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The University of San Francisco

TRANSFORMATIONAL LEADERSHIP PRACTICES OF DEANS AND THE
PERCEIVED ORGANIZATIONAL CULTURE OF UNITED ARAB EMIRATES
PUBLIC UNIVERSITIES: A REGRESSION ANALYSIS STUDY

A Dissertation
Presented to
The Faculty of the School of Education
Organization & Leadership Department

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by

Mouwafac Sidaoui

San Francisco
May 2007

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Mouwafac Sidaoui, Candidate

Date

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Dr. Patricia Mitchell, Chairperson

Dr. Bettye Taylor, Second Reader

Dr. Mathew Mitchell, Third Reader

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

Universities worldwide are undergoing profound changes through increased growth and with continued enthusiasm. They are currently facing new challenges as economic change, coupled with developments in science and technology are springing forth new dynamics, which impact organizational growth as well as leadership and culture. A successful university in this millennium requires an organizational culture that supports innovation, learning, creativity and utilizes the maximum potentials of its leaders. Universities ultimately vest in individuals with whom successful leadership will motivate, develop, and focus on the global trends of convergent social, cultural, and organizational change.

Academic institutions such as universities are complex social organizations with distinctive cultures. In higher education, effective leadership is imperative to the university's success (Bass, 1985). More importantly, leadership is essential to the growth and development of organizational culture. Therefore, leaders of higher education, such as deans, need to be "aware of the critical role and understanding of culture plays in their effort to simulate learning and change and how intricately intertwined their own behavior is with culture creation and management" (Schein, 1992, p. xi). Academic deans are often considered visionaries who will lead the transformation of their university. As administrative officers of the university, the deans are often responsible for sustaining an environment that encourages excellence in teaching, research and program development and active collaboration across the university (Land, 2003).

Culture is a big part of the organization, defined as the source that binds people through an elusive “socially constructed constellation consisting of such things as practices, competencies, ideas, schemas, symbols, values, norms, institutions, goals, constitutive rules, artifacts, and modifications of the physical environment” (Fiske, 2002, p. 85). In addition, culture also refers to the unique characteristics that all of us possess, distinguishing us as individuals and identify us as belonging to a group or subgroups. Culture implies structural stability, patterning, and integration, and is the accumulation of shared learning from shared history. The cultural role and function of leadership, shapes policy, determines organizational direction, and negotiates privilege (Schein, 2004).

Organizations are considered to be similar to nations and tribes because, “they are like rational units, mechanistic entities, or a set of scientific management processes” (Stupak, 1998, p. 1). Organizational culture can be useful when it moves the organization from the invisible to the more visible dimensions in terms of operating style and substance (Stupak, 1998). Therefore, organizational culture is everywhere within an organization and can be found at every level; because members of an organization are multicultural entities, understanding the varied cultures is significant “because the beliefs, values, and behavior of individuals are often understood only in the context of people’s cultural identities” (Schein, 1999, p. 14). Furthermore, organizational culture has been characterized as the “glue that holds organizations together” (Goffee & Jones, 1996, p. 133-149).

According to Schein (1992), the organizational culture begins with leaders who impose their own values and assumption on a group. Consequently, the organizational culture will affect the values, beliefs and assumptions of the leaders. Likewise, the values

beliefs, and assumptions will be passed on to the new members within the organization. One of the greatest challenges for leaders is how they may perceive the limitations of their own culture and to develop some adaptability (Schein, 1992).

Organizational culture share a common goal “to uncover and interpret aspects of organizational life so that we can better understand the perceptions, beliefs, and actions of organizational members” (Martin, Su, and Beckman, 1997, p. 3). Within an organization, there are core sets of values and beliefs held by its members, often referred to as the organizational culture, which is silent and ingrained, in an ever-changing environment. Consequently, it is relevant to understand how the organizational culture may affect the academic leadership within university settings. Therefore, it is important to study the organizational culture and in relation to the leadership of the dean. Schein stated that organizational culture is important because it belongs to the group and:

“...it is a powerful, latent, and often unconscious set of forces that determine both our individual and collective behavior, ways of perceiving, thought patterns, and values. Organizational culture in particular matters because cultural elements determine strategy, goals, and modes of operating.” (1999, p. 14).

This study focused on the academic deans in the public universities in the United Arab Emirates (UAE). The two theories that were used in this study are transformational leadership and organizational culture to analyze the relationship of the perceived organizational culture to leadership styles; and to determine how much the transformational leadership practices of the deans are predictive of the universities’ organizational culture.

Background and Need for the Study

To date, a great deal of research has focused on organizational culture in relation to leadership practices in different organizational settings from a variety of perspectives,

ranging from disciplines such as, sociology, anthropology, management science, and organizational change (Collins & Porras, 1994; Kotter & Haskett, 1992). However, because of the scarcity of literature discussing the relationship between the leadership practices of deans and their perceived organizational culture in the UAE, this study attempted to determine if transformational leadership practices of the deans predict the organizational culture at public universities in the UAE. Bahgat (1999) asserts that in the UAE, strategic leadership of education is particularly essential as socio-economic and political transformation have been significant and dramatic during the past 35 years. Moreover, this topic appears to have been overlooked in the expansion and transformation of education in the UAE since the country development and changes have been so rapid (Bahgat, 1999).

The main assets and exports of the UAE are its oil and pearls. The country is situated in the southeast of the Arabian Peninsula in Southwest Asia, comprised seven emirates: Abu Dhabi, Ajman, Dubai, Fujairah, Ras al-Khaimah, Sharjah, and Umm al-Quwain (see Appendix B).

Prior to the discovery of oil, there was very little development in the UAE and certainly no proper educational system. As recent as 1960, there were no roads, hospitals, or formal schools. According to Al Maktoum (2005), in 1962, when oil production started in Abu Dhabi, the country had 20 schools and approximately 4,000 students, of whom the majority was boys. Since gaining independence from 1971, the UAE has used its oil revenue to transform its economy and infrastructure and became a powerful country in the region and internationally. Due to the new federation, approximately 75% of the population of the UAE are expatriates from other Arab countries, the Indian

subcontinent, the Far East, Europe, North America, and elsewhere (UAE Embassy, 2004) and 25% are local—Emiratis (Wagie & Fox, 2005). Consequently, the UAE has a dual set of cultural values that are observable in most organizational practices, including academic ones; this is partially due to the 150 year long British colonization of UAE that ended in 1970.

Because of the large international influence, the political leaders of the UAE often import modern technology and put them to use in the service of sociopolitical systems. They also hire many Westerners and other Arabs to lead many of the country's academic institutions, while the higher authorities, such as presidents and chancellors continue to be consistent with the tribal culture, as well as adapting to the modern system they have introduced. Tribal traditions and its collectivistic culture profoundly infrequent UAE leadership and hence leaders tend to play the role of tribe leaders or sheiks.

Cultural identity in the UAE forms a blend of traditional Arabic, Islamic and contemporary style. Following the federation there has been a governmental focus on public and private educational opportunities and there has been increase in the development of cultural centers. For example, cultural and academic libraries began to rise up around the country to promote cultural awareness and assisting in the conservation of the heritage of the country (UAE Embassy, 2004).

Education in the UAE has been the backbone for producing skillful leaders who are capable of adopting new technology, as well as keeping their traditional identities as Muslims and Arabs. Therefore, it is commonly known that the only way to improve the productivity of society is by improving the skills of the labor force and raising the educational attainment of its citizen (Sheikh Zayed, 2004).

As in other parts of the Islamic world, for many years mosques served as centers for teaching—principally reading, writing and recitation of the Quran, the holy book of Islam. In 1953 the first school that offered a comprehensive curriculum was built by the British. In the early part of the 20th century, pearl merchants instituted schools staffed by foreign—Western and Arab—teachers; and then the founders of the UAE saw a tremendous expansion of education (UAE Embassy, 2004). In the past 35 years the UAE has transformed its educational system; currently, they have over 30 institutions of higher learning (see Appendix B).

In the 1980s approximately 25% of UAE national students were educated abroad, and the proportion is now likely to be higher (Economist Intelligence Unit, 2003). Upon completing their higher education and returning to the UAE, it was expected that the Emiratis' students would have gained new leadership styles, which can be viewed as an advantage to bring new models and tools to help shape their organizations and to form the organizational culture.

Organizational culture provides consistency for the organization and its members, it also offers the leader a reliable system of leadership that is rooted in previous successes (Schneider, 1994). Cameron and Quinn stated that most, “organizational scholars and observers now recognize that organizational culture has a powerful effect on the performance and long-term effectiveness of organizations” (1999, p. 4). They believe that the culture of the organization makes it unique because each of the members carries the ideology inside their heads affecting everything they do (Cameron & Quinn, 1999).

Statement of the Research Problem

The concepts of transformational leadership and organizational culture have received a lot of attention in recent years, specifically in the financial sector (Collins & Porras, 1994; Kotter & Haskett, 1992). According to Gmelch (1999), while there has been much research done about leadership in higher education, there has been very little research conducted on leadership of deans. Gmelch further notes that by the mid 1980's research on leadership of deans consisted of two volumes published in the mid 1960's (Dibden, 1968; Gould, 1964), minimal articles on deans of college education (Kapel & Dejnozka, 1979; Anderson & King, 1987), deans of law (Abramson & Moss, 1979), and deans of sociology (Bowker, 1982). However, deans are slowly gaining recognition as academic leaders and agents of change (Gmelch & Miskin, 1995).

As academic leaders, deans should strive for consistent future planning while dealing with the present. According to Findlen (2000), deans should acquire constant knowledge, and have "commitment to lifelong learning, and the courage to embrace change in the evolving world of higher education" (p. 2). Within the realm of higher education lies the notion of organizational culture. Within organizational culture, the integration of transformational leadership is very essential. It should offer a foundation, which seeks to strengthen cultural growth.

The public academic institutions in the UAE are rooted in the Arabic and Muslim culture given the country's geographic location, religious background and history. Additionally, public academic institutions in the UAE are financially funded by the government. Therefore, the UAE national culture has some impact on the organizational cultures. In the UAE, 75% of the workforce, including deans are currently non-native

(Wagie & Fox, 2005). As such, their leadership perspectives may be founded on ideologies which may not fully capture the Arabic culture and Islamic roots. In addition, academic organizational culture may not be reflective of transformational leadership tenets.

Transformational leadership has been categorized as a supportive and empowering method, in which leaders develop an environment that is about inspiring, enabling, and encouraging (Kouzes and Posner, 1994). Constructive organizations as defined by Cooke and Laferty (1989), refer to those which are achieving, encouraging, and self-actualizing for all members of the organization. Moreover, constructive organizational culture is considered the common assumption and the value system, by which members of the organization view their interaction with each other and with their organizational environment (Pettigrew, 1979). Therefore, it is a reasonable expectation that a constructive organizational culture may be enhanced through transformational leadership practices as they both rely on related approaches.

Deans bring prior knowledge and many years of academic leadership experience to their institutions (Gmelch & Miskin, 1995). As an academic executive officer, “the dean as the leader actually creates the stage for future operations while managing day-to-day activities” (Bragg, 2000, p. 75). Consequently, deans help shape the organizational culture. At the heart of this research lies the challenge of integrating preexistent national culture with extant leader behaviors and practices, while seeking to integrate transformational values which may elicit constructive organizational cultures.

Purpose of the Study

The purpose of this study was to examine the relationship between transformational leadership practices of the deans and the perceived organizational culture of public universities in the UAE. Additionally, the study assessed to what degree the decisions and leadership practices of the deans are predictive of the universities' organizational culture, which in some instances may be driven from the national Arabic and Muslim culture.

Research Questions

The following research questions guided the study:

1. To what extent do Deans at the public universities in the United Arab Emirates practice the five transformational leadership practices, challenging, inspiring, enabling, modeling, and encouraging?
2. What are the Deans' perceptions of their organizational culture at the public universities in the United Arab Emirates?
3. To what extent does the transformational leadership of the Deans predict the constructive organizational culture at the various public universities in the United Arab Emirates?
4. What is the relationship between specific transformational leadership practices of the Deans and the types of organizational culture at public universities in the United Arab Emirates?
5. What are the self-perceptions of the leadership practices of the Deans based on the following variables: gender, ethnic background, current experience level, and tenure?

Rationale and Theoretical Framework

The theoretical framework for this study was based on Kouzes and Posner's (1995) transformational leadership theory, and Cooke and Lafferty's (1994) organizational culture theory.

Transformational leadership theory has been a prominent representative of the new leadership theories that occupy center stage in leadership research in the last decade. The transformational leadership theory was originated by Burns (1978), with the core of transformation of the leader and making change within the organization. According to Burns (1978), transformational leadership is a process of elevation among leaders and followers with a direct impact on organizational effectiveness. The assumption is that employees will follow a leader who inspires them exhibits charismatic behaviors, provides intellectual stimulation, leads with a clear vision and passion, and in the end can achieve great things (Bass, 1990). Transformational leaders are those who transform their followers toward reaching their full potential and generate higher levels of performance, because subordinates are central to the theory of transformational leadership (Bass & Avolio, 1990). According to Kouzes and Posner (2002):

“Leadership that focuses on a committing style is what leadership scholars have called transformational leadership. Transformational leadership occurs when, in their interactions, people raise one another to higher levels of motivation and morality. But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspirations of both the leader and the led, and thus it has a transforming effect on both.” (p. 153, 178-179).

The transformational leadership theory was used in this study because academic deans are part of the leadership team that is constantly leading the UAE into its next economical growth. In addition, Kouzes and Posner's theory (1995) focuses on learnable

leadership practices; because many of the academic deans are expatriates, they are constantly learning how to better lead in a new developed foreign culture to their own.

The first theory belongs to the transformational leadership style category (Kouzes and Posner, 1995). The Leadership Practices Inventory (LPI) instrument approaches leadership as a set of behaviors that can be measured, learned, and taught. This assessment tool helps individuals and organizations measure their leadership competencies. The advantage of using this instrument allows for continuously testing the initial findings of the five practices model of leadership: (1) Challenging the Process, (2) Inspiring a Shared Vision, (3) Enabling Others to Act, (4) modeling the way, and (5) Encouraging the Heart. This transformational leadership theory also provides a tool that can help leaders assess the extent to which they actually use those practices so that they can make plans for modifications and improvement (Kouzes & Posner, 1995), those leadership practices are shown in Figure 1.

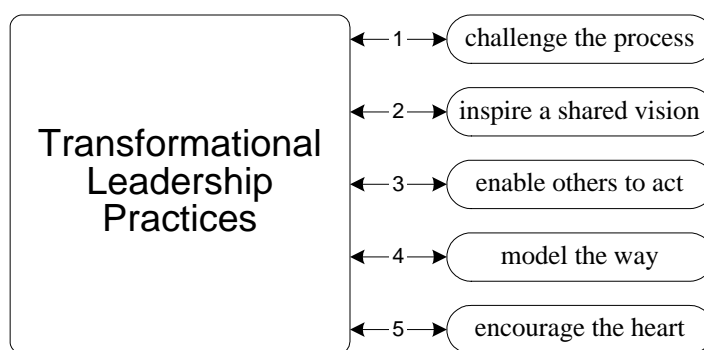


Figure 1. Transformational Leadership Practices

Five Leadership Practices adapted from the Leadership Practices Inventory (LPI) designed by Kouzes and Posner (1995).

The first leadership practice focuses on Challenging the Process, where leaders along with their employees work harder to exceed the accepted limits. It also refers to continuously contributing, innovating, solving problems creatively, and embracing every

failure as an opportunity to grow and improve. The second leadership practice, to Inspiring a Shared Vision, refers to the ability of leaders to have an understanding of difficulties that lie ahead, but also to have a vision of future exciting possibilities and share their vision with those they work. The third leadership practice, to Enabling Others to Act, involves the people they are working within the decision-making process, unlocking the enthusiasm and energy needed for achievement, and providing the necessary physical and emotional tools that people need to achieve the set goals. The fourth leadership practice, modeling the way, encourages leaders to set high standards and lead through their own values. This consistency between words and actions build leaders' credibility and trustworthiness. Leaders also plan small wins that promote steady progress and build commitment to action. The final leadership practice, Encouraging the Heart, is a characteristic of leaders who know that the path to the summit is hard and pursuing a vision needs heart. Thus, leaders recognize others' contribution to the common vision and encourage people through acknowledgments, awards, and public praise. Table 1 shows the key descriptors for transformational leadership practices.

Table 1

Key Descriptors for Transformational Leadership Practices

Leadership Practices	Key Descriptors
Challenging the Process	Seeking out change, growth, innovation; taking risks; learning from mistakes.
Inspiring a Shared Vision	Vision Envisioning the future; enlisting others; appealing to hopes and values.
Enabling Others to Act	Fostering collaboration; building trust; giving power away; offering support.
Modeling the Way	Setting the example; promoting consistent progress; building commitment.
Encouraging the Heart	Recognizing individuals; celebrating team accomplishments.

Key Descriptors for Transformational Leadership Practices as Defined by Kouzes and Posner (1995).

The Leadership Practices Inventory was used in this study because research by Preece (2005) suggests that the UAE and its public universities undergone a profound transformation and have adopted many new leadership practices. In addition, Adam (2003) asserts that educational leaders who use transformational leadership styles are “considered role models and contribute to the decision-making by providing quality decisions based on their experience and expertise” (p. 4). Thus, the Leadership Practices Inventory (Kouzes & Posner 1988) will be used to measure the independent variable transformational leadership practices.

The second theory, Organizational Culture Inventory (OCI) was designed by Cooke and Lafferty (1983, 1986, 1987, 1989, and 1994) to measure behavioral norms within organizational settings. It was used in this study to determine the culture prevalent in an organization. The OCI is an instrument designed for cross-sectional organizational

research and knowledge-based cultural change initiatives, and it profiles the culture of organizations and their sub-units in terms of behavioral norms and expectations.

The OCI evaluates three general types of styles of organizational culture: 1) Constructive, 2) Passive-Defensive, and 3) Aggressive-Defensive (Cooke & Szumal, 1993). Each style has 4 sets of norms, each one of them is encircled by two dimensions: 1) concern for people versus concern for task, and 2) concern for satisfaction and achievement versus concern for security (Cooke & Szumal, 1993).

Significance of the Study

The findings of this study answered many questions that higher education leaders in the UAE have had regarding the transformational leadership practices of the academic deans in relation to the organizational culture at the various public universities in the UAE. Thus, a new piece of the equation surfaced, identifying the means by which deans espouse transformational practices. Moreover, it became clearer to what extent does a transformational leader predicts the organizational culture.

Findings from this research assist in understanding the effects of transformational leadership of deans in the UAE as it relates to the organizational culture. While leaders may not be able to change the organizational culture (Morgan, 1986), they can shape or mold the culture in many ways (Schein, 1992). These leaders have a common purpose, of serving as the voice on campus on behalf of undergraduate and graduate education, teaching, while supporting student activities of all kinds.

To date, there has been no research published about the relationship of transformational leadership styles of the deans and the organizational culture at the three public universities in the UAE. Moreover, no study has been conducted about academic

institutions in the UAE using the LPI and OCI variables in one study. As such, this study contributes greatly to the area of research on leadership practices of the deans at public universities in the UAE.

It has been well established in the literature that leadership styles predict organizational culture. This study examined and then analyzed the relationship between transformational leadership practices of the deans and organizational culture at public universities in the UAE, and determined that transformational leadership practices of the deans predicted, to certain extent, the organizational culture styles.

Institutions of higher education in the UAE need to develop well grounded leaders in functional skills. Therefore it is important for the leaders to have knowledge of international affairs and sensitivity to a diversity of beliefs and social forces. They need to be aware of the impact of their personal cultural background on their leadership and vice versa. Furthermore, it is beneficial for them to have an understanding of logistics and be experts at liaising with groups ranging from local to foreign faculty members and students to representatives of national and international organizations.

Expatriate deans have to adapt to the national—Emirates—culture since the universities are funded by the government. Moreover, deans will need to find ways to transform their leadership and to pass on their knowledge to their faculty and staff, and to enable them to effectively support the growing academic need in the UAE.

This study can serve as a tool for deans to evaluate their work in light of what has been successful and unsuccessful in the past and decide how they can be more effective in serving academic institutions in the future. This study did not find a significant relationship between the leadership practices of the deans and the organizational culture;

hence, the results provide meaningful information which points to those specific characteristics which can be assessed individually.

Limitations

There were few limitations for this study. The participants' interest in the study and concomitant participation may have had an unknown impact on the responses supplied by the deans as well as the subsequent data analysis, thus limiting the generalizability of the findings. Two participants ended their participation in the study, while one completed one of the two surveys; hence, their information was incomplete. One of the major limitations in this study was the choice of data collection method—online survey. Dillman (2000) noted that online surveys do not give the researcher control over who completes the survey, so any potential low response rate, which means the information may not very useful or skewed. Furthermore, there may be some degree of limitation in the interpretation of the survey questions by deans whose first language is not English, and due to their cultural differences. Also the ethnicity researcher being from the Middle East may have a limitation for this study.

Nevertheless, despite these limitations, the findings of this study have created a seminal framework from which to build on the current body of literature on leadership and organizational culture by closely examining the specific demographic of the UAE. In addition, this is the first study that examined the leadership practices and the organizational culture at the public universities in the UAE.

Definition of Terms

In order to provide a context for understanding how the following terms were used in this study, the operational definitions of the terms are listed below.

Term	Definition
Academic Leadership	<p>People who are in Academic Leadership are those who plan for and implement significant institutional change and the scholars whose research yields that information.</p> <p>Academic Leadership supports new and recently appointed Department Chairs, Associate Deans, and other staff as they transition from accomplished faculty member to new administrative leader who may deal with academic issues.</p>
Academic Deans	<p>Academic Deans are often in the middle leadership position between the president and the board and the college and faculty and staff. They ensure that their colleges realize university missions in terms of instruction and research. Academic Deans also transform dilemmas into decisions by cultivating academic integrity, helping faculty comprehend and negotiate their relationship between their departments and the larger university, and encouraging professional advancement.</p>
Culture	<p>Culture refers to the system of shared beliefs, values, ethics, customs, behaviors, and artifacts that members of society or a nation use to cope with their world and with one another, and that are transmitted from generation to generation through learning in formal academic and non-formal community institutions.</p>
Organizational Culture	<p>Organizational culture is defined as pattern of shared basic assumptions that the group learns as it solves its problems of external adaptation and internal integration. It is taught to new members as the correct way to perceive, think and feel in relation to those problems (Schein, 1992).</p>
Transformational Leadership	<p>Transformational leadership refers to leaders who inspire their employees. Leaders who are visionaries and passionate about accomplishing things and can achieve the mission of the organization. Appendix D provides a detailed description of the five transformational leadership practices.</p>

Summary

While the concepts of transformational leadership and organizational culture have received significant attention from scholars and researchers in recent years, the empirical research that demonstrates a relationship between these two concepts is limited. The only studies which examined these two concepts focused primarily on the financial sector (Collins & Porras, 1994; Kotter & Hasket, 1992; Lock, 2001).

Findings of a relationship between transformational leadership of deans in the United Arab Emirates and their organizational culture adds strength to the existing body of literature as it relates to these two concepts. Additionally, it provides a resource which may be used to further develop an understanding of transformational academic leadership and organizational cultural growth. The research concept map in Figure 2 guided this study.



Figure 2. Research Concept Map

CHAPTER II

REVIEW OF RELATED LITERATURE

Overview

“No culture can live, if it attempts to be exclusive.”
--Mahatma Gandhi

The review of the literature serves to support the development of a construct of ideas and theory as they relate to areas within this study. The foci of the literature are (1) Organizational Culture, (2) Transformation Leadership, and (3) Leadership Practices of the Deans in the United Arab Emirates.

Culture is a pervasive concept that is not easily encompassed in any one definition. Anthropologist Clifford Geertz (1973) claimed that the problem with studying culture is that it often too broadly defined and much too eclectic in nature. Thus, a culture within an organization is both a process and a product. According to Schein (1992), culture defines leadership and that the organization can be understood through its culture:

“Culture affects the extent to which and the way in which societies achieve or fail to achieve progress in economic development and political democratization. Ever since the concept of Organizations and Culture was broached as an important element in understanding Organizations, companies have been looking for the right kind of culture and have been hiring consultants to foster or install those cultures.” (Schein, 1996, p. 131-136).

Leadership is applicable to all facets of life and organizations, and a competency that leaders can learn to expand their perspectives, set the context of their goals, understand the dynamics of employees’ behavior and take the initiative to get to where the organization needs to be. Leadership is about empowering the other, and can be characterized as a set of qualities attributed to leaders who can successfully employ them (Jago, 1982). Leadership also “revolves around vision, ideas, direction, and has more to

do with inspiring people as to direction and goals than with day-to-day implementation” (Bennis, 1989, p. 139).

According to Maxwell (1998), leadership is about influence, relationships, and connections among individuals that permit collective, collaborative thinking and action. This literature review will probe leadership practices to gain insight on its relationship to organizational culture. In addition, the literature review will examine how the leadership of the deans may predict the organizational culture at public universities in the United Arab Emirates. Finally the literature reviewed and evaluated the independent and dependent variables in regards to their theoretical and conceptual definitions, leadership implications, and research support.

Organizational Culture

Organizational culture is considered the common assumptions and the value system, by which members of the organization use to view their interaction with each others and with their organizational environment. The idiom “organizational culture” entered academic literature in the late 1970s and was introduced by Pettigrew (1979), who believed that “cultures can be shaped to suit strategic ends” (p. 570-581). He asserted that “organizations have the capacity to transform themselves from within” (p. 570-581). Schein (1992) suggests that organizational culture has become more important than it was in the past. Because organizational culture is about assumptions and shared values that assist in defining experiences that are important to maximizing the value of employees, which requires a culture that promotes participation across organizational units. Moreover, organizational culture provides the mean for its members to make sense of their experiences (Ashfort & Mael, 1989). A strong assumption of the culture of the

organization may help explain why its members exhibit “mysterious, silly, or irrational” behavior which may be perfectly viewed as normal internally, but it may be viewed differently by those outside the organization (Schein, 1985, p. 21).

Organizational culture is a phenomenon that is based on shared conjectures, values, and beliefs (Schein, 1999); often leaders learn about these characteristics as they solve external and internal problems within their organization. In addition, leaders share their collective knowledge to reach a common goal and to accomplish things that may be otherwise impossible individually. Variation of leaders’ personal culture and characteristics may vary, which can be due to interrelated and different layers.

Moreover, organizational culture can be defined as the underlying values, attitudes, and beliefs that may be evident in the symbols and myths of an organization, as well as by the actions and behaviors of its employees (Schein, 1985). Haslett, Geis, and Carter (1992) asserted, “do not underestimate the importance of the culture of the organization” (p. 220); while Gerrard and Goldberg (1995) commented that the organizational culture is powerful influence and may affect almost every facet of the organization. In addition, organizational culture and leadership impact each other, and a culture that aligns itself with the mission and vision of the academic institution produces more successful leaders (Deal and Kennedy, 1982). In order for leaders to apprehend the behavior of an organization or to passably predict its future actions, leaders need to have deep understanding of the underlying issues and assumptions that constitute the concept of organizational culture (Schein, 1999).

Schein emphasizes on the importance of organizational culture because it is the property of a group, and that:

...it is a powerful, latent, and often unconscious set of forces that determine both our individual and collective behavior, ways of perceiving, thought patterns, and values. Organizational culture in particular matters because cultural elements determine strategy, goals, and modes of operating. The values and thought patterns of leaders and senior managers are partially determined by their own cultural backgrounds and their shared experience. If we want to make organizations more efficient and effective, then we must understand the role that culture plays in organizational life (1999, p. 14).

In general, organizations are collective of people who come together to achieve collectively what cannot be accomplished individually. Therefore, organizational cultures are influenced by a variety of social and personal processes that gradually develop over time and in relations to environmental uncertainties and differences (Barnard, 1938).

Trice and Beyer described these environmental influences of the cultural development as:

“...[the] substance of an organization’s culture resides in its ideologies, which are emotionalized, shared sets of beliefs, values, and norms that both impel people to action and justify their actions to themselves and others. Cultures have multiple ideologies; the ideas they express sometimes complement and sometimes contradict each other. Some of the ideologies in organizations are imported from at least six levels of their environments: transnational systems, nations, regions and communities, industries, occupations, and other organizations.” (1993, p. 75-76).

Many researchers have indicated that culture affects the leadership practices of the leader, organizational culture, and other members of the organization (Kuh & Whitt, 1988). Culture is best understood from the point of view of the objective observer, investigating individual acts within the context of a social system (Kuh & Whitt, 1988, and Schein, 1985). Trice and Beyer also indicated that individual behaviors might be influenced often by conflicting cultures, subcultures and cultural values. Figure 3 provides a graphic representation of the nature of culture as well as the interrelationships between varying layers that can be complementary or contradictory depending on the communities and organizations to which an individual belongs (Hatch, 1997).

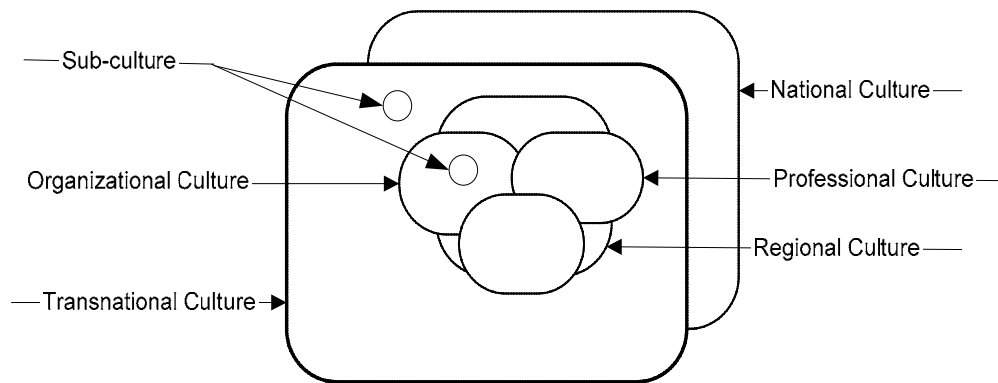


Figure 3. Levels of Analysis In Relation to the Concept of Organizational Culture

Adapted from Mary Jo Hatch, Organization Theory: Modern, Symbolic, and Postmodern Perspectives, New York: Oxford University, 1997, p. 227.

National Culture & Higher Education

Higher education global trends in the UAE have indicated that there is a definite need for the status quo in education (Caldwell, 2003). Research indicates that education is one of the important steps towards building a strong workforce in any country (Cuban, 2001), and the government can play a role in aspiring and providing a high quality learning environment, ultimately strengthening the community at large (Friedman, 1962). In the UAE, 90 percent of current college graduates have been educated in traditional government academic institutions that are directed by government policies (Al-Rostamani, 2004), where the national culture has an impact on the academic organizational culture.

The UAE is a blend of many cultures, Arabic, Islamic and Western. Initially the UAE culture was influenced by the British during the 150 years of colonization, and later by pan-Arabism. According to Wilkinson (2006), the UAE continues to be a blend of the past and the present; the culture has “evolved from a deep-rooted belief in Islam, which is more than just a religion. It is a total way of life, which governs every activity and decision that is made in daily life”.

At the start of 2004, the total population of the UAE, including expatriates, reached approximately four million (UAE Interact, 2004), with Emiratis—indigenous people—comprising nine percent of the total UAE workforce (Employment and Human Resource Report, 2004). Due to the infancy of the federation of the country and its wealth, the UAE has been blessed with an outstanding position to foster economic and academic growth that yields prosperity, security and stability, as noted by Al-Nahayan (2006).

National Culture, Personal Culture, and Organizational Culture

Researchers have recently given attention to the potential that individuals may have an impact on their organizational culture (Conner, 1993), something that arises from and is shared by all the members of an organization (Schein, 1992). Merriam Webster's Dictionary defines culture generally as "the integrated pattern of human knowledge, belief, and behavior that depends upon man's capacity for learning and transmitting knowledge to succeeding generations" (2005). Thus a key aspect of a culture is its ability to pass on knowledge and shared competencies with members of the organization (Deering, Dilts, and Russell, 2003). Because culture is shared and exchanged, "it can remain influential long after its creator has been forgotten" (Deering et al., 2003, p. 2). Thus, personal culture as well as organizational culture can impact the steering of the organizations for many years to come.

Organizations are living social organisms, and "organizational culture is more powerful than anything else" (Kotter & Heskett 1992, p. 2). They are a group of people with a mission (Putman, 1990), not machines. Yet, the organizations may have machine-like characteristics and serve the needs of their employees (De Geus, 1997). Furthermore,

organizations exist to fulfill their mission and to contribute to the larger world around them.

National culture is a shared understanding that stems from different values, beliefs, attitudes, and ethics that ply the foundation for the heritage of a country (Connerley & Pedersen, 2005). Although national culture is a shared understanding, individuals within a country may have a wide range of beliefs and opinions about their country (Gardenswartz, Rowe, Digh, & Bennett, 2003). According to Lok and Crawford (2003), national culture has “impact on certain demographic, leadership, and organizational culture” (p. 3350).

Personal culture is the shared combination of an individual’s traits, skills, and personality formed within the context of his or her ethnic, racial, familial, and educational background (Gardenswartz et al., 2003). Therefore, every individual has a unique personal culture, and differences in culture can significantly affect leadership practices (Kluckhohn & Strodtbeck, 1961).

Organizational culture is a combination of shared initial beliefs, values, and the guiding philosophy of the organization that is usually stated in its mission and vision statements (Gardenswartz et al., 2003). The organizational culture allows individuals to view their organization differently. These varied views are aligned with the individuals’ personal culture (Connerley & Pedersen, 2005). Thus, culture is acquired and is based on individual beliefs, attitudes and values gained from the individual’s environment. Furthermore, the culture of the organization is gained from the environment common to its members, and both the internal and external environment can influence the culture. In addition, organizational culture may affect the conscious and subconscious decisions that

people within the organization make, and ultimately they way they perceive, think and act (Hansen & Wernerfelt, 1989; and Schein, 1990).

As with leaders, deans at various universities in the UAE to be effective leaders, they need to have an understanding of their personal cultural impact on their leadership and the organizational culture. According to Brinbaum (1988), effective administrators understand and respect the indigenous campus culture. Moreover, Bass and Avolio (1993) suggested that the relationship between leadership and culture is intertwined and it is an ongoing process in which the leader impacts the organizational culture; in return, organizational culture affects the leadership practices of the leader. Figure 4 illustrates the relationship between national, personal, and organizational culture.

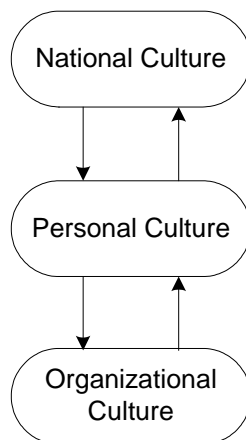


Figure 4. Relationships of National, Personal, and Organizational Culture

Based on Schein, E. (1985-2005). Organizational Culture and Leadership, 3rd Ed.

Leaders and Culture

Culture is an instrument wielded by professors to manufacture professors, who when their turn comes will manufacture professors.

--*Simone Weil*

Culture and leadership are colligated; while leaders create culture in the early stages of an organization, culture also creates leaders as an organization matures suggesting that culture is deep, broad, and stable (Schein, 1985). Kilmann (1985) supports a hierarchical prescriptive of culture creation, where the guiding principles of culture are set at the top transmitted down through the ranks. Schein (1985) and Allen (1985), have also similar view of culture as the on going recreation of shared meanings. According to Kilmann (1985), there are at least two things can be learned by understanding what sustains culture: 1) the impact of a group can be powerful, if the group is cohesive; and 2) if the cultural norms are supportive of the mission of the organization, the efforts of the members continue to generate high performances.

Culture is within each person (Gardenswartz et al., 2003), and it is combined with ones' learned competencies. With the thousands of people living and working in the UAE, there are abundant opportunities for enhancing cultural awareness. Leaders in foreign societies often learn to adjust their leaderships more profoundly and effectively than they realize. They also learn to respond in unique ways to unfamiliar situations and come up with solutions without always being aware of their own adjustment process. Thus, differences in culture may affect the leadership practices (Kluckhohn & Strodtbeck, 1961).

Transformational Leadership

“If you want to move people, it has to be toward a vision that’s positive for them, that taps important values, that gets them something they desire, and it has to be presented in a compelling way that they feel inspired to follow.” -- Dr. Martin Luther King

Transformational leadership often starts with the development of a vision, where leaders build the trust, and guide the way for their employees. Burns (1978) defined transformational leadership as a process in which both leaders and followers believe in inspiring and uplifting one another to higher levels of moral ethics and motivation. Moreover, transformational leadership is the practice that discovers the values that are mutually held by both leaders and followers; it is also about intellectual stimulation and individual consideration among all constituents (Burns, 1987; Kouzes and Posner, 1996).

Transformational leadership is differentiated from other leadership styles for its emphasis on moral leadership. For example, a transformational leader leads with an ethical philosophy and gives the organization its ultimate measure of worth and satisfies the needs and aspirations of the organization’s constituents (Bass & Steidlmeier, 1999).

The five key descriptors for leadership practices defined by Kouzes and Posner (1995) incorporate the five practices of transformational leadership:

Term	Definition
Challenging the Process	Refer to the ability of the leader to question the status quo and to motivate and initiate changes.
Inspiring a Shared Vision	Requires that leaders make their full potential and to create a shared vision for the future that is inspiring to all employees and constituents.
Enabling Others to Act	Refers to leaders who create opportunities, foster collaboration, build trust and provide education and choices to their employees; 4) modeling the way, when the leaders take every opportunity to lead by example an how they make the vision valuable and tangible.
Enabling Others to Act	Refers to leaders who create opportunities, foster collaboration, build trust and provide education and choices to their employees; 4) modeling the way, when the leaders take every opportunity to lead by example an how they make the vision valuable and tangible.
Encouraging the Heart	Refers to recognizing and supporting all employees, which demonstrates apperceptions that builds higher morale.

Academic Deans as Transformational Leaders

“If you stop learning today, you stop leading tomorrow.”
--Howard Hendricks

In higher education, effective leadership is imperative to a university’s success. University presidents rely heavily on deans and other administrators to provide internal leadership (Birnbaum, 1992). Previous researchers explored this topic by asking academics to name those whom they felt were important leaders on their campuses. Forty four percent of the respondents named the dean. In general, deans are mentioned more frequently than other leaders, including the presidents (Birnbaum, 1992).

Academic deans, as members of the president's cabinet, are in a unique position to share leadership responsibility for the institution as a whole. The deans acquire a broad understanding of university concerns while remaining involved in the teaching and learning process of the institution. Furthermore, deans play a critical role in building the university vision: not only do they "...predict the future like futurists, but they create a new future like science fiction writers", as well as "plan and design how the dreamed future will be realized" (Baskan & Ercetin, 2000, p. 2).

In addition, academic deans have resources that can be used to guide and direct the work of the faculty. Moreover, deans can influence decision-making, shape a curriculum, and play a major role in the culture of the university. Deans can also act as change agents, but first they need to be experts in the change process to transform their organization from its current state to the ideal one (Huffman-Joley, 1992).

Leadership succession at the senior executive level of university often is driven by institutional policies, which are often influenced by the individuals throughout the organization to reflect their interests and values (Baldrige, Curtis, Ecker, & Riley, 1991). To that extent, "leadership skills necessary for today's educational leaders are difficult" (Huffman-Joley, 1992, p. 7). For instance, deans may need to give up their power without losing control by persuading others and enforcing the university policies; and take initiative by listening to members within their organization. Researchers such as, Baskan and Ercetin (2000) asserted that, "deans have an important potential role in sustaining the learner-centered and learning universities of the 21st century" (p. i). Leaders need to be visionaries and able to see beyond the horizon, have sensitivity to the

needs of their employees, and build an organization that is capable of transforming its vision and towards improvement and growth (Knauft, Berger, & Gray, 1991).

United Arab Emirates National Culture and Higher Education

Education is an essential element in achieving the progress of society.
It is mandatory in the elementary stage and free for all stage.”
-- *UAE Constitution, Article 17*

Education comports a high social premium and brings about economic benefits to both the individual and society, particularly in developing countries. According to Weisskopf, Reich and Edwards (1973), socialization of youth in is a key educational function in prevailing the culture. Moreover, academic institutions integrate individuals into society through institutionalizing constructive values, norms and belief systems. On the other hand, the organizations provide individual competencies that are necessary to meet the performance of social roles (Weisskopf, Reich and Edwards, 1972). These educational systems are key to the stability and functioning of any society. Therefore, education is the process by which society ensures the transmission of the necessary knowledge, skills, and values for survival to the next generation.

The government of the UAE supports all academic institutions from primary level to university (Saunders & Quirke, 2002). In the past 35 years the government has invested money, resources, human and technical, in the creation of an institution of higher education. In 1977, with the opening of the first public university, UAE University, it became possible for the first time for UAE citizens, male and female, to complete their full education within the country's borders (Al-Adhab, 1992).

In addition to the fully-fledged public educational system, there are also many private schools including universities which accounts for approximately forty percent of the student population (UAE Education and Youth, 2006). In the UAE many

schoolteachers, university professors, and academic deans are expatriates, possibly due to need for global thinkers and educators to educate the Emirates' students; in addition, many children of UAE wealthy families are educated in the USA or Europe (Economist Intelligence Unit, 2002). Furthermore, in the 1980s approximately 25 percent of UAE national students were educated abroad, and the tendency to educate young people abroad has been perceived as undermining efforts to promote a sense of national identity.

There are many academic leaders including deans from different countries and cultural backgrounds leading and shaping the academic institutions in the UAE. Although, the UAE has seen an increase in scholarly research, it still has a low profile in research about deanship, leadership, and organizational culture, likely due to the infancy of the federation and the diversion and excessive attention given to the petroleum and development of the country (UAE Interact, 2006).

The United Arab Emirates Ministry of Education

“The wealth of any nation is its intellectuals and the progress of peoples and nations is judged by the level and extend of education they reach.”
Sheikh Zayed Bin Sultan Al Nahyan, UAE Former President

While only on the brink of the thirty five years of its existence as an independent nation, the Ministry of Education of the UAE has made remarkable progress in establishing a strong and multidimensional higher education system to serve its students, equally to male and female students, assisting them in acquiring the knowledge and skills they need to compete and lead globally (UAE Interact, 2006). Furthermore, the Ministry of Education of the UAE has a department that focuses only on higher education, providing higher educational scholarships to distinctive students, and sending them abroad to specialize in academic fields that are mostly required for the country development. For example, the Ministry of Education has an office in Washington, D.C.

to assist and guide UAE students by introducing them to accredited higher education institutions, verifying all the degrees and certificates, and arranging for their equivalency in the United States of America. Moreover, the Office of Higher Education assists students with their decision-making and helps them facilitate a smooth transfer from secondary to higher educational level to ensure the academic success of their students. The Ministry of Education of the UAE supports three major higher educational organizations: United Arab Emirates University (UAEU), Higher Colleges of Technology (HCT), and Zayed University (ZU).

United Arab Emirates University

“Education is like a lantern that lights up your way in a dark alley.”
--Zayed bin Sultan Al Nahyan, UAE Former President

The United Arab Emirates University (UAEU) was established in 1976 in Al Ain. The late President, Sheikh Zayed Bin Sultan Al Nahayan, envisioned the UAEU as a federal institution of an Arab-Islamic identity, with a focus of intellect, culture, and science. His goal for the UAEU was for it to become a leading and pioneering institution in the Arab region in education, research, and community service.

In 1976, the UAEU had four colleges. Currently the university has nine colleges: College of Humanities and Social Science, College of Sciences, College of Education, College of Business and Economics, College of Shari’ah & Law, College of Food Systems, College of Engineering, College of Information Technology, and College of Medicine & Health Science. The university’s mission states:

“...to meet the educational and cultural needs of the UAE society by providing programs and services of the highest quality. Its mission is to realize the aspirations of the society, deepen its ambitions, and consolidate its foundations. It is to be a vital and effective organ in the structure of the Union, contributing significantly to the development of its modern country and utilizing its potential resources; its people, heritage, values, economic

resources and system. It contributes to the expansion of knowledge by conducting quality research and by developing and applying modern information technology. It plays a significant role in leading cultural, social and economic development in the country” (UAE Ministry of Higher Education and Scientific Research, 2006).

The UAEU offers approximately seventy undergraduate bachelor degrees, and four graduate programs. The university’s intent is to meet international accreditation in all academic programs (UAE Ministry of Higher Education and Scientific Research, 2006). The UAEU is currently focusing on recruiting highly qualified administrators, such as deans and faculty members from the USA to help them carry out the accreditation work (UAE Ministry of Higher Education and Scientific Research, 2006).

Higher Colleges of Technology

“We strive to develop graduates who are prepared for the future, ready for the changing needs of the work place, and trained for a life of ongoing learning and professional success.”

Sheikh Nahyan Mabarak Al Nahyan, HCT Chancellor

The Higher Colleges of Technology (HCT) was established in 1988. Over the years, HCT earned a reputation of a leader in education in the UAE, and expanded rapidly while consistently maintaining a commitment to excellence in teaching and learning. Currently, HTC has twelve campuses throughout the country. At its beginning stages, in 1992 HTC had 62 graduate students, as of 2004, the total student enrollment was 15,627, approximately 60% of the students were women and 40% were men. HTC mission statement states:

“The Higher Colleges of Technology (HCT) are dedicated to the delivery of technical and professional programs of the highest quality to the students, within the context of sincere respect for all beliefs and values...” (UAE Higher Colleges of Technology, 2006).

Throughout the years, HCT has been on the cutting edge of academic technical research, building alliances with national and international organizations. For example, in

1996, The Centre of Excellence for Applied Research and Training (CERT) was created to respond quickly and effectively to current needs in the regional and international work places. Furthermore, in 1994 HCT gained international recognition from the United Nations Educational Scientific and Cultural Organization (UNESCO), and was awarded the institution the Comenius Medal for Outstanding Educational Achievement (UAE Higher Colleges of Technology, 2006).

Zayed University

“Education is the real wealth which we should preserve and care for.”
-- *Former First Lady, Sheikha Fatima bint Mubarak (2004)*

Zayed University (ZU) was established in 1998 as the only public university to educate UAE national female students. Since its establishment, the university gained a lot of attention from the government for building academic programs that enable women to enter the workforce. Currently ZU enrolls 3000 female students and this number is expected to increase to 5000 (Zayed University, 2006). Zayed University is based on an international model of higher education. It is organized academically into five colleges: Arts and Sciences, Business Sciences, Communication and Media Sciences, Education, and Information Systems. The primary language of instruction at ZU is English; however, the students are expected to be fully bilingual in English and Arabic, proficient in the use of computing technology, and strong in quantitative and research skills. Zayed University’s mission statement states:

“Zayed University seeks to prepare Emirati students for a meaningful and successful twenty-first century personal and professional life; to graduate students who will help shape the future of the UAE; to support the economic and social advancement of the UAE; to lead innovation in higher education in the UAE through teaching, learning, research, and outreach; and to do so in a culturally diverse, humane, technologically advanced, and increasingly global environment” (Zayed University, 2006).

The UAE government expects Zayed University to educate students, conduct academic research, and build stronger undergraduate programs. In addition to focusing on the students' successes, there is an increasing emphasis being placed on faculty research that contributes to the national knowledge base (Zayed University, 2006).

Muslim Culture and Education in the United Arab Emirates

“God will raise all you who believe, as well as those who are given knowledge, in rank.” --Quran (58:12)

Learning and schooling are often equated. It is valued in many Islamic countries such as UAE, because learning is part of the Muslims' duties. According to the Quran, and Prophet Mohamed Saying—Hadith—every Muslim should emulate and support learning. The first verse revealed to the Prophet Mohammed is: “Read in the name of thy Lord” (96:2). Subsequent verses mention the value of learning and knowledge, “God will raise all you who believe, as well as those who are given knowledge, in rank” (58:12). A famous quote of Profit Mohammed is, “Seek knowledge, though be it in China,” which refers to distant land; therefore, according to the Prophet, seeking knowledge is an obligation for every Muslim male and female. In addition, the Prophet also released prisoners of war after they had taught ten Muslims how to read and write. These are some the known indicators of the importance of learning and seeking knowledge for Muslim people. Moreover, Islam is the main religion in the UAE, therefore government agencies and leaders at all levels follow the Islamic laws regarding education (Saunders & Quirke, 2002). Moreover, according to the Quran (35:28, 58:12, & 96:2) and Prophet Mohamed, every Muslim, male and female, should support learning and the quest for knowledge is considered an obligation.

Summary

The United Arab Emirates invests heavily in the education of its young citizens, knowing that education is the key to future prosperity and advancement in an increasingly globalized economy. The UAE offers free education for all citizens at every level. The majority of UAE students attend public school, while a small percentage go to private schools and those who excel in their studies may receive scholarships from the government to continue their graduate study abroad. Moreover, according to the UNESCO's *Education for All Global Monitoring Report (2006)*, the UAE is one of 15 countries where girls outnumber boys in the formal education system, and with gender parity index (GPI) of 1.12. Furthermore, in the Gulf region, the UAE is one of two countries where the education balance is tipped in favor of girls.

The faculty members in the UAE public universities are holders of doctorate degrees from accredited institutions. The academic titles of faculty are Professor, Associate Professor and Lecturer. The latter is equivalent to the title of Assistant Professor in American universities.

To understand the relationship between the leadership practices of the deans and their organizational culture in the public universities in the UAE, one needs to understand the history and national culture of the country. At the start of 2004, the total population of the UAE, including expatriates, reached approximately four million (UAEInteract, 2004), with Emiratees—native—comprising nine percent of the total UAE workforce, while two percent of them were unemployed, according to the National Human Resource Development and Employment Authority (2004).

Due to the infancy of the federation, the majority of leaders in the UAE and in particular in the academic organizations are expatriates. Several researchers have studied the relationship between leadership styles and organizational culture, yet few have studied the role of deans as academic leaders and the relationship of their leadership styles to organizational culture. Furthermore, no research has been done on academic deanship in the Middle East, particularly in one of the most developed and fast growing countries, the UAE. This research attempted to do so.

CHAPTER III

METHODOLOGY

Restatement of the Purpose

The purpose of this study was to examine the relationship between transformational leadership practices of the deans and the perceived organizational culture of public universities in the UAE. Additionally, the study assessed to what degree the decisions and leadership practices of the deans are predictive of the universities' organizational culture, which in some instances may be driven from the national Arabic and Muslim culture.

Research Design

The mixed method research design of this study employed two different survey instruments, the Leadership Practice Inventory (LPI) measuring the independent variables, transformational leadership practices, and Organizational Culture Inventory (OCI) measuring the dependent variables, behavioral norms within organizational settings. In addition a qualitative research conducted by phone interviews was employed to strengthen the quantitative data.

The survey instruments, LPI and OCI, were combined in a two part survey and used to generate data to answer the research questions. The LPI and OCI online instruments were delivered electronically at the three different public universities in the United Arab Emirates, United Arab Emirates University (UAEU), Higher Colleges of Technology (HCT) and Zayed University (ZU) during August and October of 2006. The data collected were analyzed quantitatively to address the research questions. The entire

population of academic deans holding leadership positions was asked to complete a two-part survey, which includes the LPI and the OCI.

The quantitative data analysis measured the correlation between transformational leadership practices of the deans and their perceived organizational culture at public universities in the United Arab Emirates, and also determined to what extent leadership practices of the deans can predict the organizational culture. Analysis of variance (ANOVA), t tests, and Pearson Correlation Coefficients were used to examine gender differences, tenure, and nationality as they relate to the transformational leadership practices of the deans and their organizational culture.

In addition, a series of qualitative questions (see Appendix K) was designed and used to enrich and deepen the data. Two deans from each university who completed the online quantitative surveys answered the qualitative questions. Data were gathered via telephone interview. The use of qualitative methodology created the opportunity to provide a detailed and vivid account of the deans and their leadership practices in relation to their organizational culture. While the quantitative survey gave breadth to the data, the qualitative questions gave depth to the data.

Research question one is: to what extent do deans at the public universities in the United Arab Emirates practice the five transformational leadership practices, challenging, inspiring, enabling, modeling, and encouraging? Five leadership practice variables from the LPI instrument were analyzed, as shown in table 2. The five leadership practices each corresponds with six statements. The corresponding statements were measured using a five-point Likert scale with higher values indicating greater demonstration of leadership practice. For additional information see Appendix I.

Table 2

Transformational Leadership Practices and Corresponding Statements

Leadership Practice	Corresponding Statement Numbers
Challenging the Process	1, 6, 11, 16, 21, 26,
Inspiring a Shared Vision	2, 7, 12, 17, 22, 27
Enabling Others to Act	3, 8, 13, 18, 23, 28
Modeling the Way	4, 9, 14, 19, 24, 29
Encouraging the Heart	5, 10, 15, 20, 25, 30

Research question two is: what are the perceptions of the deans of their organizational culture at the public universities in the United Arab Emirates? The following variables Constructive, Passive/Defensive, and Aggressive/Defensive from the OCI instrument were analyzed, see appendix C. The OCI produces a score for each of the three variables. It is expected to see each of these three styles in any organization, but one of these will be the prevalent organizational culture.

Research question three is: to what extent does the transformational leadership of the deans predict the constructive organizational culture at the various public universities in the United Arab Emirates? A multiple regression analysis looked at the contribution of all the transformational leadership practices scores to predict each of the three OCI scores, as illustrated in Figure 5 below.

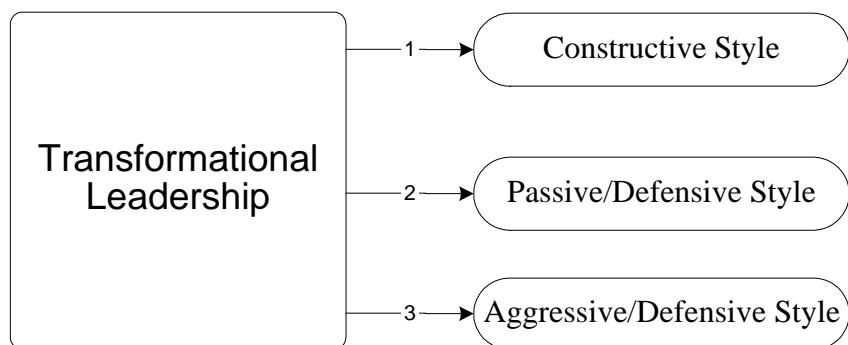


Figure 5. Regression Analysis of LPI and Individual OCI Style

Leadership Practices Inventory (LPI) by Kouzes and Posner (1995), and Organizational Culture Inventory (OCI) by Cooke and Lafferty (1983, 1986, 1987, 1989).

Research question four is: what is the relationship between individual transformational leadership practices of the deans and the types of organizational culture at public universities in the United Arab Emirates? The variables that were analyzed are the five LPI statements, and the three OCI subscales, as illustrated in Figure 6.

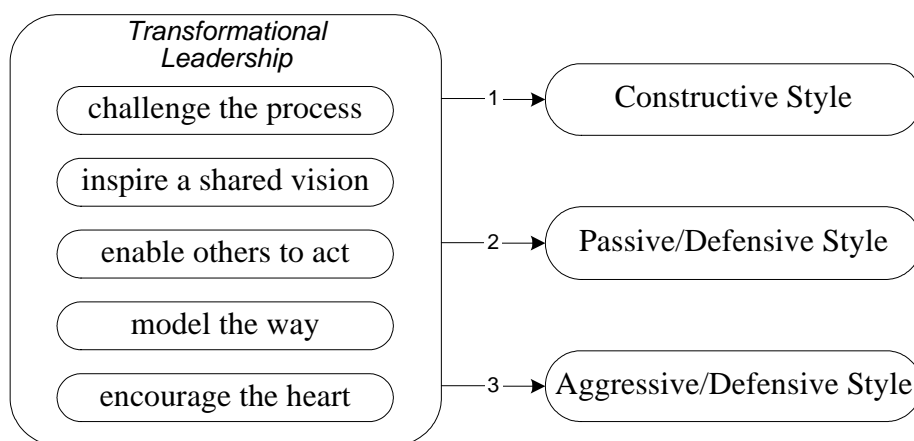


Figure 6. Relationships Between LPI and Individual OCI Style

Leadership Practices Inventory (LPI) by Kouzes and Posner (1995), and Organizational Culture Inventory (OCI) by Cooke and Lafferty (1983, 1986, 1987, 1989).

Research question five is: what are the self-perceptions of the leadership practices of the deans based on the following variables: gender, ethnic background, current experience level, and tenure? The variables that were analyzed are five LPI leadership

practices, and the four demographic variables: gender, ethnic background, current experience level, and tenure from the OCI instrument.

Population and Sample

The populations for this study consisted of academic deans at various public universities in the United Arab Emirates who hold a critical institutional role. As academic leaders, the deans have the authority to chart where a college and its programs are headed (Mercer, 1997), and have an impact of the academic institution as a whole. The data were collected from male and female deans, who have been in academic leadership for at least 2 years. Furthermore, the ethnicity of the deans may vary; some from the Western world (i.e., United Kingdom, United States of America, Australia), the Middle East (i.e., Lebanon, Egypt, Palestine, Iraq), and the Far East (i.e., Iran, Pakistan, Afghanistan). In addition, the majority of the deans are bilingual and have lived in the UAE for a period of time. Because English is the second language in UAE public universities, some courses are taught in Arabic, and others are taught in English.

This study invited 26 full-time participants from UAE, HCT and ZU and met the assumptions of sample size and normality for the research method that will be used. The population from which the sample was selected were academic deans from the three public universities in the UAE. The entire population of deans at the three universities does not exceed 26 ($n = 26$) were obtained from the provost office of each institution.

Deans from UAE, HCT and ZU were contacted by an email message sent individually to their email addresses. Findings of this study are generalizable to these specific populations only. Since some participants did not reply to the two emails, phone interviews were conducted to collect additional data.

Profile of the Researcher

The researcher has an equal understanding of both the American and Arabic culture, because he was born and raised in the Middle East, Lebanon, a small country located at the eastern edge of the Mediterranean Sea. Lebanon is bordered by Syria to the north and east, and Palestine/Israel to the south, with a narrow coastline along its western edge. After finishing high school with honors in 1985, the researcher was granted a scholarship to pursue his academic degrees to the United States of America. He earned two Bachelors of Science in Mechanical Engineering & Engineering Management, and a Minor Degree in Mathematics from Wentworth Institute of Technology, Boston, MA in 1990 and 1991 respectively. He received his Master of Science Administration with focus on Innovation Process from Boston University, Boston, MA in 1993. The researcher is a doctoral student in the Organization and Leadership program at the School of Education at University of San Francisco.

In the mid 1990's, the researcher taught at Mount Ida College and Aquinas College (Newton, MA). He has been teaching at the University of San Francisco in the Mathematics department and Computer Science department since 2001. He also authored multiple articles in different universities' newspapers about the experiences of international students working in the American corporate world. Prior to his teaching career, he worked in Silicon Valley as a technical consultant in the areas of curriculum development, online solutions, building train-the-trainer programs (TTT), and project management for many large corporations some of which are S1, Learn iT!, The GAP, Hewlett Packard, Cirrus Logic, IDT, and California Department of Health Services - Office of Multicultural Health.

The researcher has broad knowledge base as it relates to organizational culture and leadership. He has held leadership positions in the corporate world and most recently he has been a university educator. In the past 5 years the researcher traveled to the Middle East and made various site visits to several universities, in the UAE, Egypt and Lebanon. Since then, he has done extensive research about leadership, culture, and organizational culture in the Arab world. The researcher's national background as Lebanese American allowed him to build strong ties with various academic organizations in the USA and the Middle East. Those experiences coupled with his national background have enabled him to have a better understanding of the organizational culture of higher education in the Middle East, society as a whole, and the various leadership styles in all aspects of organizations.

The researcher's interests in transformational leadership rooted in his belief that academic leadership has a local impact on transforming any society, building bridges to world peace and advancing global corporate systems. He views academic leadership as the driving force that can inspire people to become leaders themselves. As such, his interest in transformational leadership and the various attributes that it is associated with emphasize the relevance of delving into these practices of leadership, while examining if leadership styles predict the organizational culture of their universities.

Protection of Human Subjects

Approval to conduct this research was granted by the Institutional Review Board for the Protection of Human Subjects at the University of San Francisco. The collection of data posed a minimum risk to subjects. Survey responses remain confidential and all personal information is permanently stored only by the researcher. A copy of the

approval letter can be found in Appendix L and in the Dean's office at the School of Education.

Instrumentation

Two separate quantitative survey instruments were required to accomplish this study: The Leadership Practices Inventory (LPI) (Kouzes & Posner, 1988) was used to measure the independent variables, transformational leadership practices; and the Organizational Culture Inventory (OCI) (Cooke & Lafferty, 1983, 1986, 1987, 1989, 1994, 2003) was used to measure the dependent variable, organizational culture. A few studies used the two instruments together, the latest of which is a dissertation by Kubus Lock (2001), which investigated the relationship between transformational leadership and constructive organizational culture; table 3 illustrates Lock's finding.

Table 3

Transformational Leadership and Perceived Constructive Organizational Culture

Transformational Leadership Styles	Constructive r at p = .01	R ²	Passive/ Defensive	Aggressive/ Defensive
Challenging	.486	.275	N/A	N/A
Inspiring	.485	N/A	N/A	N/A
Enabling	.498	.248	N/A	N/A
Modeling	.468	N/A	N/A	N/A
Encouraging	.453	N/A	N/A	N/A
Total r	.522	N/A	N/A	N/A

Result of a dissertation study by Kubus Lock (2001), An Investigation of the Relationship Between Transformational Leadership and Constructive Organizational Culture.

In addition, a series of qualitative questions (see Appendix K) was designed and used to enrich and deepen the data. As such, qualitative methods are interactive and humanistic according to Rossman and Rallis (1998). The interactive and humanistic characteristics of qualitative methodology allow people who are often silenced to have an opportunity to share their narrative and to have a voice.

Leadership Practices Inventory

The Leadership Practices Inventory (LPI) by Kouzes and Posner (1988) was used in this study to measure the independent variable, transformational leadership practices. The LPI instrument approaches leadership as a measurable, learnable, and teachable set of behaviors. This leadership assessment tool helps individuals and organizations measure their leadership competencies. In addition, it allows for continuously testing the initial findings of the five practices model of the world of leadership, and it provides a tool to help leaders assess the extent to which they actually use those practices so that they can make plans for improvement (Kouzes & Posner, 1993).

Validity

Kouzes and Posner (1995) conducted an extensive study to explore the daily attitudes and behaviors of exemplary leaders in a variety of settings at all levels of institutions. The authors collected about 550 surveys, each requiring one to two hours of reflection and expression; they also collected 80 short surveys from a group of managers, and then conducted an additional 42 in-depth interviews. The preliminary data collection, in addition to the thousands of additional cases accumulated over the years, lead Kouzes and Posner to identify five practices fundamental to effective leadership and common to

most leadership achievements. Appendix D contains has the definitions of the five transformational leadership practices.

Reliability

Kouzes and Posner (1993) used 2,876 managers and their subordinates to investigate the reliability and validity of the Leadership Practices Inventory. This group was selected from international and national companies, public and private, and from several disciplines; both genders were represented. According to Kouzes and Posner (1995), the Psychometrics for the LPI-Other included an internal reliability, Cronbach alphas, ranging from 0.82 to 0.92.

Organizational Culture Inventory

The Organizational Culture Inventory (OCI) was designed by Cooke and Lafferty (1983, 1986, 1987, 1989, 1994, and 2003) to measure behavioral norms within organizational settings. The OCI instrument was used in this study to determine the perceived culture prevalent in the organizations. This instrument is designed for cross-sectional organizational research and knowledge-based cultural change initiatives, and it profiles the culture of organizations and their sub-units in terms of behavioral norms and expectations. In addition, this instrument measures how employees perceive their organization's existing culture. Although the instrument was originally designed for organizational change and development purposes (Cooke, 1989; Jablonski, 1990), it has been used with increasing frequency for research on the cultures of many different types of organization, one of which is educational systems (Cocchiola, 1990).

The OCI evaluates three types of perceived organizational culture: 1) Constructive, 2) Passive/Defensive, and 3) Aggressive/Defensive (Cooke & Szumal, 1993), as they are illustrated in Table 4 and Figure 7.

Table 4

Organizational Culture Inventory (OCI) Culture Styles and Subscales

Culture Style	Subscales (Norms)	Example of Survey Statements That Resemble Actual OCI Questions
Constructive	Achievement	Strive to achieve high quality Accomplish their own goals Seek challenges Generate creative options
	Self-Actualizing	Develop plan for professional growth Take calculated risks Innovate Delight in what they do
	Humanistic-Encouraging	Be empathetic to others Collaborate in decision making Support the development of others Treat others with respect
	Affiliative	Be amiable and warm toward coworkers Be considerate of others Keep the goals of the group paramount Use excellent interpersonal skills
Passive/Defensive	Approval	Work to gain acceptance into the group Always be agreeable Set goals that make others happy Always support the highest level “boss”
	Conventional	Do what is expected Never challenge policies rules, and producers Avert discussions about disagreements Consider only safe solutions
	Dependent	Do what they are told, even if they disagree Refrain from making suggestions to superiors Don’t ask questions that could appear challenging to superiors

Culture Style	Subscales (Norms)	Example of Survey Statements That Resemble Actual OCI Questions
		Run all decision past their manager
	Avoidance	Always make decisions that will be received favorably Try not to take a stand on issues Avoid risks Let others act first; stay uninvolved if possible
Aggressive/ Defensive	Oppositional	Be critical of others Resist new ideas Be hard to please Stay detached from circumstances
	Power	Maintain a strong authority position Be in-charge of as much as possible Always be firm Play the political game well
	Competitive	Always be number "1" Oppose peers rather than work with them Act as if they are superior to others make the job as competitive as possible
	Perfectionistic	They take care of all details without help Be sure everything is done flawlessly Appear self-assured Devise very high standards and goals

Organizational Culture Inventory (OCI) by Cooke and Lafferty (1983, 1986, 1987, 1989, 1994) Plymouth, Michigan, USA: Human Synergistics. Copy right 1989 by Human Synergistics, Inc.

OCI results based on all the above forms are presented on a statistically normed profile called a circumplex. When the total or raw scores for the 12 cultural norms are transferred to the circumplex, they are converted to percentile scores based on the distributions of raw scores for approximately 600 respondents from similar organizations in the OCI database. The industries represented in this sample include heavy and high-

tech manufacturing, banking insurance, telecommunications, education, healthcare, consulting and social services. Cooke and Lafferty (1994).

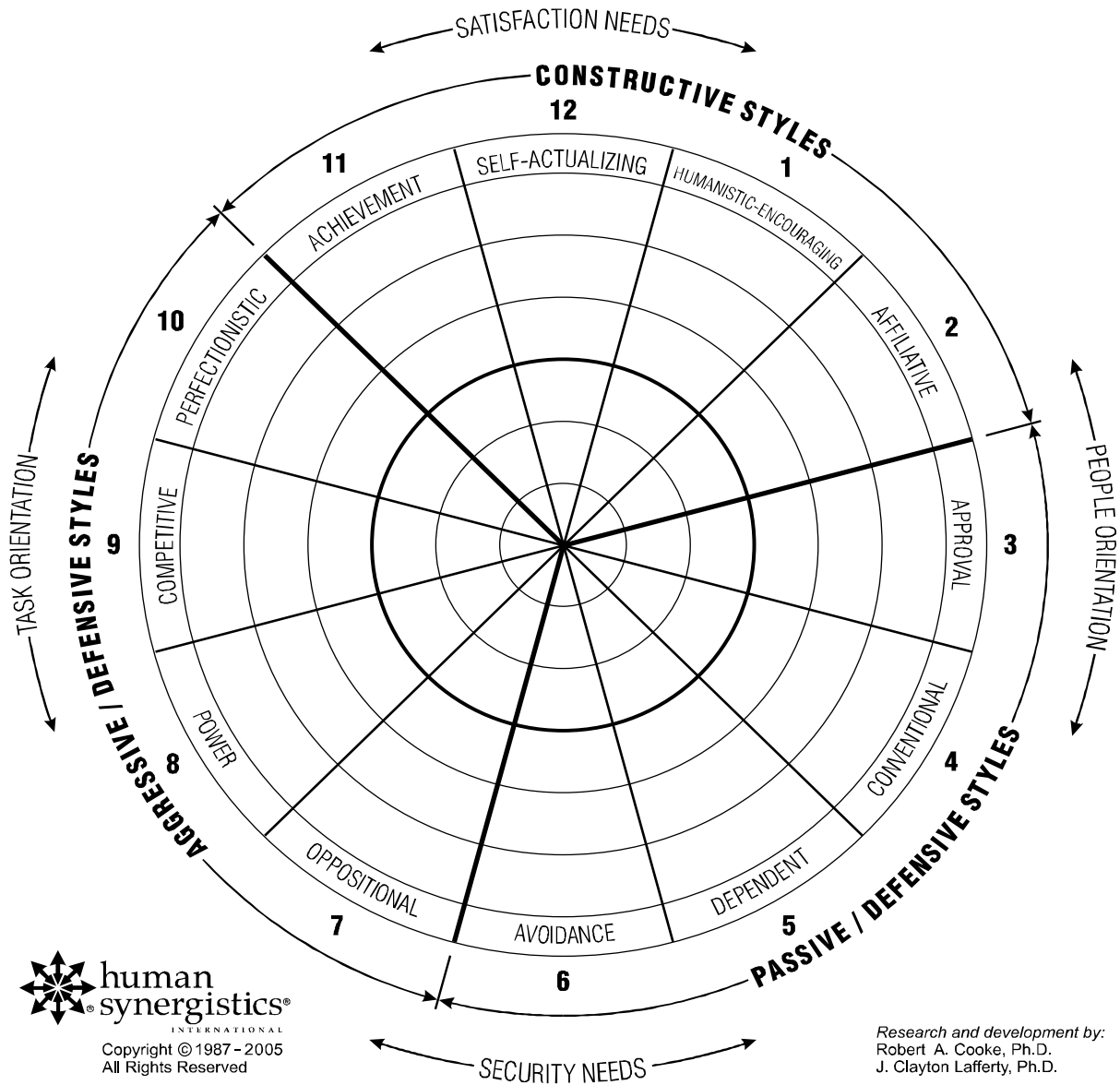


Figure 7. Organizational Culture Inventory (OCI) Circumplex

The OCI Circumplex provides a method for displaying the scores from the OCI. From *Organizational Culture Inventory* by R.A. Cooke and J.C. Lafferty, 1983, 1986, 1987, 1989, Plymouth, MI: Human Synergistics. Copyright 1989 by Human Synergistics, Inc. Adapted by permission.

The collected data were plotted on the OCI Circumplex shown in figure 7. The Circumplex provides a method for displaying the scores from the OCI within the framework of the normative responses of universities. This method allows for converting raw scores into percentile scores and will provide a better understanding of the organizational culture for each university. As figure 7 shows, the OCI Circumplex is divided in to three factors, each has four styles. The center point of the Circumplex is the first percentile, and the outer ring represents the highest the 99th percentile. Between the two there are five rings that represent the 10th, 25th, 50, 75th and 90th percentile scores (Cooke and Lafferty, 1983, 1986, 1987, 1989).

Validity

According to Cooke and Szumal (1993), construct validity analyses identified a three-factor solution, constructive, aggressive-defensive, and passive-defensive, which together accounts for 65% to 72.9% of the variance in scale responses. Furthermore, while organizational cultures have elements of all three of these structures, the factor that has the highest score is the predominate type of culture in the organization.

Reliability

A comparison study of four widely used culture inventories (Xenikou & Furham, 1996) determined that the OCI is the most internally reliable measure of organizational culture. They found that coefficients of internal reliability for the 12 subscales, ranged from 0.60 to 0.95 while the coefficients on the four secondary subscales; people orientation, task orientation, satisfaction needs, and security needs, ranged from 0.89 to 0.95. Cooke and Szumal (1993) also reported sound psychometrics for the OCI includes

Cronbach alphas ranging from 0.65 to 0.95 in several studies and across various groups in different types of organizations including academic institutions.

Quantitative Online Surveys

The LPI and OCI online surveys were used as the method to collect the data for many advantages. Because the data were collected from overseas, ground mailing is expensive and the process may take a longer time due to many circumstances. It has been found in a variety of disciplines that the Internet is a fruitful way to conduct survey research. It is suggested that online surveys can be used as a valuable cost effective means of distribution to access more people at a lower cost and in less time (Fielden & Garrido, 1998; Dillman, 2000). In addition, online surveys have a more refined appearance and could include many interactive features and directions that may facilitate the process for participants and make it more appealing to complete the survey (Dillman, 2000).

During quantitative data collection for the study, subjects were emailed their information, and reminded once after two weeks, and again after one month. The numbers of contacts with the participants were three times within a period of one month. The subjects did not wish to be contacted, they unsubscribed from the researcher's emailing list.

The researcher closed the online surveys on October 31, 2006, retrieved all completed online surveys from the LPI and OCI research organizations and compiled the data in Statistical Package for the Social Sciences (Nie, Hadlai, Hull, & Bent, 1968) on November 3, 2006.

Qualitative Phone Interview

Due to the small number of responses ($n = 11$) to the online quantitative surveys, a series of qualitative questions (see Appendix K) were designed to strengthen and deepen the finding. Systematic review of qualitative literature was employed, in addition to telephone interviews and questionnaires, to allow for triangulation of the data. Telephone interview was the research method used to collect the data, according to Sturges (2004), telephone interviews can be used productively in qualitative research. Later, the data were transcribed for further review and analysis.

Data were collected from in-depth, open-ended interviews, and included informal conversations, and organizational documents such as job descriptions of deans. The researcher coordinated with each dean a convenient date and time for the phone interview. Once these dates and times were established between the researcher and participants, a follow-up email confirming the times and dates was sent to all research participants.

An attempt was made to conduct interviews in a quiet setting. Interviews were digitally recorded and last for a half to an hour. The researcher also took notes during the interviews. All interviews were conducted and transcribed in English. The researcher sent interview transcripts to the participant to validate the authenticity of the interview and to allow the participant to correct any misrepresentation of their comments or add something they may have thought of after the interview took place. The researcher made any changes the participant requested and sent them a final transcript for approval.

The second form of data collection was gathering a job description of deans from various public universities in the UAE. The collection of documents helped identify

certain things that were not answered clearly in the quantitative surveys. Collected data was sorted by dates. Within each data set, the researcher organized the data by theme.

Data was collected over a two month period.

Data Collection

Permission to conduct the study was obtained from the Institutional Review Board for the Protection of Human Subjects (IRBPHS) of the University of San Francisco. The collection of data took place in August and September of 2006.

Permissions at the various universities were arranged through the provost's office in advance with a request to allow subject participation. All participation was on a volunteer basis.

Consequent to receiving the requisite permissions to administer the survey, the researcher requested a list of names, titles, and contact information for those individuals who will participate in the survey from the office of the provosts from the three institutions, United Arab Emirates University, Higher Colleges of Technology, and Zayed University (see Appendix L). As soon as the list was provided to the researcher, an email was sent with a message inviting the subjects to participate in the study (Appendix E), and two separate attachments including informed consent form (Appendix F), the Subject's Bill of Rights (Appendix E). The link to the online questionnaire was in the body of the email. The deans who participated had two choices to show consent: either typed their name and the date on the consent form, or if they wished to remain anonymous they typed the following sentence in the consent sheet: "By completing the questionnaire and emailing it back to the researcher, I would have expressed my consent to participate in this study." Subjects emailed the consent from their email address to the

researcher. Once the questionnaires are completed and returned, the surveys were coded and subjects' names were replaced with numbers. Additionally, the email advised the respondents that participation is completely voluntary.

Data Analysis

Quantitative Data Analysis

Data were analyzed using the statistical analysis software SPSS. Data analysis incorporated various statistical processes aimed at providing an interpretation of the raw data as it relates to answering the following research questions:

1. To what extent do deans at the public universities in the United Arab Emirates practice the five transformational leadership practices: challenging, inspiring, enabling, modeling, and encouraging?

Ratings on the Leadership Practices Inventory (LPI) were used to determine levels of transformational leadership from data generated from responses to the five sets of LPI statements using frequency distributions, means, and standard deviations.

2. What are the perceptions of deans of their organizational culture at the public universities in the United Arab Emirates?

Ratings on the Organizational Culture Inventory (OCI) were used to determine levels of organizational culture from data generated from responses to the three sets of OCI statements using frequency distributions, means, and standard deviations for each university.

3. To what extent does transformational leadership of deans predict the constructive organizational culture at various public universities in the United

Arab Emirates?

Ratings on the overall Leadership Practices Inventory (LPI) being the predictive variable, and the three Organizational Culture Inventory (OCI) subscales being the three dependent variables were used to determine if transformational leadership of the deans predicts the constructive organizational culture, using linear regression, or discriminant analysis.

4. What is the relationship between specific transformational leadership practices of the deans and the types of organizational culture at public universities in the United Arab Emirates?

Ratings on the Leadership Practices Inventory (LPI) questionnaire being predictive variable, and the Organizational Culture Inventory (OCI) questionnaire being dependent variable were used to determine the relationship between specific transformational leadership practices of the deans and the types of organizational culture at public universities in the United Arab Emirates, using correlation of the five practices of LPI practices and three subscales of OCI statements.

5. What are the self-perceptions of the leadership practices of the deans based on the following variables: gender, ethnic background, current experience level, and tenure?

Ratings on the Leadership Practices Inventory (LPI) questionnaire and the four control variables gender, ethnic background, current experience level, and tenure from the Organizational Culture Inventory (OCI) questionnaire, using t-test for gender at two levels; ANOVA: multilevel nominal variable for

ethnicity; Pearson Correlation Coefficient for experience level, and tenure measured as interval-level variables.

Qualitative Data Analysis

The researcher prepared the data for analysis by transcribing all interviews, and typing all field notes. All data were read carefully by the researcher, after which he recorded his general thoughts. The researcher began a detailed data analysis by coding the data; this process generated a description of the organizations and the participants as well as the categories or themes for analysis.

The data collected from interviews and documents were used to address the following qualitative research questions:

1. What makes a dean a good academic leader?
2. What would you describe as your key leadership practices?
3. Could you describe the organizational culture at your institution? How are your practices impacted by the organizational culture?
4. What other factors influence deans' practices at your institution?
5. Describe the impact that deans have at the organizational culture at your institution?
6. In your opinion, do you think deans of Western cultural background have a different impact on the organizational culture than those of Arab or Middle Eastern cultural background?
7. How do you think faculty members at your university perceive deans? What do you think your faculty members really want in terms of leadership?

8. In your opinion, what are the characteristics that your institution looks for in dean's leadership style?

9. How do you show appreciation to your employees?

The quantitative research as descriptive will prevail the breadth of the data. The qualitative research as inductive was used primarily as a prelude to quantitative research, and to fill in any gap may be related to this study. Chapter 4 discusses the findings of this study.

CHAPTER IV

FINDINGS

Overview

This study examined the relationship between transformational leadership practices of the academic deans and the perceived organizational culture of public universities in the UAE. Additionally, the study assessed to what degree the decisions and leadership practices of the deans are predictive of the universities' organizational culture.

Quantitative data related to leadership practices of deans were analyzed and compared to the organizational culture styles using regression analysis. Data were collected from academic deans who are employed by public universities in the United Arab Emirates at the following institutions: UAEU, HCT, and ZU using two online surveys, Leadership Practices Inventory (LPI) and Organizational Culture Inventory (OCI) were administered. The entire population for this study was 26 academic deans. Because the population is small, it was treated as the sample for this study. The achieved response rate for the LPI instrument ($n = 13$) was 54.2%, and the achieved response rate for the OCI instrument ($n = 11$) was 45.8%, because two of the deans who completed the LPI instrument did not complete the OCI instrument.

Qualitative data were also collected via phone interviews from six academic deans who completed both the LPI and OCI online instruments. Each phone interview lasted for 30 minutes. All phone interviews were transcribed, and then all data were read carefully by the researcher, after which the data were coded and later analyzed. This

process generated a description of the culture of the organizations and the leadership practices of the participants as well as the categories or themes for analysis.

Research Questions and Quantitative Findings

“Not everything that counts can be counted, and not everything that can be counted counts.” --*Albert Einstein*

Research Question One

To what extent do deans at the public universities in the United Arab Emirates practice the five transformational leadership practices: challenging, inspiring, enabling, modeling, and encouraging?

Transformational leadership was measured using Kouzes and Posner (1988) Transformational Leadership Practices (LPI) instrument. The five leadership practice variables from the LPI instrument were analyzed, as shown in Table 5. The five leadership practices are considered variables where each is measured by responses on six statements. The corresponding statements were measured using a 10-point scale with higher values indicating greater demonstration of leadership practices. A raw score was derived for each respondent and a mean and standard deviation were calculated for each variable. Table 5 provides the mean and standard deviation for each practice.

Table 5

Dean LPI Mean Scores and Standard Deviations for Transformational Leadership Practices

Transformational Leadership Practices	Mean	SD
Challenge The Process	7.2	1.1
Inspire A Shared Vision	7.2	1.3
Encourage The Heart	7.5	1.4
Model The Way	7.8	0.9
Enable Others To Act	8.4	0.8
LPI Practices Scale	7.6	0.9

n = 13

The means and standard deviations for each of the transformational leadership practices ranged from 7.2 ($SD = 1.1$) to 8.4 ($SD = 0.8$). Enabling Others to Act practice had the highest mean (8.4) and lowest standard deviation (0.8), which indicates that all the data points were close to the mean and there was little disagreement among the responses of the deans. Therefore there were more consensus and agreement among the deans in this practice. This leadership practice also received the highest and most consistent ratings. However, the Encourage the Heart practice had the highest standard deviation score of 1.4, indicating that there was more disparity and more variability among the responses of the deans.

The mean score for the transformational leadership practices scale was 7.6 with a standard deviation of 0.9. The data were normally distributed with a slight skewness to the right. Figure 8 shows the distribution of the data on the density curve.

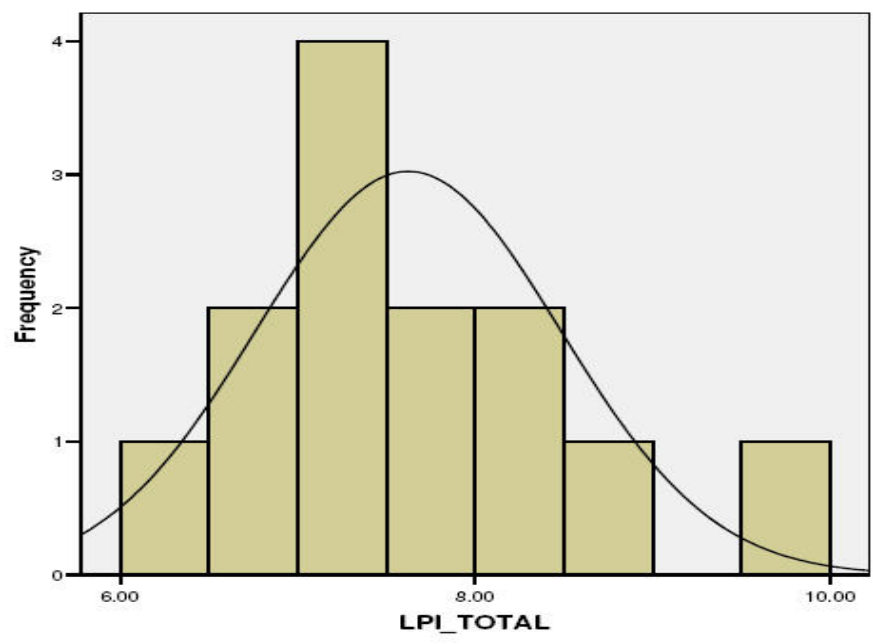


Figure 8. Histogram and Normal Curve of Dean LPI Practices Scale

The data range of the transformational leadership practices were well distributed with an exception of one high score. Figure 8 also shows minimal influence of outliers on the distribution.

Each of the five transformational leadership practices means ranged from a minimum to a maximum value. The minimum scored varied from 5.2 to 7.2, while the maximum scores do not vary much 9.3 to 9.8. Table 6 illustrates these findings.

Table 6

Dean LPI Mean Scores – Minimum and Maximum for Leadership Practices

Transformational Leadership Practices	Minimum Score	Maximum Score
Inspire A Shared Vision	5.2	9.8
Challenge The Process	5.5	9.3
Encourage The Heart	5.5	9.7
Model The Way	6.0	9.5
Enable Others To Act	7.2	9.8

n = 13

Table 6 shows that Enable Others to Act practice had the smallest range of those scores, with a highest minimum score of 7.2 and a maximum score of 9.8; while Inspire A Shared Vision had the largest range with a minimum score of 5.2 and a maximum score of 9.8. In addition, the average of maximums had closer distribution that ranged from 9.3 to 9.8, whereas the average of minimums had high distribution that ranged from 5.2 to 7.2.

Research Question Two

What are the perceptions of the deans of their organizational culture at the public universities in the United Arab Emirates?

Organizational culture was measured using the Organizational Culture Inventory (OCI). The following variables: Constructive, Passive/Defensive, and Aggressive/Defensive styles were measured using a 5-point Likert scale, with 1 representing Not at All, and 5 representing To a Very Great Extent (see Appendix C for definitions details). The OCI produced a score for the three variables. Table 7 provides

the mean scale score, standard deviation, and percentile scores for each cultural style; in addition, the strength and intensity values were also derived for each culture style.

Table 7

Dean OCI Mean Scale Scores, Standard Deviations, Percentiles, Strengths, and Intensities

Organization Culture Styles	Mean Scale Score	SD	Percentile	Strength	Intensity
Constructive	33.3	6.5			
Humanistic-Encouraging	34.5	8.6	42%	Average	Very Weak
Affiliative	34.3	7.8	21%	Below Avg	Weak
Achievement	34.3	6.4	29%	Below Avg	Weak
Self-Actualizing	30.3	5.1	19%	Low	Average
Passive/Defensive Styles	31.1	7.1			
Approval	31.7	8.1	86%	High	Very Weak
Conventional	30.9	7.8	77%	Above Avg	Weak
Dependent	35.3	7.6	91%	Very High	Very Weak
Avoidance	26.6	7.4	94%	Very High	Weak
Aggressive/Defensive Styles	27.6	5.3			
Oppositional	25.3	3.7	85%	High	Strong
Power	28.5	8.3	82%	High	Weak
Competitive	27.3	9.1	85%	High	Very Weak
Perfectionistic	29.4	5.6	52%	Average	Weak

n = 11

Organizational cultures were perceived similarly by deans as illustrated by mean scores. The mean score for Constructive styles ranged from 30.3 ($SD = 5.1$) to 34.5 ($SD = 8.6$), the mean score for Passive/Defensive styles ranged from 26.6 ($SD = 7.4$) to 35.3 ($SD = 8.1$), and the mean score for Aggressive/Defensive styles ranged from 25.3 ($SD = 3.7$) to 29.3 ($SD = 9.1$). Among the three organizational culture styles, the Constructive style had the highest mean score of 33.3, with a strength that varied from low to average; while Aggressive/Defensive style had the lowest mean score 27.6, with a strength that varied from average to high.

The corresponding Table 7 includes the organizations' percentile scores as well as the organizations' unadjusted—raw—scores for each of the 12 cultural norms measured by the OCI. In addition, the table presents the standard deviation scores of the responses around the raw scores. The standard deviation scores provide indication of the intensity or the amount of agreement among deans regarding the extent to which particular cultural norms are predominant within the organizations. For instance, the raw score on Humanistic-Encouraging is 34.5 and the standard deviation is 8.6, approximately 42% of the deans had raw scores between 25.9 and 43.1 along the Humanistic-Encouraging cultural norm. Converting these results to percentile scores, the range falls below the 50th percentile to above the 75th percentile and that is only accounting for 42% of the deans.

The strength levels were analyzed based on the percentile score which was calculated from the unadjusted—raw data—total scores of the three organizations to provide a more understandable picture of the culture of the organizations. Although the Aggressive/Defensive style produced a strength that ranged from average to high, it is considered to be somewhat maladaptive, and may not be good for long term survival of

the organization. The Aggressive/Defensive style promotes task-oriented behaviors, which indicate tasks are completed, and at moderate levels are not only normal but healthy for a short time within the organization.

The smaller the standard deviation, the greater the intensity of the culture and agreements among organizational deans in regards to a particular cultural norm. Conversely, the larger the standard deviation, the lower the intensity and agreement among organizational deans. The intensity values derived in Table 7—strong, average, weak—are based on comparisons to the distribution of standard deviations reported by over 700 other organizational units in which the OCI was administered.

The Passive/Defensive, Aggressive/Defensive and Constructive three organization culture styles, which consisted of 120 statements in the OCI described some of the behaviors and personal styles of the deans were individually scored and then aggregated and plotted on to a Circumplex. Figure 9 is a graphical representation of the data analysis procedure in relation to this study.

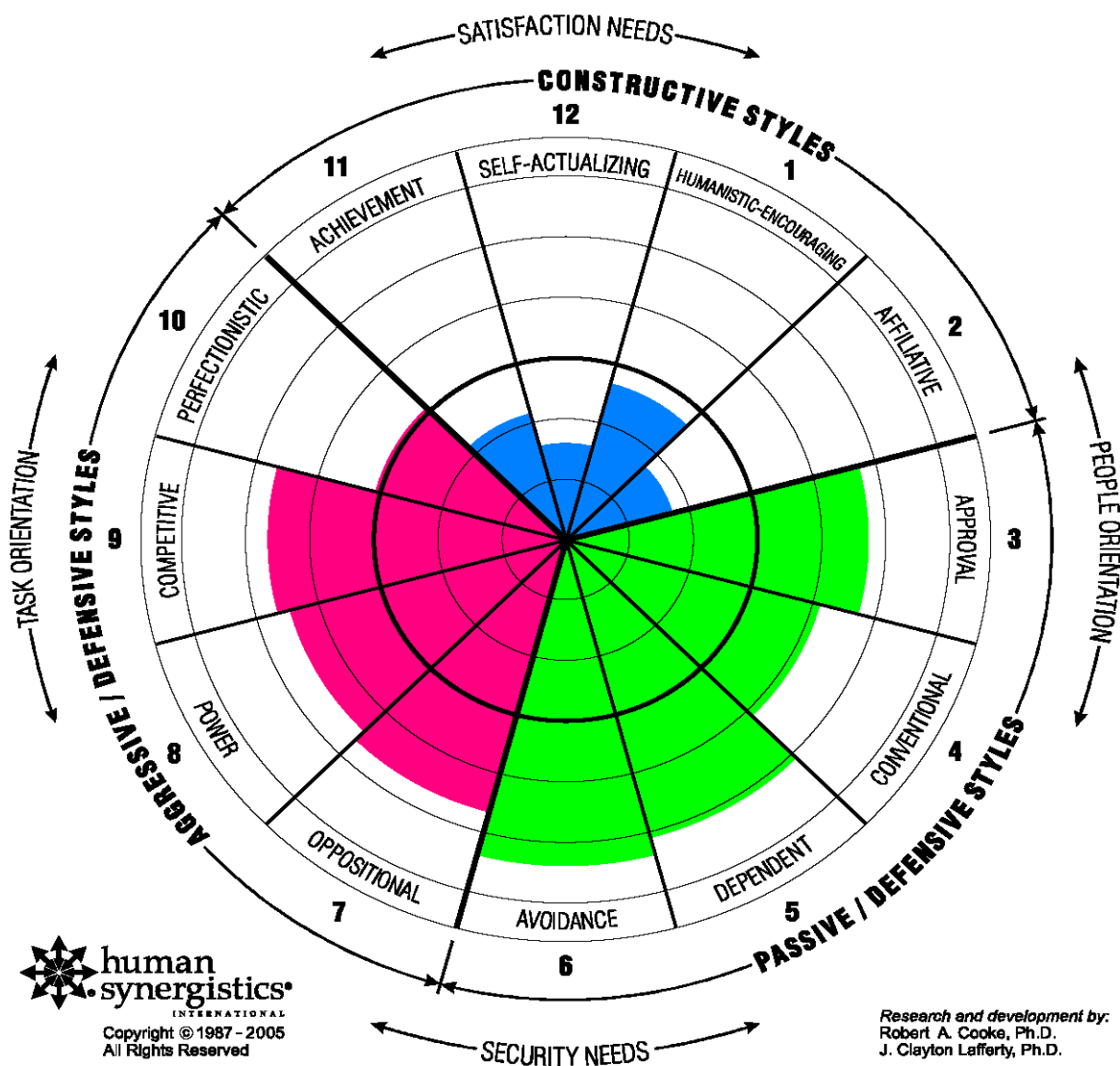


Figure 9. Circumplex of OCI Style of Deans at Public Universities in the UAE

n = 11

Leadership Practices Inventory (LPI) by Kouzes and Posner (1995), and Organizational Culture Inventory (OCI) by Cooke and Lafferty (1983, 1986, 1987, 1989).

The Passive/Defensive and Aggressive/Defensive styles are prevalent in this Circumplex. The deans also answered twelve perception questions regarding how they felt about working at their individual university in the UAE. Table 8 provides the mean and standard deviation scores of perceptions of the deans of their organizations that were derived from the OCI instrument.

Table 8

Dean Mean Scores and Standard Deviations for Perceptions of Organizations

Organization Perception Questions	Mean	SD
1. Ensure that customer feels good about the service provided	4.2	0.6
2. Recommend this organization to potential customers	3.5	1.0
3. The organization will get repeat business from its customers	3.4	0.8
4. Recommend this organization as a good place to work	3.2	1.2
5. Being satisfied as a member of this organization	3.1	0.9
6. Expect to be with this organization two years from now	3.0	1.2
7. The organization has a reputation for superior customer service	3.0	0.8
8. Knowledge about what is expected of you	2.9	0.9
9. Your job requires you to think and behave differently*	2.9	1.0
10. Fit comfortably as a member of this organization	2.8	0.8
11. The organization responds effectively to the changing needs of customers	2.7	1.0
12. Receiving inconsistent messages regarding what is expected*	2.6	0.9

n = 11

* The coding for these items was reversed to be consistent with the response format of the other items.

A Likert scale type questions were used, with 1 indicated not at all and 5 indicated to very great extent. Questions 1 has the highest mean score of 4.2 ($SD = 0.6$), indicating that the deans will go out of their way to make sure that faculty, staff and students get very good service; this mean score indicates that the answers of the deans were on the higher side of the Likert scale. Similarly, the small standard deviation (0.6) indicates that there is no large degree of disagreements among the responses of the deans. The lowest mean scores and highest standard deviation were among other issues related to the inconsistent messages the deans received regarding what is expected of them and how

their organizations do not respond effectively to the changing needs of the faculty, staff and students.

The first question of the 12 perception questions had the highest mean score of 4.2 ($SD = 0.6$), which indicates that all the participants across the public universities in the UAE would go the extra step to ensure that their faculty members, staff, and students feel good about the services and leadership they are provided. Question 11 had the 2nd lowest mean score of 2.7 ($SD = 1.0$) indicating that the leadership practices of the deans are impacted by the lack of the organizational responsiveness to the need of the faculty members, staff and students. Moreover, the mean scores for questions 4, 5 and 6 were neutral (3.0), which means neither agree nor disagree. The scores indicate whether the deans were satisfied with their organizations, if they would stay with their organization for more than two years, and their perceptions of services provided by their organizations to their employees.

Research Question Three

To what extent does the transformational leadership of the deans predict the constructive organizational culture at the various public universities in the United Arab Emirates?

A multiple regression analysis looked at the contribution of all the transformational leadership practices scores to predict each of the three OCI scores, as illustrated in Figure 10 below.

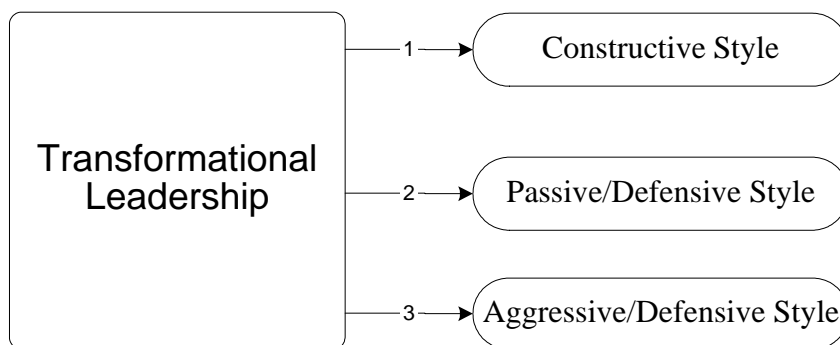


Figure 10. Regression Analysis of LPI and Individual OCI Style

Leadership Practices Inventory (LPI) by Kouzes and Posner (1995), and Organizational Culture Inventory (OCI) by Cooke and Lafferty (1983, 1986, 1987, 1989).

Table 9 provides the results of the correlation between the total transformational leadership practices of the deans and their three organizational culture styles: constructive, Passive/Defensive, and Aggressive/Defensive.

Table 9

Correlation Coefficients Values of Transformational Leadership Practices and Individual Organization Culture Styles for the Deans

Correlation (r)	Organization Culture Styles		
	Constructive	Passive/Defensive	Aggressive/Defensive
Transformational Leadership Practices	.2	-.4	-.3
p-values	.5	.2	.4

n = 11

* Correlation is significant at the 0.05 level (2-tailed)

The correlation coefficients between the total transformational leadership practices of the deans and each of the organizational culture styles are not statistically significant, possibly due to the sample size (n = 11). The correlation coefficients values are considered weak to moderate, and they are indicative as descriptive statistics not inferential statistics. That is, the relationship between transformational leadership

practices of the deans and the constructive style is weak and positive, the relationship between transformational leadership practices of the deans and the Passive/Defensive style is moderate and negative, and the relationship between transformational leadership practices of the deans and the Aggressive/Defensive style is weak and negative. The coefficient of determination, R^2 , shows that organizational culture styles; constructive, Passive/Defensive, and Aggressive/Defensive are explained, respectively, by 4 %, 16 %, and 9% of the transformational leadership practices of the deans.

Research Question Four

What is the relationship between individual transformational leadership practices of the deans and the types of organizational culture at public universities in the United Arab Emirates?

The variables that were analyzed are the five LPI statements, and the three OCI subscales, as illustrated in Figure 11.

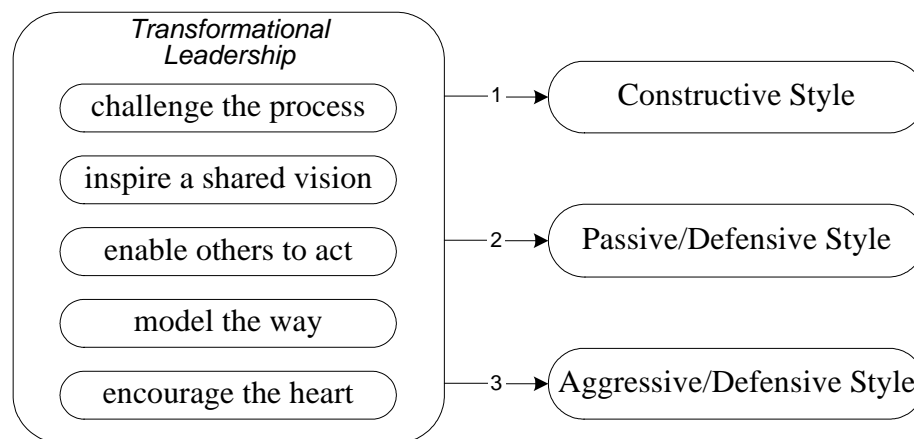


Figure 11. Relationship Between Individual LPI Practice and Individual OCI Style

Leadership Practices Inventory (LPI) by Kouzes and Posner (1995), and Organizational Culture Inventory (OCI) by Cooke and Lafferty (1983, 1986, 1987, 1989).

Table 10 provides the results of the correlation between each of the transformational leadership practices of the deans: Challenge the Process, Inspire a Shared Vision, Enable Others to Act, model the way, and Encourage the Heart and the three organizational culture styles: Constructive, Passive/Defensive, and Aggressive/Defensive.

Table 10

Correlation Coefficients of Individual Transformational Leadership Practices and Individual Organization Culture Styles for the Deans

Transformational Leadership Practices	Organization Culture Styles		
	Constructive	Passive/Defensive	Aggressive/Defensive
Model the Way	.43 (.18)	-.42 (.20)	-.28 (.41)
Inspired a Shared Vision	.12 (.73)	-.20 (.56)	-.08 (.81)
Challenge the Process	.18 (.59)	-.37 (.27)	-.25 (.47)
Enable Others to Act	.35 (.30)	-.43 (.19)	-.47 (.15)
Encourage the Heart	-.05 (.87)	-.30 (.37)	-.14 (.69)

n = 11

* Correlation is significant at the 0.05 level (2-tailed)

The correlation coefficients between each of the transformational leadership practices of the deans and each of the organizational culture styles are not statistically significant, which may be due to the sample size (n = 11).

All correlations ranged from weak to moderate. The Constructive styles shows positive correlation with each of the transformational leadership practices, whereas Passive/Defensive and Aggressive/Defensive styles show negative correlation with each

of the transformational leadership practices. The coefficient of determination, R^2 , shows that the organizational culture styles of Constructive, Passive/Defensive, and Aggressive/Defensive are explained, respectively, by 18.5%, 17.6%, and 7.8% of the Model the Way practice of the deans; 12.3%, 18.5%, and 22.1% of the Enable Others to Act practice of the deans. The highest coefficient of determination, R^2 , Aggressive/Defensive explained 22.1% of the Enable Others to Act practice of the deans.

Research Question Five

What are the self-perceptions of the leadership practices of the deans based on the following variables: gender, ethnic background, current experience level, and tenure?

The variables that were analyzed are the five transformational leadership practices, and the four demographic variables: gender, ethnic background, current experience level, and tenure from the OCI instrument.

The small sample ($n = 11$) did not provide any meaningful information because many of the deans did not complete the tenure position question. As for gender, only one female dean completed the instruments. In terms of the ethnicity question, only two deans were from Arabic countries while the rest varied from different western countries. Consequently, any analysis of the data is potentially misleading.

Research Questions and Qualitative Findings

“Research is to see what everybody else has seen, and to think what
nobody else has thought” ~ Albert Szent-Gyorgyi

Qualitative data were also collected via phone interviews from six academic deans who completed both the LPI and OCI online instruments. Each phone interview lasted for 30 minutes. All phone interviews were transcribed and then all data were read carefully, after which the data were coded and later analyzed. This process generated a

description of the organizations and the participants as well as the categories or themes for analysis. In addition, the following pseudonyms names will be used to protect the identity of the participants in this study: Saif an academic dean at UAEU, Fabian an academic dean at UAEU, Seth an academic dean at HCT, Isaac an academic dean at HCT Plato an academic dean at ZU, and Gibran an academic dean at ZU. All six deans who participated in the phone interviews were male. One of the deans was from the Middle East, two were from the United States of American, another two were from United Kingdom, and one was from Australia. Five of the deans have had administrative positions such as department chairs and deans at universities in their home countries prior to joining their current organizations in the UAE. They have been in the UAE between two to five years, except the Middle Eastern dean who was a professor for many years, later he held an administrative role, and most recently he became a dean of his college.

Research Question One

To what extent do deans at the public universities in the United Arab Emirates practice the five transformational leadership practices, challenging, inspiring, enabling, modeling, and encouraging?

Research question one sought to examine the practices of the transformational leadership of the deans at the three public universities in the UAE. Three transformational leadership characteristics were found to be practiced consistently among the respondents: (1) encouraging, (2) enabling, and (3) inspiring. Additionally recognizing and communicating characteristics also surfaced through the analysis of the data.

First, encouraging others prevailed in all interviews. A main focus for the deans across all universities is to encourage faculty members to do what they love most,

teaching and research, and to help them understand the boundaries of the situations as they occur. In describing the leadership practices, Isaac stated, “In academic situations, the academic leadership practices a dean has to employ are collegial.” He believes that the dean is nominally the boss of a group of a highly qualified people in their fields. Consequently, cooperation and the ability to achieve a set of objectives for a department or the school requires people to be treated by “the respect that they want by virtue in their professionalism”, to treat them in a collegial way, encourage them to work independently, and ask them for their advice. He added, “You have to encourage and give them motivation” to get their job done and to feel valuable.

Second, enabling faculty and staff members to search outside the formal boundaries of their organization for innovative ways to improve what they do is a major element in the success of the organization. According to Saif, it is important for faculty and staff to “see beyond today, and to be oriented with the practice for long term planning.” Enabling is a multifaceted practice, which encompasses the self and others. According to Plato, “one of the qualities of the academic dean is having the ability to understand where change is needed and to facilitate that change and enable it.”

Third, the key practice of inspiring is another the respondents apply in their leadership. Isaac believes that for leaders to be an inspirational they need to be able to identify credibility in their staff and those who have genuine conviction about the higher meaning and purpose of our work. He later added:

Faculty members want the kind of leadership that conveys a set of future directed goals and would encourage adopting those future goals and enabling the faculty to reach them. So it is an enabling type of approach they would want. They want someone who has a vision and able to incorporate those visions and provide necessary support.

In addition, appreciating the faculty and staff and responding to their need in a positive way, enable them to want to work harder and resolve their own conflict. Gibran believes that a good leader is someone who does not solve the problems. Instead, “he gives the guidance in the form of principles that could be used over and over again for different situations.”

Moreover, to the three transformational leadership practices, recognizing the effort and contribution of the faculty and staff members both formally and informally is a practice in leadership. All interviewed deans show appreciation to their employees, either by compensating them financially, highlighting their achievements in the main university newsletter, or by promoting the qualified ones. Also, by reminding them that “their contribution has an impact on the university as a whole,” as indicated by Plato.

Communication is an important tool needed to accomplish tasks at hand. One of the leadership practices of the deans is to use “persuasive communication power and to be able to communicate the vision to the people” as noted by Isaac. Communication is an essential key, and without effective communication, survival and success of the organization might be impossible (Nykodym, Ariss, Simonetti, & Plotner, 1995). Therefore, it is a key for deans to communicate with everyone the shared mission and vision of their departments, school and the whole university. According to Seth, deans “need to communicate with the faculty what curriculum they are moving forward,” sharing with them “what is very useful to them in the classroom for the students’ learning,” and getting them and the students “excited about teaching and learning.” Communication is a two way street, Seth believes, that to succeed in the line communication, deans need to listen and get feedback from the faculty and staff with

whom they work. He later added, “I look for ways to achieve cooperation with the faculty members that are spread out geographically in the HCT colleges in the UAE.” Research by Olaniran, Savage, and Sorenson (1996) posited that face-to-face communication brings greater satisfaction to employees; it is also more effective in generating ideas and evaluating business processes. Plato strongly believes that a key leadership practice would be a face-to-face communication, “where possible, and as transparently as often as possible” he added. Communication has been and will continue to be a big part of leadership practices. It is “moving forward the understanding of everybody in the university with respect to the stated goals, mission, and objectives for the department, college or for the university,” as stated by Plato. The next question focused on the deans’ perceptions of their institutions.

Research Question Two

What are the perceptions of the deans of their organizational culture at the public universities in the United Arab Emirates?

Research question two was intended to reveal the perceptions deans hold of their respective organizational culture. The organizational culture at each of the three public universities in the UAE is very transient. According to Chilton (2005), 75% of the general workforces in the UAE are expatriates. The data also revealed that 50% to 95% of the faculty members and deans at the public universities in the UAE are from the Western world, predominantly the United Kingdom, Australia, with the majority being from North America. All non-citizens of the UAE have work contracts for three to five years. In addition, the public universities are still in their developmental stages, recently established within the past five to thirty years. Hence, there is no specific organizational

culture style at any of the universities. According to Plato, there is an ambience of different administrative styles due to the international aspect, and there is no “one particular organizational culture at Zayed University.”

It is obvious that there is a blend of organizational culture within each of the universities. They are made up of “many nationalities who have been schooled in different traditions,” according to Fabian. He later added that the mix of all these cultures often “negotiates what they are going to do collectively.” As a result of the mixture of cultural styles and sources of people, the “UAEU is in a resistive state of catching up to state of the art in inspirational areas, mostly like Western Europe and throughout North America,” affirmed by Fabian. The statements made by the deans are indicative of the perceptions of most research participants. Question three examined the transformational leadership practices of the deans in relation to the constructive organizational culture of their institutions.

Research Question Three

To what extent does the transformational leadership of the deans predict the constructive organizational culture at the various public universities in the United Arab Emirates?

Research question three examined the transformational leadership practices of the deans as they relate to the constructive organizational culture at their institutions. The data from the interviews revealed that all deans employ transformational leadership practices through their deanship at their various institutions, by encouraging faculty and staff to grow in their profession, and by acknowledging and rewarding their accomplishments. Other ways deans are able to enable faculty and staff through listening

to them, as well as inviting them to participate in meeting to share their valuable inputs with their colleagues. In addition, deans are constantly looking for new ways of doing things to improve the whole system.

The deans try to cultivate constructive organizational culture by achieving self set goals, being receptive to change, encouraging growth and development in others, and delegating and sharing responsibilities. All deans believe that in recent years the higher authorities at their institutions are aiming towards a constructive culture for their organizations.

The data from the interviews indicated that passive and aggressive organizational cultural styles exist at the three public universities in the UAE. A passive cultural style is one that members of the organizations feel pressured to think and behave in ways that are inconsistent with the way they personally believe they should behave in order to be effective leaders. Organizations with aggressive cultures tend to be pervasive in organizations that operate in fast-paced environments and they also tend to place relatively little value on people and focus on weeding out mistakes and errors to promote internal competition. An Aggressive/Defensive cultural style is one in which employees are not given ample opportunities to work out issues but may be let go from their jobs. For example, because all public universities in the UAE do not have any real employment protection for their non-citizen employees, it is perceived by the employees that they are less threatened because they are highly educated and employable. According to Saif, “anyone who crosses the line—sort of possibly—will be terminated,” and that it is something in the back of everyone’s mind. In addition, many of the policies have been rooted to an old organizational culture, which in most recent years, the higher leadership

realized the need to change, and they have been employing new deans from the USA who can help them make it happen. According to Fabian, it is evidence that there is an old “rooted organizational culture that is hard to get rid of, and will that will take time to change.”

The lack of tenureship among the non-citizen employees does not give them a sense of belonging to the institution, and it provides the higher authority more power. As Seth stated, “Everything works from the top down,” and there seems to be a sense of full control over everything, and the higher authorities want to be involved in many things. However, there is also a sense of ambiguity about some roles and responsibilities of the deans. According to Fabian, “My practices are of course impacted by the culture of the university.” He later added:

The deans here are not as independent as the deans in the United States, if they have any problem they go back to check-in with the higher authority at the university. Because the top management prefers the micro-management style, they also try to decentralize the colleges from the administrations, they just can not let go. That is a major problem, if we can overcome this problem, our university would be one of the best.

Higher levels of bureaucracy exist in all the public universities in the UAE, which slow down the implementation process for the constructive cultural styles to be employed by the new deans. Gibran stated, “In a quantitative sense, the numbers of steps of leadership I have to go through to explain things are greater in total numbers and in frequencies then if I were to go to do the same job in the USA.” Therefore, the attrition rate is higher than what one sees in an academic organizational culture that offers tenureship to its faculty and staff. As a result, setting up expectation among faculty and administrators is an ongoing process. The next question examined the relationship

between transformational leadership practices of the deans and the various types of organizational culture that already exist at their institutions.

Research Question Four

What is the relationship between individual transformational leadership practices of the deans and the types of organizational culture at public universities in the United Arab Emirates?

Research question four sought to discover the relationship between the leadership practices of the deans and the different types of organizational cultures at their institutions. All non-citizen deans are working in a multicultural environment. Plato believes that the ability for the deans to be effective internally at their institution and externally with the UAE community and businesses is important because they need to “acquire a deeper understanding first of their organizational culture and the national cultural practices,” much more than if they were leading in institutions in their home countries.

The data shows that deans have different personalities, and their leadership practices are a collection of their schooling and prior leadership practices. Yet they all seem to have a transformational leadership practices. At the same time, no one dominating organizational culture at every institution can be seen. The organizational cultures have been in flux due the age of the institutions and need to change to become more competitive in the industry. On the other hand, the data shows that constructive, passive and defensive organizational cultures exist at different levels at every institution, the latter is more prevailed but all leaders including the deans are working towards the

transformation to have a more constructive culture. The final question looked at the self-perceptions of the deans in relation to their descriptive variables.

Research Question Five

What are the self-perceptions of the leadership practices of the deans based on the following variables: gender, ethnic background, current experience level, and tenure?

Research question five was intended to disclose any self-perceptions of the deans based on different variables such as gender, ethnic background, current experience level, and tenure track at their organizations. At least two deans from each university participated in the phone interviews; almost all of them had similar self-perceptions of the leadership practices of the deans. However, their answers varied based on their professional experience and personality. Plato noted that “the leadership practices of the deans depend far more on the individual personality and the expertise of the deans than their origin or gender.” The interviews also revealed that the self-perceptions of leadership practices of the deans are to lift, motivate, and direct people to the discipline. Additionally, self-perception is also important to elevate the faculty and staff members in their professionalism, and to make them feel that they are performing very good functions and they “are valued as such,” Seth noted.

Summary of Major Qualitative Findings

“Research is to see what everybody else has seen, and to think what
nobody else has thought” -- *Albert Szent-Gyorgyi*

This study reveals major findings that provide insight for the multifaceted attributes which frame the theoretical rationale of this study. It is also gives a deeper understanding of the transformational leadership practices of the deans in relation to their organizational cultural styles at the three public universities in the UAE.

The following table 11 provides highlight of the major qualitative themes across the six interviews.

Table 11

Major Qualitative Themes Across The Six Interviews

Pseudonyms Name	Organization	Major Themes
Saif	United Arab Emirates University	<ul style="list-style-type: none"> ▪ All leaders of the organization need to have long terms planning. ▪ Lack of employment protection causes people to feel that anyone who crosses the line—sort of possibly—will be terminated.
Fabian	United Arab Emirates University	<ul style="list-style-type: none"> ▪ Practices of the deans are impacted by the culture of the university.
Seth	Higher Colleges of Technology	<ul style="list-style-type: none"> ▪ Everything works from the top down. ▪ Importance of communication with the faculty about the curriculum, and getting them excited about teaching and learning.
Isaac	Higher Colleges of Technology	<ul style="list-style-type: none"> ▪ Importance of persuasive communication power to be able to communicate the vision to the people. ▪ Employ collegial dean practices. ▪ Achieve a set of objectives requires people to be treated by the respect that they want by virtue in their professionalism.
Plato	Zayed University	<ul style="list-style-type: none"> ▪ Importance of communicating the stated goals, mission, and objectives for the university. ▪ Understand where change is needed and to facilitate that change and enable it. ▪ Importance of deeper understanding of the organizational culture and the national cultural practices.
Gibran	Zayed University	<ul style="list-style-type: none"> ▪ Give guidance in the form of principles that could be used over and over again for different situations. ▪ Need for independent deans' leadership similar to the one in the United States.

All the public universities in the UAE are made up of many nationalities, which indicate there are blends of cultures. The higher authoritative leaders—president cabinet—have recognized this issue and they are moving forward towards transforming the organizational cultures to become more constructive. They are accomplishing this task by hiring new deans from the western world, predominately the USA; because they believe that once the organizational culture exists, it determines the criteria of leadership, and vice versa.

All participants believe that the leadership practices of the deans depend far more on the individual personality, and expertise than their origin or gender. They all exercise transformational practices in their leadership roles at their universities, that will allow the universities to move forward towards improving the quality of teaching, and research as well as build strong relationships with other western universities and ultimately getting their programs accredited by American accreditation organization. All participants also believe that leaders should be conscious of the organizational culture otherwise it will manage them and subjugate their leadership.

Summary of Major Quantitative Findings

This study reveals four major findings that provide insight for the multifaceted attributes which frame the theoretical rationale of this study. It also gives a greater understanding of the relationship between transformational leadership practices of the deans and the perceived organizational culture of public universities in the UAE.

First, of the five transformational leadership practices of the deans, Enable Others to Act had the highest mean score of 8.4 ($SD = 0.8$). The relatively low standard deviation score indicates that there is consensus and little disagreement among the

responses of the deans. In addition, this transformational leadership practice received the highest and most consistent ratings from all deans as illustrated in Table 5. In addition, it also has the lowest mean scores that ranged with a minimum score of 7.2 and a maximum score of 9.8, as presented in Table 6.

Second, all organization culture styles have similar mean scores. Where the Constructive style has the highest mean score of 33.3 ($SD = 6.5$), and the Aggressive/Defensive style has the lowest mean score of 27.6 ($SD = 5.3$), as provided in Table 7. In addition, of the 12 perception questions that were presented in this study in the OCI instrument which are presented in Table 8, the first question regarding the perception of the respondents towards employees satisfaction about the services provided to them has the highest mean score of 4.2 ($SD = 0.6$), which indicates that deans across all universities would go the extra step to ensure that their faculty, staff, and students feel good about the services and leadership that are provided by the deans. Whereas, question 11 regarding the perception of the respondents towards the effectiveness response of organization to the needs of employees had almost the lowest mean score of 2.7 ($SD = 1.0$), which shows that the leadership practices of the deans may be impacted by the lack of the higher leaders—president cabinet—responsiveness to the need of the faculty, staff and students.

Third, the result of this study shows no statistical significant association between the transformational leadership practices of the deans and their perceived organizational culture styles. It is important to note that the Constructive style shows positive correlation with each of the transformational leadership practices, whereas, Passive/Defensive and Aggressive/Defensive styles show negative correlation with each of the transformational

leadership practices. In addition, the coefficient of determination, R^2 , shows that the Passive/Defensive organizational culture style explains 16% of the transformational leadership practices of the deans.

Fourth, the three organization culture styles which consisted of 120 statements in the OCI described some of the behaviors and personal styles of the deans were individually scored and then aggregated and plotted on to a Circumplex. Figure 12 is a graphical representation of the data analysis procedure in relation to this study.

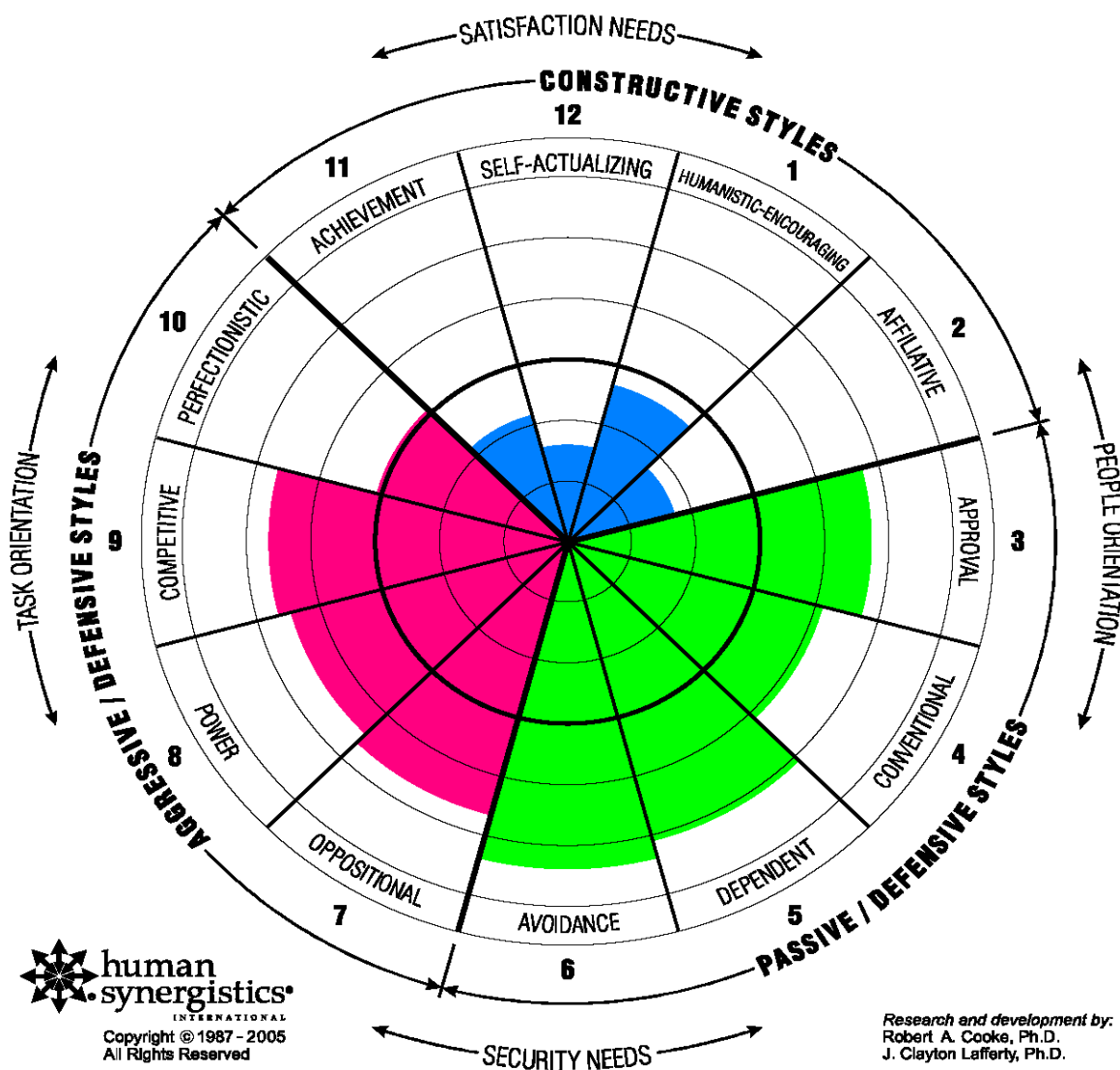


Figure 12. Circumplex of OCI Style of Deans at Public Universities in the UAE

n = 11

Leadership Practices Inventory (LPI) by Kouzes and Posner (1995), and Organizational Culture Inventory (OCI) by Cooke and Lafferty (1983, 1986, 1987, 1989).

The Passive/Defensive and Aggressive/Defensive styles are prevalent in this Circumplex. According to Cooke and Lafferty (1997), the OCI Circumplex allows comparing the scores of the three universities along the twelve cultural norms to those described the culture of their organization from similar organizations that were randomly selected from the OCI database. The bold center ring represents the middle or 50th

percentile. Scores falling above the middle are considered high relative to the scores of other organizations and reflect strong expectations for the behavior. Scores that fall below the middle are considered low relative to the scores of other organizations that reflect weak expectations for the behavior.

Summary of Quantitative and Qualitative Findings

The quantitative findings of this study were strongly supported by the qualitative ones. Findings through both methods indicated that all deans share transformational leadership practices. One of the major leadership practices is Enabling Others to Act, which had the highest mean score and lowest standard deviation score. In addition, all participants also believe that enabling and empowering faculty and staff members is a major element in the success of their organizations. Two of the other five transformational leadership practices surfaced in the qualitative findings, with similar high mean scores and relatively small standard deviation scores. Most notably the leadership practices of Encouraging the Heart and Inspiring a Shared Vision were applied by deans towards to employees' achievements and improved academic performances.

Quantitative data analysis showed a prevalence of Constructive organizational culture style; however, when compared to other similar organizations in the OCI database, the result of this sample showed organizational culture styles of Passive/Defensive and Aggressive/Defensive. In the qualitative data analysis, all participants stated that their organizational culture has been going through a transformation and has been changing slowly with the recruitment of new academic deans, especially from the USA. All respondents indicated that the deans are aiming and currently moving towards the development of a Constructive organizational culture style.

Additionally, communication was perceived by all participants as an important tool for the success of the organization. Moreover, the communication question on the OCI instrument had the highest mean score with the lowest standard deviation score. All participants also stated that it is important to communicate and as often as possible any related issues surrounding teaching and learning because that is part of the mission statement of their institutions.

The study shows no statistical significant association between the transformational leadership practices of the deans and their organizational culture styles, may be due to the sample size (n=11). It may also be due to the old routed cultural styles and the former trickledown leadership practices, as indicated by many participants.

Chapter five will analyze the implications and significance of the data in light of the theories which formed the foundation of the study. It will also present a recommendation for future research about transformational leadership practices of academic deans in relation to their university organizational culture styles.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, and RECOMMENDATIONS

This chapter is organized into four sections: conclusion of the study, implications for future practice, recommendations for future research, and concluding thoughts.

Conclusions

“Leadership and learning are indispensable to each other.”
-- *John F. Kennedy*

Leadership means responsibility. It is relevant in any aspect to ensure effectiveness in organizations; it is also the driving force to manage change. Leadership is a process of getting things done through a combined effort of leaders and their employees. It is the ability to influence people towards the attainment of organizational goals. Moreover, transformational leadership involves challenging, inspiring, enabling, modeling, and encouraging towards accomplishing the pre-defined goals.

Organizational culture is considered the common assumptions and value system that members of the organization use to view their interaction with each others and with their organizational environment. Organizational culture is also based on shared conjectures, values, and beliefs.

Organizational culture and leadership are colligated; while leaders create culture in the early stages of an organization, culture also creates leaders as an organization matures. Transformational leadership and organizational culture may be helpful in understanding organizational effectiveness. Developing this type of leadership at every level of any organization helps to sustain its long term success. Transformational leaders often inspire their employees to be contributors to their organization. These leaders also provide their employees with a focus and high levels of support and appreciation to

encourage them to adopt the mission and vision of their organization, and to work towards the main goal. The colligation of transformational leadership and organization culture include leadership of deans and their respective universities.

The need for this study emerges from a body of literature that calls attention to transformational leadership of the deans in universities and their perception of their organizational culture. To date, a great deal of research has focused on organizational culture in relation to leadership practices in different organizational settings from a variety of perspectives, ranging from disciplines such as, sociology, anthropology, management science, and organizational change (Collins & Porras, 1994; Kotter & Haskett, 1992). However, because of the scarcity of literature discussing the relationship between the leadership practices of the deans and their perceived organizational culture in the UAE, this study attempted to focus on public universities in the UAE. Bahgat (1999) asserts that in the UAE, strategic leadership of education is particularly essential as socio-economic and political transformation has been significant and dramatic during the past 35 years. Moreover, this topic appears to have been overlooked in the expansion and transformation of education in the UAE since the country development and changes have been so rapid (Bahgat, 1999).

The purpose of this study was to examine the relationship between transformational leadership practices of the deans and the perceived organizational culture of public universities in the UAE. Additionally, the study assessed to what degree the decisions and leadership practices of the deans are predictive of the universities' organizational culture, which in some instances driven from the national Arabic and Muslim cultures.

The qualitative findings of this research coincide with the quantitative findings and provide additional information regarding the perceptions of UAE public universities deans of their organizational culture. The pivotal finding of this study showed that the participants practice transformational leadership, and the mean scale score was 7.6 ($SD = 0.9$). These leadership practices are accomplished by Challenging the Process, Inspiring a Shared Vision, Modeling the Way, Encouraging the Heart, and Enabling Others to Act. The latter had the highest mean score of 8.4 with the lowest standard deviation score of 0.8. These scores were not surprising because all the interviewed respondents reported that their job is to enable and model the way for their employees. Deans attain this leadership practice by seeking out challenging opportunities to test their own skills, challenging colleagues with whom they work to try out new and innovative ways of work, searching outside the formal boundaries of their organization for innovative ways to improve what they do, setting achievable goals, making concrete plans, and establishing measurable milestones for the projects and programs that they are work on, and by taking risks even when there is a chance of failure. In addition, the Enabling Others to Act leadership practice also received the highest and most consistent ratings with a minimum score of 7.2 and a maximum score of 9.8.

On the contrary, Challenging the Process leadership practice had the lowest mean score of 7.2 ($SD = 1.1$). Although the mean score was the lowest, it is not considered too low because all respondents stated that they exemplify what they expect of others; they spend a lot of time and energy ensuring that the people they work with adhere the agreed upon to the principles and standards. The deans stated that they follow through on the promises and commitments that they make to their employees; and they often ask for

feedback on how their actions affect other people's performances. On a constant basis, they try to build consensus around a common set of values for leading their organizations. The fact that Challenging the Process leadership practice had the lowest mean score of 7.2 ($SD = 1.1$), it may be due to the job roles and responsibilities in the public universities in the UAE, which vary depending on the institution, and its age and geographic location. In addition, all the expatriates deans and faculty members do not have tenure track—which is part of the policy or law in the UAE—instead, they work contracts that range from 3 to 5 years in length. Therefore, when people feel that their jobs are in jeopardy, they come to believe that the best way to take control is to maintain a highest level of their capacities and to prove that they are the best at what they do (Cooke, Lafferty, & Szumal, 1989).

There was no statistical significant correlation found between transformational leadership practices of the respondents and their organizational culture at their universities in the UAE. However, there was a low positive correlation between transformation leadership practices of the deans and a Constructive organizational culture possibly due to the sample size ($n = 11$). This finding indicated that when the deans feel that the culture of their organizations is constructive, they are more encouraged to identify ways to improve the organization and to increase productivity. Because this type of organizational culture indicates that the success of the organization is everyone's responsibility. In addition, the constructive culture generally benefits individual members as well as the organization as a whole. Moreover, through individual initiative and effective teamwork, academic services, including teaching, learning, and research offered

by the organization with constructive cultures tend to be of the highest quality as evidence in the perceptions of the respondents.

On the contrary, there was low to moderate negative correlation between transformation leadership practices of the deans and the Passive/Defensive and Aggressive/Defensive organizational culture. These findings ascertained that when the deans feel that the culture of their organizations is Passive/Defensive or Aggressive/Defensive, they are less likely to use their transformational leadership skills.

Members of organizations with Passive/Defensive cultures feel pressured to think and behave in ways that are inconsistent with their personal beliefs. It can be concluded that the employees will do whatever it takes to please others to avoid interpersonal conflicts. Passive/defensive culture tends to emerge in organizations where there is a high degree of structure, standardization, and control to ensure reliable and consistent output. This approach was successful during the industrial era—the UAE is going through that era due to the infancy of the federation—however, it renders today's organizations ineffective in terms of responding to customer needs, and keeping up with dynamic and changing competitive markets. In addition, organizations with Aggressive/Defensive cultures encourage employees to appear competent, controlled and superior, even if they lack the necessary knowledge, skills, abilities and experience. Therefore, the constant pressure to maintain the façade of perfection and expertise comes at the expense of employees' motivation, teamwork, and the way in which they treat each others.

Aggressive/defensive culture also tends to be pervasive in organizations that operate in fast-paced environments. The UAE is growing fast, and according to the data, employees at the public universities are constantly working in fast-pace environment to

catch up to the world academic's standards. As the data indicated and according to the respondents, it takes passive and aggressive behaviors for the deans at the public universities in the UAE to succeed in their organization, which shows that the deans have to be oppositional, competitive, perfectionistic, and need power.

The public universities in the UAE seem to have made a shift in recent years to change their organizational cultures from being Passive/Defensive and Aggressive/Defensive to a more Constructive culture. Organizations with constructive cultures empower their leaders and believe in transformational leadership practices that are prescriptive rather than restrictive. These organizations also focus on developing their employees so they can make their decisions based on their own knowledge-based conclusions. The public universities in the UAE are achieving this change by recruiting and hiring deans who practice transformational leadership from all over the western world, especially from the USA.

The consistent cultural perception of the participants across the three organizations may indicate that the cultures at these universities studied were strong, indicating that the norms and behaviors are widely shared and intensely espoused. This may be considered a positive value. This study also confirms the assertion of Bahgat (1999) that in the UAE, strategic leadership of education is particularly essential as socio-economic and political transformation has been significant and dramatic since the federation. Moreover, this topic has been supported and has been given high attention from the ministry of education to parallel the rapid expansion and development in the UAE.

Implications

This research shows that in order for academic organizations to move towards a constructive culture that supports behaviors such as creativity, satisfaction, cooperation, and risk taking, it is imperative that leaders of those organizations espouse transformational practices. Transformational leadership transcends the call of leadership; it is about developing the employees at every level of the organization which is critical to achieving the goals of the organization, and to become one of the top institutions.

The public universities in the UAE require significant expertise and people power to run smoothly and ultimately achieve success. To mobilize existing talent within the universities to lead transformational efforts, the transformational leaders must be in pace with the ideal need of their organization. In addition, the organizations must be supportive and ready to change their existing culture. Therefore, transformational leaders must have a deep understanding of the identity and impact of the organizational culture and manifestations of leadership in order to communicate and implement new visions and inspire others to be committed to them (Schein, 1990). Transformational leaders impact the culture in many ways by engaging their employees and external constituents in order for them to become fully familiar with the services provided and understanding processes internally and externally across campuses, programs, departments, and locally and globally. Ultimately, successful cross relationships business industries and professionals will lead to enhancing the position of the organization in the region. This may allow the leaders to be more aware of new trends in the academic, scientific, and business worlds.

Mutually shared values amongst members of the organization are essence of transformational leadership practices because values are at the core of the culture that

ultimately drives behaviors (Schein, 1985). In transformation leaderships, values need to be developed cooperatively and agreed on by all members of the organization. This particular cooperative agreement is an example of the Enabling Others to Act transformational leadership practice. Ultimately this practice promotes cohesiveness, and it provides employees with a sense of ownership and belonging.

Leadership and organizational culture are reputed to be tightly intertwined (Schein, 1990). Transformational leaders are powerful communicators of the shared values and visions of their organizations. Their commitment and passion to the agreed values and visions make them charismatic exciting all employees who interact with them (Bass, 1985). Transformational leaders are purported to inspire their employees to contribute beyond expectation (Bass & Avolio, 1992). Leaders should put their energies into developing a strong organizational culture that supports; managing change, achieving goals, empowering team effort, and orientation in the evolving organization (Schein, 1990). Therefore, transformational leaders can help shape and maintain the desired organizational culture (Schein, 1990), which in turn may be linked to organizational effectiveness in universities.

Evolving organizations have a purpose that informs employees how to operate as a team with a strong sense of intent and common will. In such organizations leaders grow and shape the culture where employees are clear about their direction and their fit within the organization. The achieved result encompasses responsibility, clarity and accountability of all employees for the success of the organization.

Recommendations for Professional Practices

“Never discourage anyone who continually makes progress,
no matter how slow.” -- *Plato*

Promoting and maintaining an organizational culture that encourages effective member behavior requires clear and consistent communication across all levels that is ideal for long term success. One of the goals for change should be directed toward reducing the gaps between the current and the ideal culture of the organization. A constructive organizational culture is typically ideal, where the focus should be quality over quantity, creativity over conformity, and where effectiveness is judged at the system level rather than the component level. These types of cultural norms are consistent with the objectives of empowerment, transformational leadership and continuous improvement.

The role of the Academic Dean is one that is multifaceted and often ambiguous. As a leader, the dean has many responsibilities and on-going challenges that evolve with the ever-changing face of higher education. The dean is ultimately responsible for the quality of education at the college, which is overseeing the development and improvement of academic life; by balancing undergraduate and graduate education; while focusing on educational services, such as teaching, learning and research; as well as applying the by-laws and policies of the universities as they apply to academic matters.

In this light, the information garnered from this study can be used by presidents and provosts at universities to understand the role that deans can play, which includes—but is not limited to—change leadership, incorporating characteristics of transformational leadership, focusing on daily operations rather than innovation, and guiding faculty through team building and professional development. When the dean is able to freely

accomplish all of that, then the change can happen, because change is a process, not an event; and it is accomplished by leaders with strong personal experiences.

Deans are like other leaders. Their leadership is a blend of their heritage, academic and professional backgrounds, personal beliefs, political affiliation, research expertise, and mentorship. All the above contribute to the make up of their leadership identity. Therefore, the hiring institutions need to be aware of these aspects and any possible differences between Western and Middle Eastern leadership practices.

Moreover, deans from different national cultures need to familiarize themselves with the business aspects of the national and the organizational culture of their new institution, to which they may have to adapt in order to effectively carry on the vision of the organization. In general, when the deans utilize transformational leadership in a supportive environment, they are more effective and able to expend their greater effort carrying through with transformational leadership practices.

Recommendations for Future Research

This study investigated the transformational leadership of Academic Deans and their perceptions of their organizational culture, and the impact of leadership practices on the culture of their organizations in the public universities in the UAE. In addition to the deans, surveying full time faculty members would provide additional information about the impact of leadership on the cultures and subcultures within the organizations. This information may be useful to top management in the university system to help them guide their efforts toward leadership development and consistencies.

Despite the sample size ($n = 11$), this study yielded important findings that are generalizable to a small population of leaders. A replication of this study with an

increased sample size and with respondents from a broader range of organizations may yield more meaningful results. In addition, replication of this study may be useful in other international academic organizations that employ a blend of international and multicultural leaders. It may also be beneficial to determine why the LPI score showed a positive correlation only to a constructive organizational style. Therefore, it would be beneficial to repeat this study in other universities in the Gulf region to discover if the same results are shown. Also replication in other industries or other national universities may show different results, and determining if gender may yield to distinct outcome.

The results of this study call for reflection on ways in which of the three LPI subscale leadership practices are or are not predictive of the constructive culture. Further research with a large sample is needed in this area to help leaders focus their effort and attention on the different leadership practices and their relationship to three organizational culture styles. Although leadership practices are self-based and are tailored to work with all employees, some leadership practices may be viewed differently by one gender than another.

While this study showed that transformational leadership accounted for 36.2% of the variance in a constructive organizational culture, further investigation is needed to determine other contributing factors. In addition, the qualitative measures integrated in this study supported this finding, however further research would likely to add an unanticipated worth to the results. The national culture of the country was not under the control of the deans but certainly impacts the culture. It is also plausible that demographic and religious culture and political environments impact the culture of the organizations.

The overall findings of this study have provided the foundation for further research. Investigation into the value of the leadership practices of Academic Deans and their perception of their organizational culture must continue in an effort to gain a better understanding of the role transformational leadership plays in the development and maintenance of organizational culture.

Concluding Thoughts

“The best of all dealings is the one which is moderate.”

-- *Prophet Muhammad*

This study added an empirical perspective to the sparse body of literature on the relationship between transformational leadership and the perceived organizational culture of deans. Support for the implications of this study was found through the quantitative and qualitative data analysis. As such, leadership development was found to relate to academic organizational efficacy and that transformational leadership may strengthen organizational culture and provide the basis culture-building.

Findings of this study showed that transformational leaders in public universities in the UAE are able to encourage change from aggressive and passive to a constructive organizational culture. This is being achieved by transforming people and organizations to expand their vision, crystallize the mission, coincide behaviors with beliefs and values, and build momentum to bring about changes that are permanent and prevailing. In addition, values and norms were found to be of key importance. Kotter & Heskett (1992) note that values and norms will often yield to the desired constructive culture and eventually become more fluid.

As the UAE continues to grow and develop its infrastructure, it is imperative for the national leaders to focus on higher education leadership through encouraging deans

and other academic leaders to transfer their knowledge in a very constructive and meaningful way. Thus, future Emiratee deans will derive strength from the heights of transformational leadership practices, which will put the higher educational system in public institutions at the forefront of the Gulf and Arab region as well as globally.

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APPENDIXES

Appendix A

Glossary of Terms

In order to provide a context for understanding how the following terms are used in this study, the operational definitions of the terms are listed below.

Term	Definition
Bedouin:	Bedouin, derived from the Arabic badawi, a generic name for a desert-dweller, is a term generally applied to Arab nomadic groups, who are found throughout most of the desert belt extending from the Atlantic coast of the Sahara via the Western Desert, Sinai, and Negev to the eastern coast of the Arabian desert. It is occasionally used to refer to non-Arab groups as well, notably the Beja of the African coast of the Red Sea.
Emiratis:	Indigenous UAE people or national people of the UAE.
Hadith:	Recorded teachings of the Prophet Mohammed (pbuh), outside of the Quran. Also known as “The Traditions”. The Hadith is commonly taught in Islamic culture as a part of Islamic theology.
Ottoman:	The Ottoman Empire was an imperial power, centered around the borders of the Mediterranean Sea, that existed from 1299 to 1922.
Shari’ah:	The principle source of Shari’ah is the Quran itself; the very core of the Shari’ah are the “arkan ad-din”, or the five pillars of Muslim religion, which prescribe all the rituals incumbent on a believer.
Sheikhdoms:	The domain ruled by a sheik.
Sheikhs:	The leader or chief of an Arab village or family. It is also used to refer to a Muslim leader.
Tradition in the UAE:	Beliefs or customs or ways of doing something that has existed in the UAE for decades.
Trucial:	Before 1971, the seven emirates that make the UAE were known as the Trucial States, in reference of a 19th truce between the British and some Arab Sheikhs.
Quran	The holly book of Islam.

Appendix B

Brief History and Education System of the UAE

The United Arab Emirates (UAE) is a single nation that unites various member states into one country. It is an oil-rich country situated in the southeast of the Arabian Peninsula in Southwest Asia, comprising seven emirates: Abu Dhabi, Ajman, Dubai, Fujairah, Ras al-Khaimah, Sharjah, and Umm al-Quwain. Each state within the country is known as emirate, because they have historically been ruled by emirs, which are basically a form of prince.

The British involvement in India beginning in the late 18th century quickened British interest in the gulf region as a means of protecting the sea routes to India. Before British intervention, the area was notorious for its pirates and slave trade and was called the Pirate Coast.

In 1820 the Trucial sheikhs agreed to have a peace treaty with the British government not to enter into any agreements or correspondence with other foreign powers, receive foreign agents, cede, sell, or give any part of their territory to another government and to refrain from piracy. In return, the British government assumed responsibility for the foreign relations of the emirates and promised to protect them from all aggression by sea and any land attacks. Before the end of the century, Britain extended protection to Bahrain and Kuwait. Later Qatar entered the system after it repudiated Ottoman sovereignty in 1916.

As the wealth of oil resources became clear in the gulf region, the size of the British military establishment expanded. By the end of the 1960s, Britain had about 9,000 men in Oman, Sharjah—an emirate of the UAE—and Bahrain, where British military headquarters was located.

After World War II the British granted internal autonomy to the sheikhdoms. Discussion of federation began in 1968 when Britain announced its intended withdrawal from the Persian Gulf area by 1971. After 150 years of British rule, the sheikhdoms of Abu Dhabi, Dubai, Sharjah, Ajman, Umm al-Quwain and Fujairah merged to form the UAE on December 2, 1971, under the leadership of President Zayed bin Sultan Al Nahyan, former ruler of Abu Dhabi.

The UAE has transformed its educational system; currently, it has over 30 institutions of higher learning. Article 17 of the UAE Constitution notes the significance of education as it relates to progress within society.

The UAE offers a fully-fledged educational system for both boys and girls from primary level to university, with education for the country's citizens being provided gratis. There is also an extensive private education sector.

The UAE government spends about 16% of its budget on education. In 2000 there were approximately 1,050 schools catering for almost 625,000 pupils. Almost, two thirds of schools were run by the government, with the remainder run by a range of private sectors. The overall literacy rate rose from 43% in 1975 to 75% in 2000. According to the UN, the female adult literacy rate was slightly higher at a rate of 78% in 2000 (Economist Intelligence Unit, 2003).

Over half a million students are now at school or in college, while several thousand students, of both sexes, are pursuing courses of higher education abroad at Government expense.

In the past the last 34 years, the UAE has undergone a dramatic transformation from a traditional—Bedouin—country to a thriving modern nation state. Before 1971, there were no roads, hospitals, or formal schools in the UAE. Since gaining independence in 1971, the UAE has used its oil revenue to transform its economy and infrastructure, and became a powerful country in the region and internationally. The UAE has grown and continues to grow economically and understands the importance of educating their young men and women equally to become their nation's future leaders.

Appendix C

OCI Culture Types and Subscales

Culture Type	Subscales (Norms)	Example of Survey Statements That Resemble Actual OCI Questions
Constructive Styles	11. Achievement	<ul style="list-style-type: none"> • Trustworthy • Accomplish their own goals • Seek challenges • Generate creative options
	12. Self-Actualizing	<ul style="list-style-type: none"> • Develop plan for professional growth • Take calculated risks • Innovate • Delight in what they do
	1. Humanistic-Encouraging	<ul style="list-style-type: none"> • Be empathetic to others • Collaborate in decision making • Support the development of others • Treat others with respect
	2. Affiliative	<ul style="list-style-type: none"> • Be amiable and warm toward coworkers • Be considerate of others • Keep the goals of the group paramount • Use excellent interpersonal skills
Passive/ Defensive Styles	3. Approval	<ul style="list-style-type: none"> • Work to gain acceptance into the group • Always be agreeable • Set goals that make others happy • Always support the highest level “boss”
	4. Conventional	<ul style="list-style-type: none"> • Do what is expected • Never challenge policies rules, and producers • Avert discussions about disagreements • Consider only safe solutions
	5. Dependent	<ul style="list-style-type: none"> • Do what they are told, even if they disagree • Refrain from making suggestions to superiors • Don’t ask questions that could appear challenging to superiors • Run all decision past their manager

Culture Type	Subscales (Norms)	Example of Survey Statements That Resemble Actual OCI Questions
Aggressive/ Defensive Styles	6. Avoidance	<ul style="list-style-type: none"> • Always make decisions that will be received favorably • Try not to take a stand on issues • Avoid risks • Let others act first; stay uninvolved if possible
	7. Oppositional	<ul style="list-style-type: none"> • Be critical of others • Resist new ideas • Be hard to please • Stay detached from circumstances
	8. Power	<ul style="list-style-type: none"> • Maintain a strong authority position • Be in-charge of as much as possible • Always be firm • Play the political game well
	9. Competitive	<ul style="list-style-type: none"> • Always be number “1” • Oppose peers rather than work with them • Act as if they are superior to others • make the job as competitive as possible
	10. Perfectionistic	<ul style="list-style-type: none"> • They take care of all details without help • Be sure everything is done flawlessly • Appear self-assured • Devise very high standards and goals

Organizational Culture Inventory (OCI) by Cooke and Lafferty (1983, 1986, 1987, 1989, 1994) Plymouth, Michigan, USA: Human Synergistics. Copy right 1989 by Human Synergistics, Inc.

Appendix D

LPI and Corresponding Definitions

Transformational Leadership Practice (LPI)	Corresponding Definitions
Challenging the Process	<ul style="list-style-type: none"> • I set a personal example of what I expect of others. • I spend time and energy making certain that the people I work with adhere to the principles and standards that we have agreed on. • I follow through on the promises and commitments that I make. • I ask for feedback on how my actions affect other people's performance. • I build consensus around a common set of values for running our organization. • I am clear about my philosophy of leadership.
Inspiring a Shared Vision	<ul style="list-style-type: none"> • I talk about future trends that will influence how our work gets done. • I describe a compelling image of what our future could be like. • I appeal to others to share an exciting dream of the future. • I show others how their long-term interests can be realized by enlisting in a common vision. • I paint the “big picture” of what we aspire to accomplish. • I speak with genuine conviction about the higher meaning and purpose of our work.
Enabling Others to Act	<ul style="list-style-type: none"> • I seek out challenging opportunities that test my own skills and abilities. • I challenge people to try out new and innovative ways to their work. • I search outside the formal boundaries of my organization for innovative ways to improve what we do. • I ask “What can we learn?” when things do not go as expected. • I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. • I experiment and take risks, even when there is a chance of failure.
Modeling the Way	<ul style="list-style-type: none"> • I develop cooperative relationships among the people I work with. • I actively listen to diverse points of view. • I treat others with dignity and respect. • I support the decisions that people make on their own. • I give people a great deal of freedom and choice in deciding how to do their

Transformational Leadership Practice (LPI)	Corresponding Definitions
Encouraging the Heart	<p>work.</p> <ul style="list-style-type: none"> • I ensure that people grow in their jobs by learning new skills and developing themselves. • I praise people for a job well done. • I make it a point to let people know about my confidence in their abilities. • I make sure that people are creatively rewarded for their contributions to the success of our projects. • I publicly recognize people who exemplify commitment to shared values. • I find ways to celebrate accomplishments. • I give the members of the team lots of appreciation and support for their contributions.

Adopted with permission from the Leadership Practices Inventory (LPI) by Kouzes and Posner (1995).

Appendix E

Electronic Mail Letter of Invitation

Friday, September 28, 2007

Participant's Name and Title
Company or Organization
Address

Dear Mr./Ms.:

My name is Mouwafac Sidaoui and I am a doctoral student pursuing my Ed.D in the School of Education, Organization and Leadership department at the University of San Francisco. I am currently in the process of preparing my proposal for defense. My research study is focused assessing if leadership styles of the deans predict the organizational culture at the public universities in the United Arab Emirates. This is a quantitative research study and my prime method of collecting data will be online surveys.

I am inviting Deans from various public universities in the UAE to give their opinions in this area. By conducting this study, I hope that this research will have later implications for helping create better understanding of the organizational culture and its importance for effective leaders.

You are invited to participate if you are currently a Dean at a university in the UAE. Your opinion is valuable to scholars and researchers in the field of higher education. By volunteering to participate in his study, you will greatly contribute to the field of education and leadership. More importantly, you will be indirectly helping in providing quality knowledge to other potential higher educational leaders like yourself.

As a participant, you will complete two sets of questionnaires that will require about 30 minutes of your time. The First questionnaire is called LPI and it should take up to 10 minutes. The second questionnaire is called OCI and it should take up to 20 minutes. Furthermore, you do not have to complete the two questionnaires simultaneously. *If you are interested in participating, please read the Informed Consent Form before completing the questionnaire.* You will be reminded of this research once in two weeks and a last time in a month. If you wish to unsubscribe from this study please reply via email to Sidaoui@usfca.edu and state that you wish to unsubscribe.

Please address any concerns regarding the study or the questionnaire to the researcher. Thank you for your time and contribution.

Sincerely,

Mouwafac Sidaoui, Doctoral Candidate
Tel: 001-415-626-6543, Email: sidaoui@usfca.edu,
Webpage: <http://www.usfca.edu/fac-staff/sidaoui/>
Address: 3456 16th Street, San Francisco, CA 94114-1730

Appendix F

Informed Consent Form

Purpose and Background

Mr. Mouwafac Sidaoui, a doctoral student at the University of San Francisco, School of Education, has asked me to participate in his research study, which will assess if leadership styles of the deans predict the organizational culture at the public universities in the United Arab Emirates.

Procedure

I agree to be a participant in this study. I am currently a Dean in one of the public universities in the United Arab Emirates (UAE). I will complete two questionnaires that will require about 30 minutes of my time. This questionnaire includes questions related to my leadership styles and the organizational culture at my university. The questionnaires also include questions related to my personal information such, gender, ethnicity, experience level, and tenure.

Risk and Discomforts

I understand that I am free to decline to complete any question or decline to participate in the study at any time. If I am uncomfortable I may terminate my participation in the study at any time.

Confidentiality

I understand that my name and anything I contribute to the research will be as confidential as possible. I am aware that the questionnaires will be coded to remove any identifier and the information will be in locked files at all time. Furthermore, I understand that I will be provided a username and email address to use instead of my own if I choose to remain anonymous. I also understand that the researcher and the analyst are the only ones who will have access to my answers. Finally my identity will not be used in any reports or publication as a result from this study.

Benefits

There is no direct benefit to me from participating in this study and I will receive no monetary consideration. An indirect benefit is the opportunity to contribute my data to the topic at hand. In addition, my contributing is to for me and other colleagues in the field to better understand the relationship between leadership styles of deans and the organizational culture at public universities in the United Arab Emirates.

Alternatives

I have freely chosen to participate in this study.

Cost

There will be no cost to me for participating in this study.

Questions

If I have any questions or comments about the study, I may write to Mouwafac Sidaoui at 3456 16th street, San Francisco, CA 94114-1730 or contact him at 001-415-626-6543 or email him at sidaoui@usfca.edu. I may also contact his dissertation chair, Dr. Patricia Mitchell, at the University of San Francisco, at 2350 Turk Boulevard, San Francisco, California 94118, 415-422-2079. Should I not want to address comments to either of them, I may contact the Office of Institutional Review Board for the Protection of Human Subjects between 8:00AM and 5:00PM, Monday through Friday, by calling 001-415-422-6091 or emailing at irbphs@usfca.edu or by writing to the IRBPHS, Counseling Psychology Department, Education Building, Room 017 at University of San Francisco, 2130 Fulton Street, San Francisco, California 94117-1080, USA.

Consent to Participate in Research

I have been given a copy of this consent letter to keep. I understand that my participation in the dissertation research conducted by Mr. Mouwafac Sidaoui is voluntary. I fully understand and agree with the above procedures and conditions, and I read the Research Subject's Bill of Rights. Please reply to the email and type, "By filling the questionnaires for this study, I would have expressed my consent to participate in this study."

 Participant's Signature

Date

 Researcher's Signature

Date

 Mouwafac Sidaoui

Date

Appendix G

Sample Follow-up Letter

Date

Participant Name and Title
Company or Organization
Address

Dear Mr. / Ms.:

Thank you for reply. I appreciate your willingness to participate in my research study. I believe that the information you provide will be valuable for my dissertation.

My timetable is to complete the survey by the end of June 2006; therefore, I would appreciate hearing from you as soon as possible. Please call or e-mail me at anytime.

Thanks again for your assistance in my research.

Sincerely,

Mouwafac Sidaoui, Doctoral Candidate
University of San Francisco, School of Education,
Department of Organization and Leadership
Tel: 001-415-626-6543, Email: sidaoui@usfca.edu,
Webpage: <http://www.usfca.edu/fac-staff/sidaoui/>
Address: 3456 16th Street; San Francisco, CA 94114-1730

Appendix H

Permission Letter from United Arab Emirates University

Friday, September 28, 2007

Institutional Review Board for the Protection of Human Subjects
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

Dear Members of the Committee:

On behalf of the United Arab Emirates University, I am writing to formally indicate our awareness of the research proposed by Mr. Mouwafac Sidaoui, a doctoral student at USF. We are aware that Mr. Sidaoui intends to conduct his research by administering an online survey to our deans.

I am responsible for employee relations and am an executive officer of the university. I give Mr. Sidaoui permission to conduct his research in our university.

If you have any questions or concerns, please feel free to contact my office at 011-971-3754-4450


Sincerely,

Dr. Essam Hafiz,
TITLE
United Arab Emirates University

** letter should be printed on proper institutional letterhead*

Appendix I

Leadership Practices Inventory (LPI)



Welcome
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Take LPI
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Development Planner

LPI Self

by JAMES M. KOUZES
& BARRY Z. POSNER

The rating scale runs from one to ten. Choose the number that best applies to each statement.

1- Almost Never
2- Rarely
3- Seldom
4- Once in a While
5- Occasionally
6- Sometimes
7- Fairly Often
8- Usually
9- Very Frequently
10- Almost Always

Leader Survey

Step 1 of 3

1. I set a personal example of what I expect of others. Choose an Answer
2. I talk about future trends that will influence how our work gets done. Choose an Answer
3. I seek out challenging opportunities that test my own skills and abilities. Choose an Answer
4. I develop cooperative relationships among the people I work with. Choose an Answer
5. I praise people for a job well done. Choose an Answer
6. I spend time and energy making certain that the people I work with adhere to the principles and standards that we have agreed on. Choose an Answer
7. I describe a compelling image of what our future could be like. Choose an Answer
8. I challenge people to try out new and innovative ways to their work. Choose an Answer
9. I actively listen to diverse points of view. Choose an Answer
10. I make it a point to let people know about my confidence in their abilities. Choose an Answer

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http://www.lpionline.com/lpi/do/leader/take_survey
4/17/2006

LPI Self

by JAMES M. KOUZES
& BARRY Z. POSNER

The rating scale runs from one to ten. Choose the number that best applies to each statement.

- 1- Almost Never
- 2- Rarely
- 3- Seldom
- 4- Once in a While
- 5- Occasionally
- 6- Sometimes
- 7- Fairly Often
- 8- Usually
- 9- Very Frequently
- 10- Almost Always

Leader Survey

 Step 2 of 3

- | | |
|---|---------------------------------------|
| 11. I follow through on the promises and commitments that I make. | Choose an Answer <input type="text"/> |
| 12. I appeal to others to share an exciting dream of the future. | Choose an Answer <input type="text"/> |
| 13. I search outside the formal boundaries of my organization for innovative ways to improve what we do. | Choose an Answer <input type="text"/> |
| 14. I treat others with dignity and respect. | Choose an Answer <input type="text"/> |
| 15. I make sure that people are creatively rewarded for their contributions to the success of our projects. | Choose an Answer <input type="text"/> |
| 16. I ask for feedback on how my actions affect other people's performance. | Choose an Answer <input type="text"/> |
| 17. I show others how their long-term interests can be realized by enlisting in a common vision. | Choose an Answer <input type="text"/> |
| 18. I ask "What can we learn?" when things do not go as expected. | Choose an Answer <input type="text"/> |
| 19. I support the decisions that people make on their own. | Choose an Answer <input type="text"/> |
| 20. I publicly recognize people who exemplify commitment to shared values. | Choose an Answer <input type="text"/> |

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LPI Self

by JAMES M. KOUZES
& BARRY Z. POSNER

The rating scale runs from one to ten. Choose the number that best applies to each statement.

- 1- Almost Never
- 2- Rarely
- 3- Seldom
- 4- Once in a While
- 5- Occasionally
- 6- Sometimes
- 7- Fairly Often
- 8- Usually
- 9- Very Frequently
- 10- Almost Always

Leader Survey

Step 3 of 3

21. I build consensus around a common set of values for running our organization.
22. I paint the "big picture" of what we aspire to accomplish.
23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.
24. I give people a great deal of freedom and choice in deciding how to do their work.
25. I find ways to celebrate accomplishments.
26. I am clear about my philosophy of leadership.
27. I speak with genuine conviction about the higher meaning and purpose of our work.
28. I experiment and take risks, even when there is a chance of failure.
29. I ensure that people grow in their jobs by learning new skills and developing themselves.
30. I give the members of the team lots of appreciation and support for their contributions.

Review your responses before clicking SUBMIT. Once submitted, your responses cannot be changed.

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Appendix J

Organizational Culture Inventory (OCI) ®

The Organizational Culture Inventory (OCI) is copyrighted by Human Synergistics International. To obtain a copy, kindly contact the publisher's website <http://www.humansynergistics.com>

Appendix K

Qualitative Questionnaire

The following are qualitative questionnaires:

1. What makes a dean a good academic leader?
2. What would you describe as your key leadership practices?
3. Could you describe the organizational culture at your institution? How are your practices impacted by the organizational culture?
4. What other factors influence deans' practices at your institution?
5. Describe the impact that deans have at the organizational culture at your institution?
6. In your opinion, do you think deans of Western cultural background have a different impact on the organizational culture than those of Arab or Middle Eastern cultural background?
7. How do you think faculty members at your university perceive deans? What do you think your faculty members really want in terms of leadership?
8. In your opinion, what are the characteristics that your institution looks for in dean's leadership style?
9. How do you show appreciation to your employees?

Appendix L

IRBPHS Approval Letter

From: IRBPHS <irbphs@usfca.edu>
Date: Wednesday, May 10, 2006 2:41 pm
Subject: IRB Application # 06-037 - Application Approved
To: "Mouwafac M. Sidaoui" <sidaoui@usfca.edu>
Cc: "mitchell@usfca.edu" mitchell@usfca.edu

May 10, 2006

Dear Mouwafac Sidaoui:

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF) has reviewed your request for human subjects approval regarding your study.

Your application has been approved by the committee (IRBPHS #06-037). Please note the following:

1. Approval expires twelve (12) months from the dated noted above. At that time, if you are still in collecting data from human subjects, you must file a renewal application.
2. Any modifications to the research protocol or changes in instrumentation (including wording of items) must be communicated to the IRBPHS. Re-submission of an application may be required at that time.
3. Any adverse reactions or complications on the part of participants must be reported (in writing) to the IRBPHS within ten (10) working days.

If you have any questions, please contact the IRBPHS at (415) 422-6091.

On behalf of the IRBPHS committee, I wish you much success in your research.

Sincerely,

Terence Patterson, EdD, ABPP
Chair, Institutional Review Board for the Protection of Human Subjects

IRBPHS University of San Francisco
Counseling Psychology Department
Education Building - 017
2130 Fulton Street
San Francisco, CA 94117-1080
(415) 422-6091 (Message)
(415) 422-5528 (Fax)
irbphs@usfca.edu

<http://www.usfca.edu/humansubjects/>

Appendix M

List of Possible Research Participants

United Arab Emirates University, Zayed University, and Higher Colleges of Technology:
Complete Deans List.

United Arab Emirates University

n	Title
1.	Dean, College of Humanities and Social Sciences (CHSS)
2.	Dean, College of Science (COS)
3.	Dean, College of Education (CEDU)
4.	Dean, College of Business and Economics(CBE)
5.	Dean, College of Shari'ah and Law (CSL)
6.	Dean, College of Food and Agriculture (CFA)
7.	Dean, College of Engineering (COE)
8.	Dean, College of Medicine and Health Science (FMHS)
9.	Dean, College of Information Technology (CIT)
10.	Dean, University General Requirements Unit (UGRU)
11.	Dean, College of Humanities and Social Sciences (CHSS)

Higher Colleges of Technology

n Title

- 12. Dean, Engineering
 - 13. Dean, General Education
 - 14. Dean, Education
 - 15. Dean, Information Technology
 - 16. Dean, E- and Blended Learning
 - 17. Dean, Institutional Learning & Effectiveness
 - 18. Head, Corporate Affairs
 - 19. Dean of Business
-

Zayed University

n Title

- 20. Dean, Arts and Sciences
 - 21. Dean, Business Sciences
 - 22. Dean, Communication and Media Sciences
 - 23. Dean, Education
 - 24. Dean, Information Systems
 - 25. Dean, Student Affairs
 - 26. Dean, Arts and Sciences
-

Appendix N

Sample Job Description of Dean in the UAEU

United Arab Emirates University Dean of College of Science

The United Arab Emirates University invites applications and nominations for the position of **Dean of the College of Science**. The University expects to fill this position on or before **September 1, 2006**.

The University

Founded in 1977, the UAE University is the oldest and largest university in the United Arab Emirates, with its campuses for men and women located in Al-Ain, an oasis city about an hour and a half drive from Dubai and Abu Dhabi. More than 15,000 students are enrolled in the University's nine colleges. The University offers a broad array of undergraduate degree programs and a selected number of master's programs. The University has over 3,300 faculty and staff serving students in Colleges of: Business and Economics (accredited by AACSB), Engineering (substantial equivalency by ABET), Education (recognized by CQAIE), Sciences, Humanities and Social Sciences, Medicine and Health Sciences, Food and Agriculture, Information Technology, and Sharia and Law. Graduate level programs include Environmental Science, Material Science and Engineering, Water Resource Science, MBA, Remote Sensing and GIS, Petroleum Science, and Engineering Management. In addition to its already accredited colleges and programs, the University is seeking institutional accreditation with one of the United States' regional associations.

The United Arab Emirates is known for its rapid growth and for the open and tolerant society which has resulted from that growth.

The College

The College of science was one of the first colleges established in the United Arab Emirates University. Classes started in the College in the academic year 1977/1978. The College of Science has endeavored, since then, to develop its performance and to achieve measures of excellence in its three main activities of teaching, scientific research, and community service.

The College of Science has taken significant steps, during the last few years, towards the development of all aspects of the Bachelor Programs in Mathematical Science, Physics, Chemistry, Biology and Geology. The development process aims at training the students to acquire self-learning skills, introducing unconventional interactive methods of teaching and using modern technologies of teaching, (e.g., Computer-Aided Instruction). These efforts led the College of Science to being recognized as one of the well known centers in the field of modern methods and technology of teaching science in the Arab World.

The mission of the College of Science is to conduct quality programs in education, research, and community services that support the UAE University mission of preserving, generating, and transmitting knowledge. The College of Science creates an intellectual forum in the various disciplines of sciences.

There is a genuine desire on the part of both the College and the University to offer programs of international standards. The Faculty has available the latest technological and pedagogical support.

The Position

The Dean is the chief executive officer of the College and reports to the Associate Provost for Academic Affairs.

The Dean is responsible for the administrative and academic functions of the College, including curriculum development and implementation. He/She will have budgetary responsibilities as well as responsibility for faculty development and evaluation.

The Dean is expected to work effectively with students, faculty and other units and colleges. He/She is also expected to encourage excellent teaching, scholarship and research and interact effectively with community leaders.

Requirements

- Ph.D. from an accredited university in one of the science related disciplines.
- Qualifications for appointment to the rank of full professor.
- Five years' experience in academic administration at least.
- Outstanding record of scholarly accomplishments.
- Experience with a learning-outcomes and assessment based academic model.
- Ability to communicate easily with students and faculty.
- Strong leadership and team building skills.
- Ability to work with diverse cultures and nationalities.
- Ability to effectively interact with community leaders locally, nationally and internationally and to serve as a liaison between the University and the community.

Salaries and Benefits

- Tax-exempt compensation package
- Free housing
- Furniture and utilities allowances
- Employer paid comprehensive health insurance
- Educational allowance for children
- Annual airline tickets for employee and family members
- End of service gratuity
- Generous vacation package

To apply

Please provide the following documents

- A cover letter highlighting administrative and academic experience
- A current curriculum vitae

- Five references including addresses, phone numbers and e-mail addresses of each

Please direct applications and inquiries to:

Associate Provost for Academic Affairs,
United Arab Emirates University

P.O. Box 15551

Al Ain, United Arab Emirates

Telephone: +971 3 *****

Fax: +971 3 *****

Web Site: <http://www.uaeu.ac.ae>

E-mail: *****

Electronic submissions are encouraged and may be sent to APAA.Office@uaeu.ac.ae.

Review of applications will begin immediately and will continue until the position is filled.

Appendix O

Approval Letter from Kouzes & Posner LPI Instrument

KOUZES POSNER INTERNATIONAL

15419 Banyan Lane
Monte Sereno, California 95030 USA
FAX: (408) 354-9170

March 26, 2006

Mr. Mouwafac Sidaoui
3456 16th Street
San Francisco, California 94114

Dear Mouwafac:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to reproduce the instrument as outlined in your request, at no charge, with the following understandings:

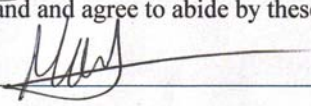
- (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
- (2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument: "Copyright © 2005 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";
- (3) That one (1) **bound** copy of your dissertation and one (1) copy of **all** papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,
- (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,


Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed) 

Date: 04-12-06

Appendix P

Approval Letter from Human Synergistics OCI Instrument

Mouwafac Sidaoui
 3456 16th Street
 San Francisco, CA 94114-1730

BELGIUM

Dear Mr. Sidaoui:

June 20, 2006

BRITISH ISLES

Your proposal, "Transformational Leadership Styles of Deans and the Organizational Culture of United Arab Emirates Public Universities: A Correlational Study," has been reviewed by Human Synergistics and I am pleased to inform you that permission is granted for the use of the *Organizational Culture Inventory*® (*OCI*) in your research.

CANADA

FINLAND

Human Synergistics will provide you with up to 30 online (web) versions of the *OCI* for use in your research for \$1.50 per survey, with an additional \$250.00 web-site administration fee. Completed inventories will be collected and housed by Human Synergistics. Human Synergistics will provide you with an SPSS and/or Microsoft Excel file that includes item responses, demographics and any supplemental item responses. All other costs associated with this project (e.g. postage, data analysis, profiles) will be incurred by you.

NETHERLANDS

NEW ZEALAND

In exchange for the research discount that we are extending, you agree to the conditions outlined in the *OCI* "Research Applications" document and summarized below:

1. Human Synergistics will receive two copies of all working papers, presentations, reports to sponsors and manuscripts to be submitted for publication which present *OCI* results;
2. Human Synergistics has your permission to add these *OCI* data to its database to be used only for purposes of checking the norms, reliability, and validity of the inventory. Confidentiality of the data will be maintained;
3. Researchers may not reproduce any of the *OCI* items in their manuscripts;
4. The following citation must be included in your manuscript where the *OCI* circumplex is displayed: Research and Development by Robert J. Cooke, Ph.D. and

Strengthening Organizations through Individual Effectiveness



J. Clayton Lafferty, Ph.D. Copyright 1973-2006 by Human Synergistics International. Used by permission;

5. The following citation must be included in your manuscript where the OCI style descriptions are discussed or reproduced: From *Organizational Culture Inventory* by R.A. Cooke and J.C. Lafferty, 2003, Plymouth, MI: Human Synergistics. Copyright 2006 by Human Synergistics, Inc. Adapted by permission; and
6. More generally, you will use the *OCI*, conduct your research and report your results in a manner that is consistent with the *Publication Manual of the American Psychological Association* (2001) and that respects and protects Human Synergistics' copyrights, trademarks, and proprietary data and materials.

If the terms outlined in this letter are agreeable to you, please sign where indicated below, retain a copy for your files, and return to me.

Please contact me if you have any questions. Best of luck with your research.

Sincerely,

A handwritten signature in cursive script that reads "Cheryl A. Boglarsky, Ph.D.".

Cheryl A. Boglarsky, Ph.D.
Director of Research
Human Synergistics Inc.

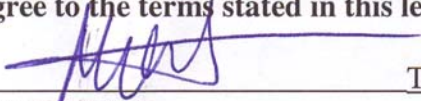


Mouwafac Sidaoui
3456 16th Street
San Francisco, CA 94114-1730

Letter of Agreement for Researchers
OCI 120 Web Version

June 20, 2006

I agree to the terms stated in this letter:

 Tuesday, June 20, 2006
signature and date

Mouwafac Sidaoui
print name

University of San Francisco
organization or university

3456 16th Street

San Francisco, CA 94114-1730

address

415-515-9869
telephone

sidaoui@usfca.edu
e-mail address