LEADERSHIP

A Study of Global and Cultural Context In Saudi Arabian Organisations

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Abstract

Despite the substantial number of studies and the developments that have been made in the field of leadership studies, organizations all over the world and across diverse sectors are not able to meet today’s business challenges. Leadership accounts for successful implementation of strategies as well as development of human capital, and social and economic growth. Nowadays, the diversity of work environments, projects, culture and social conditions significantly influence leadership practices and therefore must be carefully and urgently considered. The most important aspect of leadership that makes it hard to measure is people. Leadership is about communicating with people, understanding their diverse perspectives, respecting their cultural values, and reflecting their social identity. Over the years, leadership has been studied, defined and many theories on it have been developed, each one providing a critical understanding of the leadership phenomenon. However, the field research is continuing to expand as demand continues to grow.

The aim of this research project is to understand the current leadership behaviours that are present within organizations in the Kingdom of Saudi Arabia (KSA) in order to positively influence leadership practices and, overall improve organizations’ performance and productivity. The researcher conducted an in-depth study in which all aspects of the context are examined, including leadership, cultural influence and the organization’s unique context. The adaptation of the grounded theory analytical approach and the use of in-depth interviews allow the researcher to better understand the study’s findings. The generated substantive theory of leadership has been represented and named as “collective leadership in action” and is demonstrated and clarified by the introduction of the conceptual model and the theoretical model. This substantive theory is broken down into three critical categories, namely leadership in action, knowledge management in action, and social influential factors. The relationships between these categories are highly important and have been comprehensively discussed. The main conclusion is the new approach to leadership, which assumes that each individual in this world is powerful beyond measure, and that human capital and individual competences and growth are therefore the greatest aspects of leadership development in Saudi Arabia organizations, with focus on the context and global influence. Future research are encouraged examine the generated substantive theory within different contexts and industries.
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Publications and Achievements

- Leadership as a Strategic tool to knowledge Sharing: A study of Saudi Arabian Organizations


- Leadership: A Study of Global & Cultural Context within the Saudi Arabia Organisation


- Grounded Theory Approach Introduce The New Leadership Framework in respond to Change and Challenges within KSA Organisations


- An Investigation of Leadership Practice Within the Construction & Manufacturing Sectors In Saudi Arabia


- Leadership and the Influence of Context in Organisations Performance: An Investigation of Leader’s Views In Saudi Arabia


- The role of “global leaders” in managing the requirements for cultural adaptation faced by globalizing businesses

- Leadership And Effective Project Management: A Study of Multiple Factors that Contribute to Effective Project Management and the Central Role of Leadership


- Member founder of Saudi Leadership [http://saudileadership.org]
- Member director of The Legal Studies and Management Sciences Committee (LSMSC), Scientific Society for Saudi Students, UK. [http://ssssuk.org]
Chapter 1: Introduction

1.1 Introduction

The subject of leadership is one that focuses on individual behaviours and developments. This research project focuses on leadership as a powerful source and significant factor in today’s business and societal development. Leadership is the backbone of any organisation, and it has been considered fundamental not only at an organisational level, but also at economic, political, and social levels. Research on leadership is becoming extremely important due to the rapid development (and resulting challenges) not only in the Kingdom of Saudi Arabia (KSA) but also in other countries of the Persian Gulf Region, as well as globally. Therefore, the growing demand required great and effective leadership that understand people, the context needs and the global challenges. This chapter therefore introduces the importance of the research project in the wider context, highlighting the importance of leadership in general and, more specifically, discussing the significance of understanding leadership in the context of KSA. This chapter also provides the historical background of leadership in the Persian Gulf region, as well as, more specifically, that of KSA. In addition, it discusses the research motivation that the researcher used to construct the research aim and objectives, which will be defined as well.

The state and nature of business and economic environments has frequently changed over the past decade, thus increasing the need for updated studies in order to fulfil the organisational requirement introduced by changeability and diversity. The greatest challenge facing leaders in this era of globalisation is that of working effectively through barriers to achieve business goals and objectives. In any business, maintaining productivity and sustainable competitive advantage are key goals for which leaders must ultimately take responsibility. Nowadays, Saudi Arabian organisations face the additional complications created by diverse operating environments, fast growth in all industries, and the great influence of Saudi Arabian culture. Therefore, the risk of not having the appropriate organisational capability, especially in leadership, is high. In addition, requirements and needs differ between organisations, depending on structure, industry and even goals, and what leadership style is deemed to be effective also differs between organisations; a leadership style that may be successful in one organisation may fail in another.
While there is no doubt that researchers have made a great contribution to the research on leadership over the years, leadership is still one of the trickiest subjects to study; the researcher seeks an understanding of the leadership phenomenon and attempts to develop a number of theories and practical implications, however, studies show how important leadership is, and recently argued about how leadership can be more effective with increasing influence of globalisation, and the need for organisations to live up to the challenges of multinational working environments. Complexity, change and diversity are critical features of today’s business, social, economic and political networks.

As the world becomes interconnected via globalisation, the number of people living and working outside of their native countries is increasing. As a consequence, those in the workplace are increasingly expected to interact with people from diverse cultural backgrounds; often this means people who speak different languages, lead different lifestyles, and come from widely disparate belief systems and cultural backgrounds. (Alzoman, 2012)

Leadership in Saudi Arabia, as in any country, has been highly influenced by globalisation and the multinational societies of the modern world. The lifestyle of the Saudi people has changed as a result of the discovery of oil as the most important source of economic growth, and the development of many other economic and environmental conditions. The country requires more sustainable development and an understanding of its people’s needs. Therefore, the understanding of leadership as a source of power that can lead people and organisation into success is becoming increasingly important. However, the required leadership skills and behaviours are not yet to be met, due to the lack of in-depth studies into such aspects in the context of Saudi Arabia.

Leadership behaviours are being widely discussed at the current time in relation to the dynamism of the business environment, which is now characterized by globalisation. Globalisation has encouraged an increasing number of formerly domestic companies move abroad to maximize both their competitiveness and their market share. This has led to a growth in numbers of multinational companies; further emphasising the need for an understanding of cross-cultural working relationships, particularly in relation to effective leadership techniques. Alzoman (2012)

However, globalisation has come not only to represent challenges and problems, but also it has influenced positive change. According to (Vaccaro et al., 2010) “The phenomenon of globalisation is not only challenges, but also transforms through intellectual change, roles and behaviours displayed by leaders”. The multinational working environment has increased due to globalisation, and Saudi Arabian workplaces have benefitted from the
country joining the World Trade Organisation (WTO), as this “integration allows international companies access to the domestic market, and simultaneously affords local companies the opportunity to enter foreign markets”. According to the 2007 annual report by the Saudi Ministry of Labour, of the 5,826,856 workers comprising Saudi Arabia’s private sector, 86.86% were foreign workers and only 13.14% were Saudi (Ministry of Labour, 2007). Rosen et al. (2000) posit that “the increased contact with foreigners inherently introduces new ideas into a society that influence existing paradigms and practices” – a phenomenon that requires a unique mixture of different leadership styles (Luo & Shenkar, 2006).

Therefore, challenges occur as short supply of requirement is increasing, as well as the absence understanding of required changes and its influence on people and organisations. According to (Brett, Behfar and Kern, 2006; DiStefano and Maznevski, 2000; van Knippenberg, 2011) “The Saudi setting it is imperative to fully understand the barriers and opportunities that potentially arise within a culturally diverse context”. Accordingly, the leadership and its specific behaviours should effectively meet the challenges and take advantage of the opportunities presented by multinational workplaces and diversity. According to McMahon et al. (2010), “an acknowledgment of commonalities and differences between group members is crucial in establishing a comfortable working relationship”.

1.2 Historical background of leadership in Saudi Arabia

Defining leadership in KSA must be carried out alongside an examination of the traditions, culture, religion and lifestyle of the Bedouin, farmers, fishers, artists and traders. “Leadership style is a personally preferred way of acting within the group; the effect of leadership behaviour in this situation is typically profound” (Al-Fozan, 1997). Therefore, for a long time, leadership styles and behaviours have been formalised according to that. Generally, in Middle Eastern countries, “leaders were previously selected based upon the strength of the tribe or community to which the male leader belonged” (Cochran et al., 2010). Although the wealth in KSA is derived from the discovery of oil in 1936, which in turn has greatly influenced the state of the economy, social life and the impact of globalisation, the Saudi Arabian people are still very connected into the kin-based tribal and family identities. This has and is continuing to influence leadership practices and characteristics in Saudi Arabia. Traditions, culture and religion greatly influence social
identity, which means that any change or development can fail if these elements are not fully understood.

KSA is located at the heart of the Arabian Peninsula, which has been colonised by Semitic-speaking people for about 3,000 years. According to Walpole and Nyrop (1971) these people have industrialised and organised life in a manner appropriate with the desert environment. Arabian people have been known for their pride in their ancestry, representatives and speakers on Islam and the Arabic Language.

There was significant rivalry between members of the two groups in early Islamic times, but this is of little consequence today except on the southern fringes of the country where different tribes do not become allies unless they are from the same group. The southerners have maintained a reputation of being pure and of being the originators of the First Kingdom of the Arabian Peninsula, but the northerners acquired prestige through one of their tribes, the Qurayah, who rule Madinah (holy place) and the tribe into which the Prophet Mohammed was born. (Al-Fozan, 1997)

The Saudi Arabian population has been developed over years, by Muslims speaking the language of the Holy book of Islam, Arabic. There has not been a great deal of immigration into the Arabic Peninsula, which has increased “the relative physical homogeneity” (Walpole et al., 1971). Islam has had and continues to have a great influence on the Saudi Arabian people and the core belief system that they base all aspects of their lives upon, such as their behaviours, morals and rules upon which they establish their family, community and work relationships.

Islam in Saudi Arabia is strengthened by the country's association with the personality and life of the Prophet Mohammed (peace be to him), the presence of the holy cities of Makkah and Madinah as the objects of pilgrimage and history, and the isolation from non-Muslim influences. The declaration of oneself as a Muslim is a prerequisite for nationality. The people are profoundly conscious that they are Muslims, even though they do not all understand the doctrines or practice the teachings of their religion. The conversion of immigrants to Islam is not infrequent, but conversion in the opposite direction does not occur. Muslims do not repudiate their religion, which is a fundamental part of their lives. (Al-Fozan, 1997).

On of the greatest elements of Islam is the encouragement of education, learning and the expansion of knowledge. Barkatullah (1974) states that the link between Islam and education is very strong, and the history of that link is very proud “as long ago as the Middle Ages, education under the Muslims was so widespread that it was hard to find any Muslim who could not read or write” (Barkatullah, 1974). The first message of the Holy
Quran was the distribution of knowledge, and that people are responsible for that distribution of knowledge.

In the light of the Holy Quran, Muslim people were able to establish many branches of learning. Verses in the Holy Quran, which relate to education, state that seeking knowledge is obligatory for every Muslim male and female and that this knowledge must be sought from cradle to grave. Islam encourages all people to seek knowledge and to teach it to others. (Al-Fozan, 1997)

This has shaped the Arabic people’s national identity, way of thinking and behaviours, which in turn has shaped the leadership approach taken by leaders in KSA. The social culture, as well as the religion, has its impact on people’s lives.

The social value system in Saudi Arabia exerts a profound impact upon the bureaucratic system to the extent that only in situations where there is harmony between value expectations and demands on the one hand, and requirements of bureaucratic rule directives on the other, can the latter be carried out effectively. This, however, does not imply an exclusion of the influence of other environmental factors such as political system (institutions and ideology), economic conditions and technological innovation. It only focuses on the relative magnitude and durability of social values. (Al-Awaji, 1971)

There are two core aspects in which the Saudi Arabian society has been influenced, and considered as the determined of social values, which are the tradition of people and Islam as the “Arbian peninsula is the birthplace of Islam” (Al-Fozan, 1997). As there have been a lot of changes to Saudi Arabian society due to the rapid development of many aspects such as politics, economy and the use of modern technology, “the society of Saudi Arabia may have undergone some observable change in their outlook as a result of abundant wealth and new cultural exposure, despite the conspicuous changes in both the economic conditions and the organisational and formal environments” (Al-Fozan, 1997). The researcher discusses the great challenges of today and in the future in which the Saudi Arabian people must take over, and the absence of raising issues and change make it much more difficult to be solved. According to Al-Awaji (1971), there are two principal characteristics of the KSA society, which are:

- The centrality of the family in the social structure of the tribe, the village and the town, where the tribal ties are still important in Saudi Arabian society and people who have tribal backgrounds still boast about it with a sense of pride.
- The village. The Saudi Arabian village is a local territorial unit dependent on agriculture and there are some villages which function as trade markets for some of the tribes. The villages are also important in the social structure because they are a transitional stage between tribalism and urbanisation. (Al-Awaji, 1971)
However, the literature that has examined leadership in either KSA or the Arabic region is limited, and while there have been a few attempts to characterise leadership styles in these regions no single clear view exists. For example a study by Theadory (1982), which examined the achievement of school students in Lebanon, demonstrates that the concern for administration in human relations is higher than the concern for task. A study in Kuwait, on the other hand, which examined the leadership styles of head teachers, found differences between male and female head teachers when it came to human-orientated versus task-orientated behaviour –female head teachers were found to give higher importance to human-orientated behaviour more than male teachers did. However, both of them show an equivalent level of emphasis on the importance of task-orientated behaviour (Al-Hadhood and Al-Jaber, 1989). Another leadership study that has taken place in the region is that of the leadership styles of headmistresses of female students at intermediate girls' schools in Riyadh (Al-Soukar, 1984). The study shows an positive correlation between the practiced democratic style of headmistresses and student achievement.

Al-Karne’a’s (1991) study of leadership in Riyadh, on the other hand, investigated the relationship between head teachers’ democratic leadership style and the working methods of teachers in the classroom. There is a link between the democratic leadership style and method of teaching used in classrooms, whereas a view authoritarian leadership styles was found. “A study was carried out in Saudi Arabia by Mohasan (1984) of secondary schools for girls in Riyadh to determine the effectiveness of the leadership style on the satisfaction of teachers and on pupils' achievement. She found a positive relationship between the democratic style of the head teachers of secondary schools for girls and the feelings of security of the teachers”. All the abovementioned studies have made an attempt to understand leadership styles within the educational sector in Saudi Arabia; however, much more investigation in different ears of industry and from different aspect of research is required in the field of leadership studies. According to Al-Fozan (1997) “These studies would seem to support the views of Likert (1967) who believed that variables such as morale affect school achievement: morale and productivity were positively related, that the higher the morale the higher the productivity”.

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1.3 Research project motivation

It is vital to understand that, with the rapid changes brought about by industrialisation and globalisation, the pattern of world trade has changed, the development of human competences and readiness to face challenges and obtain better outcomes is critical. Leadership is one of the most (if not, the most) urgent competences for consideration. However, leadership with a global presence, crossing different cultures – whether in the business, social or political context – is a complex affair. The role of leadership in enhancing the performance and productivity of any organisation is greater than ever; it determines the direction of an organisation, and positively or negatively impacts its current and future operations. Especially in Saudi Arabia, there has been a simultaneous growth in the demand for high-quality leadership “individual” and “process”, due to the expansion of global businesses into and out of the country. In addition, the qualities necessary for competent leaders to effectively adapt to the new challenges of business in a globalised world are uncertain and changeable. Therefore, the way in which Saudi leaders today determine the effectiveness of their business response to cultural challenges is crucial.

In a global and cultural context, the role of a “leader” in managing the requirements for cultural adaptation faced by globalising businesses is essential. Leaders need to simultaneously find the way to change their organisational strategy, to be aware of cultural differences, and to be tolerant of different practices. They must understand different cultures and bring diverse groups of people into a joint unique culture that has the same vision. In particular, it is important to highlight the key requirements for leaders and leadership process to be able to live up to the challenges. According to Nahavandi (2009), “Understanding leadership requires an understanding of the cultural context in which it takes place”. So, the critical concern is: which form of leadership is needed in today’s KSA organisations?

However, while the focus on the leader’s crucial role in managing cultural adaptation is in line with the current emphasis of much leadership literature, limited research has been done to address the subject of leadership specifically in Saudi Arabia. No doubt, researchers in cross-cultural management and leadership have made a huge contribution to this area of knowledge, and there are many theories and frameworks suggested to help understand the correlation between the two fundamental areas. Scholars consider leadership to be a fundamental subject, not only at an organisational level, but also at economic, political, and social levels. They have tried to define leadership and understand
the different perceptions of it. They have also developed a series of theories and approaches to help in applying the best practice of leadership in different situations.

However, while the field of leadership is globally observed, and each culture has different opinions of leadership, the understanding of how to develop leadership is hard to generalise. What can be a problem in one culture may not be the same in another. This has motivated the researcher to investigate Saudi Arabia’s leadership and explore the context of Saudi Arabian organisations in which leadership is taking place. This would help provide an understanding of the requirements for leadership in Saudi Arabia, as well as that of the global challenges facing leaders of Saudi Arabia. In addition, this would add a valuable contribution to the knowledge of leadership, and influence future research related to leadership in Saudi Arabia, and the Arabic cluster.

This research project focuses on how the culture of an organisation develops within one society – reflecting that societal culture – prior to the organisation becoming global, and how leadership is developed out of this society and organisational culture. It also aims to understand that effective leadership includes ensuring that organisational culture is adapted flexibly in response to different societal cultures, whilst maintaining those original elements or values that were themselves the key to the organisation’s initial and continuing success. Understanding this complexity and the influence of different factors on each other is what motivates this research project and ensures its originality in such a unique context, the Saudi Arabian organisations.

Briefly, the researcher summarises the inspiration for this research project in two fundamental points:

- Individuals, situations and requirements are different and changeable. Each organisation has its own culture that is unique and different from other organisations, that is also highly influenced by the society. Each person working within an organisation or on projects for it is also different in terms of their nature, culture and values, all of which influence the way he/she performs. Both leaders and team members contribute to the success or failure of their organisation. Thus, how does this diversity define and respond to leadership? How are challenges different within projects, organisations and situations? Which behaviours, knowledge, skills or strategies are needed for successful leadership practice?
Research on the subject of leadership has been around for decades, and there has been a recent explosion in the amount of research on this subject. However, the majority of this research has been conducted on Western cultures, with little research having been focused on leadership in the Arab world, while the cross-cultural leadership research that has been conducted outside of Western cultures is too limited. This implies that in a global and cultural context, and in the context of multicultural working environments, it is not possible for leaders from non-Western cultures to implement and understand the Western leadership styles that have been developed from this research. Even if this is the case, in many international projects and organisations operating today, it is time to consider the urgent need for change.

There is a lot of potential in this field given today’s economic growth and expansion of global operations in Saudi Arabia. Socio-cultural influences are greater than ever before, as is the need for effective and competent individuals in leadership roles. Today’s challenges need to be addressed, opportunities identified, and new strategies implemented, all of which require a new form of leadership to take place.
1.4 The research project aim
This research aims to understand leadership in Saudi Arabian organisations, and introduce a new conceptual model to assess leadership practices and positively influence organisational performance and productivity.

1.5 The research project objectives
In order to achieve the aim of the research, the researcher defines a number of research objectives, which are:

1. To critically review existing relevant literature
2. To define a methodological approach for conducting the research project
3. To critically analyse data and explore new concepts and categories
4. To generate a new conceptual model to assess leadership and leadership development in Saudi Arabian organisations
5. To contribute to the exiting knowledge of leadership

1.6 The research project scope
The scope of this research project is to examine leadership within the construction and manufacturing sectors in Saudi Arabian organisations, addressing organisations’ environment, influential factors and current leadership practices. The research project focuses on collecting primary data by interviewing people who perform leadership roles within senior, mid- and operational management.
1.7 Thesis layout

The research project thesis will be presented in the following structure:

- **Chapter 1: Introduction**
  This chapter will start by introducing the research topic by providing an overview and background of the research topic. The research motivation is also represented and discussed. This will be followed by the research question and the research aim and objectives. Then, the research methodology is outlined and the research scope and thesis layout are represented in detail.

- **Chapter 2: Literature review**
  This chapter will provide an overview of leadership phenomena and highlight the complex interaction between various definition, theories and approaches. It reviews the leadership research and analyses the history and future of leadership approaches. It also reviews the literature to provide a summary of the current attempts to characterise the role and nature of effective leadership in different cultures and organisational settings. In addition to this, this chapter analyses the available literature related to the Arabic leadership studies and cross-cultural research.

- **Chapter 3: Research methodology**
  This chapter will first provide an understanding of the philosophy of research methodology. Also, it will discuss different research strategies that include experiment, survey, case study and grounded theory. Then, different data collection techniques are presented, which vary between qualitative methods and quantitative methods. After that, the chosen methodology of this research project is defined, and a clear explanation of the approach and methodology is given. Most importantly, this chapter provides the adapted research design that is used to conduct this study, in addition to the research samples and population.

- **Chapter 4: Groundwork and data collection**
  In this chapter the researcher offers an in-depth explanation of the process of data collection, starting by determining three important aspects: the companies in the study, “case”, the number and characteristics of participants, “population”, and the context of investigation, “level of analysis” or “research scope”. Then, the chapter introduces the method used for data collection. As this study is qualitative in nature, the chosen method is
interviews and observation. Also, the researcher collects data using a theoretical sampling strategy due to the requirements of the methodology chosen – Grounded Theory – which includes selection and access, sampling criteria and participant criteria. The population of the study is also discussed, as well as the interview design and procedure. Finally, the research data is presented, which includes types of data collected (interviews, observations), the level of management, the type of companies and sectors, and the number of interviews and period of time.

章節 5: Grounded Theory approach & coding procedures

This chapter will focus on data analysis techniques and procedures, and explains what we mean by “data analysis”. It will represent the data analysis techniques used in the Grounded Theory approach, including explanation and implementation of coding procedures (open coding, axial coding, selective coding). It will also give an explanation of the importance of the use of consistent comparative analysis in coding procedures and conceptualisation.

章節 6: Data analysis & findings

The primary aim of this chapter is to provide a comprehensive analysis of the conceptual model and its category. It starts by introducing the conceptual model, defining its categories and comprehensively analysing its relevant themes and concepts. It will also provide an explanation of the influence and relationship between the categories, and any significant relationship between sub-categories within each category. Each of which are supported and evidenced by real examples from the in-depth interview data.

章節 7: Discussion

This chapter aims to discuss the research findings in the context of the existing literature, and provides insight into current Saudi Arabian leadership practices. In addition, it discusses how an understanding of organisational needs and social factors can enhance leadership practices. This chapter begins by explaining the concept of collective, and then goes on to highlight the importance of the conceptual model core categories, which are: leadership practice and its relationship to the other categories of the conceptual model; knowledge management practice; and influential social factors. Finally, this chapter offers a clear understanding of the conceptual model and its significant contribution to the knowledge and practical implementation. The practical and theoretical models are then
introduced in order to provide a better understanding of how this model could be utilised in practice.

Chapter 8: Conclusion
This chapter reviews the research project by providing critical summary to its findings, and in particular by focusing on the emergent model of the research. In addition, it will review the research aim and objectives and provide an answer to how the research project has been conducted. Then, it will highlight the research contribution to the current knowledge by discussing both its theoretical and its practical contributions. After that, limitations of the research will be reviewed and discussed according to the research project’s conditions and challenges. Finally, recommendations for future research will be presented.

1.8 Conclusions
This chapter aims to provide a clear introduction to the importance of the research project. It discusses the great importance of the subject of leadership in the global and cultural context, and specifically to the context of Saudi Arabian organisations including the historical background of leadership in Saudi Arabia. The chapter also presents the research project motivation and how it has inspired the research project. After that, the researcher clearly addresses the research project aim and outlines the objectives necessary for achieving the aim. The research scope has also been introduced for clarity and report. After that, the research project thesis layout has been provided in order to aid systematic construction and presentation of the research project thesis.
Chapter 2: Literature review

2.1 Introduction
This chapter introduces the most relevant and recent literature as part of the research project’s requirements, in order to provide critical understanding of the topic under investigation. The literature review is undertaken in order to gain an understanding of the various views related to the development of knowledge on the filed of leadership. In addition to this, it provides a summary of the current attempts to characterise the role and nature of leadership in general as well as in relation to the more specific context of Saudi Arabian organisations. This chapter starts with critical review of the different schools of thought related to leadership, organisations, and culture, and aims to review and illustrate the various meanings of leadership, from the distant past up to the present day. This evolves its role and function in managing people and organisations, not only within small collective groups, but it also goes into the most complex contemporary ones, globalised and diverse. This chapter also reviews the literature that analyses the role of culture and organisation in a global business in order to present the complex interaction between global organisations and the cultures in which they operate. Then, a comprehensive overview of the Saudi Arabian economy is given in order to provide a clear depiction of the economic climate there. In addition, the chapter provides an overview of the historical background of leadership in Saudi Arabia. Finally, a short conclusion is provided in order to recap and provide an overall understanding of the chapter.

2.2 The history and future of leadership
“The study of history has been the study of leaders, what they did and why they did it”. Bass (1990)

Throughout history, leadership has been considered by some as a social process that develops from the relationships between a set of people, and by others as the outcome of a set of personal traits or characteristics. It started since ancient times but it was not clearly defined, however, it has been understood through religion, human and imagination. Northouse (2010) describes leadership as one of the most complex processes in a dynamic environment. It is a spiritual, fascinating, emotional and behavioural phenomenon (Gill,
The development and research on leadership continued through the years until today, and it will continue as long as human development is expanding.

In this time of expansion, the idea of leadership has moved from power and authority into being a part of the whole. It moved from being self-centered to being group-focused. Leadership today is more than a process that involves influence occurring in a group, context and aiming to achieve goals. The specifications of individuals, places and societies also make leadership different. It is the ability to enthuse and inspire confidence and support between subordinates or teams and to achieve the organisation’s goal (Gray and Larson, 2008). It is all about being authentic in what you are doing and who you are. According to Moore (1927), modernisation of leadership concerns people’s motivation and their contributions, compared with the more traditional, autocratic concept, which focuses on a leader’s ability to make people follow, respect, be loyal and cooperate. Leadership is not related only to religion, politics, organisation or business – it touches every aspect of people’s lives. Leadership is about being together, influenced by each other and being able to contribute to the development and power of nations. The various definitions of leadership will be provided in this chapter, and the different theoretical understanding styles of leadership working together to present what leadership is all about.

The critical role of leadership is wider than other concepts, which makes it present in all areas of life. Leadership very clearly has a significant impact on organisations, business performance, policies, strategies, and people’s interaction with each other in groups such as football teams, orchestras, armies and families. According to Bolden (2004), leadership is “a complex phenomenon that touches on many other important organisational, social and personal processes. It depends on a process of influence, whereby people are inspired to work towards group goals, not through coercion, but through personal motivation”. Another issue is the effectiveness of leadership and how it can be different from one place or situation to the other, which has been the concern of many scholars for a long time (Turner & Muller, 2005). Goldsby et al. (2004) state that leadership is a complex concept in which leaders need to acquire a critical mix of logical knowledge and different critical practical skills.

Therefore, it is clear that leadership is hard to define for the very broad and universal use, in that is different from one place to the other and from one society to the other. It comes from individuals’ experiences, emotions and identity, all of which influence people’s
perceptions on what leadership is. According to Turner and Muller (2005), people’s perceptions of the concept of leadership tend to differ, making it a difficult concept to define. This diversity of views on leadership have greatly encouraged the researcher to examine the developments of leadership definitions, theories and styles. Daft (1999) found that there are more than 350 definitions of the leadership, while Bass (1990) identified up to 1,500 definitions of leadership – discoveries that clearly emphasise the importance of leadership as well as its various applications.

2.2.1 Definition of leadership

“There are almost as many definitions of leadership as there are persons who have attempted to define the concept” (Stogdill, 1974)

Since its introduction, the concept of leadership has been defined, but the number of definitions in literature and the very wide and general application of the concept of leadership make it difficult for scholars to agree on a single definition that can be applied to all kinds of business environments. According to Rendall (2006), Mike DeGrosky said, “If we are to improve our understanding and practice of leadership, we must first agree on what leadership is. In other words, we must define leadership”. Whereas Gill (2006) states that “seeking the answer to the question ‘What is leadership?’ is like searching for the Holy Grail”, in that defining leadership can be more about personal choice or just a matter of opinion.

Wibbeke (2009) has defined three important terms regarding leadership, and makes the distinction between each. She firstly defined the concept of leadership as “How an individual influences others to act for certain goals that represent the values and the motivations of both leaders and followers”. However, the global sense of the role of leadership has more to do with the diverse collection of nations and societies and not just actions within organisations; global leadership, therefore has “reflected the act and art of creating shared meaning and action that led to achieving desired results across global boundaries”. Finally, the third term is situational leadership, which “reflects how the external environment and situation exerted influence on leader’s behaviour”.

Searching for what makes it hard to define or settle on a single definition of leadership produces three important issues. Firstly, leadership is related to some difficult concept such as love, freedom and happiness (Bolden, 2004). Secondly, the problem with leadership “is
that a strongly defined theoretical position is then difficult to apply consistently to practical explorations of leadership in action (Aseri, 2010). Thirdly, when considering the concept of leadership, the effect of culture is clear. Each background gives different definitions to leadership; therefore, a leader’s role and effectiveness can also vary according to each culture. This implies that both leadership and culture cannot be separated from each other and are crucial to the success of an organisation.

Leadership is “one of the most complex process in a dynamic environment” (Northouse, 2007). According to Gill (2006), “Leadership has been variously defined in terms of traits, process, skills, competency, a relationship and a construct”, whereas Bolden (2004) states that some have defined leadership as a social process, in which the relationships between a set of people is developed, and some other define leadership in terms of people’s personal traits or characteristics. “It is a spiritual, fascinating, emotional and behavioural phenomena” (Gill, 2006), and “arises in a human context and affects the relationship between leaders and their followers” (Jamali et al., 2008).

However, another important issue to make clear here is the required capability to any organisation in managerial levels. Is it more about leadership, or more about management? And how it can be different? Researchers have made clear the difference between the concepts of “leadership” and “management”, which also helps in defining leadership.

The word “management” or the term “to manage” is used to analyse tasks and resources and monitor the outcomes of the process, designs and plans. Thus, management is to deal with the hard skills and technical aspects of an organisation or its projects, whereas, leadership is to do with soft resources, which means dealing with people who intern, create, manage and produce organisational outcomes. Aseri (2010)

Wibbeke (2009) explains the difference between the two terms, as follows: “In my mind, management focuses on more task definition, resource allocations, and organisational design”, whereas “Leadership is involved more with vision, motivation, and trust. Both call for competence in core skills, commitment to desired organisational outcomes, high levels of personal energy and considerable emotional resilience”. However, these differences make both terms very important to any organisation, and have never influenced their critical role negatively.
Managerial influence has been one of the concerns of leadership theories. Both “management” and “leadership” are sometimes used interchangeably, and it has been argued by some scholars that supervisors and managers within organisations can be described as leaders. This means that people who are capable with authority are leaders. McKenna (2006)

The very wide and complex nature of leadership and its many different definitions makes it very hard for scholar to determine the best leadership approach or style, and the nature, type of business, culture, requirements and other unique challenges posed by today’s world also make it difficult to define effective leadership. These differences have always made leadership the most critical aspect to the success of any organisation, and they determine the way in which leadership and work can best be accomplished. Today and in the future, the development of leadership definitions will continue, and new approaches and theories will be introduced.

2.2.2 The development of leadership theories

Due to the great volume of research and publications on leadership and the different recognised school, it becomes important for this research project to understand and review all theories of leadership. According to Turner and Muller (2005) during the last sixty years, four critical approaches to leadership have been developed: the trait approach, the behavioural-style approach, the contingency approach, the transformational approach and the transactional approach. Whereas, other new contemporary approaches have also been addressed, such as servant and authentic leadership, given the importance of understanding the whole picture of what leadership is.

However, “these theories do not provide a comprehensive and complete understanding of leadership, but they do, each in its own way, offer important insights into leadership’s role and characteristics” (Aseri, 2010). Also, researchers must recognise time, situations, context and the theoretical foundation upon which each theory has been developed. These all contribute to the developments of leadership over time, and should therefore also be considered by researchers studying the field currently or in the future. What makes a particular behaviour or model of leadership work at one time or in one place may or may not be workable today or anywhere else. Generally, Table 1.1 below illustrates the various leadership approaches mentioned previously, and provides a comprehensive analysis of all its critical values and behaviours, which can then be understood and compared to each other. This provides us with clear insight into how leadership is complex, different, and
changeable over years, situations and places, which increases the continued importance and growth of leadership-focused research.

<table>
<thead>
<tr>
<th>Leadership approach</th>
<th>Values and characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trait</strong></td>
<td>Leadership is an innate attribute that people are born with (leaders were born, not made)</td>
</tr>
<tr>
<td><strong>Behavioural style</strong></td>
<td>Based on the actions of a leader, not their personal traits. What leaders do and how they achieve it. Task- and relationship-focused behaviour.</td>
</tr>
<tr>
<td><strong>Contingency</strong></td>
<td>Focuses on the situation or context rather than personal traits or behaviour</td>
</tr>
<tr>
<td><strong>Transformational</strong></td>
<td>Focuses on change in people, teams and organisations by improving motivation, morale and performance. Leader is creative, innovative and able to share the organisation's goals</td>
</tr>
<tr>
<td><strong>Transactional</strong></td>
<td>Transactional leaders practice management-by-expectation (MBE) and contingent reward (CR). Incentivising followers. Relations are transaction-based</td>
</tr>
<tr>
<td><strong>Servant leadership</strong></td>
<td>Functional attributes: Vision, honesty, integrity, trust, service, modelling, pioneering, appreciation of others, empowerment. Accompanying attributes: Communication, credibility, competence, stewardship, visibility, influence, persuasion, listening, encouragement, teaching, delegation</td>
</tr>
<tr>
<td><strong>Authentic leadership</strong></td>
<td>Refers to owning one’s personal experiences, be they thoughts, emotions, needs, wants, preferences or beliefs; processes captured by the injunction to know oneself, further implying that one acts in accordance with the true self, expressing oneself in ways that are consistent with inner thoughts and feelings</td>
</tr>
</tbody>
</table>

Table 1.1 Value and characteristics of leadership styles

Source: Fieldwork

It is then time to recognise the correlation between all leadership theories and to represent a new construct that could solve many problems and better help leading global organisations. The understanding of leadership theories and its influence on performance cannot be recognised until we find the way in which it could be applicable in practice.

In any consideration of leadership the theoretical and the practical are inextricably linked, with each providing a feedback mechanism to the other. This is complicated by the fact that, as we saw earlier, there is no unified theory of leadership and certainly no single correct holistic view. (Aseri, 2010)

Leadership theories have also discussed the difference between leadership and management, as managerial influence is one of the critical aspects to leadership. It has been argued that both leadership and management are critical to any organisation, especially with the increase in complexity and change. They both work together but in
different ways, according to the direction and purpose of each one (Kotter, 1990). According to McKenna (2006), “management and leadership are sometimes used interchangeably. Also, it has been argued by some scholars that supervisors and managers within organisations can be described as leaders, which means that people who are capable with authority are leaders”. Another view indicates that leadership can be about situations in which reward and risk are great and that require leaders to be more proactive, perceptive, sympathetic and independent; management, on the other hand, is focused on managing tasks and operations, which needs people who are “quite passive and people-centred operators” (Zaleznik, 1986).

2.3 Critical review of seven theories of leadership

2.3.1 Trait leadership theory

Trait theory is one of the oldest – if not the first – theories that emerged and described leadership as an inbuilt ability and explicit attribute with which people are born. Max Weber said, “Leaders were born, not made” (Locke, 1991); not having this ability or attitude prevent people from being considered as leaders. According to McKenna (2006), this theory also assumes that this quality of leadership is attached to specific individuals and allows them to perform leadership duties among others in the society.

Max Weber’s Great Man Theory posits that innate traits influence the creation of effective leaders, thus only great men could become leaders (Edgar et al., 1954). This approach continued and was supported until the early twentieth century. For example, there was an attempt by Luther Bernard (1926) to define leadership in terms of people’s personal qualities with which they born. Moreover, Geier (2006) states that “analysing individual personality traits and characteristics” was the concern of many psychologists, educators, and sociologists in relation to leadership research prior to the Second World War. This has not stopped, as researchers even today are considering the “Weberian view of leadership”.

In 2005 Turner and Muller (2005) argued that leadership is innate, and in 2004 Bolden stated that men who achieved and maintained position of influence were born to be leaders and would excel by virtue of their personality alone (Bolden, 2004). This is essentially the same as Weber’s position. (Aseri, 2010). Although this approach has its unique definition and been considered for a long time, there are other views of leadership that have been discussed in relation to this theory. One of the most critical views is that stated by Northouse (2010), in which trait theory does not contribute to the development of as its stand for the rigorous Weberian view, in which leadership is
about being a born a great man. According to Kirkpatrick and Locke (1991), “traits are insufficient conditions to explain successful business leadership, (they) are only a precondition”. Also, there is no strong relationship between personal traits and success of a leader, whereas the capability of leading is not totally genetic, and it can be improved by learning and experiences (Daft, 1999; Yuki, 1981). On the other hand, if trait approach is to “be modified, where traits are theoretically modifiable, this is difficult to achieve in practical situations”. The objection is that the theory does not lead to practical steps to develop leadership, and yet an empirical approach suggests to most observers that skills can be developed. Whether these amount to traits becomes a matter of semantics” (Aseri, 2010).

What must be considered here is that trait approach, as it has been defined, eliminates the impact of any external factors on leaders’ performance or behaviours, which simply cannot be accepted, especially nowadays. Leadership can be affected by many conditions such as social culture, organisational culture, organisational structure and also the impact of other people. According to Daft (1999) who argues that leaders can perform differently from one project to the other, and that one leader who can succeed in one project environment or situation may not in the another project or situation. In addition, leaders’ qualities and competences may differ from one leader type to the other, for example, armed forces leaders are different from business leaders and educational leaders, and vice versa (Kirkpatrick and Locke, 1991). “In qualitative research carried out by Stogdill (1974) he argued that particular traits cannot be associated with leadership as leadership traits are closely dependent on factors related to the external context” (Aseri, 2010). This has all increased the importance of studying leadership and providing much more workable theories, and has minimised the use of trait theory that failed to enhance the development of leadership.

2.3.2 Behavioural leadership theory
As the name suggests, behavioural leadership is all about the action of a leader – what a leader can do and how do they do it. According to Adelman (1993), the behavioural leadership theory started by the work of Kurt Lewin in the 1930s, focused more on leader actions and what they do than their personal traits. Comparing both trait theory and behavioural theory, it is obvious that behavioural leadership considers a leader in the context of his relationship with others, whereas trait theory, on the other hand considers a leader in separation. This means that there are patterns of set of behaviours that encourage
leaders to act toward something (McKenna, 2006). Moreover, research on behavioural leadership does not only examine the action of a leader, but it also examines his followers (Northouse, 2010).

Therefore, as the context is under consideration, the link between context and leadership action can be seen, as “behaviour itself is not unitary but variable and complex” (Aseri, 2010). According to Northouse (2010) there are two different types of behavioural leadership style: task-focused behaviour, which centres on achieving goals; and relationship-focused behaviour, which relates to the socio-cultural relationship between team members and how to motivate them. However, researchers have developed four main theories within the behavioural leadership approach, which are: Likert’s Theory, Blake-Mouton’s Managerial Grid Theory, Tannenbaum and Schmidt Theory, and Adair’s Action Centred Theory. The following will provide clear explanation of each one of these theories.

➢ Likert’s theory

This theory has four identifiable leadership styles, as stated by Likert (1961), which are: exploitative (authoritative); benevolent (authoritative); consultative and participative.

In the exploitive (authoritative) style the relationship is based on fear and threats, and there is no direct communication between leaders and followers. Also, this indicates that senior leaders make all decisions. When it comes to the benevolent (authoritative) style, on the other hand, leaders apply the use of rewards to motivate people and enhance their performance; however, decisions are still the responsibility of the senior management level. According to McKenna (2006), however, the flow of information in both types of leadership is too limited, reflecting only what leaders want – therefore, subservience is usual outcome. In addition, leaders sometimes only used consultation to enhance work performance. While followers may share information that may influence decisions, they cannot make decisions related to wider, more important matters – only the leader may make decisions about these matters. As for communication, there might be two-way communication, however, it is usually restricted to what is already known about what a leader wants.

Finally, the fourth style is the participative style, in which the leader “fully involves the group in setting performance goals, discussing economic rewards and taking steps to continuously improve working methods and procedures” (Aseri, 2010). According to
McKenna (2006), the close psychological bond between leaders and subordinates and
decision-making occurs at many different levels in the organisation as a result of this
management style. This increases work cooperation and allows people to work together in
different groups and situations, thus influencing the sharing of ideas and resulting in better
work performance.

Blake-Mouton’s Managerial Grid theory.

In 1964 Robert Blake and Jane Mouton developed this theory and applied a grid model
focusing on people and production, which are measured by a scale of nine points to which
several leadership styles can be attributed. According to Gill (2006), the Blake-Mouton’s
Managerial Grid Theory attracts mostly consultants, business developers and specialists
getting wider positive attention. Figure 2.1 below illustrates these different leadership
styles.

![Figure 2.1 Graphical illustration of the Managerial Grid](source_black_and_mouton_1985_the_managerial_grid)

These leadership styles can be defined as five theories: Impoverished style (1, 1), which
leads to the development of an unsystematic workplace with low concern for both people
and production; Country Club style (1, 9), which assumes that people will be more
productive in a place where they feel comfortable and secure, which produces a high
concern for people but a low concern for production; Produce or Perish style (9, 1), which
places high value on production, with money being provided in return for performance;
Middle-of-the-Road style (5, 5), where there is a balance due to cooperation between the
two factors (people and production), however, there is the risk of the requirements for both
factors not being met. The final style is Team Leadership (9, 9), which is the best approach
due to the fact that it combines people with the production line, leading to highly motivated people with high performance and level of production, which indicates a high concern for both people and production.

➢ Tannenbaum and Schmidt theory

This theory consists of seven leadership approaches, as defined by Robert Tannenbaum and Warren Schmidt (1958), which illustrate different leadership behaviours from manager-oriented (autocratic) to team-oriented (democratic). “Starting by the autocratic it represent a strong managerial control with little freedom for the team, whereas at the other end the team possesses independence and a high level of freedom to make decisions and act upon them” (Aseri, 2010). However, the best approach might be different as the leader should consider different situations and conditions and be flexible to change. The theory argues that there are three critical components that need to be addressed when defining the required approach, namely the leader, his team members and the situation. In 1973, the theory was updated, and the relationship between the previously stated core elements, leader-team member-situation, as well as external elements such as how people perceive leadership, became more of a consideration (Tannenbaum and Schmidt, 1973). “The model has had considerable influence with Gill (2006) seeing it as complementary to the Managerial Grid (Blake and Mouton, 1964) and can be useful as a descriptive tool” (Aseri, 2010). Figure 2.2 below represents this theory clearly.

![Figure 2.2 Continuum of leadership behaviour](source: Tannenbaum and Schimdt (1973))
Adair’s Action Centred theory

This theory presents leadership as a number of practical skills that need to be defined to develop as required, which illustrates Adair’s theory. According to Adair (1983) who established a successful leadership training model based on three critical needs a leader need to address: task, team and individual. This theory finds leadership through the action of a leader toward the three defined needs, and not the leader’s personal qualities or actions only, and has obtained a significant support. Therefore, for a leader to be effective, he or she needs to ensure the balance between task, individual and team, as been stated by Gill (2006).

First is the need to understand the team, which involves “building and maintaining the morale of the group, development and training programmes that may be required to enhance the group’s effectiveness and morale building activities” (Aseri, 2010). Second is the need for understanding and managing tasks by defining aims and objectives, strategically planning development, supervising progress and ensuring quality throughout. Third is the need to understand the individual. “This may include interventions to resolve tensions and disagreements between team members, rewarding and praising individuals, and giving individual members of the group incentives to enhance their relevant skill set” (Aseri, 2010).
2.3.3 The contingency approach

The reason behind the name of this theory is that a leader’s power depends on the context and his/her leadership style (Daft, 1999); it could therefore be argued that one leader may or may not be appropriated in a particular context or situation (McKenna, 2006). Contingency approach differs from trait and behaviour theories, which focus on the context or situation. According to Gill (2006), contingency is an old Chinese approach, which advised leaders about how to act differently in different contexts, according to the nature of individual; academics began to develop and use the theory in the 1960s (Turner & Muller, 2005).

According to Fiedler and Chemers (1974), leaders are required to adapt different styles in order to be effective and suitable for different situations, which then can be seen as “a leader-matching theory” (Aseri, 2010). This approach is more applicable especially in today’s business world, where situations are different and changeable. It also provides a potential for practicing the various aforementioned leadership styles. “The effectiveness of any particular leader is contingent on the situation in which the leader finds him or herself – a particular context in a particular organisation” (Aseri, 2010). In this case all participants within the context – as well as the context itself – are critical to the extent to which leadership can be effectively practised. According to Northouse (2010) and Miner (2005), this theory represents a pragmatic approach in which focus is more into finding leaders to fit situations rather than just being concerned about certain qualities or behaviours.

The modern contingency approach, as stated by Gill (2006), was established by Fred Fiedler in the 1960s. The founder introduced a model that illustrates how situations influence the effectiveness of any leadership style. Many researchers argued about the link between situations and leaders’ effectiveness, and it was found that leaders are more effective in their favourite situations (Fiedler and Chemers, 1974; Miner, 2005; Miller and Tuner, 2007). Although situations represent different conditions and variables, the theory suggests three critical contextual factors that work closely with leader’s personality. These can be classified as leader-member relations, the nature of the task, and the power of the leader. (Fiedler and Chemers, 2002; Bass, 1990). Whereas Miner argues that there is one crucial factor that must be addressed in this classification – culture – and that involves leader’s own culture and the context culture. Figure 2.4 below represents Fred Fiedler’s model:
2.3.4 Transformational approach

Transformational approach of leadership focuses on developing motivation and performance by making change in people, teams and organisations. It is not a new style in the field of leadership, and the “Foundation principles of transformational leadership appear in the work of Max Weber (1923/1963) on charismatic leadership and Downton (1973) on rebel leadership” (Yammarino & Bass, 1990). However, it is a contemporary approach and considered effective for global organisations. This approach also “becomes the motor and transmitter of innovative culture and of the dissemination of knowledge oriented to obtain the best possible organisational performance” (Garcia-Morales et al., 2011), which all the critical aspects to leadership today. Researchers such as Garcia-Morales et al. (2011); Walter and Bruch (2009) have proven the positive impact of transformational leadership style on performance and productivity of organisations.

According to Hardy et al. (2010) behaviours of transformational leadership highly influence a wide range of individual and organisational outcomes in a variety of contexts including military, sport, business, the public sector and education.

Transformational leadership can be defined as “the style of leadership that heightens consciousness of collective interest among the organisation’s members and helps them to achieve their collective goals” (Garcia-Morales et al., 2001). The way in which this approach works is by improving organisational activity in order to develop creative, innovative people as well as being able to transform the vision of their respective organisations (McKenna, 2006). All of this has inspired some researchers in field of
leadership and encouraged them to develop this approach and examine its suitability in various case studies. Therefore, they tried to generate models that represent organisation complexity and the increased demand for leadership to respond. Kreitner et al. (2002) state that, “charismatic leadership is capable of effecting a transformation in employees who then place the organisation goals ahead of their self-interest”. This therefore requires leadership to motivate people and provide them with higher responsibilities (Northouse, 2010), which will develop individual self-confidence, effective teamwork and performance.

As stated previously, transformational leadership is concerned with providing changes to an organisation in order to face the challenges and requirements of modern business. According to Aseri (2010), the attempt of transformational leadership is “to create a common purpose that extends beyond an individual transaction, as it has been argued that the transformational approach is consistent with developing a stakeholder perspective on organisations”. This vital role is very far from the limited role of transactions with individuals which, according to (McKenna, 2006), makes a huge difference to people’s motivation and development, whereas organisational culture and structure, on the other hand, play vital part in understanding and enabling transformational leadership. The views of the stakeholder are also important, and Bolman and Deal (2003) suggested that it should be linked to modern leadership studies, wherein transformational leadership, for example, is concerned with teamwork as a critical aspect of organisations. In addition, the nature of today’s organisation has changed and moved into project-based and group work. This has introduced new challenges and requirements, especially in leadership. A specific leadership style is needed to support and serve the new requirements and changes and many studies investigate the impact of transformational leadership on organisational performance by studying intermediate constructs such as culture (Ogbonna & Harris, 2006) and knowledge management (Gowen et al., 2009).

Other researchers have attempted to close the gap on leadership through the theoretical integration in which they bring previous work together and produce a conceptual framework. This has been identified as an “affective events model of charismatic leadership behaviour emergence” (Walter & Bruch, 2009). As the debate is continuing regarding the difference between charismatic and transformational leadership styles, Robert House believes them equal, while others such as Bernard Bass view charisma as part of transformational leadership (Robbins & Judge, 2007). However, is charismatic or
transformational leadership the only approaches needed in leading today’s global organisations and responding to cultural diversity?

Another question is: why do we need the transformational leadership style in today’s work environment? To this extent, leadership must inspire and influence others, because people look at their leaders as role models, and followers must have the desire to imitate the leader and become leaders themselves. Garcia-Morales et al. (2011) state that the nature of today’s work environment brings about change complex real-life, where transformational leadership can offer organisations the power to enhance their performance, which is vital in a global context. This emphasises the potential impact of the transformational leadership style on different situations an organisation might face. In multinational organisations, culture, as previously discussed, has a great influence on individuals’ values and practices; this situation is much more changeable and complex and therefore requires a style of leadership that can build effective relationships between leaders and followers from diverse backgrounds. Scholars have investigated the phenomenon of transformational leadership and addressed three important trends for consideration:

- Transformational leadership is a phenomenon based on individual differences in subordinates’ perceptions.
- Transformational leadership is a dyadic phenomenon based on interdependent relationships within a work group.
- A group-based phenomenon dependent on the leader’s style toward the group as a whole, and this has not been examined. (Yammarino & Bass, 1990)

2.3.5 Transactional approach

This leadership style focuses on incentives by which followers can be motivated. Leaders use this approach to enhance people performance. According to Northouse (2010) transactional approach to leadership can be defined as “the exchange process between followers and leader, whereas according to Gill (2006), “transactional leaders practice management-by-expectation [(MBE)], which can be defined as “the process of paying attention to the exceptional rather than the normal”, and contingent reward (CR), which is the traditional approach, where goals are identified, and objectives and costs are set by the leader”. According to Kirkbride (2006), the idea of contingent rewards is about managing and monitoring people performance, as well as exchanging when the performance target is met or exceeded. This results in increasing people motivation and encouraging them to meet their organisation’s goals. In addition, incentivising a workforce would encourage
followers to work hard to improve their skills and performance. Therefore, rewards and punishments are critical aspects to work motivation that transactional leaders apply (Baba-Shehu, 2008).

In comparison to the transformational leadership style, the transactional approach, according to Gill (2006), is found to be much less optimistic and ambitious than the transformational approach. A number of studies have shown the contrasts between the two approaches, and conclude that transformational leadership is more effective than the transactional approach, where transformational leaders are more closely associated than transactional leaders with productivity and employee satisfaction (Bass & Avolio, 2000). However, the way in which the transactional approach is applied is extremely practical. The effectiveness of transactional leaders can be seen through their technical-dimension skills and level of efficiency (Gray & Larson, 2008; Nemanich & Keller, 2007). The relationship between the leader, the organisation and people is transaction based, whereby all three parties work according to their own interests and with low shared tenacity. Transformational leaders have more personal and social skills, qualifications and shared interests with followers, and in contrast, transactional leaders are competent in technical skills and less educated (Northouse, 2010). However, another study by McKenna (2006) states that both transactional and transformational approaches are interrelated and reflect a contemporary approach to the theory of leadership. According to Robbins and Judge (2007), in “a number of studies with U. S., Canadian and German military offices, at every level that transformational leaders were evaluated as more effective than their transactional counterparts”.

2.3.6 Servant leadership

Servant leadership occurs when a leader undertakes the position of the servant and works with his/her followers from this perspective (Russell & Stone, 2002). According to (Briner & Pritchard, 1998) the driver of such an approach should be “a desire to serve”. Robert Greenleaf has introduced 10 characteristics related to servant leadership, which are listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people and building community (Larry Spears, 1998). Whereas other studies introduced 20 different attributes to servant leadership but are somehow steady with the 10 characteristics of Greenleaf (Russell & Stone, 2002).
These attributes have been classified into two major categories: functional attributes and accompanying attributes and it all represents a ‘working model’, which is a foundational model for servant leadership that should help organisations to understand, apply, research and develop the servant leadership concept. Aseri (2010)

These 20 attributes are classified and represented clearly in the table 2.2 below.

<table>
<thead>
<tr>
<th>Functional attributes</th>
<th>Accompanying attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Communication</td>
</tr>
<tr>
<td>Honesty</td>
<td>Credibility</td>
</tr>
<tr>
<td>Integrity</td>
<td>Competence</td>
</tr>
<tr>
<td>Trust</td>
<td>Stewardship</td>
</tr>
<tr>
<td>Service</td>
<td>Visibility</td>
</tr>
<tr>
<td>Modelling</td>
<td>Influence</td>
</tr>
<tr>
<td>Pioneering</td>
<td>Persuasion</td>
</tr>
<tr>
<td>Appreciation of others</td>
<td>Listening</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Encouragement</td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
</tr>
<tr>
<td></td>
<td>Delegation</td>
</tr>
</tbody>
</table>

Table 2.2 Servant leadership attributes


Many scholars have considered servant leadership as a valid modern theory, and highly recommend it in sectors such as business, education, churches and foundations (Greenleaf, 1977; Turner, 2000). However, in the practical sense it is a difficult approach to maintain, as leaders are hard to be changed and moving from power position to the service positions is hard to for them to think about it, and this may negatively leadership developments in practice. Hale and Fields (2007) suggested that researchers should more thoroughly investigate the implication of servant leadership styles in relation to leadership effectiveness and employee commitment. Integrated approach of the different leadership styles that compare all of them with each other is also highly recommended. Such comparison will instigate the creation and development of a new construct of leadership that would help leaders, organisations and people to work even more effectively in today’s work environments.

As with many other theories of leadership, cross-cultural implications are important, especially in today’s business environment, in which organisations are operating across nations and globally. Therefore, researchers tried to study the extent to which followers from different countries and cultures experienced servant leadership. A study by Hale and Fields (2007) aimed to explore servant leadership across cultures, comparing three servant-
leadership dimensions in work situations in Ghana and the US. The study showed that Ghanaians stated experiencing servant leadership behaviours significantly less than North Americans, whereas vision has a stronger relationship with leaders’ effectiveness in Ghana. This means that servant leadership behaviour is generally positively accepted in workplaces, but the extent of this may vary across cultures. Thus, for global leadership, servant behaviour – or a certain degree of it – may contribute to the establishment of a new construct of leadership.

Although researchers have so far made many contributions to the field of servant leadership, Russell and Stone (2002) call for more research and state that, “servant leadership still lacks support from the well-designed published research and, therefore, there is no sufficient scientific evidence that justifies its widespread acceptance at this point in time”. However, according to Aseri (2010), “researchers have started to recognise the importance of servant leadership behaviours and calls for investigations and empirical studies that would help leaders and organisations improving their practices in keeping with a new contemporary approach”. Figure 2.5 below represents a working model for servant leadership.

Figure 2.5 Servant leadership "working model"

2.3.7 Authentic leadership

Authentic leadership is a new approach and, as such, there has not been much research into it; however, the principle that authentic leadership is based on is what helps us to develop a clearer picture of what effective leadership might be. According to (Robbins & Judge, 2007) leadership is not free of values, and it is essential to consider the means leaders use to obtain their goals and their moral content. Authenticity is the moral aspect of being a leader, which makes it different from transformational leadership or charismatic leadership, because while a leader can have a clear vision, it can sometimes be morally wrong, as in the case of Adolf Hitler. Through increased self-awareness, self-regulation, and positive modelling, authentic leaders foster the development of authenticity in followers. In turn, followers’ authenticity contributes to their wellbeing and the attainment of sustainable and veritable performance (Avolio & Gardner, 2005).

The philosopher Jean Paul Sartre believed that an authentic person is one who is “honest with oneself and avoids self-deception”, which is most important for leaders (Robbins & Judge, 2007). Authentic leaders know who they are, what they believe in and what their values are, and act on those values and beliefs openly. They share information, encourage open communication, and followers therefore have faith in them. Shamir and Eilam (2005) defined authentic leadership by introducing “the construct of authentic followership, which is achieved by followers who follow leaders for authentic reasons and have an authentic relationship with the leader”. However, according to Harter (2002):

[Authenticity itself] refers to owning one’s personal experiences, be they thoughts, emotions, needs, wants, preferences or beliefs, processes captured by the injunction to know oneself and further implies that one acts in accord with the true self, expressing oneself in ways that are consistent with inner thoughts and feelings.

Bill George (2003) also states, “we need leaders who lead with purpose, values, and integrity; leaders who build enduring organisations, motivate their employees to provide superior customer service and create long-term value for shareholders”. This stance has also been taken by Avolio and Gardner (2005), who posit that there is a need to concentrate on all positive forms of leadership and its development, which they label as “authentic leadership development”. The following briefly explains two critical principles of authentic leadership: ethics and trust.
Ethics

Unfortunately, ethics in leadership has not received sufficient consideration in the academic literature, however, more recently, researchers have begun to consider the ethical implications in leadership. So where do ethics come in leadership, and how would they be described? According to Robbins and Judge (2007) ethics touches on leadership, as can be seen, for example, with transformational leaders, as they have “been described by one authority as fostering moral virtue when they try to change the attitudes and behaviours of followers”. Another example is based on a leader’s character. Covey (1989) reintroduces the importance of character to leadership literature, he states that, “at the core of highly effective people is a character ethic that is deeply rooted in personal values and principles such as dignity, service, fairness, the pursuit of truth and respect” (Covey, 1989).

Charisma is also having an ethical touch, as unethical leaders are more likely to use their charisma to enhance power over followers, while ethical leaders tend use their charisma in a socially constructive way, to serve others (Howell & Avolio, 1992). Ethical issues have an affect on leaders’ effectiveness, as a leader needs to identify the means that they use to achieve their goals. Bill Gates’ success in leading Microsoft, for example, has been achieved by means of an extremely aggressive work culture that reflects his personality and charisma (Robbins & Judge, 2007). In global leadership, ethics also has a great influence on a leader’s success, because ethical issues are different from one nation to another, which can cause lot of misunderstanding and conflict between a leader and diverse cultural groups. So how can a global leader be authentic and meet others’ expectations of what is ethical or not? More importantly, is there a universal set of ethical beliefs that all people can share?

Jackson (2001) states that “there are no global ethical standards”, and what can be accepted as an ethical decision in Canada may not be ethically accepted in China. Therefore, global organisations are required to create ethical principles for everyone, not just leaders, with principles that can be modified to tolerate different cultural norms. Another statement to consider here is that people with highly ethical standards are less likely to engage in unethical practices, even in organisations or situations in which there are strong pressures to do so (Robbins & Judge, 2007). Therefore, leaders with high ethical standards are considered to be successful, and through this they can obtain people’s trust and achieve better outcomes.
Trust

Trust is one of the fundamental factors that impacts leadership effectiveness. Effective interaction between people, and the committed participation of group members with the collective goal of achieving the aims requires a high level of trust between the leader and his followers. Bennis and Nanus define trust as “the emotional glue that binds followers and leaders together. The accumulation of trust is a measure of the legitimacy of leadership. It cannot be mandated or purchased; it must be earned” (Rendall, 2006). Connell et al. (2003), on the other hand, say that, notwithstanding the extensive research in this area, there are still many different definitions of trust, while Gray and Larson (2008) posit that trust is “the ‘lubricant’ that maintains smooth and efficient interactions”.

Norman et al. (2010) state that, “A critical challenge facing today's organisational leaders is gaining their followers' trust and having them view leaders as effective in addressing turmoil and change”. Leaders need to attract workers to their teams and influence them. They also have to make them believe in the importance of their organisation and feel that the success of it is also their own success. According to Gray and Larson (2008), some people can influence others, even if they are untrustworthy, but their influence is only short-term as it is based on a falsehood that will inevitably be exposed with time. “Successful leaders not only need to be influential, they also need to exercise influence in a manner that builds and sustains the trust of others” Gray and Larson (2008), and this can only be obtained by authenticity and the real values that leaders stand for. In other words, long-term success is predicated on a relationship of trust.

If leaders can perform and communicate with their team members in difficult and challenging work conditions, they can lay the foundations for a long-term relationship based on trust. Difficult situations, therefore, can provide opportunities for proactive leaders to establish credentials that will benefit both the team and the organisation in the future (Kasper-Fuehrer & Ashkanasy, 2001).

Norman et al. (2010) argue that this relationship of trust between the leader and the team members has direct and highly beneficial consequences, for both the project and the team itself: “Having trust in one's leader, in turn, has been tied to desirable performance outcomes such as satisfaction, retention, commitment, organisational citizenship behaviour, and performance”. However, for trust to be placed in a leader, it requires the team members to make judgments, about both the individual’s competence and their
character. The personal and the professional are both important. Gray and Larson (2008) say that this amounts to two key questions: “Does he or she want to do the right thing?” and “Does he or she know the right thing to do?” Yet for Luthans et al. (2007) these are not wholly separate, as personal qualities may bear directly on the quality of decision-making:

A leader who displays higher levels of positivity (represented by hope, efficacy, optimism, and resiliency), would be seen by others as being more competent and in turn trustworthy because these components have been demonstrated to be connected to higher levels of performance. (Luthans et al., 2007)

However, Gray and Larson (2008) place more emphasis on the confidence between the leader and the followers that is built up by a continuing experience of effective decision-making: in other words, character itself is not sufficient to establish trust. Trust is the consequence of prior successes, and successfully managing difficult events can lead to increased trust. Thus, Norman et al. (2010) argue that managing the downsizing of a difficult task can almost perversely build the trust of a team, as it shows ability under pressure. The leader needs to be transparent and positive and show optimism towards the future. However, these attitudinal requirements need to be accompanied by practical plans to move forward and succeed in the future. If these requirements are met, then the leader can show him or herself to be resilient, hopeful and realistic, and these qualities are likely to increase rather than reduce the trust felt by the team members. In this view, difficult times can be a positive period for building trust between the leader and their team.

After critically analysing the different schools of thought in the field of leadership study, it is important to conclude that although broad meanings have been developed and all approaches contribute differently to the development of leadership in theory and practice, it is not surprising that organisations today are still in need of more advanced studies on leadership. Leadership in theory and practice are intimately connected with each other, and the role of any researcher is to bring feedback on each other in order to make use of it in a more practical sense (Baba-Shehu, 2008).

However, it is easier said than done, as each theory of leadership represents different attributes and behaviours, and there is no one integrated theory of leadership. The other reason is that leadership is associated with people, and whenever people’s conditions and surrounding environment change, leaders are required to respond to those unique changes,
with that unique group of individuals, in a unique way. According to Battilana et al. (2010):

Moving organisations towards change and implementing it, is one of the greatest challenges and core responsibilities of a leader. One of the defining challenges for leaders is to take their organisations into the future by implementing planned organisational changes that correspond to premeditated interventions and that are intended to modify organisational functioning towards more favourable outcomes.

The following part will clearly explain the difference between leadership and management.

2.4 The difference between leadership and management

After critically discussing the different views and theories of leadership, it is critical to explain the difference between leadership and management. According to Alfozan (1997) “The meaning of management is used to indicate the task of the head”. Whereas another study indicates that management style can be classified into two aspects: the focus on achieving results (task oriented); and the focus on relationships (people oriented) (Everard & Morris, 1990). Although leadership theories have always been influenced by management studies, both management and leadership can be interrelated, and “supervisors and managers within organisations can be described as leaders. This means that people who are capable with authority are leaders” (McKenna, 2006). It has been argued by Kotter (1990) that both leadership and management are critical aspect to any organisation, and that both are highly necessary for adaptation to new challenges and complexity. “They are complementary to each other but can be distinguished by virtue of the fact that each of them has its individual activity, purpose and quality” (Aseri, 2010).

The differences between management and leadership can be seen by identification of their core qualities and responsibilities. These differences can be obtained by understanding the respective definitions of management and leadership. Managers, for example, are “quite passive, people-centred operators, intent on keeping the show on the road”, whereas leaders are more “solitary, proactive, intuitive, empathetic, and are attracted to situations of high risk where the reward for success are great” (Zaleznik, 1986). Leaders tend to be concerned with building relationships with people in order to influence and lead them, and therefore introduce changes to organisations through people. These relationships depend
On creating a shared vision, managing, motivating, influencing and enhancing people’s competences and skills.

On the other hand, management focuses on achieving certain tasks by providing process plans, ensure controlling of activities and progress, enhancing structure and managing the overall risk and cost. However, According to Kaulio (2008) “managerial roles and leadership roles, as well as internal and external roles – all with complex relationships” are significant and are required in any organisational setting. None can be separated from the other, nor can they succeed alone where most of management science researcher approved that, “Effective leadership is a success factor in organisations, and has shown that an appropriate leadership style can lead to better performance” (Turner and Muller, 2005)

Where many organisations are moved to be project-based or project-oriented organisations, as they understand the critical role of projects to succeed organisation’s needs, this increases the need for both managerial and leadership skills. According to Aseri (2010), “With the rapid changes brought about by industrialisation and globalisation, the pattern of world trade has changed, and the use of projects to obtain better outcomes is critical”. In addition, “the large majority of Western economy is based on firms of service sectors and the creative industries, both in which the production of goods is accomplished through very specific, temporary and project-driven organisational modalities” (Bettiol & Sedita, 2011).

Researchers therefore investigated leadership within project management science by examining leadership within different industries that represent different case studies or situations, or by addressing the different leadership styles and investigating their effectiveness within different projects or contexts (Kaulio, 2008). The latter provides not only an opportunity to understand the requirements of effective leadership within project-based organisations, but also to help establish a new framework or theory that combines the best aspects of different leadership styles and how they can be developed toward better practiced of management and leadership within different project environments. While it is difficult to achieve leadership in project-oriented organisations it is more systematically observed and managed. A project leader is someone who is “actively engaged, worried, and concerned about activities that threaten the scope, the goal, and the resource-base of their project”. Also, “project leaders try to re-shape the preconditions for their projects and this behaviour stretches from a simple adding of a negotiation zone in a project
specification, to activities of pure resource competition between projects” (Kaulio, 2008).

For example Turner and Muller (2005) state that the Project Management Institute funded research just to investigate whether different projects required different leadership competences, and to understand to what extent would the competence and personality of a leader impact a project’s success. In addition, the research explains whether different projects required different competences. As for project-based organisations, Kaulio (2008) state there are several suggestions that need to be considered when studying leadership in the POO context. These are:

- The project manager’s competence is related to his or her success as a project manager
- Different project leadership styles are appropriate at each stage of the project life cycle
- Specific leadership styles are appropriate for multi-cultural projects
- Project managers have a leadership role in creating an effective working environment for the project team
- Project managers prefer task-oriented to people-oriented leadership styles
- The project manager’s leadership style influences his or her perception of success in different situations. (Kaulio, 2008)

2.5 The nature of leadership in global business

Leadership in businesses with a global presence, crossing different cultures, is a complex affair. The role of leadership in enhancing the performance and productivity of a global organisation is greater than ever. Business leadership determines the direction of an organisation and positively or negatively impacts the organisation’s productivity and effectiveness. However, requirements and needs differ, as organisations vary in nature, structure, industry and even goals. The greatest challenge facing leaders in this era of globalisation is working effectively through barriers to achieve business goals and objectives. For global companies, as for national ones, effectiveness, high productivity and sustainable competitive advantage are key goals for which leaders must take responsibility. However, the global company faces the additional complication of diverse operating environments and cultures, and the risk of not having the appropriate organisational capability, especially in leadership, is great.

Leaders of global organisations, therefore, need to be aware of cultural differences and tolerant of different practices. Where the culture of an organisation develops within one society reflecting that societal culture prior to the organisation becoming global, the
leadership role includes ensuring that the organisational culture adapts flexibly in response to different societal cultures, whilst maintaining those original elements that were themselves key to the organisation’s initial and continuing success.

In leading a global team, for example, there are additional challenges to overcome, such as distance, technology, complexity, timezones and culture. Leaders who lead global teams need to be able to present for an international audience, negotiate with people who have different negotiation styles and communicate with people who get points across in different ways. Leaders in global business are required to manage distance and to develop a sort of authority without visibility. They need to know when to be global and when to be local. In addition to that, they must be available 24 hours a day, as there may be someone somewhere in the world who needs guidance from their leader. Each of these challenges is considered to be a major one that requires attention and in-depth study. The following point will outline the key challenges that need to be addressed, and highlight the key requirements necessary for future global leaders to be able to meet these challenges.

2.5.1 Challenges facing global organisations

Globalisation has created the need for companies to change rapidly in response to market changes and to identify and implement best practice across geographical and cultural boundaries. Javidan and House (2001) argue that companies typically overemphasise the importance of cultural diversity, and instead argue for the importance of universal, competent leaders. The influence of globalisation and cultural diversity is relevant not only to multinational firms, but also to local and small enterprises within countries. Some companies have failed to respond to these challenges and have found it very hard to even continue operating, while others attempt to change and develop the core principles of their organisations in order to survive. The reasons behind this are manifold, and each is particular to a given situation at a given time. Wibbeke (2009) raised the question: “It may be a small world, but are we worlds apart?”

Leaders of today face new challenges, including communicating and interacting across regional, national, ethnic, cultural, language and legal boundaries; dealing with and implementing continual change, coping with increased ambiguity; and negotiating and resolving conflict; motivating a multicultural workforce; and in some cases managing a foreign assignment and living as an expatriate. (Wibbeke, 2009)
However, it would be wise to look at the bright side of globalisation and to understand that while there are many challenges and obstacles to success, there are also many great opportunities for competitiveness and innovation. Many organisations fail to recognise the opportunities that globalisation has to offer, and thus fail to spend time thinking about how to overcome the changes and challenges that globalisation brings. The impact of globalisation cannot be described using one single word that captures the many different issues surrounding the new global economy. Global business and global leadership face many challenges, but for the purpose of this study, three critical issues are to be considered.

- **Complexity and Change**

The first is managing complexity and readiness for change. One of the most important challenges for today’s global business is change that creates complexity. According to Javidan and House (2001), successful international businesses are all about managing the changes caused by globalisation. Large organisations are complex places, and decisions have implications beyond the immediately obvious. Complex organisational structures need to engage virtually in order for their work to be achieved. Global leaders, therefore, are required to develop skills of influence without authority. Diverse networks can be frustrating for leaders used to managing operations and people through positional or hierarchical power.

Complexity was never a new problem and the requirement for change and adaptation to new ways and strategies is critical. The process of adapting to fast growing and changeable technology, understanding the many different languages across the globe, interacting with people from various backgrounds and cultures, working across different time zones and/or overcoming distances, and communicating well with people that one has never met or seen in person is a complex one. So what is needed to achieve success, and what choices do global leaders and organisations have in striving to achieve it? Battilana et al. (2010) state that moving organisations towards change and implementing that change is one of the greatest challenges and core responsibilities of a leader. One of the defining challenges for leaders is to take their organisations into the future by implementing planned organisational changes that correspond to premeditated interventions and that are intended to modify organisational function towards more favourable outcomes (Battilana et al., 2010).
The world is changing; societal processes, and therefore organisations – including their human resources and operations departments – are also subject to change. It is the responsibility of leaders to devise ways of dealing with new challenges whilst being consistent with the nature of the time. It is the organisation’s responsibility to accept, modify and develop a new understanding of the new economic and business environment.

➢ Diverse societal culture

Cultural differences provide a great challenge to leaders and their organisations, and are the first barriers people experience when they work internationally. The ability to work across cultures is critical for global leaders; and it is not just the ability to understand other cultures that is important, but also the ability to understand the impact of their own culture on the way they work and communicate with others. Therefore, understanding the importance of societal culture as a whole is essential. According to Hartog et al. (1999), “Managerial practices and motivational techniques that are justifiable and acceptable in one culture (or time period) may not be in another”. This means that the way societies regard a leader and which characteristics and prototypes are considered to be effective can be different from one society to another. A true global leader is one who is flexible enough in their approach to lead people with cultural backgrounds different to their own, and has a core of authenticity that enables them to be credible to the world.

➢ Effective communication

A third key area is the importance of effective communication across diverse cultural environments. In a diverse business world, the issue of global leaders’ ability to implement effective communication has become paramount. Javidan and House (2001) describe communication as one critical “feature of a global manager’s job” but acknowledge, “While this sounds simple, it can be quite complicated in cross-cultural situations”. In a global organisation, the fact that relationships are often no longer face-to-face causes some difficulty. Human beings have evolved to work face-to-face with one another, so lack of this interaction will affect trust, collaboration and communication. Communication is a vital aspect of business operations, and understanding how to communicate in global business, whether by understanding diverse cultures or by applying new technologies, is of utmost importance.

The question here is: Is there a need for one particular kind of leader in order to achieve an effective response to these challenges? Scholars have discussed the type of leaders, their
personal characteristics and their behaviours that could help to effectively lead a global business, which will be comprehensively discussed later on this chapter. However, before answering this question is, it is very important to discuss whether leadership is universal or culturally contingent.

2.5.2 “Universal” or “culturally contingent” leadership

Leaders reflect the norms and beliefs of their own cultures. However, global leaders need to go beyond these local considerations. Many researchers have tried, with limited success, to investigate and classify leadership behaviour into universal and culturally contingent elements. Leaders in many Western nations might be surprised to learn that the extremely positive connotation associated with the word “leadership” is not universal, and that some societies instead have a very sceptical view of “leaders” and “leadership”. Leadership emerges in a culture, and as Nahavandi (2009) has highlighted, “Understanding leadership requires an understanding of the cultural context in which it takes place”.

One great example is the Global Leadership and Organisational Behaviour Effectiveness (GLOBE) Project investigation on “simple universality” of leadership. The GLOBE Project group studied the impact of culture on leadership and found that some aspects of charismatic/transformational leadership are universally endorsed, while some others are culturally contingent. This places the emphasis on transformational leadership style as an approach that can be used globally. The GLOBE Project also studied the role and behaviour of leaders. The conclusion is that while cultural contact may lead to convergence in some areas, this is far from the norm. The global fast food chain, McDonald’s, is an example. McDonald’s serves wine and salads with its burgers in its restaurants in France, but it does not in its restaurants in the US. Meanwhile in India, where beef products are taboo, the created a mutton burger (Javidan & House, 2001). Robbins and Judge (2007) state that this search for universal leadership traits failed, and that the use of the Big Five personality framework is generating better results.

Yet, the extent to which the meaning and enactment of leadership is culturally contingent is still relatively unknown. Although cultural differences figure predominantly in cross-cultural literature, some common management and leadership practices are also likely, given the current trend towards globalisation of economics and an ever increasing number of multinational firms (House et al., 2004)”. However, to what extent does culture matter in today’s globally interactive world? Is it a barrier or is it a sort of diversity that helps
improve innovation, enhance productivity and expand markets? There are conflicting views about the extent of cultural convergence and the need for businesses to adapt to different cultures. Drenth and Hartog (1998) argue that despite increasing internationalisation, cultural values and practices remain distinct, and their influence on leadership styles will therefore remain.

Other researchers take a different view.

Increasing globalisation of business may lead to a decrease in the importance of culture and its study that as business becomes more international, there will cease to be meaningful differences between cultures and there will instead be a more broadly displayed, generic conglomeration. Dickson et al. (2003)

This supports the idea of “simple universality” and having one global leadership style that can succeed internationally. Whatever the longer-term outcome regarding cultural convergence, it is clear that there remains some significant societal differences to which companies must adapt. The leader must guide this process and take responsibility for the manner in which the internal organisational culture responds to cultural variation.

The relationship between culture and leadership is very strong; neither can exist without being impacted by the other. As leaders create an organisational culture, that culture will in turn define leadership. The following part will focus on discussing culture as a very important factor that has an impact on leadership and therefore global business. Many important issues will be discussed and analysed in order to achieve a clear understanding of the required leadership today and for the future.

2.6 Leadership and culture

2.6.1 Why culture matters
Culture is a core element of human life, and according to Wibbeke (2009), “we simply do not exist outside of a cultural and social context”. It is what makes people different and unique, it forms societies and reflects their beliefs, norms and traditions. In a global sense, culture is the first thing people notice when they start working internationally. People come from different backgrounds to learn, share, interact and communicate. Sometimes, cultural differences raise conflict and create barriers to work and communication.
However, culture is and will remain an aspect of life that must be accepted and understood, especially for those who work across national and cultural boundaries.

It is obvious that corporations have been expanding for decades across international boundaries, and it is necessary for leaders at all levels of organisations, and especially at higher levels, to work effectively across nations to achieve goals and objectives. However, for international companies, operating in different cultures creates challenges. Doug Ivester, the former CEO of Coca-Cola, pointed out that, “As economic borders come down, cultural barriers go up, presenting new challenges and opportunities in business” (Javidan & House, 2001). So how big is the problem?

A conservative estimate is that 70% of global business ventures worldwide fail due to the mismanagement of international differences (The International Labour Organisation, 2004), and over 65% of executives believe that their existing leaders need additional skills and knowledge before they can meet or exceed the key requirements of intercultural business (Javidan & House, 2001). Russell (2008) emphasises the importance of cultural issues and states that, whilst globalisation has brought the entire world into one economic world zone, cultural differences remain, and in some areas remain substantially. Therefore, leaders require more awareness of cultural differences than previously, and must possess a tolerance of different practices. Understanding this and implementing this understanding in practice, Pinto (2007) argues, gives an organisation a significant long-term competitive advantage, as well as contributing to the successful implementation of their projects worldwide. Most of the management literature states that culture within an organisation is vital for better effective performance, and that, “the stronger the culture, the more effective the organisation” (Schein, 2010).

Successful international organisations require flexibility and sensitivity to operate within environments that include a wide variety of customs, cultures and ideas. Gray and Larson (2008) make clear that this adaptive ability is not limited to managers or leaders as they try to understand and accept the host-country’s customs, values and lifestyle, but goes beyond them to include that of all team members. In small groups within organisations, developing an organisational culture takes time, and the more culturally diverse the members in organisations, the longer it will take for them to form agreed ways of working together. Therefore, the case is much more difficult in international groups, where people would have “different beliefs, values, attitudes and ways of sense-making” (Kitchin, 2010).
Culture does influence many factors related to organisational developments and leadership effectiveness, such as individuals’ perceptions and motivation. People may have different perceptions of factors such as leadership, decision-making, problem-solving and ways of communication. Therefore, it is important for global leaders to understand the influence of culture in such factors, as it will influence their role in creating an organisational culture and in managing diverse cultural teams. The following sections represent two of these critical factors and give a clear example of cultural influence.

- Individual perceptions

The importance of perception on business and organisational behaviour is a result of people’s tendency to act upon their own perception of what reality is, not on reality itself. Perceptions are influenced by a person’s cultural values. This illustrates both the significance and the variation in use of the leadership concept across the world. It is this diversity of opinion and views that has led to the development of different theories of leadership and leadership styles. However, it is critical to define the word “perception” in order to understand its use and influence on other factors such as leadership and decision-making. Perception is “a process by which individuals organise and interpret their sensory impressions in order to give meaning to their environment” (Robbins & Judge, 2007).

Leadership, for example, is influenced by individuals’ perceptions and, therefore, by their own cultures. According to Turner and Muller (2005), one of the most difficult terms to define is leadership, because people’s views of leadership are different. When leadership comes into practice, people tend to have different perceptions of what leadership is, and what kind of person is a great and effective leader. Perceptions are made up of people’s values and beliefs and vary across nations. “What is expected of leaders, what leaders may and may not do, and the status and influence bestowed on leaders vary considerably as a result of cultural forces in the societies in which the leaders function” (House et al., 2004).

Another important aspect that is influenced by perception in business is decision-making. Leaders and top managers tend to be responsible for their organisations’ goals and for determining their organisations’ vision and unity. Employees also make decisions about their work and how to accomplish tasks, and this makes “individual decision-making an important part of organisational behaviour” (Robbins & Judge, 2007). For example, some cultures, such as the US, emphasise solving problems, whereas Thailand and Indonesia, for example, have a different focus. In Japan, decision-making is much more group-oriented,
so before making any decision, they collect information that will help form a group decision.

Diversity in perceptions can have both a positive and a negative influence on business. In a workforce, when two people perceive the same issue differently, this may maximise the chances for creativity and innovation that are driven by diversity and cultural variation. Thus, an organisation should base the creation of its organisational culture on the positive influences of diversity that come from individuals’ different perceptions, which ultimately stem from their different cultural backgrounds. In contrast, diverse perceptions and cultures may introduce changes that are difficult to manage, as well as complexity that is hard to understand and monitor. This is why cultural diversity can be a major challenge when operating in foreign environments, and why leaders must take responsibility of it in order to achieve success.

- Motivation

Motivation is a critical aspect of today’s organisational behaviour development, and in a global sense, culture influences motivation, which makes motivation even harder to achieve in diverse cultural teams. However, it is imperative to consider the issue of motivation while studying organisational leadership across cultures, because all theories of motivation that have been developed represent American culture. According to Robbins and Judge (2007), organisations need to be careful when applying any motivational theory, as there are cultural characteristics that are not universal and have been developed in the US. These theories can be classified into early and contemporary theories of motivation. Contemporary theories, such as McClelland’s theory of needs, cognitive evaluation theory, goal-setting theory, equity theory and expectancy theory, have a reasonable degree of support and validation, and are closer to the current state of employees’ motivations within organisations.

Motivation as a concept can be defined as “the process that accounts for an individual’s intensity, direction, and persistence of effort towards attaining a goal” (Robbins & Judge, 2007). An example of a motivational theory that has a cross-cultural transferability is Maslow’s needs theory, which argues that people start at the philosophical level and move progressively up the hierarchy in the following order: physiological, safety, social, esteem and self-actualisation, and this hierarchy is supported by evidence from American culture. However, this does not mean that there are no cross-cultural consistencies. The desire for
interesting work seems important to almost all workers, regardless of their national culture. In Japan and Mexico, for example, where uncertainty-avoidance characteristics are strong, security needs would be top of workers’ needs hierarchy. A study of managers’ perceptions of employee motivation found that North American managers perceive their employees as being motivated more by extrinsic factors, such as pay, than intrinsic factors, such as doing meaningful work. In Asia, managers perceive their employees as being motivated by both extrinsic and intrinsic factors (DeVoe & Iyengar, 2004).

Culture as a concept has been defined and the literature on it represents many different views of culture and its different forms, from the general to the more sophisticated. The following will discuss definitions of culture in more detail.

### 2.6.2 What is “culture”

Culture is a broad concept that includes values, customs and behaviour. It evolves in groups over time. Schein (2010) calls it “a phenomenon that surrounds us at all times, being constantly enacted and created by our interactions with others”. “It reflects the learned and shared knowledge, beliefs and rules of social groups that influence behaviours” (Wibbeke, 2009). While Hofstede defines culture as “the mental programming of a society” (Sivakumar & Nakata, 2001)

According to Dickson et al. (2003), “There have been advances and refinement in the definition of “culture” and the identification of dimensions of culture, with clear application of these dimensions to cultural variation in leadership”. However, the terms “cross-cultural”, “global”, “intercultural” and “international” will appear interchangeably to describe variables relevant to many cultures around the world. More recently, scholars and organisational managers have used it as a way of signifying “an organisation’s climate”. When leaders are trying to introduce changes and managing their group in terms of teamwork and business functions, they are actually creating a developing process, which formulates the culture of the organisation and its projects (Schein, 2010).

Schein (2010) categorises culture into four different types: macro-cultures, organisational cultures, sub-cultures and micro-cultures. National culture and organisational culture are two critical aspects to this study and, therefore, both will be critically reviewed and discussed independently later in this chapter. The table 2.3 represents these four types and their categories.
More important is to know how we understand “culture”, how this concept can be seen, measured and monitored within organisations. Culture can be understood by the use of dimensions that have no real or tangible existence but help us to understand and handle the complex reality of the social world. Many studies share the common notion that establishing “dimensions” of culture would help in analysing and comparing cultures to one another.

For example, Geert Hofstede, who was the first to look at cultural differences at different levels, identified five dimensions of national culture and six dimensions of organisational culture; GLOBE Project Group, who aim to investigate the interacting effects of leadership, societal culture and organisational culture, also developed nine dimensions of culture; and recently Eileen Wibbeke attempted to answer the question “Is there one best way to lead, or is leadership, at the best, contextually dependent?” by developing a geo-leadership framework that consists of seven intercultural competencies of leaders. The following section will explain the difference between national culture and organisational culture and their importance to leadership in global and cultural context.

2.7 National culture and leadership
Research has evidenced that belief, values, attitudes and ways of sense-making differ across nations, and this is what resulted in the creation of national culture. National culture is the identity that differentiates people from one country to the other. According to Kitchin (2010), this does not means that individuals within country are the same; however, there can be a “patterns that characterise a country”. This can be seen in people’s lifestyle,

<table>
<thead>
<tr>
<th>Culture</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Macro-cultures</strong></td>
<td>Nations, ethnic and religious, occupations that exist globally</td>
</tr>
<tr>
<td><strong>Organisational cultures</strong></td>
<td>Private, public, non-profits, government organisations</td>
</tr>
<tr>
<td><strong>Subcultures</strong></td>
<td>Occupational groups within organisations</td>
</tr>
<tr>
<td><strong>Micro-cultures</strong></td>
<td>Microsystems within or outside organisations</td>
</tr>
</tbody>
</table>

Table 2.3 Categories of culture

Source: Schein (2010) Organisational culture and leadership
timekeeping, decision-making, problem solving and many other characteristics. The way individuals behave, and the behaviour that is deemed to be acceptable is something that is only learned by growing up in a country or living there for many years.

For example, what is seen as an ethical decision in China may not be seen as such in Canada, because there are no global ethical standards (Robbins & Judge, 2007). Therefore, a global organisation to be established in different nations requires an establishment of ethical principles for those responsible for making decisions, i.e. leaders, in order to help introduce highly consistent practices. Another example is timekeeping. “If you were invited for a diner in by German for 20.00 then they would expect you to arrive at 20.00, but in India gust is likely to think that any time between 20.00 and 22.00 was what the invitation meant” (Kitchin, 2010).

In global organisations and international business, the problem is much bigger as culture within an international organisation is subjected to two types of culture: the organisational culture that is created by leaders and employees’ interactions with each other, and the international culture differences (various national cultures). Researchers attempted to investigate national cultural differences in order to have a solid foundation from which to understand other cultures and therefore help working, communicating and developing businesses. “Learning how to interact in other cultures takes effort beyond just learning another culture’s language, it is about negotiating, resolving conflict, motivating” (Wibbeke, 2009), and inspiring others in a way that understandable to each person in a culturally diverse group.

Geert Hofstede (1980) was the first to look at cultural differences at different levels, identifying five dimensions of national culture and six dimensions of organisational culture. His 1980 study of IBM managers introduced the five dimensions of national culture that were based on values. These dimensions are: large vs. small power distance, strong vs. weak uncertainty avoidance, individualism vs. collectivism, masculinity vs. femininity and long- vs. short-term orientation. Culture does not only mean differences between countries which we can refer to as “national culture”, but it also refers to evolving differences between cities and the societies that coexist within those cities. Each family or organisation has its own culture created by individuals’ values and perception, which may reflect the idea of sub-culture such as “organisational culture”. According to Wibbeke (2009), “some of these subcultures are based on ethnicity, while others vary more because of profession or economic states, and all are combined in cultural identity”. The following
section will discuss organisational culture and its importance to businesses and organisations.

2.8 Organisational culture and leadership

If there were no humans there would not be culture. This is a fact. In a work environment, each person has his own beliefs and perspectives on how to deal with people and how to do their work. However, in organisations, people generally work as a team, and not independently, in order to achieve a common goal. This requires a unique, joint approach that all team members can respect, follow and be part of. It is this culture that it is a leader’s responsibility to create, manage and bring people from different backgrounds to believe in and respect.

Organisations analysed the importance of what is called “organisational culture”, and for years researchers and industries tried to understand, establish and implement the use of organisational culture. One of the most famous researchers in the field of organisational culture and cross-cultural management research is Geert Hofstede. According to Xiumei and Jinying (2011), “Hofstede’s 1980–1984 cross-cultural value analysis and study was the first global study that considered differences in organisational culture based on geographical location and societal beliefs and values”. Organisational culture can be described in many ways; it can also represent different issues. Organisational culture is the identity that reflects the ways people are managed and work, as that is what differentiates one company from another. Financial institutions such as banks have a culture that is different from travel agents or hotels. The impact of the organisational culture can be seen inside and outside the organisation, reaching customers, suppliers and clients.

Many researchers attempt to define it, however these definitions vary and depending on the kinds of business, leadership styles and societal cultures wherein the research takes place. Gray and Larson (2008) define organisational culture as “A system of norms, beliefs, values, and assumptions which binds people together, thereby creating shared meanings”; they also describe it as the “personality of an organisation”. Whereas Brodsky (2006), on the other hand, described organisational culture as:

A creative act, but few of us realise when we start out that we are creating not only a company but a culture. That's because it's usually not planned; it just happens. While everybody is focusing on something else – making sales, providing service, sending out invoices – a little community springs up, and it has its own unspoken customs, traditions, modes of dress and
speech, and rules of behaviour. By the time you become aware of it, the culture is often well established. And it will probably be a reflection of your personality.

Warren Bennis, an active researcher in organisational culture and leadership study, has a similar explanation of organisational culture. His belief is that a culture within organisation arises gradually over time. “Organisation cultures are not like breaking-news stories, they do not happen suddenly”. They are considered the main driver of an organisation’s activities and its “soul”. However, it has never been written down or planned in advance like other significant statements within organisations (Bennis, 2003). Both Brodsky (2006) and Bennis’ (2003) understanding of organisational culture is almost the same, giving an insight into the importance of culture and how difficult it is to create. Culture in an organisation is the unseen shadow-line that draws up and determines how organisations are operated and managed. It is this line that involves rules, customs, behaviours and different languages and reflects the organisation’s real image and quality of outcomes.

However, if organisational culture is never planned and written down and if it is happening over time, how would a leader be able to manage it, to explain it to others and make it acceptable to them? Researchers argue that organisational culture is more than an atmosphere that is created by leaders’ behaviours, personality and attitude toward employees and work environments. The atmosphere is the result of the organisational culture. Organisational culture can be described as an image that is created by leaders implementing certain objectives and regulations and are understandable and shared between all people within the organisation. The mechanism of culture consists of three aspects that are important to consider. “Firstly, the beliefs, values and assumptions of the founders of the organisations; then the learning experiences of groups of people as their organisation evolves; and, lastly, the values and assumptions brought in by new members and new leaders” (Schein, 2010).

Many factors may influence the creation and development of organisational culture, such as a leader’s personality, growing technology, changes and complexity of today’s businesses. A leader’s personality has a huge impact on organisational culture. An organisation can be driven to success if the leader knows exactly how to do so. For example, in Perfect Courier Company, which is titled after the name of Brodsky’s company, he described the way his company was operated. Brodsky had never thought about organisational culture until 1994 when his wife Elaine joined the company. She had
an important role that was clear, and had a different leadership style to Brodsky. He said, “We have a culture that I would describe as tough but fair” and described it as “hard-driving and intense”. He wants all work to be done accurately and on time. However, his followers accepted this style as a fact of life, not just to be paid but also because they received good treatment. In contrast, his wife was very understanding and wanted the job to be done in an environment in which each employee could learn, engage and enjoy the work.

Another factor that must be recognised is change. Schein (2010) reports that “the way companies with similar external environments, working in similar technologies on similar tasks and with founders of similar origins, come to have entirely different ways of operating over the years” is a very difficult and unexplained aspect of organisational culture. This implies that organisational culture is subject to change and is hard to create and maintain over time. For example, different leadership styles can influence the stability of organisational culture, and could result in causing an instable culture, which will influence employees and thus their work performance. Leaders must agree to one leadership style that will in turn contribute to the development of organisational culture. In the case of Perfect Courier Company, after Elaine joining, employees’ performance improved. This was the effect of the work environment atmosphere that had been created by Elaine and accepted by other leaders and followers. However, leaders must develop their skills, knowledge and capability towards facing up to new challenges, and should combine different leadership styles in order to meet the requirements of different situations.

There are two important trends that must be analysed when studying organisational or national culture, which are values and practices. These are fundamental aspects to study when analysing the role of leadership across nations, as individual values influence practice. In addition, it brings into understanding which aspect of leadership can be universally endorsed, and which is culturally contingent. People’s values determine their behaviours and practices. Understanding these two aspects present the link between leadership and culture. The following three important studies will go much deeper into understanding culture, leadership and the crucial role that both play in global business.
2.9 Critical examples of cross-cultural studies and leadership

2.9.1 Geert Hofstede Study of Cultural Differences

The work of Geert Hofstede was focused on cultural differences and its relation to leadership developments across nations. His cross-cultural research resulted in major academic and industrial developments. Hofstede book “Cultural Consequences” (1980-2001) was a major development in the implication of cultural dimensions and organization, which has shaped the way that most researchers approach intercultural research. Sivakumar & Nakata’s (2001) study of designing multi-country samples for international business, that was aim to determine the effects of national culture on different business phenomena, used Hofstede’s framework as a foundation for their proposition research. Another example is GLOBE Project Group that was highly inspired by Hofstede’s work on cultural dimensions (Dickson, 2003).

Hofstede’s first study, which focused on IBM managers across different societies and was produced in 1980, was a comparison of similar organisations that operated in different countries, based on values. Hofstede stressed the difference between “values as the desired” and “values as the desirable”; comparing what people actually desired to what they (and others) thought they desired. His point was that “values should never be equated with deeds” (Hofstede, 2010), because behaviour depends on the person and the situation. In validating them against external data, the distinction between the desired and the desirable is crucial: an example is their application to consumer behaviour and international advertising (Hofstede, 2010).

Hofstede says that responding to questionnaires or interviews, for example, is a form of behaviour, but that “words” should be distinguished from deeds (non-verbal behaviour). He believes that values as the desired are at least closer to deeds, than values as the desirable. The aim of this study was to identify differences in national cultures and resulted in the five cultural dimensions. Hofstede was able to identify cultural dimensions that can be used to picture the cultural differences between different countries and regions. The table 2.4 presents the five dimensions of national culture and gives an explanation of each of them.
Table 2.4 Five dimensions of culture measurement in the Hofstede model

<table>
<thead>
<tr>
<th>Power Distance (PDI)</th>
<th>The extent to which the less powerful members of organisations and institutions (like the family) accept and expect the power is distributed unequally. It suggests that a society's level of inequality is endorsed by the followers as much as by the leaders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncertainty Avoidance (UAL)</td>
<td>A society's tolerance for uncertainty and ambiguity; it ultimately refers to man's search for truth. It indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations.</td>
</tr>
<tr>
<td>Individualism (IDV)</td>
<td>The degree to which individuals are integrated into groups, “collectivism” refers to the group, not to the state.</td>
</tr>
<tr>
<td>Masculinity (MAS)</td>
<td>The distribution of roles between the genders which is another fundamental issues for any society to which a range of solutions are found. The assertive pole has been called “masculine” and the modest, caring pole “feminine”.</td>
</tr>
<tr>
<td>Long-term orientation (LTO)</td>
<td>LTO versus short-term orientation. It deals with Virtue regardless of Truth. Values associated with Long Term Orientation are thrift and perseverance; values associated with Short Term Orientation are respect for tradition, fulfilling social obligations, and protecting one’s “face”</td>
</tr>
</tbody>
</table>


The second study was from 1985–1986, and was a comparison of different organisations in Denmark and the Netherlands, based on practice, aiming to identify organisational cultural dimensions. The result of this study was the six dimensions of organisational culture, which are: process-oriented vs. results-oriented, employee-oriented vs. job-oriented, parochial vs. professional, open-system vs. closed-system, loose vs. tight control, normative vs. pragmatic. These six dimensions of organisational culture have been turned into a popular management-consulting tool for diagnosing cultural differences within organisations inside countries.

Hofstede’s study of organisational culture aimed at finding the practices internal to organisations that make them different from the others, which help in producing advice for managers about the changeability of their organisational culture. Practice is what is visible to an outsider, such as symbols, heroes and rituals. The term ‘practice’ did not appear in the 1980 edition of Culture’s Consequences, which referred only to values. It was first used in the next major research project, the 1985–1986 qualitative and quantitative comparison (Hofstede, 2010). The conclusion of Hofstede’s organisational cultures project was that “national culture” and “organisational culture” are phenomena of different orders, and the use of the term “culture” for both is confusing. Both “national and organisational” dimensions are used worldwide in university courses and cross-cultural training programs as well as a foundation of new research on cross-cultural differences, such as consumer
behaviour across countries, national value differences and leaders’ effectiveness. However, the extent to which these dimensions are valid in today’s global business and their influence on global leadership effectiveness required more investigation.

2.9.2 GLOBE Project

Another great example of research that has been done in the field of cross-cultural management and leadership is the work of GLOBE Project, which was heavily inspired by the work of Hofstede on cultural dimensions. GLOBE Project is a 10-year research program that aims to increase the available knowledge that is relevant to cross-cultural interactions (House et al., 2004).

Robert J. House was the principle investigator of GLOBE Project in 1991; he then formed a group of 180 researchers from across the globe. The focus of this project is on organisational leadership and not leadership in general. It is an explicit study into the interacting effects of leadership, societal culture and organisational culture. The study considered middle managers in the food, telecommunication and finance industries, as these industrial sectors are the most widespread across the globe. GLOBE Project worked out three phases: the first was to develop and validate the research methods that had been used; the second was to give a description of the culture and leadership factors in 62 countries. The resulting qualitative data represented the answers of about 17,000 managers from 951 organisations across 62 societies. The answers from managers were complemented by interview findings, focus group discussions and formal content analyses of printed media. 39 questions were asked twice. The first time respondents were asked to describe their society and organisation “as it is”, while the second time they were asked to describe it “as it should be”.

GLOBE Project used the term “value” to represent the answers to their questions on “as it should be”, which referred to the desirable, while the term “practice” was used to represent answers to their questions on “as it is”, because global practices are statements about abstract aspects of the respondents’ societies and organisations. GLOBE Project used the term “organisational culture” for both the “as it is” and “as it should be” questions. They assumed that organisational culture practices were influenced by factors external to the organisation itself (Hofstede, 2010). GLOBE Project assumed that although cross-cultural research emphasises that different cultural groups are likely have different perceptions of what leadership should entail, attributes associated with charismatic/transformational
leadership would be universally endorsed as contributing to outstanding leadership. Initially, they provided three theoretical propositions for investigation, which are:

- Cultural equivalence: Cultural value determines leaders’ practices
- Cultural differences: Leaders’ behaviours differing from cultural values will increase innovation
- Near universality: Leaders behaviours that are universally endorsed.

However, the general results of GLOBE Project represent how each of the 62 societies included in the study score on nine major attributes related to culture and six major attributes related to global leader behaviours. These cultural attributes and leader behaviours are referred to as “dimensions of culture or leadership”, which expand the five cultural dimensions of Hofstede. According to House et al. (2004), GLOBE Project found that there is “wide variation in the values and practices relevant to the nine core dimensions of culture, and wide variation in perceptions of effective and ineffective leadership behaviours”. Moreover, the study’s findings represent the effect of these attributes on what is expected of leaders, and the effects of these attributes on organisational practices in each of the societies studied. The table 2.5 presents the nine dimensions of GLOBE Project, with a brief description of each of these dimensions.

<table>
<thead>
<tr>
<th>Power Distance</th>
<th>Degree to which a culture’s people are (should be) separated by power, authority, and prestige.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Group collectivism</td>
<td>Degree to which a culture’s people (should) take pride in and (should) feel loyalty toward their families, organisations and employers.</td>
</tr>
<tr>
<td>Individualism collectivism</td>
<td>Degree to which individuals are (should be) encouraged by institutions to be integrated into broader entities with harmony and cooperation as paramount principles at the expense of autonomy and individual freedom.</td>
</tr>
<tr>
<td>Uncertainty Avoidance</td>
<td>Degree to which a culture’s people (should) seek orderliness, consistency, and structure</td>
</tr>
<tr>
<td>Future Orientation</td>
<td>Degree to which a culture’s people are (should be) willing to defer immediate gratification from future benefits.</td>
</tr>
<tr>
<td>Gender Egalitarianism</td>
<td>Degree to which a culture’s people (should) support gender equality</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Degree to which a culture’s people are (should be) assertive, confrontational, and aggressive</td>
</tr>
<tr>
<td>Human Orientation</td>
<td>Degree to which a culture’s people (should) fair, altruistic, generous, caring, and kind toward others.</td>
</tr>
<tr>
<td>Performance Orientation</td>
<td>Degree to which a culture’s people are (should) encourage and reward people from performance.</td>
</tr>
</tbody>
</table>

Table 2.5 Nine dimensions of culture measurement in GLOBE model

Source: House et al. (2004), Culture, leadership and organisation: The GLOBE study of 62 societies
While each one of these dimensions has its own benefits that help organisations to recognise and understand cultural differences, it is, however, still unclear as to which of these dimensions are most important when it comes to leadership behaviours. It has been suggested by some researchers that individualism versus collectivism could be one of the most important, while others think that power distance is more important. For example, in collectivist cultures, successful leaders are meant to be supportive, whereas individualist cultures are more likely to value an achievement orientation and participative leadership. In power distance cultures, followers expect consultation, and in high power distance cultures, followers expect leaders to act more directly and autocratically.

It is obvious that GLOBE Project adds a great value to the knowledge and efficiency of organisational leadership practices. One contribution of GLOBE Project is the measurement of cultural variables, not only on the practice “as is” level of values, beliefs and implicit theories, but also on the “should be” level. In addition, it makes clear the different between organisations and societies (McClelland, 1985). The GLOBE Project book: ‘Culture, Leadership, and Organisation: the GLOBE study of 62 societies’ (2004), was the first published book of the GLOBE Project, and provided information that was not just useful in helping researchers ranking countries to compare them, but also gave an understandable description of how leadership manifests itself in a country, which is vital for leaders of international organisations. It also provides information that can be used as a guide when individuals from different cultures interact with each other. According to House et al. (2004), although the GLOBE book is primarily addressed to academicians, it contains a wealth of information relevant to the practice of leadership within organisations.

The difference between Hofstede’s model of cultural dimension and the GLOBE Project model is that Hofstede believed that values differentiate societies and practices differentiate organisations, while the GLOBE members believed that values and practices can exist at both the societal and organisational level. Despite the consistent debate about the validity of the findings of GLOBE Project and Hofstede, and their usefulness for practitioners, politicians, managers, etc., both “Hofstede” and GLOBE Project are essential resources of information about cultural differences, leadership and organisations. However, it is obvious that the samples of countries studied have not covered the whole globe, and Middle Eastern countries, for example, have not received attention. In addition, the dilemmas of cultural diversity are still a matter of concern and represent new challenges over time for organisations locally or internationally and even more for global leaders.
2.9.3 Eileen Wibbeke “Geoleadership model”

Geoleadership is a new critical framework that has been established recently by Eileen Wibbeke, who had twenty years experience in cross-cultural consulting and management. Wibbeke believes that culture is key and that understanding other cultures’ values and perspectives is the way to reach others and create a successful international business. Therefore, the responsibility is on leaders’ shoulders, as they are the main driver of global integration. This study does not focus on identifying cultural differences, but instead aims to represent a model that would provide solutions for the many problems faced by global leaders and international organisations. It focuses on leaders as human capital and talent assets who can provide singular competitive advantages. Thus, this study attempts to determine intercultural leadership competencies. Although this study has only examined US business leaders, Wibbeke (2009) argues that the “geoleadership model” is universal, and its seven leaders’ competencies can be generalised for any given culture. However, there are difficulties resulting from the huge differences between individuals and societies.

![Geoleadership model](image)

**Figure 2.6 Geoleadership model**

*Source: Wibbeke (2009), Global business leadership*

The main question that this study aims to answer is: Is there one ideal way to lead, or is leadership, at best, contextually dependent? The study produced seven key competencies of leaders that describe how leaders can develop the knowledge, skills, behaviours and
models necessary to interact with differing cultural perspectives. These seven competencies are: care, communication, capability, change, contrast, context and consciousness. The figure 2.6 represents these seven elements of the geoleadership model with brief descriptions of each.

Although this model has captured seven important competencies that are vital for global leadership developments, further examination in different locations and within different industries would help maximise its validity and importance. A US manager’s practices and behaviours, as well as their culture of origin, are totally different from other non-Western cultures such as those of the Far East or Middle East.

2.10 The future of leadership

According to Javidan and House (2001), a survey of about 500 companies shows that the most significant factor for successful international business is “having competent global leaders”. Also, “over 65% (of executives) believe that their existing leaders need additional skills and knowledge before they can meet or exceed the key requirements”. Given this, identifying the future of leadership depends significantly on developing talented individuals and building human competences and skills not only for the interest of organisations themselves, but also for the survival of those organisations’ nations.

A variety of concepts such as “global leader”, “cross-cultural leader” and “trans-cultural creative leader”, have been developed as an attempt to capture the essence of the future leaders who would be capable of adapting to today’s challenges and succeed in this environment (Dickson et al., 2003). Some believe that one leadership style can be universally applied (Dickson et al., 2003), while others argue that there is no one universal leadership style and that situation and context play a great role in leadership effectiveness (Larsson & Vinberg, 2010). However, along with Den Hartog et al. (1999), these researchers all agree that leadership behaviour is the most influential factor for organisational success. Behaviours translate to people knowledge, skills and competences, and the way leaders adapt themselves to any given situation is what counts the most. Success is not about practicing certain things or roles, but it is rather about leaders’ actions toward accomplishing goals. The future requires leaders with passion, flexibility, competence and talent – leaders who understand both themselves and others within a particular context.
Thus, researchers are trying to introduce and develop theoretical concepts and schema to help improve the quality and performance of leaders. These concepts include charismatic/transformational leadership (Hartog et al., 1999); implicit leadership theory (Bass, 1997); and leadership behavioural theory (Larsson & Vinberg, 2010). Also, many others have tried to identify the characteristics and behaviours of successful leaders (Graen et al., 1997; Hill & Lineback, 2011). However, all of these theories have their strengths and weaknesses and cannot individually meet the requirements of today’s global business world, where people are diverse, situations are changeable and work is very complex. This all confirms the need for a theoretical model of leadership behaviour that can develop leaders who are successful, both within their own culture and in the wider world. Dickson et al. (2003) identify four qualities or characteristics of the “trans-cultural creative leader”, which are:

(1) “Transcend their childhood acculturation and respect very different cultures
(2) Build cross-cultural partnerships of mutual trust, respect, and obligation
(3) Engage in cross-cultural creative problem solving to resolve conflicts; and
(4) Help construct third cultures in various operations.” Dickson et al. (2003)

Positively, Larsson and Vinberg (2010) argue that globally competent leaders are made, not born. Skills and competences can be obtained through learning, experience and practice. In the modern environment, Graen and Hui (1999) state that “geocentric globetrotters” are no longer acceptable. Leaders must “show respect for cultures very different from their own, be able to overcome their own enculturation and recognise what aspects of their personal value systems are a result of their own cultural experience” (Graen et al., 1997). One essential required skill is “cultural acumen”. This means having awareness and understanding of other cultures:

To be successful in dealing with people from other cultures, managers need knowledge about cultural differences and similarities among countries. They also need to understand the implications of the differences and the skills required to act and decide appropriately and in a culturally sensitive way. (Javidan & House, 2001)

This again gives insight into the critical importance of the cross-cultural communication style, and the fact that global leaders need to be effective in communicating with diverse groups, whether with workers, other leaders, followers or customers (Gary, 2001).
Although the specification for a future leader is highly demanding, and one that is not likely to be met by many, there are two points that are important here. Firstly, that high-quality leaders, whether global or otherwise, are always in short supply. Secondly, the work of Larsson and Vinberg (2010), which places an emphasis on the ability of leaders to acquire and improve their skill sets, is optimistic in its assessment. Each organisation has its own leader, but the critical point here is to identify leaders from those who actually lead, motivate, inspire, communicate and bring about huge success. The interaction between an organisation and the cultures it encounters as it globalises is always going to be complex. There is feedback in both directions, and part of the leader’s role is to mediate these interactions. Although there are always likely to be tensions, it is a measure of the future leaders’ effectiveness to minimise these and ensure that as cultural elements are absorbed into the organisation, the balance between maintaining core values and local accommodation is maintained.

Going far into understanding this complex interaction in today’s global business landscape, we are required to understand the relationship, the challenge and the opportunity between leadership, the globe and a specific cultural context, and how each one of them has impacted on the other. As separate topics, researchers have tried to capture factors and build knowledge to bring into understanding the existence of culture, leadership and the impact of globalisation. Definitions have been raised, and theories and frameworks have been developed, all with the aim of building an understanding of the knowledge as well as improving people-practical implications and performance. However, building the relationship between those big areas is difficult and confusing. According to Dickson et al. (2003), “The level of sophistication with which researchers think about etic or universal findings has advanced and become more complex, but also more realistic.”

2.11 Critical analysis, evaluation and interpretation

The area of leadership and culture has received huge attention from the academic world, as well as from those in industry, because of the great importance of these two factors in social science and business development. As two separate topics, researchers have tried to capture factors and build up knowledge to bring about a greater understanding of culture and leadership and their relation to each other. Definitions have been raised, and theories and frameworks have been developed. However, recently, and with the influence of globalisation and the increase of business integration, organisations have found it difficult to understand or change people, and trying to create new ways between what is universal
and what is culturally contingent. They try to understand the differences and overcome challenges and reduce barriers to leadership and economic and social growth. It is to maximise understanding of diversity bringing new attitudes and behaviours that may help development the future of leadership.

A critical analysis of the existing leadership research clarifies that the field of study around leadership has been greatly recognised by academics, industries and professional institutions. The many theories and models aimed at increasing the awareness and effective application of leadership that have been and are still being developed, and how such effective application could help organisations develop, all demonstrate the vital role of leadership. While each of the existing theories provide critical contraption for the subject of leadership, none of them can be universally applied and none can be applied to any given context. It is diversity that makes it complex and changeable over time, and the need for more advanced research into leadership is great.

In the early stages of leadership study, researchers found that traits of individuals may help define leadership. However, with the introduction of behaviour theory, which places the focus on a leader’s actions in order to examine their effectiveness according to the many different factors that may influence leadership (Gray & Larson, 2008; Pinto, 2007), this has stance has changed. Next came contingency theory, which examines how leaders may respond differently in different situations. After researchers found that the way in which leaders interact with and motivate their followers (Bass, 1990) highly influences organisations’ overall performance, the transformational leadership and transactional theories were introduced. Recent studies have introduced the servant approach to leadership, which refers to the way in which a leader should change his/her position from one of leading and making decisions to one of being a servant to the organisation and its people, which also includes adopting a more moral approach. After that, there is the authentic leadership approach, which places the emphasis on the need to “be yourself” in order to authentically lead and deal with others. Finally, there is the distributed leadership approach – a developing theory that considers distributing responsibility and decisions between leaders and their followers to allow for a more creative environment and shared responsibility – which has not been addressed in this chapter.

Therefore, where globalisation is present and its influence reaches not only leaders but also organisations that encouraged researchers to understand its wider problems and
opportunities. The need for understanding diversity means accepting people’s variations in values and perceptions, which come from their own “national culture”, and creating a unique identity that brings them all under one “organisational culture”, where they can work together effectively. This is leadership responsibility at the first place. Therefore, building the relationship between these two big areas makes it much more difficult and confusing. The relationship between culture and leadership is very strong, and neither of them can operate without the impact of the other; it is a relationship that implies cause and effect. As leadership creates culture, culture will in turn define leadership. This relationship is continuing and developed according to work environment and changes that may occur and require leadership actions. Once leadership has its role, culture will be created, and employees, productivity, and performance of the organisation will then be judged.

However, it is now clear that each style or approach of leadership has its own contribution and importance, whether in the development of knowledge or in a practical sense in different industries and organisations. None of them has considered integrating leadership theories to provide a more coherent approach, and examining all factors surrounding the leadership process in a diverse world, while it is now urgent to do so. Scholars such as Dickson et al. (2003) and Hale and Fields (2007) have made calls for such integration in leadership theories and the construction of a new model that enables the leaders of large complex organisations to overcome the challenges facing them. Although this can be a very useful approach, the researchers argue that the context plays an important role in leadership, and therefore any research into leadership should be grounded, with each situation fully examined in order to provide a comprehensive conclusion to what may be required of a particular leader in a particular context in order to survive.

This places the emphasis on the leader’s personal values, but Scarborough (1998) acknowledges more explicitly that these values emerge from the leaders’ own cultural background not solely from an internal system.

Cultures begin with leaders who impose their own values and assumptions on a group. If that group is successful and the assumptions come to be taken for granted, we then have a culture that will define for later generations of members what kinds of leadership are acceptable. Schein (2010)

It is not just about leaders’ charisma, attributes and behaviour, nor is it just about people’s perception and values. It is not just about other environmental and external factors, either.
It is about each factor being considered together. Future leadership needs considerable investigation in order to establish a solid foundational framework that serves leaders not only in the West, Far East or Middle East in a specific context, but anywhere, at any time, leading any type of organisation. This implies that the relationship between the leader, the organisation and the culture is highly complex, and that even in a multi-national organisation, the organisational culture will reflect the culture of the country of origin and the culture of origin of the leader, while integrating elements of other cultures both external to the organisation and within it. For leaders, the need to rise to the challenge and to be ready to interface with any new challenges and be competent is becoming increasingly urgent. Schein’s (2010) advice to leaders is to “understand culture, give it its due, and ask yourself how well you can be to understand the culture in which you are embedded”.

2.12 Overview of Saudi Arabia’s economy

2.12.1 Introduction

Saudi Arabia, officially the Kingdom of Saudi Arabia (KSA), is an Arab Kingdom. The Kingdom of Saudi Arabia was founded in 1932 after thirty years of attempts by Ibn Saud, the present royal family, to unite the four distinct regions, namely Hejaz, Najd, Al-hasa, and Asir. The country is also known as the country of two Holiest places, which are the Al-masjid al-Harram in Mecca and Al-masjid al-Nabawi in Al-medina al-Munawara. The country is located in the Middle East, specifically in the Persian Gulf region. The Map of KSA shown in Figure 2.7 below illustrates the country’s geographical location.
As shown above, KSA shares borders with eight countries; namely (clockwise from the top) Republic of Iraq, State of Kuwait, Kingdom of Bahrain, Qatar, United Arab Emirates, Sultanate Oman, Republic of Yemen, and the Hashemite Kingdom of Jordan. In addition to this, KSA ’s east and west border the Persian Gulf and the Red Sea, respectively, (CIA, 2014).

2.12.2 Overview of Kingdom of Saudi Arabia’s population
Table 2.6 below shows the introductory information on KSA. The total area of KSA is 2,149,690 sq. km; the country comprises five major cities, namely Riyadh, Jeddah, Mecca, Medina and Ad Dammam, Riyadh being the country’s capital.
Arabic is the native language and Islam is the main religion. According to the United States US Bureau of the Census, KSA ranks 47th in the world population comparison list. The population in July 2014 was 27,345,986, whereas immigrants make up to 30% of the population (CIA, 2014).

### Overview of Kingdom of Saudi Arabia’s economics

The table 2.7 below is showing the currency, which is Saudi Arabian Riyal (SAR) and 10 SAR is equivalent to £1.57 GBP. The industrial production rate is 2.7%, with a revenue budget of $302.6 billion and an expenditure budget of $302.6 billion. KSA ’s economy is based primarily on oil, with 90% of the exports being petroleum and petroleum products, which represents 80% of budget revenues and 45% of the gross domestic product (GDP). It is noticeable that the import budget is lower than the export budget.
CATEGORIES                      YEAR

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<tbody>
<tr>
<td>Currency</td>
<td>Saudi Arabian Riyal (SAR)</td>
<td>-</td>
</tr>
<tr>
<td>Exchange rate</td>
<td>10 SAR = 1.57 GBP</td>
<td>2014</td>
</tr>
<tr>
<td>Revenu budget</td>
<td>$302.6 billion</td>
<td>2013</td>
</tr>
<tr>
<td>Expenditure budget</td>
<td>$302.6 billion</td>
<td></td>
</tr>
<tr>
<td>GDP Growth rate</td>
<td>3.6 %</td>
<td></td>
</tr>
<tr>
<td>GDP per capita (PPP)</td>
<td>$31,300 = 18,437 GBP</td>
<td></td>
</tr>
<tr>
<td>Industrial production growth rate</td>
<td>2.7 %</td>
<td>2013</td>
</tr>
<tr>
<td>Export</td>
<td>$367.3 billion</td>
<td></td>
</tr>
<tr>
<td>Petroleum and petroleum products 90%</td>
<td></td>
<td></td>
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<tr>
<td>Import</td>
<td>$147 billion</td>
<td></td>
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<tr>
<td>Machinery and equipment, foodstuffs, chemicals, motor vehicles, textiles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inflation rate</td>
<td>3.7 %</td>
<td></td>
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</tbody>
</table>

Table 2.7 Overview of Kingdom of Saudi Arabia’s economics
Source: CIA, 2014

2.13 The Economic Structure of KSA over the last decade

The economy of Saudi Arabia was totally changed after the discovery of huge reserves of oil in 1938 by a United State company. In the beginning, the oil industry establishment had indirect impact on the basic economy. However, this impact was highly effective after the establishment of the Arabian American Oil Company (Saudi Aramco) and the oil towns around the oil fields generated major changes in the economy of Saudi Arabia. There was a huge need of construction of modern ports, roads, housing, power plants and water system due to the developments of oil fields. In addition, new skilled and educated worker was needed, whether the Saudis or non-Saudis. This has introduced new economic opportunities and needs for different range of services and employees that has never, be recognized by traders or contractors. The Saudi Aramco has provided technical, financial, and logistical support to local entrepreneurs (The Library of Congress Country Studies, 1992).

The economic role of the government has enormously developed as it has been recognized by the ruler that in order to obtain political power over the kingdom, the old economy need to be changed and opportunities must be provided for Saudi people. Nontraditional opportunities were related to military employment, distribution of land, which has been organized as initial stage of economic change. Economic and social projects was hard to be
taken at that time due to limited revenue. However, in 1970s the oil income has increased, and the decision was to define priorities. Where the Saudi Arabian Monetary Agency (SAMA) was established in 1952 as to be the central bank, and in 1962 the General Petroleum and Mineral Organization (Petromin) was formed (CIA World Factbook, 1992).

2.13.1 The Five-Year Plans
The five-year plans comes as suggested idea by International Monetary Fund advisers in 1958, which was limited lately in 1960s due to Saudi financial controls. However, developments continued especially for human resources, transportation, and other important infrastructure. “Economic development policies in Saudi Arabia have been carried out since 1970s in a series of five-year plans. These plans set physical infrastructural targets and provide an overall spending framework” (Looney, 1992). These five plans come as follow.

- The first development plan
This plan officially started in 1970 and the planned budget for was US$9.2 billion, where 45% was for capital projects and expenditures involves defense, education, transportation and utilities. There was an increase in nonoil real GDP by 11.6% per year, and budget shares increased due to increased oil revenues by about US$27 billion for the five years (CIA World Factbook, 1992).

- The Second Development Plan
This plan was first became active on 1975 and it focused on various social goals as in the first development plan, and that included “free medical service, free education and vocational training, interest-free loans and subsidies for the purchase of homes, subsidized prices for essential commodities, interest-free credit for people with limited incomes, and extended social security benefits and support for the needy” (CIA World Factbook, 1992). According to Looney (1992) the main objectives of the second development plan were to “maintain a high rate of economic growth, reduce dependence on oil, and develop indigenous human” (Looney, 1992). Also, this development plan included goals that exposed decreased economic restraints. There was an increased in the GDP by average rate of 10% a year (CIA World Factbook, 1992).
The Third Development Plan
This plan presented uncertain increase in government expenditures and it became effective in 1980 and that was reflecting balance of oil revenues and a desire. Project was completed at this period and industry developed. The amount of government expenditures was US$213 billion, and an additional US$25 billion for administrative and subsidy costs. There was a sharp decline in Saudi oil production and the oil sector’s production dropped 14.2% per annum, which has resulted in decline real GDP growth by 1.5% (CIA World Factbook, 1992).

The Fourth Development Plan
This was in 1985-1990 and had budget of almost US$267 billion, where US$150 billion was budgeted for civilian development spending. “The Third and Fourth plans maintained these central goals, but elaborated on certain specifics” (Looney, 1992). The plan aimed to develop economic and human recourse by reducing expenditures on infrastructure as well as inspiring private sector investment and increasing economic integration with members of the GCC. In this period oil revenues fallen as a result of oil-price crash in 1986. However, the overall real GDP rate of growth was positive, 1.4% per annum (CIA World Factbook, 1992)

Fifth Development Plan
This plan was in 1990-1995 and has been shaped by reserved resources. Funds for civilian program was dropped by almost 30% to about US$105.4 billion. Government investment in economic enterprises, transportation, and communications had the majority of the reductions in this period. Whereas Human resources development, health and social services, and municipality and housing all continued the fourth-plan levels. Generally, this plan was focused on merging the achievements in infrastructure and social services of the previous twenty years and stressed additional economic expansion. This period predicted a 3.2% per annum growth rate. Oil sector production was likely to increase 2.2% per annum, while nonoil sector growth-rate targets were 3.6% (CIA World Factbook, 1992).

2.13.2 The Saudi economy changing structure
It is well known that the kingdom of Saudi Arabia has strong government control over its oil-based economy. Saudi Arabia has a leading position in OPIC, as been the largest exporter of petroleum, and own about 16% of the world petroleum reserves. “The petroleum sector accounts for roughly 80% of budget revenues, 45% of GDP, and 90% of
export earnings”. The private sector has always been encouraged by the Saudi government to have more diverse economy and increase employment opportunities for citizen. “Over 6 million foreign workers play an important role in the Saudi economy, particularly in the oil and service sectors, while Riyadh is struggling to reduce unemployment among its own nationals. Saudi officials are particularly focused on employing its large youth population, which generally lacks the education and technical skills the private sector needs. The government has begun establishing six "economic cities" in different regions of the country to promote foreign investment and plans to spend $373 billion between 2010 and 2014 on social development and infrastructure projects to advance Saudi Arabia's economic development”. The table below illustrates the Saudi Arabia economy according to CIA (2014) in relation to GDP, labor force, industry, export and import, etc.

| GDP - composition by sector | Agriculture: 2%  
Industry: 62.5%  
Services: 35.5% (2013 est.) |
<table>
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<tbody>
<tr>
<td>Population below poverty line</td>
<td>NA%</td>
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</table>
| Labor force | 8.412 million  
Note: about 80% of the labor force is non-national (2013 est.) |
| Labor force - by occupation | Agriculture: 6.7%  
Industry: 21.4%  
Services: 71.9% (2005 est.) |
| Unemployment rate | 10.5% (2013 est.)  
10.6% (2012 est.)  
Note: data are for Saudi males only (local bank estimates; other estimates are as high as 25%) |
| Unemployment, youth ages 15-24 | Total: 28.3%  
Male: 20.8%  
Female: 54.4% (2012) |
| Budget | Revenues: $302.6 billion  
Expenditures: $258.4 billion (2013 est.) |
| Taxes and other revenues | 42.1% of GDP (2013 est.) |
| Inflation rate (consumer prices) | 3.7% (2013 est.)  
2.9% (2012 est.) |
| Stock of narrow money | $263.8 billion (31 December 2013 est.)  
$236.6 billion (31 December 2012 est.) |
| Stock of broad money | $416.3 billion (31 December 2013 est.)  
$371.7 billion (31 December 2012 est.) |
| Market value of publicly traded shares | $373.4 billion (31 December 2012 est.)  
$338.9 billion (31 December 2011)  
$353.4 billion (31 December 2010 est.) |
| Industrial production growth rate | 2.7% (2013 est.) |
| Exports | $376.3 billion (2013 est.)  
$388.4 billion (2012 est.) |
| Imports | $147 billion (2013 est.)  
$141.8 billion (2012 est.) |
Reserves of foreign exchange and gold

<table>
<thead>
<tr>
<th></th>
<th>$739.5 billion (31 December 2013 est.)</th>
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<tr>
<td></td>
<td>$656.9 billion (31 December 2012 est.)</td>
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Exchange rates

<table>
<thead>
<tr>
<th></th>
<th>Saudi riyals (SAR) per US dollar -</th>
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<tbody>
<tr>
<td></td>
<td>3.75 (2013 est.)</td>
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<td></td>
<td>3.75 (2012 est.)</td>
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<td>3.75 (2010 est.)</td>
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<tr>
<td></td>
<td>3.75 (2009)</td>
</tr>
<tr>
<td></td>
<td>3.75 (2008)</td>
</tr>
</tbody>
</table>

Table 2.8 The Saudi Arabia economy in relation to GDP, labor force, industry, export and import

Source: CIA (2014)

According to Auty (2001) “In recent decades, the rate of economic growth in the developing countries has been inversely related to the share of rents in GDP”. The deficiency in the GDP available reliable data makes it difficult to measure economic structural changes. There has been fallen in the relative share of nonoil GDP since 1984, from 75.8% of over all GDP in 1970 prices, to 67.4% in 1990. This was because of the constant growth of production in crude, gas output rises, and “and higher refinery throughput” as a result of great growth in oil production late 1990. At the same period the nonoil sector, such as agricultural sector had remarkable change, “accounting for 7.5% of nonoil output in 1984, this sector had risen to more than 14.7% in 1990”. Whereas the utilities sector has also been developed from 2.5% as nonoil production since 1984 to 4.5% in 1990. On the other hand, between 1984 and 1990 there has been stable increase in the manufacturing from 8.1% of nonoil GDP to 9.0%, while construction sector dropped from 14.3% of nonoil GDP to 9.0%. Other industrial services such as trade, transport, and social services, were decreased at the same period from more than 66.8% to 62.4%. The table below illustrates the gross domestic product according to sector from 1985 to 1989. (CIA World Factbook, 1992)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, forestry, and fishing</td>
<td>3,193</td>
<td>3,673</td>
<td>4,275</td>
<td>4,736</td>
<td>5,068</td>
</tr>
<tr>
<td>Crude petroleum and natural gas</td>
<td>7,402</td>
<td>11,160</td>
<td>9,578</td>
<td>11,672</td>
<td>11,581</td>
</tr>
<tr>
<td>Other mining and quarrying</td>
<td>182</td>
<td>177</td>
<td>173</td>
<td>175</td>
<td>181</td>
</tr>
<tr>
<td>Petroleum refining</td>
<td>2,383</td>
<td>2,481</td>
<td>3,191</td>
<td>3,673</td>
<td>3,369</td>
</tr>
<tr>
<td>Other manufacturing</td>
<td>3,071</td>
<td>2,985</td>
<td>2,975</td>
<td>3,064</td>
<td>3,186</td>
</tr>
<tr>
<td>Electricity, gas, and water</td>
<td>979</td>
<td>1,033</td>
<td>1,093</td>
<td>1,159</td>
<td>1,218</td>
</tr>
<tr>
<td>Construction</td>
<td>4,259</td>
<td>3,732</td>
<td>3,627</td>
<td>3,446</td>
<td>3,428</td>
</tr>
<tr>
<td>Wholesale and retail trade</td>
<td>8,417</td>
<td>8,097</td>
<td>7,956</td>
<td>7,877</td>
<td>7,798</td>
</tr>
<tr>
<td>Transportation and communications</td>
<td>4,522</td>
<td>4,398</td>
<td>4,293</td>
<td>4,336</td>
<td>4,358</td>
</tr>
<tr>
<td>Finance, real estate, and business services</td>
<td>4,833</td>
<td>4,084</td>
<td>3,995</td>
<td>4,066</td>
<td>4,115</td>
</tr>
<tr>
<td>Community, social, and personal services</td>
<td>864</td>
<td>829</td>
<td>819</td>
<td>845</td>
<td>858</td>
</tr>
<tr>
<td>Producers of government services</td>
<td>5,185</td>
<td>5,199</td>
<td>5,175</td>
<td>5,191</td>
<td>5,329</td>
</tr>
<tr>
<td>Import duties</td>
<td>369</td>
<td>312</td>
<td>337</td>
<td>810</td>
<td>658</td>
</tr>
<tr>
<td>Imputed bank service charges</td>
<td>-355</td>
<td>-337</td>
<td>-323</td>
<td>-317</td>
<td>-322</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45,304</td>
<td>47,823</td>
<td>47,164</td>
<td>50,733</td>
<td>50,825</td>
</tr>
</tbody>
</table>

Table 2.9 Gross Domestic Product by Sector, 1985-89

2.14 Saudi Arabia’s leading industrial companies

There are many different construction and manufacturing companies in Saudi Arabia, which are highly recognised nationally and internationally. The Kingdom of Saudi Arabia has introduced number of industrial cities that account for the development and construction of the Kingdom, and provide great opportunity for investment, and employment. This has came in line with strategies made by the Kingdom to diversify the economy that is base continues to be lead by oil. “Today, industrial products make up more than 90% of the Kingdom’s non-oil exports. Saudi Arabia exports petrochemicals, plastics, metal goods, construction materials and electrical appliances to some 90 countries. Petrochemical and other oil-based industries are concentrated at industrial cities in major urban centers. These plants use natural gas and natural gas that were previously flared, as well as refined products from the oil industry to manufacture products that would in turn feed non-oil industries. Concentration on industrial plants in specific areas also facilitates the provision of vital support services, such as water, power and transportation” (Information Office of the Royal Embassy of Saudi Arabia in Washington, 2015).
For example, SABIC which considered as the backbone of Saudi Arabia’s successful industrialization and is owned by the Saudi government of about 70% where 30% is owned by shareholders from the six Gulf Cooperation Council (GCC) countries. “By 1994, it had 15 major plants operating in Jubail, Yanbu, and Jeddah, with an annual production of 13 million metric tons. By 2002, total production was 40.6 million tons of basic and intermediate chemicals, polymers, plastics, industrial gases, fertilizers, steel and other metals; this figure is expected to exceed 48 million tons by 2010. One of the most ambitious economic projects to date is the massive King Abdullah Economic City near Jeddah, which broke ground in December 2005. The residential and commercial megaproject will include a dedicated port, an industrial park, a residential and hotel complex, and educational facilities” (Information Office of the Royal Embassy of Saudi Arabia in Washington, 2015).

Other example is the The Jubail Industrial City, which has loads of factories and industrial facilities such as a desalination plant, a seaport, a vocational training institute and a college. In addition, is the Yanbu Industrial City based on the Red Sea and it has a modern port, refineries, a petrochemical complex and many manufacturing and support enterprises. What need to be recognised, is the support and encouragement offered by the Saudi government to establish private companies at the industrial cities (Information Office of the Royal Embassy of Saudi Arabia in Washington, 2015).

As for the construction industry, there are number of great companies behind one of the biggest national redevelopment programmes in the world. According to CW (2013) a list of 25 companies present Saudi’s construction companies, which account for construction the new kingdom including roads and railways, the hundreds of thousands of new homes and complete industrial and medical cities. This list is lead by family-run firms, for example the Saudi Binladin Group and Saudi Oger, “both of which have held their place for decades and still secure the largest projects”. The kingdom’s largest construction firm, Saudi Binladin Group, has continues to reinforce its prestige year on year, with the mammoth $7.2 billion contract win in 2010 for the first phase of the King Abdulaziz International Airport in Jeddah and the 2011 award of the long anticipated deal for the Kingdom Tower. Today the group has major subsidiaries across the region and the firm has come to work on some of the Saudi Arabia’s largest projects, including the 1,800km North-South railway project, the $36bn King Abdullah Economic City (KAEC), and both the Abraj Al Bait and Jabal Omar schemes in Makkah. The group is also jointly-
developing the $30bn Jizan Economic City with Malaysia’s MMC Group and is now a 17% stake holder in the Jeddah Economic Company, which owns Kingdom City, and in 2012 Saudi Binladin was involved in the expansion of the Haram's holy mosque” (CW, 2013). Another example is Al Rashid Trading & Contracting Company, which “was established in 1957 in Al Hufof city. Upon relocating its headquarters to the Saudi Arabian capital city of Riyadh, the company merged with Rashid Abdulrahman Al Rashid Company to form Al Rashid Trading & Contracting Company. In partnership with Germany’s EADS, RTCC secured one of the most high-profile but sensitive projects to be tendered in Saudi Arabia in years - its border fences. The kingdom’s $3 billion border fence project covers a distance of about 6000km to detect incursions along its border with Iraq, Yemen, Jordan, Kuwait and Qatar. In 2009 it also won a $427 million contract to build residences for staff at King Saud University in Riyadh. Recently, the Saudi Arabia’s construction industry has shown growth in the number of companies, which are fast-growing local firms based on “joint ventures between KSA contractors and international companies” (CW, 2013). The table below represent a list top 6 of 25 companies as been ranked according to founding year in the filed of Saudi Arabia’s construction and entry based on recent contract awarded.

<table>
<thead>
<tr>
<th>No</th>
<th>Company Name</th>
<th>Establishment date</th>
<th>Recent contract</th>
</tr>
</thead>
</table>
| 1  | Saudi Binladin Group                             | 1931               | -$36bn King Abdullah Economic City  
|$30bn Jizan Economic City |
| 2  | Al Rashid Trading & Contracting                 | 1975               | -The kingdom’s $3 billion border fence project  
-$427 million contract to build residences for staff at King Saud |
| 3  | Al Ayuni Investment & Contracting Co.           | 1960               | -1,500km of roads  
-473km of highway (the Ministry of Transport)  
-190km Doubling Highway Project Tabouk, 125km Bisha-Tathleeth Highway  
-158km Jeddah-Jizan Doubling Highway |
| 4  | Al Harbi Trading & Contracting                  | 1965               | -$24m contract for the for infrastructure works at Emaar The Economic City |
| 5  | Arabian Bemco Contracting Co.                   | 1968               | -$1.3bn deal with SEC to build a 2,175 MW grass root  
combined cycle power plant in Riyadh |
| 6  | Al Shoula Group                                  | 1970               | $9.4bn contract for Phase 2 of the Haramain High Speed Railway Project, |

Table 2.10 The begets 6 Saudi Construction Companies

Source: CW (2013)
2.15 Conclusions

This chapter aims to critically review relevant literature and to provide the researcher with a clear understanding of the subject. It has been structured and developed in a way so as to produce a contribution to the field of knowledge by providing critical interpretation that may help to provide new insight into the complex interaction between leadership, culture and globalisation. In addition, this chapter aims to develop the understanding of the existing knowledge and how it can be useful for this research project and other future studies. Leadership definitions and theories have been analysed, and the difference between leadership and management also discussed. Organisational culture, national culture and globalisation are addressed in order to make it clear to readers as well as for the researcher. Examples of the most critical research on these areas of study have been provided, by way of better illustration. Then, an overview of KSA and its economy has been addressed, with a comprehensive background of Saudi Arabia economic structure. Finally, the researcher provides a brief analysis and evaluation, which represents her understanding and interpretation of existing and relevant literature.
3.1 Introduction

The research methodology chapter aims to introduce a comprehensive understanding of the research process, and it will be divided into two main parts. The first is the overall understanding of the research methodology, which will go through the main concepts of the research and investigate their importance. These main concepts include: research philosophy, research approaches, research purpose and research design. The research design includes types and stages of research design, which will help draw up the outline of the research methodology and methods chosen for this particular study and its selection criteria. The second is the research methodology used to conduct this study, according to the chosen research methodology design. It will illustrate and justify the chosen research methodology, the research approach and the primary methods used to collect data, with justification of its suitability for the study. However, a brief explanation of why the research avoids other approaches and methods is also provided. As the purpose of this research is to explore leadership in the context of KSA organisations, any limitations of the research approach and design will also be discussed.

Figure 3.1 Illustration of Chapter 3
3.2 Introduction to research process

The purpose of undertaking any research project is to obtain and develop new knowledge, whether this knowledge is a new theory that is based on some assumptions and observations, or is a development of an existing theory that helps in solving a particular problem. The way to understand the basic theory of anything under study is to define its philosophy, and accordingly create knowledge and practice. Therefore, understanding of the process of creating and developing knowledge is fundamental to any research project. According to Wilson (2010) a research study can be defined as “a step-by-step process that involves the collecting, recording, analysing and interpreting of information”.

A research process involves a number of critical concepts that need to be addressed; Saunders (2009) has developed the research process onion that represents various aspects of the research design process, from the very broad picture to detailed and specific aspects. This onion includes: research philosophy, research approaches, research strategies, choices, time horizons and, data collection methods. These aspects of a research project can be characterised into two main elements, which are design and tactics. Whereas the research design is an overall plan that consists of understanding research philosophy, and understanding the process for carrying out the research and the future aims of the research (which must answer the research questions). In contrast, the research tactics which have been assigned at the centre of the research onion (Saunders et al., 2009), focus on details and consist of data collection techniques and data analysis strategies, such as quantitative and qualitative methods. Figure 3.2 below introduces Saunders’ (2009) research onion.

![Figure 3.2 The research onion](Image)

**Source:** Saunders et al. (2009) Research methods for business students
3.2.1 The research philosophy

The first things a researcher must consider when starting new research project is why they are conducting this study, what is it important for, and how it can it be explained to others. To answer all these questions, a study must understand and determine the philosophy behind his/her research project. Having a clear understanding of research philosophy is what makes a researcher confident and able to explain his/her research. However, philosophy design can take different directions according to the concept and field of the research, which means that research in pure science or maths, for example, will have research designs that are different to research in the legal or management fields. Research philosophy has a great impact on the practice of research and researchers need to make it as explicit as possible. It is about having a clear understanding that enables researchers to clearly reflect upon their philosophical choices and defend them when compared with other possible alternatives (Creswell, 2009). Saunders et al. (2009) argued that it is not about creating a research philosophy, but how well we can explain our the importance of our research.

Scholars have given different definitions to research philosophy. Creswell (2009) referred to it as “worldviews”, whereas Lincoln and Guba (2000) define it as “paradigms”” and Neuman (2000) calls it “broadly conceived research methodologies”. Research Philosophy is the first step in any research process, and According to Saunders et al. (2009), it can be define as “a model that is related to the development of knowledge and the nature of that knowledge”. It includes four types of philosophy that can be applied to different types of research, which are: positivism (scientific knowledge), realism (scientific enquiry), interpretivism (qualitative approach) and pragmatism (practicality) (Saunders, 2009). In order to establish a new research philosophy, a researcher needs to address different assumptions in order to help understand the research philosophy and then explain its importance, as well as support the research strategy and methods. According to Saunders et al. (2009) it is crucial to have a clear understanding of the “philosophical commitments” that are created by our choice of research strategy, especially for business and management students. This is because it influences what we are doing and our awareness of what we are trying to investigate, whereas in later stages, the research philosophy will be influenced by practical considerations. However, the main influence is our “particular view of the relationship between knowledge and the process by which it is developed” (Saunders et al., 2009). The following briefly explains the four different research philosophies, and table 3.1 introduces the differences between each of them.
### Table 3.1 Four Philosophical Worldview

<table>
<thead>
<tr>
<th>Positivism</th>
<th>Constructivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Determination</td>
<td>- Understanding</td>
</tr>
<tr>
<td>- Reductionism</td>
<td>- Multiple participant</td>
</tr>
<tr>
<td>- Empirical observation and</td>
<td>- Social and historical</td>
</tr>
<tr>
<td>measurement</td>
<td>construction</td>
</tr>
<tr>
<td>- Theory verification</td>
<td>- Theory generation</td>
</tr>
<tr>
<td><strong>Realism</strong></td>
<td><strong>Pragmatism</strong></td>
</tr>
<tr>
<td>- Political</td>
<td>- Consequences of action</td>
</tr>
<tr>
<td>- Empowerment</td>
<td>- Problem-centred</td>
</tr>
<tr>
<td>- Collaborative</td>
<td>- Pluralistic</td>
</tr>
<tr>
<td>- Change-orientated</td>
<td>- Real-world practice</td>
</tr>
<tr>
<td></td>
<td>oriented</td>
</tr>
</tbody>
</table>

Source: (Creswell, 2009) Research design: Qualitative, quantitative and mixed-method approaches

> **The postpositive worldview – Positivism**

This is based upon traditional quantitative studies and relies upon scientific and empirical approaches to research. The postpositive philosophical viewpoint is a determinist one, which assumes that causes are likely to result in the outcomes we see, and hence great importance must be placed upon identifying these causes. Creswell (2009) and Saunders (2009) argue that this approach relies upon the development of hypotheses and repeated data collation and analysis in order to work towards conclusions backed by evidence. Gill and Johnson (2002), on the other hand, state that “the positivist researcher will be likely to use a highly structured methodology in order to facilitate replication”.

> **The social constructivist worldview – Interpretivism**

This philosophy holds the assumption that individuals seek an understanding of the world in which they live and work. They develop subjective meanings of their experiences, which are directed towards certain objects or things. It relies as much as possible on the participants’ views of the situation being studied. The questions become broad and general so that the participants can construct the meaning of a situation. Constructivist researchers often address the processes of interaction among individuals. They focus on the specific context in which people live and work, in order to understand the historical and cultural settings of their participants. According to Creswell (2009) the researcher’s intent is to make sense of (or interpret) the meanings others have about the world, rather than starting with a theory as in positivism. It is the opposite of positivism, focusing on the distinction to be made by researchers between studies of people and those of objects. Empathy and subjectivity are taken into account and it is often considered the best approach for research.
in the business and management arena, such as in organisational behaviour, marketing and human resources studies (Saunders, 2009).

➢ **The advocacy and participatory worldview – Realism**

This position is a branch of epistemology, which is similar to positivism in that it assumes a scientific approach to the development of knowledge. The essence of realism is that what the senses show us, as reality is the truth: that objects have an existence independent of the mind. Thus, the collection of data and understanding of it is critical. There are two types of realism: direct realism and critical realism. Direct realism says that what you see is what you get, while the critical realism argues that what we experience are sensations, the image of the things in the real world, not the things directly (Saunders, 2009). The realist point of view is usually associated with quantitative research, although it can also be implemented in qualitative studies. It emphasises the less fortunate, the minorities and the disenfranchised within a society and the need to give them extra support and provide them with opportunities to overcome their disadvantages (Creswell, 2009).

➢ **The pragmatic worldview – Pragmatism**

The pragmatic perspective comes from behaviour and the circumstances individuals face in practice rather than from antecedent conditions. It focuses on the problem of the study more than the methodology, which allows the use of all approaches available in order to understand the problem. Therefore, the mixed methods approach is the most appropriate one (Saunders, 2009; Creswell, 2009). Creswell (2009) presents several positive points of this philosophical approach for researchers. For example, pragmatism can apply both qualitative and quantitative approaches and the researcher is free to decide which method, techniques and procedures to use. The use of mixed method allows for a better understanding of the problem – however, the researcher must justify the use of both methods. This approach gives the opportunity to use different methods, and apply different assumptions to worldviews, data collection and analysis (Creswell, 2009).

### 3.2.2 Research approach

The research approach is a critical aspect that requires a clear understanding of the research idea, i.e. the theory that the research is going to develop or going to establish. The use of theories is involved in all research; the research approach relies heavily on theory, and a researcher must be clear on his/her theory in the early stages. However, this may not be addressed in the design stage, but it should be clearly addressed in the conclusion and
discussion of the research outcomes (Saunders et al., 2009). It is well known that the use of theory can have two different directions (developing or creating) and these two directions are what makes research approaches different.

Researchers have identified two research approaches, from which a researcher can chose after the determination of the research. According to Saunders et al. (2009) the two approaches are: the deductive approach, whereby we “develop a theory and hypotheses and then design a research strategy to test it”; or the inductive approach, whereby we first collect data and develop a theory from our data analysis. There are several differences between them as well as different sequential stages of functionality process that are going to be discussed more thoroughly in later stages of this study.

A researcher must know and understand the differences between the two approaches. Easterby-Smith et al. (2008) offer three main reasons that articulate our research approach choices. Firstly, knowing the differences helps us “take more informed decision about our research design”, which may include the methods used to collect and analyse data. Secondly, going through different research strategies and choices gives us a clear understanding of what works for our research and what does not work, therefore our decisions become more accurate. The third point is to understand all types of research traditions, which will help in adapting our research design to a particular strategy. The following sections will briefly explain the deductive approach and the inductive approach in more detail.

- **The deductive approach**

The deductive approach is the testing of an existing theory in order to develop its future use and to develop new assumptions to help in designing a research strategy. This type of approach tends to use large samples and is more likely to work with quantitative methods that would go into describing what is happening (Saunders et al., 2009). Collis and Hussey (2003) state that deductive research is “The natural sciences, where laws present the basis of explanation, allow the anticipation of phenomena, predict their occurrence and therefore permit them to be controlled”. There are five sequential stages that deductive research goes through. It starts with bringing out propositions from a theory and then goes into expressing the hypothesis by measuring the relationship between sets of variables in an operational sense. After this, the hypothesis will be tested by one or more strategies, where the outcomes need to be examined in order to confirm the theory or the need for any modifications. Lastly, if there is any need for modification, this will be considered in light of the theory (Robson, 2002).
Generally, there are specific characteristics of the deductive approach, as summarised by Saunders et al. (2009), which help to explain relationships between variables. It provides a control for the testing of hypotheses and gives more structure to methodologies. Research concepts and facts are measured by quantitative methods, which makes it operationalized. It is a reductionist process that can reduce problems to their simplest possible elements and make them more understandable. The selection of large samples makes it easier to generalise.

The inductive approach

The inductive approach is one where we collect data and develop a theory from our data analysis. This will help in understanding the nature of a problem (Wilson, 2010). This approach is concerned with the context “in which such events were taking place” and works better with small samples. It usually uses a variety of methods to collect data that is more closely related to qualitative data collection. It is more about understanding why events happen than about explaining them (Saunders et al., 2009). The inductive approach requires a long period of time to conduct a study, as it takes time to observe a situation, collect qualitative data and then analyse it. In some studies it might be useful to combine both research approaches, where there are many practical criteria that help to make decisions about combining research approaches (Creswell, 2009). Most important is the emphasis of the study and the nature of the research topic, “is there a wealth of literature that helps defining a theoretical framework and hypothesis? Or is the topic new, exciting much debates and have little existing literature?” (Saunders et al., 2009).

Then, is the time that a research has to conduct the study, which is a key element in how our research is designed and what approach is chosen (Creswell, 2009). If we have little time to conduct research, it is better to go with the deductive approach as it is quicker to complete. The inductive approach might be more suitable if a research study has a long period of time available in which it can be conducted. Lastly, is the research level of risk, as risk may occur as a result of the strategies being used. The inductive approach may involve much risk, as there might be no valuable data with which to form a theory. Thus, the availability of time makes it easier to overcome such problems during the research, whereas in the deductive research the risk is lower due to the data collection methods being used (Saunders et al., 2009). Table 3.2 below illustrates the major differences between the two approaches.
<table>
<thead>
<tr>
<th>Deductive approach</th>
<th>Inductive approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Science is principle</td>
<td>➢ Gaining an understanding of the meanings humans attach to events</td>
</tr>
<tr>
<td>➢ Moving from theory to data</td>
<td>➢ A good understanding of the research context</td>
</tr>
<tr>
<td>➢ The need to explain the causal relationship between variables</td>
<td>➢ The collection of qualitative data</td>
</tr>
<tr>
<td>➢ The collection of quantitative data</td>
<td>➢ A more flexible structure to permit changes in the study’s progression</td>
</tr>
<tr>
<td>➢ The application of controls to ensure validity of data</td>
<td>➢ A realisation that the researcher is part of the process</td>
</tr>
<tr>
<td>➢ The operationalization of concepts to ensure clarity of definition</td>
<td>➢ Less concern with the need to generalise</td>
</tr>
<tr>
<td>➢ A highly structured approach</td>
<td></td>
</tr>
<tr>
<td>Researchers independence from what</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2 Major differences between deductive and inductive approaches to research

Source: Saunders et al. (2009) Research methods for business students

3.2.3 Research purpose

Research purpose is one of the critical research elements, which requires a clear research question and research objectives in order to achieve the research aim. The research purpose is subject to change as the study develops, and a study may have more than one purpose (Robson, 2002). Research questions may combine elements of descriptive and explanatory study, which means that the research can have more than one purpose, as stated previously (Saunders et al., 2009). According to Collins and Hussey (2003) the aim of the research purpose is to examine existing problems and analyse knowledge in order to provide solutions and establish new systems and expand its use. The research purpose can be exploratory, descriptive and explanatory (Robson, 2002; Saunders et al., 2009). The following section explains the differences between the three types of study: exploratory, descriptive and explanatory.

Exploratory study

An exploratory study can be used to clarify our understanding of a problem and to determine whether or not a research study is worth doing. Robson (2002) defines exploratory research as “a valuable means of finding out what is happening; to seek new insights; to ask questions and assess phenomena in a new light”. Whereas Wilson (2010), on the other hand, states that exploratory studies are an important way of developing hypotheses. Exploratory studies can be conducted in three ways: “searching in the literature, interviewing experts in the field and lastly conducting focus group interviews” (Saunders et al., 2009). One of the advantages of this type of study is the possibility of
change and flexibility, enabling researchers using it to adjust to any changes if required (Saunders et al., 2009). However, according to Adams and Schvaneveldt (1991) although this type of study is flexible, there is always a specific enquiry and direction.

➢ **Descriptive study**

Robson’s (2002) definition of a descriptive study is ‘to portray an accurate profile of persons, events or situations’, whereas Wilson (2010) defines it as a way of observing and examining existing phenomena. Thus, a researcher requires a very clear understanding of the “phenomena on which they wish to collect data”. Usually, a descriptive study has some link to an explanatory study, or it could be an extension of exploratory research (Saunders et al., 2009). One of the weaknesses of descriptive studies is that we are not just required to conclude our research by describing data that has been collected, but we also need the skills of “evaluating and synthesising” that data in order to clarify the research ideas. This is the reason why researchers usually end up with descriptive-explanatory studies (Saunders et al., 2009).

➢ **Explanatory studies**

Saunders et al. (2009) state that an explanatory study tends to explain “causal relationships between variables”. It considers problems or situations by which they can explain and determine variables’ relationships. It understands the causes and effects of situations and relations (Wilson, 2010).
3.3 The research design

3.3.1 Introduction to research design

A research design is an in-depth description of the way a research study is conducted, which includes tools and strategies. It presents a clear and accurate decision that must be taken and signifies the research philosophy, purpose and which design should be used to conduct a particular study. In addition, a research design depends heavily on the nature of the research, what the study is for and the researchers’ personal experiences (Creswell, 2009). Research design can be defined as an overall plan that consists of an understanding of the research philosophy, the process required to carry out this plan and the future mission of the research that needs to be achieved (which must answer research questions). Saunders et al. (2009) definition of research design is the general plan of the research approach in order to answer research questions. In other words, the research design is a plan or framework for collection and analysis of data (Wilson, 2010). It consists of three important stages, which are philosophy (philosophical worldviews), strategies of inquiry and specific methods. These three components interact with each other and aim to translate the research approach into practice.

3.3.2 Types of the research design

It is critical to clarify the three approaches of research design that can be used, which are: qualitative, quantitative and mixed methods. Each one of these approaches has its direction
The researcher depends on the philosophical assumptions of the study and the types of research strategy and methods to be used. The following section introduces these three approaches of research design (Creswell, 2009).

- **Qualitative approach**
  This is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2009). A qualitative research project is usually associated with an inductive approach in order to provide insights that allow for the generation of theoretical frameworks that illustrate the relationship between cultural values and joint project performance (Wilson, 2010). This type of research involves questions, procedures, data collection, data setting and data analysis. The final written report is flexible in structure (Creswell, 2009). Moreover, it is clear that research using a qualitative method seems to be more concerned with the context in which each event happened. Therefore, this approach will be more appropriate for the study of a subject with a small sample size. This can be explained by the fact that induction researchers tend to work more often with qualitative data (Easterby-Smith et al., 2002). Questions usually start with “how” or “what” in order to get into the topic and describe what is going on. Data collection in qualitative research is not considered to be time-consuming and complicated, as only a small number of interviews need to be conducted, but typing and analysing interview transcripts can be extremely time-consuming (Wilson, 2010). Moreover, qualitative research is usually used for any data collection technique such as an interview or data analysis procedures – e.g. categorising data – that generates or uses non-numerical data (Saunders et al., 2009).

- **Quantitative approach**
  This is a means for testing objective theories by examining the relationship among variables, which in turn can be measured, typically using instruments, so that numbered data can be analysed using statistical procedures (Creswell, 2009). This approach starts with research assumptions about testing theories, which requires a deductive approach that is able to generalise and replicate the findings. Quantitative research is more appropriate for a large data sample (Easterby-Smith et al., 2002) and is often related to a deductive approach (Wilson, 2010). In other words, it is a method that involves the process of
collecting data, analysing that data statistically, interpreting it and writing up the results of the study (Creswell, 2009). The quantitative approach uses numerical data and the final report has a certain structure that needs to be fixed. The structure of the final written report consists of an introduction and a description of relevant literature and theory, methods, results and a discussion. Instead of generating a theoretical framework as a possible outcome, the researcher can apply an existing theory that may help interpret the researcher’s findings. The quantitative research question usually starts with “why” in order to determine the relationship between variables. The data collection of quantitative research is considered to be time-consuming and problematic, but the analysis and data collection is straightforward (Wilson, 2010).

> **Mixed methods approach**

It is a combination of both qualitative and quantitative approaches. In this approach to research, there must be philosophical assumptions that support the use of both approaches and give the overall strength to the study. It is more than simply collecting and analysing data. In fact, using mixed methods for data collection adds more value to the research. Taskakkori and Teddlie (2003) state that mixed methods research is useful because it not only provides better opportunities for the researcher to answer the research questions, but also allows the researcher to better evaluate the extent to which the research findings can be trusted and inferences made from them. Saunders et al. (2009) argue that there are two advantages of using the mixed method as different methods can be used for different purposes in a study and give the researcher more confidence, and this has led to increase the use of mixed methods research in recent years (Wilson, 2010). It combines and uses both types of research design – qualitative and quantitative – in the same piece of research. It involves not only simply collecting and analysing both types of data, but also using both approaches in tandem, which adds to the overall strength of the study and makes it better than either quantitative or qualitative research individually (Creswell, 2009). Researchers have identified three main strategies of conducting mixed method research, namely sequential mixed methods, concurrent mixed methods and transformative mixed methods. The difference between the qualitative and quantitative study approaches is that the quantitative approach relies upon numerical data manipulation, whereas the data collected for qualitative research consists of verbal responses to questions, usually of an open-ended or multiple-choice type (Creswell, 2009). Wilson (2010) also notes that qualitative research provides information in narrative form, while quantitative studies produce numerical results.
3.3.3 Stages of the research design

- **Determine philosophical worldview**

As mentioned earlier in this chapter, research philosophy is critical to any study in defining its existence and importance and in the research design stage, researchers need to determine which research philosophy they will follow to achieve their outcome. The four types of research philosophy are explained clearly earlier in this chapter.

- **Strategies of inquiry – Methodologies**

Creswell (2009) defined “Strategies of inquiry” as “types of qualitative, quantitative or mixed methods designs or models that provide a specific direction for procedures in a research design”. States of inquiry can also be known as “approaches to inquiry” or “research methodology”. Saunders et al. (2009) define the research strategy as a “General plan of how the researcher will go about answering the research questions”. Researchers must choose a research strategy that enables them to answer research questions and meet their objectives, extend their existing knowledge and maximise the researcher’s available time and resources (Saunders et al., 2009). Research strategies can be classified into five main types (Saunders et al., 2009; Wilson, 2010), namely: experiment, survey, case study, action research and grounded theory and will be explaining in more detail in the following section.

1. **Experimental strategy**

The purpose of an experimental strategy is to study the causal relationship between two variables and to determine how the change in one independent variable will affect another dependent variable (Saunders et al., 2009; Wilson, 2010). It is often concerned with natural and social science, particularly psychology. There are two types of experiment strategies: the simplest experiments are only focused on determining whether there is a link between two variables, while the second type involves more complex experiments which are concerned with determining the size of the change and the importance of the relationship between two or more independent variables. It is therefore useful to answer “how” and “why” questions (Saunders et al., 2009).

Experimental strategies help to determine what should be investigated and should eliminate other alternative explanations, as the random assignment confirms that both groups (the experimental and the control) are exactly the same in all respects, except for
the focus variable, and that this kind of research can easily be replicated by another researcher (Easterby-Smith et al., 2008). However, the experimental strategy has some drawbacks, as it is practical and ethical and thus difficult to achieve selection of a suitable, random sample of employees and managers due to unwillingness of the individuals concerned. It could be considered unfair to carry out experiments since some people may not be willing to participate, thus it is used primarily by university students and employees of particular organisations (Saunders et al., 2009).

(2) Survey strategy
The survey strategy is a very useful strategy for business and management researchers, and it aims to answer questions of “Who”, “What”, “Where”, “How Much” and “How Many”. This explains why it has always been related to the deductive approach and why it is has been used for exploratory and descriptive research (Saunders et al., 2009). This type of strategy allows for collecting large amount of data from a sizeable population; data are often standardised and it is therefore easy to make comparisons. It allows the researcher to collect quantitative data, which can be analysed by using descriptive and inferential statistics. Also, helps determining the reasons for particular relationships between variables and to produce models of these relationships. This all gives the researcher more control over the research process and it is easy to generalise the findings or the results of sampling used at a lower cost than would be associated with collecting the data for all the people. However, the researcher needs to spend time to ensure that the sample used is representative; analysing the results is time-consuming, even when using analysis software; the response rate maybe low; and the data collected by the survey strategy is limited to the number of questions that a questionnaire can contain (Saunders et al., 2009).

(3) Case study strategy
Robson (2002) defines a case study as “a strategy for doing research, which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence”. The case study strategy is usually used in explanatory and exploratory research because the researcher has the ability during the case study strategy to determine the answer to the questions of why, what and how (Saunders et al., 2009). Case studies can be divided into two main types: a single case study, which can be viewed as a single experiment; and multiple case studies, which can be viewed as multiple experiments (Wilson, 2010). There are different case study data collection techniques, such as interviews, surveys, questionnaires and observation and most often
case study strategies combine more than one technique (called “triangulation”). Triangulation refers to the use of different approaches, data collection techniques and methods in the same study (Collis & Hussy, 2003; Saunders et al., 2009) in order to obtain greater validity and reliability than a single methodological approach could achieve (Collis & Hussy, 2003). The case study strategy is a very useful way of exploring existing theory and generating new research questions (Saunders et al., 2009). However, the nature of the case study means that it may influence the conclusions or emphasise a particular perspective (Robson, 2002). In addition they take a long time to carry out, delaying the completion of the study (Yin, 2009).

(4) Action research strategy
This approach aims to find resolutions for important organisational or social issues by using a scientific approach with people who experience those issues directly (Saunders et al., 2009). According to Wilson (2010), a researcher using this strategy “actively observes a situation and is engaged with the phenomenon being studied in order to bring about change”. It is clear from these purposes that the main goal of action research is not only to determine the solution to existing problems but also to learn from the results (both intended and unintended) and to contribute to scientific knowledge and theory (Saunders et al., 2009). Action research comprises iterative cycles of three steps: planning action, taking action and evaluating the action, which leads to repeating the whole cycle again, and so on (Saunders et al., 2009).

(5) Grounded theory strategy
Grounded theory can be used to establish a new theory because it combines the inductive and deductive approaches (Saunders et al., 2009). Glaser and Strauss first formulated grounded theory in 1967 (Saunders et al., 2009) and they clarified the issue for the researcher intending to develop a theory by using a “comparative method”. In other words, it is looking at or observing the same process and event in different situations or departments or organisations at the same time (Easterby-Smith et al., 2008). This strategy is useful for research to explain and predict people’s behaviour as far as business and management are concerned. For instance, grounded theory can be used to explore a broad range of business and management issues such as those specific to consumers and those focused on employees (Goulding, 2002).
Research methods

According to Robson (2002), the next important step after determining the most suitable research strategy is to decide how to collect the empirical data. Research methods involve data collection, analysis and interpretation. Each research strategy’s “methodology” has different tools ‘methods’ that help collecting the data. The data can be collected in different ways such as the use of an instrument or test, a behaviour checklist, visiting a research site and observing the behaviour of individuals or conducting an interview. The collection of data can be divided into two main types, which are secondary and primary data techniques. Saunders et al. (2009) states that most research projects need some combination of secondary and primary data to help the researcher answer the research question and meet the research objectives. A description of these two types is presented below.

- **Primary data collection technique:** Wilson (2010) defines it as “the data that needs to be collected by the researcher themselves using a variety of collection tools such as interviews, observation and questionnaires.”

- **Secondary data collection technique:** Secondary data is defined as existing data or data used for the research project that has already been collected for some other purpose (Wilson, 2010). Saunders et al. (2009) specify three types of secondary data collection technique, which are:
  1. **Documentary secondary data,** in written forms, such as books, reports, journals, newspapers, articles, magazines, minutes of meetings, transcripts of meetings, transcripts of speeches, public records and emails, as well as non-written forms, such as voice and video recording, television programs, films, drawings and pictures.
  2. **Survey-based secondary data** that has already been produced using survey strategies, often by questionnaires that have already been analysed for their original purpose.
  3. **Multiple-source secondary data,** which have been collected by documentary or survey collection methods, or both.

However, these data might be outdated, or collected for a purpose that does not match the researcher’s problem or need. It might also be difficult or costly to access high-quality secondary data or verify its reliability (Saunders et al., 2009). Table 3.3 below presents the different methods of data collection according to each research design.
<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
<th>Mixed-Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-determined</td>
<td>Emerging methods</td>
<td>Both pre-determined &amp; emerging methods</td>
</tr>
<tr>
<td>Instrument-based questions</td>
<td>Open-ended questions</td>
<td>Both open-and closed-ended questions</td>
</tr>
<tr>
<td>Performance data, attitude data, observational data and census data</td>
<td>Interview data Observational data</td>
<td>Multiple forms of data</td>
</tr>
<tr>
<td>Statistical analysis</td>
<td>Document data and audio-visual data</td>
<td>drawing on all possibilities</td>
</tr>
<tr>
<td>Statistical interpretation</td>
<td>Text and image analysis</td>
<td>Statistical and text analysis</td>
</tr>
<tr>
<td></td>
<td>Themes, patterns of interpretation</td>
<td>Across databases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interpretation</td>
</tr>
</tbody>
</table>

Table 3.3 Qualitative, mixed and quantitative methods

Source: Creswell (2009) Research design: Qualitative, quantitative and mixed-methods approaches

It is important to mention the difference between methods and methodology. Any researcher should be clear about these differences as they determine the way in which a research study is going to be conducted and, accordingly, the quality of information that it will provide. Methodology has a great importance to any study and it is the only way to transform ideas, assumptions and philosophies into real factors and practice. It captures the validity and reliability of any of a study’s outcomes. If the research methodology is clear, well designed and systematically represents the research problems, the study itself can be recognised and approved. Researchers must therefore understand the differences between methods and methodology, the philosophical rationale behind any study, the nature of study and why this study should be conducted in a certain way and not in another.

Methodology is the strategy used to conduct the study, including the research design chosen and the selection of qualitative, quantitative or mixed methods. It is about the strategies through which the research is accomplished and involves the use of theory, data collection and analysis (Saunders et al., 2009). In contrast, methods are the tools selected within strategies that help choose and select data. Wilson (2010) defined methods as the different techniques that can be used to collect and analyse data, while Saunders et al. (2009) define the term “method” as the ways and procedures used to collect and analyse data, such as interviews, observations, questionnaires and quantitative and qualitative analysis techniques.
3.4 The adapted research project methodological design

The aim of this study is to explore the context of KSA organisations in which a new leadership approach can be established to enhance leadership practice and therefore the productivity and performance of organisations. To obtain this, a research methodology design has been established to enable the researcher to conduct this study and achieve the desired research aim. As stated earlier in this chapter, a research study is a way of developing knowledge, whether this knowledge is a new theory of human inspiration that is based on some assumptions and observations or is a development of an existing theory that helps in solving particular problems. Figure 3.4 presents the methodological research design of this study.

Figure 3.4 Overview of the research methodological design

Source: Fieldwork

Scholars have identified many different strategies and techniques for collecting, recording, analysing and interpreting data. Each one has different applications for solving different problems, and in it is way aim to obtain, as far as possible, the best result from of the study. The following explains the stages of the research methodological framework design adapted for this study.

3.4.1 Philosophy of the research project

This study relies on the philosophical position of social constructivism, interpretivism, which is appropriate due to the nature of the study and the methodology that will be used,
namely the grounded theory approach, as well as to the central use of qualitative methods. Leadership is all about people’s behaviour and interactions with each other and with other social conditions. It is about how people attempt to understand the world and find ways to make sense of it, by working together and sharing ideas and experiences.

3.4.2 Research project approach

Each form of research has several research approaches and methods and “both quantitative and qualitative research use rigorous, explicit and systematic approaches to investigation and use a research method that is best suited to the research question being asked” (Hancock et al., 2009). This research project aims to explore the context of KSA organisations an investigate leadership practice within this context. Therefore, the qualitative inductive approach is most applicable and would help achieve the aim of the research. This approach is concerned with the context “in which such events were taking place” and works better with small samples. It usually uses a variety of methods to collect data that is related more closely to qualitative data collection. However, a longer period of time is required to conduct a study using the inductive approach, as it takes time to observe a situation, collect qualitative data and then analyse it (Saunders et al., 2009), and the researcher of this study strived to minimise the impact of such factors and used research time effectively during the undertaking of the empirical work.

3.4.3 Research project methodology – Strategy

Grounded theory research strategy is the chosen methodology and it is a very helpful and suitable approach for understanding such complex and diverse context. It will help to establish an approach, model or theory for effective leadership practice within KSA organisations. According to Strauss and Corbin (1998) grounded theory is “Theory that was derived from data, systematically gathered and analysed through the research process”. Whereas this research focuses on studying people’s actions and relationships and the impact of these actions and relationships on organisations’ performance, the grounded theory approach helps us gain an understanding of these complex interactions and behaviours. This study focuses on leadership and how leaders behave in the specific context of KSA organisations. Hansen (2005) argues that any human activity tends to involve several participants, and therefore, the action of a leader cannot be separated from the context.
3.5 Justification for using grounded theory

The strategy for conducting this investigation is an open and developing strategy that has no explicit hypothesis and allows for using an open method. However, having no hypothesis to be validated requires a very wide sample of data in order to explore new critical factors. Thus, the grounded theory approach is very useful in this case and would heavily inspire the research result. The observation unites chosen work as case studies and is analysed using grounded theory analysis techniques. It is critical to understand that there are two types of data material in grounded theory, namely data material that reflects the respondents’ interpretations and the analysis results, and the researchers’ interpretations of these interpretations. However, the results are influenced by both the researchers’ and the respondents’ ability to interpret (Hansen, 2005). There are several reasons to justify the adaption of grounded theory, and are listed below:

- Grounded theory is best strategy for an inductive “building theory approach”, which is the adapted approach for this study.
- It allows for the development of a theoretical understanding of the topic under investigation, while simultaneously supporting the empirical observations or data.
- A qualitative methodology like “grounded theory” is considered as a very useful and suitable approach for examining complex situations, such as people’s interactions and behaviours within an organisation.
- When studying social process or phenomena such as “leadership”, careful use of grounded theory helps theorise it where other research methodologies failed.
- It helps the researcher be more sensitive to “contextual factors” which, in leadership research, are visible within the research process.
- It is very useful for the interpretive studies that aim to generate “sensitive understanding” of people lives process in organisations
- It is noticeable that qualitative research within the field of leadership is somewhat rare and scholars claimed for its valuable implications.
- Grounded theory has been used a lot within the field of leadership and has become well recognised as an effective approach. (Glaser & Strauss, 1967; Kriflik & Kriflik, 2006)

Kriflik and Kriflik (2006) state that the most critical issue in grounded theory is to be clear of the main concern or problem and how it must be solved. According to Meers (2009) the grounded theory approach gives the research unique abilities that allows us to:
Step back and critically analyse situations
Recognise the tendency toward bias
Think abstractly
Be flexible and open to helpful criticism
Sensitivity to the words and actions of respondents
A sense of absorption and devotion to the work process (Meers 2009)

Therefore, this study promises to take the challenge of applying the grounded theory approach and systematically gathers empirical data by the means of interviews and case observations. It will also, as far as possible, aim to obtain the best advantage of using grounded theory analysis procedures and techniques.

3.6 Methods – Data collection techniques
Whereas the chosen approach for this study aims to explore the interaction between individuals and situations within complex organisational contexts, the method applied must be suitable to understanding this interaction, and inductive in nature. Methods usually involve collecting and analysing data as well as “adopting an overall framework which is systematic, emergent, non-linear and without researcher preconceptions, in order to generate a theory about a substantive area” (Kriflik & Kriflik 2006). Therefore, interviewing has been chosen as the primary method of collecting data. Interviews were designed to be semi-structured using open-ended questions, which gives participants a chance to talk and explain situations and present new ideas. According to Johnson (2008) and Thornhill (2009), the use of semi-structured interviews gives the researcher flexibility to explore more deeply the responses of participants, as it allows the generation of new questions and makes the interview more conversational. For the purpose of this study, the qualitative method will be used first to explore and obtain a feeling for key issues, after which more interviews will be conducted to explore more ideas or to reach saturation. After that, observation may used to add more value and validity to interview findings.

3.7 Justification for using qualitative method
The reasons for not applying quantitative method are manifold, but the most important reason is that this study is taking place in an organisational context and involves people’s behaviours and interactions, which are hard to quantify. This fact also makes it hard to identify and control “variables and perspectives on the process of implementation or
express it numerically” (Rafferty, 2011). According to Rafferty (2011) “qualitative research is largely concerned with generating explanations of human processes and social phenomena, the lived experience of individuals and groups”. In addition, when using a grounded theory approach, the participants’ experience, perspective and understanding are very critical to the research findings therefore, the qualitative research method is considered to be the most appropriate for this study. Miles and Huberman (1994) summarised the advantages of using the qualitative approach, as follows:

1. The capacity to recognise differences in the ways in which participants experience, understand and make sense of the same events
2. Acknowledging complexity and the real-world context
3. The examination of behaviour in natural settings without manipulating variables in those settings
4. The use of the reported experience of participants as valid data
5. A focus on description and interpretation
6. The use of systematic but flexible analytic process which are responsive to emergent data
7. The possibility of generating new concepts or theory (Miles and Huberman, 1994)

3.8 Justification for using interviews

There are several advantages of using interviews, which are:
1. Interviews can reflect the reality of people’s action within an organisational context
2. Very useful for understanding people’s behaviour and reaction to a phenomena
3. The data collected by interviews are very rich and help construct relationships between variables
4. They show the perspectives and voices of the people we study
5. Not easy to observe and identify skills and challenges that are related to this research
6. The dynamism and flexibility of interviews helps us to understand the situations that are investigated, from participant’s point of view

The adaptive research methodology design is shown in detail in Figure 3.5.
What is the data analysis process?

After clear identification of the research project design, and clearly discussing all aspects of it, it is vital to understand the way in which the data are going to be analysed. Data analysis is the way in which a research data can be used to provide understanding of the situation or case that been studied. In qualitative research, analysis means generating new relationships, concepts and theories from data so that it becomes meaningful. Each research approach has different data analysis techniques and procedures, besides the grounded theory also has its unique analytical technique and procedure. Generally in grounded theory, the analysis involves intensive reading through interview transcripts and description by labelling sentences or paragraphs. According to Glaser and Holton (2007) description is the explicit goal in qualitative data analysis. Most importantly is interpretation in which the researcher influences the meaning giving to the data by her perception, understanding and personality. Then, categorisation is when a stronger relationship between core categories and the variables of those core categories is reached.
According to Creswell (2009), the qualitative research data analysis is simultaneous and ongoing. A researcher must therefore recognise the significance of any given information during the data collection phases. Interesting data may redirect the research to allow for further investigation. For example, Meers’ (2009) study was initially concerned with exploring whether there was a singular formative event in the lives of leaders who were perceived to be effective. However, while conducting interviews and analysing the data from them, it became clear to Meers “that while there may not have been a singular formative event in the development of these leaders, these leaders definitely demonstrated the ability to learn and grow from their various life experiences”. This idea led to a new theory: “how effective leaders learn from significant life experiences, which also led to revisions in the interview protocol” (Meers, 2009).

According to Glaser and Holton (2007) grounded theory “stands alone as a conceptual theory generating methodology and it can use any data, but obviously the favourite data to date is qualitative”. Grounded theory, as explained by Komives and Owen (2005) focuses on building a new theory of a phenomenon that relates to a particular situation, which comes from the experience and perceptions of the participants. Although grounded theory is designed, it offers a great flexibility because of its unique and explicit data collection and analysis procedures. It can be “simultaneous, sequential, subsequent, scheduled and serendipitous, forming an integrated methodological ‘whole’ that enables the emergence of conceptual theory as distinct from the thematic analysis characteristic of QDA research” (Glaser & Holton, 2007). The researcher interpretation and personalise credit that grounded theory offer makes it also different from other qualitative data analysis techniques as will be discussed in the following section.

### 3.9.1 Grounded theory analysis procedure

Grounded theory can be defined as “a set of carefully grounded concepts organised around a core category and integrated into hypotheses” (Glaser and Holton, 2007). Its aim is generating a conceptual theory of time, place and people, and different from the qualitative data analysis qualitative data analysis that aim for perfect and accurate description. The researcher must understand that grounded theory is not findings, not accurate facts and not description. It is straightforward conceptualisation integrated into a theory that represents a reasonable grounded hypotheses (Glaser & Holton, 2007).
There are also different stages through the coding process, which allows for developing a very well established conceptual model. Different researchers (Claser & Strauss, 1967; Glaser, 1978; Strauss & Corbin, 1990; 1998; Charmaz, 2006; Birks & Mills, 2011) have different views of how the researcher must develop a theory using the grounded theory approach. For example, Glaser (1978) states that a theory should emerge by constant compassion, not forced, whereas, Strauss and Corbin (1998) argue that it is a structured approach to grounded theory through prescriptive and develops categories, and Charmaz (2006) believes that categories and theory must be constructed by the researcher. Table 3.4 below represents the different approaches to coding procedures.

<table>
<thead>
<tr>
<th>Reference</th>
<th>First level</th>
<th>Second level</th>
<th>Third level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claser &amp; Strauss (1967)</td>
<td>Coding &amp; comparing incidents</td>
<td>Integrating categories &amp; properties</td>
<td>Delimitating the theory</td>
</tr>
<tr>
<td>Glaser (1978)</td>
<td>Open coding</td>
<td>Selective coding</td>
<td>Theoretical coding</td>
</tr>
<tr>
<td>Charmaz (2006)</td>
<td>Initial coding</td>
<td>Focused coding</td>
<td>Theoretical coding</td>
</tr>
<tr>
<td>Birks &amp; Mills (2011)</td>
<td>Initial coding</td>
<td>Intermediate coding</td>
<td>Advanced coding</td>
</tr>
</tbody>
</table>

Table 3.4 Phases of coding
Source: Birks & Mills (2011)

After a clear comparison between different schools that represent distinctive procedures to data analysis within grounded theory approach, the researcher adapted Corbin and Strauss’ (2008) coding procedures. The coding process is based on two levels of codes, both of which share common properties and dimensions that together form a category:

- Higher level code: Represent the most repeated concepts among participants, and therefore represents the main concepts.
- Lower level code: Less repeated concepts and therefore used to explain the higher level codes.

“In inductive data analysis researchers build patterns, categories, and themes from the bottom up by organising data into increasingly more abstract units of information and working back and forth between themes and the database until researchers have established...
a comprehensive set of themes” (Daniel & Amanda, 2011). It is coding procedures, in which researchers develop stages of coding in order to develop a theory. For example, Corbin and Strauss’ (2008) stages of coding are open coding, axial coding and selective coding. Table 3.5 below represents the different stages of coding procedure, their aim, features and analytical tools.

<table>
<thead>
<tr>
<th>Open coding</th>
<th>Axial coding</th>
<th>Selective coding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims of the method</strong></td>
<td><strong>Aims of the method</strong></td>
<td><strong>Aims of the method</strong></td>
</tr>
<tr>
<td>To identify discrete concepts, which are the basic units of grounded theory analysis</td>
<td>To generate tentative statements of relationships between phenomena</td>
<td>To integrate and develop the grounded theory.</td>
</tr>
<tr>
<td><strong>Features of analysis</strong></td>
<td><strong>Features of analysis</strong></td>
<td><strong>Features of analysis</strong></td>
</tr>
<tr>
<td>Interview transcript: A sentence, a paragraph, an interview</td>
<td>The condition that gives rise to the “phenomenon” and the “context” in which the concept is embedded</td>
<td>Various categories integrated to form “grounded theory”</td>
</tr>
<tr>
<td>Field note: An episode, an observation</td>
<td><strong>Coding process</strong></td>
<td><strong>Coding process</strong></td>
</tr>
<tr>
<td>Labelling – Categorising – Dimensionalisation</td>
<td>Relating categories with subcategories (links at “dimensional level” between concepts in the research situation)</td>
<td>Identify “core category” (central phenomenon) that represents the main theme of the research</td>
</tr>
<tr>
<td>codes from the process become “properties” of categories</td>
<td><strong>Analytic tools</strong></td>
<td><strong>Analytic tools</strong></td>
</tr>
<tr>
<td></td>
<td>Paradigm: A phenomenon is analysed in terms of its context, conditions and consequences.</td>
<td>Paradigm Model, Reflexive Coding Matrix: A relational hierarchy for contextualising the core category, which includes “properties” “processes”, “contexts”, and “modes for understanding the consequences”. The matrix is the contingent relationships established by the conditional relationship guide</td>
</tr>
<tr>
<td></td>
<td>Condition Relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guide: Asking and answering relational questions about the categories to relate structure to process. Contradictions between reality and hypotheses to refine the description of categories</td>
<td></td>
</tr>
<tr>
<td><strong>Analytic tools</strong></td>
<td><strong>Analytic tools</strong></td>
<td><strong>Analytic tools</strong></td>
</tr>
<tr>
<td>Fracturing (microanalysis): Taking data apart and examining the discrete parts for differences and similarities</td>
<td></td>
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<tr>
<td>Constant comparative method: Incidents are compared in terms of properties and dimensions</td>
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</tbody>
</table>

Table 3.5 Coding procedure in data analysis process

Source: Daengbuppha et al. (2006)
3.10 Limitations of the research project methodological design

Although this research approach is very useful, there are some potential drawbacks. Grounded theory is a very time-consuming strategy. It requires time, effort and a lot of activities to be performed simultaneously. While other method, the process of data collection and analysis is sequential. A researcher can collect all data and then move to the analysis process without going back to collect additional data. While in grounded theory the process of data collection and analysis is simultaneous, as the researcher analyses data and generates coding, categories and concepts along during the data-collection process. The data collection technique, therefore, can be stopped at the point of saturation. In grounded theory, the qualitative approach must be adopted, and interview is the most suitable method of collecting data, which can also be disadvantageous. Using different methods of collecting data, such as conducting interviews and surveys can be very useful. Saunders et al. (2009) argue that there are two advantages of using the mixed method; different methods can be used for different purposes in a study and give the researcher more confidence. While the analysis of qualitative data is very hard, analysis of quantitative is comparatively straightforward. The data gathered using the grounded theory approach must be analysed in order to help construct new a theory, model or approach, which is not always possible.

In the following chapter, Data collection, the researcher will comprehensively explain the research methodology adapted and discuss in detail the process of data collection.

3.11 Conclusions

The research methodology is a critical stage of any research project, as a researcher cannot conduct a study without a methodological strategy or approach. The researcher in this chapter introduces the research methodology and discusses its importance, stages and different approaches. The researcher reviews knowledge of research methodology and introduced it is critical aspects to help design this project’s methodological approach. That includes philosophical worldviews, approaches, purposes, methodologies and methods. Then, the research designed a specific research approach based on the research project’s needs and specification. It clearly discusses how did the research-conducted data with clear justification of each step taken. Finally, the limitations of the research project methodology and design are provided and discussed.
Chapter 4: Grounded work and data collection

4.1 Introduction

This chapter introduces the process of the groundwork for this research project, which includes the two main stages of data collection. The first stage is the initial interview of the data collection process, which represents how the research starts the empirical work and provides initial findings, assessment limitation and advantages. The second stage is the main data-collection process, in which the researcher systematically discusses and explains the method used to collect the data. In addition, it illustrates the sample population and theoretical sampling, including the criteria for observation units and participants. This chapter also introduces the research interviews by presenting the interview design and procedure. Research-participant profiles and other sources of data that have been used are discussed. Finally, a short conclusion is given in order to highlight the main issues that have been outlined in the chapter.

4.2 Introduction to the adapted data collection process

![Data Collection Process Diagram]

Figure 4.1 The adapted data collection process

Source: Fieldwork
The process of data collection is very significant to the research, and the research may be taken in different directions according to which methodology the researcher has chosen. Most research process begins with finding relevant literature and other supportive secondary data that needs to be read and analysed through the course of study. The process also involves the identification of the types of data, methods of data collection, and the strategy that needs to be implemented. The researcher designed the above presented data collection process as shown in Figure 4.1 according to the nature and requirements of this research project. As has been discussed in Chapter 3, the researcher chose to adapt grounded theory approach, as this research is inductive in nature. The justification for and limitations of this research project methodology have also been explained in the research methodology chapter.

However, in this stage, the researcher explains the process of data collection as presented in Figure 4.1, and clearly discusses it in order to provide a comprehensive understanding of how this research project’s data have been collected, and how this method has helped to achieve the research project’s aim and objectives. It begins by determining the adapted strategy (grounded theory) and the chosen method (in-depth interviews). The researcher will then explain in detail how to employ grounded theory to the research by “Theoretical Sampling Technique”, which involves three critical stages:

- Selection and access
- Sampling criteria
- Participant criteria

These three critical aspects help the researcher to define the case studies (companies) of the research project, by aspects such as the type of industry and number participants (sample population) and the research project context (level of analysis or research scope). The determination of method (in-depth interview) was very important in knowing exactly the type of data needed (semi-structured interview), how it could be understood (interview design) and collected (interview procedure) in order to obtain the aim of the research. This process is very critical to be understand and implemented as the aim of grounded theory is to build a theory that relates to a particular situation, which comes from the experience and perceptions of the participants, in other words, the primary data of this particular research, which all required a unique and applicable data collection process.
4.3 Implementation of data collection process

4.3.1 Stage 1 - Initial interviews

The process of data collection went through different stages according to the researcher’s strategic plan and schedule, and systematically follows the qualitative research approach. A semi-structured interview is the chosen method for data collection. The researcher starts by conducting initial interviews to execute the most crucial part of the research, which is the data collection and analysis. This process aims to assess the condition and environment in which the study is examined, as well as to enhance the researcher’s ability and skills necessary for this specific task. Initial interviews give the researcher a chance to validate the applicability of the research design and method that has been chosen.

In addition, this helps the researcher to design the interview questions and make sure they expose ideas and meanings, which will add value and validity to the questions of the next round of interviews. The data collected from the initial interviews enhances the understanding of the researcher, and gives a wider view of the subject from a different angle. As conducting interviews is the main data collection method used for this study, all of the abovementioned advantages work together to improve the interview process and the overall result of the study. The main aim of the initial interview stage is to form well designed questions and to enhance the accuracy of the main study result. This stage involves several steps, which are:

- Initial data collection (conducting interviews)
- Initial data analysis (identification of codes, themes, concepts)
- Stage assessment (limitation, advantages, developments)

The researcher starts reviewing the KSA industrial sectors by searching online, making contact and selecting companies. This is very helpful as it enables the researcher to define exactly the sector and companies that will be used as the study samples. The second important step was designing and conducting the initial interviews. The researcher was able to select and contact four participants from different companies, principally from the construction and manufacturing sectors. The interviews with each participant lasted for an hour and a half, exploring participants’ views of leadership practice within the Saudi Arabian organisational context. These interviews were conducted in November 2011, and given that participants were located in KSA and the researcher was based in the UK, a
Skype call was used as a means of conducting the interviews that have been recorded and transcribed at a later stage. Table 4.1 below represents the initial interview participants’ profiles.

<table>
<thead>
<tr>
<th>Type of companies</th>
<th>Level of organisational management</th>
<th>Number of interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior manager</td>
<td>Middle manager</td>
</tr>
<tr>
<td>1. Construction 1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2. Construction 2</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>3. Manufacturing</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

**Table 4.1 Interview participants’ profiles**

*Source: Fieldwork*

The first interview was with a middle manager of Construction Company 1 (Const.Co.1.M1), who then directed the researcher to an operational manager (Const.Co.1.O1), for the second interview within the same company. The third interview was with a middle manager of Construction Company 2 (Const.Co.2.M1), and the fourth interview was with middle manager of a Manufacturing Company 1 (Manu.Co.1.M1). All participants were Saudi and all companies were KSA International companies.

The interviews were designed to be semi-structured interviews using open-ended questions, which gives participants chance to talk and explain situations and new ideas. The interviews were transcribed immediately and were revised to ensure that data are correct and ready for analysis. Participants were not from the same level of management, which helps to provide a wider understanding of leadership issues across various levels, and provide an opportunity to discuss important topics related to the research aim. This research focuses on studying people’s actions and relationships, and the impact of these actions and relationships on an organisation’s performance. It focuses on leadership and how leaders practice their role within the context of Saudi Arabian organisations, where any human activity tends to involve several participants, and therefore, the action of a leader cannot be separated from the context (Hansen, 2005).

As been discussed in Chapter 3, the researcher applied the grounded theory approach to explore leadership practice in the context of a KSA organisation to enhance its
performance and productivity. Four critical stages within the grounded theory approach must be applied to represent the findings of the study, which are theoretical sampling, data collection, coding and data analysis (Daniel & Amanda, 2011). The data collection depends on the theoretical sampling, which is introduced by the researcher and, where coding is the most important part of the data analysis and is the only way to obtain meaningful findings from interviews data. Both will be discussed comprehensively in the next stage of data collection.

Initial data can be only found by analysing the interview transcripts. Data analysis starts by “reading through all the data to get a general sense of the information and reflect on its overall meaning” (Creswell, 2009). Then, a more systematic data analysis technique was used to organise the data into themes and categories. Using the interview transcripts, the researcher starts coding and bringing themes and concepts into categories. The researcher starts to explore categories and themes from the data and organises them into more conceptual units in order to represent meaningful information. Reading the data over and over again enhanced the researcher’s ability to represent more accurate themes and concepts.

As been discussed in Chapter 3, there are critical steps for coding, which are open coding, axial coding and selective coding. In this initial stage of data analysis, the researcher used the manual coding process; Table 4.2 represents the initial findings of the first stage of data collection. “In inductive data analysis researchers build patterns, categories, and themes from the bottom up by organising data into increasingly more abstract units of information and working back and forth between themes and the database until researchers have established a comprehensive set of themes” (Daniel & Amanda, 2011), and this is what the researcher aims to do in this stage.

4.3.2 Initial data analysis

The data analysis involves identifying codes (open code, axial code, selective code) that lead to the identification of a number of concepts, which are represented in Table 4.2. While only four interviews are introduced the initial stage of data collection, it is still important to consider when the next stage of data collection will be conducted. Concepts generated from the initial stage encourage ideas and themes, all of which, can be influential factors in supporting the development of data collection and analysis.
Participants’ views have been presented by making codes for each participant and their companies, following this structure:

Type of Industry, level of management, number of participant,

- Participant 1 of Construction Company 1 (Const.Co.1.M1)
- Participant 2 of Construction Company 1 (Const.Co.1.O1)
- Participant 1 of Construction Company 2 (Const.Co.2.M1)
- Participant 1 of Manufacturing Company 1 (Manu.Co.1.M1)

<table>
<thead>
<tr>
<th>Code</th>
<th>Concept</th>
</tr>
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<tbody>
<tr>
<td>Culture</td>
<td>- Culture differences are problems faced by any leader</td>
</tr>
<tr>
<td></td>
<td>- Changing someone’s culture is impossible</td>
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<td></td>
<td>- Workers’ culture and nature influences the productivity of these type of projects</td>
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<tr>
<td></td>
<td>- We are not against any culture; each one of us has its own part of this success</td>
</tr>
<tr>
<td>Leadership</td>
<td>- Aware of how to deal with people who manage or lead</td>
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<td></td>
<td>- There needs to be a combination of experience and knowledge</td>
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<td></td>
<td>- Leadership is all about how could people work and be productive without depending only on one person</td>
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<tr>
<td></td>
<td>- It is leading by example; if worker sees that his leader loves his work, works hard, and believes in it, this is the first and most influential aspect</td>
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<tr>
<td></td>
<td>- Human values are the most influential aspect of leadership practice</td>
</tr>
<tr>
<td>Education</td>
<td>- This kind of program must help develop and bring a new leaders to the workforce</td>
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<tr>
<td></td>
<td>- Courses related to management and managerial skills are critical</td>
</tr>
<tr>
<td></td>
<td>- Companies are required to employ people who are very qualified, experienced and with great personal and managerial skills</td>
</tr>
<tr>
<td>Values</td>
<td>- Work is not about money, or forcing people to work. It is about working with love and respect</td>
</tr>
<tr>
<td></td>
<td>- If employees do not love it, they are not motivated to work</td>
</tr>
<tr>
<td></td>
<td>- To develop oneself, one has to love their work</td>
</tr>
<tr>
<td>Motivation</td>
<td>- Motivation is the core principle for today’s challenging work environment</td>
</tr>
<tr>
<td></td>
<td>- If someone does something good, he must be rewarded and motivated</td>
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<tr>
<td></td>
<td>- Some people can be motivated by nice words, some by money and some by a gentle way of dealing</td>
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<tr>
<td></td>
<td>- As long as you go down level, money talks</td>
</tr>
<tr>
<td>Change</td>
<td>- First of all people, and how have we changed people’s mentality. It was extremely difficult</td>
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<td></td>
<td>- Young people can always have dynamic ideas they very forward into change management</td>
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<td></td>
<td>- There are so many people resistant to change, which is one of the major concerns</td>
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<td></td>
<td>- We should change ourselves and start thinking about making change and forget about negativity</td>
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<tr>
<td>Couse of success</td>
<td>- A very important aspect here is the level of enjoymet, love and commitment that people have for their job</td>
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<tr>
<td></td>
<td>- If people see a project as being their own, they love to work for its success</td>
</tr>
<tr>
<td></td>
<td>- It is not about money, or forcing them to work or any other</td>
</tr>
</tbody>
</table>
ways. It is about working with love and respect
- It is about the way of dealing. It is about equality. Help people, so they can help themselves.

**Authority**
- Each project manager or leader has a limited authority
- They must have a level of authority, confident and responsible
- In this company the management approach gives each project manager the level of authority that is necessary
- Yes – the management officer gives authority to the project manager that is an important and project manager will be accountable for

**Diversity**
- It is very important to have different nationalities in the workplace, because diversity is important and brings a lot of opportunity
- If people are all from the same nationality, they would be relatively similar in their approaches to the work, and work would therefore not be as competitive or innovative as it could be
- I need to understand the connection between some culture and mobilise my team in a way so as to make use of all of them together

<table>
<thead>
<tr>
<th>Table 4.2 Initial code and concepts of the initial data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source:</strong> Fieldwork</td>
</tr>
</tbody>
</table>

The table 4.2 for example, shows leadership as a code, but also explains what kind of leadership is needed, from a participant’s point of view. The leadership that involves sharing, caring and working together, and not only creating culture and sharing organisation vision. It is all about how to deal with people, how to understand their needs and variations, and how to respect their values. Other codes such as culture, education and diversity can be seen as factors that have an influence on each other. Other codes such as change, causes of success, values and motivation can be seen as strategic factors to be understood and implemented through practice. However, the fact that such concepts have emerged in response to this particular study within the context of KSA organisations emphasises the potential contribution to the knowledge on leadership and influences could leadership practice.

It was very critical to the researcher to go through this experience and to assess her ability of conducting interviews, managing participants as well as evaluate and develop interview questions for the next round of data collection. Any stage would have some limitation and difficulties, which related to the condition around the research itself, such as time, environment and access to data, which all are discovered during the course of study. The researcher faced a lot of difficulties during the first stage of data collection, which may affect the size of population (number of interviews) and therefore its result. It was hard to get access to organisations and therefore the researcher attempts to make direct contact
through social networks such as twitter. This helps to reach participants more easily, encourages them informally to participate and then convinced them to the important of the research, but at the same time consumes a lot of time.

While conducting the interviews over Skype was less costly and took much less effort than conducting them face-to-face, interviews were repeatedly delayed or cancelled due to the fact that the interviews were neither in person nor in the same time zone. After conducting interviews it becomes more difficult and time consuming, as the researcher needs to work through interviews one by one and try to learn from each of them to influence their own knowledge and experience as well as that of the overall findings. Analysis of codes required the researcher to read through the text many times and review the text yet more after conducting any new interviews in order to organise themes and categories and finally reach the saturation. While the researcher themselves conducted interviews and was able to bring some initial findings that may not be used directly on the main study, it is still valuable to the research process and data collection as been discussed earlier.

4.3.3 Stage 2 - Main interviews

The researcher continues the process of data collection and becomes more confident in determining the required strategy and the suitability of the chosen method. There are three important aspects: “case”, which is the companies; “population”, which is the number and characteristic of participants; and “level of analysis” or “research scope”, which is the context of the investigation. Then, the researcher determines the method to be used for collecting the data. As the research approach is qualitative in nature, the method chosen is: interviews and observation. As mentioned earlier, grounded theory approach depends on the use of theoretical sampling, which helps in identifying the companies, the type of industry and the participants. The theoretical sampling strategy includes the following stages: selection and access, sampling criteria and participant criteria.

- Selection & access

The researcher employed the process of selection and access, aiming to explore the context of industries and identify companies that would be most suitable for the study. The researcher creates a group of companies, and then investigates how each company could contribute to the objectives of the study. Firstly, the researcher used primary means of communication to contact companies, such as emails and phone calls with companies’
public relations offices, which was not very effective. Therefore, an attempt was then made to contact individuals within these companies using social networks such as Twitter, LinkedIn and Facebook, and personal (family, friends) networks, which was much more effective. The researcher also found that initial participants then facilitated connection with other participants.

Although a great amount of effort and time was spent on this stage, the researcher was able to build a very good network of connections that would enable the right choice of industry and chosen company. Appendix A (an official letter) was sent to participants explaining the importance of the study and its aim, and confirming the confidentiality and security of information. Potential participants were asked to determine their interest to participate by sending an email that confirmed their interest and defined the day and time of the interview to be conducted.

The researcher selected companies from the manufacturing and construction sectors not only because of having access to participants for the study, but also because of the great influence of these two sectors have over KSA ’s economy. The majority of manufacturing is based on oil production. The petroleum sector accounts for roughly 92.5% of budget revenue, and is the highest contributor to KSA ’s GDP (Saudi Arabian Monetary Agency, 2012), and the KSA ’s construction market is the highest in the Middle East, with USD$16.2 billion of contracts awarded in 2012 for the first time since 2008 (Barnard, 2013).

It is very important to mention that access to participants in the beginning was very hard, as contact was very formal. The later use of social networking and networking through family and friends gave better access and more flexibility and improved engagement between participants and the researcher. The researcher was also able to build mutual trust and influence participants’ interest in the subject. In addition, it is critical to indicate that senior managers were more open, friendly and supportive, whereas executive managers, were less engaging and more careful about giving any information. The reasons for this might be the limited authority they have, or they because understand their responsibility toward the researcher, the current study and the wider research field. The researcher should state that family connections and social networks were more successful and effective means of contact in than other tried and tested ways. This can be seen as a demonstration of communication, respect and values of the Saudi culture.
Sampling criteria

The theoretical sampling strategy required identification of sampling criteria, which means the conditions and type of company selected. Companies where chosen according to the following criteria:

1. KSA international company
2. Manufacturing or construction company
3. Minimum of 10 years of operation
4. Based in KSA but has international projects
5. Large/medium size

Participant criteria

According to Creswell (2009) “interviewing leaders who function in a wide variety of locations and organisations, there is a greater likelihood of the collected data providing triangulation and, thereby, increasing the accuracy and credibility of the developed theory”. This is important in grounded theory when it comes to analysing diverse perspectives and experiences (Eich, 2008). The researcher therefore identified several criteria for interview participants that would help structure and direct the research, as follows:

1. Applicants should perform leadership in their daily work
2. Applicants should have worked in global or multinational teams
3. Applicants are considered to be effective in their managerial role
4. Applicants have at least five years’ experience in their managerial position

Table 4.3 represents participant population and criteria:
### Participant Population and Criteria

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<tbody>
<tr>
<td>Construction</td>
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<td>Manufacturing</td>
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<table>
<thead>
<tr>
<th>Participant</th>
<th>Senior leader</th>
<th>Director Manager</th>
<th>Executive Manager</th>
<th>Years of experience</th>
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<td>15</td>
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<td>20</td>
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<td>8</td>
</tr>
</tbody>
</table>

Total of Participants: 20

Table 4.3 Participants profile and criteria

Source: Fieldwork

### 4.3.4 Sample population

The sample population of the study consists of six observation units, or “companies”, that are based in the KSA and have international projects. These companies represent two critical sectors of the industry: the construction sector and the manufacturing sector, which are the biggest contributors to the country’s GDP. The researcher selects three construction companies and three manufacturing companies. Due to the fact that selected companies were the largest and most important in the country, it was not easy to increase the sample population. Also, the time was very critical and the researcher effectively manages available time and resources to represent the most efficient population for the study. Table 4.4 below represents the sample population and criteria of this research project.
After discussing the stages in which the data has been conducted, it is now important to clearly explain the method used for collecting data, and how the researcher applies it to this research project.

4.4 The method of data collection

This study requires a method that is qualitative in nature and supports the methodology chosen – grounded theory. Therefore, a semi-structured interview is the chosen method for data collection, and principal source of data. The researcher uses observation as the second method for primary data collection, whereby they visit the companies and interview participants in their workplaces. The researcher took notes and wrote memos during every visit, for use during the data analysis.

Although interviews were recorded, writing notes about and transcribing each interview before conducting the next was very important, because whenever interesting findings were made, these findings could be used to develop the existing interview questions. Generally, the initial findings are made from the interview transcripts, which are the most important source of data, as well as the notes taken about observations made alongside the process of data collection.
The data collection was conducted, after which the researcher worked intensively during two months of stay in Saudi Arabia, 2 March 2012 until 1 June 2012. The researcher organised and contacted people prior to the start of the two months. As mentioned earlier, potential participants were asked to confirm their interest and clearly schedule interviews with the researcher. However, it is important to mention that the researcher was able to arrange more interviews with other participants during the visit, where participants introduced the researcher to other potential participants within the company. It is the researcher’s ability to influence and encourage, and communicate her research to others so that they become motivated to participate. This has been developed during the process of data collection, as self confidence and understanding of the research increased with focused practice.

The following section will explain the method used (interview) in detail, including the type and number of interviews, and how they were conducted and developed.

4.4.1 The research interviews: Semi-structured interviews

A semi-structured interview is the type of interview used to conduct interviews with the 20 participants of the six selected companies. Definition and justification of using a semi-structured interview has been discussed comprehensively in Chapter 3. The use of semi-structured interviews was very helpful—using open-ended questions allows for more open conversations and gives participants the freedom and flexibility to express issues they believe to be important. According to Johnson (2008) although the researcher needs to keep to the overall structure of the interviews, a semi-structured interview emphasises the participant’s views more clearly. This is very critical as data becomes more unique, and original, and represents this particular study. Therefore, the interview questions or topics were constructed according to initial understandings and assumptions made of secondary data collected previously, and from the initial interviews conducted at the first stage of data collection. The semi-structured interviews, means that the researcher had a checklist of topics or questions that needed, to be covered while being able to openly move to interesting subjects that are relevant, wherever necessary.

Each interview lasted no less than an hour. About four interviews lasted for two hours, while the majority lasted for an hour and a half, and few only lasted an hour. All of the interviews were face-to-face and most of them took place in the participants’ workplace. Where access was not possible in two cases, the researcher met the participants outside
their workplace. As mentioned earlier, despite the interview being the primary source of data, there were additional data collected from different sources and considered as complementary data. These are:

- Meeting minutes
- Data from internal documents
- Visiting the company and observing the environment
- Attending meetings

### 4.4.2 Interview design

The interview design starts by designing an interview schedule or interview guide. This includes (Interview questions), appendix B, and (Factsheet), appendix C. This guide determines times, dates, companies, and participants, and is useful for writing interviews and notes during the interviews. This keeps information about interviews and participants organised and makes clear to the researcher what is needed. In addition, it involves the checklist of topics or the semi-structured questions that are to be discussed; see Appendix D, (Interview Proposal). The main topics are, with no preferred order:

- Demographic information: Participants’ personal information, such as name, background, nationality, age, gender, job role and department.
- Leadership: Leaders’ behaviour, roles, and practice.
- Context: KSA organisations and the chosen sectors.
- Culture: Context, organisations, and people.
- Globalisation influence: Diversity challenges and opportunities.

As for the questions, there was no determined number of questions to be asked as the researcher develops the conversation according to the participants’ interest and the importance of the information they are giving. However, the researcher was careful to give the freedom to participants to give their opinions without existing or indirect options, and to allow them to express their own observations, personal values, and understandings. An example of the kind of questions asked are:

- Who are you?
- In relation to yourself, tell me how you feel about your position, role, duties, and relationship with others?
- Describe your work environment.
- What do you think about diversity and multinational teams?
Tell me about something that has happened, and the actions you took to change or manage it in a different way.

Finally, one of the critical aspects when conducting the research interview is addressing the requirements of the university’s Ethical Committee, which include providing participants with a consent form to be read and signed after conducting any interviews. See Appendix E and F (Consent Form), which ensures the acceptance of participation by the interviewees. Also, the Ethical Committee required providing this consent form or it can be called a ‘Participant Information Sheet’. Appendix G is finally provided to obtain feedback from participants.

4.4.3 The interview procedure

The researcher applies the process of conducting interviews for a grounded theory strategy, which required interviews to be recorded in order to allow for detailed data collection. However, people do not usually feel secure when talking about their work and problems while being recorded. Therefore, some statements become unclear or useless, which could be said to be a disadvantage of recording the interviews. Generally, the researcher avoids this problem by talking openly about participants’ interests and experience in order to make them feel comfortable and interested participating.

The researcher does not jump immediately to the interview questions, but instead starts by offering the participant a friendly welcome and introducing herself with respect to her research into cultural issues and leadership, although an introduction to the researcher was been sent out initially via email (see Appendix A), and in phone calls. After that, the researcher provides participants with the consent form (Appendix E and F). Some participants asked for the interview questions prior to the interview, which also been sent to them by email as the interview proposal, Appendix D. Then, the researcher begins with some informal questions and general discussion in order to encourage confidence and a desire to participate. The researcher also simply listened and showed interest in whatever the participant was talking about, thus remaining impartial throughout the interviews.

While the discussion develops and interesting data are emerging, the researcher maintains the in-depth interviewing strategy by asking open-ended questions and directing the conversation in an indirect way in order to meet the research interest. The researcher also attempts to encourage participants to express their opinions more deeply by discussing real
examples to gather as much data as possible, thus providing a more detailed and intensive data set.

At the end of each interview, the researcher gave participants a feedback form to be completed and returned immediately – see Appendix G (Feedback). Although, this is not part of interview schedule, the researcher found it to be critical. The feedback was to recognise the researcher’s strengths and weaknesses when it came to conducting interviews, and was used to build self-confidence and personal and academic research skills.

The final step is transcribing the interviews in order to analyse them. The researcher attempted to transcribe each interview after finishing it to identify any significant ideas or data that may influence the next interviews. However, this was not easy, as this process was time consuming. Generally, the data gathered represents the views of senior managers, middle managers and operational manager regarding leadership practice in the context of a KSA international organisation, specifically in the construction and manufacturing sectors. The research project findings are intended to construct a conceptual model to this research project.

4.5 The Research project data

The data collected follows the previous data collection process with great emphasis on the importance of each stage as explained in the previous sections of this chapter. It represents the significance of the theoretical sampling and the requirements of the grounded theory approach. As will be explained later on in the data analysis chapter, the interviews are analysed to introduce the conceptual model of the research findings, as well as the theoretical and practical models. It is important to mention that in addition to conducting and recording in-depth interviews, the grounded theory approach required the researcher to be concerned with observing the case, taking notes and writing memos during the interviews. The consideration of the context under investigation, the companies, participants’ perspectives and the researcher interpretation of the data are critical. Such consideration would generate a very useful link between categories and emerging concepts, as well as giving insight to statements that could be of significance. Table 4.5 below represents the research data, including types of data collected (interviews, observations); level of management; type of companies and sector; number of interviews; and period of time.
<table>
<thead>
<tr>
<th>No</th>
<th>Type of data</th>
<th>Length of interview</th>
<th>Type of company</th>
<th>Sector private/public</th>
<th>Level of management</th>
<th>Location of company</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1 hours</td>
<td>Construction</td>
<td>Private</td>
<td>Senior manager</td>
<td>Riyadh/SA</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2 hours</td>
<td>Construction</td>
<td>Private</td>
<td>Middle manager</td>
<td>Riyadh/SA</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1 h 30 min</td>
<td>Construction</td>
<td>Private</td>
<td>Operational manager</td>
<td>Riyadh/SA</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>1 h 30 min</td>
<td>Manufacturing</td>
<td>Public</td>
<td>Senior manager</td>
<td>Jubail/SA</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1 h 30 min</td>
<td>Manufacturing</td>
<td>Public</td>
<td>Middle manager</td>
<td>Jubail/SA</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>1 h 30 min</td>
<td>Manufacturing</td>
<td>Public</td>
<td>Operational manager</td>
<td>Jubail/SA</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>1 h 30 min</td>
<td>Construction</td>
<td>Public</td>
<td>Senior manager</td>
<td>Riyadh/SA</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>2 hours</td>
<td>Construction</td>
<td>Public</td>
<td>Middle manager</td>
<td>Jeddah/SA</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>1 h 30 min</td>
<td>Construction</td>
<td>Public</td>
<td>Middle manager</td>
<td>Jeddah/SA</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>1 h 30 min</td>
<td>Construction</td>
<td>Public</td>
<td>Operational manager</td>
<td>Jeddah/SA</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>1 h 30 min</td>
<td>Manufacturing</td>
<td>Private</td>
<td>Senior manager</td>
<td>Khorbar/SA</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>1 hours</td>
<td>Manufacturing</td>
<td>Private</td>
<td>Middle manager</td>
<td>Khorbar/SA</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>1 h 30 min</td>
<td>Manufacturing</td>
<td>Private</td>
<td>Middle manager</td>
<td>Khorbar/SA</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>2 hours</td>
<td>Manufacturing</td>
<td>Private</td>
<td>Operational manager</td>
<td>Khorbar/SA</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>2 hours</td>
<td>Construction</td>
<td>Private</td>
<td>Senior manager</td>
<td>Mecca/SA</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>1 h 30 min</td>
<td>Construction</td>
<td>Private</td>
<td>Middle manager</td>
<td>Mecca/SA</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>1 h 30 min</td>
<td>Construction</td>
<td>Private</td>
<td>Operational manager</td>
<td>Mecca/SA</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>1 h 30 min</td>
<td>Manufacturing</td>
<td>Public</td>
<td>Senior manager</td>
<td>Jubail/SA</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>1 hours</td>
<td>Manufacturing</td>
<td>Public</td>
<td>Middle manager</td>
<td>Jubail/SA</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>1 h 30 min</td>
<td>Manufacturing</td>
<td>Public</td>
<td>Operational manager</td>
<td>Jubail/SA</td>
</tr>
</tbody>
</table>

Table 4.5 The research data profile

Source: Fieldwork
4.6 Conclusions

This chapter aims to represent the empirical data of the research project that has been conducted by the researcher. It discusses in detail all stages and processes related to data collection, including the initial data collection and initial analysis stage. It also represents the main data collection stages and the research project data. The researcher has provided profile information of participants, companies and industries. In addition, it discusses the criteria in which data must be collected and approved. This part of the research is highly significant, as the research greatly depends on the empirical data gathered. Any findings will be analysed and discussed to represent the research project’s contribution to the existing knowledge.
Chapter 5: Grounded theory approach & coding procedure

5.1 Introduction
This chapter focuses on the use of the grounded theory analytical approach for data analysis. It starts by briefly explaining what we mean by data analysis using the grounded theory analysis approach. Then, it will present the data analysis techniques and how the researcher used them, including an explanation of the implementation of coding procedures, the constant comparative analysis, and conceptualisation. The conceptual model is then introduced and its categories, sub-categories and concepts are comprehensively defined. This stage represents critical findings and demonstrates the researcher’s strategy in analysing data and communicating ideas and interpretations.

5.2 Grounded theory analysis and procedures
Data analysis is the way in which research data can be used to provide an understanding of a situation or case that has been studied. In qualitative research, analysis means generating new relationships, concepts and theories from data so that it becomes meaningful. Each research approach employs different data analysis techniques and procedures, besides the grounded theory also has its unique analytical technique and procedure. Generally, in grounded theory, the analysis involves an intensive read through of interview transcripts as the researcher critically analyses the context, and labels sentences or paragraphs. The researcher in this simultaneous and ongoing process aims to recognise the significance of any given information during the data collection phases, because any significant data can at any time reroute the direction of the research, which accordingly helps the researcher develop any further investigations.

The researcher then attempts to generate a conceptual theory, as it is understandable that grounded theory is not findings, not accurate facts and not description, however, it is straightforward conceptualisation integrated into a theory represents a reasonable grounded hypotheses. Therefore, the researcher uses grounded theory in order to obtain the research aim and generally explore leadership as phenomena in the context of KSA organisations in order to enhance said organisation’s performance and productivity. Also, the researcher
selected one coding procedure to use throughout the data analysis process, which is going to be explained in the following section.

As highlighted in Chapter 4, the research samples represent companies from the construction and manufacturing sectors, and the data gathered represent the views of senior middle and operational managers in these sectors, which provide a wider range of information and understanding. In order to manage this significant volume of data during the analysis phase, it is necessary to code it in such a way that differentiates each piece of data from the next, and help organise and obtain meaning from it. Table 5.1 below represents participants’ information coding, which will be used through data analysis and discussion.

<table>
<thead>
<tr>
<th>NO</th>
<th>Sector of industry</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COSTRUCTION</td>
<td>Const.Co.1.SM.1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Const.Co.1.MM.1</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Const.Co.1.OM.1</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Const.Co.2.SM.1</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Const.Co.2.MM.1</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Const.Co.2.OM.1</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Const.Co.3.SM.1</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Const.Co.3.MM.1</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Const.Co.3.MM.2</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Const.Co.3.OM.1</td>
</tr>
<tr>
<td>11</td>
<td>MANUFACTURING</td>
<td>Manu.Co.1.SM.1</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Manu.Co.1.MM.1</td>
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<td>Manu.Co.1.MM.2</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Manu.Co.1.OM.1</td>
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<td>Manu.Co.2.SM.1</td>
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<tr>
<td>16</td>
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<td>18</td>
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</tr>
<tr>
<td>19</td>
<td></td>
<td>Manu.Co.3.MM.1</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Manu.Co.3.OM.1</td>
</tr>
</tbody>
</table>

Table 5.1 Participant information coding

Source: Fieldwork
In the following section the researcher is going to clearly discuss how she analyses the in-depth-interview data by employing the grounded theory analysis technique and a unique procedure; as mentioned earlier in Chapter 3, different researchers devise different practical procedures on how to analyse data using the grounded theory approach. However, for this current study, the researcher follows the procedure suggested by Corbin and Strauss (2008), where data can be analysed using three stages of coding procedure – a constant comparative analysis used to reach conceptualisation – namely open coding, axial coding and selective coding. These are going to be discussed intensively in the following section. Generally, before starting the implication of codes, the following table 5.2 reviews coding procedures and provides critical definitions of the different coding phases on grounded theory data analysis.

<table>
<thead>
<tr>
<th>Open coding</th>
<th>Axial coding</th>
<th>Selective coding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims of the method</strong></td>
<td><strong>Aims of the method</strong></td>
<td><strong>Aims of the method</strong></td>
</tr>
<tr>
<td>To identify discrete concepts, which are the basic units of grounded theory analysis</td>
<td>To generate tentative statements of relationships between phenomena</td>
<td>To integrate and develop the grounded theory</td>
</tr>
<tr>
<td><strong>Features of analysis</strong></td>
<td><strong>Features of analysis</strong></td>
<td><strong>Features of Analysis</strong></td>
</tr>
<tr>
<td>Interview transcript: A sentence, a paragraph, an interview</td>
<td>The condition that gives rise to the ‘phenomenon’ and the ‘context’ in which the concept is embedded</td>
<td>Various categories integrated to form ‘grounded theory’</td>
</tr>
<tr>
<td>Field note: An episode, an observation</td>
<td>Coding process</td>
<td>Coding process</td>
</tr>
<tr>
<td>Coding process</td>
<td>Relating categories with subcategories (links at ‘dimensional level’ between concepts in the research situation)</td>
<td>Finding an ‘intersection’ among all the important categories in the research</td>
</tr>
<tr>
<td>Laboratorying (labelling) – categorising – dimensionalisation</td>
<td>Analytic tools</td>
<td>Analytic tools</td>
</tr>
<tr>
<td>codes from the process become ‘properties’ of categories</td>
<td>Paradigm: A phenomenon is analysed in terms of its context, conditions and consequences</td>
<td>Paradigm model, reflexive coding matrix: a relational hierarchy for contextualising the core category, which includes ‘properties’, ‘processes’, ‘contexts’, and ‘modes for understanding the consequences’. The matrix is the contingent relationships established by the Conditional Relationship Guide</td>
</tr>
<tr>
<td>Analytic tools</td>
<td>Condition relationship guide: Asking and answering relational questions about the categories to relate structure to process. Contradictions’ between reality and hypotheses to refine the description of categories</td>
<td></td>
</tr>
<tr>
<td>Fracturing: (Microanalysis) taking data apart and examining the discrete parts for differences and similarities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant comparative method: Method of analysis where incidents are compared in terms of properties and dimensions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.2 Coding procedure in data analysis process

Source: Daengbuppha et al. (2006)
5.3 The chosen coding procedure

Strauss and Corbin (2008) coding procedure is the chosen analysis technique the researcher used to develop the conceptual model of this study. However, the way in which each researcher adapted this process may be different according to the researcher’s preferences, nature of research and conditions. Therefore, Figure 5.1 below represents the coding process developed by the researcher, which includes the use of manual coding and software coding for developing the conceptual model, using a grounded theory approach.

The process of developing the conceptual model (grounded theory)

![Diagram of coding process]

Figure 5.1 The adapted coding procedure

Source: Fieldwork

Generally, the researcher used the two methods of coding: manual coding and Nvivo software. Manual coding is the way in which the researcher reads through the interview transcripts, highlighting interesting data and labelling paragraphs according to the generated categories and themes. The researcher does the same with all interview transcripts, beginning to compare the generated themes and categories with each other. The researcher organises generated data according to the themes and categories that have been repeated the most. The researcher repeats the same process many times until the data reaches saturation.
The researcher then uses the Nvivo software to organise the massive amount of generated themes and categories, as it becomes increasingly hard to manage manually. All identified categories are subject to development during the interview and data analysis process. Each time the researcher conducts a new interview, the process of analysis is developed and becomes harder as the researcher attempts to obtain meaning from the data. Details of this process and how the researcher follows the grounded theory analysis techniques suggested by Corbin and Strauss (2008) are discussed below.

5.3.1 Open coding

In the open coding phase the researcher does the coding while collecting the data and conducting interviews. Data collection, coding and analysis is a continuous process using the manual methods such as reading, highlighting and labelling data according to any identified codes. The researcher starts reading line by line to highlight and code critical incidents, as they represent practical (substantive codes). Line-by-line coding helped the researcher to stay focused, and to verify and minimise the instance of overlooking any critical data. This what it meant by the “open coding” process, where the researcher reads through the text and identifies codes by developing the concepts into categories. The researcher’s principal concern is to be exposed to what is happening with this unique participant in their unique context, with no influence from any pre-conceived ideas or hypotheses. This encouraged the researcher to read the transcripts many times in order to understand and interpret the meaning behind the words. To do this, the researcher used the following three techniques:

Analysis of words, phrases and sentences. For example, participant Const.Co.1.OM.1 states:

“It is leading by example. If a worker sees that his leader loves his work, works hard for and believes in it, this is the first and most influential aspect”

In this phase of code, the researcher used the analysis of words, phrases and sentences, where one seemingly significant word is chosen, and all possible meanings to it are listed. Then, the researcher goes back over the interview transcripts to see if the same word can be found again anywhere else, in order to validate it. For example, what does it mean when various people saying “The educational system does not work?” Is it that
There are no schools
➢ There are no teachers
➢ There is no technology OR
➢ Is it about what they really want to do, or need? Or the long-term influence of education and how that would influence leadership practice.

The use of constant question approach for example, the researcher repeated questions to participants in order to get a more in depth explanation about an idea. The researcher asked “what do you do, or how could you influence your followers to get them to believe in the company vision, and in what you do?

As participant Const.Co.1.MM.1 mentioned:

“To achieve what you want, you have to develop yourself, and in order to develop yourself, you have to love your work. To love your work, you have to consider it as your own business, and to do that, it is the leader’s passion to work and the ability to convey that to his followers. As the saying goes, people go as king believe.”

The researcher also attempted to code the data in every possible way, thus asking many questions throughout the reading of the data, such as, what does this data reflect? To which category should this incident be added? What is going on here? What do they really mean? How could this be solved? Therefore, by asking constant questions, such as who, when, where, what, how, how much, why, etc., throughout the reading of each paragraph, enhances the process of identifying codes and developing its theoretical sensitivity, as well as identifying the content in which these codes lie.

Thus, the researcher employed the open coding by being open minded to any new data or ideas, which is critical to developing the researcher’s theoretical sensitivity to the data. The method in which the researcher makes sense of the identified codes and categories called constant comparative analytical method, which is the main method used for data analysis in grounded theory. The use of constant comparative analysis, which is vital as the main method for data analysis, and the best suggested method when applying the grounded theory approach. The researcher employs it by comparison, as follows:

(1) Incidents are compared to incidents: This helps to understand consistency and the different conditions that allow the researcher to generate new concepts and ideas.
Then,

(2) **Concepts are compared to more incidents**: The researcher is able to bring new theoretical properties of the concept, and more hypotheses in order to theoretically explain and verify the concept, and reach saturation.

(3) **Concepts are compared to concepts**: In this stage the researcher chose the best saturated concept to build up the conceptual model, and theoretically define the relationship between them, which will be then used to develop a theory.

It is important to the researcher to know how the use of constant comparative analysis and what makes comparison in grounded theory different from the normal comparison that is normally applied to qualitative data and used only compare general ideas. The researcher benefits greatly from the use of this method to inspire ideas and connect them to grounded theoretical concepts. The researcher generates a theory by systematic use of coding, which focuses on recognising the significant events, and then analysing it by the previously mentioned steps of constant comparative analysis. After the generation of the conceptual model, the researcher then can introduce the theoretical and practical models, which will be represented in Chapter 7.

The research also used to write memos while conducting the interview, which reflects any issues or critical statement by participant, may also reflect the state and condition of the interview in general (place, welcoming way, communication, comfort). In addition, the researcher sometimes needs to read participants’ eyes, recognise their facial expressions and listen for any changes in tone of voice. While it is not an easy task to undertake, these all are critical and important to understanding the truth behind what they saying. The researcher used factsheet on which to write memes – see Appendix C.

Generally, the researcher used the constant comparative analysis method to maintain a close connection between categories (codes) and data, as well as writing memos, which is an essential way in grounded theory of comparing data coded in the same category in order to develop a theoretical elaboration. Analysis through comparison is a very helpful method that increases the researcher’s sensitivity to what is contained within the data. This technique is also effective when comparing extremes in one direction and developing analytical thinking rather than being descriptive, which is the most important difference between data analysis in grounded theory and other qualitative data analysis methods. The researcher applied this comparison in a systematic way by asking the question “what
if?”, which helps them to explore dimensions of any two phenomena, for example how they differ and how people respond differently. The researcher also tried to be sensitive to phrases like “never”, “always”, “it could not possibly be that way”, thus becoming aware of what happens when these words occurred in the interview transcript. All of these ways are very helpful and significant during the open coding process. While moving from one interview to the other, new events are categorised to new or existing codes each time. The researcher used the abovementioned techniques for each interview, and then compared the results of interview (1) with interview (2) and (3) etc. By the end of this process, the researcher starts to see the direction of the data and research before moving into the next stage of coding. Table 5.3 below represent codes generated by the open coding process.

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>No</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authority</td>
<td>25</td>
<td>Moral</td>
</tr>
<tr>
<td>2</td>
<td>Challenges</td>
<td>26</td>
<td>Motivation</td>
</tr>
<tr>
<td>3</td>
<td>Change</td>
<td>27</td>
<td>National projects</td>
</tr>
<tr>
<td>4</td>
<td>Communication</td>
<td>28</td>
<td>Needs or requirements</td>
</tr>
<tr>
<td>5</td>
<td>Competitiveness</td>
<td>29</td>
<td>Outsourcing human capabilities</td>
</tr>
<tr>
<td>6</td>
<td>Construction work</td>
<td>30</td>
<td>People satisfaction</td>
</tr>
<tr>
<td>7</td>
<td>National and international</td>
<td>31</td>
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<td>Creativity and innovation</td>
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<td>12</td>
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<td>16</td>
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<td>24</td>
<td>Organisational learning</td>
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<td>Effectiveness</td>
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</table>

Table 5.3 Open coding
Source: Fieldwork

It is important to understand that the use of constant comparative analysis does not stop at the open coding phase, but continues to the next stage: axial coding.
5.3.2 Axial coding

Axial coding is all about exploring the relationship of categories and making connections between them. When the researcher examines one category that reflects a situation or incident, they then look at its relation or influence upon other categories or incidents. This happens when causal conditions influence one phenomenon that is central to the study, such as leadership or sharing knowledge. Then, the researcher looks at the context in which the phenomenon occurs, such as the interviewing conditions that might have led to different actions/interactions/strategies, and the consequences of this. So in axial coding, the researcher seeks to define:

- Causal conditions: What influences the central phenomena, events, incidences or happenings. For example, what causes people unwillingness to share knowledge, or not to work hard?
- Phenomenon: The central idea, event, or happening to which the set of actions is related, such as leadership.
- Strategies: For addressing the phenomenon.
- Context: Locations of events; when, where and with who.
- Interviewing conditions: Those that shape, facilitate or constrain the strategies that take place within a specific context. For example, great leaders need to be trained and join professional courses to develop their skills before they can move to higher positions or be able to make decisions.
- Actions/interactions: Strategies devised to manage or respond to a phenomenon under a set of perceived conditions. For example, people may sometimes have to carry out tasks on their own, however, other tasks will require interaction with others, so identifying who the parties are and why they need to work together.
- Consequences: Outcomes of a result of an action or interaction, that result from strategies. So what happened after something has been done, what did they achieve, or how did they change something, etc.

The figure 5.2 represents an example of how the researcher managed open coding data findings using constant comparative analysis, using the axial coding procedures defined previously in order to identify the main categories that comprise the conceptual model.
Theoretical saturation

The use of constant comparison, when the researcher cannot think of any other ways to vary things: no different kind of individual, no different kind of settings or situation. In this stage, categories have well developed its dimensions and properties as explained in Figure 5.2 as an example, and the relationship between categories has been well established and validated. Saturation is knowing when to stop when undertaking this process of repetitive coding. It is about the researcher recognising when they are unable to think of any more possible variations, whilst also feeling satisfied that they have found what they want within the data.

In grounded theory, the term “category” is used a lot, and the word “code” represents the word “category”. When the researcher has a group of concepts that seems to relate to the same phenomena, all can be grouped into one category, and this process is called “categorisation”. Naming the categories was not carried out using a simple descriptive idea or pre-existing term from a theory or literatures. Grounded theory instead suggests conducting research with a very open mind in order to bring new theoretical terms to the fore as much as possible. Therefore, the findings are formed as purely as possible from the
participants’ views – it is their concept and conceptualisation using their own words and terms. So it is a form of participants and researcher’s understanding and interpretation. The table 5.4 below represents the conceptual model by applying axial coding techniques established by open coding.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-categories &amp; emergent concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership in action</strong></td>
<td></td>
</tr>
</tbody>
</table>
| ➢ **Attribute & behaviours** | Passion: Working with passion and influence others
Flexibility: Being up to challenge and flexible to change
Ethics: Leading by example
Responsibility: Building human capabilities and moving people toward success
Encouragement: Keeping people motivated to work, learn and develop.
Engagement: Developing work values, a leader cannot work alone |
| ➢ **Emotional intelligence** | Having self awareness by building (intrapersonal skills)
Having awareness of others (interpersonal skills)
Understanding context (cultural awareness) |
| ➢ **Leadership knowledge** | Being educated, smart and having the right knowledge
Using life and work experiences effectively
Sharing knowledge |
| **Knowledge management In action** | ➢ **Identification of resources**
Making use of what people already have
Providing the right and required Information
Identifying the required system |
| ➢ **Creating the environment** | Influencing organisational culture
Offering leadership support |
| ➢ **Monitoring & developing** | Assessing carefully the implementation of KM
Putting the right person in the right place at the right time
Challenging people, providing new opportunities and introducing ways of learning |
| ➢ **Sharing knowledge** | Transforming knowledge and experiences to and from people
Building trust and confidence among groups and other leaders
Willingness toward and awareness of sharing knowledge |
5.3.3 Selective coding

Selective coding is the third coding step as suggested by Corbin and Strauss (2008), in which the researcher selects one central phenomenon or concept that has the power to influence a lot of setting related to the focus of the study. The selective code is the one that develops the theory around which the researcher is then able to construct a story. It might be a very simple idea that deals with people’s feelings where strategies and conditions can be applied around it. One important outcome that the researcher has to obtain is to find the relationship between this core category and the other categories. Selective coding begins only after the researcher is sure that they have both discovered the core variable and reached saturation. The researcher has found that collective leadership in action is the central phenomenon that all three critical categories aim to construct and have a strong relationship with. Reading through axial coding categories and defining the concepts, the influence of leadership in action, for example, as presented in Figure 5.3, is one of the main categories on knowledge management in action and within organisation was great, where at the same time social influential factors are critical to leadership in action and development within the context of a KSA organisation. However, all of them are important and critically form the core category that has been discovered. Figure 5.4 below represents the relationship between the selective code (core category) and main categories of the conceptual model.
- Work with passion and influence others followers
- Be flexible to change
- Build human capabilities
- Self awareness (building intrapersonal skills)
- Awareness of others (Develop interpersonal skills)
- Understanding of the context (Cultural awareness)
- Be educated, smart & having the right knowledge
- Make use of their life and work experiences.
- Sharing knowledge with others.

Figure 5.3 Leadership in action main category

Source: Fieldwork

Figure 5.4 The selective coding in relation to main categories

Source: Fieldwork
Generally, it is clear that each coding stage has its own definition and use, and after discussing each one alone and looking at how the researcher used it for this study, it is important to understand how the research aligns with the framework of the conceptual model by applying grounded theory analysis techniques. The following chapter is the data analysis, which will explain the categories of the conceptual model with critical evidence from participants’ views and the interpretation of the researcher.

5.4 Conclusions

This chapter has discussed the research data analysis procedure and explains its first stage, which is the performance of the coding procedures. The importance of the coding procedures is clarified, especially in the context of the grounded theory analysis approach. The chapter begins by explaining open coding, in which the researcher identifies general themes and categories. Next, the process of axial coding is addressed, and the link between categories – which will be discussed in more detail in the next chapter – are explored. Finally, this chapter outlined what is meant by “selective coding”, whereby the researcher must select one category as the core category, which all other categories are either influenced by or connected to. This chapter also presents the theoretical saturation and how the researcher needs to understand how and when to reach saturation. The importance of this chapter is clear in defining coding procedures, and allows the next stage of data analysis, which will be discussed in the following chapter.
Chapter 6: Data analysis

6.1 Introduction

The aim of this chapter is to provide a comprehensive analysis for the conceptual model and its category, and to justify and explain in detail the second step of coding, namely axial coding. This chapter covers all of the research data and defines its conceptual model with an explanation of the relationship between the findings. The conceptual model is introduced, and its categories are identified and its relevant themes and concepts are comprehensively analysed. Finally, the relationship between these categories is explored, and the importance and influence of each one on the others is explained, and the meaning of those categories applied to the conceptual model. Each in which supported and evidenced by real example from the in-depth interview data. Finally, a discussion is made to offer a clear understanding of the conceptual model and its significant contribution to the knowledge as well as its practical contribution.

6.2 Introduction to the conceptual model

A conceptual model is “the abstraction of a simulation model from the part of the real world it is representing (‘the real system’). The real system may or may not currently exist. Abstraction implies the need for simplification of the real system, as well as for assumptions to be made about what is not known about the real system. The secret to good conceptual modelling is to get the level of simplification correct, that is, “to abstract at the right level” (Robinson 2010). A conceptual model can then be an illustration for a new theory that represents an explanation to phenomena within new condition or context. According to Creswell (2008), “Theories present a systematic view of phenomena by specifying relations among variables using a set of interrelated constructs/variables, definitions and propositions”, all of which can be introduced by a conceptual model.

The researcher in this study aims to understand leadership in KSA organisations and introduce a new conceptual model in order to assess leadership practices and positively influence organisational performance and productivity. The generated conceptual model is carefully addressed, and the relationship between the core category and the other categories, as well as the interrelated influence of each category on the others, is explored. The development of the conceptual model is based on the grounded theory coding
procedure, which involves the first level of coding (open code), the second level of coding (axial code) and the third level of coding (selective code), which have been discussed in detail in Chapter 4.

The conceptual model of this study comprises three main categories (and their related sub-categories) and concepts that support each main category, all of which contribute to the creation of the core category, namely “collective leadership in action”. The three main categories, as mentioned earlier, are: leadership in action, knowledge management in action, and social influential factors. The leadership in action category involves three critical sub-categories that have been systematically defined using the interview data, which are:

- Attribute and behaviours: Passion, flexibility, ethics, encouragement, engagement
- Emotional intelligence: Interpersonal skills, intrapersonal skills, cultural awareness
- Leaders’ knowledge: Qualification, experiences and sharing knowledge

The data indicates that knowledge management in action is a very influential aspect that needs to be addressed and encouraged within organisations by:

- Identifying resources
- Creating the environment
- Monitoring and developing
- Sharing knowledge

The last main category, social influential factors, which represents critical subcategories that have the highest impact on the leadership in action and knowledge management categories, includes the following sub-categories: education, culture, religion and economic. The following section illustrates the categories of the conceptual model in more detail.

6.3 Identification of the conceptual model categories

As explained previously in Chapter 5, the second level of the coding procedure implies organising open codes into categories or themes by exploring the relationship and making connections between those categories. This critical step then helps with the construction of the conceptual model around the principal categories. The primary purpose of axial coding is to study the relationship between the identified main categories (leadership in action,
knowledge management in action, and social influential factors) and establish connections between them. Each one of these categories is supported by number of sub-categories and concepts that are represented in Table 6.1, and will be discussed comprehensively in the following section.

<table>
<thead>
<tr>
<th>The conceptual model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collective leadership in action</strong></td>
</tr>
<tr>
<td><strong>Categories</strong></td>
</tr>
</tbody>
</table>
| Leadership in action | ➢ **Attribute & behaviours**
- Passion: Working with passion and influencing others
- Flexibility: Being up to challenge and flexible to change
- Ethics: Leading by example
- Responsibility: Building human capabilities and moving people toward success
- Encouragement: Keeping people motivated to work, learn and develop
- Engagement: Developing work values – leaders cannot work alone

орм ➢ **Emotional intelligence**
- Having self awareness by building (intrapersonal skills)
- Having awareness of others (interpersonal skills)
- Understanding of the context (cultural awareness)

орм ➢ **Leadership knowledge**
- Qualification: Being educated, smart and having the right knowledge
- Experiences: Using life and work experiences effectively
- Sharing knowledge

орм Knowledge management in action
орм ➢ **Identification of resources**
- Making use of what people already have
- Providing the right and required information
- Identifying the required system

орм ➢ **Creating the environment**
- Organisational culture
- Leadership support

орм ➢ **Monitoring & developing**
- Assessing carefully the implementation of KM
- Putting the right person in the right place at the right time
- Challenging people, giving new opportunities and introducing ways of learning

орм ➢ **Sharing knowledge**
- Transforming knowledge and experiences to and from people
• Building trust and confidence among groups and leaders
• Willingness toward and awareness of sharing knowledge

<table>
<thead>
<tr>
<th>Social Influential Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ <strong>Education</strong></td>
</tr>
<tr>
<td>• Urgent change to the education system is required</td>
</tr>
<tr>
<td>• A learning process that begins at home during childhood</td>
</tr>
<tr>
<td>• A strong relationship between education and leadership</td>
</tr>
<tr>
<td>➢ <strong>Culture</strong></td>
</tr>
<tr>
<td>• All about people and how can one encourage them to work together</td>
</tr>
<tr>
<td>• Customs, traditions and lifestyle influence Saudi people’s perception of work</td>
</tr>
<tr>
<td>• Influences people’s way of thinking and dealing with others</td>
</tr>
<tr>
<td>➢ <strong>Religion</strong></td>
</tr>
<tr>
<td>• Islamic roles and values influence everything people do</td>
</tr>
<tr>
<td>• Islam is at the core of personal, social and work life</td>
</tr>
<tr>
<td>• Islamic role is the best for effective and cooperative work if practiced correctly</td>
</tr>
</tbody>
</table>

Table 6.1 The generated conceptual model

Source: Fieldwork

It is very important to clarify that as presented in the Table 6.1, each category has a number of sub-categories that represent number of concepts. These concepts are the foundation construct of the conceptual model. The leadership in action category, for example, includes three sub-categories that are supported by 13 concepts, and the knowledge management in action category involves four sub-categories and 10 concepts, and finally the social influential factors category includes three subcategories and eight concepts.

6.4 Leadership in action category

The main and most important aspect found was related to how people are led and managed in diverse organisational settings. Leadership in action is the first identifiable category, which also has a strong link to and influence on other categories. Leadership in action, as stated earlier, contains three subcategories and 13 concepts that work together as an abstracted image to simplify what is really happening.

Leadership in action has been found to be all about moving people toward success in their work or social life, and what is really happening may not as it should be. Organisations
today require each employee to possess some degree of leadership skills, which might change our views towards the concept of leadership. While top management and decision-makers are recognised as leaders, leadership in action is, however, no longer limited to hierarchical levels or professional positions. The following sections are going to discuss with evidence from data each one of the subcategories comprehensively.

6.4.1 Attributes & behaviours

6.4.1.1 Passion

Passion can be defined as the way in which people are encouraged by having a strong emotional connection to something they do, being motivated to work by loving and enjoying it. Passion has a big influence on leader performance, which in turn affects employee performance. The researcher found that passion is one of the most important aspects that leaders need to have in order to influence others. Successful leaders can be passionate about their work for different reasons. One could be because of the pleasure they gain by achieving their organisational goal. The other could be because of the influence they have on people by leading them toward success. Finally, it could be by being motivated by the organisation itself, such as receiving bonuses or promotions.

According to participant Const.Co.1.MM.1:

“To achieve what you want, you have to develop yourself, and in order to develop yourself, you have to love your work. To love your work, you have to consider it as your own business, and to do that, it is the leader’s passion to work and the ability to convey that to his followers. As the saying goes, people go as king believe.”

Therefore, the process of leadership can be enhanced by a leader’s passion to work; because people tend to look at their leaders as role models, and believe in them and follow their lead, it is also leaders’ responsibility to influence followers to work with passion, care and love.

According to participant Const.Co.3.SM.1:

“If leaders work with their followers from the perspective that they are all the same, and they must teach them, care of them is important.”
It is about the way of dealing. It is about equality. Help people, so they can help themselves.”

Even though people are required to carry out specific tasks, leaders cannot force them to do so; however, leaders can influence their followers not only to carry out their daily tasks but also to carry them out to a high standard, working as if the organisation were their own business. Passion makes people work with care, and this can change the accomplished tasks from merely being accomplished to an adequate level to being accomplished to an outstanding and competitive level.

Participant Const.Co.3.OM.1 states that:

“All of this depends on their leader and on his ability to manage this. Employees have to imagine that their project is their home, so it has to be clean and tidy and ready. Employees must love their work. It is not about money, or forcing people to work. It is about working with love and respect.”

Whereas according to participant Manu.Co.2.MM.1:

“It is very important to know that working hard and effectively only comes from having love for the work. Once you as leader make someone love their work, and you sure that they love it, managing them will be a very easy task.”

People need to work to live, but the difference here is made between working to live and working with passion. Although leaders agreed on the importance of working with passion, it is easier said than done. Therefore, the first step, according to participants, is about leaders themselves. Leading by example is the key, and what leaders get from their followers depends not on what leaders think about the accomplished tasks, but instead on the way they deal with, think about and act towards the followers themselves.

Participant Const.Co.1.OM.1 mentioned that:

“A very important aspect here is the level of enjoyment, love and commitment that people have to their job, so it is leading by example. If a worker sees that his leader loves his work, works hard for it, and believes in it, this is the most influential aspect.”
6.4.1.2 Flexibility

Change has become commonplace in today’s workplace, and is created by the increased uncertainty and complexity of a globalised business world. This increases the responsibility and ability of leaders to observe and be flexible to these changes, to manage them well and to ultimately create opportunities from them and develop new strategies for effective work. The researcher found that participants’ views of change are optimistic. The topic of being flexible has been addressed by various participants in different contexts, each of whom stress the importance of leaders’ ability to adapt.

According to participant Manu.Co.1.MM.1

“20 years ago, a project’s maximum cost was 20 million; is now cost can be one billion, caused by an increase in the cost of material, worker fees and lifestyle. This change has introduced what is known as the “mega project”, which requires a management and leadership style that is more effective and able to adapt to change than those of old.”

Another participant mentioned that the leadership process requires leaders to be flexible due to the size and type of projects, and time needed to accomplish those projects.

Participant Const.Co.3.MM.1 states that:

“Another critical problem we have is time. In our company, our projects are focused, big and very sensitive to a government level. So a project that should be finished in three years is completed in one year. So we all under pressure day and night, as in the end it is your responsibility as leader for anything that might happen. The increased worry about my projects leads to more care and attention in order to achieve the result and quality I want. This requires me to be ready for any changes.”

It also been found that leaders become more effective the more flexible they are to managing different people, travelling from one place to another, and changing their strategies.
According to Const.Co.2.SM.1:

“There is no one system for me; I manage a project that consists of 182 sites across the country. Can you imagine the huge picture I have to bear in mind, and the responsibility that goes with that? I was required to be ready to travel weekly around these sites and make sure that everything was heading in the right direction. Yes, the sites are located in one country, but it is a huge one, and each city has a different environment, different people, and different clients and suppliers. So each site represents a case and project that is very specific and different from the others, but all together makes one huge project.”

6.4.1.3 Ethics

Ethics is a characteristic leaders are required to have when dealing with people. Ethics can be different from one culture to another. However, leaders should understand work ethics and create an organisational ethic that is communicated to all followers. There are shared human values that can influence the creation of organisational ethics, and there are also certain laws and regulations particular to individual countries that need to be considered.

Participant (Const.Co.1.SM.1) commented that:

“Leaders must work with their followers from the perspective that they are all the same, and they must care for them respect everyone. This is the most important. It is about the way of dealing. It is about Equality. Help people, so they can help themselves.”

Whereas Manu.Co.2.SM.1 states:

“There are two important factors – ‘Mabadee’, which means justice or rights that are not subject to any changes and must be followed according to Islamic principle, and ‘Ahkam’, which can be modified and change according to the situation.”

Another critical statement made by participant Const.Co.3.SM.1 outlines:

“Leaders, in order to succeed, must apply the basic principle of ‘Mabadee’, and then everyone can apply his impute, but with no change on the basic. There is no single way to manage, or management
model to apply, any leader has a ground basic and has arrange or space to practice.”

6.4.1.4 Responsibility

Leading is a responsibility. Responsibility can be defined in different ways, and the researcher found that it is a leader’s responsibility to be aware of everything surrounding his/her company or project. Leaders are responsible for managing diversity and building human capabilities. Directing people toward achieving one common goal is not easy, and to achieve it leaders need to be aware of their work, their people, the strategy, and their organisation’s vision.

According to Const.Co.1.SM.1:

“As an engineer, the most important thing is to be aware of my scope; aware of how to deal with all people, how manage and lead them. Aware of how to reach those at a higher management level than me, as well as those under my management level, with my passion.”

Leaders have no choice but to work in a diverse environment, comprising of diverse levels of management, diverse cultures, diverse perspectives, and diverse environmental needs. It is necessary, therefore, to have leaders who understand this diversity and create opportunities for learning and developing.

Participant Const.Co.2.MM.1 mentioned that:

“As for those how a head of us, its very important to know how to deal with them. One of the most important aspects is to be able to face and absorb shocks from those higher than us, and carefully reflect those shocks on those who are lower than us. Employees at lower levels may not be able to tolerate such decisions or problems. So each level has its own problems and responsibilities, and a good leader is one who can observe diverse needs and manage them between different levels of management.”

Managing diversity means mobilising team members in away that provides everyone with the opportunity to work effectively as well as challenges them to develop their skills. In this way, diversity is managed and transformed from a challenge into an opportunity that influences performance.
According to Const.Co.1.OM.1:

“As an operational project manager myself, I try my best to understand what people are good at and where they work comfortably, because they will be more productive in their comfort zone.”

Const.Co.3.MM.1, on the other hand, commented:

“Having different employees from different nationalities and different cultures, and with different religious values, creates huge obstacles to working comfortably and finding a way of working that is suitable for all. Good leadership should be able to monitor and control these problems as well as find solutions in fairly good way.”

Again, Manu.Co.1.SM.1 stresses that one of a leader’s core roles is behaving in a responsible manner in order to allow for a better work atmosphere and increase opportunities and people’s effectiveness.

“Here it is the leader’s responsibility to understand his the variation of his team members skills, and try to mix them together in order to help them better understand each other and get the work done. It is to get the Homogeneity in the teamwork.”

The leadership process requires people who are capable and skilled to drive the team forward and face challenges. Leaders are therefore responsible for building and developing the human capabilities that are needed within an organisation. It is not just about qualifications or work experience alone, but also personal skills such as the ability to interact, work as part of a team, learn, be flexible to change, and much more besides.

According to Manu.Co.3.OM.1:

“A leader should be able to get the best out of people by giving them the best of himself. Also, when a leader behaves in strong way with workers, this should be in the interests of the workers and the work – not for the interest of the work only. It is for them to learn to face life
and work difficulties and to be strong. Along with this is giving them authority in place and monitor them.”

Whereas according to Manu.Co.1.MM.2:

“As a project manager in KSA, I can see the rapid development in the country’s growth. There are huge opportunities for business and economic growth; the demand for human resource capabilities is very high and urgent in all sectors, including education, health, transportation, real estate, etc.”

6.4.1.5 Encouragement

Dealing with people in the work environment requires a lot of encouragement to keep people motivated to work, learn and develop. This research found that encouragement is one of the leading process characteristics that needs to be employed. It also found that encouragement can be applied in different ways – diverse people from different cultures and perspectives perceive motivation differently. It could be by moral incentives, where people appreciate kind words, a friendly approaching and being dealt with respectfully, all in which can be like tapping on your shoulder.

According to participant Manu.Co.1.SM.1:

“People on site always require moral support. Not every manager recognises this, and it not always written as part of a company’s mission statement. This is a very critical issue that needs to be recognised”.

As mentioned earlier, passion is a great motivator for people to work, and leaders need to understand how to encourage their followers. People may be encouraged by their leaders’ passion to work, and influenced by their leaders’ ability to work despite any difficulties. They need to feel responsible for the business and work hard in order for it to succeed.

Participant Manu.Co.3.SM.1 states:

“In contrast, if workers do not love their work, they are not motivated to work hard – they will only wait for each day’s work to be finished. Motivation is a core principle for today’s challenging work environment.”
Also, leaders need to develop the way they deal with employees, and understand that they come from different backgrounds and are motivated in different ways. Therefore, when diverse people come to work together, what must be addressed is how to encourage them to work differently. This was a big concern for the leaders in this study, as they tended to find this issue very difficult and challenging.

According to participant Manu.Co.1.MM.2:

“What must be considered here is that the primary aim and focus should be in how to get workers used to the culture, environment and people around them, and how to ensure that they love it and enjoy it, because they are human, and then is the technical or hard skills development.”

6.4.1.6 Engagement

Engagement, which means leading by working together, has been found to be a very critical aspect that enhances the leadership process and helps leaders to effectively manage people in diverse and complex organisational settings. When we walk about leaders engaging with his/her followers, we are referring to the way in which they share knowledge, responsibilities and decision-making. It also means communicating with each other directly and simply. Today’s work environments require leadership to be about more than just strategies and decisions. They instead require leadership to be a process that involves people, strategy and long-term vision, and actions to be made together in order to instigate effective response to change. In order for this leading process to succeed, it is necessary for individuals to be able to work together effectively to lead work to success.

The researcher found that leaders could engage with followers in diverse action such as by supervision, whereby a leader supervises their followers, and provides them with critical information and direction. Supervision also means leaders providing the necessary support, monitoring and training required to develop their skills by working together.

According to Const.Co.2.OM.1:

“We gathered them to explain the scope, tasks and responsibilities, we gave them a timetable, and we supervised them throughout in order to achieve the result on time. We also had to help and support those who had weaknesses – each employee has their own strengths and weaknesses that are different from one person to another, so we try
our best to work in each one. For example, some people work hard but lack communication and leadership skills, so we try to support them by giving them less work and more leadership responsibilities in order to help them gain confidence through experience.”

Engagement can be developed and monitored through organising weekly meetings in which leaders teach their followers, provide feedback and thus learn from whatever has been done. Organising such meetings encourages leaders and followers to communicate their ideas, give feedback to each other and work more effectively together.

Manu.Co.2.OM.1 mentioned that:

“The weekly meetings that we organise help us to communicate regularly with each other; we present issues, problems and achievements which accordingly enhances working together.”

Leaders could also engage with followers by teaching them how to think effectively and how to strategically manage and achieve their tasks. It is not only a leader’s role to be smart and understand the big picture, as well as the vision of the company; it is the responsibility of each employee to develop a long-term vision and strategy. Therefore, leaders need to work together to develop employees’ skills and awareness about strategic thinking and having a long-term vision.

According to Const.Co.3.OM.1:

“As a leader, I am always trying to teach my followers how to have a future vision at least one month ahead, each one according to his work need. For example, an engineer would have a weekly vision, a director a monthly, and so on. Without me working with them to develop such skills and knowledge, it would be difficult for them to succeed.”

It has also been found that effective engagement requires direct communication and easy access to leaders. Interview participants confirmed that an open-door policy is very important, and that it heavily influences communication and effective engagement, and develops working together. When a leader implements such a strategy, he/she develops trust and confidence, and allows followers to reach and talk to them about critical issues.

According to Const.Co.3.MM.2
“For me, I appreciate and apply the open door policy. Successful project managers do not close their door to anyone. Our staff open the door and come in, and if some one is not from the company or staff group, for security reason we just ask who, and why? This heavily influences the relationship and communication flow between group members. We do not have closed door – we have a friendly relationship and love working together.”

Engagement has not only been found to be critical for achieving work tasks, but it is very important for developing human work values such as collaboration. Working together requires a leader who is not outside the group, but is, however, part of it, and works at the same time to build an environment of harmony, cooperation, support and sharing.

Manu.Co.3.MM.1 states that:

“Management is all about how people can work together and be productive without depending on one person.”

Whereas another participant also clarifies that cooperation is found to be one of the most important aspects to a successful leader, and one that influences workers’ cooperation with each other and enhances their ability to engage in different groups or different tasks.

According to Const.Co.2.SM.1:

“Successful leaders can be very influential, according to how cooperative is he/she with others. Working alone is no longer needed, despite any managerial positions.”

Whereas Manu.Co.1.OM.1 states that:

“It is important to note that even if I, as a project manager, am very qualified and experienced, I cannot work alone. A leader or a project manager who stays in his office is most likely to fail as a leader.”

Manu.Co.3.OM.1 commented:

“Firstly, I would say cooperation – working together as a team – is very critical. If we put the number one person in each position but there is not harmony between all of them, there would be no result. If,
however, we put the number four person in each position, but they work well together, the result would be excellent; that is the spirit of cooperation. Secondly, apply ‘the right person for the right job’ rule: if one person is good at something, it does not mean that he is good at everything. Mobilising team workers according to their skills and knowledge is extremely important. If he is number one here, he might be number 10 elsewhere. These four factors are, in my opinion, the most important.”

The last but not least, is sharing. Sharing can enhance the engagement process, as it allows for the transference of knowledge, experiences and information. People work together to increase the efficiency of their performance by learning from each other and developing their personal skills. The leadership process cannot be accomplished by one person alone, and cannot be effective without allowing knowledge to be transferred from one case to another. A leader must therefore engage with his followers by sharing their vision, knowledge, experiences and responsibility. It is very critical that as time goes on, experiences of individuals are developed order to enhance work performance.

According to Const.Co.2.MM.1:

“It is understandable that the person who sits at the top of the pyramid can see everything, and whenever they go down the ranks, their vision narrows. So a leader knows polices, project targets, vision and overview.”

6.4.2 Emotional intelligence

Emotional intelligence is a concept that has been given to describe people emotions about themselves, others and their environment. The research participants placed great emphasis on the importance of feelings and emotion. It is about feeling good about yourself in your work environment and feeling great about working with others. It is about honesty, relationships, and dealing with care, respect and understanding of each other and the environment, and feeling happy to work. The research data provides the researcher with great evidence for the importance of emotional intelligence, which can be broken down into three important aspects: intrapersonal skills, interpersonal skills, and cultural intelligence.
Any working environment today, despite its size, type or even vision, must understand the importance of the human capacity, and encourage the development of human capabilities. It is not only about education or training, but more about creating the right work environment that allows people to grow and work together.

According to Const.Co.1.SM.1:

“Today, in order to succeed, a good leader and a good environment cannot work in isolation – both have to be equal. Yes we have had and do have leaders, but in this time of uncertainty, change and development, we need to study and investigate what is needed today and not to depend on history and accepted knowledge, because there is variation in and therefore different requirements for each time and place. We need to demonstrate the credit of individuals, communities and organisations. Companies and projects are no longer local, even if it is not international or globally recognised. We need to go beyond the visible to the invisible side of our people.”

6.4.2.1 Intrapersonal skills
The skill that best distinguishes one leader from another is being his/herself, and it is a tough one to master because, it is too difficult for a leader to play his/her real personality at work, as it is somewhere else. Sometimes work requires us to pay more attention to the whole picture as opposed to focusing on small issues. What this means is that some emotions and personal judgment should be avoided at work. However, the researcher found that although participants think that it is very important to be authentic, this concept is much more difficult to practise.

However, this skill, defined as “intrapersonal skills”, can be developed, which requires a great self-awareness and understanding of personal needs and emotions. To “be yourself” means to know exactly what you want and exactly who you are. This is the only way a person can stand apart from others and represent his/her character in the right way. People always accept who you are if you are confident and believe in what you are doing. For a leader, this is a very important aspect, because leadership is a continuous process that requires power, self-confidence and influence, and only those individuals who believe in
the reality of themselves can perform it effectively. This is what “being yourself” is all about.

Participant Const.Co.3.SM.1 commented that:

“My first work experience was in a big company in Egypt after graduating from college. I started working on a big project for a development of nine towers, each 30 levels, and I also worked in housing construction. I was fortunate to have these opportunities, which really enhanced my carrier. If you want to be better, challenge yourself. I knew myself and what I needed to do in order to grow, so I was always looking to those people who were better than me and trying to do my best to reach their level.”

Another participant discussed the importance of developing intrapersonal skills through working and engaging in personal life experiences. It is about people themselves and how awareness can be a great step to their success in any part of their life.

Participant Manu.Co.1.MM.2 states that:

“What has influenced my personal and carrier success? Well, it was working for five years in the US. It was one of the major keystones that influenced me as a person, and it pushed my career to progress faster than others, especially at my age – I am the youngest of the executives in my company. Such experience abroad at a young age helped me to pinpoint my future aims and know exactly what I needed to do in order to achieve them, whether that be by gaining knowledge, money, friends or personal company. It is extremely important to be aware of, value and challenge yourself. So what really pushed was working in the US, while studying at the same time. It is a big challenge, studying during the day at school, and working in the evenings. The combination was hectic, but it was a great experience.”

6.4.2.2 Interpersonal skills

Not too far from what has been discussed in the previous section, interpersonal skills is all about understanding others and choosing the right way to deal with them. A leader needs to show great care toward people, and builds a strong and effective relationship. Interacting
with people can be different from one person to another, however, everyone can do this once they accept others’ personalities and understand their needs. In reality, there is no one right or wrong – it is all about being different. Therefore, a leader must create an environment of understanding and acceptance, and attempt to build ways of thinking and reaching others by understanding what they need and how they can help. It is about overcoming the differences that divide into groups that hinder our personal growth, such as nationalities, religions, cultures or even gender. Interpersonal skills highly influence communication, relationships, work performance and productivity. It helps to create the organisational culture that supports everyone to grow by being surrounded by those members of the team who care, share, understand and encourage.

According to Manu.Co.2.SM.1:

“KSA is a multi part, and has a lot of people from different cultures coming to work here. Now, I think or I have observed that the way in which one might address business culture is difficult here because of that fact. However, it becomes much easier in India and Vietnam. And looking at different business environment, it is very clear-cut to those leaders. Whereas in KSA, because various ex-pats tend to work in the same business, it is necessary to address different leadership styles simultaneously, as you do not want to interfere with people’s own way of doing things. It is not that these people do not want to do things; it is about them wanting to do things their own way. It does not mean that they are bad – it is just the way they have learned to doing things in school, and their background as well as education and experiences back home. So if you want to but them all you need to be very careful – you do not want to create or adapt to a culture that they find it very difficult to work in.”

Interpersonal skills require a great awareness and understanding of people and how to communicate with them, understanding their needs, weaknesses and motivation. Most participants argue that part of a leader’s responsibility is being aware, and that awareness should enhance interpersonal skills and interactions not only for a leader but also for everyone in the group.

Participant Manu.Co.3.SM.1 mentioned that:
“As an engineer, the most important thing for me to be aware of is my scope, how to deal with people who I manage or lead, and how to deal with people who manage or lead me, as I am influenced by them as much as they are influenced by me.”

While Const.Co.3.MM.2 states that:

“We also have to help them support those who have weaknesses, as each employee has their own strengths and weaknesses, which are different from one person to the next. So we try our best to work in each on. For example, some people work hard but lack some communication and leadership skills, so we try to support them by giving them less work and more leadership responsibilities in order to help them gain confidence through experience.”

And participant Manu.Co.1.MM.1 states:

“The good thing is that managers and CEOs in here do understand my style and are happy with my work. They appreciate my work and have accommodated my style many times, so I got the support necessary to accomplish their vision. However, at the end of the day, it is globally, and what forms culture are practices, decisions, owners’ values, as well as so many other different aspects. It takes time to create a culture, and it takes time to change a culture. If you start to make judgement about culture, that means you start to make light of people and their cultures”

Const.Co.2.OM.1, who discusses the importance of the awareness of people and how important they are, also addresses the same point differently:

“Any work environment depends on people, and leaders are responsible for mobilising and understanding everyone’s capabilities in order to get the best out of them – it is all about working together, integration and contribution. So it is about how to get the right person to do the right job, and monitoring this process over time, so they know that you are waiting for the result. Your matter as a leader is their matter. Push all their power and focus in the direction you want to go, and assess them along the way.”
No matter how brilliant a leader is in their area of specialism, the most important aspect of leadership is personal skills and how a leader understands their team members, devises the right teams, and creates the right environment for people to work in. Not everyone can do that effectively, and this fact cannot be ignored.

According to Manu.Co.2.MM.1:

“I might have some leaders who are good at formulating and numbering, and excellent at accounting and managing finances. I might also have excellent engineers who bring great ideas all the time, and get the best products, but do not know how to formulate the right team. I have seen them fail.”

Manu.Co.2.OM.1 states that:

“Yes, we have a deficiency in leadership, and when we are interviewing people, whenever we look at a Saudi’s CV, they seem to have great knowledge and a great mentality, but they cannot present themselves well or even deal with six or seven people, so how a project or a company would be.”

6.4.2.3 Understanding of the context
Cultural awareness, otherwise known as “cultural intelligence”, means being sensitive to diverse cultural aspects in work environments. Leaders need to understand and respect people’s differences, and view them from the perspective that there is no right or wrong culture – just that people are different. This characteristic can be acquired by working in a multinational environment, or by traveling abroad to different countries. Nowadays, work environments are multinational and participants therefore emphasise that leaders must understand diversity, manage it and get the most out of it. It is about the context which involves me as “leader”, people and what we do together “work”. The researcher builds the argument according to participant views of what is really important in leadership and how these important aspects can be developed.

According to Manu.Co.1.SM.1

“Each person has his own psychology and cultural values, and leaders have to understand that and deal with everyone individually. To be
able to do that, a leader should understand his work responsibilities, tasks, vision and culture, and from that coordinate his followers.”

The researcher also found that leaders also must develop cultural intelligence between employees, as this is creates a strong relationship between employees and encourages teamwork. When diverse people have different cultural values and perceive things in different ways, this can be very challenging and create problems that are difficult to solve. Leaders therefore need to create an organisational culture that all employees understand, respect and are happy to work for. It is not only about making employees do the required work, it is also about helping them understand the context in which they are working and connecting with others. For a leader to do that, it is necessary for them to have an advanced sense of cultural intelligence.

Manu.Co.1.OM.1 states that:

“There is no one system for me; I manage a project that consists of 182 sites across the country. Can you imagine the huge picture I have to bear in mind, and the responsibility that goes with that? I was required to be ready to travel weekly around these sites and make sure that everything was heading in the right direction. Yes, the sites are located in one country, but it is a huge one, and each city has a different environment, different people, and different clients and suppliers. So each site represents a case and project that is very specific and different from the others, but all together makes one huge project.”

Const.Co.2.OM.1 also mentioned

“Whenver we get new employees, we try to integrate them into the group as much as we can, giving them time to understand everything, and a chance to get on with it. For example, when bringing a worker from a cold country, we try to get them work on the night shift until they get used to the weather.”

Manu.Co.3.OM.1 also recognises and applies a similar method to creating culture by understanding the context and involving all workers in it:
“We offer a private school for foreign employees when they come out; we mix them with experienced employees and teach them everything about work, environment and culture until they get used to everything, and then we upgrade the according to their personal capabilities”

Cultural diversity does not only cause problems, but it can also provide people with an opportunity to learn, develop and acquire cultural intelligence. It is a great opportunity for creating and managing knowledge, which is vital for an organisation.

According to Const.Co.1.SM.1:

“What I want to make you understand is that the environment you work in, nationality and culture all have an influence. There is a scientific role for the work, but there is no one way if doing it. So cultural intelligence is critical, and when a leader reaches a level of understanding to work in such projects and multi-cultural environment. Wherever there are problems, we always recognise and solve them, which is a good point. These problems can be challenging, but challenges always are opportunities to develop and get better.”

Another aspect necessary to understand the context is the type, size and originality of the work in hand. Because this requires a lot of awareness when choosing who is going to carry it out, as well as aiming to give it its unique and speciality. Not only is a leader’s responsibility to understand that, but it is the shared responsibility of the team, as each aspect highly influences the outcome.

For example, Manu.Co.1.MM.1 mentioned that:

“Another critical problem we have is the time in Bin-Laden Company is that our project is focused, big and very sensitive to a government level. So the project that it should be finished in three years, we do it in one year. So we all under pressure day and night as in the end it is responsibly, it is you as leader responsible for any thing might happen. The increased worry about my projects leads to more care and attention to get the result and quality you want and to more concern about the people who I work with”
Const.Co.3.OM.1, on the other hand, states that:

“Another reason is that the size and quality of materials may differ from one project to another, so it is not only about environment, culture, and tasks, but it is also about the type and size of project. It is like a private school within each project, however, what is most important, as mentioned before, is the people.”

According to Const.Co.1.OM.1:

“Projects we undertake here in Mecca are much more difficult because any problem, or delay would affect not only the company name but also the government’s reputation. Projects cannot be delayed. It called “rush projects” and especially the “Hajj” and “Umrah” do not work as what the books said. These types of project have a specific nature and required management that goes with events”

Manu.Co.1.SM.1 discussed the importance of understanding the context and how it influences leaders’ performance and their relationship with followers.

“The leader has to understand the social perspective of the environment that he/she is working in. We have some English people who, when they work in the UK, deal in a different way to when they are here in KSA. The way they communicate with us is different, as for be successful, you have to immerse yourself in the society you are working in. It is not about my nationality, rather it is about where I work.”

All of the abovementioned statements clearly evidence how important the context is, and how critical it is to understand its conditions. According to participants, a leader must acquire cultural awareness, as it will help define critical parts of his job in order to meet any work challenges.

Manu.Co.1.OM.1 comments:

“Coming down to the business here, I have worked in a failing company, where they asked me to work first, and we have helped turn that company around. How we did it and what different processes we
used is a long story, but the experience helped me to understand how to turn a bad business situation into a good one. When I joined, it was a big cultural shock; I came with totally different perspectives. I came back to Saudi Arabia managing people who worked here for many years and might have never travelled or been exposed to different management styles. There is nothing wrong with adopting an Arabic managerial style, but somehow we have our good days and bad days. But the point comes down to how flexible you become when it comes to bending what you believe in order to accommodate the challenges. First of all, we had to change people’s mentality, which was extremely difficult. When you enter to a failing company, people’s motivation is very low. Removing that lack of motivation, getting ideas from employees and getting them on board again was a big challenge.”

Manu.Co.3.MM.1 states that:

“Before I worked for this company, I worked in an international company here in KSA as contractor, and one day something strange happened. There were big projects that both my company and another company were working on. Accidentally, one day as I work between those to big companies in 1992, the international company has critical roles for meetings and appointment etc. everything needed to be exactly on time and as planned, by the book. After working in KSA for a while, they started to become more flexible. Their staff were multinational but mostly from the West, and all of them started to become influenced by the culture and social life of the country, whereas in my company, the majority of workers are of Arab and Far Eastern origin.”

So, cultural awareness means understanding the context and each aspect of it, such as the project environment, its requirements, the cultural and social environment in which the project is taking place, and finally how to manage the huge diversity within it.
6.4.3 Leadership knowledge

Knowledge can be defined as being qualified, having work experience and personal life experience. The researcher found that qualifications and experiences are vital factors in leadership practice. Leaders need to be educated, smart and experienced, which means having the right knowledge that allows them to work with different people and face different challenges. However, there are no specific qualifications or experiences required – it is all about knowledge and how to use it in a way that helps them succeed in what they are doing. What is most important here is to clarify that knowledge is not needed only in leaders – it is necessary for all team members to possess and use it. When a leader acquires knowledge, they are then able to evaluate and share it, and choose and determine each member of the team.

According to Const.Co.3.MM.1:

“I have to choose the right people and form a team that is going to help me get the project done. So I have to choose department managers in construction, technical, material, planning, etc. while they will be in charge of forming their own teams as well. This has to be done in a very professional manner, and people must be selected carefully in order to avoid any conflict.”

6.4.3.1 Having the right knowledge and experience

The researcher found that qualifications and experience are a must for leadership in action. Leaders need to be educated, smart and have the knowledge that allows them to face challenges and develop their organisations. There is no specific qualification or experience required when it comes to leadership in action – it is about the knowledge itself that they obtained from whatever education or experience they have had, and how they use it in a way so as to help them succeed in what they are doing.

According to Manu.Co.3.SM.1:

“Leadership is critical, part of it comes with learning and training, and part comes with experience.”

Const.Co.2.SM.1 argues that:

“Leadership roles require minimum knowledge and maximum leadership skills, and unfortunately, I have great people in hard skills but cannot set in a meeting for negotiation. Secondly, unfortunately,
the manpower that we had 20 years ago was more qualified than the manpower today. I was an engineer in a holding group company with four other engineers. Now we as five engineers are the leaders of the five biggest projects in the country.”

One of the participants also mentioned how education and early work experience had advanced his skills and work competences compared to friends of his in the same industry.

According to Manu.Co.1.MM.2:

“What has influenced my personal and carrier success? Well, it was working for five years in the US. It was one of the major keystones that influenced me as a person, It pushed my career to progress faster than others, especially at my age – I am the youngest in terms of executives in the company.”

Const.Co.3.MM.2 also highlighted the same issue and called for urgent change to take place in order to minimise the influence of not having enough human capabilities to meet the challenges ahead.

“We have a serious shortage in soft assets, and we demand more attention to be paid to this issue. The increase in the number of projects and development in the GCC region requires more leaders, who are not available yet. If the volume of projects declines, good leaders can be found and moved in between. This problem does not affect only the senior level of management, but it also affects executives, groups and teams. The availability of qualified manpower is not enough to meet the huge demand we are facing.”

According to Const.Co.3.OM.1:

“As an executive in one of the biggest companies in the KSA, I can see the rapid increase of growth and development in this country. There are huge opportunities for business and economic growth; the demand for high capabilities of human resources is very high and urgent in all sectors – education, health, transportation, real estate, etc.”
Having the right knowledge does not only mean being educated and qualified – it is about skills that help when it comes to working with others. The research findings indicate that leadership skills are very important and great leaders are in short supply and hard to find.

As stated by Manu.Co.1.SM.1:

“Any leadership position needs not only technical skills but also a great ability to lead. The importance of having knowledge and experience in hard skills works at the same level of importance as soft skills and the ability to lead and make decisions.”

According to Manu.Co.2.MM.1:

“I doubt that the manpower we have today can be in high position in the future. It puts more pressure on me as a leader, and causes me to worry about the work I am doing, and the work I will be doing in the future. So what we do is increase the number of workers in order to balance the shortfall in quality.”

Therefore, it is very important to recognise that leadership skills are not limited to leaders and managers; each team member should be a leader and should influence other team members. This how people should be taught from a very early stage. It is how leadership should be practised and developed.

According to Manu.Co.3.MM.1

“Everyone must have a leadership quality that helps him manage and direct responsibility, Therefore, the company needs to bring people on board who are very qualified, experienced and who have great personal and managerial skills in order to be able to deliver company projects.”

Another participant mentioned the importance of training courses and workshops that should not be limited only to hard skills and should not be provided only to certain people. Manu.Co.1.MM.2 observes:

“We also join training courses and workshops, but they are not academic – they are instead related to management and managerial skills. This is very helpful for us as project managers, because our
projects are very sensitive to the government, and the company position is very critical. Bin Laden is responsible for more than 70% of the government and infrastructure projects of the country, so our performance must be outstanding compared with others.”

6.4.3.2 Sharing knowledge
On the other hand, and most importantly is how leaders should communicate their knowledge and experiences to their followers. Leadership is not only about the leader themselves – rather, it is about the leader, the follower and the process of leadership itself. Knowledge is not that valuable if it is not transferred to others who could also use it. The way leaders should communicate their knowledge is by sharing and being willing to share their knowledge and experience with others. Leadership is no longer central to orders being given; it is distributed responsibility – a win-win situation in which all team members can learn, develop and work effectively. When a leader shares, it means he/she works openly with trust, honesty and passion, as well as care for their people first and foremost, after which comes work and profit.

According to Manu.Co.3.SM.1:

“To be honest, I do not have any problem with working in any place in the world because I experienced at working with almost all nationalities at different levels of management. I have also undertaken small, medium, and mega projects, and have worked on infrastructure, tower building and housing projects. I have experienced working under pressure. As a leader, I think it is critical to transfer this experience to my followers and challenge them to do better in their work.”

Const.Co.3.SM.1 mentioned that:

“People can really make or break you, and as a leader, if you know how to reach them and lead them, that is all it takes to get whatever you need out of them. People have all the ideas and the solutions. They are banks for all decision-making, and leaders really need to extract that from them by being open, teaching them and sharing your own experiences so that they feel close to you. It is about being smart.”
According to Const.Co.1.MM.1:

“One of the responsibilities of a leader is to motivate staff in order to develop and help them improve their skills and quality of work, by always telling them about the better opportunities that await them, by challenging them to have new experiences and engaging them in any new initiatives. Another point is when leaders act strongly with workers, this should be in the interests of the people and the work – not just the work. It is for staff to learn to face life and work difficulties, and to be strong. It is also about giving staff authority and monitoring them.”

Transferring knowledge from both sides is very valuable – each employee has his/her own knowledge and experiences that can be useful to everyone. Therefore, a leader should support and encourage knowledge sharing by showing interest, which means leading by example. According to another participant, Const.Co.1.OM.1, sharing knowledge means communicating effectively with his team:

“I take the best bits and try to generalise it to the whole team, so each culture benefits from the other. But how do you do that? By engaging, listening, talking, meeting, understanding, and having human interactions and relationships.”

Manu.Co.2.OM.1) states that:

“We are not against any culture, we get together to do work that we should all want to make a success. Each one of us has their own part to play in this success, and they should feel that.”

Manu.Co.3.MM.1 states that:

“The idea is that I do not believe one nationality will function better that diverse team, in terms of background. Working in a vacuum is not healthy. Having one nationality is like working in a vacuum, as everyone has one perspective. Their way of thinking would be the same and the way of thought is almost the same. So you do not get increased creativity or new initiatives. And whenever you put them onto a multi-task, you find that the same result always comes back. What is the different is whose know, and who’s not. But the way they
present is the same, and the way they think is the same, and they cannot influence themselves among themselves. Whereas if you work in a diverse team, you find that different backgrounds are all part of impute on that table. People come with their own way of thinking, from nationalities that are much more practical in the way that they think, which is needed. They come up with analysis behind analysis and you find some reasoning behind that.”

Finally, Const.Co.1.MM.1 also stresses this idea:

“For example, the way I make them participate in decision-making. I need to get their ideas and help. We do not dictate our terms 100%, unless it is not negotiable. But most of the decisions we have here are sharable. Sometimes they come up with ideas or solutions that are even better than what we had already decided, and it is a normal employee who came up with a great idea, which makes a lot of sense.”

6.5 Knowledge management category
This research found knowledge management to be a significant part of developing leadership as well as organisations’ performance. It was difficult to comprehend the complexity in which knowledge management can be established in such environments, considering the many different negative conditions. However, the vital role and future impact that knowledge management has on people, organisations and societies, makes it a very critical aspect to recognise and address. While some people may be aware of what knowledge management is and how it is important, the researcher found that some participant organisations were struggling with how to manage it, while others are not aware but they do practice it in certain ways. This research provides an explanation of how knowledge management can be created and managed by addressing important factors in the knowledge management process, and strategically placing them into four categories, which are:

6.5.1 Identification of resources
Firstly, in order to manage knowledge, an understanding of what knowledge is and what makes it, is vital. Knowledge resources can be people and their education, qualifications,
experiences and skills. It is also about information sharing or creation within the organisation. It is about the system in which people and information can operate.

The research data indicates that the qualified manpower available is not enough to meet the huge demand organisations face. Organisations have a number of skilled people who are not recognised for the fact that the work and employment system may not be as they should be. However, these people cannot face the challenges of today’s work environment, and it is urgent for organisations to understand this.

According Const.Co.3.MM.2:

“I doubt that the manpower we have today can be in high position in the future. It puts more pressure on me as a leader, and causes me to worry about the work I am doing, and the work I will be doing in the future. So what we do is increase the number of workers in order to balance the shortfall in quality.” We have a serious shortage in soft assets, and we demand more attention to be paid to this issue. The increase in the number of projects and developments in the GCC region demands more leaders who are not available yet, this can be one of the most critical reason.”

Another participant explains the same problem and that while education is developing and more opportunities are being given to people, the quality of skilled people is lower than it once was or what it should be.

Const.Co.1.SM.1 mentioned that:

“Unfortunately, the manpower that we had 20 years ago was more qualified than the manpower we have today. For example, I was an engineer in a holding group company with four other engineers. Now we as five engineers are the best-known project managers in the sector in KSA.”

However, having a short supply of leadership capabilities and knowing that human capabilities can be developed, requires us to think of what is it now, and how it should be? The researcher found that knowledge management is an urgent solution that needs to be changed. People are there and they can be influenced and developed in a better way of just
doing what they are doing everyday. What must be understood is that each person in this world is powerful beyond measure, and we therefore need to give people and ourselves more than just work – we need to see the impact everyone might have on the long-term. It is important to consider that each member of the team has a unique character and skills that are different from those of anyone else. It is personality, education, background and life experiences that make people special and different. So, how good someone is, or what degree they hold, does not matter, as long as they count as a human resource to the company. Then, classification and mobilisation occurs in order to get the very best out of each one of the team members.

According to Const.Co.2.SM.1:

“Apply the right person for the right job: if one person is good at something, it does not mean he is good at everything. Mobilising team workers according to their skills and knowledge is extremely important. If he is number one here, he might be number 10 elsewhere, but he still valuable”.

So the qualified manpower available is not enough to meet the huge demand KSA is facing. In addition to this, there is the issue of getting the right information. Information is always there, but it might not be available to everyone, or it might not be going to the right people. This depends on the way people communicate and work with each other. The organisational culture and environment may support or stop the flow of information and resources. Information can be given in different ways, but what is important is where information is going and for what, to whom, how and when. It has been found that people find it hard to get the information needed because of a lack of response from top-level management, or for the fact that sharing information is not preferable. Here is where leadership must come into action.

According to Const.Co.1.OM.1:

“It depends on the issue. For example, as operational manager, I do not deal with workers onsite, and I don’t get in touch with them – I deal with lower-level managers who raise any issues with me. The issue is what put down the policy. The nature of the issue is what determines policy.”
Some others found that regular meetings, for example, are very useful and help to communicate ideas and generate feedback.

According to Manu.Co.1.OM.1:

“And we have meetings – people from Egypt, India, Saudi and I manage them virtually. We also have general meetings where all team members sit together, which is very interesting. You always get to see the way every single person thinks and how they tackle information and problems, which is unique and an important environment to have such environment in any company”

Whereas Const.Co.3.MM.2 states:

“Weekly meetings that we have help us communicate regularly with each other and exchange information, so we present issues, problems and achievements. These meetings also help to ensure the integration between team members.”

Although meetings are very important and can be effective, meetings alone are not enough. Diversity of people, experiences, skills and knowledge is very important and can be addressed as an opportunity and a vital source of information if understood and managed effectively. It is again the responsibility of leaders to make sure that people are working in their right team and in the right position, and to make sure they can work comfortably and effectively.

Const.Co.2.MM.1, for example, suggests that:

“This would influence productivity. Some nationalities would have better productivity but lower quality, and vice versa. Diversity is very good at helping in such situations.”

Last is the system or strategy in which knowledge can be identified, managed and developed. Organisations may develop different systems and adopt strategies that may not work for some people or does not help them effectively engage with each other. This is where the importance of leadership, and how it can create the right systems that understand the needs of people, information and strategy, and allow them to work together in order to develop human capabilities and organisational performance.
6.5.2 Creating the environment

Knowledge management is a strategy that requires a lot of support from leadership. Also, it is important to create the right organisational culture in which all employees understand the importance of knowledge management and are able to demonstrate knowledge sharing. It has been found that it is difficult for employees to employ knowledge management without creating the right work environment that supports knowledge management. The leader should create an organisational culture and share its vision with all employees. This culture must understand knowledge management, and leadership is the main driver for creating this environment.

According to Manu.Co.1.SM.1:

“As we gathered them and explained the scope, tasks and responsibilities, we gave them a timetable and supervised them throughout in order to get the result on time. “We also have to help them support those who have weaknesses, as each employee has their own strengths and weaknesses, which are different from one person to the next. So we try our best to work in each on. For example, some people work hard but lack some communication and leadership skills, so we try to support them by giving them less work and more leadership responsibilities in order to help them gain confidence through experience.”

Therefore, leadership support, as mentioned earlier, can be a critical aspect to knowledge management. Without leaders’ support, the right environment for knowledge management can be difficult to create in the first place.

According to Manu.Co.1.MM.2.1:

“Having one nationality is like working in a vacuum, as everyone has one perspective. Their way of thinking would be the same and the way of thought is almost the same. So you do not get increased creativity or new initiatives. And whenever you put them onto a multi-task, you find that the same result always comes back.”

Const.Co.2.MM.1 discusses the way in which a work environment can be organised to support the implementation of knowledge management.
“It is necessary to integrate graduates with those who are more experienced, and with active, skilled engineers. There needs to be a combination between experience and knowledge. So if you want to have them all working together, you need to be very careful, because you do not want to create or adapt to a culture in which they find it very difficult to work.”

As discussed earlier, KSA organisations’ environment is diverse and multinational, which makes it very complex and interesting to work in. There is a huge opportunity for learning, exchanging ideas and developing personal experiences of other cultures and a new way of thinking. This very positive aspect should enable the development of knowledge management if the required support is available. Nowadays, it is critical to bring in young people who are open to learning, and easy to manage and develop. They are much more creative and can help create the new environment that supports knowledge sharing and development.

According to Const.Co.3.SM.1:

“The vision we have is to be the leader in whatever we do. While we are the leaders in our industry, the second company is not far behind us. Back in the day, they were a lot further behind, now the second and third companies are coming up close, which is alarming. And either or we have slot in down in the middle of the way, or other are speeding out. And I think the second scenario is very much applicable. When we came in, we found that it was always good to get new blood and to have younger people in management to speed things up, and I still believe that.”

Manu.Co.2.MM.1 also states that:

“It is necessary to integrate graduates with those who are more experienced, and with active, skilled engineers. There needs to be a combination between experience and knowledge.”
6.5.1 Monitoring and developing

After identifying the sources of knowledge and creating the required environment, it is necessary to monitor this process and carefully assess its implementation. Each group leader is responsible for ensuring that people are organised and managed in accordance with the aim of knowledge management, and that the required support is available to everyone.

Manu.Co.3.OM.1 states that:

“When we have a new worker we try to integrate them with the group as much as we can, and we give them time to understand everything, and a chance to get on with it. For example, when bringing a worker from a cold country, we try to get them work on the night shift until they get used to the weather.”

The process of monitoring also involves developing resources by recognising whatever capabilities and skills they have and making use of it by putting the right person in the right place at the right time.

According to Manu.Co.2.SM.1

“As a leader, I try my best to understand what people are good at and where they work comfortably, because, they will be more productive in their comfort zone.”

Development can also be a group activity in which leaders influence everyone’s capabilities and skills on the other. It is about mixing them, and creating new activities and projects that allow them to work together and transform their knowledge in an effective way. People are different – even if they have the same qualifications, it does not mean that they have the same skills.

Manu.Co.2.OM.1 mentioned that:

“One of the solutions is to develop people in-house. Each project should have a training programme in order to assess and develop the team’s skills and capabilities. This would have two advantages.
Considering a particular project’s influence, its success as the focus would be on its need and problem, which can be solved accordingly. People who experience this case study or project can develop their own personal skills, which might then be required in future projects, so it is about learning while working.”

Other participants also state the importance of developing people’s knowledge by challenging them, giving new opportunities and introducing ways of learning. This is very important for managing and developing knowledge.

For example, Const.Co.3.MM.1 mentioned:

“My first work experience was in a big company in Egypt after graduating from college. I started working on a big project for a development of nine towers, each 30 levels, and I also worked in housing construction. I was fortunate to have these opportunities, which really enhanced my carrier. If you want to be better, challenge yourself. I knew myself and what I needed to do in order to grow, so I was always looking to those people who were better than me and trying to do my best to reach their level.”

Const.Co.2.SM.1, who addressed his own experience outlined another good example:

“I would be very happy to work for my company anywhere, and to learn in other cultures, it is refreshment, diversity. Changing place, even from one city to another in same the company, would make things different. Meeting new people is vital. Each place has it is own experience to offer.”

### 6.5.3 Knowledge sharing

The most important aspect of knowledge management is knowledge sharing, which is again a strategy used to enhance people’s learning. In order to make use of knowledge it has to be shared. People should learn from each other and develop their skills and experiences by working together and sharing everything they know or have to better understand their work and their capabilities. It is important here for leaders never to underestimate their followers, and instead transfer knowledge and experiences to and from them.
Const.Co.2.OM.1 mentioned that:

“Management is all about how people can work and be productive without depending on one person. It is understandable that the person who sits at the top of the pyramid can see everything, and whenever they go down the ranks, their vision narrows. So a leader knows policies, project targets, vision and the overview. and here is where leadership and knowledge sharing comes in.”

Const.Co.3.OM.1 states that:

“To be honest, I do not have any problem with working in any place in the world because I experienced at working with almost all nationalities at different levels of management. I have also undertaken small, medium, and mega projects, and have worked on infrastructure, tower building and housing projects. I have experienced working under pressure. As a leader, I think it is critical to transfer this experience to my followers and challenge them to do better in their work.”

As been discussed, a leader should understand his team members’ abilities and try to make use of everyone’s strengths by working effectively together, making them understand the importance of sharing knowledge and how it can influence their work and their personal skills.

According to Manu.Co.1.MM.1:

“I take the best bits and try to generalise it to the whole team, so each culture benefits from the other. But how do you do that? By engaging, listening, talking, meeting, understanding, and having human interactions and relationships.”

Whereas Manu.Co.1.OM.1 states that:

“Sometimes they come up with ideas or solutions that are even better than what we had already decided, and it is a normal employee who came up with a great idea, which makes a lot of sense. It is our company culture and way of dealing with employees. They like to give each person the arena in which they can work comfortably. That is
basically what we really enjoyed – a little bit of this, a little bit of that.”

Diversity of people, experiences, skills and knowledge is very important and can be addressed as an opportunity if understood and managed effectively. It is, again, leaders’ responsibility to make sure that people are working in the right team and in the right position.

Manu.Co.1.OM.1 suggested that:

“This would influence productivity. Some nationalities would have better productivity but lower quality, and vice versa. Diversity is very good at helping in such situations.”

Manu.Co.1.MM.1 states that:

“We offer a private school for foreign employees when they come out; we mix them with experienced employees and teach them everything about work, environment and culture until they get used to everything, and then we upgrade the according to their personal capabilities”

6.6 Social influential factors

People work for their driving convenience, which can be physical, mental or relationships, and whatever people do, they do it for two reasons: to avoid pain or to gain pleasure. It is all related to basic human needs. An organisation is a community that is part of the wider society. All communities are formed by a number of individuals who act together according to community conditions and with respect to the wider society. Each society has its own properties, which makes it different to other societies. Therefore, society has a great influence on the states of mind and quality of an individual. The focus of this research is on understanding KSA leaders’ behaviours and attitudes toward best leadership practices in order to enhance organisations’ performance and productivity.

The researcher found that the most influential factor on leadership in KSA is social factors. However, participants often mentioned education, culture, religion, with little focus on economic status, as being the most important factors in leadership. They also highlight the relationship and influence of social factors on leadership practice and knowledge
management practice, which will be discussed in detail later in this chapter. Surely, social factors play a critical role in any organisational or societal setting, and each one greatly influences the other. Where the researcher found that social factors are the most challenging ones, these factors do influence the quality of employees, which then differentiates them from other groups. While it can be hard to change things such as someone’s culture and belief, there is certainly a way to understand, develop and manage them. Each society and culture has its own unique identity that makes it valuable and special, which means that it might be hard for people from other cultures to understand. Therefore, in order to make use of diversity, it needs to be understood. The positives of cultural diversity should be encouraged, and the negatives minimised.

Arguably, those who form a society are the most important aspect; therefore, what needs to be demonstrated here is how to build and develop human capabilities according to KSA - specific social factors. To return to one of the biggest questions the researcher always has in mind, who is leading who? It is understandable that social factors greatly influence human development and the quality of people, which also comes back down to the society they operate in. If the quality of people is high, and human capabilities are strong, the society will be more productive. According to many interview participants, the quality in leadership is important, and how can one possibly succeed without the other?

Const.Co.1.MM.1 states:

“If we look at history, we would find that some countries, such as Umayyad State, represent great variation. Umar Bin Abdul Aziz and Abdul Malik Bin Marwan, both leaders were presided over the same state and for the same people and culture. But let’s examine the Umayyad State during both times. Umar Bin Abdul Aziz was able to lead his people, and if the quality of his people was not good enough, he wouldn’t have been able to lead them successfully. Abdul Malik Bin Marwan, although he had great people around him, he did not succeed, nor did he fail – he simply did not succeed as Omer. Whereas when Yazid Bin Abdul al-Malik came along, he was leading the same people but the country at that time was in disaster, however, he was more than bad leader. Same people, three leaders worked with, where Omer did well %100 and Yazid destroyed everything.”

Const.Co.3.MM.1 also discussed the relationship and influence between social factors and
leadership:

“Let’s say that a great leader cannot succeed if the environment and people are not good. In this case, even success may happen, everything can fail at any point because bad people will not stand with you forever, and today it is much more critical.”

According to Const.Co.1.SM.1:

“Today, in order to succeed, a good leader and a good environment cannot work in isolation – both have to be equal. Yes we have had and do have leaders, but in this time of uncertainty, change and development, we need to study and investigate what is needed today and not to depend on history and accepted knowledge, because there is variation in and therefore different requirements for each time and place. We need to demonstrate the credit of individuals, communities and organisations. Companies and projects are no longer local, even if it is not international or globally recognised. We need to go beyond the visible to the invisible side of our people.”

As mentioned earlier, the most important social factor that needs to first be addressed is education.

6.6.1 Education

Although the importance of education in human development has been extensively discussed and developed over the years, the researcher in this specific context strongly argues that education in KSA is a critical factor for building and developing human capabilities, especially in leadership. The researcher found the heavy influence of the educational system applied in KSA on leadership practice and the growth of human capabilities. As a result, this study suggests that the education system requires urgent change and development according to the research data. This change should not be focused only at university or college levels, but on childhood at home and from an early age at school. It is very critical for the learning process to be monitored – a process that should never stop. The more people learn and experience, the more they become skilled, qualified and ready for holding any responsibilities and becoming more effective. However, by looking at how education is applied in KSA and recognising the challenges and factors around it, it is clear that the government tries hard to enhance it, however, the system,
strategy and people negatively influence this development. The research participants emphasised the way in which children are raised and educated, and the great influence this has on building and developing human capabilities. Generation after generation has been held back by old-fashioned ways of dealing, learning and interacting, which makes the future ambiguous. Although a great deal has been given to the development of education in KSA from different areas, such as establishing new schools and universities everywhere, working on developing strategy, bringing and using the most advanced technologies, and giving thousands of scholarships to students abroad. However, the impact of such development and effort is hardly recognised, with the real problem remaining unclear or even completely hidden. Over the years, researchers and decision-makers did not have the courage or ability to openly discuss the problem. It might be fear related to the fact that the issue is to do with people’s culture, beliefs and traditions that influence their way of thinking, which are difficult to change.

According to Const.Co.2.SM.1:

“Our nation has to grow in a challenging and competitive environment, has to develop its skills and has to put in work from the early stages. We put new employees into projects and asked them to perform certain tasks but they don’t do as well as expected. They need real experiences. I do not put the blame on them because I know the problem – we give chances that never work.”

However, the participants of this research make it clear and provide the researcher with the critical issues of the wider problem. The researcher found that the relationship between education and building human capabilities that is needed for effective leadership is great. Greatly, most of the participants state that leaders are in short supply due to the weakness in human capabilities in Saudi Arabia, and the demand is increasing as the region is growing very fast.

According to Manu.Co.2.MM.1:

“I doubt that the manpower we have today can be in high position in the future. It puts more pressure on me as a leader, and causes me to worry about the work I am doing, and the work I will be doing in the future. So what we do is increase the number of workers in order to balance the shortfall in quality.”
Const.Co.3.MM.2) states that:

“The increase in the number of projects and development in the GCC region requires more leaders, who are not available yet. If the volume of projects declines, good leaders can be found and moved in between. This problem does not affect only the senior level of management, but it also affects executives, groups and teams. The availability of qualified manpower is not enough to meet the huge demand we are facing.”

Leadership has always been made out to be something bigger than us, something that only certain people can do, and we treat leadership as something that one day we might actually deserve. This prevents many people from understanding their leadership potential, personal skills and strength to lead. Although some people are “born” to be leaders, the researcher found that a great part of leadership skills can be acquired through education, learning and experience. It is as simple as giving values to things that we do every day, and thinking about it when even we truly become leaders, and never taking credit for or feeling good about it. It is about the way of dealing, communicating and accepting each other with trust, confidence and respect. A big part of our leadership skills can be enhanced at home during childhood, and should be developed by education at school.

According to Manu.Co.1.MM.1, education can greatly influence the development of leadership skills:

“Leadership is critical: part of it comes with education, learning and training, and part comes with experience, everyone is a leader of his/her own self”

More important here is the issue of addressing how human capabilities can be developed, and by which strategy. First, let’s determine the facts that negatively influence education and the human development process, and then discuss the possible solutions. The researcher found that almost all participants argued about the way in which people are raised in KSA society. Second, it is the type and quality of education Saudis receive. Last but not least is estimating, respecting and dealing with trust and confidence with Saudi people.
It has been found that great part of attention has been giving to childhood and early education. Everything children receive from their parents at home or from their teacher at school or from their society anywhere contributes to the creation of those individuals’ identity and characters. Yes, Saudi society has a lot of great values, but the way in which these values are demonstrated can destroy people’s ability to learn and mature.

According to Const.Co.3.SM.1:

“Looking at our background and how we have raised? The values and norms that we grow up with such as shut up, do not talk, look down and do not raise your voice. Yes, it is a small thing but it does matter a lot. Yes, it is important to raise a child with respect and manners but this way is wrong, because it destroys all the interpersonal interaction skills that are important for a child to learn and develop for his/her future, and for them to be heard.”

Manu.Co.1.SM.1 also states that:

“Yes, we do not want them to be rude but we also do not want them to put their head down, and just say ‘yes sir’. And when they graduate from school and college they are faced with real-world interaction, which they are not ready for”

As for the way in which students are educated at school or in university, it is very much a case of learning by being fed information, and not by practising or developing personal and professional skills. The knowledge and information received in this way makes it very forgettable and ultimately useless. Learning by doing provides the opportunity to work with others, get real life experience, face problems and challenges and find ways to move past them. Most importantly is that to allow and accept mistakes from them – this is what we mean by the learning process. Unfortunately, what is happening in real life is totally different.

According to Manu.Co.1.OM.

“It is extremely important. We always argue that whatever we see in our universities in Saudi Arabia are much more of pure academia, theories and research methodology. This way of injecting knowledge into students’ brains prevent them from building knowledge and experiences into their personality. We place them for five years in one
campus, which are spent not only building knowledge, but also building personality, and when they leave, it is their personality that has to shine, not their subject knowledge. Because I can employ someone who knows everything the Saudi knows form subject wise and give them half of the Saudi salary, and that what is really happening. I want to employ a graduate is because of his/her personality and character, which I believe is very unique and has the potential to be great if well developed.”

Underestimating people’s capabilities is very problematic and critical issue because people are not putting in the right place to do the right job and also they are not given the chance to develop. Understanding why this is happening is much more difficult.

Research participant Const.Co.3.MM.2 mentioned that

“They put people in the wrong place, and avoid those who have the ability and knowledge. For example, you might be a doctor and should work in research and universities, but they put you down as an assistant.”

Manu.Co.1.MM.2 raises the same issue:

“He asked me what do you want to do? I said I want to work with consultant for the next two years and then I will be assigned ahead of accounting. The next day I was transferred, as they want to keep it for the non-Saudi who can run the project and just avoid this Saudi boy; all they want is the project to finish on time, not me as individual to learn and develop. That was in 1993, and now things are worse. Now there are more graduates and more men and women entering the workplace. It is more complex, the demand is high, but there is no strategy.”

It is becoming very clear that education is one of the greatest forces for developing human capabilities in Saudi Arabia, and while this is not a revelation, things are still not as they should be. Education can shape the society and build its strongest and most important source of power – people. Everyone in society is a valuable resource. Participants of the research arguably mentioned that the KSA ’s education system is developing and requires
urgent change, not by investing in technology or infrastructure, but by investing in people. It is about how we are dealing, interacting and working with each other. It is about giving people real-life experience and learning by practice. It is about providing them with opportunities, challenges and new ways of doing things. Strategies must work for people and help them develop and grow. It is not about making profit or using advanced technology – people must come first.

According to Manu.Co.2.SM.1, two critical factors need to be discussed: background or culture, and education:

“Now one is our background that needs to be addressed, and the other is education in Saudi Arabia. So yes we have a problem, we cannot get past that. It is very much dictated by the ministry of education as this is their way to teach and this is the methodology they adapt, and they do not want to change things. Fine! So the problem needs to be looked at from the ground level, from home, from day one at school. We need to build leaders, not followers. Very few families know how to give that norms and values for that very long perspective. I cannot give ways of doing that, and I cannot say that everything we had was wrong, but it is very complex and difficult.”

In addition, Const.Co.1.MM.1 discusses the influence of Saudi Arabian culture and education:

“We have expats from all over, so the more we know about their cultures and backgrounds, the easier it is for us to work with them. We do sometimes employ people who have never worked or been outside the country, who unfortunately never got the chance to go abroad, but it does not mean that I am better than them. I have seen great managers who graduated from the best school here in Saudi Arabia, and they do not know how to lead multi-cultural staff. They find it very difficult, and they just say that ‘I am the best, I know everything, this is our culture’, never admitting their weaknesses.”

Also, Manu.Co.1.MM.2 states that:

“But why not do something different do something like what happened in Malaysia. Educating a country does not take five years it
takes at least 20–30 years. Education is not all about teaching subject knowledge – a big part of it is about building human capabilities and skills.”

According to Manu.Co.2.MM.1:

“When you go to other highly populated countries like India or Egypt, you find that people there are better able to fight and who have to struggle to live and enjoy even basic rights. Those people who have been brought up in day-to-day struggle and competition are different from those people who have been brought up in our culture here. Those people can be leaders immediately – they know how to deal with different people, how to interact and manage others. A six-year-old boy in Egypt has already gained some of the skills required to manage and deal with people in any society, whereas our children struggle to deal with their family members and friends.”

Const.Co.2.OM.1 states:

“It is not that we are better than older people, but the challenges of today are different and more difficult. We need to be more flexible and define today’s challenges, and decided what we really need in today’s Saudi Arabia. We face an economy that is becoming increasingly integrated, and we need human capabilities for that – we need to cultivate great individuals”

Importantly, all the above-mentioned factors may influence the Saudi people in the workplace, as well as their suitability for work. Yes, the way in which people have been raised and educated has limited their capability development, but it does not mean that they do not deserve better jobs and opportunities to learn. It is never too late. There are different ways in which graduates can be developed, whether it is by forcing them to take challenges and always try new ways of working. This can be done by changing our concept of individualism toward collectivism, which means working and learning from each other and not alone. Most important is to never underestimate any individual, because whatever they have is a valuable source as long as we engage, share and learn from one another.
According to Const.Co.3.MM.1:

“We send our children outside to learn the academic knowledge, but where would they practise it? Can they do that here? Unfortunately, when they come here, they never find the opportunity to practise what have they learned. This is one of the real challenges we face in order to develop.”

Investing in people and building human capabilities is the key not only for better leadership practice but also toward sustainability and growth in all areas, which is also critical for building a strong foundation for a knowledge-based economy.

According to participant Manu.Co.2.OM.1:

“So I think under this condition, sustainability of economy is a real challenge, and the government is looking at it with a view to doing something about it. I think the solution is getting Saudis into more valuable jobs, by considering them for higher positions and opportunities and never underestimating them.”

Whereas Const.Co.3.OM.1 also discusses the same issues, saying:

“While the Saudi economy now is suffering from unemployment, what is the issue here? Is it companies’ profit, or the even bigger issue of employment, creating new culture and educating the country. If people like you come back and do not find the right support, they can easily could go back to London and find a better job, and again our country loses a valuable individual. There are a lot of men and women who have found doors to be closed, and return overseas, and as you know, the global culture is almost homogenous and therefore easy to learn. For example, you studied and lived in London and you can also go to work in America – it is almost the same. As you were able to adapt in the first place, you can adapt anywhere else”.

According to Manu.Co.3.SM.1:

“The vision we have is to be the leader in whatever we do. While we are the leaders in our industry, the second company is not far behind us. Back in the day, they were a lot further behind, now the second
and third companies are coming up close, which is alarming. And either or we have slot in down in the middle of the way, or other are speeding out. And I think the second scenario is very much applicable. When we came in, we found that it was always good to get new blood and to have younger people in management to speed things up, and I still believe that.”

6.6.2 Culture

Culture has been always one of the most controversial topics because culture is related to people, and any work is about people and how can they come to work together. The KSA culture has strong negative impact on people’s perception of work and the way they approach others at work. The researcher found that customs, traditions and lifestyles of Saudi Arabian people are very difficult to change, and that they also heavily influence their thinking and behaviours at work. It is neither wrong nor right. The way they practice it, is what makes it difficult to accept and manage change within the work environment.

Manu.Co.1.MM.1 mentioned that:

“One problem also is the social connection – the family is more important than work. In other nations, however, work is at work and family is at home”

Another participant, Manu.Co.3.OM.1, discusses the same problem and states that:

“Our main problem is the customs and traditions, which are all correct by the way, but the problem is mixing our own with their own and mimicking only what is fun. Unfortunately this has caused us to lose a big part of our identity as Muslims and Arabs. If you are to succeed, you must follow an Ideology and practice to its full extent. Do not mix. If you want to practise Western rules take it all and be Western. There is nothing wrong with adopting an Arabic management style, but somehow we have our good days and bad days. But the point comes down to how flexible do you become when it comes to bending what you believe.”
Const.Co.3.MM.1 discuss how the Saudi culture has a great influence on people’s performance at work.

“This would never happen in a Western culture – work is work no matter what. So there is a fine line that we must understand to manage this matter and use it to our advantage, and this is the problem in most of the organisations. They may have 1000 employees but get the productivity of only 500. In Western culture, 1000 work the productivity of 1000, although they may have no social time at all.”

Also, working in a multinational organisation makes it difficult for leaders and followers to get along with one culture, especially when the home culture is influenced heavily by people’s traditions and customs, such as those in the KSA culture. This all depends on how people are educated, and how people are encouraged to go abroad and work with different cultures and learn new experiences, which can make people think differently and learn how to be flexible to change.

Manu.Co.3.MM.1 mentioned that

“The difference between here and there is the social life, how to deal with people. There are things that might work well in one place and not at all well elsewhere. For example, Far Eastern culture promotes hard work, and emphasises reaching targets, but there is no social communication at work. The work just has to be done. In places like Iran, India, and the Latin world, on the other hand, there is some social communication that they use but never exceed. However, in Saudi Arabia, social life and connections come first in everything.”

The influence of culture as one of the most important social factors on leadership and organisation is great, and the way leaders should respond to this challenge is also great. Again when it comes to organisations, it is a leader’s responsibility to solve this problem by carefully selecting people, and creating an organisational culture and associated rules that are acceptable and influential. For example, one participant suggested that leaders can create organisational culture that accepts all diverse cultures and treats all people with equality and respect, making them feel happy and at home.
Manu.Co.2.SM.1 comments:

“If I meet them in free day and there was chance for making social activity this would be very helpful. A leader should make his society his team by understanding where they come from. For example, if I went to work in Europe, I am sure the work pressure would be less than here because the manpower and workers there are better than they are here, so managing them would be much easier. However, it is all about understanding people’s culture and how to manage their behaviours.”

Const.Co.3.OM.1, on the other hand, states that:

“The idea is that today there are constants in the profession despite the environment and countries. If I managed a project in KSA, US, UK etc., there would be shared constant and international roles that control the project management work. Each profession has it is basic, for example in our contractor and construction job, there is staff, roles, ranks that is the same everywhere. However, the different and most importantly is the social life and how to deal with people”

As discussed earlier in emotional intelligence category, cultural awareness is very important aspect that a leader should acquired in order to effectively work in different work environment. It is not only leaders but also all team members who have to adjust themselves according to people and the surrounding dominant culture.

According to Manu.Co.1.SM.1

“A leader has to understand the social aspects of the environment they are working in. We have some English people here, and when they work in the UK they deal with people in a different way to when they are here with us. The way they communicate with us is different, because for them to be successful, they believe they have to immerse themselves in the society they are working in. It is not about my nationality, it is more about where I work.”
Also another participant (Manu.Co.3.MM.1) mentioned that

“Before I worked for this company, I worked in an international company here in KSA as contractor, and one day something strange happened. There were big projects that both my company and another company were working on. Accidentally, one day as I work between those to big companies in 1992, the international company has critical roles for meetings and appointment etc. everything needed to be exactly on time and as planned, by the book. After working in KSA for a while, they started to become more flexible. Their staff were multinational but mostly from the West, and all of them started to become influenced by the culture and social life of the country, whereas in my company, the majority of workers are of Arab and Far Eastern origin.”

According to Const.Co.1.MM.1

“We have ex-pats from all over, so the more we know about their cultures and backgrounds, the easier it is for us to work with them. We do sometimes employ people who have never worked or been outside the country, who unfortunately never got the chance to go abroad, but it does not mean that I am better than them. I have seen great managers who graduated from the best school here in Saudi Arabia, and they do not know how to lead multi-cultural staff. They find it very difficult, and they just say that ‘I am the best, I know everything, this is our culture’, never admitting their weaknesses.”

6.6.3 Religion

Religion is an important factor of KSA society. It influences everything Saudis do as they implement Islamic rules and values in each and every area of their personal, social and work life. Therefore, this has to be understood and respected. The researcher found that people believe that any success or achievement they obtain is a blessing from God, and they work hard firstly to gain God’s satisfaction, after which comes personal and group satisfaction.

According to Manu.Co.3.SM.1:

“I am very proud of myself – I have worked very hard years and years, I am sure I deserve the position I am in, but I should a
knowledge that it is firstly and lastly the blessing from God. Some people might be better than me but the chance did present itself to them, so when you have the opportunity, you should not pass it up – believe in God and just take it.”

Another Const.Co.1.SM.1:

“We apply new technology, we develop our methods and systems and we apply our Arabic and Islamic rules, which adds more value to our work.”

Const.Co.2.MM.1 also mentioned that:

“Our culture and Islamic rules give us the beauty and joy of life and success of work if correctly administrated. Satisfaction and inner peace is very important and this must be demonstrated as core values in the work environment, especially nowadays”.

The researcher found that people believe that Islam is the best for effective and cooperative work. However, the problem is that not all people practice it in the right way, especially in their work environment. This does not only influence their personal life, but it has greater impact on everything they do, and especially on their relationship with others. Being yourself and dealing with authenticity strongly influences who you are and what do you do, and, naturally, this reflects on others.

According to Const.Co.1.OM.1

“Recent studies have proven that human values are the most influential element of in leadership practice. Which are values of our religion. As Muslims, if we behave correctly, we will be number one. If we go back to our Islamic principles and follow them, we will behave in the right way, we will save money, we will develop our organisations and society, we will be on time, and we will be more effective and productive.”

Participants also discussed the problem of Saudi people not practicing Islam as they should, be and again the influence of culture is becoming the greatest factor. It is not that
people do not accept Islamic beliefs, but instead it is the mix between the cultures, traditions and principles of Islam that make it so complex.

According to Manu.Co.1.MM.2:

“Our main problem is the customs and traditions, which are all correct by the way, but the problem is mixing our own with their own and mimicking only what is fun. Unfortunately this has caused us to lose a big part of our identity as Muslims and Arabs.”

Another participant Manu.Co.3.OM.1 observes that:

“If we only sensor religion on everything we do such as do not lie, do not steal, do respect and do help etc., we would be somewhere far from where we are today”

It is also important here to mention that working in a diverse environment assumes that there are people with different cultures, religions and languages. This makes religion not only a very important aspect for Saudi people, but also for those of other nationalities. The researcher therefore found that while leaders do not respect or appreciate their own religions, they also have to respect other religions and help followers practice their religion in such a way that does not affect the Saudi community. Therefore, accepting differences and giving respect to whatever people believe in will positively influence relationships and work performance.

Const.Co.3.MM.2 states:

“Respect their beliefs, help them pray or do any other religious activities that are important to them. We do have a meal together at least twice a month, so they feel connected, happy and harmonious. There is a lot of occasions in different religions that we need to respect, encourage and understand, by giving days off, or lessening their tasks so that they get time to enjoy their social life.”

Surely, social factors play a critical role in any organisational or societal setting, and the impact of each greatly influences the other. The researcher found that social factors includes education, culture and religion are the most challenging factors.
6.7 The relationship between the constructs of the conceptual model

The research findings indicate that there are three significant core categories that together contribute to build the conceptual model of this study. Each one of these categories significantly influences the effectiveness and implementation of the other categories. The reason for this study’s focus on these three categories is that they critically represent the research data and together play a critical role on the development of leadership practice in KSA organisations, which is what this study aims to investigate. In addition, the researcher argues about the significant role of each category in the development of human capabilities and skills which need to be addressed and enhanced in order to meet future challenges. Later on in this chapter, the researcher will introduce the theoretical model, which will explain the relationship between these three categories, and how it should be addressed and managed within an organisational setting. A practical model also has been designed and evaluated to help explain how these categories can be addressed in practice.

6.7.1 Leadership in action and knowledge management in action

![Diagram showing positive correlations between Leadership in Action and Knowledge Management in Action](image)

Figure 6.1 Positive correlations between constructs (leadership in action & knowledge management in action)

Source: Fieldwork

The result of this research introduced the construct of the conceptual model and defined its core categories and concepts. The researcher found a strong correlation between leadership in action and knowledge management in action. This relationship is a positive correlation whereby each variable or category influences the others. It has been found that effective
practice of leadership influences and supports knowledge management creation and development within KSA organisations, and without this support and influence it would be very difficult for knowledge management to be created in the first place.

On the other hand, effective practice and implementation of knowledge management within KSA organisation also has a great impact on effective practice of leadership and its development. As discussed earlier, knowledge management helps in developing human capabilities and skills and, above all leadership skills. Organisations need to address the importance of these two factors on their organisations’ vision and strategy by creating the right organisational culture and implementation strategy for the long-term.

According to Const.Co.1.SM.1:

“All work environment depends on people, and leaders are responsible for mobilising and understanding everyone’s capabilities in order to get the best out of them – it is all about working together, integration and contribution, and how to get the right person to do the right job.”

6.7.2 Leadership in action and social influential factors

![Figure 6.2](image)

*Figure 6.2 The impact of social influential factors on the leadership in action category*

*Source: Fieldwork*

Leadership is a phenomenon that represents human interactions and behaviours toward specific personal, social or work needs. The main driver for leadership is people (individuals or groups), and the identity and characters of those people are highly
influenced and related to their social and culture. Therefore, in order to understand the behaviour or actions of an individual, or to assess their work performance and effectiveness, understanding and managing the impact of social factors on them is critical.

The research project findings indicate a strong relationship between social influential factors – namely education, culture, religion and economic – on leadership in KSA organisations. However, the impact of these factors can be seen in people’s behaviours and actions, which can themselves be indirectly related to the way in which they have been raised and educated from childhood. The research data therefore shows clear evidence of the way in which people in organisations deal or perform when leading or managing people is directed by their beliefs, culture, background and lifestyle. In addition, this in turn shows how a person’s background affects the implementation of any strategy or people development, as well as a leader’s effectiveness at work. While, religion and culture are, of course, principles that are not subject to change or discussed in a work context, the way people practice and represent their religion and culture, however, is what must be recognised and discussed. Over the years and with the impact of globalisation and economic growth, people in KSA mixed their religious principles and values with culture and traditions.

On one hand, the research findings gave a great importance to education, and show how significant it is to the growth and development of the nation of KSA. On the other hand, KSA’s economy is growing rapidly, and there are huge opportunities for development and change if the right strategy is employed.

What is happening now in that context, and what the researcher has found, is the negative impact of such social factors, not only on leadership practice and development, but also on the organisations’ long-term performance and productivity, as well as on the growth of human capital. People and human development that are the foundation of any organisation, community, or nation, and these people directly lead to practice and influence people’s actions. This research represents clearly this argument, and provides a theoretical model for future research and investigation, as well as the practice model to be assessed and developed in a practical sense. The researcher summaries these, as follows:

- Social influential factors have a direct and indirect impact on leaders, and influence their actions
Great absence of combatant leadership
Underestimation of human capabilities and skills
Incorrect implication of strategies
Inappropriate practice of religious principles and cultural values misleading actions

6.7.3 Knowledge management in action and social influential factors

Knowledge management in action, as discussed earlier, is a critical strategy that organisations can use to enhance their employees’ effectiveness, performance and practice by enhancing their skills and knowledge. The research findings indicate the way in which knowledge management can be created and practiced, and also discuss that, while some organisations may practice it in indirect or unsystematic way, they may not, in general, have an awareness of the importance of knowledge management. In addition, the research data strongly evidences the strong influence of social factors – namely education, culture, religion, economic – on knowledge management creation and development.

Knowledge management can be addressed by different aspects or principles, as has been explained earlier in the conceptual model. Firstly, the identification of resources means organisations need to evaluate and assess their human resources capability and competence, restore and manage the available information, and critically examine their strategy. This process is naturally different from one organisation to another, which can be due to organisational culture and the nature of the work they perform. Secondly, there is
the creation of the environment in which knowledge management can be developed, which requires a lot of support and understanding from leadership, as well as organisational readiness for and acceptance of change. Thirdly, there is monitoring and developing, where organisations need to ensure that their strategy works correctly, that the established environment is suitable for such changes and developments, and that resources are used to allow for better practice of knowledge management.

The question here is: How do social factors influence knowledge management? One side of the successful practice of knowledge management is about having the required support and understanding from leadership, while the other side is about bringing this knowledge into practice by sharing it. Both sides require people who understand it and have the ability to support and share it. Leadership needs to be strong and have a clear long-term vision, so it needs individuals who are educated, skilled, smart and who have personal and professional competence. Also, the way these individuals interact with each other, think and communicate are all critical for sharing knowledge, which requires trust, confidence, strong relations and a willingness to share.

How would someone be able to lead in this way if they were not aware of the importance of knowledge management and knowledge sharing, or if they had not obtained the required education or skills, or if their culture, beliefs or the way they think and live have different values to practice. If you do not believe in what you are doing, you will never succeed. The research data, as previously explained shows how KSA ’s people require a better understanding of knowledge management, and how social influential factors have negatively influenced their education, growth and readiness for challenges. Therefore, this can be summarised as follows:

- Short supply of leadership
- Lack of leadership support and understanding
- Absence of the right strategy
- Wrong evaluation of organisation resources
- Underestimation of human capabilities and skills
- Readiness of organisations (culture, work environment, system, people)
6.8 Introduction to the theoretical model

One of the most critical aspects of this research project is to introduce the theoretical model of the study, which aims to provide a theoretical understanding to the emergent categories and concepts, and explain the relationship between them and the great influence they have on the creation of a new concept in leadership study, namely “collective leadership in action”. Figure 6.4 below represents the research project theoretical model:

![Theoretical Model Diagram](image)

**Figure 6.4 The theoretical model of collective leadership in action**

*Source: Fieldwork*

It is clear that there is a significant influence of social factors on leadership and knowledge management. Leadership is not only about people and how to lead them, inspire them and influence them, but it is about working collectively. Although leadership is a critical factor to strategic implementation and advanced organisational operations in business, this all depends on how people work together, and on how they practice leadership each in his/her comfort zone. Therefore, the influence of KSA ’s social factors on leadership must be recognised and addressed. Saudi Arabian society has very unique values which, if effectively practiced, could greatly improve leadership effectiveness, human capital capabilities and overall organisational performance.

On the other hand, a big part of knowledge management in action requires the involvement of people. Knowledge management is an effective strategy that needs to be carefully accepted and understood by people. It requires significant support from leadership by
firstly practicing it in a way that is appropriate to a specific context – (which will influence people to accept it), which ultimately means leading by example. Leadership needs to introduce to knowledge management to and practise knowledge management within their organisations by creating the right organisational culture. Then, people accept and work within the introduced cultural environments and values. While people’s perceptions of work, to share, to get involved direct and indirect interactions are different. Therefore, this research found the link between knowledge management practice and influential social factors to be critical, and therefore that an understanding of social factors and people’s perceptions and needs would help the effective use of knowledge management in action.

Within the organisation, the researcher strongly argues about the relationship between leadership in action and knowledge management in action. It is very important to know that while leadership is practised in the right way, this would positively increase the effectiveness of knowledge management. In contrast, effective practice of knowledge management is highly developed people capabilities and skills, which accordingly influences their leadership competence. Indirectly, knowledge management practice influences the readiness and skills of the organisation’s available manpower.

Managing the influence of social factors on leadership and knowledge management as well as understanding the relationship between both categories creates the new concept in leadership study: collective leadership in action, which can be defined as:

“Working collectively by making use of existing knowledge leadership and transforming it by practice into real actions”, or

“Making use of existing knowledge and leadership by collective practice and appreciation of individual competences and needs.”

“Collective practices of individuals in which they work together, making influence and moving together toward the required action”

6.9 The practical model
The researcher introduces a practical model based on the research conceptual model presented earlier, and aims to review its categories in practical way. In order to do that, the
critical concepts of the categories are defined and evaluated based on a scale of 1–6, as shown in Figure 6.5 below.

![Figure 6.5 Evaluation scale of collective leadership in action](source: Fieldwork)

The aim of this practical model is to measure collective leadership in action and evaluate how it is currently being used within KSA organisations, to discover how it is being used now and compare it to how it should be being used. Use of this model also aims to evaluate to what extent this concept is workable and to measure its influence on people and work performance, and therefore provide real feedback and information on how collective leadership in action could be enhanced through certain activity. The model can be used to enhance the effectiveness of leadership practices and identify leaders’ strengths and weaknesses, as well as their understanding of the core element of leadership best practice. Also, this model aims to help establish and enhance knowledge management practices by understanding and implementing the introduced practical model. In addition, the model highlights critical social factors and works to assess their influence on the overall practice of leadership and knowledge management. Finally, and most importantly, the model intends to address the main aim of this research project, which is to provide a guideline for initiating and implementing the concept of collective leadership in action, in order to ultimately enhance the effectiveness of leadership in KSA organisations.

By introducing this practical model into KSA organisations, leaders could enhance the level of their awareness, roles and responsibilities in their leadership practice, thus enhancing employees’ capabilities and skills by effective leadership practice and the implementation of knowledge management. It would also be beneficial for individual organisations to evaluate the impact of the KSA social factors upon the leadership and knowledge management within the company (i.e. in that organisation’s own unique context) on the organisation’s overall performance. The practical model aims to minimise the negative impact and give more attention to other positive values and how it could be addressed by introducing the necessary changes. Table 6.2 below represents the practical model of “collective leadership in action”.

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<tr>
<th>No</th>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Do not know</th>
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<td>Work to influence others</td>
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<td>Lead by example</td>
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<td>Challenge people to perform new tasks</td>
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<td>Provide new opportunities</td>
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<td>7</td>
<td>Keep people motivated</td>
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<td>8</td>
<td>Develop learning process</td>
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<td>Address work values such collaboration</td>
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<td>Be oneself</td>
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<td>Build trust and confidence between leaders and employees</td>
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<td>16</td>
<td>Enhance people’s understanding by knowledge sharing</td>
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<td>Enhance people’s willingness to share knowledge</td>
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Social influential factors

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<td>Leadership practice requires a learning process that starts at childhood within the home</td>
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<td>Education strongly influences leadership</td>
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<td>How one can bring people to work together</td>
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<td>Minimise the influence of KSA traditions and culture on people’s perception of work</td>
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<td>6</td>
<td>KSA lifestyle strongly influences people’s thinking and work performance</td>
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<td>7</td>
<td>KSA traditions and lifestyle strongly influence ways of dealing with others</td>
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<td>8</td>
<td>Islamic principles and values influence everything people do</td>
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<td>9</td>
<td>Islamic values must be practiced in all areas of life: personal, social and work</td>
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<td>10</td>
<td>Islamic principles are applicable and effective in KSA organisations</td>
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<td>11</td>
<td>Islamic values must be effectively practiced</td>
</tr>
<tr>
<td>12</td>
<td>People are the key to an advanced and sustainable economy in KSA</td>
</tr>
<tr>
<td>13</td>
<td>Knowledge-based economy is required for the survival of the Saudi Arabian nation</td>
</tr>
<tr>
<td>14</td>
<td>Challenges are great, while the manpower is low</td>
</tr>
</tbody>
</table>

Table 6.2 The practical model of collective leadership in action

Source: Fieldwork
6.10 Conclusions

This chapter has discussed the research project analysis and represents the axial coding stage in which the researcher introduced the conceptual model categories and concepts. What is very important here is the provision of real examples from the research project data as evidence and support to the research project findings. The focus on the context of KSA organisations and the chosen sectors of the industry and managerial levels increased the originality and specification of the research findings. This has been addressed clearly through participants’ interview data. Even more important is the introduction of the theoretical model and how the researcher has demonstrated the relationship between the sub-categories and the core category. Another critical aspect is the practical model that the researcher has designed according to concepts and categories. Both the theoretical and practical models are critical to this research project and provide a greater understanding of the data.
Chapter 7: Discussion of findings

7.1 Introduction

According to Daniel Goleman and Richard Boyatzis (2008), “New studies of the brain show that leaders can improve group performance by understanding the biology of empathy.”

The research highlights three significant categories that contribute to the development of leadership in the context of KSA organisations. As this research investigates leadership across a number of KSA organisations, within two sectors of industry (construction and manufacturing), it introduces important results regarding the typical KSA leadership style and how it could potentially be developed. The result also shows a heavy influence of social factors on leadership style, and contributes to the small scope of existing research that reflects the KSA leadership style and leadership developments specifically in relation to the chosen industries. By analysing the context and identifying the needs, the conceptual model is introduced and provides three critical categories that together establish the core category, and in turn represents a new leadership approach: “collective leadership in action”, which could enhance leadership practices across KSA organisations.

This chapter aims to discuss the research findings with the existing literature and provide an insight into current KSA leadership practices. Also, it discusses how an understanding of the organisational context and social factors can enhance leadership actions and contribute to better leadership practice and performance. It begins by explaining the core category of the conceptual model, “collective leadership in action”, and it then goes on to highlight the importance of the conceptual model categories, namely leadership in action, knowledge management in action and social influential factors.

7.2 Collective leadership in action: A study of global and cultural context within Saudi Arabia’s organisations

The researcher found that the influence of the category, leadership in action, in combination with the other categories of the conceptual model, together defines or constructs what is meant by the new theoretical concept, collective leadership in action. In addition, this conceptual model is an illustration of the specific context of KSA
organisations, and focuses mainly on the construction and manufacturing sectors. Although scholars over years have made many attempts to understand leadership around the world, the research on the context of KSA organisations and leadership within them is very limited, and thus required greater investigation. In addition, the existing literature provides a huge amount of theories, approaches and models. However, the researcher of the current provides a new insight, with focus on the KSA context and how leadership should be practiced within than specific context. Thus, the results of this research will contribute to the field of leadership studies and development, especially within the context of KSA international organisations. Also, this study presents critical findings of the context that would be added to the current knowledge about leadership in general, and thus inspire future research.

As introduced earlier in Chapter 6, the researcher presents the concept of collective leadership in action, Table 6.1 based on the research findings associated with the specific context of study. Each of the three constructs, leadership in action, knowledge management in action and social influential factors are closely related to each other. It has also been found that leadership in action and knowledge management in action are greatly influenced by social influential factors, and that the relationship between leadership in action and knowledge management in action is mutual and simultaneous. The researcher demonstrates these correlations, and explains the effect using the theoretical and practical models employed by this research project. While researchers have studied leadership and knowledge management in different contexts and areas of study, the findings of this study provide critical insight into how all of them construct the new concept, collective leadership in action.
The concept of collective leadership in action represents the fact that leadership is no longer related to professionalism or hierarchical positions, and that it is not central. Also, it is no longer a skill that only certain people can or should acquire – it is exactly the opposite; it is a skill that is urgently required of each individual. This is especially important in today’s working environment in which people must work together and influence each other.

Leadership has always been made to be something bigger than us, something that only certain people can do in order to introduce any change, so people therefore treat leadership as a role that they might one day achieve. It is not an easy thing to achieve, but it is also not that hard, either. Leadership is as simple as ascribing value to things that we do every day, and think about it, when we truly are leaders, and never take credit for or feel good about it, as they do not understand their intrapersonal skills or being underestimated by others. Leadership is therefore closely linked to what has been defined as “emotional intelligence”, which involves three critical elements: intrapersonal skills, interpersonal skills, and cultural intelligence.

It is critical to understand that people lead themselves every day, always toward their own needs or desires. Surrounding conditions influence them, and they influence others.
accordingly – a process known as “interaction”. This interaction can be part of the leadership process, whereby people move together toward a common goal. This is how everyone can unconsciously practice leadership, whereby they understand the valuable contribution he/she can make to others in order to ultimately achieve collective desire. They must acknowledge and believe in themselves as leaders. They must be encouraged, trusted and appreciated by others. This is how to understand and represent individual leaders within the collective action.

The other critical aspect is knowledge management. Organisations today do not need people who need to be told who they are, they need people who can tell us who they are, and who can prove their impact. This can only be made by understanding how each one of us matters to others. However, as long as people do not express this in themselves, they will continue to think about leadership as something beyond them. In addition as long as people think about leadership as something that is needed to change the world, people will continue to not expect it from themselves or from each other. They will keep looking to one leader to follow. However, creative organisations that can provide an inclusive environment that allows them to develop by exchanging existing knowledge and together produce creative results for themselves, for each other and for the organisation. It is organisations that are supportive, creative and collectively practice leadership.

Most importantly, these organisations should consider the influence of different social factors, as organisations cannot be separated from society or cultural conditions. These conditions are not created suddenly, but over time by people and who they are, where they come from and why they are here. It is our environment that brings us together. It is our family, society, culture, and beliefs. It is how we were raised and educated. It is how much we spend and how much we earn.

Collective leadership in action believes that each person in this world is powerful beyond measure, and therefore that collectively, leadership can be practised more effectively. It is about building leadership competence in each individual in a way in which they can act and perform effectively. Leadership is not about making political, financial or governmental decisions – it is about each moment that people create, acknowledge and thank everyone around them, no matter where, how or when. According to Abdalla (2010), who studied the influence of transformational and transactional leadership styles on employee commitment, work performance and organisational commitment in one of Abu
Dhabi’s leading government agencies, “Research shows that leadership is not needed only among people in high-level positions. It is needed at all levels in the organisation”. Whereas Dubin (2004) argues about the important of collective leadership practices by acquiring leadership skills across all levels in order to stay competitive and face the challenges of today’s work environment. He found that “all of its 28,000 employees must engage in some form of leadership behaviour” (Abdalla, 2010).

The main or core role of leadership needs to be understood and practiced. Leadership is no longer about changing the world, because there is no world. The world is all about people. Changing or influencing someone’s understanding of what they are capable of, or how much people there are care about. Changing one person’s understanding of how powerful they are and their ability to change is what really can change the world. Leaders are those who make other people’s lives better by something they say or something they do – they influence by action. In a context such as that of KSA, where people believe in the importance of social relations and connections, and are influenced by their Islamic religion – which supports working together, caring about each other and showing respect to all people – this approach can highly be successful.

Therefore, it is much more critical to emphasise the concept of collective leadership in action, which comes out of that context and represents people’s needs and views. KSA organisations need to understand the importance of appreciating human competences and the need to enhance the organisations’ overall performance and productivity. The GLOBE Project of the Arabic cluster shows that “social practices are rated as high on group and family collectivism”, and that “individuals have a strong commitment to their relationships in a network of independent relationships. Thus, Islam promotes and maintains family and kinship relationships, creating a highly collectivist culture” (Kabasakal & Bodur, 2002). Therefore, the researcher here argues that the influence of collective leadership in action on people and KSA organisations is significant. The researcher was a fortunate to conduct this grounded study and to interview people who hardly talk about what leadership should be, what they need and what needs to be done, which all help the researcher to define and construct leadership in this part of the world, despite the massive growth of leadership research and challenges.

Whereas the KSA leadership and cultural diminution studies have not focused on examining the KSA context, the researcher found that according to Goh (2009), “the
transferability of Western theories to other cultures depends on the degree of similarity between the two cultures”. Therefore, a study of Hofstede’s (1980) on cultural value dimensions illustrates that United Arab Emirates (UAE) culture, which is very similar to KSA culture, is defined as being big on collectivism, having high power distance, high uncertainty avoidance and being male dominated. The researcher therefore introduces this research finding and discusses the urgent need to understand the concept of collective leadership in action, and how it should be addressed. While discussing the main concept, collective leadership in action, the following section will discuss the importance of the conceptual model category, which aims to provide a clear understanding of the research findings by critically analysing the existing literature in relation to the findings.

### 7.2.1 Leadership in action category

![Figure 7.2 Leadership in action](source.png)

Leadership in action has been found to be one of the three critical categories of the conceptual model, and is highly influenced by social influential factors as well as its influence on knowledge management in action, as discussed in Chapter 6. The vital role that leadership is plays in the development of organisation and human interactions makes it one the most controversial topics in the field, and it has thus received a lot of attention. However, change, development and uncertainty, as well as focusing on specific contexts and cultures, represents a need in the field of leadership in KSA for more studies.
The researcher defined the concept of leadership in action based on the identifiable sub-categories from the research findings, which are: Attributes and behaviours, emotional intelligence and leadership knowledge. Each one of these subcategories plays a part in the process of creating and developing leadership in action within KSA organisations. Although the research case studies were focused on construction and manufacturing sectors, these are the most influential sectors in KSA economy, and are highly influenced by the success and development of other sectors. According to the annual report of the latest economic developments (2012), the greatest part of manufacturing is based on oil production, which accounts for about 92.5% of the economic income, and is the biggest contributor to the country’s GDP. The Saudi Arabian construction market is the highest grossing in the Middle East, with US$16.2 billion of contracts awarded in 2012 for the first time since 2008 (Barnard (2003)).

Leadership in action is based on the attributes and behaviours of a leader that influence their actions. The research findings indicate a certain number of attributes to be the most critical to leadership in action, which include: passion, flexibility, ethics and responsibility. While encouragement and engagement have been found to be the most important behaviours. According to Kabasakal and Bodur (2002), “an outstanding leader in the Arabic cluster is a person who is able to initiate change and improvement by keeping group solidarity and yet at the same time avoiding nepotism”. Whereas Dubin (2004) states inspiring and supporting employees are very important factors to leadership practice to achieve organisational goals. Surely, the identifiable attributions and behaviours are not new and have been addressed in association with different leadership styles. However, according to the aim of this research, a strong link is noticeable between these attribution and behaviours and collective leadership in action, and did not look at leadership, as it is one-person role.

Leadership in action requires more than one person’s skills and capabilities; it is about practising leadership while also utilising the leadership capabilities of others, influencing and directing them. For example, passion is a personal attribute that a leader must transfer to and influence with. It is not only for a leader himself to be successful, but for all team members – one person alone cannot achieve success. Leadership in action is also about leading by example, as leaders behaviours and actions have a big influence on the people around them. According to Abdalla (2010) “The actions of a leader have a great influence
on the commitment of subordinates, therefore, an effective leader should be able to adapt his/her own leadership behaviour in order to increase employees’ level of commitment”.

Mirror neurons have particular importance in organisations, because leaders’ emotions and actions prompt followers to mirror those feelings and deeds. The effects of activating neural circuitry in followers’ brains can be very powerful. In a recent study, our colleague Marie Dasborough observed two groups: One received negative performance feedback accompanied by positive emotional signals – namely, nods and smiles; the other was given positive feedback that was delivered critically, with frowns and narrowed eyes. In subsequent interviews conducted to compare the emotional states of the two groups, the people who had received positive feedback accompanied by negative emotional signals reported feeling worse about their performance than did the participants who had received good-natured negative feedback. In effect, the delivery was more important than the message itself. And everybody knows that when people feel better, they perform better. So, if leaders hope to get the best out of their people, they should continue to be demanding but in ways that foster a positive mood in their teams. The old carrot-and-stick approach alone doesn’t make neural sense; traditional incentive systems are simply not enough to get the best performance from followers. Goleman and Boyatzis (2008)

This research finding also is similar to the findings of previous studies, which found that the transformational leadership style encouraged the transformation of leaders’ values and self concept of subordinates by aligning the values and the aspirations of subordinates with the mission and goals of the leader and organisation thus enhancing subordinate’s feelings of involvement, cohesion, commitment, potency and performance”. In addition, the transformational leadership style is about “focusing on the individual needs of subordinates inspiring and motivating them by providing more meaning to their work than just rewards as offered on the transactional leadership” (Abdalla, 2010).

The research findings also indicate that for leadership in action to be effective it must motivate, encourage and challenge employees to work in different ways. However, having clear objectives and motivation are also key. This has been one of leaders’ best practice toward employee’s commitment and interest in work, according to the contingent reward system. According to Goodwine et al. (2001), the transactional leadership style, which supports having clear objectives and return influence work satisfaction and commitment. Also, findings show that leadership practice must be encouraged among participants, and that everyone should be practise leadership in order to influence others, work together, share responsibilities and take actions to lead, all of which increase loyalty and commitment to work. According to Abdalla (2010), enhancing employees’ competence
and skills by motivating and encouraging can be critical to increasing their organisational commitment, which is a trait that has been identified in transformational leaders.

Leadership in action, as the research findings indicate, is focused on building human capabilities and interactions rather than focusing on tasks and process. As the importance of the defined attributions and behaviours have been discussed, emotional intelligence is also vital to leadership practice. Previous research highlights how understanding individual needs, and showing respect, care and emotional support can effectively influence relationships and performance. Goleman (2004) states that enthusiastic answer the question of “What Makes a Leader?” “People throughout and beyond the business community started talking about the vital role that empathy and self-knowledge play in effective leadership. The concept of emotional intelligence continues to occupy a prominent space in the leadership literature and in everyday coaching practices” (Goleman & Boyatzis, 2008).

According to Erkutlu (2008), “When leaders practice individualised consideration, they identify subordinates’ individual needs, display empathy and encourage personal development and expression”, which are all central features of leadership in action. In addition, it has been found that leadership style that believes in people and respects their opinions, trusts their abilities, encourages their cooperation, and influences their creativity in knowledge management and knowledge sharing, unlike a dictatorial and task-orientated leadership style (Politis, 2001). Emotional intelligence can be recognised as a tacit knowledge for an organisation, and it is therefore becoming increasingly important in creating and developing knowledge management, which is itself one of the critical constructs of the conceptual model. According to Girdauskiene and Savaneviciene (2012) tacit knowledge is the most important type of knowledge, especially in creative organisations, as “it accounts for a majority of an organisation’s collective knowledge”.

Goleman (2013), on the other hand, argues:

Grouping these modes of attention into three broad buckets – focusing on yourself, focusing on others, and focusing on the wider world – sheds new light on the practice of many essential leadership skills. Focusing inward and focusing constructively on others helps leaders cultivate the primary elements of emotional intelligence. A fuller understanding of how they focus on the wider world can improve their ability to devise strategy, innovate, and manage organisations.
According to Nonaka (2000), knowledge can be categorised into two groups whereas the first tacit-experimental that focus on emotions skills and “know how of individual”.

Goleman and Boyatzis (2008) also discuss social intelligence and its relation to leadership in action:

Janice was lucky to find a mentor who believed that part of a leader’s job is to develop human capital. Many bosses would rather manage around a problem employee than help her get better. Janice’s new boss took her on because he recognized her other strengths as invaluable, and his gut told him that Janice could improve with guidance.

It also important to consider that direct communication with leaders and an open-door policy positively influences the relationship between leaders and employees, and helps assess their needs and improve their learning and skill development. On the other hand, as mentioned earlier, employees’ commitment and passion to work is much higher (Pillai & Williams, 2004; Abdalla, 2010). According to Goleman (2004), Table 7.1 below represents the components of emotional intelligence at work.

<table>
<thead>
<tr>
<th>Self-awareness</th>
<th>The ability to recognise and understand one’s moods, emotions and drivers, and their influence on others</th>
<th>Self confidence; Realistic self assessment; Self-deprecating sense of humour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-regulation</td>
<td>The ability to control or redirect disruptive impulses and moods; The propensity to suspend judgment – to think before acting</td>
<td>Trustworthiness and integrity; Comfort with ambiguity; Openness to change</td>
</tr>
<tr>
<td>Motivation</td>
<td>A passion to work for reasons beyond money or status; A propensity to pursue goals; Energy and persistence</td>
<td>Strong drive to achieve optimism, even in the face of failure; Organisational commitment</td>
</tr>
<tr>
<td>Empathy</td>
<td>The ability to understand the emotional makeup of other people; Skills in treating people according to their emotional reactions</td>
<td>Expertise in building and retaining talent cross-cultural sensitivity Service to clients and customers</td>
</tr>
<tr>
<td>Social skill</td>
<td>Proficiency in managing relationships and building networks; An ability to find common ground and build rapport</td>
<td>Effectiveness in leading change; Persuasiveness; Expertise in building and leading teams</td>
</tr>
</tbody>
</table>

Table 7.1 The five components of emotional intelligence at work

Source: Goleman (2004)
Focusing on employees’ emotions and needs creates an environment of care and collaboration, which in turn influences leadership in action as well as employees’ self-confidence and trust in their organisation. Feeling at home, feeling as though they are working as a family and that the business they are working for is their very own are crucial factors. This has been related to transformational leadership behaviours, as stated by Grabner (2007), and Girdauskiene and Savaneviciene (2012):

Lives the staff’s feelings and needs, encourage to express their expectations and provide a positive response to the information, promote skills development. In contrast, when managers control the behaviour and force employees to think and behave in certain ways, they reduce the inner motivation and make a negative impact on creativity and knowledge transfer.

Goleman (2013) also observes that:

“We live within extremely complex systems. But, suggests the Cambridge University psychologist Simon Baron-Cohen (a cousin of Sacha’s), in a small but significant number of people, strong systems awareness is coupled with an empathy deficit a blind spot for what other people are thinking and feeling and for reading social situations. For that reason, although people with a superior systems understanding are organisational assets, they are not necessarily effective leaders.

Research by Goleman (2013) expresses how emotional intelligence is vital to leadership practice by addressing the concept of the “focused leader”. “Focused leaders can command the full range of their own attention: They are in touch with their inner feelings, they can control their impulses, they are aware of how others see them, they understand what others need from them, they can weed out distractions and also allow their minds to roam widely, free of preconceptions” (Goleman, 2013). Also, a third contributor construct to leadership practice is knowledge of a leader. The concept of knowledge refers to people with their tacit knowledge, skills, capabilities and experiences. It is important for a leader to understand his/her capabilities, be authentic, and aim to build their knowledge by sharing it with others and learning from other people’s experiences.

The current research project findings focus on actions as a core element related to the principal categories the conceptual model, leadership in action and knowledge management. Action is directly related to people’s behaviours, which is a reflection of their societal conditions and perspectives. People are influenced by their education, culture, beliefs and economic status. According to Goleman and Boyatzis (2008), although such factors do impact people’s behaviours, we should try our best to find ways to learn
and develop. “Leaders can change if, like Janice, they are ready to put in the effort. As she progressed in her training, the social behaviours she was learning became more like second nature to her. In scientific terms, Janice was strengthening her social circuits through practice” (Goleman & Boyatzis, 2008). Therefore, leadership skills can be enhanced and if a person makes a commitment to developing them and finding the right strategy to implement.

7.2.2 Knowledge management in action category

![Knowledge management in action](image)

Figure 7.3 Knowledge management in action

Source: Fieldwork

No doubt, the research on the field of knowledge management is growing, and it is becoming one of the most critical subjects in organisational learning and growth (King, 2009; McElroy, 2000), leadership (Politis, 2001; Crawford, 2005; Srivastava et al., 2006; Singh, 2008; de Vries et al., 2010, Xue et al., 2011), innovation (Plessis, 2007; Sue et al., 2009), and human-capital development (Chen & Huang, 2009; Parise, 2007) and sustainability (Al-Jayyousi, 2004; Gloet, 2006; Robinson, 2006). Therefore, knowledge management is found to be central aspect of collective leadership in action and organisational performance.

Although organisations have recognised the importance of knowledge management, this idea has not yet been fully applied to or developed in the context of KSA organisations.
There are several reasons for this, such as leadership support, organisational culture that does not understand knowledge management requirements, people awareness or knowledge management, and finally trust in or willingness to employ knowledge management, which is highly influenced by social factors. In addition, it is also critical to consider the specification of KSA organisations’ context and the influence of national culture. Buckman (2004) defines knowledge as “power to survive, power to adapt, power to thrive in a hard environment”, whereas King (2009) defines it as “justified personal belief”. Therefore, human capital is the driver for the creation and practice of knowledge management within organisations.

The researcher found that as leaders understand the importance of knowledge management they try to establish a system and train people in different ways to understand it. Firstly, knowledge management required identification of resources, which can be human, information or operational system. It is about knowing exactly what do we have and what do we need. Since 1996-1999 Amabile argued that one of leaders critical responsibility is to provide working environment that support innovation and creativity where worker are free to introduce new ideas, make use of their knowledge and effectively perform.

The research data indicates that human capital development, personal skills and working together are the most important aspects in today’s working environment. Today’s working environment requires great trust on each other’s competence. It also requires confidence in knowledge sharing, and a passion to collaborate and help each other. The right working environment and culture is required to enhance knowledge sharing and communicate inner thoughts and life experience with trust: “the existence of protective rules and procedures (institution-based trust), builds belief in others’ good intentions, strong knowledge of coworkers’ personalities (knowledge-based trust)” (Al-Alawi et al., 2007). Moreover, Girdauskiene and Savaneviciene (2012) argue that “Different indicators such as culture, structure, technologies, management style, organisational learning, making an affect on knowledge transfer could be defined”.

Then it is a case of creating the right organisational culture and environment, by communicating the concept of knowledge management to all employees, making knowledge management part of their job and encouraging workers to learn how to be part of its implementation process. According to Girdauskiene and Savaneviciene (2012), it is leaders’ responsibility to address knowledge management and create the right environment
and culture that understands and supports knowledge sharing, in turn heavily influencing organisational learning and performance. In addition, Girdauskiene and Savaneviciene categorise the impact of leadership into two parts: formal and informal. Whereas the formal process can be addressed by the transactional leadership style, the informal process can be defined by the transformational leadership style (Girdauskiene and Savaneviciene, 2012).

According to Cangemi and Miller (2007), Brooke (2008) and Ismail (2005), culture has a significant role in knowledge creation and sharing, and it is “based on cooperation, openness and trust, providing opportunities for staff to develop actively new ideas and share knowledge, especially to encourage managers to experiment and take risks”. Technology and advanced operational systems are no longer enough to meet challenges and achieve competitive advantage. It is human skill, creativity, idea innovation and knowledge that together can make the biggest difference.

Creative organisation is a knowledge intensive organisation, which distinguishes itself for its origin in individual artistic creativity, skills and talent, which are used for new knowledge creation and innovation implementation. Creative organisations’ context causes specific environment for KM (knowledge management), where the focus is on a continuous and natural process - knowledge sharing and new knowledge creation for future customer satisfaction through creative development of products or services. (Girdauskiene & Savaneviciene, 2012)

Once the resources have been defined and the environment created, it is time to practise knowledge management. As leaders come to recognise and believe in knowledge management’s influence on their organisation’s performance, it is their role to enhance it and influence every single person in the organisation to use it through developing human capabilities. Practice involves monitoring and development in such a way that helps leaders understand people’s capabilities, provides the required support, and encourages the sharing of knowledge, which is the next step of the knowledge management implementation process. Also, leaders need to consistently communicate and monitor followers’ performance, as this highly advances the acquisition of knowledge (Amabile, 1996; 1999). The research data indicates that it is critical to focus on people because human capital is a hugely important asset for organisations. Leaders should monitor people’s progress and knowledge sharing, while at the same time enhancing their learning experiences by providing them with new opportunities to perform new tasks and work in different groups.
Sharing knowledge is a core element to knowledge management. The main aim is to exchange ideas, information, and experiences. It is to learn from each other and enhance personal skills by working together and influencing each other. “Organic structure with team working, cooperating and trust, what is one of the main successful knowledge transfer indicators” (Girdauskiene & Savaneviciene, 2012). In addition, it has been found that sharing knowledge is critical for innovation, organisational learning and high performance levels. It is that a process in which individuals can interact with each other in order to enhance their learning through better practice of knowledge sharing (Minu, 2003). “Networks and communities of practice help to know what others know, to have access to other people’s thinking, to involve people in problem solving and to have a safe relationship promoting learning and creativity” (Cross et al., 2000). It is not only limited to transferring knowledge in-house, but learning from the outside environment and building relationships with others with other highly enhanced individual experiences, and therefore improve organisational performance. According to Li and Gao (2003), “knowledge transfer relates to emulation and continuous learning from competitors in market or licensed from inventors”.

Going back to the specification of this research context with focus on KSA organisations, social factors highly influence knowledge management creation and implementation in KSA organisations. A study of MBA students in KSA has discussed to what extent do workers receive critical guidance and information from their leaders. It has been found that “face-saving, unwillingness to communicate with their leaders and unwillingness to show weakness” is strong (Smith et al., 2007). This indicates that there is a misunderstanding of knowledge management, unwillingness from leaders to share and support followers, and therefore a lack of trust and interest. As indicated by the research findings, social factors have a big influence on people’s perceptions of each other and enhance their work performance. People are the most critical source to knowledge management, and thus any influencing factors must be recognised and addressed. In addition, lack of support, decision-making and awareness from both sides, leaders and employees, makes it very difficult to practise knowledge management. According to Abdalla (2010), “This implies that success in an increasingly competitive global market will be dependent on the knowledge of and sensitivity of managers to cultural differences in leadership behaviour”. A study of unity and diversity in Arab managerial styles demonstrate that “Saudi manages showed the expected traditional and personality pattern of relatively strong reliance on both formal and unwritten rules, as well as on co-workers and subordinates. While overall
Arab’s samples “find the expected pattern of high reliance on formal rules, unwritten rules, on co-workers and on subordinates, as well as low reliance on one’s own experience and training and on one’s superior” (Smith et al., 2007). This explains the low direct and informal communication between managers and workers; the focus on traditional ways of working negatively influences knowledge sharing and prevents an open learning environment. Whereas, the researcher found that one critical step that people need to take in order to change and be open to a new working environment is not to learn, but to unlearn. That is, unlearn the old-fashioned ways of communicating, dealing with and approaching each other, which are all affected by organisational culture, technology and management approach.

7.2.3 Social influential factor categories

Culture has always been very influential on leadership and organisational behaviours. Very little research has been conducted to investigate KSA culture and its significant influence on leadership and organisations, although Abdalla observes that, “it is alarming that some Western-based theories and practices continue to be introduced without taking into account the cross-cultural differences” (2010). However, the GLOBE Project (House et al., 2004), for example, presents findings related the Arab cluster by examining five Arab countries. However, while these countries may have a lot of similarities, findings related specifically
to the KSA culture would be more beneficial to understanding the KSA organisation context, and would add valuable insight into the existing knowledge on this specific field of study, as well as to future research.

According to Abdalla (2010), “With the globalisation of the world economy and the development of multinational organisations, the validity of the Western-based leadership theories has been a major concern for many researchers (Bass 1997; McKenna 1998; Kuchinke 1999; Blunt & Jones 1997; Boehnke et al. 2003; Goh 2009; Metha et al. 2003; Fukushige & Spicer 2007; Yu et al. 2002; Speitzer et al. 2005)”. Their concern was to assess the validity and suitability of leadership theories and approaches for implications on non-Western societies, because almost all studies have considered the Western regions for their investigation to cover almost all areas of leadership. However, the researcher argues that culture and all social factors do greatly influence leadership practice, work performance and effectiveness.

The cultural values of individuals can have a significant influence on the effectiveness of leadership style. While the application of these leadership theories might have positive impacts in western cultures, this does not necessarily imply that identical results can be accomplished by similar application of these theories in non-western cultures. (Abdalla, 2010)

The research strongly believes that leadership constitutes actions or behaviours that can only be effective if it comes out of the societal culture and conditions. Leadership is people and is only for people who understand and accept it. This study’s findings have introduced a certain numbers of attributes and behaviours that, according to the research data, are the most suitable for KSA organisations. It addresses people’s perceptions and their understanding of leadership, others’ needs and work challenges.

The cross-cultural transferability of management theories is related to the degree of similarity and relative importance of these variables. Consequently the transference of Western based theories may in fact be limited value to the real concerns and issues associated with the management of organisation on other countries and other cultures. (Goh, 2009)

Existing theories such as transformational leadership, which is one of the best applied leadership styles, shows differently positive association with organisations’ performance and productivity “in many different types of organisations and situations, across different levels of analysis, and across cultures.” (Walumbwa et al., 2005; Avolio et al. 2004) (Abdalla 2010). On the other hand, the study also addresses the significant influence of
Islam not only on leadership but also on every aspect of life in KSA. People follow the rules of Islam, which clearly act as a guideline for work ethics as well as “understanding Arab organisational behaviour and leadership, and studies using a measure of the Islamic work ethics within organisations in the Emirates have also shown significant effects” (Ali, 1988, 1992; Yousef, 2000).

Research findings also indicate the importance of Islamic belief on people’s perceptions and behaviours in KSA. However, findings also show the low practice of Islamic values, which are without doubt correct and acceptable to that community, and high reliance on and influence from traditions, cultural values and other ex-pats who possess different cultural values and practices. For example, according to Smith et al. (2007):

In the present survey, respondents were asked to rate the extent to which they rely on guidance from ‘beliefs that are widely accepted in my nation as to what is right’. This measure does not refer to religious belief in itself and could be endorsed in any location where there is perceived to be uniformity of belief. It could also refer to other traditional patterns of belief relevant to organisational behaviour in Arab nations, such as belief in the efficacy of nepotistic practices like wasta.

Also while the study of Smith et al. (2007) shows that “low reported reliance on widespread beliefs as to what is right”, it also shows “low reported reliance on widespread beliefs as to what is right. This is more likely to reflect a rejection of wasta rather than of Islamic work beliefs” and “wider sampling may show this profile to be particularly characteristic of the Persian Gulf region” (Smith et al., 2007).

The other critical aspect found by this research project is that social relationships, especially relatives and friends, are very important, and that relations influence people’s performance at work. They give more important to it that work or, study or any other factors. It is vital to have a source of care, love and respect, and these values should be practiced in such a way as to positively influence work performance and encourage teamwork: “It will be important to behave in procedurally correct and respectful ways toward one’s seniors and in nurturant ways toward one’s juniors. Within one’s peer group it will be important to act in informal and collaborative ways” (Smith et al., 2007).

In a study of Arab managers (Abdalla & Al-Homoud, 2001), it was found that people from Arabic nations are very concerned about their interpersonal relationships, which translates into being one of Arab people’s leadership characteristics, whereas in Western nations,
“concern for interpersonal relationships is often understood in terms of a preference for informal relations rather than for following prescribed rules and procedures” (Smith et al., 2007). According to Hofstede (1980) the Arab cluster is found to be high in collectivism and power distance, thus influencing interpersonal relationships.

Unfortunately, this has in some ways negatively influenced leadership practice, knowledge management practice, and organisations’ overall performance and productivity. People become interested in building their personal relationships not in the interests of work but for their own interests. The level of trust and appreciation between high levels of management and lower levels is weak. The positive influence of collectivism is practiced outside their organisations, while at work, people practise individualism, which discourages people from working together, learning from each other and developing themselves. First and foremost, this problem is clearly dependent on the quality of leadership and the way it is practised, which is the cornerstone of any organisation, with leaders being a role models who lead by example. “Conversely, since concern for interpersonal relations is strong in Arab nations, we can expect reliance on one’s own experience and training to be less strong than is found in more individualistic nations” (Smith et al., 2007).

7.3 Data comparative analysis

One critical aspect the researcher aims to address in order to better understand and evaluate the research project’s findings is the comparative data analysis. This systematic approach has been applied firstly to compare the types of companies within each sector with the research findings, and secondly to comparing the research project findings based on the types of industrial sectors, which are the construction and manufacturing industries. Although all companies are in the same context (i.e. KSA organisations), it is still critical to clarify any similarities or differences. Thus, as described above, the researcher carried out a comparison in order to identify any similarities or differences regarding the constructs of the conceptual model, for each company and industrial sectors. To apply this systematic approach the researcher:

➢ Used each company’s data and compared it with the generated conceptual model categories. Then,
➢ The researcher sent the practical model to participants in order to validate the findings and clearly address their views and understanding.
Table 7.2 below will present the data comparisons according to each defined category as well as the types of companies within each sector.

<table>
<thead>
<tr>
<th>Sector of industry</th>
<th>Type of company</th>
<th>Code of company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>Infrastructure and construction</td>
<td>Const.Co.1</td>
</tr>
<tr>
<td></td>
<td>Construction</td>
<td>Const.Co.2</td>
</tr>
<tr>
<td></td>
<td>Residential</td>
<td>Const.Co.3</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Oil and gas</td>
<td>Manu.Co.1</td>
</tr>
<tr>
<td></td>
<td>Building and real-estate</td>
<td>Manu.Co.2</td>
</tr>
<tr>
<td></td>
<td>Chemical and performance chemical</td>
<td>Manu.Co.3</td>
</tr>
</tbody>
</table>

Table 7.2 Companies sectors, types and codes

Source: Fieldwork

7.4 Research project findings & types of companies

7.4.1 Comparison between ‘leadership in action’ category and type of company

The “leadership in action” category is one of the three critical constructs of the research project’s conceptual model, and contributes greatly to the development of the research project’s conceptual model. Therefore, it is vital to discuss the comparison between leadership in action and the type of company studied in this research project. The researcher found that in infrastructure and construction companies (Const.Co.1), leadership in action is required more attention and developments. The defined attributes and behaviours are found to be low in practice, as well as the emotional intelligence category, despite it is significant. In addition, leadership knowledge is average, due to the level of education, experience and shared knowledge of leadership among participants.

Findings also indicate that the construction company (Const.Co.2) is developing leadership in action by applying different leadership attributes and behaviours that are critical to the specific context. The construction company also proves a high level of understanding of emotional intelligence by developing intrapersonal skills and interpersonal skills, as well as addressing cultural intelligence through its organisational culture. Moreover the
medium-to-high level of education, experiences and knowledge sharing among participants indicates the level of available leadership knowledge in practice.

The residential company (Const.Co.3) is effectively developing its leadership practice by critically applying the required attributes and behaviours of leadership. The residential company also has an understanding of the importance of emotional intelligence and aims to enhance its leaders’ intrapersonal skills, interpersonal skills as well as cultural awareness. At the same time, leadership knowledge is very critical, and aspects of education, experiences and effective knowledge sharing are considered.

The research data gathered from the oil and gas company (Manu.Co.1) shows that leadership is influenced by an international standard, which generally influences the leadership in action category. It has been found that although participants believe in the importance of the categories related to leadership practice, these categories are not always addressed due to the organisational culture of this company. For the required attributes and behaviours, the level of practice is found to be low-to-medium, whereas, for emotional intelligence it is medium, and for leadership knowledge is medium-to-high. However, this company is the largest company operating in this sector, so it is still important to recognise such categories and try to establish a culture that supports leadership in action.

As for the building material and real estate company (Manu.Co.2), it is important to highlight that the organisation’s culture and leadership practices are exceptional, and that the success stories from this company have inspired this research. This company is one of the leading companies in KSA, and its international projects are renowned. The leadership in action category is effectively applied, and its influence on other categories is great. It has been found that leadership does support and practice the defined attribute and behaviour categories, and that the emotional intelligence category is highly understandable, which means that leadership knowledge is one of the organisation’s core success factors. This company represents a great example for today’s best leadership practices – it employs great leaders and focuses on developing human capabilities for future challenges. At the same time, its strategies, systems, technologies and operations are highly advanced. Finally, the research data of the chemical and performance chemical company (Manu.Co.3) indicates that the leadership in action category needs to be developed through applying its defined categories. However, it is important to mention that this company has greatly advanced technological and operational systems, and is
considered the best in the region for chemical production. However, participants state that although this company focuses on production, the soft skills also required great attentions. Participants believe in the positive impact that the leadership in action category would have on leadership and human developments. The understanding and practice of the defined attributes and behaviours, as well as of emotional intelligence, would greatly influence leadership knowledge and overall organisation performance. Table 7.3 below illustrates the comparison of the leadership in action category based on the type of company.

<table>
<thead>
<tr>
<th>Type of company</th>
<th>Infrastructure &amp; Construction</th>
<th>Construction</th>
<th>Residential</th>
<th>Oil &amp; gas</th>
<th>Building material &amp; real estate</th>
<th>Chemical &amp; performance chemical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership Practice Cluster</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attributes &amp; behaviours</td>
<td>Low</td>
<td>High–medium</td>
<td>Medium</td>
<td>Low–medium</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Passion</td>
<td>Critical to leadership practice</td>
<td>Critical to leadership practice</td>
<td>Critical to leadership practice</td>
<td>Critical to leadership practice</td>
<td>Highly applied</td>
<td>Would influence leadership practice</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Especially at operational level</td>
<td>High in middle and operational level</td>
<td>Highly required at all levels</td>
<td>Is required</td>
<td>Highly required at all levels</td>
<td>Especially at operational level</td>
</tr>
<tr>
<td>Ethics</td>
<td>Must be high</td>
<td>Highly applied</td>
<td>Highly applied</td>
<td>Applied as international standard</td>
<td>Highly applied</td>
<td>Applied as international standard</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Is shared</td>
<td>Is developed</td>
<td>Is developed</td>
<td>Is developed</td>
<td>Highly shared</td>
<td>Is developed</td>
</tr>
<tr>
<td>Encouragement</td>
<td>Must be developed</td>
<td>Highly addressed</td>
<td>Highly addressed</td>
<td>Must be developed</td>
<td>Highly addressed</td>
<td>Must be developed</td>
</tr>
<tr>
<td>Engagement</td>
<td>Influence practice</td>
<td>Influence practice</td>
<td>Influence practice</td>
<td>Influence practice</td>
<td>Highly effective through practice</td>
<td>Influence practice</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>Low</td>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>Low-Medium</td>
</tr>
<tr>
<td>Intrapersonal skill</td>
<td>Is required</td>
<td>Is developing</td>
<td>Is developing</td>
<td>Is developing</td>
<td>Highly developed</td>
<td>Is required</td>
</tr>
<tr>
<td>Interpersonal skill</td>
<td>Must be developed</td>
<td>Encouraged</td>
<td>Encouraged</td>
<td>Encouraged</td>
<td>Highly developed</td>
<td>Encouraged</td>
</tr>
<tr>
<td>Cultural awareness</td>
<td>Is developing</td>
<td>Highly addressed</td>
<td>Is developing</td>
<td>Is developing</td>
<td>Highly addressed</td>
<td>Is developing</td>
</tr>
<tr>
<td>Leadership knowledge</td>
<td>Medium</td>
<td>Medium- High</td>
<td>Medium- High</td>
<td>Medium- High</td>
<td>Medium- High</td>
<td>Low-Medium</td>
</tr>
<tr>
<td>Education</td>
<td>Educated</td>
<td>Educated</td>
<td>Educated</td>
<td>Educated</td>
<td>Highly Educated</td>
<td>Educated</td>
</tr>
<tr>
<td>Experiences</td>
<td>Highly influenced performance</td>
<td>Highly influenced performance</td>
<td>Highly influenced performance</td>
<td>Highly influenced performance</td>
<td>Highly influenced performance</td>
<td>Highly influenced performance</td>
</tr>
<tr>
<td>Sharing knowledge</td>
<td>Mostly at middle and operational level</td>
<td>Mostly at middle and operational level</td>
<td>Is developing</td>
<td>Mostly at middle and operational level</td>
<td>Is developing</td>
<td>Is required</td>
</tr>
</tbody>
</table>

Table 7.3 Leadership in action category and types of companies

Source: Fieldwork

The defined categories and developed concepts are very significant for leadership in action and therefore must be addressed, especially in terms of teamwork whereby people require
more attention from their leaders. Working with passion, flexibility, encouragement, engagement, ethics and sharing responsibility influences people’s work performance and effectiveness. Also, in this type of company, the level of diversity and cross-culture in teams is high, which requires an understanding of context and other people. Leaders, at the same time, need to improve their intrapersonal skills in order to work effectively in such companies. Overall, the findings indicate a high level of competence regarding hard skills and operations, in comparison with soft skills and human competences.

7.4.2 Comparison between knowledge management in action category and type of company

The knowledge management in action category is the second critical construct of this research project’s conceptual model; therefore, it is critical to understand knowledge management in action in comparison to type of company. The researcher found that in the infrastructure and construction company (Const.Co.1), there is no clear understanding of knowledge management and its importance. The company scores medium on the identification of resources, and low in the creation of the environment, monitoring and developing, and sharing knowledge. This indicates that while the necessary resources are available, the organisational leadership and culture has no understanding of knowledge management and, accordingly, no strategic plan for implementation and development.

In the construction (Const.Co.2) and residential (Const.Co.3) companies, findings show that while they have been given similar scores in the area of knowledge management practice, their scores are, overall, still higher than the that of the infrastructure and construction company (Const.Co.1). The construction and residential companies score (medium) in the identification of resources, creating the environment, and developing and monitoring, and their score for sharing knowledge was low-to-medium. This indicates a better understanding of knowledge management, and higher appreciation of resources. However, greater attention must be given to knowledge management in action, especially in motivating people to learn, develop and share knowledge.

As for the oil and gas company (Manu.Co.3), the research findings of the knowledge management in action category are high in the identification of resources, which indicate that there is a critical appreciation of resources, human-information-system. This requires a unique environment, and findings show a medium level of leadership support,
organisational culture, monitoring and developing. However, greater attention must be paid to sharing knowledge by developing mutual trust, and to strategic ways of transforming knowledge and increasing people’s willingness to share knowledge.

On the other hand, the building material and real estate company (Manu.Co.2) shows significant result in the knowledge management in action category. The company scores high in the identification of resources category, as they are concerned with the quality of their employees, availability of required information and applicable system. Therefore, the company is creating the required environment and providing the required support, as well as developing and monitoring the knowledge management in action by implementing assessment, mobilising people and introducing the required challenges and change. The company scores medium in the knowledge sharing category, and is improving its people understanding of knowledge management through transformation and sharing knowledge, as well as building mutual trust.

Finally, the researcher found that in the chemical and performance chemical company (Manu.Co.3), the knowledge management in action category scores medium in the identification of resources, which indicates some understanding of knowledge management by appreciation of resources (people, information, systems). However, the company still requires a better understanding of how to create the appropriate environment, and the developing and monitoring process, where it scores low-to-medium. Accordingly, sharing knowledge required more attention due to the low level of mutual trust, willingness and transference of knowledge.

In general, it is clear that although knowledge management practice is significant for leadership and, overall, organisations’ performance and productivity, organisations do not yet understand its importance, and changes need to be made urgently. Table 7.4 below illustrates the comparison between types of company based on the knowledge management in action category.
<table>
<thead>
<tr>
<th>Type of company</th>
<th>Infrastructure &amp; construction</th>
<th>Construction</th>
<th>Residential</th>
<th>Oil &amp; gas</th>
<th>Building materials &amp; real estate</th>
<th>Chemical &amp; performance chemical</th>
</tr>
</thead>
<tbody>
<tr>
<td>People appreciation</td>
<td>Education, skills and competences</td>
<td>Education, skills and competences</td>
<td>Education, skills and competences</td>
<td>Education, skills and competences</td>
<td>Education, skills and competences</td>
<td>Education, skills and competences</td>
</tr>
<tr>
<td>Provide information</td>
<td>Is developing</td>
<td>Is developing</td>
<td>Is developing</td>
<td>Is developed</td>
<td>Is developed</td>
<td>Is developing</td>
</tr>
<tr>
<td>Defining the system</td>
<td>Is required</td>
<td>Is required</td>
<td>Is required</td>
<td>Is developed</td>
<td>Is developed</td>
<td>Is required</td>
</tr>
<tr>
<td>Knowledge management practice cluster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification of resources</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>Leadership Support</td>
<td>Required great attention</td>
<td>Need to be developed</td>
<td>Need to be developed</td>
<td>Need to be developed</td>
<td>Required more development</td>
<td>Required great attention</td>
</tr>
<tr>
<td>Organisational Culture</td>
<td>Required great attention</td>
<td>Need to be developed</td>
<td>Need to be developed</td>
<td>Need to be developed</td>
<td>Required more development</td>
<td>Required great attention</td>
</tr>
<tr>
<td>Monitoring &amp; developing</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium–high</td>
<td>Low–medium</td>
</tr>
<tr>
<td>Implementation assessment</td>
<td>Required great attention</td>
<td>Need to be developed</td>
<td>Need to be developed</td>
<td>Need to be developed</td>
<td>Required more development</td>
<td>Required great attention</td>
</tr>
<tr>
<td>People mobilisation</td>
<td>Great understanding is required</td>
<td>More understanding is required</td>
<td>More understanding is required</td>
<td>More understanding is required</td>
<td>Required more development</td>
<td>Great understanding is required</td>
</tr>
<tr>
<td>Introducing challenge &amp; changes</td>
<td>Must be addressed</td>
<td>Required more attention</td>
<td>Required more attention</td>
<td>Required more attention</td>
<td>Development is required</td>
<td>Must be addressed</td>
</tr>
<tr>
<td>Sharing knowledge</td>
<td>Low</td>
<td>Low–medium</td>
<td>Low–medium</td>
<td>Medium–high</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Transference of knowledge</td>
<td>Required great attention</td>
<td>Need to be developed</td>
<td>Need to be developed</td>
<td>Required more development</td>
<td>Required more development</td>
<td>Required great attention</td>
</tr>
<tr>
<td>Building mutual trust</td>
<td>Required great attention</td>
<td>Understanding and development is required</td>
<td>Understanding and development is required</td>
<td>Required more attention</td>
<td>Required more attention</td>
<td>Required great attention</td>
</tr>
<tr>
<td>Willingness and awareness</td>
<td>Required great attention</td>
<td>Required great attention</td>
<td>Required great attention</td>
<td>Required more development</td>
<td>Required more development</td>
<td>Required great attention</td>
</tr>
</tbody>
</table>

Table 7.4 Knowledge management practice category and type of company

Source: Fieldwork
7.4.3 Comparison between social influential factors cluster and type of company

The social influential factor is the third category of the conceptual model and is the category that has the greatest influence on the others (leadership in action and knowledge management in action). It has been found that social factors including education, culture and religion influences KSA leaders in everything they do and every decision they make. The comparison between the social influential factors category and type of company helps us to understand its great impact and how that may differ from one case to another.

The research project data of all company types indicates a low level when it comes to education, despite this aspect’s significant influence on leadership in action and knowledge management in action. It has been found that education requires urgent change and development, which in turn means that the learning process must be developed. The research data also addresses the great influence of religion on all types of company. Religion is at the core of everything people do or think about it. All companies proved that religion must be considered, respected and applied, and that non-Muslim workers are dealt with using the same level of equality and justice, their own beliefs and religion must be respected, and accordingly, they are not required to perform any Islamic rituals. The research project’s findings also indicate that Islam is at the core of personal, social and work life, and that Islamic values do positively influence cooperation and teamwork if performed in the right way, which supports the principle of the new approach to leadership, collective leadership in action.

Culture also greatly influences all companies, and people’s perceptions and work relations, whereas the level of cultural diversity is different from one company to the next. In the infrastructure and construction company (Const.Co.1), cultural diversity is mostly at operational and lower levels of management. Therefore, cultural awareness and understanding of multinational teams’ needs and requirements is essential. However, in the construction company (Const.Co.2) and residential company (Const.Co.3), cultural diversity is highly common at the middle, operational and lower levels of management. This also indicates a need to improve cultural awareness across all levels of management through developing organisational culture.

In the oil and gas (Manu.Co.1), building materials and real estate (Manu.Co.2) and chemical and performance chemical (Manu.Co.3) companies, cultural diversity occurs
mainly at lower levels of management, where people require their leaders to pay more attention and have a better understanding of their needs and differences. In these types of company, great leaders develop and understand emotional intelligence in order to transfer it to their followers and satisfy their needs. This will accordingly influence leadership in action, knowledge management in action and help manage the influence of culture on the organisations’ overall performance. Also, companies are slightly different in some aspects, the impact of KSA culture on organisations is very high and must be considered. Table 7.5 below illustrates the comparison between different types of company based on the social influential factors category.

<table>
<thead>
<tr>
<th>Type of company</th>
<th>Infrastructure &amp; construction</th>
<th>Construction</th>
<th>Residential</th>
<th>Oil &amp; gas</th>
<th>Building material &amp; real estate</th>
<th>Chemical &amp; performance chemical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social influential factors cluster</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Very high</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational system</td>
<td>Urgent change and development is required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning process</td>
<td>Must be developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education &amp; leadership</td>
<td>The influence of education on leadership is very significant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity of culture</td>
<td>Mostly at operation and lower level of management</td>
<td>Common at middle, operational and lower levels</td>
<td>Mainly lower level of management</td>
<td>Mainly lower level of management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People perception</td>
<td>High influence people perceptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work relations</td>
<td>Highly influence people’s relationships at all levels of management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>Very high</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islamic roles &amp; values</td>
<td>Must be considered, respected and applied</td>
<td>Non-Muslims are dealt with the same way but are not required to perform Islamic rituals</td>
<td>Islam is at the core of personal, social and work life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal, social &amp; work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence cooperation</td>
<td>Islamic rules must be considered and performed in the right way so as to influence cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7.5 Social influential factors category and type of company

**Source:** Fieldwork

### 7.5 Research project findings & type of industry

After considering the above-discussed comparisons, the researcher deemed it important to compare the research project findings with industry type. All participating companies are categorised into two types of industry: construction and manufacturing. The practical model developed as a result of the research project’s findings has been sent to participants
from both industries in order to clearly address the importance of the conceptual model categories, and to evaluate and practically assess the level of practice of each category within each company. In addition to this, this exercise assesses the practical model and provides critical feedback for validation and development purposes. Table 7.6 below presents an example of participant feedback from the construction and manufacturing industries. It is important to recognise that a blue arrow (✓) represents the construction sector, and a red arrow (✓) represents the manufacturing sector.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work with passion</td>
<td>✓ ✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Influence others to work</td>
<td>✓ ✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Be flexible to change</td>
<td>✓ ✓</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Lead by example</td>
<td>✓ ✓</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Challenge people to perform new tasks</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Provide new opportunities</td>
<td>✓ ✓</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Keep people motivated</td>
<td>✓ ✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Develop the learning process</td>
<td>✓ ✓</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Practice work values such collaboration</td>
<td>✓ ✓</td>
<td></td>
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<tr>
<td>10</td>
<td>Encourage working in group</td>
<td>✓ ✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Be aware of own personal needs</td>
<td>✓ ✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Be aware of employees’ personal needs</td>
<td>✓ ✓</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>13</td>
<td>Be aware of work environment conditions and needs</td>
<td>✓ ✓</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Be highly educated</td>
<td>✓ ✓</td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Be smart</td>
<td>✓ ✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Apply personal life experiences develop work performance</td>
<td>✓ ✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td>Be oneself</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18</td>
<td>Share leadership knowledge</td>
<td>✓ ✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Leadership Practice</strong></td>
<td>**</td>
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</tr>
<tr>
<td></td>
<td><strong>Knowledge management practice</strong></td>
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242
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<tr>
<th>No</th>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Do not know</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>Create the right organisational culture</td>
<td>✓✓</td>
<td></td>
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<tr>
<td>5</td>
<td>Provide leadership support</td>
<td>✓✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Monitor knowledge management implementation</td>
<td>✓✓</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Mobilise people</td>
<td>✓✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Put the right person in the right place</td>
<td>✓✓</td>
<td></td>
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<tr>
<td>9</td>
<td>Enhance work challenge</td>
<td>✓✓</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Provide equal opportunities</td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Introduce new ways of learning</td>
<td>✓✓</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Encourage sharing knowledge</td>
<td>✓✓</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Teamwork and transfer of experiences (learning from each other)</td>
<td>✓✓</td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Build trust and confidence between employees</td>
<td>✓✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15</td>
<td>Build trust and confidence between leaders and employees</td>
<td>✓✓</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Enhance people's understanding of knowledge sharing</td>
<td>✓✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>17</td>
<td>Enhance people's willingness to share knowledge</td>
<td>✓✓</td>
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**Social influential factors**

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Urgent change is required in the education system</td>
<td>✓✓</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Leadership practice is a learning process that starts within the home during childhood</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Education highly influences leadership practice</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>It is all about people (how can you bring them to work together)</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>KSA traditions and lifestyle highly influences people`s perception of work</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>KSA traditions and lifestyle highly influences people`s thinking</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>KSA traditions and lifestyle highly influences ways of dealing with others</td>
<td>✓✓</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Islamic rules and values influence everything people do</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Islamic values are central to all aspects of personal, social and work life</td>
<td>✓✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Islamic rules are the best for effective and cooperative work</td>
<td>✓✓</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Islamic rules and values must be practised effectively</td>
<td>✓✓</td>
<td></td>
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</tbody>
</table>
Although the table above shows the feedback of two participants, it is only an example. However, the overall result shows no significant difference between the views of the participants of the construction sector and those of the manufacturing sector’s views. Although participants agreed more strongly on some concepts than others, the slightly different do not disagree with the importance of the concepts. For example, in the leadership practice category, working with passion, motivation, working together and developing the learning process are highly important according to all participants. In the knowledge management practice category, for example, participants strongly agreed on concepts such as making use of available skills and knowledge, providing the right and required information, providing leadership support, creating the right organisational culture, and encouraging knowledge sharing. Finally, when it comes to the social influential factors, all participants strongly agreed on the following aspects: KSA traditions and lifestyle highly influencing people’s perceptions at work, KSA traditions and lifestyle highly influencing ways of dealing with others, and Islamic rules and values must be effectively practiced. More examples can be seen in Table 7.6 above.

7.6 Validity, reliability, and generalisation within the research project

The nature and specification of this research project, which is exploratory and qualitative, assumes that data are more open to interpretation, and thus adapts an unsystematic data analysis approach. This can be criticised by many different systematic approaches, especially when it comes to quantitative data. Generally, qualitative data are solid and very valid due to the originality of data and realistic nature of the research approach adopted. The qualitative method allows the researcher to interpret data and engage their own personal perception and experiences in the data analysis. This means that different people have different views when analysing the same data. It is not a clearly defined process.
whereby anyone who applies it would get exactly the same result. However, the use of the grounded theory approach during the data collection process and data analysis helps the researcher during to validate the research data by reaching saturation on each generated category.

In response to any concerns regarding reliability and generalisability of the findings, however, the researcher applied different techniques and different procedures by which to validate the qualitative data of this research project. For example, while coding, the researcher increases the validity and reliability of the data by going over the identified codes and reading through the transcriptions many times, which is known as the inter-coding process. Each time the researcher attempts to obtain the percentage of similarities and differences between the identified codes. In addition, the researcher ensured that transparency of the data was high by considering all participants’ views.

During the data analysis process, constant comparative analysis was used in order to enhance the reliability of the data, as the researcher carefully applied the three steps of comparison (incident to incident, incident to concept, concept to concept). The generated conceptual model was then reviewed and enhanced. After that, the researcher designed the practical model and sent it over to number of participants for assessment and validity. Once the researcher received it back from them, careful consideration of their feedback and assessment was applied in order to provide a better understanding of the conceptual model.

The question here is: can the findings of this research project be generalised or not? Of course, this was one of the researcher’s critical concerns, as it is important to understand to what extent the research findings can be generalised. And if not, why? Firstly, the sectors examined by this research project are the most important and competitive sectors in KSA in terms of to their impact on the country’s GDP. Secondly, the chosen companies are the largest and leading companies in their respective sectors, and also have international operations. Thirdly, the selected participants are highly diverse professionals with very high-profile experience of working different sectors and in various regions all over the world over many years. The researcher was fortunate enough to meet and interview those who had great knowledge and experience, which influenced the quality of the research data and added more value to the research project’s contributions to the field, thus making this research project’s findings more generalisable.
Finally, the researcher makes a clear elaboration between the research findings and the existing knowledge in the literature. Although there are number of studies that discuss the issues related to the research findings, it still clear that this study presents a new insight into leadership studies by focusing specifically on KSA organisations, and by carefully considering the specification of the context and its nature.

### 7.7 Conclusions

This chapter discusses the research project’s findings and introduces the selective code, namely collective leadership in action. It highlights the importance of this stage in the analysis process and discusses the relationship between the core category and the other generated sub-categories. In addition, the researcher discussed the research findings with relevant existing literature in order to provide a more comprehensive understanding of findings and add more value to the research project contribution. This chapter also presents the comparative analysis of the data, which is a systematic approach that helps gain a better understanding and evaluation of the research project’s findings. Finally, as is an important part of any research project, validity, reliability and generalisation are also discussed.
Chapter 8: Conclusion

8.1 Introduction

Human capability and human capital development have become increasingly significant issues in today’s challenging business world. Business organisations, government organisations, economic institutions, and all other societal insinuations require individuals with great competence and personal skills. Effective leadership practices are one of, if not the most urgent human competence needed, in which is something that organisations must carefully consider. The focus of this research project was to investigate leadership practices across a number of the biggest construction and manufacturing companies in KSA, and the findings indicate human capability as the main driver to effective leadership practice. This chapter is will review the research project by providing critical summary to its findings, and in particular will focus on the emergent model of the research. In addition, it will review the research aim and objectives and provide answers to how the research project has been conducted. Then, this chapter highlights the research contribution to the knowledge by discussing its theoretical contributions and its practical contributions. After that, limitations of the research will be discussed and reviewed according to the research project’s conditions and challenges. Finally, recommendations for future research will be presented.

8.2 Review of the research project

The development of leadership research and theories has always been defined according to particular contexts or situations as opposed to particular personal traits. Researchers have already made a huge contribution to leadership theory, all of which aim to understand and determine the best practices for effective leadership. However, since leadership is more about how to manage and influence people’s behaviour, relying on one theory or definition is extremely difficult. People are different and they perceive leadership in different ways. What might be good leadership practice in one organisation or society might not be good in another. There are two different ways to look at leadership; one is by examining the leader (person) themselves, and the other is by examining the leadership method (the actions), and both are influenced by different conditions. Surrounding conditions can be internal or external, organisational or social, or regional or global, such as culture, education, beliefs, economic status or other social factors or environmental conditions.
Accordingly, the researcher aims to provide a sufficient contribution to the field of leadership knowledge, and provide a practical contribution that can be considered in order to enhance leadership practice within this particular case study or a wider context. The aim of this research project is to investigate leadership practices in KSA organisations, considering the global and cultural context and introducing a new theoretical conceptual model as substantive theory. Therefore, the research is exploratory and explanatory in nature, in order to generate empirical findings rather hypothesis test. As this research focuses on exploring the leadership phenomenon in multinational organisations and a complex cultural context, it employs a theory-building approach, namely grounded theory. The research findings are critically analysed using grounded theory analysis in order to introduce new models and develop the current leadership approaches in KSA organisations – what they are now – to what they should be. The researcher found that “collective leadership in action” is the new theoretical concept in the field of leadership studies, and that it is based on the relationship and influence of three important categories: leadership in action, knowledge management in action and social influential factors. The following will explain the emergent model and its importance and practical implications.

8.3 Reviews and answer of the research aim

The research project aim was to understand leadership in Saudi Arabia organisations and to introduce a new conceptual model to assess leadership practices and positively influences organisational performance and productivity. After conducting this research project, the research was able to collect data and analyse it in order to provide critical findings and to contribute to the filed of knowledge. This has been done by systemic use and implication of number of research project objectives that have been designed to achieve the research project aim.

This research project has introduced a new conceptual leadership model, which has been discussed clearly and will be reviewed later on this chapter. This conceptual model is: Collective Leadership In Action, that consist of three critical construct or categories, which are: Leadership In Action, Knowledge Management in Action and Social Influential Factors. The following will discuss how did the research achieve this aim by number of objectives provided below.
8.4 Review and Answer of the Research Project Objectives

In order to achieve the research aim the researcher defined a number of objectives to be addressed through the course of the study. This also allowed systematic understanding and use of research stages and methods. The following explains in order the way in which the researcher applied and achieved these objectives.

8.4.1 “To critically review existing relevant literature”

The research has conducted a review of the field of knowledge and read through relevant existing literature including books, journal articles, and conference papers. This review was highly important for the researcher to obtain a general understanding of leadership as well as to understand issues, factors, trends and cross-subject relations from different schools of thought, such as leadership theories, leadership and organisational behaviours, organisational leadership, leadership and cross-cultural research, global leadership, leadership and knowledge management, emotional intelligence and leadership. All of this was critical as the researcher needed to build up knowledge in the field to provide a valid contribution.

8.4.2 “To define a methodological approach to conduct the research project”

The second step to accomplish the research project was to choose a research methodology approach, therefore the researcher chose a grounded theory strategic approach. This has been applied by the use of qualitative method, in-depth semi-structured interviews, coding procedures, and the constant comparative analysis, all of which is part of the grounded theory analytical approach. Firstly, the researcher read through all research methodologies to understand the difference between them as well as the positive and negative side of each approach. Then, according to the specification and nature of the research project, the researcher decided on a suitable approach and applied it. This included the research philosophy, research purpose, approach, strategy and methods. A research project has been designed and systematically followed through the course of study, as been explained in the research methodology chapter and the chapters on data collection and data analysis.
8.4.3 “To explore the context of Saudi Arabian organisations and leadership behaviours”

After gaining a theoretical understanding of the subject, and determining the research methodology, the researcher started the empirical fieldwork by determining the research project scope and used theoretical sampling strategy to enable critical exploration of the context of the country, industry and organisations. Then, the researcher conducted the in-depth interviews to generate empirical data within the construction and manufacturing sectors of industry in Saudi Arabia. The researcher also defined the levels of management to be examined, which are senior leaders, middle managers and operational managers, in order to obtain cross-level views and provide a wider use for the findings. The data was then analysed to generate grounded findings according to the grounded theory analysis procedures.

8.4.4 “To critically analyse data and explore new concepts and categories”

The main aim of data analysis is to give meaning to data that has been gathered from the fieldwork and to generate findings that are understandable and contribute to knowledge and practice. The researcher was able to use the grounded theory analysis procedure, which involves the use of coding. Open coding is the first stage used to generate general codes by reading through the text and developing concepts into the categories. The researcher in this stage read, highlighted and labelled data according to the identified codes. Line-by-line coding allowed the researcher to stay focused and to validate and manage any new critical issues. In the next stage, the researcher explored the relationship between the defined codes or categories and made a connection between them. This is achieved by looking at any category that reflects a situation or incident, then looking at its relation or influence on other categories or incidents. This involves exploring the phenomenon under study, the context, the situations and also participant conditions. In this stage the use of constant comparative analysis was critical, as the researcher used it to compare incidents to incidents, to compare concepts to more incidents, and to compare concepts to other concepts in order to reach saturation. The final stage is selective coding, which is the most critical one, and in this stage the researcher defined or selected one core category that built the new conceptual model and that all categories are related to or influenced by. Also, it is more important at this stage is to validate the generated core category by discussing its
findings with the existing knowledge and provide critical understanding and contribution, as explained in the discussion chapter.

8.4.5 “To generate a new conceptual model to assess leadership and leadership development in Saudi Arabian organisations”

The findings of the research must be organised and constructed in a way that makes them understandable; this is why the researcher has constructed a conceptual model and clarified its core categories, categories, subcategories and concepts. The generated conceptual model is Collective Leadership in Action, and is built upon three critical categories, which are: leadership in action, knowledge management in action and social influential factors. Each one of these categories has its subcategories and concepts that clearly explain its importance and meaning to reality. The generated conceptual model allowed the researcher to introduce the theoretical model of the research project and the practical model, which will be reviewed later in this chapter.

8.4.6 “To contribute to the existing knowledge of leadership”

Due to the limited empirical research in the field of leadership in Saudi Arabian organisations, the researcher attempted to add valuable contribution to knowledge as well as to organisations that are willing to develop leadership competences and practices. In addition this contribution will be very useful for future researchers who are interested in leadership studies and organisations. The research project therefore obtained the aim and provided contribution to knowledge by generating critical findings related to the specific context of study and the generated model. The originality of data, method and methodology adapted allowed for better explanation of data. Although the field of leadership is massively discussed and highly recognised globally, there is limited research and great opportunities for research in Saudi Arabia. The research project findings illustrate leadership as it is and as it should be in order to develop leaders’ performance and effectiveness. The findings should also critical to leadership, organisations, social studies and knowledge economy.

8.5 Summary of the emergent model

The presented emergent model, collective leadership in action, is a new approach to leadership that focuses on actions as a core element. It means taking action, applying strategies and making use of resources, rather than just addressing strategies and plans that
lack implementation and actions. The researcher found three critical categories that construct the emergent model: leadership in action, knowledge management in action, and social influential factors. Each one of these categories is based on number of sub-categories and concepts that together construct the basic understanding of the core category. The model demonstrates the great influence of social factors on leadership in action and knowledge management in action, which involves education, culture, religion and economic status.

The model shows that in order to enhance the influence of “leadership” on all organisational activities, there is a need to first understand the required “leadership” styles or behaviours, and then to demonstrate them by practice through action. For action to take place, it requires an environment that enable those actions, and to develop practice, a clear organisational vision, mission and culture that demonstrates and reflects this particular type of leadership is required. Not only should the action be taken, but it must be monitored and developed. The mechanism for leadership action and development can be seen through the awareness and use of knowledge management as a systematic tool for action within organisations. Where knowledge management has been defined on the research project’s theoretical model, it is necessary for the following four core elements to be addressed: identification of resources; creation of the environment; monitoring and development; and knowledge sharing. Leaders’ awareness and understanding of, and actions towards achieving these elements are required. It can be seen here how both categories, leadership in action and knowledge management in action, influence each other.

These factors are, however, internal to the organisations themselves, and what cannot be ignored here the factors external to organisations – the wider context in which organisations are operating, which includes factors such as economic conditions, political impact, regulation and law, culture, religion and education. These all can be considered as social influential factors that represent and differentiate one context from the other. It is what makes this research project particularly important and unique, and ensures the originality of its findings in the wider field of knowledge. The research findings focus on four critical factors that have the highest rate of impact on leadership in KSA organisations, namely education, culture, religion and economic status.
While leadership in action, knowledge management in action, and social influential factors can be partly examined and considered as a core subject, they together represent a critical insight into the influence and importance of each one on the next. This study introduces issues and facts related to the particular context of this study – KSA organisations – which provides a critical contribution to the existing knowledge. Together, these categories work as the pillars that construct the new substantive theory of leadership, collective leadership in action, which can be defined as:

*Collective actions of individuals whereby they influence one another and work together toward their need or desire.*

*Working together by making use of existing knowledge and leadership and transforming it into real actions.*

*Making use of existing knowledge and leadership by collective practice and appreciation of individual competences and needs.*

### 8.6 Contributions of the research project

The contribution of this research project to the existing knowledge can be addressed by number of significant factors. Generally, there is insufficient background and published research on leadership, organisational culture and organisational behaviour, particularly in the context of KSA, or within the chosen sectors (construction and manufacturing). Although a limited number of studies have been conducted in KSA, they do not provide a sufficient conclusion or developed model that can represent an understanding of the leadership characteristics or the development of leadership required in that specific context. Having said that, these studies cannot be ignored as research that represent leadership and contribute to the wider knowledge. Therefore, this research project has been inspired by several factors, as discussed in the introductory chapter, and contributes to the development of knowledge thorough the following issues:

- **The research:** No theoretical background and an insufficient amount of research that focuses on leadership in KSA
- **Context:** Very limited focus on the chosen industries, even though they are the sectors that contribute the most to the overall GDP of the country.
- **Challenges & risk:** The risk is increased with the growing demand for competent
individuals, especially in leadership roles, to meet the challenges of the rapid development of KSA and the Persian Gulf region, as well as accommodate the increasingly diverse multinational working environment.

- **Development of leadership**: Cross-cultural studies mostly represent the Western culture, with very limited studies on the Arabic world having been conducted, none of them including only KSA’s cultural context.

- **Leadership theories**: Leadership cannot be universal, and the adaptation of Western theories and styles of leadership in other nations in the world is no longer sufficient.

Therefore, this research project makes a contribution and covers all the above-mentioned arguments in order to provide a basic understanding of the leadership styles required in KSA, to present the context and to evaluate the needs and challenges facing leaders there, thus providing a contribution to the wider knowledge of leadership from the perspective of the specific context of KSA.

The context of KSA includes the social factors of culture, religion, education, economy and politics, which must all be considered when shaping the foundation of leadership styles and characteristics. Limited previous studies have examined leadership in KSA in different sectors and from different perspectives. For example, Al-Fozan (1997) studies the leadership style of head teachers and its relationship with primary school pupils’ achievement in KSA’s Riyadh. Findings of the research indicate three leadership styles as the major characteristics in primary schools in Riyadh: “spokesman and manager”, “striving for achievement and professionalism”, and “autocratic”. Although the findings show no direct link between pupil achievement and these styles of leadership, they do indicate how head teachers’ qualifications influence pupil achievement. Generally, Al-Fozan’s (1997) study highlights the critical need for head teachers to have qualifications and experience, as well as other criteria. This supports this study’s argument that education does influence leadership from different perspectives.

Another study by Smith (2007) examines how Islam influences work ethic in KSA and represent its qualities. The study shows that:

Substantial diversity in managerial styles within Arab samples is derived from a set of unmatched samples. To gain a fuller understanding of the reasons for the specific expressions of increased modernity that were found development of culture-specific measures will be required.
Another study by Beidas (2009) about how adherence to religious teachings, principles, values, and traditions influences the human resource management practices in KSA indicates that it has a great impact on workplace ethics and the level of commitment: “Culture, religion and economy are tied up in an inseparable matrix that has always been called upon whenever an answer to a problem is sought”. It argues that the impact of the Islamic religion and its influence on people’s beliefs is more strongly integrated with culture and economy than any other power source, such as leadership. “The research argues that its uniqueness lies in the fact that religious conviction is a power that stems from within people, and would need occasional stimulation rather than external supervision to produce ‘Self-monitoring’ employee” (Beidas, 2009). Therefore, leadership practices in KSA must consider religion as source for better practice, where the problem raised from the lack practice of a great power of Islamic values and rules.

Cross-cultural studies, such as work of to Hofstede (1980) on cultural dimensions, illustrates that Arab cluster found to influence interpersonal relations with high collectivism and power distance. Also, the work of GLOBE Project on the culture, leadership and organisations of 62 societies (House et al., 2004) illustrates the impact of cultural values on organisational practices of leadership, economic growth and people. However, although both studies have contributed a lot to the field of research, their findings are not sufficient in representing the Arab cluster; none included KSA in their sampling, and only five countries from the Arab cluster were included: Egypt, Morocco, Turkey, Kuwait, and Qatar (Kabasakal, Bodur, 2002). Even though Arabic countries shares common practices due to similarities in characteristics of history, religion and social culture, there is a great need to examine and include findings from other countries of the Arab cluster. Generally, findings of these samples indicate that although such countries are high in oil and mineral resources, the level of human development is medium.

Another study of professional officer education and training in KSA focused on evaluating a “junior officer preparation programme at King Khalid Military Academy (KKMA)” (Al-Otaibi, 2003), although somewhat limited, has also contributed to the cross-cultural research by providing a critical literature review and developing a model that “highlighting common features of programme effectiveness and potential barriers to success, to evaluate junior officer preparation programmes and its five programme components: recruitment and selection, indoctrination, vocational preparation, liberal education, and physical fitness” (Al-Otaibi, 2003). According to Alzoman (2012), who investigated effective
Leadership and cultural diversity in Saudi Arabia Basic Industries Corporation, states that, “social identity and leadership behaviour can interact to create a more effective leader, which may reduce conflict, increasing group cohesion and affective commitment to the organisation”. However, Alzoman focused on two leadership styles and examined their influence on the multinational work environment, namely the charismatic leadership style (Conger and Kanungo, 1998) and the ethical leadership style (Masuda, 2005). Findings indicate that in order to enhance leadership effectiveness, there must be a sufficient relationship between team identity and leaders within the organisation, and great concern to cultural differences.

Although the study illustrates the importance of culture and people’s identity, the researcher of this study argues that applying different leadership styles that have been developed in different contexts is no longer an adequate approach. Therefore, KSA organisations require great consideration for cultural differences, where diversity is becoming more prevalent in the workplace. This is because the adaptation of different styles of leadership – mainly Western styles – have their limitations when applied in a different context, because people’s social identity, and the influence of national culture, have a much greater influence. What might be an extremely effective leadership practice in one context might not be the same in a different context, which again emphasises the need for deeper research into understanding the influence of culture, education, religion and economic status on leadership in KSA. The grounded approach this research project applies is highly preferred, as it unearths the grounded findings necessary to clearly represent the needs, challenges and the way in which leadership in KSA can be developed.
8.7 Theoretical contribution of the research project

Figure 8.1 Theoretical contribution of the research project

Source: Fieldwork
The generated substantive theoretical model represents a solid foundation with which to design a standard practical model for understanding and developing leadership in KSA organisations. However, while the research project samples focus on the construction and manufacturing sectors, the model can be adapted to analyse any other sector, because it is possible for the findings to have a wider application. Also, the findings represent a way to develop leadership through people’s actions and practices, which represents a necessity in any organisation, in any sector. It can assist organisational leadership competences and improve leaders’ performance, as well as develop the required organisational strategies.

This study provides a critical understanding of the risk of underestimating social factors, and their great influence on leadership and organisational performance. Building competence and awareness of the context in which organisations operate also increases the cutting-edge competitive advantages of organisations. It improves organisations’ readiness for the challenges of multinational cultural environments or expansion into the global business market. It can also be noted that more future research with broader sampling could contribute to the development of this profile.

Providing this model ensures the basic understanding of the problems faced by KSA organisations, and inspires future research to take responsibility for examining its use and validity in different sectors. Previous studies have shied away from such culturally sensitive factors such as people’s culture, traditions and religion, losing sight of the significant impact on people’s identity and the formation of their behaviours and the way they perceive others. Thus, this research project greatly contributes to clearly addressing the influence of education, culture, religion and economic status specifically in the context of KSA and its impact on the globe. The way these factors are addressed and acted upon ensures the potential to develop a greater understanding of the context, advanced leadership performance and balanced development of human capital than what has been developed during the last years in other developed nations.

In addition to this, the implication of structural impediments from different ex-pat leadership styles, the international standard or the developed Western styles of leadership, makes leadership in KSA enormously in unbalanced developed process. Part of it gets in the way of underestimating people’s competences (human capital) and applying unplanned distribution of people across organisational activities that reflects a great deficiency in human resource management. This could increase the unwillingness of employees to learn,
to develop their skills, thus causing them to lose trust and share responsibilities.

Thus, this research project provides strategic way for which organisations can improve their human capital development process. Also, it ensures that critical issues, such as trust, awareness, work motivation, sharing knowledge and responsibilities, are addressed. While the project management, human resource management and organisational behaviour studies have all been discussed in the literature from the perspective of leadership theories, but again, these issues are occurring in a different context with no particular focus on KSA organisations.

The contribution of this research project can be clearly seen through the introduction of the theoretical model, which is a discovery-positioned approach. The researcher contextually analyses pragmatic data and explores the main construct of the theoretical model, which can be introduced as a substantive theory to inspire future research and development on leadership, knowledge management and cross-cultural research. While the new model represents findings form the largest and most successful companies within the construction and manufacturing sectors in Saudi Arabia, the theoretical model can, however, be generalised to advance the understanding of leadership practice in different types of organisation and in different industries, offering a great opportunity to influence future research as well as leadership practitioners.

8.8 The practical contribution of the research project

The research project offers a practical model that KSA organisations can use to assist the development of leadership practices and performance. Firstly, the model will help to enhance the awareness of leadership and knowledge management. Also, it helps to gain an understanding of the importance and influence of people’s social identity and how that influence can be managed in a diverse multinational working environment. It provides number of critical aspects, according to each category, to measure the current level of leaders’ and organisations’ performance, and the level of readiness toward better practice. In addition, it offers a way for leaders to improve actions and therefore the outcomes. While this is happening, leaders can address their organisational strategies and implement the right action plan in order to make use of it. It is not about what they believe, it is about their behaviours and actions. Some may consider altering their vision, or changing the management structure or organisational culture, while others may consider providing new facilities, new technologies and a new way of creating harmony in the work environment.
Most importantly are those who understand that the impact of leadership on an employee’s performance is great, and therefore, they can influence them to share their vision. Leaders are required to provide great opportunities for learning by developing things like in-house training programmes, all of which can be beneficial to human capital development, leadership skills and practices, and ultimately, better organisational performance.

8.9 Limitations of the research project

The research project encounters some limitations due to various factors. Firstly, it was important for the researcher to focus on the research project’s scope, time and available resources. The research project focuses on examining the current leadership practices of KSA organisations within the construction and manufacturing sectors, due to the fact that these sectors have the greatest impact on the overall GDP of the country. Also, the researcher selected the leading companies in both sectors, which of course cannot represent other companies’ issues, even within the same industry. Also, the research project provides insight from the top management levels, with participants being selected according to their managerial positions (senior leaders, directors, operational managers), which results in limited insight from other managerial and worker levels.

Time and access to participants were crucial aspects, requiring the researcher to manage time and resources effectively. Throughout the course of conducting the empirical study, tasks such as going to participant companies, conducting face-to-face interviews and observing work environments was a top priority. Although this was a very effective approach, it putted a lot of pressure on the researcher, as the task needed to be completed within just 60 days. This involved travelling from the UK to KSA and visiting five major cities in Saudi Arabia, which took time, required great effort and cost, all of which was hard to manage but nonetheless successfully achieved.

The approach used in this study’s methodology may also have its own limitations. The adaptation of the grounded theory approach suggested examining the case with an open, not empty, mind. It required an exploration of the context, empirical data and the researcher’s interpretation with no influence from any previous studies or preconceived ideas. Therefore, the use of literature the review in conducting the actual study was very limited, which may have prevented the researcher from adapting or expending the use of any previous theories or findings. Another issue is the use of the mixed method approach, which allows for conducting survey study or questioners as well as influencing the validity.
of data. Whereas the preferable method for collecting data within the grounded theory strategy is interviews which alone required a great effort and time and limited the use of different methods. However, limitation can be seen as an opportunity for future research in order to minimise the gap and provide new insight into this research project’s findings for development.

8.10 Recommendation for future research

The insight of this research project offers different opportunities for future research in different contexts. It can be seen in leadership theories and practical developments, cross-cultural studies, organisational behaviours, knowledge management, human resource management and politics. In addition, a contribution can be made to the area of research methodology area, in particular how the use of grounded theory can be expanded for use in social science, business and management, and leadership studies.

- The findings of the research can be used to develop a standard leadership development model in KSA, and future researchers can use it as a foundation for development and change management.
- The researcher suggests that future research might consider investigating the validity of the generated model in different industries and contexts, where the research project findings represent only the manufacturing and construction sectors within KSA organisations.
- Future studies are advised to investigate categories of the theoretical model in different organisational settings, at different managerial levels, and from the perspective of different employees.
- The understanding of the KSA context requires further examination into its social, cultural, environmental, economic and political factors, and the way in which these factors construct the foundation of the country and the future of its people.
- The impact of government policies and strategies on the development of leadership in KSA is very significant, and the researcher suggests studying the challenges, needs and opportunities as well as a future action plan and strategies for implementing change.
- Due to the similarities of the contextual and social factors in KSA future researchers could investigate the generated theoretical model within different organisations and sectors outside KSA, especially in the Arabic region.
The use of different methodological approaches and strategies is highly recommended in order to validate the generated model, providing new insight and developments in relation to methodological research strategies.
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Last accessed 31 March 2015.


Appendences
Appendix A: Initial letter

Thursday, February 09, 2012

To Whom It May Concern

Re: Ms Mona ASERI – PhD Management of Projects – ID number 7378287

This is to confirm the above named is a registered student within the School of Mechanical, Aerospace and Civil Engineering, at the University of Manchester. Ms Aseri is undertaking a course of study leading to the award of PhD in Management of Projects Engineering. Ms Aseri initially registered for this course of study in September 2010. Progress and attendance to date is good.

Miss Aseri is carrying out research on leadership in global and cultural context focusing on project-oriented organization, under the supervision of Dr Jamshid Parvar. Her research is aiming to investigate the context in which a new leadership approach can be established to enhance leadership effectiveness and then the productivity and performance of organizations. A comparison of Western, Middle East and Far eastern cultures and leadership styles are critical. More importantly is to emphasize the Arabic and Islamic values of leadership into the global context.

Therefore, I am writing to you on behalf of the School of Mechanical, Aerospace and Civil Engineering, to ask for your collaboration in helping her conduct her primary data collection. It would be helpful if you would be willing to facilitate her interviews with leaders and managers and provide her with a confirmation letter of your acceptance and support. The student undertakes to ensure that data from the interviews to be used for the purpose of her research, will be stored securely and treated with care and confidentiality. If it is necessary to use this information in her published thesis, the student will ensure any such examples or names are made anonymous. The student will of course ensure that your contribution is fully acknowledged. If you require a license agreement to be signed please contact Ms Aseri and her supervisor Dr Jamshid Parvar.

Yours faithfully

Beverley Knight
Postgraduate Programme Administrator
School of Mechanical, Aerospace and Civil Engineering
Tel 0161 306 4641
Email Beverley.knight@manchester.ac.uk

School of Mechanical, Aerospace and Civil Engineering
The University of Manchester
Panier Building, Sackville Street
Manchester
M13 9PL

Combining the strengths of UMIST and
The Victoria University of Manchester
Appendix B: Interview questions

Introducing Questions

Q1: As we are about to start, please tell me about yourself: who you are? Where do you come from? And what makes you who you are now?
Q2: Can you please tell me about your education background?
Q3: What about your working experience history?
Q4: Do you have any question for me?

Main areas of Discussion’s Questions

Leadership and Management

Q1: What is your role in this organisation?
Q2: How do you feel about working in such organisation?
Q3: When you first become interested in working here, have you ever think this job will last for example 5 or 10 years?
Q4: Why did you not think of change?
Q5: Could you say anything more about that? Or, What do you mean by…?
Q6: Can you tell about your way of dealing with your employees?
Q7: Is it this style or way based on your own vision, or is it the organisation vision?
Q8: What about dealing with those higher than you, I mean in positions?
Q9: Can you tell me a story or something happened that you remember, and has influenced your actions, and in which way?
Q10: What has mostly inspire you to work in this organisation, or made a different in your thinking regarding ways of dealing with others or regarding yourself and personal competences?
Q11: What do you think you or people in same position do really need to work more effectively?
Q12: Which one would you value more: Education, or working experience, and why?
Q13: To what extent are you happy and satisfied with what you are doing, whom you are working with?
Q14: What do most people around think of the way they lead by, or managed?
The Context (organisation, national, international)

Q1: Till about this organisation?
Q2: What are the most things you like about it?
Q3: Where do you find it very exiting, and where is not?
Q4: How would you describe your organisation’ culture?
Q5: If you have a problem at work, with whom would you firstly talk with? And how would you solve it?
Q6: The Saudi Arabia region is very large and competitiveness is high, where do you see your organisation?
Q7: What makes this organisation successful in such context?
Q8: If this organisation is to operate in different context, do you think different environment would be more positive, negative, and why?
Q9: If you were to work in different organisation, or different country, where would you choose? Why?
Q10: You work in a Saudi Arabia international organisation; can you describe how is it to work with different people, in different projects, in different locations and time zone?

Challenges, Opportunities, Change and Diversity

Q1: Where do you see opportunities come from, if there is any?
Q2: How do you deal with it?
Q3: What is the hardest thing you may think of it in your work?
Q4: Can you till more about difficulties or problems you interface?
Q5: Do you remember any story in which you had to make a decision, what did you do, was it easy?
Q6: When you are to introduce changes, or new rules, what is the most difficult part of it? Can you till more about that?
Q7: What do you think about working in multinational organisation?
Q8: What makes Saudi people different from others, in which way, and why?
Q9: Do you prefer work with Saudi national people or with people from different nationality, can you till me more about that, do you remember any thing happened makes you think in this way?
Q10: Last and not least, who inspired you?
Q11: Did you enjoy the discussion? I hope so.
## Appendix C: Factsheet

<table>
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<th>Participant’s Name:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Phone:</td>
</tr>
<tr>
<td></td>
<td>Address:</td>
</tr>
</tbody>
</table>

Date:………………………………….  Time:……………………………………  Location:………………………………………….

<table>
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<th>Time:……………………………………</th>
<th>Location:………………………………………….</th>
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Appendix D: Interview proposal

Leadership
A study of global and cultural context in the Saudi Arabia Organization

In the era of globalization, the world has become more connected and culturally integrated and the way these interplay across geographical boundaries is critical for today's global businesses. Therefore, the role of future leaders in managing the new requirements for cultural adaptation faced by globalizing businesses is essential. There is a simultaneous growth in demand for high quality leadership "individuals" and "processes".

This research aim to understand leadership in Saudi Arabia organisations and introduce a new conceptual model to assess leadership practices and positively influences organisational performance and productivity. It is also to address challenges and opportunities facing leaders, and how that can be different from one culture to another. The method to be used is a semi-structured interview with senior leaders, middle managers and operational managers. Main ideas and questions will be sent to you before the interview.

Mona Aseri, Postgraduate Student, MACE School, The University of Manchester, UK
Appendix E: Consent form (Arabic)

The University of Manchester
Faculty of Engineering and Physical Sciences
Mechanical Aerospace and Civil Engineering

تحية طيبة

من ضمن متطلبات الحصول على درجة الدكتوراه في كلية الهندسة، جامعة مانشستر المملكة المتحدة وفي قسم إدارة المشاريع بالتحديد، ان يقوم الطالب بتقديم بحث عن أحد المواضيع ذات الأهمية في ميدان دراسته. و لذلك أقوم بدراسة ميدانية كجزء من المتطلبات للبحث والذي يعانون: القيادة و دراسة التأثير العامي والثقافي على المؤسسات السعودية.

علماً بأن هذه الدراسة الميدانية تمثل إجراء مقابلة شفهية (حوار) يتبع استفقاء، محاور البحث من خلال مؤسستكم المختارة بالمملكة العربية السعودية و اتباع لمجاهدة البحث العلمية. الهدف من الحوار هو مناقشة الوضع الحالي للقيادة بالمؤسسات و معرفة دراها في مواجهة المتغيرات والمتطابقات العُلية والقلبية احتمالاتها.

ستمثل البيانات التي ستم جمعها المصدر الأساسي للبحث و نتائجه، لذلك فإن تجاويعك المشكور بالاستجابة للتفاعل بدقة سيكون له أكبر الأثر في نجاح البحث، و سكون ممتنًا لأخيك. كما و أثق أنك أنك جميع المعلومات و البيانات المعنوية و الإ Yaş: ستجد أن استعمال هناك طابع صحيحة المطلقة، كما و ستم تسجيل الحوار و سيستخدم من قبل الطالب وحده و لغرض البحث العلمي و غير مسموح بهداها أو نشرها.

مع تقديري الامام على انشغالكم الا أني أطمئن في إعطاء بعض الوقت و المشاركة في هذه الدراسة الميدانية العلمية. كما و أشكركم مقدماً على حسن تعاونكم و صادق اهتمامكم بالبحث العلمي. أرجو الاتصال من خلال البريد الإلكتروني أو الهاتف المحمول في حال وجد لديكم أي استفسارات.

و تفضلوا بقبول تقدير و الاحترام

Mona.Aseri@postgrad.manchester.ac.uk
+447501063779

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التوقيع: .........................................................

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التوقيع: .........................................................

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الاسم: .........................................................

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الاسم: .........................................................
Appendix F: Consent form (English)

The University of Manchester
Faculty of Engineering and Physical Sciences
Mechanical Aerospace and Civil Engineering

Dear Sir/Madam,

One of the partial requirements for the PhD Degree Civil Engineering at the University of Manchester – UK, is to carry out a research in “leadership: a study of global & cultural context in Saudi Arabia organizations” for which I am carrying out a field study related to the subject. The work includes interviews to be conducted for a selected number of establishments. Your establishment has been chosen, amongst others, based on a scientific preference adopted in the research methodology.

The purpose of this study is to investigate the role of leaders in managing the new requirement of cultural adaptation faced by globalized business. Also, is to identify challenges, needs & opportunities for leadership development in Saudi Arabia to be able to live up to the challenge. The collected data and information through this interviews will represent the main source for my research data and its finding. Your response, therefore, is highly appreciated. Data given in this interviews will be treated with the utmost confidentiality (agreement attached). It will be recorded for statistical purposes and will be used for scientific research only.

The interview will take no more that 60 minutes and your input will be a valuable contribution towards this research. Please feel free to contact me if you need any clarification.

Thank you very much in advance
Mona.Aseri@postgrad.manchester.ac.uk
+447501063779

Name: ............................................................... Signature : ...............................................................
Name: ............................................................... Signature : ...............................................................
Appendix G: Feedback form

Thank you so much for your participation,
Your feedback is important & would highly be appreciated

Please answer the following questions where number 5 gets the highest value.

- Did you enjoy the discussion?
  1  2  3  4  5

- How important did you find the topic?
  1  2  3  4  5

- How clear did you find the ideas of the interviewer?
  1  2  3  4  5

- Did you learn anything new?
  1  2  3  4  5

- Would you like to know about the result and findings of this research?
  YES  NO

Please feel free to write your comments, criticism & suggestion? I would like to learn from you.

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Thank you
The University of Manchester  Mona Aseri
## Appendix H: Companies profile

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<thead>
<tr>
<th>No</th>
<th>Company</th>
<th>Size</th>
<th>No. Employees</th>
<th>Sector</th>
<th>Private / Public</th>
<th>Ownership</th>
<th>Annual Revenue</th>
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<td>Const.Co.1</td>
<td>Large Cap</td>
<td>100,000 +</td>
<td>Infrastructure and construction</td>
<td>Private</td>
<td>Private ownership, holding company</td>
<td>$30 Billion annually</td>
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<td>Manufactory</td>
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<td>Shareholders</td>
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<td>6</td>
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<td>Manufactory</td>
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