Government Supported Women's Leadership Development Programmes:

A Case Study of Dubai

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Dedicated to my family and friends who have always believed that it was acceptable to extend colour outside previously identified shapes and to cut a swathe across enforced routes; for these beliefs I am eternally grateful.

ABSTRACT

Since its inception in 1971, the United Arab Emirates' (UAE) government has undertaken to develop the capabilities of its citizens (nationals), in order to satisfy the country's need for rapid economic growth. One of the seven Emirates, Dubai, has played an integral role in implementing this national objective by leading associated initiatives. Consequently, the government of Dubai emphasizes the importance of developing its people through human resources programmes that focus on specific demographic groups, such as women, and specific aspects of human development, with leadership being an important segment. The purpose of this study is to examine women's leadership in the UAE. Specifically, this study attempts to explore the characteristics and behaviours of a group of women leaders who were the first candidates of the UAE Women Leadership Development Programme (UAE WLDP) in Dubai.

The study included an on-line survey that was sent to a sample of 35 women leaders. Demographically, all of the respondents were aged between 25 and 35 years. Most of the women were unmarried and held degrees of higher education, specifically from a business background. The survey indicated that respondents believed they practiced a combination of the four categories of leaders' behaviours: pragmatist, visionary, motivator, and facilitator. Finally, they rated their managerial potential and management performance as *very good*.

The respondents reported that one of the major challenges they faced at work was gender discrimination and issues related to work-family balance. A quarter of the women indicated that they felt some kind of gender-bias towards them. Respondents suggested policies or interventions that could be undertaken in order to improve their performance as leaders.

The study concluded that government sponsored leadership programmes enhance the abilities of women who were already progressing in their chosen fields. It highlights other areas in which the government could intervene to improve the capabilities of women in leadership. Overall, although good progress has been made, more could be done to benefit the national population using programmes of this nature.

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CHAPTER 1

INTRODUCTION

The United Nation's Millennium Development Goals of 2000 emphasise the global community's commitment to achieve gender equality and women's empowerment throughout member nations (Al Lamky, 2007). As a member of the UN the United Arab Emirates (UAE) government is working towards empowering women by acknowledging their contribution to their communities and families and their determination to play a vital role in the socio-economic growth of the nation. Indeed the UAE has been working towards this goal since the country was formed in 1971 (Lootah, 2007; The UAE Ministry of State for Federal National Council Affairs, 2009).

The first lady of the UAE, Shaikha Fatma bint Mubarak, has summarized the history and vision of the UAE, by saying "I can foresee an image of woman in my country. She is aware of all surrounding circumstances. She will get rid of scientific, social, and family illiteracy, as they are the first enemies of women and the society" (Women's Union, 2009). Encouraging Emirati women into both education and the workforce were some of the first initiatives of the founder of the UAE, His Highness Sheikh Zayed Bin Sultan Al Nahayan in the 1970s. These initiatives included establishing the Women's Union in Abu Dhabi to examine obstacles that might hinder their ambitious plans and explore opportunities that might convince Bedouin tribes to encourage the active participation of their women in this important national development process (Moghadam, 2004; Zuhur, 2003). This step was important for creating a supportive culture to enhance the role of women, and it was followed by many other initiatives, in all seven emirates, to support this political direction (Women Union, 2009).

The focus of the transformational impact is related to new economic landscapes and global influences coupled with attitudes that favour less reliance on foreign labour and greater work opportunities for nationals. These changing circumstances came hand in hand with a greater acceptance of women's employment (Nelson, 2004). In fact, in the Arab world, these changing

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landscapes have increased the number of women leaders (Neal, Finlay & Tansy, 2005). In terms of Dubai, the concern about increasing the percentage of working women and the development of women leaders came into being with the establishment of the government-funded Dubai Women Establishment (DWE, 2008). Furthermore, women's leadership development programmes have been instituted in Dubai in response to the government's growing interest in supporting women. These contextual factors, taken together, indicate that research on women's leadership development in Dubai is both timely and important. For the first time in the UAE, this research analyses women's leadership in an attempt to nurture future leadership development programmes as they become more and more important in the country.

Many studies in the field of women and leadership have shown that women's leadership style varies from that of men; not insomuch that they use different leadership techniques, but rather in the way it is perceived by others. Women are viewed as vulnerable and their leadership is more apt to being scrutinized and questioned, leading them to use methods and tactics that aim to camouflage their gender (Sinclair, 2004; Maddock, 1999). The UAE government has recognised this vulnerability (which research has clearly supported) and demonstrated a strong commitment to improve the situation of women through development and empowerment initiatives (e.g., encouraging women's education, creating women's entities to support social and political reforms, appointing more women to decision making roles and others). This government commitment was complemented by UAE women themselves benefiting from these historical opportunities by channelling their efforts in various economic fields. During the last four decades women's traditional role has changed from being simply the nurturer of the family to being an important contributor of income (The UAE Ministry of State for Federal National Council Affairs, 2009).

Since coming to power in January 2006, the continuous encouragement of women is an observable characteristic of the presidency period of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President of the UAE and Ruler of Dubai. He started his tenure by

making several important appointments of women in government, especially in sectors which were not supportive of women, such as appointing the first female CEO at Dubai One TV station, which was the official English speaking channel in Dubai. More women started to appear following His Highness' clear directives to people to consider voting for women in the Federal National Council (UAE parliament). Although no women succeeded by direct election, Sheikh Mohammed appointed two women to be members, to act as role models and to encourage women's political participation (The UAE Ministry of State for Federal National Council Affairs, 2009). Creating the Dubai Women Establishment (DWE) in 2006 was another important step to encourage women to play an active role in the UAE labour market (DWE, 2008). His role as the Ruler of Dubai has had an impact on the vision of the UAE and he continued his support by appointing four women ministers. Furthermore, he required federal and local entities to adopt a measure that supported the development of human capital based on the strategic priorities, rather than traditional gender-based lines. His interest and efforts resulted in the achievement of some important milestones for the UAE, and Dubai in particular, such as providing the first federal strategy in the history of the UAE and creating the first strategic plan for the city of Dubai, with a noticeable emphasis on developing human capital. His efforts helped the UAE attain the 43rd rank among 177 countries and 29th in the world under the Gender Empowerment Measure (GEM), which measures inequalities between men's and women's opportunities in any country in fields related to politics and economics. This rating is particularly important because it was the highest in the Arab World (UNDP Human Development Report, 2007). Subsequently, the Dubai Government decided to establish DWE in 2006. This government funded entity was designed to create a supportive culture for working women; concurrently, it is responsible for developing future women leaders who can participate actively in the advancement of the UAE.

As part of the strategic projects for the period 2008-2011, DWE launched the UAE Women's Leadership Programme (UAE WLDP). A leadership development programme that lasts two years, it includes 17 modules with special emphasis on developing leadership and behavioural and technical competencies. It pays special attention to the personal development of women leaders who are considered as change agents for the government of Dubai, and potentially the Federal Government (DWE, 2008). This study focuses on examining women's leadership in the

UAE as the main area of investigation. It explores the characteristics and behaviours of a group of 35 women who had been selected as high performers in Dubai. Since there is a dearth of research specifically on female leadership in the UAE, this work is one of the few and first of its kind; providing analytical highlights on the profile of women leaders in Dubai. Outlining their leadership styles and managerial performance, this research is an important and necessary step towards filling a major gap in the literature. Taking into consideration the cultural, social, economic and political specificities of the UAE, this research aims to contribute to future women's leadership development efforts in the country.

1.1 Research Aims and Objectives

With the case study of the UAE Women Leadership Development Programme (UAE WLDP) as a backdrop, this research aims to examine women leadership in Dubai. More specifically, it looks closely at the demographic profile of women leaders, in addition to their leadership style, managerial potential and management performance. It also outlines the challenges women leaders face and offers policy recommendations and interventions which can be implemented on both public and institutional levels.

With the above mentioned goals in mind, this research has a number of objectives. Firstly, it attempts to critically appraise the difference between leadership and management as presented in the literature as well as to highlight some important approaches to examining leadership, with a particular focus on transformational leadership. Secondly, it introduces the two main leadership measures utilized in the study, namely the Multifactor Leadership Model and Mastery in Management Model. It also highlights the concept of leadership competencies and investigates its significance today in developing leaders and designing leadership development programmes. To theoretically contextualize this study in the leadership paradigm, various findings from women and leadership studies are highlighted. A further objective of this research is to examine the current situation and the challenges for women in leadership from both global and local

perspectives. It also evaluates the role of Islam towards women's leadership and empowerment with special attention given to traditional misinterpretations about the role of women in Islam.

Once the context is provided, the main demographic data for UAE women leaders is identified along with an analysis of their most common leadership styles and the sets of skills that determine their managerial potential and performance (administrative, interpersonal and personal). This is followed by an assessment of the impact that the UAE Women's Leadership Programme had on those enrolled in the programme as well as some of the challenges that hinder their advancement and career progression. Finally, this thesis provides recommendations, suggested policies and interventions for policy makers (at public and institutional levels) that can improve the performance of women leaders in the Dubai.

The research questions are as follows:

1. What is the profile of the participants in the UAE Women Leadership Development Programme in terms of education, age and marital status?
2. What is/are the leadership style(s) of women participating in the UAE Women Leadership Development Programme?
3. What is the managerial potential and management performance of participants of the UAE Women Leadership Programme?
4. What types of policies or interventions might improve the performance of women leaders in the UAE?

1.2 Thesis Structure

The first chapter articulates the aims, objectives and research questions used in this study. Subsequent chapters are structured as follows: chapter 2 provides the background to the challenges facing women's leadership in general in the UAE, and in Dubai in particular. It also provides some background on the role of women in Islam. Chapter 3 discusses the distinction between leadership and management, transformational measures used in the study for leadership and management, leadership competencies and women's leadership studies. Chapter 4 provides the research methodology, research philosophy, research approach and key research design areas. Chapter 5 contains the research findings and discussion, including details of the candidates' leadership styles and roles, interpersonal skills, and the improvement of candidates after enrolment with the UAE Leadership Development Programme and the implications of these findings and finally, chapter 6 provides recommendations and conclusions.

In conclusion, despite the achievements of Emirati women, their increased participation in the workforce and the noticeable support from the government at both federal and local levels; there are very limited resources and research to identify the demographics and competencies of women leaders. This gap provides an opportunity for an exploratory and proactive study to provide initial insights into the abilities of women leaders in the UAE; at the same time, it hopes to highlight some cutting-edge issues in women's empowerment to enable decision makers to make better decisions and for women to penetrate and even shatter the glass ceiling.

CHAPTER 2

BACKGROUND

2.1 Context of the Study

If an organization has competencies for leaders, then these competencies can be used to translate broad statements to specific behaviours. Leadership expectations can be clearly spelled out in a leadership performance profile, and this can be used as a tool for communicating expectations to leaders. Most leaders do not know what they are capable of doing, meaning their competencies and performance immediately improves once the unknown becomes known (Bolden & Gosling, 2004; Boyatzis, 1982; Foster & Seeker, 1998).

This study explores further the transformational leadership concepts associated with leaders and leadership. This chapter outlines the existing position of women in leadership in Dubai and using a PESTEL framework, maps out the various factors (political, economic, social, technological, environmental and legal) and their impact on women. It goes on to present an overview on the role of women in Islam, a major social and culture force worth highlighting. Finally the chapter provides a look at the leadership challenges women face in Dubai and concludes with highlighting some initiatives that have been put in place to support women's leadership development.

Developing women leaders effectively still remains an important issue because most research conducted on women leaders has focused on gender/equality, work-life balance, culture, and religion with little attention on understanding the leadership potentials of women (Nelson, 2004).

2.2 Government Support for Women and Leadership

The study of women in leadership has attracted much attention across the world, especially in Europe, North America, and Australia. For example, Australian research revealed some of the difficulties women faced in acquiring the same technical and intellectual credits as men (Piterman, 2008). Statistics show women tend to move slower through the business hierarchy and into high level posts. Despite nearly 40 years of investigation, the scarcity of women in management remains a "perennially critical" and "tricky"' issue to deal with (Fox & Broussine, 2001, cited in Piterman, 2008, p. 20). In fact, in 2006 less than ten per cent (7.4% to be exact) of line managers in Australia were female. Instead, the majority of women filled the support function positions (Australian Human Rights Commission, 2009). According to some researchers, such as Sinclair (2004), women in general tend to have a greater capability for leadership than men with the ability to offer a very balanced approach. They can focus on numbers, on behavioural aspects, and how their behaviour relates to other people. However, research also suggests that women are met with distinctive challenges when they find themselves in leadership roles in predominantly male milieus (Sinclair, 2004).

In the UK, women still constitute only one third of senior managerial and leadership positions, and inequalities/discriminatory practices (e.g., low-pay, part-time employment and pensionable age lower than that of men) are still prevalent (Miller & McTavish, 2006). Although the earlier pension age may be seen as a benefit, as women can collect their pension sooner, working fewer years may lead to lower pensions; this arrangement is due to be changed so that men and women will collect their pensions at the same age. Lower pensions, as a result of lower paid jobs, can be problematic. The exclusion of women from the workplace has implications for the UK economy, as the gainful employment of women in a supportive environment would have productivity benefits for business, such as attracting and retaining employees, improving commitment, reducing absenteeism and staff turnover costs, and enhancing decision making and innovation (Miller & McTavish, 2006; Delaat, 2007). On the whole, increased participation and involvement of women in the workforce is likely to have a positive impact on the economy and labour market as well as society; more female role models will create greater opportunities to

lead and guide the young generation of women across different levels such as professionals, entrepreneurs, and others (Miller & McTavish, 2006).

In the new millennium, following a review of the existing situation, measures were adopted to eliminate discrimination against women. One such example is the creation of the millennium development goals set up by the United Nations; one of which is "promot[ing] gender equality and empower[ing] women" (UN Millennium Goals Fact Sheet, 2010). This universal commitment, which started in 2000 and will be evaluated by 2015, created an understanding of the obstacles that women experience in education and employment as they progress towards leadership positions and political empowerment (UNDP Human Development Report, 2007).

Around the world, governments adopted different approaches to improving opportunities for women; for example, in the UK two acts were passed in 2006 and 2010 which were pivotal in ensuring gender equality. The Equality Act 2006 set the stage for the Equality Act of 2010, which combined all equality enactments from around Great Britain and presented similar protections across all equality strands. The ones particularly mentioned in Equality Act 2006 included: age; disability; gender; proposed, commenced, or completed gender reassignment; race; religion or belief; and sexual orientation (Equality Act, 2010). An example from the Arab region is the government of the Sultanate of Oman, which has also exerted efforts to advance women's causes, publically declaring in 2005 that "women will be empowered" (UNESCO 33rd Session). To accelerate the incorporation of women in the national development process, Omani women have been appointed in top ranking government and leadership positions such as senators, congress women, under- secretaries, ambassadors and ministers. All of these women have played a vital role in Oman's socio-economic development (Al Lamki, 2006, Al Lamky, 2007). Consequently, Omani women are highly active in their societies, and work in many different fields including education, medicine, law, and administration. In other Arab countries, such as Morocco, Tunisia and Jordan, significant changes have also been achieved, with the percentage of Moroccan women participating in the political field substantially increasing from

0.6% in 1997 to 10.8% in 2006, while the percentage is 14% in Tunisia and 5.5% in Jordan−this can be attributed to government supported quota systems (Al Lamki, 2006; Arab Women Leadership Outlook, 2009).

Worldwide, governmental efforts have created a positive momentum for women's leadership in a variety of different ways. This research focuses on a group of women benefiting from a government-funded leadership development program in the UAE. The UAE, like other Arab gulf countries, is underrepresented in research on women's leadership and government-supported women's empowerment programs. Although there have been positive strides to encourage women leaders in the UAE, their profiles and competencies are still not documented. Therefore, this thesis attempts to provide some analytical insight into women's leadership training in the UAE.

2.3 The United Arab Emirates (UAE) and Leadership Challenges in the Dubai Context

Changing the role of women is a key element in the democratic transformation in several Middle Eastern countries (Al Lamky, 2007). The Arab Human Development Report brings to the fore the need for women's empowerment as a key element for development (Fergani, 2002). Most of the change in women's status has been generated from the top down which is not sustainable or well ingrained (Bahry & Marr, 2005). Granting citizens the same rights and not discriminating between them on the basis of religion, ethnic origin, colour, gender or political allegiance is vital if all citizens are to be equal with regard to rights and duties (Janardhan, 2005).

In recent years, women's participation has gained momentum in politics and in the economy of the UAE (Aldabbagh and Nusseibah, 2009). The UAE government has empowered women and invested in them to increase their economic and political participation.

Figure 2.1 maps out the position of women in leadership in Dubai using a PESTEL framework.

Political
- UAE/Dubai support for women participation
- Women's increased participation in decision making positions (e.g. diplomats, judges, ministers etc...)

Legal
- Drafting of Dubai Strategic Plan
- Creation of Dubai Women Establishment
- Slow progress in developing and passing women friendly policies

Economic
- Supportive legislation for women's economic participation
- Investment in women's training and development
- Increase in women's economic participation
- Support of women's entrepreneurship

Women Leadership

Environmental
- Conducive educational environment which increased rate of women enrollment compared to men
- Non supportive labor market economy which results in underutilization of women

Technological
- UAE ranks highest among Arab States in the IDI Index (International Telecommunication Union, 2010)
- Women have increased access to technology

Social
- Equal rights of women in Islam
- Misinterpretation of women's rights in Islam
- Societal and cultural values inhibit women's leadership
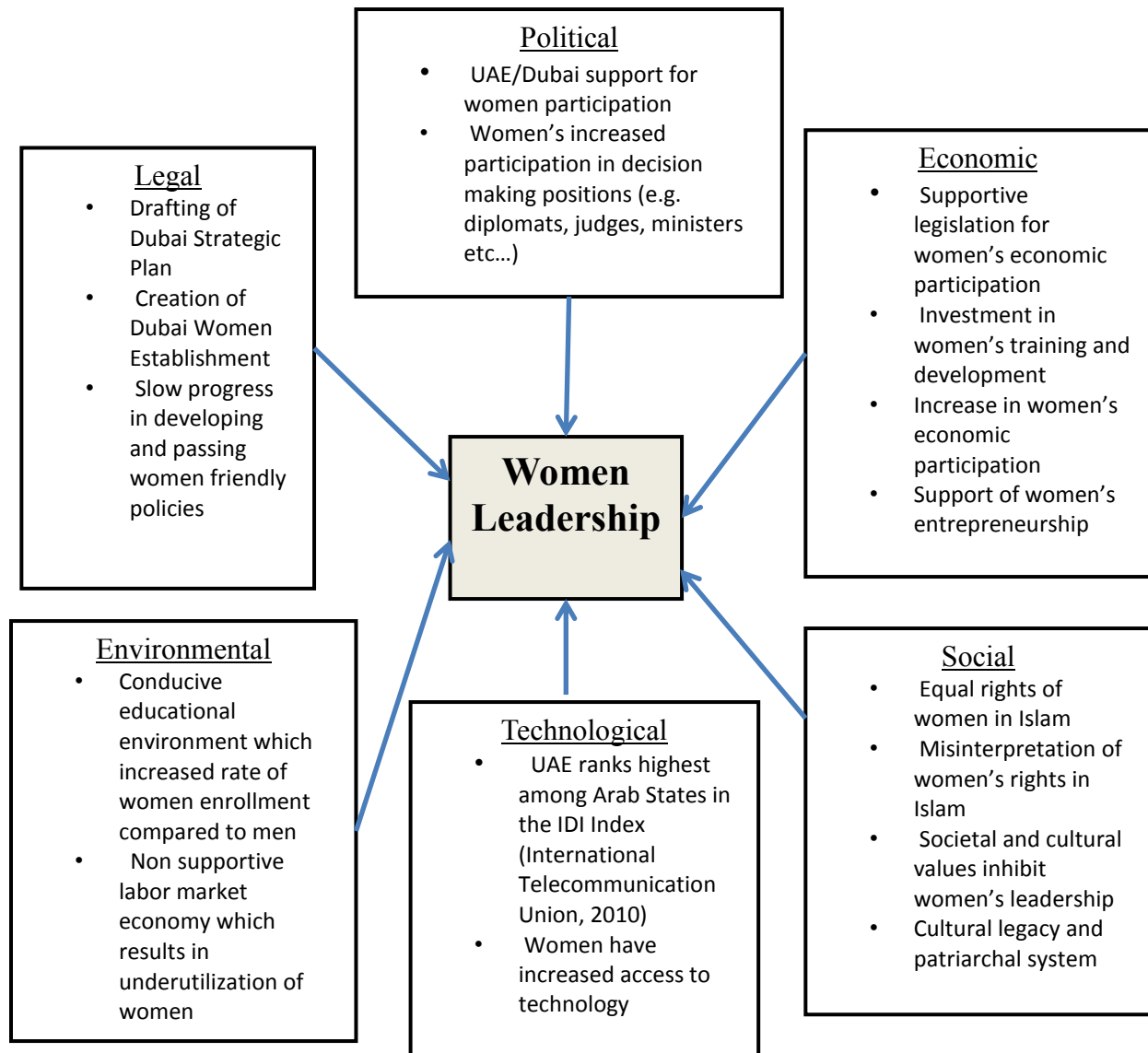- Cultural legacy and patriarchal system

Figure 2.1 Position of Women in Leadership in the Dubai Context

Since the formation of the UAE in 1971 and until present day, this relatively young country has achieved a very high level of women's participation in politics and the economy. On the political front, women are increasingly taking on decision making positions. In 2008 the UAE appointed its first female judge and in 2009 the first female consul in China, followed by the appointment of two ambassadors in Sweden and Spain. This increased the percentage of females in the diplomatic sector to 10%. The political participation did not only accommodate females in diplomatic roles, but also in the Federal National Council where 9 out of the 40 members were women (22.3% of the total number); one of the highest percentages in the world and the highest in the Arab world (Ministry of State for Federal National Council Affairs, 2009). Finally, there are four female ministers in UAE Cabinet in four positions—Foreign Trade, Social Affairs, and two Ministers of State.

Supportive legislation for women's economic participation, investment in women's training and development and encouragement of women's entrepreneurship ventures has seen increased economic participation of women. There are 14,000 business women registered with the business women councils in the UAE. Furthermore, over 16% of the total workforce in the UAE are female professionals and 58% of the government's employees are female, where 4470 are female, and 4271 male (Nelson, 2004). It is also important to highlight that 65% of total employees in the health sector, 80% of total employees in the education sector, and 2% of total employees in media are women; whilst 1000 women work in security, 350 in civil aviation, and 150 in law and justice (Nelson, 2004).

The changes in the economic landscape in the UAE coupled with global influences have pushed for more reliance on the employment of nationals and less dependence on imported labour. This trend has led to a greater acceptance of women entering the workforce. (Nelson, 2004). In a similar study, changing demographics and access to work have meant an increase in Arab women leaders at all levels (Neal, Finlay & Tansy, 2005).

On the legislative level, the passing of policies supportive of women remains a slow and drawn out process despite attempts by the government to alter this. The creation of the Dubai Women Establishment in 2006 to address the concerns of having more women in the workforce and as potential leaders is one example. The vision of DWE is enabling women to become a major driving force for the future and advancement of the UAE. Nurturing future women leaders is one of the five strategic focuses of DWE. Specifically, DWE aims to support current women leaders and to develop potential women leaders by strengthening their leadership skills (DWE, 2008). Concurrently, Dubai's Strategic Plan presents "comprehensive development and building human resources" as the first key elements of its mission (Dubai Strategic Plan, 2008).

Socially and culturally, women face many challenges in the UAE that may inhibit them from developing their leadership capacities. Religion plays a major role in the norms and traditions of the country, and despite the equal status of women to men in Islam; the deep rooted patriarchal system puts forth many obstacles. A more detailed discussion on understanding the role of women in Islam is provided in the upcoming section

The UAE government has placed a premium on education and the development of national manpower (Dubai Strategic Plan, 2008). Initiatives set in place have been highly supportive of women's education and in fact the UAE is ranked second in the world for the female rate of combined primary, secondary and tertiary education gross enrolment as a percentage of the male rate, at 120.4% (UAE Yearbook, 2010). Women account for around 70% of all Emiratis graduating from university (The UAE Ministry of State for Federal National Council Affairs, 2009) and there is a steady increase in the number of women holding higher degrees (UAE Yearbook, 2010). Women's increased education however, does not necessarily translate into more job opportunities for women. The Centre for Labour Market Research and Information reported that there is a growing educated female population that is ignored and under-utilized in the workforce for cultural or historic reasons (Tanmia, 2002). It was also noted that a reform in society's general attitude towards female emancipation and employment opportunities was

required to rectify the situation. Unfortunately, three years after the report was released, women still made up only 2% of the labour force (Nelson, 2004).

Technological advancement and having easy access to information and networking opportunities are also key to women's leadership development. The UAE actually ranks highest among all Arab countries on the Information and Communication Technology Development Index (International Telecommunication Union, 2010).

Overall, when taking into account the political, economic, legal, social and technological landscapes of the UAE, coupled with an environment that promotes women's education, it becomes clear that the government is keen on supporting women and placing them in leading roles.

2.4 Understanding the Role of Women in Islam

When conducting a study in a predominantly Muslim country it is important to consider the impact of religion on women. There is an existing misconception which sees Islam as being a religion which is inherently oppressive to women. However, women's oppression under Islamic guise can actually be attributed to some malpractices of some Muslim individuals or countries and even the media. Theoretically, Islam accords equal rights to women and these rights are vital to achieving women's emancipation and liberation (Al Lamki, 2006). Islam promotes women's leadership either directly by stating issues of gender equality in the Quran or in Prophet Mohammed's (Peace be upon him - PBUH) sayings and indirectly by setting positive female role models among key players in Islamic history. A famous example of that is Khadija Bint Khuwalied, the wife of Prophet Mohammed (PBUH) who was one of the most renowned businesswomen in history. She handled trade, evaluated the markets and products which needed to be shipped to Yemen or the eastern part of the Mediterranean, negotiated prices, closed deals

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and appointed her commercial representatives. She had the qualities and skills which enabled her to lead and manage substantial market shares in Mecca and the Arabian Peninsula at that time.

Quranic texts and Hadith (Prophet's sayings) emphasise the superiority of women and encourage openness towards women's empowerment and advancement. On February 4th, 2007, the Grand Mufti of Egypt (Head of Al Azhar Mosque) confirmed that women have the right to head the state according to the Islamic law. Claims which support women's roles, however, are unfortunately met with certain misinterpretations about Islam and the twisting of authentic Quranic texts and Hadith by groups that are far from female friendly (Arab Women Leadership Outlook, 2009). The patriarchal nature of Muslim societies whereby women are confined to certain roles, specified by patriarchal norms and traditions also reinforces these misconceptions. Furthermore, the huge influence of religious speeches, conservative figures and inflexible social traditions make the contradictions between Islam, economic and social progression difficult to relate to.

Therefore, despite the potential support for women's leadership provided by Islamic texts and tenets, the contemporary context in which Islamic teachings are interpreted, practiced, and enforced can be a challenge for women. These challenges need to be overcome before women, as leaders, are fully accepted and integrated in this part of the world. These will be highlighted later in this chapter.

2.5 Dubai Initiatives in Women's Leadership Development

Dubai is a city characterized by its dynamic society and economy and by a government and leadership that is heavily engaged in supporting Dubai's Strategic Vision at the public and institutional levels.

The first element in the mission of the Dubai Strategic Plan (DSP) 2015 emphasizes the importance of human resource development. "Achieving comprehensive development and building human resources" is explicitly outlined in the plan (Dubai Strategic Plan, 2008). In fact, the development of national human resources is highlighted in both the social development and economic development sections of the plan. The economic development section stipulates that human capital excellence is to be achieved by "preparing Dubai's workforce for the high value, knowledge-driven economy, which requires attracting and retaining highly skilled employees, improving nationals' qualifications and increasing their motivation" (Dubai Strategic Plan, 2008). Also, the second aim under social development states clearly the following:

"[To] increase Nationals' participation in the workforce and society by:

- Support[ing] nationals so they become the preferred employees in strategic sectors through education and skills development;
- Equip[ing] nationals with the life skills required for living in a rapidly changing environment;
- Increase[ing] nationals' awareness of their anticipated role in the future development" (Dubai Strategic Plan, 2008).

It is evident through DSP that great importance has been given to building the capability of Dubai government employees with a genuine commitment to their development and advancement with a clear understanding that this will have a strong positive influence on government organizations and the overall economic effectiveness throughout the Emirate.

The importance that DPS placed on the human element in fulfilling its objectives and the aspiration of the government to enhance the readiness of UAE nationals and prepare them to contribute directly in the country's development has led to a heavy focus on skills development, bringing to the forefront the concept of "leadership development". Leadership development

became the driving engine to help the government in achieving its strategic objectives and trickling down to organizations.

Within this wide spectrum of individual development, diversity and dynamism, the notion of "transformational leadership" becomes an important area of study, looking at different aspects of transformation and behaviours by leaders and their followers, their inspiration and motivation to perform beyond expectations, and diminishing their self-interests to fulfil organizational good. Little attention has been given to the concept of transformational leadership in the UAE, and a holistic approach to understanding its manifestations in light of the dynamic government and economy of Dubai, the ambitious strategic plan, and the clear commitment to develop national skills and the motivation and qualifications of the workforce.

Analysing transformational leadership among government leaders in Dubai (and women leaders in particular) helps to create profiles of potential talent which can catalyse and lead change in the future of organizations in Dubai and will help policy makers to invest financial and human resources wisely in building capacity− an investment which will demonstrate good returns at later stages. Furthermore, as more attention is paid to transformational leadership, a deeper understanding for the styles, skills and competencies can be developed within the broader scope of talent management frameworks which will enrich the design of leadership programmes as well as improve the performance and motivation of leaders (in particular) and organizations (in general). This will support policy makers in assessing and developing polices (public and institutional) using evidence-based strategies that arise from Arab and Muslim culture− an angle which is highly underrepresented in leadership literature in general and transformational leadership in particular.

In Dubai several noteworthy accomplishments have been made by women on the level of leadership including entrepreneurship development (Metcalfe, 2008). In fact, women's entrepreneurship has been at the forefront of several international organizations, such as the

World Bank which has projects that set investment climates for women as part of large gender initiatives in the MENA region (Metcalfe, 2008). In addition, many government managed local initiatives supporting women's entrepreneurship have been instituted in Dubai such as (for example) the women business council.

Creating entities which support the development of human capital is yet another attempt by the government to encourage women's leadership advancement. The Dubai Women Establishment focused primarily on enhancing Emirati women's skills and competencies to meet the UAE's needs and strategic priorities. To fulfil this objective, DWE introduced a unique programme to develop the skills, talents, and competencies of Emirati female leaders, known as the Women's Leadership Development Programme by partnering with Mohammed Bin Rashid Centre for Leadership Development (MBRCLD).

The main objective of the UAE Women's Leadership Development Programme is to fulfil the strategic priorities for the Dubai government by developing highly skilled employees with enhanced qualifications which could serve the local government of Dubai as well as the Federal government. Furthermore, potential women can occupy senior positions in Dubai in particular and the UAE in general. The WLDP is designed to deliver an integrated set of modules that are based on four key areas of development:

1) Leadership – focuses on developing women's leadership competencies at personal and organizational levels
2) Management acumen – focuses on management skills, such as financial management, project management, marketing, business and personal skills
3) Personal development – focuses on women's personal growth and development, career development, coaching, mentoring and action planning
4) Technical knowledge – focuses on functional (i.e., job related training).

The candidates were selected for this two year programme based on the following criteria: (1) holding UAE citizenship, and (2) passing the psychometric assessments and the interview.

The two year programme was launched in January 2009 and 35 candidates enrolled. The selection process included different means to attract high quality candidates as follows:

1) Official joint letters signed by the initiator of the programme (DWE) and the implementer (the Mohammed Bin Rashid Centre for Leadership Development) to all government and semi-government entities in Dubai and the UAE to encourage them to nominate their female employees

2) Regular announcements were made in the media (TV and newspapers) for one month to ensure a wide geographic coverage for the programme

3) A special website was designed as well for this purpose

Seven hundred candidates had applied to join the programme through the above mentioned channels. Initial screening was carried out to ensure applicants fulfilled the demographic criteria, which resulted in three hundred and fifty applicants being shortlisted. Psychometric tests were conducted to screen applicants based on their aptitude and leadership skills. The top one hundred and fifty candidates also passed a panel interview which included representatives from DWE, the Mohammed Bin Rashid Centre for Leadership Development and two external interviewers (training developers and providers from Duke University in USA and Insead University in France). As a result the top 35 candidates were selected to join the programme.

The UAE WLDP was a two year programme which covered a set of core and leadership competencies. The core competencies included creativity and innovation; excellence in execution; organizational understanding; effective communication; financial awareness; and

community focus while the leadership competencies included strategic thinking; business judgment; enabling change; leading and inspiring others; and developing people. (More details can be found in the Dubai government's behavioural competency dictionary in Appendix 3).

The programme was composed of 17 modules as follows:

Module 1: The Leader in You: Self Mastery helps individuals to identify what is truly important to leaders, how to be a balanced leader and what is needed for personal growth and success and how this may be different for different people. It also teaches them to recognize weakness and learn how not to hide behind them. Embracing natural strengths and weaknesses are an important part of mastering the leader within oneself.

Module 2: Leading Change for Women helps participants to understand the context of women and leadership in Dubai and the systems and roles currently in place for women in the nation, and how it fits into the broader world. Its helps participants envision what types of roles they want to see for women in the nation, how to define and gain clarity around the tasks of women role models and the potential for women in different areas of society. Finally, this module has participants take a close personal look at themselves and question how they fit in the overall DSP.

Module 3: Penetrating the Glass Ceiling focuses on managing change, with a particular focus on managing people's fear of and resistance to change. The front-end of an individual's resistance to change is how they perceive the change. The back-end is how well they are equipped to deal with the change they expect. This module teaches participants how to address resistance from both ends to help the individual reduce it to a minimal, manageable level.

Module 4: Value Creation teaches participants how to discover where they should concentrate their efforts to enhance their value. It teaches them the keys to building and maintaining a competitive advantage.

Module 5: Leadership Style teaches participants about communication styles, structuring messages and taking effective decisions that mobilize change. It also covers issues such as conflict resolution and how to provide constructive, clear and specific performance feedback through open exchange of views.

Module 6: Innovation and Critical Thinking shows participants that innovation is not an art, but rather a skill that can be taught. To improve productivity, leaders must move away from school book thinking. By improving how people think, you leverage everything they do. Creativity is an important part of innovation, but it is not as important as understanding the framework of the issue, precisely defining the problem and planning the implementation of the best solutions.

Module 7: Managerial Decision Making Framework teaches leaders how to make decisions and intervene in contextually appropriate ways. Before addressing a situation, leaders need to recognize which context governs it, and tailor their actions accordingly. Complicated contexts may contain multiple right answers, and though there is a clear relationship between cause and effect, not everyone can see it−leaders must therefore sense, analyse, and respond.

Module 8: Managing Cultural Diversity teaches participants a number of techniques for managing diversity such as communication (creating awareness among all employees about diverse values of peers through communication), cultivation (facilitating acknowledgement, support and encouragement of any employee' success by all other workers), and capitalization (linking diversity to every business process and strategy such as succession planning, reengineering, employee development, performance management and review, and reward systems).

Module 9: Foundation of Strategic Management helps participants to develop an awareness and understanding of how to create an organizational strategy. It familiarizes them with how to use the appropriate analytical tools, how to identify value chains within an organization and to comprehend the importance of strategy alignment.

Module 10: Building High Performance Teams examines the critical characteristics of highly affective teams. It teaches participants how to build and lead high performing teams and provides a better understanding of the competencies needed to create such teams.

Module 11: Executive Health and Wellness stresses the importance that well-being plays in a company's on-going success. Managing stress and work-life balance are considered serious issues underlining leadership and are the focus of this module. Participants learn that achievement and enjoyment are the front and back of the coin of value in life. You can't have one without the other, no more than you can have a coin with only one side.

Module 12: Managerial and Leadership Strategies outlines the different leadership styles and their impact. There are a number of different approaches, or 'styles' to leadership and management that are based on different assumptions and theories. This helps participants to develop and adapt their own leadership styles to become more effective leaders.

Module 13: Maximizing the Value of Assets teaches participants how to manage customer relationships and create a culture of service quality. Furthermore, it shows them how to interpret quantitative information as well as calculate risks, costs and benefits.

Module 14: Change Agent: The Coach stresses the importance of management coaching. Increasing the manager's understanding and skill in using critical coaching in developing employees help them to use these skills to increase the effectiveness of conversations with employees at all levels of performance, competence and commitment. This understanding will strengthen the manager's ability to positively impact employee competency, engagement, and retention, all of which are critical to an organization's ability to sustain success.

Module 15: Managing Complex Problems explores different strategies, tools, and management styles which managers can use to handle complex problems in an effective manner such as collaborative governance, dynamic governance, public-private partnerships, and crisis management. The module also covers broad problems at the national level and problems at the organizational level.

Module 16: Women's Strategic Challenges explores the changing role of women in modern societies, the challenges that women face in the age of globalization, and the impact of these changes on social, economic, and political spheres. Furthermore, the module addresses the importance of understanding gender differences in management and communication in an organization. It covers the different aspects of management that should take into consideration differences between genders such as decision-making strategies, hierarchies, institutional designs, organizational culture, status, power and communication styles.

Module 17: Women, Leadership and Power explores the debate over whether women make for more effective leaders. It considers the impact of gendered constructs on leadership styles and aims at providing participants with an understanding of how these constructs can be embraced such that excellence in leadership is achieved.

In addition to the aforementioned modules, there were several follow-up and reflection sessions which provided the opportunity for participants to look back and reflect on what was learned.

In addition to the modules, UAE WLDP also focused on the personal development plan for women leaders based on assessing the abilities, aptitude and personality of the candidates as follows.
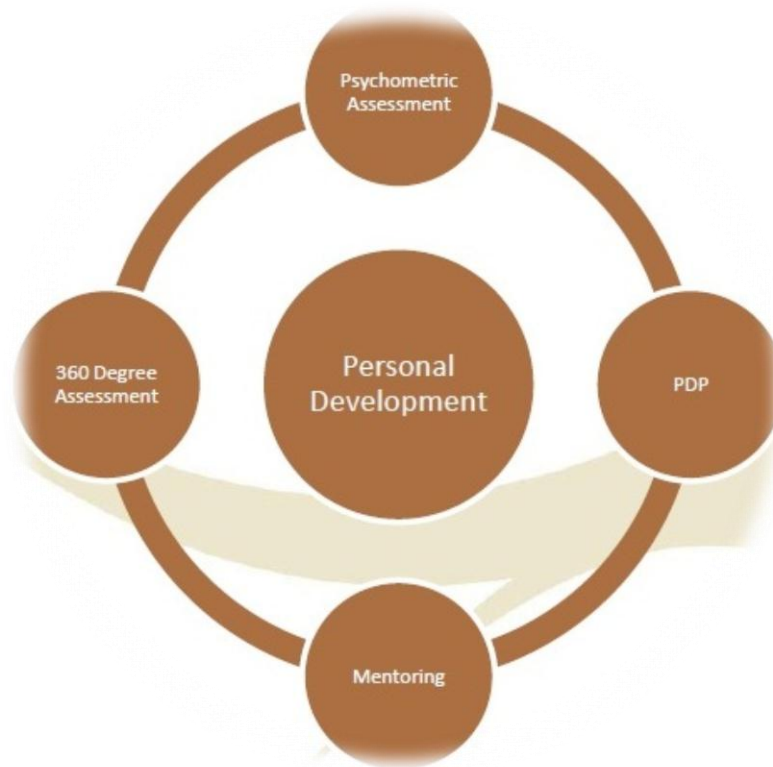

Figure 2.2 Personal Development Plan

Personal Development Plan (PDP)

The programme provides each participant with a PDP, designed to suit her personal development according to her needs and preferred learning methodology, in addition to a proper development approach.

One to One Feedback Sessions

The results of the psychometric assessment are discussed with participants with an assessment on thinking and reasoning style, behavioural traits and occupational interests.

360 Degree Feedback

This is a structured process that provides a person with relevant information about their leadership behaviour and constructive feedback on their behaviour from different perspectives.

Mentoring Programme

This was designed to provide career guidance, offer suggestions or directions on work-related issues, provide feedback on the mentees' work and help with educational resources and management concerns.

The above provided a detailed account of the UAE WLDP, highlighting the learning journey for the women leaders in this programme and the amount of investment that was devoted by Dubai government to nurture these talents.

In conclusion, the Dubai government allocated considerable resources to develop women leaders, either by creating entities for this purpose or encouraging attendance at world class leadership programmes to satisfy this need. This commitment from the government has inspired the author to investigate and explain women's leadership in the UAE by mapping out and analysing the talent pool− by looking at their profiles, leadership styles and management performance in order to understand the current situation and to feed into the future creation and design of relevant and impactful leadership development programmes. Collecting this information will not only give an important overview on the background of these women and

their experience with the programme, but will help to address the areas of improvement related to their performance for further reference and consideration.

This study is a stepping-stone that contributes to future research on the enablers and enabling agents that may help advance women in the UAE, while taking into consideration cultural, social, economic, and political transformations. Although a great deal of research has been carried out on organizational practices which influence leadership styles worldwide, very little research is specifically tailored to female leadership in the UAE. This study intends to fill this gap in the literature.

The second chapter has considered the changing role of women in a relatively young country that is experiencing dramatic growth. Although considerable strides have been made in the education of women, there is still a gap in the acceptance of women in the workplace, especially as leaders, and despite Islamic requirements that women are treated equally to men. The Dubai government has undertaken focused initiatives with a view of rectifying the situation, and one of these initiatives, the UAE WLDP, is the focus of this study. In the following chapter the literature under-pinning leadership theory is reviewed.

CHAPTER 3

LITERATURE REVIEW

This chapter reviews the literature associated with the concept of leadership. The author goes on to shed light on the distinction between leadership and management and highlights the theory most relevant to this particular research project, namely transformational leadership, and the reasons why this was found.

Two models were utilized to measure transformational leadership, managerial potential and management performance: the "Multifactor Leadership Model" and the "Mastery in Management" model. Following this, a related notion which is discussed is leadership competencies− outlining in more detail what leaders actually do, looked more closely at leaders' actions by taking a leadership styles approach and examined competency frameworks at different levels within organizations.

The chapter concludes with some insight on women's leadership globally, giving an overview of the similar challenges women face and how the women depicted in this study fit into the larger global and regional contexts. Although limited in volume, this review considers studies that were conducted in the Middle East region. These studies examine factors that have an impact on women leaders' personal and professional development (e.g. culture, family support, education, religion). Findings include identification of enabling factors that foster women's progression in the workplace; concurrently the success factors of these enablers are examined.

3.1 Leadership Concept Definition

The study of leadership is diverse and depends heavily on the way in which researchers define the concept and the methods they choose to study it (Yukl, 2006). Yukl reviewed five approaches: (1) trait, (2) behaviour, (3) power-influence, (4) situational and (5) integrated. For the purpose of this study, the author simplified major leadership theories by using this approach as a backdrop. The choice to outline Yukl's work is because he offers a basic approach to the highly subjective topic of leadership. He provides an easily traceable method for researchers and gives them a lens through which to look at major approaches of leadership study.

He reported the emphasis of each approach as follows:

1) Trait - attributes of leaders such as personality, motives, values, and skills

2) Behaviour - what managers actually do on the job

3) Power-influence - influence processes between leaders and other people

4) Situational - the importance of contextual factors that influence leadership processes

5) Integrative- involves more than one type of leadership variable

(Yukl, 2006)

The variety of approaches for studying leadership has broadened the horizons of researchers by providing different lenses that can be used to examine leadership based on different contexts and purposes of the studies (individual versus institutional), the impact on the organization's effectiveness (importance of identifying leadership competencies) and the dynamic relationship among leaders and subordinates. The scope of this research is descriptive, to satisfy the purpose of the study to ensure it is relevant to the UAE/Dubai context in particular, considering the local culture, demographics, political circumstances and labour market needs.

This section of the chapter addresses the concepts of leadership and management and looks at them as both distinctive and complementary concepts. Outlining the current day understanding of both concepts, the first part of this section looks at similarities, differences and the various schools of thought and synergies between them. In the conclusion, there is a focus on the importance of understanding the distinctions and similarities between leadership and management in order to value the importance of both concepts in running an effective organization.

It is evident that the concept of leadership will continue to change and evolve as more exploratory research is being devoted to it. It is important to distinguish between *leadership* and *management*. As Stephen Covey eloquently put it: "management is efficiency in climbing the ladder of success, leadership determines whether the ladder is leaning against the right wall" (Porterfield & Kleiner, 2005).

According to different scholars, management is a function that should be exercised in any business. This function may include tasks, both simple and complex, which are handled by different people in the workgroup and whereby the team as a whole can share the responsibility of meeting performance targets. These include things such as planning, budgeting, evaluating, facilitating, problem solving and decision making.

Leadership today has drifted away from traditional notions of individual grandeur to have a more relational focus. In other words, leadership is based on building trust with others, identifying and dealing with talents and providing direction, inspiring, motivating and encouraging team work (Kotter, 2011). This sophisticated definition relies on the relationship between leaders and others in the organization to include "listening and learning from others, energizing the organization, act[ing] for the benefit of every one, self and other development, empowering others to lead and recognition to achievement" (Badloni, 2000 cited in Porterfield & Kleiner, 2005).

Other definitions have supported the idea of the ability of leaders to influence employees toward the achievement of goals (Lussier, 1990 and Robbins, 1993 cited in Yousef, 1998). Kets de Vries (2001) has put emphasis on effective leadership as an influential factor in forming high performance within organizations (Briscoe, Schuler & Claus, 2008). Other more recent studies by scholars such as Goleman (1998) have shown the importance of elements such as self-awareness and emotional intelligence on the influence that leaders can have over their followers as well as organizations.

The below excerpt by Kristina Ricketts describes the current day understanding of the combination of leadership and management as follows:

> Today's groups, organizations, and teams need both effective leaders and effective managers to run a successful operation. While some obvious similarities (i.e. they both involve influencing constituents or employees; authority and power are generally given with both positions) can be found between leadership and management, there are also some striking differences (i.e. management is often more task-oriented; leadership is often considered more inspirational and visionary).

(Ricketts, 2009)

Furthermore, according to Ricketts there are several descriptions of the term leadership as follows:

> A process whereby an individual influences a group of individuals to achieve a common goal. Leadership: Is a process, involves influence, occurs in a group context and involves goal attainment.

(Ricketts, 2009)

Ricketts has expanded her definition of leadership in this context:

> Leadership creates the systems that managers manage and changes them in fundamental ways to take advantage of opportunities and to avoid hazards:
>
> - o Creating vision and strategy
> - o Communicating and setting direction
> - o Motivating action
> - o Aligning people
> - o Creating systems that managers can manage and transforming them when needed to allow for growth, evolution, opportunities and hazard avoidance.

(Ricketts, 2009)

Leadership is understood as an over-arching, goal-setting process by which employees and subordinates are motivated and inspired.

Management on the other hand can be synergistic with leadership, but in this context and for clarity between the two terms, can also be understood as:

> To exercise executive, administrative and supervisory direction of a group or organization.

(Ricketts, 2009)

To further that definition, it can also be understood to serve the following functions:

Management makes systems of people and technology work well day after day, week after week, year after year:

- o Planning and budgeting
- o Organizing and staffing
- o Controlling and problem solving
- o Taking complex systems of people and technology and making them run efficiently and effectively, hour after hour, day after day.

(Ricketts, 2009)

Thus management can be understood as more detail oriented and task-focused with specific responsibilities within an organization.

3.1.1 Differences between Leadership and Management

According to several researchers and authors (as seen in the publication by Ricketts), many differences arise between concepts of management and leadership:

- Management is seen as accomplishing activities and mastering routines, while leading is seen as influencing others and creating visions for change
- Leadership is a multidirectional influence relationship, whilst management is a unidirectional authority relationship
- Management and leadership require different types of people

(Ricketts, 2009)

Delving into more detail, leadership also differs from management in the following ways, as described aptly by the Management Study Guide's article on *Management vs. Leadership: Relationships and Differences*:

1. While managers lay down the structure and delegate authority and responsibility, leaders provide direction by developing the organizational vision and communicating it to the employees and inspiring them to achieve it.

2. While management includes focus on planning, organizing, staffing, directing and controlling; leadership is mainly a part of directing function of management. Leaders focus on listening, building relationships, teamwork, inspiring, motivating and persuading the followers.

3. While a leader gets his authority from his followers, a manager gets his authority by virtue of his position in the organization.

4. While managers follow the organization's policies and procedures, the leaders follow their own instinct.

5. Management is more of a science as the managers are exact, planned, standard, logical and more of mind. Leadership, on the other hand, is an art. In an organization, if the managers are required, then leaders are a must/essential.

6. While management deals with the technical dimension in an organization or the job content; leadership deals with the people aspect in an organization.

7. While management measures/evaluates people by their name, past records, present performance; leadership sees and evaluates individuals as having potential for things that can't be measured, i.e. it deals with the future and the performance of people if

their potential is fully extracted.

8. If management is reactive, leadership is proactive.

9. Management is based more on written communication, while leadership is based more on verbal communication.

(Management Study Guide, 2012)

3.1.2 Similarities between Leadership and Management

Several other schools of thought consider leadership and management as one in the same, where everyone is considered a 'leader' in their own right. One apt description is as follows:

Leadership and management share many similarities. Both leadership and management involve influence, working with people, and working with effective goal management.

(Management Study Guide, 2012)

3.1.3 The Synergy between Leadership and Management

It can therefore be understood that the concepts of management and leadership are not mutually exclusive, but mutually beneficial and complementary:

There is an overlap between the two fields; when managers are involved in influencing a group of employees to meet its goals, they are operating under leadership. In addition, when leaders are involved in aspects such as planning, organizing, staffing or controlling,

they are operating within management, while different; they may never be completely separate.

(Ricketts, 2009)

Thus in conclusion it could be understood that even though leadership and management may still be understood as two separate concepts, they are inextricably linked and must work together to make an organization run smoothly and effectively. As seen in a Wall Street Journal article, to separate the two is likely to cause more problems, even though they are not easily separated (Murray, 2012).

- Leadership and management must go hand in hand.
- Workers need their managers not just to assign tasks but to define purpose.
- Managers must organize workers, not just to maximize efficiency, but to nurture skills, develop talent and inspire results.

(Murray, 2012)

In Dubai, the government has invested greatly in management and leadership training. Two government funded organizations were created, the Dubai Human Resources Institute and the Mohammed Bin Rashid Centre for Leadership Development, the former was mandated with management training and the latter with leadership development. These independent yet complementary bodies support the government's commitment to support the effective management of organizations and to encourage distinguished leaders to help create a culture of productivity and effectiveness.

3.2 Transformational Leadership (Integrative Approach)

Transformational Leadership theory was found to be the most relevant to the study of women leadership development in the UAE. Highly influenced by the work of Burns (1978), transformation leadership, an approach which delves into the moral values of people and raises ethical issues and standards that help to reform institutions is compared and contrasted with transactional leadership, an approach which appeals to people's sense of self-interests and benefits.

Transformational leadership which is integrative is based on a relationship characterized by trust, respect, loyalty and admiration which encourages followers to exceed expectations in delivering their work. According to Bass (1982) the leader transforms and motivates followers by:

1) Making them more aware of the importance of task outcomes
2) Encouraging them to transcend their own self-interest for the sake of the organization or team
3) Activating their higher-order needs (such as self-esteem and self-actualization)

(Bass, 1982)

Transformational leaders exhibit four types of behaviour:

1) Idealized Influence - by displaying attributes that induce followers to view them as role models and by communicating values, purpose and the importance of the mission
2) Inspirational motivation - by exuding optimism and excitement about the mission and its attainability
3) Intellectual stimulation - by encouraging followers to question basic assumptions and consider problems and tasks from new perspectives
4) Individualized consideration - by focusing on the development and mentoring of followers and attending to their individual needs

(Burns, 1978; Powell & Graves, 2003)

On the other hand, transactional leaders begin with identifying what responsibilities are expected of their followers and then consider how efficiently they have performed. According to Powell and Graves (2003), they exhibit two kinds of behaviour:

1) Contingent reward by promising and providing suitable rewards if followers achieve their assigned objectives
2) Management by exception by intervening to correct follower performance either in participation of a problem or after a problem has occurred

(Powell & Graves, 2003)

Leaders who are inclined to be transformational may exhibit transactional qualities when it furthers them in reaching their goals. The opposite is true, transactional leaders are very rarely transformational. Transformational leaders place a premium on fostering an encouraging environment and maintaining high enthusiasm levels in the team in face of challenges and obstacles. They help their teams to comprehend how their work is valuable to the overall organization, and how important it is to prioritize the success of the organization over self-interests. As a result, followers feel trust and respect toward the leader, and they are motivated to exceed original goals and expectations (Yukl, 2006).

According to Yukl (2006), the guidelines for transformational leadership include:

1) Articulation of a clear and appealing vision
2) Explanation of how the vision can be attained
3) Confident and optimistic action
4) Expression of confidence in followers
5) Use of dramatic and symbolic actions to emphasise key values
6) Leadership by example

(Yukl, 2006)

Transformational leadership emerged in response to the changing economic landscapes in which organizations operate (Powell & Graves, 2003). As increasingly global environments bring to the table more competitiveness, new technologies, and changed business realties, transformational leaders need to offer flexibility and decentralized authority. Successful leadership comes from high quality specialists who are able to rally followers, maintain a unified vision and inspire creativity in achieving goals as well as developing functional systems of rewards and recognition (Powell & Graves, 2003). In addition, survival of organizations in today's rapidly changing environment and fast paced technological advancements is contingent upon open communication and delegation, all key attributes to transformational leadership. Consequently, organisations are less inclined to follow an authoritarian model of leadership but rather embrace a more transformational and democratic model (Powell & Graves, 2003).

According to a study which investigated 26 leading public and private sector organisations in Europe, it was discovered that for the most part a moderated form of transformational leadership is the norm in contemporary organizations (Bolden, *et al*., 2003). A different study showed that in the Arab world, women are more likely to demonstrate a transformational leadership style because they are more relationship-oriented, while men are more likely to be transactional and laissez-faire[1] (Arab Women Leadership Outlook, 2009).

According to Avolio, Walumbwa, and Weber (2009), transformational leadership style is strongly endorsed across cultures where followers develop into leaders. They consider transformational leaders to be moral agents who focus themselves and their followers on achieving higher-level missions (e.g., get commitment, trust, loyalty, performance). They take

---

[1] Laissez-faire leaders avoid taking responsibility for leadership. For the most part they abstain from neither providing direction nor making decisions and do not involve themselves in the development of their followers. In recent years, leadership theories have become more dynamic and holistic by distinguishing between transformational, transactional, and laissez-faire leadership; however, transformational leaders are held in highest regard. They are able to successfully transform team members into leaders by encouraging and motivating them to rise above their own self-interests for the good of the group or organization (Powell & Graves, 2003).

the time to get to know the people they work with, what these people need to know to perform at their best and how far they can be stretched, challenged, and supported. They are respected for taking a stand on important issues (causes and concerns), encourage people to question and use their intelligence and tap into the full potential of those being led.

The common observation among many studies in the area of transformational leadership is its importance in the gender debate. The four components of the transformational leadership theory (idealised influence, inspirational motivation, intellectual stimulation and individualised consideration) have been found to play a vital role in influencing the emotional intelligence of women leaders when they interact and communicate with their subordinates and peers either individually or through team work.

Transformational leadership has received some criticism. Its lack of conceptual clarity is one such critique. Because it covers a wide range of characteristics and behaviours (e.g. motivation, being change agent, influence), some researchers believe that this translates into lack of defined parameters. Another criticism is the elitism and heroic aspect of this theory due to the impression created about transformational leaders as having vision and influence over their followers by providing the direction that others cannot. Another drawback is "the followership and charismatic nature of transformational leadership which can present significant risks for organizations because it can be used for destructive purposes" (Bass and Avolio, 1994).

At the same time, transformational leadership has several important applications. It provides a wide leadership framework for thinking which includes: inspiration, motivation, individual differences, vision, etc. while other theories are too specific and sometimes narrow in their approach about leaders' actions or contexts. According to Bass and Avolio (1994), transformational leadership can be taught to people at all organizational levels and can positively affect the organization's performance.

These applications are of significant importance within the UAE context as they are strategically aligned with the DPS. In fact, transformational leadership has been used in designing leadership development programmes (such as UAE WLDP) to enrich the transformational leadership behaviours of employees. Beside leadership development programmes there is emphasis on enrolling the employees of Dubai government in training programmes related to building vision which is actually an important component of transformational leadership; this programme is an obligatory one due to its multipurpose (can be used for leadership development, Dubai Excellence Award, etc.).

3.3 Smith's Multifactor Leadership Model

The focus on transformational leadership led to the use of a measure developed by Anthony Smith based on his extensive research in the area of transformational leadership and the different versions of the "Multifactor Leadership Model" which were developed earlier by scholars such as Bass and Avolio (1994). Part of the survey utilized in this study is based on Smith's developed version of this model which measures a wide array of leadership styles/roles and specifically the behaviours of transformational leaders such as influence, motivation, stimulation and consideration. Due to its ability to differentiate between effective and ineffective leaders and to measure key factors that set exceptional leaders apart, and its adaptability to different cultures and organizations, this model was the best choice to follow for this particular study (Smith, 2007).

Smith developed this measure based on the components of transformational leadership; namely the work of Bass and Avolio (1994) and many researchers such as Munejohn, Armstrong, Yokongdi and Benson who adapted it and found it to be valid across many cultures and organizations, such as Australia and Thailand. This measure wasn't used in the Arab world though a qualitative study among some Arab women demonstrates a tendency towards transformational leadership style more than men (Arab Women Leadership Outlook, 2009). The study argued that women typically adopt a transformational leadership style and Arab women are

no different, displaying a tendency to communicate openly and share fully in their responsibilities. However, Arab women may also combine their leadership with an emphasis on emotional intelligence. There are some marked differences in the leadership style of Arab women compared to their male counterparts. They tend to be highly committed and, because their goals are often concealed by obstacles, give more attention to detail and tend to be less power-hungry. Their style is less autocratic and more inclusive than that of men (Arab Women Leadership Outlook, 2009).

Such research has encouraged the researcher to investigate the presence of transformational leadership in the UAE through using Smith's model as a measure. This is the first time in the UAE such an attempt, to examine the leadership styles of women leaders and to understand how they connect to their organizational behaviours, is made. This model was also the most ideal given the resources available to the researcher as other versions are highly sophisticated and intricate and demand large teams of researchers and advanced statistical expertise that is outside the scope of this particular study. Considering these factors and the importance for conducting this exploratory study, this measure was deemed sufficient for the particularities of this research.

By examining the presence of the transformational leadership in Dubai the researcher took into account the historical and political considerations for establishing the country, the social and cultural circumstances that have impacted on the roles of women and men, and the role of education in raising public awareness about the importance of closing the leadership gender gap.

Smith's model includes the following 6 leadership styles (facilitator, teacher, pragmatist, motivator, visionary and mystic) and sets of behaviours associated to each style. The styles are grouped within 2 large clusters of behaviours: developmental and inspirational. The developmental cluster includes the following styles: facilitator, teacher, pragmatist while the inspirational include the following styles: motivator, visionary and mystic.

Each style has set of associated behaviours summarized in Table 3.1:

Leadership style	Behaviours
Facilitator (skill Building developmental behaviour)	○ Asks insightful questions ○ Solicits input from others ○ Synthesizes effectively ○ Listens well ○ Demonstrates empathy ○ Embraces diversity of all employees ○ Admits mistakes ○ Effectively assesses skill and motivation of others
Teacher (skill Building developmental behaviour)	○ Explains things effectively ○ Is effective at using analogies and metaphors ○ Is a good storyteller ○ Provides effective orientation for new assignments and tasks ○ Encourages learning ○ Effectively teaches people new skills ○ Role-models high standards ○ Demonstrates commitment to self – improvement
Pragmatist (skill Building developmental behaviour)	○ Is decisive ○ Prioritizes well ○ Demonstrates effective analytic skills ○ Is bottom-line oriented ○ Avoids wasting time ○ Delegates effectively

	○ Plans work effectively ○ Knows the business ○ Utilizes resources effectively
Motivator (skill building inspirational behaviour)	○ Communicates with optimism ○ Demonstrates belief in you ○ Maintains composure in tough situations ○ Demonstrates passion and conviction ○ Provides recognition ○ Is courageous ○ Inspires people to perform ○ Is committed to winning
Visionary (skill building inspirational behaviour)	○ Clearly articulates the end goals ○ Identifies opportunities before others do ○ Recognizes patterns others may not see ○ Thinks out of the box ○ Establishes common purpose ○ Is innovative ○ Understands industry trends well ○ Sees the big picture
Mystic (skill building inspirational behaviour)	○ Appears to have varied interests outside work ○ Approaches things differently from others

	○ Consistently comes up with unique perspectives
	○ Commands attention when speaking
	○ Is charismatic
	○ Creates a culture of pride
	○ Is self-aware
	○ Is fun to work with

Table 3.1: Associated Behaviours with Leadership Styles

The first three styles/roles in the Multifactor Leadership Model above (facilitator, teacher and pragmatist) can actually be learned. They are technical and can be taught through different stages of development of technical aspects and leadership competence. The other three roles (motivator, visionary and mystic) are inspiring ones and help to build the effectiveness and performances of leaders through transactional activities (motivator and visionary). A visionary leader has the ability to notice opportunities that others may not; except for mystique which is a transformational quality because it affects the internal state of leaders whom can influence others with a sense of leadership beyond their managerial role (Smith, 2007). A leader who possesses charisma or mystique has a high degree of personal presence and catches attention through both verbal and non-verbal communication styles. A motivator has the ability to bring out the drive in people through a system of rewards and penalties (Smith, 2007).

In studies done by Smith and Northouse it was found that technical styles/roles (facilitator, pragmatist and teacher) are key in the supervisory level where there is focus on developing and building the capacity of leaders and followers. At the same time to enhance effectiveness they can be taught through different means of learning and interaction. Middle level management can

include all styles/roles (technical and non-technical) and each style/role can exhibit its functionality based on the organizational needs. In the senior/top level management the visionary and motivator styles/roles (non-technical roles) are more crucial than other leadership styles due to gaining a certain level of leadership and technical competence by that time in their career; these leaders have the ability to inspire and establish common purpose with others (Smith, 2007; Northouse, 2012).

Smith's model has incorporated the four main behaviours of transformational leadership which were identified by Bass and Avolio (1994) earlier, these components were reflected in the leadership styles; the characteristics of "idealized influence" have been described under the 'visionary' role, "inspirational motivation" has been defined under the "motivator" role, the components of "intellectual stimulation" were referred to the "facilitator" role and the "individualized consideration" was categorized under the "pragmatist" role. Two new roles were added by Smith which are "teacher" and "mystic" in response to development of leaders and the impact of organizational and social changes that they face.

The limitations of Smith's model include its reliance on self –perception of respondents; that might create some concern regarding the responses in terms of over rating. "How participants feel and think of themselves is the core of leadership development", (Al Dabbagh & Asaad, 2010) thus the researcher has decided to rely on the women leaders' self-critiques in getting the responses especially under the circumstances of assuming the anonymity and assuring the adherence to ethical aspects.

3.4 Mastery in Management Model

The Mastery in Management Model looks for "vital signs" in mastering management and for predicting managerial potential and management performance. This model was introduced by

Helen Place (1982) who used it to rate the level of proficiency and expertise for women respondents in management. Skills are the main area of focus in this measure and can be described as "competencies that people can learn or develop" (Northouse, 2012). The measure includes four sets of skills, namely: administrative skills, interpersonal skills and personal effectiveness. Each skill category includes a group of skills which should be rated based on the women leader's level of expertise. This measure was chosen because of its comprehensiveness and straightforwardness. Furthermore, it is an easily adaptable method and has already been used in a similar study in Australia to measure the managerial skills and performance of women at different organizational levels.

The measure is described below is Table 3.2:

Administrative skills	Organizing work
	Quality of decision making
	Ability to make decisions
	Taking responsibility for decisions
	Creativity and innovation
	Analytical ability
	Planning, scheduling
	Follow through and control
	Recruitment and selection
	Product knowledge
	Time Management
	Company procedures
	Technical knowledge
	Knowledge of competitors
	Management of change
	Marketing
	Manpower planning
	Budgeting – financial forecasting

	Report writing
Interpersonal skills	Leadership ability
	Helpfulness to others
	Understanding people
	Staff training and development
	Management of change
	Motivation
	Group Processes
	Delegation
Personal effectiveness	Clear communication-speaking/listening
	Self-confidence
	Problem solving
	Handling pressure
	Behaviour flexibility
	Stress Management
	Energy, enthusiasm, persistence
	Tolerance of uncertainty
	Assertiveness
	Creativity
	Initiative

Table 3.2: Mastery in Management Measure

The above measure for management performance and potential is one of many other measures that were developed world wide; the deciding factor for selecting this one was its novelty in the UAE, simplicity in design and rating, its comprehensive and straightforward approach in terms

of having a huge set of skills within one framework (administrative, interpersonal and personal effectiveness).

Mastery in management complements Smith's model where the first measure was used for the managerial aspect while Smith's model is adapted to measure transformational leadership.

3.5 Leadership Competencies

Examining leadership through the competencies lens provides the most recent approach, especially with the wide use of competencies frameworks to develop employees across different levels in organizations.

Most large contemporary organizations adopt leadership competency frameworks for management and evaluation processes. "Individual competence", a concept coined by Boyatzis (1982) refers to the traits that leaders have which enables them to perform productively. His description incorporates the dimensions of skills, individual characteristics and what were termed traits and motives. Furthermore, he went on to identify competence as a dynamic interaction between components of job competency and levels of application (Boyatzis 1982). Subsequently, Brodie (2009) suggested that there are four important competencies for leaders which are: people skills, relationship skills, skills in business and leadership skills.

Twenty first century work environments demand high levels of skills and new competencies which can adapt to novel challenges and the rapidly changing external environments of organizations. This requires a refinement and redefinition of old techniques and the introduction of new mechanisms. It is noteworthy to know that in the United States alone, leadership development is a multibillion dollar establishment (Fulmer & Vicere 1996, cited in Yukl, 2010).

Five leadership competencies expected of senior executives were identified by Pynes (2009). These leadership competencies are divided into the following categories:

1) Leading change – continual learning, creativity and innovation, external awareness, flexibility, resilience, service motivation, strategies and vision
2) Leading people – conflict management, leveraging diversity, integrity/honesty and team building
3) Result driven – entrepreneurship, problem solving and technical credibility
4) Business acumen – financial management, human resources management and technology management
5) Building coalitions – influencing/negotiating, interpersonal skills, oral communication, partnering, being politically savvy and written communication

(Pynes 2009)

By analysing relevant research it is noticeable that there has been a shift in the ways leadership is thought about, a move from focusing on interpersonal traits to more emphasis on competencies development. The early traits model of leadership concentrates on the person leading, rather than on the job that has to be done. More recently the focus has shifted away from this thinking paradigm (Bass, 1982). This is important for the context of this particular study which actually investigates leadership competencies within the framework of the women leadership programmes in the UAE.

In Dubai government a leadership competency framework has been developed as a guide for training and leadership development programmes (see Appendix 3). The leadership competencies used in Dubai government are: strategic thinking, business judgment, enabling change, leading and inspiring others, developing people. Training Dubai leaders on these

competencies is viewed as helpful to producing new thinking approaches and to foster follower learning and development needs. (Dubai Strategic Plan, 2008)

3.6 Women and Leadership Studies

In many global studies (e.g. Hewlett, 2007; Fels, 2004), competencies are found to be a crucial part in developing women's leadership; however, other factors appear which may hinder achievements. According to McKenzie (1996), in spite of achievements in the fields of politics, business, arts and entertainment, religion and sports, leaders who are women are still vulnerable. The difficulties continue for leaders who happen to be women; as they must struggle through stereotyping to rise to the top of their professions and then they must transform barriers into opportunities for success.

Helen Place (1982) found from her studies on New Zealand women that learning processes from stereotypical expectations to achievement aspirations can take time, but it needs to be accomplished if a woman is to feel at ease with herself as well as comfortable in the business environment. She emphasizes the importance of networks to provide supportive backup for women leaders and the ability of women leaders to use their interpersonal skills, especially in leadership positions. Hall (1984) found that for the most part (approximately 80%) American women were more accurate than men in anticipating what emotion the person was actually feeling, which is particularly helpful when communicating effectively.

Recent studies in the USA, UK, Australia and some Middle Eastern countries (Jordan, Saudi Arabia and Egypt) indicate achievements of women leaders. Some of these studies for leaders and their subordinates (e.g., Hopfl & Matilal, 2007; Kandola, 2004; Metcalfe, 2008; Powell & Graves, 2003) showed that subordinates usually felt the same levels of satisfaction with both female and male leaders, which indicates that those supervised by women tend to have positive

attitudes towards women leaders, indeed an important finding. This close contact with women leaders helps to dismiss stereotypes about whether women belong in leadership roles (Powell & Graves, 2003).

A study done by James Collins and Val Singh (2006) in the UK entitled "Exploring Gendered Leadership", focused on the factors for developing leadership behaviours and styles among women and men leaders. They highlighted some influencing factors on shaping the leadership styles such as: the social construction (societal norms) and early childhood which emphasizes the individualism of men and inclusivity of women. These factors encouraged behaviours that differ between men and women and at a later stage the leadership styles. In the USA, Rosener (1990) commented that recent women executives do not adopt stereotypical masculine styles of corporate behaviours but that they focus more on interpersonal skills. Rosener (1990) has highlighted that women leaders have adapted an "interactive/participative leadership style" where the impact of transformational leadership is clearer. They have a tendency towards mutual trust with subordinates, motivation, respect, team work, collaboration, inclusiveness, empowerment and power sharing; these behaviours help them to transform their self- interest to group interest and that complements their gender role (caring). In contrast men adapt a "transactional leadership style" based on their tendency toward authority, power, and control, and being more centralized to their personal goals. Similar findings were found by Alimo-Metcalfe and Alban-Metcalfe (2001) in the UK. The British female CEOs "saw themselves as role models of leadership for aspiring women, and were proactive in engaging in women's career development activities such as networks" (McTavish and Miller, 2006).

Another area that women have successfully penetrated is that of leadership and entrepreneurship development. In one study Metcalfe (2008) highlighted some of the progress made in the Arab world, when a woman became the first ever president of the Arab Banking Co-operation, an organization that was always primarily a male one or when the Chamber of Commerce and

Industry (CII) in Saudi Arabia developed finance and legal counselling for women and offered them assistance to establish and expand their entrepreneurial ventures (Metcalfe, 2008).

In a leadership study conducted in the USA by Powell and Graves (2003), it is suggested that women are better suited than men to serve as leaders in the many ways required in the global economy. The goal should be to enhance the likelihood that all people, women and men will bring the right abilities to leadership roles. McTavish and Miller (2006) report that new forms of capital are brought to the workplace such as interpersonal skills and emotional communication; and these give a competitive edge. Women saw themselves as role models of leadership for aspiring women, and were proactive in engaging in women's career development activities such as networks. They talked of empowering staff and providing a consultative and collaborative environment which encouraged team work. Also, some women leaders in the study appeared to consider themselves as more transformational than their male counterparts (McTavish & Miller, 2006).

A study in Thailand has shown that other contributing factors for women to move into management positions are higher education attainment levels and the changes in social acceptance of gender equality (Yukongdi & Benson, 2006). Women's share of management positions; however, remains low despite women's share of the labour force reaching over 40% of the global workforce (Yukongdi & Benson, 2006). In Thailand, a study by Siengthai and Leellakulthanit (cited in Yukongdi & Benson, 2006) observed that education is one of the most important factors facilitating women's entry into management positions.

Throughout different studies it is notable that Arab women leaders share similar concerns with their international counterparts; a main distinguishing factor being that Arab religious values and traditions create a conservative approach towards women's advancement that sometimes results in cultural deadlocks (Arab Women Leadership Outlook, 2009). Global challenges that are faced

include gender discrimination and policies that may preclude women from maintaining a work-family balance (Hewlett, 2007; Moghadam, 2004). In fact, according to a study conducted by the Centre for Work-Life Policy in the US, 37% of women reported having put their careers on hold for some time for various familial obligations (Hewlett, 2007). Researchers have found that these challenges are faced by women cross-culturally (e.g., for GGC countries see Janardhan, 2005 and Austrialia see Sinclair, 2004). These factors have influenced the ability of Arab women to penetrate the glass ceiling; at the same time they have drawn the attention of the policy makers in the UAE to the need for further investment in developing the capabilities of women leaders and pushing them further up the career ladder; thus more funds have been allocated to education and development programmes to catalyse this transformation (Abdalla, 1996; Fakhro, 1997; Janardhan, 2005).

It is important to draw attention to the fact that similar studies were conducted in different cultures using the Multifactor Leadership Model as a measure for transformational leadership, the version which is used (Smith's model) captures the leadership styles in Dubai similar to Australia, Thailand, USA, India and some other Arab countries. The studies have shown the characteristics of the participative style of leadership in some GCC countries (Qatar, Kuwait, Bahrain), the authoritative style of leadership in Jordan and more towards autocratic style of leadership in India (Yousef, 1998). In Thailand and Australia similarly to findings in the UAE, women leaders exhibited the participative style of leadership (prominently pragmatist and facilitator) (Yukongdi & Benson, 2006; Munejohn & Armstrong, 2008). In the USA the participative style was obvious (prominent was the pragmatist and teacher) (Pynes, 2009).

With regards to the managerial potential and management performance, similar to other studies conducted around the world, such as in the United States at the American Telephone and Telegraph Company (AT&T) by a team of researchers (Bray, Campbell, & Grant, 1974; Howard & Bray 1990 cited in Yukl, 2010), women leaders in Dubai were found be continuously working towards enhancing their skills (Arab Women Leadership Outlook, 2009), particularly

interpersonal skills (e.g., oral communication), cognitive skills (e.g., creativity, critical thinking), and administrative skills (e.g., organizing and planning).

In UAE despite very few general research projects on women's empowerment, there is a limited critical analysis of women and leadership. UAE WLDP can best be described as an "imported" leadership paradigm modelled mostly from western thinking and practices. The "transformational effect" on the 35 participants is examined to understand the enablers behind the transformation of these participants who can lead the change in Dubai progressively. In absence of such studies and information it is important to examine leadership styles, managerial skills, interest in leadership development programmes and obstacles for this talented pool of women in Dubai. It is hoped that this will help Dubai government (in particular) and the leaders (in general) to improve their productivity and the impact they can create within organizations. Moreover it would allow for the allocation of the most suitable leadership style in the right setting. As a result the yielded personal development would serve the overall national development goals. Stated differently, it is hoped that this study will assist in creating 'change agents' in the Dubai government as clearly highlighted in the DSP.

3.7 Conclusion

In summary, this research aims to draw clear distinguishing lines in the debate of leadership and management by highlighting the differences between the two concepts and emphasizing the importance of both strategically and functionally. A wide range of theories on leadership have been reviewed to serve as reference to this research project and to indicate gaps in the literature in this field. This type of research, on leadership development in the UAE in particular and the region more generally, is not only scarce, but is also highly blurred and relatively ambiguous for the most part. As a new emerging field of increasing importance in the UAE, this project can be a reference for future initiatives and researchers from the region, offering a concise summary of the most important and widely held leadership theories that may be applicable locally.

It was found that transformational leadership theory was most reflective of the women leaders that were surveyed and studied in this project by using Smith's model (which was based on Multifactor Leadership Model). This integrative approach to leadership helps describe different leadership styles, and gives a concrete sense of the dynamics of the relationship between leaders and followers. The Mastery of Management measure was used as well to identify managerial potential and performance (in term of skills) of women leaders. These two measures complement each other by providing a comprehensive descriptive mapping of women leaders in Dubai. As several scholars such as Northouse (2012) and others emphasize, leaders are more effective when their skills match their management levels and roles. The author decided to use the above two measures/models that were utilized in measuring transformational leadership and managerial potential and performance. Relevant concepts, namely leadership competencies were discussed highlighting the importance of designing and adapting the leadership competency framework in organizations as a development guide for leaders and other employees to function and progress.

Finally, the chapter concludes with a look at women's leadership globally and provides an overview on similar challenges that women are met with in an attempt to contextualize women leadership development in the UAE. Overall the main aim of this literature review was to understand the most relevant leadership theories that have impacted the styles and behaviours of the women in the UAE. The next chapter discusses the research methodology for this study.

CHAPTER 4

RESEARCH METHODOLOGY

This exploratory study of women leadership development in Dubai is the first of its kind in the nation. The researcher has opted to use both quantitative and qualitative methods for data collection and has also incorporated the UAE WLDP as a case study. This chapter aims to identify the most suitable research philosophy for the purpose of this particular study.

Philosophy is seen to be "a social institution (Irwin, 1997 cited in Dobson, 2002) that has an important role to play in research, not as a permanent statement of position, but as conditional and intimately related to the outcomes and practice of research. This view of philosophy encourages a coherency in research" (Dobson, 2002).

The first observation critical realism would make is that one cannot concentrate solely on a single level investigation of the society, group or individual: critical realism argues for a relational perspective, seeing society as "an ensemble of structures, practices and conventions that individuals reproduce or transform" (Bhaskar, 1991, p. 76).

This chapter will discuss the research philosophy and approach used in this study. It will also look at some research design issues, survey strategy, ethical and cultural considerations, strengths and limitations that the researcher faced and the results of the pretesting which was conducted.

4.1 Research Philosophy

The research philosophy includes key assumptions which reinforce the research strategy and methods the researcher used in the analysis.

"It is more appropriate for the researcher in a particular study to think of the philosophy adopted as a continuum rather than opposite positions". (Tashakkrori & Teddlie 1998 cited in Saunders, Lewis & Thornhill, 2009, p. 109). According to Saunders, Lewis and Thornhall, "epistemology is concerned with what constitutes acceptable knowledge in a field of study". They indicate that "a researcher may place more authority on data were it to be presented in a form of table of statistical data". They state that realism is a "branch of epistemology because it assumes a scientific approach to the development of the knowledge and this underpins the collection and understanding of the data" (Saunders, Lewis & Thornhill, 2009, p.112).

According to Saunders, Lewis and Thornhill (2009), critical realism claims that there are two steps which are involved in understanding any phenomenon: the thing itself (e.g. phenomenon or incident) and the feelings (or sensations) it expresses or reflects or can be associated with. The mental processing which takes place later requires understanding the reality behind the knowledge which depends on the social conditions that surround that knowledge; it is important to know the underpinning social factors behind the occurrence of any phenomena to be able to make any recommendation.

Bhaskar is an important scholar specialised in the field of critical realism. He emphasized the importance of understanding the social structure and surrounding behind the evolvement of any phenomenon that we are trying to realize; according to him practical and theoretical processes of social sciences can help in identifying and recognizing what cannot be seen. He also indicates

that many of the world's problems stem ultimately from false philosophical positions (Bhaskar, 1991).

It is noticeable that critical realism pays attention to multi-level study where each level has the capability to change the researcher's understanding for the subject of study; thus critical realism "is much more in line with the purpose of business and management research which is too often to understand the reason for phenomena as a precursor to recommending change" (Saunders, Lewis & Thornhill, 2009, p. 115).

The philosophy of critical realism which was adapted in this research was the most suitable one for the purpose of this study which is analysing women's leadership development in the UAE through UAE WLDP. It highlights the profiles of women leaders in Dubai, their leadership styles and managerial skills and goes on to explore further the challenges the women leaders face and suggestions (policies and interventions) they would like the policy makers to consider. These influencing factors were assessed as well within the UAE social context to give a better understanding for women leadership development in Dubai and to answer research questions that will provide practical recommendations and will acknowledge, promote and develop women leaders further in the UAE and Dubai in particular.

It's important to draw the attention to the fact that the findings of this study are linked to the experiences, backgrounds and values of women leaders in Dubai and most of their recommendations are impacted by the constant change in the social world. The final findings cannot be understood independently from the experiences and values of the women leaders as well as the Muslim culture, Arab conservative social context and institutional reforms which took place in Dubai in the recent years and helped them to develop their capacity.

Critical realism was the most appropriate philosophy for the researcher due to her governmental position and attention to improve HR practices. It was important to understand and compare the best practices in women leadership development internationally and recommend the ones which are more relevant to the Dubai context considering the social setting.

4.2 Research Approach

In this research the deductive approach was used where the researcher based the study on significant readings and findings cross culturally in the area of leadership development in general and women leadership development in particular especially in understudied cultures such as Muslim cultures. The researcher believes the deductive approach which was used has adapted the following stages:

- Taking the transformational leadership and managerial potential as concepts selected to be examined among women leaders in Dubai.
- Operationalizing the above two concepts by using two measures 'Smith's Model" as a measure for transformational leadership to identify the leadership styles among women leaders in Dubai as well as the "Mastery in Management" measure to measure managerial potential and performance by identifying the administrative, interpersonal skills and personal effectiveness among the women leaders.
- Pretesting the two measures (which weren't used in UAE context before) to check the validity and construct cross culturally and adapt any required change accordingly.
- Data collection from women leaders in Dubai based on the surveys (mostly quantitative in nature) and other qualitative questions were added based on the recommendations received during the pretesting stage.
- Analyzing the findings (quantitative and qualitative) and comparing them with other findings from different cultures.
- Making further recommendations to policy makers at public and institutional levels.

The research includes key readings from Western literature as well as highlights from some studies in far Asia and the Arab world. The two measures used (Smith model and Mastery in Management) have been adapted in different cultures and used locally with slight amendments to original versions. Data was then collected through online surveys similarly to other studies. Therefore the deductive approach was the more realistic approach for this proactive study.

4.3 Key Research Design Issues

Research design is "the general plan of how the researcher will go about answering the research questions" (Saunders, Lewis & Thornhill, 2009). Another interesting definition for research design is "the plan that guides decisions about when and how often to collect data, what data to gather, from whom and how to collect data and how to analyse data" (O'Sullivan, Rassel, Berner, 2010, p.26). This requires developing research questions based on the selected research philosophy and approach which will consequently impact the selection of research strategy, data collection and analysis and the time frame of the research.

Having a research design will provide a road map on how research questions can be designed, resources can be utilized, data can be collected and analysed, obstacles can be overcome, ethical issues can be maintained all over the process.

Three factors were the points of focus in this research design as follows:

- Research strategy: this study is exploratory in nature and has a deductive approach; though there are many resources on the topic in English but very limited resources were available about the UAE; considering the critical realism philosophy which underpins this study and analyzing the available resources the selected strategy for this study was surveys.

- Research choice: survey was used as a data collection technique for quantitative and qualitative data. The analysis was done primarily using a combination of SPSS and Excel. This choice was found to be most suitable one for this small population.

- Time frame: this study adapted a survey strategy to describe the women leaders who joined the UAE WLDP over two years to provide descriptions regarding their profiles, skills and leadership style. It can be classified as a cross-sectional study.

The research design/methodology included the below steps with clear purposes and outcomes:

1. Conceptualization: the purpose (aim and objectives) of this study was identified, research questions were selected, availability of resources were analyzed carefully (e.g. time and statistical expertise) for data analysis

2. Evaluating and selecting data collection method: the structure and content of the web-based surveys (questions, order and wording) was drafted based on the study's scope, sample size was discussed and agreed upon with the supervisor based on the limitation of UAE women population and due to the proximity of the researcher to UAE WLDP and ethical issues (e.g. confidentiality and privacy issues) were assured with the party in charge from MBRCLD.

3. Pretesting: will be discussed in detail in a following section separately.

4. Administration of the survey: the data was collected from the 35 candidates within 8 working days with the assistance of MBRCLD.

5. Data analysis: a combination of the Excel software and Statistical Package for Social Sciences (SPSS) were used to analyze the obtained quantitative data. The qualitative data was categorized (grouped) as a narrative to support meaningful analysis (Saunders, Lewis & Thornhill, 2009)

6. Develop recommendations and conclusion.

4.4 Survey Strategy

In the context of this study, the research strategy which was used was a survey to provide some description for the population of women leaders in Dubai. The web-based survey was chosen for this study because it is a readily accessible method which is not overly time consuming for the busy respondents. This method is actually well received in the UAE and one of the most popular forms of collecting data, due to the high quality of internet services in the country and the low cost associated with it. It also offers flexibility in designing the web page and the ability to post data directly into the database which makes it more accurate than a pen and paper survey thus comparison and description of data is rendered easier. The initial survey was designed to include quantitative questions which aimed to describe the sample of women leaders by providing some numerical data in the form of simple tables on which basis the analysis was conducted and qualitative data (was added after the pre-testing phase). The survey was conducted with 35 women leaders in the UAE WLDP and allows for further exploration of the value of the leadership programme and provides an opportunity to identify the challenges that hold the participants back from reaching leadership positions. Finally participants were invited to list some suggestions for interventions, recommendations and general comments to improve the environment, with a view to help them to advance their careers.

4.5 Pre-testing

This study is exploratory in nature thus the sample size was appropriate to satisfy this purpose. Some global leadership measures which have not been tested in this part of the world were used. However, these measures had to be adapted to make them cross-culturally relevant in the UAE. The survey was pretested in order to test for solutions to any problems that may arise and to help refine the wording to ensure that respondents will not face difficulties in answering the questions. An instrument of data collection is designed with reference to the data requirements of the study but it cannot be perfected solely on the basis of a critical scrutiny by just the researcher. It is important to make sure that accurate data is collected and glitches is wording or lack of clarity do not hinder appropriate results. Pre-testing has several benefits such as allowing the researcher to test the validity of the question and whether it will bring forth responses that achieve the research objectives (Saunders, Lewis & Thornhill, 2009). It also helps develop appropriate procedure for administering the survey with reference to field conditions. Bell (2005) outlines that the following should be looked into when pre-testing an instrument of data collection:

- how long the questionnaire took to complete
- how clear were the instructions
- which questions were unclear or ambiguous
- which questions may have made respondents uneasy
- any major topic omissions
- unclear or unattractive layout

(Bell, 2005)

Using these women's comments, observations and personal insights was a very important advantage of using this approach.

The survey was tested once on a focus group of 8 women leaders with similar backgrounds (who had also applied to the programme but were not among the 35 top chosen finalists) to:

- Check the validity of the survey's construct
- Ensure that the survey is cross culturally relevant because the original survey was tested on Western/Asian respondents and pretesting was crucial to draw the attention to local elements which were culturally relevant and can add a value to the research content
- Check the wording and sequence of questions

The suggestions recommended by the focus group regarding wording, timing, layout, and adding qualitative data questions were considered during survey design. Based on the input of the respondents the researcher has added qualitative questions in addition to the quantitative ones which were set earlier. Thus the final survey which was used for the data collection included both quantitative and qualitative data.

The final survey is divided into four main sections:

1) Profile of women respondents: this included two closed and four open-ended questions

2) Leaders' styles and roles: respondents were asked to select 8 behaviours from 48, which best describe them as leaders

3) Managerial potential and performance: respondents were asked to rate themselves based on a Likert-type scale (from 0-3) where 0 is unsure and 3 is very good

4) Open ended questions section: four questions were asked regarding extent of improvement after joining the leadership development programme. Respondents were then asked to name three challenges (at least) which face women leaders, suggest three policies or interventions (at least) which can improve the performance of the women leaders and finally to add some comments (if any)

In summary, the survey included eight open ended questions while the remaining sections included questions designed based on Likert-type scales where the researcher "choose[s] a set of statements which reveal favourably or unfavourably on the number of characteristics" that need to be measured (O'Sullivan, Rassel & Berner, 2010, p. 308).

The entire population was surveyed due to its small size (O'Sullivan, Rassel & Berner, 2010). The total population was contacted by email with instructions on how to access the website hosting the survey and stating the purpose of the research, expected time to complete the survey (15-20 minutes) and the researcher's adherence to the ethical issues (confidentiality) in handling the analysis and closure date for the survey which was one week after receiving the survey. The web link was attached in the email. Follow up was done by sending three reminders over 8 days to remind the people who didn't respond to complete the survey and that helped to increase the rate of response. The first email was sent on 23rd December 2009 and resulted in 10 responses, follow up email was sent on 27th December and resulted in 20 responses, by 30th the number of responses increased to 22 thus a final reminder was sent on 30th and resulted in increasing the number of responses to 35 on 31st of December 2009. The closure date was extended by one day, due to 13 candidates being distracted by end of the year work commitments. There was a daily follow up by the researcher with the coordinator to monitor the response rate, considering the high number of commitments that respondents have, especially by end of the year.

4.6 Research Strengths and Limitations

This research is one of the first in the UAE research community in the area of leadership development and it studied the women leaders of the UAE WLDP as a sample.

There are different areas of strength and limitations which need to be highlighted as follows:

1. Research questions: The study focuses on obtaining data from participants that was the most likely to be relevant, as how participants feel and think about themselves is at the core of leadership development (Aldabbagh & Assad, 2010). Participants knew their answers were anonymous and being used for developing better programmes for women. Therefore, they were not likely to exaggerate their strengths. If anything, the way the questions were framed should have created the opposite effect.

2. Data collection method: prior to the data collection phase, different approaches for data collection were evaluated. Though "participant observation" could have been a useful method to collect data, where the researcher attempts to participate fully in the lives and activities of subject (Saunders, Lewis & Thornhill, 2009), it was eliminated in this particular study due to extensive time commitments required for such ethnographic approaches. Furthermore, the author's increasing personal and career demands and potential conflict of interest as an organizer of the program precluded her from selecting this method. Other data collection methods such as interviews (group, in depth, semi structured) share similar limitations in terms of being time consuming and having ethical constraints, thus these were also excluded. The author preferred to use web-based surveys which ensure anonymity which reassures respondents and makes them more comfortable in taking part in the research project (O'Sullivan, Rassel, Berner, 2010). Furthermore, surveys are relatively inexpensive and quick in comparison to other methods of data collection (Bell, 1999).

3. Ethical considerations: Ethical issues play an important part in research. "Analysis requires a commitment to being truthful, complete, mindful and useful" (Berman, 2007, p.13). This will ensure integrity, honesty, and objectivity throughout the process; especially at stages of data collection and data analysis. This research included both qualitative and quantitative data, thus it was important to follow the research protocols by reporting all data and results in a clear way, avoid supporting a favoured conclusion and respecting the privacy of respondents. In this research, the respondents were assured that all responses were treated confidentially and were solely used for research purposes. All participants were offered the opportunity to remain anonymous and each received a copy of the final report (Evans & Sapsford 1984 cited in Bell, 1999). On another level the ethical considerations were a concern for the researcher herself. Being a member of Dubai Women Establishment (initiator of the programme) might have influenced the responses of women leaders; this kind of reactive effect may likely occur when participants know that they are under investigation and the researcher knows that being in the context of the study might create a difference (Webb 1996 cited in Bryman, 2004) thus the administrator of the Mohammed Bin Rashid Centre for Leadership Development was asked to facilitate the process of data collection. She was a vehicle to collect data and wasn't involved in the design or analysis. The researcher wasn't part of process of direct communication with the respondents due to her governmental position.

4. Deductive vs. inductive approaches: Using an inductive approach may have shed light on what participants feel is important about leadership and captures their own priorities with regards to leadership competencies. Inductive approaches are particularly suited to theory building and to doing research on underexplored phenomena or populations. However, the main advantage of a deductive approach is its suitability to comparative work with other research published on women's leadership development. In addition, a deductive approach capitalizes on concepts and frameworks which are currently used by the Dubai government for human capital

building initiatives and as such makes the approach suitable for developing policy recommendations.

4.7 Data Analysis

According to Berman (2007) descriptive statistics can provide important summary information about different variables (e.g., frequency, distribution, means) and this is widely used in public management to influence public policy. This study aims to provide some meaningful information about the characteristics and competencies of the women leaders in the UAE for the first time to enable the government, and other research entities, to focus on improving the performance of working women and study the means to close the leadership gender gap.

The decision of how to analyse the descriptive data before starting data collection was agreed on with the supervisor; the small size and nature of sample has imposed limitations as to the techniques available for use (Bryman, 2004). For the purpose of creating descriptive statistics, the quantitative data was analysed using Excel and Statistical Package for Social Sciences (SPSS). Frequency, means, ranks and percentages were used in the discussion and interpretation of data/results. One of the most common ways to describe a single variable is with a *frequency distribution*. Distributions were displayed using percentages. Tables and graphs were included for easy presentation and discussion of results and these are displayed in the following chapter. The qualitative data gathered in this survey was represented and grouped into meaningful categories for the purpose of analysis. It has been used to identify the extent of improvement, major challenges women leaders face, suggestions for improvements and comments which can contribute to women leadership development in the UAE.

In conclusion, this study adopted the "critical realism" philosophy to obtain information that could be analysed for patterns. In addition, it can demonstrate that certain characteristics exist in certain groups (Bell, 1999). A deductive approach using the survey method was used so that the same questions would be asked of the respondents. Question wording was carefully designed and checked by a focus group to ensure that all questions meant the same to all respondents. Information was gathered by means of surveys. Responses were received from 35 women leaders (100% of the population). Chapter 5 presents an analysis of the study's findings.

CHAPTER 5

FINDINGS AND DISCUSSION

This chapter presents the analysis of the findings from the survey and provides a discussion of the findings from the study. It commences with an overview of the demographics of the respondents (age, marital status, education, and experience). It then analyses the findings regarding participants' preferred leadership styles and roles, before discussing the analysis of the participants' own evaluation of their management skills (administrative skills, interpersonal skills, and personal effectiveness). The final section of the analysis presents participants' views of the extent to which their skills have improved since they enrolled in the leadership development programme, and it discusses the major challenges identified by women leaders. Suggested policies, interventions and suggestions that participants consider may improve the performance of women leaders in UAE are also presented. The analysis is illustrated through the use of descriptive statistics throughout the chapter. The chapter's conclusion draws together the key strands from the findings.

5.1 Leadership Profile

5.1.1 Demographic profile

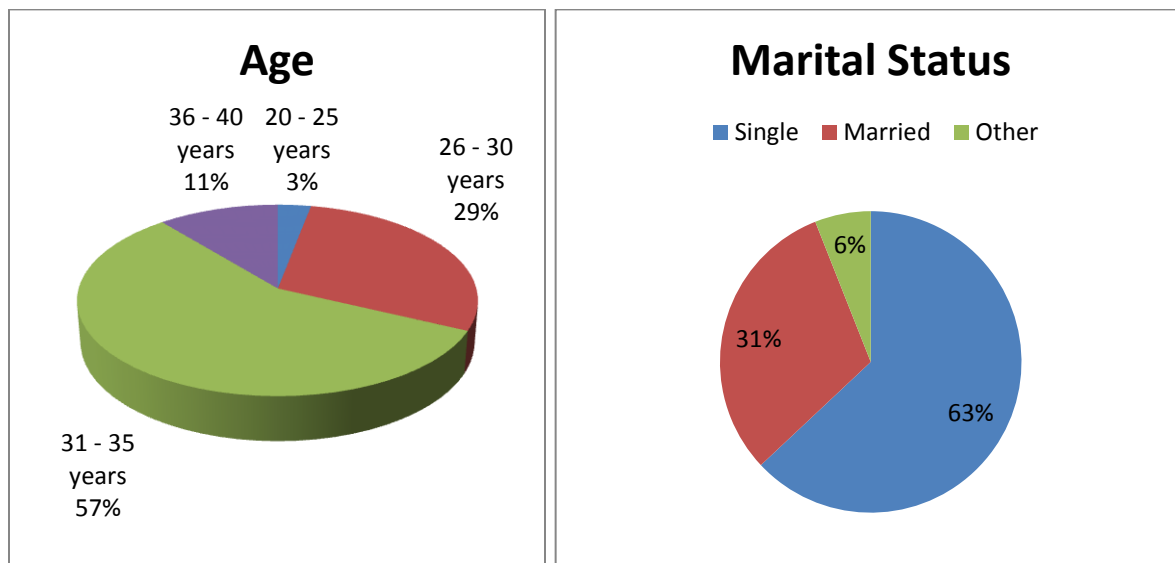| Age and marital status	
Age	**%**
20 - 25 years	3
26- 30 years	29
31 - 35 years	57
36 - 40 years	11
Marital status	**%**
Single	63
Married	31
Other	6

Table 5.1 Age and Marital Status

Figure 5.1 Age and Marital Status

As can be seen from Table 5.1 and diagrams in Figure 5.1, the majority of respondents (57%) belong to the 31-35 age group, while 29% belong to the 26-30 age group. More than half of the

respondents are single (63%) with nearly one-third being married (31%) and 6% of our sample chose "other". Since over half of the respondents in the sample are single and relatively young, this may be an indication that respondents were females who were enrolled in schools and later in higher education and who chose to prioritize careers over marriage. This is supported by the fact that there are an increasing number of UAE women participating in the workforce which reached 33.9% in all sectors in 2007 and 66% in the public government sector (UAE Vision 2021). This will lead gradually to more women in leadership positions due to their early dedication to work in comparison to the current number which doesn't exceed 30% of women in senior positions across all economic sectors in the UAE (source: www.ecssr.ac.ae).

5.1.2 Educational Profile

Educational Profile	
Education	**%**
Postgraduate (Masters, PhD, other)	60
Graduate (with vocational certificate/professional certificate)	20
Graduate (Bachelor)	71
Major	**%**
Business	69
Social Sciences	26
Information Technology	14
Health & Medicine	9
Engineering	6

Table 5.2   Education

Educational Profile (Qualification)

- Postgraduate (Master, PHD, others): 60%
- Graduate (with vocational certificate/professional certificate): 20%
- Gradate (Bachelor): 71%

Education (Fields of Specialization/major)

- Business: 69%
- Social Sciences: 26%
- Health & Medicine: 9%
- Information Technology: 14%
- Engineering: 6%
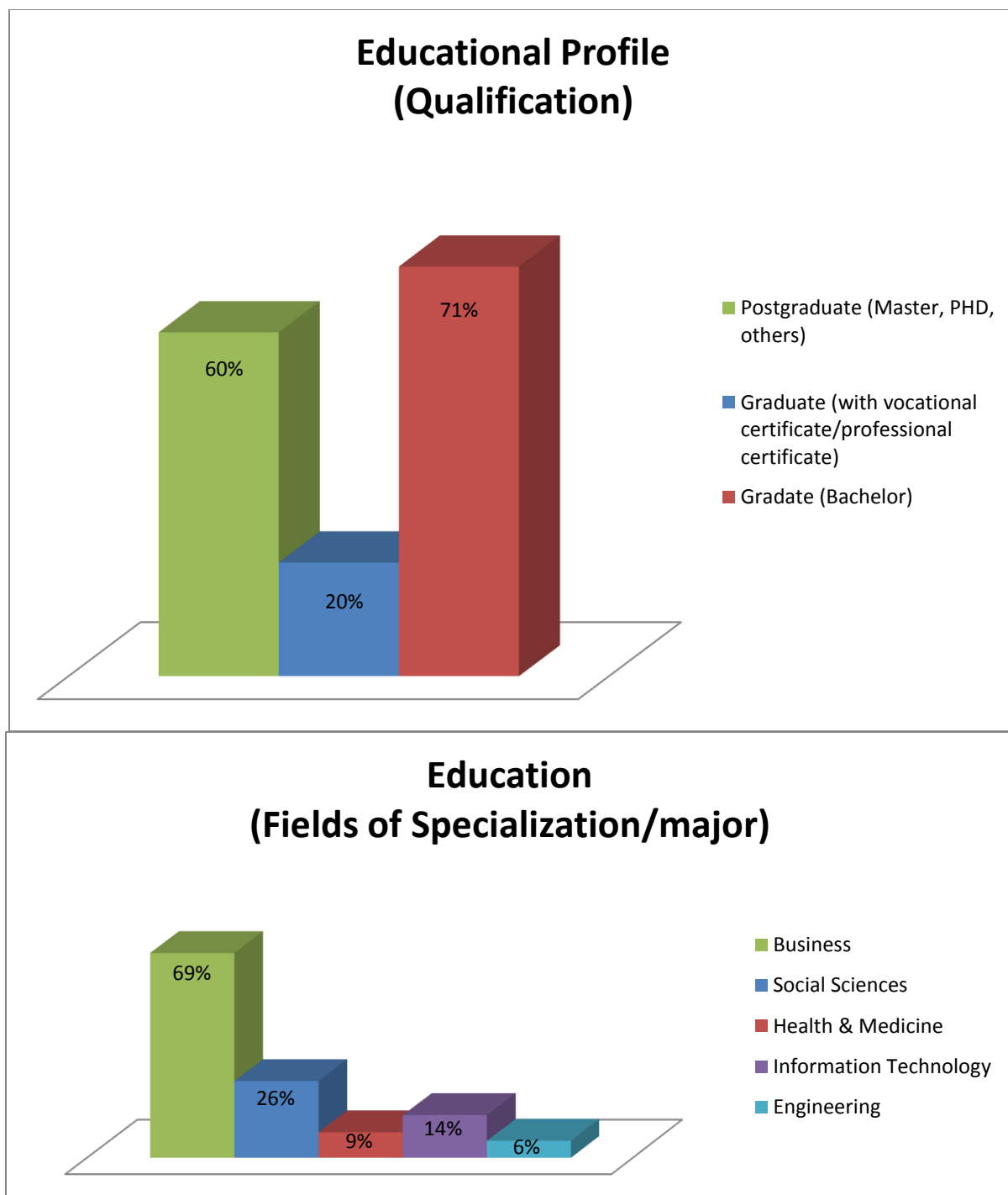
Figure 5.2 Education

As can be seen in Table 5.2 and Figure 5.2, a greater part of the respondents are post-graduate degree (60%) and graduate degree (71%) holders, and the majority of them derive from a business background (69%). It is important to point out that the percentages do not add up in the educational profile, due to the fact that the respondents have included all their attained degrees (bachelor) or their vocational and professional certificates when responding "yes" to their postgraduate degrees (Masters, PhD, other). The increasing number of female graduates from higher education institutions is one of the highest in the world (source: www.ecssr.ac.ae) and due to exponential economic growth there is a demand for certain majors such as business which helps to satisfy the needs of the labour market (source: www.ecssr.ac.ae). In the DPS there are a couple of strategic focuses (e.g. social development, health services, infrastructure development) that will open up various career opportunities for these women.

5.1.3 Experience Profile

Experience profile	
Current position	**%**
Senior Management	37
Middle Management	40
Executives	23
How long have you been in this position?	**%**
Less than 1 year	17
1 - 5 years	60
5 - 10 years	23
More than 10 years	0
Total	100

Table 5.3: Experience Profile

Current Position

Executives | Middle Management | Senior Management

23%

40%

37%

Tenure in Current Position

Less than 1 year | 1 - 5 years | 5 - 10 years | More than 10 years

0% 17%

23%

60%
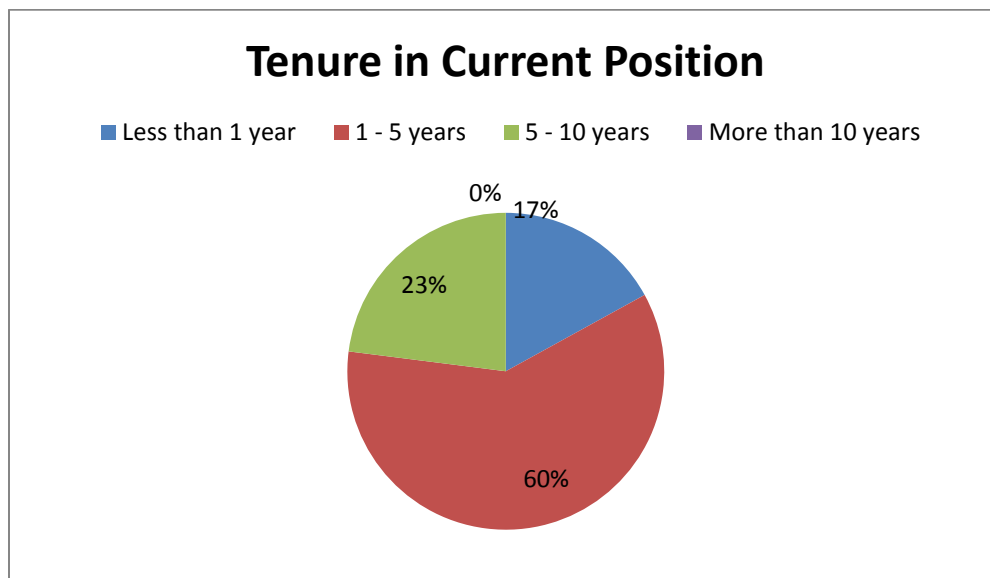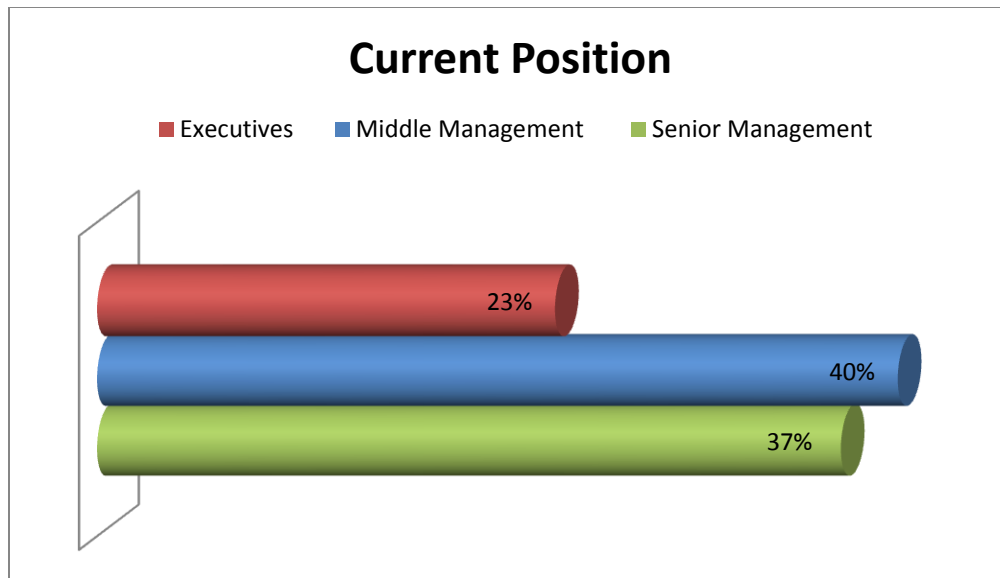
Figure 5.3: Experience Profile

The majority of the sample (40%) is holding positions which were described by them as middle level management while (37%) are seniors. A greater part of the respondents have been in their position for 1-5 years (60%) as can be seen in Table 5.3 and Figure 5.3. These findings showcase a clear observation that more leadership programmes need to be designed to satisfy the leadership competencies considering the relatively young age and the exposure needed to different technical, human and conceptual competencies.

To summarize the demographics section, it is vital to emphasize that the sample is relatively small, and unevenly distributed, with the majority of respondents being single and within age group 30-35 with less than 5 years work experience.

In brief, the participants are highly educated, mostly single and derived from a business background, mainly in middle level management with 1-5 years of experience. Although they do not represent all women in the UAE, it does highlight the profile of the women leaders who are at the forefront of the UAE workforce.

5.2 Leadership Styles and Roles

In analyzing the results of the survey, the author refers to Smith's (2007) work on leadership in which he outlines leadership as a developmental model (presented in detail in table 5.4). The categorization Smith uses is defined in the following section.

5.2.1 Leadership roles

According to Smith (2007) the leadership roles identified from the survey are as follows:

1) Facilitator
2) Pragmatist
3) Visionary
4) Teacher
5) Motivator
6) Mystic

(Smith, 2007)

The results of the leadership styles and roles used by the respondents of the UAE WLDP are presented in Table 5.4 and Figures 5.4 and 5.5 below.

Table 5.4 provides a breakdown of the indicators/ behaviours which constitute the role profile and details the respondents reported use of.

Leadership Styles and Roles

FACILITATOR: SKILL BUILDING BEHAVIOURS	%	PRAGMATIST: SKILL BUILDING DEVELOPMENTAL BEHAVIOURS	%
Asks insightful question	0	Is decisive	11
Solicits input from others	14	Prioritizes well demonstrates effective analytic skills	28
Synthesizes effectively	3	Is bottom-line oriented	3
Listens well	53	Avoids wasting time	3
Demonstrates empathy	11	Delegates effectively	43
Embraces diversity of all employees	17	Plans work effectively	47
Admits mistakes	14	Knows the business	17
Effectively assesses skill and motivation of others	36	Utilizes resources effectively	25
Total	**148**	**Total**	**177**
TEACHER-SKILL BUILDING DEVELOPMENTAL BEHAVIOURS		**MOTIVATOR: SKILL BUILDING INSPIRATIONAL BEHAVIOURS**	

Explains things effectively	19	Is committed to winning	25
Is effective at using analogies and metaphors	3	Inspires people to perform	31
Role-models high standards	17	Is courageous	3
Provides effective orientation for new assignments and tasks	3	Communicates with optimism	28
Encourages learning	33	Demonstrates belief in you	17
Effectively teaches people new skills	17	Maintains composure in tough situations	11
Demonstrates commitment to self – improvement	14	Provides recognition	19
		Demonstrates passion and conviction	14
TOTAL	**106**	**TOTAL**	**148**
VISIONARY: SKILL BUILDING INSPIRATIONAL BEHAVIOURS		**MYSTIC (MAGNETISM): SKILL BUILDING INSPIRATIONAL BEHAVIOURS**	
Identifies opportunities before others do	22	Is fun to work with	11
Clearly articulates the end goals	6	Appears to have varied interests outside work	3
Establishes common purpose	6	Consistently comes up with unique perspectives	3
Understands industry trends well	6	Is charismatic	11
Recognizes patterns others may not see	11	Is self-aware	6
Thinks out of the box	44	Approaches things differently from others	17
Is innovative	17	Commands attention when	3

		speaking	
Sees the big picture	47	Creates a culture of pride	6
TOTAL	**159**	**TOTAL**	**60**

Table 5.4   Leadership Styles and Roles

Figure 5.4 provides an overview of the totals of leadership styles and roles while Figure 5.5 outlines the prominent behaviour in each leadership style and role.

Totals of Leadership Styles and Roles
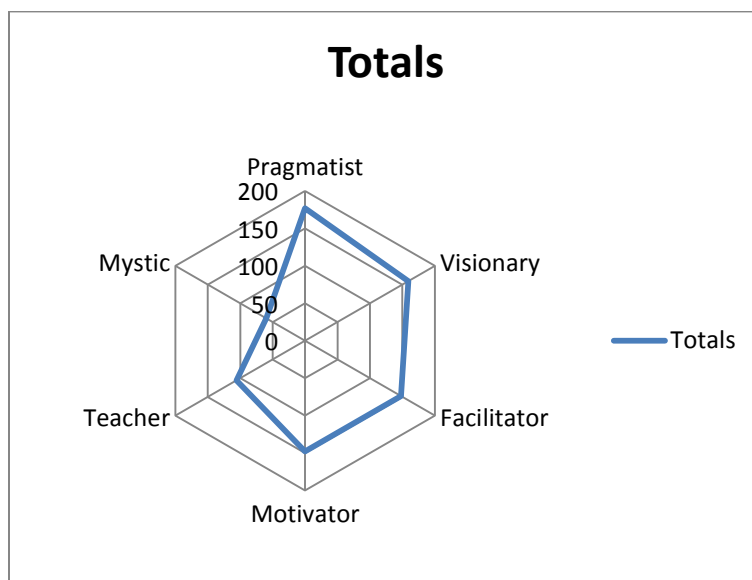
Figure 5.4 Totals of Leadership Styles and Roles

Most Prominent Behaviour in Each Leadership Style and Role
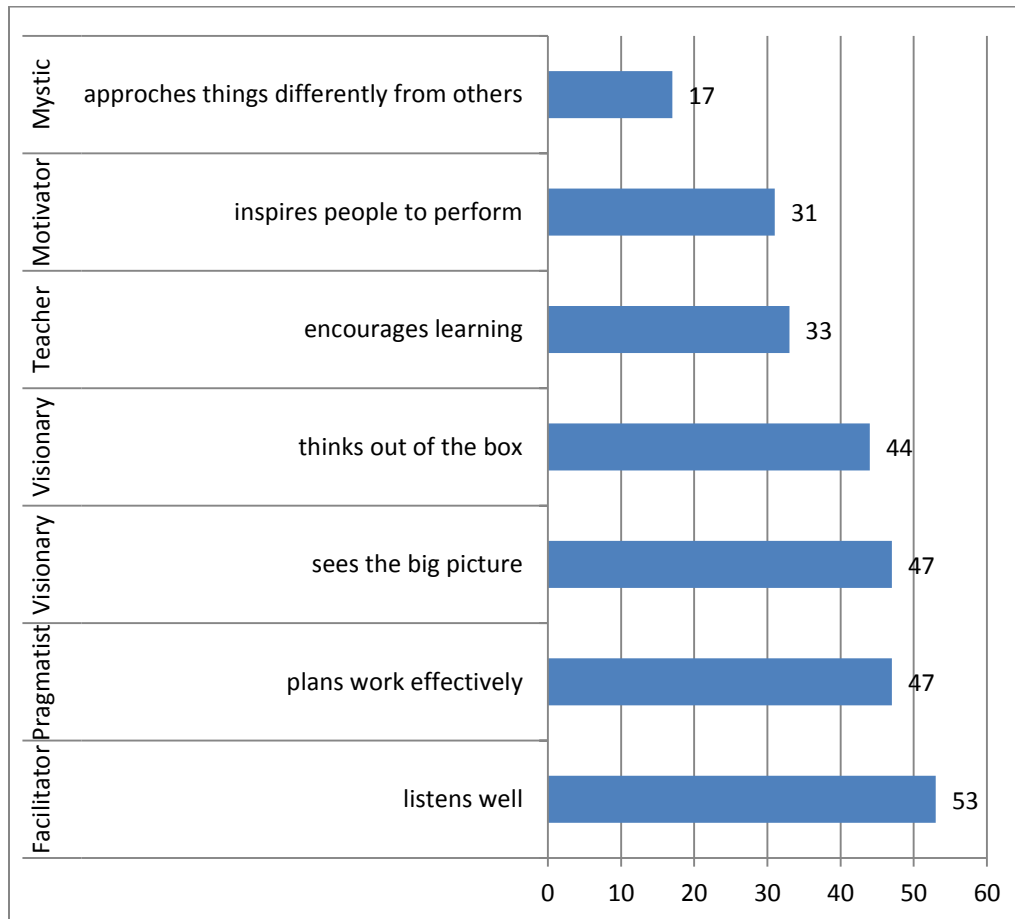
Figure 5.5   Most Prominent Behaviour in Each Leadership Style and Role

Table 5.4 reveals that the sample demonstrates behaviours across the categories. In exploring this further the results can be seen to focus on particular behaviours in each category.

5.2.1 Pragmatist Role

This role mostly focuses on skills related to building developmental behaviours. The results (Table 5.4) show that the three highest characteristics through this role are as follows: 47% of

women leaders plan work effectively, 43% delegate effectively and 28% demonstrate effective analytical skills. The characteristics that came in lowest are bottom line oriented (3%) and avoids wasting time (3%).

5.2.2 Visionary Role

This role focuses more on building inspirational behaviours. The following are the most common traits: the skill of seeing the big picture reaches 47% and leaders who can think out of the box 44%, while 22% can identify opportunities before others do. On the other side of the spectrum, only 6% clearly articulates the end goals, and the same percentage represents "establishes common purpose and "understands industry well".

5.2.3 Facilitator Role

Skill building behaviours are the main focus of this role. The most outstanding characteristics are: listening well (53%) which actually follows the global trend (Yukl, 2010) and effectively assesses skill and motivation of others (36%). The behaviours with the lowest results were asks insightful questions (0%) and synthesizes effectively (3%).

5.2.4 Motivator Role

This role mostly focuses on skills related to building inspirational behaviours. The results (Table 5.4) show that the three highest characteristics through this role are as follows: 31% of women leaders inspire people to perform, 28% communicate with optimism and 25% committed to winning. The characteristics that came in lowest are maintain composure in tough situations (11%) and courage (3%).

5.2.5 Teacher Role

For the teacher role, which generally focuses on skill building developmental behaviours, the sample shows that 33% of leaders encourage learning and 19% can explain things effectively. On the other hand only 3% are effective at using analogies and providing effective orientation for new assignments and tasks.

5.2.6 Mystic Role

This role focuses on skills related to building inspirational behaviours. The results (Table 5.4) show that the three highest characteristics through this role are as follows: 17% of women leaders approach things differently from others, 11% charismatic and fun to work with. The characteristics that came in lowest are having varied interests outside the work, consistently comes up with unique perspectives and commands attention when speaking (3%).

5.3 Dominant Behaviours

In examining behaviours across the categories the top behaviours of the respondents considered are:

1) Listens well: 53% (facilitator)
2) Plans work effectively: 47% (pragmatist)
3) Sees the big picture: 47% (visionary)
4) Thinks out of the box: 44 % (visionary)
5) Delegates effectively: 43 % (pragmatist)
6) Effectively assesses skill and motivation of others: 36 % (facilitator)
7) Encourages learning: 33 % (teacher)
8) Inspires people to perform: 31 % (motivator)
9) Communicates with optimism: 28 % (motivator)
10) Prioritizes well: 28 % (pragmatist)

11) Demonstrates effective analytic skills: 28 % (pragmatist)

These results show that the most dominant behaviours fall within three styles of the leadership model that Smith (2007) outlines, namely: facilitator, pragmatist and visionary. The first two styles (facilitator and pragmatist) include behaviours which can be acquired or learned thus they can be described as technical ones where knowledge and proficiency in a specific type of work can be developed (Northouse, 2012). Interestingly, the lowest ratings came in the mystique category, whereby behaviours and traits are not learned but rather are inherent in leaders, such as having charisma.

This part of the study presents a detailed description of the leadership style of women leaders in Dubai based on their own perceptions. Study participants expressed that they practice a combination of four categories of leaders' behaviours suggesting that their leadership styles are combination of: pragmatist, visionary, facilitator and motivator, this indicates that they might show characteristics of participative style of leadership whereby they:

- Consider the individuals needs of their followers and help them through planning their work effectively, utilize current resources and get support through coaching and mentoring considering their individual development needs (pragmatic style) which satisfies the "individualized consideration" purpose.
- Help employees to be strategically aligned with the organization's objectives through seeing the big picture and establishing common purpose (visionary style) which creates the "influence" over followers.
- Listen well to followers by intellectually stimulating them "to question basic assumptions and consider new perspectives (Bass, 1982). This represents the "facilitator style".

- Motivate and inspire followers by making them more aware of the importance of outcomes and encourage them to move beyond their own self-interests for the good of the organization by boosting their self-esteem and self-actualization. This sort of communication with optimism helps to reflect the "motivator style" that leaders can play.

By examining some behaviours which characterize these styles, it can be found across different studies that were conducted across different cultures such as "listening well" (facilitator role) − this was ranked as first behaviour endorsed by women in leadership positions (Adair & Reed 2009; Gitundu, 2009). Teamwork, cooperation, and collaboration, these three leadership competencies embrace the behaviour "delegating effectively" (pragmatist role) (Pynes, 2009). "Encourage learning" (teacher role) − ranks 7 as one of the top ten behaviours of women respondents, this goes with one of the transformational leaders' four types of behaviours, mentoring, suggested by Powell and Graves (2003). Respondents reported focusing on the development and mentoring of followers and attending to their individual needs a behavioural trait of transformational leadership coined "individual consideration", as outlined in the work of Burns (1978) and later by Powel & Graves (2003).

The ten behaviours mentioned as top ones among women leaders in the UAE WLDP highlight the qualities of people oriented leaders as reported by Brodie (2009) in his studies of other cultures (e.g. Western). Brodie considers that people oriented leaders encourage a participative style of leadership and are plan/process oriented; focus on tasks, set deadlines and request follow-up meetings for feedback. Women leaders in Dubai have shown the participative style of leadership with transformational aspects similarly to women leaders in some Western cultures and the MENA region (Arab Women Outlook Report, 2009). Describing the style of women leaders in Dubai as participative helps women leaders and their organizations to understand the extent of women leaders' ability to influence and support others; this is important in designing leadership development programmes across different levels and paying attention to

preferred/common leadership styles which are mostly job related and can ensure the effectiveness of these programmes to be improved further through two way communication and more focus on the emotional and social aspects (e.g. listening, inspiring and encouraging others, problem solving). "Women exceed men in the use of participatory styles, and they are more likely to use transformational leadership behaviours that are associated with contemporary notions of effective leadership". (Northouse, 2012)

By using the above findings regarding the leadership styles among women leaders in Dubai and the demographic data associated with these styles, the cross tabulation results show that the majority of women leaders in age group 31-35, single and have 1-5 years of experience have pragmatist leadership style (69%). No major differences among different groups of women were found based on demographic characteristics. Due to the small size of the sample and relative homogeneity of participants no significant changes in leadership styles were found on the basis of age, marital status, or experience. These findings indicate that participants in women leadership development programs in the UAE tend to be young yet hold middle management positions despite being in the workforce for a relatively short period of time. However, results also show that these women see themselves as pragmatic planners who are and keen to work on their personal and professional development in the long term. These results reflect the increasing number of the young generation of educated and ambitious women who enter the labour market annually in the UAE and who give attention to developing their careers over time.

5.4 Managerial Skills and Management Performance

This section presents the views of the respondents in respect to their evaluation of their own use of skills. It presents these in three broad areas: administrative skills, interpersonal skills and personal effectiveness.

5.4.1 Administrative Skills

Managerial Potential and Performance: Administrative Skills				
Administrative skills	Poor	Good	Very Good	Unsure
Taking responsibility for decisions	0%	11%	89%	0%
Quality of decision making	0%	14%	86%	0%
Planning, scheduling	0%	23%	77%	0%
Ability to make decisions	0%	23%	77%	0%
Organizing work	0%	26%	74%	0%
Analytical ability	0%	26%	74%	0%
Follow through and control	0%	31%	69%	0%
Report writing	0%	34%	63%	3%
Management of change	0%	40%	60%	0%
Company procedures	3%	37%	60%	0%
Product knowledge	0%	37%	57%	6%
Time management	0%	46%	54%	0%
Manpower planning	3%	40%	49%	9%
Recruitment and selection	0%	47%	50%	3%
Technical knowledge	3%	46%	49%	3%
Budgeting – financial forecasting	6%	40%	46%	9%
Marketing	20%	37%	43%	0%
Knowledge of competitors	3%	57%	40%	0%

Table 5.5   Managerial Potential and Performance: Administrative Skills

The results reveal that respondents believe that they have very good administrative skills in 12 areas which are: taking responsibility for decisions (89%), quality of decision making (86%), planning, scheduling (77%), ability to make decisions (77%), organizing work (74%), follow through and control(69%), report writing (63%), company procedures (60%). A greater part of the respondents reported (57%) time management (54%) and recruitment and selection (50%).

Furthermore, the respondents rated themselves as follows: good in terms of knowledge of competitors (57%). The only areas rated poorly were marketing (20%), budgeting (6%), and manpower planning (3%).

5.4.2 Interpersonal Skills

Managerial Potential and Performance: Interpersonal Skills				
Interpersonal skills	Poor	Good	Very Good	Unsure
Helpfulness to others	0%	6%	94%	0%
Understanding people	0%	9%	91%	0%
Motivation	0%	11%	89%	0%
Leadership ability	0%	14%	86%	0%
Staff training and development	0%	20%	80%	0%
Group processes	0%	23%	74%	3%
Delegation	3%	23%	74%	0%

Table 5.6   Managerial Potential and Performance: Interpersonal Skills

The results in Table 5.6 show that the respondents indicated they believe the skills: helpfulness to others (94%), understanding people (91%), motivation (89%), leadership ability (86%) and staff training and development (80%) are most important in their workplace.

5.4.3 Personal Effectiveness

Managerial Potential and Performance: Personal Effectiveness				
Personal effectiveness	Poor	Good	Very Good	Unsure
Handling pressure	0%	17%	83%	0%
Self-confidence	0%	17%	83%	0%
Initiative	0%	23%	77%	0%
Problem solving	0%	23%	77%	0%
Clear communication-speaking/listening	0%	24%	76%	0%
Energy, enthusiasm, persistence	0%	23%	74%	3%
Behaviour flexibility	0%	37%	63%	0%
Stress management	0%	40%	60%	0%
Assertiveness	3%	37%	57%	3%
Creativity	3%	41%	56%	0%
Tolerance of uncertainty	6%	43%	49%	3%

Table 5.7   Managerial Potential and Performance: Personal Effectiveness

In exploring personal effectiveness skills, Table 5.7 shows that the respondents rated themselves highly in ten skills: self-confidence (83%), handling pressure (83%), problem solving (77%), initiative (77%), clear communication, speaking/listening (76%), energy, enthusiasm, persistence (74%), behaviour flexibility (63%), stress management (60%), assertiveness (57%), and creativity (56%). This means that respondents consider themselves to be strong in personal effectiveness skills and perceived themselves as competent leaders.

Figure 5.6 summaries the Managerial Skills and Management Performance of participants. Within this sample, managerial potential and management performance were rated *"very good"* in terms of administrative skills, interpersonal skills, and personal skills based on women leaders' views. Specifically, administrative skills were rated the highest amongst the group of women respondents in twelve areas, namely: taking responsibility for decisions, quality of decision making, planning, scheduling, ability to make decisions, organizing work, follow through and control, report writing, company procedures, product knowledge, time management, creativity and innovation and recruitment and selection.

Based on respondents' insights the interpersonal skills were also rated as *"very good"* in the following areas: helpfulness to others, understanding people, motivation, leadership ability, staff training and development, group processes and delegation. Moreover, respondents rated their personal skills as *"very good"* in ten fields: self-confidence, handling pressure, problem solving, initiative, clear communication (speaking/listening), energy, enthusiasm, persistence, behaviour flexibility, stress management, assertiveness and creativity. All these attributes from administrative, interpersonal, and personal skills can reveal that these respondents might have achieved the necessary requirements to be in their current positions, which might give an indication that these women leaders can be competent and effective leaders. By having the necessary administrative skills, they could have stepped in the direction of advancing and developing their personal and interpersonal skills.[2]

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[2] The self-rating of "very good" in various categories is, the author believes, reflective of their subjective evaluation of their abilities but also of their actual abilities because the women, throughout their participation in the leadership programme were highly self-critical and always seeking to learn more.

Summary of Managerial Skills and Management Performance
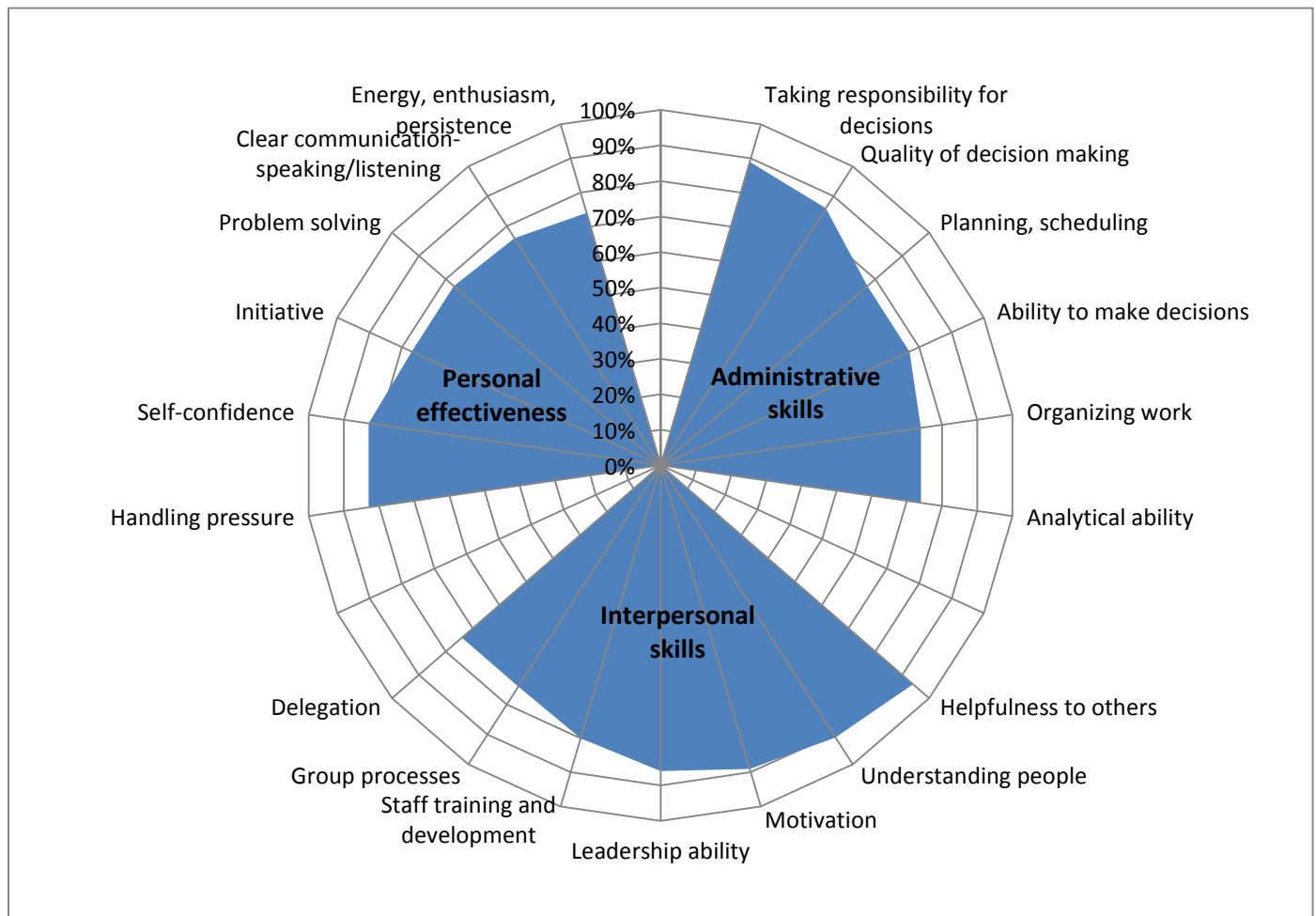
Figure 5.6 Summary of Managerial Skills and Management Performance

These findings echo that of other research conducted in America and Europe, which found that women leaders have similar skills when it comes to: decision making, identifying their priorities, and planning (administrative skills), understanding people, ability to influence the behaviours of others (interpersonal skills); self-confidence, communication, originality in problem solving and readiness to absorb stress (personal effectiveness) (Adair & Reed, 2009; Brodie, 2009; Stogdill, 1974).

However, having said that, the women leaders' responses still suggest the need for continuous development in order to improve and most of all achieve excellence, thereby accomplishing optimum managerial potential and performing their best as leaders. One interpretation of these findings could be that the reason why these women are in leadership positions might be due to the fact that they are constantly seeking to improve their skills to keep up to date as well as to improve themselves in order to lead others better (Arab Women Leadership Outlook, 2009). Similar findings were discovered in different cultures. The research conducted at American Telephone and Telegraph Company (AT&T) by a team of researchers (Bray, Campbell, & Grant, 1974; Howard & Bray 1990 cited in Yukl, 2010) revealed that the skills that predicted advancement best after 20 years included interpersonal skills (e.g., oral communication), cognitive skills (e.g., creativity, critical thinking), and administrative skills (e.g., organizing and planning).

Identifying the more and less developed skills among women leaders is important to different stakeholders such as:

- Policy makers (at different local levels): above findings will help in designing relevant polices which can be practical and respond to actual needs (e.g. training and development, performance management, gender neutral recruitment policy, pro-women education).

- Organizations: it helps in designing training needs plans which can bridge the gaps in terms of required skills to achieve the organizational objectives. It can help in providing coaching and mentoring as well to women leaders internally by more senior staff and using the current women leaders as mentors for younger generation of women in the organizations.

- Higher education institutions: knowing the skills that women leaders are better in (e.g. planning) and less developed in (e.g. budgeting) will help the curriculum developers to design non-traditional and creative learning tools to sharpen the female students skills (e.g. case studies with focus on local challenges).

- Training and development bodies: the above findings can be used as important inputs for future development programmes for women leaders in Dubai− with special attention towards the content and expected outcomes in light of current styles and skills that women leaders have and need to develop based on DPS priorities.

5.5 Overall Improvement of the Candidates after Being Enrolled in WLD

Extent Skills Were Improved Since Enrolled with UAE WLD	%
Skills improved a lot	74
Skills improved fairly	11
No improvement	3
No response	12
Total	100

Table 5.8   Extent Skills Were Improved Since Enrolled with UAE WLD

In general, most of the programme's candidates described their experience of participating in the leadership development programme as useful. In particular, 74% confirmed that their skills improved a lot due to the UAE WLDP (see Table 5.8). The results show that 85% of the respondents of the programme reported improvement in numerous areas, which are

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specifically: their leadership skills, enhanced networking with others, dealing with media, thinking strategically and even their promotion opportunities.

The feedback on their improvement mainly focused on three areas, which are performance, self-concept and networking:

1) Performance refers to individuals' performance at the work place (Armstrong & Baron, 2008). One of the respondents commented on her performance by saying, *"my skills enhanced majorly and I have gained a lot of very useful knowledge on topics that I was not aware of"* (Respondent 10); another respondent said that *"the programme has really improved my skills and its reflection was noticed and recognized at my work"* (Respondent 19).

2) Self-concept refers to individuals' understanding of their own strength, areas of development, interests and potential (Foster & Seeker, 1998). One of the comments was, *"honestly the programme added a lot of development to my leadership skills and gave me a higher vision on thinking about the big picture more than the details. It's really a great programme"* (Respondent 11). Another remark was, *"it has changed me 180 degrees! Now I know my weaknesses and I know how to improve them...I'm stronger in my knowledge and skills"* (Respondent 14).

3) Relationship and networking refers to individuals' ability to communicate with other stakeholders effectively (Foster & Seeker, 1998). Some of the respondents commented on that by saying, *"it has highly improved my interaction and most importantly with other leaders which made me realize my potential"*(Respondent 6)*; another remark was *"the overall experience has dramatically improved my skills; it opened my eyes widely on what's happening locally, regionally and even internationally! I'm even thinking more seriously not only about myself but on the UAE youth's generation as a whole. This is in addition to my communication skills*

that have advanced, yet I can't name it all! It's the knowledge sharing, listening to others, forming wonderful teams and networking with others" (Respondent 16).

The above finding shows clearly the significance of sustaining women leadership development programmes due to the positive impact reported by participants on performance, self-concept and relationship with others. These findings can be used in conjunction with future studies on women's leadership development that measure actual change in skills, self-concept, and performance long term to justify to decision-makers that fund allocations are justifiable and should be maintained.

5.6 Challenges Facing Women Leaders

Table 5.9 below presents the major challenges facing the women leader respondents.

Major Challenges Identified by the Women Leaders	
Category	**%**
Gender discrimination/issues	25
Balance between family and work	17
Competition	8
Position with full authority	6
Cultural barriers	6
Being a part of strong and well managed network	3
Being young	3
Sensitivity, being in media, being heard	3
Lack of opportunity for a leadership role	3

Table 5.9   Major Challenges Identified by the Women Leaders

Gender discrimination was reported by 25 %, and 17% reported balancing family and work as another challenge. Gender bias (or discrimination): 25% of the respondents indicated a bias to favour men, especially with better work opportunities usually occurring when organizational policies are not clear. Some examples of gender bias mentioned by the women were: working environment and roles and responsibilities within an organization. Most organizations in the UAE are managed by men, making the organizational culture more in tune with men's needs as opposed to women's. This tends to create a working environment with unwritten laws that expose women to some specific barriers such as: not having enough clarity of direction from management (as communication with women is sensitive in comparison to communication with men), lacking a supportive development environment (for example, women's mobility is highly restricted in the UAE for cultural reasons, making it difficult to take part in training and development programmes which contribute to creating a glass ceiling), absence of flexible hours policy, lack of professional training and development plans within the organization (women's organizational needs and development skills tend not to be addressed in the overall design of training and succession planning within companies), limitation of organizational and public policies, which could help women progress in their careers and access to opportunities (such as networking especially in a conservative society like the UAE where men can interact and meet more frequently, while social restrictions can act as a barrier for women). Work-life balance: 17% respondents reported difficulties in striking a balance between work and life.

Based on respondents' results they have expressed that even though the UAE's work environment fosters the growth of the local female population, many women still find the environment challenging. Findings suggest that the major challenges faced by women in this sample were gender discrimination and work-family balance. A quarter (25%) of women indicated that they felt some kind of gender-bias towards them. This result contradicts the prevalent public discourse on women's leadership and empowerment which makes claims to lack of institutional discrimination and equal playing fields in the UAE. In terms of work-life balance, findings reported here are in line with current international research, women in the UAE, like women all over the world, face work-life balance issues, especially women in leadership positions (Hewlett, 2007; Moghadam, 2004). This is because as their responsibilities

at work increase, their home and family responsibilities do not decrease, thus they face difficulties in maintaining a steady work-life balance. In another research initiative, which was carried out by the Centre of Work-Life Policy in the USA, similar concern was found among professional women. The issue of work-life balance is one of the barriers and it was found that 37% of women take a voluntary time out to raise children, take care of elderly parents and other family demands. (Hewlett, 2007). Other researchers came across similar findings (barriers and challenges) cross-culturally (Janardhan, 2005; Sinclair, 2004). This finding is in line with studies that show that work–life balance presents one of the biggest challenges facing working women in general and women in leadership positions in particular (Hewlett, 2002; Kellerman & Rohde, 2007).

Therefore, many of the challenges faced by women in the UAE are indeed, global institutional challenges. Because of the major competition for work opportunities in UAE, the young generation of educated women in the UAE tend to pursue work priorities above personal priorities which may detract from a woman's social life or non-work contributions. In addition, married women face other social pressures where they have to contribute to the national effort to increase the local population by forming large families to correct the imbalance in the population pyramid (National Bureau of Statistics, 2011). This puts women in a double-bind as contributing to national development means working and also having children but without the institutional support and policy frameworks that can support these goals.

Understanding the nature of challenges that women leaders in Dubai face is important for policy makers at different levels. The above findings can help in classifying the complexity of these challenges and engage the right bodies in suggesting and implementing practical solutions within their capacities (e.g. gender discrimination issues can be talked about by public policy makers through passing HR laws at the same time it can be done on institutional levels by offering flexible working options for women.). More complex challenges such (e.g. cultural barriers) can

open up doors of collaboration between different bodies to design, implement and assess the effectiveness of   different measures over longer periods of time.

The above list of challenges can be used by policy makers, research entities and women organizations for further debates and suggestions for an action plan with clear responsibilities.

5.7 Suggested Policies, Interventions and Comments that can Improve the Performance of Women Leaders in the UAE

Some suggestions were made by the respondents in order to improve their performance as leaders in the UAE and these are presented in Table 5.10. Family friendly policies were reported by 17% of the respondents, while 14% mentioned equity and quota system, 11% suggested special education policies for women to improve their performance.

Suggested Policies/ Interventions/remarks that can Improve the Performance of Women Leaders in UAE	%
Family friendly policies	17
Equity	14
Quota system that ensures a number of women leaders in management	14
Leadership courses for girls in school and colleges	14
Education policies pro women	11
Media exposure	8
Women empowerment	3
More representation in media from an institutional level	3
Retirement policies	3
Case studies	3
Full position authorities	3

Introduce UAE women as leaders globally	3
Participate in decision making	3
Work collaboratively and complement each other	3

Table 5.10   Suggested Policies/ Interventions/remarks that can improve the Performance of Women Leaders in UAE

The top four suggestions were family friendly policies (17 %), equity (14 %), quota system (14 %) and education policies to favour women (11%). Respondents think that implementing these suggestions would allow women to improve their performance as leaders and assist them with the challenges that they face in the working environment, such as gender bias issues and family-work balance. Aside from the comments given above, 14% of the respondents specifically suggest leadership courses for females in schools and colleges and 8% of the respondents suggest more media exposure of women.

In an in-depth study carried out by the Dubai Women Establishment to understand Arab women leadership within the Arab regional context; similar suggestions in terms of policies (public and institutional) and interventions were shared in interviews with over 94 women leaders from 14 countries in the MENA region. Their suggestions included: introducing executive education programmes for female students, making the workplace gender neutral, continuous development of human resources policies and designing top talent programmes with a focus on mentoring and coaching for women (Arab Women Leadership Outlook, 2009). Therefore, it is likely that the commitment to leadership development in Dubai is exceptional when compared to regional benchmarks, yet the potential for expanding and improving such programmes must remain a priority.

These recommendations by women leaders can be adopted by policy makers in a variety of different areas such as: UAE Ministries of Education, Higher Education, Justice; Dubai Media Office; Ministry of Labor, women's entities, and human capital training and development organizations in Dubai and the UAE. Future interventions can only take place by the collaboration of the above organizations in addition to close monitoring and assessment by the Dubai Executive Council to ensure its strategic alignment with the Dubai Strategic Plan.

5.8 Summary

The findings confirm that the majority of respondents are mainly young (ages of 25-35), single and highly educated especially from a business background. The profile of the study sample may not be representative of the general UAE female population, but it does provide insight into the experiences of women leaders in the UAE who are likely to grow in numbers in the future.

The findings show that women leader participants in the study express that they practice a combination of four categories of leaders' behaviours suggesting that their leadership styles are a combination of pragmatist, visionary, motivator and facilitator. Based on the women leaders views their managerial potential and management performance were rated *"very good"* in terms of administrative skills, interpersonal skills, and personal skills. Specifically, administrative skills were rated the highest amongst the group of women respondents in twelve areas, namely, taking responsibility for decisions, quality of decision making, planning, scheduling, ability to make decisions, organizing work, follow through and control, report writing, company procedures, product knowledge, time management, creativity and innovation, and recruitment and selection. Interpersonal skills in all areas were also rated by women leaders as *"very good"* in the following areas: helpfulness to others, understanding people, motivation, leadership ability, staff training and development, group processes, delegation and management of change. Moreover, they rated personal skills as "*very good*" in ten fields: self-confidence, handling pressure, problem solving, initiative, clear communication

(speaking/listening), energy, enthusiasm, persistence, behaviour flexibility, stress management, assertiveness and creativity. The respondents suggest the need for continuous training in order to improve and excel within their fields, thereby achieving optimum managerial potential and performing their best as leaders. The respondents reported that the UAE Women Leadership Programme advanced their leadership skills. Furthermore, they suggested a range of measures to raise their performance as leaders and to support working women. Their other suggestions were: more leadership courses for young women in schools and colleges, and greater media exposure of women. The following chapter presents a discussion of the results.

This study highlights ways in which the performance of women leaders can be further improved beyond current governmental efforts. In addition to policy and institutional changes that support women's career development in the area of gender discrimination and work-life balance, they suggested targeting the younger generation of UAE women through leadership courses which would be taught to girls in schools and colleges.

The next and final chapter provides conclusions from this research and explores policy recommendations, drawing from the findings, analysis and discussion, to improve the leadership abilities for women leaders in the UAE.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

Global influences and changing economic landscapes in the region have seen more women joining the ranks of leadership, particularly in cities such as Dubai, which are moving away from trends of hiring expatriates, to a preference on recruiting local talent. This has changed the circumstances of women's employment, making it much more acceptable (Nelson, 2004) and has at the same time, increased the number of woman leaders (Neal, Finlay & Tansy, 2005). With this came a growing interest by the Dubai government to support national women during this transition and, to this end, the UAE Women Leadership Development Programme was instituted in the Emirate. These contextual factors prove that research on women's leadership development in Dubai is both timely and important and were the impetus behind this project.

The initial aim of conducting this study was exploring women leadership development issues related to the participation of the women in the workforce in the Dubai in particular. The UAE WLDP carried out by the Dubai government was used as a case study to identify the women leaders' demographic profiles, leadership styles, managerial potential and management performance, challenges that hinder their progression, as well as recommended policies and interventions which can be implemented at different levels.

This aim was achieved by using two measures: Smith's model and Mastery of Management to assess the most common and preferred leadership styles among women leaders in Dubai as well as rating their managerial potential and management performance. The key results showed that most women in this sample are young women in the age range of 25-35. They are mainly single and hold degrees of higher education, specifically from a business background. They have expressed their leadership style, which is a combination of four namely, facilitator, pragmatist,

visionary and motivator. They rated their managerial potential and management performance as "*very good*", thus the study achieved its purpose of providing a comprehensive descriptive mapping of women leaders in Dubai. In addition, qualitative questions were used which helped to identify the challenges that women leaders face and the types of interventions they suggest to enable the decision makers at different levels to take action.

The objectives of this study were achieved as well by critically appraising the difference between leadership and management. This was important as it is the first time a study in Dubai focused on women covers both concepts. The study has examined transformational leadership in terms of its integrative approach in comparison to other leadership theories which focus on specific components rather than thinking of it broadly (leaders, skills, styles, context, and impact on the policy makers). It highlighted as well the importance of transformational leadership in the Dubai context due its importance in the current gender debate in the UAE. This was the first time that transformational leadership was examined in the local culture and compared to findings from other cultures which found it to have influenced change in individuals and social systems.

The concept of leadership competencies was highlighted with some emphasis on its significance in designing leadership development programmes such as UAE WLDP. In the study the researcher has examined women and leadership studies worldwide and highlighted findings in terms of leadership styles, skills, enablers and obstacles. The current situation and challenges for women in leadership from global and local perspectives were examined as well. Furthermore, the role of Islam towards women's leadership and empowerment was evaluated with special attention to the role of traditions in creating the misinterpretation about women in Islam.

The results of the study were analysed in accordance to demographic data for women leaders in the UAE, their most common leadership styles and the set of skills that determine the women leaders' managerial potential and performance (administrative, interpersonal and personal). The

results also included a reported evaluation of the usefulness of the programme to participants and their suggestions for solutions to the challenges that hinder their growth and advancement. Finally, this thesis provides recommendations, suggested policies and interventions for policy makers (at public and institutional levels) that can improve the performance of women leaders in the Dubai.

It's important to put emphasis on the fact that this study is one of the first in the UAE and GCC region concerning women leaders. This sample of women leaders in Dubai is particularly interesting because it represents a prototype for other programmes to develop national female talent to fill different senior positions in the local and federal government in the UAE, which would satisfy the county's strategic priorities and needs.

In analysing the findings provided by women leaders in this sample in areas relevant to: styles, behaviours, skills and extent of skills improvement after joining the programme, the progression of this unique sample of working women into women leaders by the end of the programme can be traced. The advancement is supported by their positive response to all the survey questions, and stating clearly the challenges which hinder their personal and professional growth; their views towards overcoming the barriers and communicating with the different levels of policy makers, their participative style of leadership (skills building behaviours and inspirational behaviours) have created the right atmosphere for discussion. Utilizing resources wisely, shaping up their charisma and inspiring others; these kinds of transformations in their behaviours, backed by their results and feedback can help them to act as role models in their workplaces and communities, where other women can emulate them and men become more accepting to their roles. For the most part, the women leaders in this study, similar to women leaders worldwide, adopted a transformational leadership style (Burns, 1978; Bass, 1982; Powell & Graves, 2003; Yukl, 2006) whereby they communicate openly and share fully in their responsibilities (Arab Women Leadership Outlook, 2009). They have a high moral obligation to their followers and tap

into their full potential, encouraging their commitment, trust, loyalty and performance (Avolio, Walumbwa & Weber, 2009).

The findings and conclusions of this research are of critical importance for stakeholders such as policy makers, religious figures and other women. Policy makers at public and institutional levels will benefit from such a study in providing the justification behind their continuous support for family friendly policies (e.g. flexible working options, establishing child care centres), gender neutral policies at the work place (e.g. talent management, performance management, training and development, promotion, salary increment), and more integrative solutions to build up the case of having more women leaders in the government (by considering the above policies and assessing the effectiveness of the current ones). Academics can be enforced to make educational reforms by including gender equality topics as part of the curriculum through increased resources allocated for this purpose.

The findings also inform religious figures about the unacceptable misconception of "oppressive Islam towards women" and the need to change the religious speeches to the public to highlight the rights of women leaders to move higher in their careers. Hiding behind misinterpretations results in a state of denial which makes the situation worse; courageous conversations will help Dubai and the UAE to achieve its strategic objectives. Furthermore, to create a more sustainable context for leadership development for women requires going beyond top-down government appointments for women. Programs which develop a broad group of women is likely to address the gender gap in leadership in more effective ways long term. This work shows that experiments with women's leadership development programs such as the UAE WLDP is reported to be positive by participants and that it needs to continue and to be improved. More funds need to be directed towards education and leadership programmes to create the real transformation of women leaders (Abdulla, 1996; Fakhro, 1997; Janardhan, 2005).

6.2 Overall Strengths and Limitations of Research

The study faced a number of limitations that must be acknowledged. Some of these limitations were more involved with research methodology and described earlier in that chapter. Other strengths and limitations are outlined below.

First, the dearth of research on leadership and women's leadership development in the Middle East and the UAE was a particular challenge that hindered meaningful comparisons to other groups of women leaders. In an effort to overcome this difficulty, the author travelled to Kuwait, Oman, Qatar, Bahrain and Saudi Arabia to identify research conducted locally and to speak to leadership development practitioners about local research. Some relevant countries were contacted via telephone and emails, such as the Centre for Arab Women's Training and Research (CAWTAR) in Tunisia, PricewaterhouseCoopers (Bahrain) and the Supreme Council of Women in Bahrain. However, despite these efforts it was difficult to gain access to much existing research.

Another limitation met was the hectic nature of the schedules of participants in the study. To this end, data collection was postponed several times and therefore delayed. However, the quality of the results and the interest gained among the group based on this research more than compensated for the extension in the time-frame.

While the author's role as Director General of the Dubai Women's Establishment was an advantage in terms of accessing the study sample and being exposed to leadership practitioners in the GCC counties, the author was aware of the possibility of bias due to her affiliation with the establishment. Concurrently, the author was concerned that she might influence the respondents because they knew that they were the focus of a study. In an attempt to overcome this potential

difficulty the administrator of the Mohammed Bin Rashid Centre for Leadership Development was recruited to facilitate the process of data collection.

On a personal level, the author's role became increasingly demanding and the need to balance personal, work and research demands created a significant challenge. In many ways this experience allowed the author to live the lives of many of the study participants and understand how important institutional support factors are to helping women achieve their ambitions.

Finally, this study was an exploratory one and one of the recommendations is that future research should employ other methods to corroborate self-report results with results obtained differently (like supervisor evaluations, HR reviews, or evaluations by colleagues).

One notable strength to this work is in its potential value to policy makers at public and institutional levels. Aside from the rapid increase of the UAE women's participation in the workforce, policy makers need to be aware of the impact of not sensing the urgency of creating better working conditions for working women in general and women leaders in particular. Increased investment in developing women's leadership capabilities and helping them to move upwards in their careers through education and development programmes are crucial to helping women penetrate the glass ceiling (Abdallah, 1996; Fakhro, 1997; Janardhan, 2005). At the same time the continuity of these leadership programmes is important for women due to its direct linkage with the Dubai Strategic Plan. It is therefore important to keep reviewing them in terms of curriculum design and delivery considering competencies should be developed and enablers which need to be secured by the policy makers to enhance this support.

Another important feature of this study is that it fills a gap in the literature which is important for the local (and regional) research community. The author tried to fill this gap in the area of research on women leadership development which has not received enough attention to date. The analytical insights for this type of research can help multiple levels of players (government, women unions, organizations, researchers, religious figures, women at key positions, women in general) to lobby and advocate their efforts especially at the work places.

This direction will create greater acceptance of women leaders in work places, encourage the community to eliminate cultural conservativeness and pursue constitutional rules which are based on basic principles of equity and fairness. Some supporting factors may play a vital role to support the legislators and community such as the financial downturn which will make the economy rely on UAE national workers and women in particular because they outrank men in educational attainment. With continued awareness programmes and showcasing women leaders as role models, the resistance to their presence in the work place should diminish gradually among men. Religious speech is an important tool to help women to occupy leadership positions considering the internal and external political instability, economic fluctuations and social transformations in the region. Considering these factors may lead to major reforms in policies, education and culture that should pave the path of women towards advancement

6.3 Recommendations

This section provides policy recommendations to improve the leadership abilities for women leaders in the UAE. The participants in this research identified a number of challenges that are likely to be met by women leaders in this part of the world. These challenges hinder their participation in the workforce; while others can be described as international dilemmas which are common to all working women around the world, such as gender discrimination and work-life balance issues especially for women in leadership positions. Other more local challenges were mentioned based on the current circumstances in the UAE working environment, such as high

level of competition in a fast growing economy like the UAE market or cultural barriers, among others.

It is important to draw attention to the fact that policy makers at the government level, as well as the organizational level, need to understand the nature of these challenges which surround the women leaders and can block or slow down their upward progress to leadership positions. These recommendations can be implemented on two levels: institutional level (institutional policies) and government level (public policies).

The recommendations can classified in terms of implementation into:

1. Short term recommendations such as quota system, more media exposure, introduction UAE women as leaders globally, showcasing successful women leaders stories as case studies to enhance learning.

2. Medium term recommendations such as introducing HR measures (retirement policy).

3. Long term recommendations such as developing education policies that favor women.

4. Other recommendations can be implemented within two or more time frames (due to some factors such: availability of resources, priorities), such as family-friendly policies (short and long term recommendation), equity (medium and long term recommendation), leadership courses for girls in the schools and colleges (short and medium term recommendation), more media exposure and introducing UAE women globally (short recommendation but needs to be continuous on all time frames to create the impact).

In terms of complexity of implementations, some of these recommendations are realistic and doable either by the government or institutions or both (e.g. family-friendly policies, quota system, leadership courses for girls in schools and colleges, HR measures for women empowerment, encourage women's participation in the media, retirement policy, using case studies to enhance learning). These recommendations require financial resources as well as HR and leadership expertise to be able to benchmark, design, implement and assess the effectiveness. Another feature of these recommendations is that they can be carried out independently or by government or institutions; but once it's done by one party the others will follow. For example, Dubai government has passed the family friendly policies such as: having standardized child care centres and flexible working hours− this step was followed by other sectors.

Others are difficult and need more human, technical, financial resources and collaborations with entities internally and externally (e.g. equity, developing education policies to favour women) where legal entities at Dubai and federal levels, human rights associations, women associations, local universities, curriculum developers and women activists can work collaboratively for this purpose. International expertise should be used as a reference in developing the last two recommendations to be able to customize the best practice according to the local needs. These kinds of recommendations take a longer time frame due to their technicality, need of coordination and approval through different decision makers (e.g. Dubai Executive Council).

6.3.1 Recommendation 1: Family Friendly Policies

Since work-life balance is a global issue faced by women all over the world, some intervention measures from successful international experiences can be drawn upon to improve the situation in the UAE (Al Lamky, 2007; Sidani, 2005; Yousef, 1998; & Zuhur, 2003;). These include: introducing family-friendly polices at the work place such as: part−time jobs, flexible working hours/days, flexible working options (e.g., working from home) and at the same time discussing

existing internal organizational policies. Policies should be critiqued and compared, with emphasis given to policies that have had successful implementation on the ground and that have been evaluated in terms of their effectiveness as work-life balance policies. This will help to retain the women leaders at the workplace and assist them to perform better. In the UAE, some multinational organizations (e.g., Shell) think of this issue as a means to consider the productivity of the organization; at the same time these corporations seek high standards of performance and maintain strong long-term and growing positions in the competitive environments in which it operates (Work-Life Balance Policy in Royal Dutch Shell, November 2009). Dubai Executive Council has adopted the option of flexible working hours among female employees who work for all government entities in Dubai since 2009. Some government entities decided to launch child care centres (nurseries) at the workplace to create a work-life balance in working women's lives and enhance their productivity at the work (e.g. Dubai Customs, Dubai Water and Electricity Authority, Road and Transportation Authority). This partial implementation of work-life policies can be considered as an openness and acceptance of the government and decision makers towards flexible practices at the workplace. Culturally this direction is supported due to its positive impact on the workplaces as well as citizens confidence in their government's real intention to support working-women (Arab Women Leadership Outlook, 2009; Moghadam, 2004). Currently, some entities are taking the responsibility for implementing these initiatives, which can enhance the work-life balance: on the federal level the Ministry of Social Affairs and on the Dubai level is the Dubai Women Establishment. Though the responsibility is identified, there is a huge overlap that takes place between the two bodies due to the wide scope of the Ministry of Social Affairs and its ability to suggest and pass legislation, public policies, and provide licences for child-care centres in the government, semi-government and private sectors. While the Dubai Women Establishment is limited in its scope and resources; it focuses on assisting the government entities in Dubai by providing consultancy services only; as a result it is important to refer and coordinate with the Ministry of Social Affairs and understand that dealing with the Ministry is mandatory for passing any work-life legislation or public policy. Local entities need to lobby the Ministry to encourage them to pass a law in this regard.

This recommendation of developing family-friendly policies can be considered as a realistic one which can be implemented on the short and long terms with the support and continuous monitoring by policy makers on a public and institutional level.

6.3.2 Recommendation 2: Equity

A second suggestion includes encouraging the implementation of gender equality in the work place by removing all sorts of gender bias issues in recruitment, salary negotiation, increments, chances for promotion and progression at work (glass ceiling impact). Unfortunately in Dubai these kinds of practices are not handled by particular legislation (laws). It is left to the control of human resources departments in corporations. The only known channel in the local government is the "Committee of Grievance" and its verdicts are final. Women unions are active in eliminating all kinds of discrimination at the workplace based on the articles of the UAE constitution and international treaties and working closely with international entities (e.g. gender equality project in World Economic Forum) to help the legislators, employers and women to understand their rights as well. This recommendation can be considered a difficult one which can be implemented in the medium and long terms due to its complexity in identification and its association with the legal changes, and cultural acceptance on public and institutional levels that will take longer to be revisited and amended. There is a need to start considering some leading-edge practices and educating the whole community to assist the efforts in creating a transparent working environment with clear rights and responsibilities for women and men.

6.3.3 Recommendation 3: Quota System

A third suggestion includes introducing a quota system (positive discrimination) to ensure a critical mass of women in managerial levels (a quota system was an effective mean used by the government to increase the participation of the UAE women in the Federal National Council). In 2006, the local government decided to opt for this choice due to the unsatisfactory results of the women in the first election in the UAE; this governmental interference was important to draw the

attention of the community towards the importance of political leadership of the women in this part of the world. This step helped the country to improve its regional and international ranking. Now the UAE is the highest ranked country in the Arab world in the Gender Gap Report in 2010. It is a short term recommendation and was used earlier by the government; though it is not sustainable due to its top-down approach. The author believes that with the increasing awareness of the importance of women's roles and the determination of women in the current leadership positions, the need of the quota system will be minimal in future.

6.3.4 Recommendation 4: Leadership Courses for Girls in the Schools and Colleges

The fourth suggestion includes a more comprehensive leadership development programme that starts with girls at a younger age. This includes introducing leadership courses for females in schools and colleges, so as to tackle the education perspective of women in leadership and due to the high percentage of females in public education in comparison to males. Some universities such as Zayed University started to teach leadership through its centre of "Leadership Education" for its undergraduate students; they focus on developing their skills in areas relevant to personal development and leadership development. They went further in this direction by establishing a leadership centre to help their talented students to network with the world of work and get the support from qualified mentors who can speed up their learning and development. Other universities are moving in the same direction, such as UAE University and Higher Colleges of Technology. This initiative is important to identify the leaders at a younger age where a lot of attention can be provided to them through special programmes designed to nurture talented students and help them to be on the fast track for learning. The author believes that this recommendation is an important and realistic one on the short and medium terms and policy makers should start to implement it as there is an acceptance for it in society; this is one of the efforts of the government, which needs to be acknowledged and supported too.

6.4 Further Research Recommendations

Other strategies were suggested, such as developing education policies to favour women and help them in progressing further in their schooling by providing better quality secondary and tertiary education through introducing career education and guidance at schools where they can learn about their rights and responsibilities as women and the career choices that they have. This strategy is not limited to the UAE but it is a demand for the MENA region to be able to reinforce gender-neutral educational curriculum at early stage of females' lives. This recommendation can be described as a long term one due to its linkage with educational system reforms which requires a collaboration of many ministries (e.g. Ministry of Education, Ministry of Higher Education) and local education councils. This process will need more complex efforts in curriculum development, training and developing teachers, counsellors, etc. and educational resources to be able to deliver better quality of education.

In this context it is important to note that similar thoughts were shared by other women leaders in the MENA region; they emphasised the importance of making the workplace gender neutral by having supportive HR policies, awareness programmes for the decision makers that focus on senior leaders' mind-sets, creating women friendly networks to share learning and experience, designing top talents programmes and encouraging mentoring and coaching for female students as well as working women (Arab Women Leadership Outlook, 2009; Fakhro, 1997). These recommendations can be described as short term ones and can be directly associated with the increasing number of women in the workforce thus culturally less resistance will be generated.

Finally, other recommendations for improving women's leadership include more media exposure of women leaders where media needs to have clear positioning plans to approach UAE women leaders to build up the image of women role models in the community and help society to support women, especially leaders in decision making positions, as well as introduce UAE women as leaders globally. These recommendations are short term ones but need to be continuous to build up the impact. This policy recommendation is echoed in the Arab Women

Leadership Outlook report (2009) based on the views of 94 Arab women leaders. In this context it is important to note that the Dubai Women Establishment focused its strategy and agenda on improving the representation of UAE women internally and externally by participating in regional and international conferences, workshops and other activities. Although this step was undertaken by many countries in the region (e.g. Kuwait, Tunisia, Egypt) and some women's organizations, this effort should be continuous and in collaboration with the media to draw the attention towards the challenges that UAE women leaders face and their rights in civil and Islamic law. Increased efforts to advocate the pro-women measures on short and medium terms (such as HR measures for women empowerment, encourage their participation in the media, retirement policy, using case studies to enhance learning) conveys the right messages to the external world about the status of women in the UAE and showcases successful women to celebrate their achievements. These approaches should help to increase the rate of UAE women who enter the labour market annually and help them to get more access to women role models who can be a crucial source of learning. Local media started to move in this direction by broadcasting more programmes to promote UAE women; this accumulation of knowledge will help the community to accept more women leaders and cultural blockages will be diminished slowly.

Specific recommendations about the UAE WLDP are also described here: the women leaders in Dubai have expressed their views regarding extending the duration of the programme more than two years and increase the extra-curricular activities and networking sessions. Another recommendation was the importance of having a clear mechanism for career progression and the UAE WLDP and the talent management policy at the public level; this visibility will establish the importance and demand for such programmes and will ease the process of appointment through the talent pool which is created by the alumni of these leadership development programmes.

The recommendations in this research have identified clearly the expectations of the women leaders in Dubai based on current analysis for their indigenous leadership capabilities and the contextual factors which play a role in their development. Based on the findings, the researcher can confidently suggest the importance of successful policy making bodies and organizations to help women leaders through integrative solutions and initiatives to contribute to the advancement of women leaders in the UAE. The hope is that research, such as the current study, can shed light on the antiquated and inflexible work structures and government policies which can be redesigned to accommodate the needs of the emerging generation of women leaders in the UAE.

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APPENDIX 1

Survey: Government Supported Women's Leadership Development Programmes: a Case Study of Dubai

Dear colleague,

This study is conducted for the first time in the UAE to explore the current demographic characteristics, leadership styles, managerial potential and management performance among women leaders in the country; you are kindly requested to be one of the respondents.

Please find attached the questionnaire. It will take around 15-20 minutes to answer the questions.

Be assured that all your responses/ information will be kept confidential and will solely be used for research purposes only.

Thank you for your tremendous support and valuable contribution.

Best wishes

Name _____ (optional)   *Respondent No. (to be filled by the researcher only)*

Instruction – Please answer the questions below by checking the boxes or by writing the words or group

Of words

1. **Profile of the women respondent**

 Demographic data:

1.1. Age: _____ years

1.2. Marital Status:

     ( ) single   ( ) married   ( ) other, please specify: _____

1.3. Education: What is your formal qualification?

     (   ) Postgraduate (Master, PHD, others)
Major:_____

     (   ) Graduate (with vocational certificate/professional certificate)
Major:_____

     (   ) Gradate (Bachelor)
Major:_____

1.4. Current positions:

_____

 Length of time in the same position (   ) years

2. **Leadership roles/styles**

Below are some behaviours of leaders, please check **eight (8) behaviours only** that best describe
you as a leader

○   Ask insightful questions
○   Solicits input from others
○   Synthesizes effectively
○   Listens well
○   Demonstrates empathy
○   Embraces diversity of all employees
○   Admits mistakes
○   Effectively assesses skill and
      motivation of others
	○ Explains things effectively
	○ Is effective at using analogies and
	      metaphors
	○ Is a good storyteller
	○ Provides effective orientation for new
	      assignments and tasks
	○ Encourages learning
	○ Effectively teaches people new skills
	○ Role-models high standards
	○ Demonstrates commitment to self –
	      improvement

○ Is decisive ○ Prioritizes well ○ demonstrates effective analytic skills ○ Is bottom-line oriented ○ Avoids wasting time ○ Delegates effectively ○ Plans work effectively ○ Knows the business ○ Utilizes resources effectively	○ Communicates with optimism ○ Demonstrates belief in you ○ Maintains composure in tough situations ○ Demonstrates passion and conviction ○ Provides recognition ○ Is courageous ○ Inspires people to perform ○ Is committed to winning

○ Clearly articulates the end goals ○ Identifies opportunities before others do ○ Recognizes patterns others may not see ○ Thinks out of the box ○ Establishes common purpose ○ Is innovative ○ Understands industry trends well ○ Sees the big picture	○ Appears to have varied interests outside work ○ Approaches things differently from others ○ Consistently comes up with unique perspectives ○ Commands attention when speaking ○ Is charismatic ○ Creates a culture of pride ○ Is self-aware ○ Is fun to work with

3. Managerial potential and management performance

Please rate yourself by checking on the appropriate box on the checklist of mastery in management

Rating:

3 – Very good   2 – good   1 – poor   0- unsure

	RATING			
ADMINISTRATIVE SKILLS	**Very good**	**Good**	**Poor**	**Unsure**
Organizing work				
Quality of decision making				
Ability to make decisions				
Taking responsibility for decisions				

Creativity and innovation				
Analytical ability				
Planning, scheduling				
Follow through and control				
Recruitment and selection				
Product knowledge				
Time Management				
Company procedures				
Technical knowledge				
Knowledge of competitors				
Management of change				
Marketing				
Manpower planning				
Budgeting – financial forecasting				
Report writing				
INTERPERSONAL SKILLS	**Very Good**	**Good**	**Poor**	**Unsure**
Leadership ability				
Helpfulness to others				
Understanding people				
Staff training and development				
Motivation				
Group Processes				
Delegation				
PERSONAL EFFECTIVENESS	**Very good**	**Good**	**Poor**	**Unsure**
Clear communication-speaking/listening				
Self-confidence				
Problem solving				

Handling pressure				
Behaviour flexibility				
Stress Management				
Energy, enthusiasm, persistence				
Tolerance of uncertainty				
Assertiveness				
Creativity				
Initiative				

General Questions

1. **To which extent your skills were improved since you were enrolled with Leadership Development Programme?**

2. **Can you identify the 3 major challenges that you are facing as a women leader?**

3. **Can you suggest 3 policies that can improve the performance of women leaders in UAE?**

4. **Please add any comment(s) you would like to make on issues which can contribute to the leadership development of women in the UAE?**

"Thank you for taking the time to complete this questionnaire"

Focus Group Results and Recommendations

10th December 2009

Most Salient points of feedback from the focus group on the survey related to Government Supported Women's Leadership Development Programmes: a case Study of "Dubai"

General information:

Timing: 8- 10 am (Thursday 10th of December 2009)

Location: Emirates Towers (6th Floor) - Meeting room # 1

Attendees: 8 women in leading positions in different economic sectors, who have experience in diversified areas including: strategic planning, Research, Communication, Human resources development, Engineering, Psychology, Health and Information Technology.

Structure of the focus group:

The flow of the meeting was as follows

- Identifying the overall purpose of this exploratory study, main objectives and highlights on the different parts of the research
- Listing the expectation from the members of the focus group
- Asking the participants to answer the survey personally
- Discussing all the comments and suggestions

- Recording recommendations

General Findings:

Couple of remarks came from the audience regarding the content and layout of the survey.

Remarks on the content

➢ All participants stressed the importance of having such studies in area of leadership development. They encouraged such initiatives, as many had suffered from the un-smooth development in their careers as well as lack of proper leadership Programmes designed based on women needs.

Recommendation: further studies need to be developed in area of leadership development especially for women.

➢ The audience thought that the content was comprehensive, clear and straight forward. The phrasing was simple and self-explanatory.

➢ Suggestion: Some minor changes were proposed related to wording; such as: four vocabularies/adjectives need to be explained in simpler words because they are not commonly used in the business context in the UAE (the words are: solicit, synthesize)

Recommendation: a brief explanation need to be added beside these vocabularies to avoid any kind of confusion.

➢ All participants had answered the survey. The timing was calculated for answering the whole survey. The average was 17 minutes.

Recommendation: to keep the suggested time between 15-20 minutes considering the individuals indifferences.

Remarks on the layout

➢ Several comments came regarding the possibility of squeezing each part of the survey in one page (with smaller font to avoid any confusion with the following part).

Recommendation: each part of the survey should be in a separate page

➢ The part of "general questions" was stimulating for the participants and they thought it is a good part for some qualitative data to the research.

Recommendation: to replace "Dubai" with "the UAE" in questions related to suggested policies to be more reflective.

Conclusion:

1. I have included all the suggested changes by the women leaders in the survey (attached).
2. The construction of the survey was valid and accepted by the focus group members.
3. The *"bottom up"* approach allowed the participants to verify the fact that the survey is cross culturally relevant.
4. The "general questions" part will help in getting some qualitative data which can provide some insights related to UAE context.

APPENDIX 3

Behavioural Competency Dictionary in Dubai Government

Core Competencies

Core Competencies: Creativity & Innovation

Definition: Capacity to identify and develop new effective ideas, approaches and initiatives so as to enhance the ongoing success of Dubai Government and uses them to develop new or improved processes, methods systems, products and services.

Basic
- Makes creative and successful use of existing techniques to create more efficient ways of doing thing.
- Actively contributes new ideas and suggestions for improving existing work processes.
- Adopts creative approach to work where appropriate.
- Is open minded, always on the lookout for inspiration.
- Uses benchmarking activities and research to identify more effective ways of doing work.
- Recognizes point of improvement and uses imagination.
- Helps redesigning an existing process / system that needs to be updated.
- Tries conventional solutions but searches for new when challenged.
- Develops and weighs more than one alternative before settling down to a final solution.

Intermediate
- Sees possibilities which others have not noticed.
- Strong ability to commercialise ideas or new approaches.
- Continually learns and develops skills to apply innovative thinking to stay ahead of the customer expectations.
- Takes calculated risk after carefully weighting up potential hazards and benefits to the entity.
- Encourages brainstorming sessions to get team inputs.
- Helps others in leading to creative solutions through questioning experimenting and augmenting their input.
- Finds out about employees' education, interest and skills that go beyond their stated job responsibilities and try to leverage this knowledge creatively within their present job roles.
- Consistently generates and employs original ideas for himself and others.

- Adapts own thinking to meet changing circumstances, unexpected constraints and challenges.

Advanced
- Breaks new ground to give entity and Dubai Government a competitive advantage.
- Identifies and encourages novel ways of doing things.
- Encourages innovative thinking in others; rewards healthy risk taking.
- Creates teams and time for developing creativity and new ideas.
- Develops creative solutions that meet challenging business objective.
- Creates a culture where ideas and suggestions are actively encouraged and nurtured.
- Recognizes and rewards people with creative solutions.
- Leads others in discovering new solutions through establishing new connections.
- Shows an unorthodox approach and is receptive to 'outside the box' thinking.
- Establishes opportunities for employees to exchange ideas and share best practices within their organization through cross – departmental teams.
- Takes action to build support for effective solutions/ technology for which benefits are not known / apparent to others.

Negative indicators:
- Is quick to revert back to traditional / familiar ways.
- Consistently think only in terms of known options and solutions.
- Resists change.
- Fails to effectively balance innovation with risk management.
- Wastes time in marginally productive ideas.
- Does not follow through after initial proposal and acceptance ideas.

Core Competency: Excellence in Execution

Definition: is committed to producing work of the highest of quality and excellence in order to achieve superior value and commits to continuous improvement through effective planning, organization and delivery.

Basic
- Sets highest standards for the quality of own work.
- Is conscientious about the accuracy of data; documents for errors and ensures they are corrected.
- Looks for ways to improve service delivery does not give up against setbacks.
- Regularly checks progress against established quality criteria.
- Is receptive to feedback from others on existing projects, procedures, policies for improvement.
- Takes a planned approach to work showing concern for priority.

- Use time and resources wisely and knows status of own work all the time.
- Accepts responsibility to perform up to expected standards of performance.

Intermediate
- Anticipates problems that may interfere with the quality of service offered.
- Support others in their quest for excellence.
- Systematically applies learning's about quality issues form previous experiences.
- Resists pressure for a short term "fix" which will not improve the long term quality.
- Organizes people and allocate tasks / responsibilities so that multiple objectives can be accomplished.
- Clarifies and prioritizes objectives and give constructive feedback to keep team focused.
- Encourages others to use planning tools and utilities to facilitate success.

Advanced
- Holds self and other team members accountable to achieving high results.
- Adopts or develops techniques for high quality standards (e.g. high performance teams and investment in quality).
- Sets clear goals (own and team) for high performance and measures results according to highest standards.
- Rewards individual and team's excellence.
- Holds people responsible for measuring the accuracy and quality of their work of others.
- Provides stewardship of effective resource allocation.
- Ensures that appropriate planning and resources allocation has taken place prior to commence important projects.
- Can construct and lead cross functional teams arranging major tasks while monitoring overall progress.

Negative Indicators
- Happy with status quo.
- Fails to deliver as expected.
- Shows a causal approach to plan projects, wastes time of self and others in duplicating efforts.
- Does not learn from previous mistakes.
- Expects more from others than from self.
- Shows little concern for deadlines, quality and agreed standards of performance.

Core Competency: Organizational Understanding

Definition: has a wide understanding of its entity's products / services and organizational mission, and responds to customer needs and support in achieving the entity's goals.

Basic
- Understands his /her own role and how it supports the entity's mission and strategy.
- Demonstrates a good knowledge of services and reason for existence for own unit.
- Understands own unit's goals and business processes.
- Stays current on new information, policies and procedures applicable to his /her job.
- Understands formal structure/ hierarchy, chain of command, potential power, rules and regulations and standards operating procedures.
- Understands organizational culture.

Intermediate
- Understands the products and services provided by his/her entity and the reasons behind them.
- Demonstrates a thorough knowledge of the work processes and procedure applied in own entity.
- Demonstrates a good knowledge of the units within own entity and the links between them.
- Acquires an in depth understanding of key organizational issues and its implications for one's role.
- Takes action to deliver to meet organizational strategy and goals.

Advanced
- Collaborates in drafting work related processes and procedures for area of specialty.
- Can communicate to team the purpose and reasons behind products and services provided to Dubai community.
- Fully understands the relationship of own entity with other Dubai Government entities, partners and external bodies.
- Sees application if latest tools/ methods for own organization.
- Sets direction with an understanding of external trends and organizational capabilities.

Negative Indicators:
- Is not aware about products and services provided by own entity.
- Does not apply business principles.
- Does not understand the reasons behind services provided.
- Work with a siloed mentality.

Core Competency: Effective Communication.

Definition: The ability to listen, interpret and convey information in a clear and accurate manner and select the most appropriate method of communication for the audience. (Internally and externally)

Basic
- Displays clear, concise communication both orally and in writing.
- Uses active listening skills to encourage a two way communication.

- Is well presented, with clear meaning and accurate spelling.
- Had ability to communicate with people at all levels clearly and precisely.
- Acts to improve communication with all levels of the community (internally and externally)
- Able to persuade others through logical argument.
- Selects and uses appropriate communication tools.
- Asks for feedback, conforming the understanding of message conveyed.
- Locates, understands, and interprets written information effectively.

Intermediate
- Correctly interpreting responses and adapts style and method accordingly.
- Actively contributes ideas, suggestion and constructive comments in meetings and discussions.
- Confidently presents to groups; consults with others and effectively manages meetings.
- Initiates communication with others, particularly in difficult situations.
- Effective usage of body language and understands its effect on others.
- Able to effectively use a full range of communication tools and techniques.
- Is self-aware and responsive to impact on others.
- Inspires audience to a positive action.
- Presents complex information in an understandable manner.
- Ensures adequate flow of information, i.e. right piece of information to right people.
- Shows concern for accuracy, aptness, style and plausibility of complex information in both oral and written formats.
- Anticipated and prepares for others' response especially when conveying a sensitive message.
- Uses tone, inflection and body language adequately addresses underlying concerns, interests or emotions to develop effective responses to objections.
- Looks for win-win solutions when faced with tough negotiations.

Advanced
- Is able to communicate complex issues, ideas, concepts, goals and major policies to a wide and mixed audience with clarity.
- Conveys complex or technical information in a straight forward manner; avoids jargon.
- Displays effective negotiating skills to internal and external customers.
- Is credible at all levels including Dubai Government's top executives and external bodies.
- Recognizes the need for consultation and marketing of ideas and concepts both internally and externally.
- Communicates vision and mission passionately, ensures clear understanding of the same at all levels.
- Can identify and balance the need of multiple stakeholders in meeting the diverse needs of various groups.
- Fosters an environment of open communication and information sharing.
- Negotiates strategically through clearly defined outcomes and searches for common grounds to resolve conflicts.

- Rude, arrogant and insensitive to others.
- Poor listener, interrupts and always has to have the last word.
- Unclear, confusing or lacks relevance.
- Selects inappropriate medium of communication.
- Has a tendency to indulge in gossip and rumour mongering.

Care Competency: Financial Awareness

Definition: Shows a general financial awareness and understanding and demonstrates an awareness of methods and demonstrates an awareness of methods and opportunities for cost containment and regularly takes action to reduce and contain costs.

Basic
- Understands cost factors that may affect the financial status of the unit or entity.
- Looks for cost savings in office equipment and areas of influence and /or responsibility.
- Finds new ways of doing work in a more cost effective way.
- Treats Dubai Government assets as if own.
- Performs own job with the utmost efficiency to ensure his / her own time is fully utilized.
- Performs basic numerical analysis accurately.

Intermediate
- Demonstrates a broad understanding of the Profit and loss balance within own unit or entity.
- Finds new ways of cost saving that can be introduced to other department and / or entities.
- Manages resources in an efficient and effective manner, try to converse organizational resources believing in their optimal use.
- Contributes to profitability by consistently focusing on bottom line results.
- Operates with ease within approved budget and provides periodical updates to understand variance.
- Can review a financial proposal and understand cost implications, notes detects inconsistencies and identifies missing information.
- Asks for additional information and can establish trends.
- Stays current with latest law and regulations to maintain adequate financial practices (for audit).
- Applies financial modelling to predict financial risk.
- Can interpret standard financial reports and common business metrics such as cash flow, profit and loss statement, balance sheet.

Advanced
- Applies cost benefit analysis in day to day decisions and long term initiatives.

- Shows advanced knowledge of financial statements and understands its implications on the entity and ultimately Dubai Government.
- Fosters a culture of cost saving within own team and entity while maintaining expected levels of quality.
- Can project future cost and takes action to minimize.
- Possesses a strong proficiency in effectively managing the provided resources.
- Is aware of advanced financial concepts and can calculate elements such as sunk cost, opportunity cost and return on investment for a given project.
- Consistently develops and implements cost saving measures and endorses ideas to promote significant cost savings.
- Applies solid financial acumen when balancing shot term cash flow with long term profitability.
- Implements a routine to review financial information to compare forecasted return of decisions versus actual ensures systems are in place to identify, manage and mitigate risks.

Negative Indicators:
- Does not care about the financial status of Dubai Government / Entity.
- Does not consider cost in daily work.
- Does not seek cost cutting.
- Lacks sense of responsibility towards provided resources.

Core Competency: Community focus

Definition: Centres on meeting the expectations and requirements for Dubai community and establishes and maintains effective relationships with the community.

Basic
- Responds to Dubai community requests, issues and concerns quickly and efficiently.
- Invests time to understand individual's situation and needs.
- Ensures customer need is met promptly; takes ownership of customer problems.
- Always ready to give full service to community with a positive attitude.
- Regularly helps others beyond the call of duty in responding to community need.
- Is aware of potential impact of customer satisfaction/ dissatisfaction as a whole for the organization.
- Conveys realistic expectations of members of community (for example transaction time etc.)

Intermediate
- Establishes appropriate relationships with key community individuals on a professional and personal level.
- Acts in the best interest of the community.

- Consider how best to tailor own products and services in line with the community's current and future needs.
- Adapts the way in which his /her job is performed to the circumstances and needs of the community.
- Traces the implication of current situations and issues on potential future situations and issues and resolves those proactively.
- Finds ways to measured and track customer satisfaction, seeks for feedback in a proactive manner.

Advanced
- Maintains deep and far reaching relationships with key community individuals.
- Demonstrates empathy and understands how to address concerns, desires and objectives on personal level to build trusted relationships with the community.
- Consistently uses good judgment and effectively balances the best interest of both Dubai Government as well as the community.
- Creates al total service orientation in own and others' performance.
- Develops strategic partnerships to improve service delivery within and outside Dubai Govt.
- Aligns strategic plans including new product development incorporating community feedback.
- Drives motivation and enthusiasm for a client focus culture.
- Encourages construction of tools mechanism and services to meet community needs.
- Ensures systems are in place to take feedback from community related to products and services.

Negative Indicators:
- Blames community and Entity for negative outcomes.
- Gives minimal service.
- Ignores community requests.
- Fails to respect the diversity of Dubai's community.
- Lacks cultural awareness.

Leadership Competencies

Leadership Competency: Strategic Thinking

Definition: Takes a proactive, broad-based, long-term perspective on the business; develops and set effective action plans with interpersonal skills to guide others toward the accomplishment of strategic objectives of Dubai Government and Entity.

Basic
- Sets priorities with a good understanding of what is most important to the entity.
- Encourages participation in weekly meetings to plan ahead in unit/area.

- Seeks alternative solutions in achieving goals.
- Interacts with counterparts across different entities to gain understanding of the purposes of all parties.
- Is aware and understands the strategic direction set by management and aligns behaviour and activities accordingly.
- Breaks down the strategy into its components to identify own areas of responsibility and decides on appropriate short-term adjustment in own behaviours and activities.
- Understands own action and its link with overall organizational strategy.
- Balances long term needs with short term requirements.
- Leverages knowledge of own organization strengths and weaknesses to make adequate strategic.

Intermediate
- Considers strategic implication before making tactical decisions.
- Implements workforce initiatives to ensure the Division / Entity has the right environment to equip people with adequate skills, materials and resources to perform their role.
- Creates a business plan for the team implements and monitors key milestones to reach defined strategic outcomes.
- Understands all organizational consequences of implementing a strategy and aligns structure, processes, systems and talent, based on a thorough analysis of future opportunities, risks, requirements and short-term tradeoffs.
- Adapts strategy to changing conditions and exercises keen judgment when adapting strategies.
- Examine trends affecting business and could establish patterns.

Advanced
- Provides clear, long-term strategic direction supported by clear policies and procedures.
- Analyses external benchmarks (including best practice) prior to taking a new direction.
- Makes the team aware of passionately promotes Dubai Government's future vision, and how achieving their objectives / goals supports the vision by compelling and inspiring them.
- Helps formulate entity's and Dubai Government strategy through knowledge of community needs and feedback from other entities.
- Understands links between own work and Dubai Govt. strategic priorities.
- Creates a clear, compelling vision for one's area and inspires other through sharing it.

Negative Indicators:
- Think short time.
- Plays lip-service to overall Dubai Government strategy.
- Jumps to decision without analysis.
- Focuses in day to day operational requirements rather than future needs and goals.

Leadership Competency: Business Judgment

Definition: Possesses knowledge of key areas of the business and the organization to effectively make decisions and solve problems by aligning solutions with Dubai Government and Entity's best interests.

Basic
- Have a thorough knowledge of entity's organization structure.
- Understands how things get done inside business unit and entity.
- Ensures that the goals and objectives of own team are in line with the wider entity.
- Knows who to approach for help in particular issues.
- Possesses the ability to take the right decision that will impact his /her business unit.
- Undertakes basic analysis and could trace performance implications.
- Asks others for input and guidance in case of having insufficient information.

Intermediate
- Demonstrates clear knowledge and understanding of policies and procedures within entity and ensure they are in line with Dubai Government Strategy.
- Ensures own team understands the impact of their decisions and actions.
- Able to make significant decisions that will positively affect own entity and subsequently Dubai Government.
- Maximizes opportunities that move the entity towards the achievements of future goals.
- Understands how and where decisions are made within entity and Dubai Government.
- Undertakes complex information, looking at multiple factors to establish cause and affect relationship.
- Identifies and weighs up a range of options and choosing the final solution based on the overall impact and link to goal attainment.

Advanced
- Understands and proactively supports Dubai Government's key strategic objectives, long term issues and opportunities.
- Well aware of internal and external forces affecting Dubai Government's position in the region and wider community.
- Demonstrates advanced knowledge of practices between own entity and different entities within Dubai Government.
- Is decisive able to weigh up critical factors quickly to be able to take important decisions that will affect Dubai Government and Dubai community positively in short and long terms.
- Demonstrates ability to influence major decisions and initiatives within Dubai government.
- Applies a vast range of analytical tools coupled with experience and insight to understand range of data and information.
- Recognizes the complexity of contentions, nature of situation and other implicit factors.
- Can identify inter dependencies for a project / initiative and can propose amicable solutions.

Negative Indicators:
- Silo mentality – does not take time to fully understand the business.
- Makes rash decisions.
- Does not see the big picture.
- Follows personal agenda or own team priorities.
- Procrastinates, finds decision making difficult.

Leadership Competency: Enabling Change

Definition: Cleary communicates business case for change and gains support for action by influence and persuasion and demonstrates skill in managing employees' concerns about their roles and career prospects during times of change.

Basic
- Supportive of proposed initiatives and new working practices.
- Respects people's feelings during periods of change.
- Provides appropriate and sufficient information to subordinates regarding change.
- Consults and takes account of others views in introducing change.
- Communicates change positively, bringing people to support it.
- Shows an open mind and objectively analyzes change proposal.
- Is not afraid of taking actions/ steps outsides own area of experience.

Intermediate
- Responds positively and proactively to unexpected change.
- Aware of the impact of change on Dubai Government and the community.
- Acts as change champion, communicating, achieving and promoting change across Dubai Government and own entity.
- Sponsors change within own unit.
- Provide clarity in respect of outcomes and measure success during change.
- Invites and leads the change process and assist others through change and transition.
- Develop practical, attainable work plans to implement change brining tangible results.
- Keep change project on track through close monitoring of transition process and evaluation of actual results against expected results.

Advanced
- Track record of leading significant changes within Dubai Government.
- Able to win the support of peers and subordinates in times of change.
- Anticipates change implications, responds and ensures those implications does not affect Dubai Government and community negatively.
- Undertakes cost benefit and opportunity cost analysis to promote change.
- Have a strong ability to drive and shape major changes within entity and Dubai Government.

- Communicates vision of change in a compelling manner winning support from others.
- Shows high level skill in overcoming resistance and building wide-spread commitment for proposed change agenda.

Negative Indicators:
- Resist change; content with status quo.
- Is defensive.
- Weakly communicates new initiatives.

Leadership Competency: Leading and Inspiring Others

Definition: The ability to create and structure a working environment in line with the entity's values, to gain others' support, commitment or action towards the organization's goals.

Basic
- Helps build a collaborative spirit within the team.
- Recognizes talent and is able to identify people's strengths and weaknesses.
- Helps unite team members by praise and supporting effort and contribution.
- Keeps the team fully informed about developments.
- Ensures role clarity and defined accountabilities by providing clear directions, effective goal setting and SMART targets.
- Monitors progress and regularly provides feedback to team.
- Sets a strong example by own behaviour.
- Provides constructive feedback for both up to expectations and below expectation results to work group.
- Monitors workload and allocates it appropriately.
- Appreciates unique abilities and potential of different individuals and acknowledges it openly.

Intermediate
- Defines and clarifies roles, objectives and outputs of each member of the team.
- Inspires team members and encourages teamwork and commitment.
- Obtains high level of team cooperation and commitment.
- Launches initiatives and projects that foster teamwork.
- Communicates enthusiastically and honestly with the team.
- Articulates overall Dubai Government / entity goals and explains how team's objectives relate to broader entity's goals.
- Has earned the respect and trust from others through quality and knowledge of his work.
- Provides leadership and guidance even when challenges with highly stressful situations.
- Develops powerful teams, builds participation across boundaries.
- Demonstrates versatility in leadership styles to deal with different situations.

Advanced

- Crates an environment that is conductive to teamwork and cooperation to facilitate the achievement of Dubai Government goals and acknowledged as a role model for others.
- Influences the leadership style of many teams by setting an example for others to follow.
- Ensures all peer and subordinates are well aware of major initiatives for own entity and others entities within Dubai Government.
- Removes major obstacles to team success and ensures necessary resources are available.
- Fosters a culture of admiring good work and learning form mistakes.

Negative Indicators:
- Looks for faults and is quick to criticize.
- Does not give sufficient time to team.
- Is not willing to invest in people.
- Feed threatened by developing others.
- Rarely communicates with team.

Leadership Competency: Developing People

Definition: Sets team direction by clearly communication expectations and taking into account employees' interests and provides opportunities for development.

Basic
- Gives adequate feedback on an individual's performance on the task and makes individualized suggestions for immediate improvement.
- Provides suggestions for improvement, self-education and on-the-job activities.
- Explains reasons and rationale when giving directions and demonstrations.
- Helps identify role models and others to learn from and facilitates connections.
- Helps team members to focus on self-development.
- Follows up on development initiatives commenced.

Intermediate
- Provides ongoing future-focused performance-related feedback, in a forward-looking, constructive manner.
- Teaches others to assess their own performance by helping them identify their personal strengths and development needs.
- Consistently encourages increased autonomy, and gives feedback to encourage ongoing development.
- Uses business goals as a coaching tool to provide feedback.
- Needs to be accessible and available for support at all times.
- Draws knowledge from an variety of developmental tools and understand their aptness for each situation.

Advanced
- Creates a learning culture where development is a priority.

- Assesses current and future training needs of the entity.
- Creates a climate that fosters personal investment in excellence)e.g., encourages and supports personal development.
- Develops a talent pool of future management/ leadership candidate.
- Always ready to coach and mentor others.
- Fosters a culture of constant improvements and encouraged people to review their strengths and weaknesses on regular basis.

Negative Indicators:
- Considers Human Resources as a cost.
- Is unfair, inconsistent and biased in managing employees.
- Feels threatened by developing others; blocks development.
- Provides little motivation, encouragement and support to team members.

Summary about leadership theories reviewed by the author for the purpose of this study

Yukl reviewed five approaches to understand leadership: (1) trait, (2) behaviour, (3) power-influence, (4) situational and (5) integrated approach.

Charismatic Leadership (Trait)

Falling under the category of trait leadership, early sociologists such as Weber greatly influenced what is known today as contemporary theories of charismatic leadership. The actual word charisma is a Greek word that defines gifts that have been inspired, such as the ability to perform miracles or predict future events (Weber, 1947). Weber used the term to describe a form of influence on followers who were inspired by the expositional characteristics of a person, making them leaders by the qualities they have (Yukl, 2006). In the 1980s, research in the field of management focused increasingly on the emotional and symbolic features of leadership, more specifically investigating how leaders influence people towards making self sacrifices and putting organizational interests above personal ones. According to Yukl (2006), these leadership theories describe this important aspect of leadership and the terms *transformational* and *charismatic* are used interchangeably by many writers. Despite the similarities, however, there are some important distinctions (Yukl, 2006). Though charismatic leadership is one of the oldest and most famous theories it is less focused on nowadays because charisma cannot be developed and there is an increased focus in the leadership development process on competency development such as developing skills and behaviours.

Situational Leadership

Situational leadership theories stipulate that different leadership behaviours are utilized in different situations; that issues such as people, tasks, the situation itself, the organization and other environmental factors should actually affect the way leaders decide to lead. Fiedler (1964, 1967), Hersey and Blanchard (1969, 1977, 1988), and Adair (1973) proposed that there is no

ideal method or technique for leadership but rather leaders should behave according to the situation at hand. The success of this type of leadership depends highly on the maturity level of subordinates who are directly influenced by the leadership styles; this impact can affect the overall performance in cases of low commitment or low confidence among leaders.

Democratic Leadership (Behavioural)

Democratic leadership falls under Yukl's category of behavioural leadership. Powell and Graves (2003) noted that there are two distinct types of behaviours (1. task style or task accomplishment and 2. interpersonal style or maintenance of interpersonal relationships) that managers may utilize. Task style (or task accomplishment) entails that managers make the effort to explain how work is to be done while interpersonal style (or maintenance of interpersonal relationships) refers to how mangers play an active role in securing the morale and welfare of people. Managers may also have different techniques in taking decisions, whereby a democratic leadership style allows team members to participate in making decisions while the autocratic leader tries to prevent such participation (Powell & Graves, 2003). Tannenbaum and Schmidt (1973) support a more democratic leadership approach, arguing that people on a team need to feel a sense of independence. They also have a greater readiness to assume responsibility and to be able to solve problems as a team (Powell & Graves, 2003).

Throughout the literature there is evidence that leaders use both styles of leadership under different circumstances. For example, democratic leadership can generate better results with highly skilled employees and leaders who can coach them for better performance; whilst autocratic styles can be effective with untrained employees or when important decisions are required urgently (Yukl, 2006).

Distributed Leadership (Power-influence)

Originating in the field of sociology and politics, a new ideology which takes a deeper look at social relationships in the context of leadership has come to light, namely, *informal*, *emergent*, *dispersed* or *distributed* leadership (Bolden, *et al.*, 2003). Falling under Yukl's power-influence category and looking at how important social relationships are, this theory considers that individuals in organizations need to be given authority by their followers. It also means that any individual in an organization, no matter where they rank in the hierarchy can be a leader. A leader is therefore acknowledged by his followers, which is dictated by the type of relationship he or she has with others.

This approach draws on concepts such as organisational culture and climate to highlight the contextual nature of leadership (Yukl, 2006). Similar to situational leadership, this style requires certain factors to be a successful, such as having managers with the right expertise to allow matters to progress effectively, hiring employees with the ability to solve problems and make decisions, having a flat organizational structure with few management layers, and finally, having clear directions from the management.

Environmental Leadership (Integrative)

This is one of the most recent theories in leadership which involves the creation of an organizational culture which creates leaders through an interactive learning environment that is fostered by the inspiration of individuals (Carmazzi, 2005). The psychology of group dynamics is fundamental to this type of leadership, whereby leaders influence direction through the members of the group being inspired to do what is required for the benefit of all.

This kind of leadership in Yukl's integrative category is an emerging one and it requires a certain maturity level within the organizational cultures. As the UAE has the characteristics of an emerging dynamic market, and working environments change continuously, it is likely that

environmental leadership would be more difficult to implement. More experimentation needs to take place for this leadership style to be accepted in less mature organisational environments.

In brief, it is important to draw attention to the diversity in leadership definitions globally, thus different leadership Programmes can be found with different emphasis (Aldabbagh & Asaad, 2010). Furthermore, much of the research was conducted in Europe and North America in the fields of leadership in general and women's leadership development in particular. The theories discussed above are the most prominent and recent ones; however, an abundance of theories about leadership exist, with the early ones focused on behaviour and qualities and the later ones on the role of associates and followers (Klee, 2009).

For ease of reference a summary of leadership theories is presented in Table below.

Summary of different leadership theories

No.	Leadership theory	Founder	Focus of the theory
1	Charismatic leadership	Max Weber (1947)	Form of influence based not on tradition or formal authority but rather on follower perceptions that the leader is endowed with exceptional qualities.
2	Situational leadership	Fiedler (1964, 1967) Hersey (1969, 1977, 1988) Blanchard (1969, 1977,	The leadership style depends upon factors such as: situation, people, task, organization and other environmental variables.

		1988)	
		Adair (1973)	
3	Democratic leadership	Powell and Graves (2003)	When leaders allow subordinates to participate in decision making.
5	Distributed leadership	Bolden *et al.* (2003)	Individuals in organizations regardless of levels and roles can be the leaders. The leaders can be identified on the basis of his/her relationship with others in the social group who are behaving as followers.
6	Transformational leadership	James Burns (1978)	Appeals to moral values of followers in an attempt to raise their consciousness about ethical issues to mobilize their energy and resources to reform institutions.
7	Environmental leadership	Caramazi (2005)	Leaders use organizational culture to inspire individuals and develop leaders.