



**THE IMPACT OF LEADERSHIP ON ORGANIZATIONAL CONFLICT
AND TURNOVER IN UAE ORGANIZATIONS**

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ABSTRACT

Today in any organization leadership plays a very important role in directing and motivating individuals, and leading organizations into specific desired goals. New leadership styles have emerged in today's world, in response to the need for more flexible organizational structure and functions. New leadership styles have been created and used to minimize organizational conflict and to raise organizations and individuals beyond their differences into common goals and vision.

The main objective of this research is to identify the impact of leadership behaviors on organizational conflict and turnover, as well as to study the effects of organizational conflict on turnover. A questionnaire has been distributed among 300 employees working in different governmental entities in the UAE. The aim of the questionnaire was to determine if there is a relationship between leadership behaviors, organizational conflict and turnover. The behaviors of leadership that the study has focused on were; group goals, individualized support, appropriate role model, intellectual stimulation, high performance expectations, and articulating a vision. Furthermore, the type of conflict that the study examined was the intra-individual conflict, including work family conflict, goal conflict, and frustration.

Following the review of the questionnaires' analysis by using different statistical methods, it was discovered that all the previous factors are related together and have impact on each other. Findings of the study concluded that there's a relationship between leadership behaviors and organizational conflict, thus turnover. The study also concluded that there's a relation between intra individuals' conflict and turnover in organizations.

Finally some recommendations were offered to help raise the issue of leadership and conflict in organizations, to minimize conflict and turnover.

To the memory of my father

To my mother, thank you for your devotion and inspiration

To my boys Humaid and Saeed, I wish you all the best

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CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.1 OVERVIEW

Leadership's behaviors are very important in defining follower's loyalty, trust, and satisfaction. Effective leadership can be determined by the ability to believe in others, to set an example as role model and to create new ways of achieving organizational goals. Many leadership approaches were presented to help create flexible work environments that can obtain individuals' commitments and resolve conflicts.

Leadership is the act of directing and stimulating the activities and actions of a team towards a common goal (Hemphill and Coons, 1957). It is also known as the ability of developing and stimulating the production of a group towards achieving a certain goal (Rauch and Begling, 1984). Leaders take huge part in containing conflict and directing individuals towards managing conflict positively.

Organizational conflicts can have major effects on organizations as well as people. Conflict is a phenomena related to power and politics, it can occur between individuals or groups. "It is defined as a process that materializes when an individual or group perceives that another individual or group is frustrating, or about to frustrate, the attempts of the former to attain a goal." (Mckenna, 2006. p.439).

There are many definitions of conflict depending on the reason of occurrence. Conflict can be defined as the differences in specific circumstances, or competition. Additionally, it can be defined as disagreement of interests or ideas within oneself, between people, or within an organization. Conflict usually is considered as a negative drive within groups, and it is viewed as undesirable and should be avoided. Managers often try to avoid conflict and label employees who are involved in conflicts as troublemakers (Michael, Brian, and Kleiner, 1997). However, recently, conflict is considered a positive drive in organization. Conflict can play a vital role in increasing effectiveness and quality of decision making processes. Most researchers suggest that conflict is inevitable and occurs in most organizations, and the differences of opinions can have an acceptable conflict. “it could create new perspectives and insights, and help promote better decisions.” (Mckenna, 2006. p.439)

Researchers found that the effect of stressors (e.g. work overload, job uncertainty) on intention to quit is not direct. However, they can relate it to indirect effects that can be found in the experience of lack of organizational commitment, job stress, job satisfaction, and the social support that individuals have or not. Those factors are considered important because they can lead to intention to quit by affecting individuals' state of mind and decisions. However, such factors can be controlled and adjusted depending on the flexibility of the management. (Firth, Mellor, Moore, and Loquet, 2004).

1.2 THE AIM AND OBJECTIVES OF THE STUDY

This research examines the relationship between leadership, organizational conflicts and turnover. In this study, a questionnaire has been distributed among 300 employees working in different governmental entities in the UAE. The aim of the questionnaire is to find out if there's a relationship between leadership behaviors, organizational conflict and turnover. After analyzing the literature review, results of the study will be displayed and discussed. By the end of this paper, the final result of the study will be summarized and some recommendations will be presented.

The behaviors of leadership that the study has focused on are; group goals, individualized support, appropriate role model, intellectual stimulation, high performance expectations, and articulating a vision.

Secondly, this paper examines three factors of the intra-individual conflict and how such factors could lead to turnover in organizations. The intra-individual conflict factors that the study has focused on are; work family conflict, goal conflict, and frustration.

The main objectives of the study are:

1. To identify the importance of good leadership styles.

2. To identify the relationship between leadership behaviors and turnover in organizations in the UAE.
3. To identify the relationship between leadership behaviors and conflict in organizations in the UAE.
4. To identify the relationship between organizational conflict and turnover in the UAE.
5. To identify the importance of good conflict management in order to minimize turnover and intentions to quit.
6. To find out statistically the relationship of the different factors and their effects.

1.3 LAYOUT OF THE THESIS

This thesis consists of four chapters. The first chapter gives a general overview about leadership and organizational conflict, and how both of them affect each other and can relate to turnover. Chapter two is a literature review that examines and reviews previous studies from different parts of the world. Chapter three describes the sample of the study, and the methods which were used during the research. In addition, the results of the statistical analysis have been presented in this chapter. Finally, chapter four concludes the work and recommends some actions to be taken for satisfied organizations.

1.4 THE PROBLEM OF THE STUDY

There is very limited research that has been done on the impact of leadership on organizational conflict and turnover in the UAE. Few studies were produced addressing direct effect of leadership on turnover, but many researchers have explored how leaders' behaviors could affect individuals' commitment and conflict in organizations. Leaders' behaviors affect individuals' commitment and may predict conflict in a way or another, which may minimize or raise turnover intentions. Likewise, little research was undertaken regarding the direct effect of intra-individual conflict in organizations on turnover. Most studies examined the direct effect of conflict on commitment and job dissatisfaction. This study will examine the role of leaders in conflict between individuals in organizations, and how that could impact turnover. Furthermore, it will explore different intra-individuals' conflict factors and their relation with turnover.

This study is important to raise the attention on the topic of leadership and organizational conflict in the UAE; to find out more about different catalysts that may influence the environment of any organizations that may or may not lead to conflict, job satisfaction, or commitment. This can include the relation between individuals towards each others, their management, or their organization. The UAE is considered to be growing very fast, and it's organizations are dealing with many projects involving individuals from different cultures and religions. It is very essential to study the relationship between different factors in order to analyze the

weak links in organizations and to work towards more positive work environments,
to achieve the ultimate goals of any organizations.

CHAPTER TWO
LITERATURE REVIEW

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter a literature review has been made to define and explore researches that have been done on leadership, organizational conflict, and turnover. This chapter will deal first with some concepts and definitions of leadership, some of the characteristics and behaviors of leaders, and some leadership approaches that are related to this study and their impact on conflict and turnover. After that, organizational conflict will be discussed and defined; sources and types of conflict will be examined, followed by offering conflict management as a solution. The third topic that this chapter will discuss is turnover in organizations; its meanings and signs.

2.2 LEADERSHIP

Identifying leadership can differ from one perspective to another, still it also conveys many meanings; which can include but not exclude to vision, enthusiasm, trust, verve, passion, obsession, consistency, attention, and coaching (Peters and Austin, 1985, pgs. 5-6).

Moreover, leadership with its broad meanings is considered and valued as a foundation of shaping organizational success (Bundy, 2002, and Yukl, 1998). Likewise, Bass (1990) has agreed that leadership can be viewed as a main element that determines organizational failure and success. The recent world needs powerful leadership styles, to survive in the evolving global business environment. (Praška, 2009) Furthermore, there are many ways to define leadership as a concept. Most specialists in the field of leadership investigate its meaning by different methods and how it can be recognized in people. Sometimes it can be identified by the position and guidance of a leader, and his/her ability to lead; it can also be identified by the situation the leader faces. (Guralnik, 1986)

There are some well-known behaviors and characteristics that make a good leader. An Example of such characteristics is what Bennis and Nanus (1985) have suggested. They established a study in the 1980s on executive leadership which draw the attention to five major leader's behaviors. They emphasized the five behavioral characteristics that can make successful leaders as the following:

- **Management of Attention** gains peoples' attention especially in creative ways, offering interesting ideas that thrills people.
- **Management of Communication** following positive communicating methods, like one – on – one.
- **Management of Trust** means gaining the trusts of the followers by being consistent and provides balanced and stability.

- **Management of Respect** it can be viewed in taking care of individuals and paying attention to their individual concerns.
- **Management of Risk** taking positive ways or means to focus on success with the support of the team and disregarding bringing any attention to failure.

On the other hand, According to Torregiante, (2005) there were efforts among experts to investigate failure in leadership. Bentz (1967) was one of the first experts who studied failure in individual leaders while practicing their role in leadership. Bentz's study revealed that all leaders who fail have common characteristics. For instance, such leaders have no individual positive personality characteristics; like emotional competent and positive social communication skills. For example, an individual who is in the top position cannot be a successful leader if tasks were not delegated or divided between employees. While Bentz conducted his research, he interviewed some executives who failed at Sears, after the interview Bentz came up also with seven personality deficiencies common across failed managers. These deficiencies include: having poor delegation and prioritizing qualities, having poor judgment, tending to be reactive rather than proactive, having personality defect or flaws that may discourage subordinates, thus effecting team work, and being a slow learner can be a major defect.

2.2.1 Leadership Approaches

There are many leadership approaches that leaders can adopt in order to lead their groups and organizations in a certain method. It is known by most researchers that leadership is a process that is constantly changing over different times and situations, depending on changes in leaders, followers, and situations (Welch, 2008). Interest in the “New Leadership” approaches has increased dramatically since the 1970s.

Generally, current leadership approaches may be grouped into three primary types: theories that focus on leaders, on situations and followers influences on leaders, and theories that focus on interactions between leaders and followers (Welch, 2008). This study will examine some theories as the following:

2.2.1.1 Traits theory

The traits theory is considered to be the study of leaders themselves. This theory was popular around 1930 to 1950. It is termed as “great man” theory because in this theory it is strongly suggested that leaders are born and not made. Traits theory focuses on discovering leaders’ characteristics which differentiate them from their followers and distinguish them to emerge as leaders. This theory identifies some leaders’ traits such as intelligence, confidence, scholarship, dependability, responsibility, social participation, etc. (Welch, 2008)

A great connection was found between leaders effectiveness and the traits of intelligence, supervisory ability, initiation, self assurance, and individuality in the way the work was done. For example, some traits that distinguish leaders are: high intelligence, broad social interest, maturity, and strong motivation including desires for achievement and respect for, and interest in, people. According to Banerjee. (1984) p, 225,

“ a study conducted in 1960 by T.A. Mahoney, T.H. Jerdee and A.N. Nash at the University of Minnesota led to the finding that among 468 administrators in 13 companies certain traits were possessed by those successful. These included intelligence, education, strong power need, preference for independence, intense thought, risk-taking, good relations with people and dislike for details.”

Most researchers has found that successful leaders have some similar traits that appear most frequently such as traits of initiative, intelligence, sociability, sense of humor, fairness, enthusiasm and eagerness, sympathy and self-confidence. (Welch, 2008)

Traits are relatively internal personal characteristics and they are different from person to person. Traits are considered difficult to teach and more difficult to change, which make these theories problematic when applying to training and development (Northouse, 2004).

To summarize some of the limitations of traits theory according to previous studies (Welch, 2008):

1. It is impossible to possess all of the successful traits.
2. There are good leaders who don't have the major traits but are considered as successful leaders.
3. Some studies show that the traits are so ill-defined and useless in practice.
4. The traits theories ignore the influence of the personality and needs of subordinates.
5. This theory ignores situational variables as tasks and environment.

2.2.1.2 Situational leadership theory

Situational leadership theory acknowledges the readiness of team members and leader's behaviors. It addresses the effectiveness of leadership involvement in individuals' commitment and their readiness to adapt to their leadership styles to fit situational demands. Leaders support and direct their team towards the wanted results. The readiness of team members are defined by competence, commitment, and attitude. Supporting, which is relationship oriented, consists of three concepts: listening to team members, praising and positively reinforcing team members' performance and facilitating the effective performance of the team. The directive function of the leader can be defined as: structuring, controlling and supervising the team members' work and tasks. Structuring is concerned with scheduling and budgeting. Directing requires only one way communication from the leader, while supporting requires two way communications. The higher the level of readiness of

the team the more participative and supportive the leader's role needs to be. The lower the level of readiness the higher the directing function is required of the leader. (Manchester Business Students' notes)

2.2.1.3 Behavioral theories

Behavioral theories are concerned with leaders' actions and how they behave and react in situations. They are two important considerations: tasks and relationships. (Torregiante, 2005)

2.2.1.4 The contingency model

The contingency theory is can be connected to four situational factors. Three of those factors are considered characteristics that deal with the leader's personality, team members' characteristics, and of the team itself. The other factor is connected to the structure of team, its hierarchal levels and organization. (Torregiante, 2005)

Ayma et al (1995) propose that the effectiveness of leaders involve three factors :

1. Leaders' attributions, which can involve task or relationship motivational orientations.
2. Leaders' situational control.
3. The outcome variables of leadership effectiveness.

2.2.1.5 Attribution theories

Attribution theories address the cause and outcome of behaviors. Leaders assess team members and make judgments based on how they relate to team member's behavior. By attributing whether the cause of the team's behavior is internal or external from an outside stimulus. In this case, leaders considered effective from the way they attribute to behaviors, their ability to judge and analyses different actions and make appropriate and right decisions. (Torregiante, 2005)

2.2.1.6 Path-Goal theory

In the Path-Goal theory there is an interaction between leaders and followers. This theory suggests that leaders are responsible for helping and directing the followers towards reaching their goals. Leaders assist team members by planning and clarifying the outline towards specific goals, to achieve success and personal satisfaction (House, 1996). The path-Goal theory rely on motivational research, especially expectancy theory; Vroom, 1964 (Torregiante, 2005). It suggests that leaders can improve and maintain their leadership style in a way that meets their follower's motivational needs (House, 1996). In other words; leaders should be able to decide the type of leadership behavior that will motivate employees and direct them to reach the desired goals (Northouse, 2004).

2.2.1.7 Leader-Member Exchange (LMX) theory

This theory is concerned with developing different relationships between leaders and each subordinate depending on individuals' needs (Schriesheim et al , 1999). This theory focuses more on the interaction between leaders and followers as individuals. However, according to Graen and Uhl-Bien (1995), it suffers from inadequate understanding of how they exchange work and how they measure their work effectively.

All of the above approaches and theories have their limitations. They can be affected by many factors such as situational factors, cultural factors and project size. Both situational and contingency theories have become important and popular within organizations. They gave interesting explanations for the reasons why people may be significant leaders in some situations and not very significant in others. The contingency theory has been used and has a history of successful application (Strube and Garcia, 1981). Also, the situational theory is preferred by organizations and leaders for its insightful and prescriptive approach which is easily taught in classroom settings (Graeff 1997). Both theories, however, have the disadvantage of containing some elements which are not easily defined (e.g., 'leader-member relations' in Fiedler's [1964] contingency theory, and 'follower needs' in SLT; Northouse, 2004). (Welch, 2008)

2.2.1.8 Charismatic theory and transformational leadership

This theory is based on the attribution theory. In this theory leaders try to support a common vision, motivate and inspire team members to control their behaviors in order to find and discover opportunities (Shamir, House, and Arthur, 1993). Leaders often encourage three types of behavior (Welch, 2008):

1. Team acknowledgment for change.
2. Achieving constant commitment for new project objectives.
3. Flexibility in dealing with change by replacing using new systems instead of old ones, depending on project demands and development.

Charismatic leadership theory shows that leaders who have certain qualities (that are known by team members) try to implement their specific behaviors and their “charismatic impact” to inspire others and bring the best of them. (Conger and Kanungo, 1998)

Leaders in general command, take control, inspire, believe in own vision, listen to the team, help people identify their strengths and weaknesses, delegate, promote harmony, solve conflicts and problems, urge the team to achieve goals...etc.

Transformational leaders however are more focused on the team members and developing them to direct their talents and efforts into the tasks. Transformational leadership is based on influential motivation, intellectual stimulation and individualized consideration. Influential motivation comes from setting a

challenging goal. This includes behaviors such as encouraging pride in others for having such leader, urging the team to be loyal for the group and go beyond one's self, providing trust that conflicts and obstacles will be overcome. That will help in gaining confidence in reaching the expected goal by being optimistic about the future. The intellectual stimulation includes rationality, intelligence and effective problem solving. The intellectual stimulation includes different behaviors that suggest different ways in solving problems and doing tasks, encourage creativity and rethinking of ideas that haven't been discussed in the past. Finally, the individualized consideration is concerned with treating the team members as individuals, it's more related to spending time with the group members coaching them, helping them develop their strengths and overcome their weaknesses, and listening to their concerns and worries. (Dionne, Yammarino, Atwater, and Spangler, 2004)

Also, according to (http://www.12manage.com/description_transformational_leadership.html), transformational leaders innovate, develop, focus on people, inspire, create trust, ask what and why, have a long term view and eye for the horizon. In other words, according to J. Rodney Turner (2003), transformational leaders develop a vision; engender pride, respect and trust. They motivate by creating high expectations, modeling appropriate behaviors, and using symbols to focus efforts. They consider individuals by giving personal attention to followers, giving them respect and responsibility. Transformational leaders stimulate their followers intellectually by continually challenging followers with new ideas and

approaches. In general, transformational leadership can be related to developing team communication and conflict management skills, and enhancing team work.

Transformational leadership includes many of the ideas of charismatic leadership (Bass, 1985). It has been expanded in other ways so that leaders will have the ability to influence individuals to achieve more than what is expected from them “to reach their fullest potential”. These theories became very important for organizations, as they emphasize on followers’ needs, values and morals. Leaders interact with those needs in order to affect change and inspire team members (Burns, 1978).

According to the charismatic and transformational leadership theories, team members become motivated to do their best and achieve more than what is expected of them (Torregiante, 2005). As a reason of the trust and admiration from their leaders they suppress the same feeling as well and rise above their own self-interest (Yukl, 1999).

Many researchers have criticized both transformational and charismatic leadership theories for being not very clear in concept, and not easily clarified or taught (Bryman, 1992).

Charismatic and transformational leadership theories suffer from some major issues that bound its total functions. Some disagreements are:

1. Charisma can be granted by the followers (Willner, 1984).

2. Or, charisma can be determined not only by employees but also by the characteristics of the leader and the situation (Conger and Kanungo, 1998).
3. Or, charisma can be seen as the influence that leaders have over their followers (Shamir, House and Arthur, 1993).
4. Different ways in which charisma has been measured, including “content analysis of historical accounts and biographies, laboratory experiments, case study analyses, and survey studies” (Yukl, 1999).
5. Leaders’ behaviors vary depending on their ability to communicate their visions to meet up with members’ needs and development of collective group identity (Conger and Kanungo, 1998 and others).
6. Charisma is viewed by some researchers as an important factor of transformational leadership, while others find it unnecessary. Some studies show that people tend to associate charisma with their transformational leaders (Yukl, 1999).
7. Other researchers stated that it is more useful to separate transformational leadership and its factors such as charisma and intellectual stimulation, to be able to observe more leadership styles in different organizations and cultures (Bass, 1988 and others).

2.2.2 Effects of leadership (transformational leadership)

on performance, thus conflict and turnover:

Transformational or charismatic behaviors are believed to have impacts on leaders' behaviours on employees' outcomes, because according to (Yukl, 1989b), subordinates have faith and respect for their leader and become inspired to achieve good results. Most of the previous approaches of leadership are different in some behaviours or so, but they are connected with transformational leadership in having a common understanding that leaders should be able to transform or renovate employees' values, and attitudes positively. As a result followers can perform the best, and go beyond their job description. (Podsakoff, MacKenzie, Moorman, and Fetter 1990)

Yukl (1989b) addresses the key reasons why individuals are motivated by their leaders to perform more than expected from them. Such reasons according to him are, trust and respect. Bennis and Nanus (1985) also suggest that leaders have to be able to earn the trust of their employees in order to be effective. The characteristics of leaders that are most appreciated by the employees are honesty, integrity, and truthfulness (Kouzes and Posner, 1987). Therefore, it became very clear that trust is an important factor in the transformational leadership approach.

Another impact of transformational leaders' actions towards followers performance is employees' satisfaction. Leaders' behaviors can play an important role in enhancing follower's work attitudes and satisfaction (Organ, 1988). Leaders'

behaviors influence individuals' behaviors in organizations. This can directly affect the loyalty of individuals towards their organizations, and indirectly by enhancing their trust in their leaders and satisfaction.

2.3 ORGANIZATIONAL CONFLICT

Conflict is expected and can be useful as a positive drive towards organizational success. Conflict can consider positive when organizations benefit from its outcome. People tend to be motivated towards eliminating negative conflicts and compete with their subordinates towards achieving organizational goals. (Dorgan,1991)

According to Dorgan, the main reason of conflict is differences among subordinates with different points of view. Conflict considered to be positive when it leads to problem solving and achieving objectives. It can be positive when it helps solve problems and meets goals; or negative when no positive change occurs. Some of the causes to conflict can be due to inadequate organizational structure, improper managerial style, poor group climate, lack of clear policies, and insufficient development and training.

Another definition of conflict is contradictions and disagreements in two or more values, opinions, and perspectives (McNamara, 1997). According to him, conflict happen within people when they don't live according to their standards, or when their values and perspectives are contradicted; or when they experience anxiety and fear of the unknown. Conflict is inevitable and

can have significant results on organizations and individuals. For example, according to him, team members face different perspectives, values and opinions when they work together due to their different backgrounds and objectives, which can consider a good drive for developments.

Conflict is often good and needed to help raise and deal with problems. It can motivate people to participate in the addressed issues, and help them to interact positively and recognize their differences. Conflict helps people to be realistic and benefit from their discomfort, problems and issues. It can be a problem when it is managed poorly-. Conflict can be negative when it lowers the productivity of the organization, lowers the morals of people, when it causes more continued conflicts. (McNamara, 1997-2008)

Another similar research was done by Robert Bacal, (1996-2008). Conflict should be considered as a positive force aiming to solve problems and improve organizations. It is difficult to manage conflict without the need of all parties involved to acknowledge the nature of conflict they deal with. Organizations shouldn't avoid conflict, they should direct and handle conflict in a positive progressive way. Conflict shouldn't be contained, it should be dealt with to prevent the occurrence of any undesired results.

2.3.1 Sources of Organizational Conflict

Results of a survey carried out by Brazilian marketing executives Ikeda, Oliveira, and Campomar (2005) show that conflicts are highly experienced in the marketing area and in similar fields. The main sources of conflict according to that survey are: communication difficulties, different expectations, poor or problems with organizational structure, lack of energy, goal disagreements, cultural differences, salary comparison, organizational policies, power and status, lack of work commitment, lack of cooperation, and different experiences.

According to Daft (1992), and Terry (1996), there are many sources of conflict in organizations; such as:

1. Personality differences. This happens when people don't get along with each other or when their views are different. This may increase tension due to differences and clashes in personality, attitudes, values and beliefs.
2. Limited Resources. This may include money, people, supplies, or even information. Units in organizations usually in competition for resources, which may increase the level of conflict.
3. Vague job boundaries and task responsibilities. This results in disagreements on responsibilities between group members.
4. One of the ways of increasing one's power and status in an organization is through creating conflict, in why that doubting someone's performance or work can be a method to gain power and status.

5. Goal differences maybe a source of conflict because it happens when people pursue different goals.
6. Lack of communication occurs when communication is misinterpreted due to differences in languages, accents, writing styles, and nonverbal communication styles. Furthermore, cross-cultural and cross-gender differences of organizations' members can act as communicational barriers. It can influence the way people express themselves and possible ways of interpreting information. Misunderstood behavior may exist and causes long term conflict.

2.3.2 Types of Organizational Conflict

There are different types of conflict depending on the situation in which conflict occurs. Two types will be discussed below:

2.3.2.1 Intra-Individual conflict

Individual conflict exists when employees experience frustration of being unable to attain their objectives or when their personal goals are difficult to achieved. Conflict happens when employees being or feeling estranged and separated by organizational conditions, and even powerless in some circumstances. Usually individuals experience different roles both at work and home. Role conflict happens when an expected behavior in one work role affects another work role. An example is, when the first line supervision is expected by the management to be a part of the manager team, while the subordinates feel that the supervisor should represent them

to the management. Another example is when an employee is confused by the demands of the management and the way the group work. Furthermore, role conflict happens in the occurrence of contradiction between demands of the roles or jobs and individuals values and beliefs. (McKenna, 2006).

2.3.2.2 Intra-group conflict

Intra-group conflict usually happens between group members when they perceive different desires and wishes between them. Many researches on conflict suggest that it may have negative effects on work groups or organizational functioning. Recently, however, studies began to find some positive roles of conflict towards group functioning. There are two types of conflict, task-related and relationship conflict. The task-related conflict can happen when group members disagree about task-related issues, such as, major decisions and procedures, goals, nature and importance of tasks. Relationship conflict, however, can happen when group members have differences in personality leading to animosity, tension, and annoyance. (Chuang, Church, and Zikic, 2004)

Both types of conflict affect the functions of groups and their work outcomes. According to Chuang, Church and Zikic task-related conflict can have positive effects of group functioning, by encouraging its members to challenge issues and problems to enhance their outcomes and goals. On the contrary, they suggest that

relationship conflict can have negative effects on the functions of groups. Their reasons were:

1. Relationship conflict can limit the flow of information, because group members might focus on each other instead of task-related issues. (Evan, 1965)
2. Conflict between group members may increase the level of stress, anxiety and can play a negative role on their functioning. (Staw et al, 1981)
3. It can result a hostile environment and negative relations between individuals. (Janssen et al, 1999)

Relationship conflict has a negative impact on the quality of group decision, and on the members' commitment to the decision and their acceptance of the decision. (Amason, 1996)

In order to come up with some solutions for organizational conflicts, there are many factors to be considered. The factors that should be considered are they types of organizations, personalities of employees and organizational culture.

As a result, it is recommended that organizations provide activities and relations between groups to help facing conflicts. It is possible to make conflict a positive drive if organizations analyze the situations of conflict. Such process needs to involve awareness of the employees' profile and their relationship between

departments and different hierarchal levels, as well as being aware of the rules. (Ikeda, Oliveira, and Campomar, 2005)

2.3.3 Conflict Management

According to (Bnet.com),

“Business Definition for: Conflict Management the identification and control of conflict within an organization. There are three main philosophies of conflict management: all conflict is bad and potentially destructive; conflict is inevitable and managers should attempt to harness it positively; conflict is essential to the survival of an organization and should be encouraged.”

The results of conflict are based on how team members manage, control, and resolve problems. Handling conflict can be achieved in many ways. Folett, 1926, has pointed out three main methods that managers can rely on to deal with conflict in organizations. The three methods are domination, compromise, and collaboration (Daves and Holland, 1989). Other researchers such as Blake and Mouton added two more ways to deal with conflict, which are avoiding and smoothing. Managing conflict is an important component of leadership. Blake and mouton has identified five conflict styles and classified them into two-dimensional conflict levels; “concern for self” and “concern for others” (Rahim, 1983).

Leadership is important in resolving conflict matters in different organization. Not only that, but also there is a sensitivity and significance of the style and the technique of leadership while managing the conflict (Kormanski, 1982). According

to Burns, (1978), the relationship between leadership and conflict resolution is interrelated and cannot be viewed separately. Still, the leadership role on a given organization can influence the conflict nature positively or negatively according to Fasnacht (1990).

But, how would a leader learn to resolve conflict? Leadership qualities cannot be always inherited as much as it can be learnt. Hendel, Fish, and Galon, (2005) emphasize that conflict management skills should be taught from an early stage in education. But, knowing about conflict resolution is not enough; they require also to be trained on how to solve it. Moreover, Richmond, Wagner, and McCroskey, (1983) states that conflict management training should be a base for most of the individuals in the decision making levels of organizations. Likewise, Hugenberg and Moyer (1996) agrees that leaders and group members should be able themselves, based on the information they have, to resolve conflict by using different negotiation and mediation techniques. This way will help them to be prepared to facilitate the outcome of group conflict effectively to enhance the satisfaction of groups, and build up positive interpersonal relationships.

Based on the above, not only knowledge and training is needed to support leadership role in conflict management, but also creativity and innovation. Because unresolved conflict can lead to major concerns in the organization according to Rashid (2002). For example, one study examined the head nurses' style in resolving daily conflict in general hospitals; it conveyed information about the measurement of the ability to be

creative while solving the conflict as one of the factors that identify the appropriate conflict resolution mode for nurses in leading positions. (Hendel, Fish, and Galon, 2005)

Moreover, the same study emphasized the effectiveness of leadership style while top leaders (head nurses) resolved a conflict. Flexibility is one of the main valued styles for leaders, especially while they face conflict issues. According to the above study, half of the nurses in the study used the transformational flexible style which was found one of the best ways to address conflict issues. They found themselves compromising and looking for flexibility when dealing with problems, and in return there were positive outcomes.

According to Richmond, Wagner, and McCroskey (1983), another factor should be considered while discussing and evaluating leaders conflict management, which is the perceptions of others. It is important to view not just the style of the leaders, but also the way they communicate with their subordinates. The perception of leaders style's from the subordinates' point view is very significant in resolving and managing conflict in organization.

Richmond, Wagner, and McCroskey (1983) view a research that was conducted to study the impact and the outcome of the perception of leadership style in different variable, one of them was managing conflict. The research result from the conflict management variable was the following “considerable shared variance (over 20

percent) was also observed on the dominance dimension of conflict management style.” This finding indicates that there is an inconsistency in the perception of how leaders manage conflict with their subordinates. This finding emphasizes the importance of positive communication skills that leaders should have while solving conflict.

2.4 TURNOVER

Elangovan (2001) suggests that Employees, according to Bem’s (1972) self-perception theory, might have attitudes towards their jobs and might take job-related decisions based on their knowledge of their intentions to quit. In this case, employees who become aware of their intention to quit might affect their job satisfaction or commitment, and reducing them. Additionally, employees might give themselves reasons as to justify their intentions to quit by presenting more negative aspect of either the job or the organization. Elangovan’s research suggests that employee’s satisfaction and commitment are positively connected to his/her intentions to quit.

Researchers have stated that satisfaction, commitment, and intentions to quit are important signs of turnover. Firth, Mellor, Moore and Loquet (2004) suggest that the variables that are frequently found to relate to *turnover* are job stress, factors that can cause job dissatisfaction, stress, and lack of organizational commitment. However, they suggest that these variables can be controlled by managers to help solving the issue of intentions to quit and possible turnover. These variables are job

stressors for example, work overload and job uncertainty. They are considered to lead to thoughts of intentions to quit, and they can be solved significantly by the top management. To be of more influence, supervisor support is important to minimize the result of stressors on the psychological states of employees to show employees that their demands and expectations are considered. For example, supervisors can monitor the workloads and coordinate the relationships between coworkers to increase job satisfaction and commitment to the organization.

Intention to quit is considered to be the most important sign of turnover decisions. However, according to Elangovan, intentions might impact the method individuals identify their work and the organization. According to Bem's (1972) self-perception theory, employees might react towards their work based on their knowledge of their intention to quit. As a result, this might lead to low satisfaction and/or commitment. In addition to that, employees tend to find more negative aspects of their job in order to rationalize their intentions to quit. Therefore, a relation can be found between job attitudes and turnover. (Williams and Hazer, 1986 and Bedeian and Armenakis, 1981).

Many researchers tried to find reasons for what determines employees' intention to quit (e.g. Bluedorn, 1982; Kalliath and Beck, 2001, and Saks, 1996). They have studied the actual signs of intentions to quit, which are:

1. Experiencing job-related pressure.
2. Lack of organizational commitment.
3. Lack of job satisfaction.

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CHAPTER THREE
RESEARCH METHDOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter will attempt to focus on six leadership behaviors that may impact organizational conflict and turnover. The behaviors that the study will focus on are: group goals, individualized support, appropriate role model, intellectual stimulation, high performance expectations and articulating a vision. Furthermore, this chapter will attempt to study three factors of intra-individual conflicts in organizations (work family conflict, goal conflict, and frustration). This chapter will also include the variable measures and the hypotheses of the study.

The understanding of leadership and the involved behaviors is still unclear, although extended research was conducted on this topic. Podsakoff, MacKenzie, Moorman, and Fetter (1990), suggest that transformational leadership is multidimensional in nature. This research will focus on six behaviors related to transformational leaders:

A) Group Goals:

The behavior involving the leader to persuade employees to work in groups, encourages them to collaborate as team members, inspires team attitude, and urges the individuals to work together for shared objectives.

B) Individualized Support:

The leader is considerate, treats employees with care, respects their feelings, and shows thoughtfulness and support towards the personal needs of individuals.

C) Appropriate Role Model:

The leader represent an idol that followers look at and a good model whose values and beliefs can be adopted.

D) Intellectual Stimulation:

The leader has ideas that stimulate individuals to think of their own ideas, provide them with new perspective looking at things, and encourages them to solve old problems by looking at them in new ways.

E) High Performance Expectations:

This behavior encourages and pushes individuals to achieve their best, and shows them that leaders expect the best out of them.

F) Articulating a Vision:

The leader is always searching for new opportunities/chances for the organization, by providing clear goals of the future. The leader has the ability to get individuals committed and motivated to his/her values and

dreams, and gives them clear understanding of future plans. The leader has the ability to articulate a clear, attainable, and understandable vision of the organization.

Most researchers agree that conflict could be a positive factor in organizations and that it doesn't necessarily lead to intentions of quitting. According to Mckenna (2006, p, 439), “-Conflict has been interpreted differently at different times- i.e., the unitary, pluralist, and interactionist perspectives. The type of conflict supported by current thinking—the interactionist perspective—is described as functional or constructive conflict, and is said to facilitate the attainment of the group's goals and to improve performance.”

The unitary perspective is defining conflict as harmful and should be avoided; the pluralist perspective suggests that conflict is a natural phenomena and that it should be resolved by management. The interactionist perspective, however, encourages the adoption of a minimum level of conflict to improve group performance and increase innovation. (Mackenna, 2006).

This study will focus on conflict on the interactionist perspective. It will focus on only one level of organizational conflicts, i.e., intra-individual conflict. The three factors that are considered in this study are: work family conflict, goal conflict, and frustration.

A) Work Family Conflict:

It is defined as “[a] form of interrole conflict in which the role pressures from work and family domains are mutually incompatible in some respect” (Greenhaus and Beutell 1985, p. 76). For example, various studies show there is high level of dissatisfaction between working women because of the impact of their job responsibilities over their personal lives. (Piiro 1991)

Work family conflict is a complex area. It occurs when expectations and requirements from work and family mismatch (Netemeyer et al., 1996). In this situation of conflict, work contradicts or interferes with family requirements. Individuals usually make decisions and choices to accommodate their job objectives and family needs (Gould and Penley, 1984). The degree of work family conflict is determined by the time and effort individuals spend in order to attain their career requirements, as well as the time spent, the effort and attention towards their personal and family roles. Work family conflict is also determined by individual and organizational characteristics.

B) Goal Conflict:

Organizational goals indicate the ideas and commitments of the individuals and management of organizations (Schein, 1985) and, to some extent, the people who make up the structure of the organization (Schneider,1975). Schneider (1987), suggested that individuals are attracted to organizations that have organizational goals similar to their personal goals. The level that members of

organizations agree on the priorities of organizational objectives can have major effects on their attitudes. “To measure organizational member agreement on organizational goals is to measure a type of person-organization fit.” (Zander, 1968) pointed out that organizational goals can be held by the individual (i.e., the individual’s goal for the organization). “If people make the place then it is the people’s goals for the organization that we should assess. When disagreement among those people occurs, it may affect satisfaction, organizational commitment, and finally, attrition” (Schneider, 1987).

C) Frustration:

The responsibility of employees within organizational cultures has become an important subject to explore. Researchers suggest that the lack of ‘fit’ between employees and organizations are linked with a number of negative results in employees, such as, job dissatisfaction, low job performance, and increased turnover.(Hatton, Rivers, Mason, Emerson, Kiernan, Reeves, and Alborz 1999)

Spector (1978) argued that the personal needs of employees are discouraged by job environment and inappropriate financial return. According to him there are seven sources of frustration for the industrial worker, for example: work pressures, lack of opportunities to be promoted, role uncertainties, structural change, physical isolation from the community, and job security. He defined frustration as the interference with achieving a goal or an activity and the interference with maintaining goals. Frustration can

involve any goal or desired object that is stopped, or any desired goal that is difficult to maintain due to interference. Interfering with goal maintenance and achievement can take place through blocking responses to achieving goals or being unable to achieve such responses.

In addition, he pointed out that there are reactions to frustration that can very likely happen by individuals resulting possible effects on organizations. The reactions of frustrations include emotional reaction of anger as well as its possible behavioral responses of attempting other reactions such as aggression, and withdrawal. It may interfere or block the task performance that can directly harm the organization.

3.2 Variables' Measures

This study efforts were started by conducting a survey for government employees to discover their own point of view of the impact of leadership on organizational conflict and turnover in the UAE. A response form was prepared in both English and Arabic. The Likert 5-point scale was used as the major format for the study questionnaire. Organizational intra-individual conflict was measured using a scale of 61 questions. The first section consists of 8 items that were used to measure some general information. The second section consists of 22 items that were used to measure the impact of leadership behaviors on individuals. It consists of group goals, individualized support, appropriate role model, intellectual stimulation, high

performance expectations, and articulating a vision. The third sections consists of 11 items used to measure work family conflict, 7 items were used to measure goal conflict, another 7 items were used to measure frustration, and the last section consists of 6 items used to measure turnover. These scales were developed by Suliman and Iles, –and Suliman, and Al-Junaibi (2008). Also by Podsakoff, MacKenzie, Moorman, and Fetter (1990).

3.3 Study sample

The survey was carried out from June to November 2009, and was distributed over 7 government entities in the United Arab Emirates. The number of distributed forms of this questionnaire was decided to be random. The following study sample consisted of 700 employees, who were selected randomly from the three managerial levels (Top, middle, and lower management). Some of the participating employees did not provide their response. Their reasons for not responding to the study were having no time and the study being long. Therefore, the data collected and analyzed was the outcome of 300 questionnaire forms. The response rate was found to be 43%. A sample of the response form is attached in Appendix(1).

3.4 Hypotheses

The survey was conducted to study the effects of leaders in the UAE governmental organizations on organizational conflict and turnover. A wide range of criteria should be taken in consideration. The criteria includes group goals, individualized support, appropriate role model, intellectual stimulation, high performance

expectations, and articulating a vision. To formulate the relationships between different factors of leadership and organizational conflict and turnover, different analyses had been used such as reliability test, regression analyses and correlation test. In addition, the relation between organizational conflict factors (work family conflict, goal conflict, frustration) and turnover had been examined.

As a first step of this research methodology, five different hypotheses had been suggested as the following:

HO1: Leadership in UAE organizations will not significantly predict organizational conflict.

HO2: Leadership in UAE organizations will not significantly influence turnover.

HO3: Work-family conflict in UAE will not significantly be related to turnover.

HO4: Goal conflict in UAE will not significantly predict turnover.

HO5: There is no relationship of statistical evidence between Frustration and turnover.

CHAPTER 4
RESULTS AND DISCUSSIONS

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

From the collected response forms, the data were gathered and used to build up a basic database for the above mentioned hypotheses. SPSS program (Statistical Package for the Social Sciences) was used to measure the frequencies of the general information, the reliability test, the regression test, as well as the correlation test. At the end of this chapter, a summary of the results will be discussed.

4.2 Sample Description

Table 1 shows the distribution of the study sample according to gender, marital status, educational level, age, number of years in current organization, number of years in current position, job level, and nationality. From table (1), 59.3% of the employee were females and more than half of the employees were married. Furthermore, 30% were educated up to high school level, 23% held college degree, 19% held graduate degree, 18% held high diploma, and 6% held masters and above. The majority of employees who responded to the questionnaire (55% were between 25-35 years old. 22% of the respondents were less than 25, 17% of them were between 36 and 46 years old, 4% were around 47-57 years old, and only 2% were 58 or above. The frequencies show that 44% of the respondents were with their

organization for 2 to 7 years, 25% were there for one year or less, while 16% were there for 8 to 13 years, 10% were there for 14-19 years, and only 4% were in there organization for 20 years or above. At the same time, the study shows that the percentage of employees who stayed at the same position for one year or less were 28%, 49.7% for 2-7 years, 12.7% for 8-13 years, 6.3% were at the same position for 14-19 years, and only 3% stayed at the same position more than 20 years. According to the employees' job status, 12% of the employees were first management level, 56% were middle level, and 32% were lower level. Finally, the distribution shows that 77% of the respondents were UAE-nationals, and 23% were non-UAE nationals.

Table 1: Description of the study sample

	Gender	Marital	Education	Age	No. years in Org.	No. years. in the position.	Job-Status	Nationality
Male	122							
Female	178							
Married		167						
Non-married		133						
Less than high school			10					
High school			91					
College Degree			69					
Graduate Degree			57					
High Diploma			54					
Masters or Above			19					
one year or less					76			
2-7 years					133			
8-13 years					49			
14-19 years					30			
20 years or above					12			
Less than 25				66				
25-35 years old				165				
36-46 years old				51				
47-57 years old				12				
58 or above				6				
one year or less						85		
2-7 years						149		

8-13 years						38		
14-19 years						19		
20 years or above						9		
First level							37	
Middle level							168	
Upper level							95	
UAE Nationals								230
Non-UAE Nationals								70
Total	300	300	300	300	300	300	300	300

4.3 Reliability Test

Table (2) shows the test that measures the reliability of the study. The Cronbach's alpha for the global leadership -was found to be 0.936. It was 0.925 for group goal, 0.88 for individualized support, 0.89 for appropriate role model, 0.88 for intellectual stimulation, 0.868 for high performance expectations, and 0.929 for articulating a vision. Also, the alpha value for the organizational conflict factors was 0.73 for work family conflict, 0.71 for group conflict, and 0.757 for frustration. For turnover, the alpha value found to be 0.92. Since all reliability values over 0.70 are generally considered to be acceptable, the reliability of measures used in this study are satisfactory.

Table 2: Results of Reliability Test

No.	Variable	Cronbach's Alpha Value
1	Global Leadership	.936
	Group Goal	.925
	Individualized Support	.880
	Appropriate Role Model	.892
	Intellectual Stimulation	.882
	High Performance Expectation	.868
	Articulating a Vision	.929
2	Work Family Conflict	.730
	Goal Conflict	.710
	Frustration	.757
3	Turnover	.921

4.4 Regression Tests

The regression tests are used in order to examine the relationship between leadership, organizational conflict, and turnover. Table (3) shows the relationship between leadership factors and turnover.

Tables 3: Results of Regression Test (Leadership factors and Turnover).

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.340 ^a	.115	.097	4.26467
a. Predictors: (Constant), Articulating a vision, Individualized_SupportB, Group_Goals, Intellectual_Stimulation, Appropriate_Role_Model, High_Performance_Expectations				

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	689.849	6	114.975	6.322	.000 ^a
	Residual	5292.527	291	18.187		
	Total	5982.376	297			
a. Predictors: (Constant), Articulating a vision, Individualized Support B, Group Goals, Intellectual Stimulation, Appropriate Role Model, High Performance Expectations						
b. Dependent Variable: Turn Over B						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.425	1.754		9.366	.000
	Group Goals	-.220-	.105	-.182-	-2.082-	.038
	Individualized Support B	.133	.121	.070	1.096	.274
	Appropriate Role Model	-.217-	.145	-.139-	-1.496-	.136
	Intellectual Stimulation	.191	.150	.122	1.274	.204
	High Performance Expectations	-.172-	.174	-.100-	-.987-	.324
	Articulating a vision	-.014-	.104	-.016-	-.139-	.890
a. Dependent Variable: TurnOverB						

The regression test is used to identify the effects of the different factors on the dependent variable. Table 3 shows the results of the regression test. The predictors are Articulating a vision, Individualized Support B, Group Goals, Intellectual Stimulation, Appropriate Role Model, High Performance Expectations, which are leadership factors, the dependent variable is turnover. The summary of the predictors shows that the R square value is 0.1, which means that the predictors explain 1% of change in the turnover. In other words, 10% of the reason of why people leave organizations could be attributed to leadership factors. Looking at the beta value we can see all the values are almost similar and relatively insignificant. The most important value is 0.12 for intellectual stimulation, then for individualized support (0.1). This means that intellectual stimulation can affect turnover, followed by individualized support. In this table, it becomes clear that leadership factors can affect turnover in a positive way. Good leadership can minimize individuals' feelings of turnover.

Table 4: Results of Regression Test (Organizational conflict factors and turnover)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.418 ^a	.175	.166	4.05484	
a. Predictors: (Constant), frustration B, G Conflict 2, wfconfict 2					

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	994.150	3	331.383	20.155	.000 ^a
	Residual	4702.336	286	16.442		
	Total	5696.486	289			
a. Predictors: (Constant), frustration B, GConflict2, wfconfict_2						
b. Dependent Variable: Turn Over B						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.007	1.311		2.294	.023
	Wfconfict 2	.123	.051	.153	2.432	.016
	GConflict2	-.004-	.068	-.004-	-.058-	.954
	Frustration B	.313	.052	.345	6.010	.000
a. Dependent Variable: TurnOverB						

Table 4 shows the results of the regression test. In this table, the regression test is done to show the effects of organizational conflict factors on turnover. The predictors are work family conflict, goal conflict, and frustration, and the dependent

variable is turnover. The summary of the predictors shows that the R square value is 0.17, which means that the predictors explain 17% of change in the turnover. In other words, 17% of the reason of people leaving organizations could be explained by organizational conflict. Looking at the beta value we can notice that the most important value is 0.35 for frustration, then for work family conflict (0.15), and the less important value is for goal conflict (0.04). The highest value for frustration makes it the strongest reason for turnover in organizations, then work family conflict, and goal conflict can be considered as the less important reason. From a statistical point of view, one can see that organizational conflict can significantly affect the way individuals' feel committed and satisfied and therefore turnover.

Table 5: Results of Regression Test (Global leadership and work family conflict)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.085 ^a	.007	.004	5.48241

a. Predictors: (Constant), Leadership2

ANOVA^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.927	1	64.927	2.160	.143 ^a
	Residual	8866.777	295	30.057		
	Total	8931.704	296			

a. Predictors: (Constant), Leadership2

b. Dependent Variable: wfconfict_2

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.944	1.706		12.275	.000
	Leadership2	.034	.023	.085	1.470	.143

a. Dependent Variable: wfconfict_2

Table 5 shows the results of the regression test when the leadership is independent and work family conflict is dependent variables. This table shows the relationship between global leadership factors and work family conflict. The summary of the independent variable shows that the R square value is 0.01 which is insignificant. Therefore, leadership has no significant effect over work family conflict.

Table 6: Results of regression test (Global leadership factors and goal conflict)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.086 ^a	.007	.004	4.12674
a. Predictors: (Constant), Leadership2				

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.392	1	37.392	2.196	.139 ^a
	Residual	5006.820	294	17.030		
	Total	5044.213	295			
a. Predictors: (Constant), Leadership2						
b. Dependent Variable: GConflict2						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.306	1.282		13.501	.000
	Leadership2	.025	.017	.086	1.482	.139
a. Dependent Variable: GConflict2						

Table 6 shows the regression test when leadership is independent variable and goal conflict is dependent. The R square value is 0.007 which shows that leadership has no significant effect over goal conflict.

Table 7: Results of regression test (Global leadership factors and frustration)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.320 ^a	.102	.099	4.64527	
a. Predictors: (Constant), Leadership2					

ANOVA^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	729.465	1	729.465	33.805	.000 ^a
	Residual	6408.836	297	21.579		
	Total	7138.301	298			
a. Predictors: (Constant), Leadership2						
b. Dependent Variable: frustrationB						

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.449	1.442		16.960	.000
	Leadership2	-.113-	.019	-.320-	-5.814-	.000
a. Dependent Variable: frustrationB						

Table 7 shows that frustration has 0.1 R square value, which can be affected by leadership by 1% only. It can be considered significant and can attribute to turnover.

4.5 Correlation Test

Table 8: Results of Correlation Test.

		Leadership2	Organizational_Conflict2	wfconflict_2	GConflict2	frustrationB	TurnOverB
Leadership2	Pearson Correlation	1	-.053-	.085	.086	-.320- **	-.289- **
	Sig. (2-tailed)		.364	.143	.139	.000	.000
	N	300	292	297	296	299	298
Organizational_Conflict2	Pearson Correlation	-.053-	1	.819**	.752**	.708**	.368**
	Sig. (2-tailed)	.364		.000	.000	.000	.000
	N	292	292	292	292	292	290
wfconflict_2	Pearson Correlation	.085	.819**	1	.496**	.311**	.254**
	Sig. (2-tailed)	.143	.000		.000	.000	.000
	N	297	292	297	293	296	295
GConflict2	Pearson Correlation	.086	.752**	.496**	1	.313**	.167**
	Sig. (2-tailed)	.139	.000	.000		.000	.004
	N	296	292	293	296	295	294
FrustrationB	Pearson Correlation	-.320- **	.708**	.311**	.313**	1	.404**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	299	292	296	295	299	297

TurnOverB	Pearson Correlation	-.289 ^{**}	.368 ^{**}	.254 ^{**}	.167 ^{**}	.404 ^{**}	1
	Sig. (2-tailed)	.000	.000	.000	.004	.000	
	N	298	290	295	294	297	298

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

Table 7 presents the correlation tests. The correlation between leadership and organizational conflict is -.053-. . The negative sign means that the higher level of leadership the lower the level of conflict in organizations, which makes this relation ~~is~~ highly significant and the first hypothesis is rejected. The correlation between leadership and turnover is highly significant at -.289-^{**} . The negative sign means that the higher level of leadership the lower turnover can be. The result of this test means that the second hypothesis is rejected, because leadership can affect turnover considerably. The correlation between work family conflict and turnover is 0. 25^{**} which is highly significant at the .001 level or less. This means that work family conflict plays a significant role in explaining turnover in organizations. Thus, it can be concluded that the third hypothesis is rejected. This means that when employees feel a conflict between their family and their job. They are likely depressed and develop a need to leave their organization. The correlation between goal conflict and turnover is also highly significant at 0.17^{**} , which means that goal conflict also plays a significant role in explaining turnover. Therefore, the fourth hypothesis is

rejected as well. Likewise, the correlation between frustration and turnover is highly significant at 0.4^{**}, which means that the fifth hypothesis can be rejected.

After reviewing the methods and results of regression and correlation tests, a conclusion can be made that the factors affect each other to a certain level. For example, leaders with good behaviors and styles can minimize individuals' dissatisfaction and increase their job commitment. However, organizational conflict (intra-individual conflict to be specific) can increase the turnover intentions in organizations between individuals.

A study made by Podsakoff, MacKenzie, Moorman, and Fetter (1990) shows similar results, leaders with the above six leadership behaviors tend to have employees who trust them and put the interest of the group and organization above their own self-interest. The study further concluded that individuals tend to have the same vision as their leaders which can increase their citizenship to the organization, and decrease conflict and turnover intentions.

This study examines work family conflict and concludes that increased work family conflict have a significant effect on turnover. Similar to that, another study has been made on work family conflict proves that extended work involvement can have negative effect on work family conflict. It implies that individuals who are more committed to work, and preoccupy themselves to work in an increased amount of

time and effort will be suffering from work family conflict (Carlson and Perrewé, 1999).

Likewise, another study carried by Suliman, (2002) conducted that frustration and other intra-individual conflict factors could decrease individuals commitment, therefore in this case study they can increase turnover intentions.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATION

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

In summary, leadership and organizational conflict plays an important role in people's organizational commitment. After conducting the questionnaire, it is realized that conflict can be considered as a positive variable, to enhance leadership styles and individuals' satisfaction, thus organizational productivity.

In this paper, a literature review has discussed some different leadership approaches, and the impact of leaders' behaviors on individuals and their job commitment. It has also included basic causes, results, and types of conflicts. The study in this paper aimed at identifying the relationship between certain leadership behaviors on conflict and turnover in organizations. Such behaviors are; group goals, individualized support, appropriate role model, intellectual stimulation, high performance expectations, and articulating a vision. The study has also shed light on the effects of some intra-individual level of organizational conflicts; work-family conflict, goal conflict, and frustration.

Results have emphasized the important role of leaders, and how they foster the productivity and creativity of individuals and organizations. People tend to be more committed when they are satisfied and comfortable in their jobs. People also get motivated when they have leaders who give clear vision of organizations' future, stimulate and expect the best of the followers, and who are more interesting and

form a good example to follow. However, individuals would have turnover intentions if they face conflict in organizations. Such conflict might drive them to frustration, and might lead to intentions to quit if not dealt with.

Such studies are very important to highlight the importance of leadership behaviors and conflicts in organizations in the UAE and the Arab world in general. The ultimate aim is to raise awareness to new leadership styles that eliminate conflict and job dissatisfaction.

It is highly recommended to prepare leaders to face conflict. It is a challenging goal, but it can prevent them from creating conflict as it can be also considered another important goal. Individuals who are in a leading top management positions can sometimes be held responsible for causing conflict among employees in organizations. So, leaders' own behaviors can also influence the nature of the conflict that usually occurs.

From the above, it can be concluded that many factors can influence leaders impact on conflict management in organizations, it can vary from individual's own behavior or personality, to the style of addressing issues, to communication and the perception of others. Most research findings emphasize the importance of constant education and training in this field, and the strong role that leaders play in conflict management.

Conflicts are inevitable, but shouldn't be avoided. To avoid the negatives of conflicts, managers must identify the sources of conflicts and try to minimize them and convert them into positives that could increase the quality of organizational performance.

It is important that managers are aware of ways to manage conflict amongst team members in a positive manner. McKenna (2006) identifies five major styles of conflict management that managers should practice:

- 1- Competition: "...an attempt to overwhelm an opponent by utilizing formal authority, threats, or the use of power."
- 2- Collaboration: All parties come face to face to resolve problems by discussing certain issues, and trying to search for mutual resolutions. Here all parties try to clarify their differences and identify a range of alternatives to solve problems.
- 3- Avoidance: By avoiding the other person in order to prevent disagreements. It comes in two forms, withdrawals and suppression.
- 4- Accommodation: One of the conflict parties put his/her interest below the opponent's interest. This style is considered as a cooperative behavior.
- 5- Compromise: this style is also cooperative where each party gives up something, so there's no winner or loser.

To conclude, it is important to consider conflict as a positive factor. To reduce conflict in organizations it is necessary to be able to transform conflict into a

positive drive, by learning from the negative issues and addressing the real problems that are involved. Good communication between different hierarchal levels is essential to build up trust and commitment towards organizations.

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APPENDICES

APPENDIX ONE

QUESTIONNAIRE

الاستبيان

Dear Sir/ Madam,

This questionnaire gives you the opportunity to express your views on a wide range of issues related to the work conditions. Please note that there is no right or wrong answer.

The questionnaire will be used to collect the primary data needed for a research study. Therefore, we seek your assistance to be as open, fair, honest as possible as you can in your responses.

The researchers assure you that no individuals will be identified from their responses and there are no requests for confidential information included in the questionnaire. The results of the analysis will be strictly used by the researchers for study purposes *only*.

The questionnaire comprises four parts:

1. General information
2. Leadership
3. Organizational conflict
4. Turnover

Thank you

سيدي/سيدتي

إن هذا الاستبيان يعطيك الفرصة لعرض وجهة نظرك لمجموعة من المواضيع تتعلق بأجواء العمل. الرجاء ملاحظة أنه ليس هناك إجابة خاطئة أو صحيحة.

سيتم استخدام هذا الاستبيان لجمع البيانات الأولية لعمل دراسة بحثية. عليه نطلب مساعدتكم في الإجابة على الأسئلة بكل وضوح وحرية وصدق وأمانة قدر المستطاع.

يؤكد لكم الباحثان بأنه لن يتم التعريف أو الإشارة إلى الأفراد من خلال الإجابات المقدمة ولن يكون هناك أية إجابات تستوجب السرية يتضمنها الاستبيان. سيتم استخدام نتائج التحليل من قبل الباحثين لأغراض الدراسة فقط.

يتكون الاستبيان من أربعة أقسام:

1. معلومات عامة
2. القيادة
3. التضارب التنظيمي
4. الانقلاب الوظيفي

مع الشكر

PART ONE: GENERAL INFORMATION Please tick one box for each question:	الجزء الأول : معلومات عامة الرجاء وضع علامة لكل سؤال:	
A. Sex (1) Male () () (2) Female () ()	أ - الجنس: (1) ذكر (2) أنثى	
B. Marital Status: (1) Married () () (2) Unmarried () ()	ب- الحالة الاجتماع (1) متزوج/متزوجة (2) غير متزوج/غير متزوجة	
C. Education: (1) Less than high school () () (2) High school () () (3) College degree () () (4) Graduate degree () () (5) High Diploma () () (6) Masters or above () ()	ج- المرحلة التعليمية: (1) أقل من الشهادة الثانوية (2) الشهادة الثانوية (3) خريج/خريجة كلية (4) متخرج/متخرجة (5) الدبلوم العالي (6) الماجستير أو أعلى	
D. Age: (1) Less than 25 () () (2) 25 - 35 () () (3) 36 - 46 () () (4) 47 - 57 () () (5) 58 or above () ()	د- العمر (1) أقل من 25 عاماً (2) 25 - 35 (3) 36 - 46 (4) 47 - 57 (5) 58 وأكثر	
E. No. of years worked in current organization: (1) One year or less () () (2) 2 - 7 () () (3) 8 - 13 () () (4) 14 - 19 () () (5) 20 years or above () ()	هـ - عدد السنوات التي قضيتها في منطمتك الحالية (1) سنة أو أقل (2) 2 - 7 (3) 8 - 13 (4) 14 - 19 (5) 20 سنة أو أكثر	
F. No. of years worked in the position or job: (1) One year or less () () (2) 2 - 7 () () (3) 8 - 13 () () (4) 14 - 19 () () (5) 20 years or above () ()	و - عدد سنوات الخدمة في نفس الوظيفة أو العمل: (1) سنة أو أقل (2) 2 - 7 (3) 8 - 13 (4) 14 - 19 (5) 20 سنة أو أكثر	

G. Job Status:		ز – المستوى الوظيفي:	
(1) First level	() ()	(1) ادارة عليا.	
(2) Middle level	() ()	(2) ادارة وسطي.	
(3) Lower level	() ()	(3) ادارة دنيا.	
H. Nationality:		ح – الجنسية	
(1) UAE National	() ()	(1) مواطني دولة الإمارات العربية المتحدة	
(2) Non UAE National	() ()	(2) غير مواطني دولة الإمارات العربية المتحدة	

PART TWO: Leadership (Leader) <i>Please tick one box for each item:</i>						الجزء الثاني : القيادة (القائد) الرجاء وضع علامة (√) لكل سؤال :					
SA-Strongly agree; A-Agree; N-Neither agree nor disagree; D-Disagree; SD-Strongly Disagree	SA	A	N	D	SD	لا أوافق بشده	لا أوافق	محايد	أوافق	أوافق بشده	
1. Encourages employees to be “team players”											يشجع الموظفين على العمل الجماعي
2. Fosters collaboration among work groups											يعزز التعاون بين مجموعات العمل
3. Develops a team attitude and spirit among his/her employees											يطور موقف وروح العمل الجماعي بين الموظفين
4. Gets the group to work together for the same goal											يعمل على توجيه الفريق الى العمل الجماعي بنفس الهدف
5. Treats me without considering my personal feelings											يعاملني بدون مراعاة شعوري الشخصي
6. Acts without considering my feelings											يتصرف بدون مراعاة مشاعري
7. Shows respect for my personal feelings											يظهر الاحترام لمشاعري الشخصية

8. Behaves in a manner that is thoughtful of my personal needs											يتصرف بمراعاة لاحتياجاتي الشخصية
9. Leads by “doing” rather than simply by “telling”											قائد بالافعال وليس بالكلام
10. Leads by example											قائد بالقده
11. Provides a good model to follow											يمثل مثال اعلى يقتدى به
12. Has ideas that have forced me to rethink some of my own ideas											يملك افكارا تدفعني للتفكير بافكاري الخاصة
13. Has provided me with new ways of looking at things that used to be a puzzle for me											يمدني بطرق جديدة للنظر في الامور التي تحيرني
14. Has stimulated me to think about old problems in new ways											يحفزني للتفكير بمشاكل قديمة من منظور جديد
15. Insists on only the best performance											يصر على الأداء الأفضل
16. Will not settle for second best											لا يكتفي بثاني أفضل خيار
17. Shows us that he/she expects a lot from us											يبين لنا انه يتوقع الكثير منا

18. Is always seeking new opportunities for the unit/department/organization												دائماً يبحث عن فرص جديده للوحدة- الادارة- المنظمة
19. Paints an interesting picture of the future for our group												يرسم صورة مثيرة لمستقبل المجموعة
20. Is able to get others committed to his/her dream of the future												قادر على ان يجعل الاخرين ملتزمين بحلمه المستقبلي
21. Inspires others with his/her plans for the future												يحمس الآخرين بخططه المستقبلية
22. Has a clear understanding of where we are going												يملك ادراك واضح للهدف

PART THREE: Organizational Conflict <i>Please tick one box for each item:</i>						الجزء الثالث : الرجاء وضع علامة (√) لكل سؤال :					
SA-Strongly agree; A-Agree; N-Neither agree nor disagree; D-Disagree; SD-Strongly Disagree	SA	A	N	D	SD	لا أوافق بشده	لا أوافق	محايد	أوافق	أوافق بشده	
1. I always think of my family while I am working											أفكر في عائلتي دائماً وأنا أعمل
2. It is often difficult to tell where my work life ends and my family life begins.											غالبا ما يكون من الصعب أن أحدد من أين تنتهي حياتي العملية وأين تبدأ حياتي الأسرية.

3. In my life, there is a clear boundary between work and family.										في حياتي، ثمة حد واضح فاصل بين العمل والأسرة.
4. My current job allows me to get involved in my family as I should be										وظيفتي الحالية تسمح لي بالانخراط مع عائلتي كما يجب علي أن أكون
5. I feel that making a balance between my work, my family and other social responsibilities is difficult										أشعر أن عمل التوازن بين عملي وأسرتي، والمسؤوليات الاجتماعية الأخرى هو أمرٌ صعب.
6. The time I spend in my job is negatively affecting my social responsibilities, e.g., visiting relatives and friends										الوقت الذي أقضيه في عملي يؤثر سلباً في مسؤولياتي الاجتماعية، ومنه مثلاً زيارة الأقارب والأصدقاء
7. My job is enabling me to spare a suitable time for my family										عملي يمكنني من توفير وقت مناسب لأسرتي
8. There are major differences in my work tasks										هناك اختلافات كبيرة في مهام عملي
9. Because of my current job I do not have a time to care for any thing else, e.g., co-operating with social clubs										بسبب عملي الحالي، ليس لدي الوقت للاهتمام بأي شيء آخر منه مثلاً، التعاون مع النوادي الاجتماعية.
10. There are differences in the roles I play in the work groups										هناك اختلافات في الأدوار التي لعبها في مجموعات العمل.
11. I tend to integrate my work and family duties.										أميل إلى الدمج بين واجبات عملي وأسرتي.
12. I feel comfortable towards my work goals										أشعر بالارتياح نحو أهداف عملي.
13. I feel a conflict between my personal goals and my work goals										أشعر بتعارض بين أهدافي الشخصية وأهدافي في العمل
14. I always feel indecision when trying to select between two goals that I want to achieve										أشعر دائماً بتردد وحيرة عند محاولة الاختيار بين هدفين أريد تحقيقه
15. I exert much efforts and time to compare										أبذل الكثير من الجهد والوقت للمقارنة بين اثنين أو أكثر من

between two goals or more that I want to achieve										الأهداف التي أريد تحقيقها
16. There some positive sides for some negative goals in my job										هناك بعض الجوانب الايجابية لبعض الأهداف السلبية في وظيفتي
17. Most of the time I feel a balance between the advantages and disadvantages of my work goals										في معظم الأحيان اشعر بتوازن بين مزايا ومساوى أهدافي تجاه عملي.
18. Sometimes, I have to select between two unwanted goals										أحياناً، يكون علي أن أختار بين هدفين غير مرغوب بهما.
19. I feel aggressive towards some co-workers										أشعر بعدوانية تجاه بعض الزملاء في العمل
20. My supervisor does listen to my suggestions or views										يستمتع مشرفي إلى الاقتراحات والآراء
21. I am unable to achieve some important goals (personal or official)										أنا غير قادر على تحقيق بعض الأهداف الهامة (شخصية أو رسمية)
22. Some people in the organization are trying to prevent me from achieving the above mentioned goals										بعض الناس في المنظمة يحاولون منعي من تحقيق الأهداف المذكورة أعلاه
23. I feel that I do not have enough information to do my work										اشعر بأنني لا املك معلومات كافية للقيام بعملتي
24. I feel that some people are trying to suppress my influence and power in the organization										أشعر أن بعض الأشخاص يحاولون قمع نفوذتي وسلطتي في المنظمة.
25. Sometimes I feel that I want to withdraw and stay away from my co-workers.										أحياناً أشعر أنني أريد الانسحاب والابتعاد عن زملائي في العمل.

This part measures your intentions to leave your organization. Please tick one box for each question which best describes your opinion:

NO	QUESTION	strongly agree	Agree	undecided	disagree	strongly disagree
1	I think a lot about leaving the organization					
2	I am actively searching for an alternative to the organization					
3	As soon as it is possible, I will leave the organization					
4	I feel it is the right time to move to another organization					
5	I wish to spend the rest of my life in this organization					
6	I think that staying in this organization is good for me					

هذا الجزء يقيس مدى نواياك في ترك الشركة التي تعمل بها. يرجى وضع علامة (X) أمام الإجابة التي تراها مناسبة.

الرقم	الفقرة	أوافق بشدة	أوافق	محايد	لا أوافق بشدة	لا أوافق
1	أفكر كثيرا في ترك العمل بهذه الشركة					
2	أنا أبحث فعليا عن عمل في شركة أخرى					
3	سريعا بقدر المستطاع ، سأترك العمل في هذه الشركة					
4	أتصور أن هذا هو الوقت المناسب لي للبحث عن عمل في شركة أخرى					

					أتمنى أن أفضي بقية حياتي العملية في هذه الشركة	5
					أعتقد أن البقاء في هذه الشركة شيء ملائم لي تماما	6

APPENDIX TWO Frequencies

```
FREQUENCIES VARIABLES=Sex Marital_Status Education Age
No_of_years_worked_in_Org No_of_years_worked_in_the_position
Job_status Natio nality /ORDER=ANALYSIS.
```

Frequencies

Notes

Output Created		GST 23:40:18 2009-دیس-19
Comments		
Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnai r.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Sex Marital_Status Education Age No_of_years_worked_in_Org No_of_years_worked_in_the_position Job_status Nationality /ORDER=ANALYSIS.
Resources	Processor Time	0:00:00.016
	Elapsed Time	0:00:00.015

		Statistics					
		Gender	Martial_Status	Education	Age	No_of_years_work ed_in_Org	No_of_years_wor ed_in_the_positio
N	Valid	300	300	300	300	300	300
	Missing	0	0	0	0	0	0

Frequency Table

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	122	40.7	40.7	40.7
	Female	178	59.3	59.3	100.0
Total		300	100.0	100.0	

		Martial_Status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	167	55.7	55.7	55.7
	Unmarried	133	44.3	44.3	100.0
Total		300	100.0	100.0	

		Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than high school	10	3.3	3.3	3.3

high school	91	30.3	30.3	33.7
college degree	69	23.0	23.0	56.7
graduate degree	57	19.0	19.0	75.7
high diploma	54	18.0	18.0	93.7
Masters or above	19	6.3	6.3	100.0
Total	300	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 25	66	22.0	22.0	22.0
25-35	165	55.0	55.0	77.0
36-46	51	17.0	17.0	94.0
47-57	12	4.0	4.0	98.0
58 or above	6	2.0	2.0	100.0
Total	300	100.0	100.0	

No_of_years_worked_in_Org

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid one year or less	76	25.3	25.3	25.3
2-7	133	44.3	44.3	69.7
8-13	49	16.3	16.3	86.0
14-19	30	10.0	10.0	96.0
20 years or above	12	4.0	4.0	100.0
Total	300	100.0	100.0	

No_of_years_worked_in_the_position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	one year or less	85	28.3	28.3	28.3
	2-7	149	49.7	49.7	78.0
	8-13	38	12.7	12.7	90.7
	14-19	19	6.3	6.3	97.0
	20 years or above	9	3.0	3.0	100.0
	Total	300	100.0	100.0	

Job_status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First level	37	12.3	12.3	12.3
	middle level	168	56.0	56.0	68.3
	lower level	95	31.7	31.7	100.0
	Total	300	100.0	100.0	

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UAE National	230	76.7	76.7	76.7
	Non UAE National	70	23.3	23.3	100.0
	Total	300	100.0	100.0	

APPENDIX THREE

Reliability test

```
FREQUENCIES VARIABLES=Sex Marital_Status Education Age
No_of_years_worked_in_Org No_of_years_worked_in_the_position
Job_status Natio nality /ORDER=ANALYSIS.
```

Frequencies

Notes

Output Created		GST 23:40:18 2009-دیس-19
Comments		
Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnair.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Sex Marital_Status Education Age No_of_years_worked_in_Org No_of_years_worked_in_the_position Job_status Nationality /ORDER=ANALYSIS.
Resources	Processor Time	0:00:00.016
	Elapsed Time	0:00:00.015

[DataSet1] C:\Users\SONY\Desktop\SPSS\Questionnair.sav

Statistics

		Gender	Martial_Status	Education	Age	No_of_years_work ed_in_Org	No_of_years_wor ed_in_the_positio
N	Valid	300	300	300	300	300	300
	Missing	0	0	0	0	0	0

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	122	40.7	40.7	40.7
	Female	178	59.3	59.3	100.0
Total		300	100.0	100.0	

Martial_Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	167	55.7	55.7	55.7
	Unmarried	133	44.3	44.3	100.0
Total		300	100.0	100.0	

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than high school	10	3.3	3.3	3.3

high school	91	30.3	30.3	33.7
college degree	69	23.0	23.0	56.7
graduate degree	57	19.0	19.0	75.7
high diploma	54	18.0	18.0	93.7
Masters or above	19	6.3	6.3	100.0
Total	300	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 25	66	22.0	22.0	22.0
25-35	165	55.0	55.0	77.0
36-46	51	17.0	17.0	94.0
47-57	12	4.0	4.0	98.0
58 or above	6	2.0	2.0	100.0
Total	300	100.0	100.0	

No_of_years_worked_in_Org

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid one year or less	76	25.3	25.3	25.3
2-7	133	44.3	44.3	69.7
8-13	49	16.3	16.3	86.0
14-19	30	10.0	10.0	96.0
20 years or above	12	4.0	4.0	100.0
Total	300	100.0	100.0	

No_of_years_worked_in_the_position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	one year or less	85	28.3	28.3	28.3
	2-7	149	49.7	49.7	78.0
	8-13	38	12.7	12.7	90.7
	14-19	19	6.3	6.3	97.0
	20 years or above	9	3.0	3.0	100.0
	Total	300	100.0	100.0	

Job_status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First level	37	12.3	12.3	12.3
	middle level	168	56.0	56.0	68.3
	lower level	95	31.7	31.7	100.0
	Total	300	100.0	100.0	

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UAE National	230	76.7	76.7	76.7
	Non UAE National	70	23.3	23.3	100.0
	Total	300	100.0	100.0	

APPENDIX FOUR

Regression tests

```
REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT TurnOverB
/METHOD=ENTER wfconflict_2 GConflict2 frustrationB.
```

Regression

Notes

Output Created		GST 16:50:57 2009-دیس-22
Comments		
Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnai r.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT TurnOverB /METHOD=ENTER wfconflict_2 GConflict2 frustrationB.
Resources	Processor Time	0:00:00.078
	Elapsed Time	0:00:00.110
	Memory Required	3468 bytes

Notes

Output Created		GST 16:50:57 2009-دیس-22
Comments		
Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnai
		r.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT TurnOverB /METHOD=ENTER wfconfict_2 GConflict2 frustrationB.
Resources	Processor Time	0:00:00.078
	Elapsed Time	0:00:00.110
	Memory Required	3468 bytes
	Additional Memory Required for Residual Plots	0 bytes

[DataSet1] C:\Users\SONY\Desktop\SPSS\Questionnair.sav

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method

1	frustrationB, GConflict2, wfconfict_2 ^a		. Enter
---	--	--	---------

a. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.418 ^a	.175	.166	4.05484

a. Predictors: (Constant), frustrationB, GConflict2, wfconfict_2

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	994.150	3	331.383	20.155	.000 ^a
	Residual	4702.336	286	16.442		
	Total	5696.486	289			

a. Predictors: (Constant), frustrationB, GConflict2, wfconfict_2

b. Dependent Variable: TurnOverB

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.007	1.311		2.294	.023
	wfconfict_2	.123	.051	.153	2.432	.016
	GConflict2	-.004	.068	-.004	-.058	.954
	frustrationB	.313	.052	.345	6.010	.000

a. Dependent Variable: TurnOverB

```

REGRESSION  /MISSING LISTWISE  /STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10)  /NOORIGIN  /DEPENDENT TurnOverB
/METHOD=ENTER Leadership2.

```

Regression

Notes

Output Created	GST 16:51:22 2009-22 ديس	
Comments		
Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnai r.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax	REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT TurnOverB /METHOD=ENTER Leadership2.	
Resources	Processor Time	0:00:00.109
	Elapsed Time	0:00:00.125
	Memory Required	2916 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Leadership2 ^a		Enter

a. All requested variables entered.

b. Dependent Variable: TurnOverB

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.289 ^a	.084	.081	4.30359

a. Predictors: (Constant), Leadership2

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	500.185	1	500.185	27.007	.000 ^a
	Residual	5482.190	296	18.521		
	Total	5982.376	297			

a. Predictors: (Constant), Leadership2

b. Dependent Variable: TurnOverB

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.738	1.334		13.294	.000
	Leadership2	-.093	.018	-.289	-5.197	.000

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.738	1.334		13.294	.000
	Leadership2	-.093	.018	-.289	-5.197	.000

a. Dependent Variable: TurnOverB

Notes

Output Created		GST 16:51:57 2009-دیس-22
Comments		
Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnai r.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT Leadership2 /METHOD=ENTER wfconflict_2 GConflict2 frustrationB.
Resources	Processor Time	0:00:00.141
	Elapsed Time	0:00:00.141
	Memory Required	3468 bytes

Notes

Output Created	GST 16:51:57 2009-دیس-22	
Comments		
Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnai r.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax	<pre>REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT Leadership2 /METHOD=ENTER wfconflict_2 GConflict2 frustrationB.</pre>	
Resources	Processor Time	0:00:00.141
	Elapsed Time	0:00:00.141
	Memory Required	3468 bytes
	Additional Memory Required for Residual Plots	0 bytes

```
REGRESSION  /MISSING LISTWISE  /STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10)  /NOORIGIN  /DEPENDENT TurnOverB
/METHOD=ENTER Group_Goals Individualized_SupportB
Appropriate_Role_Model Intellectual_Stimulation
High_Performance_Expectations Ar  ticulating_a_vision.
```

Regression

Notes

Output Created		GST 18:43:38 2009-دیس-23
Comments		
Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnai r.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT TurnOverB /METHOD=ENTER Group_Goals Individualized_SupportB Appropriate_Role_Model Intellectual_Stimulation High_Performance_Expectations Articulating_a_vision.
Resources	Processor Time	0:00:00.047
	Elapsed Time	0:00:00.047
	Memory Required	4532 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Articulating_a_vision, Individualized_SupportB, Group_Goals, Intellectual_Stimulation, Appropriate_Role_Model, High_Performance_Expectations ^a		Enter

a. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.340 ^a	.115	.097	4.26467

a. Predictors: (Constant), Articulating_a_vision, Individualized_SupportB, Group_Goals, Intellectual_Stimulation, Appropriate_Role_Model, High_Performance_Expectations

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	689.849	6	114.975	6.322	.000 ^a
	Residual	5292.527	291	18.187		
	Total	5982.376	297			

a. Predictors: (Constant), Articulating_a_vision, Individualized_SupportB, Group_Goals, Intellectual_Stimulation, Appropriate_Role_Model, High_Performance_Expectations

b. Dependent Variable: TurnOverB

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.425	1.754		9.366	.000
	Group_Goals	-.220	.105	-.182	-2.082	.038
	Individualized_SupportB	.133	.121	.070	1.096	.274
	Appropriate_Role_Model	-.217	.145	-.139	-1.496	.136
	Intellectual_Stimulation	.191	.150	.122	1.274	.204
	High_Performance_Expectations	-.172	.174	-.100	-.987	.324
	Articulating_a_vision	-.014	.104	-.016	-.139	.890

a. Dependent Variable: TurnOverB

```
REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT wfconfict_2
/METHOD=ENTER Leadership2.
```

Regression

Notes

Output Created	GST 19:16:54 2009-دیس-23	
Comments		
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	Active Dataset	DataSet1
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	Weight	<none>

	Split File	<none>	
	N of Rows in Working Data File		300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on cases with no missing values for any variable used.	
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT wfconfict_2 /METHOD=ENTER Leadership2.	
Resources	Processor Time		0:00:00.063
	Elapsed Time		0:00:00.063
	Memory Required		2916 bytes
	Additional Memory Required for Residual Plots		0 bytes

[DataSet1] C:\Users\SONY\Desktop\SPSS\Questionnair.sav

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Leadership2 ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: wfconfict_2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.085 ^a	.007	.004	5.48241
---	-------------------	------	------	---------

a. Predictors: (Constant), Leadership2

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.927	1	64.927	2.160	.143 ^a
	Residual	8866.777	295	30.057		
	Total	8931.704	296			

a. Predictors: (Constant), Leadership2

b. Dependent Variable: wfconfict_2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.944	1.706		12.275	.000
	Leadership2	.034	.023	.085	1.470	.143

a. Dependent Variable: wfconfict_2

```
REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT GConflict2
/METHOD=ENTER Leadership2.
```

Regression

Notes

Output Created	GST 19:17:31 2009-دیس-23
Comments	

Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnai r.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT GConflict2 /METHOD=ENTER Leadership2.
Resources	Processor Time	0:00:00.047
	Elapsed Time	0:00:00.063
	Memory Required	2916 bytes
	Additional Memory Required for Residual Plots	0 bytes

[DataSet1] C:\Users\SONY\Desktop\SPSS\Questionnair.sav

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Leadership2 ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: GConflict2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.086 ^a	.007	.004	4.12674

a. Predictors: (Constant), Leadership2

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.392	1	37.392	2.196	.139 ^a
	Residual	5006.820	294	17.030		
	Total	5044.213	295			

a. Predictors: (Constant), Leadership2

b. Dependent Variable: GConflict2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.306	1.282		13.501	.000
	Leadership2	.025	.017	.086	1.482	.139

a. Dependent Variable: GConflict2

```
REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT frustrationB
/METHOD=ENTER Leadership2.
```

Regression

Notes

Output Created		GST 19:17:47 2009-دیس-23
Comments		
Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnai r.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT frustrationB /METHOD=ENTER Leadership2.
Resources	Processor Time	0:00:00.062
	Elapsed Time	0:00:00.079
	Memory Required	2916 bytes
	Additional Memory Required for Residual Plots	0 bytes

[DataSet1] C:\Users\SONY\Desktop\SPSS\Questionnair.sav

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Leadership2 ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: frustrationB

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.320 ^a	.102	.099	4.64527

a. Predictors: (Constant), Leadership2

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	729.465	1	729.465	33.805	.000 ^a
	Residual	6408.836	297	21.579		
	Total	7138.301	298			

a. Predictors: (Constant), Leadership2

b. Dependent Variable: frustrationB

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.449	1.442		16.960	.000
	Leadership2	-.113	.019	-.320	-5.814	.000

a. Dependent Variable: frustrationB

APPENDIX FIVE

Correlations test

```

CORRELATIONS  /VARIABLES=Group_Goals Appropriate_Role_Model
Intellectual_Stimulation High_Performance_Expectations
Articulating_a_vision wfconfi ct_2 GConflict2 frustrationB
TurnOverB Individualized_SupportB Leadership2
Organizational_Conflict2  /PRINT=TWOTAIL NOSIG  /MISSING=PAIRWISE.
  
```

Correlations

Notes

Output Created	GST 16:54:05 2009-دیس-22	
Comments		
Input	Data	C:\Users\SONY\Desktop\SPSS\Questionnair.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	300
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.

	N	300	300	300	300	300	297	296	299	298	300	300	292
Appropriate Role Model	Peers	.674**	1	.692**	.647**	.758**	.042	.053	-	-	-.480**	.828**	-.080-
	Correlation								.308**	.288**			
	Sig. (2-tailed)	.000		.000	.000	.000	.471	.363	.000	.000	.000	.000	.174
	N	300	300	300	300	300	297	296	299	298	300	300	292
Intellectual Stimulation	Peers	.667**	.692**	1	.758**	.751**	.105	.097	-	-	-.347**	.867**	-.007-
	Correlation								.248**	.208**			
	Sig. (2-tailed)	.000	.000		.000	.000	.070	.096	.000	.000	.000	.000	.905
	N	300	300	300	300	300	297	296	299	298	300	300	292
High_Performance Expectations	Peers	.690**	.647**	.758**	1	.793**	.099	.097	-	-	-.379**	.868**	-.027-
	Correlation								.283**	.262**			

	Sig . (2- tail ed)	.00 0	.000	.000		.000	.08 9	.09 6	.00 0	.00 0	.000	.00 0	.646
	N	300	300	300	300	300	29 7	29 6	29 9	29 8	300	300	292
Articulatin g_a_visio n	Pe ars on Co rrel ati on	.72 6**	.758**	.751**	.793**	1	.06 2	.07 4	- .30 6**	- .27 1**	-.430**	.92 3**	-.064-
	Sig . (2- tail ed)	.00 0	.000	.000	.000		.28 8	.20 2	.00 0	.00 0	.000	.00 0	.277
	N	300	300	300	300	300	29 7	29 6	29 9	29 8	300	300	292
wfconfict_ 2	Pe ars on Co rrel ati on	- .00 4-	.042	.105	.099	.062	1 6**	.49 1**	.31 1**	.25 4**	.097	.08 5	.819**
	Sig . (2- tail ed)	.94 2	.471	.070	.089	.288	.00 0	.00 0	.00 0	.00 0	.097	.14 3	.000
	N	297	297	297	297	297	29 7	29 3	29 6	29 5	297	297	292

GConflict 2	Pe ars on Co rrel ati on	- .00 6-	.053	.097	.097	.074	.49 6**	1	.31 3**	.16 7**	.078	.08 6	.752**
	Sig . (2- tail ed)	.91 9	.363	.096	.096	.202	.00 0	.00 0	.00 4	.182	.13 9	.000	
	N	296	296	296	296	296	29 3	29 6	29 5	29 4	296	296	292
frustration B	Pe ars on Co rrel ati on	- .33 6**	-.308**	-.248**	-.283**	-.306**	.31 1**	.31 3**	1	.40 4**	.251**	- .32 0**	.708**
	Sig . (2- tail ed)	.00 0	.000	.000	.000	.000	.00 0	.00 0	.00 0	.000	.00 0	.000	
	N	299	299	299	299	299	29 6	29 5	29 9	29 7	299	299	292
TurnOver B	Pe ars on Co rrel ati on	- .30 4**	-.288**	-.208**	-.262**	-.271**	.25 4**	.16 7**	.40 4**	1	.214**	- .28 9**	.368**

	Sig . (2- tail ed)	.00 0	.000	.000	.000	.000	.00 0	.00 4	.00 0		.000	.00 0	.000
	N	298	298	298	298	298	29 5	29 4	29 7	29 8	298	298	290
Individuali zed_Sup portB	Pe ars on Co rrel ati on	-.41 1**	-.480**	-.347**	-.379**	-.430**	.09 7	.07 8	.25 1**	.21 4**	1	-.32 9**	.178**
	Sig . (2- tail ed)	.00 0	.000	.000	.000	.000	.09 7	.18 2	.00 0	.00 0		.00 0	.002
	N	300	300	300	300	300	29 7	29 6	29 9	29 8	300	300	292
Leadershi p2	Pe ars on Co rrel ati on	.85 2**	.828**	.867**	.868**	.923**	.08 5	.08 6	-.32 0**	-.28 9**	-.329**	1	-.053-
	Sig . (2- tail ed)	.00 0	.000	.000	.000	.000	.14 3	.13 9	.00 0	.00 0	.000		.364
	N	300	300	300	300	300	29 7	29 6	29 9	29 8	300	300	292

Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Leadership2 Organizational_Conflict2 wfconflict_2 GConflict2 frustrationB TurnOverB /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	0:00:00.093
	Elapsed Time	0:00:00.094

[DataSet1] C:\Users\SONY\Desktop\SPSS\Questionnair.sav

Correlations

		Leadership2	Organizational_Conflict2	wfconflict_2	GConflict2	frustrationB	TurnOverB
Leadership2	Pearson Correlation	1	-.053	.085	.086	-.320**	-.289**
	Sig. (2-tailed)		.364	.143	.139	.000	.000
	N	300	292	297	296	299	298
Organizational_Conflict2	Pearson Correlation	-.053	1	.819**	.752**	.708**	.368**
	Sig. (2-tailed)	.364		.000	.000	.000	.000
	N	292	292	292	292	292	290
wfconflict_2	Pearson Correlation	.085	.819**	1	.496**	.311**	.254**

	Sig. (2-tailed)	.143	.000		.000	.000	.000
	N	297	292	297	293	296	295
GConflict2	Pearson Correlation	.086	.752**	.496**	1	.313**	.167**
	Sig. (2-tailed)	.139	.000	.000		.000	.004
	N	296	292	293	296	295	294
frustrationB	Pearson Correlation	-.320**	.708**	.311**	.313**	1	.404**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	299	292	296	295	299	297
TurnOverB	Pearson Correlation	-.289**	.368**	.254**	.167**	.404**	1
	Sig. (2-tailed)	.000	.000	.000	.004	.000	
	N	298	290	295	294	297	298

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