# MODELLING OF SENIOR STAFF CHARACTERISTICS:
## TOWARDS AN OPTIMUM PUBLIC ADMINISTRATION SYSTEM IN THE UNITED ARAB EMIRATES

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نحو نظام إداري مثالي في دولة الإمارات العربية المتحدة

By

**Faisal Albakeri**, M.Sc.

A thesis submitted in fulfilment of
the requirements for the degree of

**DOCTOR OF EDUCATION**

at

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**Thesis Supervisor**
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## ABSTRACT IN ENGLISH

The public administration system in the UAE consists of a unique mix of local and expatriate elites and senior staff working in harmony towards socio-economic development of the country. They are the ones entrusted by the leadership to lead organisations and manage resources efficiently and professionally, and to preserve cultural and historical heritage from extinction in the midst of globalization. Successful ones possess certain characteristics that are worth exploring and research.

This study is a journey of exploration of the environments that shape senior staff personalities, and may contribute to their success or failure. The introduced model encompasses educational and cultural principles and values in the country, and is aimed at serving the leadership to fully utilise senior staff's capabilities and efforts throughout their professional half-life cycle at the senior levels. The study is also expected to contribute to further development of the National Qualifications Framework being administered by the National Qualifications Authority in the UAE.

The thesis presents a new metaphor of the tree compared to humans, and reflects effects of social and geographical environments on upbringing, values and shaping of personal characteristics, which reproduces professionalism and competence as parts of the expected standards of senior staff. The final chapter concludes the study with a set of applicable recommendations and suggestions and ideas for areas of further related research.

## ABSTRACT IN ARABIC

إن النظام الإداري في دولة الإمارات العربية المتحدة يحتوي على مزيج فريد من النخبة وكبار الموظفين المواطنين والوافدين الذين يعملون بتناسق من أجل التطوّر الاجتماعي والاقتصادي في الدولة. وهُم الذين منحتهم القيادة العليا الثقة لقيادة المؤسسات وإدارة الموارد بكفاءة واحترافية والمحافظة على التراث الثقافي والتاريخي من الاندثار في خضم أنظمة العولمة والانفتاح. الناجحون منهم يمتلكون مواصفات محددة تستحق البحث والاستكشاف.

هذه الدراسة هي رحلة استكشافية للبيئات التي تشكّل شخصيات كبار الموظفين والتي يمكن أن تسهم في نجاحهم أو فشلهم، وتطرح الدراسة نموذجاً يراعي المبادئ والقيم التربوية والثقافية في الدولة، ويهدف إلى المساهمة في خدمة القيادة العليا من أجل الاستغلال الأمثل لإمكانيات وجهود هؤلاء الموظفين خلال فترة خدمتهم المهنية في المستويات العليا. ومن المتوقع أن تسهم الدراسة في تطوير الإطار الوطني للمؤهلات الذي يجري إدارته حالياً بواسطة هيئة المؤهلات الوطنية في الدولة.

تقدم الرسالة نموذج جديد عن مفهوم مجازي يشبّه الإنسان بالشـجرة ويعكس تأثير وتأثـُّر البيئات الاجتماعية والجغرافية المختلفة على التربية وغرس المعاني وبناء الصفات الشخصية، والتي تصنع الكفاءة والاحترافية كجزء من المعايير المتوقع وجودها في كبار الموظفين. واختتم الفصل الأخير من الدراسة بمجموعة من التوصيات والمقترحات القابلة للتطبيق وبعض الأفكار لمواضيع تخدم الأبحاث المستقبلية ذات العلاقة.

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# DEDICATION

I dedicate this thesis to my:

Leaders;

Mentors;

Parents;

Family and friends;

Who inspired me to make my own contribution, microcosmic as it may be, to the collective knowledge of the human species.


# ACKNOWLEDGMENTS

First and foremost, I would like to thank Allah the Almighty for blessing me with the gift of life and the passion to pursue my dreams.

There are not enough words in any language known to mankind to express my gratitude to my parents and family with whom I have the luxury of sharing this humble achievement. I remain eternally indebted and grateful to them for the innumerable encouragement, support and sacrifices they made throughout my long and arduous doctoral journey.

My profound thanks also to my supervisor whose support, scholarly advice, insightful criticisms, and patient encouragement helped me in immeasurable ways in the writing of this thesis.

In addition, I would like to express my immense gratitude to the University's senior management and its staff, who generously and genuinely shared time, knowledge and expertise and provided unstinting support.

Finally this was no solo endeavour, but the product of invaluable knowledge and wisdom passed on to me knowingly or unknowingly by my leaders, relatives, friends and acquaintances though the years, and I thank you all for enriching my life.

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# CHAPTER ONE:

# INTRODUCTION

## 1.1   Background to the Study

The thesis is intended to develop a model that would help ensure that individuals recruited in senior staff positions, and those mandated to carry out missions on a senior level, all possess the ability and characteristics to meet the expectations of the United Arab Emirates (UAE) leadership. As the UAE is moving rapidly at this sensitive stage of nation building, senior staff will be carrying out the required duties of building institutions. This would be done firstly, through being recruited as part of creation and establishment of organisations; and secondly, through being mandated in missions related to executing day-to-day management and leadership activities. Additionally, they will act as advisors to the leadership on strategic issues related to their jobs. The designed model will need to accommodate all features, and take other related issues into consideration, such as elements of senior staff life-cycle, development programs, and similarities and differences between local and expatriate senior staff, especially for developing and maintaining harmony, sustainability and high level performance in multi-national and multi-cultural work environments.

My intention in this study is to create a practical model to contribute in setting up a standard system for selecting the right senior personnel to lead certain institutions and helping decision makers avoid some misleading tangible characteristics of a candidate, by taking into consideration intangible characteristics as well. The idea is to create and sustain balanced and competitive government agencies across the UAE to be managed by the righteous, most competent and charismatic senior staff, capable of helping this nation's visionary, generous and hard working leadership attain new heights in a challenging world. It is a dilemma for all governments around the globe in respect of finding the right leader who understands leadership role functions as well as the functions of the department, ministry or agency that he leads, and is competent enough to lead his followers and develop them to achieve the highest goals.

### 1.1.1 The UAE Challenges

With its strategic geographical location between the East and West as shown in Figure 1.1 below, and after long historical struggle, the UAE gained its independence from the British treaties in the late sixties. It was first united by six emirates, Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Quwain, and Fujairah on December 2, 1971, and then joined by the seventh, the Emirate of Ras Al-Khaimah in early 1972. Full government profile is shown in Appendix (1). The UAE has transformed within the last 41 years from seven scattered sheikhdoms living on fishing, pearl trade, and limited agriculture resources, to one of the highest per capita modern countries. With its wealth, fast and ambitious development strides, and liberal open tax-free laws, the UAE attracted workers and investors from around the world. As a result, its population grew exponentially to make a modern and vibrant haven that encompasses a unique multi-national and multi-cultural mix of people living in harmony.

**Figure 1.1: Central location of the UAE**

Abu Dhabi is the largest Emirate, with approximately 80% of the UAE area as shown in Figure 1.2. The main source of its wealth is hydrocarbon reserves and agriculture. Dubai is the second largest Emirate, concentrating on businesses such as tourism, trade and services. The UAE is a fast developing country through a liberal economic policy encouraging foreign investments and directing government investments through privatization.

**Figure 1.2: Area of each Emirate**

One of the major challenges the UAE faces is the imbalance of local to expatriate population mix at a ratio of approximately (1:5), with the high number of foreign workers in the country. As Bristol-Rhys (2009, p.107) described:

> Today the UAE has a population of around 4.2 millions, with foreign residents comprising at least 3.3 millions of that figure. Current estimates claim that one million unskilled labourers, mostly from South Asian countries, are working on construction projects in Dubai alone. The remainder is a mix of Arabs from non-oil-rich countries, the disparate conglomeration of nationalities called "Westerners", Filipinos and skilled South Asians who work in retail, service industries, education, petroleum and refining, and the hundreds of other jobs that keep the country running. The results are staggering. The cities of Dubai, Abu Dhabi and Sharjah are bright and shining testimonials to the development that has transformed scattered settlements, small oasis communities and trading towns into modern, urbanized cities.

Most Emirati nationals work in the public sector in government organisations, while expatriate worker concentrations are mostly in the private sector. Some attempts to explore the situation are not always accurate, as evident in Bertelsmann's (2012, p.10) in the following statement:

> In principle, there are no formal restrictions in place for UAE citizens in terms of access to employment opportunities, education, access to public services or various other assistance mechanisms. However, unspoken restrictions do exist, such as the distribution of high-level positions in accordance with tribal affiliation. At the emirate level, local citizens are given preference in hiring above individuals coming from other emirates. It is the official government policy to fight discrimination on the basis of sectarian ideologies. While national unemployment does exist, this is not the result of inadequate opportunities but rather – at least in part – of citizens preferring public sector employment over the more competitive private sector.

A country that is currently in a rapid state-building situation, as Figure 1.3 below indicates, may need a different set of qualities or qualifications of senior staff than a country whose state structures have been established for a long period of time.
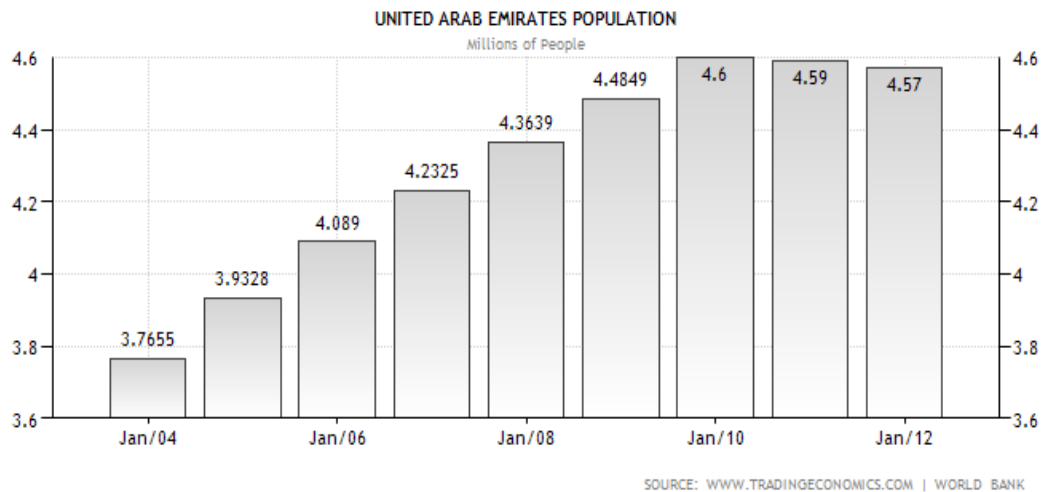
**Figure 1.3: UAE Population Growth 2004-2012**

The public administration system is still developing in the UAE, and lessons from more mature countries and systems need to be learned to develop the most suitable system for the UAE, in addition to considering the jurisdictional requirements that differ from those of Western countries. The challenge in developing the right policies based on suitable theories, as described by Jaeger and Kanungo (1990, p.1) stating that:

> Western management thought and practice have turned into 'sacred cow' for industrial development. Countries in the developing world are advised, and feel themselves, that they must strive to adopt Western thought and practices to achieve economic prosperity with the shortest possible time ... Uncritical transfer of management theories and techniques based on Western ideologies and value systems has in many ways contributed to organisational inefficiency and ineffectiveness in the developing country system.

This study will explore such differences in cultures and will present related models such as Hofstede's, which will be discussed further in the third chapter of this study. It was described by Marieke de Mooij and Hofstede (2010) as:

> The Hofstede model (Hofstede 2001; Hofstede & Hofstede 2005) distinguishes cultures according to five dimensions: power distance, individualism/ collectivism, masculinity/femininity, uncertainty avoidance, and long-/short-term orientation. The model provides scales from 0 to 100 for 76 countries for each dimension, and each country has a position on each scale or index, relative to other countries. (p.88)

The UAE's leadership provides an ambitious and promising strategic vision for the country, and provides a smooth process to appoint senior civil servants as public managers and professionals in decision-making positions in ministries, councils, authorities and other governmental and semi-governmental agencies. On the other hand, there is yet no mature and endorsed public administration system built on what Jaeger and Kanungo (1990) call 'indigenous' requirements to govern the assessment, appointment, development and reassignment of these senior staff, which is an area that needs to be researched. A comprehensive journey into UAE's development plans and strategies is presented by Low (2012, p.6):

> The UAE Government Strategy 2011-2013 lays the foundations to celebrate UAE Vision 2021[1] as the 50th anniversary since 1971. Seven general principles, seven strategic priorities and seven strategic enablers are the major focus areas for the government in the seven emirates. It is another matter how various ministries coordinate and work with their local counterparts.

The leader of this nation, His Highness the President, Shaikh Khalifa Ben Zayed Al Nahyan, stated in the current UAE vision document[2] that:

> Work is a true criterion of citizenship. It is evidence of sincerity and loyalty. We all share the responsibility of building this country, protecting its sovereignty and safeguarding the gains.

Sheikh Mohammed Bin Rashed Al Maktoum, the Vice-President and Prime Minister has emphasise that: "The word 'impossible' is not in leaders' dictionaries. No matter how big the challenges, strong faith, determination and resolve will overcome them"[3].

Organizational and socio-economic development in the UAE faces numerous challenges in reaching its goals in a timely and efficient manner. These challenges are basically cantered on those senior-level individuals who are

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[1] Enunciated "We want to be among the best countries in the world by 2021" (http://www.vision2021.ae) *inter alia* by united in responsibility, destiny, knowledge and wealth, including a knowledge-based economy (http://uaecabinet.ae/English/UAEStrategy/Pages/UAEGovtStrategy2011-2013.aspx).
[2] (www.vision2021.ae)
[3] Has been stated by Shaikh Mohamed Bin Rashed in many social and official occasions

appointed as leaders and managers of organizations, sitting in the upper and upper-middle management levels in key positions. In Abu Dhabi Emirate, as in the other Emirates, senior staff are expected to lead and support the government in achieving its mission statement: "To develop Abu Dhabi's strategic plans and policies and champion their effective execution, while providing the necessary support for the Executive Council to carry out its duties efficiently". The Abu Dhabi policy agenda (Abu Dhabi Executive Council, 2011) emphasized the importance of manpower development stating:

> The Social and Human Resources policy encompasses a wide array of goals and initiatives...Key elements of the Emirate's vision for the development of social and human resources describe a society characterized by the provision of world-class healthcare, education and other services, where individuals (both National and expatriate) are valued and their unique skills and contributions are ethically leveraged toward achieving a better quality of life for all.

Emerging challenges face the leadership at present, as some institutions have shown signs of failure that in some instances have been highly criticized by supreme leaders. Taking the lead on this issue, His Highness the Prime Minister, Shaikh Mohamed Ben Rashid Al Maktoum, has defined the Government's steps for reform, by stating that "Our plans for reform and development are underway with steady, confident steps being taken in all sectors, especially education, healthcare and government administration."[4] But, as the Arabs say "one hand cannot clap alone", His Highness made it clear that ideas for reform are important and wanted by the government.  As such he inaugurated the second ordinary session of the fourteenth legislative chapter of the Federal National Council (FNC) on Monday, November 19, 2007 with the following:

> We hope your respected council will truly participate and support the government and its policies by giving us ideas that enhance the effectiveness of government programs, that develop the citizens' potential and improve the quality of education, healthcare and social services and that develop laws and legislation in service of the country, national identity and the citizens' financial

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[4] in his speech on the 36th National Day on Saturday, December 1st 2007

security. We want the FNC to bring us ideas and initiatives that will modernise the relationship between the nation and the community, ideas that will make the UAE into a model for modern, developed, open civil society (Al Maktoum, 2007).

The UAE leadership and the public administration system face various challenges related to the selection and development of senior staff, which is a crucial requirement for establishing foundations for a stable future of state-building and high potential. Finding the right leaders is important for any organization's future well-being as well as improving the supply of professionals through devising effective and innovative Human Resources strategies. That could only happen through the development and recruitment of high-quality senior staff. Some of these challenges are organisational, which may include: finding the right people, dealing with the new star performers, and building reputation and influence. Other challenges, which are related to senior staff capabilities and qualifications to handle organisational challenges, include: multi-nationalism and multi-culturalism, *wasta* (favouritism), and employability and employment. As reflected in an article by the Associate Editor of the Gulf News, Jumana Al Tamimi (2012)[5]:

> The necessity of tackling the social problems doubles with the fact that the GCC region has one of the fastest growing populations in the world. From 28 million in 1998 to 39 million in 2008, the population of the bloc is expected to increase by one-third in 2020 and reach 53 million people.

A major objective of this thesis will be to help eliminate a social challenge that plagues the Arab region: negative "wasta", which has been defined and characterized by many researchers, such as Mohamed and Hamdy (2008), Kilani and Sakijha (2002). Makhoul and Harrison (2004) to mean the improper use of connections to get things done that should not be done or getting things you shouldn't be getting. This involves investigating the impact of *wasta* on quality, efficiency and efficacy of the output of those in executive/senior management on institutions and society as a whole. Through researching

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[5] Article on the dilemma of social change in the UAE, the *Gulf News* [Published: 00:22 June 1, 2012]

works such as that of Hutchings and Weir (2006), which has compared the Chinese concept of "guanxi" related to Confucian ethics of reinforcement of communal ties, with "wasta", that is firmly planted in Arab culture and in most cases, the negative part of it violates Muslim ethics since it prescribes hiring the most qualified, which will be discussed later in Chapter three of this study.

Currently, or more recently, materialism could result in 'de-culturing' the UAE, as happened for the political leadership of Singapore in the 1970's and 1980's. This could be a cause of growing concern amongst the political leadership of the UAE which is trying to preserve the cultural and ethical values and bonds amongst its citizens through reforming educational systems, allowing the improvement and recognition of Lifelong Learning (LLL) and Life wide learning (LWL) of each individual. LLL is a broad view of education to do with recognising the different types of learning acquired from different environments. The lifelong aspect indicates that individuals learn throughout their lives and as Badescu and Saisana (2008) stated: "it includes all learning activity undertaken throughout life with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment related perspective" (p.13). On the other hand, LWL is another aspect of Learning, which includes all learning sources whether formal, non-formal or informal across all levels of education and training from pre-school to tertiary, adult, and continuing education.

The expectations of the UAE leaders can only be met through ensuring that only highly qualified and dedicated senior civil servants are sitting in the driver's seat. Those who deserve to be entrusted are those who support decision makers by delivering innovative "ideas that enhance the effectiveness of government" as mentioned above, at the same time, while appreciating the nature and requirements of the UAE as a unique and sovereign state. On the other hand, understanding the challenges that expatriates face would help us analyse and find ways for them to overcome them and work in harmony with the local environment to achieve the national goals of the Government. Therefore, referring to related international literature

and foreign models is important to make this study a more universal one the multinational and multicultural societies in the UAE.

### 1.1.2  Aims and Objectives

This study is aimed at becoming a reference for elites, senior staff and the public on the subject of identifying characteristics and development of the top tier of staff in organisations. Although some confusion may exist in understanding the difference between leaders or elites and senior staff, the term 'senior staff' used in this study refers to those who sit in the second line of responsibility to elites and leaders, and above the hierarchy of employees and other members of society. The study would take into consideration all related findings such as that mentioned by Williams (2012, p.66), who stated that:

> Bourdieu distinguished different forms of personal 'capital' – social, cultural, economic and symbolic assets that can facilitate social status and mobility. Talking of the 'field of power' rather than 'elite', he assesses how power stems from relationships not just status. Bourdieu and Passeron and Bowles and Gintis analysed the hierarchical nature of social institutions and the reproduction of elites, principally through education systems. They argued that schools themselves were based on the structures and values of capitalist workplaces, reinforcing ideas of unquestioning obedience and systematic thinking.

Based on the above statement, it is important to investigate the sources of education that gradually build senior staff's personalities and characteristics and prepare them for their responsibilities. These characteristics are the key to their selection and to their functions within organisations, institutions and the society at large. Senior staff are selected and appointed to establish and run a range of organisations through the translation of the state's vision into missions, policies and objectives. Then they define the requirements for organization-building, supported by their set of personal characteristics, principles, and information developed through theoretical foundations and advisors, and through understanding the practical requirements of

organisations and societies defined by their support staff, as illustrated in the Figure 1.4 below.

```
        ┌─────────────────────────────────┐
        │        Leadership's Vision        │
        └─────────────────────────────────┘
                         ⌄
        ┌─────────────────────────────────┐
        │     Institutional Requirements    │
        └─────────────────────────────────┘
                         ⌄
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        │       Practical Requirements      │
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        │       Theoretical Foundations     │
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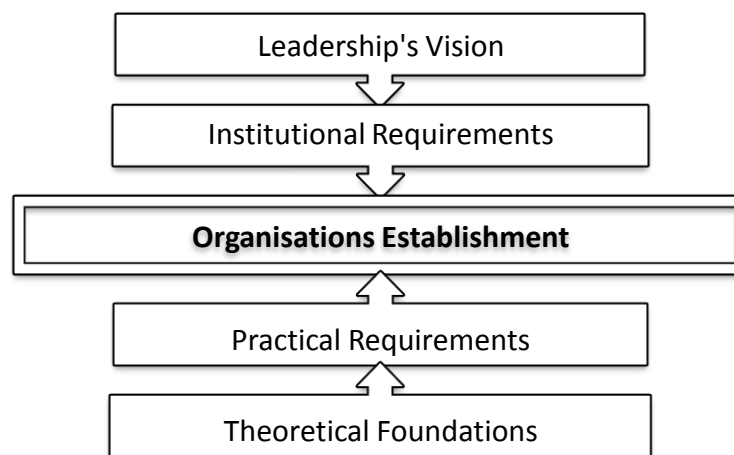
**Figure 1.4: Two functional pathways of building an organization.**

As illustrated in the figures above, top leadership of any nation are the source for the visions that direct leaders and elites to plan and define the institutional requirements that define the type of organisations that need to be established. To ensure the success of such organisations, and to define all their 'practical elements' such as business scopes, areas of operations, qualifications of staff, etc., there is a need for clear and well developed policies and standards for senior staff on such institutional features that emerge from theoretical research, which is the main foundation for a stable and well functioning state. Such research is considered by the researcher as an early warning system for all leadership practices opportunities of success and for any areas of dangers that could affect all organisations.

This study will discuss the functions of senior staff while operating within their organisations and dealing with the upper level of leadership and the lower levels of employees and the public at large. The study will investigate this important and sensitive subject, and develop some recommendations for a more unified and standardized model to identify, empower, develop and retain talented senior staff. It is aimed to reduce the disparity in the qualifications and performance of senior management staff in the UAE and the GCC countries, thus contributing to the socio-economic development of the region

and exploring an interesting area for research and academic contribution to society.

Senior staff need to exhibit certain leadership characteristics as well as fully understand the nature and requirements of society. It is not an easy task to list these characteristics, as Grint (1997) explained in his observation that:

> An initial reading of leadership material might tend to produce a list of traits, characteristics, and behaviours that leaders are supposed to have-though my preliminary attempt to reproduce the 'ideal' leader ran out of space on one side of paper after I had passed number 127 on the necessary-aspects-of-leadership' list. Another approach might be to list the polarities that tend to be generated in such an exercise. For example, such a list might contain any or all of the following binary opposites:

| | | |
|---|---|---|
| management | vs. | Leadership |
| leadership | vs. | Followership |
| task-oriented | vs. | people-oriented |
| born leaders | vs. | made leaders |
| theory X | vs. | theory Y |
| transactional | vs. | transformational |
| one best way | vs. | Contingent |
| how to do it | vs. | what to do |
| doing the right thing | vs. | doings the things right |
| essentialist | vs. | non-essentialist |
| taught | vs. | experiential learning |
| charismatic | vs. | Ordinary |
| forceful | vs. | Enabling |
| people | vs. | people and things |

Grint (1997) also stated that "such lists are potentially infinite, and I make no pretence that this one is either representative or even valid" (p.3); then he explained: "I am suggesting that this model encompasses epistemologically and methodologically different perspectives on leadership that should facilitate a greater understanding of the readings that follow". (p.4)

The model of senior staff that is developed in this study is aimed at using what Grint has mentioned above, and to reflect local beliefs and expectations of senior staff characteristics which - in the ideal sense - are related to their

competence and practice of responsibility. Its extent becomes wider and more demanding at the higher levels of hierarchy, as compared to the narrower and more limited levels of responsibility expected from junior employees at the lower levels of the employment hierarchy, as illustrated in Figure 1.5 below.
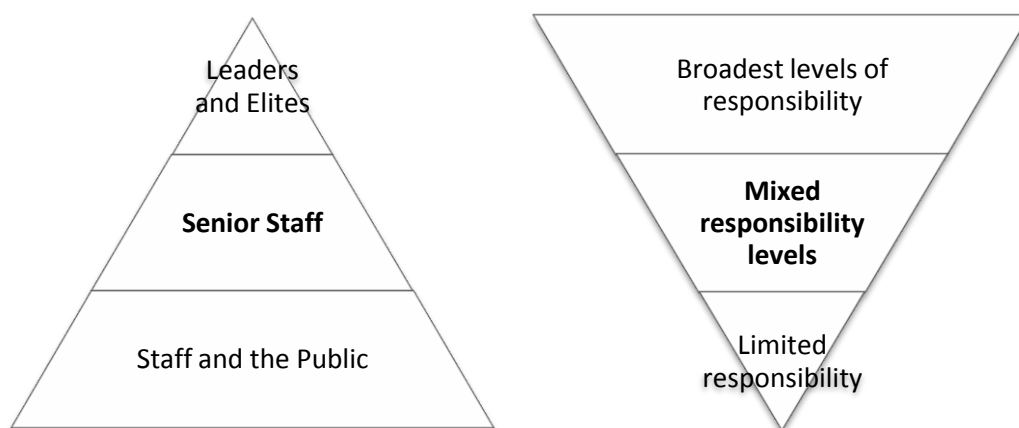


**Figure 1.5: Model for the extent of responsibility levels of staff**

This study is also aimed at presenting methods of profiling and assessment of the characteristics of senior staff, and at developing a metaphoric model to represent this subject, such as that of tree growth.

This study could be universal in its application to senior staff, however, since discussion of its application will be related to the UAE, it would be wise to shed light on the nature of the UAE as a country in order to understand some of the challenges it faces in attracting senior staff from all over the world. In addition, and overview would be needed in respect, as well as its people's nature and cultural challenges along with some of its leadership's initiatives to establish an infrastructure for an internationally recognised qualifications system to support all levels of employment, including senior staff. Further, the study develops a model that will better ensure that senior staff possess the ability to meet the expectations of the UAE leadership at this sensitive stage of nation building in carrying out the required duties of building institutions through the creation and establishment of organizations, and in the execution of the day-to-day management. If we ask why some senior staff fail to achieve or satisfy the expectations of their leaders of their failure, many possibilities for causes can be identified, such as:

- They do not exhibit the character needed for the leadership and management style needed for specific organisations, thus polluting the work environment and causing demoralization of their staff. They contribute in the failure to develop suitable policies, procedures and guidelines for their organisations and become involved in micromanagement causing more damage. Their competence to overcome challenges and utilize resources plays a major role; and/or

- They may exhibit extensive technical knowledge and skills or even high qualifications, but lack people skills and charisma, thus struggle in dealing with situations caused by human factors and fail to bring out the best in their subordinates.

Should this study be pushed through and attain its purposes, undeniable significance can be brought to many organizations and people in UAE. For one, the leadership of institutions would be able to take a look at the results of this study and understand the discrepancy of leadership qualifications in this country compared to others in more advanced countries, especially in the western hemisphere region. Once a model of senior staff is seen appropriate to narrow this discrepancy, higher officials of this nation can easily modify and adopt models that can be used for the selection and promotion of senior staff. The model can also be used for inspection purposes of the performance of senior staff and to set the right timing for their development or replacement.

This study can also have an impact on the general public in a positive manner. It is through this study that the general public can understand how the senior staffs of each organisation are being chosen, assessed and developed. For those who have interest in having a leading post as a future job, the study can be a tool for them to understand and plan how to get there. More importantly, the public would be able to assess performance of senior staff and give a feedback on the gaps in performance and any suggestions for improvements. The researcher identified the need for this study subject from his personal experience and expertise dealing with different types of senior staff, and from some of the projects that he led which are directly related to

developing training programs and recognition of qualifications of senior staff. This has led to the formulation of the research question:

What are the factors associated with "placing the right person in the right post at the right time", with specific focus on senior staff in the UAE?

Outcomes of this study are expected to have an impact on further development of public administration system in the country, and if applied properly, as Creswell (2003) stated, "may change the lives of the participants, the institutions in which individuals work or live, and the researcher's life" (pp.9-10). Its findings and applications are expected to act as necessary tools to participate in improving both the rules and the nature of the public administration system and open channels for further research on the subject.

### 1.1.3 Research Design

In order to design a research plan to reach an answer to the research question above, Maxwell's model (1996) of research design was selected as a guideline, as illustrated in Figure 1.6 below.
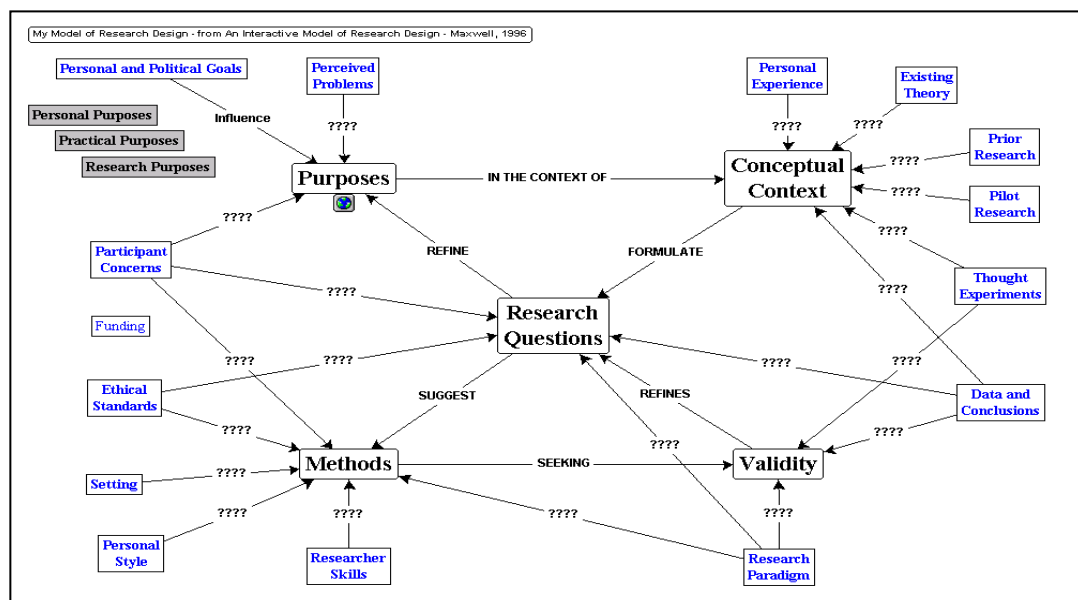


**Figure 1.6: Maxwell's (1996) model of research design**

To develop the research plan of this study, Maxwell's diagram was divided into a five-step process, as illustrated in Figure 1.7 below:
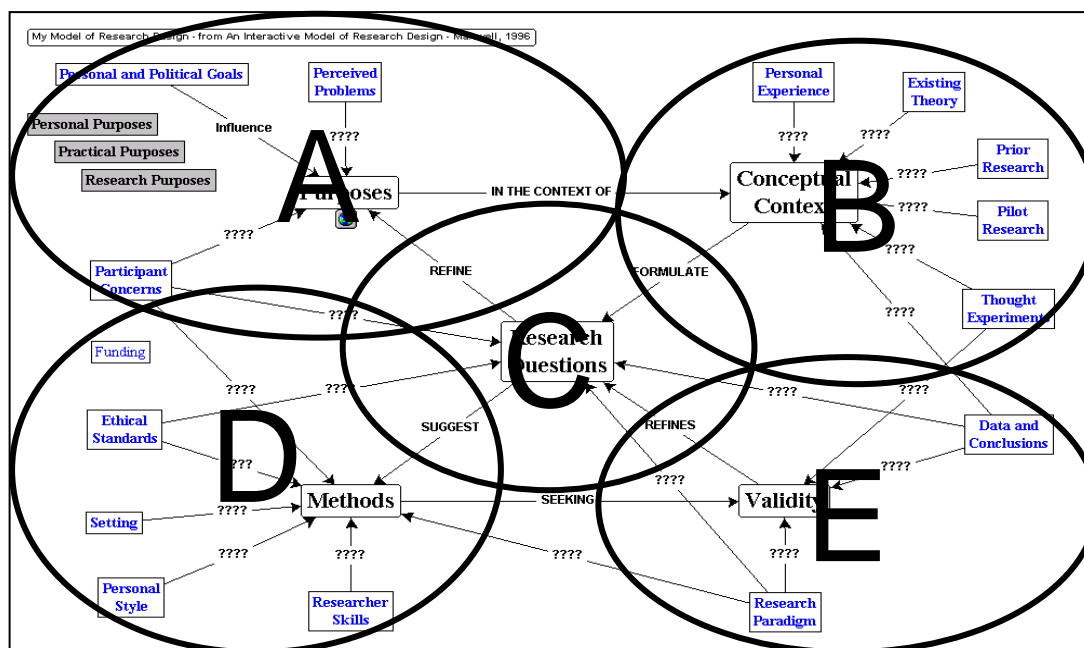
**Figure 1.7: Sequence of the main elements of research design, circled in chronological order, based on Maxwell's (1996) model of research design**

The 5-steps of Maxwell's design shown above (A-E) are described in terms of their applicability to this study on the UAE as follows:

**A.** Looking into the "perceived" problems" in the existing public administration system in the UAE, and exploring the "personal and political goals" that would influence defining the draft "purposes" of this study, which is done in this chapter.

**B.** The "purposes" will then be introduced "in the context of" a "conceptual context", which is developed for this study using the researcher's "personal experience" and "prior [specialized] research". Reference to "pilot research" would support and focus the concept; in this case, the pilot is senior staffing, which was also introduced in this chapter. Here, Maxwell (1996) argues that it would be more accurate to refer to the conceptual framework as a theoretical framework, as it is a tentative theory about the phenomena under study. In sharp contrast with conventional literature review, a theoretical framework draws upon "different approaches, lines of investigation, or theories that no one had previously connected" (p.26).

**C.** From the above, the main research question was developed.

**D.** The nature of "research question" would suggest the most suitable "methods" to be selected, and then implemented using research elements such as: "researcher skills, personal style, ethical standards [and] settings". These methods will be developed in the theoretical framework and research approach later in this chapter.

**E.** Finally, analysis of related "research paradigms" and any "data" collected, or "thought experiments," would provide the "validity" needed to refine research questions, and that is reflected in the research methodology and design at the end of this chapter.

This study has two main constituents, as described by Gubrium and Holstein (2001)[6] the "qualitative interviewing and field work...classified together, along with documentary analysis, as qualitative or interpretive methods" (p. 85). Therefore, interviewing and document analysis will be the main methods used in this study. Niaz (2008) described the mixed methods research design as "provides a rationale for hypotheses, theories, guiding assumptions and presuppositions to compete and provide alternatives" (p.289) was explored for this study, as it embraces three underlying issues that are "important to this study: a focus on research outcomes through emphasis on the importance of the questions asked rather than the methods of data collection"; hence, the research approach will be a qualitative observational one, which will be based on primary and secondary documents reviews, observations, and interviews as described in Denzin and Lincoln (2000). Analysis of results and conclusions are expected to support the formulation of a model for senior staffing in the UAE.

A functional plan for this study was then drafted, as shown in Figure 1.8 below, which outlines the areas that need to be covered in a systematic process, from which the chapters, steps and contents of the thesis were developed:

---

[6] Drawing on Kvale (1996: 9) and Rubin and Rubin (1995: 34-35)

| Introduction (Background of the Study) | | |
|---|---|---|
| Preceived Problem (research Idea) | Aims and Objectvies (Research Questions) | Research Design |

| Theoretical Framework | | | |
|---|---|---|---|
| Humanistic and Sociology | Organisational Leadership | Public Admin. and Management | UAE-Related Documents |

| Literature Review (Multi-diciplinary), from several related fields - Document Analysis spread within each chapter | | |
|---|---|---|
| Meta-Analysis, literature to develop a model | Primary Document Analysis (UAE - Related) | Secondary Document Analysis (Profiling) |

| Research Approach | | |
|---|---|---|
| Quasi-theoretical Meta-analysis | Qualtitative Empirical Theory Building | Primarily Interpretive |

| Research Metholodolgy | | |
|---|---|---|
| UAE State Building Primary Document Analysis | Profiling of Senior Staff Met-Analysis | Semi-Structured Interviews |

| Findings, Recommendations and Conclusion | |
|---|---|
| Data Presentation | Data Synthesis and Conclusion |

**Figure 1.8: Research Design of the thesis**

In designing the purpose and plan of this study, at least the following three challenges were expected to be encountered and were taken into consideration, as described by Marshall & Rossman (1995):

1. Constructing a conceptual framework that is "thorough, concise, and elegant" (p.5),

2. Developing a plan that is "systematic and manageable yet flexible" (p.5), and

3. Integrating these into a "coherent document that convinces the proposal reader that the study should be done, can be done, and will be done" (p.6).

### 1.1.4 Theoretical Framework

To understand the research questions of this study, and to confirm the validity of the design chosen, four areas of research have been selected to provide a solid theoretical framework. These four areas are considered as the main pillars of this study as illustrated in Figure 1.9 below, and were developed to be the main constituents of this meta-analysis study to develop the model for senior staff working in the UAE in all areas of the public sector, including those who are seconded or attached to the private sector as part of the government's public-private partnership initiatives. It consists of the following four bodies of literature:



**Humanistic and Sociology**
(e.g. Bourdieu's "Cultural Reproduction and Social Reproduction", and Mintzberg's "iceberg" model)

**Organisational Leadership**
(e.g. Yardley and Neal's "three dependent principles of effectiveness: Leadership, Context & Management Methodology)

Meta-Analysis to Develop Senior Staff Model for UAE

**Public Administration and Management**
(e.g. Granatstein on Mandarins as crucial players in nation-building)

**UAE-Related Documents**
(e.g. Whitcroft on Shk Zayed, Strategic Plans, Reports)

**Figure 1.9: Elements of the theoretical framework**

Humanistic and sociological studies are the roots of this research, which is directly related to human beings behaviours and characteristics. This requires in-depth theoretical analysis of relevant literature such as that of Bourdieuian theories in "Reproduction in Education" (1977); "Society and Culture reproduction" (1973); "Theory of Practice" (1977); "Language and Symbolic Power" (1991), and "*The State Nobility: Elite Schools in the Field of Power*" (1996). Some of the main theoretical elements of the study can be derived from secondary sources such as that of Brubaker (1985), which was aimed at critiquing Bourdieu's theories:

> Instead of segregating the study of the symbolic realm (religion, language, education, art, ideology - in short, culture, broadly understood) from the study of the material economy, and thus in effect relegating the study of culture to an "idealist semiology," Bourdieu's substantive theory, like the vast theory Marx envisioned but never constructed, is premised on the systematic unity of practical social life. (p.748)

Healthy leadership and management of organisations require a definition of the qualities of senior staff sitting at the top of the hierarchical structure of these organisations. Analysis of related theories, such as those of mandarin's qualities and practices by Samier (2001), would amalgamate to structure the theory for this study. Another aspect of this study is an examination of the support of foreign companies and/or individuals, whose work ethic and ideology are in most cases in conflict with the local culture and ethics in the UAE. Those candidates for management and leadership roles are expected to have the ability to combine the art of personal influence with the science of human performance, as well as creating conditions that support optimal performance in their people.

The review should determine whether the qualities of mandarins as determined by Barberis (1996) to be "resilience, independence of mind loyalty to ministers without sacrificing their own integrity or that of their office, charisma; intellectual prowess; and technical attributes of sound judgment and discrimination" (p.140) that made them favoured by rulers in leading reforms and state building that are prevalent among the Emiratis. The subject of this

study is focused on human resource development, which is a very wide subject, as Torraco (2004, p.171) explains:

> The importance of theory to the development of professional disciplines such as human resource development (HRD) is one of the most frequently discussed topics in the field (Hotlon, 2002; Kuchinke, 2000; Lynham, 2000; McLean, 1998; Swanson, 1997, 1999, 2001; Torraco, 1997; Weinberger, 1998)

A thorough literature review of relevant documents and references related to this study fields will take place, using relevant documents that explain related subjects such as Rorraco's (2004) "Challenges and Choices for Theoretical Research in Human Resources Development", Palen's "The Education of the Senior Military Decision-Maker" (1972) on development of senior staff, and McBride's "National Qualifications Frameworks" (2004).

More specific focus of the study on the UAE will look into related documents that analyse top-down aspects of organization building in the country. Some of these documents are publically documented and accessible, such as strategic plans that include vision and mission statements, some are policies and procedures, legislations, and some are published performance reports of organizations. Examples of these primary documents are the "Abu Dhabi Economic Vision 2030" and "UAE Vision 2021". Other documents may be inaccessible due to the sensitivity of information, such as correspondence or minutes of meetings, government audit reports, and assessment results of senior staff administered by the Center of Excellence for Leadership Development of Abu Dhabi Executive Council.

## 1.2    Literature Review

This type of research involves multi-disciplinary subjects from different fields of study as shown earlier in the theoretical framework design. Therefore, deeper document analysis will be spread over each part of the study to relevant chapters in order to address the issues and subjects discussed in such part, which will shorten this section of literature review to just that of an introduction to the study.

A critical examination of available literature in this field is expected to produce a variety of complementary theories that can form the theoretical framework for this project, a few of which may have been tested empirically while many remain untested theories. In education-related fields perhaps many of the tested theories remain inconclusive because many of the characteristics being studied involve intangible factors that are difficult to explore, recognise, monitor or even control in human subjects because they can conceal, such as motivation, intentions, and some actions.

Considering that it is important to identify "loyal and qualified Emiratis" and how they can be effectively and productively positioned in government key roles, it is necessary to conduct an in-depth study of their qualities and compare them with those of the "mandarins" who are known to be central to state building through the use of values, attitudes, loyalty, etc. Such qualities are what the UAE needs in its senior civil servants to enable them to face the challenges of an ever-changing economy and emergence of new societal aspects that may and may not serve the country's vision. One of the major areas of concern is the increasing influence of expatriate imported values and ethics on decision-making and the direction which the institution-building process is following, polluting 'national interest' with 'personal agendas'. Samier (2007) gave an overview on the main characteristics of mandarins in "the formation of the public service ethos":

> Their strong public service ethic allows them to overcome tendencies to self-interest, enabling them to live, in Weberian terms, for the state rather than from the state. The most important feature of mandarin authority is the ability of "speaking truth to power," allowing them discretion over decisions and actions not bound by tradition. (p.105)

The research is expected to indicate that the UAE needs "mandarin" types of Emiratis to be heads of organisations, and define the basic elements of selection and development processes, and accountability system for such high-level figures. On the other hand, it is essential to shed light on qualifications systems: where they originated from and how they can provide instruments to assess candidates for high-level managerial positions and prepare them to carry out their duties and obligations throughout their terms.

The rest of this chapter will give an overview of a variety of theories that lead to assessing, selecting and qualifying senior staff such as sociological theories, qualifications systems, managerial, leadership theories, citizenship, and rational choice theory (neoinstitutionalism, or new institutionalism!).

### 1.2.1 Humanistic and Sociological Theories

Much of the discussion on these theories will be on Pierre Bourdieu, who was described by Brubaker (1985) as "a sociologist of unusually broad intellectual formation, Bourdieu has produced, during the last two decades, a wide-ranging body of work remarkable for its theoretical sophistication and for its ethnographic acuity, and constituting one of the most significant of recent attempts to adapt the theoretical legacy of classical social theory to the empirical study, from a broadly critical perspective, of contemporary society" (p.745).

For an in-depth analysis of the UAE's situation regarding the qualifications of decision-makers and managers that drive the development and manage large organisations, it was important to examine the thoughts of Bourdieu's on the education systems needed for this layer of individuals using the theory of reproduction, as Brubaker (1985) stated that "sociologists of education debate his work on the role of the educational system in perpetuating class-based differences in power and prestige; and sociologists of culture have recently begun to draw on his theory of the production and consumption of symbolic good" (745). Undoubtedly, Bourdieu's reproduction theory is the closest model for this theoretical framework on the upper echelon of management in organisations, translating it into materialistic representation and power-driven elements.

A review of several books and articles of Bourdieu such as: "Language and Symbolic Power (1992)", "Cultural Reproduction and Social Reproduction (1973)", "Social Space and Symbolic Power (1989)", are expected to fortify this discussion. Such references will be used for developing Chapter Three: Profiling of Senior Staff.

Drawing on Bourdieu's (1973) educational, social and cultural reproduction theories, and his theory of practice, outlined and discussed in Chudzikowski and Mayrhofer (2011), my focus will be directed towards the role that political and educational leadership in the UAE play in supporting the socio-economic development of the country. This role is expected to transform the UAE from a traditional society into a fully developed modernized and multicultural society, without erasing its values and ethics that are embedded in its culture. This section will start by closely examining the UAE's public administration system through relevant literature and then will compare it to international systems from supporting literature related to selected relevant countries. Another aspect of this study is an examination of the support of foreign companies and/or individuals, whose work ethics and ideologies are in most cases in conflict with the local culture and ethics in the UAE. Those candidates for management and leadership roles are expected to have the ability to combine the art of personal influence with the science of human performance, as well as creating conditions that support optimal performance in their people.

### 1.2.2 Leadership and Management

Some confusion and overlaps in many peoples' minds exist around the differences between leadership with management, which needs an explanation here. Major differences between the two are often overlooked, as leadership is always seen as leading a group of people, whereas management is managing people as well and include responsibility over other things and resources such as information technology, money, advertising, equipment, promises, etc. Of course many management roles partially have major people-management with some leadership responsibilities. However, a solid fact is known that leadership always includes responsibility for leading people more than managing resources, while management needs an element of leadership but not as its core business.

Numerous resources have discussed this subject and presented a clear distinction between the management and leadership, such as that in

Burgoyne et al (2004), and as illustrated by Senior and Swailes (2010, p.228) as shown in Table 1.1 below:

| | Management | Leadership |
|---|---|---|
| **Creating an agenda** | ***Planning and Budgeting:*** establishing detailed steps and timetables for achieving needed results and then allocating the resources necessary to make that happen | ***Establishing Direction:*** developing a vision of the future, often the distant future, and strategies for producing the changes needed to achieve that vision |
| **Developing a human network for achieving the agenda** | ***Organizing and Staffing:*** establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people and creating methods or systems to monitor implementation. | ***Aligning People:*** communicating the direction by words and deeds to all those whose cooperation may be needed, so as to influence the creation of teams and coalitions that understand the vision and strategies, and accept their validity. |
| **Execution** | ***Controlling and Problem Solving:*** monitoring results vs. plan in some detail, identifying deviations , and then planning and organizing to solve these problems | ***Motivating and Inspiring:*** energizing people to overcome major political, bureaucratic, and resources barriers to change by satisfying very basic, but often unfulfilled human needs. |
| **Outcomes** | **Produces a degree of predictability and order**, and has the potential of consistently producing key results expected by various stakeholders (e.g. for customers, always being on time; for stakeholders, being on budget) | **Produces change**, often to a dramatic degree, and has the potential of producing extremely useful change (e.g. new products that customers want, mew approaches to labour relation that help make a firm more competitive). |

**Table 1.1: Leadership and management. Senior and Swailes (2010, p.228)**

The extent of responsibilities of both management and leadership needs to be properly digested by leaders, elites and senior staff to help them function within their boundaries and delegate authority to others. This comparative view is shown in Table 1.2 below, in which numbering is not indicative of any specific order but only to label similar responsibilities and show roles in management and in leadership terms.

| Management | Leadership |
|---|---|
| 1. Implementing tactical actions | 1. Creating new visions and aims |
| 2. Detailed budgeting | 2. Establishing organizational financial targets |
| 3. Measuring and reporting performance | 3. Deciding what needs measuring and reporting |
| 4. Applying rules and policies | 4. Making new rules and policies |
| 5. Implementing disciplinary rules | 5. Making disciplinary rules |
| 6. Organizing people and tasks within structures | 6. Deciding structures, hierarchies and workgroups |
| 7. Recruiting people for jobs | 7. Creating new job roles |
| 8. Checking and managing ethics and morals | 8. Establishing ethical and moral positions |
| 9. Developing people | 9. Developing the organization |
| 10. Problem-solving | 10. Problem-anticipation |
| 11. Planning | 11. Visualizing |
| 12. Improving productivity and efficiency | 12. Conceiving new opportunities |
| 13. Motivating and encouraging others | 13. Inspiring and empowering others |
| 14. Delegating and training | 14. Planning and organizing succession |

**Table 1.2: Typical Responsibilities of Management vs Leadership (Source: Burgoyned et al, 2004)**

The comparisons above show clearly the scopes of leadership and of responsibility, and it shows that leaders usually delegate management responsibilities to managers. On the other hand, management has a wider responsibility over detailed resource management and ensuring quality and quantity of work required to achieve the goals takes place. It may be argued that leaders do not necessarily act as managers, while managers need to have leadership aspects in their work.

### 1.2.3  Public Administration and Public Management

To explain the basic concepts and approach used in this study, I am including this part of the introductory section with a general discussion of public administration and management theory. In mature and developed countries, 'administration' is a wide area that consists of many disciplines, systems, principles, and approaches, that is distinct compared to public 'management'. Lane (1994) has defined a framework for public administration approach:

Drawing on several models, classical organization theory, Weberian bureaucracy theory, public law notions and public policy models, the public administration approach states what maxims are distinctive about the public organization of society and which maxims are the chief ones that should govern any attempt at reform. (p.144)

The public administration approach consists of principles and laws that govern how the life of employees, and members of the general public, should operate for a more stable, motivated, constructive and consistent lifestyle. On the other hand, the public management approach presents principles that reflect government's requirements for reforms in the public sector towards providing better services to the general public. But there are always positive and negatives aspects of both approaches, and the need for detailed analysis of the two approaches is continually emerging in the literature.

There are core principles for public administration and public management that shows the differences between the two, and give indications about how public systems in governments should function both theoretically and practically, as Table 1.3 below shows.

| Public Administration approach | Public Management approach |
|---|---|
| Rules | Objectives |
| Due process | Efficiency |
| Anticipation | Adaptation |
| Responsibility | Direction |
| Formation: case | Innovation |
| Openness | Secrecy |
| Complaint: voice | Exit |
| Legality | Effectiveness |
| Vocation | Self-interest |
| Public interest | Profit |

**Table 1.3: Public Administration versus Public Management**
**(source: Lane, 1994, p. 144)**

The challenge faced by many countries is expressed in Atiyyah (1993): "During the past three decades, management development (MD) has gained

increasing attention among administrative leaders, management specialists and practitioners in developing countries, including the Arab states" (p. 3),

This section will include a brief sketch of the different schools of thought on management theory in modern times, in order to situate this thesis in that context. A study of the classical scientific management theory that was developed in the 1890s by Frederick Taylor (behavioural positivist) around the turn of the twentieth century, in part drawing on Max Weber's (critical interpretive) theory of Bureaucracy in the 1930's, will be followed by an examination of the behavioural management theories which evolved during the beginning of the twentieth century. This will be followed by a discussion on the management science theory and other theories that were developed to explain how the external environment impacts the way organizations and managers behave.

The overall objective is to have a clear understanding of how economic, political, and cultural forces influenced the development of these theories and the ways in which organizations and managers operate and also their relevance to the UAE and its context. For this purpose it is necessary to gain an understanding of both comparative paradigm which is grounded in Malinowski's functionalism (1961) and Barnard's classical management theory (1938), and contingency management paradigms grounded in Radcliffe-Brown's structural functionalism (1952) and Thompson's contingency theory (1967), through a review of studies conducted to determine the role of organizational culture in improving managerial and organizational performance such as Deal and Kennedy's *Corporate Cultures* (1982), and Schein's *Organizational Culture and Leadership* (1992). Other paradigms that will be consulted include the organizational cognition paradigm which is grounded in ethno science (Goodenough, 1971) and Weick's cognitive organization theory (1979), which is likely to provide an understanding of the rules that guide behaviour of managers.

While Herzberg's (1959) motivation theory talks about the way of motivating people in the workplace, Herzberg emphasises on the importance of providing all the necessities of workers, and he referred to it as "hygiene factors", but

this can only happen if the necessities of the top level management is provided as well, and that is where senior staff role becomes crucial in leading and managing all these elements and keep all the players satisfied and motivated.

### 1.2.4  Organizational Leadership

Success of organizations do not rely on leaders only, but on other requirements of organizations, as Yardley and Neal (2007) explained that "The organization itself is set within an operational environment which impacts on the volatility of the subsystems that are utilized to communicate the leader's intention (management methodology)" (p.36), as represented in the following Figure 1.10 below. To cope with the complex factors for effectiveness presented above, Yardley and Neal (2007) also stated that "the requirements of leaders are changing, that organizations are becoming more complex with multiple cultures and different maturity stages to be coped with." (p.36). Therefore, to ensure the effectiveness of organizations, the need for leaders and senior staff is a subject that needs to be researched in the field of leadership.
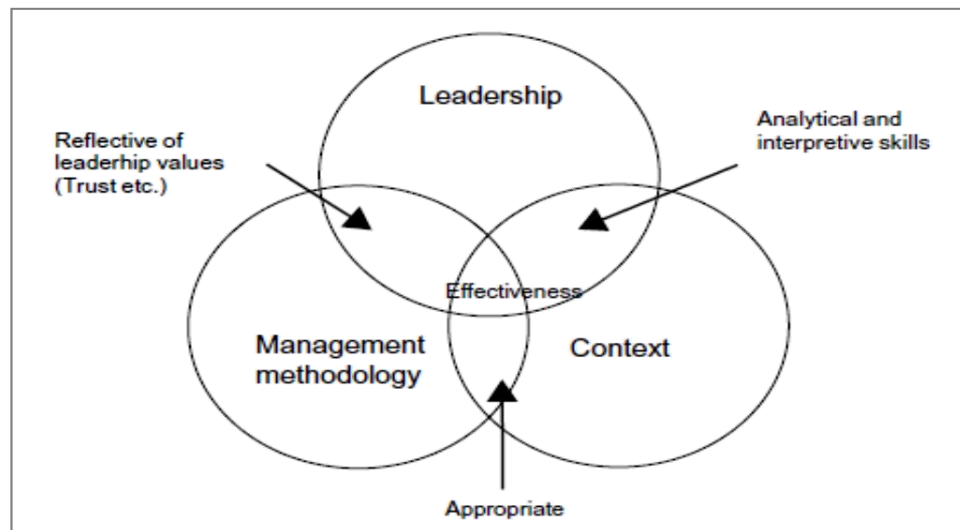


**Figure 1.10: The three dependent principles of effectiveness.**
**(Source: Yardley and Neal (2007, p.36))**

This section will examine both traditional and contemporary leadership theories and practices, placing special emphasis on ideas and concepts of

leadership that impact the development and selection of senior leaders, for example Burns (1978) and Kets de Vries (2006), while attempting to identify best practices that may be adopted for selecting and developing senior leaders in order to satisfy an organization's future demands, it will seek answers to questions such as:

1. Are development and establishment of succession management and talent management systems crucial to selecting the best people for future leadership roles? and,

2. What are the implications of altering existing organizational leadership models in the UAE?

Challenges such as the nature and extent of resistance to the integration of contemporary thinking in organizational culture and how leaders can influence culture are aspects worth exploring in the process. This thesis is expected to help develop taxonomy of leadership theories and models, determine trends and traits of leadership and leaders and also help in identifying the key requirements for and challenges in selecting and nurturing senior leaders of the future in the UAE, as well as being relevant to other countries. It will begin by delineating theoretical contributions and methodological implications of a structural and historical approach to organizational leadership. Chapter Three, profiling of senior staff, will then analyze the reproduction of culture and the formation of social systems, especially of leadership necessary to cultural continuity and change drawing on Pierre Bourdieu theories and works done by others such as Jean-Claude Passeron, Max Weber and Eugenie Samier. Using these sources and others such as Morrow and Torres (1995), the paper will pursue further the examination of what changes in cultural reproduction occur with changes in the composition of dominant classes and groups with the growth in size of the middle class, or with the changes in the nature and situation of working class or sections of it.

## 1.3    Approach and Methodology

This type of qualitative research requires gathering information and data from a wide range of sources and focus on perceptions of a limited number of

participants related to senior staff. Findings are used for an in-depth exploration of senior staff's environments and effects on their characteristics. In this section, chosen approach and methodology are explained.

### 1.3.1 Research Approach

As a quasi-theoretical model building study, using a qualitative and interpretive approach to build the model, starting with theory and ending with field demonstration, there are mainly two paradigms used to verify and develop theoretical plans and the models that come from them: positivism and anti-positivist (interpretive and critical) research. The argument of French philosopher Auguste Comte (1798-1857), who was the founder of the positivism doctrine, was introduced by Mark J Smith, (2003), stating that Comte argued that:

> Sociologists should not be concerned with the internal meanings, motives, feelings and emotions of individuals. Since these mental states exist only in the person's consciousness, they cannot be observed and so they cannot be measured in any objective way.

Positivists rely on quantitative data and are concerned with the use of statistical data by counting sets of available social facts. According to Bordens and Abbott (2002), quantitative data give information that researchers need to build scientific hypothesis. Therefore, positivism has to follows well structured and calculated methods to give accurate findings. However, human behaviour naturally comes with emotional motivations and responses with higher order values, as well as traditional values. Later on in this study, there will be exploration on religious and cultural values relevant to the thesis. In brief, the differences in positivist and interpretive research will be in the theoretical framework, conception, the type of required data, and expected outcomes. Both have specific requirements that are not always expressed in numbers, this makes each of the two paradigms have some suitable research methods.

To summarize the differences between the types of paradigms, the following Table 1.4 illustrates a comparison of the paradigms used above for positivist, interpretive and critical.

| Research Paradigm | Research Approach | Research Methods | Data to be Collected |
|---|---|---|---|
| **Positivist** | Quantitative | Surveys; Interview Questionnaires | ▪ The degree of satisfaction of the HR Manager or the recruitment facilitator to hire the senior staff.<br>▪ The actions taken by the government sector to empower the senior staff.<br>▪ The percentage chance of the senior staff to be promoted, terminated or given another chance in the organization.<br>▪ The degree of influence of political realm in the entire process of the life cycle of senior staff. |
| **Interpretive** | Qualitative | Case study Depth interview | ▪ The factors that influence the life-cycle of senior staff in terms of recruitment, empowerment, and evaluation in an organization.<br>▪ The causes of strengths and weaknesses each process involved in the life-cycle of senior staff. |

**Table 1.4: Positivist and Interpretive Paradigms**
**(Source: Bordens and Abbott, 2002)**

This study will use a combination of interpretive, critical, and theoretical approaches. All types of relevant data will be collected to develop the model, starting with theoretical literature review, and ending with interviews, then applying the right tools and theories to analyze the collected data, with the aim to reach a logically and soundly acceptable theory and conceptual model for the UAE senior officials, as an answer to the main research question. The critical, particularly, draws from qualitative, and quantitative depending on the research question and phenomenon investigated. To some extent the interpretive also, in some forms, uses mixed methods. It is only the positivist that is completely restricted to quantitative. Based on the above comparison, it can be identified whether the research question pertains to positivism or interpretive. Although there are clear differences between the two paradigms, this study will not follow only one of them, but will utilise both depending on the subject.

### 1.3.2 Research Methodology

The overall methodology is qualitative consisting of three methods, covered in the next three chapters of this study, as follows: primary document analysis

for state-building in Chapter Two; meta-analysis for profiling in Chapter Three; and semi structured interviews in Chapter Four. The primary aim of the study is to understand and optimize the life-cycle of senior staff in the UAE, which normally follows an open-ended five step cycle**:** selection, placement, empowerment, evaluation and redeployment or termination of services. Because the project is designed to explore how effectively and comprehensively various public organisations, including military and foreign services, are selecting senior staff based on three factors: qualifications, performance, and assessment, and because the study seeks to identify the strengths and weaknesses of the organization/s in terms of the criteria and factors mentioned above, the methodology chosen for this study is quasi-theoretical and qualitative empirical. Furthermore, the study hopes to achieve an enhanced senior staff life-cycle most suited for the UAE, and that can be evaluated for continuous enhancement.

Methodology will be discussed in each relevant chapter of this study, as follows: *Chapter Two:* is on institutions building in the country, therefore, document analysis has been chosen as the best method because most information relies on data from primary documents. *Chapter Three:* Profiling of characteristics of senior staff using meta-analysis and a comparative study of three types of leadership. *Chapter Four:* Qualitative interviews are conducted to draw out participants' views on senior staff characteristics and employment recruitment.

There will be a need to analyze existing policies and procedures, starting from that of educational systems to practices of appointments of senior staff, with particular interest in what elements influence the appointments, such as favourism, or "wasta", personal characteristics of these individuals, and their "qualifications" for candidacy for such important jobs. In determining an appropriate research design there was significant influence from the fact this study focuses on a problem concerning a small yet vital segment of the nation's workforce whose qualifications, professional quality, integrity, performance, etc. has a direct impact on the socio-economic development

and international image of the UAE. Subjects like these will be suggested for further detailed research in Chapter Five.

Though there will be use of prior experiential knowledge of the author in the field of establishing qualifications frameworks and in being part of developing new organisations and participating in the selection and mentoring senior staff, this practical knowledge will be supported by referencing relevant theories, and strengthened by interviews of some senior executives (elites). Interviews of elites will follow the methodology presented by Odendahl and Shaw (2001), in which they presented a comprehensive literature analysis of interview methodology starting with classifications of elites, including an interesting category of "defensive" elites, who were described as "people or groups who are threatened by, have little to gain from, or are otherwise reluctant to place themselves under scrutiny" (p.300).

### 1.3.3  Thesis overview

This study is composed of five chapters. This first chapter gave an introduction to the study background, theories, approach and methodology. It started with introducing the perceived problem and some related areas of the UAE Leadership's challenges, then it defined its aims and objectives and the research significance. Then it laid out the constituents of its structure, starting with the main elements of the theoretical framework, and proceeding to its approach and methodology. The study is a multi-disciplinary one and has a mixture of subjects from different fields, thus literature review is spread throughout the thesis and in this chapter it is related to the theoretical framework elements..

The second chapter explains state-building in general and in the UAE specifically, with a focus on senior staff roles and characteristics related to their leadership traits (bottom-up) and their practices within their organisations (top-down) and (inside-out). Therefore exploring the environment of senior staff is important in order to understand the factors affecting their professional half-cycle in the senior employment system, which includes (selection, recruitment, empowerment, development, evaluation, and termination/

replacement phases). Methodology and document analysis will be covered in the chapter. The chapter will then introduce the UAE government's efforts and capabilities to bring order and quality standards to overcome the many challenges it faces, such as negative favourism of (wasta) and its efforts to "place the right person in the right post" through different initiatives and policies, such as the application of a national qualifications framework (NQF).

The third chapter introduces profiling methods of senior staff characteristics. It will introduce tangible and intangible characteristics of senior staff referring to existing models such as the ice-burg model, and introducing a new model called the (tree metaphor) that represent how characteristics are developed. The focus will be on the UAE's perspective of the qualities of people in general, such as learning from upbringing, with direct reference to senior staff in specific. It will further explore relevant topics such as types of leadership, leadership theories and the difference between management and leadership. Extracting common characteristics of prominent leaders and senior staff should give an indication of recurrent ones that can be called ideal characteristics of senior staff. The perception of these characteristics within the senior staff community will be explored through meta-analysis, interviews and observations taking place in the next chapter.

In the fourth chapter, which includes interviews and observations of selected elites and senior staff to reflect their perception of senior staff characteristics, the interview and observation methodology as well as the presentation and analysis of data is carried out to explore the extent of awareness amongst senior staff in the country related to senior staff characteristics. These interviews will cover the top two of the hierarchy that represent levels of employment in any organisational system: Elite leaders, who sit on top of the institutional hierarchy, and Senior staff, either locals or expatriates, who play double role, they give support to the leaders in the form of advisory or as subject matter experts, and they manage their own organisations and represent the main subject of this study. Logical analysis and synthesis of the findings should help in the development of a perceived model most suited for the UAE in the next chapter.

The fifth and final chapter will synthesis the findings of previous chapters and discuss the developed model of the "senior staff characteristics", then will suggest some recommendations that may help in developing the public administration system and practices, as well as learning outcomes and generic level descriptors related to senior staff of any occupation at the top levels of the National Qualifications Framework (NQF). Finally, suggestions for further studies are presented in this wide field of educational leadership and management.

# CHAPTER TWO:

# STATE BUILDING

## 2.1 Introduction

To explore the subject of state-building, especially in fast-developing countries such as the UAE, which faces numerous challenges in establishing an infrastructure for a modern and vibrant civilisation, it is important to get a more theoretical understanding of the issues facing such booming societies, especially those related to senior staff. In introducing the subject of capacity building, De Vita et al. (2001) introduced some definitions related to non-profit organisations, such as "the ability of non-profit organizations to fulfil their missions in an effective manner" (p.1), then they expanded their exploration of the subject stating that:

> Community structures are generally organized around three realms: the government, business, and non-profit sectors. Like a three-legged stool, all three sectors must be present, sturdy, and working together to achieve balance and stability (p.5)...Building the capacity of community-based organizations and the non-profit sector is not a simple task. There is no magic formula that guarantees success, and little agreement exists on where to begin or what to do. (p.6)

House et al. (2004) explain that from an understanding of capacity building and its features, a number of principles for developing co-operation in organizations can be derived. These principles can be applied in different ways by different actors in any organization; they characterize much of the "conventional wisdom" in this area, or what they called 'governance', and they include:

- the development of local participation,
- ownership and control,
- emphasis on the use of local capacities,
- a sound understanding of local conditions,
- coaching and supportive role for technical assistance,
- an iterative and flexible approach, and
- a systemic, long-term perspective.

There are no clear analytical and comparative studies on the characteristics of senior staff that affects their selection, recruitment and/or appointment criteria for senior positions at the higher grades of employment systems in the UAE. Some related studies were conducted in more mature and highly developed countries, such as that of the senior grades of Permanent Secretary in the UK, and Deputy Minister, Associate Deputy Minister and Assistant Deputy Minister in Canada. The extraordinary change and development that took place in the Gulf States, and the exponential growth to reach a total population of approximately 33 million, has been the subject of population imbalance of local and expatriate residents in the UAE, Qatar and Kuwait, where expatriate work force is considered to be a majority, and a report was presented in Fox et al. (2006) to describe the situation as:

> While the Gulf societies are fairly receptive to the material benefits of globalization, on the other hand, they deliberately cushion themselves from the negative aspects of market penetration into social life and ideology. This has led to a unique combination of traditional and formal organisation. (p.3)

> The Gulf States are run by a newly enriched social order who see capitalism, quite shrewdly, through the eyes of persons raised by parents who experienced the tribal life. This distinction alone dispels the kin and capitalist modes of production distinguished throughout the literature of sociology, anthropology, and political science. (p.7)

The statements above lead to an understanding that, in order to be realistic and practical, research on subjects related to people in the Gulf states needs to take into consideration the nature of the people, their traditions, culture and requirements. In the UAE, there is an active link between public and private sectors, as many of the large private organisations are established through investments and by the government to enrich the industry and the economy for the overall national interest of the country. This has led to the utilisation of many public civil servants in private organisations through secondments or attachments or even transfer, making them more quasi-public in nature. Therefore, senior staffs concerned with this study are those in both the public and private sector.

For most of the past forty years, the importance for institution building and the socio-economic development in the UAE was on the "what and why" questions related to assets, human, financial and natural resources. Fox et al. (2002) argued that:

> less attention was given to the "how" issues, including organizational design, implementation and management. This has led to a preoccupation with building formal organizational structures, mainly in the public sector, and with institutional strengthening. The role of public institutions in the country's development is now changing. Conventional ideas about organizational engineering are being supplemented by broader notions on promoting learning, empowerment, social capital and creating an enabling environment

Recently, public sector organisations in a number of countries have started to pay attention to multi-culturalism, values and ethical considerations and relations that control organizations and people. Brillantes (2001) stated that:

> Among the major strategies for capacity development is restructuring public administration and legal reform. These obviously fall squarely under the general effort to bring about reforms in the public sector. These reforms range from professionalizing the civil service to rationalizing salary structures of the civil servants to review of regulatory measures and codification of laws. (p.16)

This chapter will explore some of the main elements of capacity development or capacity building, such as neo-institutionalism theory and state-building pathways, and their application to the UAE public administration system, and then an overview of organisational environment. This will be followed by a more focussed discussion on the UAE's challenges with human resources management, and introducing the qualifications framework system as a perceived solution to all the challenges facing organisations and facilitating the selection and the appointment of the right person in the right post at the right time.

### 2.1.1  Neo-institutionalism and state building

An important advantage of mixed societies, such as in the UAE, is the emerging and development of a new hybrid culture that normally reflects the qualities of practices and beliefs of the different sectors and cultures in the

society. In addition, due to the strong cultural ties and behaviours of individuals in the Middle East, it is important to explore the effect of institutions on them and their effect on initiation into workplace roles. For institution building processes to succeed, senior staff who find themselves in the responsibility seat, become subjects of their institutions' effects, and this reflects on their characteristics and behaviours.

According to Islamic culture and beliefs, decision making by senior staff is governed by ethical conduct within certain boundaries, especially related to hiring the right people to build institutions. On the other hand, there are those who lack such understanding and are drawn by their own interests, or even like to swim against the current and have their own agendas. Those incompetent and irresponsible senior members of staff who insist on wrong-doing are in violation of a number of Islamic principles including the Holy Qur'an which states that:

| إِنَّ خَيْرَ مَنِ اسْتَأْجَرْتَ الْقَوِيُّ الْأَمِينُ | |
|---|---|
| truly the best of one for thee to employ is the one who is strong and trusty | |
| ﴿سورة القصص 28: آية 26﴾ | (Al-Qasas/ The Stories 28: Verse 26)[7] |

And according to Ali (2005), they violate Prophet Mohamed's (PBUH) sayings: "He who is in a leadership position and appointed knowingly a person who is not qualified to manage others, then he violates the command of God and His messenger" and He also said: "when a person assumes an authority over people and promotes one of them because of personal preferences, God will curse him forever" (p.190).

Tan (2007), in explaining the situation in Singapore stated that "the government does not see its role as building strong political institutions for active citizenship but providing strong political leadership for its citizens whose duty is to support the leadership." (p.29). From the UAE perspective, with the expected rapid industrialization in the early part of the twenty first century, one wonders if the increase use of the advancing science and technology, the widespread use of

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[7] www.oneummah.net/quran/book/49.html

English language, and the exposure to western values and ethics that is perceived to emphasize the individual over the community and secularization, would result in 'de-culturing' the UAE and affecting its future leaders. As it was for the political leadership of Singapore in the 1970's and 1980's, this could be a cause of growing concern among the political leadership of the UAE.

Neo-institutionalism or the New Institutionalism was described differently as a sociological view of the way institutions interact. As stated by Lane and Kivisto (2008): "developed as a way to incorporate theories about the power of institutional structures with theories about the power of individuals" (p.147). They claim that social institutions were purposefully designed by humans to help organise the world in which they function, but eventually constrain and structure human behaviour as an intended negative consequence. As an example, colleges and universities evolved so that society could protect and spread knowledge - as Lane and Kivisto (2008) said - producing "structures within universities clearly impact individual and collective behaviour of faculty, staff, students and administrators" (p.147). On the other hand, Hinnebusch (2006) claims that the "school of 'new institutionalism' argues that the institutional configuration of regimes makes a crucial difference for outcomes, especially in institutionalizing political incorporation of the various social structural configurations" (p.380), suggesting that universities are a crucial source for administering applied research related to organisational environments, as they themselves represent fully mature organisations. However, Barzelay et al. (2006) considers that new institutionalism contain unclear and clashing ideas of change, or "exogenous factors", such as culture, beliefs and technology, which influence institutional transformation in ambiguous ways. This discussion could lead to the analysis of senior staff characteristics that influence institutional change such as strong leadership and high level of expertise.

### 2.1.2  State Building Pathways

States are normally built following their leadership's vision, which defines what institutions are required to achieve in order to fulfil that vision. Political

leadership roles have been defined by Witcroft (2004) in the following statement:

> In 1953, the philosopher and historian Sir Isaiah Berlin published a study of political leadership entitled *The Hedgehog and the Fox*. The book dealt with the role of 'great men' and their impact on the course of history. Berlin referred to what he considered the essential distinction between two types of human beings. First, there are those who 'know one big thing.' They construct their perceptions of the world, their thoughts and feelings on the basis of this 'one big idea'. As a result, their views are all-embracing and seamlessly integrated. The second type seeks to accomplish a multiplicity of objectives, some of which may be contradictory. Berlin assigned the Greek political thinker Plato and the eighteenth-century German philosopher Georg Hegel to the first category, while suggesting that the Greek philosopher Aristotle and the historian Herodotus belonged to the second. However, Berlin also recognised that some great men possessed the best of both. (p.243)

In the UAE, people believed that Sheikh Zayed is one of those described above, possessing the best of both levels of understanding. Analysis of some of his characteristics, which will take place in the next chapter, can shed the light on how this type of leadership, which has to sometimes contend with forces beyond control and also draw on the strong force of traditions, culture, etc. which are very hard to change in a society. But Shaikh Zayed was able to overcome these challenges in a wise and smooth manner. Analysis of his characteristics could be the subject for a number of doctorate studies, as it is difficult to cover the whole picture of the great leader's achievements and school of thought in one thesis. Of course, if one is dealing with charismatic leadership then there would be more manoeuvrability since charisma can replace tradition, and inspire people to rise above circumstances to a point. Shaikh Zayed's charismatic personality was completed with his visionary leadership. He had a vision and a strategic plan to achieve this vision. He knew that the roadmap he drew was full of challenges, but it was clear that he had the skill and natural talent of selecting the inner circle close to him and to govern the selection and appointment of senior staff. A solid system for assessment and accountability was set in place and implemented

professionally, which led to all the achievements the UAE has accomplished and continues to succeed in.

Senior staff play a double role: they build and run organisations, and they provide advice to the higher leadership on challenges faced and best options to choose from. In order to excel, they have to properly understand and apply the different approaches of management, such as the three approaches described below, top-down, bottom-up, and inside-out. This complex nature of the senior staff role is described by Grint (1997):

> ...all the time behind the scenes are people who have very important functions in the practical work of government. Certainly from time to time these have to bow the head to the caprices of ignorant and overbearing sovereigns or parliaments; but soon enough they return to their tenacious, patient, unwavering work, the effects of which are of much greater significance. (p.73)

The illustration in Figure 2.1 below was synthesized from a broad range of related readings, distilled to reflect how senior staff function when organisations are established, and it illustrates the three most common pathways of organization-building: The *top-down* pathway, after a senior person is appointed by the leadership, in whom the government sees potential to lead the development process, thus keep delegating responsibilities to him/her of propagation of the leadership's vision into reality, the *bottom-up* pathway, which senior staff need to develop to help them through taking measures such as research and statistical indications of issues affecting capacity building and organisation's development. The third pathway, *middle-up-down*, or *inside-out* pathway, is the day-to-day activities of senior staff within their organisations, feeding services to the lower level and support to the upper level and interacting with the surrounding organisations from within. The three pathways are directly and indirectly affected by the senior staff's characteristics.
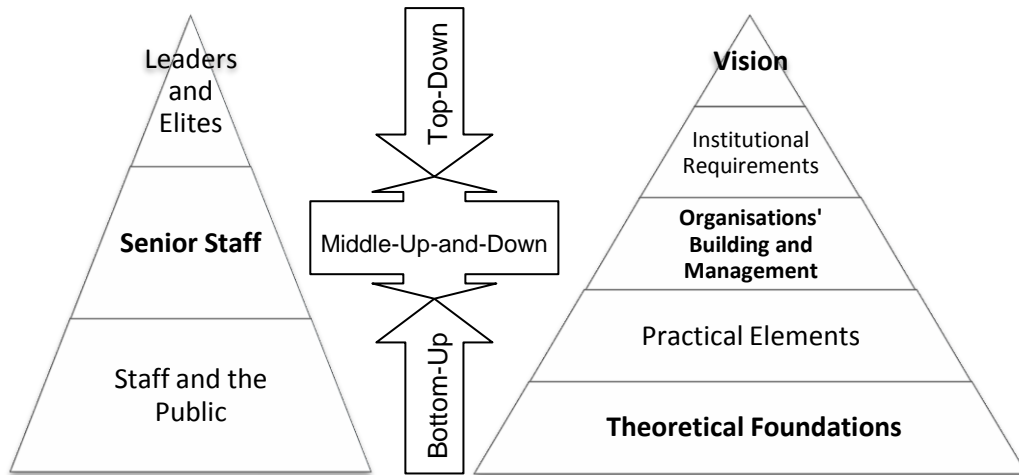
**Figure 2.1: The three pathways of senior staff funtional roles**

As an applied example from the UAE, and building on what has been introduced above, Figure 2.2 below was developed to represent the three pathways related to organisations building, taking the National Qualifications Authority (NQA) shown in the middle of the diagram as a case example:

- The need for establishing the NQA starts from theoretical research and of challenges and related references such as cultural, sociological, and other related theories, which would indicate the need for establishing a qualifications system for the recognition of formal, informal and non-formal learning that would serve the UAE's strategic plans related to globalisation and work force socio-economic development (bottom-up).

- On the other side of the equation, the leadership's vision related to the country's socio-economic development and globalisation, such as that indicated in UAE 2021 vision[8] with the objective to "harness the full potential of national human capital" (p.16) stating that:

    The UAE will harness the full potential of its National human capital by maximising the participation of Emiratis, encouraging entrepreneurship, and nurturing home-grown public and private sector leaders while attracting and retaining the best talent" (p.16),

    This indicates the essential need for developing institutional requirements and infrastructure for human resources development through education

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[8] www.vision2021.ae

and training infrastructure, and this can only happen through establishing several federal and local organisations such as the Ministry of Higher Education and Scientific Research, MOHESR and the NQA (top-down).

- Once organisations are established, they need to be managed and developed by senior staff to meet the expectations of the leadership's vision and to define and manage the organisation's requirements, as well as applying findings of theoretical research and feedbacks from evaluating performance. This process can only take place within the organisation in a process called inside-out, or middle-up-and-down.

| Process | Main Activities of Senior Staff | Results | Products | | |
|---------|---------|---------|---------|---------|---------|
| Top-down | Understand Directions | Strategic Direction | **Vision** Strategic Plans | | |
| Top-down | Planning | Institutional Infrastructure Requirements | Security & Law Enforcement | Human Capital Development (through education and training) | Social and Health Services |
| Inside-Out (Middle-up-and-down) | Doing | Organisations Building (Examples) | MoD MoI AF SS | MOHESR MOE ADEC **NQA** KHDA ACTVET | MOH Hospitals, Clinics & Med. Centres |
| Bottom-up | Regulating | Practical Applications (products of research) | Rules & Regulations | Formal, Non-Formal and Informal Learning | Social Responsibility |
| Bottom-up | Serving and Thinking | Society and Theoretical Research | Tribal, Religious, Citizenship | Cultural, Traditional, and Sociological Theories | Human Survival, Human Interaction |

**Figure 2.2: Landscape for organisations building processes, highlighting some examples of the education sector organisations**

### 2.1.3 Senior Staff Roles in Organisations

Senior staff need to exhibit an understanding of the different types of organisations, and their selection process should take into consideration their personal and professional characteristics as suitable for leading such organisations. Any organisation acts like a closed system with inputs, outputs and internal processes, as illustrated in the Figure 2.3 below. All the formal and informal subsystems and processes that take place inside the organisations are governed and watched by senior staff, as well as interacting with the outside environments that may influence their organisation.
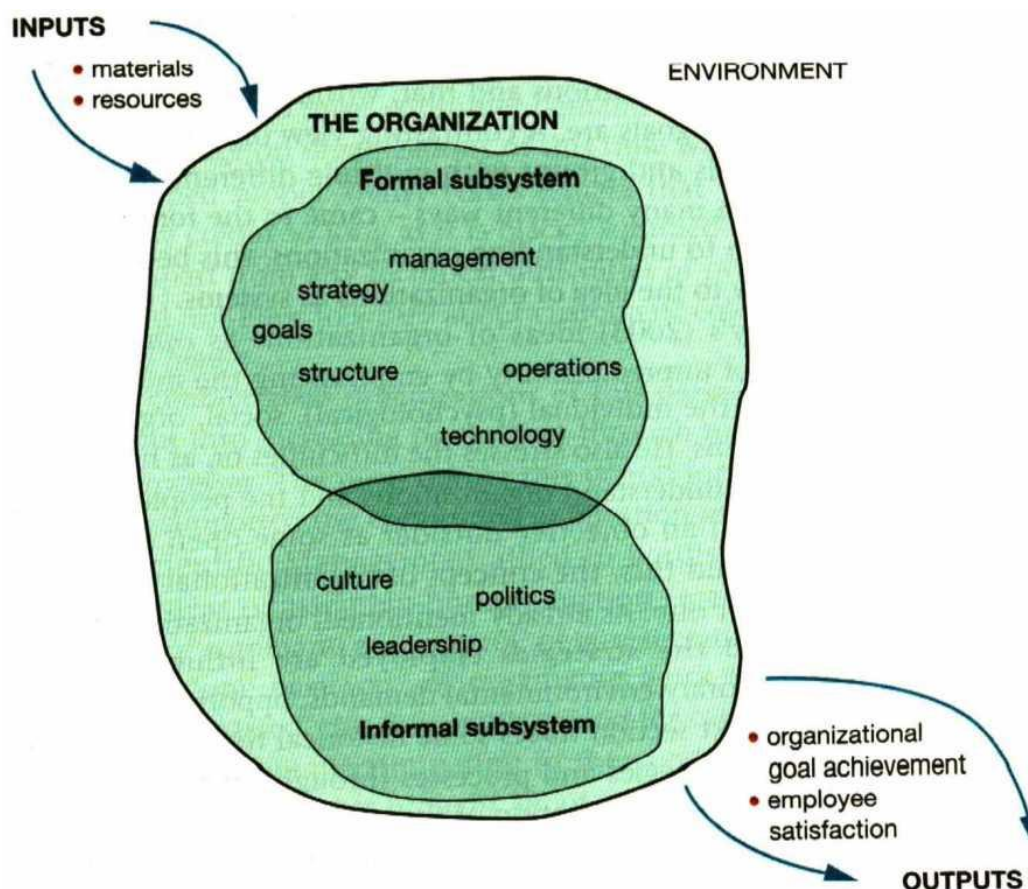


**Figure 2.3: Organisations as a closed system**
**(Source: Senior and Swailes, 2010, p.5)**

Though the closed-system function may be understood as per inputs and outputs, Organisations are driven by several intangible forces, as presented by Mintzberg's model (1991) illustrates in Figure 2.4 below.
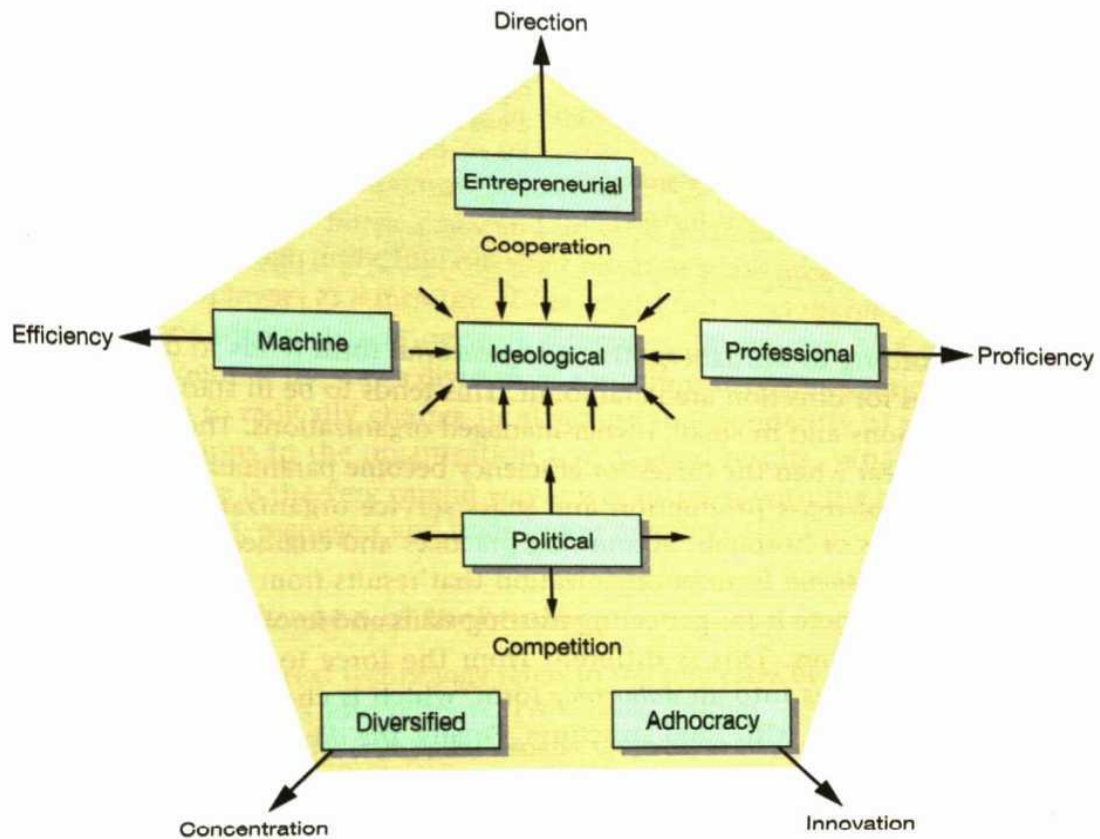
**Figure 2.4: Mintzberg Organisational Forms Model (source: Senior et al., 2010, p. 107)**

Senior and Swailes (2010, p.108) explains Mintzberg's (1979, 1983) organisational forms model as follows:

- **Entrepreneurial form** – tends to be low in formalization and standardization, but high in centralization, with authority located in a single person.
- **Machine form** – high formalization and standardization, centralized authority vested in rules and regulations, functional departments.
- **Professional form** – high in complexity and formalization, but low in centralization; allows the employment of trained specialist staff for the core work of the organization.
- **The adhocracy form** – very low in standardization and formalization, little hierarchy, much use of temporary project teams.
- **Diversified form** – a combination of functions and products, with products dominating: they can be of matrix form or organised as divisions on the bases of products/ markets.

Senior et al added that in Mintzberg's 1991 paper, he "adds the ideological and political forms, giving as examples the Israeli kibbutz and a conflictual regulatory agency respectively. However, these two forms are uncommon" (p.108).

The diversity of different organisational forms presented above as well as the elements of formal and informal systems presented in the figures above, show the extent of complication senior staff need to handle in different organisational settings. This raises the question of how to formulate a unified model for characteristics of senior staff, or whether we should research characteristics needed for different senior level settings.

## 2.2    Organisational Capacity Building in the UAE

Capacity building has become a key strategy of each Emirate. Abu Dhabi Emirate's Executive Council endorsed a "National Framework for Capacity Building to Support Decentralization", which envisages that capacity building programmes have to be driven by demand, which give the different regions the flexibility and responsibility to assess and define their needs then develop programs. Until recently, capacity building was considered to be mostly technical, including transfer of knowledge and technology and bench marking with organizational models from developed countries. Due to its nature and mix of local and expatriate professional staff, there was not enough belief by these professionals in the intellectual and social context within the UAE, where capacity building efforts take place. In a concept paper for EuropeAid (2005)[9] it was stated that

> Like organisms, organizations are in a constant exchange with the environment: raw components enter, products and waste leave, staff come and go, information and money flows in and out over the multiple open boundaries which jointly delimits the organization as a system (p.7)

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[9] Concept paper dated September 2005 titled Institutional Assessment and Capacity Development: Why, what and how?

This shows how the input to organisation's development led by senior staff would have outputs within the organisation's boundaries and outcomes on the whole environment surrounding the organisations, while the "ultimate impact" would be on he whole institutional system. This needs certain criteria to exist in senior staff such as managers, as those described by Morgan (2006):

> effective managers and professional in all walks of life [as those who] have to become skilled in the art of 'reading' the situations they are attempting to organize or manage. This skill usually develops as an intuitive process, learned through experience and natural ability. (p.3)

This shows that there are two basic meanings for the word "organization": either a physical entity or actions of managing and organizing a group of people through a system and governance, and indicates how senior staff need to be selected to handle such conditions. In the UAE, selection and placement of key figures in the country has mostly followed the top-down pathway, as the small population in the past produced a very narrow gap between the leaders and the people. Today, as the population has grown dramatically and multi-cultrate with international workforce that forms the majority of the country's population, it has become important to research public administration and educational theories related to multicultural societies to build a foundation for a bottom-up approach to organization building (Al Hashimi, 2002).

One of the key challenges the UAE faces today is the low level of taught qualifications of employed senior staff, as many locals have left school before finishing their education at different stages to find jobs in the rapidly developing labour market and support their families, and climbed up the ladder of employment at certain period of UAE history. Figure 2.5 below shows education levels for four categories in the UAE society, local males and females and expatriates males and females respectively. It the numbers of each category at education levels from illiterate to literate to primary, preparatory and secondary schools until post-secondary higher education. It clearly indicates that the majority of UAE population qualifications is under high school (grade 12) level (source: Tanmia census 2005). These numbers covered all nationals and expatriates, males and females in 2005, and was

the result of population census carried out by TANMIA (The Federal Human Resources Authority in the UAE).
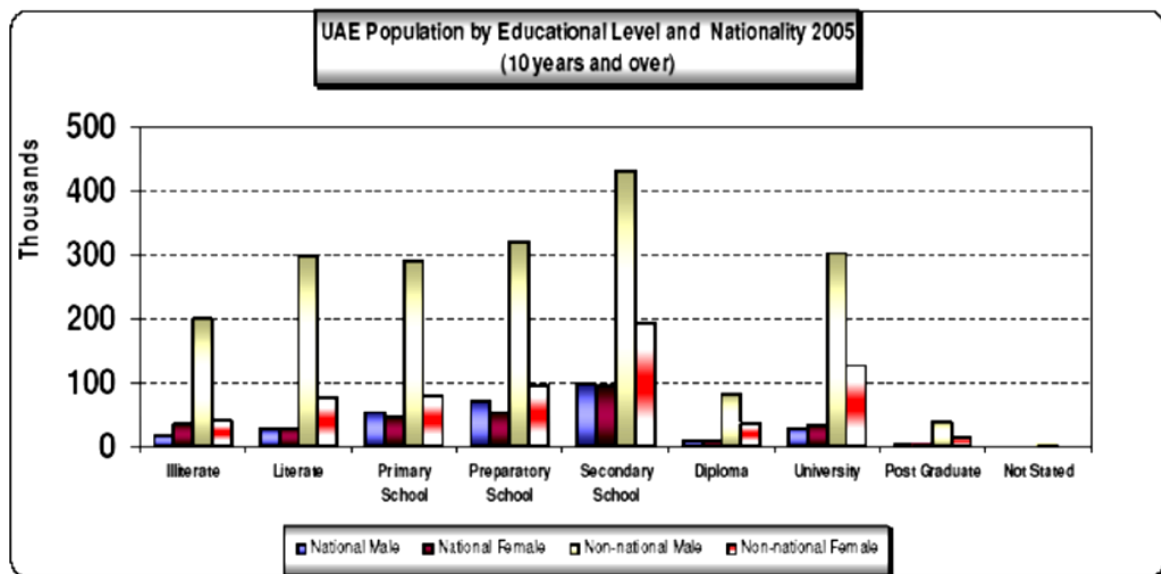


**Figure 2.5: Education levels of locals and expats in the UAE (Tanmia, 2005)**

A large number of senior staff locals in the UAE did not finish their formal university education but climbed up the ladder of employment in a short time during the seventies and early eighties. On the other hand, as the government launched reform programs in the late eighties and early nineties, young faces started to appear and hold senior positions, and new privatisation programs started to emerge, leading to the establishment of huge investment programs and companies by the government such as the offset program and Mubadala.

Some of the concerns that need to be addressed in senior staffing of the Emirates, whether national or expatriate are the underlying educational and cultural principles and values suitable for the UAE's environment, especially the challenges faced by senior management staff. Taking into consideration the socio-historical reproduction concept, as shown in Bourdieu's education, social and cultural reproduction theories, this study would look into such concepts and theories to build the model of senior staff who would benefit the country's rapid development and expansion, as a multi-national and multi-cultural mix of locals and expatriates working side-by-side at all levels of employment to achieve its strategic vision.

The factors affecting any organisation, according to Senior and Swailes (2010), consist of four main groups classified into what is called "PEST; political, economic, social and technological. Legal and ecological factors can be considered as well (PESTLE)", as illustrated in Figure 2.6 below.
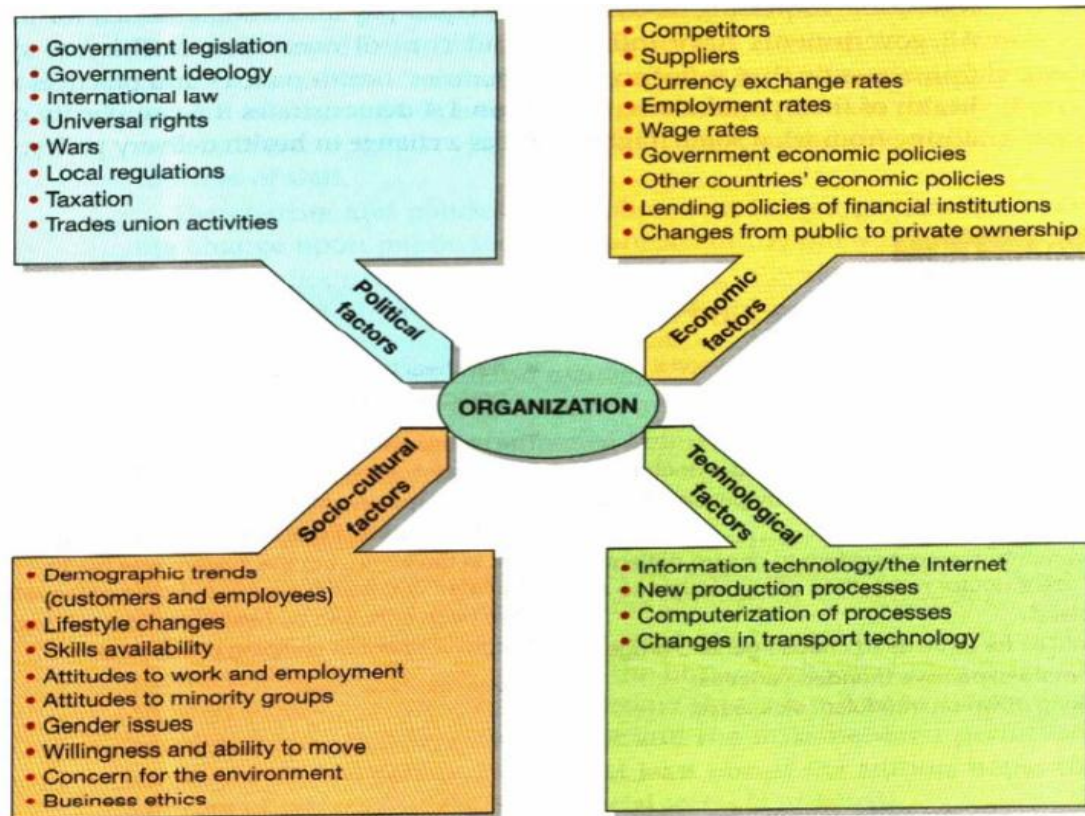


**Figure 2.6: Organizations' PEST environments. Source: Senior et al (2010, p.15)**

If these factors are segregated and classified according to their effects on the organisation's formal and informal environments using the PEST model, we would end up with a clearer picture of those tangible and intangible factors that need to be explored in candidates through appropriate assessment systems and standards, and thus considered for the Human Resources selection, career planning and development of all staff in general, and senior staff specifically.

Successful senior staff are expected to deeply understand and become capable to handle all internal and external challenges surrounding their organisations. As illustrated in Figure 2.7 below, external elements shown

above are complemented by a set of formal and informal subsystems within the internal environment of organisations.
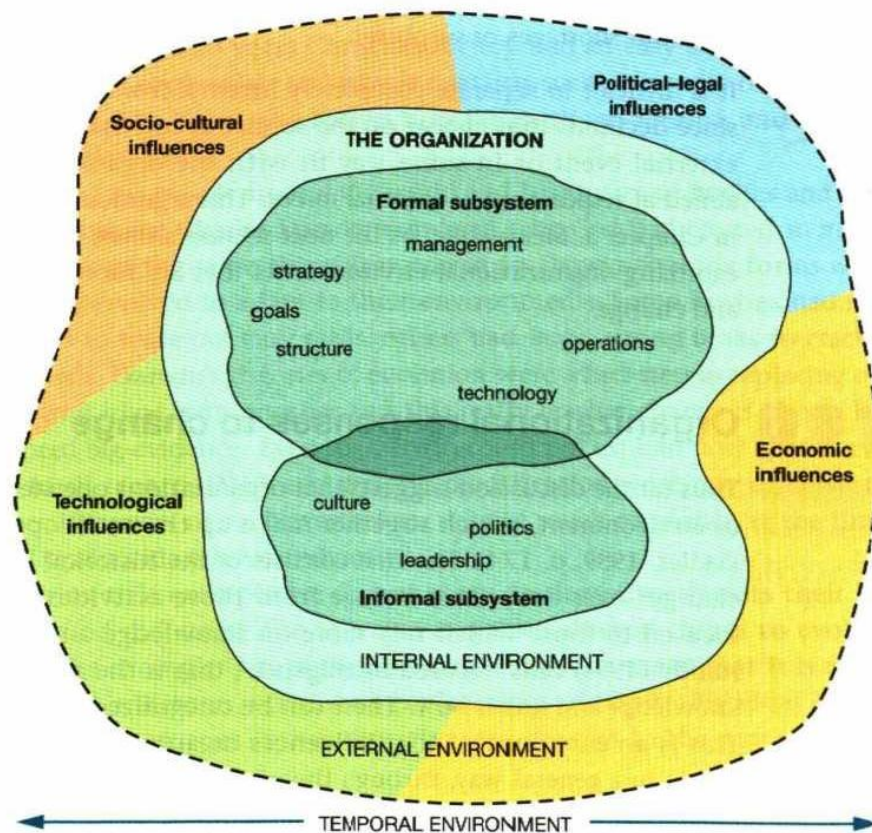


**Figure 2.7: Organisational Environments (Source: Senior, 2010, p.24)**

As illustrated in the figure above taken from Senior (2010, p.24), there are many elements for the temporal "multidimensional environment" of organisations, which includes two subsystems: formal that consists of: "goals, strategy, structure, management, technology and operations"; and an informal subsystem that consists of: "politics, leadership and culture". At all organizational levels, capacity building is carried out for a wide range of various purposes (De Vita et al., 2001). Generally, these can be divided into technical and general capacity building. The former is designed to address a specific subject concerning organization's actions, it would not normally be expected to include an organization in a basic process of change, and would be unlikely to cover cultural or other core components of that organization. Technical capacity building is often carried out in the circumstance of a detailed program in which an organization is fully involved.

### 2.2.1  Human Resource Management (HRM)

With the unique mixture of local and expatriate work force in the UAE, and seeing HRM as a crucial element for socio-economic success for its many different organisations, it is important to explore this field especially its impact on senior staff as the subject of this study. Rothwell et al. (2008) questioned whether HR is dead, and summarised the history of HR transformation "From being known as industrial relations to personnel to human resources management, the function has evolved and adapted itself in order to assist organizations in the management of people" (p. xii). Rothwell et al. referenced Hammonds' (2005, p.1) argument on the role of HR and its relationship with the organization, in the following:

> after close to 20 years of hopeful rhetoric about becoming 'strategic partners' with a 'seat at the table' where business decisions that matter are made, most human-resources professionals aren't nearly there. They have no seat, and the table is locked in a conference room to which they have no key. HR people are, for most practical purposes, neither strategic not leaders (p. xii).

Rothwell et al. (2008, p. xii-xiii) lists "four reasons why HR functions currently fail in the roles of leadership and delivering value to the organization", and these are:

1. "HR people aren't the sharpest tacks in the box". Explaining that most managers arrive to take on HR duties after having been rated as subpar as managers in other functional disciplines within the organization.
2. "HR pursues efficiency in lieu of value".
3. "HR isn't working for you" but instead Working to cover itself and its practices through standard practices intended for everyone and uniform treatment toward issues that arise from workforce efforts.
4. "the corner office doesn't get HR (and vice versa)". HR has regarded as a necessary evil. Some would say an unnecessary evil. The foundation of this function beat interest for discussion here. (p. xiii)

This challenge goes back in history, as Drucker argued in his 1954 book, *The Practice of Management* that "HR people consistently complain that they are not accorded respect, lack the status they should be given, and are not treated as full-fledged members of senior management". Therefore, it became

important for this study to shed a light on HR people's perspective and role in the development of staff in different organisations, with specific focus on senior staff running human resources functions in different organisations, who play key roles in identifying talented staff and taking the steps of promoting or advising top management on the promotion and appointment of senior positions. Wright eta al (2011) stated in a 2011 Cornell Centre for Advanced Human Resource Studies (CAHRS)[10] report that "it's the lack of talent in the HR function that the CHROs surveyed said is the greatest obstacle to achieving the CEO's agenda for HR" (p.1). The survey, entitled "The 2011 CHRO[11] Challenge: Building Organizational, Functional, and Personal Talent," has come up with some interesting comparative statistical findings of the CHRO's perspective on the agenda priorities of Chief Executive Officers in both Europe and US as represented in the following Table 2.1:

| Agenda Priorities Of Chief Executive Officers | Europe % | U.S. % |
|---|---|---|
| Talent | 93 | 92 |
| Cost Control | 19 | 19 |
| Succession Planning | 29 | 19 |
| Employee Engagement | 10 | 18 |
| Culture | 20 | 17 |
| Org. Effectiveness | 26 | 7 |
| HR Excellence | 23 | 1 |
| Comp. and Benefits | 3 | 12 |
| Exec. Compensation | 3 | 10 |
| Change | 3 | 7 |
| Performance Management | 10 | 0 |
| HR Alignment | 13 | 19 |
| Workforce Planning | 13 | 3 |

**Table 2.1: What issues CHROs say are on the CEO's agenda for HR (Source: CHRO Survey, 2011, p.2)**

The survey above continues to show interesting differences between European and US CHRO practices, which reflects how senior staff and organisations in different geographical environments may differ. Most

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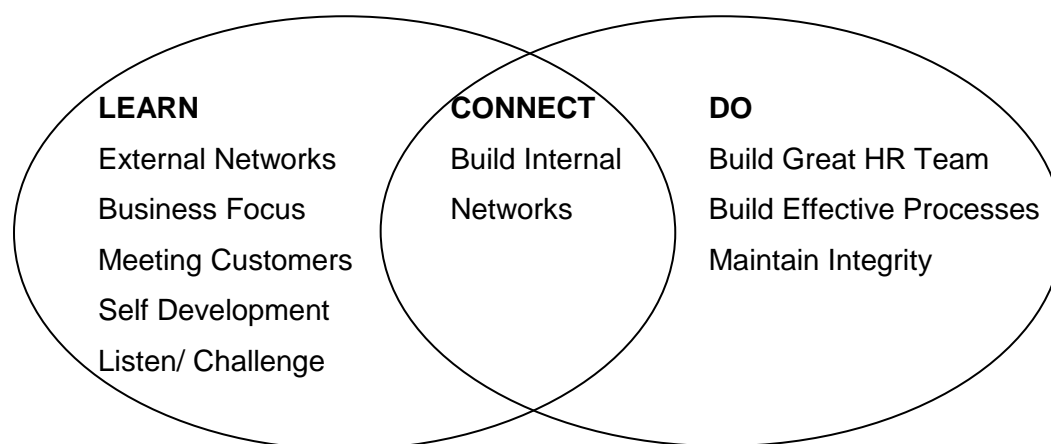[10] CAHRS is established within Cornell University/ ILR School. NY
[11] Chief Human Resources Officer (CHRO).

interestingly, their survey listed the "CHRO Best Practices for Effectiveness" (2010, pp.8-10) as follows:

- External Networking
- Business Focus
- Build Internal Networks
- Build Great HR Team
- Self-Development
- Build Effective HR Processes
- Listening/ Challenging
- Maintain Integrity
- Spend Time with Customers

And these were summarised and categorised in three groups that form a framework for building personal talents, as illustrated in the following graphical representation of Figure 2.8:



**LEARN**
External Networks
Business Focus
Meeting Customers
Self Development
Listen/ Challenge

**CONNECT**
Build Internal
Networks

**DO**
Build Great HR Team
Build Effective Processes
Maintain Integrity

**Figure 2.8: Building Personal Talent (CHRO Survey, 2010, p.10)**

The CHRO survey "best practice techniques" identified above were described by the researchers as follows:

> In the left circle are techniques that help CHROs develop their knowledge base, either about the business or about HR. The focus is on learning new things or staying abreast of emerging trends. In the right circle are practices that reflect taking action inside the organization. These practices focus on how CHROs increase their effectiveness as evaluated by others through ways in which they perform their role. Finally, internal networking falls in the middle, as it integrates the learning and doing. Through their strong internal

networks, CHROs are able to access information about activities inside the firm and to also leverage those relationships to get things done. (p.10)

The overall findings of the CHRO (2011, p.17) survey were summarised in the following conclusions:

As the CHRO role evolves over time, incumbents[12] should feel extremely optimistic. The importance of talent to CEOs has and will continue to provide an opportunity for CHROs to act as valued leaders in the business. This fact should be tempered by the reality that the HR function has its own talent challenges to be addressed. CHROs see the level of functional competence as an obstacle, suggesting that greater effort must be invested in finding new and innovative ways to build HR functional capability.

CHROs' exposure to and interaction with the board of directors continues to increase, requiring CHROs to develop new knowledge and skills. Finally, to deliver organizational talent, build great HR teams, and meet the emerging requirements with the board, CHROs must continually develop their personal skill sets.

Carl Frost, one of the early organization development consultants would suggest that we, as human beings, are constantly in a process of "becoming." He would then issue the challenge: "Are you managing what you are becoming?" Today's CHROs face immense and changing pressures as they lead within organizations in the process of becoming. This report suggests that the larger challenge for the modern CHRO is to effectively manage that process for the organization, function, and ultimately, his or herself. (p. 17)

From the findings above, three key words are highlighted: knowledge, skills and competences, the latter including self-development. This brings us closer to what is called Qualifications Frameworks, which will be discussed further in the next section of this chapter.

Senior staff are entrusted to plan and analyse challenges related to workforce population. Taking the Emirate of Abu Dhabi as an example and examining its population as is illustrated in Table 2.2 below, estimated by age group, nationality and gender. From the numbers in the table it can be noted that:

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[12] noun \in-ˈkəm-bənt\. : a person who holds a particular office or position. (Source: Merriam-Webster Dictionary, *www.merriam-webster.com/dictionary)*

- The balanced ratio of national males to females at different age groups, faced by imbalanced non-national ratio, increases dramatically between age groups 20 to 69.

- Non-national male numbers increase dramatically between the ages of 20 and 59, which are the approximate working age range.

- Non-national females also increase in numbers but not as dramatically as males.

| Age Group | Nationals | | Non - Nationals | |
|---|---|---|---|---|
| | Males | Females | Males | Females |
| Total | 217,839 | 215,949 | 1,161,779 | 372,092 |
| 0 - 4 | 30,569 | 29,088 | 47,041 | 35,892 |
| 5 - 9 | 29,644 | 28,675 | 46,959 | 35,368 |
| 10 - 14 | 28,499 | 28,033 | 43,028 | 31,846 |
| 15 - 19 | 26,253 | 26,261 | 36,676 | 27,605 |
| 20 - 24 | 23,848 | 24,474 | 94,995 | 43,104 |
| 25 - 29 | 20,151 | 20,916 | 183,333 | 51,622 |
| 30 - 34 | 15,364 | 16,078 | 202,398 | 47,132 |
| 35 - 39 | 11,835 | 12,421 | 172,294 | 37,297 |
| 40 - 44 | 8,212 | 8,626 | 134,329 | 26,864 |
| 45 - 49 | 6,205 | 6,379 | 99,420 | 17,263 |
| 50 - 54 | 4,900 | 4,762 | 61,862 | 9,752 |
| 55 - 59 | 3,864 | 3,509 | 28,505 | 4,135 |
| 60 - 64 | 3,089 | 2,428 | 7,448 | 1,795 |
| 65 - 69 | 2,281 | 1,690 | 2,015 | 917 |
| 70 - 74 | 1,491 | 1,103 | 896 | 662 |
| 75 - 79 | 723 | 668 | 274 | 332 |
| 80 + | 911 | 839 | 305 | 509 |

Source: Statistics Centre - Abu Dhabi

**Table 2.2: Population Estimation by Age Group, Nationality and Gender - Mid 2010. Source (Abu Dhabi Statistical Yearbook, 2011, pp. 125)**

Further examination of Abu Dhabi population includes the following five important features:

**1.** Diversity: the disparity within the organisation. Changes in society affects the construction of workforce in organisations, as more are becoming made up of older employees. An example of diversity can be seen in comparative Tables 2.3 and 2.4 below of the distributions of nationals and non-nationals amongst different occupational sectors, as illustrated in Figure 2.10 below:

| Main Occupation | Males | Females | Total |
|---|---|---|---|
| Total | 68,073 | 18,199 | 86,272 |
| Legislators, Senior Officials and Managers | 7,300 | 1,077 | 8,377 |
| Specialists In Scientific fields | 8,743 | 7,289 | 16,032 |
| Technicians and Associate Professionals | 19,733 | 5,096 | 24,829 |
| Clerks | 5,870 | 2,702 | 8,572 |
| Services Workers, Shop and Market Sales Workers | 19,726 | 1,547 | 21,273 |
| Skilled Agriculture and Fishery Workers | 397 | 9 | 406 |
| Craft and Related Trades workers | 1,591 | 118 | 1,709 |
| Plant and Machine Operators and Assemblers | 2,155 | 53 | 2,208 |
| Elementary Occupation | 1,868 | 166 | 2,034 |
| Not Stated | 690 | 142 | 832 |

estimates of Mid 2008. See note in the summary of this section

| Main Occupation | Males | Females | Total |
|---|---|---|---|
| Total | 683,559 | 119,587 | 803,146 |
| Legislators, Senior Officials and Managers | 19,118 | 1,892 | 21,010 |
| Specialists In Scientific fields | 66,629 | 21,397 | 88,026 |
| Technicians and Associate Professionals | 43,698 | 12,487 | 56,185 |
| Clerks | 17,865 | 4,307 | 22,172 |
| Services Workers, Shop and Market Sales Workers | 78,547 | 73,559 | 152,106 |
| Skilled Agriculture and Fishery Workers | 30,198 | 74 | 30,272 |
| Craft and Related Trades workers | 147,553 | 917 | 148,470 |
| Plant and Machine Operators and Assemblers | 79,165 | 802 | 79,967 |
| Elementary Occupation | 195,520 | 3,930 | 199,450 |
| Not Stated | 5,266 | 222 | 5,488 |

Source: Statistics Centre - Abu Dhabi
* Estimates are based on census 2005 and should not be compared with population estimates of Mid 2008. See note in the summary of this section

**Tables 2.3 and 2.4: Estimated Employed Nationals (left) and Non-nationals (right), by main Occupation and Gender, for ages 15 years and over, Mid - 2008.**
**(Source: Abu Dhabi Statistical Yearbook 2011, p. 253-254)**

**2.** Qualifications: Technology advances and its applications in businesses has made industries to require and prefer highly skilled workforce. But due to the low population, especially of local Emiratis in the UAE, employers must offer incentives such as higher pays to attract fresh graduates and quality staff. The data shown in Figure (2.9) below, which shows a similar trend shown in Figure (2.5) earlier of the same data five years before, indicate how

the majority of manpower in the labour market consist of expatriate males at or below secondary education levels; and how this majority affects the overall education levels in the country. It also indicates how the country is still young and emerging into a knowledge-based society, moving from illiterate into post-secondary education.
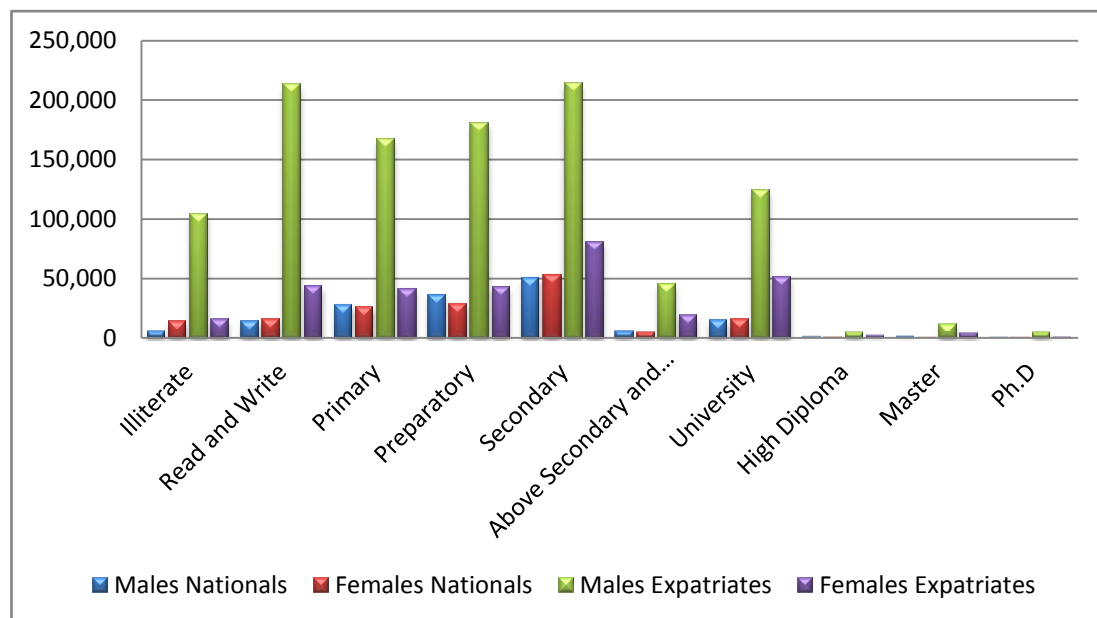


**Figure 2.9: Abu Dhabi population education levels estimates for 10 years old and over, Mid 2010 (source: statistical Yearbook of Abu Dhabi 2011, p.199)**

**3.** Distances: is a major factor for attracting employees, especially female ones to work in different locations. The further the distance of travel from work the more is the need for incentives such as more allowances, accommodation or other benefits. This element is crucial for many employees with limited incomes, but becomes less important for those who are well off and seek higher order service that aims at the national interest rather than personal benefits. Senior staff have to absorb the implication of this element as well as the others on the well-being of their employees and their quality of output. One has to be honest in saying that it is not necessary for optimum output that the employee lives next door to his home. On the contrary, in some cases such as military service and oil fields, it is more beneficial to isolate employees away from their families and social day-to-day commitments that can wait, in order to focus on their jobs.

**4.** Nature of work. As the suitability and nature of the position with the specialisation of the individual makes three different "types of occupational structure" as identified by Mahoney (1989) to be:

- Craft (loyalty to the profession),
- Organization career (promotion through the firm), and
- Unstructured (lower/unskilled workers who work when needed).

It is through classifications like the above that national occupational standards can be developed, and policies and procedures structured, that would support any organisation's excellence and achievements of its goals.

**5.** Age groups: as different age groups of employees show similar characteristics and behaviours. Successful leaders of organisations are those who develop their not only themselves but their subordinates, as the success of employees reflects on the whole organisation in general, and specifically the quality of its leader. Understanding and providing the requirements of each age group would allow all employees to feel that the organisations is their second home and worth their efforts. This subject is mainly the responsibility of HR senior staff to analyse and utilise.

### 2.2.2  Local and Expatriate Senior Staff

Considering that it is important to identify "loyal and qualified senior staff" and how they can be effectively and productively positioned in a government's key roles, it is necessary to conduct an in-depth study of their qualities and differences, and to study their tangible and intangible characteristics and the environments that influence their professional capabilities and outcomes. This is a common practice in public administration. Mead (1998, p. 358) raised the question of "expatriate or local management" and discussed the fact that "we deal with this issue by considering the factors that influence the decision as to whether to staff the top job with a headquarters or local appointment". He then referred to "policies for staffing including those distinguished by Welch (1994):

1. Ethnocentric policy: staffing key posts with headquarters country managers.
2. Polycentric policy: staffing key posts with local managers.
3. Regiocentric policy: staffing key posts throughout the region using regional staff.

4. Geocentric policy: the best people everywhere in the world are developed for key positions everywhere in the world – including headquarters. (p.358)

Welch concluded stating that "alternatives 3 and 4 apply specifically to transnational management. Alternatives 1 and 2 have wider application, and this binary distinction is sufficient here." (p.359). Furthermore, a comparative analysis will be administered between such characteristics and those of "Mandarins", who are known to be central to state building through the use of values, attitudes, loyalty, et cetera as explained in Samier (2001; 2007).

The UAE is rapidly developing and expanding as a multi-national and multi-cultural nation, with a harmonic mix of locals and expatriates working side-by-side at all levels of employment to achieve its strategic vision. Therefore, one of the important issues facing senior staff is to ensure proper understanding of the underlying educational and cultural principles, as well as values suitable for the UAE's environment. This is necessary to understand the nature of challenges faced by the people at the top, and to investigate how much they – both locals and expatriates – understand of the challenges and what are they doing about it.

Rulers of the Emirates have always emphasized on the importance of human resources development, observed in Davidson (2005): "with the present (and next) generations of Emirati rulers continuing to stress not only the need for strong personal leadership and innovation, but also the need for greater institutionalization" (p. 85), then he referred to a notion made by HH the Prime Minister:

> We [Gulf leaders] realize that the challenges we face are crucial and difficult … naturally, new realities create new challenges and responsibilities for Arab leadership … The modern leader lays the cultural basis of questioning and accountability, as well as forges ahead and cares for others. In addition, the leader needs to crystallize an innovative vision that provides the platform for the takeoff for human resource capabilities, and realize the projected targets endeavoured. It is therefore imperative that we increase the participation of people by developing institutions, while emphasizing transparency and fighting corruption. (p.86)

In another part of his study discussing the BCCI scandal, Davidson (2005) explains that "Shaykh Zayed and the ruling family are remarkably tolerant of incompetence, deception, fraud, and the personal enrichment of top advisors." (p. 220). Therefore, the definition of elites and senior staff in the UAE takes the leadership's perception that all are sharing the same goals: the national interest of the country. This study does not distinguish between those elites who are wealthy and are appointed in senior posts to positions of power, and those appointed senior staff who have only power and influence without wealth money. Whether positioned on an organisational structure or simply influencing an organisation, such senior persons will be the subject of this study.

### 2.2.3  Civil Service Grading System

The Department of Civil Service sets the employment and grading system within the Federal system in the UAE, although some organisations may define their own employment grading system which serves its size and mission. An example is provided in the Dubai Human Resources Management Law No. (27) for the year (2006) issued by the Ruler of Dubai[13], Article (66), of the Law (p. 38) regarding Grade and Salary Scale states that:

1. All Government Departments shall have a unified grade & salary scale.
2. Jobs are divided into 5 Bands and 16 grades.
3. Each grade shall have its determined lowest and highest salary.
4. Each position shall be assigned to its specified grade.
5. Positions shall follow 2 paths: "managerial path, professional path". Each Band shall have a special classification based on the position type as per the following Tables (2.5 and 2.6) below.

An amendment to the above Law was issued by Law (14) for the year (2010) by the Ruler of Dubai which re-categorises grades into five groups as shown to give a description of each group as well as the required qualifications for middle to top management posts in the civil service system. The grading

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[13] Source: Dubai Municipality Human Resources Department Policies and Studies Section Employee Guide, 2009, as shown in Appendix (2).

system mentioned above is shown in tables 2.5 and 2.6 below.

| First: Managerial Path | | | | Second: Professional Path | | |
|---|---|---|---|---|---|---|
| Band | Grade | Classification | | Band | Grade | Classification |
| 5 | 16 | Senior Management | | 4 | 16 | Senior Professional |
| 4 | 16 | Middle Management | | | 15 | |
| | 15 | | | | 14 | |
| | 13 | | | | 13 | |
| | 12 | | | | 12 | |
| 3 | 12 | Supervisory | | 3 | 12 | Professional/ Technical |
| | 11 | | | | 11 | |
| | 10 | | | | 10 | |
| | 9 | | | | 9 | |
| | 8 | | | | 8 | |
| | | | | 2 | 8 | Admin./ Clerical/ Technical |
| | | | | | 7 | |
| | | | | | 6 | |
| | | | | | 5 | |
| | | | | | 4 | |
| | | | | 1 | 4 | Ancillary/ Clerical |
| | | | | | 3 | |
| | | | | | 2 | |
| | | | | | 1 | |

**Tables 2.5 and 2.6:**

**Civil Service Grading and Classification Systems for Managerial and Professional Paths**

And the amendment mentioned above is shown in Table 2.7 below:

| Group Number | Description | Qualifications | Grades |
|---|---|---|---|
| 1 | top management | Directors of departments | Under-Secretary (Special Grade), and grades 1 and 2 |
| 2 | High posts | university graduates | 3-6 |
| 3 | Middle posts | secondary school or higher institutes (post-secondary) | 7-10 |
| 4 | Workers and labourers | | 11-14 |
| | temporary employees | | employed on a contract basis |

**Table 2.7: Definition of posts in the UAE civil service system**

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When it comes to the Government's role in providing and applying performance management, different articles of the law indicate clearly the government's expectation of the organisation and of the employees at different levels. This is an example of how the Dubai Government provides guidance and support to organisations on the HR governance and development policies. These policies cover the whole employment cycle of any employee, from selection, recruitment and empowerment, to exit and/or retirement. A translation of related articles of the Decree mentioned above is provided in Appendix (2).

Senior staff normally reach senior status after spending about half of their professional lifecycle in development stages and in progressing through career pathways meeting the requirements of promotion or selection explained above. The second half of their professional lifecycle would be spent in senior positions and add another element to the lifecycle. This relates to empowerment and support by elites and the conferment of positions carrying certain titles, thus undergoing the complete HRD pathway. Senior staff lifecycle, like any other employee, normally goes through the following phases: Selection and recruitment, Appointment and placement, Empowerment and support, Professional development, Evaluation and assessment. Then results of evaluation and assessment could end up with reassignment and/or relocation; or Termination of services as a result of either: as a disciplinary action, or a retirement obligation.

Some researchers such as Steers, Porter, and Bigley (1996) started to investigate possible explanations for differences in individual motivation in the early twentieth century according to *Motivation and Leadership at Work*, which focused on internal drives, while others examined the effect of learning and how the current behaviour of individuals were based on the consequences of past behaviour. A few even examined the influence of individuals' cognitive processes as an explanation for motivated behaviour. Over time, the content theories of motivation and the process theories of motivation evolved from these major theoretical streams of research in motivation

Other literature to be reviewed under this section include books such as Donaldson's "American anti-management theories of organization: a critique of paradigm proliferation" and Journal articles such as Allaire and Firsirotu's "Theories of Organizational Culture" (1984) and Schein's "Coming to a New Awareness of Organizational Culture,"

### 2.2.4  Some Government Programs for Senior Staff

It is important to understand the relationship between elites and senior staff. The former could be considered to be those individuals who possess the highest status in society by the power of law, wealth, or even by carrying a name or title. Those elites normally look after the national interest, and provide support and direction to senior staff in doing their jobs.

In many organisations, structures or bodies within these organisations, such as management committees/councils/boards, are formed to support their staff members, with an understanding of their job and limits, and show respect to each other. These committees look at senior staff to build successful team of staff and of volunteers, by performing as a key starting place for information. A senior staff depend on the committee to provide direction and to make decisions on policies, plans on management methods of organization to achieve its mission and objectives. Therefore, it is crucial that everyone understand their roles and respect other positions. This needs policies, standards, rules and procedures to be developed and followed to achieve the required outputs.

Several programs and initiatives have been established by local governments aimed at assessing and developing the capabilities of staff within organisations in these governments. These programs consist of tools for assessing staff and identifying gaps according to defined skills and competencies, producing results that are then used to give feedback and recommendations to these organisations and to implement development programs for staff in general, identifying candidates for senior positions in many government organisations. For example, the Abu Dhabi Government

(ADG) public administration (PA) grading system is shown in Figure 2.10 below.
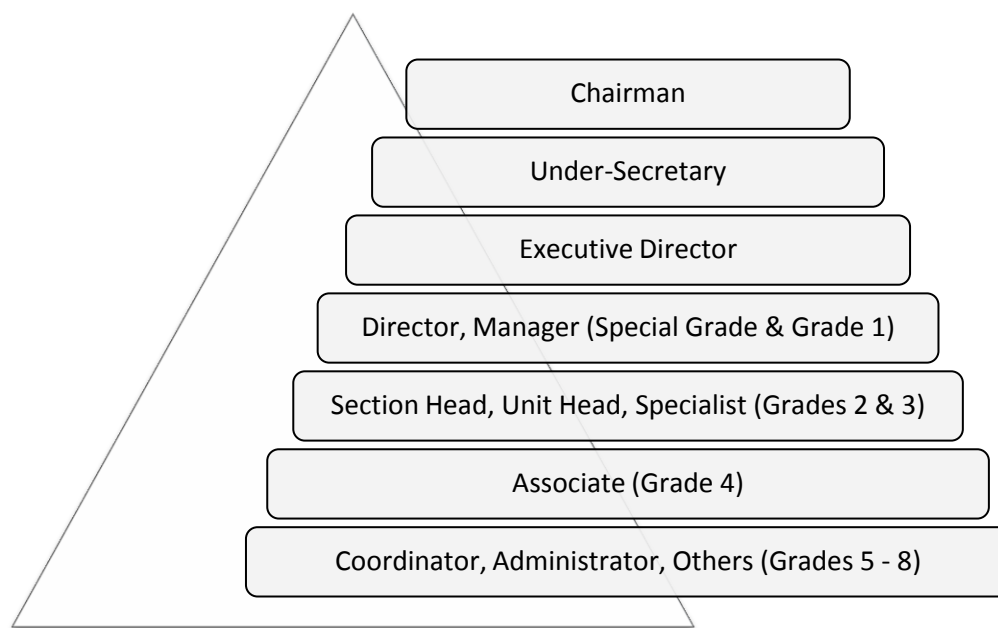


**Figure 2.10: ADG PA Grading System**

In 2007, a vigorous research process was carried out by ADG. This included focus testing with agencies and surveys, at the same time was benchmarked with leading universities, from which a National Program for Leadership Development (NPLD) was launched, defining ten leadership competencies to form the bases for assessment and development of ADG staff. Contents of these competencies are described in Appendix (3):

1. Teamwork (compassion)
2. Communication (coherence and communication)
3. Performance orientation (courage)
4. Creativity/ innovation
5. Problem solving/ decision making
6. People management (leadership)
7. Strategic thinking (systems thinking/ agility)
8. Living the values
9. Customer focus
10. Self management

The General Secretariat of Abu Dhabi Executive Council[14] (GSEC) established the Centre of Excellence (CoE), which contracted the delivery of the program to a specialised service provider, who constructed a purposely-built facility in the desert called the Assessment Centre. The Assessment Centre was staffed with occupational psychologists, assessors, and its programmes were designed with a focus on Government needs and Emirati culture. The programme received candidates from Emirati Civil Servants and Police (both Abu Dhabi Police and the Ministry of Interior). The purpose of the Centre is to carry out assessments that are intended to reflect candidates' current performance levels and their potential to perform in the future, and these include:

- English language proficiency
- Comprehensive psychometric testing
- Observed behavioural assessment.

In general, the percentages of total participation in the program include about 10% of senior leaders (Under-Secretary, Executive Director, Director, and Manager), 20% of middle management (Section Head, Unit Head, and Specialist), while the remaining 70% are those at the frontlines (Associate and below). The NPLD assessment outcomes provide information to the CoE to define the candidates' learning levels and the programmes required according to their career development requirements. Key attributes and assessment requirements are predefined and approved by the CoE for each of the three learning levels: knowing your job; mastering your job; and getting ready for the next job. Policies and procedures for the nomination of candidates is set and approved by the ADG, and outcomes are expected to provide ADG with the right tools and recommendations to:

> Accurately match its human capital with its organisational needs. It provides the first step in building a competency-based workforce that identifies competent and qualified people to fill critical roles. It also establishes a

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[14] Information here were gathered from my direct interaction and numerous meetings with officials and staff at the CoE, as well as several visits to its camp, during which I formulated nearly the full picture of the system and collected related data, leaflets, and brochures. Approval of the CEO and Director of the CoE were granted to use data collected in this study.

framework for talent management: recruitment, selection, promotion, retention and succession planning. (Assessment brochure of the CoE, not dated)

Each candidate and their HR managers were provided with a comprehensive report covering their behaviour and performance within the ten competencies, which are expanded into 49 behavioural indicators that are assessed during an array of leadership tasks. Statistics show that all tasks are equal in difficulty, and that there is no significant effect of task order on candidate performance. Assessment results provide input in several areas, such as *individual development* based on the ten competencies; *cohort analysis* that provide targeted development interventions; and *succession planning* which provides a pool of talents for selection in succession planning initiatives. Guidelines for organisations for developing career pathways were set out by the CoE, as shown in the learning maps samples in Appendix (4).

Though many programmes were administered with mixed male and female staff, the option of participation was given to female staff in mixed programmes. On the other hand, separate female assessment programmes were arranged, for which a full team of staff were recruited, that included female assessors and all support staff, ensuring the provision of a secure and comfortable environment for Emirati female staff to show their full potential. Gender issues and differences fall outside the scope of this study, as both male and female senior staff share generic characteristics that are covered within this study.

### 2.2.5  Staff Assessments and Competency Models

Many studies and initiatives/programs in many organisations around the world were launched to investigate the best methods to select, recruit and retain talented staff, and to develop them to be future leaders of their organisations towards innovation and success. The aim of such programs is to ensure the placing of the right person in the right post at the right time. In Canada, Glenn (2012) provides a full overview of the Canadian talent management situation, defining talent management to be "a comprehensive approach to human resource management, which integrates the core human resource functions of

attraction, retention, development and transition in order to get the "right individuals" in place "to drive organizational performance" (p.26).

Technology is normally used to support organisations' efforts to find and retain talented staff. For example, Oracle produced a white paper (2012) on talent retention, stating that "talent retention is critically important for all organisations for two main reasons: turnover is expensive, and top performers drive business performance" (p.1), and lists "six key practices that organisations can implement with technology support to retain their top talent:

1. Recruit the right people in the first place.
2. Improve the line manager's ability to manage.
3. Give employee's constant feedback about clear, meaningful goals.
4. Empower employees to manage their own careers.
5. Proactively drive talent mobility.
6. Continuously measure and improve retention strategies."

Measurement of performance and assessment of qualifications is important in finding the right senior staff and retain them. Leaders always face the challenge of measuring what they have compared to what they need, which would give them an indication of their organisations' strengths in terms of the right talented people and human resources needed for the future. Once known, it would be easier to invest for future development of their organisations. Senior staff are normally held accountable in front of their Boards, and all their operation and economic decisions may take priority over developing their staff on the short term, but down the line they would face the consequences of not preparing an asset of talented people to face further challenges.

Today's challenges reflect the importance of having quality human capital management, led by forward-thinking individuals who are able to develop and implement successful strategies. Qualified senior staff are essential for connecting workforce and leadership needs to achieve tangible results, through efficient management and engineering of human resources policies, processes, programs, practices and systems to deliver required management solutions and improvements. Therefore, talent has become one of the most

important strategic goals of successful organisations. Talented leaders are those who are competent enough to combine knowledge and skills with organisational processes to optimise the contributions of individuals, teams and the entire workforce, and to increase learning, innovation and performance through the best utilization of people.

Defining staff effectiveness and performance of workers is a major requirement in any organisation and a critical role of any manager, but the problem is how to determine what knowledge, skills and competences are required from employees for each job. In other words, how do we know that the staff are qualified for their jobs? And how do we know what to measure? At the end of the day "what doesn't get measured, doesn't get managed". Some people think that formal education and academic achievements are enough; others believe more in on-the-job training (OJT) and prior experience, while others think that personal characteristics and effective work behaviour is the key. It seems that all of those are needed, but No programme or approach seems to describe a set of qualifications needed for particular jobs, or to meet the standards of any organisation, especially at the senior level of employment. That is why qualifications systems seem to be an important measurement and assessment: they identify the organisation's strengths and weaknesses, as every organisation depends on the best employees (top performers) to survive.

Historically, as Muller and Turner (2009) presented the development of "schools of leadership", in which they gave a comprehensive explanation of schools from the 1930s' till recently, as summarised Table 2.8 below.

| Year/s | School | Field | Representatives |
|--------|--------|-------|-----------------|
| 1930-1940s | Trait School of Leadership | Leaders' traits, such as their physical appearance, capabilities and personalities. | Kirkpatrick and Locke (1991) for general leadership, and Turner (1999) for leadership in PM |
| 1940s | Behaviour School | Emphasised the styles adopted by leaders for their particular leadership task. The new underlying assumption of this school | Popular 2x2 matrix by Blake and Mouton (1978) or Hersy and Blanchard (1988) |

| | | was that leadership can be learned, and is not a trait people are born with. | |
|---|---|---|---|
| 1960s | Contingency School | Concerned with the appropriateness of different leadership styles in different leadership situations by matching the personal characteristics of al leader to the leadership situation. | Robins (1997) |
| 1980s | Visionary and Charismatic School | Focus on organisational change, with a move towards more soft factors in leadership. | Bass (1990) |
| 2000 | Emotional Intelligence School | Self management and interaction management. | Daniel Goleman (1995) – hypothesised that emotional capabilities are more important than intellectual capabilities. |
| Recently | Competence School | Encompasses all the earlier schools. (to be explained below) | Dulewicz and Higgs (2005). |

**Table 2.8: A historical summary of leadership schools**

Muller and Turner (2009) explained competence as "a specific combination of knowledge, skills and personal characteristics" (p.438), while the two representatives of this school, Dulewicz and Higgs (2005) "identified 15 leadership dimensions, which they clustered under three competences of intellectual Quotient (IQ)[15], emotional Quotient (EQ) and managerial Quotient (MQ)...using these 15 dimensions they identified three leadership profiles for organisational change projects as shown in Table 2.9 below, which they call goal oriented, involving and engaging, and which are appropriate depending on the level of change to be achieved within an organisation" (p.438).

Three leadership profiles were explained by Muller and Turner (2009, p.439):

- *Engaging* being a style based on empowerment and involvement in highly transformational context. This leadership style is focused on producing radical change through engagement and commitment.
- *Involving* being a style for transitional organisations which face significant, but not necessarily radical change of their business model or way of work.

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[15] IQ=(Mental Age/ Chronological Age)x100

- *Goal oriented* being a style focused on delivery of clearly understood results in a relatively stable context.

| Group | Competency | | Goal Oriented | Involving | Engaging |
|---|---|---|---|---|---|
| Intellectual (IQ) | **1.** | Critical analysis and judgement | High | Medium | Medium |
| | **2.** | Vision and imagination | High | High | Medium |
| | **3.** | Strategic perspective | High | Medium | Medium |
| Managerial (MQ) | **4.** | Engaging communication | Medium | Medium | High |
| | **5.** | Managing resources | High | Medium | Low |
| | **6.** | Empowering | | Medium | High |
| | **7.** | Developing | Medium | Medium | High |
| | **8.** | Achieving | High | Medium | Medium |
| Emotional (EQ) | **9.** | Self-awareness | Low | High | High |
| | **10.** | Emotional resilience | High | High | High |
| | **11.** | Motivation | High | High | High |
| | **12.** | Sensitivity | Medium | Medium | High |
| | **13.** | Influence | Medium | High | High |
| | **14.** | intuitiveness | Medium | Medium | High |
| | **15.** | Conscientiousness | High | High | High |

**Table 2.9: Fifteen leadership competencies and three styles of leadership after Dulewicz and Higgs (2003). Source: Muller and Turner (2009, p.438)**

From studies like the above, search for better classification of leadership and for the development of standards continued, and at present, qualifications systems are becoming more popular as a framework for many organisations to optimise their Human Resources qualities by setting standards for the expected qualifications. Those following or mapping to a European system define the constituents of the qualifications system - knowledge, skill and aspects of competence - while in other parts of the world, like the United States, may use other definitions focusing on competences and defining them as knowledge, skills and attitudes or behaviours (observed by researcher in many meetings relevant to this topic). At the end of the day, this shows the importance of developing a qualifications system that would benefit education and training, as well as HR policies and procedures. Some research has taken place in recent years on the subject of developing structures for assessing staff, which has resulted in developing models such as that of the

competency iceberg model by Albadri et al. (2010, p.4) shown below in Figure 2.11 below:
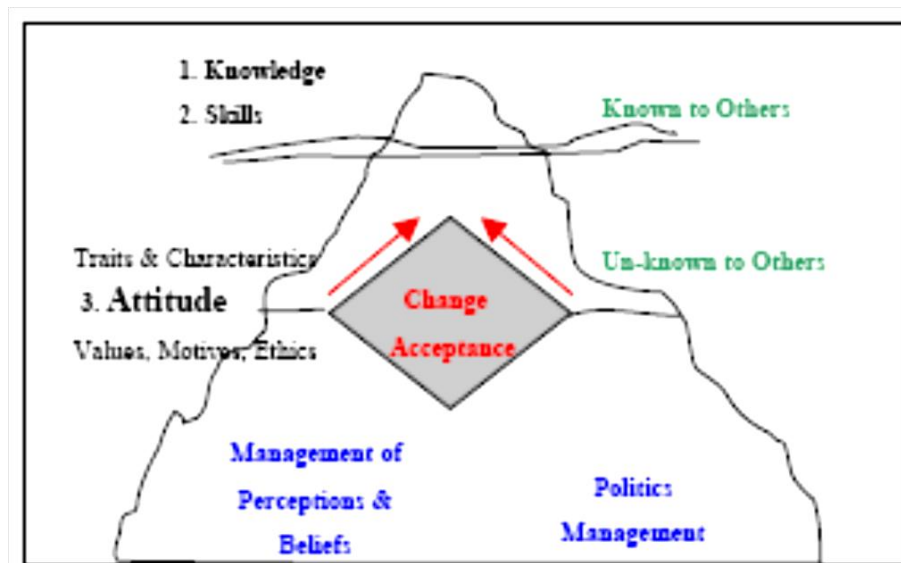


**Figure 2.11: Competency Iceberg Model (Source: Albadri et al, 2010, p.4).**

They describe the "iceberg competency model" as an illustration of "proposed levels of competency illustrating that while some elements above the surface (technical/ hard competencies) are identifiable, measurable and known to others, others (behavioural attitudinal competencies) are usually unknown to others, more difficult to detect and measure, yet of significant value (De Wit and Meter, 2004)" (p.4). They also identified competencies at the individual level as a "cluster" of:

- *Knowledge*: (business processes, company policies)
- *Skills*: (How to use system to make procure goods and services)
- *Attitude*: Behaviour, articulated perceptions. (Competitiveness, Customer-Focus)
- *Personal characteristics:* that influence job performance (Carefulness, Responsibility, ethics). (p. 4)

De Wit and Meter also presented and discussed the application of Kirk-Patrick's (1976) evaluation model shown in Table 2.10 below, which reflects a simple but practical framework for assessment, which they see as applicable in oil and gas companies.

| Level/ Evaluation type | Evaluation description | Evaluation tools & methods | Relevance & Practicability |
|---|---|---|---|
| Level 1 Reaction | Gauges the trainees feelings about the training course and the learning experience | Feedback forms Verbal feedback post training surveys | Quick - Easy to obtain - Not expensive |
| Level 2 Learning | Measures the increase in the trainees knowledge | Assessments or tests before and after the training - interview or observation | Simple to set up; Easy for quantifiable skills - Less easy for complex learning |
| Level 3 Behaviour | Assesses the extent of applied learning on the job | Observation and Interview over time to; assess change, relevance of change, and sustainability of | Measurement of changed behaviour Cooperation of line- managers |
| Level 4 Results | Estimate the impact on the business by the trainee | Measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee | individually not difficult; unlike whole organisation<br><br>Process must attribute clear accountabilities |

**Table 2.10: Kirk-Patrick evaluation model (source: Kirk-Patrick, 1976, p.5)**

## 2.3    The UAE National Qualifications Framework

Perhaps qualifications existed from times reaching beyond the limits of memory, tradition, or recorded history. Even among prehistoric societies that were obviously not advanced in terms of social organization and technical development, physical strength demonstrated perhaps through extraordinary skills in hunting animals or in defence of the group, may well have been a criterion, in other words, a qualification for the selection of a leader. Other valued knowledge and/or skills such as the ability to distinguish edible plants from poisonous ones (a qualification) also demanded special status. As societies developed, the ability to write was a valued qualification. Many scribes in ancient Rome although slaves had special benefits because they possessed these special skills or qualifications. Oratory was very highly respected and valued in Athens, where the culture of writing was well developed given its governance practices (Thomas, 1992).

Many societies of the Middle East and the Mediterranean, as well as of South and East Asia, had complex written codes that required advanced and specialized qualifications well over a couple of thousand years. One of the earliest and best known examples of preparing for a qualification is that of the ancient Chinese civil service examination (for Mandarins), which required advanced knowledge of philosophy, calligraphy and other disciplines and graduated among the world's earliest professional administrators (Samier, 2007). As in many countries around the world, there is a strong rationale for introducing a qualifications framework in the United Arab Emirates. The open economy of the country and the rapid pace of development have placed the Emirates at the leading edge of a global trend towards a changing world of work.  In this new context, workers must expect to engage in multiple careers in the course of a working life. To prepare for this experience, Emirati citizens will need qualifications that are portable and that can be adapted and extended over time and in various settings – even in other countries. This would facilitate the exploration of people's talents and personal capabilities in order to identify suitable candidates to fill senior positions in society, allowing decision makers to place the right person in the right place.

A National Qualifications Framework, NQF, is defined by Grooting (2007) as "a framework that links existing qualifications of different levels and types in a coherent and consistent way based on a common and agreed set of descriptors of qualifications, and criteria for deciding on level and type" (p.1). Also Grooting explained that due to their nature, NQFs' provide clear definition of qualifications and present methods for developing life-long and life-wide learning. Thus they are very important to all senior staff working in the educational and training fields.

In February 2007, the Abu Dhabi government launched a project called the Qualifications Framework Project (QFP) to study the challenges facing qualifications systems in the UAE and to develop a blue print for a National Qualifications Framework (NQF), to be applied within the country, as well as establish the National Qualifications Authority (NQA) to officially be the guardian of the NQF and to serve three main goals:

1. to "place the right person in the right place" in the employment world,

2. to improve the quality of education and training and realign it to serve the world of work, and

**3.** to provide the means of lifelong learning (LLL) and life wide learning (LWL) for all individuals in the society.

During my work as the director of QFP, and with the support of a team of national and international experts, the first draft of the NQF was developed in 2008, in consultation with international organizations such as the European Qualifications Framework (EQF) team in Brussels, and National Qualifications Authorities and Agencies in many countries such as the Ireland, Scotland, Australia, South Africa, Malaysia, Portugal, and others. Figure 2.12 below was developed by the QFP team to define qualifications by showing the three sources of learning and the three learning outcomes:

- Sources of learning: formal, non-formal, and informal.
- Outcomes of learning are: knowledge + skills + Aspects of Competence
- Qualifications are recognition of learning outcomes.
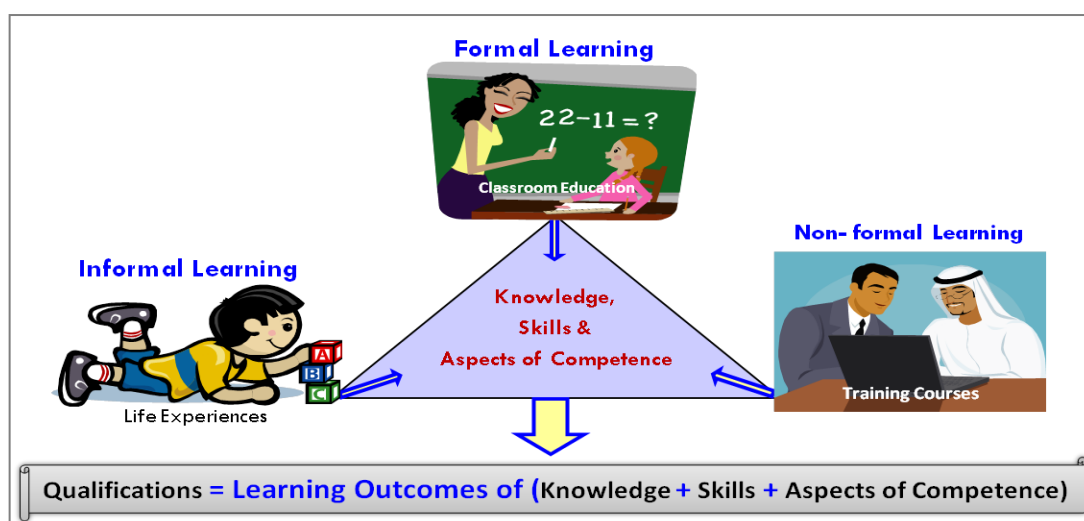


**Figure 2.12: Sources of Learning and Qualificaitons**

The diagram represents graphically the three sources of learning:

1. *Formal*: structured classroom based education and training programs,

2. *Non-formal*: structured short courses/ on-the-job training/ awareness programs/ lectures/ conferences/ etc., and

3. *Informal*: learning from life experiences and self-development efforts.

The NQF was developed with the following expected goals:

− to provide a tool to the leaders & encourage related applied research,

− to support the Multi-National & Multi-Cultural nature of the UAE, and

− to participate in educational and socio-economic reforms in the UAE.

To achieve the goals, the Framework was designed to contain a ten-level descriptors framework for qualifications was designed by the QFP team, and later developed by the NQA[16], it consists of five strands, as represented in Figure (2.13) below.



**Figure 2.13: Level descriptors of a Qualifications Framework**
**(Source: QFEmirates handbook 2012, p. 29)**

The Framework was then designed in ten levels as shown in Figure 2.14:



**Figure 2.14: The first draft of the generic Level Descriptors of the NQF**
(for illustration only, details can be seen in the original NQA document)

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[16] PDF copy of the Qualifications Framework Emirates Handbook: Approved 20 February 2012 was downloaded from:
www.nqa.gov.ae/En/QFEmirates/QualificationsFramework/Documents/QF Handbook FINAL.pdf

As a result of the QFP team's work, the NQA was established in October 2010 as a federal government agency, with six objectives, as stated by the NQA website[17] to be:

1. Improve the quality of qualifications awarded in the UAE.
2. Promote lifelong learning by putting in place policies and tools that allows transfer, progression and mobility.
3. Promote access to learning across formal, non-formal and informal settings.
4. Benchmark quality of qualifications in the UAE with those of international and best practice.
5. Assist mobility of workers inside and outside UAE through proper recognition of their qualifications.
6. Ensure similar language and standards for qualifications across all education providers.

The NQA has the responsibility to consult with relevant sectors to further develop the NQF level descriptors. Accordingly, it presented an approved version of the NQF in its first Qualifications Framework Handbook, which was published in 2012 on its official website. An example of the level descriptors for level ten is shown in Figure 2.15 below.

| Knowledge | Skills | Aspects of competence | | |
| --- | --- | --- | --- | --- |
| | | Autonomy and responsibility | Role in context | Self-development |
| comprehensive, deep and overarching knowledge at the frontier of a professional field of work or discipline and at the interface between different fields or disciplines<br><br>new knowledge, as judged by independent experts applying international standards, created through research or scholarship, that contributes to the development of a field of work or discipline | a range of mastered skills and techniques, including synthesis, evaluation, planning and reflection, required to extend and redefine existing knowledge or professional practice or to produce original knowledge<br><br>advanced skills in developing innovative solutions to critical problems in research using highly developed cognitive and creative expert skills and intellectual independence<br><br>highly developed expert communication and information technology skills to present, explain and/or critique highly complex and diverse matters to specialist academic, peer specialists/ experts and/or professional audiences | can act with substantial authority, creativity, autonomy, independence, scholarly and professional integrity in a sustained commitment to the development of new ideas or processes or systems in challenging and novel work or learning contexts<br><br>can account for overall governance of processes and systems<br><br>can lead action to build and transform socio-cultural norms and relationships | can originate and manage complex professional processes<br><br>can lead and take full responsibility for the development and strategic deployment of professional teams and self<br><br>can initiate and deploy qualities associated with professional leadership of peer groups and teams | can analyse and critique the state of learning in a specialised field and contribute to its advancement<br><br>can self-evaluate and lead contributions to professional knowledge, ethics and practice including in unfamiliar and unpredictable learning contexts<br><br>can consistently and sensitively manage highly complex and diverse ethical issues leading to informed, fair and valid judgements |

**Figure 2.15: Example of NQF Descriptors for level 10**
**(Source: QFEmirates handbook 2012, p. 104)**

The above is shown for illustration only; details can be seen in the original NQA document.

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[17] www.nqa.gov.ae

### 2.3.1  NQF Benefits to Education and Labour Systems

The NQA have agreements with accreditation and awarding bodies on the issuance of qualifications at the ten levels of the NQF. Indicative examples of titles and principal qualifications at the ten levels are included in Appendix (5). For the labour market, the NQA has developed classification of industry sectors and coded them, as shown in Appendices (5 and 6), and this coding structure served for cross-sectoral mapping, as shown in Appendix (7). Also, the NQA has developed an employability indicator as a guide that can be used to map the qualification levels to relevant employment levels, subject to the candidate undergoing proper assessment and meeting the QF level descriptors, and thereby awarded the suitable qualification. The indicators, mapped to equivalent academic qualifications, produce a classification and terminology of an employability range of ten levels, as shown in Appendix (8).

The concept of Lifelong Learning (LLL) includes formal, non-formal, and informal learning. Unfortunately, informal and non-formal learning that mainly shapes the person's qualifications, mainly his/her skills and aspects of competence, and occur outside the boundaries of formal education, is not assessed or recognized, and this holds back the benefits of LLL. Only class-room based education is recognised in the UAE, which makes the identification of highly qualified senior staff inefficient if it only relies on formal education outcomes. As many countries have developed qualifications systems, the UAE has studied the European qualifications Framework (EQF) with close coordination and advice of the EQF Team in Brussels, because the EQF is a learning outcomes based system, which is more appropriate for a UAE society which is not stratified, and has a national goal of accessibility for all. The UAE NQF was mapped to the EQF and the Bologna Framework, as illustrated in Figure 2.16 below.

| QFEmirates level | EQF level | Bologna Framework |
|---|---|---|
| 10 | 8 | Third cycle |
| 9 | 7 | Second cycle |
| 7,8 | 6 | First cycle |
| 6 | 5 | Short cycle |
| 5 | 4 | |
| 4 | 3 | |
| 3 | 2 | |
| 1,2 | 1 | |

**Figure 2.16: Mapping of the UAE NQF to the EQF and Bologna Framework**
**(Source: QFEmirates handbook 2012, p. 25)**

Many countries have established, or in the process of establishing, their own national qualifications frameworks, though they might differ in their levels of qualifications, but the concept and benefits are all the same. Many countries collaborate within their geographical regions and map their frameworks against a regional meta-framework, creating several meta-frameworks within regions such as the European Qualifications Framework (EQF), the South African Development Community (SADC), the Caribbean Community (CARRICOM), Oceania, and recently the Gulf Cooperation Council (GCC), as shown in Figure 2.17 below.
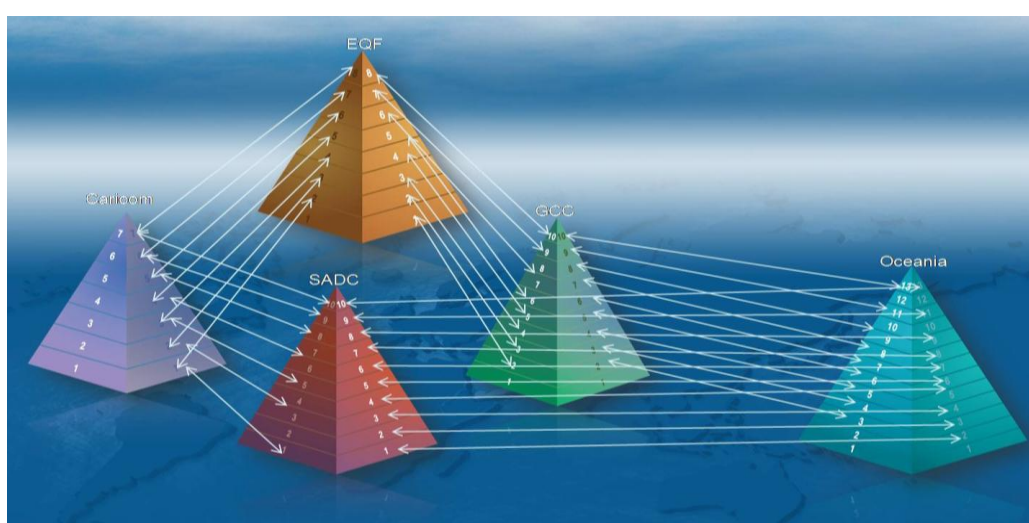


**Figure 2.17: Regional Meta-frameworks around the world**

Regional meta-frameworks make it possible for any of the member countries to map their qualifications with each other no matter where they reside. This has made the world even smaller, and made it possible for all people who migrate to other countries looking for a better life to transfer their qualifications and get recognition in other markets, thus finding suitable jobs.

## 2.3.2  National Occupational Standards

The NQA is mandated to develop national occupational standards (NOS) for every occupation in the UAE market, that would serve the assessment of candidates according to the NQF descriptors, and award those eligible with the right qualifications. In order to develop NOSs', the NQA adopted a twelve-level classification of industry sectors shown in Figure 2.18 below, with details on subsectors and codes shown in Annex (2) and Annex (3).

| No | Code | Sectors of industry |
|----|------|---------------------|
| 1 | A | Government services and public administration |
| 2 | B | Community, health and social services |
| 3 | C | Business, administration and financial services |
| 4 | D | Tourism, hospitality, retail and leisure services including personal care services |
| 5 | E | Arts, culture and entertainment |
| 6 | F | Education, learning and social development |
| 7 | G | Building and construction, estates and assets development and management |
| 8 | H | Utilities and infrastructure |
| 9 | I | Energy resources - oil, natural gas, petrochemical, chemical and mining/ quarrying |
| 10 | J | Manufacturing |
| 11 | K | Logistics and transport |
| 12 | L | Agriculture, livestock and fishery |

**Figure 2.18: Classification of Insustry sectors in the UAE**
**(Source: QFEmirates handbook 2012, p. 45)**

Guidelines developed by the NQA are implemented by Committees of subject matter experts (SMEs') for each sub-sector called sector advisory committees (SACs) to analyse each occupation and develop its occupational standards (NOS). The NQA has developed a strategy, as shown in Figure 2.19 below.
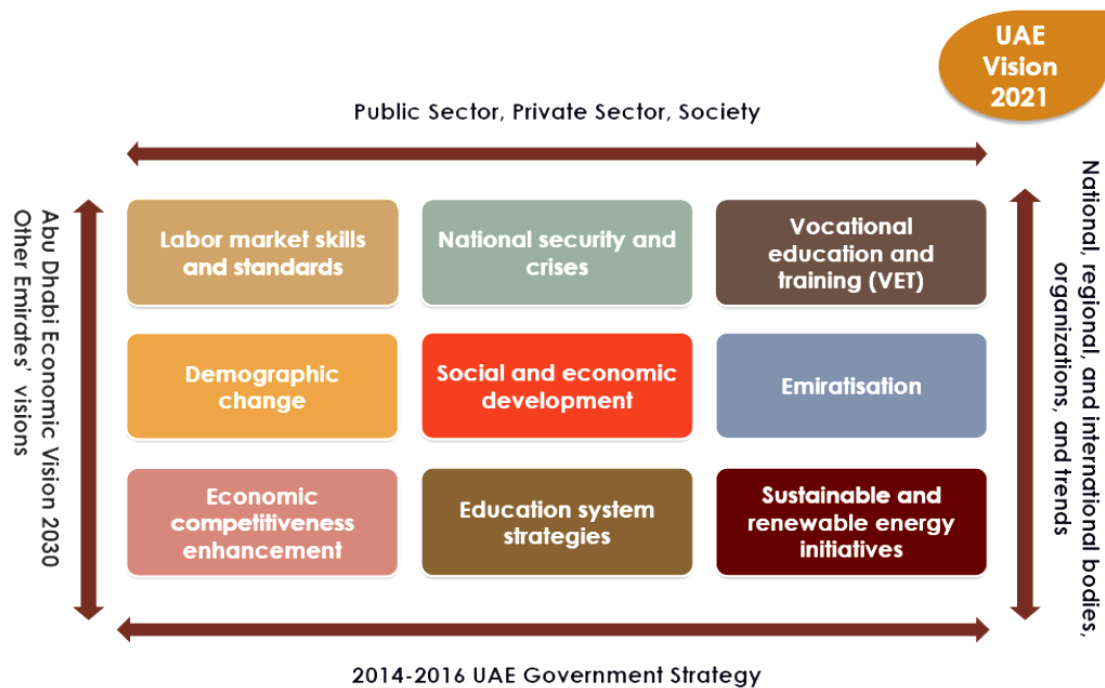
**Figure 2.19: NQA Strategic Model (Source nqa.gov.ae)**

National Occupational Standards (NOS) play a key role in the development of professional and vocational education and training frameworks. The standards can then be used for a variety of purposes that include the design of qualifications, but also professional recognition, development of competency frameworks, job descriptions, performance management, selection and recruitment and career development. Applied qualifications of the NQF typically use a competency-based approach based on an agreed National Occupational Standards framework, so the occupational standards are the driver for the design of the qualifications, not the qualification template.

Designing a set of occupational standards is a major undertaking. The process is well established in some countries, though still in the development stages in the UAE, and it normally follows the steps shown below, which are developed by the UK Commission for Employment and Skills[18] UKCES developed a guide for "developing and reviewing NOS" as presented by Carroll and Boutall (2011,p.5) that shows the following steps:

1. Research and Analysis of Sector Needs
2. Functional Analysis

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[18] http://www.ukces.org.uk/

3. Identification of existing NOS
4. Development of NOS
5. Approval of NOS
6. Maintaining the Relevance and Currency of NOS
7. Supporting the use of NOS
8. Research and evaluation of NOS

Carroll and Boutall (2011) stated that "Occupational competence is not a narrow concept. To be fit for purpose, a set of NOS for an occupation must address the following" (p.8) set of requirements:

- Technical requirements – these include the occupational skills and knowledge that the person needs, for example developing organisational strategy and giving presentations.

- managing the work process – for example identifying resource needs, planning work, monitoring quality, solving problems, reflective practice and finding better ways of doing things.

- working relationships – for example, relationships with customers, team members or colleagues

- managing the work environment – for example ethical considerations and health and safety.

The structure of the standards follows a top-down analysis. The first step is to create the professional map for the occupation or sector involved then the detailed analysis required to create the full set of standards. Typically there will be three to four layers involved with individual units that specify a key function. For the individual units, the minimum information required is: General overview statement, Performance criteria, and Knowledge and understanding. In designing suitable qualification programs, it is important to understand that employers and providers will need to convert the NOS into the specification for a qualification. The nature of the program specification will also vary according to whether the qualification is competence-based (focusing on the performance criteria) or knowledge-based (focusing on specific learning outcomes). Mapping between the NOS unit template and the NQF template is shown in Table 2.11 below:

| Knowledge | Skills | Aspects of Competence | | |
|---|---|---|---|---|
| | | **Autonomy & Responsibility** | **Role in Context** | **Self Development** |
| NOS Knowledge and Understanding | NOS Performance Criteria | General statements describing the nature of the role, typically not described in the NOS. | General statements that will typically be created from the context specific guidance contained in the NOS. | Some NOS frameworks provide clear guidance but usually the provider needs to give clear guidance on the entry conditions and potential progression routes. |

**Table 2.11: Mapping between the NOS unit template and the NQF template**

As described above, the process for developing standards from 'scratch' is expensive and time consuming. There is also a lack of expertise in the field in the UAE, as at the time of developing this study, the NQA was still going through its establishment processes and capacity building. Some organizations, such as the Armed Forces, have developed their occupational standards following internationally recognized standards, adapted to reflect its own environment and requirements, such as the UK Armed Forces which have used the Management and Leadership Standards Version 2 (2004, revised 2008).

Adoption and adaptation of any internationally recognized standards, like those of the UK, would need to use a process that would include the following procedures:

1. Review of existing standards against current roles
2. Identifying any key areas not covered by the existing standards
3. Development of new occupational unit standards if necessary
4. Possible customization of units to reflect the particular sector and ensure the language is appropriate.
5. Mapping of the units onto qualifications to be submitted to the NQA for approval following the standard unit templates.
6. Review of individual units before final submission of qualifications to the NQA.

Those who take the responsibility of developing NOS normally have specialized experienced in the field, such as:

- The development of occupational standards in various areas and sectors for Government and private organisations
- The establishment and/ or management of Management Standards Centres/ organisations, which are normally official Government-funded organizations for maintaining the Management and Leadership Standards.
- The design of qualifications and RPL frameworks for different sectors.
- The design, development and management of accreditation bodies (qualifications awarding bodies)
- Design and development of professional qualifications from Level 2 to Level 10 for various sectors.
- National and international responsibility for evaluating and maintaining standards of assessment against occupational standards.

### 2.3.3 Standardised Qualifications of Senior Staff

As a young and vibrant country, the UAE is growing at a rapid pace, relying on its multi-national population of locals and expatriates, and the appetite of highly-industrialized countries in investing in the country's future through transfer of technology and transfer of knowledge to boost its socio-economic development, despite some of the 'colonisation' issues of globalisation. This requires an asset of senior staff who understands that two of the main pillars to support socio-economic development in any country, are the development of a *national qualifications system* (NQS), that is expected to set national standards for qualifications for all individuals in the society and would ensure the "placement of the right person in the right job" through effective recruitment strategies; as well as, the establishment of a *national innovation system* (NIS) is necessary, which would be a tool for appropriately qualified members of the society to effectively contribute to the socio-economic development and excellence of the country.

In the UAE, specific emphasis would normally be directed towards the qualifications and capabilities of individuals sitting in or candidates for the upper-level senior management roles, who are entrusted to lead the planning and building process of many key Public and quasi-public organizations in the country. A National Qualifications Systems (NQS) is a concept that is not widely understood or welcomed in the academic world, due to their initial emergence within vocational and technical environments in young countries, such as the UAE, while in older countries, this separation took place a couple of hundred years ago. While National Innovation Systems (NIS), are discussed by Feinson (2003):

> As the divide(s) between the developed and developing world becomes increasingly stark, economists and policy makers view NIS as having great potential both as a source of understanding of the roots and primary causes of the gulf in economic development, as well as a powerful conceptual framework that can produce policies and institutions capable of bridging that gulf. (p.14)

Feinson (2003) gives a clear and comprehensive overview of NISs, linking them to the "exploitation of available knowledge bases and strategies" (p.15), besides providing several definitions of NIS (p.17). As a case study, he discusses the NIS Project of the Organization for Economic Cooperation and Development (OECD), linking the concept of innovation to knowledge transfer by referring to Niosi's (1993) argument below, where he emphasizes on the importance of investing in human capital and in improving legislation that would support transfer of knowledge and technology:

> Capital easily crosses national or regional boundaries. Knowledge flows less easily, because of the tacit character of much of it, which is embodied in human brains. Human capital means tacit knowledge, which is difficult to transfer without moving people. The less mobile factors of production and the most crucial for innovation are human capital, governmental regulations, public and semi-public institutions, and natural resources. For all these factors, borders and location matter. (p.18)

The interesting part of Feinson's thoughts is the seamless flow from *top-down* transfer of technology and innovation to the *bottom-up* importance of "passive

and active learning" for human development, and then to discussing "the theoretical aspects of technological knowledge" through "trade schools and on-the-job training" (p.24), finally emphasizing "investing in human capital" to produce qualified personnel through all types of NIS institutions. However, Feinson fails to make reference to the qualifications of innovators, which requires a high level of knowledge, skills and aspects of competence derived from a combination of formal, informal and non-formal learning, and that is where the role of the NQS comes into play, completing the cycle of providing highly skilled and knowledgeable workforce to support innovation.

The French sociologist, anthropologist, and philosopher Pierre Bourdieu (1973) presented in his "cultural reproduction and social reproduction" paper an interesting view of non-formal and informal learning (NFIL):

> the field of pedagogic communication … in itself a function of the cultural competence that the receiver owes to his family upbringing, which is more or less close to the "high" culture transmitted by the colleges and to the linguistic and cultural models according to which this transmission is carried out. (p. 493)

What Bourdieu expresses above reflects the basic concept and fundamentals of a qualifications system by emphasizing the two prominent types of learning informal and non-formal that may constitute two thirds of all 'qualifications', and completing the third element of qualifications by referring to formal learning "transmitted by the colleges". Associating these elements of qualifications with a transfer of knowledge using the term 'transmitted'. Just as Bourdieu used the terms 'cultural competence' and 'family upbringing' above to describe sources of learning, and therefore qualifications of an individual, in the Arab world many sayings emphasize the importance of upbringing and the 'habits' that a child would learn from his role-model, the elderly. One of them says: (*man shabb ala shay shaab alayhh* من شب على شيئ شاب عليه) literally translates as "who does something during youth will grow on it" which is equivalent to "Always has been, always will be", and the other, (*almajaalis madaaris* المجالس مدارس) which means that "sitting in the presence of the elderly is a school itself", where the young 'learn' from the older, is the concept of

'reproduction' embedded in Arab culture. Bourdieu (1973) refers to this as "the dominant culture", and he defines the role of an "educational system" in reproducing culture as follows:

> An educational system which puts into practice an implicit pedagogic action, requiring initial familiarity with the dominant culture, and which proceeds by imperceptible familiarization, offers information and training which can be received and acquired only by subjects endowed with the system of predispositions that is the condition for the success of the transmission and of the inculcation of the culture. (pp. 493-494)

The only drawback of Bourdieu's analysis and theory is that it does not take into consideration the different intellectual levels and physical capabilities of individuals who govern their ability to attain different levels of qualifications. Similarly, the Australian and New Zealand Standard Classification of Occupations (ANZSCO) developed by Trewin et al. (2006) provides a brief description of "indicative Skill level [and] tasks" for all occupations, starting with top-level managerial occupations (p. 70), without referring to adherence to the culture or application of any culture-related elements. This may not fully help education systems to easily apply Bourdieu's "reproduction theories" and justifies the need for support by dedicated systems such as National Qualifications Frameworks.

McBride (2004), of the European Technical Foundation (ETF), introduces NQSs by referring to the efforts that "National Qualifications Frameworks have been discussed in different parts of the world for almost twenty years. They are part of the policy landscape of many countries" (p.1). This is an indication of the 'need' in many countries for more precise or developed systems of qualifications to re-organize or reform their education and training systems. Bjornavold et al. (2009), from the European Centre for the Development of Vocational Training (CEDEFOP), provided an insight into the European Qualifications System and how all European Union countries not only view NQFs as "key instruments for the reform of education, training and qualifications systems in the European Union" only, but also as an "important instrument for European cooperation" (p.1). They present an interesting classification of EU countries that are undergoing different "stages of NQF

development" starting from the conceptualization stage to the design stage, then testing, implementation, and finally implementation. Tuck (2007) provides a comprehensive introduction to the rationale and concepts of establishing National Qualifications Frameworks, while Allais (2010) analyzed the gaps between the education and labour world with numerous case studies from several countries around the world. His critical paper ends with stating that "Successful use of learning outcomes seems also to be based in strong professional associations and strong educational education institutions" (p.20).

The above shows how recent and continuous international research is demonstrating that the UAE is moving in the right path of its socio-economic development steps. The rapid movement from an under-developed country to an advanced developed country, through knowledge and technology transfer and innovation, requires building a solid infrastructure of NIS based on highly qualified human capital supported by an internationally recognized NQS. Since the UAE has established the NQA, it would be wise to focus an analysis and implementation of social and cultural reproduction theories with an emphasis on Arab and Islamic values and ethics. The UAE government falls under the "invisible hand" model of Frye and Shleifer 's (1997) governmental transition model that includes those countries whose government "is well-organized, generally uncorrupted, and relatively benevolent" (p.354) in sharp contrast to the "grabbing hand" model countries whose government "consists of bureaucrats pursuing their own agendas, including taking bribes." (p.354). While it may have been easier for the government of the UAE to turn up more profits from its resources than for governments of other countries through assets like trade and manufacturing, since income from oil may not have high dependence on the creation of a market, but more on developing highly qualified human capital and supporting Research and Development investments. This has more to do with the good political leadership in the UAE that prefers to support their own people rather than treat them as something to harvest.

The UAE's challenges in establishing a sustainable and diversified economy

has a direct impact on its education system. Its education system is a key economic enabler that must help support the country's social, political, economic and cultural functions, in addition to fulfilling its role as a GDP-contributing economic sector.  As such, reform of the education system is paramount to supporting UAE's economic growth plans. All candidates for top-level jobs are expected to have high qualifications and proven experience. But does the UAE education system effectively prepare students for enrolment in tertiary education? As the Abu Dhabi Education Council's Policy Agenda (ADEC, 2010) states in its Higher Education Policies:

> The Abu Dhabi higher education system aims to enhance intellectual growth and equal opportunity among its population, by being accessible to all qualified students. It will promote leadership, ethics, culture and heritage among its student body. It will ensure high quality teaching, learning, research and continuing education, in order to be competitive, innovative, and internationally recognized. The system will be comprehensive and flexible, recognizing changing social, labour market and human capacity needs while contributing to sustainable economic development and diversification (p.1)

In the Arab world, many sayings emphasize the important of upbringing and the 'habits' that a child would learn from his role-model, the elderly, which are the main sources for developing the person's characteristics throughout his life. Two related learning methods are life-long learning (LLL), and life–wide learning (LWL) that are main conceptual sources of depth and breadth of learning, but a clear set of definitions of characteristics expected to exist in senior staff needs to be developed and agreed upon in order to enrich the learning plans and to support decision makers, and this will be discussed in the next Chapter Three, profiling.

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# CHAPTER THREE:

# PROFILING OF

# SENIOR STAFF

## 3.1 Introduction

This chapter will outline the characteristics for civil servants in general and those at the senior level specifically. To identify these characteristics, meta-analysis research in this chapter will be supported by interviews investigation technique in the next Chapter Four, directed towards the collection of views of elites and senior staff on the factors supporting a senior staff's model most suited for the UAE, and the challenges facing the development of such model. Chapter Five will then synthesise and analyse research results, to come up with a suggested profile for the ideal senior staff in general. In this chapter, investigation of senior staff characteristics with different examples of leadership figures, will take into consideration the existence of two types of characteristics, as discussed in the last chapter: tangible ones (seen, or can be noticed), such as attitude, behaviour and actions; and intangible ones that are hidden and may simply stay in the mind of the individual, those who may indirectly influence actions and behaviours.

Though in this study, there is distinguish between elites and senior staff, but many studies on the latter especially on power and authority while in senior positions indicate that it is simpler to profile a senior member of staff than elite. Therefore, profiling of senior staff in this chapter does not have to analyse the complexities of elites networks, like those described by Williams (2012, p.65) stated that

> Subsequent conceptualizations related to elite networks include 'elite interlocking' (network of individuals with more than one elite position), 'elite unity' (cohesiveness), 'inner circles' (elites within elites), female elites, the trans-national capitalist class (TNC elites), and 'upper echelon' theory (how managers influence companies).

Considering senior staff to be individuals who climbed up the ladder of employment, whether they were elites or non-elites, they all have certain raw models that influenced them at certain stages of development of their characters. Detailed theoretical analysis of the subject of senior staff requires illustrations and reference to those models. Illustrations used to explore this subject such as the iceberg model will be presented and their validity will be

discussed from this study's point of view, and three specific classes of leaderships will be analysed to identify their characteristics to extract the expected ones of senior staff. These leadership models include:

1. *Spiritual Leaders;* those ideological leaders whose goals were universal and their messages were not limited or bounded by physical borders of nations, those who believed in universal higher-order values, and exhibited certain characteristics that can be considered as a reference and guidance foundation for all senior staff. These leaders exist in most human beings' (believers and followers) thoughts and beliefs, and it is not their physical characteristics that is of concern in this study, but mainly their ideologies and adherence to ideals of virtue and nobility, directed not only towards their followers, but meant to serve all humans. Examples of these leaders were prophets, who carried noble messages of peace and prosperity from God without bias, and spread calls for virtue and ethical life amongst all humans. They are considered to be as close to ideal models as possible, and they share common noble goals and methods of delivering their "holy messages" amongst all people on earth, despite any differences of race, ethnicity, colour, gender or geographical locations. For this study, the Prophet Muhammad (PBUH) will be the focus of this part of the study.

2. *National Leaders;* whether military or civilian politicians, are those focused on their own nations and geographical regions, though their ideas and generosity may extend further. Most of them had ideal or unique characteristics (as in charismatic leaders), but some compromised idealism for their own goals, following the criteria of "the ends justify the means", which were used to justify the operating principles that wrong actions are sometimes necessary, such as some military leaders and dictators. In this study, our late leader and founder of the UAE, Sheikh Zayed (GBHS) has been chosen to be the ideal national leader.

3. *Organisational Leaders;* those who are considered within their nations to be ideal civil servants or senior staff. They tend to seek idealism within their home country institutions and organisations, and Motivated to dedicating their professional life to the public good, their knowledge and

expertise are focused within this domain. They are considered to be patriotic "fixers" of situations and the leaders of reform in organisations. Examples of these are mandarins, who could represent the ideal expatriate model of senior staff expected to serve the UAE to achieve its leadership's vision.

A new metaphor has been developed by this study, and will be introduce in this chapter, called the "tree model" that represents how a person's characteristics originate from their surrounding environments, and the effect of such environments on the individual's upbringing and vice versa. This model is expected explore the origins of differences in individual's characteristics, and how these characteristics are developed along the pathway of living. It will explain the environmental elements that affect individual and shape his/her profile to become a senior member of staff. These elements exist in both societal structures and organisational cultures. Exploration of related theories is important to construct the bases for our senior staff model.

### 3.1.1 Profiling Science and Practices

Profiling practices have been common in forensic science in search of criminals using available evidence. One of the known profiling techniques is the Korem Profiling System (KPS), developed by Dan Korem, who described himself and the techniques as follows (Korem, 2012):

> Dan Korem, a critically acclaimed investigative journalist, developed the landmark Korem Profiling System for rapid-fire profiling of people on the spot after just a few minutes of interaction – and in many cases, without asking any questions. In fact, you can profile people you have never met – even if you can't speak their language. (back cover)

Korem (2012) also mentioned that the term "profiling" can be applied in different areas, as he stated that it is:

> used in various professions to identify many kinds of information. In law enforcement, a criminal profile might identify how and when a felon is likely to commit his next crime. In the media, reporters do background profiles as a part of feature stories to detail a person's past. (p.11)

"Behavioural profiling" is defined by Korem (2012) as obtaining personal and professional information about others to know how a person is likely to "communicate, perform tasks, and make decisions" (p.11). And "the ability to do it on the spot without tests or batteries of questions is called *rapid-fire* profiling". This indicates that profiling skills are not limited to forensic and criminal investigators only, but can also benefit studies like this one, which aims to build a profile of ideal senior staff using evidence of characteristics from available literature and from the perspectives of interviewed senior staff and officials working in the UAE.

Williams (2012) mentioned that "Typologies categorized and conceptualized forms of power and powerful people according to their characteristics, and hierarchies ranked elites and others from high to low status" (p.47) and he gave a historical background of early methodologies as in Table 3.1 below.

| Era | Source | Contributions |
|---|---|---|
| 3000-300BC | King Lists. Census. Egypt | Chronology. Demography. Translation |
| 1000-6000BC | Book of Kings (Old testament, Bible) | Evaluation of Kings against objective ethical criteria (Deuteronomic law) |
| 722-481BC | Sun Tzu. China | Observation (spies). Research questions |
| 450-420BC | Herodotus. Greece | Historical method |
| 300BC | Manetho. Egypt | Dynasties. Genealogy. Lineage. 'Reconstructive' frameworks |
| 570-490BC | Lao-Tzu. China | Typology Of Ethical Leadership |
| 551-479BC | Confucius. China | Reasoned Ethical Standards |
| 280-233BC | Han Fie. China | Reputation. Crowd psychology. Decline |
| 380BC | Plato. Greece | Historical international comparison |
| 384-322BC | Aristotle. Greece | Systematic study – literature, theory, empirical. Comparative documentary analysis of political leadership. Sampling. Categorization. Typology |
| 350-283BC | Chanakya. India | Observation (spies). Prescriptive theory (autocracy) |
| 304-232BC | Ashoka . India | Mass communication (pillars and stone carvings) |
| 200-117BC | Polybius | Observation. Organization/system analysis |
| 109-191BC | Sima Qian. China | Citation of written sources. Triangulation of data |
| 1st Century | Plutarch. Greece/Rome | Biographical comparison. Comparison of elite ethics. Trait theory |

| 973-1048 | Abu Rayhan Biruni. Persia | Ethnography of elites. Stated/demonstrated behaviour/values |
|---|---|---|
| 1332-1406 | Khaldun. Egypt | Critical documentary/historical method. Research bias. Decline |
| 1451 | *History Of Korea.* Choson, Korea | Critical analysis. Observation. Diaries. Categories. Evaluation. Validity. Triangulation |
| 1563 | *Foxe's Book Of Martyrs.* England | Testimony evidence. 'Croudsourcing' |
| 1789 | *Cuvier.* France | 'Correlation of parts'. Reconstructive research (forensic methods) |
| 1835 | *Lane. Manners And Customs Of Modern Egyptians* | Ethnography. Access. Subterfuge. Appropriate research assistants |

**Table 3.1: Methodolgical contributions from early up-system research**

**(Source: Williams, 2012, p.51-52)**

Williams (2012) then stated that "These early methodologies may seem self-evident to present-day scholars, but someone had to invent and develop them. They reflected the basic questions and concepts of up-system research of their time" (p.47), and these questions mentioned in the statement above were reflected in the concepts as shown in Table 3.2 below:

| Questions | Concepts |
|---|---|
| Are elites intrinsic to human societies? | *Anarchical and acephalous* (leaderless) systems |
| How is power gained, maintained and lost? | Gerontocracy. Aristocracy. Lineage. Ascribed/achieved. Legitimacy. Democracy. Reputation. *Tyche* (fate-contingency). *Anacyclosis* – cycles of decline. *Asabiyah* (solidarity, social cohesion). 'Portents of ruin' |
| How do rulers create their image, and communicate their right to rule? | Legitimacy. Mass communication. Public languages. Symbolism – coins, statues, portraits, lineage charts, maps |
| How are elites reproduced? | Elite education, meritocracy |
| Who were the female and minority group leaders and elites? | Gender discrimination. Minority rights. "Airbrushin" |
| How is power structured? | Rank, classes, castes. Political systems |
| How is power exercised? | Soft-hard (legalism). Realism-idealism. Democracy. Ochlocracy (mob rule). Transactional relationships |
| What is 'good' and 'bad' leadership? | Leadership ethics. Abuse of power. Deceit. Accountability. Benign and malignant governance. Criteria-based evaluation |

**Table 3.2: Questions and Concepts (Source: Williams, 2012, p.52)**

An example of profiling appears in Swint (2011) where he describes one type of official:

> The King Whisperers will focus on ten distinct categories in order to illustrate the differences in approach, style, tendencies, and situational context of the men and women profiled. Many of the figures in the book are the official Number Two leader or designated successor to a leader. (p.3)

Swint's profiling of senior staff produced ten categories, namely:

1. *Machiavellians*: the political leaders behind the scenes that originate with Niccolo Machiavelli, who established the school of political realism, inspiring leaders throughout history to apply philosophy in the use of power. Successful leaders and advisors have used the approach encapsulated in *The Prince*.

2. *Empire Builders:* decision-makers, who are visionary and succeed in building large institutions.

3. *Kingmakers*: who make change in their political environment, motivated either by self-interest or by patriotism.

4. *Spies*: most clever and devious political masterminds, who are patriotic in nature.

5. *Silver-Tongued Devils*: whose charismatic presence leads to success, due to great oratorical skills.

6. *Generals*: military leaders who have always carried political influence and exploited their power for personal or political gain (e.g. Salah al-Din, or Saladin in English, and Oliver Cromwell).

7. *Rebels*: the flipside of generals, motivated by ideology, religion, or economics to alter the landscape of history.

8. *Truly Evil*: or genocidal lunatics, monsters, mentally ill, etc.

9. *Fixers*: or specialists who perform specific functions for a political leader. A uniquely American concept.

10. *Schemers*: who make their way to power through scheming, scratching, and clawing. Some succeed and others fail.

In the earlier two chapters, an overall exploration of the institutional expectation of senior staff's roles and their environments within organisations

was presented, with some focus on the UAE. While in this chapter, a more focused on identifying individual characteristics would be the main subject of profiling, supported with available historical information to be referenced in developing our model of senior staff. Empirical data from interviews will follow to emphasise these findings and shape them into UAE perspective, in the next chapter.

### 3.1.2 Leadership Theories

Theories of leadership are normally developed by scholars to explore and explain the ways different leaders build organisations and nations and direct their people. Howell, J.P. (2013) defined leadership as "an influence process, usually (but not always) carried out by one person. The leader influences a group, who view the influence as legitimate, toward the achievement of some goal or goals." (p.4), then he explained why these theories differ and how they are developed:

> Based on research, leadership theories generally focus on specific leader characteristics and/or behavior patterns that are important in shaping societies and organizations over time. Different scholars have focused on separate leaders characteristics and behaviours, resulting in numerous distinct leadership theories being proposed and researched. (p.3)

Furnham (2010, p. 53-54) referred to Avolio and colleagues (2009), who identified emerging themes and theories of leadership that include:

1. *Authentic leadership* which is about making balanced decisions, having high moral standards; being transparent in information sharing and feelings; as well as having self-awareness about strengths and weaknesses
2. *New-genre* (vs. traditional) leadership which focuses on charismatic, inspirational, transformational and visionary concepts. However, the question remains as to the factors that moderate or mediate between the leadership style, follower dynamics and situational factors
3. *Complexity* leadership is all about coordinating dynamics and unpredictable agents in a fluid knowledge-driven economy. It sees organisations as complex, adaptive systems and leaders as people embedded in a complex interplay of numerous interactions

4. *Shared* (collective/distributive) leadership, which is leadership by groups or teams. It concerns how mutual and ongoing influence processes in top teams lead to organizational outcomes

5. *Exchange* leadership is about leaders and followers contractually accepting mutual obligations to achieve their ends. It is about how shared interests and goals lead t respect, trust and support

6. *Follower-centred* leadership that looks at how followers identity and self concept lead them to promote an follow particular leaders

7. Servant leadership is the idea that these honest, empathic community-building and –leading leaders achieve high follower commitment, satisfaction and motivation

8. *Spiritual* leadership means for most the idea of focus on non-material, as well as material outcomes, though the term remains vague and controversial

9. *Cross-cultural* leadership which is about leading multinational groups and organizations. It is essentially how cultural values dictate leadership styles and outcomes

10. *E-leadership* which is distributed, electronic, distanced non-face-to-face leadership. It is the issue of how technology has made this possible. It is the leadership of virtual teams.

The discussion on leadership definitions and factors that affect it is quite broad, but is summarised in many studies such as that of Furnham (2010, p.51-52) where he gave a summary of the history of leadership studies (p.51), in which he stated that "the psychological literature on leadership has focused on six major areas":

1. Positional power and leadership roles
2. The characteristics/personality of individual leaders
3. Types of groups that are led
4. The leadership influence process
5. Contextual, environmental and social factors that favour certain leaders
6. Leadership emergency and involvement.

Furnham (2010) then summarised the historical evolution of leadership psychological research "over the last 100 years or so" into five phases:

1. The *trait approach*, also known as the "great person" or charismatic approach to leadership, which can be traced back to the ancient Greeks. This work can

be seen in works of Socrates to Weber and even Freud. However, personality studies linking traits to some measure of leadership have shown only a weak relationship. It is apparent that many other factors are salient other than personality and ability of individual leadership. That same fate befell the backward-looking biographical approach, which looked for individual causal factors (traits, beliefs, values) of recognised leaders. But no pattern emerged from these studies, which often underplayed the historical and social context in which the "special" individual operated. Recently this trait approach has even been attacked because of its potential bias and essential incorrectness.

2. After the Second World War the *behavioural or style approach* came about. It focused on how leaders lead and various attempts were made to come up with models of leadership styles like autocratic, democratic, and laissez-faire. Today this is seen in those popular tables which attempt to differentiate between managers and leaders. The style approach still focused on the individual preference of leaders. It seemed in essence very little different from the trait approach.

3. The 1960s saw the high-point of the *situational approach*, which looked at the fit between leader, the led and the social situation. This is why so many famous and exemplary leaders like Churchill seem only "right for the moment" ... This approach quite clearly neglects the obvious point that people choose and change situations. However, what situationists and contingency theorists do argue is that there is obviously no one best style or person for leadership. This must be contingent on the situation one is leading.

4. At the begging of the 1980s, the concept of charisma retuned as well as the "discovery" of different types of leaders: i.e. the servant leader, the spiritual leaders, etc. Perhaps the best known is the *transformational leader* who was seen to be the most desirable. This led, once again to an explosion of new leadership concepts, and books, particularly those who looked at heroic figures (i.e. Shackleton, Jesus Christ), achieve their ends. There is an amazing range of "new leadership" models like organic, visionary, servant, even pragmatic leadership. However, to a large extent these simply reinvent the trait approach, using more contemporary terminology.

5. The turn of the millennium saw the emergence of the fifth theme: the cause of leadership failure. Suddenly it was acknowledged that a large number of leaders actually failed in their task and thus continuing literature attempt to understand that process. (p.53)

### 3.1.3  Core Values and Characteristics

Core values affect the characteristics one develops or exhibits in one's professional roles (Weber, 1968). They were defined by Fox et al. (2006, p.9) as being "central to the functioning of any society and help distinguish it from other cultures and societies", and a comparative study between American and Arabian core values done by one of the co-editors (p. 9), listed fifteen "core-values of the Arabian Gulf, in order of their frequency of response" as being:

1.  Priority of family and family dignity/ honour; respect of elders
2.  Religion provides ultimate meaning, and morality defines face-to-face interactions
3.  Transactions focused on influence of kin and friends
4.  Hospitality, generosity, sharing
5.  Loyalty to family and friends, and patience and mercy
6.  Pride of heritage and tradition, and respect for traditional norms and beliefs from the past
7.  Sociability; the social group is more important than personal achievements; family councils where issues are discussed
8.  Justice, honesty, and compassion for the down-toned; honest transactions to avoid disgracing one's family name
9.  Show of strength and courage; defend one's family, land and rights at a moment's notice
10. Respect for authority, patriarchy, and gender segregation; deference to the demands of family/ clan/ tribal patriarch. Deference to authority (can't question authority)
11. Marriage within the extended family (endogamy)
12. Modesty in dress
13. Religious education, as specified within Islam, to take people from the darkness
14. Material wealth
15. In-group inclusiveness (sometimes associated with ethnic groups as an "in-group out-group dichotomy").

Fox et al.'s study (2006) compared the above values with "the 10-core values of the United states" (p.10):

1. Equal opportunity
2. Achievement and success
3. Material comfort
4. Activity and work
5. Practicality and efficiency
6. Progress
7. Science
8. Democracy and free enterprise
9. Freedom
10. Group superiority.

The result of the comparative study of values above "clearly indicates that Gulf culture and American culture, which is the hearth of globalization, are quite apart." (p.9). One may read from the first set of values as being indicative of a highly religiously informed culture, in which traditional society is still extremely important, inclusive of its leadership and government, where

> the individual is submerged within the extended traditional group, obeying its norms and heritage and even marrying within it if possible. If one achieves success, it is also through the efforts of one's kindred, with whom the benefits are shared. (p.10).

The other set of values, of the United States, seem to reflect more a secular materialistic society, which is described by Fox et al as:

> in the United States, the opportunity for achievement and success, defined as material rewards and money, clearly predominate. Ideally, one reaches his/her goals through individual efforts. In this ideational framework, one cannot blame society or government for the lack of personal success; (p.10)

From the study above, it could be apparent how the outcomes of different social environments differ from one geographical location in the West to the other in the East. Many factors emerge from these environments and they need to be investigated, such as the influence of extended families on personal achievements is much more important in the Gulf states than in the

United States. In order to profile both local and expatriate senior staff, it is important to design assessment criteria for these factors, such as the influence of the American core values listed over Arabs in the Gulf, and to measure the extent of personal and professional appreciation of expatriate senior staff of the Arabian Gulf core values that needs to inform the organisation.

Limitations of understanding of Arab values by some expatriates can be counterproductive in establishing institutions in the UAE, or even more extreme destructive, or could cause internal tension in relationships within organisations. For example, Abella (2008, p.96) described the situation in RAND Corporation as:

> RAND people were the prime practitioners of real politik in America's intellectual world. To them, facts, no matter how distasteful, were facts. Moral and humane considerations should never interfere with policy analysis.

Analysis of core values, such as those mentioned above, would indicate different characteristics expected in both Arabs and Americans. This type of analysis could be crucial for studies related to the selection of senior staff. For example, the core values in points (1, 5, and 15) of the Arabian Gulf above, could reflect a practice called "wasta, or favourism", which is an important subject to be analysed to understand its pros and cons. Mohamed and Hamdy (2008) described it as:

> Wasta is defined as the intervention of a patron in favor of a client to obtain benefits and/or resources from a third party. The word wasta can be used as a verb (the act of intercession) or as a noun (the patron). Although the degree of wasta use varies between Arab countries, wasta permeate many aspects of life in the Arab world (Cunnigham & Sarayrah, 1993; Kilani & Sakijha, 2002). In most Arab countries conducting simple tasks such as getting a driving license without a wasta can become an exercise in futility and frustration. Wasta makes people powerful, hence the nickname Vitamin WAW (Al Maeena, 2003). Wasta plays a critical role in hiring and promotion decisions in Arab organizations. Before applying to a position, applicants may seek out a wasta to improve their chances of being hired. A person with poor qualifications but a strong wasta will be favoured over a person who is more

qualified but does not have a wasta. Because many people may apply with wasta, the applicant with the most important wasta often gets the position. Forms of displaying wasta may be explicit as in attaching a business card of the patron to the client's resume. (p.1)

The above is an example of cultural elements that directly or indirectly reflect and shape senior staff's personality and characteristics.

### 3.1.4 Leadership and Organisational Cultures

Staff in multicultural organisations exhibit different cultures, and to understand how organisations operate and what make them exhibit different organisational environments that attract or repel certain staff, it is important to explore the meanings and implications of the term "culture". Senior et al. (2001, pp.129-130) identifies many definitions of culture, such as:

> Culture consists in patterned ways of thinking, feeling and reacting, acquiring and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiment in artefacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values.
>
> (Kroeber and Kluckhohn, 1952, p.181)

> Culture is the collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values.
>
> (Hofstede, 1981, p.24)

> The culture of the factory is its customary and traditional way of thinking and of doing things, which is shared to a greater or lesser degree by all its members, and which new members must learn, and at least partially accept, in order to be accepted into service in the firm. Culture in this sense covers a wide range of behaviour: the methods of productions; job skills and technical knowledge; attitudes towards discipline and punishment; the customs and habits of managerial behaviour; the objectives of the concern; its way of doing business; the methods of payment; the values placed on different types of work; beliefs in democratic living and joint consultation; and the less conscious conventions and taboos.
>
> (Jaques, 1952, p.251)

A set of understandings or meanings shared by a group of people. The meanings are largely tacit among members, are clearly relevant to the particular group, and are distinctive to the group. Meanings are passed on to new group members.

(Louis, 1980)

Culture is 'how things are done around here'. It is what is typical of the organization, the habits, the prevailing attitudes, the grown-up pattern of accepted and expected behaviour.

(Drennan, 1992, p.3)

However, in a culture like that of the UAE, where religion is the main source of core values, and it provides a conceptual framework or Weltanschauung[19], it is appropriate here to discuss some of the foundational concepts related to organisational culture. In Islam, for example, as it is expected in any other religion or belief, people are always encouraged to assess their behaviours and seek knowledge and means of improving their characteristics to achieve optimum outcomes. Naturally, on the larger scale, groups of people are a reflection of individual's behaviours and characteristics, and the power of optimum change can only be effective, if and only if each and every member of the group takes the required measures to improve him/her self. For example, the Noble Quran mentions that change comes only from within, and promised that God does not change things within a group of people, until they change their individual impurities within themselves first, as quoted in the Quran:

| لَهُ مُعَقِّبَاتٌ مِّن بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ ۗ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ | |
|---|---|
| For each (such person) there are (angels) in succession, before and behind him: They guard him by command of Allah. Allah does not change a people's lot unless they change what is in their hearts | |
| ﴿سورة الرعد 13: آية 11﴾ | (Ar-Ra'd / The Thunder 13: Verse 11) |

The above reflects how individual's culture in Muslim beliefs could have a direct influence on organisations, and how organisational culture can be

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[19] German term similar to the English phrases: world-view/ ideology/ philosophy of life, but it emphasises on values, knowledge, and behaviour. Pronounced like (veit-un-shawong).

developed in places such as the UAE to include characteristics such as loyalty, which emerges from a Holy source, the source of creation of mankind. Senior et al. (2001) illustrated "the way elements of organizational culture can support and/or defend against change" (p.160) as shown in Figure 3.1 below:



**Figure 3.1: Organisational Culture and Change. (Senior et al, 2001, p.161)**

Senior staff are considered to be the main players of this understanding to provide a healthy organisational environment, and they are the primary engines to move organisation's system and subsystems to keep improving and work efficiently, in order to achieve the desired ends. Therefore, senior staff need to exhibit the required characteristics to handle their duties within organisations and to deal with internal and external challenges. Rothwell et al. (2005) provide a comprehensive description of what "chief people officers" should do in discussing human resources.

Healthy leadership characteristics and traits were described in many references such as Bennett et al. (2003), Bernthal and Wellins (2001), and Avolio and Gardner (2005), in many ways to be: talent and ability, ethical, adaptive, acts in clean setting, empowers, acts on people's feelings, creates

opportunities for contribution in others, it is about solving problems, fosters creativity, has an imaginative use of limited resources, develops values and fundamental responsibilities in others, makes an honourable character and provides selfless service, gives a clear sense of direction, brings trust and confidence. Senior et al. (2010), indicate that leadership characteristics stimulate followers' knowledge and performance, as indicated in the chart Figure 3.2 below:
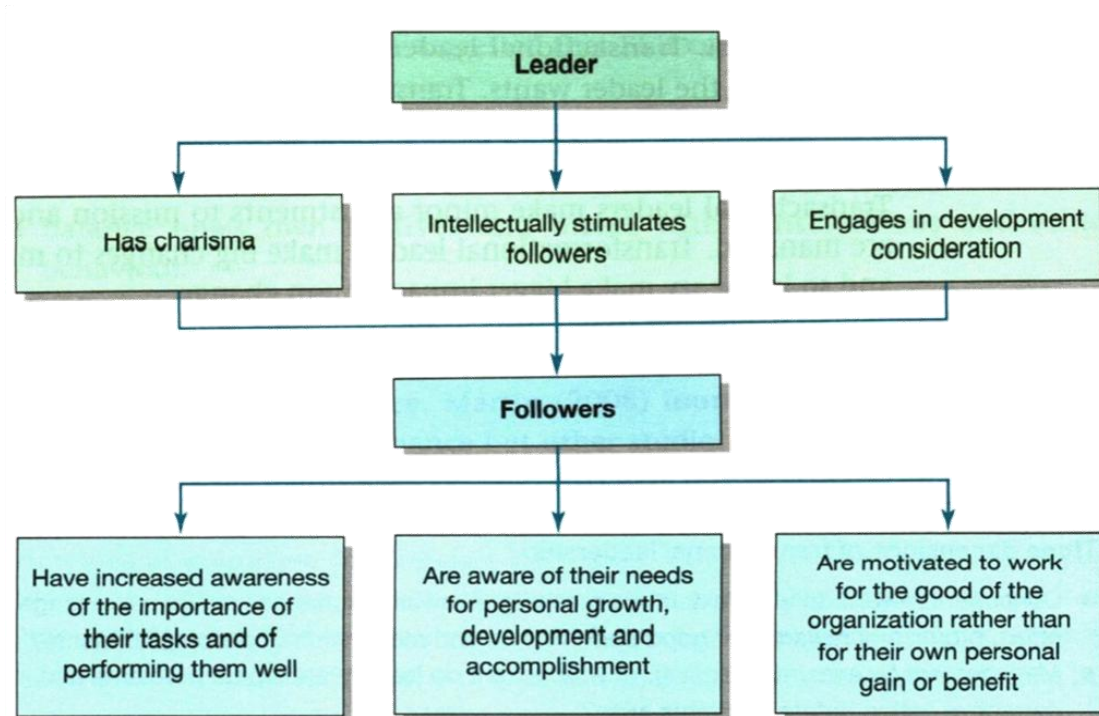


**Figure 3.2: Leader's characteristics impact on followers.**
**Source: Senior and Swailes (2010, p.250)**

In describing the role of leader's characteristic related to effective *communication* with followers, organisational leadership would achieve important goals such as motivation and awareness of self development among followers. This ability is equally important in the public and quasi-public sectors as it is in the private sector. Leaders must have an "honest understanding of who they are, what they know, and what they can do. Also, one should note that it is the followers, not the leader or someone else, who determines if the leader is successful" (Weber, 1968). This shows that organisations and organisational cultures are directly influenced by the type of

leadership they have. Their end product, reputation and sustainability is a reflection of the types of leaders whose quality and actions are stemmed from their personal characteristics. In the next section, the types of good and bad leadership characteristics will be discussed.

## 3.2    Great and Toxic Leadership Characteristics

References that talk and analyse characteristics of senior staff are not easy to find. Though analysis of leadership behaviours and bibliographies are common, one of the interesting books written by Howell (2013) has given a "snapshot" of some "great leaders" such as Nelson Mandela, Abraham Lincoln, Napoleon, Mother Teresa, Winston Churchill, and Martin Luther King, Jr. On the other hand, he explored examples of some "bad leaders" such as Adolf Hitler, Idi Amin and David Koresh. He also developed an interesting "Matrix of Great Leadership and Leadership Theories" as shown in Appendix (10). The author compared this book to other text books by saying: "Most leadership textbooks focus on leadership theories and the research that supports them while our test addressed leadership behaviour pattern – what leaders really do to influence followers toward effective performance" (p. xiii). One of the interesting parts of his book is the analysis of bad leadership of those leaders who "also had very strong influence on their followers, but the outcomes were disastrous for followers and many others." (p.xiv).

Another leadership scholar, Jean Lipman-Blumen (2005) explored the drives behind people's need to have leaders, and the role of followers in encouraging "toxic leaders" to be what they are and to reach the levels of destruction before people realise and feel the situation, then he explores "how we can liberate ourselves from "the Allure of toxic leaders". He explained how, from those leaders destructive behaviours like "deliberate, conscious engagement in despicable acts, to unintentional, unconscious toxic behaviour, such as failing to recognize their own or others' seriously harmful incompetence." (p.19-), we can recognise their characteristics. Jean Lipman-Blumen (2005) also developed the list below that describes the "characteristics destructive behaviours of toxic leaders" (p.19):

- Leaving their followers (and frequently non-followers) worse off than they found them, sometimes eliminating – by deliberately undermining, demeaning, seducing, marginalizing, disenfranchising, incapacitating, imprisoning, torturing, terrorizing, or killing – many of their own people, including members of their entourage, as well as their official opponents (p.19)

- Violating the basic standards of human rights of their own supporters, as well as those of other individuals and groups they do not count among their followers (p.19)

- Consciously feeding their followers illusions that enhance the leader's power and impair the followers' capacity to act independently (e.g., persuading followers that they are the only one who can save them or the organization)

- Playing to the basest fears and needs of the followers (p.19)

- Stifling constructive criticism and teaching supporters (sometimes by threats and authoritarianism) to comply with, rather than to question, the leader's judgment and actions (p.20)

- Misleading followers through deliberate untruths and misdiagnoses of issues and problems (p.20)

- Subverting those structures and processes of the system intended to generate truth, justice, and excellence, and engaging in unethical, illegal, and criminal acts (p.20)

- Building totalitarian or narrowly dynastic regimes, including subverting the legal processes for selecting and supporting new leaders (p.20)

- Failing to nurture other leaders, including their own successors (with the occasional exception of blood kin), or other-wise improperly clinging to power

- Maliciously setting constituents against one another (p.20)

- Treating their own followers well, but persuading them to hate and/or destroy others (p.20)

- Identifying scapegoats and inciting others to castigate them (p.20)

- Structuring the costs of overthrowing them as a trigger for the downfall of the system they lead, thus further endangering followers and nonfollowers alike Ignoring or promoting incompetence , cronyism, and corruption (p.20)

Classification and examples of the sources of "dysfunctional personal qualities or characteristics that feed toxic leadership" were also given by Lipman-Blumen (2005, p.21) as follows:

1. Some leaders earn their toxic stripes through their cynicism, greed, corruptibility, moral blind spots, and stupidity. (p. 21)
2. Narcissism, paranoia, grandiosity, and megalomania drive still other toxic leaders. (p. 21)
3. Then, there are leaders whom we recognise as toxic because their actions spring from malevolence, even evil intent. (p. 21)
4. Still other leaders may be toxic through sheer cowardice. (p. 21)

From the actions and qualities discussed above, Lipman-Blumen (2005, p.21-22) made further extraction of the top "*dysfunctional personal characteristics*" of toxic leaders as follows:

- Lack of integrity that marks the leader as cynical, corrupt, hypocritical, or untrustworthy
- Insatiable ambition that prompts leaders to put their own sustained power, glory, and fortunes above their followers' well-being
- Enormous egos that blind leaders to the shortcomings of their own character and thus limit their capacity for self-renewal
- Arrogance that prevents acknowledging their mistakes and, instead, leads to blaming others
- Amorality that makes it nigh impossible for them to discern right from wrong
- Avarice that drives leaders to put money and what money can buy at the top of the list
- Reckless disregard for the costs of their actions to others as well as to themselves
- Cowardice that leads them to shrink from the difficult choices
- Failure both to understand the nature of relevant problems and to act competently and effectively in leadership situations

Lipman-Blumen ends his study by stating that "worst of all, perhaps, there are toxic leaders who combine several, or occasionally all, of these negative attributes and behaviours." (p.22). From the above exploration, knowing what is behind peoples' need to have leaders, and that there are good and bad (toxic) leaders, we will try to extract senior staff characteristics from three close-to-ideal models of spiritual leaders, national leaders, and mandarins. The reasons why these models are chosen in a specific order is as follows:

- Spiritual Leaders: Their messages and goals are similar, focusing on spreading piece, equality, higher-order values, etc. to all humans on earth and attracting them to believe in their "holy" messages. This gives them more of a universal characteristics not bound by geographical locations or times.

- National Leaders: Their messages and goals are focused on their own people, within nations or regions. Their characteristics are more influenced by the environments of their geographical locations, though their dreams and efforts may reach further.

- Mandarins: Share narrower messages and goals, working as ideal civil servants within organisations and institutions. Their characteristics and actions are within the specific public administrations systems they know best.

### 3.2.1 Spiritual Leaders

The majority of people believe in spiritual higher-order values that originate from a holistic unseen source, such as God in some religions and beliefs. These beliefs share one thing, they are beyond the physical world, and are named as metaphysical by some. Examples are those spiritual leaders are seen to be close-to-idealism in their followers' beliefs. They are ideological leaders who shared common goals and methods of delivering their message, which is spreading piece among people on earth through teachings of intangible actions (intentions and values) and tangible good conduct.

This type of leaders is the holistic and universal one; their messages are supposed to be for all people on earth, spreading noble practices amongst societies, away from any hatred or encouragement to wars or malpractices. They do not care of differences in race, colour or geographical locations, encouraging peace in the whole world.

In this study, we'll take one example of such leaders, prophet Mohamed (PBUHS), with an analytical search of his characteristics and calls as considered to be one of God's messengers, like all prophets and messengers such as Jesus, Moses and Ebrahim. Teachings of spiritual leaders are

normally extracted from an ideal "God" that is viewed as the source of highest knowledge and ethics. For example, the Qur'an is source for psychotherapy of the mind and heart. Ali (2007, p.111) described the Qur'an's teaching saying that:

An important point taught by Qur'an with a view to correcting the vision and outlook of man, a precondition for achieving the soundless of heart and mind, is that the Creator is all the time in a state of glory only because He is all the time Perfect Law and Perfect Justice. The terms religion, justice, law and will are used almost synonymously with one another as well as illustratively oft the same creative reality who alone is the sole Rewarding and Punishing Agency in the universe. (p.110)

The Qur'an further teaches that man is empowered not only to correct himself and better his lot, but also to influence the state of nature on earth through his deeds and words with the aid of guidance received by him from the Creator. In other words if a man remains manly, just, truthful, constructively hard working, self-disciplined and sincerely faithful to the law-giver's mission of creation, he would only improve his physical and mental health, but also simultaneously become a potent factor in affecting the global ecosystem to the extent that makes Nature yield both seen and unseen blessings to his advantage. In short, the Qur'an develops a tremendous self-confidence in man and makes himself the architect of his destiny. Faith in this Qur'anic concept of reward and punishment serves to make him optimistic, enthusiastic and self-disciplined leading to his enlightenment by ridding him of the causes of fear and sorrow. (p.111)

Those who believe in religions that come from God (generally referred to as 'the people of the book', that is, Jews, Christians and Muslims), normally refer to verses in holy books, the Christian Bible and the Qur'an for example, to describe the one thing that all agree upon, that is that the creation of mankind in different parts of the world and with different cultures and languages, does not make them different in their fundamental or essential nature, as the holy Qur'an states that:

| يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِندَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ |
|---|
| O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)[20] |
| (Al-Hujuraat / The Inner Apartments 49: Verse 13) ⟨سورة الحجرات 49: آية 13⟩ |

There is no doubt that All the quotes above show how culture represents how people and groups of people may be apart from each other in geographical locations, but one fact persist, is that they all similar, males and females, emerge from one origin, and created by one and only one source (God). The word (righteous) also reflects characteristics and behaviours of every person; the first is of an intangible/ unseen nature, and the second is of a tangible and effective resultant of the first. This is where the subject of this study emerged, seeing that characteristics of people are a descriptive of their expected deeds and achievements.

The main characteristic mentioned above, that distinguishes believers from non-believers of God, is confined in one descriptive word, which is At-Taqwa, which means the same as saying (having a live conscious). Those who have a live conscious would follow all calls of decent actions and ethical conduct, despite their beliefs or geographical locations. Here, we refer to the Quran as a universal reference to all human beings, specifically to senior staff. Other examples of holy instructions to mankind and believers, such as:

| يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرْ قَوْمٌ مِّن قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ وَلَا نِسَاءٌ مِّن نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ ۖ وَلَا تَلْمِزُوا أَنفُسَكُمْ وَلَا تَنَابَزُوا بِالْأَلْقَابِ |
|---|
| O ye who believe! Let not some men among you laugh at others: It may be that the (latter) are better than the (former): Nor let some women laugh at others: It may be that the (latter are better than the (former): Nor defame nor be sarcastic to each other, nor call each other by (offensive) nicknames |
| (Al-Hujuraat / The Inner Apartments 49: Verse 11) ⟨سورة الحجرات 49: آية 11⟩ |

So, for those who become arrogant and behave as if they were from a higher level from others, there are standards for behaviour that need to be set and

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[20] http://www.oneummah.net/quran/book/49.html

implemented, and the creator of mankind, God Almighty, has set these standards and mentioned them in holy books.

Spiritual leaders, symbolised in Prophets have always brought message of peace to all mankind, without any discrimination or racial differentiation according to colour or origins. This reflects that Islam, like all other righteous beliefs and religions, is calling for the brotherhood of all mankind and is sent to all people, realising that God has made people like brothers, the sons and daughters of one man (Adam) and one woman (Eve), who had spread in different parts of the world and became of different colours, races, languages and other differences, but they still share the same nature. Islam sets certain criteria of favourism amongst human beings based on good deeds and gave instructions to practice all types of good behaviour (tangible and intangible).

It is significant to note that the Qur'an has put the responsibility of causing destruction of civilization upon the shoulders of man himself, instead of ascribing it to mysterious forces of nature. This is evident from the following verses:

| ظَهَرَ الْفَسَادُ فِي الْبَرِّ وَالْبَحْرِ بِمَا كَسَبَتْ أَيْدِي النَّاسِ لِيُذِيقَهُم بَعْضَ الَّذِي عَمِلُوا لَعَلَّهُمْ يَرْجِعُونَ | |
|---|---|
| Mischief has appeared on land and sea because of (the meed) that the hands of men have earned, that (Allah) may give them a taste of some of their deeds: in order that they may turn back (from Evil) | |
| ﴿سورة الروم 30: آية 41﴾ | (Ar-Room/ The Romans 30: Verse 41) |

At the end of the day, the messenger Prophet Muhammad has made it clear that his message and his role and existence was mainly ethical, to teach people how to live in peace and clean acts that God loves to see his most noble creation, mankind, live on earth. Prophet Muhammad said:

| إنمـــا بُعِثْـــتُ لأتمِّـــمَ مَكَـــارم الأخـــلاق |
|---|
| Allah send me just to complete the noble deeds of morals |
| http://forum.amrkhaled.net/ |

The Arabs have throughout history brought the values and characteristics of people to the surface and expressed it in different methods such as poems and scholar writings, such as that of Al-Andalusi (1983), who died in the

Islamic year 328 (approx. 938 Georgian), who wrote a series called "The Rare Jewel" or العقد الفريد (al-eqd al-fareed) divided into twenty five books that contained various interesting topics, ranging from politics and power, war and tales, preaches, condolences and praised the words of Arabs, to express their sermons and descent and sciences, literature and news, and the famous caliphs and leaders, poems and other topics that attract the reader. The most touching are those describing the nature of humans and profiling qualities of men, such as that describing the fair leader (الإمام العادل al-emam al-aadel), in which he narrated that one of the caliphs called Omar Ben Abdulaziz wrote to Al-Hassan Al-Basri asking him to describe the fair leader, and he replied:

إعلم يا أمير المؤمنين أن الله جعل الإمام العادل قوام كل مائل، وقصد كل جائر، وصلاح كل فاسد، وقوة كل ضعيف، ونَصفَة كل مظلوم، ومَفزع كل ملهوف. والإمام العادل يا أمير المومنين كالراعي الشفيق على إبله الرفيق بها، الذي يرتاد لها أطيب المرعى، ويذودها عن مراتع الهَلَكة، ويحميها من السباع، ويكُنُّها من أذى الحر والقرّ[21]. والإمام العادل يا أمير المؤمنين، كالأب الحاني على ولده، يسعى لهم صغاراً، ويعلمهم كباراً، يكتسب لهم في حياته، ويدخر لهم بعد مماته. والإمام العادل يا أمير المؤمنين، كالأم الشفيقة البرة الرفيقة بولدها، حملته كرهاً ووضعته كرهاً، وربّته طفلاً، تسهر بسهره، وتسكن بسكونه، تُرضعه تارة وتفطمه أخرى، وتفرح بعافيته وتغتم بشكايته .... (ص.34).

Translated to:

Be informed, Commander of the Faithful, that God made the fair Imam as a straightener of each bent, the aim of all unjust , the goodness of all corrupt, the strength of all the weak, the remedy of all oppressed, the panic of all needy. The fair Imam, Commander of the Faithful, is like the kind shepherd who attends his camels and takes care of it, the one who seeks the best pasture for it, and protect them from wild animals, and prevents them from the harm of heat and cold. The fair Imam, Commander of the Faithful, is like the careful father on his children, seeks for them when they are young, teaches them when they are old, acquires for them in his life, and saves for them for after his death. The fair Imam, Commander of the Faithful, is like the kind mother over her child, she carried him with difficulty and gave birth to him with difficulty, raised him as a child, stays awake at night with him, breastfeed him when needed and stops breastfeeding sometimes, rejoice with his health and become unhappy with his complaints (P.34)

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[21]القرّ: البرد

Another example of Arab and Islamic references on public administration, is the famous [al-Ahkam as-Sultaniyyah الأحكـام السـلطانية], "The Laws of Islamic Governance" by Abu'l-Hasan al-Mawardi (2005)[22], that was forwarded as follows:

> An important handbook written in the fifth century A.H. covering all the various aspects of the deen[23] of Islam which are the concern and responsibility of the Khalifah[24], his amirs[25], his wazirs (minsters) and deputies. The rights and duties of these persons are expounded in details- both as a reminder to persons already active in such capacities and as a guide to those who are new to such offices. (p.5)

> This work affords insights into aspects of the deen that have all but vanished in the twentieth century of the Christian Era – matters, for example, concerning the collection and distribution of zakah[26], the payment of jizyah[27], the management of markets, the inspection of weights and measures and the overseeing of the minting of gold and silver, the organisation of the army, its provisioning, the distribution of booty, the management of the frontier Ribats[28], the management of natural resources, penal law and the appointment of judges empowered to deal not only with marriages and inheritance but with all aspects of Islamic law, including the regulation of fiscal, financial and mercantile matters mentioned above. (p.5)

A quote related to senior staff recruitment selection is related to al-Ma'mun, who described the characteristics of a wazir, saying:

> I am looking for a man for may affairs who has all of the qualities of goodness, who is modest in his behaviour and resolute in his ways, a man who has been refined by manners and strengthened by experience, a man who if entrusted with secrets acts accordingly and if entrusted with important

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[22] Translations below was taken from (http://www.thefreedictionary.com/)
[23] Deen means: religion or belief.
[24] Khalifah: a person who rules or commands
[25] Amirs: A prince, chieftain, or governor, especially in the Middle East
[26] Zakah: an annual tax on Muslims to aid the poor in the Muslim community
[27] Jizhyah: a per capita tax levied on a section of an Islamic state's non-Muslim citizens, who meet certain criteria. In return, non-Muslim citizens were permitted to practice their faith, to enjoy a measure of communal autonomy, to be entitled to the Muslim state's protection from outside aggression, and to be exempted from military service and the zakat taxes obligatory upon Muslim citizens.
[28] Ribat: A piece of cloth fitted to the collar and covering the shirt front, worn chiefly by Roman Catholic and Anglican clergy. Source (http://www.thefreedictionary.com/)

matters moves to execute them, a man whose forbearance causes him to be silent and whom knowledge causes to speak, a man for whom the moment is enough and for whom a glance is sufficient, a man who has the intrepidity of amirs and the perseverance of the wise, the humility of the 'ulama and the understanding of the fuqaha; if people treat him well, he is grateful and if put to the test by their mistreatment, he is patient; he does not sell the portion of today only to be deprived the next; a man who captures the hearts of men by sharpness of his tongue and the beauty of his eloquence. (p.38)

The above mentions some of the many characteristics that are expected in a senior member of staff, and that need to be always analysed and developed by leaders who seek efficiency and efficacy to provide wellbeing to their people and peace to the whole world.

### 3.2.2 National Leaders

These are leaders who made an impact on whole nations and generations, whether military or civilian politicians, whose focus was on their own nations and geographical locations, and possible regions. Most of them had ideal characters, but some compromised idealism for their own goals, following the criteria of "the ends justify the means", which in some of their definitions may explain that wrong actions are sometimes necessary, but these leaders have developed characteristics and ended their nations and themselves with contaminated outcomes. Examples of such toxic leaderships were discussed at the beginning of this section (3.2) above.

The first and dominant characteristics expected in senior staff are would be 'power' to lead organisations and to achieve results, and 'politics' in the way of handling things. Senior and Swailes (2010, p.178) picked a definition for power and politics, stating that:

> Power concerns the capacity of individuals to exert their will over others. While political behaviour is the practical domain of power in action, worked out through the use of techniques of influence and other (more or less extreme) tactics.

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Senior et al. (2010, p.181) has also discussed the source of power, referring to the findings of French and Raven (1959) who have identified the five sources of power:

1. Positional (legitimate) power
2. Expert Power
3. Referent Power
4. Reward Power
5. Coercive Power

Many names have shined throughout history in different nations and parts of the world. Most of these leaders appeared at times of trouble of their nations, and their leadership characteristics and actions made them "the right people in the right place and at the right time" according to their people's choices or the environments at the time of their empowerment, which helped them utilize their strengths to the maximum and make them enter history from its widest gates. Success and failures of those leaders were determined by analysis of the socio-political situations at their time, their nations' wishes, their personal agendas, and outcomes of their leadership. Examples of these leaders are military leaders such as Khalid Bin Alwaleed, Hitler and Napoleon, and national leaders such as Abraham Lincoln, Gandhi, and Sheikh Zayed bin Sultan Al Nahyan.

In this section, only some of the leadership aspects of Sheikh Zayed will be discussed as a reference of ideal national leadership. Kechichian (1999, p.16) describes Sheikh Zayed as:

> Indeed a unique leader. Any objective assessment of his accomplishments during the past five decades indicates that, while many people spoke, Zayed acted. He had vision, but he was and is a man who is very much in a hurry.

In this study, we look into the characteristics of some of these leaders, with a focus on analyzing Sheikh Zayed's leadership traits, such as charisma, foresightedness and generosity. He always said that "those who have no past, have not present, not they have a future". Though the challenges and socio-political and economic situations may differs from time to time, it is important to understand the past in order to analyse the present and get an indication of

the future. Sheikh Zayed's thoughts have been analysed and his leadership style showed the uniqueness of his personality and the idealism that he followed to express his vision of state building. Ragheb (2012), for example, stated that Sheikh Zayed commented in 1971 "in a television interview broadcast" that:

> Responsibility is a dangerous burden; no one can take it up easily. It is all the more true when it is responsibility for a people. I have assumed that over many years. Moreover, the distribution of responsibility and their sub-division was not an easy task either, since that carries further risks. Thus, the right people should be selected carefully before any responsibilities are distributed. I have never excluded myself from the distribution of responsibilities ... I keep an eye on what is going on elsewhere and have rich experience in so doing. However, practice has proven that we do have reliable men amongst us. They are our countrymen. The homeland is the mother of all and her children do only good for her and are ready to sacrifice for her (p.49)

The above reflects how such a national leader thinks in terms of belief in his senior staff capabilities as well as building a system for responsibilities and accountabilities. The link of such a leader to his faith and his spiritual strength is reflected in his saying:

> faith, conviction and work are the basis of success. Deviating from faith and the prescriptions for life laid down by God will never lead one to the right path to take in pursuit of progress. He who is guided by God will never fail to find the right path. (p.55)

Kechichian (1999, p.18) questioned "whether the circumstances that existed 30 years ago will be duplicated in the future", then said that "if the past is an indication of the future, the UAE is equipped to assume the mantle of leadership in the next generation". He briefly described the history and circumstances that led to the formation of the UAE as:

> At the time of formation of the UAE, the general attitude of the rulers was political conservatism shaped by the proclivities of Islam. The traditionalist mentality and common historical experiences of colonialism, especially with the British, favoured some form of political integration.

Finally, the loyalty of the populations of the seven emirates to their respective leadership was really never questioned. As a consequence, the hostile physical environment and colonial pressures did not prevent the coming together of the federation because loyalty was present on both sides.

In the UAE today there is new generation of leaders coming up who are well qualified to continue the work started by their fathers. (p.18)

Rugh (1999) asked "how do you evaluate leadership objectively? One good way is to look at how leaders like Sheikh Zayed deal with opportunities and challenges" (p.30), then Rugh (1999, p.31) identified "some characteristics of leadership that have been exhibited by Sheikh Zayed" in the following statements (p.31):

First of all, his creativity. Sheikh Zayed had an extraordinary ability to construct a nation composed of three major elements: bureaucratic structure of a modern state, divers tribal element, and a federal system. This is hybrid. As sheikh Zayed said when the state was founded in 1971, there were no examples of a federal state in the Arab world to follow. There still aren't, and federal states in other parts of the world have failed. Why had the UAE succeeded?

It is partly because of this unique combination of tribalism, modern state and federalism. The tribal system works if you have a small community with direct access to the rulers. In the federal system, you have smaller units that allowed the continuation of that face-to face tribal system. The legitimacy of the rulers, who descend in a straight line from ancestors who rules their territories. Also their contributors. Finally, there is enough bureaucracy in the central government to carry out the functions of national defence, foreign policy, and health, education and welfare.

Second, Sheikh Zayed exhibited enormous patience, flexibility and vision. He didn't jump for hasty conclusions or make decisions quickly. In 1968 – 70, he was interested in a union of 9 States, and even considered trying to bring in Oman. He settled for 7. Later, he was a major force in bringing the Gulf Cooperation Council, GCC, Countries together, which helped to expand the unity of the Gulf. He always had a broad vision of the maximum reasonable number of states in this union, yet, he didn't expand it to fast or too far. When the Iraqis presented the idea of a pact including Iraq along with GCC, he

politely declined, showing foresight. Iraq was not the kind of state that would be compatible with others in that group.

Sheikh Zayed was patient. It was 25 years before the UAE had a permanent constitution, 25 years before Abu Dhabi was named the capital. In the issue, with Iran over Abu Mousa and the Tunb, he did not confront the Iranians. He gained recognition from Iran and since 1992, he has made a major issue of it, without provoking a military conflict, which would so damage the UAE.

His choice of 1992 to make an issue out of Abu Mousa was dictated more by the circumstances in the region than by Iranian actions. The Iranians had been militarising the island throughout the eighties, during the Iraq-Iran war, and he didn't make an issue of it … and in 1992, when he had the support of international community, he made an issue of Abu Mousa and Tunb. He didn't give up his demand for sovereignty over these islands which he interested, but he was patient.

Another example of his patience and farsightedness is  in the petroleum sector, when other countries of the region where nationalizing ownership, taking it away from the foreign oil companies in the 1973-1975 period,, sheikh Zayed took over 60%, but not 100%. He wanted to retain a connection with the international oil companies to maintain access to technology. And now we see his neighbours talking about reversing their 100-% nationalization and perhaps inviting the international oil companies to come back in. sheikh Zayed doesn't have to reverse anything. He went to 60% and stopped there.

A third characteristic is generosity. He started out paying all of the bills of the federal government. He helped the poorer emirates and he has given a great deal of assistance abroad. In addition, he is personally modest, even austere. Ibn Khaldon says, "royal authority claims all glory for itself and goes in for luxury." Not sheikh Zayed. He contributes to the atmosphere of the country – its balanced, tolerant and generosity – by his personal behaviour.

A fourth and related characteristic: he believes the wealth of the country should be used to benefit the people. He has created a well fare state and enhanced the environment and quality of life to an extraordinary degree. He has planted more dates palms more than Iraq ever had, and Iraq is famous

for date farms. The gardens and parks and clean street of Abu Dhabi make the quality of life extraordinary. (p.31)

He has created an extraordinary live and let live environment. If you go the UAE you'll appreciate the tolerance of the people starting at the top with sheikh Zayed. In addition, he promoted traditional culture and tries to avoid the problem of the large number of foreigners undermining it.

My sixth and last character of leadership of sheikh Zayed and fellow rulers involves foreign affairs. He has a policy of peaceful settlement of disputes and good neighbourly relations, but he is decisive when necessary. This is clear with his dealing with Iraq and Iran. When it comes to an essential national interest, he has drawn the line. Abu Mousa since 1992 is a good example.

Sheikh Zayed's charismatic leadership, exemplified both through his personal qualities and the actions he took as leader, which had a tremendously positive impact on his people. German sociologist Weber (1968) defined "charisma" as:

The term "charisma" will be applied to a certain qualities of an individual personality by virtue of which he is considered extraordinary and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities. These are such as not to be accessible to the ordinary person, but are regarded as a divine or as exemplary, and on the bases of them the individual concerned is treated as a "leader". (p. 241)

Using Weber's nine elements of charisma, more characteristics of senior staff can be defined:
1. Requisite ability
2. Personality characteristics
3. Expressive behaviour
4. Self confidence
5. Self determination
6. Insight
7. Freedom from internal conflict
8. Eloquence
9. Activity and energy level

### 3.2.3  Mandarins and Managers

Not many people know about Mandarins in the Arab world. A clarification and definition of the word is given by Dickie (2007, p.23) in two statements:

> Mandarins: not a Chinese word but one given by the Portuguese colonists at Macao to officials – from the verb 'mandar' to command. The whole body of Chinese mandarins consists of 27 members. They are appointed for (1) imperial birth; (2) long service; (3) illustrious deeds; (4) knowledge; (5) ability; (6) zeal; (7) nobility; (8) aristocratic birth.
>
> <div align="right">(Brewers Dictionary of Phrase and Fable, 1894)</div>
>
> The Foreign Office is staffed by dedicated and often brilliant people.
>
> <div align="right">(Lord Owen, Time to Declare, 1991)</div>

Mandarins are the civil servants seeking idealism within their home country institutions. They are considered as the patriotic "fixers" of situations and the leaders of reform in organisations. The importance of such senior civil servants in re-shaping governments and their influence on the development of policies is evident in Edward's (2006, p. 194) statement: "With the deregulation of the Australian economy and the shift to the private sector in national development since 1983, the significance of senior federal public servants has waned" (p.194).

The review should determine whether the qualities of Mandarins as determined by Barberis (1996), "resilience, independence of mind loyalty to ministers without sacrificing their own integrity or that of their office, charisma; intellectual prowess; and technical attributes of sound judgment and discrimination" (p. 140) that made them favoured by rulers in leading reforms and state building are prevalent among the Emiratis. Such qualities are what the UAE needs in its senior civil servants to allow them face the challenges of an ever-changing economy and emergence of new societal aspects that may and may not serve the country's vision. One of the major areas of concern is the increasing influence of expatriate imported values and ethics on decision-making and the direction which the institutional-building process is following, polluting 'national interest' with 'personal agendas'.

Samier (2007) gave an interesting overview on the main characteristics of Mandarins in "the formation of the public service ethos": "Their strong public service ethic allows them to overcome tendencies to self-interest, enabling them to live, in Weberian terms, for the state rather than from the state. The most important feature of mandarin authority is the ability "speaking truth to power," allowing them discretion over decisions and actions not bound by tradition. (p.105)

The research is expected to indicate that the UAE needs "Mandarin" types of Emiratis to be heads of organisations, and define the basic elements of selection and development processes, and accountability system for such high-level figures. On the other hand, it is essential to shed light on Qualifications Systems, where they originated from and how they can provide instruments to assess candidates for high-level managerial positions and prepare them to carry out their duties and obligation throughout their term. The rest of this chapter will give an overview of a variety of theories that lead to assessing, selecting and qualifying senior staff, such as sociological theories, qualifications systems, managerial, leadership theories, citizenship, and rational choice theory, and neoinstitutionalism (e.g., Goodin et al, 1996; Scott, 2001; Weingast, 2002).

Laying one step below policy makers and leaders, undoubtedly the role of a senior civil servant that serves the government, such as mandarins, who translate policies into practice, and in order to do so, there are a specific set of virtues and characteristics (Part, 1990), that a mandarin must have in order to achieve his purpose:

1. Adaptability: a mandarin needs to be able to quickly and as effortlessly as possible adapt to any circumstance or situation presented to him. By identifying himself with a scenario, he will be more likely to respond more effectively and efficiently in tackling the issues presented to him.

2. Pragmatism: the very core of the duty expected by a mandarin requires a great deal of pragmatism in that they are expected to translate conceptual idioms into practical solutions.

3. Empathy: a mandarin is effectively an interface between the leadership and the people. In order to effectively translate and implement policies and visions, it is key for him to be able to empathize with both the policy makers and leaders to intrinsically understand the effect the vision or policy wants to have and the way in which such vision or policy needs to transmuted in order to fit within specific relevant factors such as effect, sentiment, culture, character and zeitgeist.

4. Team player – but not really: one of the most significant contributing factors to make correct decisions are information and taking/assessing other people's opinions. It is essential therefore that a mandarin is ready to rely and recognize other people's opinions. However, it is just as important that at the same time the mandarin maintains a certain distance from the people in question to ensure that his capacity or authority is not challenged or questioned.

5. Dependability: a mandarin needs to be dependable, in order to inspire confidence and trust in his leaders in order for them to feel comfortable in assigning new tasks to him thereby fuelling his success as a mandarin.

6. Charisma: the mandarin will need to be charismatic in order to steer the people below him while translating the leaders' vision/policies. However at the same time the charisma has to be of a lower standard than that expected/required by a leader.

## 3.3 Tangible and Intangible Characteristics

Upbringing is one of the most important cultural aspects of individual's development in the Middle East. In the UAE, with its unique multi-national and multi-cultural societal mix, it becomes important to explore this element further and to see how it is related to the identification of competent members of society to be recruited or appointed as senior staff in the country, which is normally done through recommendations of elites to the leadership, based on prior knowledge of specific individuals in society.

Arabs in the Gulf region and most other countries express a person's competence and qualities using specific words and classifications. Competence is either described using words such as (Kaffu كفو), i.e. "competent" or the opposite (Msh Kaffu, مش كفو ) i.e. "incompetent, or a more diluted word for incompetence such as (Msh gader مش قادر ) i.e. "incapable". These words normally reflect the person's capability and qualifications to do specific jobs, while additional expressions that reflect of qualities and reputation that emerge from the reputation of the family environment of the individual, such as (Wil-ne'em والنّعم), i.e. "fantastic reputation", and the opposite expression such as (Wil-Athrah والعثرة) i.e. "failed reputation". Simple words of expression could mean a lot and could either pave the way for appointment, or topple the highest person to be retired or even terminated from work and rejected in any future senior position.

Attempts to visualise tangible and intangible characteristics were evident from models such as Senior's (2010, p.128) of "the organisational iceberg" illustrated in the Figure 3.3 below:
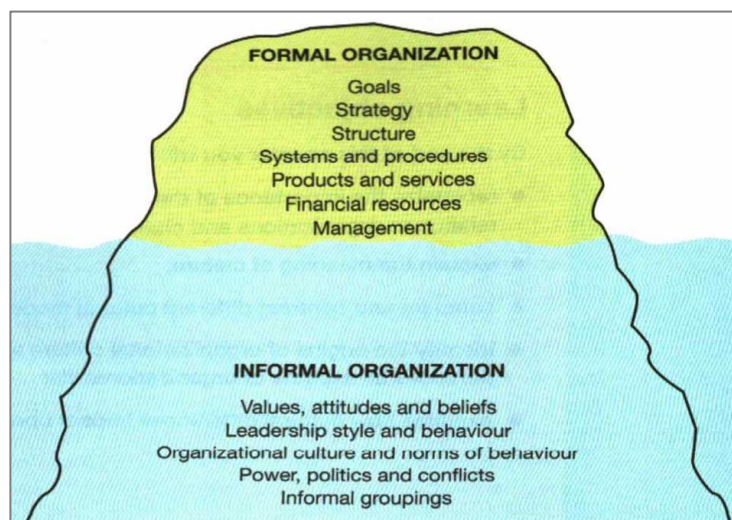


**Figure 3.3: Organisational iceberg (source: senior, 2010, p. 128)**

Senior staff, are like any other human beings, exhibit tangible and intangible capabilities and traits that directly and indirectly influence their performance and life-cycle. Analysis of the iceberg model could indicate the extent of intangible characteristics of an individual, but this model cannot reflect the different environments and individual undergoes throughout his/her growth

and development life-cycle, as the submerged mountain of ice grows within a homogeneous medium of water.

### 3.3.1  Senior Staff Characteristics in the Arab world

A well-known Middle Eastern senior staff, Ghazi Algosaibi (1999) wrote about his own experience in a senior position when he was appointed as the Minister of Industry and Electricity of the Kingdom of Saudi Arabia at the age of thirty-five. He described his feeling saying that "I would be dishonest to myself and my readers if this time I said that my heart did not beat with something very close to ecstasy". He described this position "The title of titles!" and later he touched reality by explaining how far this feeling of ecstasy takes its owner when he said:

> Ecstasy is a transient state and the magic of the title soon wears off. The distinction between "Minister", "Doctor", "Shaikh", "Brother", or any other appellation, disappears with constant repetition. The weight of responsibility soon smothers and feeling of happiness. (p.99)

Throughout an interesting journey on the challenges a member of senior staff faces in his country, which is similar to all Middle Eastern cultures, he explained what characteristics and actions are expected to be in him/her to overcome the responsibility of his "luck" once selected to be a senior person. He emphasised on the source of responsibility, which originates from religious belief that:

> when we cross from the glory of this world to the fear of the next on Judgement Day, a minister will be judged not by his own deeds alone but by the deeds of all those under him. In that case we might honestly say that ministerial office only comes to those with the worst luck! (p. 99)

Algosaibi gave a remarkable statement from his own experience that questions many of the leadership theories:

> Much of the current discussion about administration is a sterile linguistic debate. It does not matter whether it is a science or an art. Any such distinction has more to do with pedantic definition than with true meaning. Nor does it matter if someone is a born administrator or whether he acquires administrative skill by experience. What concerns us here is the end result.

Nor does it matter whether or not the administrator has a broad range of knowledge. The issue is broader than just knowledge. And it is irrelevant whether the administrator has a cool head or not, whether he is fierce or mild, comic or morose, loved or hated. These descriptions are of relevance only to the individual as a person, not to the individual as an administrator. (p. 99)

Related to the subject of the study of profiling senior staff characteristics, Algosaibi stated the "when it comes to the essence of administrative leadership, there are only three salient characteristics" that are summarised as follows:

1. The first characteristic is mental: the ability to discern the correct decision ... Many administrators have clouded vision: by confusing essentials the lose the ability to distinguish the right decision from the host of wrong ones. We must remember that, both inside and outside the world of administration, things are rarely black and white. In administration, as in politics, the right decision is often the least bad of available alternatives.

2. The second characteristic is psychological: the ability to adopt the right decision. There are very many decisions which the administrative decision maker knows to be true but which he is unable to take through fear of the consequences. If wisdom is the essence of the first quality, then courage is the essence of the second. For example, everybody knows that generosity and courage are tow noble virtues. But as the great Arab poet al-Mutanabbi, says: "Generosity brings penury; but courage can be fatal." It must be clear to any minister that a decision which serves the majority is better than one which serves a minority. But just because he knows what the right decision is, it does not mean he will adopt it. Geniuses who chatter, theorise and hypothesis rarely make effective administrative leaders.

3. The third vital characteristic is a mixture of the mental and psychological ones: it is the ability to execute the right decision. Every ministry, every organisation, has a graveyard of good decisions which never came to fruition. Wisdom, then, is not enough. Neither is courage. There has to be a third ingredient: skill. The wisest of people are not necessarily the bravest, while the wisest and bravest are not necessarily the most skilful. The skill required to implement the right decision takes thousands of

difference forms, and no two decisions are ever executed in the same way. The skill includes, among other things, the ability to establish and use an effective lobby, to motivate, to explain and present, and to remove all impediments; and all these processes require a enormous amount of patience and perseverance. (pp. 100-101)

Many Arabs believe that experience is the main element for decision making, therefore the saying Arnander and Skipwith (1985, p. 12): (Is'al mujarrib wala tas'al tabib إسأل مجرب ولا تسأل طبيب) translated to (Ask one who has experience rather than a physician) equivalent to the English saying (Experience without learning is better that learning without experience). Later, a summary statement by Algosaibi about the failure end-results of the three characteristics mentioned above, with some examples:

> The bad administrator cannot see the right decision, the cowardly one cannot adopt it, and the unskilled one cannot see it through. In the light of this analysis, what appeared to be something of a conundrum actually becomes a matter of utter simplicity. Why did the brilliant professor fail as a minister? Because he lacked courage. Why did the courageous administrator fail as a minister? Because he lacked wisdom. Why did the genius, who combined wisdom and courage, fail? Because he imagined that the right decision would implement themselves, and lacked the skills to see them through. (p. 102)

When discussing "specialisation" as a criterion for selecting ministers to lead specialised ministries, Algosaibi argued that "a specialist minister may be less effective than a non-specialist one.", and he presented and analysed two main reasons:

> The first is derived from the natural human instinct to shun the unfamiliar and stick to what one knows. Because of this we find specialist ministers concentrating on the things they know and which they have studied in school and university ... In principle there is no harm in ministers having this grasp of detail, but in reality it can lead them to neglect more important factors. The second reason springs from a well-known syndrome: members of a profession form a clique, an intellectual or indeed an actual club, whose members are bound by mutual loyalty. A doctor will not criticise another doctor in public. An engineer will not run down another even in frank

conversation. The "union spirit" affects, consciously or unconsciously, the decisions made by the minister who belongs to that fraternity. (p. 103)

Many Arabic proverbs reflect what Algosaibi is trying to present above, such as Arnander and Skipwith (1985, p. 7) saying: إن الطيور على أشكالها تقع [Innattuyura ala ashkaliha taqa] translated to [Birds alight among their like] equivalent [Birds of a feather flock together]. Algosaibi summarised the subject it in the following: "if a minister can combine specialisation with the Three Virtues, he has it in his power to become a glorious and triumphant exponent of administration in all its aspects." Then he made an important warning to senior staff saying that:

> The minister has to have great inner strength to immunise him against the delusion that he is now a superior being to the ordinary mortals whom, merely by convention, he must precede. (p. 103)

From the above, it is important to have an insight on how intangible characteristics are crucial for the selection and development of senior staff.

### 3.3.2 Upbringing and Characteristics in the Arab World

Humans are quite similar to trees from the development and learning products. This makes them differ from each other and exhibit different characteristics from each other, even if they were part of the same family. That explains the Arabic saying (asabe' elyadd ma-testouei أصابع اليد ماتستوي) i.e. "one hand's fingers are not the same", and this explains why we cannot generalise or expect similarity between individuals, even those who originated from the same environment. Therefore, assessment systems and methods should take into consideration all expected environments individuals have been living in, and the depth and width of their learning from different layers/ soils.

In the Arab world, many traditional sayings emphasize the important of environment on upbringing and the 'habits' that a child would learn from his role-model. Arabs believe that Individuals learn from their surroundings and environments which differ with time. The more an individual settles in a specific environment, he'd learn more from the constituents of that

environment, and one of the most used adverb in the Arab world says: (mann shabba ala shaye' shaaba aalayh من شب على شيء شاب عليه) literally translates to "who does something during youth will grow on it," which is equivalent to "Always has been, always will be", and (almajaalis madaaris المجالس مدارس), which means that "gatherings are schools" and indicate that individuals are affected by the environments of the gathering s they attend, and "sitting in the presence of the elderly is a school itself", where the young 'learn' from the wiser, is where the concept of 'reproduction' embedded in the Arab culture. This explains why adults in the Arab world always encourage and order children to attend normal adults' gatherings and practice a certain level of discipline. Children must behave, serve the guests, and listen to what adults discuss and can participate, and stay on the alert to do anything they may be told to do. This grows into them some characteristics, such as patience, discipline, diplomacy, compromise, etc. The above is reflected in the reproduction theories of Bourdieu (1973), which in turn, link to the education system with the culture in his statement:

> An educational system which puts into practice an implicit pedagogic action, requiring initial familiarity with the dominant culture, and which proceeds by imperceptible familiarization, offers information and training which can be received and acquired only by subjects endowed with the system of predispositions that is the condition for the success of the transmission and of the inculcation of the culture. (p.494)

UAE society went through "four main periods" in its development, described by Kazim (2000) as:

> The Islamic period (600 A.D. – 1500 A.D.), the transformational period (1500 – 1820), the colonial period (1820 – 1971), and the contemporary period (1971 to the present). The Islamic period refers to the period encompassing the rise of Islam, and the construction of the Islamic *Umma*, or Islamic community, of which historic Oman, or the region including the UAE and the Sultanate of Oman today, was a part. The transformational period is the period of Portuguese, Dutch and British penetration of the Indian Ocean and the Arabian Gulf. The colonial period is the period of British colonization of the area that became Trucial Oman, and today is the UAE. The contemporary

period is the period that followed the UAE's attainment of independence from the British. (p.2)

The aim of Kazim's research was "to understand how contemporary UAE society is reproducing itself, the main theme of this study is that to understand this society and its reproduction of itself." He emphasizes the necessity "to examine it as a society that not only contains constructions of its own, but also contains continuities from previous periods." (p.2; see also Jaeger and Kanungo, 1990).

### 3.3.3  The Responsibility Triangle

In the Arab upbringing practices, children are taught that as they grow, their responsibilities expand and as they climb up the ladder of fame or positions, they must be more humble and caring as they would be serving serve more people and become more accountable in front of God (Allah), at the same time, they must not be taken by the arrogance of positions or greed of money.

In the UAE, the bond between the leadership and the people is very clear and can be seen in every day's activities of the sheikhs, who always prove to the people that they are part of them and always close to them whenever needed. Attending to the needs of the poor and ill, interacting with everyday's events and incidents, encouraging improvements and suggestions, and many other aspects of the day-to-day issues. Shaikh Mohamed Bin Zayed Al-Nahyan, the Deputy Supreme Commander of the Armed Forces and Crown Prince of Abu Dhabi was asked on TV one day while standing in an event a usual question in Arabic by a member of the public: "How are you, Your Highness?" and he replied straight away: "I am fine as long as you are fine", and he used the plural you [antumm أنتـم], which reflects how the royal family are linking themselves to the wellbeing of their people continuously. One of the famous old sayings being taught is of one of the companions of the Prophet Muhammad, the Khalif Omar Ibn Al-Khattab, who was in the top position of leadership as a Ruler or President of the whole region, and said one day:

| لو عثرت دابة بضفاف دجلة لخشيتُ أن يسألني الله عنها لِمَ لمُ تُمهِّد لها الطريقَ يا عمر؟ |
|---|
| If an animal slipped on the Tigris River banks, I would be afraid of God asking me why you did not pave the way for it, Omar? |

Again, today, the application of the Khalifa Omar's belief above, and his live conscience, is seen in UAE's leadership's response and attendance in person for any incidents that are affecting the public, and their follow-up of the detailed corrective actions taken by the government and managed by senior staff, ensuring that preventive actions and precautions are put in place to prevent any future repetition. This is what make the UAE's development the fastest in the world, what made it one of the most attractive destinations for residents and businesses, and made its people the happiest in the world, as indicated by the Gulf News article[29] that "The UAE has been ranked the 14th happiest country in the world, and was ranked first among the Arab countries in the second United Nations World Happiness Report". In the same article, His Highness Shaikh Mohammad Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, made very reflective speech on this occasion, saying:

> The work and efforts of President His Highness Shaikh Khalifa Bin Zayed Al Nahyan has always been to make UAE citizens happy and ensuring that they enjoy a good life. This achievement would not have been possible without the efforts of dedicated personnel and employees, and the coordination and integration between all federal and local government sectors. Making people happy and serving them better is our desire and goal. Their satisfaction is the criterion for our success in our duty. All the development plans and initiatives, as well as all policies and government laws, have been launched and approved with one goal in mind: the happiness of our citizens. What we have achieved in the previous period is but a phase that will be followed by more work and achievements to ensure that we are one of the best in the world.

> A country cannot develop without the happiness and satisfaction of the people. The happiness of one individual is the beginning of a stable, content

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[29] Gulf News Newspaper article: UAE is 14th happiest country in the world: Emirates ranked first among Arab countries in United Nations World Happiness Report. Issue date: January 22 2014 http://gulfnews.com/news/gulf/uae/government/ Last updated 23:40 on January 21, 2014. Source WAM, Published: 18:44 September 8, 2013

and productive society, and that is why international organisations specialising in development began reviewing genuine criteria for governmental success, and are now beginning to focus more on the satisfaction and happiness level of a population, which is considered the key factor for achieving sustainable development. During the previous Government Summit, we instructed all government bodies to base their resolutions and policies on one goal: the happiness of society. It is true that happiness and satisfaction is something that is within every person, but it is the duty of the government to provide a good life for its citizens, to make their life easier, and provide them with opportunities to work towards their own happiness.

All this requires more efforts to draw up and implement policies to ensure justice and security, caring for the weaker segments, and developing the infrastructure, and more. This cannot be achieved without capable work teams and putting in place clear plans to achieve these objectives. It also requires the ideal utilisation of resources that are available to us. We always work to serve the nation and for the happiness of our citizens, and investing all that we have to develop capable human resources that can achieve success. My message to all UAE citizens is this: Be optimistic because in the past we have overcome many challenges, the present is filled with achievements, and the future is promising and built on ambitions.

The above shows how cultural beliefs in the UAE originate from Islamic ethics, reflecting the increased levels of responsibility as the person climbs up the hierarchy triangle, which reflects the need for developing and exploring the characteristics of leaders expected to serve the whole society. The next tier level of leadership, senior staff, exhibit mixed levels of responsibilities, and they are the bonding layer between the top-level leadership and the public, as illustrated in Figure 3.4 below.
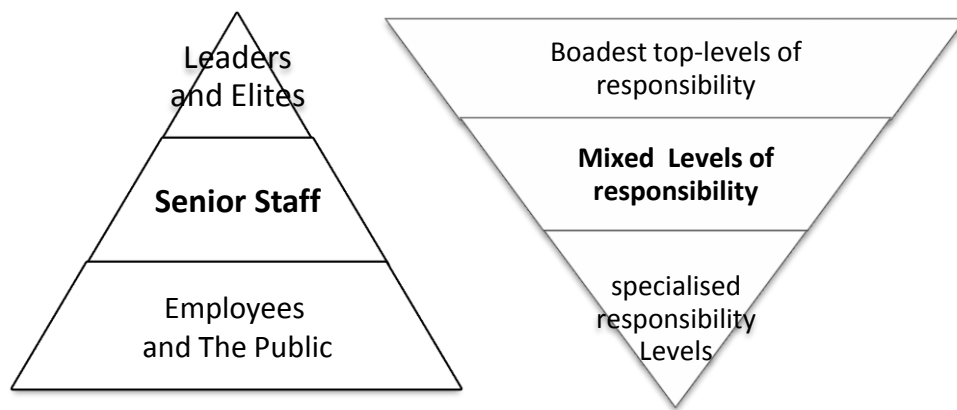
**Figure 3.4: Organisational hierarchies and responsibility levels**

From the representation above, our model takes into consideration the uniqueness of the UAE system, and the strong related to its strategic direction of preserving original local cultural values. The overall perception within the UAE elites and senior staff of the characteristics above need to be explored through interviews and observations, then synthesis of analysed results using these theoretical findings to come up with a developed model of senior staff characteristics. These will be the contents of the next two chapters: Chapter Four on interviews, and Chapter Five on data synthesis and conclusions.

When the founder of UAE, the late Sheikh Zayed (GBHS) started his journey of building a nation, two of his main focus areas were agriculture and human resources. His vision was not on one generation only, but he was looking further to a few generations to come and beyond. He was fascinated with greenery and agriculture, and treated trees like human beings and like a family, and he personally supervised the plantation of quality trees such as palm trees that have impact on the environment and soil, and he also attracted quality people and tribes to migrate to the UAE and settle to increase the population with quality as well as quantity, the types of people who would nourish its multi-cultural mix in harmony and security.

### 3.3.4 The "Tree" Metaphor

When meeting expatriates from anywhere around the world, who have been to the UAE even for a short time, and when asked one of the common questions: "what made you decide to come to this country?" or "what do you like most about the UAE?" or "How long are you planning to stay in the

UAE?", they all give one interesting comment or reply about the UAE, that is "the environment and safety here is unmatched, and I would love to live here for the rest of my life", and parents normally say: "This is the environment we want our children to grow in, it is clean and safe". What these replies are really implying both directly and indirectly represents the upbringing and wellbeing factors that make better tangible and intangible characteristics of a person. It is the one that affects all elements and constituents of the human's growth, and reflects on the accumulations of his learning outcomes, which builds his/ her underlying theological and philosophical principles and values, and reflect on his behaviours and actions.

In the tree metaphor, human beings, similar to trees, develop roots within their environments in their home countries just like trees when planted in certain soils and environments, as represented in Figure 3.5. This resemblance takes into consideration many aspects of characteristics development, starting from genetic and hereditary traits that exist in the tree's seed from the start of creation, to the influence of the type of feeding and nutrients fed into the seed to grow a certain direction, gain strength, acquire capabilities of reproduction, and abilities to affect others.
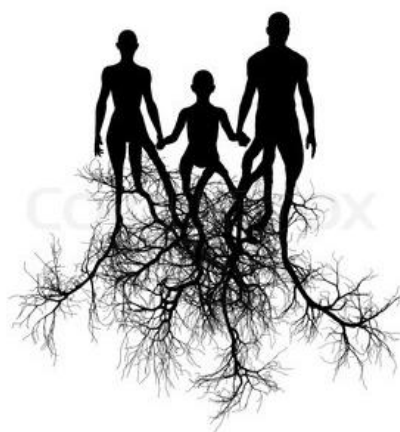


**Figure 3.5: Human's growth representation with trees. Source (www.colourbox.com)**

Though the iceberg model was presented earlier in section (2.2.5) of this study as an earlier representation, but we will discuss here a new model that is developed in this study, the tree metaphor, which reflects more elements that affect the development of a person's good and bad characteristics and behaviours, and shows that people grow differently from each other, as illustrated in Figure 3.6 below, dislike the iceberg model. It also takes into consideration the changing environments that result from mobility from one

location to another, and the effect of interacting with another person, as explained below.

An individual who grows up in a specific environment/soil and succeeds in building certain capabilities and qualities, does not necessarily succeed or last for a long time once moved into another soil, as soils differ, as represented in Figure 3.7 below. This resemblance may apply to professionals who move their workplace from one country to another, as each country has its own professional and cultural environments/ soil, and it would imply to expatriates who decide to migrate and work in other environments. For them to succeed and survive, they need to equip



**Figure 3.6: Different types of trees represent difference in people. Source (www.rfclipart.com)**

themselves with certain nutrients (knowledge) to overcome any differences, such as cultural aspects of the new host countries' environments, which could lead to unpleasant clash and undesirable results on both the tree and/or the environment if not dealt with.
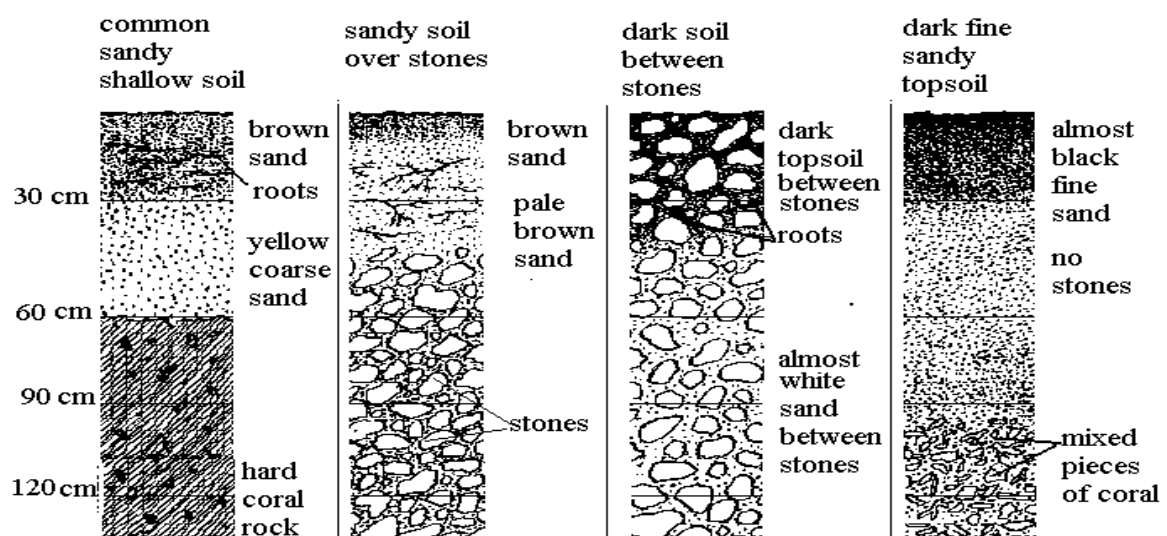


**Figure 3.7: Cross section of different soils. Source (www.uq.edu.au)**

In educational terms, horizontal growth of tree roots could represents Life-Wide Learning (LWL), while vertical growth of the roots represents Life-Long Learning (LLL), as illustrated in Figure 3.8. Both learning methods are related to the humans' nature and the environment he lives in. LWL could reflect width of learning in one field and from one environment (soil layer), during which "specialization" is gained and the "ingredients" absorbed are more or less suitable for that specific layer of the soil. Some humans prefer to settle in one environment and do not "dig" deeper into different layers of the soil, thus do not exhibit new learning



**Figure 3.8: Horizontal and vertical growth of roots. Source (www.hort.ifas.ufl.edu)**

and stay in one specialization with a degree of ignorance of other specialties in life. On the other hand, there are those who prefer to emphasize more on the LLL, therefore they are like trees with long vertical/ sinker roots, which make them discover and learn new things in life about other specialties and environments, but do not acquire as much knowledge and skills as those focusing on the LWL, as explained above. Therefore, for assessing and individual's characteristics, it is important to get the right understanding of his/her background and what environment (soil) he/she grew in. Interviews and other's opinion may not give enough indication on the suitability of the person for certain positions or missions, as intangible characteristics of an individual are not easily measured.

Experiential learning of an individual, like a tree, depends on the types and constituents of the work environment/ soil he/she lives in, and the duration. The longer an individual settles in a specific environment, the more he/she absorbs and learns from it, either LLL or LWL depending on the depth and width of his/her learning. Strong and quality trees normally have a positive influence on the type of soil they are planted in. Mature ones tend to change the surrounding settings to a better one, even the soil can nourish with their

existence. Therefore, quality senior staff are an added value to work environments, as long as this environment consists of the right ingredients for success, such as in terms of organisational governance and infrastructure.

### 3.3.5  National Cultures and Characteristics

Individual's characteristics are normally reflected in cultures and that makes societies differ from one another. Hofstede (1994) presented a definition of "culture" as follows:

> Management is getting things done through (other) people. This is true the world over. In order to achieve this, one has to know the "things" to be done, and one has to know the people who have to do them. Understanding people means understanding their background, from which present and future behavior can be predicted. Their background has provided them with a certain culture. The word "culture" is used here in the sense of "the collective programming of the mind which distinguishes the members of one category of people from another". The "category of people" can be a nation, region, or ethnic group (national etc. culture), women versus men (gender culture), old versus young (age group and generation culture), a social class, a profession or occupation (occupational culture), a type of business, a work organization or part of it (organizational culture), or even a family. (p.1)

There is quite a strong similarity of is introduced above to what has been introduced earlier in section (3.2.1) of spiritual leaders characteristics, where part of the verse from the Quran stated:

| يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا | |
|---|---|
| O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other[30] | |
| ﴿سورة الحجرات 49: آية 13﴾ | (Al-Hujuraat / The Inner Apartments 49: Verse 13) |

And linking cross-cultural difference and the effect of people moving from one culture to another on administrative and management systems of the receptive society, Hofstede (1994) explained that:

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[30] http://www.oneummah.net/quran/book/49.html

The culture of a country affects its parents and its children, teachers and students, labour union leaders and members, politicians and citizens, journalists and readers, managers and subordinates. Therefore management practices in a country are culturally dependent, and what works in one country does not necessarily work in another. However not only the managers are human and children of their culture; the management teachers, the people who wrote and still write theories and create management concepts, are also human and constrained by the cultural environment in which they grew up and which they know. Such theories and concepts cannot be applied in another country without further proof; if applicable at all, it is often only after considerable adaptation. (p.7)

Hofstede then spoke about the term "national culture", distinguishing it from "organizational culture" that was discussed earlier in this study by saying: "National cultures are distinguished from organizational cultures. The first have been studied from over 50 countries, and described with the help of five dimensions." (p.1). Then he listed these five differences that emerged from:

three different research projects, one among subsidiaries of a multinational corporation (IBM) in 64 countries and the other two among students in 10 and 23 countries, respectively, altogether five dimensions of national culture differences were identified (Hofstede, 1980, 1983, 1986, 1991; Hofstede and Bond, 1984, 1988; The Chinese Culture Connection, 1987) (p.2)

Hofstede (1994) identified "five dimensions of national culture differences" (p.1) and gave explanatory examples of different societies and nations as shown in the tables of Appendix (10), with and additional table in the Appendix showing Arab Countries. Below is a short explanation of the five dimensions:

1. *Power Distance*: This is the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally. This represents inequality (more versus less), but defined from below, not from above. It suggests that a society's level of inequality is endorsed by the followers as much as by the leaders. (p.2)

2. *Individualism versus Collectivism*: Individualism on the one side versus its opposite, collectivism is the degree to which individuals are integrated into groups. On the individualist side, we find societies in which the ties between

individuals are loose: everyone is expected to look after him/herself and his/her immediate family. On the collectivist side, we find societies in which people from birth onwards are integrated into strong, cohesive in-groups, often extended families (with uncles, aunts and grandparents) which continue protecting them in exchange for unquestioning loyalty. (p.2)

3. *Masculinity versus Femininity*: Masculinity versus its opposite, femininity refers to the distribution of roles between the sexes which is another fundamental issue for any society to which a range of solutions are found. (p.3)

4. *Uncertainty Avoidance:* It deals with a society's tolerance for uncertainty and ambiguity: it ultimately refers to man's search for truth.  It indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations. Unstructured situations are novel, unknown, surprising and different from usual. Uncertainty avoiding cultures try to minimize the possibility of such situations by strict laws and rules, safety and security measures, and on the philosophical and religious level by a belief in absolute truth; "there can only be one truth and we have it". People in uncertainty avoiding countries are also more emotional, and motivated by inner nervous energy. The opposite type, uncertainty accepting cultures, are more tolerant of opinions different from what they are used to; they try to have as few rules as possible, and on the philosophical and religious level they are relativist and allow many currents to flow side by side. People within these cultures are more phlegmatic and contemplative, and not expected by their environment to express emotions. (p.4)

5. *Long Term versus Short Term Orientation*: It can be said to deal with Virtue regardless of Truth. Values associated with long term orientation are thrift and perseverance; values associated with short term orientation are respect for tradition, fulfilling social obligations, and protecting one's "face". Both the positively and the negatively rated values of this dimension remind us of the teachings of Confucius (King and Bond, 1985). It was originally called "Confucian dynamism"; however, the dimension also applies to countries without a Confucian heritage. (p.5)

Hofstede dimensions may be seen as providing another evidence to the validity of the tree metaphor presented earlier, showing how different societies

made up of different cultures may behave differently depending on how members of the society were brought up in different environments, and how they behave in the three identified environments (in the family, at the school, and at the work place). This was indicated on the trees being grown up in a certain soil (societal environment), and when compared to another tree that has been grown up in another soil (society) there seem to be differences between the two. Now, the question of how expats and locals behave in each other's different environments can only be answered by analyzing the characteristics of each and trying to research the compatibility of these characteristics to one another.

# CHAPTER FOUR:

# DATA PRESENTATION

# AND ANALYSIS

## 4.1 Introduction

In the previous chapters of this study, a journey of theoretical exploration of literature related to senior staff environments took place, with a focus on the extraction of senior staff characteristics, and all factors influencing the development of these characteristics. Choice and analysis of theoretical data took into consideration relevance of the study to the UAE and the Gulf Region in specific, while referencing relevant international sources gave a broader scope for the study related to understanding relating the subject to international senior staff working in different environments to those they were raised in. The aim of this chapter's semi-structured quasi-qualitative empirical research is to provide an overall applied and realistic reflection of the subject, through data extracted from Interviews with several elites and senior staff in Abu Dhabi government Agencies. The sample of interviewees was chosen to contain a mixture of local and expatriate senior staff, working at both public and private organisations.

The importance of conducting interviews for a sample of senior staff and elites is referenced by Aberbach and Rockman (2002), who stated that "interviewing is often important if one needs to know what a set of people think, or how they interpret an event or a series of events". (p.673). Interview findings provided an understanding of how senior staff perceive the expected characteristics of senior staff working in the UAE, as well as presenting other issues related to the half-life cycle stages of senior staff: selection, recruitment, appointment, empowerment, development, assessment, and termination or transfer. Selection of interviewees and organisations was carefully planned to cover numerous backgrounds of interviewees and a mixture of organisations, taking into consideration the required ethical and security precautions and measures in conducting the interviews. These findings add another dimension to the earlier theoretical research and re-enforce findings such as that of the tree metaphor model which was developed in the previous chapter, referencing elements of cultural and socio-political environment in the UAE and the Arab World.

In the next chapter, the last one in this study, findings from the previous theoretical analysis and this chapter interviews will be synthesised to come up with conclusions and recommendations of the study, and will present the developed model, as well as addressing some of the main limitations and challenges that faced this type of study. Relevant references on interviewing elites and senior staff were reviewed and utilised for planning and organising interviews in this chapter, such as that of Torraco (2004), in which he presents an interesting approach on the "Challenges and choices for theoretical research in human resource development", with the support of findings of analysing institutional and organisational elements discussed in previous chapters, as Hunt et al (1964) mentioned that "Prior knowledge of the respondent's institutional surroundings is of considerable aid to the interviewer." (p.59).

### 4.1.1  Methodology

For developing a suitable interview guide, numerous references were reviewed, including articles, public documents reflecting performance of organizations, newspapers articles. Two interview guides were developed, one for elites, and the other of senior staff.

Methodology and steps taken to plan and prepare for interviews have followed to some extent what Odendahl and Shaw (2001) presented in their "practical guidance" for interviewing elites, which include "locating and contacting respondents", "access and preparation", as well as putting together the main elements for the interviews, which included time and venue, format, dynamics, confidentiality and security requirements, and arranging appointments with enough allocated time for each interview, depending on the interviewee availability. Odendahl and Shaw (2001) have presented a comprehensive literature analysis of interview methodology, starting with classifications of elites, which included an interesting category of "defensive" elites who were described as "people or groups who are threatened by, have little to gain from, or are otherwise reluctant to place themselves under scrutiny" (p. 300). This type of interviewees is difficult to find and need a more comprehensive

profiling to be categorised and approached. A couple of those assumed to be of this type were approached but – as expected - made numerous excuses for not attending our study, and were unfortunately excluded, though it would've been interesting to get and analyse their views.

### 4.1.2  Interview Guide Design

Interviewing senior staff and elites is not an easy or simple task. It needed proper planning and selection of interviewees and to put together a plan for arranging and administering interviews, as Peabody et al (1990) clarified that:

> All of these people, even those who have stepped down from their official duties, are busy and value their time. Hence, those who seek interviews with them must prepare carefully and use interviewing time wisely. (p.451)

Developing interview guides went through many stages and discussions, and different designs were drafted and scrapped before reaching the last two sets of questionnaires that were used in our interviews. The first set of questions designed for senior staff interviewees as in Appendix (12), and once interviews with senior staff were completed and responses were collected, then classification of responses took place and initial analyses with graphical representation as shown in the sections below. Sample responses of some key questions that are seen as most attractive to interviewees are shown in Appendix (13).

From the understanding of responses gathered from senior staff interviews, the second set was enhanced and produced for interviewing elites, as shown in Appendix (14). More detailed samples of elite interview responses than those of senior staff are shown in Appendix (15). Questionnaires were developed to include a mixture of questions that are straight forward but directed within specific categories to investigate the different dimensions of senior staff characteristics.

It was important to design the questions to cover the three levels of responsibility: strategic, operational and tactical to indicate the level of different traits, attitudes, thinking, capabilities, macro/micro management, etc.

that the person need to possess to occupy a senior post. Interview questions were picked to address practices and issues that exist in many organisations in the UAE and are directly related to the characteristics of senior staff, identified preliminary from earlier analysis in this study and reviews of previous studies, articles and references, such as:

- Different types of appropriate and inappropriate forms of "wasta", as this word is always related to negative practices, such as that described and characterized by Makhoul and Harrison (2004) as "inefficient [and warn that] it may lead to poor job performance and economic decline" (p.1).

- The requirements for recruiting expatriate senior staff, with an exploration of the factors and challenges they may face in dealing with to local senior staff. Participants' views of this subject were required to highlight the importance of conducting further studies.

- The role of and characteristics expected in senior staff for an efficient management and planning of outsourcing in their organisations, which is becoming an important function of privatisation and globalisation in developed countries. Exploration of the required characteristics and competencies of senior staff, shows the importance of utilisation of available resources inside and outside the country for better organisational performance and to support, energise and participate in developing the country's economy further.

Aberbach and Rockman (2002) defined how elites prefer to have open-ended questions and more space to express their views, stating that "Elites especially-but other highly educated people as well - do not like being put in the straightjacket of close - ended questions." (p.674). This lead to use a more open-ended, simple and semi-structured interview guide, which was designed and directed towards three categories of senior participants:

1. Local senior staff, who are either giving support similar to that of expatriates mentioned above, or, in a more common role, appointed to lead and manage organisations. The latter consists of a double role, giving advisory support to leaders, and managing their own organisations.

2. Expatriate senior staff, who give support to leaders in the form of advisory or subject matter expertise. They are expected to use their prior knowledge and skills in re-shaping and re-directing the flow of development in organisations, conditional to a proper understanding of the local environment and challenges.

3. Elite leaders, who sit on top of the institutional hierarchy, and carry the highest responsibility, appointing, managing, directing and assessing senior staff.

### 4.1.3 Site and Subject Selection

The majority of selected Interviewees, locals and expatriates, have expressed their interest in the research subject and actively participated in the study. Differences in responses of the first two categories mentioned above, locals and expatriates need to be carefully analysed to compare with the findings of the tree model presented and discussed in the previous chapter; as these two were raised in different environments, and are expected to have different characteristics. Therefore, methods of approaching and interviewing them need to be suitable to explore these areas, which had to take into consideration their cultures and means of communication.

Types of interviews are described in Gubrium and Holstein's Handbook of Interview Research (2001) as "the variety of ways the interviewing process is organized" and related to the contents of chapters moving "from the individual survey interview, through diverse iterations of qualitative interviewing, to the group interview, concluding with observations on postmodern trends in interviewing" (p.57).

### 4.1.4 Data Collection

Participant's responses to interview questions had to be organised and analysed to see any trends or strong reflections on the subject, and data showed a common perception of senior staff characteristics and classification of their positions and missions, as senior titles are given to staff either through appointment in senior positions, or through a given mandate to carry out

certain senior missions. Recurrent examples of titles in each category indicated by participants, were listed for further break down of senior staff characteristics, five titles for each category were discussed and analysed.

Participants gave an indication of six different characteristics needed for an optimum functionality and performance of the ten titles of senior staff, five by position and the other five by mission. These were presented as recruitment requirements for the selection of the right senior staff to fill the right positions at the right place in the right time purposes. Other related elements were discussed, such as recruitment processes, and examples of the optimum recruitment process were given.

The small number of participants preferred to have face-to-face interviews and made it easier to conduct and gather notes and data, as interviewees seemed comfortable with their participation and moved smoothly from one area of discussing senior staff characteristics to another, despite the variable questions.

### 4.1.5  Considerations and Limitations

All interviewees considered their participation in this study as a contribution to an important field of applied research, which is highly needed not only for the UAE but on a universal scale. They were pleased to participate and express their views in a relaxed manner. On the other hand, they preferred that their identities cannot be mentioned in the study, nor any names that that may be mentioned as examples. This wish has been respected and some questions like (can you give examples of toxic leadership in organisations?) were removed, as some interviewees mentioned names when discussing specific areas of characteristics of senior staff in the UAE. All of them expressed their views openly and gave ideas for further research in this area.

Interviewing foreign elites and senior staff needs different approach to present the interview questions and to absorb their responses, as Herod (1999, p.313) stated that: "Using open-ended interviews to conduct research on foreign elites raises methodological questions which conducting research on non-foreign elites and foreign non-elites does not."

Initially, there was a plan and preparation to physically record all interviews using a voice recorder, but most interviewees requested and preferred to have freedom of expression without the constraint of being monitored or recorded; most even preferred not to mention their organisations. Therefore, interviewees were assured of anonymity and their wishes were respected, knowing that many of them are not used to discussing this subject in an analytical or academic context. Some interviewees preferred not to elaborate on areas they consider sensitive, such as the negative forms of favourism, or "wasta". Notes were taken and responses were summarised in the interview forms as shown in the samples in Appendices 7 to 10. These samples were amongst a larger pool of data that was collected and included in the data analysis.

Limitations of the study can do things that cannot be generalised even in other gulf countries. Even within the UAE, responses of individuals express their own beliefs, and not necessarily reflect all elites views, as they reflects this point in time, not necessarily explain what happened 20 years ago and 20 year later. Due to the depth and breadth of senior staff, only certain samples were available, for some ethical and organisational reasons, others could not be interviewed. This makes such study more challenging in its scope and depth of practical enquiry due to the nature of dealing with elites, as well as the need to keep in mind legal and ethical considerations.

Possible limitations and restrictions of this chapter can be listed as follows:
- Interviewing "elites" is a challenging process.
- "Depth and breadth" of senior staff characteristics will not be analyzed.
- Some locations cannot be accessed and some groups, like some politicians, may not be included.
- Characteristics, personal competence and attributes of elites is outside the scope of this study and will not be assessed or analysed.

To overcome the limitations listed above, interviews were planned to start with senior staff first then elites next. The first set of interviews would reflect their views as the main subject of this study and their responses would be used to improve and develop elite's interview questions; while elites' interviews could

be utilised to confirm initial findings. Interview results, discussions and analysis with both senior staff and elites, are separated and presented within two sections (4.2 and 4.3 below), and the findings from each category were numbered within each section, with a total of nine findings.

## 4.2   Senior Staff Interviews

Participants represented several organizations from different public and private organisations, as shown in the following table 4.1:

| Code | Organization | Position |
|------|-------------|----------|
| P1 | Public Organization - Education | Senior HR Manager |
| P2 | Public Organization – Service Providers to other governmental entities | Director |
| P3 | Private Organization - managing several schools | Senior Manager |
| P4 | Public Organization - providing social services to society | Managing Director |
| P5 | Public Organisation 1 | Director |
| P6 | | Director |
| P7 | | Head of Department |
| P8 | | Deputy Director |
| P9 | Public Organisation 2 | Deputy Head of Dept. |
| P10 | | Head of Department |
| P11 | | Head of Department |
| P12 | Private Organisations - Business | Chief Operations Officer (COO) |
| P13 | | Senior Auditor |
| P14 | | Senior Manager |
| P15 | Private Organisation - Education | Principal |

**Table 4.1: Senior Staff Interviewees**

## 4.2.1   Finding 1: Categorisation, titles and terminology

Responses from the first set of interviews with senior staff gave a rich pool of information that grew like a snowball through the remaining interviews, and trends of responses from most participants was noted. The first question asked was "What are the personal characteristics required in a senior staff for successful selection and recruitment?". The main comment of participants

was that "there is no one size that fits all when it comes to recruiting a senior member of staff, as required characteristics of senior staff depends on either:

- Recruitment or appointment in certain **positions**, or
- Delegation of certain **missions** to existing senior staff.

Participants indicated that selection happens twice in a senior staff life-cycle: before recruitment or appointment in a senior position, and when delegated to perform certain missions. "Positions, tasks and nature of work would have different requirements or characteristics". The most five recurrent titles in each category, positions and missions, were indicated by most participants, and were defined for discussion and analysis in this chapter.

In the Arabic terminology of senior government officials, the word 'leader' [Qa'ed قـائـد] is normally used for senior staff and it could indicate a manager or a director, as the term indicates having a 'lead role'. Also there is only one word that describes a manager and a director in Arabic, which is [Mudeer مـديـر], but 'manager' is more widely used to describe administrators, who are seen to have certain roles similar to those described by Rhodes and Weller (2001, p.2), who stated that "heads of departments must:

- provide strategic, managerial and operational policy advice to ministers;
- remain aware of the broad political strategy of the cabinet;
- take managerial responsibility for the meeting of departmental objectives, often after restructuring and review; and
- act as the accountable manager, responsible to parliament."

This is in line with the mandarins' traditional terminology, where leaders are seen as political leaders only, and not senior administrators. Though Rhodes and Weller continued to comment on the tasks listed above, stating that:

> In many countries, the 'new public management' or 'managerialism' complicated these tasks. It created new demands: the objectives of government departments became more explicit; ministers became more interested in the details of administration; and the purchasers and providers of government services were divided, at times in theory, sometimes in organizational practice. Commentators argued top appointments had been

politicized, favouring the 'can-do' manager who delivered a minister's policy. (p.2)

The above explained a recurring response from interviewees, with the extensive use of the term "Leader" to express "senior staff" titles, as it was used to express and emphasise on the leadership roles of senior staff. And there was a dominant classification in the participants' minds which was expressed by most of them saying: "let's categorised senior staff as recruited for positions or selected for missions. Therefore, interviewees' perception of candidates acquiring a senior staff titles was through either one of two conditions:

- Recruitment for a senior position: which is through appointment [Ta'yeen تعيين] as new recruit, or transfer [naqel نقل] from another organisation, or

- Selection for a senior mission: though giving a senior mandate which is normally done through the following means: attachment [Elhaaq إلحاق], which is a temporary transfer to another organisation, keeping all financial obligations on the mother organisation; secondment [Entidab انتداب], which is lending the secondee to another organisation for a certain period of time that can be renewable, and a mutual agreement between the two organisations governs financial obligations; or mandate [Takleef تكليف], which is carrying out an extra mission/ missions additional to the existing obligations of the position. Loss of position in attachment and secondment until the person comes back, as someone else could be appointed to carry out his duties and he could be re-appointed to another position once he comes back. There is another form of borrowing [E'aarah إعارة], which normally happens between countries within government-to-government agreements (g2g), in which a member of staff is lent to another government for transfer of knowledge and collaboration. This is similar to secondment.

Examples of responses are when P1 said that "there is no one universal senior staff who can be successful in leading all types of organizations in different conditions; therefore you need a leader who will fit a certain organization in a certain [set of] circumstances". P2 made the same point,

saying that "generalization is a main killing point in leaders' selection". Participants P3, P4, P6, P7, P9 and P12 agreed with this principle. Participant P11 highlighted this idea through giving an example where they recruited a manager to lead a change management process, in which he was very successful, however, the same person when he was given another leadership assignment failed, simply because in the second assignment the organization was newly established. The failure was due to his not having the required knowledge and skills for establishing new public and quasi-public agencies as much as he had for fixing existing ones through change management.

Participants P1, P2, P4, P7, P10, and P11 agreed that leadership classification should reflect an organization's needs; therefore, depending on the required tasks and position, certain requirements will be needed from a senior person. Almost all the participants agreed in one way or another that classifying leadership according to position would be more practical and task oriented. Therefore, according to position, the following sets of generic titles were developed from the interview data to reflect the participants' perceptions of senior staff categorisation by positions:

1. *Manager*; a person who has a group of people reporting to him/her as staff members and advisors, and who carries out specific roles in an organisation. An example is Chief Executive Officers (CEOs').
2. *Lead Manager*; a senior member of staff who is generally responsible for managing resources, making negotiations and defining initiatives and strategies. An example is Human Resources Directors and Managing Directors (MD's).
3. *Functional Leader*; one who conceives leadership not as a person in position but rather as a set of systems and behaviours of a group of people, that help them perform their tasks to achieve their goals with the minimum resources and within the shortest time. This type of senior staff is expected to cover the requirements of three: the task, the assets and individuals. An example is Directors of Corporate Services.

4. *Organizational Leader*; the person who organizes the whole group of people and works to achieve common organisational goals. An example is Director Generals (DG's).

5. *Project Manager*; the person responsible for accomplishing stated project objectives, through administering key project management principles, and creating clear and attainable objectives, building requirements, and managing resources, cost, time, scope, and quality. An example is Projects Directors and Project Managers.



**Figure 4.1: Senior Staff recruitment categorisation by positions**

On the other hand, examples of responses that indicated the classification of senior staff according to missions were as follows: P3 said that "there is a certain senior member of staff with a certain set of characteristics that will allow him to succeed in performing certain missions". Moreover P5 commented with the observation that "if you need a leader to save an organization from bankruptcy, for example, then you need someone who is more conservative and specific than if you need a leader to lead an expansion process". Participants P7, P8, P9, P10, P11, P12 and P13 supported this view, emphasising the need to select a senior member of staff to lead an organization in a certain phase or from one phase to another. Participant P5

gave an example which is related to the recent economic crisis in the UAE, where they needed a new leader who could smoothly lead existing projects under a very tight budget, because the existing one was focused on achieving results through quick but expensive methods.

After understating the double categorisation of participants of senior staff into positions and missions, their views on the requirements were extracted from interview data, and all participants responded that they normally they'd look for the following six main requirements for both categories:

1) education,
2) relevant job experience,
3) leadership experience,
4) technical skills,
5) interpersonal skills,
6) Motivation.

Participants P1, P2 and P4 agreed that varying degrees of the requirements above reflect the nature of each position and mission. Therefore, "according to the required mission, certain requirements will be needed". Almost all participants agreed in one way or another that classifying senior positions according to missions would be more practical and task oriented than according to position. Five types of senior missions identified by participants that reflect a classification of senior staff are as follows:

1. *Construction*: assembling teams and establishment of new organizations, with the use of advisors and subject matter experts.
2. *Managing:* managing of teams, resources, and organizations. This could be through the utilisation of technology and outsourcing.
3. *Steering*: giving in-depth direction on areas of improvements, and on acquiring resources and funds for an organization or a project.
4. *Expansion*: business development to expand businesses or services. This requires a proper understanding of the industry and other organisations.

5. *Re- shaping*: transformation of existing organizations, using innovation. This is a process which needs experience in analysing and finding problems then dealing with them.
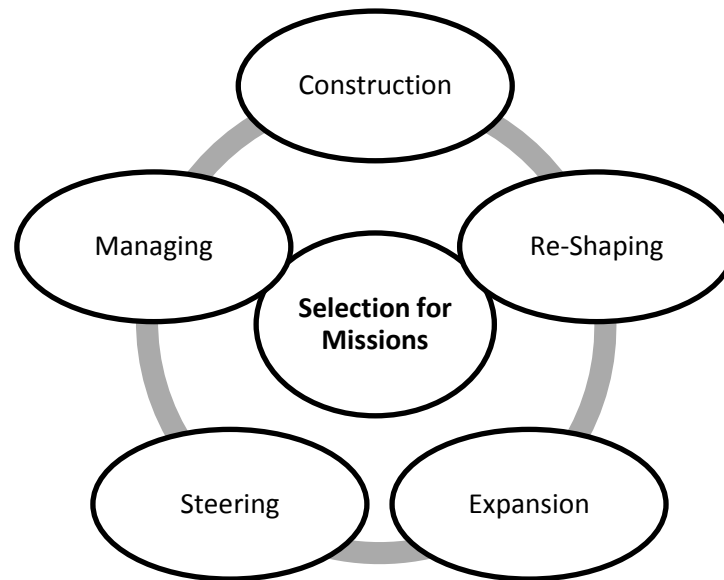


**Figure 4.2: Senior Staff selection categorisation by missions**

Most participants distinguished between important characteristics of senior staff and the types of mission or the situation an organization is facing. For example, one participant said that "if one needs a leader to put an organization back onto track after difficult times or poor performance, then the qualities required are mainly that of a firm leader". Participants used the term "Leader" or "head" for addressing almost all types of senior staff who are mandated to carry out certain missions, as an expression of top management levels; it is mainly meant to be an expression of a senior staff position.

Other characteristics that were mentioned in interviews as requirements for senior staff to be appointed in senior positions or to help them accomplish certain missions are as follows:

- Discipline
- Focus
- Honesty
- Clarity
- Reliability

- Loyalty
- Right attitude
- Effectiveness

### 4.2.2 Finding 2: Requirements According to Position

Participants indicated that these requirements differ in their weight depending on the senior staff position and mission. The percentages of responses for each requirement are presented in Table 4.2 below:

| | Education | Relevant Job Experience | Leadership Experience | Technical Skills | Interpersonal Skills | Motivation |
|---|---|---|---|---|---|---|
| **Manager** | 75 | 70 | 20 | 75 | 30 | 30 |
| **Lead Manager** | 60 | 55 | 55 | 60 | 60 | 60 |
| **Functional Leader** | 55 | 55 | 55 | 55 | 55 | 55 |
| **Organisational Leader** | 55 | 55 | 70 | 50 | 70 | 75 |
| **Project Leader** | 55 | 60 | 55 | 70 | 75 | 70 |

**Table 4.2: Percentage of recruitment requirements for each position**

In search of a suitable graphical representation for the analysis of the above data, a bar chart is plotted in Figure 4.3 below, to show the distribution and trend of characteristics' variables.
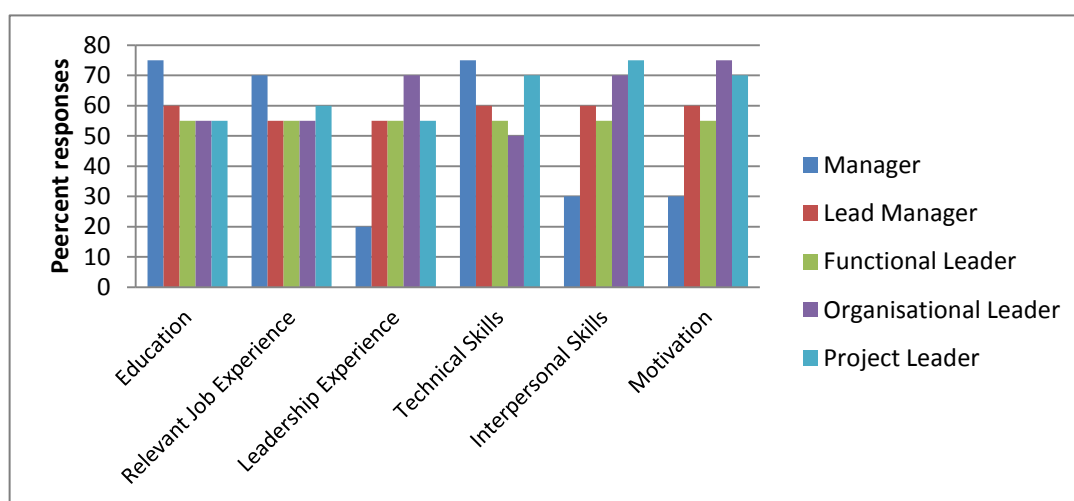


**Figure 4.3: Recruitment requirements bar chart**

Representation of these variables is also shown on the radar chart in Figure (4.4) below, which reflects distribution of each position's characteristics.
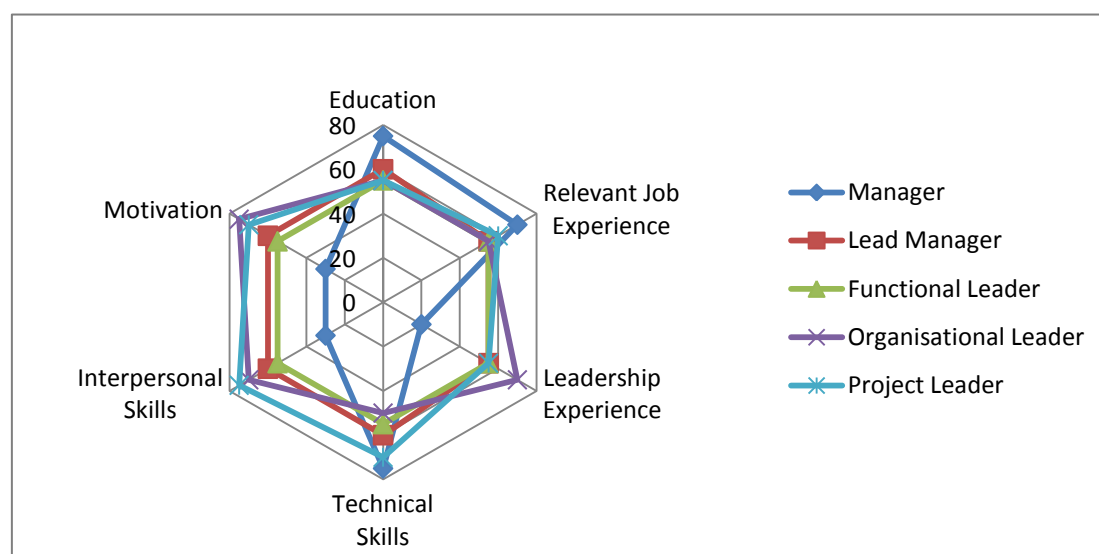


**Figure 4.4: Recruitment requirements radar chart**

For trying a more simplified representation, and to investigate the trends of each requirement for recruitment for senior staff positions, the data was categorised into three levels, on a scale of (1 to 3), where 3 is the highest for percentages 70-100%, 2 is middle for 50-69%, and 1 is the lowest for less than 49%, as shown in Table 4.3 below.

| | Education | Relevant Job Experience | Leadership Experience | Technical Skills | Interpersonal Skills | Motivation |
|---|---|---|---|---|---|---|
| **Manager** | 3 | 3 | 1 | 3 | 1 | 1 |
| **Lead Manager** | 2 | 2 | 1 | 2 | 2 | 2 |
| **Functional Leader** | 1 | 1 | 1 | 1 | 1 | 1 |
| **Organization Leader** | 1 | 1 | 3 | 1 | 3 | 3 |
| **project leader** | 2 | 2 | 2 | 3 | 3 | 3 |

**Table 4.3: Simplified representation for recruitment requirements**

The simplified data above is represented graphically in Figure 4.5 below to show trends or concentrations of trends of recruitment requirements for each position.
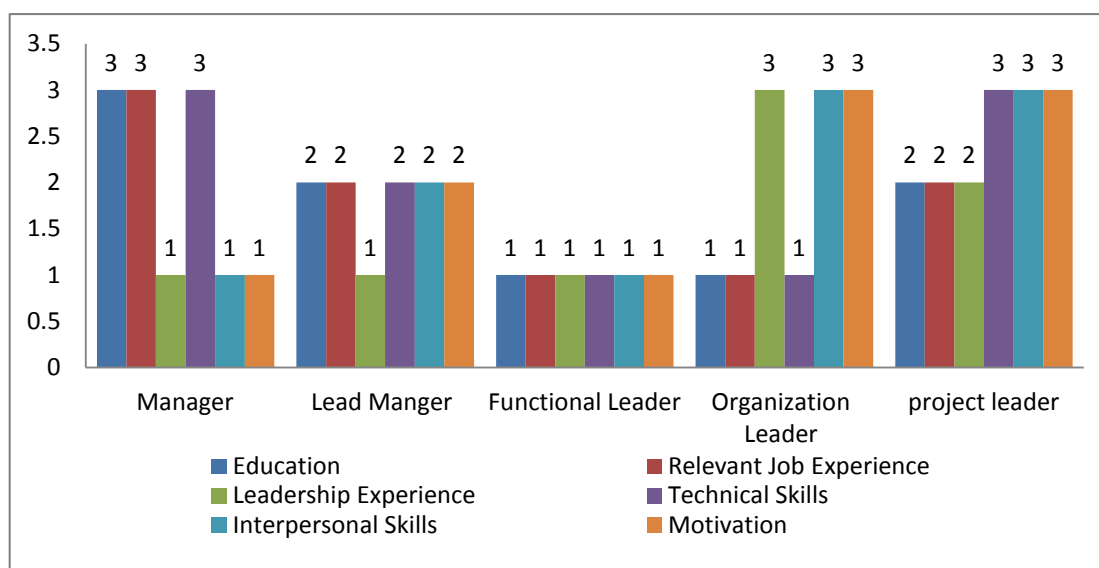
**Figure 4.5: Bar chart simple representation of recruitment requirements**

The simplified representation above does not give an accurate representation of the requirements within each position, therefore will not be used further in the study and further graphical representations will use bar and radar charts. In the following sections, percentages of responses for each requirement will be presented for each position and mission. For illustration, and as an example, detailed responses related to the first requirement, higher education will be presented and discussed. The responses to the other requirements will be shown in less detail to reflect trends and to shorten the listing of all responses.

The first requirement mentioned by all participants is "**relevant education**". Even though most of them would not specify the exact level of education, they all agreed that at least high school and relevant experience that is equivalent to a college diploma or university degree is a minimum requirement for senior staff. From the discussions, one can conclude that participants' use of the term 'education' refers to further education beyond high school, either post-secondary level of professional qualifications or higher education.

Strength of participants' responses was scaled into three levels of responses: essential, fair and irrelevant. These were graphically represented for a more detailed break-down of each requirement, as shown in the following set of graphs.

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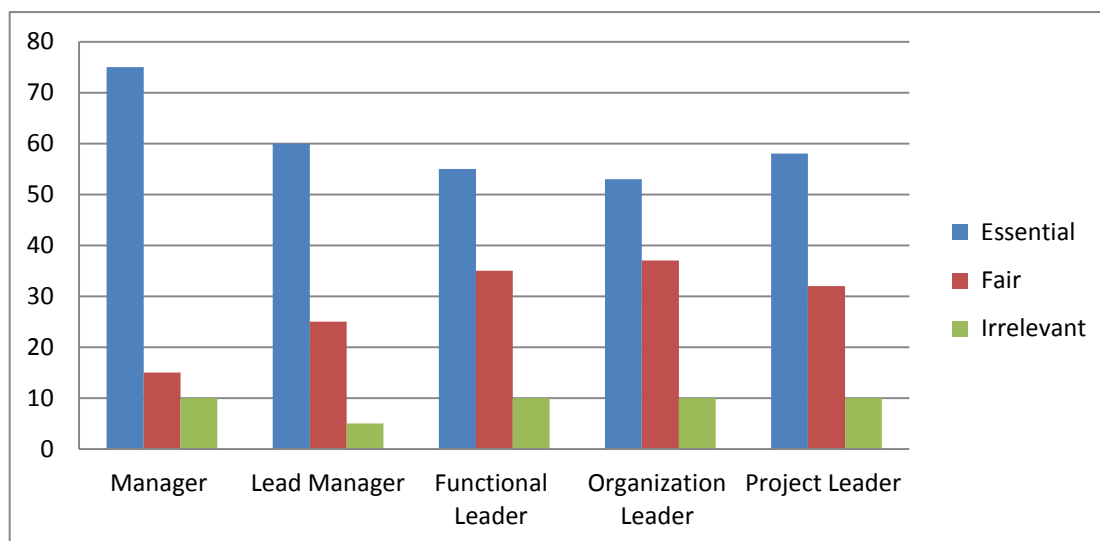
**Figure 4.6: Relevant education as a recruitment requirement for positions**

Here, we'll explore some example responses of participants on education requirements for recruiting **managers**, is the statement of P1 who said that "a manager has to manage resources and look after the overall progress of any organization, so education is a must", and similarly, P6 commented on the qualification requirements as "the minimum education requirement for manager is a masters degree in management and relevant experience". Generally, 75% of participants significantly believe that having higher education is essential for managers, while 15% believe that higher education is an added value, and these are the ones who said that the level of required education depends on the position and charisma of the manager or leader. Surprisingly only 10% of the participants believe that it is not necessary for manager to have relevant higher education, and these are the ones who believe that managers are leaders and leadership is a natural characteristic or a talent given by nature.

One of the participants, P7, quoted a source that indicated that "Education is the basic requirement for a manager" (Zellar and Shawn, 2004). P3 said that "Education is the backbone for any managerial position, especially in the tasks that required specific knowledge". P5 made a similar point, saying that "the right education is not a luxury because there are specific methods in the process a manager has to follow that depend on scientific facts and education". Participants P7, P8, P9, P10, P11, P12, and P13 supported this

statement in different expressions, emphasising that managerial skills no longer depend on experience only, but also on "a good level of education". Participant P15 gave an example with the use of social media network as a communication channel, describing a project in which a newly graduated manager succeeded in convincing an organization to adopt the use of social media network to communicate with the public, while another manager couldn't see the benefits of such adaptation and did not use it.

Another example is described by participant P1, who compared the use of IPods' in education by younger staff to those are of the previous generation, stating that:

> a project leader who graduated recently would be updated with such modern technology and use it in his work and in communicating with customers, while an older traditional manager would look at such technology as an accessory and maybe waste of time

However, participants P2 and P4 did not agree with this view, saying that education is essential but experience and leadership capability are also important and come with time, i.e. with more mature individuals. P7 also explained that education is important to complement leadership styles and implementation methods. They did not see a big difference between a leader and a manager, and believe that a leader is born as a leader with specific management characteristics, and a manager cannot manage without having leadership skills, especially on the senior employment levels. P6 and P14 believe it is not necessary to have formal education, since we have many examples of public and political figures that succeeded in leading countries and big corporations without having any formal or higher education.

A **Lead Manager** is responsible for resource management. Therefore, for recruitment of a Lead Managers position, 60% of participants consider that education is an essential requirement to meet the minimum management skills needed for this position. For example, P1 stated that "A lead manager must have a master's degree in business or HR management". On the other hand, 25% of participants believe that education is an added value, and 5% of participants believe it is not necessary for Lead Managers to have related

education. P13 said that "proper education is a must for a manager who is leading an organization, especially in the case of change" and P15 commented similarly saying that a manager with the leading mission to achieve certain objectives should have an excellent educational background, because many tasks depend heavily on research and investigation with other organizations, even if a consulting company is involved, a manager's role is crucial to deal with such consultants. Participants P2, P4, P9, P10, P11, P12 and P13 responded that leadership is a complex concept simply because it depends on leading human beings, who are complex by their nature and need a broad understanding in someone who manages them, which can only come with education.

Participants P5 and P7 believe that education is an added value for a lead manager, P5 providing the example of a leader graduated from a top university who couldn't lead a department simply because he did not have the necessary experience, while another lead manager performed much better in this position despite the fact that he had lower educational qualifications. Participants P1 and P8 agreed that education is an added value for a lead manager. Another view provided by participant P8, was that recruitment of a scholar caused one lead manager to sink into extensive theoretical and analysis work, which caused a lot of delay and less functionality and performance. However participants P6 and P14 gave another angle, saying that "university graduates come to us with no real knowledge in work requirement" which is a demonstration that education is not necessary for a lead manager to succeed; therefore, higher education is seen as a supplementary requirement to work experience.

Fewer participants, 53%, believed that having higher education is essential for **functional leaders**, while 35% believe that education is an added value, and 10% of participants believe it is not necessary for functional leaders to have the relevant education. However, the majority of participants agreed that any education of this position should be relevant to the job; otherwise a functional manager cannot understand job requirements and perform better.

Participant P4 said that "to recruit a functional manager, the first thing to note in his/her resume is qualifications and then experience and other competencies". Participant P12 said that "to lead a specific functionality, you need to have a solid educational background, which would not only allow you to understand the available solutions but also to create a new one". Moreover, P5 commented similarly, saying that a functional leader should have a good educational background because a great part of his job depends on managing a specific functionality. Participants P7, P8, P9, P11, P3, and P13 agreed with these principles emphasising that functional managers need to have intensive knowledge in both the theoretical and practical realms in order to understand the complexity of his role, especially in drafting strategies.

P2 provided an example of this illustrating that a functional leader is a leader which involve leading humans; however he highlighted the case where the great financial analyst couldn't achieve the required results because leader's does not have the people skills, participants P4 and P10 support this saying. However, participants P14 and P15 did not agree.

Similar to functional leaders, 53% of participants believe that having basic education is essential for **organizational leaders** as well, while 37% believe that education is an added value, and 10% of the participants believe it is not necessary for an organizational leader to have higher education. While education is thought to be the basic requirement of any job, participants were of the view that this type of leader has education built in them; they are born leaders, and many organisations and even nations have excelled with the leadership that is not highly educated but have other success characteristics using a natural talent of leadership.

P10 said that "an organizational leader must have suitable educational background which would allow him to lead diverse organization with many departments and employees, however, this doesn't mean that he/she should know everything, but he/she should have the knowledge to be able to direct as well as evaluate". P9 made a similar comment saying that an organizational leader should have an education that allows him to control, monitor and evaluate people in the organization. Participants P3, P8, P5, P7,

P11 and P12 agreed with this view. Participants P2, P4 and P6 agreed that education is an added value for an organizational leader; and P4 described a situation where an organization leader couldn't manage a changing process despite the fact that he was a graduate from a good university. Participants P1 and P14 supported this.  P14 provided an example of an organizational leader who succeeded in increasing customer satisfaction where others failed even though they have a much better education. However participants P13 and P15 believe that experience and personal qualities are essential for a successful organizational leader.

Again, marginally different from organisational leaders, 58% of participants believe that having the right education is essential for a project leader, while 32% believe that education is an added value, and only 10% believe it is not necessary for a Project Leader to have higher education. P1 and P2 stressed the fact that "projects are normally run by professionals of different disciplines, and this type of leadership needs certain management and communication skills that can be acquired from the minimum level of education and training, as well as practical experience and networking".

P8 said that "Education and knowledge is crucial for **project leader** because a project management requires specific knowledge and skills". P5 made a similar statement, , saying that it is true that project management depends on setting up timeline and deadlines for tasks as well as distributing resources, however, a good education which provides managerial and technical skills is the most important of all. Participants P7, P3, P9, P10, P11 and P15 agreed with this idea. Participants P1, P2 and P6 believe that education is an added value for a project manager. P2 gave an example of some project managers in the organization who do not have any related education; however, they are very successful in their work. P4 and P14 also supported the same idea. On the other hand, participants P13 and P15 didn't agree with this point because they believe that only experience with real live projects enable a senior staff to be a successful project leader.

Examining **relevant job experience**, overall results will be presented illustrated with a few selected quotes for illustration purposes only. Figure 4.7

below reflects responses of participants for the levels of relevant job experience requirement at different positions.
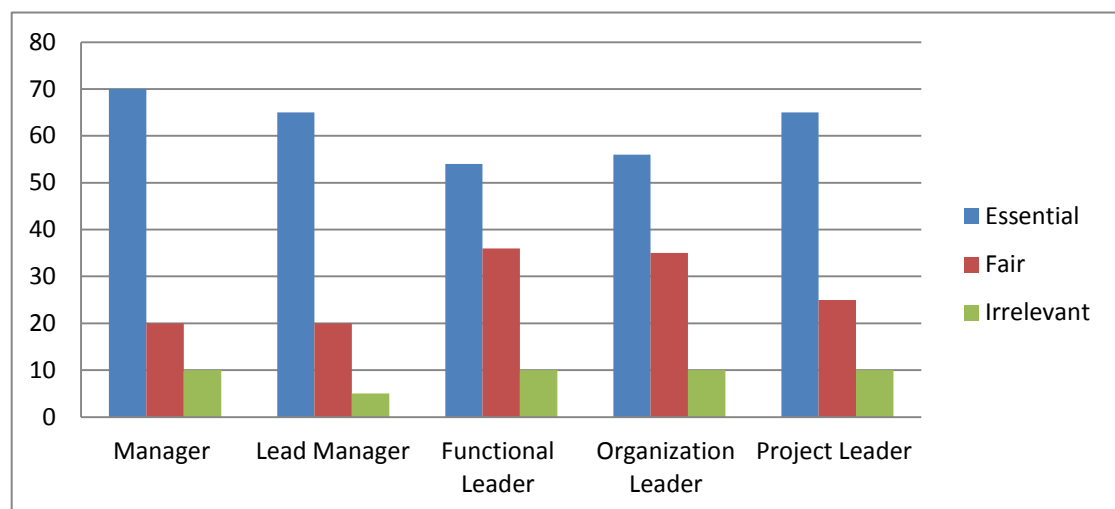


**Figure 4.7: Relevant job experience as a recruitment requirement for positions**

The results above show that 70% of participants were of the view that relevant job experience is needed to hold a **manager's** position. A typical response is that of P10, who said: "Without relevant job experience, a manager will not be able to do his duties properly". Similarly P7 stated that "Usually, managers with the experience of five and above years are preferred by majority of the governmental and non-governmental organizations in the UAE."

As shown in Figure (4.6) above, 20% believe that relevant job experience is an added value for **managers**, and only 10% of participants believe that it is not necessary for a manager to have the relevant job experience, as – they believe - management skills are related to leadership skills that are built into the person.

The results of this study show that 66.66% of participants were of the view that relevant job experience is needed to hold a lead manager's position. For example, P10 stated that "a **lead manager** needs relevant job experience to handle the challenges with the different types of staff in order to perform his duties properly". Similarly, P6 stated that "Usually, lead managers need to have a number of years of experience to gain the required skills for their missions and to hold senior staff positions in successful organisations in the

UAE". Twenty percent of participants believe that relevant job experience is an added value while 5% believe it is not necessary for a lead manager to have relevant job experience.

Fewer participants tends to link relevant experience to this position, as they view it as a systematic function that needs adequate number of relevant qualifications reflecting more knowledge and some skills of how organisations work. For example, P6 stated that "a **functional leader** needs to know how to plan and to find different solutions to any problems an organisation may face, on the other hand his skills and experience would help him function better". A few opposed this perception, such as P2, who stated that "I don't think relevant job experience is a top requirement, it is a secondary need for the functional leader position". Since they hold a similar view of the functional leader, this position is viewed as running the functions of an organisation; therefore, the results and comments were very close, as reflected in the Figure (4.7) above.

A **project leader's** position is seen to be a more common position due to the number of projects running in the country and involve senior staff at many levels and in many disciplines. Project leaders, or "managers" as some call them, are viewed to hold a dynamic, sensitive and demanding position, which definitely requires extensive relevant job experience. For example, P7 mentioned that "a project leader is someone who should not miss anything. He deals with timelines and resources that affect organisations and may risk his job. Without relevant job experience, a mistake may not be seen by him and results could be catastrophic". On the other hand, 32% believe that relevant job experience is an added value to a project leader, "as he has experts working with him", while 10% of the participant's believe it is not necessary for Project Leader to have the relevant job experience.

With the topic, **leadership experience** according to position, it is surprisingly unexpected to see evidence of misconception among the majority of participants, of the differences between leadership and management, as discussed earlier in this study. The data shows in Figure 4.8 below that only 20% of participants believe that having leadership experience is essential for

**managers**, and this is explained by some as the lower number of leaders needed compared to managers. Therefore, the majority of participants, 53%, believe that leadership experience is only an added value, and 30% of the participants believe it is not necessary for managers to have any leadership experience.
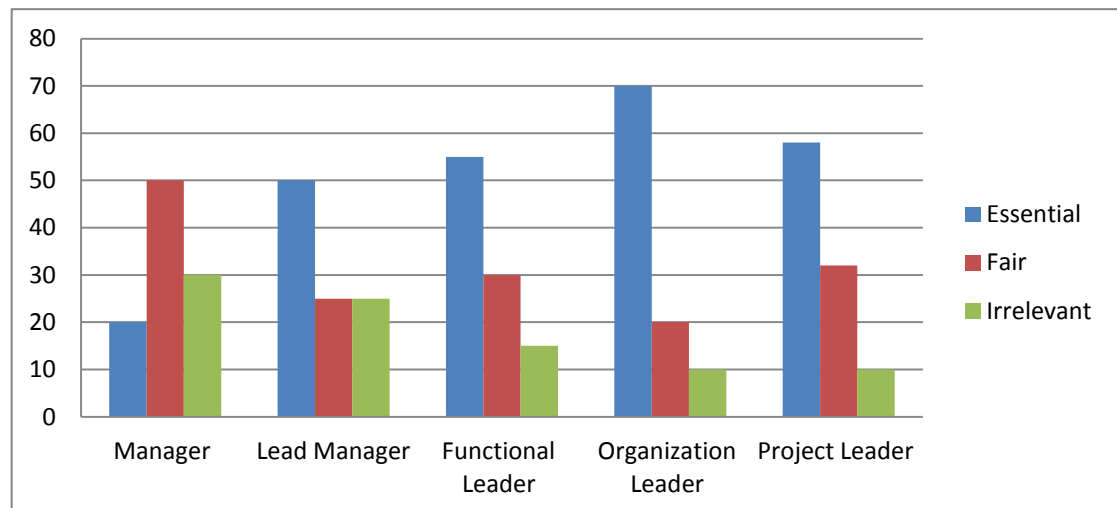


**Figure 4.8: Leadership experience as a recruitment requirement for positions**

When it comes to **lead managers**, 53% of participants believe that having the right leadership experience is essential; some of them linked the use of "lead manager" with relevant leadership experience. On the other hand, 25% believe that leadership experience is only an added value, as it is embedded in the person. While 25% of the participant's believe that it is not necessary for a **lead manager** to have leadership experience. This type of manager is normally the head of a department, with large financial and human resources under his control; he is expected to have some leadership experience to handle staff wisely and take decisions. As P6 explained, "A lead manager must have leadership experience to successfully gain the respect of his staff and achieve tangible results with their help". Responses were similar to those of lead manager above.

Seventy percent of the participants believe that having leadership experience is essential for **organization Leaders**. P14's remarks are typical: "a basic competency needed within an organizational leader to successfully manage organisations and resources is leadership quality and leadership experience".

While 20% believe that leadership experience is an added value, as education and previous skills would be enough. On the other hand, 10% of them believe it is not necessary for such leaders to have leadership experience.

Fifty-three percent of the participants believe that having leadership experience is essential for **project leaders**, while 32% believe that it is only an added value, as these positions need more technical skills and related experience. Ten percent of the participants believe it is not necessary for a project leader to have leadership experience.

The results for **technical skills** requirements show that participants seem to view **managers** as technical experts in their fields of management, as reflected in 73% of responses. Most indicated that management is a technical job and a manager should have technical knowledge to manage a project. As an example, participant P13 indicated that

> An HR Manager is required to have human resource management skills as a core competency; other relevant technical knowledge is required for specialised positions. For example, if a manager is being recruited for a construction project, he/she should have the basic knowledge of construction as well as project management

On the other hand, 20% of participants believe that technical skills are an added value, while only 5% believe it is not necessary for a manager to have technical skills.
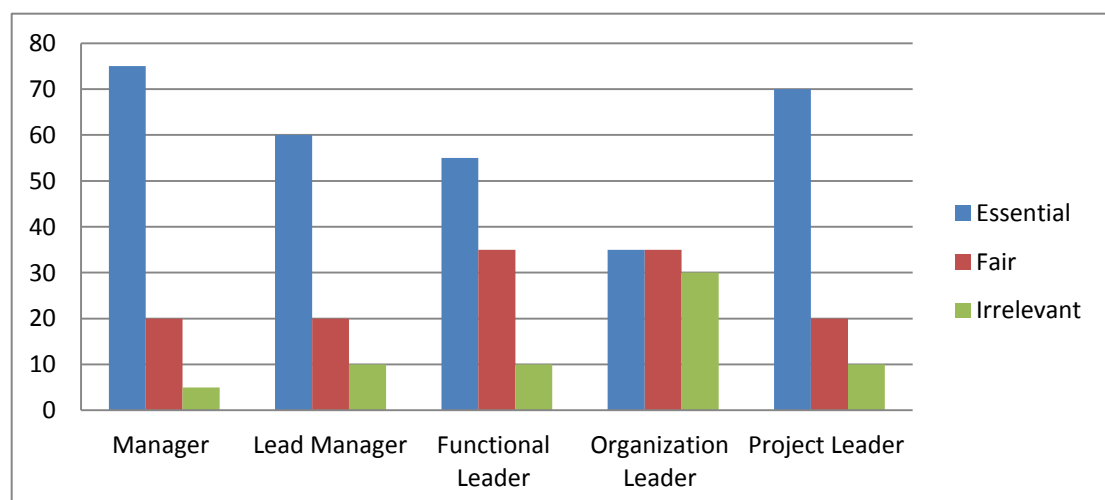


**Figure 4.9: Technical skills as a recruitment requirement for positions**

For **lead managers**, 60% of the participants believe it is important to have the right technical skills for this position. Participant P13's views were typical: "this position is to lead and manage staff with technical expertise, so it is important that he/she may have basic know how of technical aspects in their field". On the other hand, 20% believe that technical skills are an added value, while 10% believe it is not necessary for lead managers to have technical skills. The results are similar for **functional leaders**, with 55% believing that having the technical skills is essential. P3 said that "a functional leader is responsible for the functionality of an organization or project so he/she should have the basic technical knowledge to successfully perform and supervise in his/her job". Thirty-five percent of participants believe that technical skills are an added value, while 10% believe it is not necessary.

Seventy percent of participants believe that having technical skills is essential for a **project leader**, as in P12's remarks: "Technical knowledge and some skills of the required field is essential for any project leader, that will enable him to understand the needs of the job and staff, and is required to plan and handle situations easily". Another participant emphasised that a project leader can only be rewarded and held accountable if he was selected for the right jobs, "holding the right qualifications and experience". Only twenty percent believe that technical skills are an added value, while 10% believe it is not necessary.

When it comes to **interpersonal skills, as** represented in Figure (4.10), 50% indicated that a **manager** does not have to exhibit high levels of interpersonal skills, as a manager is responsible for a whole project from initiatialisation to execution to closure, and his focus would be on planning and providing calculations of resources, costs and times. P15 stated that, "the manager must be capable of managing workforce from diverse cultures; he/she doesn't have to interact with each and every one of them".
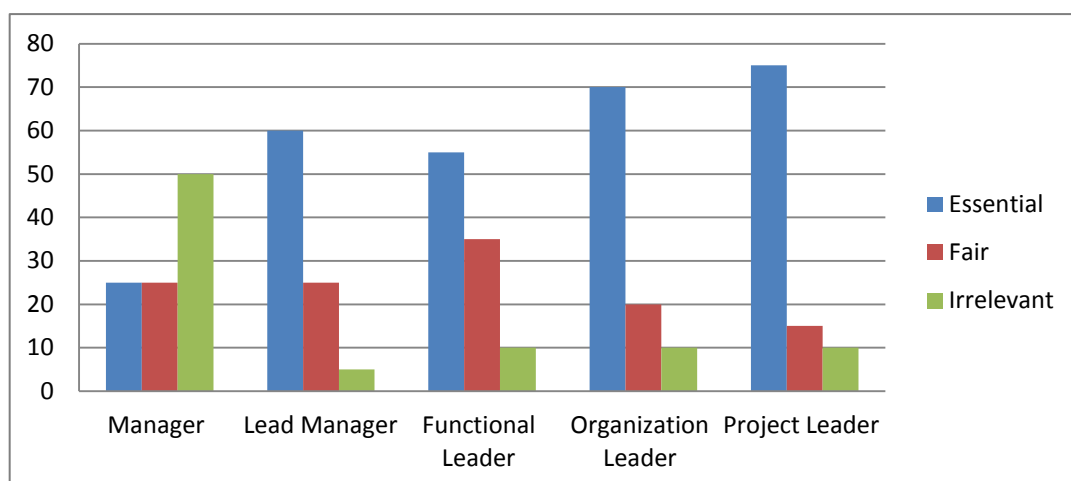
**Figure 4.10: Interpersonal skills as a recruitment requirement for positions**

Only 25% of participants believe in the essential need for interpersonal skills for a managers' position, while the last 25% were uncertain. P15's view was is typical of an educationalist who likes to interact with every member of staff. He said that "the manager must be capable of managing workforce from diverse cultures to achieve certain tasks, and he needs interpersonal skills to communicate and manage staff". Fifty percent of participants believe that managers do not need interpersonal skills due to their systematic style of work with clear tasks that do not require them.

When it comes to **lead managers**, 60% of participants believe that having the right interpersonal skills are essential, as lead managers have to deal with all types of people during their duties, which requires strong communication and negotiation capabilities, as stated by P10: "sure, interpersonal skills are a must for the recruitment of a lead manager, and are a core competency to be observed". Twenty-five percent believe that interpersonal skills are an added value, while only 5% believe they are not necessary. Responses reflected the understanding of participants to the definition and requirements of this position. 55% reflected the need for interpersonal skills, while 35% expressed the fairness of need, and the remaining 10% opposed the need for interpersonal skills for this position.

As reflected in the graph, 70% of participants believe that having interpersonal Skills is essential for **organizational leaders**. For example, P5 indicated

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clearly that "Interpersonal skills are as important for an organizational leader as is leadership experience, because an organizational leader has to deal with all people working inside and outside the organization and they hold varying cultures, competencies and capabilities", and P1 said that "interpersonal skills help organisational leaders to manage their staff and others smoothly and to handle them in tough situations".  Twenty percent of participants believe that interpersonal skills are an added value, and 10% believe it is not necessary for organizational leader to have interpersonal skills.

An unexpected high percentage of 75%, believe that having interpersonal skills are essential for a **project leader**. For example, P3 claimed that "project leaders need interpersonal skills to help them during discussions of plans implementations, role distribution, negotiations, meetings, and face to face communications with others". Only 15% believe that interpersonal skills are an added value, and 10% believe they are not necessary for this position.

When it comes to **motivation** as a requirement, only 25% of participants believe that the nature of a **manager** position requires motivation. As P12 stated, "if not motivated, a manager will not take full interest in his job and may mismanage". A much larger percentage, 35 %, believe that while 35% believe that motivation is an added value, and even more, 40%, believe it is not necessary for a manager to be motivated as they viewed his job is systematic.
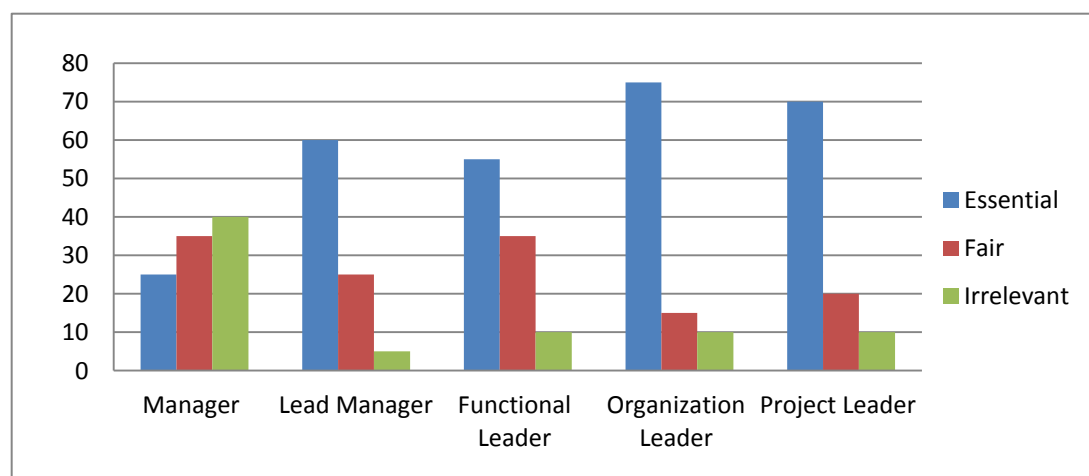


**Figure 4.11: Motivation as a recruitment requirement for positions**

On the other hand, 60% of participants believe that a **lead manager's** position requires a high level of motivation, evident, for example, in P1's comment: "a motivated lead manager will do his job away from personal interest if motivated, which would bring the best of his performance". Only 25% believe that motivation is an added value, and very few, 5%, believe it is not necessary. For the **functional leader** position, a moderate percentage of 55% believe that having motivation is essential. For example, P22 remarked that "the basic competencies to be noted in a functional leader are education, relevant experience and technical skills, while motivation is also as important". While 35% believe that motivation is an added value, 10% believe it is not necessary. Another high percentage of 75% of participants believe that motivation is essential for an **organizational leader**, as he has to motivate others. Typical of responses are those of P1 who said, "a motivated organisational leader will be more suitable for an organization than a non-motivated one." While 15% believe that motivation is an added value, 10% believe it is not necessary. Finally, 70% of participants believe that motivation is essential for **project leaders**, as it is a key enabler to inspire other employees and bring out the best in them. P9 and P14 indicated that a project leader requires motivation to motivate others to perform well. While 20% believe that motivation is an added value, 10% believe it is not necessary.

### 4.2.3 Finding 3: Requirements According to Mission

The number of participants is shown in Table 4.4 below for each mission:

| Missions | Education | Relevant Job Experience | Leadership Experience | Technical Skills | Interpersonal Skills | Motivation |
|---|---|---|---|---|---|---|
| **Construction** | 14 | 12 | 12 | 12 | 9 | 14 |
| **Managing** | 8 | 9 | 12 | 15 | 14 | 15 |
| **Steering** | 9 | 8 | 9 | 9 | 15 | 13 |
| **Expansion** | 12 | 12 | 15 | 8 | 12 | 13 |
| **Re-Shaping** | 12 | 15 | 12 | 6 | 9 | 15 |

When these numbers are translated into percentages of responses from the total 15 participants, the following Table 4.5 reflects the percentages of responses for each selection requirement:

| Missions | Education | Relevant Job Experience | Leadership Experience | Technical Skills | Interpersonal Skills | Motivation |
|---|---|---|---|---|---|---|
| **Construction** | 90 | 80 | 85 | 85 | 60 | 90 |
| **Managing** | 50 | 60 | 80 | 100 | 90 | 100 |
| **Steering** | 60 | 50 | 60 | 60 | 100 | 85 |
| **Expansion** | 80 | 80 | 100 | 50 | 80 | 85 |
| **Re-Shaping** | 80 | 100 | 85 | 40 | 60 | 100 |

**Table 4.5: Percentage of selection requirements for missions**

In plotting the data above graphically, participants indicated that not all senior members of staff can do any type of mission, as shown below:
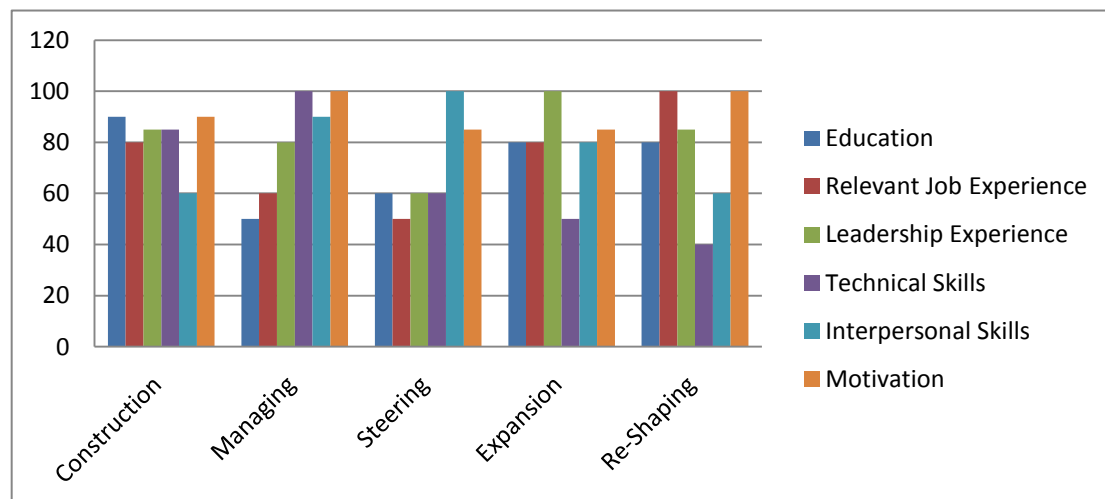


**Figure 4.12: Selection requirements for missions**

The results above show a trend of varying distribution of responses, and in this section, the radar chart will be introduced and used to show trends and strengths of each requirement more illustratively than bar charts, as shown in Figure 4.13 below.
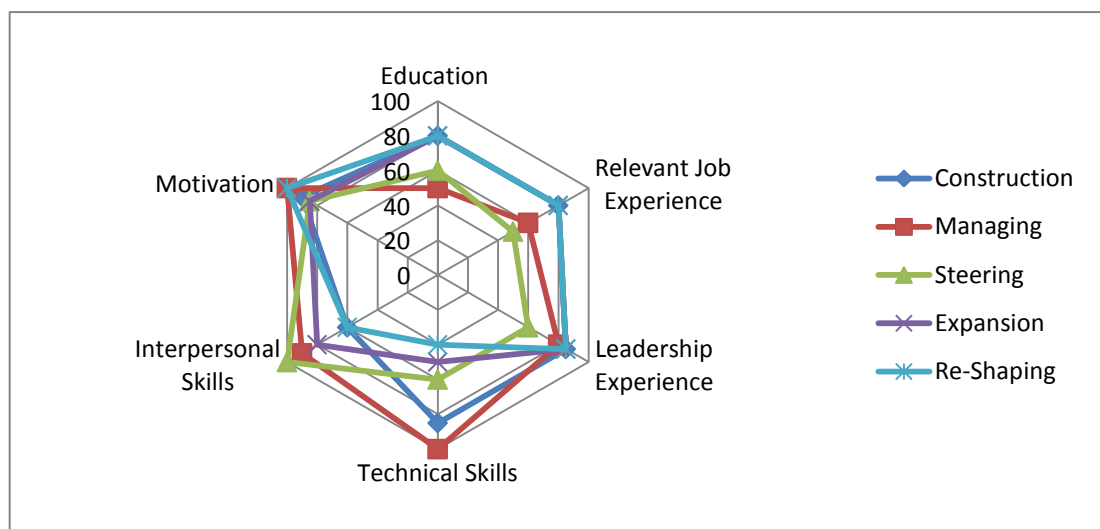
**Figure 4.13: Radar chart representation of selection requirements for missions**

**Education** is shown by more than 80 % of participants as a requirement for senior staff selection to carry out specific missions such as construction, expansion and re-shaping. On the other hand, less emphasis on education is shown for managing and even further less importance is given for steering missions. This was explained by some participants that steering and managing missions require more practical than theoretical background, as illustrated in the graph of Figure 3.14 below.
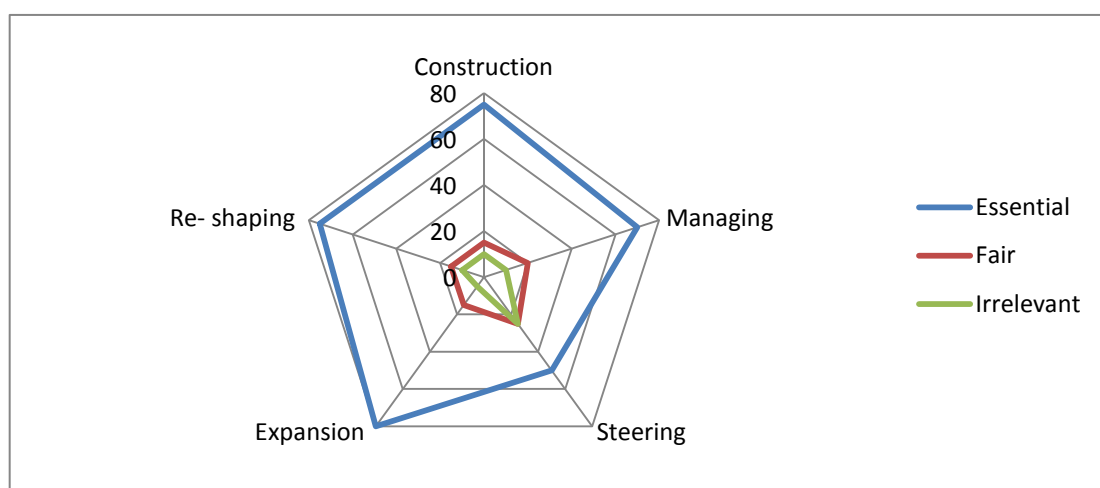


**Figure 4.14: Education as a selection requirement for missions**

**Relevant job experience** for missions of senior staff showed a trend, as shown in Figure 4.14 below, with a clear divergence towards senior staff recruited to carry out re-shaping, construction and expansion missions, which

was explained by participants in different ways that these missions are more of practices and doing things to support thinking and making plans and strategies, as in managing and steering missions.
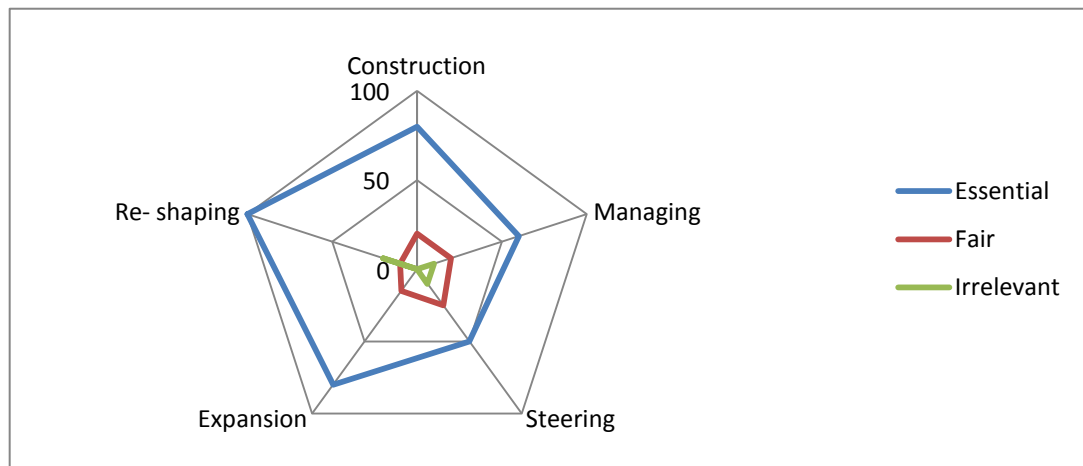


**Figure 4.15: Education as a selection requirement for missions**

Expansion missions require the highest **leadership experience**, as it is explained by participants that this type of mission is more of a strategic function and needs the mandated senior member of staff to have a command over leadership elements, to see the bigger picture and "think out of the box" as some participants stated. Close results for reshaping, construction and managing missions, while steering an existing organisation requires less leadership experience, as illustrated in graph 4.16 below.
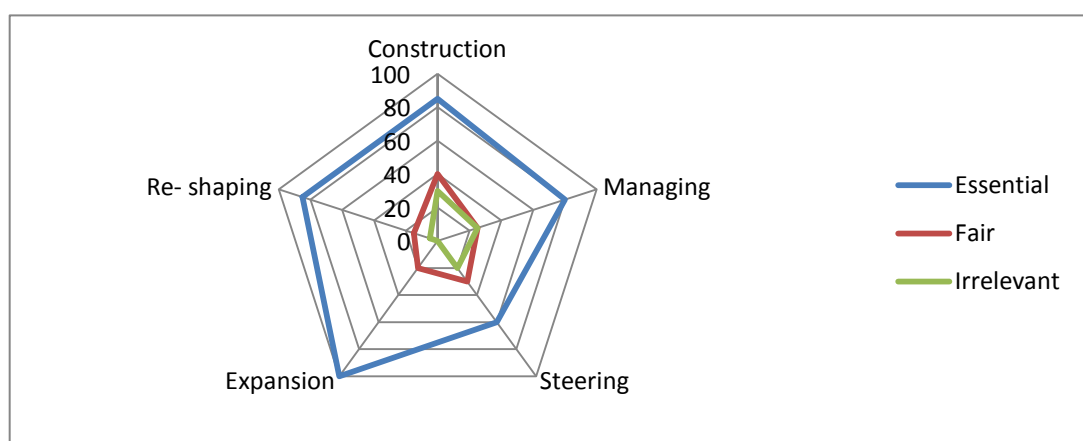


**Figure 4.16: Leadership experience as a selection requirement for missions**

**Technical skills** requirement for different missions' results is illustrated in the graph in Figure 4.17 below, which reflects the participants' perception of the

differences between leadership and management. When comparing relevant job experience discussed above with technical skills here, they seem to deviate the opposite directions of each other, but some participants clarified that technical skills are associated with the manager's capability to understand the core business and to positively interact with his employees to improve the product or service, while relevant job experience specifically in managing missions is seen as his capability to manager people and lead them to work in the most efficient way.
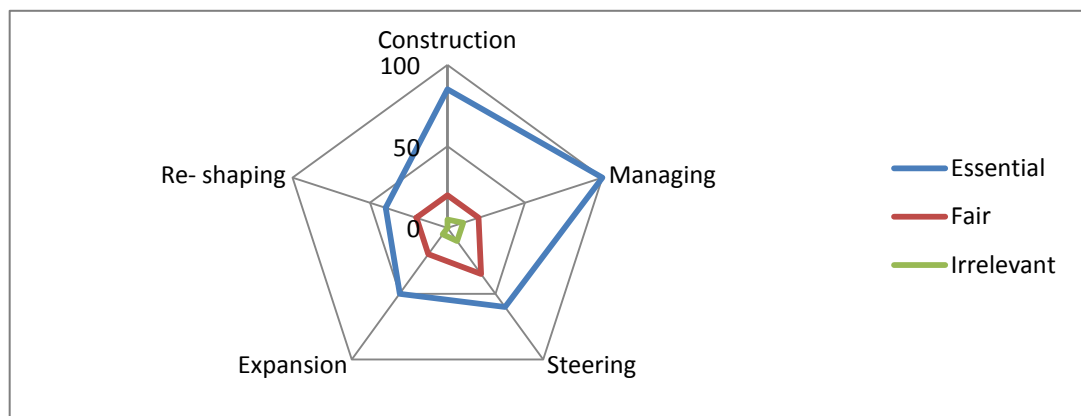


**Figure 4.17: Technical skills as a selection requirement for missions**

Most responses relate **interpersonal skills** with capabilities to lead people, and for missions that need staff support such as managing an organisation or steering a project into a certain direction, the support of staff within organisations requires high interpersonal skill of their senior staff or leader, as illustrated in the graph below.
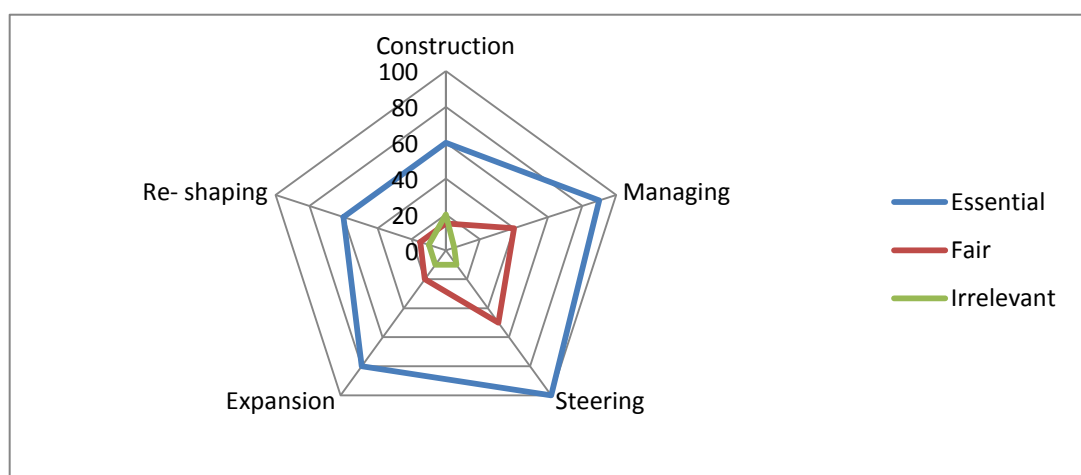


**Figure 4.18: Interpersonal skills as a selection requirement for missions**

**Motivation**, as represented in the graph below, seem to be the highest factor that participants see as an 'essential' requirement for nearly all missions.
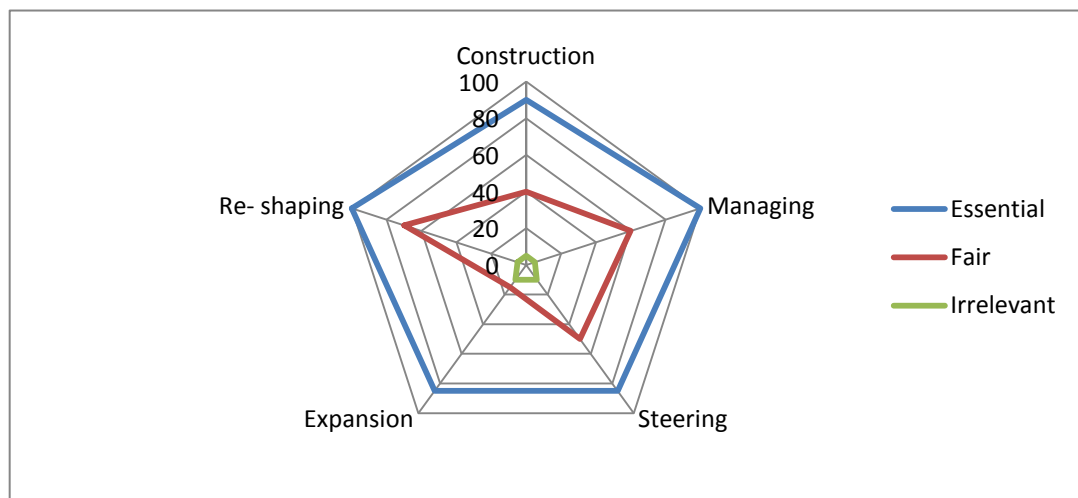


**Figure 4.19: Motivation as a selection requirement for missions**

After presenting and discussing all the elements that are perceived as requirements for recruitment in senior positions, and those required for the selection of appointed senior staff to carry out certain mandates, interviews continue in the next section to gather more specific characteristics or personal qualities of senior staff that allow them to carry out the roles of positions and missions discussed above.

### 4.2.4 Finding 4: Personal qualities required for Positions

In Chapter three of this study, profiling of many values and qualities expected to exist in senior staff are mentioned here, some of these are intangible but are reflected in senior staff's interaction with others, and some are a reflection of the interviewee's perception of qualities required in a senior staff to perform well or keep his/her senior position for a long time in employment.

In the interviews, when senior staff interviewees were asked, "What personal qualities that a senior staff is expected to have in order to help him succeed in his role or keep his position?", again, the classification of position and mission were indicated by most participants by saying "it depends, where is he/she is positioned and what is his/her mandate", additional to the six requirements mentioned above: education, relevant job experience, leadership experience,

technical skills, interpersonal skills, and motivation; varying responses were given, summing a collection of eight main qualities that were mentioned in different interviews, those repeated ones are shown in the Table 4.6 below, with percentages of the number of participants mentioned them compared to the total number.

| Qualities | Manager | Lead Manager | Functional Leader | Organisational Leader | Project Leader |
|---|---|---|---|---|---|
| Discipline | 90 | 80 | 90 | 100 | 100 |
| Focus | 70 | 70 | 100 | 85 | 90 |
| Honesty | 60 | 100 | 50 | 80 | 60 |
| Clarity | 40 | 50 | 70 | 50 | 100 |
| Reliability | 80 | 90 | 90 | 90 | 100 |
| Loyalty | 80 | 100 | 90 | 100 | 70 |
| Right attitude | 25 | 40 | 30 | 90 | 50 |
| Effectiveness | 70 | 40 | 90 | 50 | 80 |

**Table 4.6: Personal qualities expected in senior staff according to position (%)**

The readings above are graphically represented in the bar chart Figure 4.20 below, and trends are analysed and presented further in this section. It can be seen that these qualities reflect functional characteristics of senior staff, though most interviewees tend to sink into the perspective of 'personal characteristics', and found it difficult to differentiate between idealism and reality of higher-order values such as honesty, loyalty and discipline.
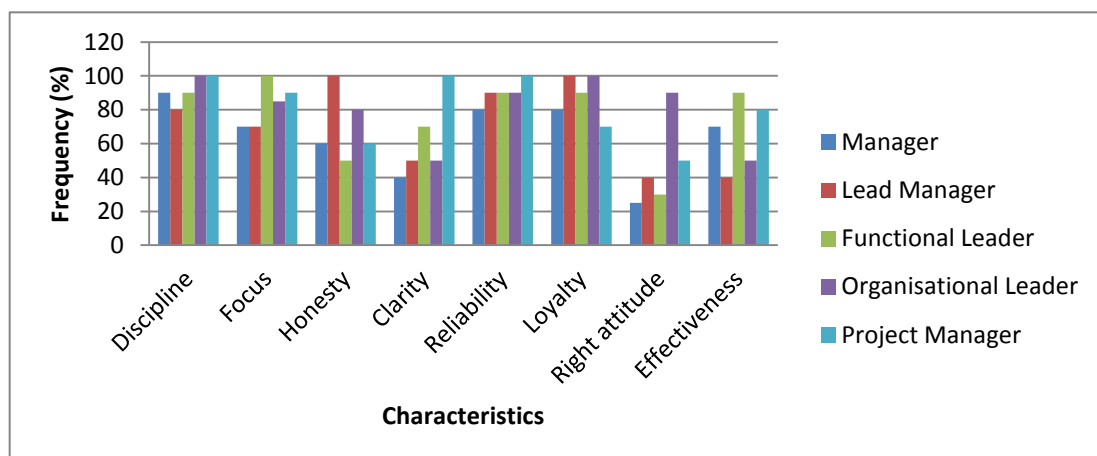


**Figure 4.20: Frequency of personal qualities according to positions**

The radar graph below, shows interesting trends that extends towards ideal characteristics expected by senior staff, but it shrinks on some areas that are viewed as practical characteristics that senior staff may be suffer from in dealing with others in reality, such as clarity, effectiveness and right attitude.
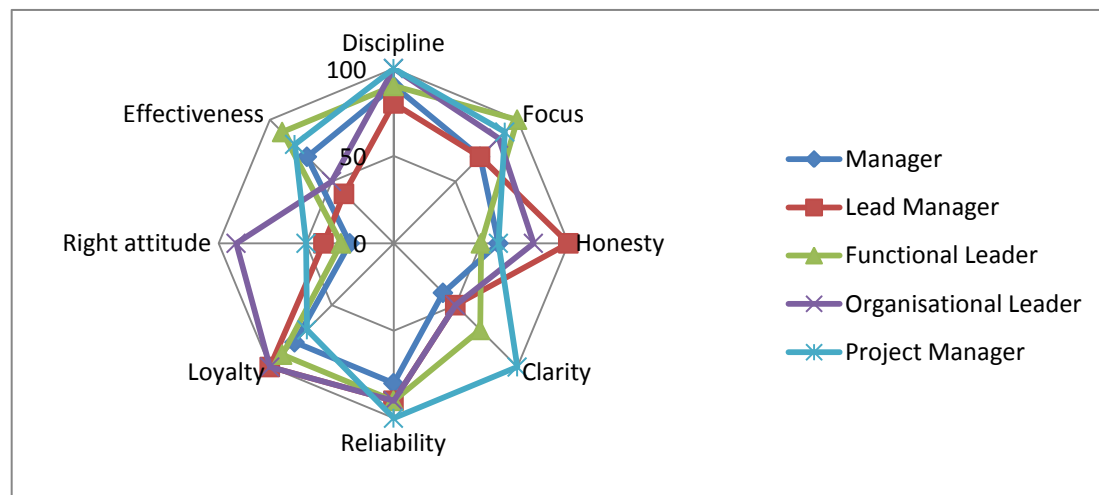


**Figure 4.21: Frequency of personal qualities according to positions**

Normally, people in the Arab world assume that top positions would have the specific qualities to be selected by the leadership, such as loyalty and reliability, which give them the reputation to be appointed in senior positions. Therefore, in interviews, some seem to ignore mentioning these qualities or over-emphasise them, but it was always indicated that they should exist at the highest levels in every senior staff.

Analysis of each of the qualities expected in the five categories of senior positions show that for a successful **manager** discipline is expected to be a highest priority due to his direct and continuous interaction with the organisation's staff, while reliability, focus and effectiveness are amongst those highly needed for success in this position. Surprisingly, clarity and right attitude did not score high, which may be due to the limitation of this study on senior staff only, not all staff. Junior staff may have mentioned right attitude to be a priority expectation from a manager.
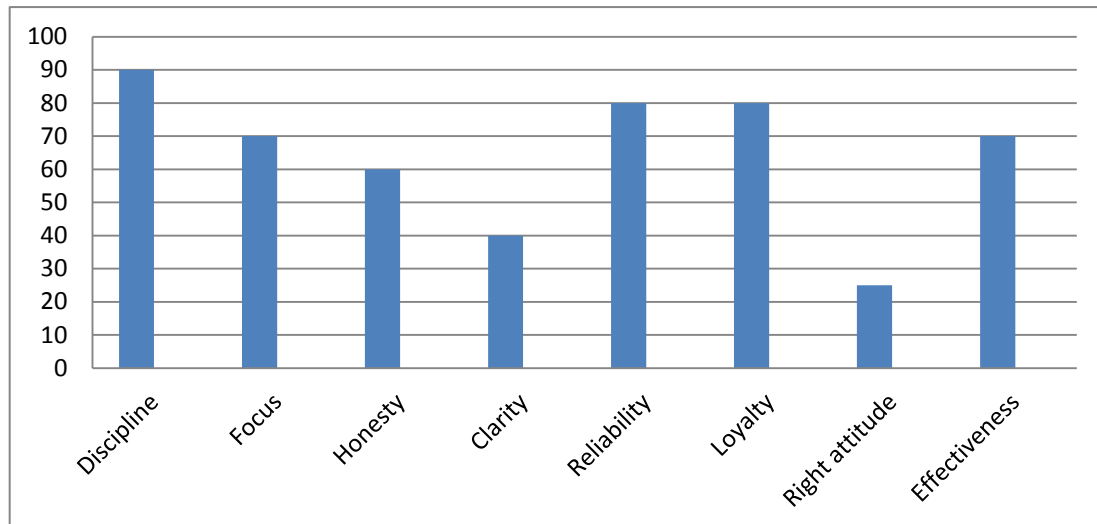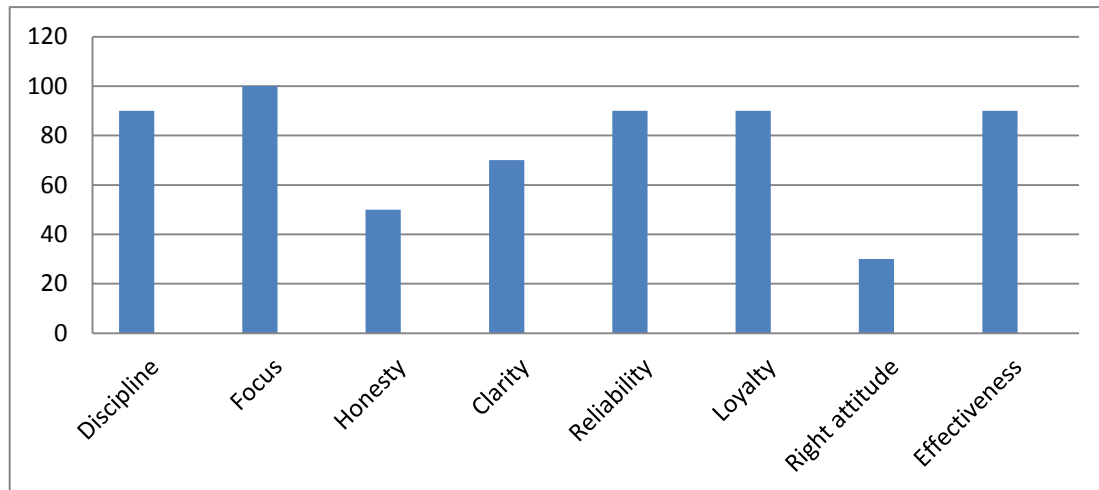
**Figure 4.22: Expected Qualities for a managers' position**

For a successful **Lead Manager**, participants gave honesty and loyalty their top expectation and they indicated that resources must be managed with these qualities to achieve reliability of products or services of the organisation, therefore reliability of the senior staff comes next. Again, the right attitude scores quite low at a surprising 40 percent of responses only.
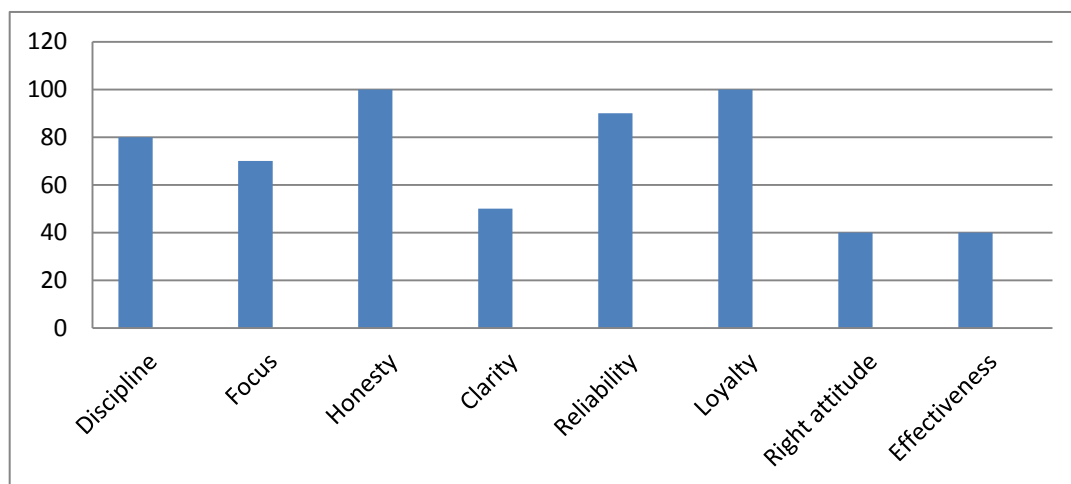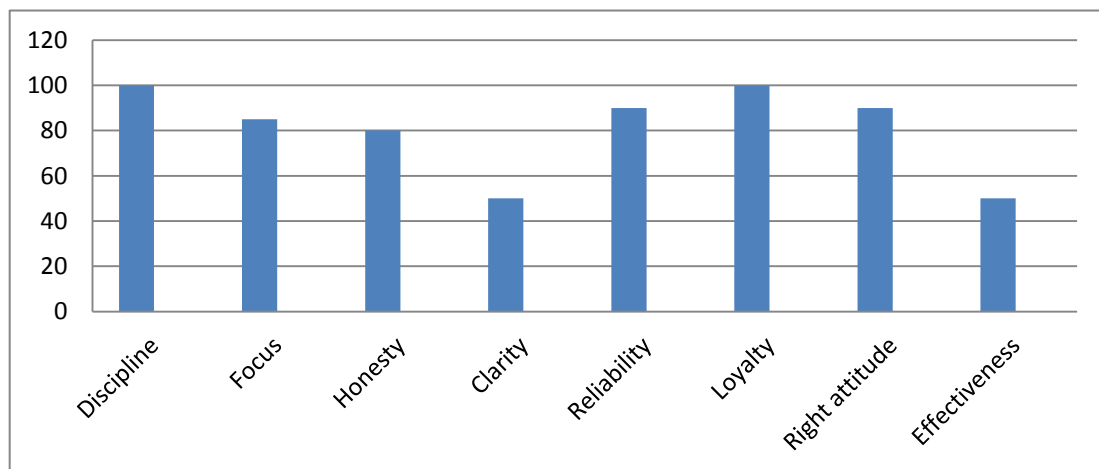


**Figure 4.23: Expected Qualities for a lead managers' position**

**Functional leaders** are the ones who many senior staff said that "we don't care about how they behave or if he is honest or have the right attitude, we care about the quality of his work and effectiveness", and all added that this type of person is normally smart and continuously focused, as indicated in the graph below.

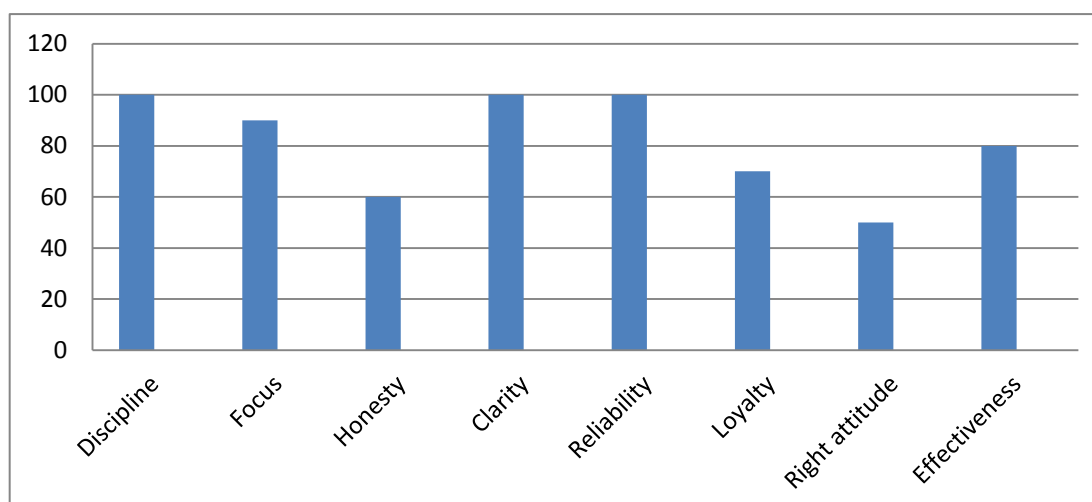**Figure 4.24: Expected Qualities for a functional leaders' position**

**Organisational leaders** normally focus on achieving the organisation's goals, they are loyal to their leadership and their strategic goals, but they are not always clear on their methods of overcoming challenges and have a limited number of people close to them, and this could lead lower effectiveness.



**Figure 4.25: Expected Qualities for a organisational leaders' position**

The last category of senior staff, **project leaders**, deal with details of projects and resources and are responsible for risk management, therefore they are expected to be reliable, disciplined and clear always. Their focus levels may not be at the top expectation due to the many challenges that normally face them and make their attitudes not being a priority in senior staff's opinion.

**Figure 4.26: Expected Qualities for a project leaders' position**

### 4.2.5  Finding 5: Personal qualities required for Missions

For the other classification of senior staff selection, according to mission, participants' views of personal qualities that need to exist in a senior staff to be mandated to carry out different missions differ depending on the type of mission. Responses are reflected in the following table:

| Qualities | Construction | Managing | Steering | Expansion | Re-Shaping |
|---|---|---|---|---|---|
| Discipline | 100 | 90 | 80 | 60 | 100 |
| Focus | 90 | 80 | 100 | 70 | 90 |
| Honesty | 90 | 60 | 90 | 70 | 80 |
| Clarity | 80 | 50 | 70 | 80 | 70 |
| Reliability | 100 | 70 | 90 | 80 | 90 |
| Loyalty | 100 | 90 | 100 | 90 | 90 |
| Right attitude | 70 | 80 | 50 | 60 | 80 |
| Effectiveness | 100 | 100 | 90 | 90 | 100 |

**Table 4.7: Personal qualities required to carry out certain missions (%)**

The readings in the table above are reflected in the graphs below, showing a high expectation in those who are mandated to carry out senior missions, as they are considered as "the chosen ones". On the other hand, some qualities don't seem to have high importance or priority with many interviewees, such as clarity and right attitude.
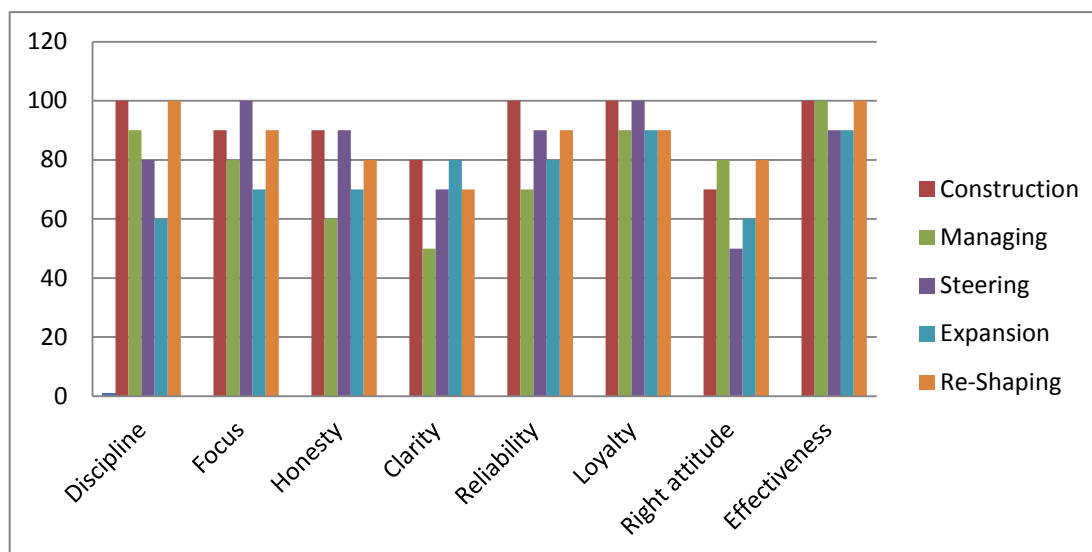
**Figure 4.27: Required personal qualities to carry out certain missions**

The radar chart below shows the trends for each requirement on the different missions, which brings to light the discrepancies with clarity and right attitude.
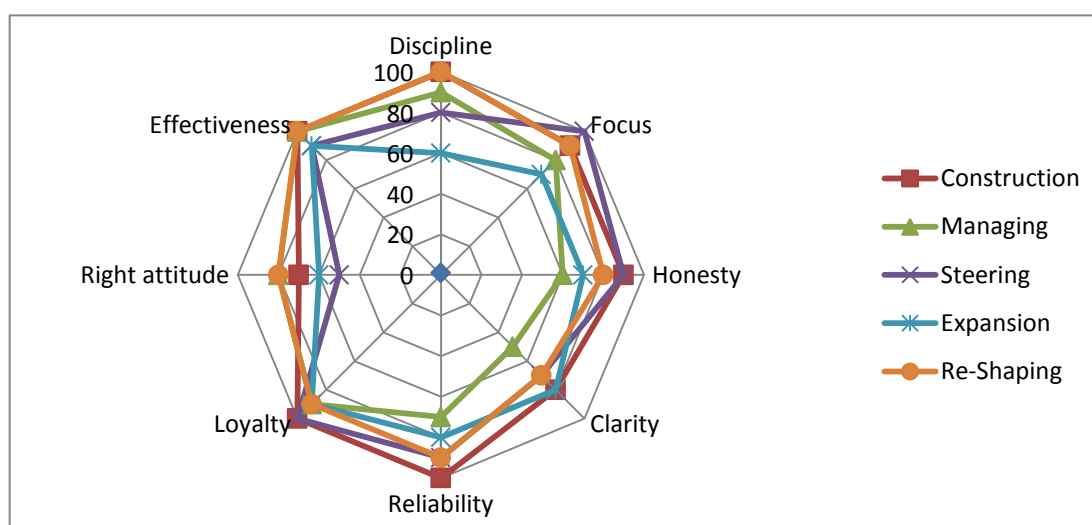


**Figure 4.28: Radar Chart of required qualities for missions**

To discuss each case on its own, each type of mission requirements will be analysed and discussed below.

For **construction missions**, in which the assembly of teams and establishment of new organisations is required, senior staff interviewees view those who are to be selected must have the highest levels of discipline, reliability, loyalty and effectiveness. This is the only mission that interviewees

view as very important. The right attitude did not score high, as the personality of the person appointed becomes secondary in priority to achieving goals.
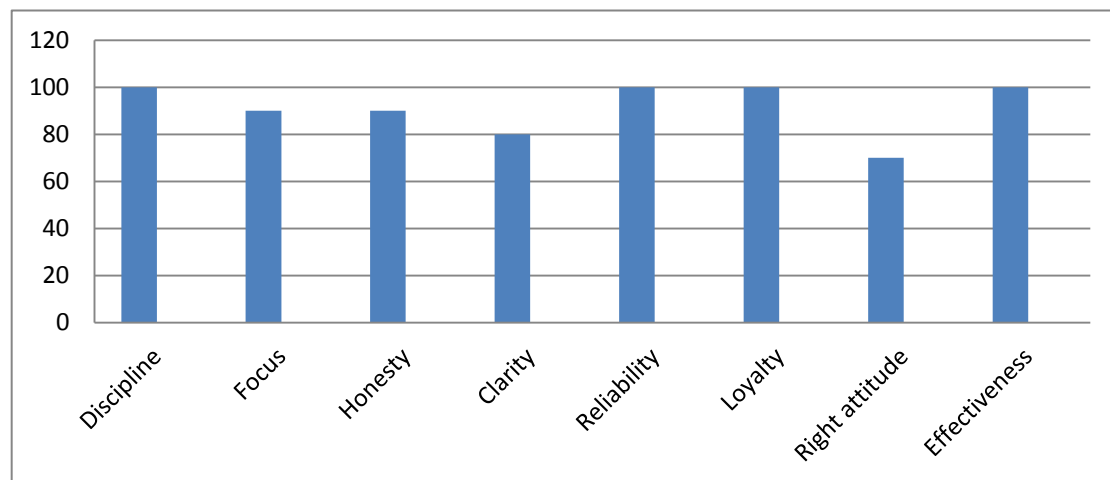


**Figure 4.29: Expected personal qualities to carry out construction missions**

The second type, **managing missions**, normally requires full effectiveness of the senior staff to manage resources efficiently, with the support of technology and outsourcing, and interviewees showed less emphasis on other factors such as clarity and honesty when compared to the other requirements such as loyalty and discipline, as shown in the graph below.
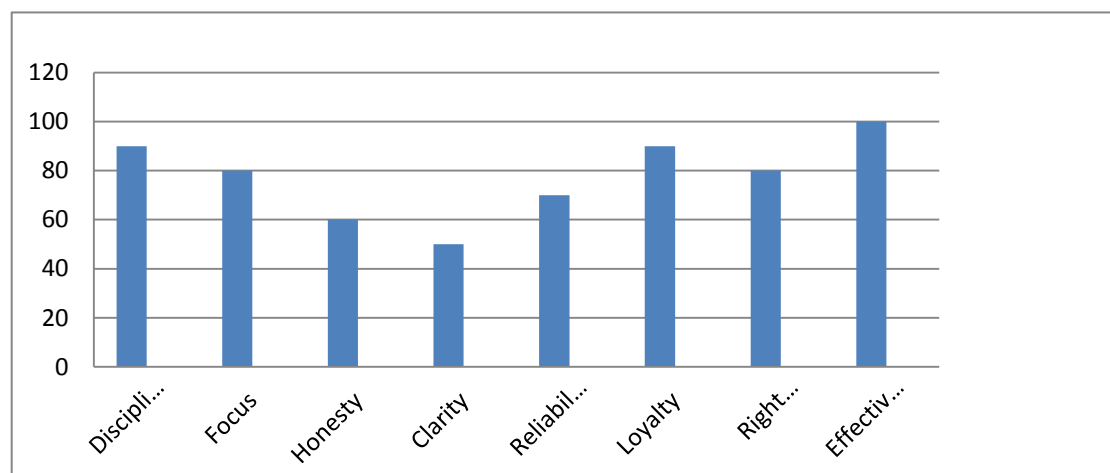


**Figure 4.30: Expected personal qualities to carry out managing missions**

For **steering missions**, loyalty and focus score the highest requirement, then honesty, reliability and effectiveness before clarity and least is right attitude. These type of missions are viewed as a challenge that whoever is mandated with must deal with numerous challenges with the systems and people to

succeed in steering organisations to the right direction, he may not have the right attitude to suite all, and may need to change attitude for certain situations, but he does not have to show his intentions.
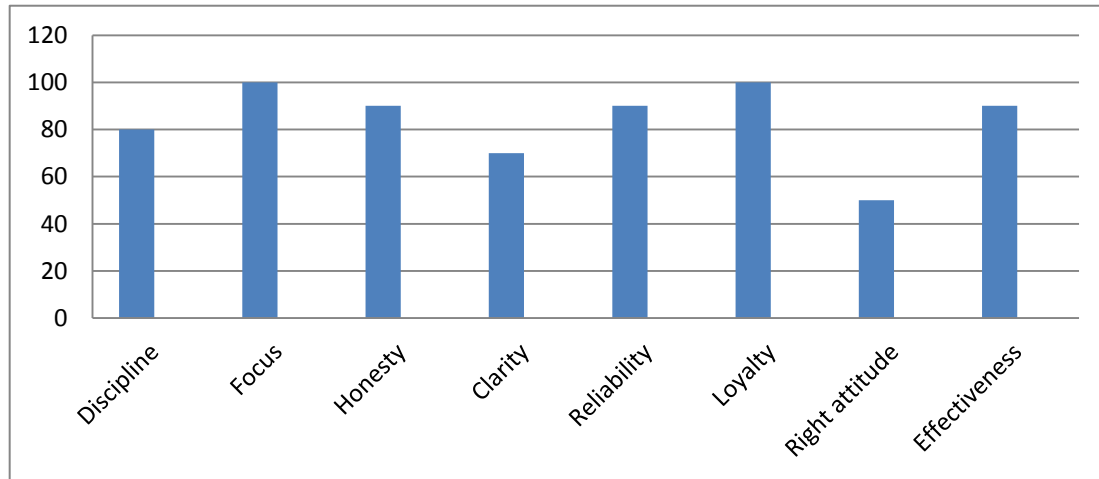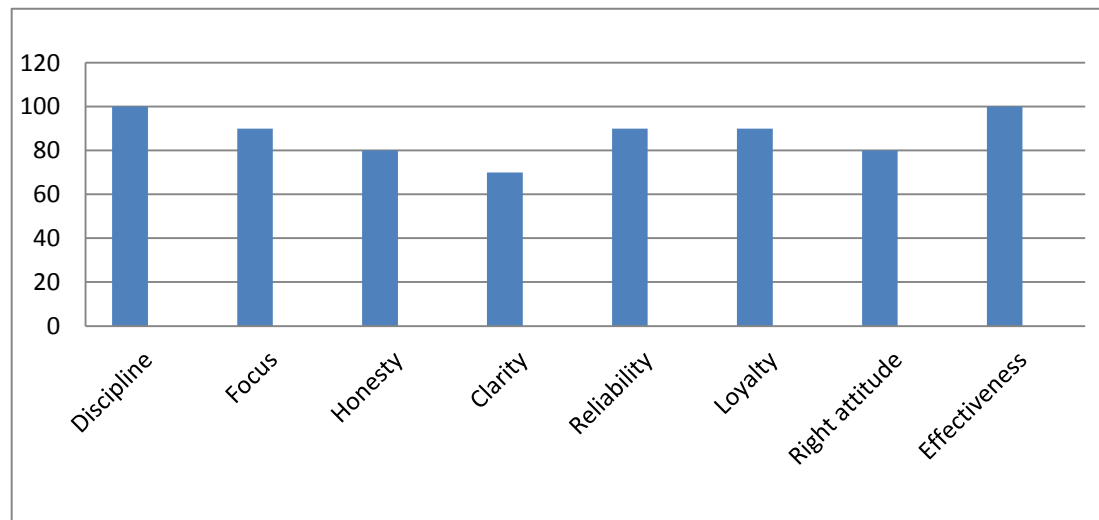


**Figure 4.31: Expected personal qualities to carry out steering missions**

Business development is the type of **expansion missions** that require some different qualities to exist in the top person mandated to carry it out. As illustrated below, these would include a high level of effectiveness and loyalty to the organisation, with a balanced clarity and reliability. Discipline is not considered as a top requirement by some interviewees, as they define it as sticking to timelines like project managers and to working hours.
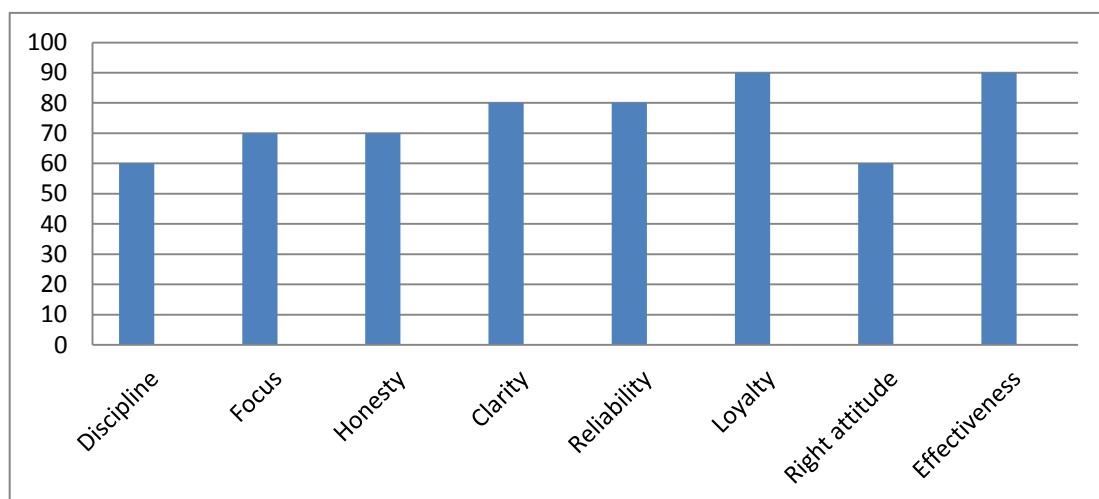


**Figure 4.32: Expected personal qualities to carry out expantion missions**

Finally, **reshaping missions**, which aims at making changes and transformation of organisations, is expected to be carried out by highly experienced and dedicated senior staff, with qualities illustrated below.



**Figure 4.33: Expected personal qualities to carry out reshaping missions**

The above five findings show that there is no single and universal standard for senior staff characteristics. On the other hand, they show the importance of developing standard and approved definitions for recruitment requirements and for staff qualities required to accomplish certain missions. Elite interviews in the next section will confirm these initial findings and give guidance for recommendations and further studies that will be the subject of the next chapter, the finale of this study.

## 4.3    Elite Interviews

Interviews with elites give views from a different angle to those with senior staff carried out earlier, as they show more strategic perception of senior staff characteristics, and the challenges facing the leadership in the recruitment and selection of suitable senior staff for certain positions and missions. Though it was not easy to find appointments to interview some elites, as most of them were too busy with full schedules, such as being members of many boards of directors or boards of trustees, and other related social and official commitments. On the other hand, all those who have been approached gave

their full support to the study, and those six who participated in this study were having expressed their pleasure to see such studies.

Table 4.8 below lists brief information on the group of elites who participated in the study, coded for simplification and for reference in the discussions where needed.

| Code | Organization | Position |
|------|--------------|----------|
| E1 | Public Organization - Military | Chief |
| E2 | Semi-Government Organisation - Business | CEO (Local) |
| E3 | Semi-Government Organisation - Business | Executive Director (Expatriate) |
| E4 | Public Organization - Police | Director |
| E5 | Public Organization - Education | Director |
| E6 | Public Administration Organization | Director General |

**Table 4.8: Elites participants in the interviews**

The first impression from interviewing elites, as opposed to senior staff in the previous section, is that elites demonstrate values and ethics expected of leadership, they were more visionary and spoke about the bigger picture on a strategic level, did not look into details and did not divert the discussion into any personal facts about any specific senior staff. Only some example names were mentioned for clarification, and were not included in the study as per the ethical and confidentiality requirements and considerations.

The interview guide was developed carefully, as shown in Appendix (14). A summary of this study and of the initial finding of interviews with senior staff was presented to each elite before the interview, which resulted in their interest and support for this study, therefore, most of them have kindly expressed their willingness to stay longer than originally planned, unless sudden issues came up. This made the findings in this section (findings 6 to 8) more rich than anticipated, and the details presented are beyond what is summarised in the sample responses presented in Appendix (15).

### 4.3.1  Finding 6: Selection and Recruitment Criteria

Elites view senior staff at the top levels of Human Resources such as HR directors and/or advisors, as fully responsible in their leadership for head-hunting and recommending suitable and talented senior staff for recruitment in specific **positions**. Most responses indicated that HR managers and advisors should do their job right, and this can only happen if they themselves exhibit the following:

✓ Qualified and experienced enough to do this challenging role in the most efficient and honest way, as part of other obligations. They must have the right skill sets, standards and competencies for the job, such as analytical, interpersonal, cultural, etc.

✓ Capable of building and implementing a strategy through experience, and competent enough to face the challenges and handle the influence of some of toxic leaders or practices that could affect their decisions, taking into consideration for planning crisis reaction.

✓ Have and capable of developing solid policies with delegation of authority and accountability procedures in place, and properly implement them by fully utilise their own staff properly at different tactical and operational levels, which would prevent them from being dragged into micromanagement and focus on the more strategic levels.

✓ Their recommendations to the leaders emerge from loyalty and not any form of "wasta".

For the selection of appropriate senior staff to carry out certain **missions** or mandates within the government or semi-government organisations, inside or outside the country, elite interviewees have raised many valid points such as:

1. The selection of senior staff is normally a leader's choice, as it is driven by strategic and national interests, therefore, it is difficult to make a specific standard for the selection, as what visionary leaders see and face in unseen challenges may not be clearly understood on the short run to people. There is an Arabic saying for obeying a leader's choice, which says Anta musayyar wa-lasta mukhayyar (أنت مسيّر ولست مخيّر) which

translates into: (you are driven and not given the choice). Loyal people normally do not question the choice of a leader and try their best to meet the challenges.

2.  Talented, normal and untalented staff are normally noticed by their achievements and capabilities as they climb up the ladder of employment. For specific missions, selection of the suitable member of senior staff takes into consideration many factors such as the nature of the mission and its location, as well as the desired outcomes of this mission. Accordingly, the leadership looks for the suitable person who fits these criteria and assigns him to the mission. Ideal characteristics and leadership attributes such as creativity and "thinking out of the box" are not necessarily the criteria of choice.

3.  The lending organisations that mandated senior staff belong to are also chosen depending on the nature of the mission and the characteristics of suitable candidate required to be mandated. For example, specialised CEOs from semi-governmental companies for huge projects, while firm and clear-cut outputs require military commanders, and flexible or sensitive cases require diplomats or intelligence personnel.

### 4.3.2  Finding 7: Assessment, Development, and Termination

Interviewees stressed the fact that the success of HR senior staff in carrying out human resources development programs (HRD) depends on the ability to identify all possible signs and causes of failure related to personnel and the system, and accordingly gap identification of levels to positions training. Signs of failure could include fluctuating behaviours and the repeated incidents of complaints, tension within work environment, and loss of organisational and personal credibility. While causes of failure normally emerge from the flaws of the top senior staff in the organisation, such as difficult personalities (moody and unclear) and personal agendas as well as problems associated with insufficient or inefficient existing professional development programs, and the absence of higher order courses for selected senior staff. This would not succeed unless structured and flawless assessment systems are

implemented, and it could lead to using third parties to audit and build HRD and training platforms for the organisation.

They gave some examples of the different of methods of assessment that are missing from many organisations and would give indications of performance levels could include personal interaction with the employer, interviews and cross-checking with references, analysis of annual evaluation forms, meeting objectives and achieving Key Performance Indicators (KPI's) on the personnel and organisational levels, benchmarking and third party evaluation, and the number of initiatives that serve business.

One of the elites pointed out that unless the organisation is led by a two-man team or a group of 3 persons, which is rare in the UAE, the single management system could be easily dragged behind the single leader with all his/her human being's nature and imperfections, which would directly or indirectly affect professional performance. This raises the importance of having an efficient accountability system on the senior staff's level, which should always be gradual but documented, starting with verbal warning up to punishment and termination, just like any other member of staff. On the other hand, accountability and/or corrective/punitive actions at this level of employment are determined by the leadership. Reassignment to other posts may be a solution, while termination is caused by usefulness, performance levels and meeting contractual obligations.

### 4.3.3  Finding 8: Elites views

In line with the interview findings with senior staff in the previous section, elites have expressed their views on the expected ideal characteristics of senior staff. They emphasised that a senior staff must be capable of understanding strategies and how to translate vision into implementation plans.  They referred to what was discussed earlier on the three directions of operation in establishing and sustaining organisations and businesses: the top-down, the bottom up and the inside-out. One said that "unfortunately, many senior members of staff encapsulate themselves within their narrow territory of office work, simply to keep their mistakes enclosed and stay as

long as possible in his position", while another said that "only those who work hard make mistakes and fix them, then become more competent with time, and we don't see many of them nowadays".

Direct indication of many personal characteristics of senior staff by elites included their expectation of a senior staff to be: a person with a live conscience [dhameer haye ضمير حي], he knows and applies the right values [alma'aani المعـاني], is an encouraging team builder of the right people who inspires them to give their best, gradually implements leadership from assertive to directive then contextual, creative and encourages creativity, is accountable, utilises research to evaluate situations, thinks of the general interest and never personal, humble and do not micro-manage, is a listener and patient, with a decent attitude. Senior staff networking is expected by elites to serve the organisation rather than personal interest. This requires high-level effective communication skills and diplomacy in dealing with others, and would reflect on the reputation of the whole organisation that all staff would normally feel and see. On the other hand, for certain positions there is a necessity to have the minimum level of technical skills, complemented by the soft skills mentioned above.

One elite stated that "at the end of the day, a senior staff, local or expatriate, like any other human beings, is a by-product of his personal and professional environments", and another emphasised on the importance of self-development by saying "he/she should always seek knowledge and strive to improve his beliefs and actions any time and any place, nothing is impossible, some things are difficult but not impossible". These statements are a reflection of the tree metaphor that was developed earlier in this study, and when introduced during the interviews, all interviewees expressed their belief that it is a very interesting symbolic representation of the human being in general and is valid for studies like this one.

When it comes to the differences between local and expatriate senior staff, elites raised interesting points about grey areas in our culture that are very difficult for expatriates to learn or consider in their practices within our organisations. These areas include practices and beliefs that could have

emerged from religion or from older cultures. It would take them a very long time to learn, absorb, and maybe accept the philosophies and effects of these grey areas, and more importantly know how to handle them without offence to locals. On the other hand, one said "it is the responsibility of local senior staff to develop and encourage any programs for expats to understand our culture and adapt to it". Interviewees view healthy and professional work environments as having both locals and expatriates working side by side in harmony and developing the capabilities of each other.

An interesting point about the selection of expatriate senior staff for running well established organisations, as their countries already have a well-established infrastructure for many years before the UAE, therefore, they are expected to be experienced with the challenges of existing ones. On the other hand, local senior staff are more suited for establishing organisations from scratch, as they are aware of the challenges and the "grey areas", therefore they are more suited for decision making. It was stated that "locals show a lot of talent but some are not utilised properly", and another statement is that "some locals need more exposure to international systems and cultures, their development require a steep learning curve and on-the-job-training (OJT)".

When it comes to their views on 'wasta', elites see it as the Arabs say [saif thoo haddain سـيف ذو حدّين], which translates to (a sword with two blades), and it means that the sword can be used for either good or bad -  the choice is in the hands of its user. The 'good' or useful side of 'wasta' was explained by all elites as being only used by  mature person with no personal agenda, and it entails "useful recommendations of only qualified people, without regarding any personal interests for either the recommended or the recommender", while the opposite harmful side of wasta is in the "favourism of unqualified or unreliable ones". An interesting statement by an elite about avoiding wasta, was that "wasta is not needed in healthy systems with healthy and applied policies and governance".

### 4.3.4  Finding 9: Elites Suggestions for further studies

Elites stressed the fact that such studies like this one are very useful to improve systems and enrich scholarly work in the public administration system, as well as setting standards for qualifications and practices on all levels. They suggested that further research should be on several related areas, such as quantitative analysis of statistical data from different organisations, showing trends and to come up with recommendations for improvements to help decision makers see the real picture, as "numbers talk". Another suggestion was the use of psychological assessments of senior staff and giving feedback on findings and how to improve them.

### 4.3.5  Summary

The model developed as an end product of the study, has two distinctive sections: universal characteristics required in all senior staff, locals and expatriates, working in the country, sharing common work conditions and following one strategic vision under a unified leadership; their goals and behaviours are expected to exhibit these characteristics of respecting each other, the culture, the law, and work ethics, and they must be equipped with a minimum level of qualifications and prior experience on the professional and personal levels that would help them overcome any conflicting or destructive conditions. Additionally, specific characteristics of senior staff who fill specific leading roles, through either positions and/or missions, those who handle certain conditions on the personal and official levels that have either a direct or an indirect influence on the country's achievements and development. Different leadership styles are needed that consist of a bundle of characteristics required as tools for state-building and organisational establishment and re-shaping requirements. Most these senior staff need to exhibit certain attributes and competences to help them do their work at different directions, such as top-down, bottom-up, and middle-up-and-down or inside-out.

Other examples of the characteristics of senior staff that would help them build organisations and carry out necessary reform include: tolerance; respect

for all religions and cultures, specifically that of locals and residents, where certain cultures need protection; adopt customs and laws emerging from culture; modify and adapt imported practices; take into consideration the development wheel of the country and its mobility speed towards a brighter challenging future; and acceptance of an investment in public education. These developments to some extent involve globalization, which brings with it a number of negative influences, or influences that are inappropriate in the UAE for cultural, political and religious reasons, or are perspectives or mindsets that do not take into account the value of Emirati culture, Islamic scholarship, secularism, and commercialised education. However, these can be dealt with and there are measures for reducing or eliminating many of these aspects.

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# CHAPTER FIVE:

## DATA SYNTHESIS

## AND CONCLUSIONS

In this chapter three main sections concludes this study as follows: summary and synthesis of the work completed in previous chapters, implementation recommendations for senior officials and elites to be considered into improving the public administration and civil service systems, suggestions for related areas of research for scholars and researchers, and finally, a conclusive summary of the whole study.

## 5.1   Summary and the Synthesised Model

This section summarises the findings of the study and present a summary of the synthesised model, which was consist of a theoretical metaphor of the 'tree' as discussed in Chapter three, and discusses practical findings of the interviews.

The outcomes of this study were built from two sources: first, a brief exploratory deductive approach of reading about other countries and systems; then a more detailed inductive approach from analysis of the situation in the UAE and the Arab region, and from the analysis of interviews of elites and senior staff. The developed model presents additional outcomes and considerations on subjects such as how to eliminate a social challenge that plagues the Arab region, negative 'Wasta', how to preserve the UAE's unique multi-cultural and multinational harmonised population mixture and what is needed to managing organisational features including behavioural, cultural , and micro-political characteristics

The success in building a nation can be achieved through visionary leadership supported by the intelligence and goal setting of a well-qualified cadre of senior staff, and a clear set of objectives, plans and initiatives. To define the main elements required to build senior staff, based on the UAE's unique leadership vision and attributes of the founder Sheikh Zayed, a proposed road-map for developing a model of suitable senior staff can be summarized in the steps illustrated in Figure 5.1 below:
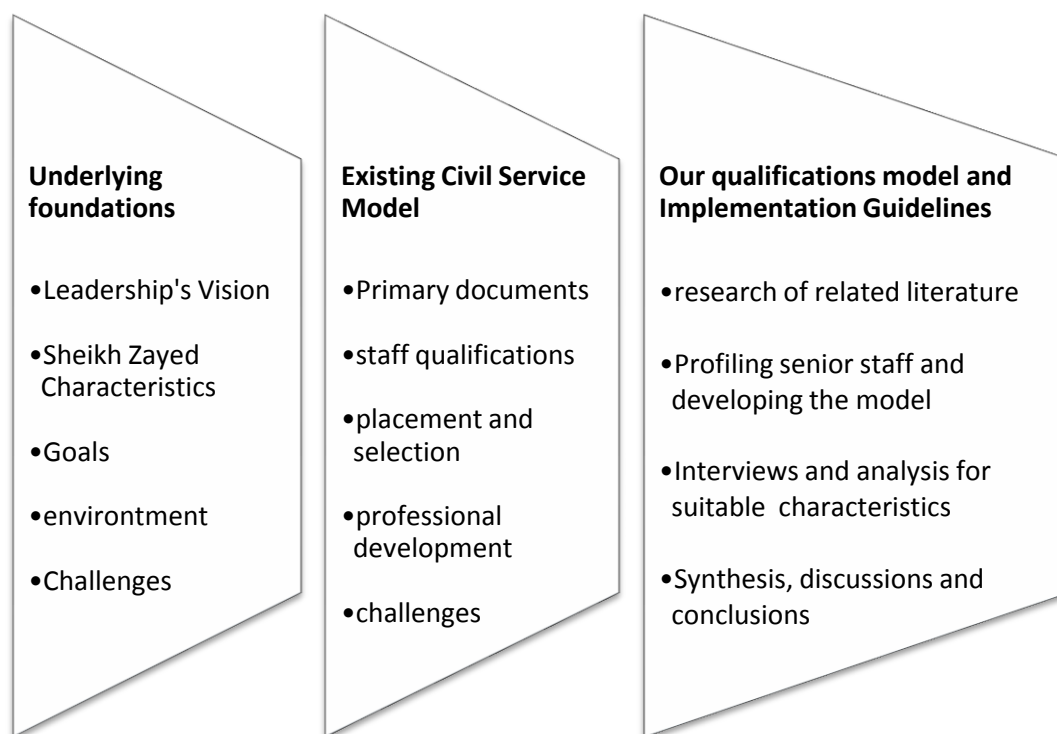
**Figure 5.1: Model of Senior Staff Development**

The developed model should have answered the main research question raised in chapter one: What are the factors associated with placing the right person in the right post, with specific focus on senior staff in the UAE?. It should have explained the design criteria of the model that include how the government put of investment and concern into education, and will how education management follow the leadership vision in the UAE. It also sheds a light on how the UAE youth and senior staff going to survive with the rapidly increasing number of expatriate workforce in the country, and what are the challenges UAE policy makers and educators face in developing and/or implementing programs that promote the concepts of leadership and responsibility.

Sheikh Zayed's charismatic leadership, exemplified both through his personal qualities and the actions he took as leader, had a tremendously positive impact on his people. Subsequent political leadership has carried forward the vision through many initiatives, such as the establishment of the National Qualifications Authority to serve the goal of: "placing the right person in the right place" on all levels of employment, including senior staff.

The study shows how critical is the National Qualifications Authority, and similar organizations for the UAE's socio-economic development, and should the focus of the UAE Qualifications system be on Employment or Employability, and how it would support reform initiatives, especially for improving personal and professional qualities and qualifications in senior staff, with suggestions of tools and initiatives needed to assess and develop such attributes, of both local and expatriate staff.

### 5.1.2 Outcomes of the Study

The study presented several findings, summarised as follows:

- ✓ Mistakes in the selection of senior positions can have dramatic consequences, not only for the individual involved, but on the organization and the institution as a whole, which would negatively reflect on the development of the country. Therefore, careful selection criteria must be followed, supported by some guidelines for the assessment and accountability of this sensitive tier of staff.
- ✓ State building and organisational management in the UAE needs certain leadership characteristics of senior staff for a sustainable and successful socio-economic development.
- ✓ Expatriate elites and senior staff are important players supporting local ones in the UAE, but they need to be analysed and developed to be able to participate positively. Their characteristics are related to their home country's environments, and not necessarily compatible with the local environment in the UAE, which needs to be considered in the selection and appointment of senior staff.
- ✓ The public administration system in the UAE is not mature enough and still suffers from some impurities, such as wasta and evolving policies.
- ✓ Senior staff working in the UAE need to exhibit and understand the main elements of culture and religion that affect their characteristics. This would help them develop their own understanding and performance.

Interviews also gave another dimension to senior staff characteristics, and confirmed the fact that there is no specific set of characteristics that can

describe a person to be a suitable senior member of staff in any organisation, but depending on the mission and the positions, certain characteristics can be required at varying strengths.

### 5.1.2  Comparison between the Iceberg and Tree Models

The developed model shows clearly some of the facts about expatriates from around the world who decide to migrate to the UAE and reside in it as long as possible, for one main reason, as many parents say: "to bring up our children in this healthy and safe environment". I personally know and have met many expatriates from around the world, from the United States, the UK, Europe, Australia, South Africa, Asian countries, and many other countries, who share the same feeling about the UAE. Parents are the most caring for their children and their own well being and security, and the 'soil' they were brought up in does not suit the majority any more, as compared to that of the UAE.

The study showed that tangible and intangible characteristics evolve from the personal and professional environments, and the person's performance and outcomes are directly run by the quantity and quality of knowledge, skills and aspects of competence that acquired from interacting within these environments. It also showed that geographical movement/s and relocation of a person from one country to another, or even from one environment to a different one, has a direct influence on his evolving characteristics. Though the iceberg model may reflect the extent of tangibility or size of characteristics, the "Tree" metaphor maybe more accurate and is presented as a model that reflects the above, and relates it to education and training in showing how senior staff characteristics, like all human beings, are developed through their life-long and life-wide learning, of which it starts formation in the first half of their lives, and carries developing through the other half of their maturity.

Comparison of the widely used 'iceberg' model presented in section 2.2.5 and the model developed in this study of a 'tree' metaphor, and presented in section 3.3.4 of this study is shown in Table 5.1 below. Both represent senior staff characteristics, but differ in the following:

| | 'Iceberg' Model | 'Tree' Model |
|---|---|---|
| Medium | Water | Organic |
| Elements | Homogeneous | Differentiated |
| Growth | Static | Dynamic: and has a life cycle |
| Environment | Single | Variable |
| Interaction | Limited with other icebergs | Interactive with other trees |

**Table 5.1: Simple comparison between the 'iceberg' and 'tree' models**

Further comparative exploration of senior staff characteristics within the second part of their professional life-cycle includes three different types of leaderships that were analysed for their characteristics. These were spiritual leaders, national leaders and mandarins. The three types of leaders are a reflection of what could be called "ideal characteristics", though the first ones are considered more universal and can be accepted in different parts of the world, while the second one could be argued to belong to a specific location or nation, and the last is on the institutional and organisational levels.

## 5.2 Recommendations for implementation

Many sectors in the country could benefit from this study, such as the education and training systems, public administration and civil service, strategic policy and decision making systems, ambitious employees and members of society, and human resources development system. Here are some of the recommendations that may benefit from the application of the study.

### 5.2.1 Education and Training

There is an urgent need for developing more public education programs for government employees on public administration and reform issues. For senior staff, finding a system for early identification of those who are candidates to become amongst the top tier to be selected as senior staff to serve the government, is important to plan their career and training pathways simultaneously. Therefore, early planning of professional development

programs is essential, which requires the development of policies and an approved set of occupational standards for senior staff positions, and the implementation of assessment programs and qualifications systems.

It is important to distinguish between public and private sector requirements from senior staff. As the understanding and practices in some countries indicate that senior civil servants can lead and manage private organisations with the same efficiency they do within the public administration system. Studies such as that stated in Peters and Jon Pierre (2007)[31] as:

> Questions about the nature of and potential for leadership in a civil service are not settled. One strongly argued case is that civil service leadership remains different from that of business because of constitutional and political contexts (do the not *serve* political leaders?), and that even the most senior civil servants cannot be rated as leaders in terms of the business management literature because they are managers or clerks (Performance and Innovation Unit, 2001; Theakston, 1999). Yet some management studies focus on corporate change across public and private sectors and the types of leader that are associated with different tasks (for example, Stace and Dunphy, 2001). (p. 66)

The above indicates the importance of carefully designing education and training programs that give an insight and direction to those candidates in both the public and private domains to serve one national interest. This can only be successful if a robust education and training system is designed.

The mix of formal, informal and non-formal learning is essential for developing useful learning outcomes and suitable qualifications of senior staff. This would include education and training that includes traditional societies' education through schooling and apprenticeship, as well as learning from exposure to best practices by travel outside to the larger world and work assignments, and other areas such as: how to learn coping with failures, how to deal with resistance to change and conflict management, personality and character – leadership.

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[31] A study by John Halligan on "Leadership and the Senior Service from a Comparative Perspective" which was included in Peters and Jon Pierre (2007, p.66)

A cause of growing concern among the political leadership of the UAE is to preserve the cultural and ethical values and bonds amongst its citizens through reforming educational systems, allowing the improvement and recognition of lifelong learning (LLL) and life wide learning (LWL). The lifelong dimension indicates that the individual learns throughout a life-span and "it includes all learning activities undertaken throughout life with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment related perspective" (Badescu and Saisana, 2008, p. 13). LWL is another dimension of LLL, which includes all learning activities whether formal, non-formal or informal.

It is important to see if the successor generations put as much investment and concern into education as the leader and founder of the country, Sheikh Zayed (GBHS) did, if those responsible over education management also follow the leadership vision. Sheikh Zayed and his successor leadership has laid such a solid foundation, one can be optimistic about the future of the UAE only if such foundation is maintained and sustained by the development and implementation of quality systems, such as the National Qualifications system developed by the National Qualifications Authority (NQA). This system has to find the encouraging and implementing support within the education and training institutions.

### 5.2.2  Public Administration System

Availability of statistical studies and their analysis would show trends of the results of implementing policies, and would help policy makers to re-shape and improve policies. Examples of these studies are given by John Halligan (2007)[32], who stated that:

> Two patterns of senior service can be identified: those that have been modernized within state traditions, and which may continue to be relatively closed and less responsive to major change; and systems that have been receptive to management change and leadership concepts, and have become

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[32] on (Leadership and the Senior Service from a Comparative Perspective) included in Peters and Jon Pierre (2007)

increasingly open. Support for the two patterns might be sought from the tendency to analyse dimensions of senior services in terms of opposing perspectives: centralized and decentralized approaches to leadership development (OECD, 2001), merit versus patronage in recruitment (Peters, 2001), position versus career recruitment (OECD, 1997), dichotomized characteristics of heads of departments and ministries (Rhodes and Weller, 2001), and the two broad conceptions of 'public authority' (based on a distinctive service with rights and privileges) and 'service provision' (based on comparability with the private sector) (Page and Wright, 1999). However, these features of senior services do not necessarily coincide, and the exceptions indicate greater complexity. (P.64)

Implementation Plans for applying the policies required to ensure the model's elements Should be developed within the senior staff levels. These plans should include:

- Well developed career pathways for senior staffing, as "too fast up to the top could cause failure to systems and destructions to people" as mentioned by an interviewee.
- Continuous review and improvement of PA systems.
- Establishment of an office for evaluation and recommendations.
- Developing occupational standards as a reference.
- Developing governance for selection, recruitment, appointment, empowerment, evaluation, professional development, termination and/or reassignment of senior staff
- Continuing to establish and develop organisations related to public administration systems and senior staff assessments.

### 5.2.3  Senior Staff Qualifications

The National Qualifications Framework requires time to mature and to be implemented on all level of employment. In the meanwhile, some organisations can develop competency frameworks (CF) to set the standards for education and training, and for assessments. Competency Frameworks normally consist of three strands: organisational, functional, and people's excellence. Organisational competence teaches the learner about his/her

position in the organisations hierarchy, giving a broader exposure on how to deal with at least two levels above and two below, and an insight of the policies and procedures that govern these relationships. Functional competence, focuses on the person's speciality and field of work, giving him deeper understanding of how to practice his role and apply his qualifications, as well as how to build/ improve/ deal with the work environment/s around him/her. While people's excellence is related to the soft skills to be acquired for self-development and character enhancement, which includes discipline with the self and with others in all aspects such as respecting time, privacy, ethics, protocol, culture, etc.

The National Qualifications Framework's (NQF) descriptors, cover knowledge, skills and aspects of competence, and are developed by the National Qualifications Authority, NQA, contain learning outcomes for all senior levels of employment, allowing designers to designing training programs that meet the learning outcomes of are required. Certificates could then be endorsed by the qualifications authority or similar organisation in the country, such as the National Qualifications Authority in the UAE, and this would add quality and value to these programs and the qualifications awarded. It would guarantee addressing the requirements for the main research question, 'What are the factors associated with "placing the right person in the right post", with specific focus on senior staff in the UAE?'.

Research should extend to determine the attitudes, aptitudes and nationalistic spirit of young Emiratis. All of this should contribute to the development of the minimum occupational standards and qualifications, that are required for an effective and efficient senior staffing that ensures optimal quality of UAE organizations.

### 5.2.4  Improved Senior Staff Professional Practices

Studies on improvements of senior professional practices need to be encouraged and outcomes distributed, to encourage the inclusion of values and idea of the country's leadership and idea of a good civil servant role of the civil service. Also a clear definition of "style" is required that includes

personality and character, communications, dedication, professionalism, reputation, etc.

It is only through educating senior staff that public administration systems and practices can be improved and work environments optimised. Models can be developed to educate and simulate senior staff such as that of cited in Senior and Swailes (2010, p. 240) and shown in Figure 5.2 below, which illustrates the effects of senior staff behaviours related to task and relationships on their followers job and psychological readiness. This model was developed by Hersey and Blanchard's as a theory of situational leadership.
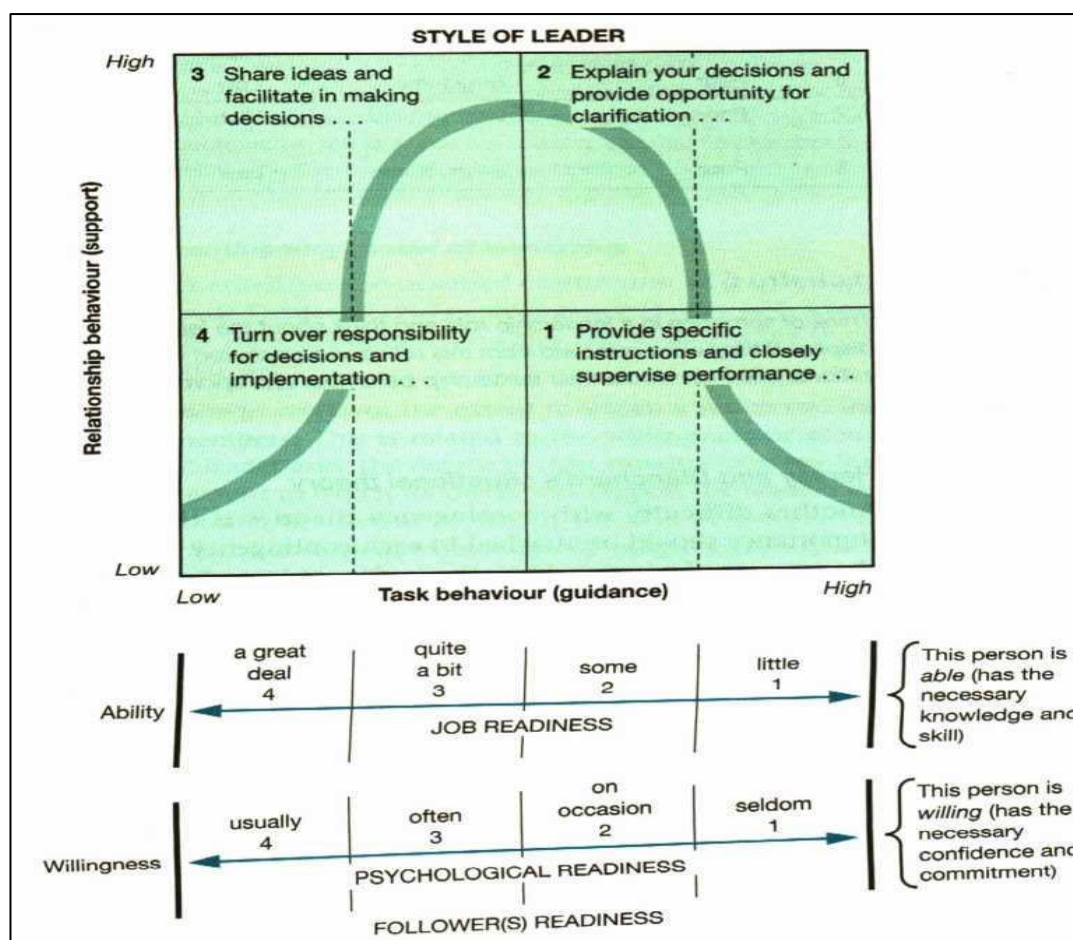


**Figure 5.2: Senior staff behaviours effect on Followers readiness**
**(Senior, 2010, p.240)**

Another aspect of developing local talents for senior positions in the private sector is the application of the UAE Emiratisation Law, which obliges all large private sector organisations to recruit a certain number of Emirati employees

every year. It is an important indicator for companies to abide by the country's law, though a percentage of Emirati employees is not enough, as this needs to be supported by compliance to developing talents and higher success rates with higher satisfaction levels of leaders. Top talents need to be a goal for organisations recruiting systems to find qualified candidates and develop them, measuring performance and keeping employees motivated with rewards and incentives. Learning and development systems must be available for all across organisations, manually and electronically. Strategic, operational and tactical planning is essential for optimum implementation and performance with employee involvement. Linking HR and strategic plans is crucial for manpower utilization and management. Statistical analysis of staff performance would filter top talents and give indications of future senior staff.

Fast-tracking some individuals, who are not yet ready for it, to senior positions can be done through structured programs, without causing derailment of good people by jealous ones by either unintentional or planned methods. This fast-tracking can be done through building skills in temporary appointments and gradually assessing and moving up the ladder.

A healthy public administration system would develop suitable detoxification systems and plans of locals to identify and deal with harmful and intruding thoughts, thus allowing them to better discriminate between constructive and destructive practices, especially with the impact of globalisation and technology onto their lives, and to preserve the local original cultural aspects into their practices and beliefs.

## 5.3    Suggestions for Further Studies

This type of research has been a real challenge to me in keeping my views unbiased and to make my comparisons of senior staff characteristics against more universal models rather than examples I've personally known. I have always kept in mind Williams (2012, p. 28) statement that

> When a researcher analyses "others", there is an inferred comparison with a
> home culture that is often assumed to represent the norm and to be morally
> correct. An important ethical and methodological lesson from anthropology is

that comparative methodology, and analytical assumptions, need to be made explicit. Otherwise studies simply become a collection of value-judgements"

There is a need to encourage and facilitate public administration studies specifically addressing the UAE system, its culture and its challenges, developing models that would apply to this country, and that would support the leadership in the selection and appointment of the right senior staff, and guide the latter achieve their duties they owe this country in the most professional and efficient ways.

From the structural side, many areas need to be theoretically researched, such as: public administration and political systems, where theories of the state can be explored and developed, the kinds of public administration systems needed and suitable for this country and other countries in the region, relationships between shari'ah and modern public administration systems in the Arab and Muslim countries.

From a civil service side, deductive studies that take Western and East Asian countries' policies and systems into consideration, such as Singapore, are relevant to developing policies suitable for the country, and developing career pathways for employees at different levels.

To improve the quality of education and training, there is a need to define learning outcomes required for each occupation by organisations, and preferably following unified standards and formats such as those developed by the National Qualifications Authority. These Occupational Standards are defined by subject matter experts from different industrial sectors, and accordingly curriculum is developed to achieve these learning outcomes at different levels of employment.

Another important area that needs exploring related to senior staff characteristics is gender issues in the Arab world. Analytical studies of both sexes leadership styles such as that presented by Yaseen's (2010, p.63) study, in which the findings:

> demonstrate that women in the Arab world exceed men on four transformational scales: the attributes version of idealized influence,

inspirational motivation, intellectual stimulation, and individualized consideration. Arab men exceed Arab women on two transactional scales: management by exception passive and management by exception active, whereas women exceed men on contingent rewards. Laissez-faire leadership style goes to Arab men.

Interviews and observations on related subjects can be expanded to include larger interviewees sample from the public of different ages and backgrounds, not only employees, and this would add more substance and validity to the results. For example, an interview guide could be designed around a employees at two levels of senior employment in two separate organisations (A and B) as shown in Figure 5.3 below. Local (L) and expatriate (E) employees are interviewed to analyse their relationships with other Local and Expatriate employees at two different levels and within the same organisation or within two separate organisations. This would give us 30 different types of inter- and intra-relations within and in-between organisations and their staff, as indicated by the arrows in the Figure. The study would be focused to find the qualities needed in staff to ensure health working environment.

The figure below shows a number of relationships within and across 2 levels of employment within and across two organisations (A and B). Locals (L) and Expatriates (E). The correlation would lead to an understating of some of the differences in organisational cultures within and in-between local and foreign organisations. Cultural differences within organisations have shown some negative effects as researched by (Branine, 1995, p. 12) when he discussed the subject of "Expatriates' failure to complete assignments abroad". This subject seem to be an interesting field to be researched, and would be one of the key areas to be discussed in the thesis.
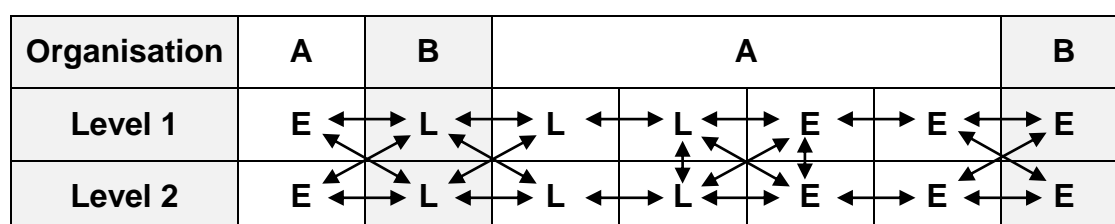
| Organisation | A | B | A | | | | B |
|---|---|---|---|---|---|---|---|
| Level 1 | E | L | L | L | E | E | E |
| Level 2 | E | L | L | L | E | E | E |

**Figure 5.3: Proposed correlation study for further research**

Other challenges that require analysis is the challenges that local employees face while working in foreign companies, as Oltra et al. (2012) explained:

> analysing justice in global working conditions. In addition to gender and race as popular criteria to identify disadvantaged groups in organizations, in multinational corporations (MNCs) local employees (i.e. host country nationals (HCNs) working in foreign subsidiaries) deserve special attention. Their working conditions are often substantially worse than those of expatriates (i.e. parent country nationals temporarily assigned to a foreign subsidiary).

Citizenship issues in the UAE is another subject for further study, as it would look into areas identified by Tan (2007) that Singapore is providing: "The government does but providing strong political leadership for its citizens whose duty is to support the leadership (Koh and Ooi, 2002)" (p. 29). From the UAE perspective, with the expected rapid industrialization in the early part of the 21st century, one wonders if the widespread use of new forms of science and technology, increasing use of English, and exposure to western values which is perceived to emphasize the individual over the community, would result in 'de-culturing' the UAE and affecting its future senior staff.

## 5.4  Conclusive Summary

The study has been an academic research discovery voyage aimed at exploring the optimum characteristics of senior staff, who make the most vital element of public administration systems in any country. It started in *Chapter One* with an overview of the United Arab Emirates and more detailed presentation of the study's aims, objectives, design, approach and methodology. Then moved into *Chapter two* giving more informative discussion state building processes, with specific discussion on elements related to UAE organisations, and the roles of senior staff and some of the challenges facing the country in this subject. In *Chapter Three*, profiling and comparative analysis techniques are used to extract the ideal senior staff characteristics, and to construct the "tree" model that represents how characteristics are developed and influence not only the individual but organisations and the society at large. *Chapter Four* then complements the

findings of theoretical research of the first three chapters, by presenting the views of senior staff and elites, which puts together the earlier findings into a more clear-cut classification of the required senior staff characteristics according to position or mission, and puts together the suggestions of elites for further study on the subject.

The study is designed to move the reader between varieties of environments of reading, keeping the voyage interesting yet interconnected from one chapter to the next. Literature from different related areas was reviewed, with a touch of Arabic and Islamic cultures and beliefs that enriches the study and directs it to more relevance towards senior staff working in the United Arab Emirates, without limiting the universal message that the study carries. Comparative analysis of Western and Eastern societies are explored, showing some of the challenges people may face when moving from one country to another depending of their societal structures and differences.

Recommendations and suggestions presented in this chapter, as well as the developed metaphor of the "tree" shows that studying tangible and intangible characteristics of senior staff is quite a wide area and more complicated than it may seem. The study challenges the more spread use of the "iceberg" model that is more widely used in literature. No other studies were found that indicate the tree as a metaphor or model to represent characteristics, which gives this study the unique development of the tree metaphor.

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# APPENDICES

**APPENDIX (1): UAE National Public Administration Profiles**

(source: UNPAN - United Nations Public Administration Network)[33]

**UNITED ARAB EMIRATES (U.A.E)**

**Size**: 84.000 square kilometres

**Population**: *3 million*

**GNP per capita**: *17,360 US $ (1997)*

## I- GENERAL STRUCTURE OF PUBLIC ADMINISTRATION

### 1.1- THE STATE AND ITS CONSTITUTIONAL BASIS

The United Arab Emirates comprises seven emirates: Abu Dhabi, Dubai, Sharjah, Um Elquin, Al Fujairah, Ajrnan and Ras El Kheima. The Federation came into effect in December 1971. Before that, the seven emirates were ruled independently. The Constitution issued in July 1971 interprets the nature of the political and administrative system, as well as the distribution of authority between the judiciary, legislative and executive bodies.

### 1.1.1- The federal government

Article (120) of the Constitution stipulates that the Federation is empowered with legislative and executive authorities in the following areas:

– Foreign affairs
– Defense and federal armed forces
– Education and health
– Federation finance, taxes, customs and loans
– Postal, telecommunications, roads, electricity services, etc.
– Money and currency
– Federation nationality, residency, passports and naturalization

As for the powers and authorities of the Federation, the following bodies are recognized by the Constitution:

*i- The Supreme Council of the Federation* (SC) is the highest authority in the Federation. It is constituted of their Highnesses the Rulers of the seven emirates. The Council is responsible for the formulation of the public policy of the Federation, the ratification of federal laws and decrees, international agreements and tackling higher control affairs, etc.

ii- *The President and his Deputy.* The SC selects the President and his deputy from the members of the Council. The President has the authority to appoint the ministers and diplomatic representatives and supervises the enactment of laws, decrees and federal decisions.

iii- *The Cabinet* is the executive body of the Federation and is responsible for foreign and internal affairs in accordance with the Constitution and federal laws.

iv- *The National Federal Council* (NFC) is constituted of the representatives of the emirates, and each emirate has the right to nominate its own

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[33] http://unpan1.un.org/intradoc/groups/public/documents/un/unpan000199.pdf

representatives. The NFC is responsible for reviewing drafts of federal laws and international agreements and discussing the public issues that concerns the Federation.

v- *The Federal Judiciary System*. According to the Constitution, a high court is established in addition to preliminary federal courts. The Higher Federal Court is empowered to adjudicate on conflicts between the emirates or between the federal government and the emirates. Moreover, it is also authorized to see whether laws, legislation and by-laws are constitutional, to interpret the Constitution and to question ministers and top civil servants.

In addition to the above-mentioned bodies, there are several public corporations and specialized units established to work within the federal framework.

### 1.1.2- The local government

According to the Constitution, the emirates have full authority over their territories, i.e., maintaining law and order, provision of public services, development of social and economic standards within the emirate, enforcement of local ordinances, etc.

The general structure of public administration has been intact since its formulation in 1971. No drastic changes have been introduced in the past or are expected in the near future.

## II- THE LEGAL DIMENSION OF PUBLIC ADMINISTRATION

### 2.1.1- LEGAL BASIS

The legal system, as well as the public administration system, is characterized by stability through a long period of time. This is actually an advantage because it gives adequate time for implementation and thus discovering the loopholes in the system.

### 2.1.2- PUBLIC BIDDING PRACTICES AND PROCEDURES

Public bidding in procurement and public works is organized by the Ministry of Finance and Industry (MOFI) and the Permanent Projects Committee (Ministry of Planning). The bidding procedures are established by the directives and decisions of the MOFI.

### 2.1.3- LEGAL SYSTEM PROTECTING THE CITIZENS AGAINST THE DECISIONS TAKEN BY PUBLIC AUTHORITIES

The citizens can legally dispute the decisions taken by public administration authorities either by complaining to the Chairperson of the organization in which the dispute has taken place or by adjudication.

As said earlier, the system is fairly stable and no changes are expected in the foreseeable future.

## III- CIVIL SERVICE

### 3.1- CURRENT SITUATION

The federal government structure comprises a set of ministries, public corporations, authorities and agencies. **The Civil Service Council (CSC)** is the technical arm of the Cabinet that caters for the development of the civil

service, productivity within governmental organizations and follow-up the executive units in carrying out their stipulated duties. Also the CSC ensures that the *Civil Service Law* is adhered to by the different governmental units.

### 3.1.1- Basic statistics

– In 1998, the total number of employees in the different ministries who work for the federal government stood at 58,680, excluding the armed forces, i.e., Ministry of Defense and Ministry of Interior.
– 61,4 % of the total number of employees work for the Ministry of Education and Youth.
– The females in the civil service were 27,302 compared to males whose total number was 31,378.
– The percentage of the civil service employees to the total population is about 2.5%.

### 3.1.2- Categories

The Civil Service Law (No. 8/1973) regulates the different aspects of employees' service. The civil service posts are classified into four groups, and each scale is divided into grades, the total of which is fourteen. These are as follows:

**Group 1**: *The top management*, which includes the post of Under-Secretary and two other grades (1 and 2) reserved for the Directors of departments.

**Group II**: *High posts,* which are filled by university graduates. The group is divided into four grades (1-4).

**Group III**: *Middle posts*, which are filled by employees with secondary school or higher institutes (post-secondary) qualifications. The group is divided into four grades (1-4).

**Group IV**: *Workers and laborers*. The group is divided into four grades (1-4).

The Civil Service Law is applied for the federal government civil servants. The armed forces (Ministry of Defense and Ministry of Interior) as well as those who work under special laws are excluded from the Civil Service Law. Moreover, temporary employees (i.e., expatriates) are employed on a contract basis.

### 3.1.3- Recruitment, selection and promotion

Recruitment and selection of civil servants is subject to **competition**. After an advertisement for a vacant post, *interviews* and/or *tests* are usually conducted for the applicants to select a suitable candidate. The selected candidates (except those in group 1) usually go through a six month probationary period before their final appointment.

According to the Civil Service Law, employees in groups II and III are promoted by seniority. However, 25% of them could be promoted by efficiency criteria.

### 3.1.4- Retirement and pensions

Retirement age is 60 years. It is extendable for five more years with the approval of the Cabinet. The employees are covered with a pension scheme,

except the expatriates, who are entitled to a gratuit commensurate to their period of service.

## 3.2- DEVELOPMENTS IN PROGRESS

As for the *reform and modernization of the civil service*, special attention has been given to the efficiency and effectiveness of governmental units. Some of the achievements in this context are:

− Reorganization of the structures of all the ministries and government units;
− Designing and implementing a job description and classification scheme for the civil service;
− Establishment of Administrative Development Units in the federal ministries to cater for the improvement of systems and procedures, as well as employers' training and development.
− Establishment of the Pensions Authority to assume the responsibility for administering employees pensions.
− The Civil Service Law is currently under review and a new one that accommodates the changing factors is underway.
− Currently, the attention is focused on excellence and quality service in public organizations in order to design comprehensive programmes for that purpose.
− Introduction of information technology in civil service organizations.

## IV- CIVIL SOCIETY CONFRONTING PUBLIC ADMINISTRATION

### 4.1- Public opinion polls

Though public opinion polls are not a common practice in UAE, the media usually tackles the problems and issues of public administration. Public opinion, which is highlighted through the media, is mostly taken care of by the concerned organizations.

### 4.2- Place and role of non-governmental organizations (NGOs)

There are many NGOs working in UAE. They can be classified as follows:

1. Professional societies and associations, such as teachers, engineers, doctors, etc.;
2. Charitable societies;
3. Women societies;
4. Youth societies;
5. Sports clubs and associations;
6. Social and cultural clubs.

All the NGOs are supposed to work under the supervision of the **Ministry of Labor and Social Affairs,** which is entrusted with the implementation of the by-laws that governs the work of NGOs. The *General Authority for Sport and Youth* is partially responsible for the clubs and associations working in the field of youth and sports.

"*Human Rights" issues* are catered for by the Constitution and by-laws. There is also a unit in *Dubai Police General Headquarters* responsible for advocating the problems concerning violations of human rights.

## V- ETHICS AND THE PUBLIC SERVICE

## 5.1- LEGAL BASIS

Civil servants are required to abide by the Civil Service Law, as well as the by-laws and regulations that streamline their conduct while carrying out their duties. Chapter (7) of the Civil Service Law states clearly the required and prohibited official behavior of the civil servant. For those who fail to abide by that, disciplinary measures will be undertaken. Depending on the misconduct, the disciplinary measures could be taken internally within the governmental unit or referred to the court if the conduct is considered a crime by the penal code.

## 5.2- REPUTATION OF THE CIVIL SERVICE WITH REGARD TO HONESTY

The reputation of the civil service in the media, with regard to honesty and transparency, seems satisfactory. In fact, it is rare to hear an outcry from the public about corruption or dishonesty.

## 5.3- LEGAL GUARANTEES OF THE CIVIL SERVANTS "NEUTRAL ROLE"

As for the political system, political parties do not exist. Hence, neutrality of the civil service with regard to changes is out of the question because full support to such changes is required from public administration.

## 5.4- ADMINISTRATIVE SYSTEM OF ACCOUNTABILITY AND CONTROL

Accountability and control actually exist within the different levels of public administration. At the higher level, the **Supreme Council of the Federation** has the overall control of the Federation affairs. The **National Federal Council (NFC)** can also discuss and evaluate the performance of the executive system. The **State's Audit Institution**, which reports to the NFC, is responsible for reviewing the administrative and financial performance of the federal government organizations. Moreover, within each organization, accountability is well established throughout the levels of the organizational structure.

## VI- MANAGEMENT AND GOOD GOVERNANCE

## 6.1- IMPORTANCE OF THE USE OF MANAGEMENT INFORMATION TECHNIQUES

*Computers* are used frequently in most of the governmental units. Their usage covers planning and a wide area of government operations. However, computers are used constantly in everyday administrative operations like accounting, inventories, storage, personnel administration, etc. The most commonly used ICT's include computer linking, multimedia and Internet. The **General Information Authority** was established to promote the introduction of computers within government organizations and to provide the necessary advice and help.

## 6.2- INTRODUCTION OF MARKET-ORIENTED PROCEDURES

Though the government is providing most of the services to citizens at reduced rates, a **privatization** trend is gaining momentum. Public corporations that are run on economic bases are established on gradual bases, and some services, like health, are under consideration. The

government is currently focusing on the efficiency and effectiveness of public administration. There are ongoing discussions about excellence and *total quality management* concepts and how those concepts could be adopted by public administration.

## VII- SENSITIVE BRANCHES OF PUBLIC ADMINISTRATION

### 71- Higher Education

The **Ministry of Higher Education and Scientific Research (MHESR)** is responsible for planning higher education and research in UAE, as well as for licensing and supervising private higher education institutions. MHESR also implements the policies of higher education approved by the Cabinet. Both government and private higher education institutions are operating in UAE.

The scale of higher education institutions is not large, and a close supervision is followed by (MHESR). Accordingly, the results in general are quite satisfactory.

### 7.2- SOCIAL POLICIES:

The **Ministry of Labor and Social Affairs (MLSA)** is responsible for carrying all aspects of social affairs, including recommending social policies and plans for social development, implementation and evaluation of those policies and plans. In addition, the MLSA supports and supervises the activities of the NGOs.

The government is actually investing heavily in the field of social development whether through community development or community organization programmes. The outcome of those policies thus far is to a great extent satisfactory.

### 7.3- ENVIRONMENT

The **Federal Environmental Agency (FEA)** is responsible for the protection and enhancement of the environment in UAE through formulating and implementing the required policies and plans. This, in fact, covers all aspects of the environment. The FEA carefully supervises the plans and activities of the different institutions, makes the necessary coordination and prevents any negative activities that may harm the environment. Though the FEA was established recently, it has accomplished a lot in the field of environment protection. With regard to future changes in the above-mentioned issues, periodic reviews are usually carried out by the concerned parties and changes are introduced whenever necessary.

## VIII- GLOBALIZATION

The public administration has already started adapting itself to the economic globalization needs. The UAE is a **member of the WTO**, and accordingly laws and regulations had been reviewed in order to abide by the terms and conditions of the WTO.

Though the current law **encourages foreign investments** and allows the activities of transnational companies, there is a continuous review of those laws to remove obstacles encountered by foreign investors. In addition, *free zones* have been established to attract foreign investment, and *laws have*

*been passed* to convert Dubai to a prestigious e-commerce city. Arrangements have already been made to establish *Securities Market* in UAE.

**Privatization** is gaining momentum, and a review of public services is under consideration. Some services, like electricity and water in Abu Dhabi Emirate, have already been privatized. Others, like Etisalat (Telecommunications), are run as public corporations on a commercial basis. Health services are also under study.

A **new strategy for education** has been adopted. Within the next 20 years, the strategy will address all the obstacles of education, reshape the education system and try to ensure that the output of the education process suits the needs of globalization.

Equally, training systems and policies have been reviewed by the concerned parties. Excellence, creativity, re-engineering, total quality management and similar concepts have been introduced in the training programmes. *Competition between organizations* (both public and private) for quality awards has been introduced. Special attention is also being given to preparatory *training programmes for university and school lawyers* in order to qualify for organizations' new intake.

Moreover, to ensure the adoption of *information technology,* the **General Information Authority** has been established. The GIA is responsible for facilitating the introduction of information technology in the government organizations by giving advice and training employees.

UAE is a **member of Gulf Co-operation Council Countries**, an alliance that caters for the integration and coordination between the six member states. UAE is also a member of the Arab League.

## IX- THE MOST IMPORTANT CHALLENGE

**Efficiency and effectiveness** are considered the most important challenge of public administration in UAE. Some of the issues are summarized as follows:

- The question of "*emiratization*" of labour, through increasing the ratio of nationals to expatriates without jeopardizing efficiency and effectiveness.
- Reducing the burden of public services rendered by public administration through privatization or by levying the cost wholly or partially on the public. The problem is how to enforce it without pain, i.e., making it palatable.
- How to attain excellence and quality service in public organizations.
- Resizing bureaucracy to cut down cost in an environment that considers the nationals' employment to be the sole responsibility of the government.

The public administration is addressing these issues by designing comprehensive programmes that cater for the different components.

## APPENDIX (2): Sample HRM Laws

RELEVANT ARTICLES[34] from Dubai Human Resources Management Law No. (27) of the year 2006 issued by the Ruler of Dubai, AND Law No. (14) of 2010 Amending certain provisions of the Government of Dubai Human Resources Management Law No. (27) 2006.

### Article (3)
This law shall apply to all civilian employees of dubai government, whether nationals or expatriates.

### Article (5)
Organizational units in each department are responsible to comprehend the human resources policies, and apply them fairly and consistently among employees in order to create a performance-driven and progressive culture. They should refer to the hrd for interpretation of the law provisions.

### Article (6)
Departments must promote a healthy and safe working environment where both organizational and individual objectives can be achieved. Departments should strive to create a working environment that:
1. values individual differences and cultural diversity of employees.
2. provides equal development opportunities based on performance-related feedback.
3. seeks staff input in providing suggestions for the development of objectives and improvement of services.
4. is fair, equitable and safe.
5. is free from harassment and discrimination.
6. is supportive and motivates staff to present and adopt creative ideas.

### Article (7)
Employees must comply with the standards of ethical conduct as stipulated and required in their jobs. Specifically, employees shall:
1. observe all rules, regulations, decisions and instructions related to the performance of their official duties.
2. behave in a manner that maintains and enhances the reputation and professional standing of dubai government in general, and their department in particular.
3. perform their duties with care, diligence, professionalism, and integrity.
4. strive for the highest ethical standards, not just the minimum required to meet legal or procedural requirements.
5. treat colleagues with courtesy and be sensitive to their rights and duties.
6. deliver outstanding quality services to customers (internal and external alike), and adopt a friendly and helpful attitude in dealing with the public.
7. avoid waste, or the extravagant use of public resources.
8. not take, or seek to take improper advantage of any official information acquired in the course of official duties.

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[34] Source:

## Article (8)
1. employees must fully comply with the laws effective in the country.
2. any employee who commits an offence shall be subject to disciplinary actions, in addition to any penalties or procedures applied by other laws.
3. employees shall not use their positions or relationships established in the course of their duty to inappropriately influence or interfere with action being contemplated by the internal or external investigation authorities.

## Article (9)
1. employees must not, at any time during or after their employment, divulge any confidential – by nature or pursuant to directions issued – oral or written information relating to the department or any other department under the government of dubai, without prior written authority.
2. the above "information" includes – but is not limited to – any letters, maps, reports, drawings, presentations, specifications, forms, licenses, agreements, or any other type of information that belongs to any of dubai government departments.
3. upon termination of employment, the employee shall return immediately all documents, papers, files, materials, tapes, disks, programs or other property (whether containing confidential information or not) which belong to his/her department, or to any of dubai government departments.
4. for the purpose of this article, all employees shall sign a non-discloser and confidentiality undertaking agreement.

## Article (10)
Dubai government departments must serve the public in a professional manner satisfying the needs of their customers through establishing high professional relations with them. Accordingly, employees shall:
1. exert all efforts to serve the public to the best of their ability and in accordance with the standards and procedures outlined by the government.
2. not involve themselves in any promotional activity related to customers and remain impartial in their dealings with the public.
3. wear any uniform and name badges required by the department during the official duty hours.
4. refuse any attempt by a customer or supplier offering inducements or other personal benefits in exchange for favours or special treatment, and report such attempts to the proper authorities at the department.

## Article (11)
1. Governed by the effective laws that incriminate the acceptance or paying of bribes, government employees shall avoid all types or form of corruption or bribery.
2. Under this law, the bribe involves giving a payment or providing a service or any giving of either commercial or moral value to a public employee in order to pervert the course of business by taking improper or illegal action, or to enable or speed up a process that government employees are required to perform as part of their work.
3. Government departments shall investigate all suspected or reported cases of bribery. If an official investigation confirms that an employee has paid, received or asked for a bribe, he/she shall be referred to the judicial

authorities as well as being subjected to the appropriate disciplinary actions.

4. It is strictly forbidden to accept any material gifts except for those of a symbolic or promotional nature that bear the logo and name of the presenting party.
5. Departments should identify and publish a unit that may exclusively accept gifts on its behalf. These gifts would then be distributed within the department at management's discretion.
6. Giving gifts to an external party can only be in the name of the department and would be exclusively done by the unit it designates.

## Article (12)
Employees should not be involved in any political activity while in employment with the government unless prior written approval of the concerned authorities has been obtained.


## Article (13)
All government employees must avoid, while carrying out their duties, any conflict of interest between their private activities and government interests and operations. They shall not place themselves in any position where allegations of conflict of interest could be made.
In specific, they should not:
1. involve themselves in any official process or decision that would directly or indirectly influence the success of a contractor, supplier, or any other business venture owned by them or their relatives to the 4th degree of family relationship.
2. participate in a decision that may result in the granting of a land or a license to any of their relatives (from the 1st till the 4th degree of family relationship).
3. involve themselves in any official process or decision that would directly or indirectly influence the success of a contractor, supplier, or any other business venture in which the employee has a partnership and that might lead to acquiring direct or indirect benefit.
4. misuse their position, or leak information gained through their association with the government, to achieve specific goals or to obtain favours or privileged treatment.

## Article (14)
1. expatriate employee are not allowed to be employed by others, on a paid or an unpaid basis, or to own any share in any establishment – except for public listed companies -without the prior written consent of their department.
2. national employee are allowed full or partial ownership or management of companies, as well as employment in other organizations.
3. employees' work or ownership in other companies is subject to the following conditions:
    • it is performed outside their official working hours,
    • it does not negatively affect their contribution to their government job or on their department interests and/or objectives.

- it is strictly not related, in any form or shape, to their official position and should not affect it or be affected by it.

## Article (15)
To ensure that the best services are provided to the public, government should base their internal and external policy on the principles of responsibility, efficiency, transparency, and partnership

## Article (16)
Government departments should openly communicate their strategy, objectives, needs and expectations to all employees and ensure that communication on operational issues is a two way process where staff are encouraged to effectively participate in operational decisions.
Accordingly, each department is required to clearly announce its own communication policy and guidelines namely: publications, notice boards, electronic announcements and mails, team meetings, periodical meetings, and other communication channels.

## Article (17)
1. departments should handle its external communication with the media or international bodies in accordance with their internal regulations and in line with the policies and guidelines set by the government in this regard.
2. employees who are assigned as a spokesperson are required to project a high professional image of their department.

## Article (18)
1. each department is to designate a spokesperson to handle media statements related to its strategy, activities and operations.
2. employees shall withhold from making any public comments or statements to the media or other bodies on issues pertaining to policies and programs of their department that might cause harm to the department. In particular, employees should avoid make any:
   - negative comments about policies and programs of their department in which they were involved in developing or implementing.
   - negative opinion or conclusions about the department policies in their official capacity.
   - negative comments or statements about senior management of the department.
3. departments should encourage and provide internal platforms where employees can participate in giving feedback about operational plans and processes.

## Article (23)
During business hours, employees shall present a professional, clean and neat appearance according to the requirements of their position.

## Article (27)
Each department should develop its organizational structure in line with its objectives and requirements. Organizational structure and any amendments on it thereafter must be approved by the executive council.

## Article (29)
The director general, or whomever he authorizes, has the authority to make any amendments to the approved annual manpower budget in terms of

addition, deletion or transfer of allocations between positions as long as these amendments are within the approved budget ceiling.

## Article (35)
Depending on the work requirements and needs, the director general may, in special cases determined by him, appoint persons with outstanding skills, high qualifications and special expertise only to band 4 posts with the same benefits and terms of employment stipulated in this law. Such employees shall be granted an "outstanding skills allowance" not exceeding fifty percent (50%) of the basic salary.

## Article (37)
1. to be appointed to a government job, employees must posses the required qualification, experience, competencies, and/or skills that are required for the job.
1. recruitment and selection of staff should be conducted on fair and equitable terms whilst maintaining the national and social obligations towards employing uae nationals. Expatriate candidates shall be considered only where no uae national candidates are available or suitable for the post.

## Article (38)

1. departments must make every effort to employ uae nationals with special needs in positions appropriate to their physical needs and capabilities.
2. Each department employing staff with special needs, must provide them with the appropriate means to perform their duties and equip their workplace to suit their needs.

## Article (39)
Prerequisites and conditions for employment in any of department positions:
1. to be of good behavior/conduct
2. to be 18 years of age or older
3. to posses the required qualifications for the job
4. to pass all required tests in relation to the position
5. to be medically fit
6. to not have been convicted for a crime, felony or misdemeanor prejudicial to honor or honesty unless pardoned by the appropriate authority or rehabilitated as per the law.
7. To not have been dismissed in the last year from their previous employment for work-related disciplinary reasons or due to a final legal judgment in a crime not prejudicial to honor and honesty.

## Article (41)
The authority in charge of appointment of employees in the department shall be as follows:
1. chairman of the executive council: appointment of executive directors;
2. director general: appointment to posts in band 5;
3. Director general or his authorized representative upon recommendation of the director of the human resources department: appointment to posts in band 4 and below.

**Article (42)**

a. UAE nationals shall be given priority when filling vacant posts in any department, particularly managerial and supervisory posts, whether by way of new appointments, promotion or transfer of employees, provided that they satisfy the requirements of such posts. They may also be provided with supplementary training if necessary.

b. departments must develop plans for emiratisation and expatriate replacement, as well as programmes for qualifying uae nationals, provided that such plans are submitted to the human resources department for approval.

c. In accordance with approved emiratisation and expatriate replacement plans, the department may terminate the service of an expatriate employee in order to appoint a uae national in his post provided that the department gives such expatriate a termination notice of at least two (2) months prior to termination in case of employees of band 4 and above, one (1) month prior to termination in case of employees of band 3 and below, or else in accordance with the notice period stipulated by the employment contract, whichever is longer. Without prejudice to any other rights of the employee, in case of immediate termination of service, the department may pay the employee the Total salary for the notice period stipulated in this clause.

## APPENDIX (3): Descriptions of Leadership Competencies

Used By the Centre of Excellence of Abu Dhabi Government

|   | Leadership Competency | Description |
|---|---|---|
| 1 | Teamwork (Compassion) | • Involves and consult others<br>• Builds partnerships, connects across entities if helpful<br>• Displays empathy towards others |
| 2 | Communication (Coherence & Communication) | • Communicates clearly and precisely (verbal and written form)<br>• Provides accurate information |
| 3 | Performance Orientation (Courage) | • Delivers tangible results/ action management<br>• Takes economic implications into account<br>• Demonstrates "can-do" attitude |
| 4 | Creativity/ Innovation | • Dares to take risks<br>• Drives government change initiatives<br>• Generates innovative approaches |
| 5 | Problem Solving/ Decision Making | • Analyses complex problems effectively<br>• Develops practical solutions<br>• Acts decisively, based on sound judgment |
| 6 | People Management (Leadership) | • Builds diverse teams<br>• Coaches and motivates<br>• Delegates effectively<br>• Gives and receives feedback |
| 7 | Strategic Thinking (Systems Thinking/ Agility) | • Conducts strategic, medium and long term planning and visioning<br>• Displays political savvy<br>• Considers broader context (eg, other entities, society, etc) |
| 8 | Living The Values | • Takes accountability for results and encourages personal accountability in others<br>• Shows credibility and reliability<br>• Acts according to Abu Dhabi Government's values |
| 9 | Customer Focus | • Foresees customer needs and acts accordingly<br>• Manages internal and external customer relationships effectively |
| 10 | Self Management | • Displays resilience and flexibility in the face of obstacles<br>• Demonstrates self-reflection<br>• Pursues personal development and learns from experience |
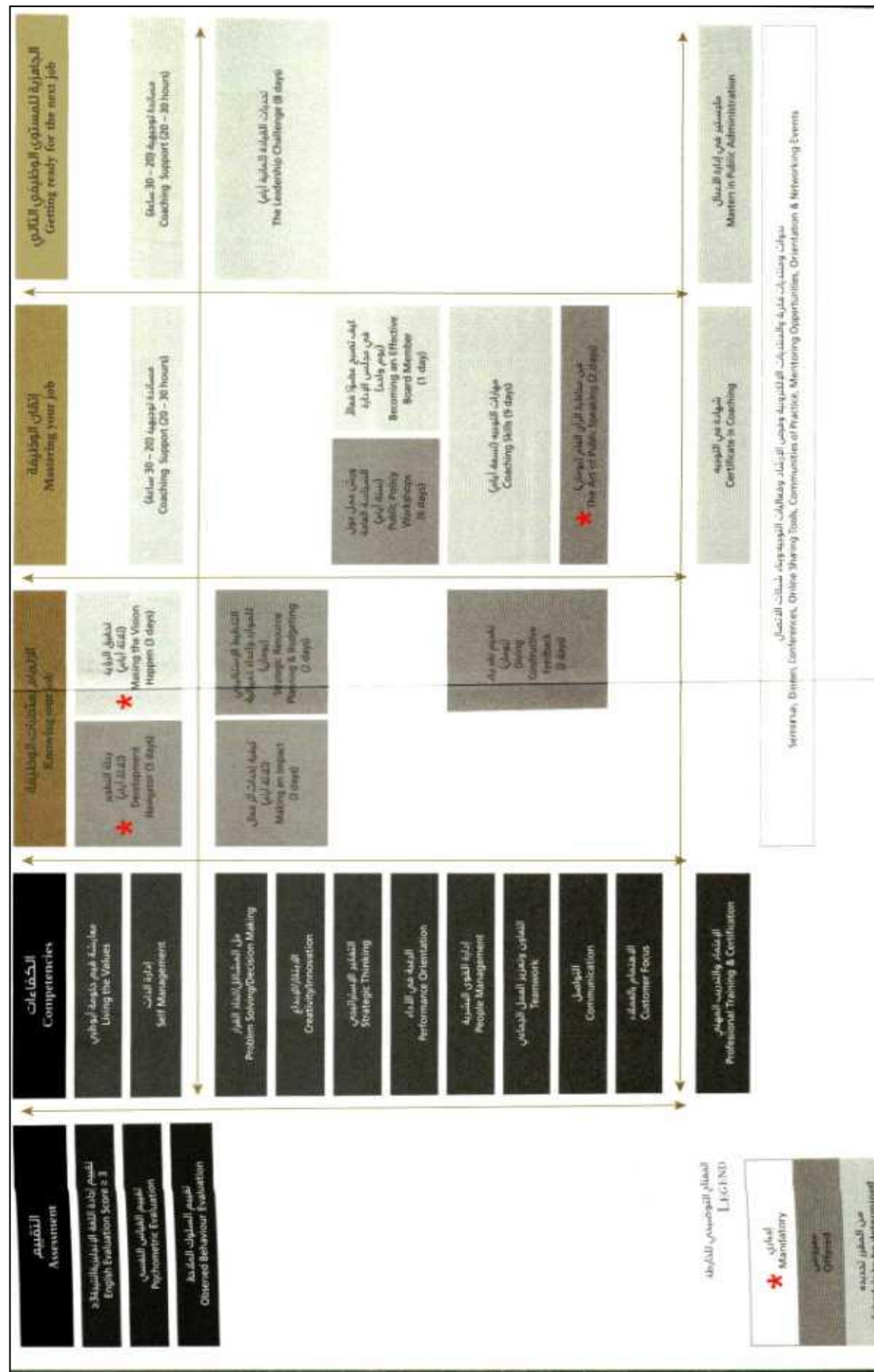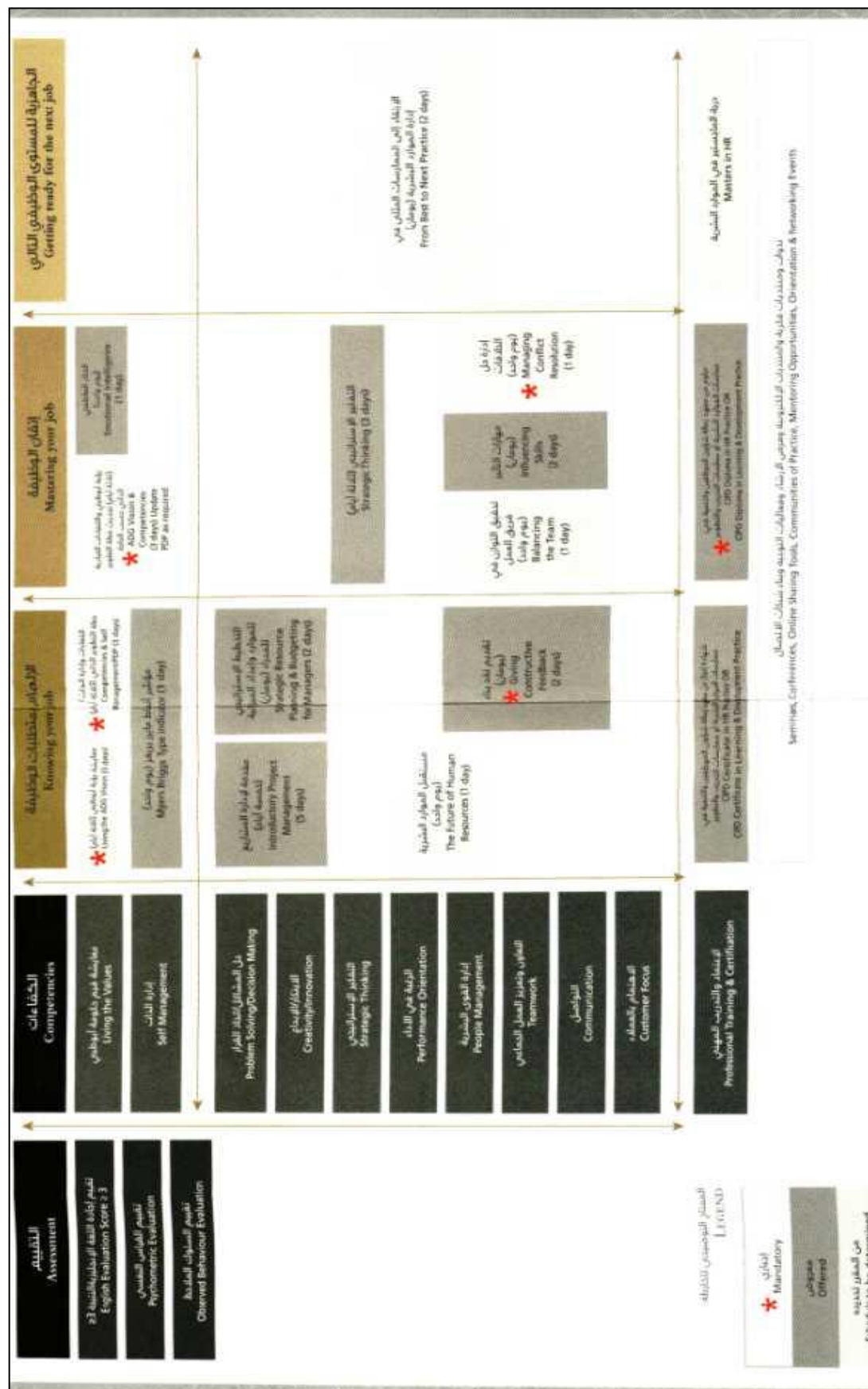
# APPENDIX (5): Indicative Examples of Titles and Principal Qualifications

Source: QFE*mirates* handbook (2012, p. 174)

| Responsibility National Qualifications Authority | | Responsibility Accreditation/awarding body to develop such titles to be recognised by the NQA |
|---|---|---|
| **Generic Principal Qualification titles** | | **Specific Principal Qualification titles** *(indicative only)* |
| 10 | Doctoral | Doctorate of Philosophy (PhD) in Information, Communication and the Social Sciences |
| | | Doctorate of Engineering in Steel Technology |
| 9 | Master | Master of Business Administration |
| | | Master of Science in Engineering (MSE) |
| | Applied Master | Applied Master of Accountancy |
| 8 | Postgraduate Diploma | Postgraduate Diploma of Biomedical Engineering |
| | Applied Graduate Diploma | Applied Graduate Diploma of Plant Operations (power) |
| 7 | Bachelor | Bachelor of Civil Engineering |
| | | Bachelor of Business Administration |
| | | Bachelor of Science in Biology |
| | | Bachelor of Arts in Arabic Language and Literature |
| | Applied Bachelor | Applied Bachelor of Computer Engineering |
| 6 | Higher Diploma | Higher Diploma in Computer Technology |
| | | Higher Diploma in Applied Science |
| | Advanced Diploma | Advanced Diploma in Refrigeration and Air Conditioning |
| | | Advanced Diploma in Manufacturing Technology Processes |
| 5 | Associate Degree | Associate Degree in Science |
| | | Associate Degree in Health Services |
| | Diploma | Diploma in Health Services Administration |
| | | Diploma in Tourism Management |
| 4 | Certificate 4 | Certificate 4 in Logistics (warehousing) |
| | | Certificate 4 in Hospitality (food & beverage) |
| | | Certificate 4 in Food Recognition and Handling |
| | | Certificate 4 in Automation Control Technologies |
| | Secondary School Certificate (G 12) | ▪ General– streamed in Science, or Arts ▪ Commercial ▪ Technical *(as determined by the Minister of Education)* |
| 3 | Certificate 3 | Certificate 3 in Logistics (transport) |
| | | Certificate 3 in Hospitality (food hygiene) |
| 2 | Certificate 2 | Certificate 2 in Hospitality (kitchen operations) |
| 1 | Certificate 1 | Certificate 1 in Career Start |

**APPENDIX (6): Industry Sectors and Subsectors Codes**

Source: QFEmirates handbook (2012, p.161)

| No | Code | Sector classification | Code | Sub-sector category |
|----|------|----------------------|------|---------------------|
| 1 | A | Government services and public administration | A15 | Defence forces |
| | | | A30 | Government services |
| | | | A65 | Public administration |
| 2 | B | Community, health and social services | B10 | Community |
| | | | B35 | Health services |
| | | | B75 | Social services |
| 3 | C | Business, administration and financial services | C00 | Administration |
| | | | C05 | Business services |
| | | | C25 | Financial services |
| 4 | D | Tourism, hospitality, retail and leisure services including personal care services | D35 | Hospitality |
| | | | D45 | Leisure services |
| | | | D65 | Personal service |
| | | | D70 | Retail |
| | | | D80 | Tourism |
| 5 | E | Arts, culture and entertainment | E00 | Arts |
| | | | E10 | Culture |
| | | | E20 | Entertainment and media |
| 6 | F | Education, learning and social development | F20 | Education |
| | | | F22 | Educational consultancy |
| | | | F35 | Higher education |
| | | | F45 | Learning and social development |
| | | | F90 | Vocational education and training |
| | | | F95 | Workplace learning |
| 7 | G | Building and construction, estates and assets development and management | G05 | Building and construction |
| | | | G40 | Infrastructure development |
| | | | G65 | Property, real estate and facility management |
| 8 | H | Utilities and infrastructure | H10 | Communications |
| | | | H15 | Electricity |
| | | | H20 | Engineering services |
| | | | H30 | Gas |
| | | | H75 | Scientific and mathematics |
| | | | H85 | Utilities support |
| | | | H95 | Water |
| 9 | I | Energy resources - oil, natural gas, petrochemical, chemical and mining/quarrying | I25 | Fertiliser |
| | | | I50 | Mining/quarrying |
| | | | I55 | Natural gas |
| | | | I60 | Oil |
| | | | I64 | Other |
| | | | I65 | Petrochemical and chemical |
| 10 | J | Manufacturing | J16 | Design and innovation - manufacturing |
| | | | J65 | Process and assembly manufacturing |
| 11 | K | Logistics and transport | K45 | Logistics |
| | | | K80 | Transport |
| | | | K95 | Warehousing |
| 12 | L | Agriculture, livestock and fishery | L00 | Agriculture |
| | | | L25 | Fishery |
| | | | L45 | Livestock |

## APPENDIX (7): Cross-Sectorial Discipline Code Structure

Source: QFE*mirates* handbook (2012, p.162)

| Code | Discipline |
|------|-----------|
| A | Security, protective and public safety services |
| B | Governance, public administration and statutory services |
| C | Community services |
| D | Health services |
| E | Social services |
| F | Office and administration support - clerical services |
| G | Management professionals |
| H | Legal services |
| I | Business and financial professional services |
| J | Hospitality and tourism services |
| K | Leisure and sports services |
| L | Retail and personal care services |
| M | Arts and culture including libraries |
| N | Entertainment and media services |
| O | Education services |
| P | Vocational training and workforce development services |
| Q | Construction, and building maintenance, servicing and repair |
| R | Architecture and town planning services |
| S | Property, real estate and facility management services |
| T | Engineering and technical services, inc. installation, maintenance, servicing and repair |
| V | Science and mathematics |
| U | Mining and quarrying services |
| W | Manufacturing, production, process, and assembly |
| X | Logistics |
| Y | Transport and warehousing |
| Z | Farming, fishing and forestry services |

# APPENDIX (8): Employability Indicators on the NQF

Source: QFE*mirates* handbook (2012, p.129)

| QF framework level | Indicative employability range | Employment relevance indicated in Framework descriptors |
|---|---|---|
| 10 | **Leading specialist/expert** — Employability in the leadership of research and critical change activity | A leading expert in their field of work, profession or discipline, with expertise in the critique and development of social and organisational structures and in the initiation of change, that includes mastery in producing new and original knowledge or extending and redefining existing knowledge or professional practice and can deploy substantial authority, creativity, autonomy, independence, fair and valid ethical judgements, scholarly and professional integrity, and account for overall governance of processes and systems in identifying unique solutions or conclusions. Can apply innovative and advanced approaches to managing, leading and developing technical or professional teams. Typically, they display highly developed expert communication and information technology skills. |
| 9 | **Higher Professional** — Employability as senior professionals or leaders in specialised fields | Highly specialised professionals with requisite knowledge and expertise allied to competence in management and strategic leadership and who can lead and function autonomously and ethically, and deploy a range of advanced skills in planning, evaluating, producing and executing creative solutions to highly complex, unpredictable and unfamiliar issues in a range of contexts. Typically, they display highly developed specialist communication and information technology skills. |
| 8 | **Professional** — Employability as autonomous professionals and as managers | In some fields, advanced and specialised knowledge-based professionals and, in others, generalists with high level research, analysis and problem-solving skills who are able to work independently and ethically and/or apply management expertise in the supervision and/or mentoring of others or in a combination of both. Typically, they have highly developed advanced communication and information technology skills. |
| 7 | **Para-Professional and Higher Technical** — Employability at the upper end of many technical occupations, or in para-professional and management roles | Specialist command of the theoretical knowledge and analytical skills of an occupational field and the ability to design, evaluate and/or plan solutions and apply ethical values to complex and unpredictable problems, and/or apply high level specialist administrative/management responsibilities including leading multiple, complex groups. Typically, they display highly developed advanced communication and information technology skills. |
| 6 | **Supervisory and Technical** — Employability as a highly developed and specialist craft-worker, technician or administrative operative and/or supervisor roles | Specialist command of the knowledge and skills of an occupational field and the ability to develop, specify and/or implement solutions to complex problems, and/or apply specialist administrative/supervisory responsibilities including leading multiple groups. Typically, they display advanced communication and information technology skills. |
| 5 | **Highly Skilled** — Employability as an advanced craft-worker, technician or administrative operative, and/or in limited supervisory roles. Entry to many higher level supervisory and para-professional careers with strong general employability | Comprehensive command of the knowledge and skills of an occupational field and the ability to identify, diagnose and implement solutions to abstract, familiar and non-routine problems covering complex type work, and assume control, coordination or administrative implementation responsibilities that include leading teams and multiple groups. Typically, they display comprehensive communication and information technology skills. |
| 4 | **Skilled** — Employability as a generalist craft-worker, technician or administrative operative, and/or lead teams. Entry to many careers with strong general employability | Command of a broad range of specialised knowledge and skills of an occupational field and the ability to work independently, identify and deploy known solutions to defined problems, assume control or administrative responsibilities for specified outcomes covering skilled type work, and lead technical/peer teams and/or others in a specific work activity. Typically, they display effective communication and information technology skills. |
| 3 | **Semi-skilled** — Entry to many occupational sectors and employment in semi-skilled vocational occupations | The capacity to draw on a broad range of mainly factual and procedural knowledge and apply a limited range of skills to carry out tasks and deploy routine solutions to predictable and occasional unpredictable problems using simple rules, instruments, tools and techniques relating to a whole job, whilst working under indirect supervision with some autonomy and which may include leading small teams within a technical or group activity. |
| 2 | **General** — Entry to many occupational sectors and employment in roles requiring routine general skills | The capacity to draw on general, factual knowledge of a defined field of work or discipline and carry out simple, routine tasks under guidance and in accordance with procedures within a defined context to respond to, and/or solve, defined problems whilst working independently and/or in small structured teams under direct supervision and in a managed and/or routine environment. |
| 1 | **Basic** — Employability in occupations requiring limited well-defined and procedural skills or programs to enable occupational entry | The capacity to carry out work in well-defined, familiar and predictable contexts under direct supervision or to perform simple repetitive and predictable tasks to solve well-defined problems in a controlled environment. |

**APPENDIX (9): Core Talent Competencies in Canada**

(Source: Glenn, 2012, P. 48-49)

At the centre of the individual assessment processes in executive model regimes are sets of core talent competencies. The federal competencies are

formally set out by the OCHRO (2007) in the EX Qualification Standard and are grouped into four categories:

1. Values and Ethics includes integrity in personal and organizational practices, and respect for people and PS principles, including democratic, professional, ethical, and people values;
2. Strategic Thinking focuses on the ability to innovate through analysis and ideas, and includes the ability to advise and plan based on analysis of issues and trends, and appreciating how these link to the responsibilities, capabilities and potential of the government;
3. Engagement includes the ability to develop goals, execute plans and deliver results by engaging people, organizations and partners; and
4. Management Excellence includes the ability to deliver results by maximizing organizational effectiveness and sustainability in three main areas: Action management (design and execution of plans and project); People management (individuals and workforces); and Financial management (budget and assets).

Ontario uses a combination of four competencies ("specific and observable knowledge, skills and behaviours associated with effective functioning in a job") and two personal attributes ("character qualities that effective leaders possess") to assess their senior managers. The competencies are:

1. Transforms: Leads change by identifying/acting on opportunities to transform the OPS business and culture to meet the changing needs of diverse clients, stakeholders and the public.
2. Delivers: Takes accountability and delivers excellent results for the OPS by recognizing and using the diverse capabilities and talents of OPS employees.
3. Inspires: Effectively communicates and demonstrates OPS vision and values – leading by example, gaining consensus and motivating people to
4. action.
5. Connects: Builds and maintains respectful, ethical and trusting working relationships and network of contacts with diverse range of individuals, teams, partners, customers and other stakeholders.

The attributes are:

1. Integrity: Demonstrates high standards of integrity and ethical behaviour both privately and publicly, consistent with the OPS values, principles and professional standards.
2. Self Awareness: Understands and is aware of one's own emotions and the impact that these emotions have on others; knows one's own strengths and development areas and uses this knowledge for personal and professional growth.

# APPENDIX (10): Matrix of Great Leadership and Leadership Theories

| | Trait Theories | Fiedler's Contingency Theory | Leadership Grid | Path-Goal Theory | Normative Decision Theory | Situational Leadership Theory | Multiple Linkage Model | Leaser Member Exchange | Charismatic/ Transformational Leadership | Servant Leadership | Implicit Leadership Theory | Substitutes for Leadership | Authentic Leadership | Principle Cantered Leadership |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **GREAT LEADERSHIP** | | | | | | | | | | | | | | |
| Steve Jobs | x | x | | x | | X | X | | X | | | | X | |
| Anita Roddick | x | | | x | | | X | | x | | | | X | |
| Earnes Shackleton | | X | x | x | | x | | x | x | x | | | x | x |
| Mother Teresa | x | x | x | x | | X | x | x | x | | | x | x | |
| Abraham Lincoln | X | | | x | x | | x | | | | x | x | | |
| Pat Summit | | x | x | x | | X | x | | x | | | | x | |
| Laymah Gbowee | X | x | x | x | | x | X | | X | x | | | X | X |
| Nelson Mandela | | | | x | x | X | X | | X | | X | | X | |
| Geronimo | X | X | | x | | x | X | | X | | X | | | |
| Winston Churchill | x | | | x | | x | X | | X | | X | x | x | |
| Vince Lomnardi | X | X | | X | | X | X | x | X | | X | | | |
| Napoleon Bonaparte | X | X | | X | | X | X | | X | | | x | X | |
| Mary Kay Ash | X | X | x | X | X | X | x | | X | | | | | |
| Nicolas Hayek | X | X | X | X | X | X | X | | X | | | | X | |
| Cesar Chavez | X | X | | X | | X | X | | X | | | | X | |
| Konosuke Matsushita | X | X | X | X | | X | X | | X | X | | | | |
| Bill Wilson | X | | | X | X | X | | | X | | X | | X | |
| Mark Zuckerberg | X | X | X | X | | X | X | | X | X | | | X | |
| Martin Luther King | X | X | X | X | X | X | x | | X | | X | | | |
| George Washington | X | X | | X | X | X | x | | x | x | | | | |
| Luiz Inacio Lula Da Silva | X | X | X | X | X | X | X | | X | X | | | | |
| Mohandas Gandhi | X | X | X | X | | X | X | | X | x | | | | |
| Sitting Bull | X | X | | X | X | X | X | | x | x | X | | | |
| Indra Nooyi | x | x | | X | X | X | X | | x | | | | | |
| Horatio Nelson | x | x | | x | x | X | X | | x | | X | x | x | |
| **BAD LEADERSHIP** | | | | | | | | | | | | | | |
| Adolf Hilter | x | x | | x | | X | x | | X | | X | | | |
| Al Dunlap | X | x | | x | | x | X | X | | | X | | | |
| Idi Amin | x | | | X | | | x | x | | | X | | | |
| David Koresh | x | x | x | X | | x | | | x | | x | | | |
| Kenneth Lay | X | | | x | | | x | x | x | | | | | |

**Source:** Howell, J.P. (2013) Snapshot of Great Leadership (LEADERSHIP: Research and Practice). Routledge. NY. P. 26-27

## APPENDIX (11): Hofstede's Five National Culture Differences

(Source: Hofstede, 1994, p.2-5)

## (1) Differences According to Power Distance

| Small power distance societies | Large power distance societies |
|---|---|
| **In the family:**<br>Children encouraged to have a will of their own<br>Parents treated as equals<br>**At school:**<br>Student-centered education (initiative)<br>Learning represents impersonal "truth"<br>**At the work place:**<br>Hierarchy means an inequality of roles, established for convenience<br>Subordinates expect to be consulted<br>Ideal boss is resourceful democrat | Children educated towards obedience to parents<br>Parents treated as superiors<br><br>Teacher-centered education (order)<br><br>Learning represents personal "wisdom" from teacher (guru)<br><br>Hierarchy means existential inequality<br><br>Subordinates expect to be told what to do<br>Ideal boss is benevolent autocrat (good father) |

## (2) Differences According to Collectivism/ Individualism

| Collective societies | Individualist societies |
|---|---|
| **In the family:**<br>Education towards "we" consciousness<br>Opinions pre-determined by group<br>Obligations to family or in-group:<br>- harmony<br>- respect<br>- shame<br>**At school:**<br>Learning is for the young only<br>Learn how to do<br>**At the work place:**<br>Value standards differ for in-group and out-groups: particularism<br>Other people are seen as members of their group<br>Relationship prevails over task<br>Moral model of employer-employee relationship | Education towards "I" consciousness<br>Private opinion expected<br>Obligations to self:<br>- self-interest<br>- self-actualization<br>- guilt<br><br>Permanent education<br>Learn how to learn<br><br>Same value standards apply to all: universalism<br>Other people seen as potential resources<br>Task prevails over relationship<br>Calculative model of employer-employee relationship) |

## (3) Differences According to Femininity/Masculinity

| Feminine societies | Masculine societies |
|---|---|
| **In the family:**<br>Stress on relationships<br>Solidarity<br>Resolution of conflicts by compromise and negotiation<br>**At school:**<br>Average student is norm<br>System rewards students' social | Stress on achievement<br>Competition<br>Resolution of conflicts by fighting them out<br><br>Best students are norm<br>System rewards students' academic |

| adaptation Student's failure at school is relatively minor accident **At the work place:** Assertiveness ridiculed Undersell yourself Stress on life quality Intuition | performance Student's failure at school is disaster - may lead to suicide Assertiveness appreciated Oversell yourself Stress on careers Decisiveness |
|---|---|

## (4) Differences According to Uncertainty Avoidance

| Feminine societies | Masculine societies |
|---|---|
| **In the family:** What is different, is ridiculous or curious Ease, indolence, low stress Aggression and emotions not shown **At school:** Students comfortable with: - Unstructured learning situations - Vague objectives - Broad assignments - No time tables Teachers may say "I don't know" **At the work place:** Dislike of rules - written or unwritten Less formalization and standardization | What is different, is dangerous Higher anxiety and stress Showing of aggression and emotions accepted Students comfortable with: - Structured learning situations - Precise objectives - Detailed assignments - Strict time tables Teachers should have all the answers Emotional need for rules - written or unwritten More formalization and standardization |

## (5) Scores of 12 Countries on Five Dimensions of National Cultures

Ranks: 1 = highest, 53 = lowest (for long term orientation, 23 = lowest).

| Country | Power distance Index | Rank | Individualism Index | Rank | Masculinity Index | Rank | Uncertainty avoidance Index | Rank | Long term orientation Index | Rank |
|---|---|---|---|---|---|---|---|---|---|---|
| Brazil France | 69 | 14 | 38 | 26-27 | 49 | 27 | 76 | 21-22 | 65 | 6 |
| Germany | 68 | 15-16 | 71 | 10-11 | 43 | 35-36 | 86 | 10-15 | no data | no data |
| Great Britain | 35 | 42-44 | 67 | 15 | 66 | 9-10 | 65 | 29 | 31 | 14-15 |
| Hong Kong | 35 | 42-44 | 89 | 3 | 66 | 9-10 | 35 | 47-48 | 25 | 18-19 |
| India | 68 | 15-16 | 25 | 37 | 57 | 18-19 | 29 | 49-50 | 96 | 2 |
| Japan | 77 | 10-11 | 48 | 21 | 56 | 20-21 | 40 | 45 | 61 | 7 |
| The | 54 | 33 | 46 | 22-23 I | 95 | 1 | 92 | 7 | 80 | 4 |
| Netherlands | 38 | 40 | 80 | 4-5 | 14 | 51 | 53 | 35 | 44 | 10 |
| Sweden | 31 | 47-48 | 71 | 10-l 1 | 5 | 53 | 29 | 49-50 | 33 | 12 |
| Thailand | 64 | 21-23 | 20 | 39-41 | 34 | 44 | 64 | 30 | 56 | 8 |
| USA | 40 | 38 | 91 | 1 | 62 | 15 | 46 | 43 | 29 | 17 |
| Venezuela | 81 | 5-6 | 12 | 50 | 73 | 3 | 76 | 21-22 | no data | no data |

## Hofstede's Dimension of Culture Scales
(Source: Hofstede and Hall, 2007, p.2)

| Country | Power Distance | Individualism | Uncertainty Avoidance | Masculinity | Long term Orientation |
|---|---|---|---|---|---|
| Arab Countries | 80 | 38 | 68 | 53 | |
| Argentina | 49 | 46 | 86 | 56 | |
| Australia | 36 | 90 | 51 | 61 | 31 |
| Austria | 11 | 55 | 70 | 79 | |

**APPENDIX (12): Interview Guide of Senior Staff**

**1.**  What are the personal characteristics required in a senior staff for successful selection and recruitment?

**2.**  For a senior position with a leading role, can you describe the recruitment and selection criteria? Giving some real examples, if possible?

**3.**  In general, how do you identify if someone can be appointed in a senior position?

**4.**  Do you know what leadership style is suitable for different positions?

**5.**  For senior positions with a leading role, can you describe the personal characteristics needed?

**6.**  Can you give an example of a successful senior member of staff in your organization, and what made him/her successful? No names are necessary.

**7.**  Can you give an example of the opposite to the above?

**8.**  For senior positions, can you describe the existing professional development programs, if any?

**9.**  For senior positions, can you describe your expectations in terms of him/her understanding the vision, mission, goals, future plans, etc.?

**10.**  How do you evaluate senior staff? And what criteria do you look for in them for the renewal of their contracts, termination or reassigning to other positions?

**11.**  Can you explain what factors affect the successes of a leader? (Culture, religion, or any other factors)?

**12.**  Can you explain how your selection of senor staff has developed over time in the organization?

**APPENDIX (13): Brief sample of some Senior Staff responses**

| subject | Participant | Responses/ comments |
|---------|-------------|---------------------|
| Characteristics for recruitment | **Question** | **What characteristics are needed to recruit a successful senior member of staff?** |
| | Main Comment | There is no one size that fits all when it comes to recruiting a senior member of staff, as different positions need somehow different set of characteristics, though some characteristics may repeat, as tasks and nature of work would have different requirements. |
| | P1, P15 | "There is no one who can be successful in leading all types of Organizations in different conditions; therefore you need the leader who will fit a certain organization in certain circumstances" |
| | P2 | Generalization of requirement is a main killing point in leaders' selection |
| | P3, P4, P6, P7, P9 and P12 | Expressed the same as P2, using different terminology and explanations. |
| | P11, P4, P14 | highlighted this idea through giving a real example where they recruited a Manager to lead a change management process, and he was very successful in change management process, however the same person when he was given another leadership assignment, he failed simply because in the second assignment the organization was newly established, and he didn't have the required knowledge and skills for establishing new business as much as he had for fixing an existing one |
| | P1, P2, P4, P7, P10, P11 | agreed that leadership classification should reflect organizations' needs; therefore depending on the required tasks and position, certain requirements will be needed. Almost all participants agreed in a way or another that classifying leadership according to position will be more practical and task oriented. The FIVE types of position identified by participant's are mostly: Manager, Lead Manager, Organization Leader, Functional Leader and Project Leader. |
| | **Question** | **what characteristics are needed to recruit successful leaders according to mission?** |
| | Main Comment | There is an actual need to assign certain |

| | | leaders to certain missions. Most participants gave an indication of the FIVE types of senior staff according to mission: Construction Leader, Managing Leader; Steering Leader; Expansion Leader; Re- shaping Leader. |
| --- | --- | --- |
| | P3, P6, P14, P15 | For each mission to succeed, only certain leaders with certain characteristics can be recruited and mandated for that specific mission |
| | P5 | Gave an example: "if you need a leader to save an organization from Bankruptcy, than you need someone who is more conservative than if you need a leader to lead an expansion process" |
| | P7, P8, P9, P10, P11, P12 and P13 | Highlighted the need to select specific leaders to lead an organization in a certain phase or from one phase to another |
| | P5 | gave a real example which is related to the recent economical crises in UAE, where they needed a leader who can smoothly lead existing projects under a very tight budget, because the existing leader was focused on achieving results in a quick though an expensive methods |
| | P14 | |
| Recruitment requirements | **Question** | **What are the recruitment requirements needed for senior staff?** |
| | Main Comment | Participants responded of the following six main requirements: education, relevant job experience, leadership experience, technical skills, interpersonal skills, motivation. Participants indicated that these requirements differ in their weight depending on the senior staff position and mission. |
| | P1 | "a manager has to see all the human resources and look after overall progress of any organization, so education is a must requirement". |
| | P6 | "the minimum education requirement for manager is a masters' degree in management and relevant experience". |
| | P10 | "without relevant job experience a manager will not be able to do his duties properly". |
| | p7 | "Usually, managers with the experience of five and above years are preferred by majority of the governmental and non-governmental organizations in the UAE" |

## APPENDIX (14): Interview Guide for Elites

| | Questions الأســئلة |
|---|---|
| 1 | هل يمكن لسعادتك وصف بشكل عام كيفية اختيار وتوظيف كبار الموظفين في الدولة؟<br><br>Can you describe the selection and recruitment criteria of senior staff? |
| 2 | كيف يمكن تحديد الشخص المناسب لدور قيادي؟ مثال على الأدوات المستخدمة؟<br><br>How to identify if someone is ready to be brought in a leadership position? Example of a tool used? |
| 3 | هل يمكن إعطاء أمثلة عن نوع القيادة المناسبة للأدوار والمناصب المختلفة؟<br><br>Kindly give examples of leadership style(s) chosen for different positions/ roles? |
| 4 | ماهي المميزات الشخصية المتوقع وجودها في كبار الموظفين والمسؤولين؟<br><br>What characteristics do you expect in senior staff? |
| 5 | الرجاء إعطاء مثال عن نوعية مسؤول ناجح، وماذا دفعه/ دفعها إلى النجاح، بدون ذكر أسماء؟<br><br>Can you give an example of a successful leader in this organization, and what made him/her successful, without names, please? |
| 6 | هل أنت راض عن برامج تطوير المسؤولين الحالي (مواطنين ووافدين)؟ يرجى إعطاء مثال.<br><br>Are you content with the existing professional development programs of senior staff (both locals and expats)? Please give examples. |
| 7 | ماهي الكيفية والأساليب الرسمية وغير الرسمية المستخدمة في تقييم كبار الموظفين؟<br><br>What are the formal and informal methods used in assessing senior staff? |
| 8 | هل هناك فروق بين المواطنين والوافدين من كبار الموظفين ؟<br><br>Are there any differences between local and expatriate senior staff? |
| 9 | ماهي أساليب محاسبة أو إنهاء خدمات أو نقل كبار الموظفين المواطنين؟<br><br>What accountability methods are used in disciplining, terminating or reassigning local senior staff? |
| 10 | ماهي أساليب تجديد عقود أو إنهاء خدمات أو نقل كبار الموظفين الوافدين؟<br><br>What criteria and methods are used in renewing contracts, terminating or reassignment of expat senior staff? |
| 11 | ما وجهة نظر سعادتك حول "الواســطة"؟<br><br>What are Your Excellency's thoughts over "wasta"? |
| 12 | هل هناك مقترحات للأبحاث المستقبلية ذات العلاقة؟<br><br>Any suggestions for related further studies? |

**APPENDIX (15): Samples of Elites Interview Responses**

**Sample (1)**

|   | **Question** | **Reply** |
|---|---|---|
| 1 | selection and recruitment criteria of senior staff? | Qualifications and personal preference of employer |
| 2 | How to Identify if someone is ready to be brought in a leadership position | Creativity and thinking out of the box. Decentralized |
| 3 | examples of leadership style(s) chosen for different positions/ roles | CEOs chosen according to specialty and networking |
| 4 | characteristics expected in senior staff | Planner and implementer of strategy. Team leader. Creativity. Accountability |
| 5 | example of a successful leader in, and what made him/her successful | Knowledge, planning and flexibility |
| 6 | existing professional development programs of senior staff | insufficient |
| 7 | formal and informal methods used in assessing senior staff | Personal interaction and annual evaluation forms |
| 8 | differences between local and expatriate senior staff | Understanding the culture |
| 9 | accountability methods are used in disciplining, terminating or reassigning local senior staff | Gradual but always documented, verbal warning then written |
| 10 | criteria and methods used in renewing contracts, terminating or reassignment of expat senior staff | Need and performance |
| 11 | Views on "wasta" | Useful and harmful faces of it |
| 12 | suggestions for further studies | Senior staff should always be able to interpret statistical studies as numbers do talk! |

**Sample (2)**

|    | Question | Reply |
|----|----------|-------|
| 1  | selection and recruitment criteria of senior staff | Recommendations to the leader |
| 2  | How to Identify if someone is ready to be brought in a leadership position | Position requirements and national interest |
| 3  | examples of leadership style(s) chosen for different positions/ roles | Firm for clear-cut outputs. Diplomatic for flexible cases. |
| 4  | characteristics expected in senior staff | Research ability to evaluate situations + Networking and reputation + general interest |
| 5  | example of a successful leader in, and what made him/her successful | Ambassadors who last long abroad, due to success. |
| 6  | existing professional development programs of senior staff | Higher order courses for selected staff. Optional for others. |
| 7  | formal and informal methods used in assessing senior staff | Achieving organization's KPIs |
| 8  | differences between local and expatriate senior staff | Local for grey areas and decision making. Expat for managing well organized organisations |
| 9  | accountability methods are used in disciplining, terminating or reassigning local senior staff | Warning and reassignment |
| 10 | criteria and methods used in renewing contracts, terminating or reassignment of expat senior staff | According to contractual terms |
| 11 | Views on "wasta" | Depends on who does it. Positive if from mature senior person, who looks after general interest. Not needed in presence of healthy systems and governance. |
| 12 | suggestions for further studies | Include the public, people who work in the media for details |

**APPENDIX (15) – Continued**

<u>Sample (3)</u>

|   | Question | Reply |
|---|----------|-------|
| 1 | selection and recruitment criteria of senior staff | Human capital strategy for retention and leadership attributes (people leadership and thought leadership). |
| 2 | How to Identify if someone is ready to be brought in a leadership position | Depends on the job. But must be capable to build and implement a strategy through his/ her own job experience, like in crisis reaction. Has standards, right skill sets and competencies for the job (analytical, interpersonal, cultural, etc.). Possess right degree. |
| 3 | examples of leadership style(s) chosen for different positions/ roles | Different leadership styles can work in different instances. E.g. diplomatic versus constitutional. Example of quick decision, more assertive militarized style in needed. |
| 4 | characteristics expected in senior staff | Getting the right ideas top-down. Building the right team around him, who would inspire him and he would bring the best out of them. Assertive/ directive then contextual. |
| 5 | example of a successful/ failed leaders, and what made him/ her succeed/ fail. | Proficiencies. Technical knowledge. Attitude and humbleness (the stronger the more humble), listen to others. Failure comes from: self-orientation, personal agendas, fluctuating behaviour, difficult personality (moody and unclear), inspire less people. Signs of failure: loss of organizational and personal credibility. UNLESS it is a 2-man leadership/ management. |
| 6 | existing professional development programs of senior staff | Gap identification of candidates levels to positions. Building platform for training with third party. |
| 7 | formal and informal methods used in assessing senior staff | Cross checking with references. Third party evaluation. Interviews. Giving cases. Meeting KPIs' (normally 6-8) and objectives. Initiatives to improve/ expand business, and competencies on the lower scale. |
| 8 | differences between | Locals show a lot of talent. Those who didn't |

| | | |
|---|---|---|
| | local and expatriate senior staff | work abroad need LLL development (steep learning curve). Work environment need On-the-job training, OJT. Expats can fill and develop locals. Taking time to do it the right way. |
| 9 | accountability methods are used in disciplining, terminating or reassigning local senior staff | Leadership determines. |
| 10 | criteria and methods used in renewing contracts, terminating or reassignment of expat senior staff | Performance and contractual conditions. |
| 11 | Views on "wasta" | Acceptable if for the good and by someone who has no agenda behind it. |
| 12 | suggestions for further studies | |

## Sample (4)

(Interview interrupted by interviewee departure to attend a sudden call)

|   | Question | Reply |
|---|----------|-------|
| 1 | selection and recruitment criteria of senior staff | Qualifications give scientific and logical abilities for practicing to candidates, and allow them to analyse situations through critical thinking and take the right decisions. |
| 2 | How to Identify if someone is ready to be brought in a leadership position | His/her thinking out of the box, not limited to specialization but has more cognitive abilities |
| 3 | examples of leadership style(s) chosen for different positions/ roles | |
| 4 | characteristics expected in senior staff | |
| 5 | Example of a successful/ failed leaders, and what made him/ her succeed/ fail. | |
| 6 | existing professional development programs of senior staff | National and international courses, and experience through civil service and OJT. |
| 7 | formal and informal methods used in assessing senior staff | |
| 8 | differences between local and expatriate senior staff | |
| 9 | accountability methods are used in disciplining, terminating or reassigning local senior staff | |
| 10 | criteria and methods used in renewing contracts, terminating or reassignment of expat senior staff | |
| 11 | Views on "wasta" | |
| 12 | suggestions for further studies | |

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# LIST OF FIGURES

# AND TABLES