and oil and gas sectors have been recruited from different cultural backgrounds at all levels of organisations including the leadership teams. Whilst such diversity at the senior level has brought a wealth of diversified management and leadership experience, it has also brought challenges in integrating culturally different leadership styles.

This research is going to reveal if NC has any impact on leader's behaviour and if so how such differences can be better understood in order to build a cohesive leadership team. Also, this study is meant to augment GLOBE's project by studying the role of NC on leadership behaviour in the UAE which was not amongst the 62 societies studied by the GLOBE project.

CHAPTER 2

LITERATURE REVIEW

CHAPTER 2

LITERATURE REVIEW

"The study of leadership rivals in age the emergence of civilization,
which shaped its leaders as much as it was shaped by them. From its
infancy, the study of history has been the study of leaders—what
they did and why they did it."

(Bernard M. Bass)

Chapter two aims to present a brief overview of the emergence of leadership as a field of study and the different leadership theories developed over the past few decades. Also, it provides a theoretical overview of NC and its emergence. It then explains the development of the UAE and its culture. Finally, this chapter establishes a link between NC and leadership behaviour to support the hypotheses of this study which will be presented at the end of this chapter.

2.1   Leadership Emergence

Leadership has been one of the major research topics in social and organisational psychology. The term 'leadership' has been in existence since 1700s (Stogdill, 1974), however Bass (1990) argues that scientific research on the subject started only since the twentieth century although the principles of leadership go back as far as the emergence of civilisation. Such principles can be found in Egyptians' hieroglyphs for leadership, leader and follower in 2300 B.C., followed by Chinese classics written in the sixth century B.C. and more recently in the Greeks and Renaissance works (Bass and Bass, 2008).

There are numerous definitions and theories of leadership which have evolved greatly since the nineteenth century. Table 1 shows a summary of the evolutionary stages of the leadership theory.

The next few sections are going to briefly discuss the major leadership theories developed throughout the past and present centuries.

Major leadership Era	Period	Theories/approaches
Personality Era	Great man period	Great man theory (Bowden, 1927; Carlyle, 1841; Galton, 1869)
	Trait period	Trait theory (Bingham, 1927)
Influence Era	Power relations period	Five bases of power approach (French, 1956; French and Raven, 1959)
	Persuasion period	Leader dominance approach (Schenk, 1928)
Behaviour Era	Early behaviour period	Reinforced change theory (Bass, 1960) Ohio State Studies (Fleishman, Harries and Burtt, 1955) Michigan State Studies (Likert, 1961)
	Late behaviour period	Managerial Grid Model (Blake and Mouton, 1964) Four-Factor Theory (Bowers and Seashore, 1966) Action Theory of Leadership (Argyris, 1976) Theory X and Y (McGregor, 1960; McGregor, 1966)
Situation Era	Environment period	Environment Approach (Hook, 1943) Open-Systems Model (Katz and Kahn, 1978)
	Social status period	Role Attainment Theory (Stogdill, 1959) Leader Role Theory (Homans, 1956)
	Socio-technical period	Socio-technical systems (Tris and Bamforth, 1951)
Contingency Era	-	Contingency Theory (Fiedler, 1964) Path-Goal Theory (Evans, 1970; House, 1971) Situational Theory (Hersey and Blanchard, 1969; 1977) Multiple Linkage Model (Yuki, 1971; 1989) Normative Theory (Vroom and Yetton, 1973; Vroom and Jago, 1988)
Transactional Era	Exchange period	Leader Member Exchange Theory (Dansereau, Graen and Haga, 1975) Reciprocal Influence Approach (Greene, 1975) Emergent Leadership (Hollander, 1958)
	Role development period	Social Exchange Theory (Hollander, 1979; Jacob, 1970)
Anti-leadership Era	Ambiguity period	Attribution Approach (Pfeffer, 1977)
	Substitute period	Leadership Substitute Theory (Kerr and Jermier, 1978)
Culture Era	-	McKinsey 7-S Framework (Pascale and Athos, 1981) Theory Z (Ouchi and Jaeger, 1978) In Search of Excellence Approach (Peters and Waterman, 1982) Self-Leadership (Manz and Sims, 1987)
Transformational Era	Charisma period	Charismatic Theory (House, 1977) Transforming Leadership Theory (Burns, 1978)
	Self-fulfilling prophecy period	SFP Leader Theory (Field, 1989; Eden, 1984) Performance beyond Expectations Approach (Bass, 1985)

Table 1 -Major leadership Eras (Van Seters and Field, 1993, p. 31)

2.1.1 Trait Theories

The trait paradigm of leadership research began with a search for inherited attributes that differentiated leaders from non-leaders (Derue et al., 2011). The history of leadership as a distinct subject goes back to the nineteenth century when the 'Great Man Theory' was introduced by Thomas Carlyle (1841) who described a leader as a person gifted with unique qualities that captures the imagination of his or her followers. According to this theory a person who copied the personalities of the influential people in history would become a strong leader. This theory drew the researchers' attention to identify the specific qualities of the successful leaders and that was how the 'Trait theory' was formed. This view of leadership was explored at length in the previous century and a number of characteristics were proposed that distinguished leaders from non-leaders. Table 2 shows some leadership traits suggested by different researchers.

Both great-man and trait theories were formed on personalities of the leaders, which are very difficult to imitate and perhaps this is why trait theories suggest that leaders are born and cannot be made. Therefore, this theory could not contribute to the development of leadership skills in individuals.

	Researcher		
	Lord, De Vader and Alliger (1986)	**Kirkpatrick and Locke (1991)**	**Dulewicz and Herbert (1996)**
Examples of leadership traits	1) intelligence 2) having an extrovert personality 3) dominance 4) masculinity 5) conservatism 6) being better adjusted than non-leaders	1) drive 2) leadership motivation 3) honesty and integrity 4) self-confidence 5) cognitive ability 6) knowledge of the business	1) risk taking 2) assertiveness and decisiveness 3) achievement 4) motivation 5) competitiveness 6) planning and organising 7) managing staff 8) motivating others

Table2 - Examples of leadership traits (adopted from Senior and Fleming, 2006, p. 251)

2.1.2 Behavioural Theories

Unlike the trait theories, which emphasises the personality traits of a leader, the behavioural theories look at the behavioural traits of a leader to understand the unique behaviour that effective leaders may have in common. According to this theory, it is perceived that such behaviour could be taught to the individuals who have the desire to be effective leaders. After the failure of the trait theories of leadership, researchers started to look into the behaviour exhibited by certain leaders to find out if there was something unique in the way they conducted themselves. Different studies suggest different behavioural traits for successful leaders but the prominent studies were those undertaken by the Ohio State University and the University of Michigan. Ohio State studies identified two dimensions for being a good leader; 1) initiating structure and 2) consideration (Robins and Jude, 2009). 'Initiating structure' refers to defining roles and responsibilities, assigning tasks and targets and maintaining performance standards. Robins and Jude (2009, p. 423) define 'consideration' as "the extent to which a person is likely to have job relationships that are characterised by mutual trust, respect for employees' ideas, and regard for their feelings."

The University of Michigan also introduced two dimensions labelled as 'employee oriented leaders' and 'production oriented leaders'. 'Employee oriented leaders' characteristic is similar to 'consideration' dimension of the Ohio state university and 'production oriented leader' is similar to 'initiating structure' dimension (Robins and Jude, 2009).

Drawing from the Ohio State and Michigan universities, in 1964 Blake and Mouton proposed the Managerial Grid theory. This theory suggests that the effectiveness of leadership depends on two elements; 1) concern for production and 2) concern for people and "optimal strategy for managers is to maximise attitudes and actions reinforcing both concerns" (Bernardin and Alvares, 1976, p. 84). Figure 1 shows a graphical representation of the managerial grid.

As stated by Robins and Jude (2009) the behavioural theories as well as the trait theories do not consider the importance of the situational factors, which can influence the success or failure of a leader. Hence practicing the personalities and behaviour of successful leaders could not always help with the development of an effective and successful leader.
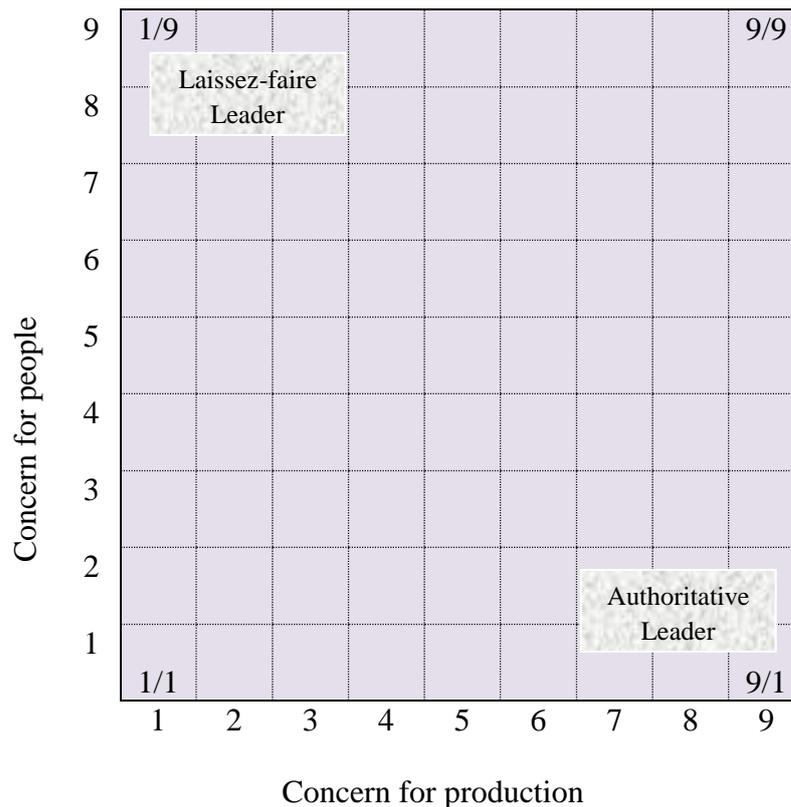
Figure 1 - A graphical representation of Blake and Mouton (1964) Managerial Grid

2.1.3   Contingency Theories

The failure of researchers to demonstrate consistent leadership traits and behaviour for a successful and effective leader, led to focus on situational factors in which a leader works and that is how the contingency and situational leadership theories were developed. As noted by Robins and Jude (2009, p. 426):

The relationship between leadership style and effectiveness suggested that under condition a, style x would be appropriate, whereas style y would be more suitable for condition b, and style z would be more suitable for condition c.

This approach to leadership has gained a wider recognition compared to trait and behavioural theories. Several contingency theories have been developed by researchers such as 'Fiedler model', 'Hersey and Blanchard's Situational Theory', 'Cognitive Resource theory' and 'Path-Goal theory'.

One of the first contingency models was developed by Fred Fiedler in 1967. This model has been better received amongst other contingency theories. Fiedler's (1967) contingency model of leadership effectiveness categorises leaders into two groups of task oriented and relationship oriented individuals. The basis for this grouping is leader's responses to a survey questionnaire named the 'Least Preferred Co-Worker (LPC)' (Rice and Seaman, 1981). The questionnaire contains a number of contrasting adjectives (such as intelligent-unintelligent, guarded-open, unfriendly-friendly) and the leader respondents are asked to mark it considering the characteristics of the least desirable subordinate they have worked with. If the least preferred subordinate is described favourably then the respondent is more interested in relationships and if subordinate is described in unfavourable terms the respondent is more concerned about task accomplishments. Fiedler believed that the leadership style of a leader is embedded in his behaviour and cannot be changed. Hence if a leader is categorised as relationship oriented he cannot be appointed as a leader in a situation that requires a task oriented leader. Fiedler suggested three variables to identify the situation; leader-member relations, task structure and position power. Fiedler's model suggests that relationship oriented leaders perform better in favourable situations while task oriented leaders perform well in both highly favourable and unfavourable situations (Fiedler, 1971).

2.1.4 Transactional Theories

Transactional leadership suggests a close connection between performance and results. Employees are rewarded based on achieving their performance targets and there is normally a

disciplinary action in case of non-compliance so the employees try to achieve their targets either for recognition and reward or to avoid disciplinary action, or both.

Burns (1978, p. 425) stated that the aim of a transactional approach "is not a joint effort for persons with common aims acting for the collective interests of followers but a bargain to aid the individual interests of persons or groups going their separate ways".

Moreover, Bryant (2003, p. 37) indicated that in transactional leadership employees "are not motivated to give anything beyond what is clearly specified in their contract".

Transactional leadership is based on a 'give and take' principle wherein subordinates are rewarded or disciplined based on their performance.

In 1985 Bernard Bass refined Burns' theory on transactional and transformational leadership but he introduced his theory in an organisational context unlike Burns, who developed his framework in a society context. Bass (1990, p. 20) referred to transactional leadership as a "prescription for mediocrity" and suggested that transactional leaders use rewards and disciplinary mechanisms to increase performance. Table 3 demonstrates the main characteristics of a transactional leader defined by Bass.

TRANSACTIONAL LEADER

Contingent Reward: Contracts exchange of rewards for effort, promises rewards for good performance, recognises accomplishments.

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

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

Laissez-Faire: Abdicates responsibilities, avoids making decisions.

Table 3 - Characteristics of transactional leaders (Bass, 1990, p. 22)

2.1.5 Charismatic Leadership

The concept of Charismatic leadership was first introduced by Max Weber who referred to charismatic leaders as persons gifted extraordinarily "or at the very least, persons to whom extraordinary qualities are attributed by followers. He did not indicate in what way charismatic leaders are extraordinary" (House, 1999, p. 564). Later Robert J. House augmented Weber's work in an organisational behaviour context.

Unlike the earlier theories of leadership which focus on the effects of leaders on followers' awareness, performance and satisfaction; the charismatic theory emphasises the emotional attachment of the followers to the leader, which results in higher satisfaction and performance levels. This is mainly due to the charismatic leader's behaviour which is different. There have been a number of studies that have aimed to identify the characteristics of a charismatic leader. House's theory of charismatic leadership suggests the following behaviours that differentiates charismatic from non-charismatic leaders (House, 1992, p. 8):

1) Articulation of an ideological vision;

2) Communication of messages that contain reference to values, group identity and followers' worth as individuals,

3) Role-modelling the values implied in the vision by personal examples,

4) Articulating high performance expectations of followers,

5) Expressing a high degree of confidence in followers' ability to meet such expectations, and

6) Behaviour that selectively stimulate the non-conscious achievement, power and motive of followers.

The theory of charismatic leadership has been explored by a few other researchers as well. For example, in their study of 'charismatic leadership in organisations', Conger and Kanungo (1998) suggested five main characteristics for a charismatic leader; 1) articulating a vision 2)

sensitivity to the environment 3) attention to member needs 4) personal risk and 5) unconventional behaviour.

2.1.6 Transformational Leadership

The pace of change in today's dynamic market has forced organisations to seek adaptable leaders who are more influential and capable of maintaining effectiveness in rapidly changing environments (Bass et al., 2003). Moreover, Bennis (2001) suggests that adaptable leaders collaborate with their teams to create solutions to any difficult and complex problems. Bernard M. Bass has named this approach 'transformational leadership'. Transformational leadership, which is one of the most recent approaches in leadership studies, was first developed by James Mac Gregor Burns (1978) in his descriptive research on political leaders. He believed that transformational leaders inspire their followers, motivate and intellectually stimulate them to do more than is contractually expected from them.

In 1985 Bernard M. Bass refined Burns' theory of transformational leadership and developed his own framework in an organisational context. Bass et al. (2003) implied that transformational leadership is about raising the awareness of followers by attracting their focus to higher principles and values instead of guiding them to focus on their self-interests as encouraged by transactional leadership. Transformational leaders encourage their followers to enhance their performance beyond established goals and diminish their subordinates' dependence by empowering them. Bass (1985) suggested that transactional and transformational leadership are different dimensions and that leaders could demonstrate either or both types of behaviour, however he pointed out that transformational leadership can build on transactional leadership but not the other way around.

Avolio et al. (1993) suggested four principle components to transformational leadership:

Idealised influence: Transformational leaders demonstrate respect for others. They apply underlying ethics and values consistently and are trusted by their followers.

Inspirational motivation: These leaders create a team spirit and motivate their followers so they demonstrate a greater level of enthusiasm.

Intellectual stimulation: Transformational leaders try to change their followers' ways of thinking and approach towards problems. They encourage their followers to be more creative by questioning old assumptions and try to find new ways to deal with problems.

Individualised consideration: Transformational leaders make an effort to understand each individual's needs and help the employees build their confidence level by understanding their strengths and weaknesses, in a similar way to a mentor.

Podsakoff et al. (1990, p. 112) suggested 6 behaviours associated with the transformational leader; "1) articulating a vision 2) providing an appropriate model 3) fostering the acceptance of group goals 4) high performance expectations 5) providing individualised support and 6) intellectual Stimulation". Literature suggests that transformational leaders have a better employee retention rate and also their employees demonstrate more satisfaction.

2.1.7 Culturally Endorsed Leadership Behaviour - Project GLOBE

One of the latest studies on the leadership subject was the one conducted by House et al. (2004) named project GLOBE. They defined leadership as "the ability of an individual to influence, motivate and enable others to contribute towards the effectiveness and success of the organisations of which they are members" (House et al., 2004, p. 15). The GLOBE study examines the interrelationships between societal culture, organisational culture and leadership in order to measure the degree to which leadership behaviour and theories are universally applicable (House et al., 2002).

House et al. (2004, p. 40) suggest that:

there are culturally based shared conceptions of leadership, referred to as culturally endorsed implicit theories of leadership (CLT). That is, members of cultures share common observations and values concerning what constitutes effective and ineffective leadership.

GLOBE identified six culturally endorsed leadership behaviours namely 1) Charismatic/Value-Based leadership 2) Team Oriented leadership 3) Participative leadership 4) Autonomous leadership 5) Humane Oriented leadership and 6) Self Protective leadership (House et al., 2004). They described the six culturally endorsed leadership behaviours as follows:

Charismatic/Value-based leadership reflects the ability to motivate, inspire and expect high performance results from others whilst maintaining integrity and respecting core values.

Team oriented leadership emphasises on setting common goals and building strong and effective teams.

Participative leadership reflects the degree to which leaders involve others in making and implementing decisions.

Humane oriented leadership emphasises on being supportive, considerate, compassionate, and generous.

Autonomous leadership reflects independent and individualistic leadership attributes.

Self protective leadership ensures the safety and security of the individual and group and is associated with status and class consciousness, face-saving and procedural attributes.

Despite so many leadership theories developed over the past century, the topic is still widely discussed at both the societal and organisational levels. The contextual relevance of different leadership theories is widely discussed by leadership researchers. Hofstede (1980) suggests that the influencing ability of a leader and the degree of receptiveness of the followers can vary depending on their cultural values and practices as well as their exposure to different education, religion and life experience for many years. Following sections will provide a comprehensive review of literature on NC and how it influences the leadership behaviour.

2.2. National Culture

The study of NC has been receiving worldwide interest by both researchers and academics. This is due to the impact NC is perceived to have on leaders and employees' behaviour, change management, workplace diversity and many more areas which all ultimately impact organisational performance. Although globalisation has broken some of the economic barriers, it has not yet resolved the cultural barriers which tend to pose a threat on both organisational and employees' performance.

NC has been one of the prevailing areas of human resource management discipline for many years. Having people from different cultural backgrounds could be considered as an advantage in many ways since they bring with them different values and skills that could be advantageous if used in the right direction. However, one should be aware of the challenges that such diversity may bring due to the differences in values and practices, which are embedded in people's behaviour, and hence very difficult to change.

NC has been studied by a number of researchers in relation to management practices and organisational behaviour. One of the most comprehensive studies of NC is the one conducted by Geert Hofstede (1982, p. 21) who defined NC as "the collective programming of the mind which distinguishes the members of one human group from another". Hofstede (1982, p. 16) also suggests three levels of uniqueness in mental programming, as shown in figure 2, which he believes "can be inherited, transferred in our genes or learned after birth":

Universal level: Hofstede refers to this level as "biological operating system of the human body", which is shared by almost all mankind.

Collective level: According to Hofstede, this is common language and behaviour of the people belonging to a certain group. It is at this level that most of the human being's mental programming is learned during his entire life.

Individual level: This is the level of individual personality which is truly unique.
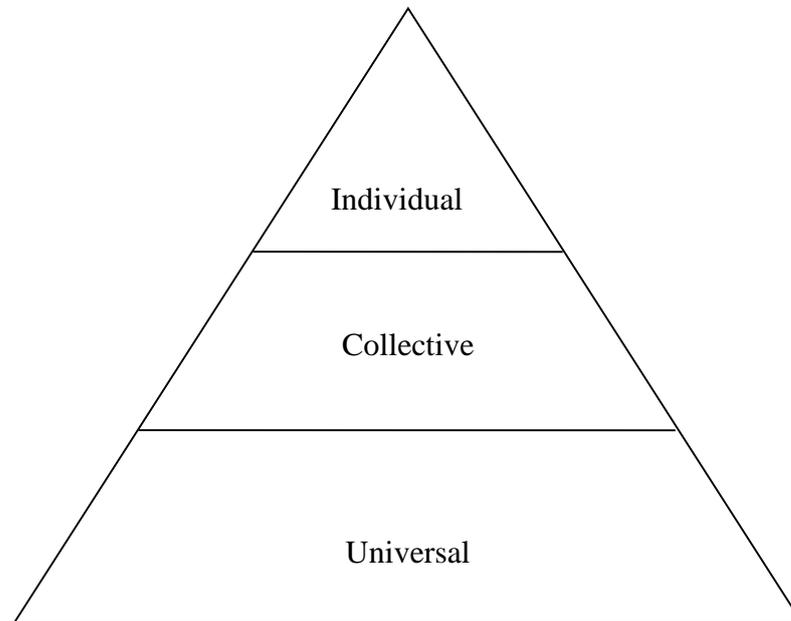
Figure 2 - Levels of uniqueness in Human Mental Programming (Hofstede, 1982, p. 16)

Hofstede's work on NC has been fundamental in the study of cross-cultural differences explaining that the acceptable values and norms in one society may not be necessarily the same in another society. Hofsted's work on multidimensional cultural model originated from his study of the employees of IBM corporation across 72 countries. According to Hofstede:

[m]any national differences in work-related values, beliefs, norms, and self-descriptions, as well as many societal variables, could be largely explained in terms of their statistical and conceptual associations with four major dimensions of national culture (Minkov and Hofstede, 2011, p. 11).

The four dimensions are named as power distance, uncertainty avoidance, individualism versus collectivism, and masculinity versus femininity. Later in 1991 and after his IBM study, Hofstede introduced a fifth dimension which he labelled as 'long-term versus short-term orientation'. In 2010 and based on Michael Minkov's world values survey data analysis for 93 countries, the sixth dimension labelled as 'indulgence versus restraint' was added to the Hofstede's dimensions of NC. The next few paragraphs provide a brief description of Hofstede's NC dimensions.

Power distance: refers to the degree of unequal distribution of power amongst people in a society, which is normally expected and accepted by the general public. In many countries, people are different as far as their wealth, power and social status are concerned; however, some countries aim to minimise the differences as much as possible while some others foster or maintain them. High power distance at the organisational level can be observed through centralisation of authority, strong hierarchies and large gaps in status and compensations and benefits.

Uncertainty avoidance: Hofstede and Hofstede (2005, p. 167) defined uncertainty avoidance as "the extent to which the members of a culture feel threatened by ambiguous or unknown situations". In high uncertainty avoidance cultures, there are more rules and regulations, safety and security measures and people from these cultures are normally more emotional and have deep religious beliefs. On the contrary people from low uncertainty avoidance cultures are more open to opinions of others than just their own, and contemplative and less emotional. In the organisations with high uncertainty avoidance, there is very formal business conduct with lots of rules and policies, need for clear structure and avoidance of differences. On the other hand, in organisations with low uncertainty avoidance one can observe more trust, and informal business attitude, concern for long term strategy and more acceptance of change and risk.

Individualism-collectivism: As Hofstede and Hofstede (2005, p. 76) stated:

[i]ndividualism pertains to societies in which the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediate family. Collectivism, as it's opposite, pertains to societies in which people from birth onward are integrated into strong, cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty.

Individualistic cultures encourage their members to look after their own interests whereas members of collectivist cultures are expected to look after each other's interests as well as their own.

Masculinity-femininity: Hofstede and Hofstede (2005, p. 120) defined this dimension as:

[a] society is called masculine when emotional gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success, whereas women are supposed to be more modest, tender, and concerned with the quality of life. A society is called feminine when emotional gender roles overlap: both men and women are supposed to be modest, tender, and concerned with quality of life.

In other words, masculine cultures are those that value assertiveness, success and money more as opposed to feminine cultures, which emphasise good working relationships and quality of life.

Time orientation (long term and short term): In 1991 and after his IBM study, Hofstede introduced this dimension which represents the extent to which members of a culture accept delayed fulfilment of material, societal, and emotional needs (Hofstede and Hofstede, 2005). In short-term oriented societies one could observe promotion of virtues related to the past and present such as, national pride, personal stability, respect for tradition, and fulfilment of social obligations. In long-term oriented societies people value qualities related to the future such as persistence, frugality, adapting to changing circumstances and having a sense of shame.

Indulgence versus restraint: 'indulgence' describes a society that allows people to freely satisfy their basic needs and desires whereas 'restraint' refers to societies with stringent social norms, which suppresses gratification of basic needs of their people.

In recent years, the GLOBE study has attracted the attention of many scholars in the field of NC. As mentioned in section 2.1.7, the main objective of GLOBE was to develop a theory to understand and predict the impact of cultural variables on leadership behaviour and organisational effectiveness, economic competitiveness of societies and the human conditions of members of the 62 societies which were part of the study (House et al., 2004). Table 4 lists the societies that participated in the GLOBE study.

For the GLOBE research programme, the researchers defined culture as "shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives and are transmitted across age generations"

(House at al., 2002, p. 5). In this project 'culture' is examined in terms of both values and practices. Values are expressed in response to the questions in the form of judgments of 'what should be done', whereas practices refer to the ways things 'are done' (House at al., 2002).

For this project, the researchers introduced nine dimensions for measuring NC, which made up the independent variable of the study. House et al. (2004) clarify that the first 6 dimensions (power distance, uncertainty avoidance, institutional collectivism, in-group collectivism, gender egalitarianism and assertiveness) had their origins in the first four dimensions of NC introduced by Geert Hofstede (1980). 'Future orientation' dimension was derived from the works of Kluckhohm and Strodtbeck (1961) as well as Hofstede and Bond (1988) and Hofstede (2001); 'performance orientation' has its roots in McClelland's (1961) work and 'human orientation' dimension has its origins in the studies carried out by Kluckhohm and Strodtbeck (1961), Putman (1993) and McClelland (1985) (House et al., 2004). Table 5 provides an overview of all nine dimensions of NC used in GLOBE.

| Albania | Finland | Kazakhstan | South Africa (Black Sample) |
| Argentina | France | Kuwait | South Africa (White Sample) |

Australia	Georgia	Malaysia	South Korea
Austria	Germany-East(former GDR)	Mexico	Spain
Bolivia	Germany-West(former FRG)	Morocco	Sweden
Brazil	Greece	Namibia	Switzerland
Canada (English-speaking)	Guatemala	The Netherlands	Switzerland (French-speaking)
China	Hong Kong	New Zealand	Taiwan
Colombia	Hungary	Nigeria	Thailand
Costa Rica	India	Philippines	Turkey
Czech Republic	Indonesia	Poland	United States
Denmark	Iran	Portugal	Venezuela
Ecuador	Ireland	Qatar	Zambia
Egypt	Israel	Russia	Zimbabwe
El Salvador	Italy	Singapore	
England	Japan	Slovenia	

Table 4 - 62 societies participating in GLOBE (House, et al., 2004, p. 12)

Dimension	Definition
Uncertainty Avoidance	The extent to which members of an organization or society strive to avoid uncertainty by reliance on social norms, rituals, and bureaucratic practices to alleviate the unpredictability of future events.
Power Distance	The degree to which members of an organization or society expect and agree that power should be unequally shared.
Institutional Collectivism/ Collectivism I	Reflects the degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action.
In-Group Collectivism/ Collectivism II	Reflects the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families.
Gender Egalitarianism	Is the extent to which an organization or a society minimizes gender role differences and gender discrimination.
Assertiveness	Is the degree to which individuals in organizations or societies are assertive, confrontational, and aggressive in social relationships.
Future Orientation	Is the degree to which individuals in organizations or societies engage in future-oriented behaviors such as planning, investing in the future, and delaying gratification.
Performance Orientation	Refers to the extent to which an organization or society encourages and rewards group members for performance improvement and excellence.
Humane Orientation	Is the degree to which individuals in organizations or societies encourage and reward individuals for being fair, altruistic, friendly, generous, caring, and kind to others.

Table 5 - Definitions of the GLOBE cultural dimensions (House et al., 2002, pp. 5-6)

2.3. Development of the United Arab Emirates and its Culture

Prior to the establishment of the UAE in 1971, the seven emirates (Abu Dhabi, Dubai, Sharjah, Umm al-Quwain, Fujairah, Ras al-Khaimah and Ajman) were collectively known as the 'Trucial States', a name that originated from a 19th century truce between the United Kingdom and the Sheikhs of the tribes inhabiting the southern coast of the Persian Gulf between Qatar and Oman. At that time, the core concept of leadership in the UAE was that the tribe inclusive of the leader functioned as family, as such the strength of the leader was dependent on the sentiment of his people (Rugh, 2007).

In 1968, when the British announced their plan of withdrawing from the Persian Gulf by the end of 1971, Sheikh Zayed called for a federation that would include all the seven emirates. The United Arab Emirates (UAE) federation was established on 2nd December 1971 after the agreement was reached between the rulers of six of the emirates (Abu Dhabi, Dubai, Sharjah, Umm al-Quwain, Fujairah and Ajman). The seventh emirate, Ras al-Khaimah, formally joined the new Federation on 10th February 1972.

UAE culture is influenced by the values of its religion 'Islam' and also Arab traditions and customs (Suliman, 2006). Suliman also suggests that "two kinds of value systems regulate the UAE society: Bedouin values and the ancient values of a sedentary population" (2006, p. 62). Historically, pearl diving or pearling was a major source of income for UAE nationals, and other relatively reliable sources of income were boat-building, animal husbandry, pottery, tailoring, weaving and to a certain degree date farming, as other forms of agriculture were impeded by the harsh climate of the Arabian Peninsula (Davidson, 2005). These were the skills that the nationals possessed and until the federation in 1971, schooling was rare and limited to primary schools in certain areas of the UAE (Godwin, 2006); and moreover any form of

schooling that was available was deemed as unnecessary by the Bedouin tribes unless it was *Maktab* or often called *Kuttab* (Arabic word for school) where young children - mainly boys - gathered to learn the Quran, Islamic principles and the prophet Mohammed's prescription. For decades this was the only form of education in the Islamic world and this form of teaching was and still is important because of the country's religion – Islam (Ali, 1996). Due to the lack of proper educational systems, the locals of the UAE did not have the knowledge, skills or expertise to develop the country after the discovery of oil, and this is why expatriates were invited into the country (Kapiszewski, 2006). Influxes of expatriates were welcomed in order to lead the way into modernisation and assist in developing the country. Table 6 illustrates the demographic statistics of the UAE based on a 2008 census published by a local newspaper. The expatriates that flowed into the country can be divided into two types: Westerners and Asians. Westerners were the highly skilled part of the workforce (Malecki and Ewers, 2007) and their major responsibility was to manage, lead, strategize and take care of the day to day operations. Whereas the Asians were mainly the blue-collar workers, who were either unskilled or semi-skilled and were in charge of the manual and technical work. The development of the country's infrastructure from oil revenues required "both highly trained professionals and manual labourers" (Willoughby, 2005, p. 6). However, in recent years there has been an evident shift in the labour market of the UAE, where more highly skilled and well-trained individuals from Asian countries are coming to the country and reliance for the management functions is less exclusively dependent on Westerners.

Suliman (2006, p. 64) suggests that out of six layers of culture in the UAE (regional, national, generation, social class, gender and organisational culture), regional culture is the most influential culture which affects people's values. UAE's regional culture is predominantly Arab culture. Hofstede (1983) describes Arab's NC as high in power distance and uncertainty

avoidance and he suggests when these two dimensions are combined, a situation is created where leaders have ultimate power and authority, and the rules and regulations reinforce leaders' power and control. The Arab countries in Hofstede's study include Egypt, Lebanon, Libya, Saudi Arabia, UAE, Kuwait and Iraq; and he has described the UAE to be very high in power distance and uncertainty avoidance and characterised it as collectivist and masculine in its social orientation. Figure 3 shows Hofstede's NC dimensions for the UAE.

NATIONALITY	ABSOLUTE POPULATION	PERCENTAGE
Total	6,493,929	100
Emirati	875,617	13.5
Arab Expatriate	823,633	12.7
Indian	2,367,732	36.5
Pakistani	822,914	12.7
Bangladesh	589,545	9.1
Filipino	279,602	4.3
Sri Lanka	104,623	1.6
Iran	100,309	1.5
Nepal	93,469	1.4
China	32,637	0.5
Other Asian	151,234	2.3
Other African	72,453	1.1
Europe and Australia	134,630	2.1
North American	41,354	0.6
South American	4,177	0.1

Table 6 - Demographic statistics of the UAE based on 2008 census data published in the Al Bayan newspaper (Randeree, 2009, p. 3)

United Arab Emirates
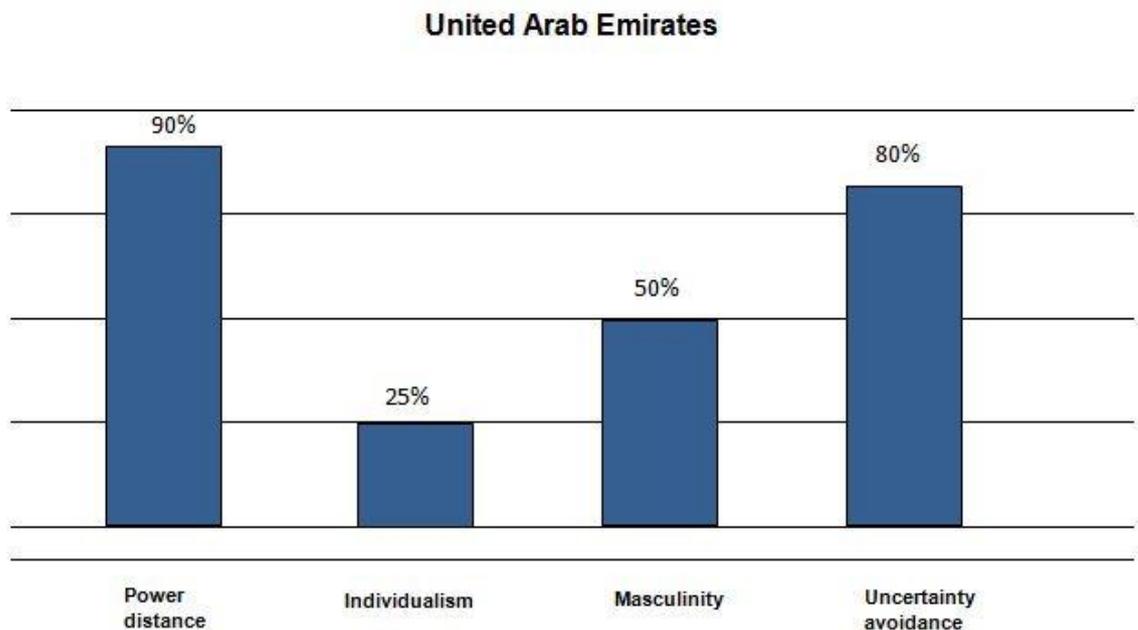
Figure 3 - Hofstede's NC dimension for the UAE
(Source: http://geert-hofstede.com/arab-emirates.html, accessed on Jan 14, 2012)

Further to Hofsted's study, House et al. (2004) did a study of the Middle Eastern countries such as Qatar and Kuwait but they did not include the UAE in their research. They categorised the Middle East as high in power distance, uncertainty avoidance, future orientation, institutional collectivism and low in assertiveness and gender egalitarianism. Figure 4 illustrates the cultural orientation of the Middle Eastern societies according to project GLOBE.

The UAE, like most of the Arab countries, is highly influenced by its religion, Islam. The next few paragraphs shall discuss the evolution of the culture in the UAE.
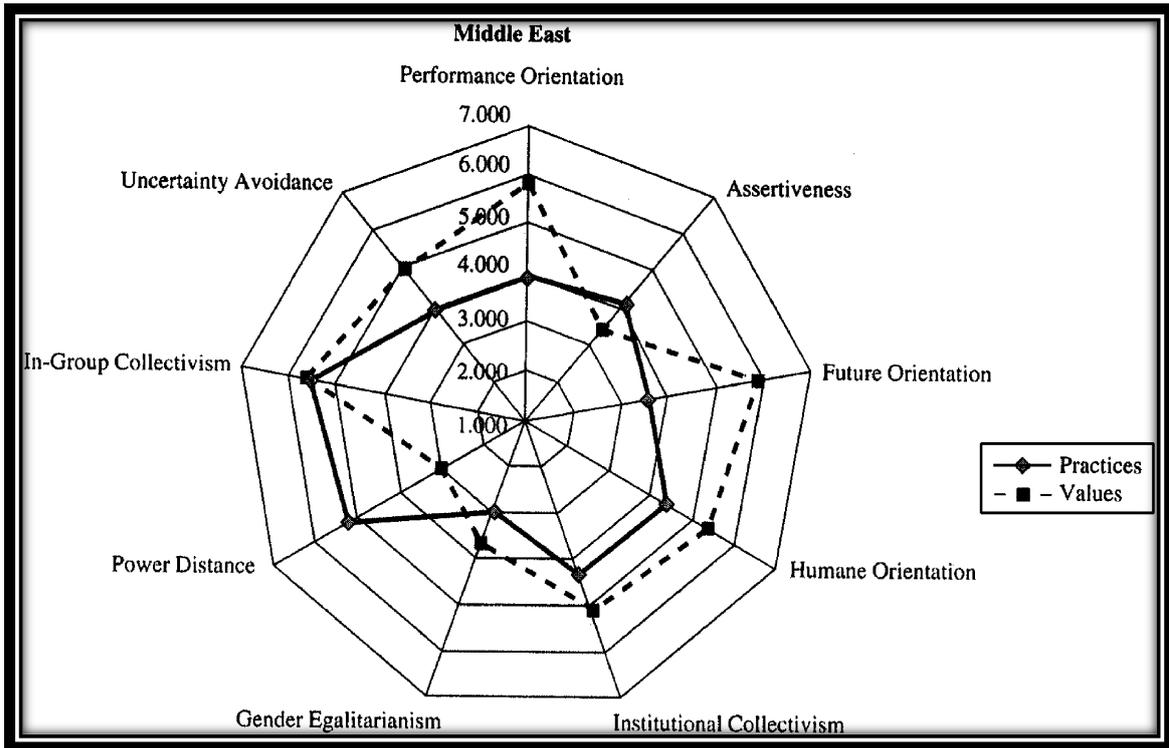
**Figure 4 - Cultural Dimension Scores for the Middle East Societal Cluster
(House et al., 2004, p. 34)**

2.3.1 Power distance

The local population of the UAE is tribal by origin. There used to be several tribes in the region and the leader of each tribe was highly respected by his followers. This model of leadership, "was later transformed into a family model, which was authoritarian and hierarchal, where the tribal leader could be compared with the father of a family", "who imposes vertical controls and coordination through designated authority figures" (Al-Azri, 2009, p. 2). The tribal and family values have structured the social and political hierarchy of the UAE, hence people in the UAE have high respect for authority and hierarchy and always accept the commands of the leaders in turn for personal and social stability. As shown in figure 4, the UAE scores very high on 'power distance' dimension which shows the high acceptance level of hierarchical order in the society and a benign autocratic manager. Hierarchy in the organisational level can be observed through intrinsic inequalities and centralisation of power and decision making.

2.3.2 Uncertainty avoidance

UAE culture has low tolerance for uncertainty and strict rules and laws are adopted to control everything and avoid the unexpected. The country is highly influenced by its religion, Islam, which plays an important role in fixing these rules. The high uncertainty avoidance can be traced back to the pre-unification of the UAE, when people would follow tribal leaders and their instructions without question in return for stability.

In Hofstede's study (figure 4), UAE scores 80 on this dimension and thus has a high preference for avoiding uncertainty. In countries displaying high uncertainty avoidance, one can observe strict principles of beliefs and behaviour and intolerance for unconventional behaviour and ideas. In organisations with high levels of uncertainty avoidance, job security is a concern for individuals and as a result innovation in such culture normally suffers due to people's resistance towards change.

2.3.3 Masculinity versus femininity

As mentioned in previous sections, for many years until 1971, education in the UAE was limited to *Maktab* where young children - mainly boys - gathered to learn the Quran. In Arab societies in general, the UAE being one of them, it is not very common for a woman to educate herself and work. Men are the breadwinners and women have been traditionally responsible to manage the household. In some Arab countries, women are not even allowed to work in the presence of men. Tradition and NC have negatively affected women's education and their participation in the society. Yet in the recent years, the rulers of many GCC states such as Oman, Bahrain, Kuwait, Qatar and the UAE have made a number of symbolic gestures to support women's education and their position in society (Kapiszewski, 2006). As a result, the education level and social status of women have changed significantly over the past few years. Statistics suggest that "over two thirds of university graduates in the UAE from

government universities are Emirati women; however, women as a whole account for less than 12 percent of the entire workforce of the country" (Renderee, 2009, p. 10). Although UAE's female presence in the labour market has increased over the past decade, not many women are seen in leadership positions. As suggested by Renderee "it is the societal attitudes which needs to change towards women's role if it is seen to be anything more than merely an increase in the number of women in the workforce" (2009, p. 9) and until such times the culture will continue to be seen more masculine rather than feminine, in nature.

2.3.4 Individualism versus collectivism

In general religion and family have important places in the Arab way of life and people from birth are integrated into strong, cohesive groups, which continue throughout their lifetime. Despite so many developments in the Middle East, Arabs have not yet given up their traditions such as hospitality, respect for parents and elderly people, religious beliefs, loyalty to one's acquaintances, etc. According to Hofstede's study shown in figure 4, the UAE is considered a collectivist society. Arab traditions are so embedded in the culture that one can observe their impact on social interaction in society in general, including the work place. For example, in this culture, relationships may have more say in one's recruitment or promotion decisions than the competencies and ability to do the job.

2.4 Leadership Behaviour - Does National Culture Have a Say?

The dominant belief in the 1950s and 60s was that management was something universal (Hofstede, 1983). Some of the leadership theories such as trait theories and behavioural theories suggested some characteristics and behaviour that if one followed or acquired, would make him or her a good leader. However, this was in conflict with reality and researchers realised that they had to recognise the differences in NCs. Hofstede (1983, p. 75) states that "a key issue for organization science is the influence of NC on management", and

suggests that NC is important to management due to political, sociological and psychological differences amongst nations.

A well-known experiment used in the organisational behaviour studies is to show people an ambiguous picture which can be interpreted in two different ways (Hofstede, 1980); for example one such picture represents either a beautiful young lady or an ugly old woman, a frog or a horse, depending on the way we look at them. Hofstede used this experiment to explain how different people in the same environment can perceive things differently. In one of his presentations he divided his audience into two groups and showed each group slightly altered version of the lady's picture so that one group would only see the old woman and the other the young girl. When he showed the ambiguous picture to everyone, people who first saw the old woman could only see the old woman and vice-versa. He then explained that if he

could condition a group of people to see something totally different from what others could see, how different the perceptions of realities would be between people who have been exposed to different education, religion and life experience for years (Hofstede, 1980, pp. 42-43).

Many researchers "argue that management theory is influenced by specific societal values, beliefs, norms, and work and social experiences" (Ali, 1996, p. 4). Management or leadership theories that may work in one country may not be a solution for another. For example; Hofstede (1993) argues that American theories of leadership are not suitable for countries such as Germany, Japan, France and Holland. In the same article he also argues that Western, mainly American leadership theories, have not contributed to the development of the poorer countries either. A number of studies suggest that NC influences the leadership style of managers. Al-Faleh (1987) suggests that Arab culture, the UAE being one of them, has certain distinctive characteristics which govern managerial practices and behaviour such as paternal role of managers, consultative management, importance of social formalities and the value of loyalty

over efficiency. Such characteristics are very different from the ones practiced in western culture.

> **Hypothesis H1:**
> Leadership behaviour of managers in the UAE is influenced by their national culture.

2.4.1   Charismatic/Value-Based Leadership and National Culture

House et al. (2004) identifies CL as one of the culturally endorsed leadership behaviours and defined it as the ability to inspire and expect high performance outcomes from others while maintaining integrity and respecting core values. Charismatic leaders possess visionary and inspirational behaviour followed by values such as dignity and freedom which have universal appeal.

> **Hypothesis H2:**
> Charismatic leadership is not influenced by the national culture of the managers.

2.4.2   Team Oriented Leadership and National Culture

Team oriented leaders emphasise team building and create a common purpose amongst team members. Such leaders are known to be collaborative, communicative, group-oriented and non-malevolent.

A work team generates positive synergy through coordinated efforts to achieve a level of performance that is greater than the sum of individual inputs (Robins and Judge, 2009). As such one can argue that cultural beliefs of the leaders can influence the development of this leadership style in an organisation; for example, leaders from high PD societies where the power and decision making are centralised at the top, the UAE being one of them, are less likely to develop TOL style.

> **Hypothesis H3:**
> Team oriented leadership is influenced by the national culture of the managers.

2.4.3 Self Protective Leadership and National Culture

House et al. (2004) suggests that SPL style focuses on ensuring the safety and security of the individual or group member. They identify five main dimensions associated with this leadership style; conflict inducer, procedural, face saver, and class and status consciousness. In societies exhibiting a large degree of PD one can observe a hierarchical order which is accepted by people in those societies; as such individuals' level and place in the chain of command, does not need any justification. As shown in figure 3, the UAE scores high on this dimension (score of 90) which means that people accept a hierarchical order. This suggests that NC is likely to play a role in the development of this leadership style.

> **Hypothesis H4:**
> Self protective leadership is influenced by the national culture of the managers.

2.4.5 Humane Oriented Leadership and National Culture

This leadership behaviour promotes values such as modesty, generosity and compassionateness which have universal appeal. It also encourages people to be friendly, caring and considerate towards other people's interests.

> **Hypothesis H5:**
> Humane oriented leadership is not influenced by the national culture of the managers.

2.4.6 Autonomous Leadership and National Culture

Autonomous leaders have the tendency to be independent and act independently with minimal interest in interdependent relations (House et al., 2004). Nohria and Khurana (2010)

suggest that autonomous leaders prefer to be self-reliant and work alone rather than working with others therefore they tend to build their independence. Societies that promote collectivism such as the UAE are expected to discourage such leadership behaviour as the group cohesiveness can be jeopardised by the behaviour of such leaders. Hence it can be perceived that AL style depends on the cultural values and practices.

> **Hypothesis H6:**
> Autonomous leadership is influenced by the national culture of the managers.

2.4.7   Participative Leadership and National Culture

Participative leaders involve their team in decision making and implementation of the decisions. The degree of involving others may vary depending on one's cultural values and practices. For example, in high PD societies and organisations, decision making is likely to be centralised at the top and there is less likelihood to observe PL. Similarly, in low GE organisations, there is a lesser degree of women's involvement in decision making positions.

> **Hypothesis H7:**
> Participative leadership is influenced by the national culture of the managers.

2.5   Literature Review Summary

The literature review summary has provided a comprehensive overview of 'leadership' construct and its emergence as a field of study. Different leadership theories developed over the past few decades, were also discussed. Furthermore, this chapter presented a theoretical overview of NC and its emergence. At the end of the chapter the history of the UAE was briefly discussed and a link between NC and Leadership was established, whereby the hypotheses of the study were discussed.

CHAPTER 3
METHODOLOGY

CHAPTER 3

METHODOLOGY

"...as social researchers we believe that patterns and regularities occur in society and that these are not simply random. The task we are faced with is to ask why these patterns exist: in other words to produce explanations of them. We couch these explanations in terms of theories. Theories allow us to select out from a mass of confusing material those elements of reality which are of concern to us. On the basis of theory we can develop hypotheses about relationships which ought to exist, if the theory is valid."

(Rose and Sullivan)

This chapter aims to explain the participants' group selection, questionnaire development, data collection procedure and finally data analysis. Also details of the NC and leadership scales developed based on the GLOBE study, as well as the research model developed for testing the hypotheses are presented in this chapter.

3.1   Research design

In order to uncover and understand 'the role of NC on leadership behaviour', taking a structured survey approach was deemed to be most suitable. The survey strategy is usually associated with a deductive approach as suggested by Saunders, et. al. (2000) and it is a widespread strategy in management and business research. O'Leary (2007) suggests that in social science research, methods that rely on deductive reasoning start with a theory, which is narrowed down to a testable hypothesis, data is then collected and analysed to see if the hypothesis can be confirmed and the theory verified.

Out of the three possible mechanisms of data collection used in survey approach (questionnaires, structured interviews and structured observations), questionnaires were used in this research to collect data and test the hypotheses since they would allow to gather information from a larger population compared to the other mechanisms (Saunders, et. al., 2000).

3.2 Questionnaire design

All participants in this study were provided with a questionnaire along with an introduction letter outlining the objective of the study and assuring respondents' anonymity of their identity. The questionnaire included three sections; 1) demographic variables 2) leadership items and 3) NC items (appendix 1).

3.2.1 Demographic variables

This section included questions such as gender, age, nationality, educational level and position in the organisation. The answers were measured on a 2 to 7-point scales depending on the nature of each question; for example, gender was measured on a 2-point scale (Female/Male) whereas education was measured on a 6-point scale (Less than high school diploma up to master's degree and above). Nationality was measured on an 8-point scale including Eastern and Western Europeans, Asian, Arab and other Middle Eastern, South and North Americans and Africans.

3.2.2 Leadership, dependent variable

The major question that needs to be addressed in the study of the leadership behaviour of the managers in the UAE, is the extent to which cultural values and practices are linked to leaders' behaviour and leadership styles. As described in section 2.1.7, GLOBE introduced six culturally endorsed leadership behaviours named 'charismatic leadership', 'team oriented leadership', 'participative leadership', 'humane orientation leadership', 'autonomous leadership', and 'self protective leadership'.

In order to measure the six global leadership patterns of behaviour in the UAE, 30 items were selected from the GLOBE study (House et al., 2004); 9 items for CL, 7 for TOL, 3 for PL, 3 for HOL, 2 for AL and 6 for SPL dimensions. All items were measured against a 7-point scale designed by GLOBE project that ranged from 'this behaviour greatly inhibits a person being an

outstanding leader' to the highest scale of 'this behaviour contributes greatly to a person being an outstanding leader'.

3.2.3 National Culture, independent variable

To measure the four dimensions of NC, 10 items were selected from the GLOBE project (House et al., 2004); 3 for gender egalitarianism (GE), 3 for power distance (PD), 2 for future orientation (FO) and 2 for in-group collectivism (IGC). All items were measured against a 7-point scale designed by the GLOBE project that ranged from 'strongly agree' to 'strongly disagree'.

3.3 Study sample

320 senior employees were invited to participate in this study. The participants were selected from leading oilfield services and marine companies in the UAE providing marine and engineering solutions to the global energy industry. The participants selected in the study are all senior employees based in the UAE who come from different cultural backgrounds.

3.4 Pilot study

Prior to the distribution of the questionnaire to the study sample, it was piloted on 5 people out of which one was Indian, two British, one Norwegian, and one Iranian. A pilot study was carried out in order to check the feasibility of the questionnaire and improve the design of it before it was distributed amongst a larger population. The pilot study samples did not form a part of the main survey results. The purpose of the study and the need for the pilot study were explained to every participant in a one-on-one session and they were asked to provide their feedback on the questionnaire design in general and also highlight any ambiguous words or phrases. One comment was made on part A of the questionnaire and 3 of the participants suggested that a few attributes of leadership in part B were ambiguous. None of the participants

made any comments on Part C of the questionnaire, which was in reference to NC questions. The questionnaire was later revised based on the participants' feedback.

3.5 Data collection procedure

220 of the participants selected to participate in this survey were invited through an email, which briefly described the purpose of the study. After the invitation email, 220 questionnaires were sent out through mail and all participants were requested to return the completed questionnaire by internal mail or any other way convenient for them. A few of the participants requested a soft copy of the questionnaire, which they sent back via the internal email system. The remaining 100 participants were approached during an exhibition and invited to participate in the study. As the survey started in the middle of summer, it was left open for approximately three months to allow all the participants to come back from their summer holiday and complete the questionnaires. Out of 320 questionnaires only 113 were returned out of which 103 were complete and acceptable to be used in the quantitative analysis.

3.6 Model of the study

Figure 5 represents the hypotheses that were proposed in section 2.4. The figure demonstrates whether the NC has an impact on the development of the six leadership behavioural traits of the managers in the UAE organisations or not. As such, this study will explore the link between the six culturally endorsed leadership behaviours (CL, TOL, SPL, PL, AL and HOL) and the four dimensions of NC (PD, IGC, GE and FO) based on the GLOBE project classification of these dimensions.
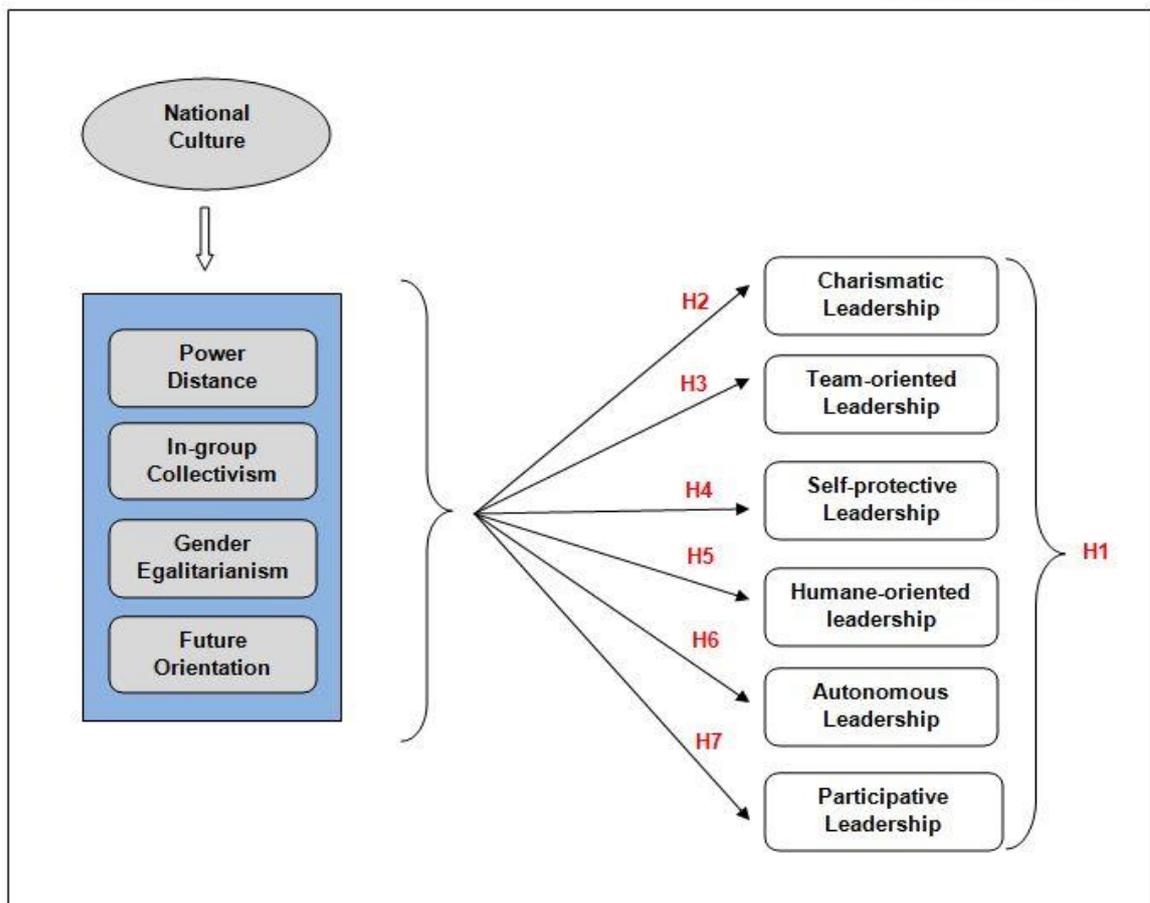
Figure 5 - A research model of NC and leadership behaviour

3.7   Research limitations

This research has a few limitations as follows:

1) The questionnaire for collecting the data was prepared only in English, and this may have led to some level of confusion in understanding the meaning of some words and phrases for the non-English speaking participants. As a result, the English speaking participants might have had the advantage of comprehending the questions more easily.

2) Participants were asked to fill the questionnaires at their convenience prior to the deadline and the conditions under which the test was completed were not controlled. Hence it cannot be

assured that the conditions for responding to the questions were always the same and also optimal with no interruption or influence of external factors.

3) The number of respondents in the survey (N=103) can also be considered a limitation and might have caused the non-normality of the study variables.

CHAPTER 4
RESULT

CHAPTER 4

RESULTS

"Culture is more often a source of conflict than of synergy. Cultural differences are a nuisance at best and often a disaster."

(Geert Hofstede)

This chapter aims to analyse and interpret the data collected from 103 respondents for this study. The data for Leadership and NC was obtained by administering the responses to the study questionnaire adapted from the GLOBE project as explained in the previous chapter. The demographic characteristics of the study sample will be presented in this chapter and the data will be tested and analysed using various statistical tests.

4.1   Demographics

113 people responded to the study questionnaire, however only 103 of the responses were deemed complete enough for processing. The demographic characteristics of the sample is shown in table 7. As is evident from table 7, the majority of the respondents were male (96%). The age range of most of the respondents was from 36 to 57 years old with 40% between 36-46 and 32% between 47-57 years old. The majority of the respondents (62%) were Asian and, Western Europeans constituted 26% of the sample. The remaining 12% were Eastern European, Middle Eastern, African and North American.

In terms of educational qualifications, 65% of the respondents held a Bachelor's degree and above and 23% held a college or vocational degree. Only one of the respondents fell under the High School Diploma grouping. Respondents who occupied supervisory roles constituted 43% of the respondents, Managers' positions comprising 41% of the sample, 14% were Senior Managers and finally 3% of the respondents were Senior Executives.

	Gender	Age	Nationality	Educational Level	Job Title
Male	99				
Female	4				
Less than 25 years old		1			
25-35 years old		19			
36-46 years old		41			
47-57 years old		33			
58 or above years old		9			
Western European			27		
Eastern European			4		
Asian			64		
Arab/Middle Eastern			3		
North American			4		
African			1		
Less than high school				1	
High School Diploma				3	
Higher National Diploma				8	
College degree /vocational qualifications				24	
Graduate degree				28	
Master degree or above				39	
Supervisor					31
Assistant Manager					13
Manager					42
Senior Manager/Director/VP					14
Senior Executive					3

Table 7 - Demographic Characteristics of the Study Sample

4.2   Normality test

In order to ensure that measurement errors are kept to the minimum and also check how the data is distributed, a normality test was conducted. The general assumption is that the distribution of both the dependent and independent variables is normal, this means the graph is characterised as a bell-shaped curve, which implies that the majority of scores lie around the centre of the distribution and as we get further away from the centre the bars get smaller (Field, 2009). Similarly, Sekaran (1992, p. 228) suggests that "if we take large enough samples and choose the sample carefully, we will have a sampling distribution of the mean that has normality". For the purposes of this study, a normality test was performed on both the dependent variables (leadership dimensions) and the independent variables (NC dimensions). The Tests of Normality tables provide the results of Kolmogorov-Smirnov normality tests. The results show that the normality of the distribution of the data has been generally violated. The significant value of >0.05 had to be obtained in order to satisfy normality but only the dependent variable (leadership behaviour) and one of its dimensions (SPL) have significant values greater than 0.05 (0.14 and 0.82). The Shapiro-Wilk normality test results can also be used along with the Kolmogorov-Smirnov normality tests, as this test has "more power to detect differences from normality" (Field, 2009, p. 148). The Shapiro-Wilk significant values were obtained for NC and leadership dimensions and the results were similar to Kolmogorov-Smirnov normality tests and in fact according to this test none of the values were greater than 0.05. Field (2009) suggests that the assumption of normality may be violated when dealing with large samples but the results can still be significant even when the scores are different from normal distribution so the violation of normality in this study does not necessarily imply an obstacle for further statistical testing. The results of the normality tests are shown in appendix 2.

4.3   Reliability test

The reliability of a measure is established by testing both consistency and stability Sekaran (1992); the former indicates how the items measuring a variable sit well together as a group whereas the latter shows the ability of a measure to produce consistent results under different conditions. In order to examine the extent to which the items of the variable dimensions are related to each other and produce consistent results, reliability test using Cronbach's reliability coefficient was performed on both the independent and dependent variables. Cronbach's alpha is a reliability coefficient that reflects how well the items in a group are positively correlated and is computed in terms of the average correlations amongst the items measuring a variable (Sekaran, 1992). The results help to identify the items that should be excluded from the measurement. Kline (1999) states that the coefficient value of 0.7 and above is appropriate for ability tests such as leadership tests. Furthermore, Kline (1999) points out that values below 0.7 can also be expected when dealing with psychological constructs due to the diversity of the constructs being measured. However, Cortina (1993) suggests that the value of α depends on the number of items in a construct so the higher the number of the items the higher α is likely to be.

Table 8 illustrates the study variables and their corresponding reliability coefficients or Cronbach's alpha values. As it can be seen in table 8, the Cronbach's alpha is above 0.7 for all the dimensions hence we can conclude that the data is reliable.

Construct	Cronbach's Alpha	Number of Items
Charismatic leadership	0.82	9
Team oriented leadership	0.79	7
Self protective leadership	0.79	6
Participative leadership	0.74	3
Humane orientation leadership	0.73	3
Autonomous leadership	0.72	2
Gender egalitarianism	0.86	3
Power distance	0.74	3
Future orientation	0.75	2
In-group collectivism	0.82	3
Leadership	0.74	30
NC	0.75	11

Table 8 - Reliability coefficients or Cronbach's alpha values of variables

4.4   Correlation Coefficient Analysis of Dependent and Independent Variables

Bivariate Correlation was used to explore the relationship between the dependent variable (leadership behaviour) and independent variable of NC. The data in Bivariate Correlation was subjected to the parametric Pearson's r correlation. According to the Pearson's r correlation coefficient test result, NC was significantly correlated with overall leadership behaviour ($r = .31$, $p<.01$). Out of the four factors of the NC, two are significantly correlated with Leadership behaviour; GE ($r = .30$, $p <.01$) and FO ($r = .21$, $p< .05$).

Furthermore, it appears that CL, TOL, HOL and AL are not culturally dependent whereas SPL ($r = -.48$, $p<.001$) and PL ($r = .45$, $p <.001$) are significantly correlated with NC. Table 9 illustrates Correlations Coefficients for Leadership and NC Variables.

		Gender Egalitarianism	Power Distance	Future Orientation	In-Group Collectivism	National Culture
Charismatic Leadership	Pearson Correlation	-.02	.15	.03	.17	-.02
	Sig. (2-tailed)	.86	.13	.73	.08	.85
	N	103	103	103	103	103
Team oriented Leadership	Pearson Correlation	-.14	.23[*]	.10	.18	-.10
	Sig. (2-tailed)	.16	.02	.31	.07	.30
	N	103	103	103	103	103
Self protective Leadership	Pearson Correlation	-.49[**]	.39[**]	-.14	-.01	-.48[**]
	Sig. (2-tailed)	.000	.000	.16	.90	.000
	N	103	103	103	103	103
Participative leadership	Pearson Correlation	.42[**]	-.28[**]	.33[**]	.08	.45[**]
	Sig. (2-tailed)	.000	.004	.001	.42	.000
	N	103	103	103	103	103
Humane oriented Leadership	Pearson Correlation	.03	-.07	.13	.02	.08
	Sig. (2-tailed)	.78	.48	.21	.87	.41
	N	103	103	103	103	103
Autonomous Leadership	Pearson Correlation	.05	.04	-.03	.01	.00
	Sig. (2-tailed)	.59	.66	.73	.93	.10
	N	103	103	103	103	103
Leadership	Pearson Correlation	.30[**]	-.12	.21[*]	.16	.31[**]
	Sig. (2-tailed)	.002	.23	.04	.11	.002
	N	103	103	103	103	103

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 9 - Pearson r Correlations Coefficients for Leadership and National Culture Variables

4.5   Regression

In order to test the hypotheses proposed in sections 2.4 and also evaluate and verify the relationship between the dependent and independent variables, a series of regression tests were performed on the data obtained.

4.5.1   Linear Regression

In linear regression method, the relationship between the independent variable (NC) and each one of the dependent variables (leadership behaviour) were examined.

4.5.1.1 Linear Regression - Leadership & National Culture

Table 10 displays the correlation between the NC and leadership. The four dimensions of NC (independent variable) were all combined under one factor named NC and the six leadership behaviour were combined under one factor as leadership.

The results indicate the R square value is .16 which means that NC can account for 16% of the variation in leadership behaviour. In other words, we can look at NC as one of the predictors when trying to explain the differences in leadership behaviour developed by different people. The remaining 84% variation in leadership behaviour can be explained by other reasons or factors. The ANOVA table also indicates that NC has a significant impact on leadership behaviour (F= 19.18, p< .001). Furthermore, a Beta value of .40 is high and the t-value of 4.38 is significant at p<.001 which is below .05 so the result reflects a genuine effect (Field, 2009). In other words, the probability of this t-value occurring if the b-value in the population was 0 is less than .001 hence it can be concluded that NC makes a significant contribution in predicting leadership behaviour.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.34[a]	.16	.15	14.17

a. Predictors: (Constant), National Culture

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3851.31	1	3851.31	19.18	.000[a]
	Residual	20284.05	101	200.83		
	Total	24135.36	102			

a. Predictors: (Constant), National Culture

b. Dependent Variable: Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	178.19	6.84		26.05	.000
	National Culture	.61	.14	.40	4.38	.000

a. Dependent Variable: Leadership

Table 10- Linear regression model - Leadership & National Culture

4.5.1.2 Linear Regression - Charismatic Leadership & National Culture

Table 11 displays the correlation between the NC and CL. The results indicate the R square value is .00 and this tells us that NC does not account for the variation in CL behaviour. In other words, NC of the leaders does not impact the CL style. The ANOVA and coefficients confirm the same result (F-ratio = .04, $p >$ .05 and t-value = .19, $p >$ .05).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.02[a]	.00	-.01	5.89

a. Predictors: (Constant), National culture

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.21	1	1.21	.04	.85[a]
	Residual	3498.47	101	34.64		
	Total	3499.67	102			

a. Predictors: (Constant), National Culture

b. Dependent Variable: Charismatic Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.40	3.78		14.93	.000
	National Culture	-.01	.06	-.02	-.19	.85

a. Dependent Variable: Charismatic Leadership

Table 11 - Linear regression model - Charismatic Leadership & National Culture

4.5.1.3 Linear Regression - Team Oriented Leadership & National Culture

Table 12 displays the correlation between the NC and TOL. The results indicate the R square value is .01 and this tells us that NC can account for no more than 1% of the variation in TOL behaviour and it can be concluded that NC does not have significant impact on the development of this leadership behaviour. The ANOVA and coefficients confirm the same result (F-ratio = 1.10, $p >$ .05 and t-value = 1.05, $p >$ .05).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.10[a]	.01	.00	5.13

a. Predictors: (Constant), National Culture

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.05	1	29.05	1.10	.30[a]
	Residual	2661.86	101	26.36		
	Total	2690.91	102			

a. Predictors: (Constant), National Culture
b. Dependent Variable: Team Oriented Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	45.39	3.29		13.78	.000
	National Culture	-.06	.05	-.104	-1.05	.30

a. Dependent Variable: Team Oriented Leadership

Table 12 - Linear regression model - Team Oriented Leadership & National Culture

4.5.1.4 Linear Regression – Self Protective Leadership & National Culture

Table 13 exhibits the correlation between the NC and SPL. The R square value of .23 indicates that 23% of the variation in SPL behaviour can be explained by NC. The ANOVA also indicates that NC has a significant impact on this leadership behaviour ($F= 29.78$, $p<.001$). Furthermore, a Beta value of .48 is high and the *t*-value of 5.46 is significant at $p<.001$ so it can be concluded that NC makes a significant contribution in predicting the SPL behaviour.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.48[a]	.23	.22	6.14

a. Predictors: (Constant), National Culture

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1123.95	1	1123.95	29.78	.000[a]
	Residual	3811.57	101	37.74		
	Total	4935.52	102			

a. Predictors: (Constant), National Culture

b. Dependent Variable: Self Protective Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	40.10	3.94		10.17	.000
	National Culture	-.35	.07	-.48	-5.46	.000

a. Dependent Variable: Self Protective Leadership

Table 13 - Linear regression model – Self Protective Leadership & National Culture

4.5.1.5 Linear Regression - Participative Leadership & National Culture

As shown in table 14, NC can account for 20% of the variation in PL behaviour (R square .20). The high Beta ratio of .45 and also *F*-ratio and *t*-value ($F= 25.04$, $p< .001$) and $t= 5.00$, $p<.001$) confirm a significant correlation between the NC and PL.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.45[a]	.20	.19	3.50

a. Predictors: (Constant), National Culture

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	306.50	1	306.50	25.04	.000[a]
	Residual	1236.33	101	12.24		
	Total	1542.84	102			

a. Predictors: (Constant), National Culture
b. Dependent Variable: Participative Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.18	2.25		2.31	.02
	National Culture	.18	.04	.45	5.00	.000

a. Dependent Variable: Participative Leadership

Table 14 - Linear regression model - Participative Leadership & National Culture

4.5.1.6 Linear Regression - Humane Oriented Leadership & National Culture

According to table 15 and R square value of .01, it can be concluded that NC can account only for 1% of the variation in HOL behaviour which is very insignificant. This result is supported by a low Beta value of .08 and F-ratio = .67, $p > .05$ and t-value = .82, $p > 0.05$ which tell us that this leadership behaviour is not correlated with NC.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.08[a]	.01	-.00	2.24

a. Predictors: (Constant), National Culture

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.38	1	3.38	.67	.41[a]
	Residual	507.46	101	5.02		
	Total	510.83	102			

a. Predictors: (Constant), National Culture

b. Dependent Variable: Humane oriented Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.55	1.44		10.81	.000
	National Culture	.02	.02	.08	.82	.41

a. Dependent Variable: Humane Oriented Leadership

Table 15 - Linear regression model - Humane Oriented Leadership & National Culture

4.5.1.7 Linear Regression - Autonomous Leadership & National Culture

Table 16 displays the correlation between the NC and AL. The R square value of .00 indicates that NC does not account for any variation in AL behaviour. This result is supported by a Beta value of .00 and F-ratio $= .00$, $p > .05$ and t-value $= .00$, $p > .05$ which tell us that this leadership behaviour is not cultural dependent.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.00[a]	.00	-.01	3.09

a. Predictors: (Constant), National Culture

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.00	1	.00	.00	.99[a]
	Residual	965.38	101	9.56		
	Total	965.38	102			

a. Predictors: (Constant), National Culture

b. Dependent Variable: Autonomous Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.92	1.98		3.99	.00
	National Culture	7.93	.03	.00	.00	.99

a. Dependent Variable: Autonomous Leadership

Table 16 - Linear regression model - Autonomous Leadership & National Culture

4.5.2 Standard Multiple Regression

In order to examine the relationship between the four dimensions of the independent variable (PD, GE, FO and IGC) and one dependent variable (Leadership), the data was subjected to standard multiple regression. Table 17 summarises the result of the standard multiple regression model.

The R square value of 0.15 indicates that the NC variables of GE, PD, IGC and FO account for 15% of the variation in leadership behaviour. The t-values and $Sig.$ column of the Standardised Coefficient matrix indicate that GE ($t = 2.97$, $p = .00$) makes the strongest contribution to explaining the differences in leadership behaviour, followed by IGC ($t = 2.06$, $p = .04$). Field (2009) suggests that a value below 0.05 in the $Sig.$ Column, suggests that the predictor is making

a significant contribution to the regression model. The *Sig*. Values of FO (.30) and PD (.49) are greater than .05 and it can be concluded that these two variables are not making significant contribution to the regression model even though the correlation matrix shows a significant correlation between leadership behaviour and FO.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.38[a]	.15	.11	14.20

a. Predictors: (Constant), In-Group Collectivism, Power Distance, Future Orientation, Gender Egalitarianism

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3337.68	4	834.42	4.14	.00[a]
	Residual	19757.75	98	201.61		
	Total	23095.44	102			

a. Predictors: (Constant), In-Group Collectivism, Power Distance, Future Orientation, Gender Egalitarianism
b. Dependent Variable: Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	124.89	12.25		10.20	.000
	Gender Egalitarianism	1.08	.36	.34	2.97	.004
	Power Distance	-.25	.35	-.08	-.71	.48
	Future Orientation	.86	.82	.11	1.05	.30
	In-Group Collectivism	.92	.45	.20	2.06	.04

a. Dependent Variable: Leadership

Table 17 - Standard Multiple Regression- Leadership & National Culture

4.5.3 Stepwise Regression

In order to confirm the results of the standard multiple regression, the data was further analysed using stepwise regression.

4.5.3.1 Stepwise Regression - Leadership & National Culture

The result of the standard multiple regression indicated that GE and IGC were the main predictors of the leadership behaviour. By subjecting the data to a stepwise regression, it can be confirmed that FO and PD are certainly not predictors of the leadership behaviour. Stepwise regression automatically removes any predictor that is considered the least useful. As it can be observed in table 18, FO and PD were removed and the other two variables with more significant contribution towards the model were retained. Furthermore, the model summary matrix shows that GE alone explains 9% of the variation in leadership. In total, the two variables explain 13% of the variation in leadership behaviour, which is 1.2% less than what the standard multiple regression model suggested. Furthermore, the F-ratio of 7.66 significant at .001 and t-values of 3.52 show a significant correlation between the GE and leadership behaviour.

4.5.3.2 Stepwise Regression - Self Protective Leadership & National Culture

The results of the simple Linear regression showed a significant relationship between the NC and SPL behaviour. According to the correlation matrix, SPL is significantly correlated with GE and PD. In order to verify the results of the correlation, the data was subjected to stepwise regression. As it can be seen in the model summary of table 19, the value of R square shows that 24% of the variation in SPL can be explained by GE. The remaining three factors of NC (PD, FO and IGC) have been removed and GE has been left as the only major predictor of the SPL behaviour. The F-value $= 31.93$ and $t = 5.65$ are both significant at .001 which show significant correlation between the dependent variable and the only independent variable.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.30[a]	.09	.08	14.44830
2	.36[b]	.13	.12	14.15287

a. Predictors: (Constant), Gender Egalitarianism

b. Predictors: (Constant), Gender Egalitarianism, In-group Collectivism

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2011.35	1	2011.35	9.64	.002[a]
	Residual	21084.08	101	208.75		
	Total	23095.44	102			
2	Regression	3065.07	2	1532.54	7.65	.001[b]
	Residual	20030.37	100	200.30		
	Total	23095.44	102			

a. Predictors: (Constant), Gender Egalitarianism

b. Predictors: (Constant), Gender Egalitarianism, In-Group Collectivism

c. Dependent Variable: Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	151.28	5.49		27.55	.000
	Gender Egalitarianism	.94	.30	.30	3.10	.002
2	(Constant)	131.21	10.27		12.77	.000
	Gender Egalitarianism	1.06	.30	.33	3.52	.001
	In-Group Collectivism	1.00	.44	.22	2.30	.02

a. Dependent Variable: Leadership

Table 18 - Stepwise Regression - Leadership & National Culture

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.49[a]	.24	.23	6.09

a. Predictors: (Constant), Gender Egalitarianism

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1185.44	1	1185.44	31.93	.000[a]
	Residual	3750.08	101	37.13		
	Total	4935.52	102			

a. Predictors: (Constant), Gender Egalitarianism

b. Dependent Variable: Self protective Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	31.49	2.32		13.59	.000
	Gender Egalitarianism	-.72	.13	-.49	-5.65	.000

a. Dependent Variable: Self protective Leadership

Table 19 - Stepwise Regression - Self Protective Leadership & National Culture

4.5.3.3 Stepwise Regression - Participative Leadership & National Culture

The results of simple Linear regression showed a significant relationship between the NC and PL. According to the correlation matrix, there is a significant correlation between PL and the independent variables of GE, PD and FO. The results of the stepwise regression (table 20) indicate that 18% of the variation in PL can be explained by GE and 4% by FO. PD and IGC have been removed as they are considered as least important factors as predictors of PL even though the correlation matrix showed a significant correlation between the PD and PL. The F-value = 13.98 and $p < .001$, $t = 3.75$ $p < .001$ and $t = 2.36$ $p < .05$ are all significant

which support the significant correlation between PL and the independent variables of GE and FO.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.42[a]	.18	.17	3.55
2	.47[b]	.22	.20	3.47

a. Predictors: (Constant), Gender Egalitarianism

b. Predictors: (Constant), Gender Egalitarianism, Future Orientation

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	270.01	1	270.01	21.43	.000[a]
	Residual	1272.82	101	12.60		
	Total	1542.84	102			
2	Regression	337.07	2	168.53	13.98	.000[b]
	Residual	1205.77	100	12.06		
	Total	1542.84	102			

a. Predictors: (Constant), Gender Egalitarianism

b. Predictors: (Constant), Gender Egalitarianism, Future Orientation

c. Dependent Variable: Participative Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	10.25	1.35		7.60	.000
	Gender Egalitarianism	.34	.07	.42	4.63	.000
2	(Constant)	5.62	2.37		2.38	.02
	Gender Egalitarianism	.29	.08	.35	3.75	.000
	Future Orientation	.46	.19	.22	2.36	.02

a. Dependent Variable: Participative Leadership

Table 20 - Stepwise Regression - Participative Leadership & National Culture

CHAPTER 5

DISCUSSION

CHAPTER 5

DISCUSSIONS

"Leadership is not something that you learn once and for all.
It is an ever-evolving pattern of skills, talents, and ideas that grow
and change as you do."
(Sheila Murray Bethel)

In this chapter the results of this study are discussed in relation to the hypotheses presented in section 2.4 and the study model explained in section 3.6.

5.1   Leadership Behaviour and National Culture Relationship

According to the results of the linear regression in the previous chapter, NC can account for 16% of the variation in the Leadership behaviour of the managers. Therefore, when we underline the differences in managers' leadership styles, we should take into consideration the cultural differences. NC is a significant predictor of leadership behaviour (F= 19.18, p< .001 and t-value= 4.38, p< .001). This result confirms hypothesis H1 and the argument that the differences in societal values influence the perception of realities amongst people and as House et al. (2004) suggest, people within the same cultural group have similar beliefs about leadership but there are significant differences about leadership viewpoints amongst different cultural groups.

5.2   Charismatic Leadership and National Culture Relationship

The Spearman correlation results in the previous chapter showed that NC does not have any impact on CL behaviour (F-ratio = .04, p> .05 and t-value = .19, p> .05) confirming hypothesis H2. There is a lot of evidence to support the supposition that the effect of charismatic leader behaviour is not limited to certain cultures, but is pan-cultural. For example, Bass' (1997) study suggests similar result in China and Japan. Furthermore, House et al. (2004) cross-cultural

study suggests that the behaviour of a charismatic leader is universally accepted as behaviour of a highly effective organisational leader.

5.3   Team Oriented Leadership and National Culture Relationship

This study found that there is no correlation between TOL and NC of the managers in the UAE (*F*-ratio = 1.10, *p*>.05 and *t*-value = 1.05, *p*> .05). This result rejects hypothesis H3 which suggested that TOL is influenced by NC of the managers. Although the result does not show a positive correlation between NC dimensions and TOL, it is similar to House et el. (2004) results in the sense that no NC dimension is negatively correlated with TOL.

5.4   Self Protective Leadership and National Culture Relationship

The linear regression results in the previous chapter explained that NC can account for 23% variation in SPL (R square =23%, *F*=29.78, *p*<.001 and *t*-value=5.46, *p*<.001) confirming hypothesis H4. Furthermore, the results of Spearman correlation illustrated that SPL is negatively correlated with GE and positively with PD, which is similar to House et al. (2004) findings. However, the stepwise regression suggested that out of the four dimensions of NC, GE is the main predictor of SPL. Some scholars debate the role of religion on GE in the sense that the higher the monotheism the lower women's status in a society (Gray, 1987). Similarly, Verweij et al. (1997) argue that the more important 'God' and generally religion is in people's everyday lives, the more masculine the society is. This is quite evident in Arab countries including the UAE where religion plays a significant role in the everyday lives of people and the management of the country. People in such societies accept and respect the hierarchical order and differences of class and status in the society in return for stability.

5.5 Humane Oriented Leadership and National Culture Relationship

This study found that there is no correlation between HOL and NC of the managers in the UAE. The result of Spearman correlation is supported by linear regression (F-ratio = .67, $p>$ .05 and t-value = .82, $p>$ 0.05) which confirms hypothesis H5. This suggests that the characteristics of a humane oriented leader such as modesty, compassionateness, generosity are not related to where the leaders come from and can be applied in any culture.

5.6 Autonomous Leadership and National Culture Relationship

The Pearson correlation showed no relationship between AL and NC. This was supported by the linear regression (F-ratio = .00, $p>$ .05 and t-value = .00, $p>$ .05) rejecting H6 which means NC and its four dimensions (PD, GE, IGC and FO) do not make any significant contribution to AL similar to the finding of House et al. (2004).

5.7 Participative Leadership and National Culture Relationship

According to linear regression results, 20% of the variation in PL behaviour can be explained by NC which lends support to confirm hypothesis H7. This is backed up by a high Beta ratio of .45 and also F-ratio and t-value (F= 25.04, $p<$ .001 and t = 5.00, $p<$ .001). The Spearman correlation suggested that PD is negatively correlated with PL but it noted a positive correlation between GE & FO and PL. Cultures that value high PD expect leaders to be caring while being conscious of class and status; people in such cultures do not expect to participate and be accountable for results (House et al., 2004, p. 560). The results of stepwise regression illustrated that out of the four NC dimensions, GE and FO are the main predictors of PL. As suggested by House et al. (2004), members of societies with high GE and FO values, enjoy greater economic prosperity and demonstrate more levels of satisfaction. Organisations with high GE and FO values tend to empower people so one can observe more levels of participation. Moreover, members play a role in their destiny and hence there is less need for tight

management control. Tables 21 summarises the results of the hypotheses testing.

Hypothesis	Hypothesis Details	Result
H1	Leadership behaviour of managers is influenced by National Culture.	Confirmed
H2	Charismatic leadership is not influenced by National Culture.	Confirmed
H3	Team Oriented leadership is influenced by National Culture.	Rejected
H4	Self Protective leadership is influenced by National Culture.	Confirmed
H5	Humane Oriented leadership is not influenced by National Culture.	Confirmed
H6	Autonomous leadership is influenced by National Culture.	Rejected
H7	Participative leadership is influenced by National Culture.	Confirmed

Table 21 - Hypotheses result summary

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others."

(Jack Welch)

This chapter aims to make recommendations based on the study results. Since NC and two of its dimensions (in-group collectivism and gender egalitarianism) were found to influence the leadership behaviour of the leaders within an organisation, the recommendations will suggest practices and actions to develop a working environment and culture that contributes to overcome cultural barriers in organisations in the UAE. The chapter will end with conclusion to this study and recommendations for future research.

6.1 Recommendations

A number of studies have shown that leadership is one of the principle factors for improving an organisation's performance. Thomas (1988) suggests that leaders' differences have a significant impact on the performance variations within a firm. Effective leadership is a competitive advantage that leads to sustainable organisational performance. As such 'leadership' becomes of particular importance in positions that involve managing people.

6.1.1 Organisational Culture

Although literature suggests many definitions for 'organisational culture', a lot of them refer to it as shared assumptions held by the employees which is very similar to how 'NC' has been defined by many researchers. NC is a pervasive phenomenon and as Fombrun (1983) puts it, organisational culture takes on part of the characteristics of the NCs. Smith and Kleiner (1993) suggest three mechanisms by which culture can contribute to organisational effectiveness; 1) helps members understand the expected behaviour 2) generates commitment

to work and 3) acts as a control system. Since strong organisational culture greatly influences the behaviour of the employees, understanding and modifying the organisational culture plays a key role in shaping the behaviour of the leaders.

As this study indicated, GE and IGC have an impact on the leadership behaviour of the managers. Furthermore, FO is also correlated with PL behaviour. Organisations should endeavour to achieve higher levels of GE, IGC and FO.

To create high GE, organisations must enforce equal employment opportunities. In such environments the employment and promotion opportunities and rewards are dependent on competencies rather than gender.

To promote and maintain high IGC, organisations can introduce a reward system that encourages team efforts as opposed to individual's achievement. Such a system does not necessarily ignore an individual's contribution but it suggests a balance between the two of them in order to recognise both the individual's achievement as well as the team's contribution.

To achieve high FO in an organisation, House et al. (2004, p. 296) suggest to create an organic structure which is "flexible and fluid and is capable of dealing with unstable conditions through a network of relationships and shared perception of goals." Leadership behaviour also plays a significant role in creating a culture which is high in FO. Leaders and managers are responsible to create a vision for the future along with long-term goals and communicate them throughout the organisation.

6.1.2   Recruitment and selection

Occasionally organisations fail to assess all-encompassing leadership skills of the potential candidates for management and leadership positions and make a selection decision based on their technical competencies to perform a job.

Researchers have suggested a number of leadership skill domains; Robins et. al (2001) identified four leadership skill domains named technical, industry knowledge, interpersonal and emotional intelligence skills. As an individual advances in the organisational hierarchy, the interpersonal and emotional intelligence skills become more important than technical skills (Hicks & Gullett, 1975). As such, it is important to evaluate underlying intellect and interpersonal skills along with technical skills and experience in order to have a comprehensive assessment of one's leadership potential. There are a number of tools that assess the interpersonal and emotional intelligence skills; however, it is important for any organisation to establish the competencies against which, leadership qualities will be evaluated prior to any assessment. The selection decision should be made based on the outputs of all the skill set assessments.

6.1.3   Succession planning and leadership development

Organisations often do not make any distinction between talent, knowledge and skills and make promotion decisions based on the individual's work performance with no consideration to their leadership ability. Lack of succession planning can lead to a situation where we see many excellent employees fail drastically when put in managerial or leadership positions. As pointed out by Cohn et al. (2005, p. 1) "Companies whose boards and senior executives fail to prioritize succession planning and leadership development end up either experiencing a steady attrition in talent or retaining people with outdated skills." Such organisations believe that HR should take care of all the people issues to allow the executives to focus on business matters. However successful organisations hold all the senior executives and line managers accountable for the development of individual managers. To grow great future leaders in large organisations, executives and managers should own and execute the

succession plans while HR creates the required tools and facilitates their use and implementation (Cohn et al., 2005).

6.2 Conclusion

Culture, be it societal or organisational is an omnipresent phenomenon. We normally act unconsciously in accordance with our cultural values and practices. One of the prime skills to be a successful leader is to understand the cultural dynamics and differences embedded in individuals' behaviour depending on their upbringing and ethnic origins. This study examined the relationship between NC and leadership behaviour within the marine and oil & gas sectors in the UAE which can be categorised as multicultural with managers coming from an array of countries and cultures.

The study results showed that 16% of the variation in managers' leadership behaviour in the UAE can be explained by the differences in their NC. This study also revealed that CL, TOL, HOL and AL behaviour are not correlated with the NC whereas SPL and PL styles are significantly correlated with NC. The UAE with its rapidly growing economy, has become home for many multinational corporations. As such it is vital for the country and organisations to develop strong leaders who can anticipate change and adapt to it while maintaining a positive attitude and contribute towards the growth of the organisations they work for and as a result the UAE economy.

6.3 Recommendations for future research

This study examined the relationship between six culturally endorsed leadership behavioural traits with four dimensions of NC. For future studies it would be useful to assess the impact of the other five dimensions of NC specified by GLOBE (Uncertainty avoidance, performance orientation, assertiveness, institutional collectivism and humane orientation) on the leadership behaviour of UAE managers.

Furthermore, due to the diversity of the workforce in the UAE, it is suggested that future research evaluates the role of organisational culture on the leadership behaviour to assess to what extent a strong organisational culture can shape the leadership behaviour of the managers in a culturally diverse country such as the UAE.

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APPENDIX 1 - SURVEY QUESTIONNAIRE

Dear Participant,

I am currently doing some research on the relationship between National Culture and leadership traits and behaviour. A major part of the research is to carry out a survey and as such I would like to invite you to kindly participate.

The survey consists of three different sections:

- Part A – Background questions.

- Part B – Leadership questions.

- Part C – National Culture questions; these culture questions are relevant to your current work environment.

The questionnaire should take you around 10 to 15 minutes to complete. Your participation in this survey will be kept entirely confidential. The information you provide will be only used in the aggregated statistical data that will assist in analysing the relationship between National Culture and Leadership behaviour.

Should you wish to participate, please return to me the completed questionnaire.

Thank you very much in advance for your support.

Kind Regards,

Ealbra Moradkhan

Email: ealbra.moradkhan@topaz-marine.com

Tel: 04 8832929

Part A – Background Questions

Please tick the relevant box.

- Gender:
  - ☐ Male
  - ☐ Female

- Age:
  - ☐ Less than 25
  - ☐ 25 – 35
  - ☐ 36 – 46
  - ☐ 47 – 57
  - ☐ 58 +

- Nationality
  - ☐ Western European
  - ☐ Eastern European
  - ☐ Asian
  - ☐ Arab/Middle Eastern
  - ☐ South American
  - ☐ North American
  - ☐ African
  - ☐ Others (Please specify) ....

- Educational Level
  - ☐ Less than high school
  - ☐ High School Diploma
  - ☐ Higher National Diploma
  - ☐ College degree/vocational qualifications; e.g. Master Mariners, Marine Engineers, etc.
  - ☐ Graduate degree
  - ☐ Master's degree and above

- How long have you lived outside your country of origin?
  - ☐ Less than 2 years
  - ☐ 2-5 years
  - ☐ 6-10 years
  - ☐ 11-15 years
  - ☐ 16 + years

- Current Position
  - ☐ Superintendent/Supervisor
  - ☐ Asst Manager
  - ☐ Manager
  - ☐ General Manager/Director/VP
  - ☐ Senior Executive, Snr. Director or VP
  - ☐ Others (please specify) ....

- Number of years worked in this organisation
  - ☐ 1 year or less
  - ☐ 2-5 years
  - ☐ 6-10 years
  - ☐ 11-19 years
  - ☐ 20+ years

- Number of years worked in the current position
  - ☐ 1 year or less
  - ☐ 2-5 years
  - ☐ 6-10 years
  - ☐ 11-19 years
  - ☐ 20+ years

Part B - Leadership questions

Please indicate the degree to which you agree or disagree that the following behaviours or characteristics make a person a poor or an outstanding leader by marking your preferred boxes. Please select only one box for every behaviour or characteristic.

	This behaviour greatly inhibits a person being an outstanding leader	This behaviour somewhat inhibits a person being an outstanding leader	This behaviour slightly inhibits a person being an outstanding leader	This behaviour has no impact on whether a person is an outstanding leader	This behaviour contributes slightly to a person being an outstanding leader	This behaviour contributes somewhat to a person being an outstanding leader	This behaviour contributes greatly to a person being an outstanding leader
1.Plans ahead	1	2	3	4	5	6	7
2. Risk taker	1	2	3	4	5	6	7
3. Positive	1	2	3	4	5	6	7
4. Sincere	1	2	3	4	5	6	7
5. Excellence oriented	1	2	3	4	5	6	7
6. Decisive	1	2	3	4	5	6	7
7. Morale booster	1	2	3	4	5	6	7
8. Self-sacrificial	1	2	3	4	5	6	7
9. Enthusiastic	1	2	3	4	5	6	7
10. Worldly	1	2	3	4	5	6	7
11. Diplomatic	1	2	3	4	5	6	7
12. Win-win problem solver	1	2	3	4	5	6	7
13. Administratively skilled	1	2	3	4	5	6	7
14. Group oriented	1	2	3	4	5	6	7
15. Communicative	1	2	3	4	5	6	7
16. Team builder	1	2	3	4	5	6	7
17. Intra group competitor	1	2	3	4	5	6	7
18. Evasive	1	2	3	4	5	6	7
19. Procedural	1	2	3	4	5	6	7
20. Non-participative	1	2	3	4	5	6	7
21. Class conscious	1	2	3	4	5	6	7
22. Status conscious	1	2	3	4	5	6	7
23. Micromanager	1	2	3	4	5	6	7
24. Non delegator	1	2	3	4	5	6	7
25. Autocratic	1	2	3	4	5	6	7
26. Compassionate	1	2	3	4	5	6	7
27. Modest	1	2	3	4	5	6	7
28. Patient	1	2	3	4	5	6	7
29. Individualist	1	2	3	4	5	6	7
30. Independent	1	2	3	4	5	6	7

Part C - Culture questions

Please indicate the degree to which you agree or disagree with the following statements by marking your preferred boxes. Please select only one box for every behaviour or characteristic.

	Strongly agree	Somewhat agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Somewhat disagree	Strongly disagree
1. Job requirements and instructions should be clear and unambiguous so employees know what they are expected to do.	1	2	3	4	5	6	7
2. Orderliness and consistency should be stressed even at the expense of experimentation and innovation.	1	2	3	4	5	6	7
3. Managers should be generally tolerant of the mistakes of others.	1	2	3	4	5	6	7
4. Employees should be encouraged to be very concerned about each other.	1	2	3	4	5	6	7
5. Employees should be encouraged to be assertive.	1	2	3	4	5	6	7
6. Employees should be encouraged to be opinionated.	1	2	3	4	5	6	7
7. Male employees should be encouraged to participate in professional development activities more than women.	1	2	3	4	5	6	7
8. I believe that opportunities for leadership positions should be more available for men.	1	2	3	4	5	6	7
9. Men perform better than women.	1	2	3	4	5	6	7
10. Employees should be encouraged to strive for continuously improved performance.	1	2	3	4	5	6	7
11. Subordinates should obey their boss without question.	1	2	3	4	5	6	7

	Strongly agree	Somewhat agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Somewhat disagree	Strongly disagree
12. Power should be concentrated at the top of an organisation.	1	2	3	4	5	6	7
13. Rank and position in the hierarchy should have special privileges.	1	2	3	4	5	6	7
14. The way to be successful is to take events as they come (No planning or forethought required).	1	2	3	4	5	6	7
15. The norm should be acceptance of the status quo.	1	2	3	4	5	6	7
16. Group members should take pride in the individual accomplishments of their group.	1	2	3	4	5	6	7
17. Group managers should take pride in the individual accomplishments of group members.	1	2	3	4	5	6	7
18. I believe managers should encourage group loyalty even if individual goals suffer.	1	2	3	4	5	6	7
19 The pay and bonus system should be designed to optimise individual interests.	1	2	3	4	5	6	7

Histogram

Mean =167.75
Std. Dev. =15.047
N =103

Frequency

Leadership

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Leadership	.08	103	.14	.95	103	.00

a. Lilliefors Significance Correction
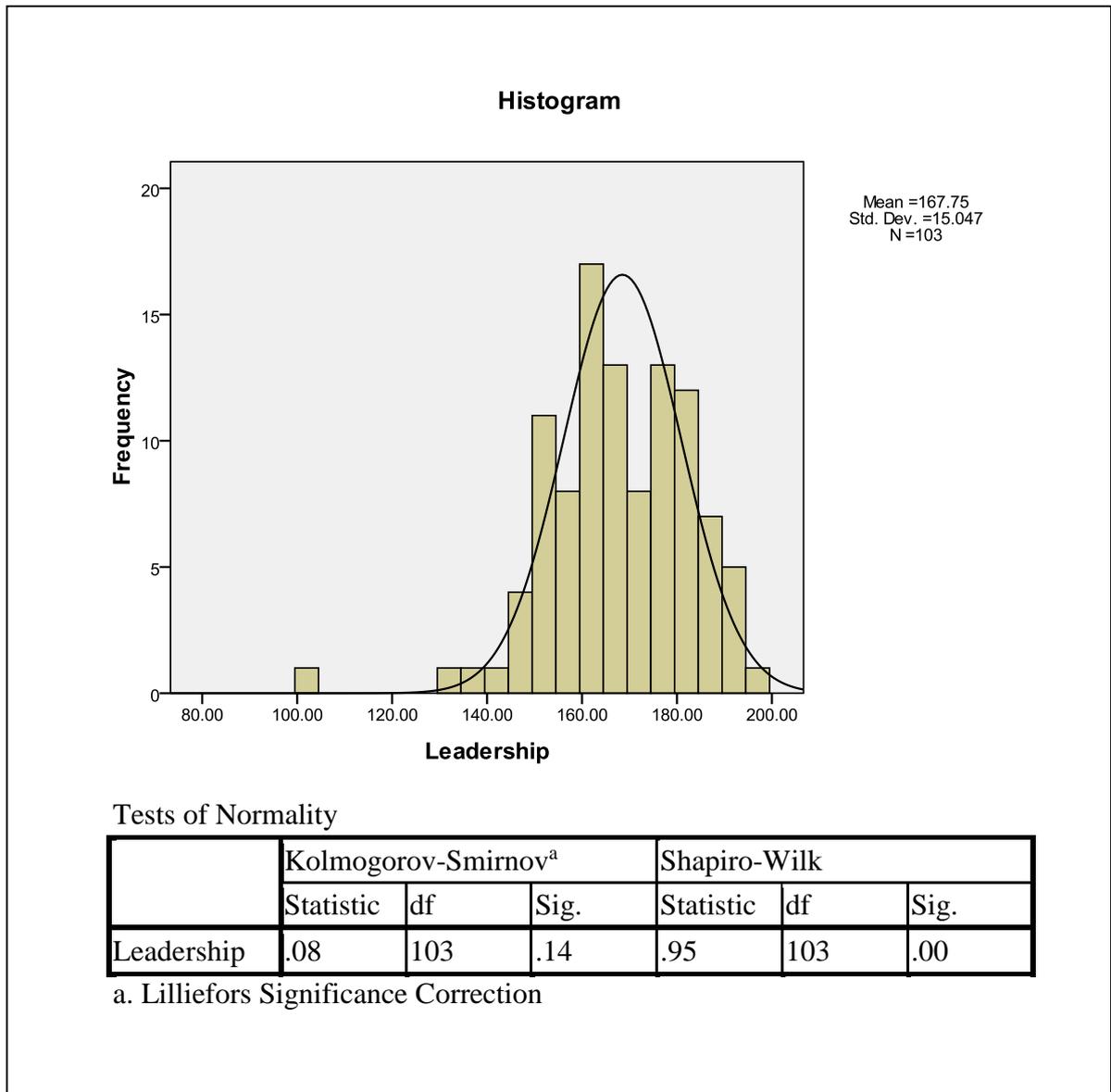
Figure 6 - Normality test results of Leadership

Histogram

Mean =55.70
Std. Dev. =5.858
N =103

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Charismatic Leadership	.12	103	.00	.89	103	.00

a. Lilliefors Significance Correction
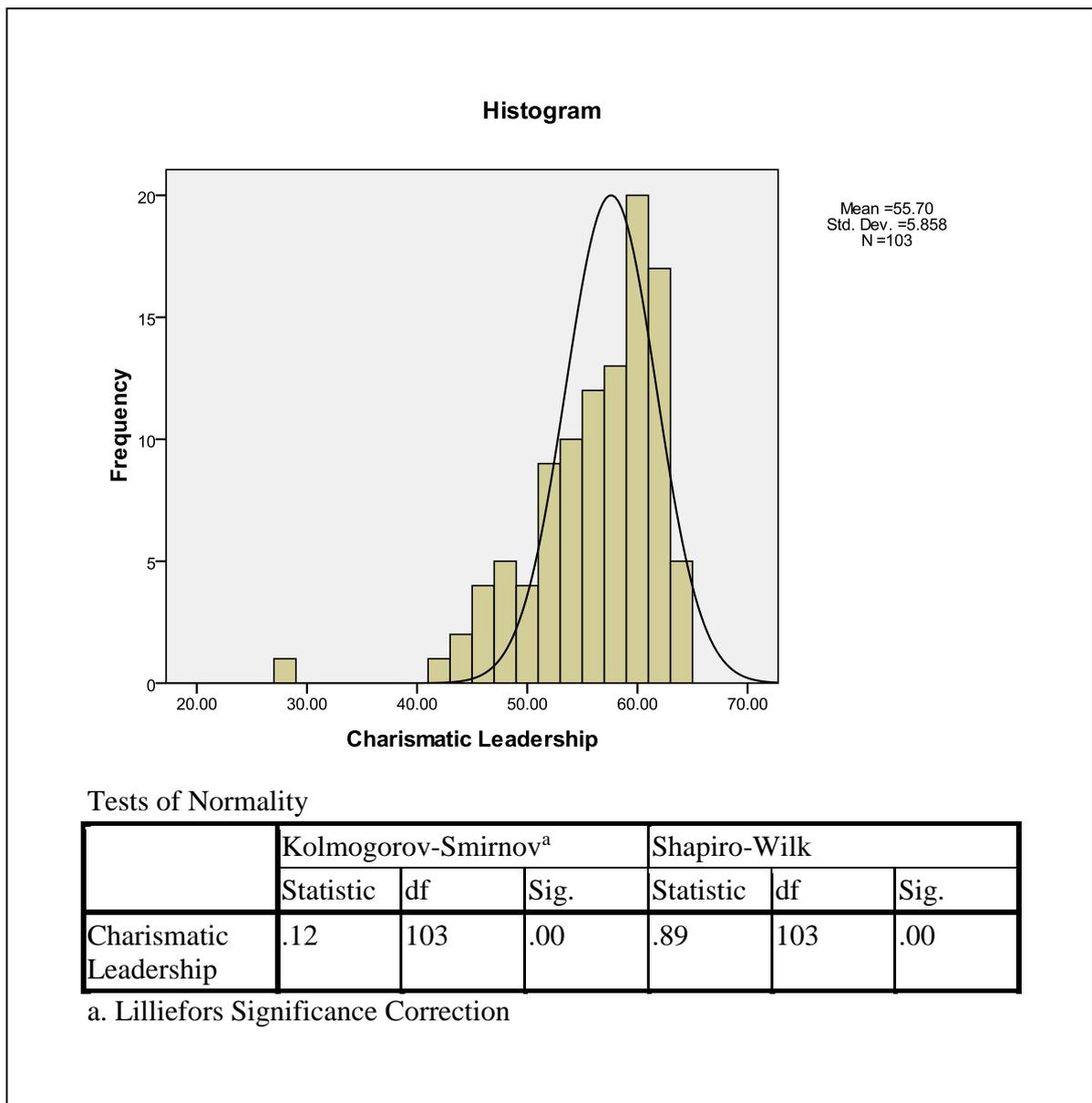
Figure 7 - Normality test results of Charismatic Leadership

Histogram

Mean =41.97
Std. Dev. =5.136
N =103

Team oriented Leadership

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Team oriented Leadership	.14	103	.00	.83	103	.00

a. Lilliefors Significance Correction

Figure 8 - Normality test results of Team Oriented Leadership

Histogram

Mean =18.84
Std. Dev. =6.956
N =103

Self protective Leadership

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self Protective Leadership	.08	103	.08	.97	103	.03

a. Lilliefors Significance Correction
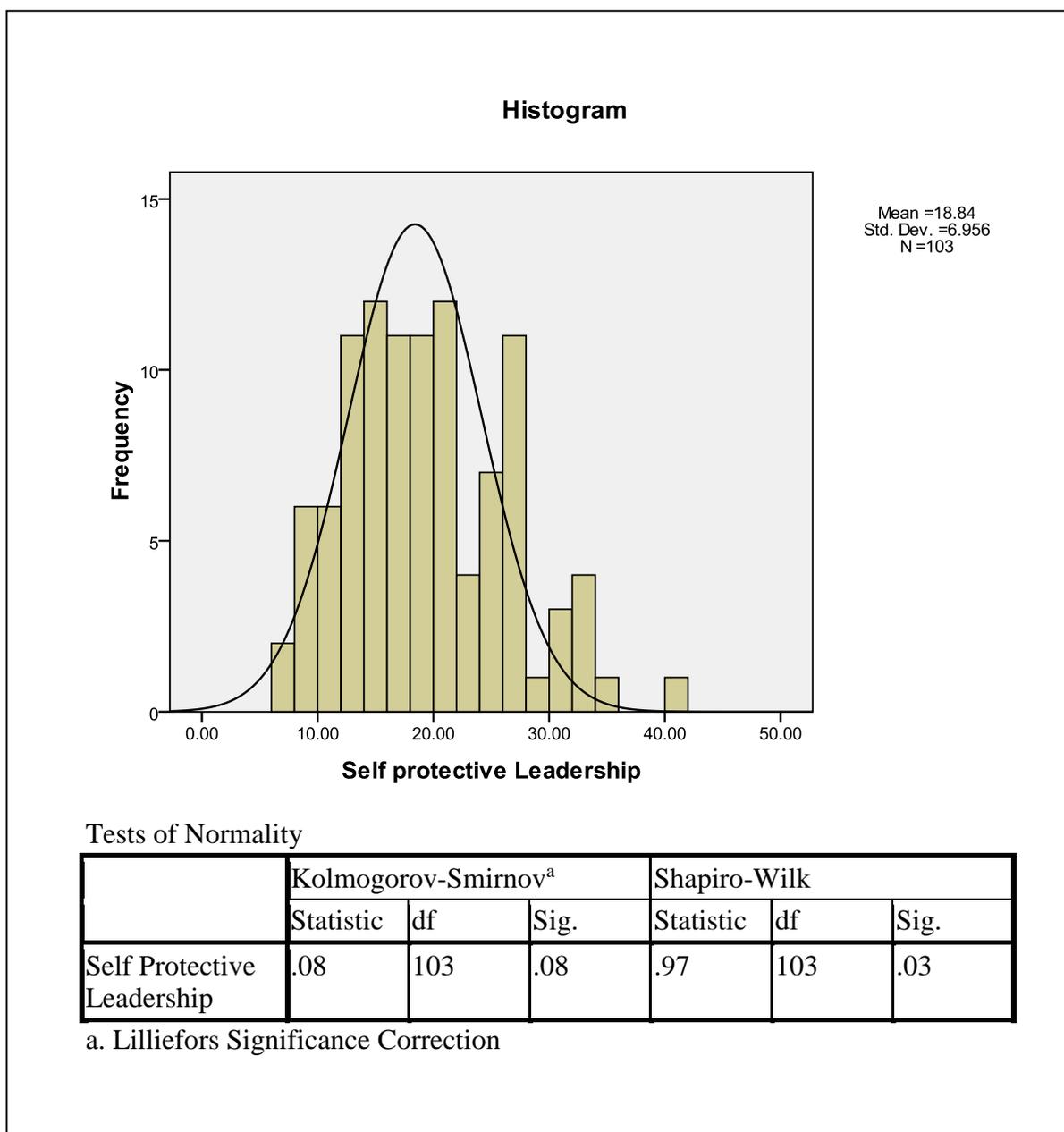
Figure 9- Normality test results of Self Protective Leadership

Histogram

Mean =16.28
Std. Dev. =3.889
N =103

Participative Leadership

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Participative Leadership	.13	103	.00	.93	103	.00

a. Lilliefors Significance Correction
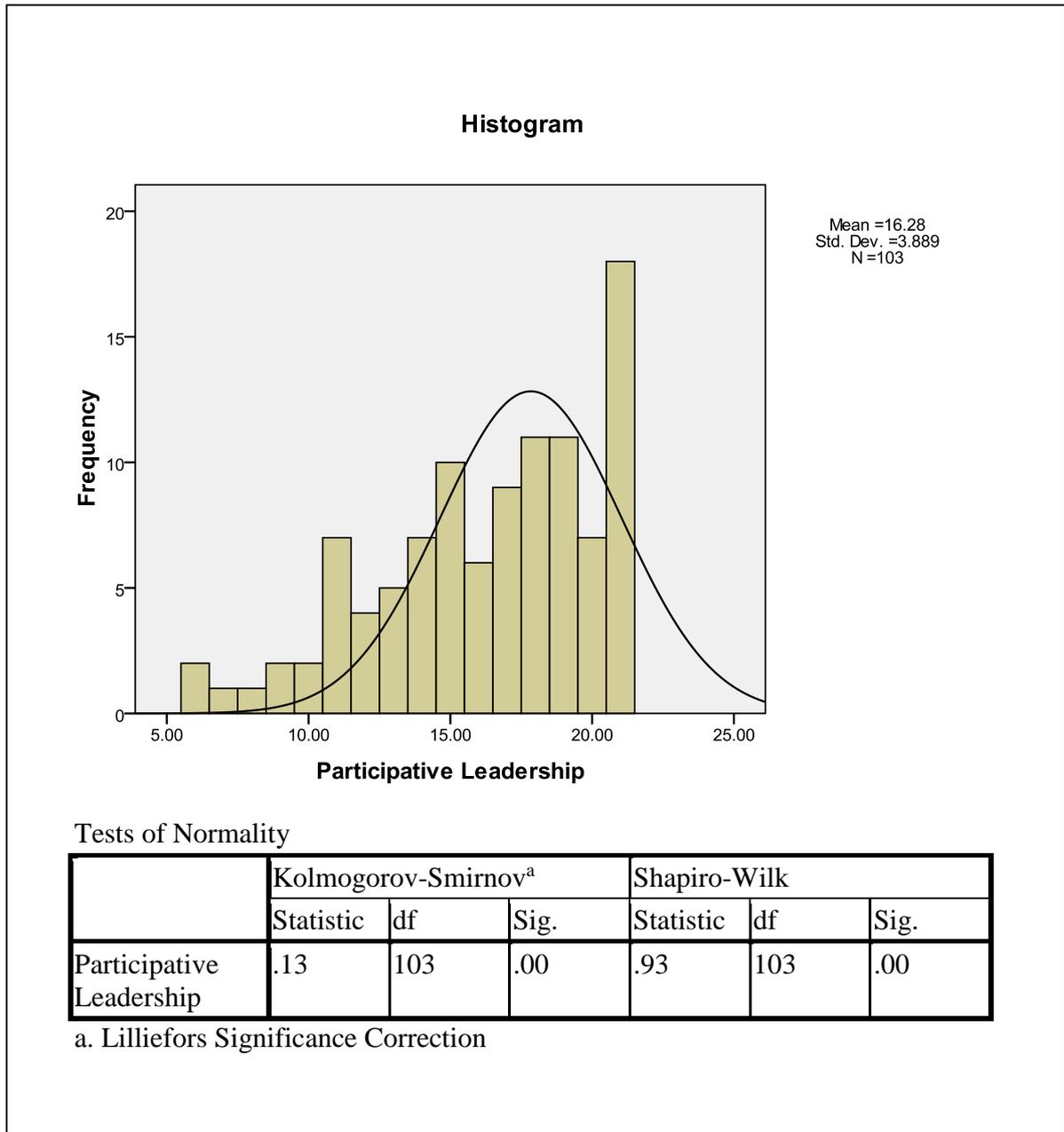
Figure 10 - Normality test results of Participative Leadership

Histogram

Mean =16.72
Std. Dev. =2.238
N =103

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Humane oriented Leadership	.14	103	.00	.95	103	.00

a. Lilliefors Significance Correction
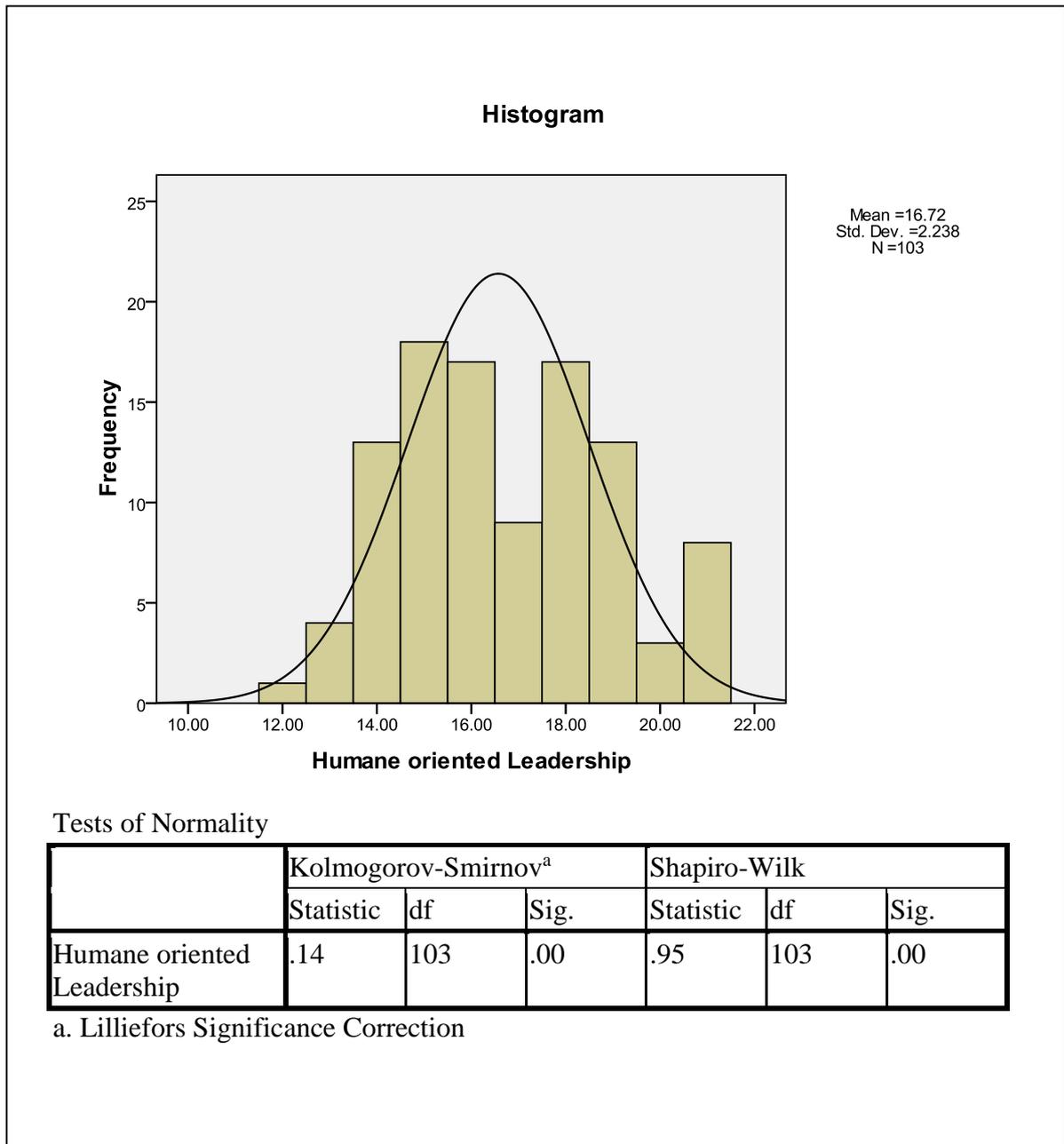
Figure 11 - Normality test results of Humane Oriented Leadership

Histogram

Mean =7.92
Std. Dev. =3.076
N =103

Frequency

Autonomous Leadership

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Autonomous Leadership	.09	103	.03	.97	103	.02

a. Lilliefors Significance Correction
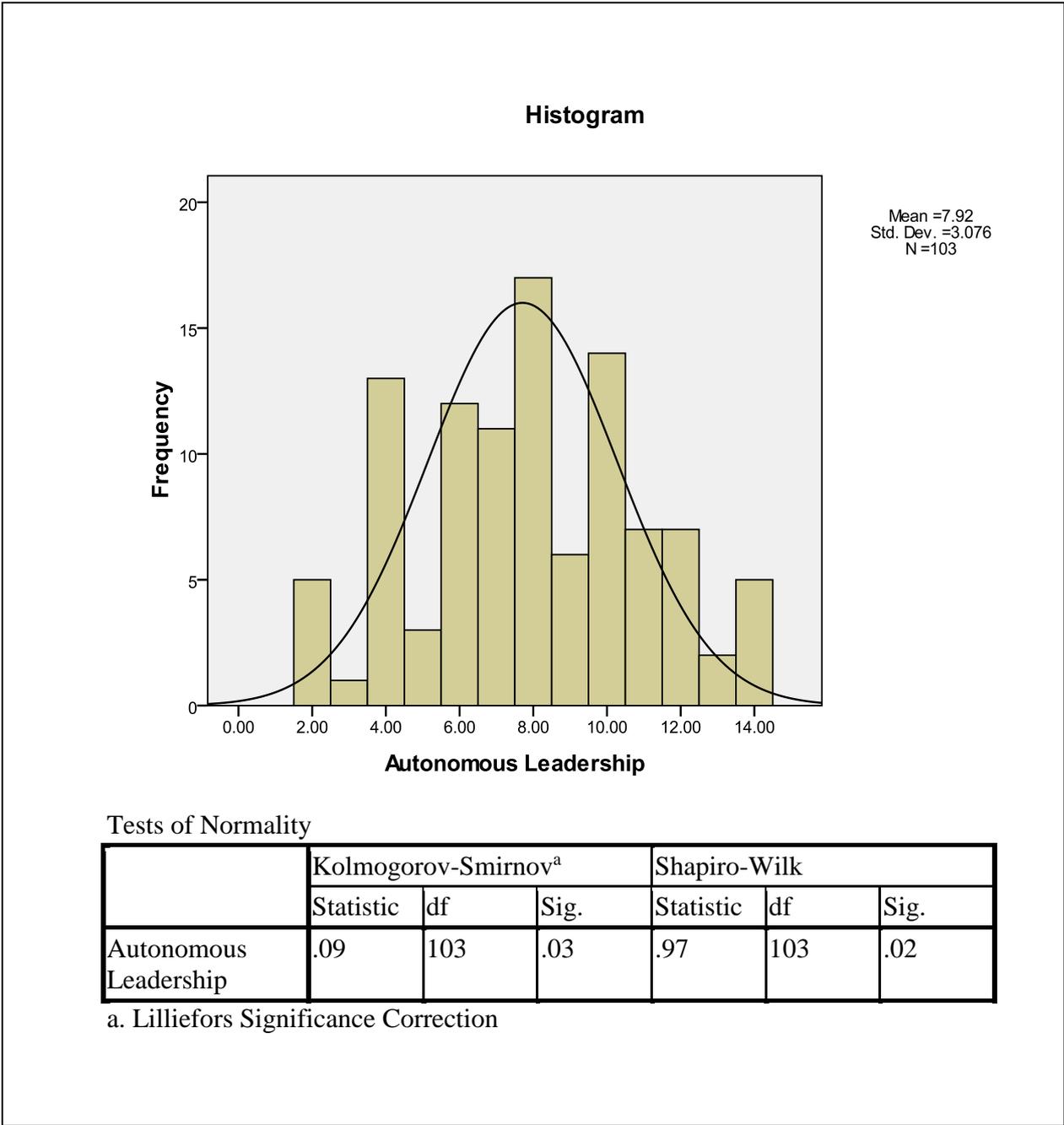
Figure 12- Normality test results of Autonomous Leadership

Histogram

Mean =60.34
Std. Dev. =9.423
N =103

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
National Culture	.10	103	.01	.96	103	.01

a. Lilliefors Significance Correction
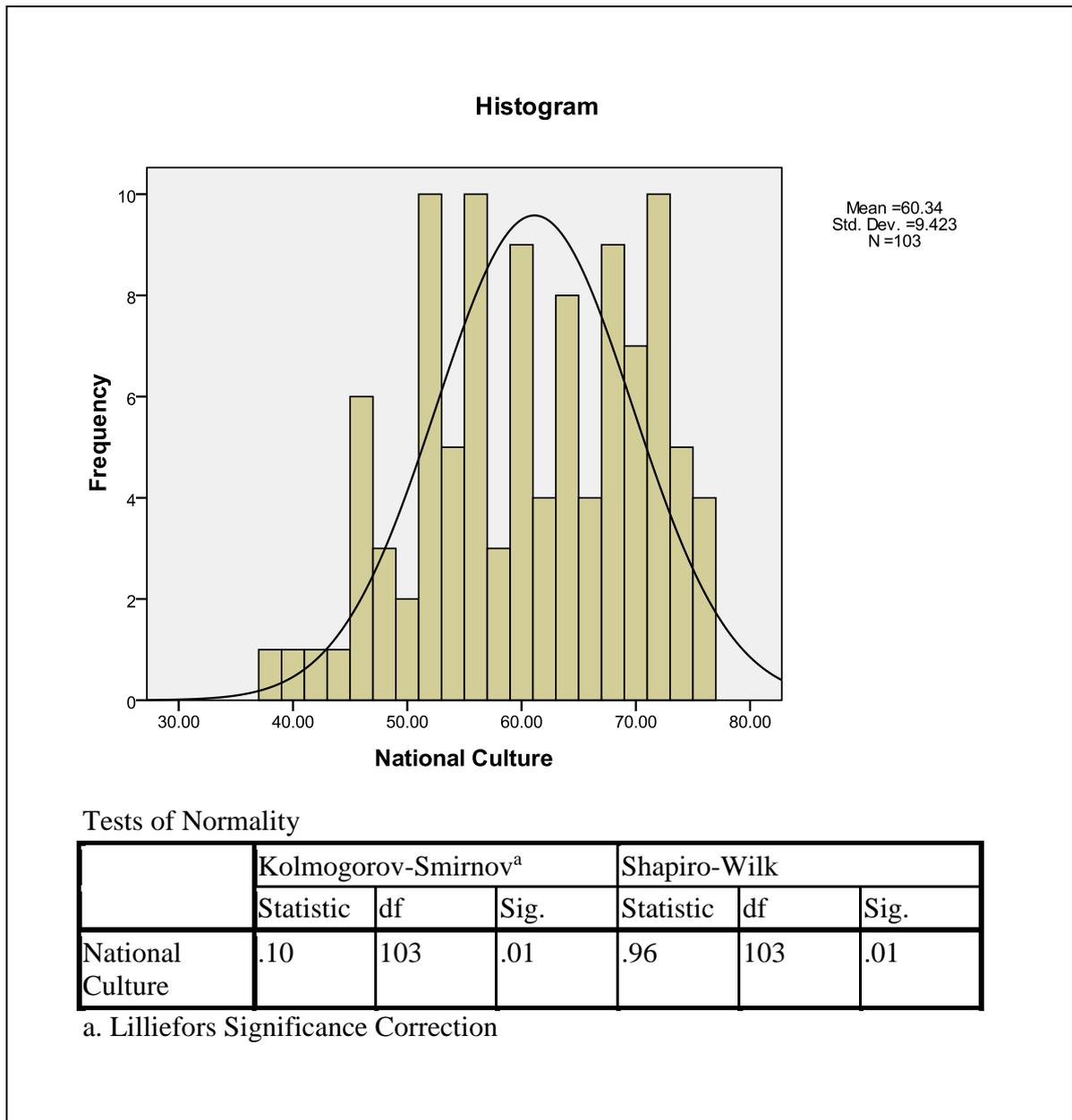
Figure 13 - Normality test results of National Culture

Histogram

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Gender Egalitarianism	.24	103	.00	.76	103	.00

a. Lilliefors Significance Correction
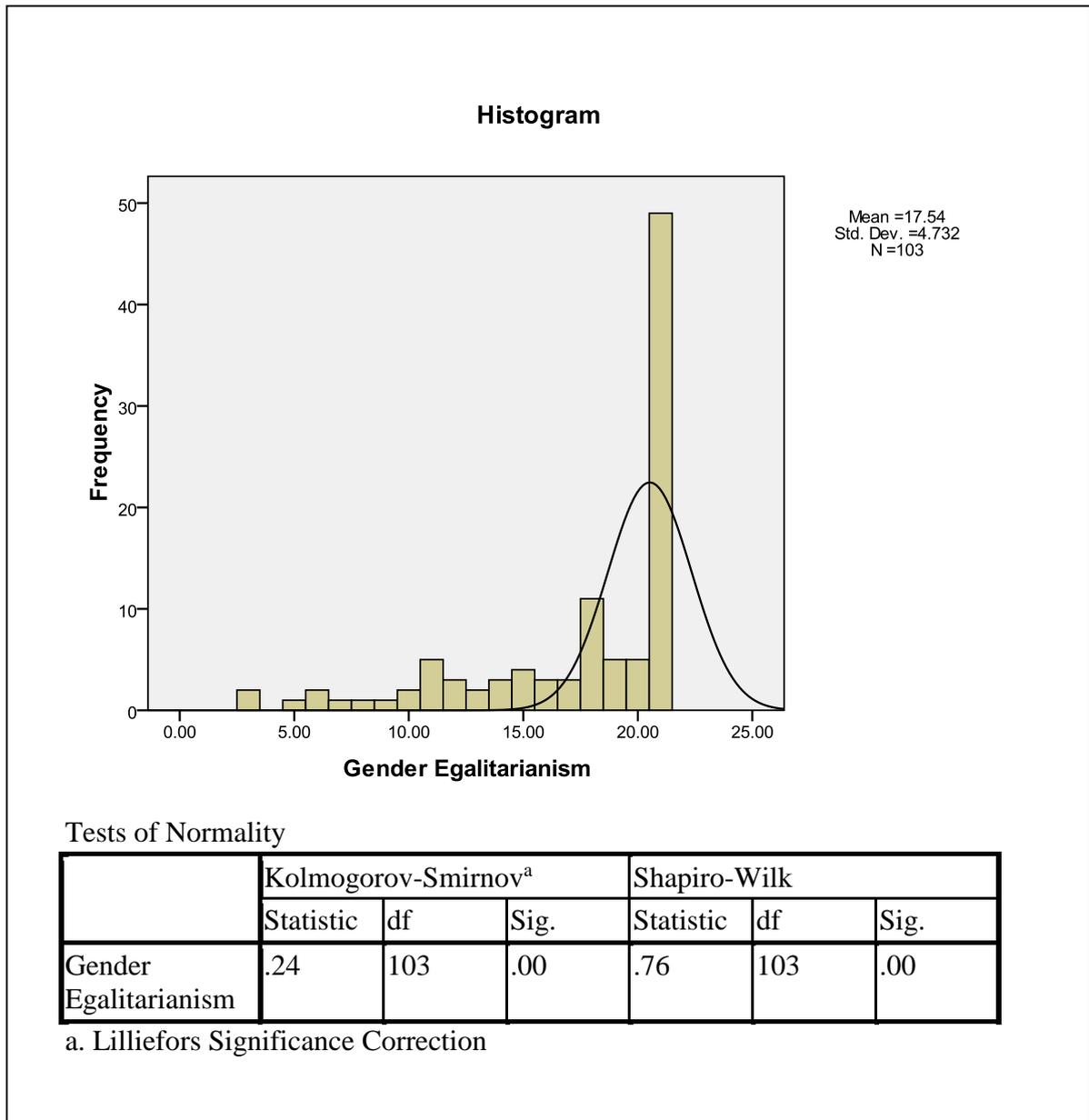
Figure 14 - Normality test results of Gender Egalitarianism

Histogram

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Power Distance	.10	103	.02	.97	103	.01

a. Lilliefors Significance Correction
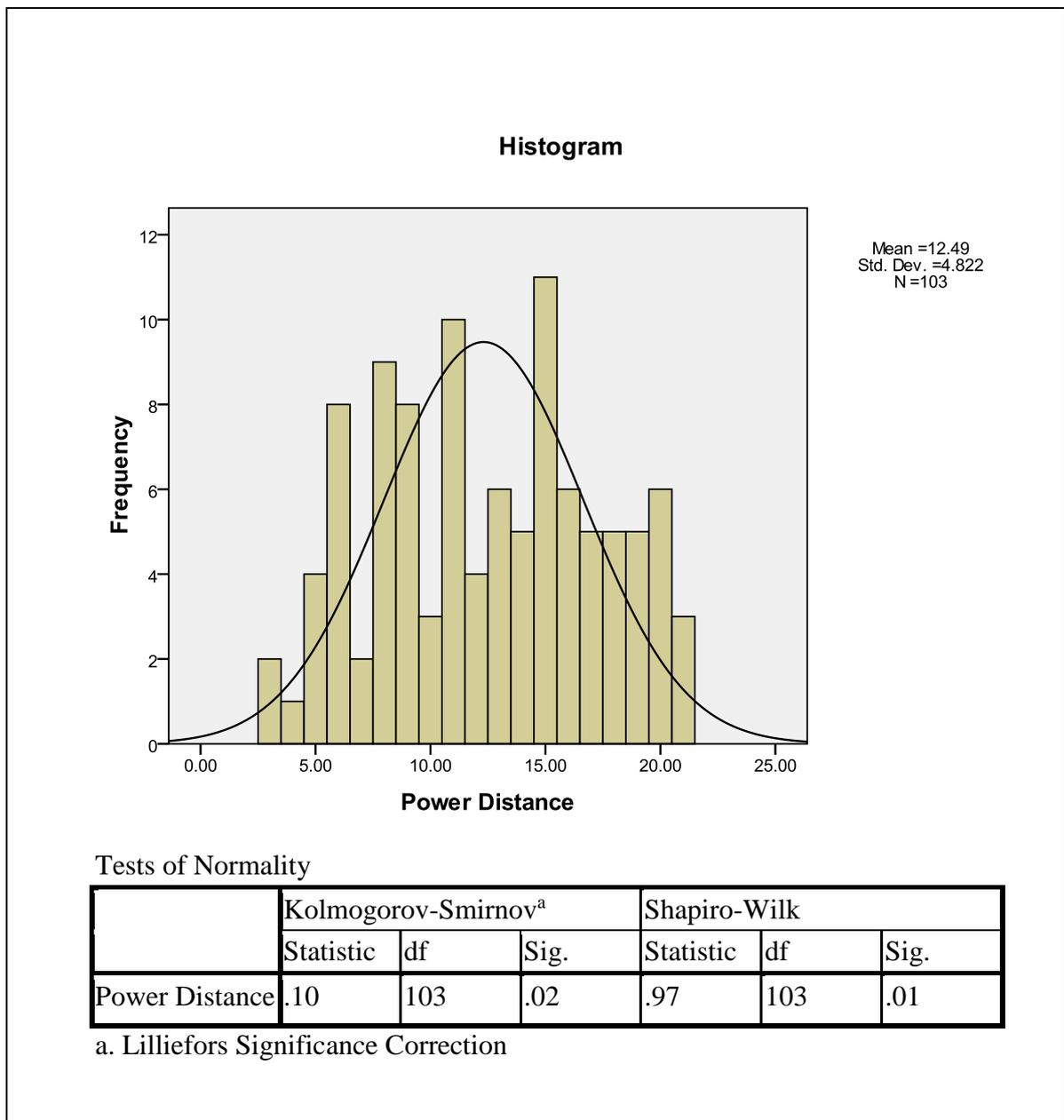
Figure 15 - Normality test results of Power Distance

Histogram

Mean =12.37
Std. Dev. =1.879
N =103

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Future Orientation	.22	103	.00	.82	103	.00

a. Lilliefors Significance Correction
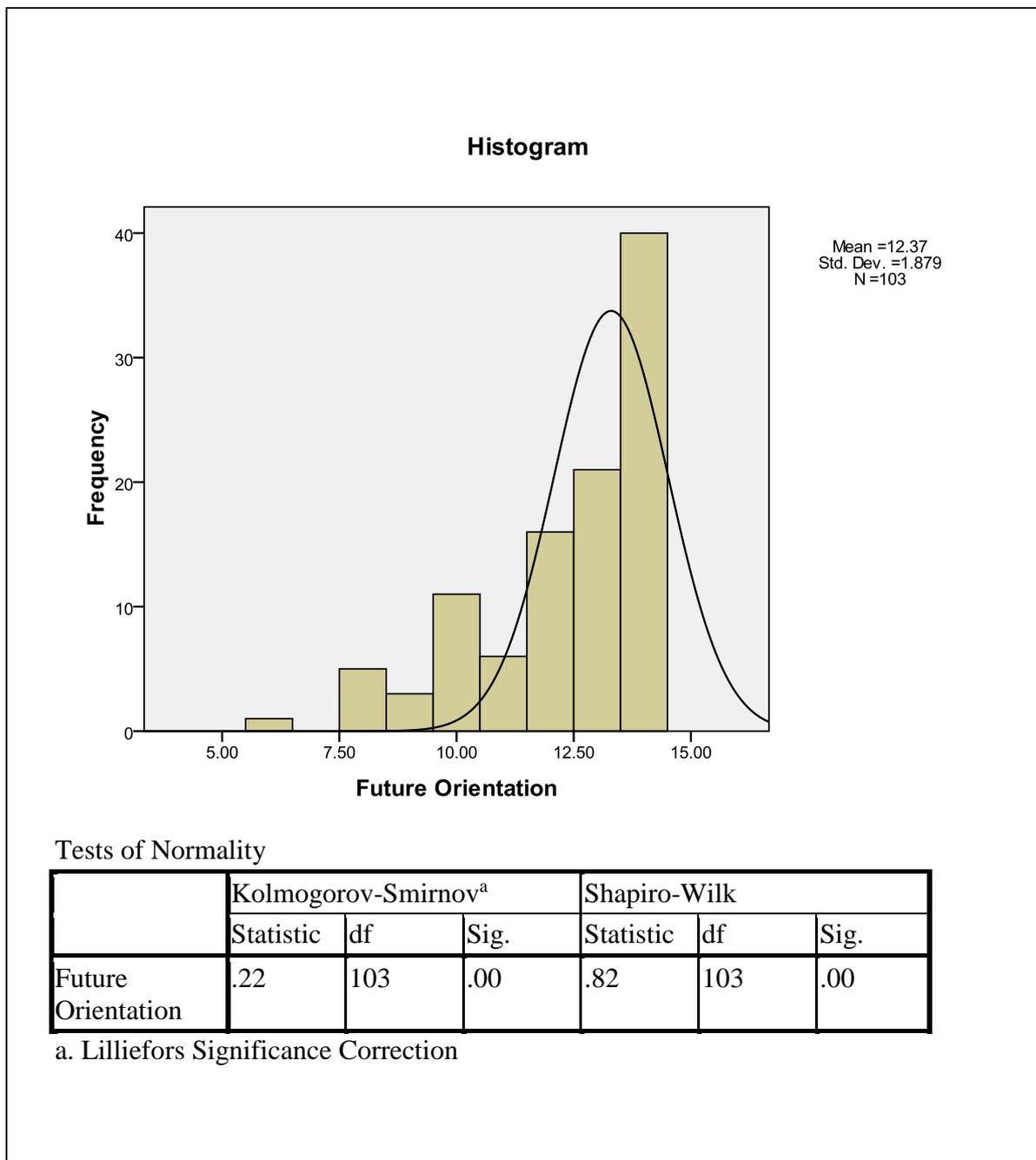
Figure 16 - Normality test results of Future Orientation

Histogram

Mean =17.94
Std. Dev. =3.256
N =103

In-Group Collectivism

Tests of Normality

|	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
In-Group Collectivism	.18	103	.00	.80	103	.00

a. Lilliefors Significance Correction
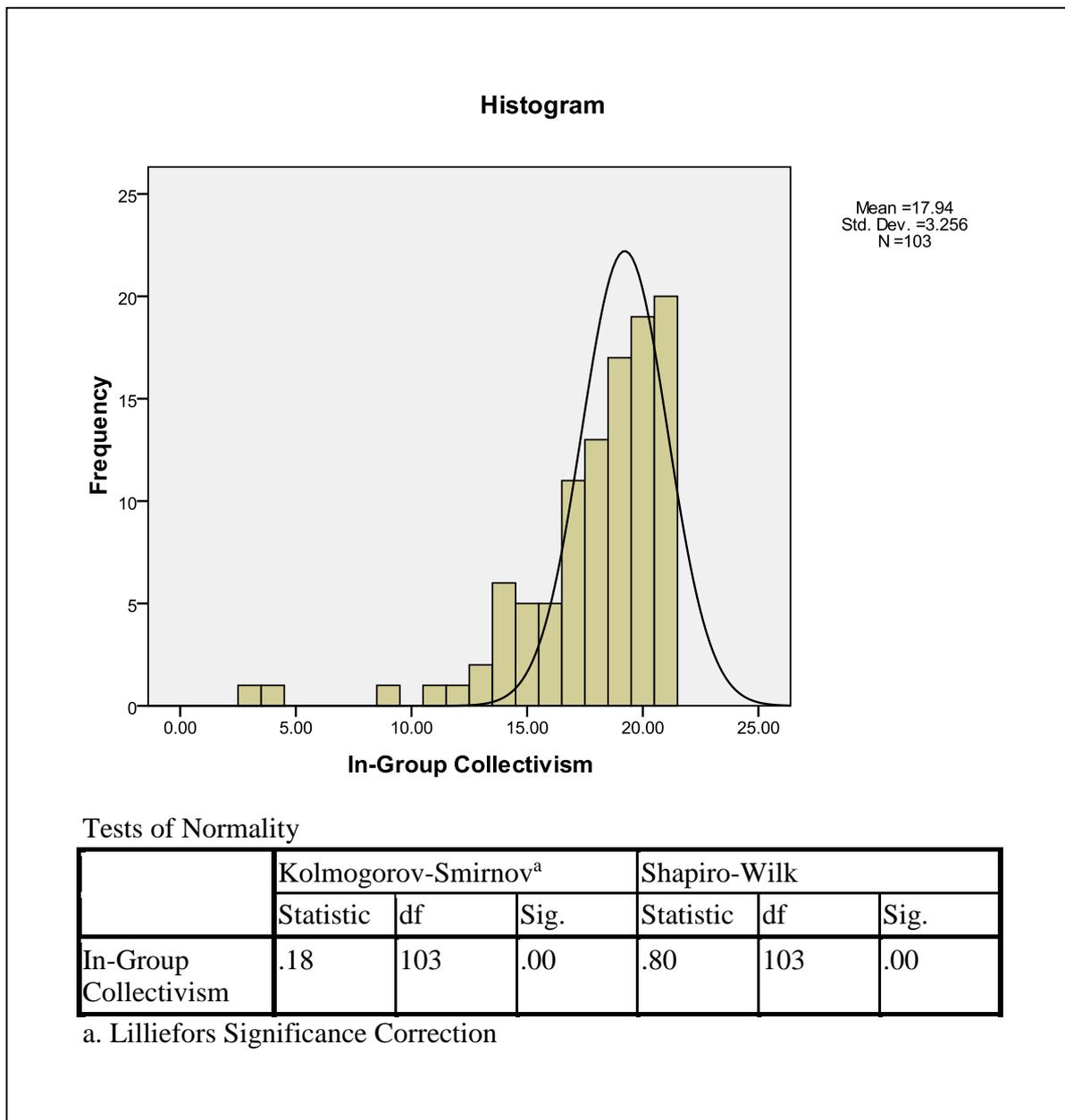
Figure 17 - Normality test results of In-Group Collectivism