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EVALUATING LEADERSHIP DEVELOPMENT IN THE UAE

by

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Abstract

The study sets out to investigate the level of leadership development programs in the UAE and more specifically in the emirates of Abu Dhabi and Dubai in different types of sectors: Private, Public and not for Profit. In addition, the study investigates the effectiveness of leadership programs by looking at the Mohammed Bin Rashid Program for Leadership Development for UAE nationals.

The research design is predominately quantitative. Data analysis was through the usage of Microsoft Excel 2007 and SPSS, the data collection was by means of unstructured questionnaire and semi-structured interviews.

The research was able to identify how the program had benefited those participants who have taken part in the program and how the program has positively impacted on them. The dissertation counters the claims that leadership development programs have little impact at the organizational level and provides evidence to support the value and relevance of leadership development within the workplace.

The survey was sent to over 100 organizations in the UAE but the response rate was very low only 80 participants were involved and for the Mohammed Bin Rashid Programme For Leadership Development (MBRPLD) only 40 participants out of 70 responded.

There is little hard evidence available in the UAE highlighting the impact of leadership development on individuals and organizations. This dissertation provides such evidence on the current situation and some of the principal initiatives.

Key Words: *Leadership, Leadership Development, Programs*

Dedication

This dissertation is dedicated to two people first to my beloved mother, Mariam for her never ending love, support and sacrifice I never would have realized my full potential. Secondly, I dedicate this dissertation to my father, the late president his Highness Sheikh Zayed bin Sultan Al Nahyan, who emphasized the importance of education.

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Chapter 1- Introduction

1.1 Background

Leadership development programs are training programs that are specifically customized to meet the needs of individuals to become better leaders. Participants within any leadership development program can learn skills, principles, and tools that as leaders they need to know. As a result, those acquired skills can add value to the strategic functioning of the organization. Therefore, senior management and corporate executives are focusing on enhancing leadership development in organizations due to the importance that leadership plays in running current business operations and staying competitive in their respective industries. Leadership development programs help individuals to learn how to lead and manage in a better way. Leadership development programs are widely used in the developed countries like the USA, Canada and the European countries due to the advantages it brings.

Conversely, Leadership development is a new concept in the UAE, especially in government organizations. As a result, studying the impact of leadership development in enhancing individuals is important. This research paper will investigate leadership development forms in UAE organizations for both public and private sectors. Further, the study will identify the impact of leadership development on individuals and their organizations. Moreover, the study will focus at the level of the Mohammed Bin Rashid Program for Leadership Development (MBRPLD) – The Promising Leaders Program is a 2 year program which aims to qualify young leaders through training programs and workshops, in line with the strategic plan and international and regional aspirations of Dubai. Participants of the program are UAE nationals between the ages of 21 and 25.

1.2 Problem Statement

Considerable financial resources have been invested in the MBRPLD, and yet the organization does not know the effectiveness of the intervention in both tangible and intangible outcomes. Qualitative studies have rarely been done in the MBRPLD to make sure that the leadership development program has been effective in changing the MBRPLD participants' leadership practices.

See: Appendix 1 - depicts the MBRPLD contract showing how much it costs for one participant

1.3 Research Questions

The research questions that the study will attempt to answer will be:

- What is the current level of leadership development in the UAE? What forms does it take and how is it evaluated?
- How can it be compared with the level of leadership development in developed countries like the UK and USA?
- To what extent is the MBRPLD program effective in changing individual leadership practices? What is the main role of this organization?
- How is the success and effectiveness of this organization measured?
- How can the success of this organization be compared with other international leadership development programs?
- Do the MBRPLD program graduates implement the knowledge and skills learnt throughout the program in their work environment?
- What other leadership development programs exist in the Middle East region? - Discuss each organization's role and level of success achieved

1.4 Aim & Objectives

The main aim of the study is to investigate the effectiveness of the leadership program known as the Mohammed Bin Rashid Program for Leadership Development (MBRPLD) in developing the leadership practices of UAE nationals. The MBRPLD leadership development program objectives are to:

- Ensure long-term structured leadership development across the Government.
- Provide a comprehensive approach to developing leaders at all levels.
- Secure a systematic approach to sustainable flow of leaders and successors.
- Increase retention of high potential staff.
- Leverage existing foundations and experience in leadership development.
- Empower the Dubai Government to successfully implement the Dubai Strategic Plan (DSP) 2015.

The study also evaluates the effectiveness of leadership in the UAE through comparison with other developed countries. The objectives of the research are to:

- Ascertain how much leadership development takes place at present in UAE (government, private & not-for-profit), what forms it takes, and how it is evaluated?
- Identify the leadership development initiatives used in organizations.
- Evaluate the effectiveness of leadership development forms: 360° feedback, coaching, mentoring, short training courses, executive education, mentoring, succession planning, job assignments and action learning in organizations.
- Identify the method used by organizations for evaluating individual leadership and development.
- Assess the degree to which leadership development program such as MBRPLD helps individuals and organizations perform more effectively, and what is most likely to have this positive impact on performance.
- Identify the knowledge and skills gained by the participants of the MBRPLD program and analyze the degree to which they have been able to implement these in their organizations
- Compare the effectiveness of the MBRPLD program with other international programs.
- Identify obstacles that prevent effective leadership development taking place and how these obstacles can be overcome

Establish what needs to been done to improve leadership and leadership development.

1.5 Significance of the study

The study concentrates on investigating the effectiveness of the leadership program called the Mohammed Bin Rashid Program for Leadership Development (MBRPLD). The study also evaluates the effectiveness of leadership in the UAE through a comparison with other developed countries thereby providing guidelines to companies in the UAE for developing their leadership programs according to international standards. The study should benefit organizations by highlighting the value and importance of leadership development programs in achieving overall organizational effectiveness. Leadership development programs can be improved by developing better leadership practices and improving the current standards of leadership training all which help organizations to identify future leadership

development needs. Buus (2005: 185) accounts that leadership development is a changing field and it is critical that organizations understand their own leadership development needs.

1.6 Outline of Chapters

This study consists of 6 chapters, with each chapter focused on unfolding in great detail the process towards answering the research questions, aims and objectives. The chapters will pay attention to the following details as described below.

Chapter 1: Provides the context of the study by giving an outline of what to expect in the following chapters. The underlying background, aims and objectives, research questions and hypothesis and significance of the study are addressed.

Chapter 2: Provides the concepts and theories of leadership, review of leadership development programs in the UAE, USA and UK, and provides information about leadership development practices and contextual practices: 360-degree feedback, Executive Coaching, Short Training Courses, Executive Education, Mentoring, Job Assignments Succession Planning, Action Learning and Networking. The chapter also provides a review of contextual influences on leadership development.

Chapter 3: Provides information about the research methods carried out for this research paper in order to successfully achieve the study objectives. The main research methods used were questionnaires & interview schedules.

Chapter 4: Presents the research results.

Chapter 5: Discuss and analyze the research result in details.

Chapter 6: Highlights the overview of the major findings, identifies appropriate recommendations, suggestions for future research and presents the concluding remarks.

Chapter 2- Review of Literature

2.1 Introduction

The following review of literature defines leadership, provides a distinction between leadership versus management and leader development versus leadership development, explains the need for leadership development, barrier to leadership development, provides understanding of the competencies necessary to be an effective leader and outlines the methodologies used to develop these competencies. Information was obtained from review of books and articles about leadership.

2.2 Concept Definition

2.2.1 Leadership

Leadership is one of the world's oldest preoccupations and a universal phenomenon in humans as well as in many species of animals (Bass & Stogdill, 1990: 3-4). From ancient to modern history, leadership has played an integral role in developing groups, societies, and nations. Over the centuries, leadership has been defined in terms of leaders' behaviors. Bass attempted to define the concept of leadership from the classics of Western, Egyptian, Greek, and Chinese literature as early as the 6th century BC. The Old and New Testaments and the classics of Homer, Plato, Aristotle, and Confucius noted the roles of leaders.

According to Stogdill (1974) the appearance of word leader in the English language began to appear in the year 1300, and the word leadership did not appear until about the year 1800 in political writings and control of British Parliament (Bass, 1990).Theories of leadership can be traced back to ancient history, but definitions and classifications of leadership began from the early 20th century (Rost, 1991).

Leadership has many definitions that come from numerous studies over the years. There is no one standard definition or one which is the better term because each definition considers leadership with different sets of assumptions or from within different paradigms (Slater, 1995). Bennis has observed over 350 different definitions of leadership, with more being created each month (Bennis, 1982). In the past 50

years, there have been as many as 65 different classification systems to define the dimensions of leadership (Northouse, 1997).

Many researchers have defined leadership in terms of behaviors, personality traits, competencies and results of leaders. Stephen Covey has his seven habits of successful people and eight characteristics of principle-centered leaders (Covey, 1989 & 1991). James Kouzes and Barry Posner (1995) identify leadership as a learnable set of practices.

Based on three decades of leadership research, Howard (2005) defined leadership as the process of communicating effectively both verbally and non-verbally and that involves characteristics such as: coaching, motivating/inspiring, directing/guiding, and supporting/counseling others.

Table 1 depicts several definitions of leadership from different researchers throughout the year from 1957 up to 1999:

Leadership is…	
Definition	**Reference**
"the behavior of an individual … directing the activities of a group toward a sharedgoal"	(Hemphill & Coons, 1957: 7)
"the influential increment over and above mechanical compliance with the routinedirectives of the organization"	(Katz & Kahn, 1978: 528)
"exercised when persons … mobilize … institutional, political, psychological, and otherresources so as to arouse, engage, and satisfy the motives of followers"	(Burns, 1978:18)
"the process of influencing the activities of an organized group toward goal achievement"	(Rauch & Behling, 1984: 46)
"about articulating visions embodying values, and creating the environment within which things can be accomplished"	(Richards & Engle, 1986: 206)
"the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization"	(House et al., 1999: 184)
"a process of giving purpose (meaningful direction)	(Jacobs & Jaques, 1990: 281)

to collective effort, and -causing willing effort to be expended to achieve purpose"	
"the ability to step outside the culture … to start evolutionary change processes that are more adaptive"	(Schein, 1992: 2)
"the process of making sense of what people are doing together so that people will understand and be committed"	(Drath & Palus, 1994: 204)

Table 1 – Definitions of leadership Source: Adapted from (Yukl, 2002: 3)

One common factor appears to be consistent in all of the definitions: Leadership cannot exist without followers. Leadership does not occur simply because followers report to you. Yet, leadership is about inspiring followers to act because they would like to, not because they have to (Patterson, February, 1994).

2.2.2 Distinction between Leadership and Management

The distinction made between leadership and management has often been raised in the literature. Yukl (1998) points out that leadership and management are different but interrelated topics. Bennis (1989) after five years researching a book on leadership described one of his most significant conclusions as being the distinction between leaders and managers: "Leaders are people who do the right thing, managers are people who do things right".

> Wexley & Baldwin (1986) describe management development as primarily management education and training with an emphasis on acquiring specific types of knowledge, skills and abilities. This approach tends to involve the application of proven solutions to known problems. Keys & Wolfe (1988) describe leadership processes as those that enable groups of people to work together in meaningful ways whereas management processes tend to be position and organizational specific.
>
> (Day, 2001: 582)

Kotter (1990) summarized the difference between leadership and management as depicted in Table 2.

Activity	Leadership	Management
Agenda creation	Establishing direction: Developing future vision Articulating the vision in a way to inspire others	Planning/budgeting: Developing detailed strategic plans Allocating resources
HR development for achievement	Aligning people: Enthusing others to join in achieving the vision Creating teams that understand and are engaged in developing the vision and means to achieve it	Organising/staffing: Developing planning and staffing structures, aims and objectives Providing policies and procedures for guidance, and monitoring systems
Execution	Motivating/inspiring: Energising staff to overcome barriers by inspiring, maintaining positive expectations, valuing and developing	Controlling/problem solving: Detailed monitoring of results Identifying deviations, organising corrections
Outcomes	Tends to produce: Change, often dramatic, and potential for effective change	Tends to produce: Order/predictability, efficiency Results expected by stakeholders

Table 2 - Comparison of leadership and management Source:

Adapted from Alimo-Metcalfe and Al Ban-Metclafe (2002); Kotter (1990)

2.2.3 Distinction between Leader Development and Leadership Development

McCauley *et al* (1998) define leadership development as "expanding the collective capacity of organizational members to engage effectively in leadership roles and processes". In terms of what leadership development must set out to accomplish, Day (2001) makes a useful distinction between leader and leadership development on the base of the relational characteristics of the competencies involved, as categorized by Table 3.

Leader development, is typically focused on individual-based knowledge and skills associated with formal leadership roles (an intrapersonal competence base) (Day, 2001). Examples of intrapersonal skills of a leader include: self-awareness, self-regulation, and self-motivation. Coleman, 1988 believes that the acquired competences enable individuals to think and act in new ways. Often the developmental model involves building the personal competence needed to form an accurate model of oneself (Gardner, 1993: 9) in order to engage in healthy attitudes and identity development (Hall & Seibert, 1992).The activity of leader development then requires the individual to use their self-model in order to perform successfully in a number of organizational roles and responsibilities (Day, 2001).

In leadership development, on the other hand Day (2001: 585) suggests the primary emphasis is on building and using an interpersonal competence base. Examples of

interpersonal skills of a leader include: social awareness such as empathy and social skills such as building relationships, collaboration, cooperation and conflict management.

Comparison Dimension	Development Target	
	Leader	Leadership
Capital Type	Human	Social
Leadership Model	Individual	Relational
	Personal power	Commitments
	Knowledge	Mutual respect
	Trustworthiness	Trust
Competence Base	Intrapersonal	Interpersonal
Skills	Self-awareness	Social awareness
	Emotional awareness	Empathy
	Self confidence	Service orientation
	Accurate self image	Political awareness
	Self-regulation	Social skills
	Self-control	Building bonds
	Trustworthiness	Team orientation
	Personal responsibility	Change catalyst
	Adaptability	Conflict management
	Self motivation	
	Initiative	
	Commitment	
	Optimisim	

Table 3 – Summary of Differences between Leader Development and Leadership Development Source: Adapted from (Day, 2001 : 584)

2.2.4 Importance of Leadership Development

In today's competitive business environment, an organization's success and failure is often highly influenced by the presence of effective leaders with a broad business perspective (Bass, 1990). Kotter (1988) also believes that the growing competitive intensity and the increasing complexity of organizations indicated that the need for leadership is greater than ever. Napoleon, who said he was born to lead, expressed his feelings about the importance of leadership in his quip that he would rather have an army of rabbits led by a lion than an army of lions led by a rabbit (Bass, 1990).

> Leadership is important for a variety of reasons. On a supervisory level, leadership is required to complement organizational systems (Katz & Kahn, 1978) and to enhance subordinate motivation, effectiveness, and satisfaction (Bass, 1990). At the strategic level, leadership is important to ensure the coordinated functioning of the organization as it interacts with a dynamic external environment (Katz & Kahn, 1978). Thus, leadership is required to direct and guide organizational and human resources toward the organization strategic objectives and ensure that organizational functions are aligned with the external environment (Zaccaro, 2001).

Bass, 1990 stated that surveys of job satisfaction from the 1920s onward illustrated the importance of leadership. Survey respondents felt that leaders make a difference in whether their organizations succeed or fail and that they make a difference to employees' satisfaction and performance.

2.2.5 Barriers to Leadership Development Activities

Morrison (1992: 3 - 4) points out the barriers to leadership development that need to be minimized.

- **Prejudice:** Assumptions people hold which prevent them from seeing the new, which is clearly the requirement of a leader.
- **Poor career planning:** Leaders do not just happen, and the only person responsible for becoming a leader is the individual.
- **Poor work environment:** The work environment should encourage creative and innovative thinking that also allows the potential leader to fail, so as to learn.
- **Lack of organization acceptance:** Leadership is a political game, and the key is to win over the key influencers.
- **Lack of adventure:** Potential leaders may well be afraid to step out of their world of comfort, thus preventing the development of the networks and links required.
- **Lack of balance between work and home:** Part of the role of the organization is to provide an environment that is balanced and does not encourage development at the expense of family life.

In a study conducted in Scotland in 2007 (Tourish, Pinnington & Braithwaite-Anderson), survey participants had to rate seven common barriers to implementing leadership development on a 5-point scale from 'always' a barrier to 'never' a barrier to effective leadership development. These were;

- Inability to prove direct impact of activities;
- Organizational culture;
- Lack of support/commitment from senior managers;
- Lack of interest of those taking part;
- Lack of financial support;
- Not linked to Business or HR strategy;

- Lack of knowledge, expertise and experience to deliver leadership development;

An overall percentage was taken of each of the barriers based upon the extent to which they 'always', 'often' and 'sometimes' prevented effective leadership development taking place in the participants' organizations as depicted in Table 4. 'Inability to prove the direct impact' was the most common barrier and the least was 'lack of knowledge, expertise and experience to deliver'.

Barrier	% Rated it 'always/ often/ sometimes'
Inability to prove direct impact of activities	79%
Organisational culture	74%
Lack of support/commitment from senior managers	68%
Lack of interest of those taking part	64%
Lack of financial support	62%
Not linked to Business or HR strategy	61%
Lack of knowledge, expertise and experience to deliver leadership development	60%

Table 4 - Percentage of organizations rating barriers to effective leadership development Source: Adapted from (Tourish, Pinnington & Braithwaite-Anderson, 2007)

2.3 Review of Key Leadership Theories

2.3.1 Introduction to Leadership Theory

This section incorporates the main theories on leadership. Bryman (1992) roughly splits leadership research into four decades, starting with the trait approach up to the 1940s and ending todate with the so-called new leadership approach that includes: charismatic and transformational leadership.

2.3.2 Emotional Intelligence Competencies

Many people view the concept of emotional intelligence as a new field. Yet, the theory has been identified by cognitive intelligence researchers for over a century.

Emotional intelligence (EI) has been defined as 'Being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope' (Goleman, 1996).

The first book on emotions was published in 1872 by Charles Darwin's *The Expression of the Emotions in Man and Animals*. The book was the first comprehensive study and written account of the expression of emotions and is still valid today. Other scholars who discovered something emotional about intelligence include:

- 1920s – Edward Thorndike (social intelligence; emotional factors)
- 1940s – David Wechsler ("non-intellective aspects of general intelligence")
- 1948 – R. W. Leeper (emotional thought)
- 1983 – Howard Gardner (multiple intelligences; interpersonal intelligence-people smart; intrapersonal intelligence-self-smart)
- 1980s – Reuven Bar-On (emotional quotient)
- 1990 – Peter Salovey & Jack Mayer (emotional intelligence)

In 1995, Daniel Goleman's published his book, *Emotional Intelligence: Why It Can Matter More Than IQ*. Goleman created an explosion of emotional intelligence research, books, instruments and training. Goleman is considered one of the core scholars because he created a cottage industry for emotional intelligence. Goleman (1996), research study indicate that EI was twice as important as IQ or technical knowledge.

a. The 5 Capabilities of Emotional Intelligence

The basic EI paradigm comprises of four domains, which are visually represented by Figure 1. There are two intra-personal domains: self-awareness and self-management and two inter-personal domains: awareness of others/empathy and relationship skills. The arrows specify the interrelationships that exist between all four domains.

Intrapersonal Intelligence   **Interpersonal Intelligence**

Self awareness ←——→ **Other awareness**

↑   ↑
↓   ↓

Self management ←——→ **Relationship management**
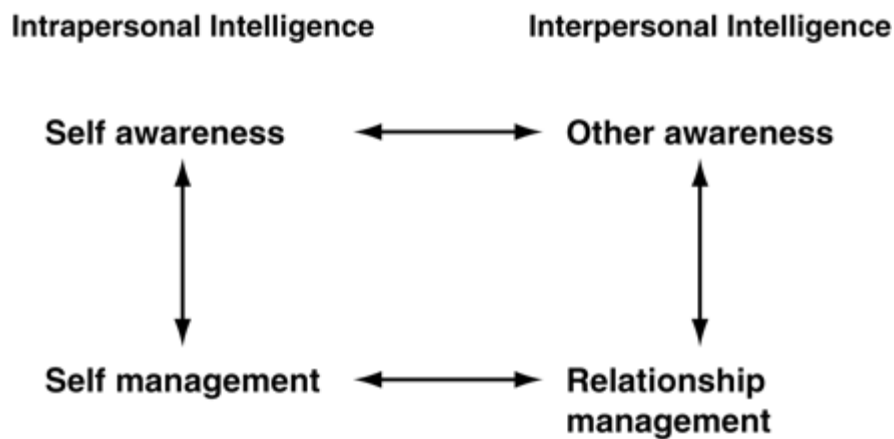
Figure 1 - The Emotional Intelligence Paradigm

Source: Adapted from Oxford Journals Volume 37, Number 2 : 245-263

- **Self-Awareness:** Individuals understand their own feelings.
- **Self-Management:** Individuals should be able to handle emotions so that they facilitate rather than interfere**.**
- **Motivation:** Individuals should be able to lift to different mode.
- **Empathy:** Individuals understand and react to the emotional makeup of others. This is the concept of "putting oneself into others' shoes."
- **Social Skills:** Individuals should be able to manage and handle well emotions in relationships and build networks.

Many scholars believe the emotional intelligence plays an important role in leadership. Reviewing research that shows the value of leadership development. Cherniss (2000) concluded that emotional intelligence predicts important work-related outcomes beyond the effects of cognitive intelligence.

2.3.3 Trait Leadership Theory
Stogdill is one the key scholars of the trait theory approach to leadership. Stogdill, 1974, believed that people are born with certain traits that are particularly suited to leadership. Stogdill established two surveys that showed that they are certain traits which were consistent of leaders.

The first survey concluded: intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability.

These traits did not automatically make a person a leader. The person also needed the right situation (a leadership opportunity) and work with others. The second survey added more traits which included: drive, vigor and persistence in pursuit of goals, originality in problem-solving, personal identity, willingness to accept consequence for actions and decisions, ability to influence another person's behavior. The surveys took place from the 1930s to 1950s. Other scholars of the trait approach include: Mann, Lord, and Kirkpatrick and Locke. There are five traits in the contemporary studies of leadership: intelligence, self-confidence, determination, integrity, and sociability. The traits have not changed much over the decades of trait research.

(San Antonio Leadership, 2007)

2.3.4 Behavioral Style Theories
a. McGregor's Theory X and Theory Y Managers

Theory X and Theory Y are theories of motivation developed by McGregor. Theory X provides a negative management view of employees. Theory X assumes that people do not want to work and therefore need to be controlled and watched every minute in order to make sure that they work. Theory Y, on the other hand, assumes that people like work if there are committed to a goal, they will exercise direction and self control in trying to achieve it. Table 5 summarizes Theory X and Y assumptions.

Theory X Assumptions	Theory Y Assumptions
1. People do not like work and try to avoid it.	1. People do not naturally dislike work; work is a natural part of their lives.
2. People do not like work, so managers have to control, direct, coerce, and threaten employees to get them to work toward organizational goals.	2. People are internally motivated to reach objectives to which they are committed.
3. People prefer to be directed, to avoid responsibility, to want security; they have little ambition.	3. People are committed to goals to the degree that they receive personal rewards when they reach their objectives
	4. People will seek and accept responsibility under favourable conditions.
	5. People have the capacity to be innovative in solving organizational problems.
	6. People are bright, but under most organizational conditions their potentials are underutilized.

Table 5 - Theory X and Y Source: Adapted from Douglas McGregor, *The Human Side of Enterprise* (New York: McGraw-Hill, 1960): 33, 47-48.

b. Blake and Mouton's Managerial Grid

Blake and Mouton (1964) developed the Managerial Grid. Blake and Mouton proposed that a leader's style was based on balancing a concern for people, with a concern for production. Despite extensive development, all the behavioral models were still focusing on aspects of leadership, not the whole process. However, their Grid did have some utility in that under certain circumstances; it could model specific leadership behaviors. Figure 2 depicts the 5 leadership styles of Blake and Mouton's Managerial Grid.
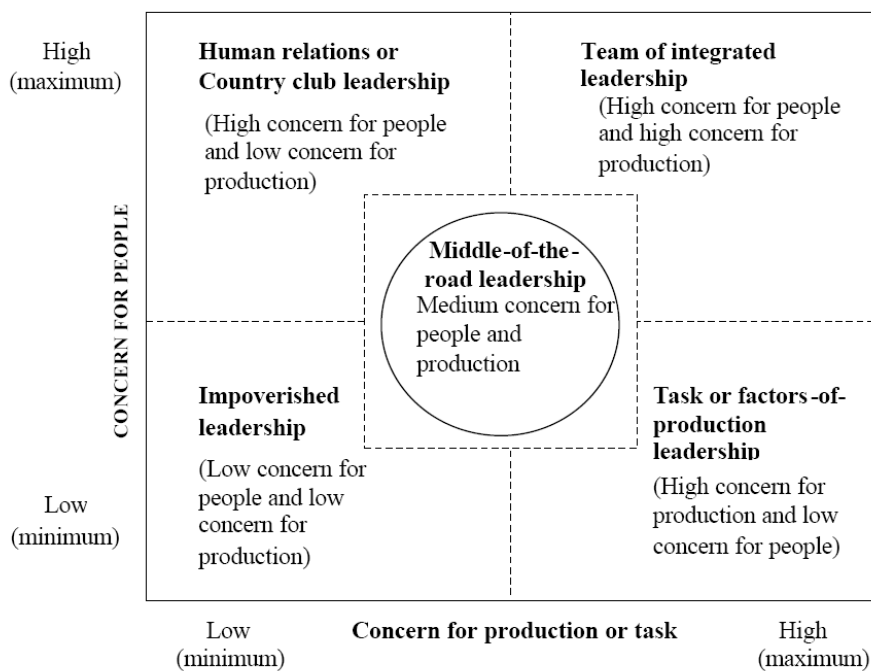
Figure2 -Managerial Grid Leadership Style Source: Adapted from (Blake and Mouton , 1964)

c. Situational (Contingency) Leadership Theory

Examples of Situational/Contingency Theories of Leadership include: Least-preferred co-worker (Fiedler). Situational Leadership (Hershey & Blanchard), and Leader Participation Model (Vroom & Yetton). Situational leadership revealed the complexity of leadership but still proved to be inadequate because the theories could not predict which leadership skills would be more effective in certain situations.

2.3.5 Leaders and Followers

a. Servant Leadership

Servant Leadership is an approach to leadership development, coined and defined by Robert K. Greenleaf in *The Servant as Leader*, an essay that he first published in 1970. In the essay Greenleaf (1977) described servant leadership in this manner:

> The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions…The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.

(Wikipedia, 2009)

Wilkinson & Cilliers (2004: 34) described servant leaders as having high potential in following their dreams. As a result, they provide motivation to others to discover their talents and to follow their own desired dreams.

b. Team Leadership

Katzenbach and Smith (1993) define a team as "a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable."

According to Enterkin and Court (2001), there are two advantages that effective team working brings to the organization. Firstly, teamwork has the capability to empower people to use and believe in their abilities. As a result, as soon as individuals start believing in themselves it increases self-esteem and develop motivation and group cohesiveness; secondly, the use of teams can take the burden away from managers because it allows them to focus on strategic issues rather than supervising individuals.

Researchers argue that there are some significant factors for the improvement of team effectiveness, such as leadership (Kahai, Sosik & Avolio, 1997; Schminke & Wells, 1999), team formation (Early & Mosakowski, 2000), team structure (Stewart & Barrick, 2000; Wang, 2001) and team member's characteristics (Barrick, Stewart, Neubert & Mount, 1998). Parker (1990) argues that the variable of leadership is the most important factor impacting on team effectiveness. On the other hand, Parker does not mention which leadership style is required for enhancing team effectiveness.

2.3.6 Transformational VS. Transactional Leadership

The concept of transformational and transactional leadership theory during recent years has gained popularity. It has been noted that over the past 15 years there has been a remarkable flowering in research and theory on charismatic and transformational leadership (Conger & Hunt, 1999: 121).

The theory of transformational leadership was first developed by James McGregor Burns in 1978 in his book transformational political leaders and later developed by Bernard Bass in 1985 and various other authors have subsequently refined and expanded Burns' and Bass's basic concepts of leadership.

Burns identified two different leadership styles which he named transformational and transactional leadership, based upon a series of qualitative analyses of several political leaders' biographies. Neither Burns nor Bass studied schools but rather based their work on the military (Bass, 1996), community colleges (Gilbert, 1997), or business executives (Kotter, 1995), nursing (Marriner-Tomey, 1993), and cooperative extension (Moyer, 1996). Bass and other researchers emphasize that transformational leadership is not a replacement for transactional leadership. However, it is an expansion of transactional leadership.

According to Bass and Avolio (1994) there are four attributes of transformational leadership: Idealized Influence (or Charismatic leadership), Inspirational Motivation, Intellectual Simulation, and Individual Consideration – what are known as *the Four I's.*

a. **Idealized Influence:** The leader acts as the role model of their followers. Leaders build subordinates trust, maintain their faith and respect, show commitment to them, maintain high standard of ethics and morals and appeal to their expectations and dreams.

b. **Inspirational Motivation:** The degree which leaders create a vision by communicating a set of values and goals to guide, motivate and inspire their followers.

c. **Intellectual Simulation:** The degree to which leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this trait stimulate and encourage creativity in their followers to allow them to look at problems from different perspective.

d. **Individual Consideration:** The degree to which leaders treat each subordinate accordingly based on their needs and capabilities.

Moreover, Bass and Avolio (1994) also present three components of transactional leadership: Contingent Reward, Management-By-Exception (MBE), and Laissez-Faire Leadership.

- **Contingent Reward (CR):** CR leaders assign or get agreement on what needs to be done to get rewarded, clarifies what leaders expect from them, and recognize their accomplishments.

- **Management-By-Exception (MBE):** The MBE leader Takes action or intervenes in situations only when standards are not met.

- **Laissez-Faire Leadership:** The LF leader avoids intervening or accepting responsibility for follower actions**.**

Based on research results of Bass's Multifactor Leadership Questionnaire (MLQ) managers who act like transformational leaders are more likely to be seen by their employees as more effective and satisfying leaders than those with transactional behaviors (Bass & Avolio, 1994).

2.4 Leadership Development Programs

Rothwell and Kazanas (1999, p.6) defined a leadership development program as an organized attempt to educate, instruct, and develop individuals to influence other people in positive ways. It is conducted on-the-job, or off-the-job to meet individual, group, and organizational learning needs and to improve individual, group and organizational performance. In accordance with the Dubai strategic plan 2015 the

government of Dubai launched several leadership development programs targeting UAE nationals.

2.4.1 United Arab Emirates

a. The Hamdan Bin Mohammed Program for Sports Leadership Development (HBMPSLD)

Initiated by H.H. Hamdan Bin Mohammed Bin Rashid Al Maktoum, Crown Prince of Dubai and Chairman of Dubai Sports Council, is a unique leadership program designed to develop future national leaders by integrating sports' values and ethics. Adel Al Shared, Director of Mohammed Bin Rashid Program for Leadership Development, provided an overview of the HBMPSLD, highlighting the modules, structure and strategies of the program. "The HBMPSLD is a comprehensive sports leadership development program that is designed to create sports leaders of international repute. The program incorporates various elements of management, leadership, sports and communication that are required to provide a well-rounded perspective to future leaders" (Hamdan Bin Rashid Program For Sports Leadership Developments, 2008).

b. U.A.E. Women Leadership Program

Initiated by H.H. Sheikha Manal Bint Mohammed Bin Rashid Al-Maktoum and managed by Mohammed Bin Rashid Program for Leadership Development (MBRPLD), the program is specifically designed to develop Emirate women's skills and competencies (Dubai Women Establishment, 2008).

c. Elite Program

The Elite Program, a specialized program initiated by the Executive Office of Dubai and managed by Mohammed Bin Rashid Program for Leadership Development (MBRPLD), that has been established to identify and prepare promising young UAE nationals to be future leaders capable of managing the strategic initiatives of the local and federal governments. Adel Al Shared, CEO of the Elite Program and CEO of MBRPLD said: "This experience promotes and tests a successful leader's character and integrity, especially the ability to deal with different kinds of situations and crisis. Through these projects, we aim to enhance the ability of the participants to work as a

group and explore the strong points of each individual, which will be utilised for the success of their respective projects. This approach will enrich the participants from both a practical and theoretical perspective. We are looking forward to reviewing the work of the participants, as their projects could be used to develop new policies in Dubai" (The Elite Program).

d. Emaar's Leadership Program

Emaar Group is one the pioneering real estate company in the U.A.E. and Middle East region. Emaar's Leadership Program gives the opportunity to UAE Nationals at junior, middle and senior management level of employment to apply for a sponsored program at Europe and USA's top ranking business school. The program is designed to encourage upcoming and inspired management professionals from the region to broaden their horizons and reach the height of their own potential. Selected candidates will form a part of the elite few in the country who will partner the vision and future development of the UAE. Successful applicants will attend a specialized management course, for a period of between 2 to 10 weeks. Application for sponsorship under this program is not just for Emaar employees. This initiative is a part of Emaar's "Afaq" program aimed at developing future UAE National Leaders in the community (Emaar Properties PJSC, 2008)

Based on candidates' educational background and managerial experience profile, successful candidates will be nominated to attend any one of the following programs:

- The Advanced Management Program at INSEAD, France
- The Young Managers Program at INSEAD, France
- The Program for Executive Development at IMD, Switzerland
- The Building on Talent Program at IMD, Switzerland:

e. Dubai Leaders Program – Dubai World

Dubai World is one of the largest competitive organizations in the Dubai region. Dubai World signed a contract with the prestigious Wharton School of the University of Pennsylvania (Dubai World, 2006).

f. Emirates Aviation College

Leadership Development represents a new initiative for the Emirates Group, established in 2001 partnering with Kepner-Tregoe, one of the most respected providers of problem solving, decision making and project management training world-wide (Emirates Aviation College, 2008).

On the other hand, in Abu Dhabi there are not so many leadership programs targeting UAE nationals as in Dubai. One of the strong leadership programs in Abu Dhabi is as follows:

g. Qada Leadership Program

Qada program is an intensive 18-month program sponsored by Ministry of Presidential Affairs. Participants study abroad and courses conducted in Halifax, Nova Scotia, Canada. The program is facilitated by Dalhousie University instructors. Classroom study will be interspersed with three work placements. Upon successful completion of the program, graduates will be offered mid-level positions within the government department (Qada Leadership Program Making a Difference for the UAE).

The main difference between leadership programs in Dubai and Abu Dhabi that are provided for UAE nationals is that the program for Abu Dhabi students means that they must study abroad. However, in a program such as MBRPLD in Dubai the training is done in the UAE. It is an in-house-training program. In addition, the QADA program in Abu Dhabi provides students with a salary and guarantees a job offer after graduation. However, the MBRPLD participants do not offer participants a salary and they do not help with the search for jobs.

2.4.2 United States
a. Studies of Top US Companies for Leaders

In 2000, the US corporations invested approximately $50 billion in leadership education and development (Fulmer & Goldsmith, 2000; Ready & Conger, 2003).

The Executive Excellence Publishing, 2008 revealed the top 2008 - 2009 US companies from leadership development. Leadership Excellence surveyed over 1,000 organizations to determine the best leadership development programs and practices based on seven criteria:

- **Vision/mission:** Are these statements linked to strategy, meaningful to participants, and focused on target outcomes?
- **Involvement and participation:** How broad is the involvement and how deep the participation?
- **Measurement and accountability:** What ROI measures are made and reported and to what degree is accountability for performance and results part of the program?
- **Design, content, and curriculum:** How well designed is the program? How credible is the content? How relevant is the curriculum? How customized is the program?
- **Presenters, presentations, and delivery:** What are the qualifications of the presenters, how effective are their presentations, and how is the program delivered?
- **Take-home value:** What do participants take away and apply to improve themselves, their families, their teams, and their volunteer work?
- **Outreach:** What is the impact of the program on stakeholders?

The ranking was categorized as: large organizations (over 2000), small to middle-sized organizations (under 2000), education/universities/school of management and business, non-profit organizations, government/military, independent consultants/trainers/coaches and large consulting groups (over 6 employees).

See: Appendix 2 - Top 2008 - 2009 US companies from leadership development

Mariposa Leadership, a San Francisco-based leadership coaching firm, reports that despite the uncountable drawbacks of the global economy crisis, many companies in the USA are continuing to invest in leadership development to maximize their executive and employee performance impact (prweb, 2008). Mariposa Leadership Founder/CEO, Sue Bethanis states that:

> Companies want capable leaders in place to support corporate initiatives, and they're willing to invest in their employees to accelerate their business environment and differentiate themselves from their competition. Further, they want proven coaching/consulting firms to address their varied needs.

2.4.3 United Kingdom

£120 million was spent on leadership development in the UK alone (Benchmark Research, 2006). Recent work, carried out in the UK, examining programs of study designed to develop leaders similarly indicate that leadership action or practice is part of a chain of events – leading to multiple actions, drawing upon a variety of tools, which are focused upon a number of discrete objects. This is, in effect, a system of inter-related activities: *"the action of one person only makes sense as part of a pattern of relationships which form the collective activity"* (Ross *et al.* 2005:132).

2.5 Leadership Development Practices & Contextual Practices

2.5.1 Introduction to Practice and Research Context: Leadership Development / Leadership Practices

David Day (2001) states that there are several practices have been developed and implemented in organizations for reasons other than leadership development.

> Most typically, these practices were primarily intended to improve performance management (e.g., 360-degree feedback), facilitate corporate socialization (e.g., mentoring), or enhance productivity (e.g., job assignments, action learning). Often the practices are completely embedded in the work. These practices often form the backbone of leadership development programs.

> (Day, 2001: 587)

The present review is a summary from Day's (2001) study where the researcher examined the most popular and promising practices used to develop leaders and leadership in the context of ongoing work in an organization. Each section will contain a brief overview of the practice, how it is used for development, and a synthesis of recent theory and research with implications for understanding or improving the effectiveness of leadership development in work contexts. Literature from both the practitioner and academic domains will be examined. The specific practices to be reviewed are: 360-degree feedback and executive coaching, mentoring and networking, and job assignments and action learning. These practices

are arranged roughly on a continuum of least to most embedded in ongoing organizational work.

2.5.2 360- Degree Performance Feedback
a. Overview

According to McCarthy and Caravan (2001) alternative terms used to describe 360-degree feedback include:

- Stakeholder appraisal.
- Full circle appraisal
- Multi-rater feedback
- Multi-source assessment
- Subordinate and peer appraisal
- Group performance appraisal
- Multi-point assessment
- Multi-perspective assessment.

One of the appraisal systems that is gaining substantial popularity is the 360-feedback approach. This describes a variety of survey methods used to systematically collect useful feedback on an individual's performance from the entire range of relevant viewpoints (Warech, Smither, Reilly, Millsap, & Reilly, 1998). Rating sources typically include: peers, direct reports, direct reports, line managers and external stakeholders (customers and suppliers).

b. Practice

The 360-degree feedback processes became popular during the 1980s and at that time it was mainly used as an executive tool, but it gained momentum in the 1990s and has been lauded as "perhaps the most notable management innovation of the 1990's" (Atwater & Waldman, 1998a).

According to London & Smither (1995) all of the Fortune 500 companies currently use or propose to use some form of the practice. Some authors have argued that 360-degree feedback is a source of competitive advantage to organizations (London & Beatty, 1993), whereas others see its growing popularity as a function of imitation and political concerns (Waldman, Atwater, & Antonioni, 1998). An important assumption of this approach is that performance varies across contexts, and that someone behaves differently with different

constituencies. An advantage of the multi-source approach is that it directly acknowledges differences.

(Day, 2001: 587)

See Appendix 3 - Sample of 360 degree feedback of MBRPLD

c. Research

Kluger & Denisi (1996) states that there is nothing that guarantees that feedback from 360 could influence individuals in a positive way. In fact, research indicates that over one-third of the feedback interventions reported in the literature lead to a decrease in performance. In order, to have an effective appraisal feedback, individuals should be prepared to take feedback in a positive way and have an attitude of willingness and openness to change. On the other hand, Day (2001) argues that the effectiveness of 360-degree feedback does not just emerge from the willingness to accept and use feedback. For these reasons, the effectiveness of feedback for the development of social capital development depends on the extent that it is linked to follow-up coaching.

2.5.3 Executive Coaching

a. Overview

Killburg (1996) states that the objective of coaching is to improve individual performance and personal satisfaction. Consequently, enhancing organizational effectiveness.

Most organizations prefer to use coaching for a short period because surprisingly, the cost of coaching from an external consultant ranges from $1,500 per day to more than $100,000 for a multiyear program (Day, 2001).

b. Practice

There are various types of coaching models. One proposed coaching model consists of four steps (Saporito, 1996):

1. Setting the foundation and defining the context;

2. Individual assessment, including the 360-degree process;

3. Development planning based on feedback to the individual and a three-way discussion with the supervisor; and

4. Implementation that focuses coaching around development experiences

c. Research

There is little published empirical research other than case studies on the topic of executive coaching effectiveness, particularly in terms of how well it enhances development and improves performance (Kilburg, 1996). Executive coaching as a follow-up to a training program was shown to increase productivity by 88% in public sector managers (Olivero, Bane,&Kopelman, 1997).

2.5.4 Mentoring

a. Overview

Mentoring tool is a formal development relationship which is considered as an invaluable learning activity for inexperienced leader as well as experienced practitioners. Mentoring programs may include formal or informal processes:

- <u>Formal</u>, planned mentoring programs are assigned, maintained, and monitored by the organization (Kram & Bragar, 1992).
- <u>Informal</u>, unplanned mentoring is usually encouraged by an organization, but not initiated or administered by it.

Regardless of the formality of the mentoring relationship, effective developmental relationships come about from a mix of opportunity and intent (Sherman, 1995). A challenge facing any organization is how to find the most appropriate combination of these ingredients. As typically implemented, mentoring programs are heavily skewed toward support, with some attention to challenge, but relatively little consideration of assessment.

b. Practice

Mentoring is seen as an effective component of development in context. In a survey study done on over 350 companies involved in leadership development, the results showed that the most successful development initiatives included: mentoring programs, as well as action learning and 360-degree feedback (Giber et al., 1999).

c. Research

Researchers have been comparing formal and informal mentoring practices. Results indicate that there are differential outcomes, with more positive benefits associated with informal mentoring (Chao, Walz, & Gardner, 1992; Ragins & Cotton, 1999). Research has also demonstrated the positive effects of intragroup relations in the context of mentoring (i.e., group mentoring) on career outcomes (Dansky, 1996).

2.5.5 Networking

a. Overview

Networking seeks to break down barriers between functional areas, aimed at developing wider individual networks, creating a greater business literacy and more in-depth organizational knowledge. It provides leaders with knowledge not only about what they should do, but with whom they could connect with to make it happen (Day, 2001).

b. Practice

At MBRPLD participants gain substantial practice in using the networking tool. It is practiced before every event and during breaks to enhance the effectiveness of networking between participants.

c. Research

Day (2001) states that one of the main reasons networking is thought to be effective to professional and personal development is because it encourages peer relationships in work settings. Peer relationships offer unique value for development because of two reasons: the degree of mutual obligation and the duration of the relationship.

Interestingly, research has shown that some peer relationships from networking can last for a 20- or 30-year career (Kram & Isabella, 1985), as compared with a mentoring relationship that lasts between three to six years (Kram, 1985), or an executive coaching relationship that usually lasts around six months (Levinson, 1996).

2.5.6 Job Assignments

a. Overview

Prior to its popularity in the United States, a number of practitioners and researchers in the United Kingdom were engaged in using and understanding how job experiences enhance individual and group development (e.g., Davies & Easterby-Smith, 1984; Mumford, 1980; Stewart, 1984). Leadership development is enhanced when assignments are matched with individuals' developmental needs (Day, 2001) so that they undergo personal change, and acquire leadership capacity as a result of the roles, responsibilities, and tasks encountered in their jobs (McCauley & Brutus, 1998).

b. Practice

At the end of each module of MBRPLD, each member or as a team has a job assignment like a project to work on between each module. Another example is the "Leader Today…. Reader Tomorrow" where members are divided into teams and their duty and task is to read the book and summarize to the whole members as power point presentations.

c. Research

Job assignments have been identified particularly helpful in teaching people how to build teams, how to be better strategic thinkers, and learn how to gain valuable persuasion and influence skills (McCall, Lombardo, & Morrison, 1988).

2.5.7 Action Learning

a. Overview

Revans (1980) assumes that action learning is based on the assumption that people learn most by getting things done. Typically participants meet to identify problems, collect data on real organizational problems and then develop to implement recommendations and solutions designed to address them.

b. Practice

MBRPLD tackle real time organizational problems through case studies by relating to their personal experience.

c. Research

Not much research has been published on action learning, especially anything other than qualitative program descriptions. Pedler (1997: 262) described action learning as an "idea rather than a method, capable of taking many forms". Day (1999) states that action learning projects focus on the developmental target of improved teamwork, and group dynamics are considered key variable in helping executives learn from their project experiences (Marsick, 1990). Day (2001) asserts that creating high trust and psychological safety among action learning project team members is positively related to the social capital of the team.

See Appendix 4 - Modules Designed and Taught by Duke Corporate Education for MBRPLD participants & Programs Calendar for different MBRPLD participants

2.6 Review of Contextual Influences on Leadership Development

2.6.1 Private and public sector differences

In the UAE most public leadership development activities are sponsored by government funding and personal finance from the Sheikh's targeting only UAE nationals. However, the private sector could initiate leadership development programs which target both UAE nationals and non-nationals.

Public sector leaders in the UAE have played a major role in the process of government sector transformation. They have sought to drive a cultural shift in their organization under the influence of a range of management theories that have highlighted best practice in private sector organizations. Most public sector organizations in the UAE are shifting away from the hierarchical and formal structure models of bureaucratic organizations to structures that have been successfully accomplished in the private sector. Management theory has had a key influence on the theory and practice of public administration in the UAE, and it has become obvious that with the rapid growth of economy and technology the pressure is continually increasing for more competent delivery of public services. Most public sectors organization in the UAE provides online services/e-services to increase their efficiency. Figure 3 depicts the increase of the use of online transactions in Dubai Government
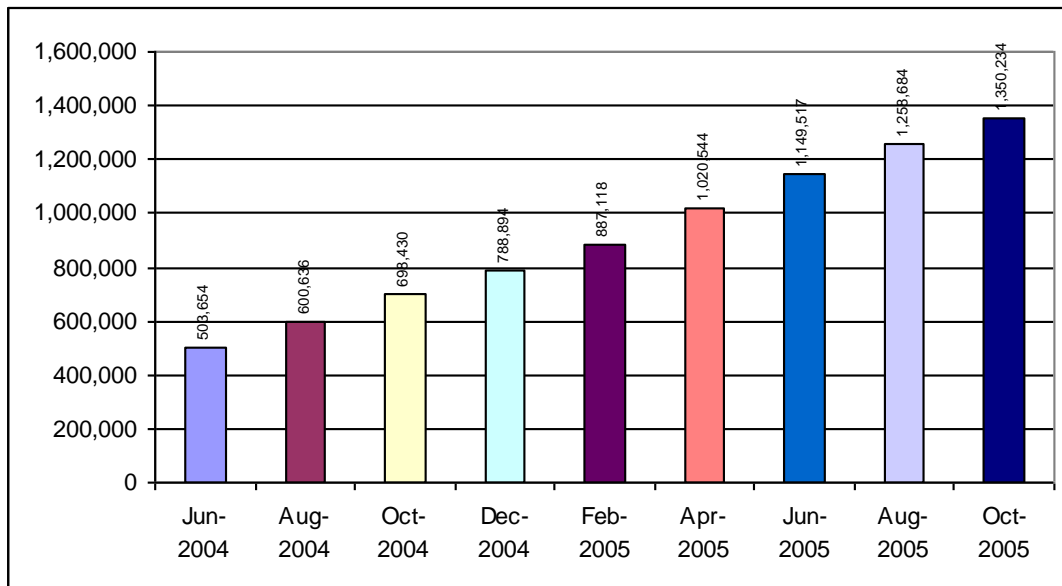
Figure3 –Online Transactions in Dubai Source: Adapted from (Dubai Government, n.d)

The efficiency and effectiveness of public sector organizations could be enhanced through the use of management techniques that had previously been reserved for private and non-profit organizations.

Managers within the public sector throughout the UAE are encouraged by the government to participate in training activities promoting new leadership styles and would be expected to apply them. For leadership and development practices in the UAE the 360-degree performance feedback is more commonly adopted in private organizations rather than public organizations. In addition, coaching is rarely used in public organizations. Job assignments are typically found in public organizations more than action learning.

2.6.2 Organizational strategy, HRM strategy & culture

Three aspects of the organizational context are particularly important for leadership development: Firstly, a leadership development strategy with a strong link to the organization's business goals and strategy (Zaccaro & Klimoski, 2001). Seibert, Hall, & Kram (1995) argue that there should be a clear link established between business goals and strategies and the desired outcomes of leadership development. Also it is important to design leadership programs that supports the organization strategy (Dalton & Hallenbeck, 1996). Secondly, the establishment of human resource management practices that support development and lastly, an organization culture that reinforces the importance of learning (Zaccaro & Klimoski, 2001).

2.7   Summary of Chapter

Overall, it is important for leaders to distinguish the difference between:

- Leadership and management
- Leader development and leadership development:

Marrison (1992) pointed out several barriers to leadership development that leaders need to be aware of so that they can overcome leadership development barriers. The Leadership Trust Foundation surveyed 300 leaders in the UK manufacturing industry and the results showed that just over half of them experienced barriers to leadership development during their careers. Barriers could result from the individuals themselves or from the organization culture and lack of time to run leadership development programs (Bentley & Turnbull, 2005).

Leaders should be aware of the key leadership theories. It is important for individuals to be aware of their own Emotional Intelligence competencies. Leaders are not measured by their IQs, but by their emotional intelligence: a set of competencies that identify how people manage feelings, interact, and communicate.

Although Theory X and Y is nearly 50 years old as an approach to leadership, the concepts remain very important in the field of management because it describes two very different behaviors towards managers' approach to motivation. Theory X assumes that people dislike work, little ambition, lack responsibility, and require supervision. Yet, Theory Y assumes that people like to work, desire responsibility and practice self-direction.

Blake and Mouton's Managerial Grid plots the degree of task-centeredness versus person-centeredness and identifies five combinations as distinctive leadership styles. It is still important for leaders to understand the model because some people are very task-oriented; they simply want the chore to be done. Others are very people-oriented; they want people to be happy. And others are a combination of the five leadership styles

Situational / Contingency theories are a set of behavioral theories that states that there is no one best way of leading and that a leadership style that is effective in some situations may not be effective in other situations. This generalisation remains relevant today, however, the approach does not provide much specific guidance on leadership or leadership development.

Servant and team leadership is a form of democratic leadership, as the whole team members get involved in the decision-making process. Team Leadership is important because most organizational projects involve working in teams. It is vital for a project team manager to be able to successfully manage teams and team members in a way that leads to a positive work environment focused on fulfilling the organization goals.

Transformational and Transactional leadership is required in many organizations. The transactional leaders make sure that routine task is completed, while the transformational leaders seek after initiatives that add new value to the organization. Public organizations in the UAE are considered transformational. Most public sector organizations are incorporated with many international training approaches such as MBRPLD developing future leaders serving public sector ethos.

In UAE government sectors there are both reward and punishment approaches for example, when an employee completes an important project that adds value to the organization the employee gets rewarded either monetary or non-monetary based also on the performance appraisal they get a monetary reward. Whereas for the punishment there are certain conditions for example, discipline of working hour. Employees are give an oral warning three times if the employee did not react accordingly the employee will be punished either by deduction of salary or get transferred as a case to the legal affair department at the organization

2.8 Summary of Recommendations from the literature
2.8.1 The future of Leadership Development
a. Leadership Competencies

Hernez-Broome & Hughes, 2004 presents four essential roles for meeting future business challenges include: master strategist, change manager, relationship/network builder and talent developer. In addition, Hernez-Broome &

Hughes determines the most vital derailers that will face business leaders in future include hesitancy to take important business risks (uncertainty), personal arrogance and insensitivity, controlling leadership style, and reluctance to deal with different people issues. According to a Conference Board study "Developing Business Leaders for 2010" (Barrett & Beeson, 2002 in Hernez-Broome & Hughes 2004: 29), identified five critical forces that will shape leadership competencies (requirements) in the future: 1) global competition, 2) information technology, 3) the need for rapid and flexible organizations, 4) teams, and 5) differing employee needs.

b. Global Competition

Future leaders need to be aware of how to do business internationally and adapting strategies on a global basis. Leaders need to be updated with the international trends that are going on worldwide as they are aware that those trends are vital for the success of business. In many leadership development programs Internet is used to get information to market products and services globally.

c. Technology

Technology tools could be used to help leaders communicate more effectively in leadership development.

d. Cultural Difference

The cultural constraints on leadership theories. A study by Hofstede (1993) indicates that management theories which were developed in US with their culture may not be appropriate in some parts of the world, each country has their own unique culture. Javidan and House, 2001 states that managers need to be aware and understand cultural differences and similarities in different countries and their implications to behave effectively in a culturally sensitive way (Javidan & House, 2001). The UAE is a very good example of cultural difference more specifically Dubai and Abu Dhabi. Only 20 percent of the UAE population Emiratis, the rest are expatriates (Columbia Encyclopedia, 2009). Cultural differences can be seen more in the UAE in the Private sector rather than public sector. Consequently, managers need to become more aware of cultural differences because failing to manage cultural difference can lead to culture shock.

Chapter 3 - Research Design & Methodology

3.1 Introduction

The methodology section conducts an analysis of the methods, rules and procedures used to conduct the research for this dissertation. This section gives the readers an idea about the methods employed while conducting this research. Attention was paid to the overall research design, method of data collection (primary and secondary research), questionnaire & interview schedule construction and, population and sample size.

3.2 The Research Approach

This research has utilized qualitative semi-structured interviews and quantitative questionnaire survey research methods as they enable the author to analyze the connection between different variables and lead to concrete results.

Two main primary qualitative methods were employed in this study: questionnaires and interviews. Each method will be discussed separately, they were implemented in an integrated fashion as the research process unfolded. The researcher conducted 3 different semi-structured interview schedules and 2 different questionnaires.

3.3 Method of Data Collection

3.3.1 Primary Research

The author selected questionnaires and face-to-face interviews as the two methods of data collection because questionnaires are capable of generating more structured information for the basis of further analysis. The design of the questionnaire is based on the research objectives and the literature review. Comparatively, the face-to-face interview has been designed with the motive of obtaining detailed information through open-ended questions which would have not been possible in a questionnaire.

3.3.2 Secondary Research

The researcher carried out a search through the Internet (UAE's official online Yellow Pages business), Local Newspapers - both English and Arabic. English newspapers include: (7 Days, Gulf News, Gulf Today, The National and Khaleej Times) and Arabic Newspapers include: (Al Bayan, Al Ittihad, Al Khaleej, Al Wahda, & Emarat Al Youm) to get as much information possible prior to contacting corporate leaders for participation in this research study. Other secondary resources include online business journals, online articles, business and human resource magazines, human resource management and training and leadership development textbooks.

3.4 Unit of Analysis

This research study uses employees both nationals and expatriates working in the UAE in different employment sectors: private, not-for profit and governmental organizations as the unit of analysis. In addition, unit of analysis includes both female and male UAE national taking part in the (MBRPLD).

3.5 Population and Sample Selection

The population consisted of employees both nationals and non-nationals working in the UAE in three types of organisations –private, not for profit, and governmental. More specifically in the emirates of Abu Dhabi and Dubai with employees from different levels within different departments (managerial and operational levels. Large government organizations were selected to be part of this study. These organizations include: Dubai & Abu Dhabi Municipality, Emaar, Road and Transport Authority, Dubai and Abu Dhabi Police, Dubai Airport Free Zone Authority, Dubai Holding, federal ministries. In addition, Emirate nationals involved in the Mohammed Bin Rashid Program for Leadership Development (MBRPLD).

3.5.1 Population and Sample Selection

According to a report published by Ministry of Economy, UAE, Dubai's population hit 4,106,427 (four million one hundred and six thousand four hundred and twenty seven) in 2005. Of the total population, about 80% (3,280,932) are expatriates and

20% are UAE Nationals (825,495). Among the local population, 49.37% are females (407,578) and 50.63% are males (417,917).

UAE's Population Distribution by Age (2005)[1]	
Age Distribution	**%**
0-4	7.1
5-14	13.2
15-24	16.1
25-34	30.7
35-44	20.4
45-54	9.0
55-64	2.5
65 and above	1.0

Table 6 - UAE's Population Distribution by Age Source: Adapted from (Ministry of Economy, UAE)

The total sample consists of 200 respondents whereby 100 respondents are allotted for each type of questionnaire. These respondents have been selected on the basis of their position and the type of organization they are working in. The research aims at getting responses of respondents from both government and private organizations. The survey intends to give preference to respondents from Dubai as the emirate has experienced more development and organizes more leadership development activities. The respondents are unequally distributed between two emirates namely Dubai and Abu Dhabi whereby seventy percent of the respondents are from Dubai and the balance thirty of percent from Abu Dhabi.

The survey uses a random selection method for selecting the respondents in order to avoid any bias in the process of selection thereby ensuring high quality results. The process of selection involves selecting the top companies in the market from telephone directories, yellow pages and online directories. The researcher has then contacted the top management and middle management to arrange interview appointments with them. However, the respondents for the MBRPLD Program have also been selected using the random selection method but the main criteria for selection is their age and sex.

3.5.2 Population and Sample Selection

   a. **Top managers in Private organizations**

According to a report published by Ministry of Economy U.A.E., in 2005 there were 50,425 private organizations in Abu Dhabi and 70,152 in Dubai.

For the purpose of the research, top managers in private organizations were selected to understand the company's vision behind implementing leadership development programs. The survey also aimed at to find out if the leadership programs initiated by private organizations were linked with the annual appraisal process.

   b. **Middle Management in Private organizations**

Middle managers in private organizations were selected to evaluate the effectiveness of the leadership development programs and its contribution to organizational performance. Middle managers were also interviewed with the motive of understanding the extent to which the aims and objectives of the leadership programs have been communicated throughout the organization.

   c. **Top managers in Public organizations**

Public organizations in the UAE give priority to employment of UAE nationals. UAE consists of 18 ministries and 25 federal government entities in all. Examples of ministries would include Ministry of Finance, Ministry of Interior, Ministry of Foreign Affairs, Ministry of Foreign Trade, Ministry of Education etc. Examples of Federal government entities include Central Bank of the UAE, National Media Council, Federal Customs Authority, General Civil Aviation Authority etc [5].

In order to increase the number of UAE nationals in the country's workforce, the government established an organization called Tanmia (The National Human Resource Development and Employment Authority). The organization aims at increasing the contribution of national human resources in the productivity of the economy by providing them with career guidance and training facilities. According to a report generated by Tanmia (Issa, 2008), the number of Emirati's in the UAE workforce (mainly government departments) is expected to increase from 250,000 in 2008 to 500,000 in 2020.

Top managers in public organizations were selected to understand the governments' vision behind implementing leadership development programs and the effect of these programs on the overall performance of the organization.

d. Middle Management in Public organizations

Middle managers in public organizations were selected to evaluate the effectiveness of the leadership development programs and its contribution to organizational performance. The survey also aimed to find out if the middle managers in public organizations had a clear understanding of the aims and objectives of the leadership programs initiated by the management.

e. Participants of the MBRPLD Program

In the past few years a number of Middle Eastern organizations have initiated leadership development programs. Recently, the Arab Leadership Academy Co., a Kuwaiti company has announced their Leadership Development Program that is aimed at developing Arab leaders in both private and public sectors thereby supporting the strategic developmental plans in the Middle Eastern region. Other organizations that are also planning to introduce new leadership programs are the Qatar Leadership Academy and Fujairah Private Academy.

The MBRPLD program has a total of 175 participants the distribution of these among the young leaders, promising leaders and government leaders is as follows:

- Young leaders – 70 participants
- Promising Leaders – 70 participants
- Government Leaders – 35 participants

The participants of the MBRPLD – young leaders program were selected to evaluate some aspects of the program and analyze its contribution in the careers of the participants.

3.6 Pilot Study

A pilot test or pre-testing is similar to a trial version that allows the researcher to test a questionnaire on a small number of respondents to make sure it is understood and

executes as required. It gives the researcher the chance to correct and modify potential problems before the final survey or interview is carried out.

In order to test the effectiveness of the designed questionnaires and interviews a pilot study was conducted with few respondents that were randomly selected. The pilot study was conducted with two respondents for the interviews and two respondents for each of the two questionnaires.

3.7 Distribution and Data Collection Procedures

The researcher used two approaches in order to distribute the questionnaires in Dubai and Abu Dhabi. The first approach the researcher used is sending an e-mail invitation to organizations requesting them to participate using a web based questionnaire. The respondents' responses are immediately forwarded to the researcher email. In order to publish the website the researcher had to reserve a domain name. The following website link was used to publish the questionnaires:

<http://www.fujaa.ae/onlinequestions>

The second approach was the drop and picks method whereby the researcher would meet the respondents personally by visiting their organizations. The researcher would then distribute the questionnaires among them. The respondents were usually given a week's time to complete the questionnaires. These questionnaires were then collected by the researcher by visiting the respondents a week after the questionnaires were delivered.

3.8 Data Analysis

This section describes how the researcher analyzed the data as well as provides a rationale for selecting a particular analysis method. According to Glesne (2006 :. 147) qualitative data analysis involves "organizing what you have seen, heard, and read so that you can make sense of what you have learned…you must categorize, synthesize, search for patterns, and interpret the data you have collected".

Irrespective of the method of data collection employed, the information collected is called raw data or simply primary data. The first step in processing data is to ensure

that the data are clean, i.e. from inconsistencies and incompleteness. This process of cleaning is called editing.

3.8.1 Editing

During the editing process of data the researcher examine answers to all questions at the same time examine responses given by respondents.

3.8.2 Coding

The next process after data have been edited is data coding. Data coding could be done manually or by a computer. Data coding involves the translation of the collected data in codes, usually numerical codes. The codes are the rules for interpreting, classifying and recording the data.

Data collected from the numerical fixed alternative questions in the questionnaire (quantitative) was analyzed differently than the data collected from the interviews and open ended questions (qualitative). Coding fixed-alternative questions is simple because the code structure is established when the questions is designs. On the other hand, Open-ended questions are more difficult to code than fixed-alternative questions. A qualitative approach was taken to examine the content of open-ended survey question responses. Quantitative data collected were mainly analyzed using Microsoft Office Excel 2007 and SPSS.

3.9 Design of the Questionnaire

This section analyzes the designs of the two questionnaires used to conduct the research. The purpose of first questionnaire is to evaluate the current level of leadership in the UAE, what form it takes, how is it evaluated and the steps organizations should take for effective leadership development. The purpose of second questionnaire is to evaluate some aspects of the Mohammed Bin Rashid Program for Leadership Development (MBRPLD) that would enable the researcher to analyze the effectiveness of the program

3.9.1 Questionnaire for evaluating leadership development in the U.A.E.

This questionnaire was divided into four different sections that are:

a. Respondent Information

This section aims at collecting only the necessary personal information from the respondents as some respondents might be reluctant to give out personal information in a survey. The questionnaire seeks to acquire information like nationality, gender and job title of the respondent. This information would helpful in categorizing the results of this survey in light of the personal information of the respondent and communicate the differences in the responses of different groups. It would also enable the interviewers to select the right mix of respondents on the basis of their nationality, gender and organizational position.

b. Organization Information

This section aims at linking the results of survey with the characteristics of the organization. The questionnaire asks for information about the respondents' organization like name of the organization, employee strength, annual turnover and the sector of the organization. The organizational information can be linked with the overall results of the survey. For example, which type of organization makes an attempt to link their leadership programs with the performance appraisal process.

c. Leadership development

This section aims at evaluating the effectiveness of the leadership development programs and analyzing to what extent these programs are achieving organizational goals and are linked to the performance appraisal process.

d. Management attitude and support

This section aims at evaluating the extent to which the management supports employees involved in the leadership programs. It also aims at studying the attitude of the management towards the entire leadership development process.

See: Appendix 5 - Questionnaire for evaluating leadership development in the U.A.E.

3.9.2 Questionnaire for evaluating effectiveness of MBRPLD Program

This questionnaire was divided into three different sections that are:

a. Respondent Information

This section aims at collecting limited personal information from employees in terms of their job title, age, gender, duration of employment and nature of employment so that this information can then be linked with the overall results of the survey. This information can also be used to analyze the relationship between the results obtained and the personal information of the respondents thereby dividing responses into different categories on the basis of the above mentioned characteristics.

b. Organization Information

This section aims at linking the results of the survey with the organizational information collected. This would also enable the interviewer to analyze the relationship between the survey results and specific organization types.

c. MBRPLD

This section aims at evaluating the effectiveness of the MBRPLD program and its contribution in the learning and development of the future leaders. It also aims at evaluating the contribution of this program in the growth and development of different organizations.

See: Appendix 6 - Questionnaire for evaluating effectiveness of MBRPLD Program

3.10 Measuring Instrument

3.10.1 Open-ended questions: The questionnaire and the interview included several open-ended items Open-ended question doest not limit respondent's responses and gives them freedom in expressing their viewpoints.

Question 7,8 and 16 included open ended questions from the UAE leadership questionnaire.

Question 5 and 14 included open ended questions from MPRPLD questionnaire.

3.10.2 Closed questions: The questionnaire included close ended questions were respondents' answers are limited to a fixed set of responses. The Close-ended questions were in the form of a Likert Scale where respondents indicate their level of agreement to a statement. The questions included five-level Likert item: Strongly agree, Agree, Neither agree nor disagree, Disagree, strongly disagree and, Not Applicable. Another form of closed ended questions included in the questionnaires: Yes/no questions where respondent answers with either "yes" or a "no".

3.10.3 Filter and Contingency Questions: Filter questions are useful for sorting respondents. Contingency questions allow respondents to skip portions of the survey that may not be relevant to them and determine which questions the researcher want them to answer next.

3.11 Design of Interview Schedule

Interviews were one of prime source of data in this research study. "In qualitative research, one interviews people to understand their perspectives on the scene, to retrieve experiences from the past, to gain expert insight or information, to obtain descriptions of events or scenes that are normally unavailable for observation" (Lindlof, 1995: 5). The researcher used a moderately-scheduled interview approach because it "offers freedom to probe into answers and adapt to different interviewees and situations" (Stewart & Cash, 1994: 49).Obviously interviews were essential for this study because it is a good method the allowed the research to get a better understanding of the various participants' viewpoints.

- Two random individuals were interviewed from different employment sectors in the U.A.E.
  See Appendix 7 - Evaluating Leadership in U.A.E. Interview Schedule
- Two random individuals were interviewed from the MBRPLD program
  See Appendix 8 - Evaluating Leadership Development in MBRPLD Interview Schedule
- One interview was conducted for the MBRPLD director.
  See Appendix 9 - Interview with the Director of MBRPLD Program
  See Appendix 10- More Information about MBRPLD Director

An interview statement was read prior to the beginning of all interviews describing the purpose and uses of the information gathered during the interview and ask for permission to tape record the session.

The researcher constructed broad open-ended questions that gave an opportunity for the interviewees to fully express their perspectives and volunteer data spontaneously. Accordingly, this sort of questions in turn, created follow-up inquiries.

3.12 Discussion of the Research Design & Process

The word "research" has various meanings:

> 13.12.1 Research is mainly a rational process and has been described as "a systematic, formal rigorous and precise process employed to gain solutions to problems and/or to discover and interpret new facts and relationships." (Waltz and Bausell, 1981:1).
>
> 13.12.2 Research for a master's dissertation has to identify a specific problem which can be satisfactorily studied in the short time frame. Payton (1979: .4) describes research as "the process of looking for a specific answer to a specific question in an organised objective reliable way."

3.13 Research Methodology Process

The research process involves 6 main stages as depicted in Figure 4:

3.13.1 **Stage 1 - Problem Definition:** The dissertation involve problem discovery relating to leadership and leadership development. – (See Chapter I – Problem Statement p.10)

3.13.2 **Stage 2 - Research Design Planning:** The research was planned interactively comments with what was known from the information available on

leadership development programs in the U.A.E. and reflecting on the design and results of a study on leadership development in Scotland.

3.13.3 **Stage 3 - Sample Planning:** The dissertation involves population and sample (or data sources) section where the researcher includes a description of the individuals who participated in the study and procedures used to select them. (See Chapter III – Population and Sample Selection p.44-48)

13.13.4 **Stage 4 - Data Collection:** The dissertation involves preparing and collecting information. The researcher identifies both the primary and secondary research methods approaches used in the research to collect data. In addition, the research explains the methods used to collect data from the research participants (See Chapter III –Method of Data Collection p.48-53 & Distribution and Data Collection Procedures p.8 - 9)

13.13.5 **Stage 5 - Data Analysis:** Data Analysis is the stage of research process where the researcher includes information about how data were reported and displayed, provides information on validity and reliability of data, explain methods used to analyze data, and states rates rationale for use of analysis techniques.

13.13.6 **Stage 6 - Forming conclusion and report preparation:** This is the final stage of the dissertation where the researcher explains comprehensive interpretations of findings.

A more detailed research process flowchart is depicted in Figure 5.
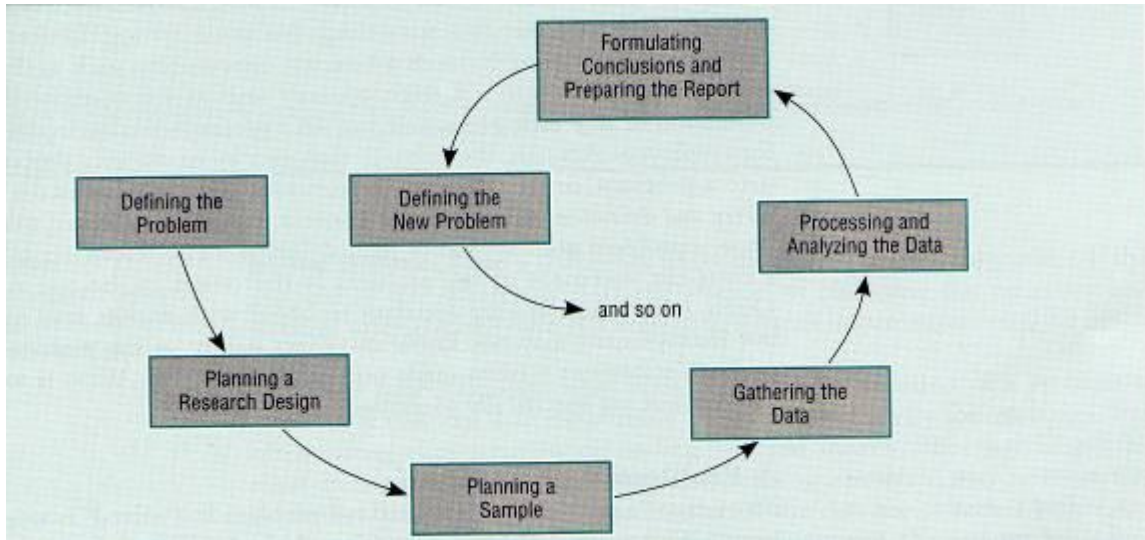
Figure 4 -– The Six Main Stages in the Research Process Source: Adapted from (Zikmund 2003 : 59)

Note: Diamond-shaped boxes indicate a stage of the research design process where a choice of one or more techniques must be made. A dotted line indicates an alternative path when exploratory research is not used.
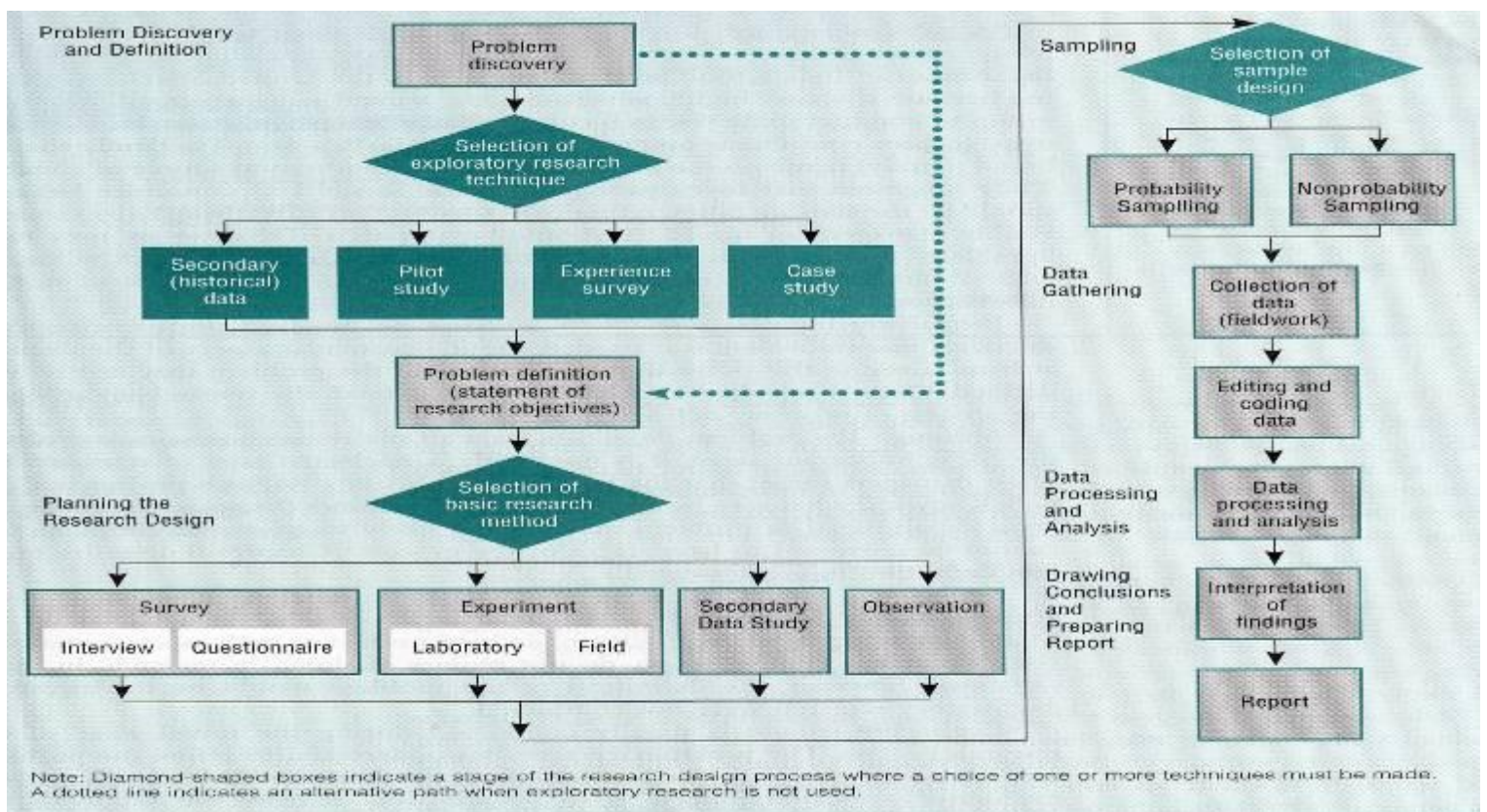
Figure 5 – Flowchart of the Research Process Source: Adapted from (Zikmund 2003 : 59)

3.14 Research Design

Research design begins with the articulation of a question or questions and addresses the planning of scientific inquiry (Babbie, 1998). Research design is a master plan specifying the methods and procedures to collect and analyse the available data (Zikmund, 2000) or "blueprint" (Yin, 1994) that specifies the methods and procedures for collecting and analyzing needed information. Kerlinger, 1965 states that a research design helps the investigator get answers to research questions and control the experimental, extraneous, and error variances of the research problem under study.

3.15 Method, Methodology, and Epistemology

The Merriam Webster dictionary defines methodology as "the analysis of the principles or procedures of inquiry in a particular field". Many people use 'method', 'methodology' and 'epistemology' as if they were interchangeable research terminology. Sandra Harding (1987) in the introduction to Feminism and Methodology clarifies the difference between methods, methodology and epistemology. A research method is "a technique for (or way of proceeding in) gathering evidence" (Harding, 1987: 2) while research methodology "is a theory and analysis of how research does or should proceed; it includes accounts of how the general structure of theory finds its application in particular scientific disciplines." (Harding, 1987: 3) and "an epistemology is a theory of knowledge" (Harding, 1987: 3)

3.16 Alternative Research Approaches

A number alternative qualitative and quantitative research approaches are available. These include: Diary methods, Ethnography, Direct Observations, Participant Observation, on-Participant Observation, Case Studies. The researcher did not use the quantitative research methods approach such as true experiment, quasi-experiment, and meta-analysis.

13.17 Limitations of the research study

- The researcher tackled several challenges in collecting data for this research study. First of all, there was an attempt to survey top-level leaders and

management of organizations such as board of directors and CEO's who were difficult to reach because they were restricted in time and because of their hectic working schedules.

- Some respondents did not want to participate because they considered themselves not knowledgeable in answering the questions.

- Some Interviewees did not allow the conservation to be recorded due to some restriction. As a result, to preserve the right of confidentiality keeping interviewees was anonymous therefore taking notes was necessary.

- Some organization did not want to participate in the research because the organization policy does allow them to participate in any research that relating to the organization.

- Other organizations did not want to reveal data regarding leadership development approaches and considered it as highly confidential information for fear that the information could be revealed and used by competitors. For MBRPLD government and young leaders were not allowed by MBRPLD to be survey due to confidential information.

- The research instruments allowed opportunity for some open responses with open-ended questions, a participant's response did not always provide precise understanding by the researcher in reporting results. In addition, some respondent responses were very short and general lacking details. In addition, Internet users tend to read more quickly, to be more impatient and more fastidious than off-line readers (Internet Rogator, 1998); they scan written material on the site with their fingers on the mouse ready to click on through to the next thing (Bauman et al., 2000).

13.18 Summary of Methodology

In this chapter the researcher provides a summary of the research methodology followed in this study to attain results. The chapter defines common research terminologies such as research, research design, method, methodology, and epistemology. The researcher also explains the different types of approaches adopted to conduct the research for this dissertation including both quantitative and qualitative methods. Then, the main method of data collection is outlined notably interviews and questionnaire surveys. The researcher also describes a number of

possible, alternative research approaches including qualitative methods such as: diary methods, ethnography, direct observations, participant and non-participant observation and case studies. Finally, the researcher describes the challenges and the limitations the researcher encountered during the research study.

Chapter 4 - Results

4.1 Questionnaire 1 - Evaluating Leadership in U.A.E.

4.1.1 The Sample

The questionnaire was sent out to more than 100 organizations in the UAE and 80 of the recipients responded. The sample included participants working in different sectors in UAE.

4.1.2 The Demographic Data

a. Age

For the Evaluating Leadership development in UAE questionnaire, the largest number of respondents were in the range age between age 26 to 34, which consisted of nearly half of the respondents (35) out of the total 80 responses. The second highest range was for age range 34 and above which was (25 participants) of this age range who returned the completed questionnaire. The lowest percentage rate for age of participants were between 21 to 25 which were obtained 20 replies out of the total of 80.

b. Gender

More male respondents are represented in the questionnaire survey returns than females. The survey was sent randomly and was not specified to a specific gender. For the Evaluating Leadership development in UAE questionnaire, more than half of the respondents were male (47 participants) and 33 were female.
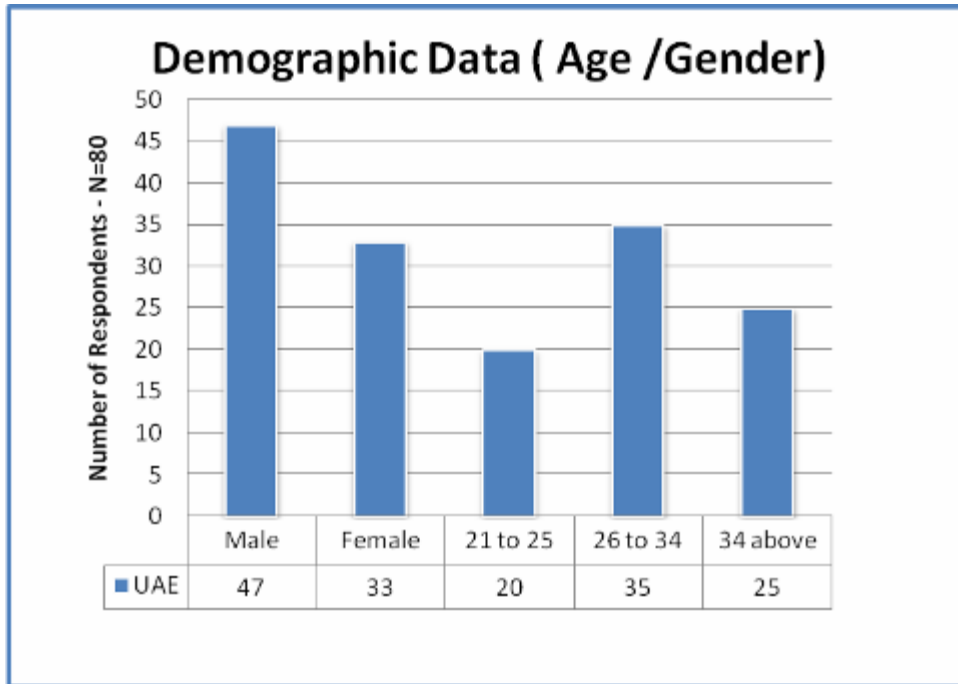
Figure 6 – Demographic Data for UAE Leadership Questionnaire

c. Organization Information

The highest number of responses to the two surveys combined are from people working in the government sector with a total of 58 participants out of 120 which is nearly half of the respondents who participated in the questionnaire surveys (both the Evaluating Leadership development in UAE questionnaire and MBRPLD questionnaire). The majority of participants for Evaluating Leadership development in UAE questionnaire who returned the questionnaire survey are working in the government sector (38 participants). The second highest percentage are working in the private sector (20 participants) and the third highest percentage was the semi-government sector (18 participants) and the lowest percentage was for the Non-profit sector only category (4 participants).

All participants who participated in the Evaluating Leadership development in UAE questionnaire stated that they are working as full time employees. There were no responses for working part-time. It was reasonable to see most of the participants working as full time because many private and government sectors did not implement the part time option. Just recently the Dubai Executive Council has approved part-time jobs as an optional system in all government bodies with the aim

of increasing productivity and meeting the needs of employees who cannot balance between their jobs and social life.

> "The part-time system, which reflects the leadership's vision in line with the Dubai strategic plan 2015, will help increase productivity and improve the social conditions of workers," Ahmad Bin Byat, Secretary-General of the Dubai Executive Council, said (Gulfnews, 2009).

The graph below depicts demographic data regarding the survey participants' sector and nature of employment:

Demographic Data (Sector/ Nature of employment)

Number of Respondents - N=80	Full-Time	Part-Time	Private	Government	Semi-Government	Non-Profit
UAE	80	0	20	38	18	4
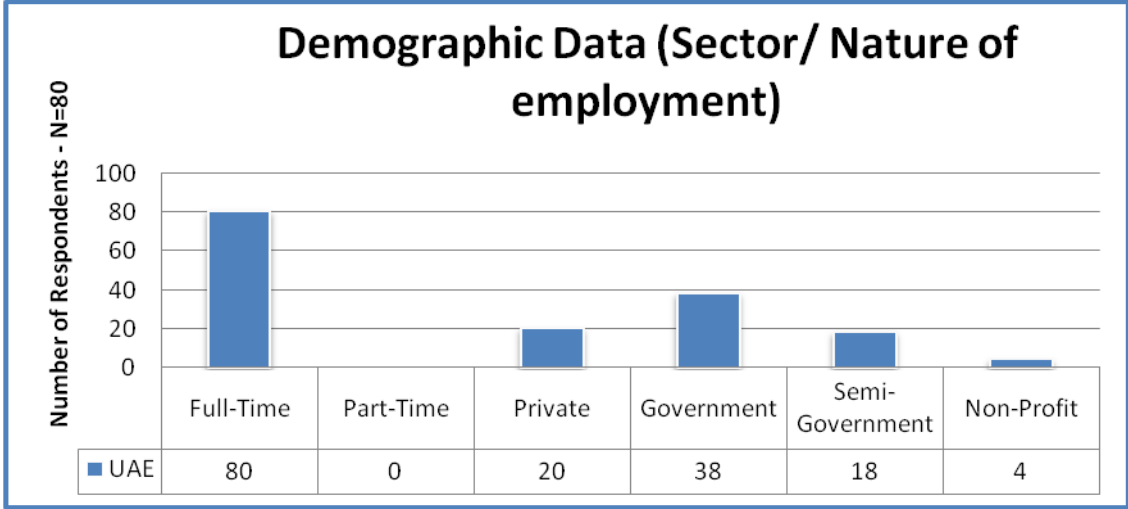
Figure 7 – Demographic Data (Sector / Nature of Employment) for UAE Leadership Questionnaire

Table 7 depicts the survey participants' organizations in four different types of sector. The survey scope is broad, covering international companies such as KPMG (consultancy) to local government units such as Sheikh Zayed Housing Program (SZHP). On the other hand, some participants preferred not to state the name of the organization and that was presumably for reasons of maintaining confidentiality.

Private	Government	Semi-Government	Non-Profit
Al Dar Laing Orourke	Ministry of Health	Emirates Integrated	The School of Research Science
Schlumberger	Dubai Municipality	Telecommunication Company	The British University in Dubai
JRHP	Dubai Land	Etisalat	(BUID)
Shell	Dubai World Central (DWC)	Arab Media Group	Sharjah Islamic Bank
SUKAD FZ-LLC	UAE University	Dubai Airport Free Zone	AL Chemy Hr Management
RAKBANK	DUBAL	Authority (DAFZA)	Consultancy
Sheikh Zayed Housing Program	Department of Tourism and Commerce	Emirates National Oil	Freshfields Bruckhaus Deringer
(SZHP)	Marketing (DTCM)	Company (ENOC)	KPMG
	Department of Health and Medical Services	Dubai Airports Company	
	(DOHMS)	General Holding Corporation	
	Dubai Statistics Center	(GHC)	
	Abu Dhabi Tourism Authority (ADTA)	Dubai World Trade Centre	
	UAE Armed Forces	(DWTC)	
	Tawam hospital	Emirates Airlines	
	Dubai customs	Health Authority	
	Dubai Healthcare City	Dubai World Trade Centre	
	Knowledge & Human Development	Nakheel Co.	
	Authority (KHDA	Dubai Holding	
	)Real Estate Regulatory Agency	Dubai Properties	
	Classified		
	Government of Dubai		
	Ministry of Environment & Water		
	Road and Transport Authority (RTA)		
	Department of Economic Development		
	(DED)		
	Higher Colleges of Technology		
	Abu Dhabi National Oil Company (ADCO)		

Table 7 – Organizations in UAE participated in both Questionnaires

4.1.3 Equal Opportunity & Contribution towards company's corporate & business strategy

More than half of the participants who participated in the questionnaire stated that there organization does not provide an equal opportunity to all employees to enroll in their organisation's leadership development program. For the question regarding whether participants believe that leadership programs have made a signification contribution towards their company's corporate and business strategy the majority said they agreed or they neither agree nor disagree. The results were almost the same 30 % indicated agree and 31% chose neither agree nor disagree. 25 % of the participants reported that they strongly agree. Similar results were for participants

who strongly believed that leadership programs did not contribute towards the organization's corporate and business strategy. Here, a total of 24% indicated that they disagree or strongly disagree.
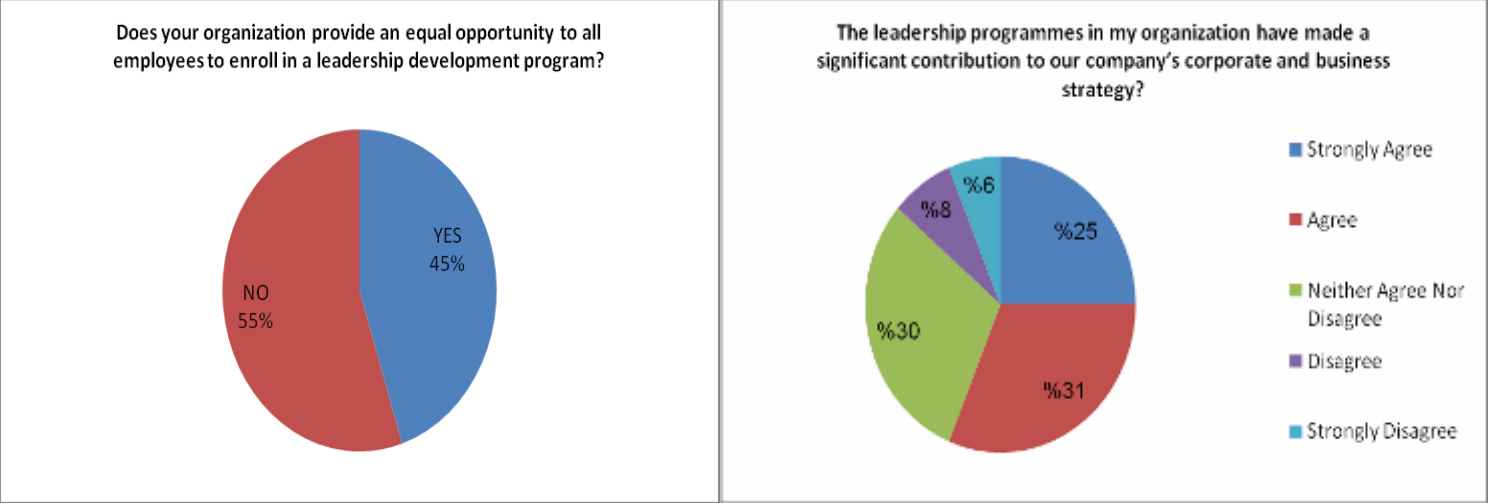
Figure 8 – Equal opportunity to enroll in leadership programs & contribution of leadership program to the organization corporate and business strategy for UAE Leadership Questionnaire

Figure 9 depicts four questions results from the questionnaire (Question 3, 4, 5, & 6) that was obtained from the survey participants.

4.1.4 Question 3 on Financial rewards/career promotion/recognition

Participants were asked if they think that leadership programs are targeted towards financial rewards/career promotion/recognition. The majority and nearly half of the respondents said no (44 participants). The others replied yes (36 participants) because as consistent with their leadership programs, participants who are likely to be promoted as managers do so based upon their performance. It was found that some of the participants believed that leadership programs assist the personal development of employees and as a result help them to get career promotion and also it acts as a way of recognizing and involving each and every employee. Many participants said that before promoting a potential member of staff into a leadership position, they are provided with a leadership development program. Most of the survey participants regard leadership development programs as an important step

towards financial rewards/career promotion/recognition and below is an illustration of quotations from the questionnaire respondents:

a. **Promotions, incentives, & financial rewards**

"There is merit pay and the possibility of promotions."

"Targeted towards financial rewards and better community services"
"Ungraded Salary and promotion"

"We do have high potential leadership program and the staff that have been through this program has been promoted to senior Management level. They were also selected based on their position not because of their abilities. We do have some other staff who has leadership skills, but because of their education level (Secondary certificate) they are not allowed to enroll in this program. However, they have very good working experience along with the skill understanding."

"Staff review reflect rewards in terms of incentives and Promotion"

"The leadership programs are designated toward identifying the key role players in the organization quarterly based, certify them with the (on spot award) which is a recognition certificate and a trophy given to them for their hard work."

"Man of the month award, man of the year award, once they create the development automatically they are eligible for selecting the team."

b. **Recognition**

"In our organization, the high flyer employee gets recognized and also gets rewarded. Extra work is recognized and awarded."

"After I finish my leadership program I will be entitled to sign and approve budgets of all IT contracts within a limit of budget that I can approve individually."

One point was interestingly mentioned by one of the participants is that most promotions as a priority are given to Emiratis only.

4.1.5 Question 4 - competencies and behaviours / Question 5 - competencies and behaviors communicated to all the employees& Question 6 - annual performance appraisal

Participants were asked if they think the key competencies and behaviours of an ideal leader have been clearly identified by their organization. The results were almost the same between yes and no. The majority of the participants said yes (42 participants). On the other hand, (38 participants) said that they do not believe that that the competencies and behaviours of a leader are clearly identified by their organization. The majority of the participants, almost half of the respondents who participated in the questionnaire (46 participants) stated that these competencies and behaviours were not clearly communicated to all of the employees. Interestingly, almost half of the employees working in the UAE who participated in the questionnaire (43 participants) asserted that key competencies and behaviours are in fact incorporated in the annual performance appraisal.
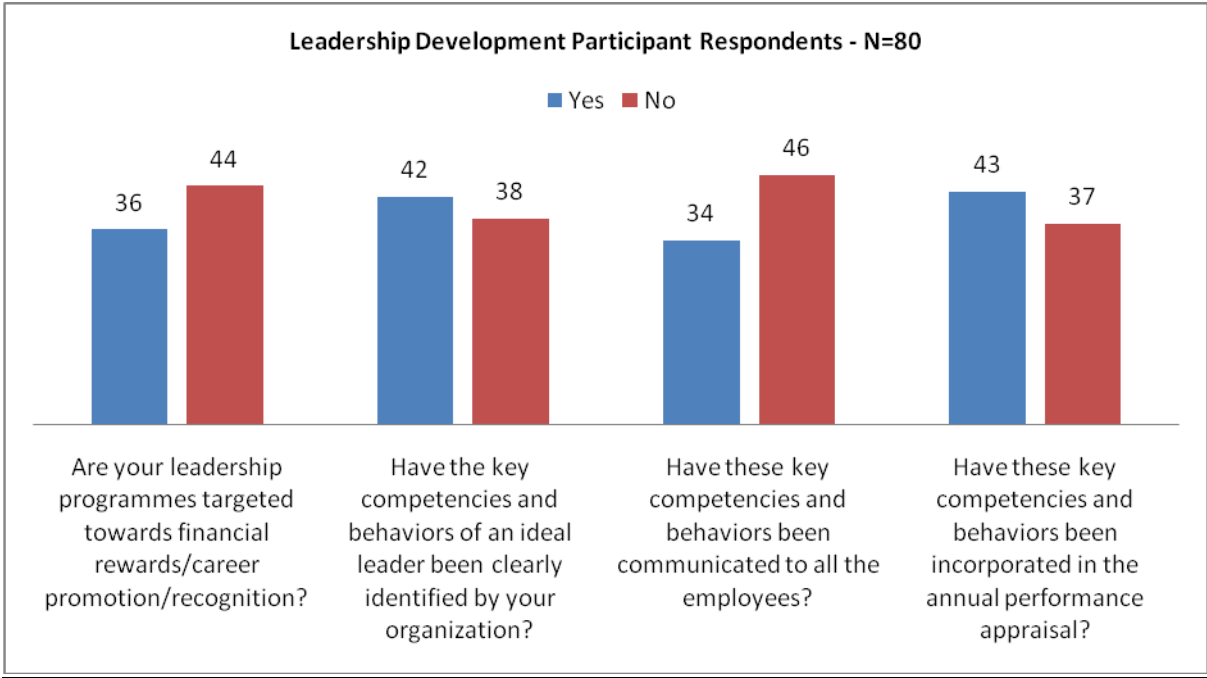
Figure 9 – Leadership programs targeted towards financial rewards & questions regarding behaviors and competencies (Identification, Communication, and Incorporation in annual performance appraisal) for UAE Leadership Questionnaire

We now focus this report of the survey's findings on six specific formal and informal leadership development practices commonly referred to in the leadership literature (Day, 2001). These are: 360-degree performance feedback, coaching, short training

courses, executive education, mentoring, networking, job assignments, action learning and succession planning. The chart below depicts the overall percentage of organizations currently implementing these practices. Short training courses was the most widely used practice and networking the least used in the respondents' organizations. The data confirms that short training courses, closely followed by mentoring, are the most widely used leadership development activities used by organizations in UAE. It is also clear that many organizations use many of these techniques in combination with each other.
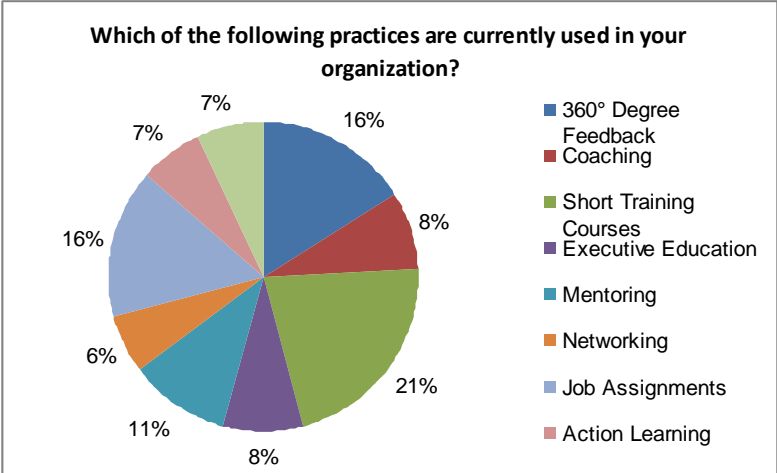
Figure 10 – Current practices implement in UAE organizations for UAE Leadership Questionnaire

	360° Degree Feedback	Coaching	Short Training Courses	Executive Education	Mentoring	Networking	Job Assignments	Action Learning	Succession Planning
Which of the following practices are currently used in your organization?	26	13	35	13	17	10	25	11	11
Strongly Agree	10	10	17	10	11	12	9	12	16
Agree	18	18	18	16	22	21	20	15	14
Neither Agree Nor Disagree	8	8	10	8	11	8	7	9	9
Disagree	1	3	2	1	1		2	2	3
Strongly Disagree	1			2	1			2	1
NA	18	18	13	22	15	15	20	15	15

Figure 11 – Effectiveness of leadership practices in UAE organizations for UAE Leadership Questionnaire

4.1.6 Respondents Management Information

a. Discussing Problems with top management

The questionnaire participants were asked if they have faced a problem and wanted to discuss it with someone in top level management, is it easy to gain access and availability to have such a discussion? The majority said that they strongly agree (31%) or agree (31%) followed by neither agree nor disagree (24%). A minority (5%) reported that they strongly disagree that having a discussion with a senior management is difficult.
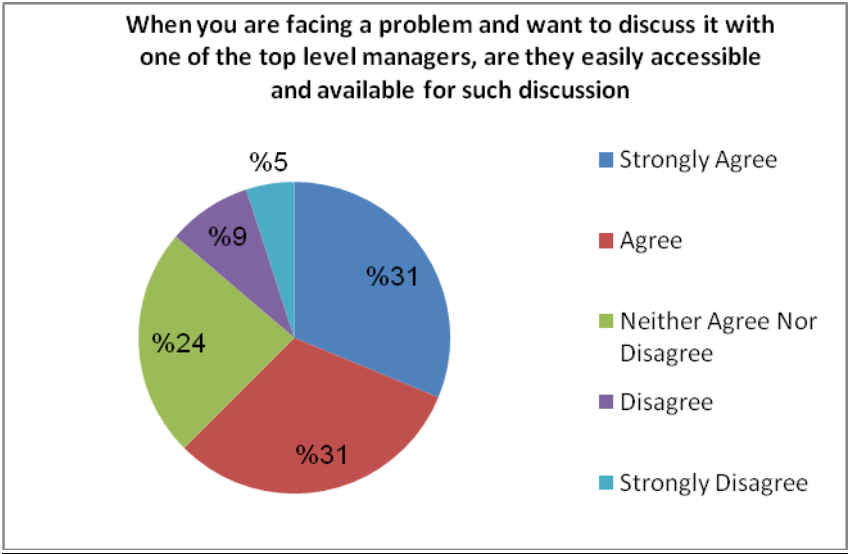
Figure 12 – Problems with management for UAE Leadership Questionnaire

b. Management Support

Participants were asked if they believe that management is supportive of employees and if top management is involved in the company's activities and new initiatives. 17 survey participants strongly believed that management is supportive. However, a minority said that they disagree (8 participants) or strongly disagree (10 participants) where they believed in effect that the management is totally non-supportive.

c. Top Management Involvement

Over half of the survey participants either strongly agree (22 participants) 28 % respectively or agree (25 participants) 31% percent respectively that top management is involved which comprises a total of 59% of the participants. A further 18 participants neither agree nor disagree that the top management is involved in the company's activities and new initiative. However, the minority said they disagree (2 participants) and strongly disagree (13 participants) believed that top management is totally not involved in the company's activities and new initiatives.

4.1.7 Employee Satisfaction

Questionnaire participants were asked if their organization conducts employee satisfaction questionnaires or encourages feedback from employees through other methods. 52 per cent of the participants said their organizations conducts employee satisfaction questionnaires. Most of the methods used where in the form of surveys which included: Annual staff survey, employee satisfaction survey, employee suggestions, and employee complaints. Surveys were usually sent out by the corporate office through the internal corporate web or via e-mail. Usually those surveys are conducted or issued by the Strategic Planning Department in HR. Other methods that were mentioned by participants included: SWOT analysis, online career site, where employees can request meetings with their personnel manager, or direct manager. Employees can also record any comments they have about their jobs or working environment, open door policy, 1-1 assessment with line manager, PDP (Personal Development Plan) and mentor sessions. In addition, individual meetings and group meetings where questions and comments can be raised (this can be done anonymously through submission of questions in advance). Some participants said that 360 degree is also used but only for top level managers and their subordinates. One negative point that several participants raised is that the results of the survey are kept anonymous. Employees at the organization are not sure if the survey is being done as a formal practice or whether it has further implications.
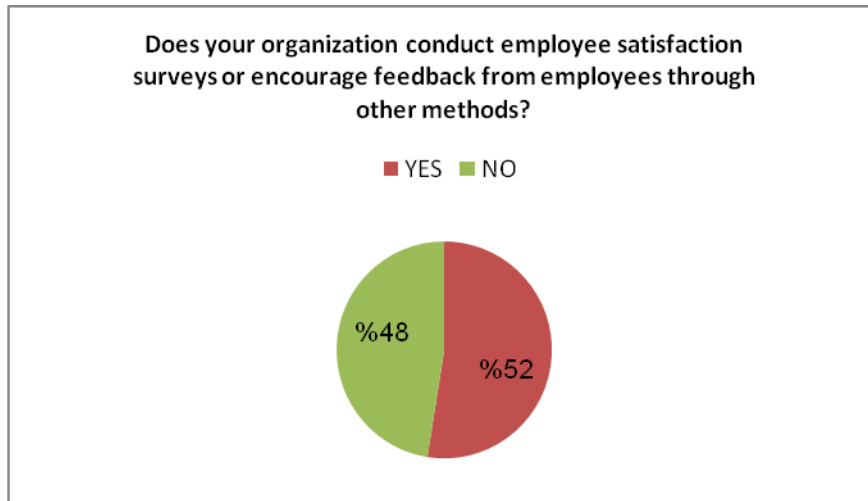
Figure 13 – Employee satisfaction surveys or other methods implemented for UAE Leadership Questionnaire

4.1.8 Barriers to leadership development programs

Participants were asked to represent to what extent they view as a barrier to leadership development activities. Figure 14 shows the results from the questionnaire,

	Lack of support/commitment from senior managers	Organizational culture	Inability to prove direct impact of activities	Lack of financial support	Lack of interest of those taking part	Lack of knowledge, expertise and experience to deliver leadership development	Not linked to Business or HR strategy
Strongly Agree	23	23	20	19	20	20	9
Agree	22	22	29	22	22	22	23
Neither Agree Nor Disagree	10	20	13	12	15	15	22
Disagree	10	6	8	14	11	8	10
Strongly Disagree	3	2	1	5	4	4	4
NA	12	7	9	8	8	11	12

Figure 14 – Barriers to leadership development activities for UAE Leadership Questionnaire

An overall percentage was taken of each of the barriers for both UAE and Scotland. For the UAE it was based upon the extent to which they Strongly Agree, Agree and for Scotland it was based upon the extent to which they Always, often and sometimes. These are shown below.

Item Variable	UAE	Scotland
Inability to provide direct impact	61%	79% (1)
Lack of support / commitment	56%	68%(3)
Organizational Culture	56%	74%(2)
Lack of interest	52%	64%(4)
Lack of knowledge	52%	60%(7)
Lack of financial support	51%	62%(5)
Not linked to business or hr strategy	40%	61%(6)

Inability to prove direct impact of activities was the common barrier for both UAE and Scotland and the least common barrier for UAE was not linked to business or hr strategy and for Scotland was lack of knowledge, expertise and experience to deliver.

In addition, to the barriers and obstacles outlined in the questionnaire, participants were asked to state any other barriers or obstacles to leadership development found in their organizations. The key issues that participants faced included issues such as: lack of time, day-to-day pressures, cost, and lack of appreciation. Some sample comments are as follows:

"Do not have the time to commit to a long-term leadership development programs due to load of work duties"

"Most high qualified leadership programs are expensive and my organization is not willing to send me to such costly programs because they are not sure of how to assess benefits and outcomes"

"Whether you enroll or not enroll it does it make a difference to me because my work doesn't involve leadership competencies and if it does there is lack of appreciation by top management

4.2 Interview Schedule 1 - Evaluating Leadership Development in U.A.E.

The participants interviewed believed that they showed progress because the program was devoted to areas such as communication, group dynamics, and personal leadership styles.

The participants agreed that the program has exceeded their expectations. The courses were so enjoyable and fun such as the 360 report. It connected participants to new and different resources. Most of the programs were well structured and organized. The regular meetings with their personal coaches and the feedbacks were very helpful.

Some parts of the leadership program that participants thought to be more valuable were the 360 degree analysis because it gave participants the opportunity to learn about how others' view their capabilities and more specifically the personal dialogue with the personal coach and development programs.

One of the interviewees thought that the networking lunches and breaks were not useful and were a waste of time. On the other hand, other participants totally believed the opposite that the networking breaks helped participants to learn and share experience with other participants that could not so easily be shared during lectures.

To sum up, participants were extremely grateful to be included in such a program as the MBRPLD because it did not just benefit only them. Most of the participants developed a strong trust bond with the personal coach that they were assigned to because the coach guided them to learn more about their personal skill and abilities that they weren't aware of and learn how to develop them further.

4.3 Statistical Analysis 1 - Evaluating Leadership Development in U.A.E.

4.3.1 Descriptive Statistics

The following table lists the results systematically showing the response rate (n), the range (highest and lowest scores), the mean, the standard deviation and variance.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
business strategy	68	4	1	5	2.66	1.074	1.153
lack of knowledge	69	4	1	5	2.33	1.184	1.402
lack of interest	72	4	1	5	2.40	1.206	1.455
lack of finance	72	4	1	5	2.50	1.267	1.606
Activities	71	3	1	4	2.13	.955	.912
org culture	73	3	1	4	2.12	.957	.915
lack of support	68	4	1	5	2.25	1.202	1.444
top management involvement	80	4	1	5	2.49	1.359	1.848
management support	80	4	1	5	2.61	1.278	1.633
Problem	80	4	1	5	2.25	1.142	1.304
succession planning	43	4	1	5	2.05	1.045	1.093
action learning	40	4	1	5	2.18	1.083	1.174
job assignments	38	3	1	4	2.05	.804	.646
Networking	42	3	1	4	1.95	.764	.583
Mentoring	45	4	1	5	2.07	.837	.700
executive_education	37	4	1	5	2.16	1.041	1.084
short training	47	3	1	4	1.94	.870	.757
Coaching	39	3	1	4	2.10	.882	.779
degree feedback	38	4	1	5	2.08	.912	.831
practices org apply	80	3	1	4	2.26	1.003	1.006
corporate strategy	80	4	1	5	2.39	1.131	1.278
Age	80	2	1	3	2.06	.752	.566
Respondents	80	79	1	80	40.50	23.238	540.000
Valid N (listwise)	16						

Table 8 – Descriptive statistics for UAE Leadership Questionnaire

a. *Survey Response Rate:* Some of the questions where answered by all the 80 participants such as management questions regarding top management involvement, management support, and dealing with problems with management. In addition, the practices used in the participants' organizations obtained similar high rates of response. The lowest response rate was for the question regarding using practices in the participants' organization was given for executive education which was used the least as a development practice in organizations in the UAE with a response rate of 37 out of 80 participants. This is followed by an equal response to 360 degree feedback and job assignments with response rate 38 out of 80 participants. On the other hand, the highest response was for short training courses with a response rate of 47 of 80 which means that over half of the participants said that short training courses is used in their organization more often than other practices such as coaching, action learning, mentoring, succession planning.

b. *Range:* The highest range score was 4 and lowest 3. 14 questions had a range of 4 and only 7 had a range of 3. The age had a range of 2.

c. *Mean*: The highest mean rating was for the question regarding business strategy (Mean = 2.66), followed by the question regarding management which is management support (Mean = 2.61) and finally lack of finance (Mean = 2.50). The lowest mean score was for short training courses (Mean = 1.94), followed by networking (Mean = 1.95), finally an equal low mean score for problem (Mean = 2.25) and lack of support (Mean = 2.25) and for succession planning and job assignments (Mean = 2.05)

Item Variable	Mean
Strategy	2.66
Management Support	2.61
Lack of Finance	2.50
Management Involvement	2.49
lack of interest	2.40
corporate strategy	2.39
lack of knowledge	2.33
practices org apply	2.26
problem	2.25
lack of support	2.25
action learning	2.18
executive_education	2.16

activities	2.13
org culture	2.12
coaching	2.10
360 degree feedback	2.08
Mentoring	2.07
Job Assignments	2.05
Succession Planning	2.05
Networking	1.95
Short Training	1.94

d. **_Median:_** The median range was between 2 and 3. The highest median range was for the business strategy variable with a median range of 3 followed by corporate strategy variable with a median range of 2.39 and age with a median range of 2.06. All other variables had a median range of 2.

e. **_Standard Deviation:_** The highest standard deviation score was for management questions such as top management involvement (s.d.= 1.359) and management support (s.d.=1.278) and the lowest standard deviation score was for the age of respondents (s.d.=0.752) and the second lowest score was for the networking practice (s.d.=764).The following table gives SPSS frequency results.

Statistics

	business strategy	lack of knowledge	lack of interest	lack of finance	activities
Valid	68	69	72	72	71
Missing	12	11	8	8	9
Mean	2.66	2.33	2.40	2.50	
Median	3.00	2.00	2.00	2.00	
Mode	2	2	2	2	
Std. Deviation	1.074	1.184	1.206	1.267	
Variance	1.153	1.402	1.455	1.606	
Range	4	4	4	4	
Minimum	1	1	1	1	
Maximum	5	5	5	5	
Sum	181	161	173	180	

Table 9 – Descriptive statistics for UAE Leadership Questionnaire

The highest score for missing data is 12 for lack of support out of 68 responses and 7 for organization culture out of 73.

See Appendix 11 - Frequency Table Statistics

> *f.* ***Min and Max:*** All of the questions (21 items) were based on a five point Likert scale (1-5). The demographic variables consist of 4 questions involving 8 between 2 and 4 categories (q2.gender, q3.age, q5.nature of employment & q.2 sectors). The other four requested continuous quantitative data on duration of employment, number of employees and annual turnover. Two further questions asked for respondents job title and name of organization.

> *g.* ***Correlations:*** The highest correlation score was in the range of 0.973** and 0.914** and the lowest correlation score was in the range of 0.763** and 0.884**. Spearman rank order bi-variate correlation analysis of the leadership development practices shows that the data is highly inter-correlated with many of the variables significantly associated at the 1% level. This creates difficulties for the analysis because it is harder to separate the items into distinct and independent variable groups. The following pairs of variables were associated at greater than r = 0.6 and significant at the 1% level.

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
1- 360° Degree feedback	1.00								
2-Coaching	0.764**	1.00							
3-Short Training Courses	XXX	0.785**	1.00						
4-Executive Education	0.959**	0.959**	0.763**	1.00					
5-Mentoring	0.884**	0.893**	0.854**	0.877**	1.00				
6-Networking	0.864**	0.875**	0.845**	0.860**	0.973**	1.00			
7-Action Learning	0.937**	0.942**	0.848**	0.935**	0.894**	0.924**	1.00		
8-Job Assignments	0.953**	0.953**	0.731**	0.914**	0.864**	0.844**	0.893**	1.00	
9-Succession planning	0.847**	0.857**	0.933**	0.838**	0.858**	0.871**	0.894**	0.835**	1.00

** = Correlation is significant at the 0.01 level
XXX = Missing data
Table 10 – Correlation results for UAE Leadership Questionnaire (forms of leadership development)

The items for the barriers to leadership development are less interrelated and the r values in many cases are lower. Spearman rank order correlation analysis found 5 pairs of item variables significantly associated at the 1% level and 2 pairs significantly associated at the 5% level. A lower threshold of r = 2 is represented in the correlation matrix below. The correlation scores were mostly low ranging from 0.804* to 0.245**.

	1	2	3	4	5	6	7	8	9	10
1- business strategy	1.00									
2-Lack of knowledge		1.00								
3-Lack of interest	0.245*	0.804**	1.00							
4-Lack of finance				1.00						
5-Activities					1.00					
6-Organization Culture		0.438**	0.277*			1.00				
7-Lack of support						0.290**	1.00			
8-Top Management Involvement								1.00		
9- Management Support									1.00	
10-Problem							0.248*	0.345**	0.345**	1.00

Table 11 – Correlation results for UAE Leadership Questionnaire (Barriers to leadership development)

h. ***Cross-tabulation:*** Questions items from the UAE leadership questionnaire where selected to cross-tabulate the results for some of the pairs. Question 1 regarding whether the respondents' organization provides an equal opportunity to employees to enroll in the leadership program was cross-tabulated with two questions both question 3 asking if leadership programs are targeted towards financial rewards and question 4 on if the key competencies and behaviors have been clearly identified by the organization. There relationship between opportunity and financial rewards was non-significant (p<0.05). In addition, the relationship between opportunity and competencies and behaviors was non-significant (p<0.05). Question 5 regarding key competencies and behaviors asks whether have been communicated to all employees and was cross-tabulated with question 6 which asks whether those competencies and behaviors have been incorporated in the annual performance appraisal. In addition, question 4 was cross-tabulated with question 6. Interestingly and perhaps surprisingly there is

not a strong relationship between communication and annual performance appraisal; it was non-significant (p<0.05). In addition, the relationship between competencies and behaviors that have been clearly identified by the organization & the annual performance appraisal is non-significant (p<0.05).

i. **Factor analysis:** This factor analysis is exploratory and is based on less than the commonly used number of observations (150 – 200 +). In this factor analysis only 80 observations were used. Factor analysis is useful way of reducing the data down to a small number of dimensions or factors that are potentially a higher order construct for each of the variables (found to be a similar factor). 10 variables were tested for factor analysis. The variables were grouped into 3 components as shown in the rotated component matrix table.

Rotated Component Matrix[a]			
	Component		
	1	2	3
business strategy	(4) .453	(9) .059	(4) -.383
lack of knowledge	(1) .912	(10) .032	(9) .065
lack of interest	(2) .818	(6) .204	(6) -.192
lack of finance	(7) .154	(8) .070	(1) -.729
Activities	(5) .199	(4) -.546	(7) .151
org culture	(3) .613	(5) -.381	(8) .140
lack of support	(6) .166	(1) .725	(10) -.040
top management involvement	(8) .074	(2) .632	(5) .230
management support	(9) .076	(7) .109	(2) .662
Problem	(10).024	3.596	3.523
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 5 iterations.			

Table 12 – Factor analysis results for UAE Leadership Questionnaire (Barriers to leadership variable versus Management variables)

The four variables related to business strategy, lack of knowledge, lack of interest and organization culture were named as lack of awareness with a result of 22 percent. The results show that a high percentage of awareness and knowledge about the organizational strategy is recommended in order to increase employees' interest

leading to more involvement in the organizational activities. Three variables related to activities, top management involvement and problem were named as rational management with a 19 percent. Lack of finance and management support is categorized as supportive management with a 13 percent.

Lack of Awareness (22%)	Rational Management (19%)	Supportive Management (13%)
business strategy lack of knowledge lack of interest org culture	activities top management involvement problem	lack of finance management support

Table 13 – Factor analysis results categorized for UAE Leadership Questionnaire

See: Appendix 12 – Factor Analysis Results

4.4 Questionnaire 2 - Evaluating Leadership Development in MBRPLD

4.4.1 The Sample

The questionnaire was sent to 70 participants participating in the Promising Leaders program of MBRPLD and 40 participants replied back.

4.4.2 The Demographics of Participants

a. Age

For the respondents to the MBRPLD survey, more than half of the participants (30 participants) were between age 21 to 25 and the other (10 participants) were between the age range 26 to 34. For MBRPLD participants, as they are considered in the promising leaders' category none of the participants were above the age of 34.

b. Gender

As depicted in the bar chart for MBRPLD participants the highest percentage rate range was for respondents aged between 21 and 25. More male than female respondents are in the MBRPLD questionnaire survey returns, In this MBRPLD sample out of a total of 70 participants, 23 were male and only 17 were female.
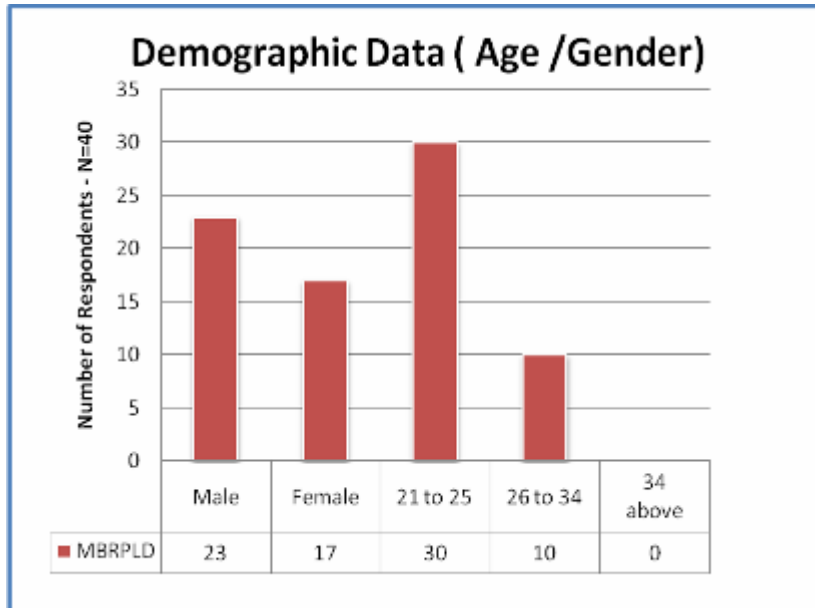
Figure 15 – Demographic Data (Age / Gender) for Evaluating MBRPLD Questionnaire

c. Organization Information

The highest percentage number of respondents for the MBRPLD questionnaire work in the government sector (50%). Thus, in MBRPLD, the majority of participants are working in the government sector (20 participants), the second highest rate, which was half the response rate for the government sector, are from the private sector (10 participants) and semi-government employees (10 participants). None of the respondents were working in a Non-profit organization. All MBRPLD participants said that that they are working as full-time employees. There were 0 responses for participants working in a part-time capacity. The graph below depicts demographic data regarding participants' sector and nature of employment:

Figure 16 – Demographic Data (Sector / Nature of Employment) for Evaluating MBRPLD Questionnaire

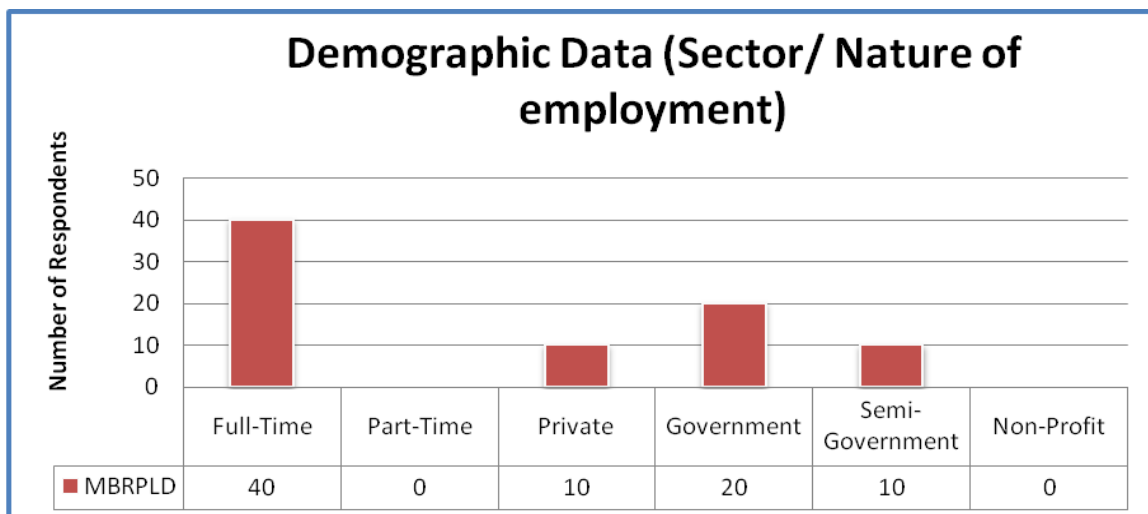### 4.4.3 Other Leadership Programs

More than half of the total MBRPLD participants who participated in the survey said that they have participated in other leadership programs whereas 27 percent of MBRPLD participants said that they had not participated in any other leadership programs. Some of the leadership programs that MBRPLD participants have experienced include:

- Sheikha Fatima bint Mubarak Center for Leadership
- Leadership Camp which is relevant to Takatof that is under Emirates Foundation
- Complete Women program
- Al-Emaratia Forum
- and mainly short training programs and workshops about leadership
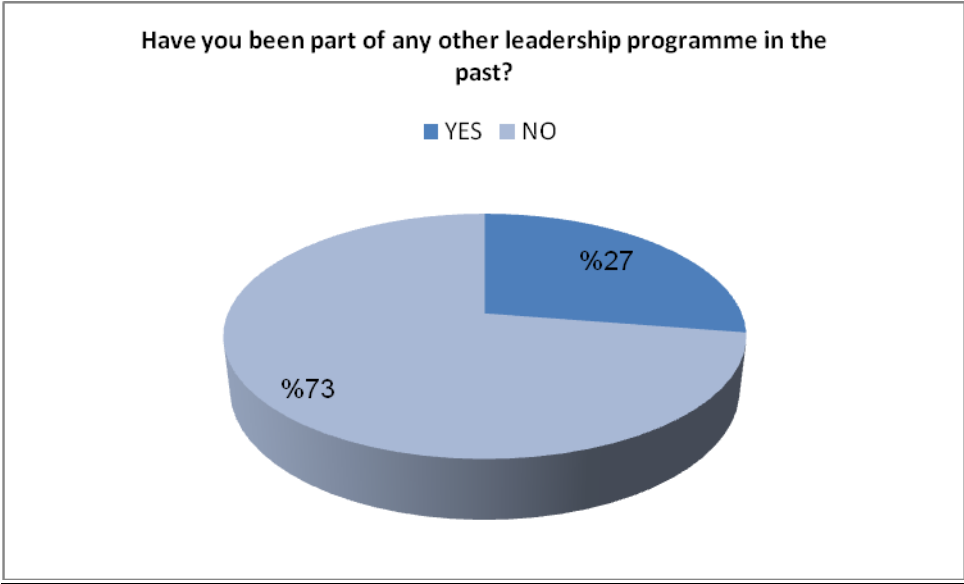
Figure 17 – Participation in other leadership programs for Evaluating MBRPLD Questionnaire

4.4.4 Leadership Practices

MBRPLD participants were asked to mention what initiatives were taken by the MBRPLD which contributed to change in their leadership practices. 28 participants out of 70 said that MBRPLD had contributed towards changing their leadership practices. Figure 18 depicts the percentage of MBRPLD who believed that MBRPLD had contributed towards changing their leadership practices.
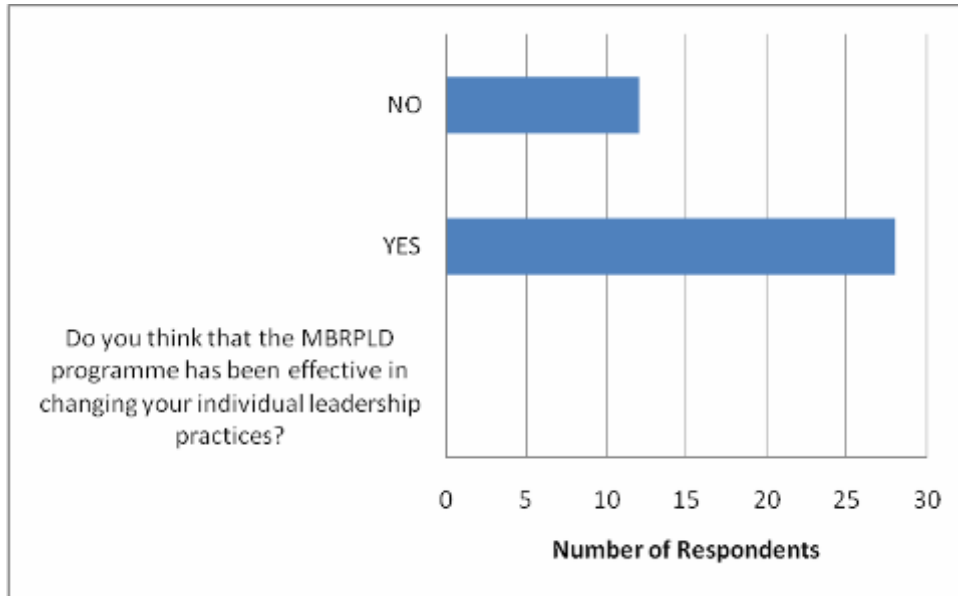
Figure 18 – Effectiveness of MBRPLD in changing leadership practices for Evaluating MBRPLD Questionnaire

Introduction

More than half of MBRPLD participants strongly believed that the program had positively contributed towards changing their leadership practices and that included: personal development, networking, interpersonal skills, time management, leadership and management style, and communication skills. The following quotes elaborate further on some of these significant areas of leadership development.

a. Personal Development

"The opportunity to meet other promising leaders and learning more about them. The program also made me more self-confident in presenting material to an audience."

"The whole program is designed to support the leadership practices. For example: the first assessment exam, interview and 360 assessment exam which identified the strengths and weaknesses so I got the focus. Then (the leader in you) workshop. And the module 1 & 2 which have improved my communication skills. In addition, to DO CSR or sponsorship activity where we met many local leaders."

"Developing personal development management skills, financial courses, personal coach, encourage reading and CSR initiatives"

b. Networking, Interpersonal Skills & Time Management

"Contacting with different people from different organizations help understanding the environment of the market in Dubai"

"The Modules that we are attending are very helpful, networking events, forums with International leaders where we learn from their experience,(leader in you) workshops and follow ups are great, I also like the mentor and the overall activities are useful."

"To improve my skills and set up Personal Development Plans and to link that with strengths ,weaknesses and future visions. In addition, to align that with values and goals. Also how to link that with the current job and my organization vision and Dubai Strategic Plan 2015. Moreover, to better use of time and resources and being a professional person."

"They provide us with assessments to find out the weakness that what to be develop and also the strength that should keep working to improve it, and provide us with the courses that help us to do it and be great leader."

c. Leadership style, Management & Communication skills

"I started to shape my personal leadership style and develop my intrapersonal skill"

"Understanding communication styles and effective self management course, business and finance fundamentals course leader in you workshop

"The new techniques & approaches to different leadership styles make it easy for me to understand the leadership style of myself & utilize it effectively in my life."

"Showed me parts I never knew about in my personality"

"Get you more focused planned and make you achieve goals"

"They gave a plan to develop my KSA (PDP)"

A few (12 participants), working in government and semi-government said they did not find the skills they learnt were beneficial and that may be due to the public sector work environment:

"I learnt new skills but in my working environment I was not able to enhance my learning all I had to was knowledge but lack of experience"

"I think some of the courses should be more customized depending on our working environment"

4.4.5 Knowledge and Skills

MBRPLD participants were asked if they think that they have implemented the knowledge and skills in the work environment. The results as depicted in figure 19 shows than more than half of the MBRPLD participants (29 participants) declared that they had implemented the knowledge and skills they learnt. Less than 50% said it was possible to apply their knowledge and skills. It is reasonable to assume that non-response more likely implied a polite "no" rather than "yes" did enable me to implement the knowledge and skills. It may be however that given much of the development was of a personal and interpersonal nature that respondents are unaware of what the applications are and when they are used.

Have you been able to implement the knowledge and skills learnt throughout the programme in your work environment?

NO 28%

YES 72%
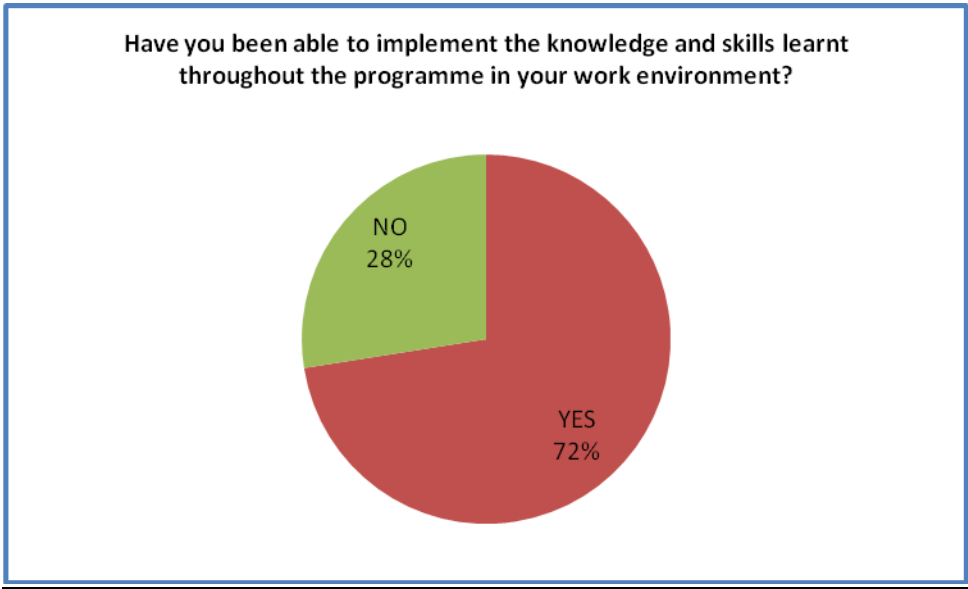
Figure 19 – Implementing Knowledge and Skills for Evaluating MBRPLD Questionnaire

4.4.6 Awareness of other leadership programs

More than half of the 40 MBRPLD participants, which is around 68 percent, said that they are not aware of other leadership programs and only 32 percent said that they were aware of other leadership programs. Figure 20 depicts the level of MBRPLD awareness of other leadership programs.
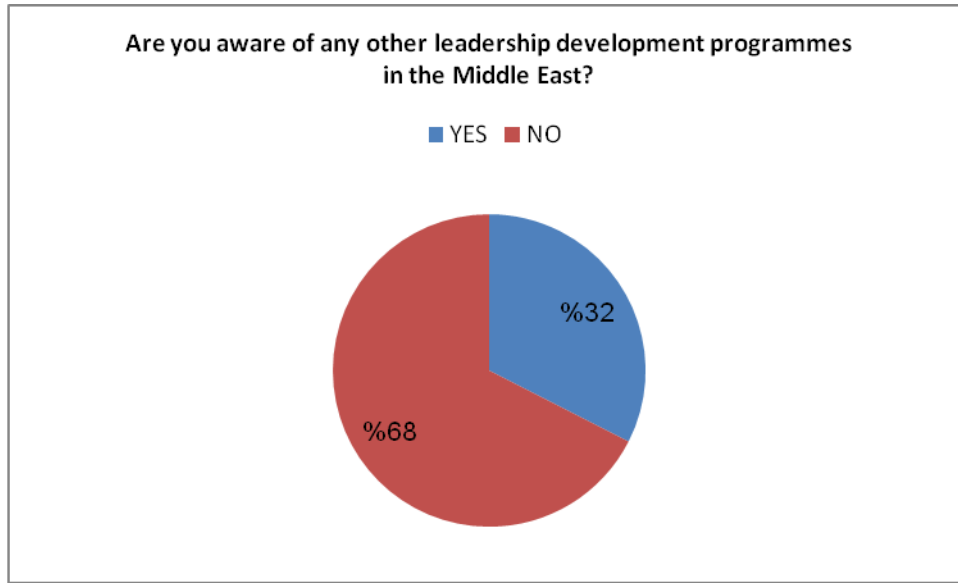
Figure 20 – Awareness of other leadership programs in Middle East for Evaluating MBRPLD Questionnaire

MBRPLD participants were asked about if they think that the MBRPLD program has made a positive contribution to their career. The majority (16 participants) said that they strongly agree that the program contributed towards their career progress as depicted in the following graph.
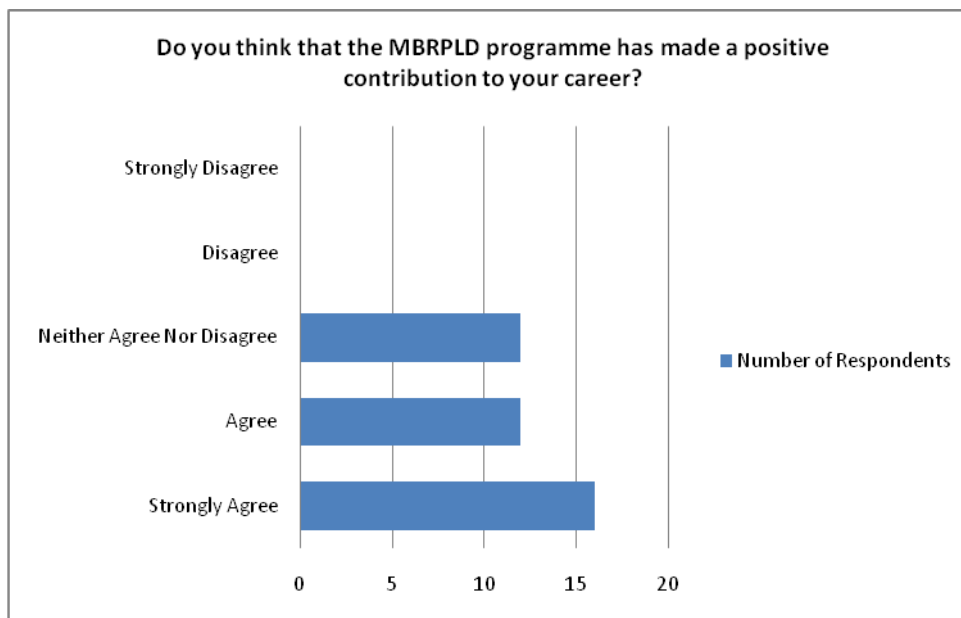
Figure 21 – Contribution of MBRPLD towards career for Evaluating MBRPLD Questionnaire

Participants' views of why they think the program contributed towards their career include:

"I feel it will be beneficial to me in the long-run because of its well-know accomplishments in graduating promising leaders."

"I got better leadership skills in teamwork, meetings and strategic thinking. In addition, I am able to put goals, visions and values."

"Gave me more self-esteem and more confidence in my work."

"Confident effective initiative to be surrounded by people who support me and encourage me to give the best that I can."

"Because as I developed I started to with understand the surrounding environment and the best usage of resources to perform in a better leadership style with the different situations and have an influence on colleagues and surrounding environment so eventually it had an effect on my career, others and an effect towards my country in general"

"I became more active at work and I started to design my own career path plan that aims to contribute in Dubai development and growth."

"Because it keep me aware how can I develop my entity, society and pay pack even small part to my country of what they provided and send to develop me and keep me in this place and position."
"It will help my career to develop faster"

"Marketing – foundation of the program with the vision of Sheikh Mohammed Bin Rashid."

"Support and motivate me for taking challenges."

"It makes me confident that what I am doing is the right thing according to international practices (in some cases)."

Equal response rates (12 participants) each said they agree and the other said they neither agree nor disagree. Some participants explained that they neither agree nor disagree because it is:

"Too early to judge"

"The level has not been what have been promised and expected"

4.4.7 Learning and Development

The majority of MBRPLD participants agreed that they have been exposed to various areas of learning and development in order to be a successful leader in the future.

4.4.8 Innovative Delivery Methods

More than half of MBRPLD participants both strongly agree (35%) and agree (50%) that the program uses a variety of innovative delivery methods to enhance the learning experience as depicted in Figure 22.

4.4.9 Rating MBRPLD with international programs

MBRPLD participants were asked to rate the overall effectiveness of the MBRPLD program with other international programs that they are aware of and the majority of the participant reported that it is was effective (23 participants): 7 participants said that it is highly effective and 10 participants indicated it is mixed. None of the participants thought that the program was ineffective or highly ineffective. Figure 22 depicts the distribution of responses of MBRPLD for rating the effectiveness of the program with international programs.
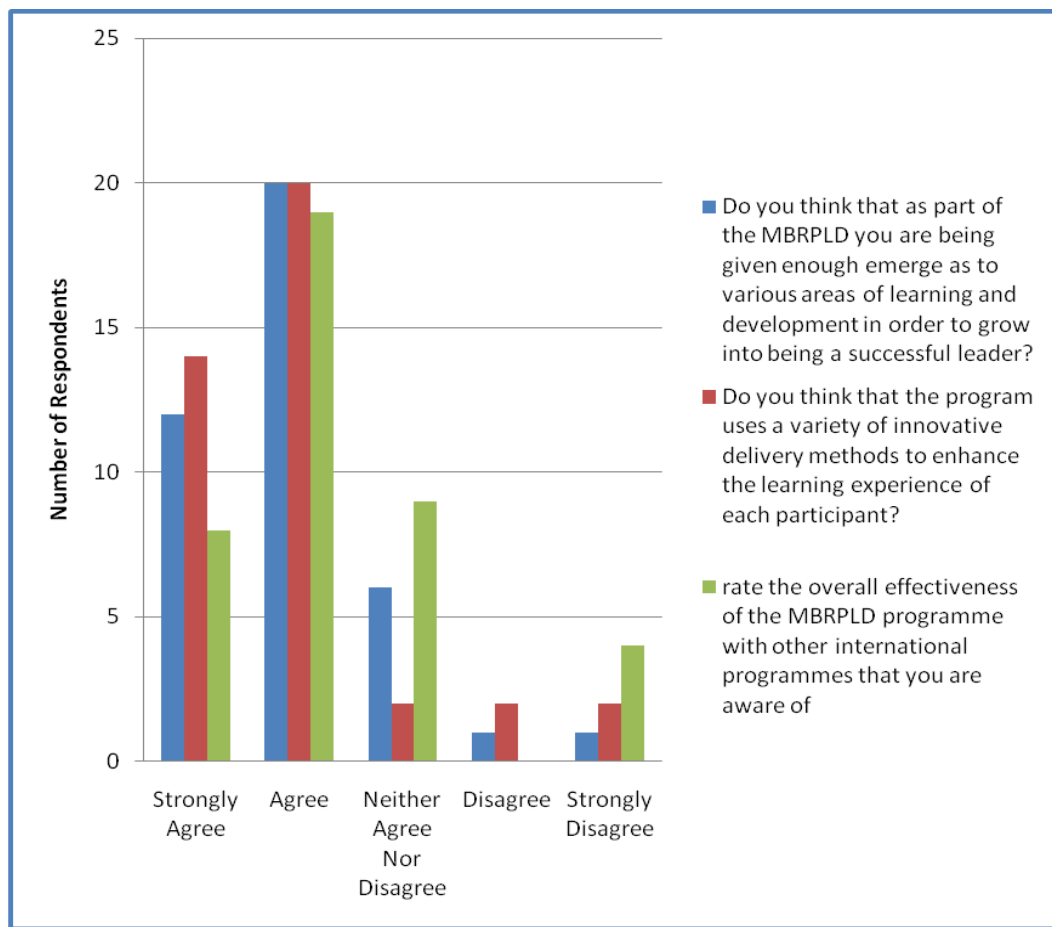

Figure 22 – Learning and Development/Innovative delivery methods/effectiveness of MBRPLD and awareness of other international programs for Evaluating MBRPLD Questionnaire

4.5 Interview Study 2 - Evaluating Leadership Development in MBRPLD

Two interviewees were interviewed. Both interviewees are working in the government sector stated that they have no actual leadership program organized. On the other hand, as and when staff find any suitable program which they feel is appropriate for their development/training needs, then the employee should approach the management accordingly.

Interviewees also stated that top management and other departments play an important role in the daily functioning of the leadership development programs in their organizations because they have the authority to reject it or approve it.

Some of the interviewees' suggestions to enhance the effectiveness of the existing leadership development programs in their organizations are:

- Involve employees in such programs
- Set the decision making within specific criteria
- Encourage people to participate in such programs

In addition, one of the recommendations was that the existing professional and training section should be more proactive in identifying the individual needs of the employees. Any development and training program should be planned between this section and individual departments to identify the needs which can assist and enhance further employees' performance. Employees should be more informed if such programs are initiated, so that they can discuss their development plans with the immediate supervisor when they feel they need more training.

None of the interviewees stated they do not evaluate leadership development programs in their organization. As a result, some of the interviewees recommendations in ways in which leadership development can be better evaluated in their organization is to establish set criteria which can help to evaluate the program in their organization, and observe the productivity of the employees who take these programs. In addition, one of the interviewees stated that the organization must practice performance management amongst its staff. Thus, if the organization wants

to achieve its strategic goals and vision for the future, such leadership development should be evaluated and enhanced.

Interviewees were asked to discuss leader behaviors practiced by the leaders in their organization that have contributed to the success of their organization. The behaviors included: open door policy, leaders who encouraged people to get in leadership programs, building trusting relationship with employees and exhibiting a democratic leadership style with the employees.

Interviewees were also asked to describe an incident where the leadership development programs or initiative organized by the company had enabled them to change their personality in a positive manner. Interviewee X had some personal circumstances where they had to leave early for a while, the leaders were very understandable. This incident made the interviewer give more to the working environment and even work from home sometimes. In addition, it gave her the opportunity to initiate some projects.

Interviewees were asked to briefly describe the role of the leadership development program organized by their organization for developing their career goals. Interviewees stated that it enabled them to gain more skills which helped them in performing some tasks. In addition, interviewees said that they hoped they can get more training in leadership. One interviewee stated that their organization does not arrange any programs whereby they can meet leaders from different industries that can inspire them with their experience and life achievements. On the other hand, the other interviewee stated that through the programs attended, the interviewee was able to meet with people of different industries and companies. As a result, it helped to assist him with getting to know issues/problems which had arisen and been faced by other organizations. Both Interviewees stated that they would like the chance to meet other leaders and learn from them how they were able to accomplish the organization's goals.

4.6 Interview Results

The aim of the interview schedule for the MBRPLD program was to get more detail on organisers and participants' viewpoints and ideas.

4.6.1 MBRPLD Director Interview

Adel Al Shared, Director of MBRPLD believes MBRPLD aims to qualify young Emirati leaders through training programs and workshops, in line with the strategic plans and aspirations of Dubai.

Adel Al Shared, Director of MBRPLD said:

> MBRPLD is the leading organization devoted to the development of the UAE's human resource potential. As part of our mandate, we continue to seek new ways to address leadership issues in all leadership sectors, in accordance with the Dubai Strategic Plan and the rapid transformation of our society.

Mr. Al Shared is very delighted with the performance of MBRPLD participants, who have responded very well to the program inputs and activities and are showing signs of enormous development with their leadership skills.

4.7 Statistical Analysis 2 - Evaluating Leadership Development in MBRPLD

4.7.1 Descriptive Statistics

The following table lists the results systematically showing the response rate (n), the range (highest and lowest scores), the mean, the standard deviation and variance.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
MBRPLD_internationalprograms	40	2	1	3	2.07	.656	.430
Innovative_methods	40	4	1	5	1.95	1.037	1.074
emerge_learning	40	4	1	5	1.97	.891	.794
Effectiveness_MBRPLD	40	4	1	5	2.33	1.118	1.251
Career	40	2	1	3	1.90	.841	.708
Other_leadership_programs	40	1	0	1	.33	.474	.225
Org_growth_development	39	4	1	5	2.74	1.482	2.196
knowledge_skills	39	1	0	1	.74	.442	.196
Leadership_practises	40	1	0	1	.70	.464	.215
Participation_leadershipprograms	40	1	0	1	.28	.452	.204
Org_Num_Employees	16	14965	35	15000	2406.25	3938.928	1.552E7
Employment_Months	31	54	6	60	25.13	13.510	182.516
Age	40	1	1	2	1.25	.439	.192
Gender	40	1	0	1	.58	.501	.251
Valid N (listwise)	15						

Table 14– Descriptive statistics for Evaluating MBRPLD Questionnaire

a. *Survey Response Rate:* The questionnaire was sent to total number of 70 participants only 40 participants responded back. Most of the questions where answered by all the 40 participants but some questions related to the organization had lower response rate such the number of employees in the organization and annual turnover.

b. *Range:* The highest range score was demographic question such as number of employees in the organization with a range score of 14965 and number of months employed with a range score of 54. In addition, 6 questions had a low range of 1 and 4 questions had a high range of 6.

c. *Mean:* The highest mean rating was for demographic questions regarding number of employees in each organization (Mean = 2406.25), followed by the question regarding months of employment (Mean = 25.13) (Mean = 2.50). The lowest mean score was for questions regarding other leadership programs such whether the participants had participated in other leadership programs

(Mean = 0.28) and for the question regarding other leadership programs (Mean = 0.33).

Item Variable	Mean
Org_Num_Employees	2406.25
Employment_Months	25.13
Org_growth_development	2.74
Effectiveness_MBRPLD	2.33
MBRPLD_internationalprograms	2.07
emerge_learning	1.97
Innovative_methods	1.95
Career	1.9
Age	1.25
knowledge_skills	0.74
Leadership_practises	0.7
Gender	0.58
Other_leadership_programs	0.33
Participation_leadershipprograms	0.28

d. *Median:* 6 variables had amedian range of (MBRPLD_internationalprograms, Innovative_methods emerge_learning, Effectiveness_MBRPLD ,Career, and Org_growth_development)and 2 variable had a median range of 1(knowledge_skills and Leadership_practises) and 2 had a 0 median range (Other_leadership_programs and Participation_leadershipprograms).

e. *Standard Deviation:* The highest standard deviation score was for demographic questions regarding number of employees in each organization (s.d. = 13.51) followed by the question regarding months of employment (s.d. = 13.51) and the lowest standard deviation score was for one of the demographic questions regarding age (s.d. = 0.439). On the other hand, the highest standard deviation score apart from demographic data was for organization growth development (s.d. = 1.482).

Item Variable	Standard Deviation
Org_Num_Employees	3938.928
Employment_Months	13.51
Org_growth_development	1.482
Effectiveness_MBRPLD	1.118
Innovative_methods	1.037
emerge_learning	0.891
Career	0.841
MBRPLD_internationalprograms	0.656
Gender	0.501
Other_leadership_programs	0.474
Leadership_practises	0.464
Participation_leadershipprograms	0.452
knowledge_skills	0.442
Age	0.439

f. Correlations: The highest correlation score was for career and organization growth development with a correlation of 0.755** and the lowest correlation score was 0.318* for innovative methods andMBRPLD_internationalprograms. Spearman rank order bi-variate correlation analysis shows that the data has some significant correlations associated at the 1% and 5% level. This creates less problems for the analysis than the previous in the survey because there is less likelihood of multi-collinearity. The following pairs of variables were associated at greater than r = 0.3 and significant at either the 1% or the 5% level.

	1	2	3	4	5	6	7	8	9	10	11	12	13
1- MBRPLD_internationalprograms	1.00												
2-Innovative_methods	.318*	1.00											
3-emerge_learning	.347*		1.00										
4-Effectiveness_MBRPLD		.433**		1.00									
5-Carrer			.645**		1.00								
6-Other_leadership_programs						1.00							
7-Org_growth_development	.350*		.576**		.755**		1.00						
8-knowledge_skills								1.00					
9-Leadership_practices					-.533*		-.457**		1.00				
10-Participation_leadership programs										1.00			
11-Org_Num_Employees											1.00		
12- Employment_Months								.411*				1.00	
13-Age													1.00

Table 15– Correlation results for Evaluating MBRPLD Questionnaire

g. Cross tabulation: Questions items from the MBRPLD questionnaire where selected to cross-tabulate the results for some of the pairs. Q13 from the MBRPLD questionnaire regarding MBRPLD effectiveness versus International programs was cross tabulated with three questions question 12 regarding innovative methods, question 11 emerging learning and question 10 organization growth development. The Table below depicts the cross-tabulation results and level of significance. The relationship between MBRPLD international programs and Innovative methods was non-significant ($p<0.05$). On the other hand the relationship between MBRPD effectiveness and emerge learning and organization growth development was significant ($p<0.01$).

	MBRPLD_internationalprograms		
	Spearman Correlation (*r*)	Pearson Chi-Square	Asymp. Sig. (2-sided)
Innovative_methods	0.318*	10.65	0.261
emerge_learning	0.347*	25.013	0.001
Org_growth_development	0.350*	18.981	0.004

Table 16– Cross Tabulation Results 1 for Evaluating MBRPLD Questionnaire

Question 12 regarding Innovative methods was cross-tabulated with question 13 regarding effectiveness of MBRPLD. The relationship was non-significant ($p<0.05$).

	Innovative_methods		
	Spearman Correlation (*r*)	Pearson Chi-Square	Asymp. Sig. (2-sided)
Effectiveness_MBRPLD	0.433**	23.266	0.261

Table 17– Cross Tabulation Results 2 for Evaluating MBRPLD Questionnaire Questions 11 regarding emerge learning was cross-tabulated with question 9 regarding career and question 10 regarding organization growth development. Both variables were significant ($p<0.01$), whereas leadership practices was non-significant ($p<0.10$).

	emerge_learning		
	Spearman Correlation (*r*)	Pearson Chi-Square	Asymp. Sig. (2-sided)
Career	0.645**	31.736	0.000
Org_growth_development	0.576**	36.657	0.000
Leadership_practices	-0.393*	9.286	0.524

Table 18– Cross Tabulation Results 3 for Evaluating MBRPLD Questionnaire

Question 9 regarding career was cross-tabulated with question regarding organization growth development and question 4 regarding leadership practices. Both variables were significant ($p<0.05$).

	Career		
	Spearman Correlation (*r*)	Pearson Chi-Square	Asymp. Sig. (2-sided)
Org_growth_development	0.755**	27.329	0.000
Leadership_practises	-0.533**	12.615	0.002

Table 19– Cross Tabulation Results 4 for Evaluating MBRPLD Questionnaire

The relationship between knowledge skills and employment months was non-significant ($p<0.05$).

	knowledge_skills		
	Spearman Correlation (*r*)	Pearson Chi-Square	Asymp. Sig. (2-sided)
Employment_Months	0.411**	22.708	0.122

Table 20– Cross Tabulation Results 5 for Evaluating MBRPLD Questionnaire

The relationship between organization growth development and leadership practices was non- significant (*p*<0.05).

	Org_growth_development		
	Spearman Correlation (*r*)	Pearson Chi-Square	Asymp. Sig.(2-sided)
Leadership_practises	-0.457**	10.280	0.16

Table 21– Cross Tabulation Results 6 for Evaluating MBRPLD Questionnaire

See: Appendix 15 - Cross tabulation Results

> *h. Factor analysis:* This factor analysis is exploratory and is based on less than the commonly used number of observations (150–200+). In this factor analysis only 40 observations were used.

Factor analysis is useful way of reducing the data down to a small number of dimensions or factors that are potentially a higher order construct for each of the variables (found to be a similar factor). Six variables were tested for factor analysis. The variables were grouped into 2 components as shown in the rotated component matrix table. They are rank order from highest to lowest indicated in brackets in red type.

Rotated Component Matrix^a

	Component	
	1	2
Career	(1) .876	(4) -.099
Effectiveness_MBRPLD	(5) -.221	(2) .730
emerge_learning	(3) .768	(5) -.051
Innovative_methods	(6) -.100	(1) .793
MBRPLD_internationalprograms	(4) .502	(3) .679
Org_growth_development	(2) .854	(5) -.051

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Table 22 – Factor analysis results for Evaluating MBRPLD Questionnaire

Human Competencies Development (40%)	Best Practices (27%)
Career Organization growth development Emerge Learning	Innovative methods Effectiveness_MBRPLD MBRPLD_internationalprograms

Table 23 – Factor analysis results categorized for Evaluating MBRPLD Questionnaire

The first factor (explaining 40% of the variance) I have called 'Human Competencies Development' since all three items relate to this area. The second factor (explaining 27% of the variance) is termed 'Best Practices' because all three items relate to methods and programmes for Leadership Development.

See Appendix 16 - Factor Analysis Results

Chapter 5 - Discussion

5.1 Introduction

As is readily apparent from inspection of the literature many researchers have defined leadership in different ways and developed a variety of models all aiming to understand and predict effective leadership. At the beginning early researchers on leadership hypothesized that leaders were born and the personality traits distinguished leaders from non-leaders as well as effective leaders versus non-effective. Such research studies adopting this approach include the work of Stodgill, 1940 and 1974. After that researchers started to examine more carefully the behavioural models that suggested leadership could be taught to individuals to transform them into effective leaders such models development include Blake and Mouton (1964) and McGregor (1960). Some leadership models seem to be more appealing than others.

Many of the common leadership developments practices are used in many countries and are found in both the UAE and, for example, Scotland (UK). The article by David Day (2001) summarizes the research that organizations should stay away from hierarchal management and power and move towards empowerment, development and harmonization of employees. Consequently, various leadership programs and in-house training courses do not focus on coaching concentrating on individual leadership approaches any more but rather encourage the exchange of feedback and knowledge so as to increase the level of self-awareness and self-improvement of one's own leadership behaviour, strength and skill and apply it to the working environment. The coaching practice accounts for only 8% in the UAE which is one of the least practices implemented. On the other hand, Scotland seem to implement coaching relatively more extensively than does the UAE where it accounts for 56% and was the most commonly implemented practice amongst all of the surveyed leadership development practices. It is worth noting however that this data was collected at a time when coaching was very popular as a leadership development practice in the public as well as in the private sector in Scotland (Pinnington, 2010, draft paper).

360 degree was the least commonly used practice in the responding organizations in Scotland. The practice was more common in government organizations, where 50% employed it to at least some extent in contrast to only 10% in the private sector. This finding could be due to organization size. Overall though, it was the least common practice employed in Scotland 35%. Yet, the UAE employed 360 degree more compared to other practices and mostly in government organizations and that again may be due to organization size. Government organizations tend to be much bigger than private organizations. Day (2001) as stated previously in literature acknowledges the importance of 360 degree appraisal and feedback because it directly acknowledges differences across sources and provide an opportunity to observe various aspects of an individual's behavior and performance.

Mentoring has been identified as an effective means of leadership development in organizations. Mentoring plays a role in the development of both human capital and social capital, and is undoubtedly an influential factor in teaching the importance of social networks for all facets of employee career growth and development (Day, 2001).

Mentoring is the fourth most commonly used practice employed in the UAE (11%). Yet, it is the second most common practice and employed by 55%.of organizations in Scotland.Job Assignments was a common practice employed both in UAE and Scotland. 52% employed job assignments in Scotland where it was the third most common practice. Yet, in the UAE it was only employed by 15% of organizations although interestingly it was also the third most common practice. Leadership development is enhanced when assignments are matched with individuals' developmental needs (Day, 2001) and so there is an opportunity for more frequent use of this practice in the UAE. Day (2001) states that networking opportunities helps to build positive peer relationships across functional areas, peer interactions lead to the creation of additional social capital. Networking interestingly was more common in Scotland than in the UAE. 51% employed networking in Scotland and it was the fourth common practice in Scotland. Networking is only used by 6% of organizations in the UAE.

Action learning was one of the least practices employed both in UAE and Scotland. 45% employed action learning in Scotland the fifth common practice and 7% only

employed it in the UAE where it is the least common practice among the others. Nevertheless, it may have more application than is currently employed. If so, then using formal assessments to select action learning project members will enhance the quality of the developmental experience and result in better leadership development (Day, 2001).

5.2 Leadership

Delivery of improved government services for the citizens of the UAE can be achieved through ensuring effective leadership. Significant organizational outcomes, such as satisfaction, organizational performance, group performance, and commitment have been associated with the transformational leadership styles (Kirkpatrick and Locke, 1996). Personnel working in the UAE need to be aware of the strategic objectives of the UAE Government and develop the leadership skills required for sustaining the Emirate's development initiatives.

5.3 Leadership and Management

An effective and flexible management style is vital for any leader to succeed in a highly dynamic society such as Abu Dhabi and Dubai. 62 percent of the respondents indicated that managers working in government organization in the UAE apply a democratic leadership style because it is easy to have a discussion with top managers. This means that most of the managers are using the open door policy and are willing to listen to employees' views and needs. In addition, it was reported that top managers in the UAE take the initiative to get involved in operational and strategic activities and it was declared that managers are involved in the organization activities and new initiatives.

5.4 Leadership Development
There are a massive number of studies that define leadership, and it seems it is relatively easy to say what leadership is, whereas it is not easy to practice it. Leadership is behavior first and skill comes second. The practice of leadership comes from the inner initiative of a person. Therefore, if any organization wants to conduct leadership training and development, it should start with the leadership behavior which then reflects on the skills "Skills alone do not make leaders, style and behavior do" (Chapman, 1995; 2009). In the UAE particularly in government organizations, there is a commonly expressed myth that

leadership is mostly related solely to the people occupying top management positions.

5.5 Leadership Theory

Regarding Emotional Intelligence, competencies are used as a tool for job selection in most government organizations and it is usually implemented through the organization and management department

<see: http://www.csd.ae/web/English/default.htm>. In addition, employees are evaluated based on generic competencies through the performance appraisal system covering such areas as communication, teambuilding, and problem solving.

5.6 Leadership Development Programs

The results show that MBRPLD participants acquire the knowledge and skills through theoretical inputs and practical activities but do not apply them in their respective organizations As a result, there is a lack of knowledge transfer between what MBRPLD participants are learning and how they apply it to their working environment. This failure of transfer could be the result of many factors. Argote and Ingram (2000) define knowledge transfer as "the process through which one unit (e.g., group, department, or division) is affected by the experience of another" (p 151). One of the likely obstacles to knowledge transfer is that it may not be appreciated in many organizations and it is not linked to promotion in order to motivate employees. Given the need to improve performance and to achieve effective long-term results, the MBRPLD should establish mutual understanding between the participant's organization and MBRPLD. This can be achieved by supporting them financially because many of the participants commented on the lack of financial resources. Further, the MBRPLD participants following graduation should be eligible for promotion to a leadership position so that they can practice and consolidate their skills and competences.5.7 Leadership Development Practices

Short training courses were the most widely used leadership practices in the UAE and most of the training courses are in-house training programs. The main advantage of a short training course is that it fosters communication and teamwork spirit within the organization. If the courses were made open to all types and levels of management this could assist to accelerate the rate of organizational change and leadership development. However, this will require substantial reorganization and change to training finance and administration because many government

organizations in the UAE classify courses based on staff members' position and level of management. One more disadvantage of short training course is that it is optional. Course related to the employee job should be obligatory. The second most common practice in UAE used is 360 degree feedback (16% implemented) and Job Assignments (15% implemented). On the other hand, feedback results from 360 degree are usually kept confidential and are not used to prevent sensitivity between the employee and the manager. This result is particularly interesting in the light of the fact that similar surveys in other countries such as Scotland report that the 360 degree practice to the least frequently implemented (36%). Nowack (1992) recommends that in order to initiate and maintain behavioral change it is important to provide feedback from others in a positive way. There is also lack of follow up once the 360 degree feedback is done then that is the end. Yet, this should be the start by including follow-up with the group that provided feedback. A study done by (Goldsmith & Underhill, 2001) showed that manager who follow up with their formal feedback show significant improvement in their effectiveness as a leader. Implementation of 360 degree in some organizations in UAE result in a failure outcome rather than success because feedback provided is not dealt with it in a positive way to sustain both individual and organizational effectiveness. Job assignments were a typical form used in most organizations in UAE. Job assignments were used widely in Scotland (52%) and came as the third common practice implemented. Executive education was reported as the least common practice used in UAE organization.

5.8 Leadership Development Barriers

As stated previously (see Page 21-22 & 78 -79)hat the common barrier for leadership development is 'Inability to provide to direct impact' for both UAE and Scotland (1). The least common barrier is 'lack of knowledge', expertise and experience to deliver (7) for Scotland. On the other hand, for UAE it is not linked to business or HR strategy which was the least rated barrier to leadership development, and it is low too (6) for Scotland. Interestingly, 'lack of support/commitment' and 'organizational culture' came as the second and third barrier for leadership development in UAE and the other way around for Scotland (3) and (2). Lack of financial support came as the fourth common barrier but for Scotland it came as the fifth common barrier (5).

5.9 UAE context

The success of organizations in the UAE should be frequently benchmarked and compared with other international leadership development programs. Such comparison can in part be achieved by applying assessment selection criteria to get the right people into leadership programs. This is done by using a variety of tools such as 360 degree feedback, psychometric tests and interviews. Careful thought needs to go into the design of the program, the methodology for implementing the program, the use of different international accredited suppliers to deliver the methodology following international standards. These programs should provide leadership development activities that are measured before, during and after the delivery of the human resource development interventions.

Chapter 6 - Recommendations and Conclusion

6.1 Recommendations

To identify culturally-specific differences and strengths, for example, implementation of 360 degree appraisal and nurture their higher frequency and implementation than is common in western countries.

There is a need to establish an ongoing partnership with MBRPLD and other accredited leadership development programs with government organizations to fill the knowledge and human resource development gap. When leadership development is implemented it is important to seek out and establish professional centralized Development and Assessment Centres in each organization.

6.1.1 Development Centres

Should be designed to guide the personal and professional skills and development of personnel to enable them to perform their current jobs more effectively and also prepare individuals for leadership roles in the future. There is a lack of career path development in government organizations in the UAE. The government should support career development for its organisations' leaders and employees with leadership potential.

6.1.2 Assessment Centres

Apply several assessment techniques to gain comprehensive information and a thorough understanding on how individuals perform in a variety of different situations. They may be used for recruitment, promotion or development. Tools in these centres include psychometric profiling and ability tests, business simulations, individual and group activities, written work, and one-to-one feedback. The report has identified a significant interest in leadership and an awareness of the importance of leadership development on the part of UAE organizations. So far it appears that when leadership development programs are well-aligned with the organization's strategic goals then they can positively affect performance. Organizations in the UAE particularly government organizations have identified major variations in practice.

Many organizations are evidently confused about how to seek out and implement the various forms of leadership development that are most appropriate to their needs. Overall, the evaluation of leadership development in the UAE remains somewhat weak compared to other countries.

6.1.3 Career Planning

Constructive career planning is where individual aspirations meet organizational needs. It is not a promise of definite promotion, instead it is a step on the path for preparing employees for future work roles.

6.1.4 Workforce Planning

Workforce planning is about having the right people in the right place at the right time. This involves considering future organizational directions and determining what skills, competencies and the staffing profile are necessary to achieve these goals.

6.1.5 HR Accreditation

To assist the UAE Government's goal of being one of the top governments of the world, HR staff must be measured against the best standards. Starting with a UK based standard such as the CIPD professional membership standards is relevant, and organizations should continue to develop towards newly established global standards.

6.2 Suggestions for Future Research

6.2.1 Government

Government organizations in the UAE should develop a world class leadership development strategy and clearly identify those leadership behaviours, values, skills, experiences and competencies that they consider are essential for the accomplishment of government goals.

Design and launch a new transfer back to the workplace leadership development scheme in partnership between government organizations and MBRPLD.

6.2.2 Employees

Employees should be enabled learning and personal development as individuals and that could be accomplished through training, mentoring and coaching so that they become more proactive in identifying their development needs and seeking out training opportunities and afterwards be encouraged to transfer their learning immediately back to the workplace.

6.2.3 Leadership Trainers

Hire people with leadership skills in training leaders in the art of effective people-management in UAE organizations. In addition, employees could be trained to be certified leadership instructors.

6.2.4 Academic and Researchers

Academics and researchers should look at the factors that influence employee loyalty, satisfaction, and morale to create a new model for reviewing employee commitment to the organization.

6.3 Conclusion

Finding a study related to UAE leadership development was difficult. This research is unique because it explores leadership development across the private, public and not-for-profit sectors in the UAE. The results showed that leadership programs such as MBRPLD are effective but at the same should be more aligned with the organization. The most common forms implemented in UAE are short training courses, job assignments and 360 degree. There should be integration of other forms also to benefit the organization.

Management in the UAE tends to be supportive and get involved but one of the main issues is lack of finance and resources. Employees' satisfaction surveys or other types of evaluation and appraisal forms are conducted in some organizations and other are not and even if they are done the results are kept anonymous which makes the use of such surveys unusual. The common barrier to leadership development seems to be 'Lack of support/commitment from senior managers' which appears to

be somewhat of a contradiction because the results showed that management were involved and supportive but maybe when it is related to high profile programs that can cost the organization whereby such programs are limited to senior management. Finally, this research is valuable because it provides an insight about the type of leadership development forms in the UAE giving an opportunity to see why some forms are common than others. This research could be useful for future research to allow other leadership forms to be more used and find out what methods need to be done and when to implement them. In addition, it allows UAE organizations to have an idea about how to allocate more forms and how to benefit from implementing such forms.

Appendices

7.1 Appendix 1 - depicts the MBRPLD contract showing how much it costs for one participant

7.2 Appendix 2 - Top 2008 - 2009 US companies from leadership development

7.3 Appendix 3 - Sample of 360 degree feedback of MBRPLD

7.4 Appendix 4- Modules Designed and Taught by Duke Corporate Education for MBRPLD participants & Programs Calendar for different MBRPLD participants

7.5 Appendix 5 - Questionnaire for evaluating leadership development in the U.A.E.

7.6 Appendix 6 - Questionnaire for evaluating effectiveness of MBRPLD Program

7.7 Appendix 7 - Evaluating Leadership in U.A.E. Interview Schedule

7.8 Appendix 8 - Evaluating Leadership Development in MBRPLD Interview Schedule

7.9 Appendix 9 - Interview with the Director of MBRPLD Program

7.10 Appendix 10 - More Information about MBRPLD Director

7.11 Appendix 11 - Frequency Table Statistics

7.12 Appendix 12 - Factor Analysis Results

7.13 Appendix 13 - Frequency Table Statistics

7.14 Appendix 14 - Correlation Results

7. 15 Appendix 15 - Cross tabulation Results

7.16 Appendix 16 - Factor Analysis Results

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