

**LEADERSHIP BEHAVIOUR AS PERCEIVED BY EMPLOYEES
IN PSYCHOLOGICAL SERVICES ORGANIZATIONS :**

**STUDY APPLIED ON THE EMPLOYEES OF THE SOCIAL DEVELOPMENT OFFICE –
AMIRI DIWAN, STATE OF KUWAIT**

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Abstract:

Social Development Office (SDO) is a governmental non-profit organization in the State of Kuwait. SDO offers psychological services aiming to overcome the psychological disorders resulting from the Iraqi occupation of Kuwait (1990-91). SDO's operational strategy asserted that the execution of work depends on a manager with leadership skills (Manager-Leader), not a manager who will only administer (Manager-Administrator). This study aimed to investigate the SDO managers' performance as perceived by the SDO employees from the leadership perspective. The objective of the study is twofold : firstly to identify the dimensions of leadership behaviour, and secondly to examine the types of leadership demonstrated by SDO managers. The study used a specially designed scale which was tested for validity and reliability. The scale was administered on a randomly selected sample (N=120), consisting of SDO employees. The scale measured eight dimensions of leadership behaviour which are : organization of the working structure; understanding working details; promoting employees' efficiency; achieving co-operation and teamwork spirit; decision-making; responsibility towards work and subordinates; boosting the morale, and social sensitivity. The scale also measured ten types of leadership which are : focused leadership; communication leadership; trust leadership; respectful leadership; risk leadership; bottom-line leadership; empowered leadership; long-term leadership; organizational leadership, and cultural leadership. The study showed that SDO employees evaluated their managers positively with a percentage of 65 regarding the leadership behaviour as a whole. On the level of each dimension separately, SDO employees' evaluation of the managers performance ranged between 54.3-76.5%. SDO managers got a relatively low mean score on items of responsibility (54.3%); organizing work structure (57.3%); increasing work efficiency (57.3%); decision-making (62.5%); co-operation and team-work spirit (64%); understanding work details (70%), boosting the morale (68%) and social sensitivity (76.5%). Regarding the types of leadership demonstrated by SDO managers according to the SDO employees, the study showed that the *Communication Leadership* is the most common type which was demonstrated by the SDO managers. 81% of the interviewees responses confirmed this aspect. In fact this high percentage agrees with the high positive percentage of interviewee responses on several items of the questionnaire which demonstrate the interaction of managers with workers. Regarding *Focused Leadership*, this was demonstrated by SDO managers according to 76% of the interviewees. 65% of the SDO employees asserted that their managers demonstrated the *Bottom-Line Leadership*; *Respectful Leadership* (61%); *Long-Term Leadership* (57%); *Organizational Leadership* (56%); *Trust Leadership* (42.5%); *Cultural Leadership* (41%); *Risk Leadership* (40%), and *Empowered Leadership* (35%). It is clear that the *Empowered Leadership* is the least type of leadership demonstrated by the SDO managers according to the SDO employees. The study discussed the significance of these results in relation to the SDO managers performance from the perspective of the effective leadership criteria in organizations in general and the Kuwaiti context in particular. The results suggest that for SDO to become a more effective institution, the management has to organize advanced training courses for their managers to gain leadership skills, knowledge and attitudes which will be beneficial to both, the management and the employees.

CHAPTER ONE

INTRODUCTION

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INTRODUCTION

Preface

Leadership is an issue, which attracts increasing interest from scholars in different fields, especially psychology and management. Leadership is one of the main topics of organizational psychology (Van Rosentiel and Stengiel, 1988) and there are several studies that deal with leadership from different perspectives within this framework. Schein (1983, p.104) stated that he faced great difficulties in coping with the massive volume of modern studies concerning leadership in comparison with those that deal with other topics of organisational psychology. In this context, one of the modern studies mentioned that over three thousand empirical social studies, discussing leadership, were accounted for up to the year 1989 (House et al, 1997).

From the managerial organization perspective, the high level of interest in leadership by scholars may have more than one explanation. Leadership is considered a decisive factor in shaping the nature of interactions within the organization. Leadership may influence the directing these interactions on the right course, which yields the desired goals, or it may direct these interactions in the wrong manner, hindering the organizational performance. Leadership also affects the tendencies of employees, their behaviour, and the degree to which they are unified with the goals of the organization. It also determines the characteristics of the working environment. Taking these factors into account, leadership plays a key role in the organization's performance as a whole, and it affects the workers' job satisfaction, and their lives in general (Schultz, 1978, pp. 227-228). One study concluded that the success or failure of any organization is attributed to its leadership qualities, and the main difference between a successful and unsuccessful organization is the difference in the nature of its leadership (Shawki, 1992, p. 26).

Effective leadership creates incentives in the workers as well the possibilities of increase in job satisfaction. According to the study by Pool (1997), incentives to work and effective leadership style are the two highest predictors of job satisfaction. In this framework, some studies suggest that the psychological side of leadership is living through it with incentives. According to Maddock and Fulton (1998), leadership is an incentive, and incentive is leadership. Scott and Bruce (1994) mentioned that the key

characteristic that leaders use is dealing with the emotions that increase incentives, and that leadership is an important factor affecting the creative behaviour of their subordinates.

The importance of leadership is stressed in different organizations by considering environmental and organizational changes relating to the rapid development in communication technology and information systems. These changes “provide more facilities that are mandatory” for the survival and success of the organization in competitive markets that are continuously changing. For many organizations, changes are a source of turbulence and redefinition that affect how people work, what skills they need and what kinds of careers they expect. One critical change is how people work. They are expected to care more for their jobs than themselves. Changes make it necessary to create a new culture of authority, one in which superiors acknowledge their dependence on subordinates; for subordinates can challenge superiors and both are able to show vulnerability (Hirschhorn, 1997).

Because of the continuing changes and developments, there is a need for management and workers to make sense of their constantly changing roles in the work place of the 21st century. In this context, Klein et al (1998) asserted that the climate of change and displacement causes workers enormous anxiety. It is expected that this situation will increase as the predictability and stability of work environment continue to decrease.

Organizations are shifting from hierarchical structures to more open networks of people cooperating to achieve interrelated goals. A major role of leadership in this context is to engage participants in the work of identifying, developing and employing a foundation of values that are responsive and accountable to participants, stakeholders and society (Hickman, 1998). On the other hand, change in the information system requires making changes in leadership behaviour of the organizational managers (Kahdeer, 1995).

Moreover, if successful leadership is a crucial prerequisite for survival and success of organizations, so is it the case for psychological service organizations. There is little literature that deals with the methods of developing the performance of psychological service organizations through the application of the principle of total quality management (TQM) in a manner that such organizations are able to help individuals overcome their problems and stress (Sluyter, 1998).

The importance of effective leadership in psychological service organizations is necessary in dealing with managerial life in general and in the circumstances of crisis and war in particular. In spite of all the luxuries available, the rapid pace of life has made

modern man susceptible to stress, and hence psychological disorder in its different forms (Mansour, 1995). Meanwhile, psychological service organizations meet more urgent needs in a society that is passing through the crisis of war and armed struggle. Wars and armed struggles often result in physical injuries and various psychological disorders, such as post-traumatic stress disorders, anxiety, depression, phobias, malfunction of social-self coordination (Green et al, 1990; Davidson et al, 1990; Green et al, 1991).

Under such circumstances, there is a need for organizations concerned with repairing the psychological destruction caused by war or crisis, and efforts are usually focussed on healing, guiding, rehabilitating the victims and creating a general consciousness that the environment is free of all dangers. Implying a safe, peaceful as well as a predictable environment requires identifying the effects due to the war. It also requires diagnosis of the negative effects as well as rehabilitation through different means and ways employed in the science of psychological trauma (psychotraumatology). Confronting the negative psychological impacts of war requires planned and organised efforts, which could be achieved through organizational framework. Psychological service organizations must be managed under effective leadership with the right expertise and abilities to successfully deal with the stresses of modern life in general and the traumatic effects of war, in particular. This concept is significant to the Kuwaiti society, which experienced a large-scale war during the Iraqi occupation of Kuwait, from August 1990 – February 1991.

The Kuwaiti people did not expect their Iraqi neighbours to occupy their land and violate their sovereignty, and in the course of seven months the Iraqi military forces undertook brutal activities, such as detainment, torture, murder, random shooting, terrorizing of citizens, house breaking, destruction of public utilities and looting of institutions (Al-Deeb, 1993). These barbaric actions transformed the Kuwaiti society into an unsafe environment, where citizens felt that danger was always close. Their way of life had been changed drastically and they faced several obstacles in satisfying their daily needs. Public services, the daily luxuries of life as well as food, which were in plentiful before, were becoming scarce. Kuwaiti citizens continued to live a difficult life, surrounded by threats during the seven months of occupation.

After Kuwait was liberated in February 1991, field studies were conducted to identify the effects resulting from the shock of the Iraqi occupation. These studies revealed that many Kuwaiti citizens suffered from various psychological disorders such as anxiety, depression, nervousness, phobias, insomnia, and post traumatic stress disorder, etc (Al Ansari et al 1991; Al-Bar, 1993; Al Hammadi et al, 1993, Al-Rashidi, 1995.).

The Kuwaiti government had realized the dangers of the negative effects of the Iraqi occupation. To confront these effects, an Amiri Decree (92/63) was issued to establish the Social Development Office (SDO), with the goal of monitoring the psychological, social and educational effects resulting from the Iraqi occupation, as well as the rehabilitation of the Kuwaiti identity to become safe and secure and once again perform its natural role in developing and rebuilding society (Amiri Diwan 1992). SDO was established in November 1992, as a governmental non-profit organization, offering psychological services to Kuwaiti citizens, especially those suffering psychologically due to the stressful and traumatic events as a result of the Iraqi occupation, free of charge.

The SDO performs its duties based on a written operational strategy that places great emphasis on the provision of professionally qualified manpower. SDO's operational strategy asserted that the execution of work depends on a manager with leadership skills (Manager-Leader), not a manager who will only administer (Manager-Administrator). The SDO strategy also specifies that its employees must have specific characteristics, especially those involved in management. The most important of these specifications are emotional composure, sensitivity toward problems, deducibility, mental flexibility, effective communication, persuasive abilities, steadfastness, and the ability to endure problems (SDO, 1993, p. 18). The characteristics stipulated by the operational strategy of the SDO are amongst the most important credentials of a successful leader. Emotional composure, sensitivity towards problems, effective communication and the ability to deduce, are amongst the most important characteristics of a successful leader (Shawki, 1992, p. 65).

The significance of leadership at the SDO is also demonstrated by principles in relation to the goals for establishing the office (SDO, 1993, p. 43), some of which are:

- Sound commitment and development of counselling services in the Kuwaiti society
- Enriching teamwork spirit and intellectual cooperation at SDO.
- Continuously developing the SDO Kuwaiti cadres to be able to offer the best quality of services.
- Flexibility in performance with the initiative to develop the work at SDO in confronting a rapidly changing environment.

A manager with leadership skills can carry out the application of these principles effectively. Enriching teamwork spirit and intellectual cooperation, initiative in dealing

with a rapidly changing environment and leading the developmental operation in a successful manner can only be achieved through skilfull leadership (Shafique, 1997, p 247).

The concept of the 'Manager-Leader' is necessary to accomplish the mission of the SDO which, according to its terms of reference, is: "identifying and confronting the psychological, social and educational negative effects resulting from the Iraqi aggression on the Kuwaiti people, and rehabilitating the Kuwaiti citizen to be capable of performing its role in developing and rebuilding society". The target of the SDO is the Kuwaiti national identity, which represents the personality of the Kuwaiti nation. This responsibility is not simple. Dealing with psychological, social and educational problems requires that those who lead the concerned institutions are not just a 'Manager-Administrator' but also a 'Manager-Leader', professionally qualified and ambitious, with a vision of reality and who can positively affect the employees to achieve the desired goals.

1.1 The Study Problem

From the above it is clear that realizing the goals of the SDO requires the presence of the 'Manager-Leader', as specified in the operational strategy. The study problem question is "To what extent does the performance of SDO managers demonstrate leadership behaviour?" The current study seeks to answer this question through identifying the opinions of the SDO employees of their managers' performance: Do SDO employees perceive their managers as having leadership behaviour? Answering this question requires the determination of not only leadership behaviour but also types of leadership as reflected through this behaviour. It also requires considering variables that may affect the SDO employees' perceptions of their managers.

1.2 Importance of the study

Identifying the professional behaviour of managers is an important factor in developing organisations. It is the first step in defining managers with attributes of managerial behaviours. It also attracts attention to the negative aspects of their performance and the resulting undesired reactions, such as subordinates adopting negative attitudes towards their superiors or increase in absenteeism or job dissatisfaction, or reduced productivity. Identifying the behaviour of managers may also create monitoring self-criticism, self-developing and correction of performance. The current study topic is to

investigate the SDO managers' behaviour from the employees' perception according to the criteria of leadership behaviour. The importance of studying this topic arises from the following considerations:

1. The study bridges a gap in studies pertaining to psychological service organisations in Kuwait. There is no study conducted on leadership behaviour of managers holding positions of authority in such organisations, e.g., SDO, the Martyr's Office, the Al-Reggie Specialised Rehabilitation Centre, and the Psychiatric Hospital.
2. The study opens a new field of research related to psychological service organizations in Kuwait, i.e. identifying the professional behaviour of managers as perceived by their subordinates. Studies concerned with psychological service organizations will contribute to developing these organizations, which have significant importance for the Kuwaiti society.
3. Through studying the professional performance of SDO managers, the positive and negative aspects in their behaviour will be identified, and hence the possibility of reinforcing the advantages and confronting the drawbacks.
4. Studying the professional behaviour of SDO managers from the perspective of leadership behaviour will reveal characteristics of organizational communication within the SDO. The knowledge of such information is necessary to enrich this communication and correct any imbalances.
5. The current study enables identification of the SDO subordinates' image of their managers. If the image is positive it will imply that managers displayed leadership behaviour. However, if the image is negative it will imply that the SDO managers did not have leadership behaviour, which contradicts the target performance.
6. The study highlights the extent of the SDO's commitment to its declared strategy, demonstrating the leadership behaviour in management activities. This is significant to evaluate the gap between declared strategy on one hand and implemented strategy on the other.
7. The study used a valid and reliable scale in measuring leadership behaviour and types of leadership and was applied on a fully randomly selected sample thus confirming the originality of the study and leading to the fact that the results of the study are reliable and can be generalized.

1.3 Study Limitations

The current study identifies the leadership behaviour as reflected in the professional performance of SDO managers, answering the question - to what extent do the SDO employees perceive their managers as leaders? In answering this question a study was conducted on a sample of SDO employees using a questionnaire that measures the dimensions of leadership behaviour and the types of leadership. Despite the importance and originality of the study it has the following limitations:

1. The study is concerned only with the SDO, and did not investigate managers' behaviour in other psychological organizations.
2. The study relies on the scale of leadership behaviour designed by the researcher benefiting from other scales and leadership literature. The results of the study are therefore only valid within the limitation of the research tool used.
3. The results achieved by this study apply to the leadership behaviour of SDO managers at the present time of conducting the study. They do not necessarily throw any light on the topic in the past, nor predict the nature of this behaviour in the future.

1.4 Study Plan

The study aimed to answer two main questions: to what extent does the professional performance of SDO managers reflect the dimensions of leadership behaviour, and what are the types of leadership demonstrated in the professional performance of SDO's managers? To achieve this research aim and objective, the study was conducted according to an integrated plan comprising a theoretical background, methodology, results, and interpretation.

The study contains five major chapters. Chapter 1 constitutes a general introduction identifying the study outlines regarding the problem, significance, and limitations.

Chapter 2 is the review of literature concerning archetypes – dimensions of leadership. It contains definitions of leadership while distinguishing it from other concepts, leadership approaches, and types of leadership according to the criteria of work style, authority source, method of selecting, and freedom of behaviour. To provide a clear orientation of the current study, this chapter also discusses the dimensions of leadership

behaviour and managerial leadership in organizations in the cultural context of leadership and the Social Development Office (SDO) as a governmental non-profit organization.

The third chapter discusses the methodological procedures to answer the study questions. It includes sampling, designing and testing data collection tool that aim to measure directly two aspects. First, dimensions of leadership behaviour which are organizing work structure, understanding work details, promoting efficiency, achieving cooperation and team-spirit, decision-making, responsibility, increasing workers' spirit, and social sensitivity. Second, types of leadership, which are demonstrated as focused leadership, communication leadership, trust leadership, respectful leadership, risk leadership, bottom-line leadership, empowered leadership, long-term leadership, organizational leadership, and cultural leadership.

The fourth chapter presents the study results. It contains the following ten sections: SDO leadership behaviour regarding organizing work structure, SDO leadership behaviour regarding understanding work details, SDO leadership behaviour regarding promoting work efficiency, SDO leadership behaviour regarding achieving cooperation and team spirit, SDO leadership behaviour regarding decision-making, SDO leadership behaviour regarding responsibility, SDO leadership behaviour regarding increasing workers' spirit, SDO leadership behaviour regarding social sensitivity, total behaviour of SDO leadership, and types of leadership in SDO.

Finally, Chapter 5 includes the discussion and interpretation of the study results under the summary of the key findings, key themes, gender differences and effects of other demographic and professional variables, an in-depth view of the dimensions of leadership behaviour, the practical significance of the results in terms of increasing the efficiency of managerial leadership, avenues for further research, and a final conclusion.

CHAPTER TWO
REVIEW OF LITERATURE

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

In accordance with the research objectives, this chapter discusses the relevant literature through three sections :

Section One: Leadership Archetypes - Dimensions of Behaviour

Section Two: Managerial Leadership in Organizations

Section Three: The Social Development Office (SDO)

Section one concentrates mainly on the definitions of leadership, leadership approaches, types of leadership, dimensions of leadership behaviour, and leadership from the cultural perspective. Section two deals with the managerial behaviour, effective managerial leadership, and managerial leadership challenges. Section three discusses the establishment and functions of the SDO: its tools, organizational structure, and development.

2.1 SECTION ONE: LEADERSHIP ARCHETYPES – DIMENSIONS OF BEHAVIOUR

Preface

Leadership has traditionally been seen as a distinctly interpersonal phenomenon demonstrated in the interaction between leaders and subordinates. Leadership literature has confirmed the development of leadership theories and practices especially in the light of the changing environment affecting the organizations. The current study was designed to determine types of leadership and behaviour as demonstrated by SDO managers according to the SDO employees. Thus two essential points have to be elaborated: types of leadership, and leaders' behaviour. This section discusses ideas and theories related to these two focal points considering the elements demonstrating the current study orientation under the following sub-titles:

- Definition of Leadership
- Leadership Approaches
- Types of Leadership
- Dimensions of Leadership Behaviour

2.1.1 Definition of Leadership

There are several difficulties when defining the term "leadership". The most difficult of all is to differentiate between what leadership should be and factors that contribute to its emergence. Moreover, we have to recognise the uneasy separation between factors indicating the efficiencies of the group and the principles according to which the group works. There is an intervention between leadership and other concepts, especially authority, presidency, responsibility and management concepts. These concepts are similar to that of leadership in some aspects, and different in others.

Assaf (1976, p. 331) defined leadership as the ability to influence others through contact to achieve specific aims, while Al-Hawari (1976, p. 334) defined it as an influential operation that specifies effectiveness in terms of the leader's personality and the characteristics of his subordinates and the nature of their duties. From these two definitions, it may be concluded that leadership is the leader's ability to influence his subordinates through effective contacts to achieve specific aims. Leadership, therefore, concentrates on guiding and orientating individuals' behaviours, persuading them to work

effectively, and trying to harmonise their aims and the organisation's objectives to achieve the best results.

Others believe that leadership is the art of attracting individuals to co-operate in achieving common objectives. Leaders generally try to achieve the subordinates' targets, and satisfaction of their personal needs (Abdu, 1993, p. 372). According to this definition, a leader has to work diligently with his subordinates to achieve the group's desires and to increase their satisfaction. Hence the leader's existence, as well as continuity, is attained after the understanding of his subordinates' acceptance of him and his continuity to achieve their aims. If any contradiction occurs between the leader's objectives and that of the subordinates, it will threaten the leader's existence as well as continuity.

Shaheeb (1990; p. 280) viewed leadership as a type of interaction between the leader and his subordinates, in a manner that makes them more effective in achieving organisational targets as well as their own needs, which depend upon the leader's personality, behaviour, and the ability to understand his subordinates and encourage them to perform the required duties.

According to Northhouse (1997), leadership is defined as an operation that enables one individual to influence a group of people so as to achieve a collective goal, and it is based on four major components: leadership as an operation, the aim to influence the individuals, the social environment, and a collective aim, which enables the group to achieve.

These definitions illustrate that leadership is not a mere collection of qualities, such that whoever possesses them is certain to be a leader. Rather, leadership is considered a type of relationship between individuals who have their own needs and a person who can fulfil or satisfy these needs, thus striving to achieve them through collective efforts.

The concept of leadership differs from the concepts of *power*, *authority*, *responsibility* and *management*. Leadership differs from the **authority concept** that is considered a legal right in managing and giving orders. An authorised individual usually derives his/her authority, the right to manage and give orders from the job or position that he occupies in the organisation. Authority stems from two sources: formal and practical. With regard to the formal source, authority is entrusted to every manager and is derived through the position. As for the practical source, authority is positive - it is not only

entrusted to a successful manager, but is also derived from his followers' acknowledgement of his leadership and their execution of his orders (Abdu, 1993, p. 374).

Leadership concept also differs from the **power concept**, which was examined from several perspectives. It has been proposed that persons may possess five types of interpersonal **power**: reward, coercive, legitimate, referent, and expert. Some researchers have speculated that supervisory behaviour might impact upon subordinate perceptions of supervisory power (Hinkin & Schriesheim, 1994). However, the concept of power differs from the concept of leadership as the former flows only in one direction (downwards), whereas leadership concept flows in dual connected directions, where continuous communications directed from up to down and visa versa are encouraged. The power concept is also connected with imposing penalties and punishments on subordinates in case of the leader's dissatisfaction with their performance, while leadership understanding is linked to the loss which the followers sustain when the leader does not approve of their performances (Shaheeb, 1990, p. 282).

Leadership concept also differs from the **responsibility concept**. Responsibility is considered as the followers' understanding of the manager performing a certain duty or specific work. Briefly, the understanding is the responsibility of the leader and followers (Abdu, 1993, p. 378). The subordinate undertakes the responsibility, which therefore stems essentially from the supervisor's relationship with his subordinates. The president has priority and authority to entrust any of his subordinates to perform specific duties. This relation is created within the hierarchy of the organisation. Responsibility can be continuous or limited for a specific duty or for a certain period of time. It is possible to delegate the 'authority' but, not possible to delegate the 'responsibility'.

Taking into consideration the differences between leadership concept and the power concept, there is a need to distinguish between the concept of the president and the concept of the leader. The president in any organization relies on authority entrusted from higher up, and this authority, no doubt, has existed from the very start of the assignment. The president is imposed on the group, while a leader emerges from the group itself. Leadership stems from the group and members feel its need, believe in its objectives, practise its feelings and derive its power, while **presidency** derives its power from authority outside the group and members have to accept its power for fear of punishment. The president's main concern is to maintain his position and may not be helped by the existence of any dispute among the group. In this concept an administrative president may or may not be a leader. In case of a president not being a leader, he may be a risk for the

organisation as a president relies on authority and the position in giving orders and instructions, which may not meet the individuals' needs (Al-Hawari, 1976, p. 333). On the other hand, if the president is a leader, there is an easy flow of instructions and orders, and constancy in its being carried out among various administrative levels, and eventually achieving the group's targets. This ensures the leadership's importance and effectiveness of its active role in developing the various aspects of the organisation.

There is also a difference between leadership concept and **management concept**. Leadership and management are two correlated concepts, but they do not have the same meaning. The two concepts can be distinguished in several ways with regard to the relationship with subordinates. The leader's relationship with his subordinates is one of the oldest human relationships characterised by its primitiveness and efficiency. In this relationship, psychological qualities are mainly apparent as the leader stimulates sympathy and emotions, and motivates his subordinates in the pertinent direction to be able to act accordingly. Practices of psychological qualities indicate a certain type of talent and capabilities to impress subordinates and attract them. As for the manager's relationship with his subordinates, it is a new type of professional relationship where ways of using one's own intellectual experience are present in addition to the accurate methods of organising, planning and typifying performance and facts (Othman, 1998, p. 72).

In Shawki's (1993, p. 50) opinion, others generalise management and particularise leadership. The relationship lies between the general and the particular. This implies that management is more general and more comprehensive than leadership, which is one of management's positions. Resources are orientated through leadership to achieve management objectives.

Some researchers differentiate between leadership and management on the basis of the fields of concentration. Leadership focuses on the human side of the organisation, whereas management focuses on the technical and organisational aspects. A manager stresses the organisational environment so as to enable employees and workers to perform their duties more efficiently in order to achieve the organisation's set goals. The manager performs a number of tasks, such as planning, organising, communicating and controlling, including all the specified managerial tasks involved in the individual's professional affairs. As for the leader, he performs only some of these duties, stressing the morale of his subordinates and stimulating their motivation to coordinate efforts and unify their determination in a specific direction for an overall achievement (Shawki, 1993, p. 50).

Accordingly, leadership qualities are among the requirements for the manager's success and managerial skills are among the requirements of the leader's success. Some tendencies, in management, assert reliance on leadership to ensure the success of the organisation's management. In this respect, Plas (1996) stated that leadership is centred on the individual as one of the management's methods practised in many American organisations, through which psychological and managerial tools are united, so that workers perform at the highest productivity level and therefore provide the maximum benefits for the organization. Individual-centred leadership is based on the various main principles in managerial work, such as creative adventure, learning, teamwork and participation, in addition to subjugating these principles towards the care and attention of the individual.

There is an agreement on the importance of leadership and its role in various organisations where it helps to achieve management's objectives. Al-Salmi (1998, pp. 173 – 174) concluded that the leadership role involves various tasks, some of which are: to introduce the individuals to management's objectives, explain management policies and invite their participation in drawing up these policies, illustrate each individual's role in achieving the organisational objectives, stress the importance of co-operation as a team, and convince individuals to compromise and harmonise their personal aims with those of the organisation. Leadership guarantees guidance in performance of duties and permission to perceive the best ways for fulfilling them, and provides the training to avoid errors. Leadership contributes, as well, in solving individual problems, judges the scope of success in achieving the duties entrusted to them, and takes the proper measures, which guarantee the individuals rewards or penalties according to their performance and quality level.

Al-Essawi (1990, pp. 375-376) found that leadership plays an important role in specifying group objectives as guidelines in setting up values, criteria and development. However, leaders conduct this role to varying degrees. Leadership prepares group activity plans so as to achieve its objectives and contributes to satisfying the subordinates' needs, and helps the group to overcome the crises. Some researchers pointed out that when a crises emerges, the leader usually utilises special abilities to help the group overcome the crises and deal with it effectively, therefore, helping the group to avoid risks and negative results (Pillai, 1996, p. 543 – 562).

From the above, it can be concluded that leadership is important for delegating activities to people in general. Leadership organises activities and takes it to the furthest

degree of effectiveness. The concept of leadership is important and it can be applied to all fields of work. In spite of the importance of leadership for every aspect of human life, related research studies often focus on leadership in organisations (Den Hartoz, 1977, pp. 255-267).

2.1.2 Leadership Approaches

There are several viewpoints regarding leadership behaviours, characteristics and management techniques. These viewpoints can be classified under three major categories: Personal Characteristics Approach, Situational Approach, and Behavioural Approach. The first approach concentrates on the importance of the leader's personal characteristics for effectiveness of leadership. The second focuses on leaders' behaviour and effectiveness. The third approach explains the extent of the leaders' effectiveness and their suitability for organisations in different situations and conditions. The following is a brief description of each of these approaches.

2.1.2.1 Personal Characteristics Approach

According to this approach the personal characteristics of the leader determine the extent of his success and effectiveness in confronting leadership requirements for organisations and its progress of work. Success or non-success of the leader is initially due to his personal qualities. Many researchers have discussed such qualities. Reviewing the academic heritage related to this subject, could classify the leader's personal qualities as follows (Jad Al-Rab, 1990, p. 335):

- Natural qualities and physical characteristics represented by body height, weight and features (one is born with).
- Academic level, such as general educational standard, social and vocational abilities.
- Ability in dealing with people and guidance in acquiring their co-operation to adapt their behaviour with the situation and surrounding changes.
- Personal maturity, including self-confidence, acceptance of criticism from seniors and subordinates, perseverance, non-frustration, resistance to pressures, self-reliance, decision-makings on time, able to gain the respect of others and ability for effective bargaining. These qualities reflect the individual's self-confidence (Al-Hawari, 1976, p. 341).

- Level of ambition, being the major motive for carrying responsibility. But excessive ambition in acquiring authority or money may be risky to the owner.
- Creative thinking, represented by the individual's ability of intellectual fluency, self-action, flexibility and with far recalling memories such as response to a problem or situation.

In this context of explaining creative thinking for leadership, some are of the opinion that creative thinking comprises three major components: intellectual fluency, flexibility of self-action, and the ability to recall. According to this opinion an effective leader has the following abilities (Al-Maghrebi, 1998, pp. 43-44):

- To reduce danger of subordinates and absorb anger
- To investigate the ideas which need to be adapted
- To ignore the organisational policies, if necessary
- To effect quick decisions, whenever necessary
- Having skills of effective listening
- To avoid faultfinding and defamation of subordinates' errors
- Not to harbour grudges or hatred against anybody
- To indicate preference of public interests to personal ones
- Physical fitness and good health: this quality is significant for leadership because it maintains good performance and sound thinking
- Communication skills, e.g. talking, listening, studying the reaction of others and reading their facial expressions: this skill also includes the ability to acquire information without argument, but through discussions with management at meetings and seminars
- Technical skills, knowledge and experience to facilitate communication with technical assistants and supervision of various works requiring technical expertise (Abdu, 1993, p. 115)

In considering the above qualities and merits, personal leadership qualities comes from within the individual and is originally more self-motivated than submission to exterior or environmental situations (Vecchio, 1997).

The personal qualities of leaders are important in leadership selection, measuring the scope of effectiveness and the study of leadership essentials. The personal characteristics approach has, however, been criticised. The availability of leadership

qualities in a certain person does not necessarily justify leadership. Leadership qualities are evident but the person does not necessarily have to occupy a leadership position due to reasons related to a certain situation or the surrounding circumstances (Al-Hawari, 1976, p.330).

Criticism addressed to this approach has increased through the experiences of several organisations, which proved that the personal qualities are insufficient for leadership success. Despite a high level of innovative abilities and intellect, on the other hand the inexperience, negligence and misgivings of reality and developments, dominance in decision making, partiality of one group over another, are all negative aspects which may threaten the positive personal qualities of a leader and eventually become insufficient in judging the effectiveness and scope of probable success in managing the organisation (Chaffins, 1998, pp. 9-19).

Moreover, the personal characteristics do not specify the degree of importance of each of the above-mentioned qualities. Furthermore, they do not specify the delicate relationship between each quality and the effectiveness of the leader's performance. Besides there is no direct connection between the existence of these qualities and the effective level of each performance and its success. It is well known that a leader, despite the availability of his personal qualities, may become less effective if the surrounding circumstances and situations change. In addition to this, the approach is not considered perfect in dealing with leadership essentials.

2.1.2.2 Situational Approach

The situational approach is one of the approaches, which explains and illustrates the essentials of leadership and how leaders are chosen. It explains the extent of the leaders' effectiveness and their suitability for organisations in different situations and conditions. Situations constitute appropriate conditions for the selection of leaders. The theoretical dimension of the situational approach attracts the attention of academicians, but the applicable side of this approach has not received the same attention and concern. (Vecchio, et al. 1997, pp. 334-350). There are two models that summarise the situational approach of leadership in organisations: Fiedler's model, and Objective Path model (Shaheeb, 1990, p. 289).

Fiedler's Model

Fiedler's model in leadership includes three main constructs: (1) leader's characteristics, (2) situational control, and (3) leadership effectiveness. The levels of analysis and source of information with respect to the leader's motivational orientation (as measured by the Least Preferred Coworker Scale) are discussed, and variables that contribute to the leader's situational control are described. Other topics include individual, group and organizational outcomes, new directions, and applications of the contingency model. Ayman et al (1995) demonstrated that the strength of the model lies in its use of a multi-level and multi-sources approach in defining leadership effectiveness. Great attention is directed to the situational control theory in the context of investigating leadership behaviour and types of leadership. Situational control is defined by leader or subordinate perceptions or experimenter manipulations of leader-member relations (how supportive subordinates are towards the leader and how positive they are towards each other); task structure (how familiar the leader and subordinates are with the task); and leader position power (leader control over the reward and punishment of subordinates). When all three of these are favourable, the circumstances are clearer and more certain, hence, the perception of control (Ayman et al., 1995).

Fiedler's leadership model is based on measuring productivity through the final outcome of the leader's performance and not through the actual satisfaction of subordinates. Accordingly Fiedler classified leaders according to their situational behaviour as follows:

- Leaders who have motivation to duty, their aim is to achieve and perform concrete or tangible works that occupy the first priority in the leader's concerns, while subordinates' feelings and satisfactions are a secondary priority.
- Leaders who have motivation of relationship are inclined to let the subordinates participate in the leadership's responsibilities, through planning and implementing group activities. These leaders, therefore, care a great deal to build a good relationship with others and acquire the subordinates' respect and admiration, as well.

According to Fiedler's model, the leader's effectiveness is influenced by his personality, besides the influence of the situation of the working environment. The leader's ability to influence the work of the group relies on the prevailing situation. There

are some situations in which the leader can easily influence subordinates and control their behaviour, and in others it is affected by his ability to predict the future. Therefore, there are some situations that are appropriate for the leader and others that are not.

The Objective Path Model

This model deals with leadership through the intellectual and mental operations of the subordinates as a response to the leader's behaviour. The elements, which govern the subordinates' thinking, are logical and realistic. In addition, the subordinates' behaviour relies, to a great degree, on their preference for the objectives, which are achieved as a result of their behaviour. Therefore, an effective leader is one who excites the subordinates' positive thinking which motivates them to behave in a manner that meets the group's objectives. This model was criticised and opposed because the leader's success in one situation does not necessarily mean success in various others. Moreover, the ever-changing environment creates changing situations, which never marches at the same tempo (Assaf, 1976, p. 476).

In brief, situations alone are not sufficient to study the leaderships' essentials, characteristics, effectiveness and success. But it can be relied upon situations as one of the variables utilised in evaluating leadership's performance to test the extent of effectiveness.

2.1.2.3 Behavioural Approach

According to this approach, the effectiveness of leadership behaviour is determined by their personalities and other essential characteristics. This approach discriminates between two categories of activities carried out by the leader: technical and human. This denotes or points out, in general, that one part of leadership activities should be directed to the material side, and the other part should be directed to the human requirements. Therefore, the leadership activities include two major areas. The first is performance represented by planning, organising, guidance and control. The second is the human element, which the leader performs in order to perceive and achieve the subordinates' needs.

Studies have proved the existence of a positive association between leadership behaviour and achievement of job satisfaction for the subordinates, especially when the leader takes into account human relationships that should prevail within the organisation. This helps to achieve the required objectives and creates a successful working group (Butler and Cantrell, 1977, pp. 976-978).

It is noticed that this approach is directly concerned with leadership behaviour, group productivity and the employees' job satisfaction. It is worth mentioning that there are several mediating factors, which affect the nature of relations between these three variables, such as circumstances of changing environment and the leader's qualities and abilities to deal with various situations.

Thus it is clear that among various theories and scientific approaches that have illustrated the aspects of leadership, its qualities and methods of selection, it may not be feasible to rely on only one approach in selecting leaders and evaluating their qualities. The objective vision imposes the necessity of making use of each approach in selecting leaders and evaluating and measuring degrees of their effectiveness and their success.

2.1.3 Types of Leadership

There are several criteria according to which leadership types are determined. According to Assaf (1976, p. 468), these criteria are: work style, authority source, freedom of behaviour and publicity.

2.1.3.1 Work Style

With regard to work style, leadership is classified into three major types: dictatorial, democratic, and anarchic leaderships.

Dictatorial Leadership

A dictatorial leader is more similar to that of a president than that of a leader. He rules his subordinates against their will, sets up a plan of work independently, and supervises them with dominance and unfair means. A leader who belongs to this category believes that it is his right to rule his followers by unfair ways, owing to past experiences, good birth, family descent or personality. This type rarely admits mistakes and does not care for human feelings or passions, even for those who are close to them. They look for glory at any cost (Assaf, 1976, p. 469). Dictatorial leaders can be divided into two kinds:

- The unjust dictatorial leader who exaggerates despotism and may sacrifice the group's interest to maintain his own - mostly utilises the principle of "separate to dominate" for maintaining absolute dominance.
- The fair dictatorial leader who is dictatorial but likes to manage the group with goodness and family spirit, but complete reliance on him may expose the group to danger.

If a dictatorial leader is suitable at the time of forming and organising the group, or in managing some crises continuity in the dictatorial style from the leadership side threatens the group's solidarity and mostly causes hatred of such leadership. This type of leadership calls for the individuals non-reliance and neglect in addition to wastage of time and anarchy, especially if the leader gives up the group or keeps away from them, besides the probability of committing mistakes due to his self-opinion and self-authority.

Democratic Leadership

This type is considered as the opposite to the dictatorial one. A democratic leader tries hard to satisfy and saturate the group's needs. This is best described as a reciprocal respect between leader and subordinates, and is distinguished by group work and team spirit. The democratic leader shares with the group whatever decisions or measures are taken. In this type of leadership, the leader adds his power to that of the group as well as endeavouring to create a generation of future leaders for group work. According to Assaf (1976, p. 471) there are two types of democratic leadership:

- Collective leadership, which is shared by a number of leaders who give the orders with the group's accord.
- Leadership by consultancy: the leader prefers not to take an important decision without consulting experts and consultants.

As a result of democratic leadership merits and qualities, findings of several studies pointed out that individuals' preference to democratic leadership type is more than that of the autocratic dictatorial one. Besides, levels of individuals' performance are much better in the shade of democratic leadership than their performance in the shade of autocratic ones (Sywensky et al, 1996, pp. 76-87).

In spite of the importance and advantages of democratic leadership, there are some problems and considerations. There is a necessity for members to be of a high degree of consciousness, education and full knowledge and familiarity of their groups' affairs and what situations surround them. Democratic leaderships' management is known by their slowness in decision-makings, due to the many meetings and discussions that are held as a necessity of being familiar with other points of view. But these negatives are considered simple and cannot be compared as risks with negative consequences of dictatorial leadership.

Anarchic Leadership

This type of leadership is considered as a passive type, whereby the leader entrusts the group to perform without supervision or assistance and leaves them do whatever they like without interference. This type is considered more prevalent in some of the government organisations in many underdeveloped countries (Jad Al Rab, 1990, p. 337). The disappearance of the leader's role is noticed in this type of leadership. The leader does not take an actual part in managing the group nor co-ordinate with their members. This type of leadership is mostly described by extension of entrusting authorities, and generality of instructions, and hesitations and haziness or non-stability.

2.1.3.2 Authority Source

By this dimension, two types of leadership can be distinguished: formal leadership and non-formal leadership (Jad Al-Rab, 1990, p. 473).

Formal Leadership

Formal leadership is where the leader relies on his job or formal authority, which he derives from the organisation due to his position and his managerial level, therefore, named, the job type. This type of leadership is connected with a specific, clear job that the leader practises through the authority assigned to the job.

Non-formal Leadership

When the leader never occupies a formal job nor derives authority from the laws or authorisation, but is a self-action leadership, which is a person who has the qualities and skills that fit the requirements, this may be described as a non-formal leadership.

Ignoring the non-formal type of leadership is one of the mistakes committed by formal leaders within the group. Here non-formal leadership may work in an opposite direction against formal leadership; this may weaken the formal leadership powers and reduce effectiveness thereby causing embarrassment in various situations. The formal leadership's cleverness lies in containing the non- formal leadership and the groups attached to it, in order to work for the interest of formal leadership and not against it.

In both formal and non-formal leadership, there is a critical importance of the role that followers play in the legitimating of a leader's authority (Hollander, 1993).

2.1.3.3 Methods of Selecting

There are many standards and criteria related to selecting managerial leaders. However, according to the methods of selection, leadership can be classified into two types: elected leadership and appointed leadership.

Elected Leadership

Regarding elected leadership, the appointed group, in the presence of all members or at least a majority of them, chooses to elect a leader who they feel justifies the proper selection to lead the group. Election can be carried out as well, among members of high authority levels of companies, board of directors, organisations, and various establishments for a suitable member to lead the group. It may occur that there is self-nomination of a leader and, consequently, the members choose between him and other nominees, or they decide on his selection if there are no other nominees. On other occasions, the leader imposes himself on the group relying on his powerful resources, and later works diligently to acquire the group's satisfaction and acceptance (Assaf, 1976, p. 414).

Appointed Leadership

Regarding appointed leadership, it can be done according to two methods: objective and non-objective. Appointment on an objective ground, implies the appointment of a leader chosen on the basis of his knowledge of the overall job assignment, leadership abilities to perform in line with the organisation's values and vision; distinguished skills and contacts, with the ability to understand the local and global environment of the organisation; ability to compare between the choices in order to decide on proper selection and/or substitution, in addition to his being an example in the field of his work (McGill & Slocum, 1998, pp. 39-49).

Leadership appointments, on the other hand, may be done according to personal considerations and factors that have no basis of objectivity. This manner of appointment is usually not based on any logical criteria, but on personal considerations such as: loyalty, family relatedness, personal contacts like friendship and familiarity, or based on interference of other agencies/organisations who have an interest because it will serve their purposes. The appointment may also be for some political reasons and other considerations. It is certain that the group will not favour the appointment of a leader on a non-objective basis.

There are, at the same time, a series of criteria, which may guide the individuals to select a qualified leader who can serve the group and achieve their aims, and thus succeed in satisfying the group's needs. Priest (1989, pp. 34-41) has suggested the following criteria for selecting a leader: personal characteristics, technical experience in the related field, skills for communication, negotiation, managerial, organisational, creative, innovation, personal skills in solving problems and quick initiative in confrontations, special skills in sympathising with the masses and keeping them together, and ambitions and future plans for developing group performance. This indicates that the public select the leader according to not only for his technical and expertise but also for his effectiveness in human relations.

Van-Vugt & De-Cremer (1999) concluded that there was a general preference to select leaders with a legitimate power base (i.e. democratic, elected, and internal leaders), but these preferences were particularly pronounced when people's identification with their group was higher rather than low. The authors deeply investigated these findings and found that when group identification was low, an instrumental leader (one who punishes non-contributing employees) was far more effective than a relational leader (one who builds positive intragroup relations).

2.1.3.4 Freedom of Behaviour

To what extent does the leader have freedom of behaviour? In answering this question there are two types of leadership: liberated leadership and bureaucratic leadership.

Liberated Leadership

The liberated leader is one who manages flexibly, and his styles in managing the work change and vary according to the requirements of circumstances and situations. Since the leader's goal is the group's interest, then he has the right to manage it in the manner in which he deems fit to achieve it.

Bureaucratic Leadership

Contrasting the liberated leadership is the bureaucratic leadership, which is distinguished by passive and exaggerated concern, in the form of authority and procedures, overlooking the subject. This type of a leader covers his position by long and various procedures. He is afraid of responsibility and appoints the observers who may

come to see him. He uses various means to maintain his position at the top of the group (Jad Al-Rab, 1990, p. 338).

The bureaucratic leader also makes rules and procedures an object in themselves. He forgets that rules and procedures essentially exist for work fluency and easiness. This type of leader creates a barrier between him and his subordinates, setting up rules to contact him through the secretarial office. Consequently, secretaries' influence is increased and they form powerful centres in organisations and various establishments. Here hypocrisy becomes a desired matter and running always from responsibility becomes dominant in the atmosphere of work. Therefore, initiative and innovation are never encouraged because the procedures form obstacles, blocking and preventing encouragement of individuals for positive contribution. It can therefore be said that the existence of bureaucratic leadership is one of the factors that contribute to failures in the performance of organisational goals and achievement of objectives.

2.1.3.5 Publicity

According to this criteria, there are two types of leadership: direct leadership and indirect leadership (Assaf, 1976, p. 1468).

Direct Leadership

This type of leadership is achieved in the form of contact between the leader and the groups through familiar and clear communicative channels. Here the subordinates know the leader closely.

Indirect Leadership

Indirect leadership is where the leader practises leadership, as it were, from behind a curtain. Nobody knows his personality or ways of reaching him. This type of leaderships is common in the field of politics and governments where some groups practise their activities without open and clear publicity about their leaders

2.1.3.6 Behavioural Organisational Effectiveness

This approach criteria concerns the characteristics of effective chief executives to assess visionary leadership in organisations. While the leader's behaviour is one critical factor in visionary leadership, there are two other equally important sets of variables: personal characteristics and organizational context. If a leader has strong and positive

personal characteristics and the organization is long established, there is a good potential for the leader to be effective. There is a lot of literature concerning behavioural organizational effectiveness as a criterion for classifying leadership. Contemporary approach to leadership concentrates on a blend of variables to explain effectiveness, combining to form a new genre of theory that emphasizes the leader's motivational skills, symbolic behaviour, vision and morality in what is termed transformational effects of leadership or outstanding leadership (House and Podsakoff, 1994). Some literature introduced an integrated view towards the type of leadership according to the criteria of the behavioural organizational effectiveness. In this context, Sashkin & Burke (1990) identified these types as follows:

Focused Leadership

Leaders of this type are 'focused' on the key issues under discussion and help others to see these issues clearly. They also have clear ideas about the relative importance or priorities of different issues under discussion, concentrating only on the most important issues. Overall this leadership style comes together as the ability to manage one's attention and to direct the attention of others.

Communication Leadership

This type of leadership has the basic skills in interpersonal communication. These skills allow the leader to get across the essential meaning of a message, even if this means devising some innovative, unusual ways to ensure that the idea is understood. The skills include the basic interpersonal communication skills of attending to both ideas and feelings, rephrasing for clarification, active listening, giving feedback, asking questions, and summarizing.

Trust Leadership

This type of leadership indicates the leader's perceived trustworthiness, as shown by willingness to take clear positions, to avoid 'flip-flop' shifts in position, and to follow through on commitments. The leader's reliability is assessed by the extent to which one can trust the leader to be consistent and not act in surprising or unexpected ways.

Respectful Leadership

The key concept of this type is the way the leader treats others (and him-or herself, as well) in daily interactions. Visionary leaders consistently and constantly express concern for others and their feelings. The visionary leader has a high degree of self-regard, too, as well as regard for others; since only when one has positive regard for one's self can one extend this to others. Unconditional positive regard must apply to one's self as well as to others, and therefore the leader's sense of how he or she fits into the organisation is evaluated.

Risk Leadership

According to this type of leadership, leaders are deeply involved in what they do and are willing to take risks, not on a hit-and-miss basis but, rather, only after a careful examination of factors favouring success and failure. All the leader's energy is then invested in actions to ensure success. In other words, visionary leaders may take some risks in implementing their visions, but they see their actions as steps forward in creating their visions, not as 'chancy' or 'risky bets. Finally, visionary leaders design risks-challenges and opportunities-that others can 'buy into' so that followers can participate in and 'own' the vision.

Bottom-line Leadership

This type indicates effective visionary leaders who have a basic sense of self-assurance, an underlying belief that they can personally make a difference and have an impact on people, events, and organisational achievements. They are aware that people make a difference and believe that they, personally, can do so. This major characteristic is the leader's reflectance, the sense that one can have an effect over one's own destiny.

Empowered Leadership

This type of leader has the power, and empowerment is a central and recurring theme appearing throughout our theory of organisational leadership, this scale assesses the specific personal characteristic defined as the need-for-power motive, in terms of both its strength and its manner of application. Visionary leaders have a high need for power, not for its personal rewards or to dominate others, but because they know that it is through power and influence that things get done in organisations. Power and influence are the necessary means for affecting one's world, for realizing one's vision. Visionary leaders

realize that power and influence must be widely shared, not just exerted at top levels by a few key persons. In effective organizations, everyone feels he or she has a lot of influence, especially over the job for which one is personally responsible. Effective visionary leaders use power to empower others, who then use their power and influence to help create the leader's vision.

Long-Term Leadership

This type of leader is able to think clearly over relatively long spans of time, at least several years. Their visions, and the more specific goals along the way, are not short-term 'to do' lists but are instead conditions that they are committed creating, over the long run. They know what actions must be taken to stay on the right track, they are able to clearly explain their long-range views to others (at least in basic outline), they see how their plans can be extended to take into consideration added elements of their organizations, and they can conceive of how their visions might be expanded beyond their current views and plans.

Organizational Leadership

All organizations must deal with certain basic issues. One concerns changes in their environments. A second has to do with achieving goals based on customer/client demands. A third centres on coordinating the activities of individuals and teams. A fourth and final basic issue is that of maintaining the system of shared values and beliefs that drives the organisation's culture and determines how well the organisation will deal with problems of adaptation, goal attainment, and co-ordination. Organizational leadership depends on the degree to which the leader has a positive impact on these matters, helping the organisation to adapt more effectively, to attain goals, to get people working together effectively in teams and between teams, and to maintain a strong set of shared values and beliefs. In other words, this assesses the degree to which the leader 'connects' with the organisation in terms of its four critical functions. The organizational leadership demonstrates the cultural philosophy within capitalist organizations in the market.

Cultural Leadership

The stable type of values and beliefs that is shared by most or all of the organisation's members defines an organisation's culture. Some values and beliefs are more likely to support effective functioning - and the leader's vision - than are other values

and beliefs. Cultural leadership depends on the extent to which the leader is able to develop or inculcate those values that will strengthen organisational functioning-adapting to change, attaining goals, working together, and maintaining the culture-and, at the same time, help build and support the leader's vision. Schein (1983) has suggested that constructing the organisation's culture may be the only really important task of leadership. It is surely one of the most basic and difficult of the leader's tasks, being at the heart of what Bennis and Nanus (1985) defined the leader's role as a 'social architect'.

2.1.4 Dimensions of Leadership Behaviour

It is worth mentioning that the current study is concerned with the investigation of leadership behaviour of management personnel in one particular organisation, Social Development Office (SDO), from the perception of its subordinates. The topic therefore implies the perceived behaviour of personnel in positions of authority. Psychologically speaking, the perception process includes anything that is perceived (perception topic), as well as the person who perceives it.

In the current study, the topic of perception is the behaviour of personnel with authority and the perceiving individuals are the subordinates. However, the perception process does not include only watching, listening, tasting or smelling, but also explaining and conferring meanings upon the stimuli, which is related to a group of factors such as surrounding circumstances and the perceivers' meanings and previous experiences (Jalal, 1985, p. 904).

The perception by the subordinates of their leader's behaviour is significant for the organisation in general. The subordinate perceives the actions of his supervisor by way of speech, doing in addition to his apparent emotions and reactions to certain situations, etc. (Shafik, 1997, p. 242). Upon perceiving these behaviours, the subordinate assigns certain meanings, which are affected by his own interpretation depending on his experiences, supervisor's personality, nature of behaviour and social context through which this behaviour was performed. However, what are the dimensions of the leadership behaviour of people in authority in such organisations?

Answering this query is specified by the researchers according to the criteria of objectives that cope with the studies' topics and goals. As mentioned earlier, there are various views concerning leadership, its definition and types and leadership behaviour in modern organisations. The literature faces difficulties in distinguishing accurately between leadership principles on one hand and the leadership behaviour on the other. These

difficulties are triggered by the vast scope of human behaviours. Some leadership characteristics cannot be assessed outside apparent behaviour. For example, if a strong personality is one of the characteristics of a good leader, this implies that it must be embodied in behaviours that can be perceived. Moreover, behaviours of managers in the framework of managerial positions make it difficult to survey all aspects of their behaviours, due to the multiplicity of managerial behaviour (Abdulla, 1989, pp. 9-74).

There are also multiplicities of visions regarding the dimensions of leadership behaviour (Hashem, 1979, pp. 423-443). This multiplicity is reflected in tools measuring this behaviour, such as: Leatherman Leadership Questionnaire (LLQ), Leadership Report (LR), Leadership Effectiveness Survey (LES), Leadership Behaviour Questionnaire (LBQ), and Exploring Leadership Skills (ELS). These scales tackled the dimensions of leadership behaviour from different perspectives, which is reflected by their contents and the literatures (BSA, 1998; Yuki and Lipsinger, 1990; Sashkin and Burke, 1990).

The LLQ measures the most effective leadership behaviours in 27 specific leadership skills areas such as delegation, managing change and team building. However, the leadership dimensions, according to LLQ are the following skill areas:

- Assigning Work
- Career Counselling
- Coaching Employees
- Oral Communication
- Managing Change
- Handling Employee Complaints
- Dealing with Employee Conflicts
- Counselling Employees
- Helping and Employee Make Decisions
- Delegating
- Taking Disciplinary Action
- Handling Emotional Situations
- Setting Goals and Objective and Planning with Employees
- Handling Employee Grievances
- Conducting Employee Meetings
- Giving Positive Feedback
- Negotiating

- Conducting Performance Appraisals
- Establishing Performance Standards
- Persuading/Influencing Employees
- Making Presentations to Employees
- Problem Solving with Employees
- Conducting Selection Interviews
- Team Building
- Conducting Termination Interviews
- Helping an Employee Manage Time
- One-On-One Training

The Leadership Report (LR) is designed and tested by Burk (1990) it based on the notion that the way power is used to empower followers is the key factor that distinguishes transformational from transactional leaders. The LR is an 18-item forced-choice questionnaire. Each item consists of a stem followed by two alternative choices. One choice is designed to represent how a typical “transactional” leader would think or act, the other being characteristic of “transformational” leaders. While some items are behaviourally oriented, most are intended to tap the attitudes and values characteristic of transformational and transactional leaders. Transformational leadership is distinguished through three dimensions.

The first dimension is creating versus conserving. This dimension centres on the use of power to make creative changes and solve problems in creative ways. This distinction between a creative approach to situations and a conservative approach may be central to the difference between how transformational and transactional leaders act and use power. Transactional leaders focus on maintaining stability in the short run, while transformational leaders empower others to make creative changes in the long run.

The second dimension is arousing versus clarifying or empowering through excitement. This dimension describes the difference between a person who concentrates on creating energy and arousing hopes and one who separates and clarifies assignments and derives power from established roles."

The third dimensions is active versus reactive. This dimension centres on the distinction between an active use of power and more reactive or passive approach. A transformational leader sees him-or herself as a cause of events, one who actively teaches others the right way to go. This approach contrasts with a more reactive one in which the

leader sees him/herself as a facilitator, helping a follower to go in the direction that person (but perhaps not the leader) wants to go.

To be truly transformational, leadership must be grounded in moral foundations. In discussing this point, Bass & Steidlmeir (1999) argued that the components of authentic transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) are contrasted with their counterfeits in dissembling pseudo-transformational leadership on the basis of (1) moral characters of the leaders and their concerns for self and others; (2) ethical values embedded in the leaders' vision, articulation, and program, which followers can embrace or reject; and (3) moralities of the processes of social ethical choices and action in which the leaders and followers engage and collectively pursue.

As seen from the above, leadership skills relate directly to the leadership behaviour. In the management field, there are many scales that are significant to Leadership Behaviour. MPS (Managerial Practices Survey) is one of the best-known scales that measure both managerial and leadership skills. Items of MPS measure eleven managerial practices which are: informing, consulting and delegating, planning and organizing, problem solving clarifying roles and objectives, monitoring operations and environment, motivating reorganizing and rewarding, supporting and mentoring, managing conflict and team building and networking (Yukl and Lepsinger, 1990).

Exploring Leadership Skills (ELS) have shown that good leadership is a result of the careful application of eleven skills that any post leader or officer can learn to use. With practice, these skills can become a part of the adult's or youth officer's leadership style and, will prove helpful in Exploring and all other leadership situations. The dimensions of leadership behaviour are as follows:

- Understanding the needs and characteristics of the post
- Knowing and using the resources of the group
- Communicating
- Planning
- Controlling group performance
- Evaluating
- Setting the example
- Sharing leadership
- Counselling

- Representing the group
- Effective teaching

Managerial Practices Survey (MPS) identifies behaviours important for managerial success. It contains the categories and items as perceived meaningful and relevant to the dimensions of leadership behaviour. According to MPS the dimensions of successful managers are as follows (Yukl et al., 1990):

Informing: Disseminating relevant information about decisions. Plans, activities to people that need it to do their work; answering requests for technical information; and telling people about the organisational unit to promote its reputation.

Consulting and Delegating: Checking with people before making changes that affect them, encouraging suggestions for improvement, inviting participation in decision making, incorporating the ideas and suggestions of others in decisions, and allowing others to have substantial responsibility and discretion in carrying out work activities and making decisions.

Planning and Organizing: Determining long-term objectives and strategies for adapting to environmental change, determining how to use personnel and allocate resources to accomplish objectives, determining how to improve the efficiency of operations, and determining how to achieve co-ordination with other parts of the organisation.

Problem Solving: Identifying work-related problems, analysing problems in a timely but systematic manner to identify causes and find solutions, and acting decisively to implement solutions and resolve important problems or crises.

Clarifying Roles and Objectives: Assigning tasks, providing direction in how to do the work, and communicating a clear understanding of job responsibilities, task objectives, deadlines, and performance expectations.

Monitoring Operations and Environment: Gathering information about work activities, checking on the progress and quality of the work, evaluating the performance of

individuals and the organizational unit and scanning the environment to detect threats and opportunities.

Motivating: Using influence techniques that appeal to emotion, values, or logic to generate enthusiasm for the work; commitment to task objectives; and compliance with requests for cooperation, assistance, support, or resources; also setting an example of proper behaviour.

Recognizing and Rewarding: Providing praise, recognition, and rewards for effective performance, significant achievements, and special contributions.

Supporting and Mentoring: Acting friendly and considerate, being patient and helpful. Showing sympathy and support, and doing things to facilitate someone's skill development and career advancement.

Managing Conflict and Team Building: Encouraging and facilitating the constructive resolution of conflict and encouraging cooperation, teamwork, and identification with the organizational unit.

Networking: Socializing informally; developing contacts with people who are a source of information and support; maintaining contacts through periodic interaction, including visits, telephone calls, correspondence and attendance at meetings and social events.

The BSA scale measures eleven dimensions of leadership behaviour: understanding, knowing, communicating, planning, controlling, evaluating, setting the example, sharing, counselling, presenting the group and effective teaching.

2.1.5 Leadership: Cultural Context

The term 'culture' was essentially taken from the science of social anthropology. Culture has many meanings. According to Shawki (1992, p. 156), there are 164 definitions of culture. Generally, it can be understood as the way of life of a group of people. McLeod (1998, pp. 164-169) presented an in-depth comparison between Western modern cultures and Eastern traditional cultures on the basis of five criteria, which are:

concept of reality, the sense of self, the construction of morality, concept of time, and the significance of place.

The **concept of reality** shows that people in different cultures possess different ideas about the fundamental nature of reality. In western cultures, people generally hold a dualistic view of reality, dividing the world into two types of entity: mind and body. The mind is 'disembodied', and consists of ideas, concepts and thought. The physical world, on the other hand, is tangible, observable and extended in space. In terms of social relationships, dualism has had the impact of increasing the division between self and object, or self and other. The 'self' becomes identified with 'mind' and set against and apart from the external world, whether this is the world of things or of other people. People who belong in many other cultures do not have a dualist conception of the nature of reality.

The **sense of self**, is an inner 'thing' or area of experience. 'The separated, encapsulated self of Western culture is presumed to be the originator, creator and controller of behaviour', and this notion may be contrasted with the indexical experience of self found in non-western or sociocentric cultures. The 'self' in these cultures is not an entity existing independently from the relationships and contexts in which it is interpreted. Rather, the self is created and re-created in interactions and contexts, and exists only in and through these. Many theorists have commented on the difference between the individualist concept of self that predominates in Western societies and the collectivist approach that is part of traditional cultures and ways of life. The person in a collectivist community is likely to regard himself or herself as a member of a family, clan or other social group, and to make decisions in the light of the needs, values and priorities of this social network. Concepts such as self-actualization or authenticity (being true to one's individual self) do not make a lot of sense in the context of a collectivist culture. Conversely, notions of honour, duty, and virtue can seem archaic within modern individualist cultures. Individualist cultures emphasize the experience of guilt, referring to an inner experience of self-criticism and self-blame. People in collectivist cultures are more likely to talk about shame, referring to situations where they have been found wanting in the eyes of a powerful other person.

The **construction of morality** involves making moral choices, deciding between rights and wrongs that are central to life. However, the moral landscape is constructed quite differently in different cultures. The key characteristics of modern, Western morality are a belief in individual choice and responsibility, and a willingness to be guided

by abstract moral principles such as 'fairness' or 'honesty'. By contrast, in traditional cultures moral issues are much more likely to be decided through consideration of the operation of fate (e.g. the Hindu notion of karma), and moral teachings or principles are embedded in stories rather than articulated through abstract concepts.

The **concept of time**, from the perspective of persons and social groups, is one of the elements through which a way of being and relating is constructed. One of the defining characteristics of modern industrial is the extent to which they are future-oriented. The past is forgotten, destroyed, built over. Oral history, the story of what a family or community achieved in the past, survives only to the most minimal degree. The past is redefined, packaged and sold as 'heritage'. Traditional, collectivist societies, by contrast, are pre-dominantly past-oriented. There is a strong continuity in the oral history that is available to members of traditional cultures.

In the **significance of place**, the relationship between cultures and the physical environment and the land, it is clear that the bond between persons and place has been largely severed in modern urban societies. Social and geographical mobility is commonplace. People move around in response to educational and work opportunities. Transport and relocation are relatively easy. As a result, there are few people who live as adults in the same neighbourhoods or communities where their parents or grandparents grew up. In modern cultures, there is an appreciation of place, but often this is detached and takes the form of tourism. In the traditional culture, by contrast, the place and land can have a powerful emotional and social significance for people. The cultural differences according to the above-mentioned elements reflect on the behaviour (thinking, emotions, and the observable conducts). They also stamp the individual and social behaviour. Cultural belongingness determines the features of cultural identity in the area of underlying beliefs and assumptions are: how reality is understood (e.g. dualistic or holistic), concept of self (autonomous, bounded, referential versus social, distributed, indexical), sense of morality (e.g. choice versus fate, values), concept of time (linearity, segmented, future-oriented, respect for the elders), and sense of land, environment and place. Salient aspects of externally observable dimensions of interpersonal and social life include non-verbal behaviour, eye contact, distance, gesture, touch; use of language (e.g. reflexive and analytic versus descriptive, linearity of story-telling); kinship and relationship patterns; gender relationships; expression of emotion, and role of healer and theory of healing.

Significance of Culture to Leadership:

Culture affects the leader's behaviour through his assimilation of the cultural value system. This affects his perception, understanding and attitudes towards the situation. In this context several studies (Whitely and England, 1977; Smircich, 1983), asserted that the culture to which the leader belongs determines his professional behaviour, and his relation with subordinates, thus proving that the cultural factors interpret the various differences in leadership behaviour. Reviewing the literature on leadership indicates there is a lot of interest given to the concept of culture. Mearns and Flin (1999) mentioned culture as a more complex and enduring trait reflecting fundamental values, norms, assumptions and expectations, which to some extent reside in societal culture. Silvester (1999) defined 'culture' as the product of a dynamic and collective process of 'sense-making' undertaken by members of a group or organization. The global leadership and organization behaviour effectiveness research programme. GLOBE defined culture as a set of common (or shared) attributes (assumptions, values, beliefs, meanings, social identities, and motives) among members of collectivities that permit meaningful interaction among the members of the collective and differentiate one collective from another (House et al, 1997). Hofstede (1980, cited in McLeod, 1998, p. 172) designed a cultural model, which was used in many studies concerning leadership.

Hostage's model includes four main dimensions of cultural differences: power distance, uncertainty avoidance, individualism-collectivism and masculinity-femininity. **Power distance** refers to the extent to which inequities in power exist within a culture. Western industrial societies are (relatively) democratic, with power and authority being available, in principle, to all citizens. Many traditional cultures, and contemporary authoritarian regimes, are structured around major inequalities in power and privilege. **Uncertainty avoidance** distinguishes between cultures where 'each day is taken as it comes' and cultures with absolute rules and values. **Individualism-collectivism** captures the difference between cultures in which people exist as discreet, autonomous individuals, and those where there is a strong allegiance to family, clan or nation. Finally, **masculinity-femininity** reflects differences in not only the domination of conventional sex roles, but also the extent to which values of achievement and money (masculine) or quality of life and interdependence (feminine) are predominant.

As mentioned earlier, there are many studies that have used the elements of Hofstede's model to elaborate the effects of cultural background in the performance of managerial leadership. Chen et al (1998) incorporated the cultural value of Individualism-

Collectivism (I-C), situational demands of task interdependence and system goals, and individual achievement motivation to examine their effects on the allocation decisions made by US Americans and Hong Kong Chinese. It was found that the Americans and the Chinese in the study responded to situational demands in a similar fashion. That is, equity was preferred under circumstances of low interdependence and the productivity goal whereas parity was preferred under circumstances of high interdependence and the solidarity goal. It was also found that in the US, I-C had no significant relation with the allocation differential (between the bonus amounts for the highest and the lowest performer), and the achievement motivation interacts with levels of interdependence and with goal priorities; in Hong Kong, both I-C and the achievement motivation related negatively to the allocation differential.

Den et al. (1997) compared the Netherlands and Poland in terms of managers' perceptions of organizational culture and attributes necessary for leadership effectiveness. 287 Dutch managers from 6 organizations and 277 Polish managers from 6 organizations filled out questionnaires. Results indicated that Polish organizations were seen by their managers as more likely to rely on social norms and procedures to avoid uncertainty, more likely to concentrate power at top management levels, and less likely to encourage future-oriented behaviours, integrate individuals into groups, or encourage organizational members to be fair and kind toward others. Polish managers believed more strongly that autocratic behaviour, diplomacy, face saving risk avoidance, administrative skills, isolationism, individualism, and status consciousness are necessary for leadership effectiveness, and less strongly that vision, humane orientation, integrity, and charismatic inspiration were necessary for leadership effectiveness.

Nasierowski and Mikula (1998) investigated the differences between Polish and Canadian managers regarding adaptation with Western concepts. The two groups were compared regarding the dimensions of Power Distance, Uncertainty Avoidance, Individualism, and Masculinity. It was found that the Polish respondents scored high in Power Distance and Uncertainty Avoidance, average in Individualism, and were moderately above average in Masculinity.

Kim et al. (1998) found that there are significant differences among three groups of managers from different cultures (Chinese, Korean and American). The Chinese and Korean managers exhibited tendencies that are consistent with high-context cultures, and the American managers exhibited tendencies that are consistent with low-context cultures. For example, the managers from China and Korea were found to be more socially

oriented, to be more confrontation-avoiding, and to have more trouble dealing with new situations.

Ryan, et al (1999) surveyed 959 organizations in 20 countries to assess whether differences in staffing practices are due in part to nationality and culture. Cultural differences in uncertainty avoidance and, to a lesser extent, power distance, explained some of the national differences observed in the extensiveness of method use.

Aycan et al (1999), investigated the sociocultural environment, which affects the internal work culture, which in turn influences human resource management practices. The study, comparing Indian and Canadian managers and employees, showed that India scored higher than Canada on paternalism, power distance, uncertainty avoidance, loyalty toward community, reactivity, and futuristic orientation. Indian employees reported having less enriched jobs than did Canadian employees.

There are a few comparative studies that compare Arab-oriented managers and Western-oriented managers. Buda and Elsayed (1998) investigated cultural difference between Arabs and Americans managers regarding individualism-collectivism survey. The sample consisted of 224 from Egypt, 107 managers from the Gulf States (Saudi Arabia, Kuwait, and the United Arab Emirates), and 102 American managers. Results showed that Arab managers were significantly more collectivist than US managers, and within the Arab culture, Egyptian managers were significantly more individualistic than Gulf States managers.

There are several studies showing that cultural background affects many aspects of leaders performance. For example, it affects the conflict management in the work environment. In this context, Kozan (1997) proposed three models: confrontational, harmony, and regulative. He concluded that in the confrontational model, conflicts were conceptualized as consisting of sub-issues, and a sense of reasonable compromise aids resolution despite a confrontational style. In the harmony model, conflict management started with the minimization of conflict in organizations through norms stressing observance of mutual obligations and status orderings. Conflicts were defined in their totality, and resolution is aided by avoidance and an accommodative style, with less emphasis on procedural justice than on maintenance of face (of self and others). Third parties were used extensively, and their role was more intrusive. In the regulative model, there was extensive use of bureaucratic means to minimize conflicts or to aid avoidance.

Among the studies, which clearly elaborate the cultural differences affecting the leaders performance, Badke and Strohschneider (1998) investigated the dynamics of

individual and group problem solving in culturally different contexts. Respondents were asked to manage the company over a period of 24 simulated months. Individual problem solving was studied in Germany and Switzerland with 16 high-ranking managers from 3 large companies and in India with 17 high-ranking Indian managers. Group problem-solving behaviour was studied in Germany with 24 groups of 3 university students each and in India with 26 groups of 3 management school students each. Exploratory data analyses revealed clear differences between the student groups only. The German groups were more successful and used more decisive strategies, whereas the Indian groups tended to avoid risks, although they were very active.

It should be noted that the individual and professional factors interacting with cultural factors affect the leaders performance. Williams and Narendran (1999) used a risk-assessment instrument using 10 business scenarios that varied the risk dimensions of outcome uncertainty, personal exposure, outcome potential, and personal expectations was used to test the effects of individual risk preferences on managerial risk propensity among 285 Indian managers in India and Singapore. Additionally, the effects of individual and organizational characteristics on managerial risk preferences were measured. Results revealed that the male managers, managers in India, managers with more modern cultural values, managers working in organizations with higher perceived risk willingness, managers with a higher need for achievement, and Type A managers (person with high motivations and punctuality) were significantly more willing than others to take risks. Individual risk willingness preferences were also found to influence managerial beliefs about the perceived risk of risk-related decisions. Accordingly Lord and Engle (1996), viewed culture and personality as being reciprocally interdependent, each providing a potential mechanism for leader initiated change. They found that this perspective affects the options leaders have for producing dramatic change, likely obstacles, expected costs, and potential outcomes.

Leadership : A Comparison Between Western & Eastern Cultures

It is interesting to compare leadership in western culture and leadership in eastern culture. First of all, it is essential to mention that this comparison is complex and hence cannot be easily generalized. There are a lot of differences inside western and eastern cultures themselves. The classification of culture into these two spheres – western and eastern – is a relative one and not rigid. Review of literature (Hunt and Larson, 1975, p. 31; Shetty, 1981, p. 67; Gilmor et al., 1979; Biggart and Hamilton, 1987; Alvesson, 1987;

Shawki, 1992, p. 156) showed that cultural differences affect leadership. AbdulAziz (2002) asserted that talking about Western and Eastern cultures does not refer to geographical division. Some societies in the East have adopted Western culture and some societies in the West have adopted different culture. If this point is considered, the differences of leadership characteristics between western and eastern cultures can be elaborated. According to AbdulAziz (2002, pp. 48-76), these differences are according to type, contribution, authorities, legal sovereignty, human rights, political environment, reward and punishment, persuasion and technology.

According to type, leadership in western culture is dominated by democratic type. That is because the state and the society are dominated by a democratic ideology. In contrast, in the eastern culture, the authoritarian type of leadership is more dominant. That is because the political ideology reinforces the authoritative practices.

According to contribution, the leaders in the western culture are more open and democratic with their subordinates and encourage them to contribute towards decision-making and management. But in the eastern culture, the leaders do not always practise this. They do not encourage the subordinate's contribution in decision-making and the process of management as a whole.

With regard to authorities, it was noted that the managerial leaders in the western societies with free economy, have a wide legal authority. They are answerable to a higher authority and are subject to investigation in case of authority abuse. But in the eastern cultural societies ruled by government economy, the managerial leaders have limited legal authority. However, they go through using loopholes to enlarge their own authority.

With regards to legal sovereignty, the managerial leaders in the western culture are normally consistent in the application of the law, and apply legal procedures equally to all the employees. In the eastern culture, managerial leaders tend to turn a blind eye in some cases and thus practise flexibility. This point has a relation with the principle of reward and punishment in the western culture. Ill-performing employees must be punished while the better-performing employees are rewarded. In the eastern culture, there is no clear standard for reward and punishment for the employees. It is done at the leader's discretion.

According to the issue of human rights, in the western culture managerial leaders generally respect the rights of the subordinates and deal with them as people having rights that must be appreciated and respected. In the eastern culture, this is practised, but to a lesser extent. The human rights are not the core interest of the leaders in their relation to

subordinates. This idea becomes a problem in a developing society where the chances of employment are limited, and salaries and standard of living are poor, thus providing the managerial leaders opportunities to practise illegal behaviour such as bribery, prejudice, etc. In the western culture there exists unemployment; but social and economic circumstances guarantee the minimum level that compensates those who are unemployed.

In terms of the political environment aspect, it is worth mentioning that the political ideology of the state reflects on the organization and the workers. This political ideology is a group of beliefs, values and ideas adopted by the government and attitudes and actions that must be committed. In the western culture, the ideology of the state concentrates on the value of freedom, equality, rights, and duties. This gives the managerial leaders a chance to do their work independent of the political leaders thinking but in the eastern culture, the managerial leaders believe that they must follow the political ideology and views of the political leaders regardless whether the view is wrong or right. The managerial leader believes that his position is secure in following the political leaders' views.

Regarding the aspect of persuasion, it should be noted that persuasion is related to dialogue and responsibility which are linked to democracy. As democracy is dominant in western countries, the managerial leaders are more interested to use persuasion to increase the motivation of the employees and to develop the feeling of responsibility. In the western culture where democracy is weak or absent, the managerial leaders use more punishment, and dictatorship to manage their subordinates (Gilmor, 1982).

In respect of attitudes towards technology, it is worth mentioning that modern technology affects the cultures of all contemporary societies. It also affects the life-style, work, communication and social relationships. These effects differ from society to society. Modern technology plays an important role in the organization. Computers, cyberspace communication, information technology replace the classical type of communication and performance. Shetty (1981, p. 67) and Hunt and Larson (1975, p. 31) discussed the effects of technology on leadership of the organization. They concluded that when the level of technology is simple, leaders become more effective in their subordinates' performance and hence more interactive. When an organization uses high-level and complicated technology, the leaders become less effective in their subordinates' performance. They also become less interactive. These issues are significant to leadership in both western and eastern cultures. In western industrialized countries, the organizations use more complicated and developed technology, thus reducing the

interaction between leaders and subordinates. It also reduces the effects of leaders on the subordinates' performance. In eastern societies, technology is less complicated and developed in comparison with the western societies. Hence, the probability of leaders' interaction with subordinates and the effect on their performance increases.

Again, the above-mentioned differences are flexible. Some elements of leadership in Western culture may be found in Eastern culture and vice versa. We cannot say that there are rigid and absolute differences among leaders. Abdulhamid (1996) found few differences in human resources management (HRM) practices between Malay-majority and Chinese-majority firms. The only HRM practice that differed was that managers in Malay-majority firms emphasized the use of common goals as motivational tools more strongly than managers in Chinese-majority firms.

There are several studies showing linkages between managers' performance in spite of belonging to different cultures. These studies asserted that there exist common and different elements regarding subordinate perceptions of the leader. This was confirmed by Kopka (1996) and Rahim et al (1999). Kopka (1996) conducted a study to develop a better understanding of culture characteristics in Poland through a comparative analysis of Polish and American entrepreneurs and managers. The results of the personality comparisons revealed that Polish entrepreneurs shared similar achievement motivations with Americans, but they had more constrained attitudes toward uncertainty in the form of lower risk taking, tolerance of ambiguous situations, and expectations of control by outside forces. Environmental perception comparisons indicated that Polish business people perceived a far less favourable business environment, especially for political and economic conditions; but they had favourable perceptions regarding the capabilities of their respective firms. For business behaviours, Polish entrepreneurs engaged in marketing activities at levels comparable to Americans. With respect to ethically questionable business practices, the Polish entrepreneurs and managers generally found such practices unacceptable, but they were more accepting of the practices than American entrepreneurs and managers. The study by Rahim et al (1999) showed that the structure of the power bases in the South Korean and Bangladesh samples were similar to the ones in the US sample, and that in a collectivist culture (Bangladesh and South Korea), supervisors are granted relatively less position power than in an individualistic culture. Overall, the findings indicated that there were some similarities between Bangladesh and South Korean employees in the relationship between coercive power base and effectiveness, as well as between reward and legitimate power bases and commitment.

In addition, there are differences among managers who hail from the same culture. Toczyska (1996) conducted a study on a sample of a relatively homogenous group (N=174 - 93.1% born in the United States and education averaged 4.5 years of college). It was found that the dominant culture of the sample reflected the following beliefs: human nature is good (51%); social relations are based on individual goals (66.9%); and relationship to nature is based on harmonious co-existence (53.1%). Time and activity dimensions did not reflect one dominant culture, however statistically significant differences between managers and non-managers were found.

Kuchinke (1999) examined differences in leadership styles and work-related values among 164 managers, 633 engineers and 877 production employees of a telecommunication company located in both the US and Germany. The results of surveys revealed lower levels of transformational leadership styles among German employees, but no differences in leadership styles among different job categories in either country. There were country-level differences in culture that explained a portion of the variance in leadership scores.

2.1.6 Conclusion

The leadership literature covers a wide range of interests in both theory and practice. The previous literature generally gives too much attention to the potential of leadership rather than what is seen and existing. There are many articles introducing models of leadership according to their authors' opinions and views. Of course, such researches increase our understanding and knowledge of leadership, yet some of these researches do not have any empirical evidence. This issue is clear not only in theoretical articles but also in some models of leadership. For example, a model on value-based leadership is an important one, but there is no clarification of its empirical basics. This model is based on tensions among values, interests and power (VIP) and tensions that take place within and among citizens, workers and leaders (CWL). The VIP-CWL model describes the forces at play in the promotion of value-based practice and formulates recommendations for value-based leadership. The ability to enact certain values is conditioned by power and personal interests of communities, workers and leaders or organizations. People experience internal conflicts related to VIP as well as external conflicts related to disagreements with the CWL. Value-based practice is predicated on the ability to alleviate these tensions. In describing this model, Prilleltensky (2000) concluded that there are four main roles that the leaders have to perform to promote value-

based practice: clarify roles, promote personal harmony among VIP, enhance congruence of VIP among CWL, and confront people and groups subverting values or abusing power to promote CWL personal interests. This is a very important idea, but it does not carry any empirical evidence. This is true not only for some models, but also for some theoretical views about leadership. There is a lot of literature that include suggestions about standards of good leadership without giving any academic evidence or proof of its invention.

In spite of the diversity and intensity of leadership literature, there are some areas of shortage. It is rare to find articles investigating the dangers of the leaders' self-gratification and the exclusion of other staff. In the psychological field, there are several studies on leadership, but they concentrate mainly on the relation between the specialists and the client group. They are not based on the leadership performance in psychological services organizations from the employees' point of view. Therefore, there is a need to explore a new area of research in leadership of psychological services organizations examining the subordinates' perceptions of their managers and analyzing the relationship between the daily work of an organization administrator and reflective practices.

Regarding the types and dimensions of leadership behaviour, as it was stated earlier, types of leadership are demonstrated according to several criteria. The criterion of behavioural organizational effectiveness is the most appropriate to study types of leadership in organizations. It takes into account the performance and its impact not only on the employees but also on the organization as a whole. Additionally, it introduces an integrated view towards the types of leadership. With respect to the dimensions of leadership behaviour in the organizations, there are several tools measuring these dimensions. Unfortunately, they are as yet standardised in Kuwait and hence not appropriate to use for collection of data without testing them first for validity and reliability. Undoubtedly, these tools suit the particularity of organisations abroad, but may not be feasible for the organisations in Kuwait with its own culture. As was mentioned earlier, leadership is affected by cultural characteristics. There are several differences between leadership in Western countries and that in Eastern countries. In the West, leadership is affected by values of democracy, freedom, welfare, and human rights. In the East, leadership is affected by the authoritarian ideology, which includes many negative values. In spite of these differences, it is neither rigid nor absolute. There are exceptions and similarities in both of the Eastern and Western countries. Even inside the culture itself there are several differences.

2.2 SECTION TWO: MANAGERIAL LEADERSHIP IN ORGANIZATIONS

Preface

The management of organisations requires managerial skills to perform administrative operations and leadership competence to effect these operations. Leadership managerial behaviour constitutes a criterion that distinguishes between an effective and ineffective manager. Some organisations fail in achieving their goals not for reasons related to the financial difficulties or market instabilities, but because of the lack of managerial behaviour, which defames a responsible manager. Therefore, leadership managerial skills and behaviours are important in achieving the organisation's objectives. Leadership managerial behaviour is in the framework of managerial jobs for planning, organising, guiding and control. The current section discusses managerial leadership regarding three main points: managerial behaviour, effective managerial leadership, and managerial leadership challenges.

2.2.1 Managerial Behaviour

There is a wide range of variations regarding managerial behaviour, however this behaviour includes four main functions: planning, organizing, guidance, and control.

(1) Planning

Planning is a major responsibility of managers. Every organisation that does not have a leader with good planning abilities, will sway between the working circumstances surrounding it, and will be negatively affected by the environmental changes that take place from time to time. Planning is an effective means, which enables the organisation to face changes without embarrassment. Through planning, changes can be anticipated and therefore suitable ways of confronting them are taken into consideration. Sound planning depends on the exactness of collecting and analysing data objectively to utilise it as systematic information in the appropriate context, which directly contributes in achieving the required objectives with maximum efficiency and lowest costs (Hussein, 1998, p.126).

Planning, as a managerial assignment for leaders, includes the choice from alternatives relating to the organisation's objectives, policies and procedures. Without planning, achievement of objectives is disorganised and the outcome will be unpredictable (Abdu, 1993, p. 83).

Planning is never considered wasteful or extravagant from the management side. It is a kind of grand economy because it is within the framework of current and future circumstances. It includes practical utilisation of resources. According to Hussein (1998, p.128) the advantage of planning for the organisation are as follows:

- Reducing the risks that the organisation may face in future.
- Clarifying the problems and obstacles that block the work of the organisation in future.
- Early preparation of several solutions for confronting the expected problems.
- Awareness of the abilities and mental, scientific and practical capacities of the workers in the establishment.
- Reducing the required time to achieve the organisational objectives.
- Analysing the expected changes and usefully directing them to achieve the organisational objectives.
- Finding out objective criteria for controlling the performance and follow up of the implementation of the organisational programs.

Planning becomes effective as leadership managerial behaviour is increased through leaders' understanding of the planning operation and the various scientific steps that should be followed. Al-Hadi (1990, p. 147) suggested the essential planning steps as follows:

- Specifying the objectives.
- Diagnosing the current situation by investigating the past experiences and present circumstances.
- Clarifying the work requirements.
- Identifying and choice of best alternatives
- Specifying the necessary requirements to fill the gap between what is available and what is estimated for the future.
- Programming the plan within a time frame.
- Implementation of the plan.
- Control, follow-up and evaluation of the plan.

There are two major levels of planning carried out by leaders in various organisations. The first is strategic planning and the second is procedural planning. Strategic planning covers a long span of time (a few years), therefore, objectives

are specific and relevant policies and plans are drawn, for the organisation as a whole, to achieve these objectives. Strategic planning is very important as an organisational tool because it enables the leaders to have concern for the future and the organisational environment, achieving integration among the organisational units, encouraging the contacts and dialogue among managers, and clarifying the vision of organisational members.

Procedural planning covers a short period of time. It deals with executive plans and operations required for achieving the minor objectives, not the major aim. Procedural planning is usually determined at the micro levels within the organisation, such as departments, units, and task groups.

Sound planning is based on consideration of given materialistic possibilities to carry out the plan. These possibilities should be determined whether they are from the government budget, individual donations, internal/external loans and/or others. It can be a combination of the above or from the organisation's profits. Sound planning also requires qualified manpower with physical, mental, educational and psychological qualities so as to help execute the planned objectives in the expected form.

In addition, it is necessary for the plan to conform within a suitable political and economic climate which will secure for establishments, organisations and various groups, the freedom of achieving their objectives in a way that harmonises with the changing environment, local and international circumstances.

If planning is the framework where capabilities are mobilised for specific achievement of objectives, it is also the framework of the organisation's adaptation with emergent changes in the local and international environment.

In spite of the importance of planning, there are problems and obstacles that reduce the opportunity of the leadership's success in planning. The difficulty in obtaining accurate information, in addition to the scarcity of qualified staff, complicated procedures and weakness of organised education are the most important problems, which faced planning in the underdeveloped countries (Hussein, 1998, p. 154).

Sound planning is an essential tool for success, especially with the changes in the global environment. Factors such as liberation of trade, economic opening, democracy, technologies of information and communications contribute to the influence on the organisations' present and future success. Therefore, with sound planning the organisation continues to function, or with failure there is non-

existence. Accordingly, sound planning is a challenge for leadership in any organisation.

(2) Organizing

Organisational behaviour is concerned with instituting the members and working group within an organisation. It combines all the aspects of activities, assignments and distribution to branches and units in such a manner that guarantees achievement of the objectives in its specificity. It also takes into account complete co-ordination and interaction between these units and branches and avoids contradiction and interference in the assigned job. Al-Hadi (1990, p. 167) states that successful leadership behaviour in managing organisational operations, relies on the understanding the following principles:

- Accurate specification of the organisation's objectives.
- Specifying the jobs, which cope with the objectives.
- According sufficient concern to the progress of organisational relations.
- Specifying the centrality and non-centrality dimension of decision-makings.
- Entrusting powers and authorities for each managerial level.
- Flexibility in organising an order to contain the future development of assignments.
- Revision of the system from time to time to evaluate its effectiveness.
- Securing an effective control system within the organisation.
- Considering the informal organisational aspects and limitations of their influence on the formal ones.

These principles are not firm, but the organisational process may require some amendments to guarantee more effectiveness in the job performance and activities, which achieve the required objectives.

Strong (1976, p. 491) stated that leaders or those who are heading the main units of the organisation should have a strong personality, efficiency, pleasant physical characteristics, goodwill proficiency and required skills.

Leadership organisational behaviour includes activities to affect human relationships within an organisation, where it is considered as one of the most specific factors for the nature of such relations. The leader who dominates and usurps authority deals with individuals as creatures of lower origin; doubtless to

say this will lead to the separation of individuals and their unwillingness to work enthusiastically in achieving the organised objectives. This dominant type of managerial leadership invites hostility and causes resistance that management aspires to do, especially in case of managerial change.

One of the distinctions of a successful leader is the ability to perceive actual human behaviour and the understanding of human nature. His success is in forming a group of co-operative individuals through enhancing the group's working spirit and feelings of importance and contribution. This behaviour may create a climate whereby its individuals are ready to exert every effort for achieving management's plans. Dominant relations in the organisation are reflective of leadership behaviour and reaction of individuals towards leadership behaviour in performing jobs. The guiding methods of managerial leadership and its developments consequently lead to acquire a type of human relationship and facilitate individuals' acceptance for change (Al-Salmi, 1998:1, p. 174).

Research studies support the importance of a democratic leadership behaviour for generating the internal participation of organisations and establishments, creating a sense of importance, and enhancing the spirit of teamwork. These research studies also emphasise the organisational members' distaste for dictatorial leadership that does not invite the participation of the group members in their decisions and ambitions. At the same time the contribution of group members and their awareness of the decisions are matter of higher level in performance. This implies that the leader's relations with the organisation's members are a matter of direct influence on the performance level (Sywensky et al., 1996, pp. 76-87).

Leadership organisational behaviour is related as well to the future continuity according to the changes and circumstances that are expected to take place in the forthcoming period through scientific methods based on the following steps (Al-Salmi, 1998, p. 133).

- Imagining or anticipating the future development in the organisational operation or the environment and evaluating the changes according to the organisation and its various branches/sections.
- Preparations to confront these changes so as to maintain the integrity of the organisation as one unit.

- Taking the initiative to carry out the necessary activities to develop the organisation.
- Leading and guiding the organisational departments/branches/units during the operational development.

Moreover, leadership has to contribute to the future planning to enable organisational learning within the organisation and to adapt itself with the new changes. Wise leadership endeavours to develop the uses of modern technological skills, as well as, a prelude for using and developing them in the organisation through training courses and programmes. Leadership also shoulders the harmony between individuals' developmental requirements to satisfy those of the organisation. This harmony will certainly support the organisations' current existence as well as its future development.

(3) Guidance

Guidance is considered as one of the essential managerial duties in the groups and various organisations. Guidance is coupled with leadership activity, which includes direction and supervision of subordinates and execution of various managerial policies. One of the essential duties of leadership is to instil this special feeling into the hearts of the subordinates to evaluate and respect the establishment's objectives, policies, working regulations.

Subordinates should be aware, through the leader, of the organisational structure and internal relations among the organisational units. Guidance also comprises subordinates' understanding of assignments and extent of authority entrusted to them by their leaders, and how to use it. Abdu (1993, p. 102) stated that leadership guidance includes: guidance for subordinates to work as a team, training on how to obtain benefits from others, as well as developing the spirit of leadership and the ability to guide others.

Leadership guidance includes continuous contact with subordinates, which enhances his understanding of the individuals' personality and how to treat them accordingly. Leadership guidance also includes praise for distinguished subordinates without exaggeration, and that gratitude is offered on time in the presence of others objectively, formally and personally.

Criticism/blame of subordinates should be at the time of committing the mistake and not in presence of others; it should not be harsh or cruel and should not be directed at the individual but to his behaviour. Leaders should not be outrageous when criticising, but it should be a constructive and not a destructive contribution (Al-Hawari, 1976. p. 359).

Successful leadership guidance reflects its positive traces on other aspects of its managerial duties. Continuous success in the guidance operation naturally reflects on the success of achieving the planned objectives. The non-existence of guidance or its deficiency makes the control task much more difficult, and increases its cost and consequently reduces its positive-ness. Guidance is necessary to develop the organisational operations in order that the units of the organisation achieve their duties successfully. Guidance leads to development and training of manpower thus reflecting positively on the development of human resources. Through guidance, leadership enhances the spirit of co-operation and co-ordination among individual groups within the organisation.

Al-Hadi (1990, p. 49) mentioned that the success of leadership guidance requires an expeditious solution to problems confronting the organisation and its members, through scientific methods in diagnosis, analysis of its essential elements and alternative solutions.

A scientific research study (Al-Hawari, 1976, pp. 359-360) indicated that an important factor leading to the failure of leadership guidance is the existence of a narrow leadership point of view towards: essential matters focusing on details, disability to carry the responsibility, unlimited desire for quick promotion, and the failure of co-operation with subordinates, class, religious and/or political partiality. Besides this there are also several reasons for failure of leadership guidance, such as: excessive concern for work on account of the personal needs of the subordinates, sufferings from intellectual and nervous disorders all of which reflect negatively on the organisation and its members.

(4) Control

Control represents the final managerial role in a series of duties, which managers perform. This control aims at stressing that other managerial roles such as planning, organisation and guidance which are performed as designed for them in

advance without any deviation or change in order to reach the required target at the lowest possible cost and with the greatest satisfaction (Hussein, 1998, p. 293).

Control achieves the feedback necessary to correct the execution through important amendments, which should be done in the designed plans at the appropriate time. Abdul (1993, pp. 105-107) stated that there are several elements on which the managerial operational control is based, at the top of which is that control should cover various activity aspects in the project. Control must speedily achieve full awareness of the deviation of execution, to enable leadership to dominate or overcome the mistakes. Control should have the flexibility to meet the modifications and changes, which may take place in the designed plans to enable them to adapt with unexpected circumstances. Control should also agree with the organisational structure. In addition to the above-mentioned, control should be economic, clear and easily applicable. Hussein, 1998 (p. 3) stated the stages of implementation of control within the organisations. The first stage is specifying the control criterion. In this stage, the leadership determines the control criteria. Some organisations rely on the initial objectives while others depend on a control system within the plan. However, it is preferred in this instance, to practise the control relying on the collection of criteria which comprise the objectives (systems, measures or procedures, duration and programs to implement the targets in addition to the budget) set down formally because this realizes the comprehensiveness in executing or achieving the control operation.

The second stage is measuring the actual performance in the light of established criteria. In this stage actual measurement of performance is done through several means - the most important of them is direct observation as well as the various control reports (oral or written). The latter is preferred because they are much more accurate, comprehensive and detailed. The written report includes the control objectives, the actual performance, extent of deviation from the expected achievement, causes of this deviation and recommended solution.

The third stage is correcting the deviation. In this stage, objectives of the control are achieved where deviations resulting from actual measurement are amended in the light of utilised control criteria.

2.2.2 Effective Managerial Leadership

2.2.2.1 Effectiveness Criteria

A lot of attention is given to effective leadership in organizations. Classical literature and contemporary models agree that for leadership to be effective, the leader must possess the ability to harmonise despite many contradictions, and to harmonise between work, individuals' and leader's needs. Kart (1965, p. 28) describes leadership harmony abilities, despite several contradictions, the most important of which are: harmony between planned objectives and achievements, harmony between the needs and sources, and harmony between the individuals' demands and the organization's targets. It is also relative that effective leadership abilities create harmony between the work, individuals and the leader's needs. As far as the level of work requirement is concerned, the leader is responsible for organising the individual and the unit's efforts, and directs them towards achieving the group's effectiveness towards specific targets. This is very important because absence of such effectiveness threatens the organization's existence and continuity. Effective leadership successfully satisfies the individuals' unique needs, which may contradict with the group's needs. Possibilities of clashes may occur between the group and the individuals' needs. These clashes may cause the withdrawal of the individual from the group, which in turn affects the group's integration and solidarity, as well as performance. Thereafter, a necessity appears for the leader to harmonise between the needs of the individuals and that of the group with continuity of his efforts to achieve effectiveness and harmony among the members (Shaheeb, 1990, p. 284).

Among the actual indicators which may be used to ascertain the leader's effectiveness are: the ability to direct strategic operations of change and transference within the organisation; knowledge of new technology and its utilisation in the establishment; train employees to utilise the new technology, and endeavour to develop the uses of this technology which will be reflected in the group's productivity within the final output of their performance (Zalensy and Vecchio, 1997, pp. 502- 520).

Also an essential indicator for effectiveness of leadership is the ability to develop organisational culture to cope with strategic changes and transference in the local and international environment, in order that it can cope with these changes (Smith and Vecchio, 1997, pp. 484-501).

Regarding the organisational aspect, an essential indicator for leadership effectiveness is the ability to create and ascertain the organisational structure that

guarantees the qualified performance, through hierarchy in specifying administrative work levels, choosing heads and supervisors of departments in a manner that guarantees accurate and quality performance. This can be done through performance of objectives required from each sub group, to guarantee the execution of the leaders' instructions within its form and content as well as the required speed (Griffin and Mathiew, 1997. pp. 731- 744).

Leaders' effectiveness can also be indicated through the standard of job satisfaction of subordinates. Job satisfaction of workers is considered as one of the important factors, which ensures the individuals' desire to participate and contribute within the group. Job dissatisfaction of workers within the group is a matter that threatens the group continuity (Roberts and Fati, 1998, pp. 257-267).

There is also the individuals' desire within a specific organisation to develop a product or a service that can be offered to the society. An effective leader is one who urges individuals to innovate, renew, develop and not imitate. A recent study in this regard points to a positive close connection between the success of leadership behaviour and interaction with the group. The skilful leadership's behaviour creates and develops the innovation spirit within the work team (Burpitt and Bigoness, 1977, pp. 414- 423).

In addition to the above, development of the group's productivity is considered one of the important indicators judging leadership effectiveness and proficiency. Some contemporary studies indicated the existence of a positive connection between leadership behaviour inside working organisations and high ranges of achievement in workers' productivity and final production outcome (Vechio, 1997, pp. 114-123).

Contrary to an effective successful leadership, there is the non-effective leadership, which fails in achieving the group's aims. Several things cause this leadership's failure, most important of which is exaggeration of some trifling matters and neglect of the essential ones in work and loss of communication with the actual situation. This causes a loss for the organisation and failure in achieving its objectives as required (Conger, 1997, pp. 215-232).

The weak understanding by some leaders of problems, their importance and necessity of facing them at an early stage is a matter that leads to the accumulation of problems, doubles their negative results, and complicates their future solutions. Negative aspects which attribute to the lack in leader's performance are: little experience, weakness of proficiency standard in practising leadership responsibility which may be the result of weak training, reaching the leadership positions on unjust grounds, or without relying on

objective bases in the selection of a leader. Moreover, some leadership negative aspects are due to weakness or mismanagement of their performance and non-examination of submitted reports about leaders activities without sufficient attention.

What should not be ruled out is the seriousness of some leaders' violations and misuse of authority against workers, freezing activities of qualified persons for personal reasons, in addition to preparation of productivity satisfaction reports in a formal way without giving any considerations to an objective basis.

2.2.2.2 Development of Managerial Leadership Performance

There is a continuous requirement to develop leadership abilities, because development guarantees adaptation with surrounding circumstances in addition to improving performance in duties. According to Agboola (1997, pp. 713-737) modern studies indicate a positive relationship between training and development of the leaders' managerial abilities in increasing their knowledge and experiences. Development of leadership behaviour depends several training methods. According to Assaf (1976, p. 478) there are eight training methods, which are essential for the development of leadership behaviour:

(1) Observation and Correction of Errors

This method is based on follow-up of managerial leadership practices and investigation of errors that may be committed by the leader. Attention is drawn to the error, its occurrence and remedies for it non-recurrence. The drawback of this method is dependent on the leader's personal experiences only, and improvement is through the recurrence of remedies of erroneous experiences. It is preferred, therefore to utilise this method in training the junior leaders only.

(2) Utilisation of Traditional Training Methods

This method includes lectures, discussions, seminars, case studies and practical training for the direction of discussions, committees and managing organisations, enabling the leader to gain theoretical and practical experiences. The drawback of this method is that the leader may not succeed in making essential effective changes in his behaviour, as the period for development of such skills is insufficient.

(3) Acting Roles

This is one of the methods of leadership training in gaining new experiences and information on how to behave in new situations during the management process. According to Shaheeb (1990, p. 291) this training method is accomplished through several steps:

- Specify the actual or probable topics, their demonstration and discussion from various aspects.
- Distribute the roles among the group members whereby each member acts the role that he is assigned.
- Some group members will remain without acting roles. However, they will observe the situation and carefully follow it up.
- With the trainees' participation, the trainer discusses the errors that were committed and the elements, which must be taken into account when dealing with the actual situation.

This method of training is effective in stabilising information and experiences but there is a necessity for continuous training in the use of this method, especially for leaders who deal with new situations in a changing environment.

(4) The Laboratory Group

In this method several leaders from various organisations are involved in the training process. This group consists of leaders of similar ages, professions, experiences, and nature of activities. A qualified trainer offers actual problems and new methods for dealing with such problems, and encourages the trainees to utilise innovation instead of traditional and classical methods in dealing with problems. The trainer also motivates the trainees to benefit from each other and to create new methods in solving problems and how to make such problems into advantages for the organisation. This method of training requires a skilful and qualified trainer who has the experience and capability to create the spirit of friendship, understanding, and reciprocal advantages among the participants (Assaf, 1976, pp. 478-479).

(5) Programmed Learning

This method depends on a programmed learning course, which enables self-teaching by following a series of steps to be able to achieve specific aims.

Through this method the trainees learn how to increase their desire to learn and develop their skills. The importance of programmed learning is attributed to its being a self-learning method based on the careful, minute selection of programmes and obtaining instant feedback. Besides, the participant can utilise the program repeatedly within the limitation of his time (Tawfeek, 1994, pp. 1-239).

(6) Written Communication

This training method contains three practical components: (a) basic instructions including definition of the training and all required information for its utilisation; (b) contents of incoming mail, which includes letters, memos, telegrams, faxes, email and any other management documents, and (c) the manager's directives, including instructions and the required information in managing and directing (Tawfeek, 1994, pp. 1243). Through this method, participants are provided with information and the required data for managerial leadership in order to deal with a series of successive problems, assist the trainees to discover or point out their weaknesses in the field of managerial practices and provide advice on their performance levels.

This method also has the flexibility to respond to all managerial fields of specialisation. The drawback of this method is the lack of standardised tools for evaluation as well as it prevents the trainee from gaining benefits from each other's experiences.

(7) Debates and Managerial Games

This method is based on the idea of dividing the trainees into several teams, usually three. The trainer displays one of the actual problems for discussion. Team A debates with Team B about this problem. Each team expresses his verbal opinion of the problem and its management, while Team C remains passive and listens to the two debating teams. At the end of the session, an in-depth discussion is organised, whereby the two teams and the trainer practise or participate in discussing the problem from all dimensions, with solutions and various substitutes suggested by the trainees. The trainer discusses the mistakes committed by each group, and what should be done to avoid them. This method helps the leaders to understand the situation's details and how to deal with similar situations in future (Tawfeek, 1994, pp. 2-213).

(8) Exchange of Positions

It is one of the new methods in the field of preparing and training the managerial leaders to their professional experience and capabilities. This method is based on the idea of exchanging positions among leaders with the same duties for a certain period of time. It is expected that each leader will acquire new skills through this new experience. For successful results, the trainees should be of the same specialisation and managerial level and should have the ability to adapt to the new situation. Merits of this method are the possibility of acquiring applicable experience as well as it is less expensive. The drawbacks are difficulties in assigning trainees with similar specializations and managerial levels, as well as follow-up of trainees' progress.

These are the most common leadership training methods. Under the present technological revolution, there is an urgency to use these methods and create new innovative ones to enable the organisation in adapting with current developments and changes in the local and international environment. The advanced training methods provide managerial leaders with skills necessary to transact the strategic changes and abilities to contain the new technological progress. It is also essential for leaders to improve the performance and increase the competitive ability (Smith and Vecchio, 1997, pp. 484-501).

2.2.3 Managerial Leadership Challenges

The 21st century has heralded numerous challenges confronting organisations, companies and establishments. Managerial opportunities have increased. However, at the same time of challenges that should be confronted and adapted to have also increased (Kanungo, 1998, pp. 71-82).

The complicated technological, economic and political changes have brought about the existence of a new reality. Most of its aspects are related to the regional, global, and economic formation of alliances, dominance of multi-national companies, global quality criteria, and the increased development in the information technology and communications industry, and the remainders of earlier transformations from the universal aspect. These aspects require special skills and abilities in managerial leaders to fortify their organisations to fulfil challenges and opportunities. Management experts (Amer, 1994, p. 278) have asserted that the challenges of the twenty-first century necessitate leaders of organisations to perform with responsible and proficient behaviour towards four

essential areas: strategic management, crisis management, decision-making process, and the art of negotiation

Strategic management is dictated and imposed upon organisations by complicated considerations and changes in the present or future realities. Crisis management is dictated by considerations connected with probability of crisis events, which cannot be administrated through using the normal method. Correct decision-making is essential and inevitable under the changing circumstances. As for the art of negotiation, it is dictated by considerations connected with tough competition, economic reasons and liberation of universal trade. The following is a clarifying description of each essential area.

2.2.3.1 Strategic Managerial View

Some management literature has asserted that organisations have to use strategic management to confront the current challenges (Al-Maghribi, 1998, pp. 54-56). Strategic management provides numerous merits, the most important of which are clarification of the future vision, strategic decision taking, predicting the future environmental reactions, achieving economical and financial results, supporting the competitive positions of the organisation, enabling changes in addition to assigning the resources and abilities in a successful manner. These merits emphasise the importance of strategic management for adaptation by leaders at various levels of organisations.

The leaders, therefore, prepare the organisations' plans taking into account the market conditions within the competitive environment. Therefore, situations or plans of other organisations/authorities are an important factor that should not be ignored in deciding a strategy. The leaders should have accurate information about other competitive organisations, which is an essential tool for preparing a successful strategic plan (Al-Hadi, 1990, p. 126). Strategic management includes characteristics relevant to leadership behaviour. Leaders who can successfully practice strategic management should have the following attributes (Al-Maghrebi, 1998, p. 45):

- Ability to determine the appropriate objectives.
- Skill of prudent perception and wisdom in assessing matters.
- Skill of environmental anticipation.
- Skill in data analysis and its interpretation.
- Skill of correct selection from alternatives
- Skill of specifying the resources.

- Ability of social response to the organisation's environment
- Ability of coping with universal managerial thought.
- Ability to cope with contemporary technology.
- Ability to make strategic decisions.

These abilities and skills are essential for strategic management and leadership. Programmes for leaders should be designed with the aim of preparing them for leadership positions in modern organisations. Adopting the concepts of strategic management is an important quality of modern leadership in the field of management.

2.2.3.2 Crisis Management

The word 'Crisis' has several meanings. However, in this context crisis means a disorder that significantly affects the whole system, as well as threatens the major suppositions upon which this system is based (Al-Hamlawi, 1995, p. 29). The crisis, therefore, may directly threaten the whole system or one of its elements.

Accordingly, the existence of a crisis requires at least two conditions: First, is the exposure of the whole system to severe infection whereby all the system units are disordered. The second is that the suppositions and principles believed in by the organisation members become a challenge, to the extent that they are false, and members are forced to seek alternate ways against such suppositions. This implies that the crisis in its origin is a direct open threat to the existence of the organisation, its entity and stability.

The crisis is much more severe and cumulative than the problem and the difference is in the strength. The problem has a solution or even more than one solution. When the solution elements are available, resolving the problem becomes a matter of decision or will in executing the decision, including who will undertake the responsibility of resolution. However, in the case of a crisis, the mentality or source of knowledge is unable to find a solution for this severe and cumulative situation. Besides, the solution of a crisis requires the availability of financial and organisational resources. This does not imply that the crisis remains without effective confrontation; it should be studied and dealt with in an accurate manner in order to find a solution.

Researchers vary in their explanations of the causes of a crises. Political scientists attribute the crisis to some political aspects, such as: failure of political leaderships or non-validity of the political regime. The social scientists attribute crisis to non-social equality, authority challenge and failure of control system, individuality increase, and deterioration

in family and society. Psychologists attribute the cause of crisis to deterioration of the individual's entity and feelings of non-importance due to instinctive motives or impulses, influence of social powers, or inadequacy of religious activity (Al-Hamlawi, 1993, p. 82).

There are two major schemes in managing crises. The first is the historical criteria, which goes back to former experiences whose ill effects are still apparent. The aim is to make an evaluation of the former experience and suggest a solution to the present crisis. The second scheme is the selection from alternatives. This scheme depends on building scenarios to settle the crisis and comparison between these scenarios for selection of the most suitable one for dealing with the crisis (Al-Emadi, 1993, p. 82).

Successful leadership does not await a crisis and then rushes to confront it; instead it takes precautions which secure non-occurrence of the organisation's crisis, or reduces opportunities for their occurrence to the minimum. But in case of an occurring crisis, leadership moves quickly to confront it. It is supposed that this movement starts at the emergence of crisis indications. Here the first stage of confrontation is through discovering the signs or the indications. This stage requires a far outlook from leadership, so that indications predicting the probability of crisis are perceived. Sufficient concern has to be directed to control the situation and prevent the crisis from occurring. As for the second stage, it starts with recruitment of sufficient preparations that guarantee protection of the organisation against negative traces of the crisis. The third stage occurs if the negative traces of the crisis have occurred. In this stage, effective managerial leadership role is the preparation of preparing the mechanism to limit the damages and prevent them from spreading. The fourth stage follows thereafter, and is represented in the recovery activity, which includes the preparation and execution of ready made and effective programmes, with knowledge of treating the external traces resulting from the crisis (Al-Hamlawi, 1995, pp. 61-65). Crisis management should be a source of continuous learning and repetition of evaluation in order to improve what was achieved in the past and endeavour to prevent the occurrence of such crisis again in the future

In crisis circumstances individuals expect leadership to face the crisis and prevent its negative impacts on the organisation. The subordinates placed a great importance on the role of leadership in managing the crisis. The leader's success in passing the crisis is considered as a credit and increases his value among the members of the system. Pillai (1996, pp. 543-562) asserts that crises can create effective leaders who are capable of confronting crisis situations and needs a leadership with special qualities.

Leadership behaviour in dealing with crisis includes three visions: preventive vision of crisis instead of awaiting its occurrence, comprehensive vision of the situation surrounding the crisis, in order to reach its actual causes, and an in-depth vision of the crisis (occurrence and prevention of its reoccurrence).

2.2.3.3 Perfect Decision-Making

Contemporary leadership is distinguished by the intervention and participation with the various managerial levels in decision-makings for problems, which confront the system, which is an attribute that emphasises the importance of successful leadership. Al-Hadi (1990, pp. 95-96) mentioned that successful managerial leadership in decision-makings depends on four qualities: a wide experience in the field of decision taking, prior testing and experiment of the decision to ensure its accuracy, taking into account the application of the decision in relation to other factors, and 'analysis of substitutes for selection of the best'.

Decision taking is not a simple task. It involves accurate and minute specification of the problem, combination, analysis and illustration of statements, as well as suggested substitutes for solutions, and selection of suitable decisions. The decision should be declared, executed, follow-up and evaluated for its consequences. Decisive decisions are taken to alleviate the problem conclusively. However, there are also postponed decisions whereby the subject or the problem needs to be adjourned to another time, when the circumstances are more suitable. There are also decisions of compromise whereby the problem is partly resolved and its complete resolution is studied from different angles.

According to Al-Hadi (1990, p. 77) leadership behaviour varies in decision taking. There are the dominant leaders who manage independently without actual consultation with the remaining individuals of the group, and are capable of taking any decisions regardless of their acceptance. Such decisions are usually quick and achieved comparatively in a very short time. Another type of leader is the one who seeks assistance from the consultants/group representatives in the decision taking process. This type of leader explains his point of view and also illustrates suitable substitutions for the decision. There is also the leader who practices collective decision taking, whereby the leaders of units and departments collectively share in taking the decision. This type of leadership does not take an independent decision but shares with other leaders in the group.

Now, the question is: Which one of the above type is the best? In general, the best type is the one that realizes the organization's aims and the employees needs. This differs

from society to society and organization to organization. Hence it is appropriate to say that culture is an important dimension that determines the best type of leadership. It is worth mentioning that modern studies show that employees prefer the democratic leadership type instead of the dictatorial leadership. The democratic leadership type is, also, connected with high level of performance of the group in comparison with autocratic leadership (Sywensky et al, 1995, pp. 76-87).

Based on the above, leadership behaviour in decision-makings should be based on participation of the group in order to guarantee successful decisions.

2.2.3.4 Art of Negotiation

Negotiation is considered as a kind of dialogue, discussion and exchange of ideas and opinions between two or more parties with the aim of reaching an agreement with regard to a certain subject and maintaining the common interests. In negotiations, every party tries to achieve its own goals. Negotiation includes various forms of human behaviour of which verbal communication is the most predominant. Other behaviours such as non-verbal communication, effective conduct and preparations also directly or indirectly effect the progress of the negotiation (Affefi & Saheed, 1995, p. 13).

Negotiation is one of the main leadership functions in directing interaction with others. Leaders' relations and social interaction depend on negotiation. This is true for all leaders' relationship: with members of the organisation and external agencies. Successful leadership considers negotiation as an operation that combines scientific, technical and literary elements; i.e., negotiation is a science, an art and literature. Leadership utilises scientific originality in negotiations to strengthen the interaction and development in the negotiation process, in order to achieve the required aims. Negotiation is also an art based on utilising the various communication skills, which humanity has discovered and practised in his social behaviour, which has proved to be effective. In addition, to the above, negotiation utilises literature and it's various arts through literal words, expressions and symbols, to demonstrate ideas and reinforce the negotiation operation (Hillal, 1995, pp. 14-15).

Leaders who successfully negotiate have a combination of characteristics to achieve the aims of negotiation smoothly and with results. A study by Hillal (1995, p. 149) concluded that these characteristics are as follows.

- Ability to interact and negotiate effectively with members of the group and acquire their confidence.

- Aptitude and commitment with accurate planning, procedures and alternatives, courage to inquire about honesty and accuracy of information.
- Sound judgement and ability to distinguish the actual essential matters, and ability to tolerate disputes.
- Courage and personal commitment to achieve the highest level objectives and undertake the responsibility of risk.
- Wisdom, patience and aptitude to work with opponents and colleagues within the group.
- Judicious commitment to all parties.
- Ability to listen with an open mind.
- Having the prudence and ability to look into the negotiations from both sides' point of view.
- Self-confidence based on knowledge and planning skills
- Aptitude to seek assistance from consultants and experts.
- Self-control and balanced personality.

Negotiation abilities of leadership are dependent on the above characteristics. Moreover, successful negotiation operations depend on factual preparation, which requires the necessity of a full understanding of the stages of the operation from the beginning to the end. According to literal managerial thought (Affefi & Sahed, 1995, p. 3) the negotiation operation includes the following procedures:

- Specifying desired objectives for achieving negotiation, which differ from one situation to another.
- Specifying the opportunities and restrictions upon which negotiation is based.
- Specifying the main and secondary issues of negotiation.
- Collection and analysis of facts and information about the negotiation matters.
- Evaluating the negotiation position and situation.
- Specifying the strategies and techniques of the negotiations.
- Selecting the negotiation team.
- Specifying the agenda for negotiation.
- Deciding the negotiation language.
- Specifying and preparing the venue for negotiation.
- Arrangements of communications.
- The opening session.

- Specifying substitution scenarios for discussion and dialogue.

In the light of leaders' understanding of these stages, the expected results that may be acquired from the negotiation operation vary. Moreover, leadership success in negotiation operations is to be aware of the strong and weak aspects of the negotiating opponent, characteristics of the internal and external environment. In addition, to be able to specify the expected scenarios of the opponent, obtain ready answers for each substitute, and wise utilisation of the time element (Hillal, 1995, pp. 81-84). There are also certain leadership characteristics for successful negotiation, such as: patience, best selection, building strong bridges with the opponent, flexibility, and passionate and logical presentation. It is concluded from the above, that negotiation is a behaviour based on science, art and literary principles. The successful leader should have such skills for effective negotiation.

2.2.4 Conclusion

The management of organizations requires managerial skills to perform administrative operations as well as leadership skills to effect these operations. As organizations experience an accelerated rate of change, managers are challenged to deal effectively with the traditional functions of management particularly planning, organizing, guidance, and control. They are also challenged to deal effectively with the requirements of developing leadership behaviour. Managers of contemporary organizations, because of their pivotal role in organizational leadership, must respond to both organizational and external environment. The prosperity and survival depends on effective management and skilful leadership considering the integration between all possible resources. Global and organizational changes have ushered in the need to practice both management and leadership suited for organizations. Weisman (2000) concluded that organizations continue to move from being hierarchically structured entities to networked, decentralized organizations. New roles for leaders and managers have spawned the need for a managerial-leader who can keep step with the competitive and changing environment. Managers have to learn and implement new behaviours to become more effective in collaborative structures where the lines of authority are blurred. Managerial leaders achieve competitive excellence through demonstrating facilitating behaviours by means of shared decision-making, motivating others, and enabling others to perform effectively.

In discussing the role of management in organizations, it can be seen that the elements of these roles have to be integrated and accompanied by leadership skills. It can

also be seen that the challenges of the contemporary and the future require that the manager-leaders of organisations have to adopt the strategic planning system, commitment to effective crisis management, decision-making, and effective communication which enables continuous interaction with organisational reality, internally and externally. In the State of Kuwait, there are several organizations that offer psychological services to overcome the negative impact of the Iraqi occupation (1990-91). These organizations are in need to mix effectively between management and leadership to be further able to offer services confronting the psychological, social, and educational impacts of Gulf war on the Kuwaiti society. In the following section, the study sheds light on one such organization – The Social Development Office (SDO).

2.3 SECTION THREE: THE SOCIAL DEVELOPMENT OFFICE (SDO)

Preface

Social Development Office (SDO) is a Kuwaiti governmental organization. Before discussing this, it is important to clarify the cultural context of SDO's functioning. The State of Kuwait is located at the northwest corner of the Arabian Gulf. To the north and west, Kuwait shares a border with Iraq and the southern and southeastern borders with Saudi Arabia. The total area of Kuwait is 17,818 sq. km. The Kuwaiti land is desert and the climate is hot in summer, nearly cold in winter.

Kuwait has six governorates : Capital, Hawalli, Farwaniya, Ahmadi, Jahra, and Mubarak Al Kabeer. The total population is approximately 2.21 million distributed between Kuwaitis comprising about 66% and non-Kuwait comprising approximately 34% (Ministry of Planning, 2002, p. 47). Kuwait was founded as a State under the rule of the Sabah clan in 1760. On 18 June 1961 an agreement was signed between Kuwait and Great Britain, stressing the sovereignty of Kuwait as a State facilitating the requirement of a welfare state. Kuwait has since joined the Arab League, the United Nations and other international organisations. The first cabinet was formed in 1962. Kuwait's Constitution declared that Kuwait was an independent Arab country, adopting a democratic system, and derived its power from the nation, the source of all authority. The ruling system did not stress complete separation of authorities but cooperation among them. H.H. the Amir is the Head of State, the National Assembly is the executive authority which is directed by the Amir, and the Cabinet directs the legislative authority. The Constitution makes clear that the number of ministers must not exceed one third of the number of National Assembly members (Ministry of Information, 1995, p. 77-94).

The Kuwaiti government skilfully utilises its huge oil revenues and invests them to provide a comprehensive welfare system for all its citizens. This encompasses all facets of life, including free education (university included), free health, medical and surgical treatment, social services, jobs for every Kuwaiti who seeks employment, practically free housing for low income Kuwaitis, subsidised water, electricity, telephone services, gas, transportation, and basic nutritious foods such as milk, rice and bread. The best part of this 'cradle-to-grave' welfare system is that all these services are provided without levying any form of taxes on income, state, property, inheritance or even sales. The Kuwaiti Constitution Articles 10, 11 and 13 guarantee social security, medical care, education, and the opportunity to work (Ministry of Information, 1995, p. 81). The Kuwaiti government

has stepped up the fight to eradicate illiteracy. The government places a high priority on education, which is compulsory for all Kuwaitis. However, there still exists a low illiteracy rate in the Kuwaiti population. In 2002, the percentage of illiteracy was 7.4 among which males comprised 2.8% and females 11.7%. The government's fight against illiteracy has yielded remarkable results. While the percentage was 44.6% in 1975, it reduced to 36.4% in 1980, 23.2% in 1988, and 7.4% in 2002 (Ministry of Planning, 2002, p. 41). An Amiri (Ruler's) Decree issued in 1981 urged all Kuwaitis to join centres for eradication of illiteracy and the government offered KD 50 (about £100) as a reward for those who passed the eradication of illiteracy exams (Al Ghazali, 1992, pp. 18-38). In addition to the basic services, the government provides a fraction of the cost through subsidies for utilities such as electricity and water, since modern housing and increase in the cost of living continue to raise demands for these services. Other subsidies, including basic foods such as milk, rice, sugar and bread, have been provided since 1975.

In terms of its economy, Kuwait is a country of small size, whose geographic location has affected its environment and its economic activities. The desert and sea have also played a part in shaping its economic structure. Kuwait does not fit easily into the traditional concept of either developed or underdeveloped economies but probably falls somewhere between the two. It has a number of indicators of an underdeveloped economy, such as total reliance on a single resource (oil), a short supply of technical skills and labour of its own, and a heavy dependence on the import of capital and consumer goods. At the same time, Kuwait has indicators that are associated with a developed economy, such as a high per capita income, one of the highest saving rates, a strong annual growth rate and a consistent healthy balance of payments (SDO, 1997, pp. 137-165). During the pre-oil era, Kuwait's basic lack of resources and its geographical location forced its population to depend on the sea as its major source of livelihood and trade. Pearl diving and boat building, for example, flourished in the Gulf area. The favourable geographical location of Kuwait helped the population to become some of the foremost seafaring traders in the Gulf region.

After the discovery of oil, Kuwait's infrastructure had accelerated the transformation process. Government expenditure on the development of Kuwait has been the principal mechanism facilitating this transformation, made possible by the country's steadily increasing Gross Domestic Production (GDP). These were vulnerable to the cyclical nature of the international oil market. The agricultural and fisheries sectors were insignificant because of limited natural resources and, although strenuous attempts were

made to diversify the domestic economy by building up the industrial and financial services sectors, these have been only partly successful. Industry depends on government expenditure that itself is oil-dependent, while financial services have suffered a loss of credibility associated with the collapse of the stock market (Souk Al-Manakh) in 1982. An important and largely untapped source of government revenue is income from its substantial financial investments abroad (Ministry of Planning, 2001, pp. 228-232). Since 1981, the nationalised oil industry has pursued aggressive downstream investment overseas, together with a programme of increased domestic refining and petrochemical capacity. After the Iraqi occupation, this overseas downstream network was the only element of the Kuwaiti economy, which continued its operation. Domestic economic activity after the invasion was limited to the distribution and trade of a dwindling supply of basic commodities (Economic Intelligence Unit, 1990-91, p. 12).

The Kuwaiti society is an Islamic one. The foreigners living in Kuwait hail from different nations and religions. There is freedom of worship. Arabic is the official language though English is widely spoken. The Kuwaiti social system depends on the family and relatives. The Kuwaiti society is open to foreign culture. They travel to other countries particularly during the summer months, working with foreigners is very common as the labour force comprises of a large percent of non-Kuwaitis, Kuwaiti TV and cinema offer a lot of foreign programmes and films – these are just some of the few ways the Kuwaitis are exposed to various cultures. Since its independence in 1961, Kuwait continued its progress and development, and provided a safe and stable life for its citizens, until the second of August 1990 when the Iraqi forces invaded Kuwait, and the Iraqi regime declared Kuwait as a State within its regime.

The utmost opposition by the Kuwaiti government and Kuwaiti people met the Iraqi occupation. The Kuwaiti government made a makeshift government in the Kingdom of Saudi from where it ran the political and propaganda battle against the Iraqis in Kuwait. Kuwait received political and military support from the international community and the allied forces, and embarked on a fierce war effort against the Iraqi forces leading to the liberation of Kuwait in February 26, 1991. The occupying forces tortured citizens and looted their property as well as committed murder, rape, abduction and torture (Al Deeb, 1993). Scientific studies indicated the variety and multitude of psychological suffering amongst the Kuwaitis as a result of the Iraqi occupation, such as depression, anxiety, phobias, psychological disorders, hostility, family violence, PTSD and denying values and regulations (Al Meshan, 1993).

To confront the psychological, educational and social effects of the Iraqi occupation the SDO was established in November 1992. The following describes the SDO regarding establishment and functions, tools, organisational structure, and development.

2.3.1 SDO Establishment and Functions

The SDO was established according to the Amiri Decree (63/32), with the purpose of providing psychological services to face the psychological, social and educational negative effects due the Iraqi occupation. SDO is a non-profit governmental organisation rendering services free of charge to its citizens.

The second article of the Amiri Decree states that the purpose of establishing the office is to unify efforts and share potential to work on eradicating the psychological and social effects of the Iraqi occupation and rehabilitate the Kuwaiti identity to enable it to play its normal role in developing and rebuilding its society. The functions of the SDO were decreed in terms of four areas: discovery, study, counselling, and follow-up. These may be described as follows (Amiri Diwan, 1992).

(1) Discovery

The initial task was to discover the citizens who were suffering psychologically or due to physical assaults as a result of the trauma caused by the aggression, and classify them accordingly. The injuries may be physical, psychological, social, economic, etc. The psychological effects may be emotional, cognitive, behavioural as well as physio-psychological disorders, or posttraumatic stress disorder. The physical injuries may be handicap or disabilities as a result of the assault. The social disorders may negative interaction with others, family discord, social maladaptation, etc. Such cases are identified through surveys, visits, and media programs.

(2) Study

In-depth analysis of each case and its surrounding circumstances (social environment such as the family, relatives, friends) is conducted to design the appropriate counselling and rehabilitation programme.

(3) Counselling

SDO operates counselling the affected cases, with the aim of helping them to overcome their psychological problems and achieve normal adaptation. Counselling is based on scientific grounds and assists the affected cases to overcome suffering, enrich personality and include modifying behaviour and gaining adaptional skills.

(4) Follow up

The Amiri decree asserted that the rehabilitation and follow-up of the affected cases is essential, using the most advanced scientific methods, appropriate to each individual's problem and its unique circumstances. Follow-up is an integral part of the counselling process, since it enables to measure the extent of improvement and foresee the required help. Follow up is conducted through different methods of contact: personal, mail, or phone. In all the cases confidential reports are maintained for each client containing comprehensive information about his psychological condition.

2.3.2 SDO Tools

The SDO tools are the means through which its goals are achieved. These tools are counselling services, research studies, specialised training, and media and public relations, as described below:

(1) Counselling Services

Counselling is the core service provided by the SDO through which the treatment process of psychological, social and educational effects due to the Iraqi occupation is provided. Specialised professional counsellors provide individual or group counselling aimed at helping and diagnosing the type of harm caused to the counselee, and suggesting appropriate solutions and alternatives to enable them to adapt with life.

(2) Research

This tool is used to reinforce the counselling service through the conducting of research and studies to discover harmed cases and classify them, and study the surrounding environment and analyse the unhealthy phenomena in the society as a

result of the Iraqi aggression. Research employs all methods of surveying in all this, also with case studies and analysing the content of documents related to the effects of the aggression and analysing the content of the media as well. This goes hand in hand with holding conferences and scientific seminars that increase the Office's experience and promote its scientific research methods in the field of posttraumatic stress studies.

(3) Training

This is a need for competent specialists to perform functions attributed to the Social Development Office, this need requires the presence of specialized training program aimed at providing necessary human labour and rehabilitating them in psychological guidance, research, communications and management. The training programs are executed continuously.

(4) Media and Public Relations

Citizens must be aware of the available guidance service, and therefore there is a need to employ different tools of mass media to clarify the mission of the Office and its purpose. Hence, the strategy of the office included media and public relations considering it a medium to spread the concept of psychological counselling and clarifying its importance and convincing about its positive benefits on the individual, the family and society. From another angle, the Office's services need media tools to act as a supportive factor in the guiding process for the individual and the group meaning to teach the Kuwaiti society how to deal with stress and overcome psychological suffering, and encouraging counselling by specialists. And take steps in the media with its methods, styles, campaigns, and program as a crucial tool for the Social Development Office helping it accomplish its mission.

2.3.3 The Organizational Structure

As soon as the Amiri Decree was issued establishing the Social Development Office and assigning its duties, work began on converting this decree into an organizational reality including departments and human cadres suitable with the nature of the offices business. In the following is an outline on the organizational structure of the Social Development Office (Social Development Office, 1994).

A. Presidency and the Board of Trustees:

1. Head of the Board of Trustees:

This person is appointed by an Amiri Decree, representing the supreme authority of the Social Development Office, and has the privileges allowing him to adjust the course of the Office's activities in the manner that achieves its goals. He is also responsible to the involved parties in the state for the Office's performance and its achievements, and the most important specializations of the Head of the Board of Trustees are the following:

- Attendance and monitoring the execution of plans and policies of the office.
- The Board of Trustees and monitoring these decisions decides issuing executive decisions according to what.
- Issuing what he sees as appropriate instructions and orders seen necessary for well being of work progression in the framework of organizing regulations of the office.
- Issuing decisions related with appointing occupants.
- Signing treaties and contracts with consultant parties or with experts or consultants collaborating with the office in performing its mission.
- Informing the Board of Trustees with the directives of the prince, and endorsing reports submitted to the prince.
- Informing the Board of Trustees with the goals and policies embarked upon by the office concerning certain issues, and discussing them with the members
- Representing the office in dealing with VIPs and parties either internally or externally, and endorsing reports sent to these personalities and parties.
- Heading the sessions of the Board of Trustees and managing them, and calling the Board to convene, and distributing ideas and duties amongst the members, and presenting periodical reports to them with respect to the progression of work in the office. In addition to the Head of the Office may delegate some of his privileges to the GM.
- There is also a technical office following the Head of the Board of Trustees. This technical office is the provider of technical advice, and studying issues referred to it, as well as studying reports, diaries and memorandums referred to the Heads office from different parties. Along

with presenting periodical reports on the Social Development Office by coordinating with office departments.

2. Board of Trustees:

This board consists of seven members, who were appointed by an Amiri Decree number 87/92 and all of them are experts and specialists in the field of work of the Office. The Board of Trustees carries the following functions:

- Setting out necessary rules, regulations and procedures organizing the offices work technically, administratively, and financially.
- Examining reports sent by the office to other parties, either local or foreign.
- Making decisions concerning recommendations and suggestions submitted from committees formed by the Board of Trustees.
- Endorsement of the internal panel of the Board of Trustees, and endorsing amendments run on the organizational structure of the office including the specialty of each department and the system of work within it.
- Internal Budget sanctioning as well as the closing account before submitting it to the concerned parties.
- Discussing issues presented by the Head of the office, to make decisions with regards to them.
- Following up work progression in the office by examining periodical reports submitted to him.
- The Board of Trustees convenes according to the requirements of work based on what the Head of the Board sees or the members, noting that it must convene at least once every three months.

B. The General Manager (GM)

The GM is responsible for executive management of the Office and orchestrates all internal affairs with respect to administration, finance and technical matters. He has the authority to make decisions, orders, and instructions to execute the Office's operational strategy on the course to achieve its mission and its goals. The GM makes decisions and gives instructions that he sees necessary to guarantee the intended progression of operation in the Office and its organization, and he follows up the decisions made by the Board of Trustees and the Head of the Office. The GM also reviews the budget sanctioning and the closing accounts and submits it to

the Board of Trustees, and presents periodical reports on the offices performance, including suggestions on how to face malfunctions. The GM also fills in the Head of the Office with the necessary data, and performs his specifically assigned duties by the President. The GM may delegate certain powers to his department directors. The GM has two units subservient to him, the first is the information systems unit, and the second is the development and training unit, Both units will be discussed in the context of clarifying the of the Social Development Office.

C. Main Departments

- (1) ***Finance and Administration Department:*** This is one of the main departments in the Office and comprises of three divisions: Financial Affairs Division, Personnel Division, and the Services Division. This department executes the offices financial and administrative policy. It applies instruction and financial regulations issued by concerned parties and prepares the budget project for the office as well as runs accounts, purchasing, warehouse, and stocks as to supply the office with its needs of materials, equipment, maintenance, security, care taking and communications. As the financial and administrative affairs department also handles employment and employment services and follows them up, besides annual stocktaking and suggesting administrative operational policies.

To enhance performance in the Social Development Office the Office's computer network includes modern information systems applications, where a specifically designed computer program was accomplished for financial and administrative affairs. The program includes establishing a database for a set of financial and administrative systems guaranteeing the competence of these systems, and obviously the competence of financial and administrative performance in any organization is reflected on the technical performance. Therefore, the computer utilization plan at the Social Development Office included: Presenting Financial and Administrative Systems. Providing modern Financial and Administrative Systems, regarding the costs system, client system, supplies system, payments system, stock control system, accounts system, banking system and follow up then asset system.

- (2) ***Counselling Services Department:*** Through this department psychological guidance services are provided for clients. These are the main services of the Social Development Office, and the counselling services department duties are:

- Providing psychological counselling to help guide and treat cases and following up these cases through scientific methods according to each case's specific problem and its sensitivity.
- Rehabilitating cases through basic rehabilitation programs aimed at the cause, and guidance rehabilitation program aimed at persons surrounding the case to inform them how to deal with the case.
- Field and laboratory training for specialists, and rehabilitation of national cadres on dealing with cases.
- Exchange of scientific advice and expertise with authorities and institutions concerned with counselling services local, Arab or foreign.
- Coordination and interconnection with involved parties within the state especially ministries of health, education, and social affairs, to help with diagnosis and treatment.

(3) ***Research and Studies Department:*** This is another important department in the Social Development Office, responsible for the following:

- Conducting studies concerned with psychological, social and bearing effects left behind the Iraqi aggression on the Kuwaiti people.
- Monitoring social delinquency phenomena, especially with relation to crime, family break-up and moral norm violations through organizing discussion groups, analysing newspaper context, and examining reports issued by involved parties in the state.
- Obtaining scales and tests used in the research conducted by the department.
- Constructing and rationing scales and tests employed by the department in collecting and organizing scientific data on the efforts of war on humans.
- Collecting and organizing scientific data related to the effects of the Iraqi aggression on the State of Kuwait, either published locally or abroad.
- Organizing conferences and discussion circles that tackle topics which the Social Development Office is concerned with.

(4) ***Media and Public Relations Department:*** The importance of public relations for the Social Development Office is highlighted when taken in the context of the expected general mission of the Office, and by looking at the importance of public

relations in modern organizations. Public relations includes social and behavioural dimensions based on a set of scientific knowledge which could be utilized in the practical reality, and it is art depending on the potential of those working on it and their skills (Kishk, 1998, p. 19). Public relations is a profession with rules and morals, and it is a continuous helpful social job that works in an efficient scientific manner making use of sociology, psychology and social sciences in general. It requires full feedback from the public, and uses all means of communications available, and depends on good performance within the organization and polite interaction with those dealing with it, hence building continuous understanding. Cooperation and adaptation between the organization and the internal and external public to accomplish its social responsibility. This is achieved by taking into consideration striking the required balance between the goals of the organization on the one hand and the goals of the public and their interests on the others (Al Sahn, 1993, p. 25).

The Media and Public Relations department is involved in creating an effective internal communication between the departments of the Social Development Office, and that teamwork spirit and good relations region between all employees. The department also produces brochures that describe the mission of the office, and distributes them and follows up whatever is public concerning the office in local newspapers. As well as the fields parallel to the office line of work especially the fields of psychology, sociology, and rearing, and monitors psychological phenomenon published in the Kuwaiti newspapers and producing reports to help design the offices programs and executing them.

The Media and Public Relations Department organizes the relationship between the office and the popular means of communication. The department has produced various audio and video materials concerning the circumstances of the Iraqi aggression, and the department sets integrated programs for the visits of experts and specialists who come to the office on official visit or field trips. The goal being to facilitate their missions and create a positive mental image about the Social Development Office and the Kuwaiti society in general.

The Media and Public Relations Department also produces reports on humanitarian cases of those visiting the office, and coordinating with the concerned parties to help them. In addition to that, the department identifies problems facing the staff in the office and assists in solving them. It facilitates

departure procedures for superiors and staff either on official trips or for training, and takes part in organizing conferences and discussion circles, as well as organizing meeting for staff in the office on different occasions to strengthen good ties and relations between them.

2.3.4 SDO Work Responsibilities

These are clear principles for work at the Social Development Office regarding work responsibilities. The first of these is to have staff qualified for the job they are occupying (Social Development Officer, 1993, p. 28); and to implement this policy the Training and Administration Development Unit was established in 1995 Subordinate to the GM, this Unit is concerned with organizing and providing training courses aimed at developing the human labour at the Office. This is done through upgrading the knowledge and skill of the works to help the office accomplish its mission and the unit here by studies and determines training needs, and plans training programs and executes them and follows them up. In addition, it also suggests plans for current and future human labour and its development. The Unit shares its opinions on suggested laws, regulation and divisions related to administrative and organizational aspects. In addition to that the Training and Administration Development Unit submits reports concerning how to develop employment and organizational structures in the Office, and publishes reports regarding operation styles and ways to simplify tasks. It embarks on collecting data and storing them, and providing administrative information concerning the offices operations, as it reviews setting up the training environment, and providing its date and time prerequisites and conducts follow up and evolution for (Social Development Office, 1995).

To achieve job enrichment the Office seeks assistance from individuals with a high level of specialized expertise on temporary assignments, or for a limited period according to work requirement. Hence the number of employees in the office varies from one period to another, except for continuously fixed staff acting as a basic force. During the year 200/2001, the number of those reached 155 individuals, distributed according to the nature of work with 105 employees with technical jobs, and 50 employees with administrative jobs, i.e. around 67.7%, and 32.3% respectively. From the nationality angle, the employees of the Social

Development Office are 126 Kuwaitis, and 29 non-Kuwaitis, i.e. around 81.3% and 18.7% respectively (Social Development Office, 2001).

There exists an assessment form to evaluate worker performance in the Office, the Direct Superior completes this form and it includes basic elements to evaluate the employee based on.

- Worked performance: meaning the standard of accomplishing assigned duties to the individual with respect to quality or speed of accomplishment.
- Cooperation: meaning the magnitude of real cooperation expressed by the individual towards his colleagues with respects to accomplishing assigned duties.
- Interconnection: meaning the ability of the individual to conduct competent communications when necessary and the competence of interconnection expression both written and spoken.
- Promptness: meaning to adhere to arrival and departure with respect to working hours and being present at working place.
- Special abilities: includes ability to be creative, correct decision making in different circumstance with the works framework and the ability to develop skills and knowledge, and utilizing available opportunities, and the willingness to learn.

All the above elements have a number of corresponding points which when added overall constitute a certain degree for the worker out of the sum of elements.

2.3.5 The Development

When the Social Development Office began working in November 1992, it began with limited potency, but with time the officer's potential grew by bit, and in the following are the most important features of the Office's development:

(1) Mechanizing the Office:

This was an important step in promoting work at the Social Development Office, and despite computers being used in the offices in the beginning except it was on a limited scope, and did not meet the needs of the work. Hence an information systems unit was established in the year 1995, aimed at entering and promoting computers systems to help the Social Development Office realize its goals and

mission. Therefore, the unit has specific functions, the most important of them being (Social Development Office, 1995):

- Perform operation and maintenance of the computers and their equipment and accessories of all types present in the office.
- Studying need of department, regarding automation mechanization systems of offices through machinery and equipment. With technical specifications suitable with the nature of work.
- Monitoring the execution of document storage systems, data systems, and files concerning the office and storing them.
- Designing information systems regarding the office departments and updating, developing, and maintaining them, and assuring that the new system programs are at optimum operation standards.
- Preparing place and schedules regarding information systems and monitoring the competence of its performance and evaluating them. Coordination with involved departments by specifying the type of storage technology appropriate to the nature of work in each department.
- Preparing files regarding psychological case and storing an updating them.
- Presenting technical advice on how to utilize computers in the optimal manner all the office activities. With the growth in formation systems unit and increasing its potentials, its duties developed, and began training all the Social Development Office's staff on how to use information systems. Also how to utilize them to plan different training activities for the offices staff in the fields of using personal computers and coordinating with office departments in that matters according to the needs of each department and following up holding training courses and monitoring them. The information systems unit also, stock takes all equipment related to information systems inside the office and classifies them, and tests and evaluates those in good conations and their degree of performance, and those which need maintenance or upgrading, besides doing follow-up maintenance and its execution.

(2) Enhancement of Work Power and Job Enrichment:

The Social Development Office's strategy asserts the importance of strong work performance and providing training opportunities to enable employees to reach the

highest standard of merit, especially the Kuwaiti labour force; and the following enhancement programs were executed. Preliminary preparation programs work on introducing new staff to the purposes or goals of the Social Development Office and its mission and organizational structure including its departments and committees, plus the personnel department's policy, regarding wages and promotion, and planning the employment role, vacations, education and training opportunities, holidays and break periods, salary deduction penalties, performance evaluation policy, and dealing with complaints. Overall, the preliminary preparation system includes a set of information related to the content of work, its relations, circumstances and principles that govern it. Preliminary preparation besides being necessary for institutions in general is even more important for the Social Development Office, not only because it is considered an unprecedented experience born of exceptional circumstances (the Iraqi aggression), but also due to the highly specific mission of the office, which requires employed cadres to understand this mission and believed in it strongly. This requires doubled effort to modify new employees' information and expertise and planting the motive and understanding within so as to become of real value for the Office.

When it was decided to seek assistance from specialized companies to introduce computers and their applications into the Social Development Office, training courses were organised to facilitate certain employees to become able of running and operating the information systems unit. Those employees received extensive computer training programs from experienced specialists. Those employees were also chosen according to particular criteria, which guarantees their fitness for their respective job functions. After things became established in the information systems unit, since 1995 computer-training courses were organized for the majority of employees in the office, and when an exhaustion survey was conducted on those employees (76%) of them needed training on computers basics (Social Development Office, 1995). Hence training courses were planned and implemented for the Social Development Office's staff, which at first came down only to basic programs, but soon grew to include more advanced ones according to operational requirements.

Finding qualified national cadres able to deal with psychological, social and rearing problems, which resulted from the Iraqi aggression, was inevitable. Therefore, the Social Development Office set out a strategic training plan to

provide national specialists who have the experience, skill and knowledge on how to deal with the effects left behind the Iraqi aggression on the Kuwaiti personality. Naturally employees at the counselling service department in the Office were chosen according to specified standards either regarding scientific specialization, or regarding experienced in the field of study. Therefore, they became the targeted segment for training and rehabilitation programs. Then the scope of programs was widened to include certain psychological and social specialists who work in other authorities in the state as there were training courses organized for parents. According to Al-Rashidi (1997), up to May 1996 the overall number of training courses had reached 119, 90% of which had their data analysed. This verified the single average course period at around 14 hours, whereby the overall course periods analysed amounted 1638 training hours. Also the number of beneficiaries from these courses reached 1310 beneficiaries, with an average of 12 trainees per each course, and the number of courses conducted in Arabic was 26 courses while these conducted in English were 80 courses, as set out in table 1 below:

Table 1
Training Courses Organized by the Social Development Office in the Field of Psychology

Field	N. Courses	N. Beneficiaries	N. Training hours	Training Language	
				Arabic	Eng.
Psychological Therapy Principles	38	497	625	11	27
Post-Traumatic Stress Disorders	27	371	364	4	23
Psychological Guidance Professionalism	17	200	324	6	11
Maternity & Family Guidance	13	157	172	3	8
Childhood & Adolescence Guidance	11	151	153	2	11
Total	106	1316	1628	26	80

Obviously the first three fields - psychological therapy principles, posttraumatic stress disorders, and psychological guidance - consumed up to 80% of the overall training hours. In implementation of the Office's policy of equipping the national cadres with tools and means, which enable them of surrounding psychological phenomena, left behind the Iraqi aggression. Training courses were organized

either by the Social Development Office completely, or through the Office's cooperation with other institutions inside or outside Kuwait.

(3) Increasing Outlets:

With the continuous efforts of the Social Development Office to provide its service, demand by citizens

increased considerably. Field research also revealed a rise in the number of psychological disorder cases resulting from stress during the Iraqi invasion. Hence new branches for the office were set up in different areas instead of presenting the guidance service from one outlet. Currently the Social Development Office presents its services through five outlets (Branches), which are:

- Yarmouk Branch, located at the Martyr's Office, and receives all categories: men, women, children, and teenagers from both sexes.
- Khaldiya Branch, located at Al Fatat Club, and receives women and children below 15 years of age and provides psychological counselling as it also deals with some speech disorders.
- Al Sawaber Branch, located at Women's Culture and Social Society, and receives all categories of the Kuwaiti Society, as does Al Yarmouk Branch.
- Al Shamiya Branch, located at the Social Reform Society women's committee, and provides counselling service for women only.
- Murgab Branch, located at the main headquarters of the Social Development Office, and receives all cases.
- These branches operate on two shifts: morning shift from 8:00 am till 12:00 p.m. and evening shift from 5:00 p.m. till 8:30 p.m. where qualified specialists and administrators present the services.
- The necessity to increase the number of guidance service outlets was due to the rise in demand upon the service by cases as a result of the Iraqi aggression. The cases frequenting the office increased from one month to the next and during the period from November 1992 until March 1995 the number of beneficiary cases reached (13084) cases, distributed according to the following table (Al Rashidi, 1997, p. 211).
- Psychological disorders suffered by cases have varied some of them suffer post-traumatic stresses and its negative symptoms, while some of them suffer identifiable, reactional, behavioural, or psychophysiological disorders.

(4) **Establishing Specialized Centres:**

With the development of guidance services at the Social Development Office, specialized centres were established to enable exceptional guidance services to be presented. These centres are: Psychological Testing & Evaluation Centre, Bio-Feedback Centre, Child Development Centre, Speech and Hearing Disorders Centre, Telephone Counselling Centre. Due to the importance of these centres we shall briefly allude to each one of them.

Psychological Testing & Evaluation Centre:

The need for utilizing amending measurement equipment in diverse fields such as clinical psychological services in diagnosing treatment and rehabilitation, plus rearing and educational services and well as in measuring public opinion tendencies and moral ... etc (Taylor, 1989, p.47). The establishment of the Psychological Testing & Evaluation Centre is a strong boost to the Social Development Office on the route to carrying out its mission, whereby the centre receives all cases referred to it by office counsellors and conducts necessary psychological examinations for each case and prepare full report out it with respect to the nature of suffering, its dimensions, its degree of urgency, and necessary guidance suggestions.

Bio-Feedback Centre:

Establishing the Bio-Feedback Centre came as a response to the psychological cases circumstances dealing with the office, as to enable the psychological specialist to plan the correct strategy in dealing with the case in the light of physiological operations related to psychological disorders. Work in the Office is based on the principle that physiological operations are affected by the person psychological state and that it is possible to self-govern physiological operations thereby the person gain more control over these operations. Therefore, he can overcome the physical pain resulting from psychological factors. The client who suffers nervous headache (in the light of specialized interviews, which decide that) has his medical history preliminarily assessed by the therapist. Then comes the role of the specialized therapist. At the centre when a feeling device is placed on the semi-perverted muscle located on both sides of the back and the terabits then explains to the client that he shall view the electrical sketch meter ascending as the

muscle gets nervous and descending as it relaxes. Then he asks the client to relax these muscles even more, i.e. the client is trained on how to relax upper back and neck muscles depending on the direction of the electrical sketch meter painter. With this relaxation psychological symptoms diminish or disappear and the patients feeling of competence and capability increases (Kamal, 1991, p. 290). The Centre also contains information stored on the computer convenient with the nature of the centres work and style of operation. This information includes basic data on cases, results of therapeutically and guidance interviews for each case, psychological symptoms and disorders of cases in addition to ready made copies of questionnaires and examination which might be required by counsellors or required for dealing procedures with clients.

Child Development Centre:

The Social Development Office is concerned that the Kuwaiti child should come within the framework of the Office's mission aimed at the individual as well as the family and society. The child is the common factor between these three axes, and studies undertaken by the Service Development Unit as well as others studies conducted in the Kuwaiti Society Office have shown that the Iraqi aggression has resulted in multiple effects on Kuwaiti children. Some of them have endured shocking elements and encountered tragic experiences occurring from the aggression. Some of these children expressed psychological symptoms due to problems suffered by either one or by both of them resulting from stressful elements during the aggression. From here the Child Development Centre was established to attempt to diagnose children's problems and try to help children overcome these problems, either through guidance and psychological therapy or by educating parents on the correct method to deal with their children's problems, or by organizing training and guidance programs for the parents and the child together. Diagnosis is done through deep interviews with both parents and children, and also through different methods of observation. The centre has dedicated an equipped hall for children to facilitate monitoring their behaviour during play including intersection between them. In addition, the Child Development Centre is concerned with parents' reactions and the themes of dealing with their children and providing child-rearing guidance in a style suitable to their mental and emotional level. The Centre also offers material training

programs on how to develop children's thinking, and social skills and organizing the family environment to help enhance the child's personality in general.

Speech and Hearing Disorders Centre:

This Centre works on diagnosing and training cases on route to rehabilitating them to practise their normal role in society, and offering opportunities in these cases for follow-up and eventually cure.

Psychological cases treated at the centre vary, such as stutters cases, trapped voice, letter interchange, rabbit lip and all cases come to the office either by individual knowledge or through reference from other institutions or counsellors at the Social Development Office. The Centre contains a laboratory equipped for analysing speech disorders and diagnosing and treating them. It also includes a special sound-isolated room for examining and measuring hearing, in addition to a set of rooms on the one-to-one method, the centre also has a set of modern equipment, which is used to treat speech, and hearing disorders cases. During the period between March 1995 until March 1966, the Centre received (66) cases over of which have been cured completely, and others continued to receive therapy, where the rest transferred to others institutions (Al Rashidi, 1997, p. 223).

Telephone Counselling Centre:

Psychological counselling via phone is one of the services that has begun to attract attention in many western societies. The idea of counselling via phone goes back to the 1950 when a group of women in the United States established a hotline to offer advice to raped women, and also to defend their rights. And with the ideas' success, telephone counselling became more practical and specialized. Its scope widened to include many social classes, and became a basic part of psychological services offered by various institutions such as hospitals, treatment centres, guidance centres, schools, courts etc. There are centres that provide a telephone-counselling service around the clock such as the Los Angeles Centre (Al Rashidi, 1997, p. 224).

This system was added to the Social Development Office with its strategies to facilitate distribution of the offices services on a wider scope, for all citizens who need counselling, in order to present a highly available counselling and guidance service. The Telephone-Counselling Centre (which operates within the Social

Development Office) operates on two shifts. The morning shift lasts from 8:00 am - 2:00 pm and the second shift is from 5:00 pm - 9:00 pm. The office is equipped with a set of telephone lines enough to receive all counselling seeking phone calls, and the centre is run by a group of experts, and some callers ask about the services presented by the Social Development Office before coming to meet specialists face to face. Finally the phone counselling centre is a modern service in the Social Development Office, and the Centres have a highly liable potential for modernization in the light of the success the experiment has proved.

(5) Establishing Permanent Development Committees:

Experience has shown the necessity of an efficient administrative role in counselling services in context with its organization and relationship with other departments and with these dealing with the Office, and to attain this goal specialized committees were formed to better implement three services on several levels (Al-Rashidi, 1997, p. 225):

Firstly, facilitating the counselling operation meaning performing it efficiently and with the speed required within the counselling services department.

Secondly finding and enriching interconnections between this department and branches belonging to it and the rest of the Social Development Office's departments on every level.

Thirdly, facilitating procedures related to increasing counselling service performance potentials, those potentials either being human labour or material and technological prerequisites.

Finally, the specialized technical committee completes and supports the Office efforts within the framework of the counselling services department regarding integrating with society with all into institution groups, and citizens including psychological cases and those during the Iraqi aggression. The technical committees following the counselling services department are: the living martyr committee, the social development committee, media and public relations committee, the training courses preparatory committee, then the closed follow-up cases committee. These committees carry out their functions assigned by the Social Development Offices GM in agreement with the counselling service department directors, and the head of the Board of Trustees endorses its formation.

(6) Interconnection with International Databases:

This step was a fundamental development in the operation of the research and studies department, and as alluded to previously, research is one of the main tools of the Social Development Office. A group of studies was conducted explaining the degree of spread of psychological suffering amongst Kuwaitis after the Iraqi aggression such as: anxiety, depression, phobias, physio-psychological disorders etc, as other studies discussed negative psychological rearing and social effects which arose highly between Kuwaiti school students after the Iraqi aggression. The research and studies department organized 11 eleven debates, and 3 three international conferences in which several studies regarding the effects of the trauma of war on humans were discussed, and how to deal with these effects including the effects of the Iraqi aggression on the State of Kuwait.

Statistics indicate that research conducted by the research & studies department or contributed in producing totalled 175 researches from 1992 until 1998, and all of them discussed the Iraqi aggression on Kuwait (Social Development Office, 1998, p. 35).

With the growing importance of research, and regarding the need for modern and varied data interconnection with international databases was established through a specialized centre founded (the Information Centres) with a main purpose to offer information, which the Social Development Office may require for its operations. The centres hereby collect indicative data from its modern and traditional sources, and the data are then organized in a manner making it easier to retrieve and make use of and to achieve that the Office carries on the following functions:

- Forming groups of books, periodicals, research and developing them, as well as others information sources on psychology, sociology and rearing in addition to information concerning effect of war and crisis on the individual group and society including the effects of the Iraqi aggression on the state of Kuwait.
- Organizing information available in the centre and preparing it in a scientific manner to facilitate storing and retrieving it when needed quickly and completely. The centre currently contains a massive collection of books, periodicals, reports and research, and applying the automatic system to ensure the possibility of automatic search over 400 information files (Social Development Office, 1998, p. 35). Through linking the centres with the American Dialogues company database the integrated automatic system also

permits entering document records in both Arabic and English languages. In addition to preparing brief summaries to identify the stored documents' subject content, the Centre's computer system has access to the Internet filing index system and the instant automatic search system.

The Centre allows borrowing scientific material according to specific regulations. It includes a press information archive on the activity and work of the Office, and the Centre exchanges information and publications with parties and institutions within the state. It also exhibits the Office's publications on prearranged occasions.

2.3.6 Conclusion

Social Development Office (SDO) is a governmental non-profit organization offering psychological services to overcome the psychological, social, and educational effects on the Kuwaiti people, which were a result of the Iraqi occupation (1990-91). SDO was founded in 1992. SDO's tools are mainly counselling services, research and studies, and media. From the organizational point of view, SDO maintains a board of trustees, general manager, counselling services department, studies department, and media department. Additional there are two units: training unit and information system unit. SDO was developed through mechanization, enhancement of work force, opening new branches locally, and establishment of specialized centres: psychological testing centre, bio-feedback centre, child development centre, speech and hearing disorders centre, telephone counselling centre, and information centre. SDO management gives attention to the human and technological resources and to making the best use of them. SDO works according to a written strategy, which asserts that SDO's executive staff must have the qualities of a manager-leader, and not just a leader. This gives rise to an important question: to what extent does this principle apply according to the perception of the SDO employees? Answering this question required application of empirical procedures, which are demonstrated in the following chapter, entitled 'Study Methodology and Methods'.

CHAPTER THREE

STUDY METHODOLOGY AND METHODS

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Introduction

Methodology is identified as a group of arranged procedures, which are to investigate a specific problem study in order to reach the reality (Al-Rashidi, 2000, p. 21). The term 'methodology' was firmly established and deep-rooted in the Renaissance age in Europe, when it was defined as a group of general rules designed to reach the reality of science. It includes the art of accurate and sound arrangement of complex mental ideas in order to reveal unknown facts and prove them (Enayat, 1994, p. 76).

With adoption of the scientific methods, knowledge and development of research methods, 'methodology' has become one of the criteria of research categorisation. According to these criteria, research was classified under five main categories: historical, descriptive, correlative, and experimental (Gay, 1993, p. 22). When conducting research, adoption of a specific method is chosen according to the nature of the research topic and its objectives (Eissa, 1991, p. 277). Research that investigates a chemical topic, for example, aiming at identifying the effect of a certain chemical material on other chemicals may require the adoption of an experimental method. On the other hand, research that investigates a behavioural topic with the aim of identifying the correlation between specific behavioural characteristics may require a correlative method.

There is a lot of literature concerning methodology of the empirical field study in the management field. According to Al-Teer (1989) and Malaika (1989) such methodology includes a group of procedures : determining the problem, its importance and significance, explanatory investigation, formulations of questions/hypotheses, definition of concepts, level of analysis, sampling, theorizing, designing data collection tool, data collection & processing, organizing/tabulating the findings, and writing & revising the final reports. In the frame of these procedures, there are a lot of tasks that the research must perform. For example, designing the data collection tool requires obtaining information/data, itemizing them, revising the wording, consulting the experts, conducting pre-tests, validity & reliability, etc. In all these tasks the researcher has to the required modifications to achieve the best formula of the data collection tool. However, all methodological procedures include a lot of tasks that are necessary to confirm the scientific approach of the study.

Regarding the current study, its main theme is to investigate the “Leadership behaviour of SDO managers (senior and support levels)”. Its main objective is the description of the professional performance of SDO managers, according to the criteria of leadership behaviour and identification of leadership types, reflected by the managers’ professional performance as viewed by the employees. The employees are the SDO staff, whereas the managers are senior administrators, section and units’ heads, as well as branch managers. The study, therefore, attempts to answer:

- **To what extent does the professional performance of SDO Managers reflect the dimensions of leadership behaviour ?**
- **What are the types of leadership demonstrated in the professional performance of SDO’s managers ?**

The answers to these questions will be revealed by the views of SDO employees. Since the professional performance of SDO managers is a reality, therefore, the current study, accordingly, *describes* an already-existing reality, which is represented by the managerial staff behaviours as perceived by their subordinates. The current study is, therefore, a *descriptive* one. Consequently, it adopts the *descriptive method*, which attempts to answer the query: *What is the nature of the phenomenon of the research topic?* The description includes analysis of the phenomenon structure and specification of the relationship between its components it may include the views and attitudes towards the phenomenon, its operations and the effects caused. In brief, the descriptive method describes the phenomena and demonstrates how it works (Abu Hatab & Sadek, 1991, p. 105). This philosophy of the descriptive method applies to the current study. It aims at describing existing facts, which are the SDO managers’ professional performance according to their subordinates’ views. The main procedures of the field study in the current research include the study sample, designing and administration of the data collection tool, data processing, and tabulation.

3.1 Study Sample

This study was conducted on a random sample of 120 SDO employees. The exercise commenced with performing a comprehensive count of the SDO employees at the head office as well as branches, totalling to 199, of which 44 were temporary (SDO, 2000). Only permanent employees (155) were considered in this research study. To ensure the sample’s representation of the organization, the study was conducted on about

80% (124) of the permanent employees. This choice was based on a random selection as follows:

- Classification of SDO employees into equal five groups, 31 in each group;
- Listing the names for each group, separately, with assigned serial numbers from (1) to (31).
- Preparation of cards for five groups, with 31 cards for each group, and serial numbers assigned from (1) to (31).
- A random draw of (25) cards from each group, making (80.6%). Each card carried a specific number.
- Matching the drawn cards with the names of employees listed in order to choose the name that carries the same numbers on the drawn cards.

This process resulted in the choice of a random sample of (125) employees. However, five were excluded as they were either on leave or abroad. The net sample figure totalled (120), distributed according to their characteristics as follows:

Table 2
Characteristics of Study Sample

Characteristics		N	Percentage
Gender:	Males	46	38.3
	Females	74	61.7
Age:	< 30	38	31.7
	30 & above	82	68.3
Nationality:	Kuwaiti	99	82.5
	Non-Kuwaiti	21	17.5
Education:	< University	31	25.8
	University & above	89	74.2
Job:	Technical	68	56.7
	Administrative	52	43.3
Experience:	5 years or less	68	56.7
	More than 5 years	52	43.3

The above table displays the characteristics of the study sample with regard to: gender, age, nationality, education, job and experience. It is worth mentioning that the job variable has been classified into two categories: technical which denotes specialised jobs performed by qualified individuals such as counsellors, researchers, statisticians, data

specialists and translators, and administrative: such as secretarial, clerical and other support services. After the sampling process, the sample was revised to make sure that it included participants from all departments of the SDO.

3.2 Design and Standardisation of the Data Collection Tool

The current study used a specially designed scale to investigate the dimensions of leadership behaviour of SDO managers as well as types of leadership demonstrated by such behaviour. Designing the scale depended on the cultural context, type of organization (SDO), and reviewing the most valid, reliable and popular scales in the field of leadership. Regarding the cultural context and type of the organization (SDO), it is worth mentioning that the State of Kuwait since 1961 became an independent State. The government tended to organize the society through establishing modern organizations and specialized bodies aiming to administrative and organization development. There are lasting committees to develop legislation and replacing effective organizational skeletons. The oil revenues increased and the society transformed from a traditional one to a more modern society. Modern technology became an integrated part in the institutions. The State invited the foreign experts in the field of management, organization and legislation. A lot of schools were founded and many of the youth were encouraged to go abroad to further their studies. The Kuwaiti University was established in 1966. The first class graduated in 1970 and several of them were sent abroad to continue their post-graduate studies and other training courses. From 1961-1990, the educational arena of the Kuwaiti society was enriched. The economic and social life was thus influenced positively. During the period August 1990 – February 1991, Iraqi forces occupied Kuwait. The majority of the infrastructure was destroyed. Directly after the liberation of Kuwait, the State began rebuilding and reconstructing the foundations. The government contracted with many international experts and experience houses. In this context, many opportunities arose where employees could further their qualifications to obtain managerial positions. Kuwaiti organizations bettered their technology. These circumstances created room for a new and modern organizational environment. Modern culture can be seen in the Kuwait's Islamic society. There are people hailing from several countries. Advanced technology is important and used in Kuwaiti organizations. The private sector is expanding and the government is interested in continuous modernization of the governmental organizations to meet the modern criteria regarding facilities, performance and management. In this environment, the Social Development Office

(SDO) was established in 1992. It is a governmental non-profit organization. It offers psychological services to the Kuwaiti citizens who were psychologically affected due to the Iraqi aggression of 1990-91. The government finances SDO. Its work depends on work strategy among its features :

- Highly qualified and experienced manpower;
- The managers are chosen according to the criteria of high education, rich experience in management and leadership;
- Organizational skeleton meeting the aims and mission of SDO;
- Using modern technology in the performance, and
- Benefits from local and foreign experience in the technical and managerial fields.

As mentioned earlier, SDO managers are chosen according to the criteria of high education, managerial experience, and leadership skills. Their curriculum vitae were carefully checked. They must pass an oral and written examination to determine if they have the abilities to manage the work according to the concept of manager-leader, not just manager. In fact, this criteria meets the role carried out by SDO. SDO was established in emergency and critical circumstances. There was an increasing number of Kuwaiti citizens who were psychologically traumatized by the Iraqi occupation. This suffering could be seen as a long-term effect. There was an urgent need to take managerial, financial and organizational procedures to guarantee the establishment of an effective organization to take care of the affected citizens and rehabilitate them. For this reason, it is essential to depend on the efficacy of the managers.

From the above mentioned, it is clear that the cultural context in which SDO works is a modern one regarding modern management, advanced technology, and qualified manpower. Such environment appropriates for managers to behave professionally as modern leaders.

Another factor, which is significantly important to this point, is reviewing the literature of measuring leadership behaviour. The researcher reviewed the most reputable and important scales related to leadership behaviour and types of leadership, which were: Leatherman Leadership Questionnaire (LLQ), Leadership Reports (LR), Leadership Effectiveness Survey (LES), Leadership Behaviour Questionnaire (LBQ), Exploring Leadership Skills (ELS), and Managerial Practices Survey (MPS). These scales and others were explained and described in some of the literature related to leadership (Shashkin &

Burke, 1990; Yukles and Lepsinger, 1990; BSA, 1995), particularly in the field of management and organisational psychology.

Considering the cultural context, type of organization (SDO), and reviewing of literature, the current study adopted a leadership behavioural scale, as a data collection tool, to identify the dimensions of leadership behaviour in SDO's managers as well as types of leaderships demonstrated by such behaviours, according to SDO's employees. The scale was designed through the following steps:

- Specification of the scale content
- Designing the scale
- Standardisation of the scale (validity and reliability)

3.2.1 Specification of the Scale Content

The content of the present scale was determined in accordance with the study objective, which consisted of two main topics: 1) leadership behaviour, and 2) leadership types. The dimensions of leadership behaviour, which were to be surveyed, are identified as follows:

- Organizing work structure
- Understanding work details
- Promoting efficiency
- Achieving co-operation and team spirit
- Decision-making
- Responsibility
- Increasing workers' spirit
- Social sensitivity

Regarding leadership types, the current scale quoted the same types of leadership stated in Leadership Behaviour Questionnaire (LBQ), which are: focused leadership, communication leadership, trust leadership, respectful leadership, risk leadership, bottom-line leadership, empowered leadership, long-term leadership, organisational leadership and cultural leadership.

3.2.2 Design of the Scale

The scale was prepared in two steps: (a) Initial formation of the scale items, and (b) Final formulation of the scale.

(a) Initial Formation of the Scale Items

The SDO organisational structure as well as job descriptions of managers was reviewed. Discussions were held with the managers and some employees with a view to soliciting specific ideas about the professional performance of their immediate managers. Therefore, the items were formulated within the framework of leadership behaviour and leadership types. This constituted the initial form of the scale, which was discussed in detail with groups of employees at the SDO and a number of scholars in the fields of management and psychology. As a result of these discussions, significant amendments were made, not only in terms of deletion and addition, but also in terms of language, re-ordering, etc.

(b) Final Formulation of the Scale

The initial formula of the scale was applied on a pilot sample of SDO's employees (N=20) according to this pre-test and was found to be clear and understandable. Five scholars also reviewed it: three psychological PhD's and two management PhD's. Thereafter the necessary amendments were made to the scale and the following points verified:

- Clarity of items for the respondents;
- True measurement of dimensions in line with the research objectives and subject matter, and
- Accuracy of responses

Based on the above, the scale was prepared in its final formulae. The first page of the scale is a cover page, which carries the questionnaire title and at the top left margin there is a box for the registration of the case (respondent) number. The second page includes guidance on how to fill out the scale and the necessity to observe accuracy in expressing opinions. It also asserts the confidentiality of responses and the importance of participation and completion of the scale in full.

3.3 Scale Items

The scale includes 110 items, 100 of which are distributed among 8 dimensions of leadership behaviour (listed below) and the remaining 10 items concern the types of leadership :

First Dimension: Organizing Work Structure

The scale includes fifteen items for this dimension, listed below:

- Distributes tasks accurately to the employees
- Places the right person in the right place
- Sets clear criteria for the proper performance
- Pays attention to basics and important details
- Makes changes necessary for work interest
- Makes available technological facilities required for work performance
- Sets deadlines for completion of task
- Applies fair policy for reward and punishment
- Sets practical solutions for obstacles facing employees at work
- Prudently attentive for the best use of employees' time
- Acquaints employees with facts related to work
- Explains reasons for a changes/if any
- Ensures that the employees understand their duties
- Prepares second-line cadres for future utilisation
- Maintains stability for each employee in his position

Second Dimension: Understanding Work Details

The scale includes ten items for this dimension, listed below:

- Familiar with his duties
- Familiar with the tasks and responsibilities of the department
- Well-versed with the general characteristics of each employee in his department
- Well-acquainted with the rules and regulations
- Well-acquainted with the policies related to the department work
- Familiar with the nature of relationships among the employees
- Aware of the abilities and potentials of each employee
- Aware of the performance level of each employee
- Aware of work-related problems
- Familiar with the equipment and tools used at work

Third Dimension: Promoting Efficiency

The scale includes fifteen items for this dimension, listed below:

- Provides training opportunities to employees to promote their efficiency at work
- Corrects the errors made by employees
- Maintains equipment for efficient output
- Defines the aspects of errors objectively and clearly
- Firm with any employee who insists on acting improperly
- Shows the employee how to correct errors
- Communicates well with the employees during working hours
- Firm in issuing instructions for proper management of work
- Cares for the overall appearance of the place and employees
- Explains the directions issued by the management to the employees
- Follows up on employees' performance of duties
- Gives correct technical directions
- Employs personal knowledge to promote the level of performance
- Monitors performance attentively
- Conducts unscheduled inspections at work

Fourth Dimension: Achieving Co-operation and Team Spirit

The scale includes fifteen items for this dimension, listed below :

- Concern for training employees on team work
- Does not tolerate any act/s of arrogance by an employee to another
- Does not tolerate bias or fanaticism in any form
- Encourages constructive competition among employees
- Concerned about mutual respect among employees
- Solicits solutions to differences or conflicts among employees
- Provides employees with opportunities to utilise their utmost capabilities
- Honesty and frankness in dealing with employees
- Participates with employees in social occasions
- Organises regular constructive meetings with all employees
- Forms task forces for completion of certain tasks
- Forms working committees if required
- Co-operates with department employees in implementing some tasks
- Attentive to department co-operation with other departments
- Resolves problems that may impede co-operation among the employees

Fifth Dimension: Decision-Making

The scale includes ten items for this dimension, listed below :

- Does not take haphazard or uncalculated decisions
- Does not hesitate to take decisions
- Takes decisions based on facts and objectives information
- Benefits from the opinions and knowledge of others in decision-taking
- Shares with others in decision-taking
- Takes decisions on time
- Able to defend a decision taken
- Takes initiatives for development
- Makes information available about the decisions taken
- For work interests takes decisions on his own responsibility

Sixth Dimension: Responsibility

The scale includes ten items for this dimension, listed below:

- Acts positively in situations that require firmness
- Commitment and defence of employees rights
- Does not permit employees to exceed their scope of authority
- Follows administrative hierarchy
- Pays attention to and investigates employees' complaints
- Delegates authority to some subordinates, if necessary
- Concerned with orientation of related causes of employees' problems
- Ability to effectively negotiate with relevant parties
- Acknowledges a mistake without argument or false justification
- Represents the department employees appropriately to management

Seventh dimension: Increasing Workers' Spirit

The scale includes fifteen items for this dimension, listed below:

- Sympathises with an employee if he has personal problems
- Gives the employees opportunities for personal meetings and discussions
- Acknowledge and praises good work
- Rewards diligent employees
- Believes in the employees' entitlement to rest and vacation
- Does not insult employees who are not productive

- Observes impartiality and objectivity in performance appraisals
- Does not deal with the employees impulsively or angrily
- Consider each employee's capabilities when distributing work assignments
- Deals prudently with rumours and wrong information
- Highlights the aspects of distinction in the work done by the department
- Stresses the vitality and importance of the work done by the department
- Interferes, for the interest of the employee, whenever necessary
- Urges the employees to do their best
- Does not underestimate an employee's work

Eighth Dimension: Social Sensitivity

The scale includes ten items for this dimension, listed below:

- Understands the psychological natures of employees
- Does not look down on the employees
- Does not reprimand an employee in the presence of another
- Does not stultify an opinion of an employee (even if it is wrong)
- Does not abuse authority
- Does not allow an employee to abuse his authority against another
- Adopts an acceptable manner for advising and direction
- Does not use vulgar or obscene language
- Listens attentively to employees' opinions
- Gives the opportunity to all employees to express themselves

The scale includes ten items (101-110) for leadership types. Each items begins with the sentence "My boss is:.....". Each item is related to one type of leadership, listed below:

- Focused leadership
- Communication leadership
- Trust leadership
- Respectful leadership
- Risk leadership
- Bottom-line leadership
- Empowered leadership

- Long-term leadership
- Organisational leadership
- Cultural leadership

3.4 Responses to Scale Items

There are five response options for the items from (1) to (100). The interviewee selects only one response that expresses his/her opinion on the content of the item, i.e. whether this mode of behaviour applies to his/her manager and to what extent. These five options are as follows:

- Strongly applicable
- Slightly applicable
- Difficult to define
- Not applicable
- Opposite is true

These responses are given the values of (+2), (+1), (0), (-1), and (-2) respectively, which represents the quantitative weight. If a respondent selects: “Strongly applicable”, the value of this response is (+2); if he or she selects the last option “opposite is true”, the value of the response is (-2). In other words, the value given to an item thus ranges from (+2) to (-2). The total number of items is 100; therefore total value of responses to the items from (1) to (100) ranges from (+200) to (-200).

As for items (101) to (110), there are three responses, first of which reflects a certain type of leadership, the second contrasts the first, and the third response states “difficult to determine”. The interviewee has to choose only one response. If he chooses the first response, it implies his manager belonged to the type of leadership expressing this response; if he chooses the second response, it implies that his manager contrasted with the type of leadership expressed by the first response, and if the interviewee chooses the third response it implies that he could not determine any opinion.

3.5 Personal Data

The scale includes the personal data as independent variables including gender, age, nationality, educational qualification, and salary, scope of current job, years of service in current position. The interviewee places a mark for the element that indicates his/her own personal information.

3.6 Reliability and Validity of the Scale

In order to investigate validity and reliability of the scale, it was applied on a *pilot* sample of the SDO employees (N=20); after two weeks, the scale was again applied on the same sample. The SPSS computerized software processed the data and results were used to ascertain the validity and reliability of the scale as the following:

3.6.1 Reliability

The reliability of the scale was investigated in two ways: calculating the correlation coefficient between the first application and the second application, and the Alpha-Cronbach equation expressed by Alpha Coefficient. As for the former, there was an indication that there is a strong correlation between the responses of the sample in the first and second applications. The correlation coefficients were statistically significant, either with regard to each dimension separately or all dimensions collectively, as shown in the following Table 3:

Table 3
Correlation Coefficients Between the First and Second Applications of the Scale

Dimension	Correlation Coefficient
Organizing work structure	.911**
Understanding work details	.969**
Promoting efficiency	.969**
Achieving co-operation and team spirit	.988**
Decision-making	.988**
Responsibility	.901**
Increasing workers' spirit	.906**
Social sensitivity	.907**
Total	.912**

(**) $p < .01$

The table shows that the values of correlation are high and it was established that they are all statistically significant at $<.01$. The values of these coefficients are $>.90$, or even very close to 1 as shown in the table. This finding is applied to the eight dimensions. By the same token, it was also applied to the ten items on the types of leadership. The correlation coefficient between the responses of the interviewees to these ten items in the first and the second applications was (.959), implying that the scale was characterised with reliability according to the method of re-application. As for the latter, i.e. Alpha-

Cronbach equation, the validity of the scale was also been established as shown in the following Table 4:

Table 4
Alpha Coefficient for the Dimensions of the Scale

Dimensions	Alpha Coefficient
Organizing work structure	.95
Understanding work details	.93
Promoting efficiency	.95
Achieving cooperation and team spirit	.97
Decision making	.95
Responsibility	.93
Increasing workers' spirit	.96
Social sensitivity	.86
Total	.85

The alpha coefficient of the scale as a whole is (0.85) while the alpha coefficient of each dimension separately ranges from (0.86) to (0.97). On the other hand, the ten items on the types of leadership achieved a high degree of reliability on Alpha Coefficient value (0.86), establishing the reliability of the scale, as is the case with each dimension thereof.

3.6.2 Validity

Validity in general implies that the scale as designed truly measures the intended study topic. If the scale was designed to measure the leadership behaviour, the validity here implies that it does measure this specific behaviour. There are various methods to know the validity of the scales. In order to ascertain the validity of the current scale, it was applied as stated before to a sample of the SDO employees. The SPSS computerised software processed the data and results were used to determine the validity of the scale via two methods: factor validity and internal consistency.

Factor validity

Factor analysis was applied to the items of the eight dimensions concerned with the leadership behaviour (100 items). This analysis was conducted by used the Varimax with Kaiser Normalization. The factor analysis indicated that the scale items were saturated with eight factors. These factors scored a variance of (88.6%) as shown in the following Table 5:

Table 5
Factor Saturation of Scale Items

Items	Saturation							
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
1		.558						
2				.581				
3		.591						
4		.696						
5		.732						
6					.678			
7		.755						
8		.583						
9					.665			
10		.540						
11		.724						
12	.702							
13	.818							
14		.754						
15		.713						
16		.890						
17		.884						
18		.602						
19					.786			
20		.622						
21		.479						
22	.774							
23	.774							
24					.479			
25					.682			
26								
27		.480		.465				
28						.648		
29						.563		
30					.563			
31	.732							
32					.532			
33	.793							
34	.775							
35						.889		

36	.325							
37								
38				.774				
39		.501		.512				
40		.603						
41	.578							
42	.591							
43		.523						
44			.542					
45	.660							
46					.581			
47	.655							
48		.588						
49	.592							
50		.706						
51	.684							
52	.666							
53					.503			
54			.537					
55					.600			
56		.489						
57						.774		
58							.455	
59				.640				
60				.623				
61				.775				
62		.477						
63				.492				
64						.705		
65				.796				
66				.716				
67	.590							
68				.371				
69			.623					
70	.590							
71							.477	
72							.763	
73							.623	
74							.573	
75	.608							
76			.760					
77			.898					
78			.793					
79							.491	
80			.805					
81			.659					
82				.667				
83			.820					
84			.684					
85	.544							

86			.638					
87			.539					
88				.462				
89				.702				
90			.761					
91								
92			.662					
93			.698					
94			.643					
95			.759					
96				.776				
97								.443
98			.817					
99			.929					
100			.758					
Variance %	16.9	16.02	15.8	13.4	8.2	7.92	6.1	4.2

As shown in the table, the saturation of the items with the factors is significant. According to Gillford approved standard, saturation is significant if it is 0.3 or above (Abu Hatab & Sadek, 1991, p. 1641). Meanwhile, the table shows that all the values of the items' saturation are more than 0.3. This indicates that there is a common field for these items, which is the field measured by this current scale, i.e. the leadership behaviour.

Internal Consistency

The internal consistency of the scale was investigated by calculating the correlation between the values of responses to each of the eight dimensions and the correlation of the value of each dimension with the over all value of the scale. The following Table 6 shows the correlation and their significance:

Table 6
Correlation of the Dimensions of Study Scale

Dimensions	One	Two	Three	Four	Five	Six	Seven	Eight	Total
One	-								
Two	** .93	-							
Three	** .80	** .83	-						
Four	** .85	** .88	** .91	-					
Five	** .73	** .71	** .78	** .81	-				
Six	** .66	** .59	** .78	** .81	** .78	-			
Seven	.52	.53	** .69	** .79	** .80	** .80	-		
Eight	.40	.39	* .58	** .69	** .68	** .72	** .95	-	
Total	** .85	** .84	** .92	** .97	** .89	** .87	** .86	** .77	-

** p<.01 * p<.05

The table shows that the dimensions of the scale are significantly correlated. There is a significant correlation between the score of each dimension and the score of the scale as a whole. Nevertheless, there is an exception, in that the correlation between the first dimension and each of the seventh and eighth dimensions is not statistically significant. By the same token, the correlation between the second dimension and each of the seventh and eighth dimensions is not statistically significant, either. Apart from this, all the internal consistency of the scale, i.e. its items and dimensions measure one field with its eighth dimensions. Given the above, it can be concluded that this scale was based on the following:

- The content of the scale was determined according to the objective of the study, i.e. identifying the leadership behaviour and the types of leadership as manifested by the behaviour of the managers as perceived by the employees.

- The dimensions and items of the scale were identified in light of reviewing the literature on leadership and the scale concerned with leadership behaviour and types of leadership, while considering the peculiarities of the Social Development Office.
- The scale was discussed with specialists and was tested before its final form was approved.
- The validity and reliability of the scale were asserted. The statistical analysis indicates that the scale has the required adequacy.

3.7 Administration of the Scale

The scale was administered through individual interviews, i.e., conducting interviews with each respondent separately. The researcher and his aides conducted the interviews with the respondents in the SDO offices in September 2000. Each interview took from 45 to 60 minutes, starting with acquainting the respondent with the research and its objectives and asserting the absolute confidentiality for any information given. He/she was also informed that his/her participation is voluntarily not compulsorily. As soon as the participant agreed to participate in the study, he/she was acquainted with how to fill out the scale form completely, expressing his/her own views freely and accurately. He/she was given the full freedom to inquire about the obscure points. The data forms were checked to ensure that respondents had completely filled out the required information. In this way, the interviews were conducted with the respondents and the data was ready for statistical processing.

3.8 Statistical Processing

The data was computer processed, using statistical package for social science (SPSS) in a manner that meets the research objectives. In this framework, a statistical plan was drawn and carried out as follows:

3.8.1 Objectives of the Statistical Plan

Items from (1) to (100) are concerned with leadership behaviours. The statistical plan aims at identifying the types of responses to the items, the mean and standard deviations of the total quantitative value plus the significant differences of these values according to the study variables (the respondents' characteristics), considering the effect of the interaction among these variables in the scale points, and identifying the factors with which the scale items are saturated.

Items from (101) to (110) are concerned with leadership types. The statistical plan aims at identifying the types of responses to these items. It also aims at investigating the relationship/correlation between types of responses on one hand and independent variables (interviewees' characteristics) on the other hand.

3.8.2 Conducting the Statistical Plan

The statistical plan was carried out through three main steps as follows:

- Computer data entry of the quantitative values indicating the respondents choices to the scale items and the coded numbers indicating the respondents' personal data such as age, gender, education, etc.
- Checking each questionnaire separately to ensure that the data supplied is the same as that processed in the computer.
- Conducting the statistical analysis that copes with the research objectives as follows:
 - * Frequencies and percentage of responses on the scale items.
 - * Mean and standard deviation of the respondents' scores on the items of leadership behaviour (1 - 100). These scores are the quantitative values of the responses chosen by the respondents on the scale items.
 - * T-test to identify the significance of the differences between the mean scores of the sample groups on the leadership behaviour scale. In other words, identification of whether there are significant differences between mean score of the sample groups classified into two groups according to each variable of gender, education, nationality, age, job and experience
 - * Two-way ANOVA to identify the effect of bilateral interaction between variables on the interviewees' score according to their responses on the items of leadership behaviour scale. This includes the interaction between each of the following pairs of variables:
 - Gender and age
 - Gender and nationality
 - Gender and education
 - Gender and job
 - Gender and experience
 - Age and nationality
 - Age and education
 - Age and job

- Age and experience
- Nationality and education
- Nationality and job
- Nationality and experience
- Education and job
- Education and experience
- Job and experience

The importance of the two-way ANOVA is that it clarifies what the T-test cannot. The gender variable, for instance, may reveal that there are no significant differences between the mean score of males and that of females on one of the scale dimensions. But the interaction between gender and age variables, for example, may trigger significant differences. Younger males may score a higher or lower mean than those of older ones, and so on.

- * Factor analysis: to identify the factors or the general meanings on which basis categorisation of components of leadership behaviour can be performed. Factor analysis of interviewees' responses was conducted according to principal components method for both, the scale dimensions separately and for the scale as a whole. Saturation is significant if its value is (+0.3 or more), which represents a sufficient degree of accuracy (Abo Hatab & Sadeq, 1991, p. 64).
- * Chi-Square and contingency coefficient to identify the relationship and the correlation between the independent variables (interviewees' characteristics) on one hand and their responses to the items of the leadership types on the other {items (101) to (110)}.

3.8.3 Tabulation of the Findings

The processed information was tabulated in a way that coped with the research objectives as follows:

Dimensions of Leadership Behaviour

Findings of each dimension was tabulated in a separate section that included:

- Types of responses to the items of each dimension
- Means score of the sample groups of the items of each dimension

- The effect of bilateral interaction between the variables on the mean score of the items of each dimension
- Factor analysis for the interviewees' responses to the items of each dimension

Types of Leadership

Findings of each type were tabulated in a separate table that included frequencies and percentage of respondents who believed that their manager represented that particular type. Clarification was performed for both the relationship and correlation between the study variables and the interviewees' types of responses to the leadership items. It is necessary to highlight two main terms which were used in the statistical processing and consequently in the findings.

The first term is '**types of responses**' to the items expressing the interviewees' views concerning the topics included in the scale items. Each item in the scale has more than one response and the respondent has to choose one that applies to his/her own opinion. Respondents are categorised according to their responses.

The second term is the '**mean score**' on items, which is the quantitative value of responses chosen by the respondent. It has already been mentioned that each of the items (1) to (100) has five responses, and the quantitative values as from (+2) to (-2). The respondent's score on a certain scale dimension is calculated from the total quantitative values of the responses he/she chose on the items for that dimensions. This applies on the eight scale dimensions represented by the items from (1) to (100). The score of one item ranges between (+2) and (-2). If the first dimension, for example, includes 15 items, the total score of it ranges from (+30) to (-30), and so on for the rest of the leadership behaviour dimensions included in the scale. The positive score on the items indicates that the respondent shows a positive view toward the professional behaviour of his/her manager. If the score equals zero, this indicated that the respondent did not give a definite view (either positive or negative) towards his manager's professional behaviour. Likewise, mean score reflects the strength either positively or negatively. If the respondent's mean score equals (+25), this indicates he/she expresses a more positive view compared with other respondents who scored (+15). The same idea applies to negative values: A respondent who scored (-25) is more expressive of a negative opinion compared with other respondents who scored (-15).

The third term '**average**' (used in tables 7, 11, 15, 19, 25, 29, 34, and 38) indicates the total frequency of responses divided by the number of items in the table. For

e.g. (see table 19), the frequencies of response 'strongly applicable' totals 1055 and the number of items in this dimension are 15. Hence the average would be : 1055 divided by 15 equalling approximately 70. In fact, the average reflects the approximate number of interviewees, which is why the total of all the averages of each dimension is always equal to the number of the sample (N=120). In table 19 for example, the approximate average of responses on items is as follows : 'strongly applicable' (70); 'slightly applicable' (21); 'difficult to define' (17); 'not applicable' (9) and 'opposite is true' (3). It should also be noted that the total frequencies of responses on items of each dimension equals to 120 multiplied by the number of items. In table 19 for example, the number of items is 15, so the total frequencies are $120 \times 15 = 1800$. Hence, if the items of the dimension are 15, the total frequencies of responses will be 1800, and if the items of the dimensions are 10, then the total frequencies of responses would be 1200. The dimensions, which were measured through 10 items, are understanding work details; decision-making; responsibility and social sensitivity. The remaining 4 dimensions (organizing work structure; promoting work efficiency; achieving cooperation and team spirit, and increasing workers' spirit) were measured through 15 items.

Level of Significance

The level of significance adopted in this study is (0.05) or (0.01) which applies to all statistical coefficients used in this study: "T-test" concerning the differences between mean score of two sample groups; F-coefficient", concerning the effect of two-way interaction between the independent variables, Chi-square and contingency coefficient concerning the relationship/correlation between the independent variables (interviewees characteristics) on one side and types of responses to the scale on another. For instance, "T-test" is significant at the level of (0.05), when the significance value ranges from (0.01) to less than (0.05) and is significant at the level of (0.01) when the significance value ranges from (zero) to less than (0.01).

CHAPTER FOUR

RESULTS OF THE STUDY

CHAPTER FOUR

RESULTS OF THE STUDY

Introduction

This chapter presents the results of the study, which demonstrate the dimensions of the leadership behaviour and types of leadership that are reflected by the professional performance of SDO managers according to the views of SDO's employees. The chapter includes ten sections, as follows:

Section One: SDO leadership behaviour regarding organizing work structure

Section Two: SDO leadership behaviour regarding understanding work details

Section Three: SDO leadership behaviour regarding promoting work efficiency

Section Four: SDO leadership behaviour regarding achieving cooperation and team spirit

Section Five: SDO leadership behaviour regarding decision-making

Section Six: SDO leadership behaviour regarding responsibility

Section Seven: SDO leadership behaviour regarding increasing workers' spirit

Section Eight: SDO leadership behaviour regarding social sensitivity

Section Nine: Total behaviour of SDO leadership

Section Ten: Types of leadership in SDO

It is clear that sections one to eight deal with each of the eight dimensions of leadership behaviour. Results regarding each dimension include the following points:

- Interviewees' responses on items of the dimension.
- Interviewees' mean score on items of the dimension.
- Effect of the interaction between the independent variables on interviewees mean score on items of the dimension.
- Factor analysis of interviewees' responses on items of the dimension.

It is worth mentioning that the independent variables mean the interviewees' characteristics regarding gender, age, nationality, education, job, and period of experience. Additionally, the high mean score indicates a high evaluation of SDO managers performance negatively or positively as mentioned in the methodology.

Section nine presents the study results regarding the leadership dimension as a whole through the following points:

- Interviewees' responses on the total items of leadership behaviour scale.
- Interviewees' mean score on leadership behaviour scale.
- Effect of the interaction between independent variables (interviewees characteristics) on the interviewees' mean score on the leadership behaviour scale.
- Factor analysis of interviewees' responses on the leadership behaviour scale.

Finally, the tenth section includes the study results regarding types of leadership in SDO according to the employees views regarding Communication leadership, Focused leadership, Respectful leadership, Risk leadership, Trust leadership, Long-Term leadership, Empowered leadership, Bottom-Line leadership, Organizational leadership.

From the above mentioned, the study results meet its objective in clarifying the dimensions of leadership behaviour of SDO managers as well as types of leadership demonstrated by this behaviour according to the views of SDO employees.

4.1 Section One : SDO Leadership Behaviour Regarding Organizing Work Structure

Preface

From the perspective of the current study, and in the light of literature concerning leadership behaviour, organizing work structure includes duties and activities, which the manager does to prepare resources and work environment appropriately. In this frame the study determined a group of duties regarding organizing work. This study aims to identify to what extent SDO managers perform these duties according to SDO employees views. Work organizing duties are represented in the following items:

- Distributes tasks accurately to the employees
- Places the right person in the right place
- Sets clear criteria for the proper performance
- Pays attention to basics and important details
- Makes changes necessary for work interest
- Makes available technological facilities required for work performance
- Sets deadlines for completion of task
- Applies fair policy for reward and punishment
- Sets practical solutions for obstacles facing employees at work
- Prudently attentive for the best use of employees' time
- Acquaints employees with facts related to work
- Explains reasons for a changes/if any
- Ensures that the employees understand their duties
- Prepares second-line cadres for future utilisation
- Maintains stability for each employee in his position

The results that the study reached regarding the above mentioned item, which constitutes the first dimension of leadership behaviour, are presented below.

A) Types of Interviewees Responses on Items of Organizing Work Structure

To what extent do the SDO employees see that their managers perform duties demonstrating organizing of work structure ? The following table sets out the answers to this question:

Table 7
Types of Responses on Items of Organizing Work Structure

Items	Responses				
	Strongly Applicable	Slightly Applicable	Difficult To Define	Not Applicable	Opposite Is True
1- Distributes tasks accurately to the employees	61	25	17	13	4
2- Places the right person in the right place	67	23	15	10	5
3- Sets clear criteria for the proper performance	65	18	25	9	3
4- Pays attention to basics and important details	65	25	12	14	4
5- Makes changes necessary for work interest	65	22	22	7	4
6- Makes available technological facilities required for work performance	70	27	15	8	-
7- Sets deadlines for completion of task	73	22	16	7	2
8- Applies fair policy for reward and punishment	53	25	20	16	6
9- Sets practical solutions for obstacles facing employees at work	65	15	24	12	4
10- Prudently attentive for the best use of employees' time	63	26	20	8	3
11- Acquaints employees with facts related to work	54	25	23	15	3
12- Explains reasons for changes, if any	49	29	25	15	2
13- Ensures that the employees understand their duties	59	36	15	6	4
14- Prepares second-line cadres for future utilisation	52	31	21	12	4
15- Maintains stability for each employee in his position	65	25	13	8	9
Total	926	374	283	160	57
Average	62	25	19	10	4

This table establishes the following:

- 1- 40.8% to 60.8 % of interviewees chose response (strongly applicable) on items of organizing work structure. On the level of all items in the table, it is clear that 62 (51.7%) interviewees chose the first response, those interviewees express a positive views towards their managers performance concerning organizing of work structure.
- 2- The interviewees whose responses indicated that their managers have a limited activity concerning organizing work structure vary between 12.5-30%. These interviewees asserted that their managers perform the organizing duties but to a lesser extent. Thus, they express a weak-positive view. On the level of these duties (items) as a whole, the table showed that the mean of the interviewees who chose this type of response is 25 constituting 20.8% of the total sample.
- 3- Between 10% and 20.8% of the sample did not identify their views regarding their managers' performance related to organizing work structure. The mean of the number of those interviewees is 19 (15.8%) of the total sample.
- 4- Between 5% and 13.3% of the sample chose responses (Not applicable). This indicates that this percentage of the interviewees expressed a negative view towards their managers performance regarding organizing work structure.
- 5- Finally, between 1-9 interviewees chose the response (opposite is true) - they saw that their managers' behaviour contradicts with the requirements of organizing of work structure.

It is clear that the majority of responses indicate a positive view towards SDO managers performance regarding organizing work structure.

B) Interviewees Mean Score on Items of Organizing Work Structure

The statistical processing showed that interviewees' mean score on items of organizing work structure was (17.2) which constitutes (57.3%) of total score that is 30. This result indicates that the SDO managers were evaluated (approximately middle) according to the employees opinions. The managers organize the work structure, but not to the full extent. The interviewees mean score on items of work structure differs according to their characteristics as shown in the following table:

Table 8
Mean Score on Items of Organizing Work Structure
According to Demographic Variables

Variables	N.	Mean	SD	Statistics	
				t	Sig.
Gender : Male	46	19.6	11.7	2.3	.03
Female	74	14.2	14.4		
Age: Less than 30	38	16.2	11.8	.06	-
30 or More	82	16.3	14.8		
Nationality: Kuwaiti	99	14.7	14.2	4.2	.0001
Non-Kuwaiti	21	23.8	7.6		
Education: Less than University	31	22.4	9.5	3.61	.001
University or Above	89	14.1	14.3		
Job: Technical	68	15.2	13.8	1.01	-
Administrative	52	17.7	13.6		
Experience: Less than 5 Years	68	16.53	12.4	.23	-
5 Years or More	52	15.92	5.34		

Again, the high mean score reflects a more positive view and vice versa. From the above table, it is clear that variables of gender, nationality and education achieved a significant differences in interviewees mean score on items of leadership behaviour regarding organizing work structure. According to the gender variable, males achieved a highly significant mean score in comparison with females. According to the nationality variable, non-Kuwaitis achieved a highly significant mean score in comparison with Kuwaitis and according to the education variable; those who were less educated achieved a highly significant mean score in comparison with the highly educated. These results indicate that males, non-Kuwaitis and the less educated interviewees expressed a more positive view towards their managers in comparison with females, Kuwaitis and highly educated interviewees. The variables of age, job and experience did not achieve a significant differences on the interviewees mean score on items of organizing of work structure. This indicates that the interviewees' evaluation of their managers did not vary according to these variables.

C) The Effect of Interaction Between Variables on Interviewees Mean Score on Items of Organizing Work Structure

As mentioned earlier, the study used two-way ANOVA to clarify the effects of interaction between interviewees' characteristics on their views towards their managers' occupational behaviour. The following table shows the results of bilateral interaction between the interviewees' characteristics on their mean score on items of work structure.

Table 9
Two-Way ANOVA of the Score on Items of Organizing Work Structure

Source of Variance	D.F.	Sum of Squares	Mean of Squares	Statistics	
				F.	Sig.
Gender: Age	1	194.7	194.7	1.07	.30
Gender: Nationality	1	.363	.363	.002	.96
Gender: Education	1	3.8	3.8	.022	.88
Gender: Job	1	610.7	610.7	3.43	.06
Gender: Experience	1	42.6	42.6	.114	.89
Age: Nationality	1	9.02	9.02	.05	.82
Age: Education	1	96.05	96.05	.542	.46
Age: Job	1	212.5	212.5	1.1	.29
Age: Experience	1	164.4	164.4	.424	.65
Nationality: Education	1	155.6	155.6	.927	.33
Nationality: Job	1	24.6	24.6	.138	.71
Nationality: Experience	1	109	109	.607	.43
Education: Job	1	5.08	5.08	.028	.86
Education: Experience	1	174.04	174.04	.483	.61
Job: Experience	1	517.6	517.6	1.4	.25

The results reflect that there is no significant interaction between variables on interviewees mean score. The (F) value exceeded the significance limitation. This indicates that the bilateral interaction between interviewees characteristics did not affect their evaluation of their managers performance regarding organizing of work structure. For example, the interaction between age and gender, did not achieve any significant variation, indicating that younger females did not vary with older females or with any other group of the study sample according to these two variables regarding the evaluation of SDO managers activities regarding organizing work structure. The same logic applies for all bilateral interactions in the table.

D) The Factor Analysis of Interviewees' Responses on Items of Organizing Work Structure

The factor analysis of interviewees' responses on items of organizing work structure showed that the items of organizing work structure were saturated with three factors which achieved a high variation (95%), as shown in the following table.

Table 10
Factor Analysis of Responses on Items of Organizing Work Structure

Items	Saturation with Factors		
	Factor 1	Factor 2	Factor 3
1- Distributes tasks accurately to the employees			.791
2- Places the right person in the right place			.790
3- Sets clear criteria for the proper performance	.713		
4- Pays attention to basics and important details	.771		
5- Makes changes necessary for work interest	.614		
6- Makes available technological facilities required for work performance	.557		
7- Sets deadlines for completion of task	.673		
8- Applies fair policy for reward and punishment	.695		
9- Sets practical solutions for obstacles facing employees at work	.694		
10- Prudently attentive for the best use of employees' time	.706		
11- Acquaints employees with facts related to work		.796	
12- Explains reasons for changes, if any		.810	
13- Ensures that the employees understand their duties		.663	
14- Prepares second-line cadres for future utilisation		.676	
15- Maintains stability for each employee in his position			.710
Variance %	30.7	43.5	20.8

First Factor:

This factor achieved a variance of 30.7%. The following items are saturated with this factor:

3. Sets clear criteria for the proper performance (.713)
4. Pays attention to basics and important details (.771)
5. Makes changes necessary for work interest (.614)
6. Makes available technological facilities required for work performance (.557)

7. Sets deadlines for completion of task (.673)
8. Applies fair policy for reward and punishment (.695)
9. Sets practical solutions for obstacles facing employees at work (.694)
10. Prudently attentive for the best use of employees' time (.706)

This factor can be identified as “Working on facilitating performance procedures and grant possibilities”.

Second Factor:

This factor achieved a variance of 43.5%. There are four items saturated with this factor which are:

11. Acquaints employees with facts related to work (.796)
12. Explains reasons for a changes/if any (.810)
13. Ensures that the employees understand their duties (.663)
14. Prepares second-line cadres for future utilisation (.676)

This factor can be labelled as “Effective administrative communication with employees”.

Third Factor:

This factor achieved a variance of 20.8%. There are three items saturated with this factor which are:

1. Distributes tasks accurately to the employees (.791)
2. Places the right person in the right place (.790)
15. Maintains stability for each employee in his position (.710)

This factor can be labelled as “Ideal use of workers abilities”.

SUMMARY

This section presented the results regarding the first dimension of leadership behaviour, organizing work structure. The section analyses the views of SDO's employees answering the questions to what extent do the SDO managers organize work structure. The main results are as follows:

- 51.4% of responses indicated that managers organize work structure strongly, 20.8% to a lesser degree. 12.1% of responses indicate that either the managers do not organize work structure or behave in a manner that is contradictory to organizing the work structure. 15.7% of responses indicated no opinions towards SDO managers activities regarding organizing work structure.
- The most positive interviewees on evaluating managers performance concerning organizing work structure are males, non-Kuwaitis and less educated employees in comparison with females, Kuwaitis and highly educated employees.
- Organizing work structure as one of the dimensions of leadership behaviour include the following factors:
 - Working on facilitating performance procedures and grant possibilities.
 - Effective administrative communication with employees
 - Ideal use of workers abilities

4.2 Section Two : SDO Leadership Behaviour Regarding Understanding Work Details

Preface

From the perspective of the current study, understanding work details means that the managers know their work environment and the factors which influence it, including the possibilities and available resources, rules of work and problems that face it in addition to knowing the jobs duties and responsibilities. In this framework, the study tool include ten items, which are :

- Familiar with his duties
- Familiar with the tasks and responsibilities of the department
- Well-versed with the general characteristics of each employee in his department
- Well-acquainted with the rules and regulations
- Well-acquainted with the policies related to the department work
- Familiar with the nature of relationships among the employees
- Aware of the abilities and potentials of each employee
- Aware of the performance level of each employee
- Aware of work-related problems
- Familiar with the equipment and tools used at work

These items constitute the second dimension of leadership behaviour. The question is : to what extent do the SDO managers practise the above-mentioned duties ? The following is a presentation of results answering this question according to the views of the SDO employees.

A) Types of Interviewees Responses on Items of Understanding Work Details

To what extent do the SDO employees consider that their managers understand work details ?

Table 11
Types of Responses on Items of Understanding Work Details

Items	Responses				
	Strongly Applicable	Slightly Applicable	Difficult To Define	Not Applicable	Opposite Is True
16- Familiar with his duties	84	14	12	5	5
17- Familiar with the tasks and responsibilities of the department	88	18	7	3	4
18- Well-versed with the general characteristics of each employee in his department	70	27	14	6	3
19- Well-acquainted with the rules and regulations	84	20	10	4	2
20- Well-acquainted with the policies related to the department work	85	21	6	5	3
21- Familiar with the nature of relationships among the employees	68	18	25	6	3
22- Aware of the abilities and potentials of each employee	70	23	15	9	3
23- Aware of the performance level of each employee	69	21	20	7	3
24- Aware of work-related problems	68	27	17	4	4
25- Familiar with the equipment and tools used at work	77	19	19	4	1
Total	763	208	145	53	31
Average	76	21	15	5	3

It is worth mentioning that the total frequencies of responses is (1,200). The table showed that the majority of responses is “strongly applicable”. This indicates that the majority of SDO employees see their managers behaviours embody understanding work details, the following is the clarification:

- 1) About 56.6% to 73.3% of interviewees chose the first response (strongly applicable). These frequencies responses represent about 63.6% of total frequencies response constituting about 76 employees of the sample.
- 2) About 11.7% to 22.5% of interviewees chose the response (slightly applicable) on items of understanding work details. This means that SDO managers rarely behave as if they understand work details. The frequencies of this type of responses constituting 17.3% of the total frequencies, which equals about 21 employees.

- 3) Between 6-25 employees did not give any answer to the items of understanding work details as a dimension of leadership behaviour. This number constitutes from 5-21% of the total. However, the total percentage of this response is 12, which equals 15 employees.
- 4) Between 3-9 employees asserted that SDO managers do not behave the way that embodies understanding work details. This number equal about 2.5% to 7.5% with a moderate percentage of 4.4 of the total frequencies. This indicates that 5 employees asserted that SDO managers do not behave the way, which embody understanding work details. From the table, it can be concluded that 9 employees whose responses asserted that managers do not know their employees abilities, while this number decreases to 3 employees - only their responses asserted that managers do not behave the way which reflect understanding of responsibilities and duties of administration.
- 5) Between 1-5 employees, responded that SDO managers behave in a manner that contradicts understanding the work details. The total frequencies of these responses is 31, constituting about 2.6% of total frequencies. This means that about three interviewees asserted that SDO managers behave contradictorily to the right understanding of work details.

B) Interviewees' Mean Score on Items of Understanding Work Details

As mentioned in the methodology chapter, the total score of items of understanding work details is 20. The statistical processing revealed that the interviewees mean score on these items is 13.9, constituting 70% of the total score. The interviewees' mean score differ according to their characteristics as shown in the following table.

Table 12
Mean Score on Items of Understanding Work Details
According to Demographic Variables

Variables		N.	Mean	SD	Statistics	
					t	Sig.
Gender :	Male	46	14.8	7.8	1.42	-
	Female	74	12.6	8.9		
Age:	Less than 30	38	13.4	6.9	.07	-
	30 or More	82	13.5	9.3		
Nationality:	Kuwaiti	99	12.6	9.1	4.4	.0001
	Non-Kuwaiti	21	17.6	3.06		
Education:	Less than University	31	16.6	5.8	2.97	.004
	University or Above	89	12.4	9.1		
Job:	Technical	68	13	8.9	.77	-
	Administrative	52	14.2	8.06		
Experience:	Less than 5 Years	68	13.91	7.3	.59	-
	5 Years or More	52	12.94	10		

Interviewees mean score on items of understanding work details did not significantly differ according to the variables of gender, age, job, and period of experience. But it significantly differs according to the variables of nationality and educational level. With respect to the nationality variable, the table showed that the Kuwaiti employees mean score is 12.6 constituting 63% of the total score. While the non-Kuwaiti employees mean score is 17.6, constituting 88% of the total score. The differences between two mean scores are highly significant indicating that the non-Kuwaiti employees expressed more positive view towards the managers regarding understanding work details in comparison with the Kuwaiti employees. With respect to educational level, the table shows that the mean score of the less educated employees is 16.6 constituting about 83% of total score, while the mean score of the highly educated employees is 12.4, constituting about 62% of total score. The differences between these two mean scores are highly significant indicating that the less educated employees expressed a more positive view towards managers activities concerning understanding work details in comparison with high educated employees.

C) The Effect of Interaction Between Variables on Interviewees Mean Score on Items of Understanding Work Details

The following table clarifies the study results regarding the effect of interaction between variables (interviewees characteristics) on the mean score on items of understanding work details.

Table 13
Two-Way ANOVA of the Score on Items of Understanding Work Details

Source of Variance	D.F.	Sum of Squares	Mean of Squares	Statistics	
				F.	Sig.
Gender: Age	1	33.7	33.7	.458	.50
Gender: Nationality	1	.137	.137	.002	.96
Gender: Education	1	8	8	.113	.73
Gender: Job	1	78.1	78.1	1.07	.3
Gender: Experience	1	1.1	.55	.007	.99
Age: Nationality	1	19.3	19.3	.271	.6
Age: Education	1	56.7	56.7	.798	.37
Age: Job	1	155.3	155.3	2.11	.14
Age: Experience	1	52.9	52.9	.350	.7
Nationality: Education	1	86.8	86.8	1.3	.26
Nationality: Job	1	1.08	1.08	.015	.9
Nationality: Experience	1	42.8	42.8	.601	.44
Education: Job	1	18	18	.252	.61
Education: Experience	1	93.6	93.6	.653	.52
Job: Experience	1	69.4	69.4	.462	.63

As the table clarifies, the significance of (F) lies beyond .05 which indicates that the bilateral interaction between the variables (interviewees characteristics) did not have a significant effect in the interviewees mean score on items of understanding work details. In other words, SDO employees evaluation of their managers performance regarding understanding work details did not vary according to the bilateral interaction between any two variables demonstrating the interviewees characteristics.

D) The Factor Analysis of Interviewees Responses on Items of Understanding Work Details

Factor analysis of interviewees responses on items of understanding work details showed that these items were saturated with three factors which achieved a total variance of about 82.7%, as clarified in this table:

Table 14
Factor Analysis of Responses on Items of Understanding Work Details

Items	Saturation with Factors		
	Factor 1	Factor 2	Factor 3
16- Familiar with his duties		(.749)	
17- Familiar with the tasks and responsibilities of the department		(.608)	
18- Well-versed with the general characteristics of each employee in his department		(.837)	
19- Well-acquainted with the rules and regulations		(.676)	
20- Well-acquainted with the policies related to the department work		(.718)	
21- Familiar with the nature of relationships among the employees	(.680)		
22- Aware of the abilities and potentials of each employee	(.848)		
23- Aware of the performance level of each employee	(.825)		
24- Aware of work-related problems	(.670)		
25- Familiar with the equipment and tools used at work			(.818)
Variance %	33.1	32.8	16.9

It is clear from the above table that the saturation of items with factors is as follows :-

First Factor:

This factor achieved a variance of 33.1%. The following items are saturated with this factor :

21. Familiar with the nature of relationships among the employees (.680)
22. Aware of the abilities and potentials of each employee (.848)
23. Aware of the performance level of each employee (.825)
24. Aware of work-related problems (.670)

This factor can be labelled as “knowing the jobs requirements and laws, which organize it”.

Second Factor:

This factor achieved a variance of 32.8%. The following items are saturated with this factor :

16. Familiar with his duties (.749)
17. Familiar with the tasks and responsibilities of the department (.608)
18. Well-versed with the general characteristics of each employee in his department (.837)
19. Well-acquainted with the rules and regulations (.676)
20. Well-acquainted with the policies related to the department work (.718)

This factor can be labelled as “knowing the workers and problems that may face them”.

Third Factor:

This factor achieved a variance of 16.9%. There is only one item saturated with this factor : This item is “Familiar with the equipment and tools used at work” (.818). It is considered as a factor.

SUMMARY

This section presented the results regarding the second dimension of leadership behaviour (understanding work details). The section clarifies the views of SDO’s employees answering the questions to what extent do the SDO managers understand work details ? The main results are as follows :

- 63.6% of the interviewees responses indicated that duties of understanding work details tangible apply to the SDO managers, while 17.3% of the responses indicated that these duties are slightly applicable. 7% of responses indicated that SDO managers do not understand work details or they behave in opposite way of understanding work details. About 12.1% of total responses did not give their opinion.

- The non-Kuwaiti and less educated employees expressed a more positive evaluation for managers regarding understanding work details, in comparison with Kuwaiti and the highly educated employees.
- Understanding work details as one dimension of leadership behaviour includes three factors which are:
 - Knowing the jobs requirements and laws, which organize it
 - Knowing the workers and problems that may face them
 - Familiar with the equipment and tools used at work.

4.3 Section Three : SDO Leadership Behaviour Regarding Promoting Work Efficiency

Preface

Increasing efficiency level in the organization requires that managers perform a group of activities that includes continuity of work, decreasing the mistakes, supporting positives, professional development with the aim of achieving maximum level excellence and accuracy. These duties form a basic dimension of leadership behaviour. In this framework, the study investigated a group of activities concerning promoting work efficiency. These activities are :

- Provides training opportunities to employees to promote their efficiency at work
- Corrects the errors made by employees
- Maintains equipment for efficient output
- Defines the aspects of errors objectively and clearly
- Firm with any employee who insists on acting improperly
- Shows the employee how to correct errors
- Communicates well with the employees during working hours
- Firm in issuing instructions for proper management of work
- Cares for the overall appearance of the place and employees
- Explains the directions issued by the management to the employees
- Follows up on employees' performance of duties
- Gives correct technical directions
- Employs personal knowledge to promote the level of performance
- Monitors performance attentively
- Conducts unscheduled inspections at work

The question is : to what extent do SDO managers perform these duties according to employees views ? The following are the results, which answer this question :

A) Types of Interviewees' Responses on Items of Promoting Work Efficiency

The following table show the types of interviewees' responses indicating the extent to which the duties of promoting work efficiency apply to SDO managers' performance according to the views of SDO employees :

Table 15
Types of Responses on Items of Promoting Work Efficiency

Items	Responses				
	Strongly Applicable	Slightly Applicable	Difficult To Define	Not Applicable	Opposite Is True
26- Provides training opportunities to employees to promote their efficiency at work	73	23	12	10	2
27- Corrects the errors made by employees	55	34	25	6	3
28- Maintains equipment for efficient output	69	27	11	11	2
29- Defines the aspects of errors objectively and clearly	60	29	18	11	2
30- Firm with any employee who insists on acting improperly	62	21	26	7	4
31- Shows the employee how to correct errors	64	24	18	13	1
32- Communicates well with the employees during working hours	66	29	10	12	3
33- Firm in issuing instructions for proper management of work	71	26	17	3	3
34- Cares for the overall appearance of the place and employees	69	21	18	9	3
35- Explains the directions issued by the management to the employees	71	23	20	4	2
36- Follows up on employees' performance of duties	63	35	14	6	2
37- Gives correct technical directions	67	29	15	5	4
38- Employs personal knowledge to promote the level of performance	77	21	11	8	3
39- Monitors performance attentively	64	29	17	6	4
40- Conducts unscheduled inspections at work	43	24	27	21	5
Total	974	392	259	132	43
Average	65	26	17	9	3

It is worth mentioning that the total number of frequencies of responses on items included in this table is 1800. From the above table the following results are concluded:

- 1) 54.1% of the total frequencies of responses indicated that duties of promoting work efficiency strongly apply to the SDO managers. What ranged between 43-77

interviewees chose this response. These interviewees asserted that managers' behaviour includes the activities regarding promoting work efficiency.

- 2) 21.8% of total frequencies of responses represent the response (slightly applicable). The table clarifies that whom chose this response ranged between 21-35 interviewees constituting 17.5% - 29.2% of the sample; these see the managers doing the activities of promoting work efficiency, but on a weak degree.
- 3) 14.4% of total frequencies of responses represent the response (difficult to define), this means that who chose this response do not determinate if their managers do the activities regarding promoting work efficiency or not. The rate of these interviewees about 8.3% to 22.5% of total sample. Ten interviewees did not determine if the managers have communicate with employees or not, there are 27 interviewees did not determine if the managers conduct unscheduled inspections at work or not.
- 4) 7.3% of total frequencies of responses represent the response (not applicable) the interviewees about 3 to 21 interviewees, the mean number of the frequencies of responses is 9 constituting 7.55% of the sample.
- 5) Finally, the table showed that what ranged between 1-5 interviewees, asserted that managers do the activities, which are contrary to the increasing of work efficiency. The frequencies of this response are 43 constituting about 3% of the total frequencies, which is 1800.

B) Interviewees' Mean Score on Items of Promoting Work Efficiency

The statistical processing showed that the interviewees mean score on items of promoting work efficiency is 17.2 constituting about 57.3% of the total score which is 30. The interviewees mean score differ according to their characteristics as shown in the following table.

Table 16
Mean Score on Items of Promoting Work Efficiency
According to Demographic Variables

Variables		N.	Mean	SD	Statistics	
					t	Sig.
Gender :	Male	46	19.5	12.6	1.25	-
	Female	74	16.6	12.02		
Age:	Less than 30	38	17.6	10.2	.02	-
	30 or More	82	17.7	13.2		
Nationality:	Kuwaiti	99	16	12.7	6.3	.0001
	Non-Kuwaiti	21	26	4.3		
Education:	Less than University	31	22.9	7.3	3.6	.0001
	University or Above	89	15.9	13.2		
Job:	Technical	68	16.7	13.1	1.02	-
	Administrative	52	19	11.2		
Experience:	Less than 5 Years	68	18.34	10.6	.64	-
	5 Years or More	52	16.83	14.3		

This table shows that the interviewees mean score do not differ significantly according to the variables of gender, age, job and period of experience. But it significantly differs according to the variables of nationality and education level. Regarding the nationality variable, the table clarifies that the mean score of Kuwaitis is 16 and that of non-Kuwaitis is 26. The differences between both scores are statistically significant. This indicates that non-Kuwaitis evaluate managers more positively in comparison with the Kuwaitis. According to the education variable, the table clarifies that the mean score of the less educated interviewees is (22.9), while the mean score of the highly educated is (15.9). This means that the less educated employees evaluated the managers more positively in comparison to the highly educated regarding promoting work efficiency.

C) The Effect of Interaction Between Variables on Interviewees Mean Score on Items of Promoting Work Efficiency

The following table shows the influence of dual interaction between interviewees characteristics on their mean score regarding the items of promoting work efficiency.

Table 17
Two-Way ANOVA of the Score on Items of Promoting Work Efficiency

Source of Variance	D.F.	Sum of Squares	Mean of Squares	Statistics	
				F.	Sig.
Gender: Age	1	169.6	169.6	1.12	.29
Gender: Nationality	1	.211	.211	.002	.96
Gender: Education	1	.101	.101	.001	.97
Gender: Job	1	377.9	377.9	2.54	.11
Gender: Experience	1	136.3	136.3	.451	.63
Age: Nationality	1	14.3	14.3	.102	.75
Age: Education	1	107.7	107.7	.747	.38
Age: Job	1	157.03	157.03	1.03	.31
Age: Experience	1	5.94	5.94	.019	.98
Nationality: Education	1	134.9	134.9	1.02	.31
Nationality: Job	1	2.9	2.9	.021	.88
Nationality: Experience	1	73	73	.526	.47
Education: Job	1	1.7	1.7	.741	.39
Education: Experience	1	90.7	90.7	.314	.73
Job: Experience	1	234.7	234.7	.773	.46

The table shows the significance of (F) lies out of .05 which indicates that the bilateral interaction between the variables (interviewees characteristics) did not have a significant effect in the interviewees mean score on items of understanding work details. In other words, SDO employees evaluation of their managers performance regarding understanding work details did not vary according to the bilateral interaction between any two variables demonstrating the interviewees characteristics.

D) The Factor Analysis of Interviewees Responses on Items of Promoting Work Efficiency

Factor analysis of interviewees responses on items of promoting work efficiency showed that these items were saturated with three factors which achieved a total variance of 72.1%, as shown in this table:

Table 18
Factor Analysis of Responses on Items of Promoting Work Efficiency

Items	Saturation with Factors		
	Factor 1	Factor 2	Factor 3
26- Provides training opportunities to employees to promote their efficiency at work	.750		
27- Corrects the errors made by employees	.785		
28- Maintains equipment for efficient output			.735
29- Defines the aspects of errors objectively and clearly	.708		
30- Firm with any employee who insists on acting improperly		.756	
31- Shows the employee how to correct errors	.780		
32- Communicates well with the employees during working hours	.611		
33- Firm in issuing instructions for proper management of work		.611	
34- Cares for the overall appearance of the place and employees			.570
35- Explains the directions issued by the management to the employees			.769
36- Follows up on employees' performance of duties			.625
37- Gives correct technical directions		.721	
38- Employs personal knowledge to promote the level of performance		.719	
39- Monitors performance attentively		.620	
40- Conducts unscheduled inspections at work			.562
Variance %	24.4	24.2	23.5

It is clear from the table that the saturation of items with factors is as follows :-

First Factor:

This factor achieved a variance of (24.4%). The following items are saturated with this factor :

- 26. Provides training opportunities to employees to promote their efficiency at work (.750)
- 27. Corrects the errors made by employees (.785)
- 29. Defines the aspects of errors objectively and clearly (.708)
- 31. Shows the employee how to correct errors (.780)
- 32. Communicates well with the employees during working hours (.611)

This factor can be labelled as “the effective and meaningful continuance with employees”.

Second Factor:

This factor achieved a variance of (24.4%). The following items are saturated with this factor :

- 30. Firm with any employee who insists on acting improperly (.756)
- 33. Firm in issuing instructions for proper management of work (.611)
- 37. Gives correct technical directions (.721)
- 38. Employs personal knowledge to promote the level of performance (.719)
- 39. Monitors performance attentively (.620)

This factor can be labelled as “firmness on direction of achieving excellence”.

Third Factor:

This factor achieved a variance of (23.5%). The following items are saturated with this factor :

- 28. Maintains equipment for efficient output (.735)
- 34. Cares for the overall appearance of the place and employees (.570)
- 35. Explains the directions issued by the management to the employees (.769)
- 36. Follows up on employees’ performance of duties (.625)
- 40. Conducts unscheduled inspections at work (.562)

This factor can be labelled as “the continuation and positive interaction with chairmanship and workers”.

SUMMARY

This section discussed the study results regarding SDO managers’ role in promoting work efficiency according to SDO employees’ views. These results are summarized as follows:

- 54.1% of total frequencies of responses showed that items of promoting work efficiency strongly applied to SDO managers. 21.8% signified that it is slightly

applicable, while 9.7% asserted that either it does not apply or the managers' performance contradicts promoting work efficiency. 14.4% of total frequencies of responses did not give their opinion.

- The non-Kuwaitis and less educated employees evaluated the managers more positively in comparison with the Kuwaitis and the highly educated employees regarding the behaviour of the managers concerning promoting work efficiency.
- The activities concerning promoting work efficiency as one of the dimensions of leadership includes :
 - The effective and meaningful continuance with two factors.
 - Firmness on direction of achieving excellence
 - The continuation and positive interaction with chairman and workers.

4.4 Section Four : SDO Leadership Behaviour Regarding Achieving Cooperation and Team Spirit

Preface

The general meaning of the word cooperation indicates working together. Working with team spirit indicates to work together and with coordination to achieve common aims. Leadership behaviour includes encouraging employees to cooperate for achieving common goals. The successful leadership encourages employees efforts to work together with team spirit. This requires the managers to perform duties depending on employees participation, continuance, respect and building constructive competition among workers. In this frame, the study investigated to what extent do the SDO managers perform the duties related to achieving cooperation and team spirit. These duties demonstrated in the following items :

- Concern for training employees on teamwork
- Does not tolerate any act/s of arrogance by an employee to another
- Does not tolerate bias or fanaticism in any form
- Encourages constructive competition among employees
- Concerned about mutual respect among employees
- Solicits solutions to differences or conflicts among employees
- Provides employees with opportunities to utilise their utmost capabilities
- Honesty and frankness in dealing with employees
- Participates with employees in social occasions
- Organises regular constructive meetings with all employees
- Forms task forces for completion of certain tasks
- Forms working committees if required
- Co-operates with department employees in implementing some tasks
- Attentive to department co-operation with other departments
- Resolves problems that may impede co-operation among the employees

These items constitute the fourth dimension of leadership behaviour. The question is : to what extent do the SDO managers practice the above mentioned duties ? The following is a presentation of results answering this question according to the views of the SDO employees.

A) Types of Interviewees' Responses on Items of Achieving Cooperation and Team Spirit

The following table presents the opinions of the SDO employees about the abilities of SDO managers leadership behaviour regarding achieving cooperation and team spirit.

Table 19
Types of Responses on Items of Achieving Cooperation and Team Spirit

Items	Responses				
	Strongly Applicable	Slightly Applicable	Difficult To Define	Not Applicable	Opposite Is True
41- Concern for training employees on team work	56	27	27	5	5
42- Does not tolerate any act/s of arrogance by an employee to another	69	16	22	9	4
43- Does not tolerate bias or fanaticism in any form	65	17	28	8	2
44- Encourages constructive competition among employees	63	19	22	11	2
45- Concerned about mutual respect among employees	87	16	12	4	1
46- Solicits solutions to differences or conflicts among employees	63	18	24	7	8
47- Provides employees with opportunities to utilise their utmost capabilities	73	22	14	9	2
48- Honesty and frankness in dealing with employees	67	19	16	10	8
49- Participates with employees in social occasions	80	18	10	8	4
50- Organises regular constructive meetings with all employees	69	25	8	14	4
51- Forms task forces for completion of certain tasks	72	25	14	7	2
52- Forms working committees if required	69	23	16	10	2
53- Co-operates with department employees in implementing some tasks	68	28	13	10	1
54- Attentive to department co-operation with other departments	84	19	13	3	1
55- Resolves problems that may impede co-operation among the employees	70	24	15	9	2
Total	1055	316	254	127	48
Average	70	21	17	9	3

- 1) What ranged between 56 to 87 interviewees chose the response (strongly applicable) constituting what ranged between 46.6% - 72.5% of the sample. The mean number is 70 interviewees constituting 58.3% of the sample.
- 2) What ranged between 16-28 interviewees chose the response (slightly applicable) constituting what ranged between 13.3-23.3% of the sample. The mean number is 21 interviewees constituting 17.6% of the sample.
- 3) What ranged between 8-28 interviewees did not express a certain opinion towards the SDO managers performance regarding duties concerning achieving cooperation and team spirit. This number of interviewees represents about 6.7% to 23.3% of total sample. The frequency of this response is 254 constituting 14.1% of the total frequencies of responses which is 1800 .
- 4) Regarding interviewees that chose the response (not applicable), the table showed that their number ranged between 3-14 constituting what ranged between 2.5-11.7% of the sample. The mean number of these interviewees is 9 constituting 7.5% of the sample.
- 5) Responses of some interviewees indicated that managers did not meet the duties of achieving cooperation and team spirit. Number of those interviewees ranged between 1-8. The mean number is 3 constituting (2.5%) of the sample.

The summary of the previous table that is 58.3% of the study sample asserted that the duties of achieving cooperation and team spirit is strongly applicable to the SDO managers, 17.5% expressed a (slightly applicable) response, 17.5% responded with (not applicable) and 2.5% of the sample asserted that the SDO managers contradict the requirements. There are 14.2% did not give their opinion.

B) Interviewees' Mean Score on Items of Achieving Cooperation and Team Spirit

As mentioned earlier, the total positive score of these items is 30. The statistical processing of the data showed that the interviewees mean score is 19.2 constituting 64% of the total score. This indicates that SDO managers perform duties of achieving cooperation and team spirit moderately according to the SDO employees. The interviewees mean score differs according to their characteristics as shown in the following table.

Table 20
Mean Score on Items of Achieving Cooperation and Team Spirit
According to Demographic Variables

Variables	N.	Mean	SD	Statistics		
				t	Sig.	
Gender :	Male	46	22.04	11.8	2.6	.01
	Female	74	16.03	13.2		
Age:	Less than 30	38	17.02	11.8	.79	-
	30 or More	82	18.9	13.5		
Nationality:	Kuwaiti	99	16.7	13.5	5.03	.0001
	Non-Kuwaiti	21	26.2	6.1		
Education:	Less than University	31	23.1	7.7	3.2	.002
	University or Above	89	16.7	14.02		
Job:	Technical	68	18.2	12.6	.15	-
	Administrative	52	18.5	13.6		
Experience:	Less than 5 Years	68	18.1	11.9	.22	-
	5 Years or More	52	18.6	11.4		

The table indicates that the variables of gender, nationality and education achieved a significant variance on the interviewees mean score on items of achieving cooperation and team spirit. Regarding the gender variable, the table clarified that the males mean score is 22.04, while the females scored 16.03. The difference between both scores is statistically significant indicating that the males expressed a more positive evaluation in comparison to females regarding the managers activities of achieving cooperation and team spirit.

Regarding the nationality variable, the table showed that the non-Kuwaitis achieved a mean score of 26.2 thus expressing a positive view in comparison with Kuwaiti employees who scored 16.7. Finally, the table clarified that the less educated interviewees scored 23.1 indicating a more positive view in comparison with the highly educated employees who scored 16.7.

The summary of previous table showed that male, non-Kuwaitis and less educated employees expressed a more positive view regarding achieving cooperation and team spirit in comparison with female employees, Kuwaitis and highly educated employees. There are no significant differences in interviewees views according to the variables of age, job and experience.

C) The Effect of Interaction Between Variables on Interviewees' Mean Score on Items of Achieving Cooperation and Team Spirit

The following table shows the effects of bilateral interaction between interviewees' characteristics on their score on items of achieving cooperation and team spirit.

Table 21
Two-Way ANOVA of the Score on Items of Achieving Cooperation and Team Spirit

Source of Variance	D.F.	Sum of Squares	Mean of Squares	Statistics	
				F.	Sig.
Gender: Age	1	116	116	.711	.4
Gender: Nationality	1	6.12	6.12	.040	.84
Gender: Education	1	.837	.837	.005	.94
Gender: Job	1	710.2	710.2	4.5	.03
Gender: Experience	1	80.4	80.4	.244	.78
Age: Nationality	1	223.5	223.5	1.4	.23
Age: Education	1	127	127	.786	.37
Age: Job	1	306.1	306.1	1.8	.18
Age: Experience	1	36.6	36.6	.104	.9
Nationality: Education	1	633.5	633.5	4.3	.04
Nationality: Job	1	20.4	20.4	.128	.72
Nationality: Experience	1	222.5	222.5	1.4	.23
Education: Job	1	1.22	1.22	.007	.93
Education: Experience	1	226.2	226.2	.689	.50
Job: Experience	1	155.8	155.8	.450	.63

This table shows that there are some significant interactions, which achieved a significant variance on interviewees, mean score on items of achieving cooperation and team spirit. These interactions are :

- Interaction between gender and job
- Interaction between nationality and education.

Regarding the interaction between gender and job, the study reached the results shown in the following table :

Table 22
Mean Score on Items of Achieving Cooperation and Team Spirit
According to Gender and Job

Gender	Job	
	Technical	Administrative
Male	19.2 (25)	25.5 (21)
Female	17.6 (43)	13.8 (31)

From this table it is clear that males with administrative jobs achieved the highest mean score (25.5) followed by males with technical jobs (19.2), and females with technical jobs (17.6). Finally, females with administrative jobs achieved a low score of 13.8. These results indicate that males with administrative jobs expressed a more positive evaluation to the managers regarding achieving cooperation and team spirit, while females with administrative jobs expressed a less positive evaluation in this regard.

Regarding the interaction between education and nationality, the results are shown in the following table :

Table 23
Mean Score on Items of Achieving Cooperation and Team Spirit
According to Education and Nationality

Education	Nationality	
	Kuwaiti	Non-Kuwaiti
Less than University	23 (23)	23.4 (8)
University and More	14.8 (76)	18 (13)

It is clear from this table that non-Kuwaitis and the less educated employees achieved a high mean score (23.4) followed by the Kuwaitis and less educated interviewees (23), the non-Kuwaiti and highly educated employees scored (18), and lastly Kuwaitis and the highly educated employees scored 14.8. In general, this indicates that non-Kuwaitis and the less educated evaluated SDO managers more positively in comparison with other groups.

D) The Factor Analysis of Interviewees' Responses on Items of Achieving Cooperation and Team Spirit

Factor analysis of interviewees responses on items of promoting work efficiency showed that these items were saturated with three factors which achieved a total variance of 74.5%, as clarified in this table:

Table 24
Factor Analysis of Responses on Items of Achieving Cooperation and Team Spirit

Items	Saturation with Factors		
	Factor 1	Factor 2	Factor 3
41- Concern for training employees on team work	.559		
42- Does not tolerate any act/s of arrogance by an employee to another	.832		
43- Does not tolerate bias or fanaticism in any form	.804		
44- Encourages constructive competition among employees	.647		
45- Concerned about mutual respect among employees		.698	
46- Solicits solutions to differences or conflicts among employees	.628		
47- Provides employees with opportunities to utilise their utmost capabilities			.524
48- Honesty and frankness in dealing with employees		.596	
49- Participates with employees in social occasions		.687	
50- Organises regular constructive meetings with all employees		.858	
51- Forms task forces for completion of certain tasks			.664
52- Forms working committees if required		.584	
53- Co-operates with department employees in implementing some tasks		.680	
54- Attentive to department co-operation with other departments			.796
55- Resolves problems that may impede co-operation among the employees			.668
Variance %	25.9	25.2	23.5

The table showed that items are saturated with three factors as follows :-

First Factor:

This factor achieved a variance of 25.9%. The following items are saturated with this factor :

41. Concern for training employees on team work (.559)
42. Does not tolerate any act/s of arrogance by an employee to another (.832)
43. Does not tolerate bias or fanaticism in any form (.804)
44. Encourages constructive competition among employees (.647)
46. Solicits solutions to differences or conflicts among employees (.628)

This factor can be labelled as “building and maintaining cooperation and harmony among employees”.

Second Factor:

This factor achieved a variance of 25.2%. The following items are saturated with this factor :

45. Concerned about mutual respect among employees (.698)
48. Honesty and frankness in dealing with employees (.596)
49. Participates with employees in social occasions (.687)
50. Organises regular constructive meetings with all employees (.858)
52. Forms working committees if required (.584)
53. Co-operates with department employees in implementing some tasks (.680)

This factor can be labelled as “establishing mutual respect among employees and giving example of cooperation”.

Third Factor:

This factor achieved a variance of 23.5%. The following items are saturated with this factor :

47. Provides employees with opportunities to utilise their utmost capabilities (.524)
51. Forms task forces for completion of certain tasks (.664)
54. Attentive to department co-operation with other departments (.796)

55. Resolves problems that may impede co-operation among the employees (.668)

This factor can be labelled as “encouraging and rooting cooperation on common achievement”.

SUMMARY

Do the SDO employees consider the managers achieve cooperation and team spirit ? This section presented the results achieved by the study answering this question. These results can be summarized as follows :

- 58.6% of total frequencies of responses signified that the behaviour of achieving cooperation and team spirit strongly applied on SDO managers, while 17.6% signified that this behaviour slightly applied and 14.1% did not give an opinion. The remaining percentage of 9.7 signified that either achieving cooperation did not apply on managers or behaved in a contradictory manner.
- Males, non-Kuwaitis and less educated employees expressed a more positive evaluation of SDO managers regarding achieving cooperation and team spirit in comparison to females, Kuwaitis and highly educated employees.
- Achieving cooperation and team spirit, as one of the leadership behaviour dimensions, including three factors :
 - Building and maintaining cooperation and harmony among employees
 - Establishing mutual respect among employees and giving example of cooperation
 - Encouraging and rooting cooperation on common achievement.

4.5 Section Five : SDO Leadership Behaviour Regarding Decision-Making

Preface

Taking a right decision is one of the characteristics of an effective leader. The right decision depends on right information and facts, suitable time and right conditions without coercion and without being impulsive. The subordinates contribute to decision-making and the leader makes use of their opinions and suggestions. An effective leader is one who takes the decision on his own responsibility and takes initiation in decision-making aiming to develop the work and have the courage to defend his decision. In this framework, the study determined ten duties relating to leadership behaviour in the decision-making process. These duties formulated in the following items :

- Does not take haphazard or uncalculated decisions
- Does not hesitate to take decisions
- Takes decisions based on facts and objectives information
- Benefits from the opinions and knowledge of others in decision-making
- Shares with others in decision-making
- Takes decisions on time
- Able to defend a decision taken
- Takes initiatives for development
- Makes information available about the decisions taken
- For work interests takes decisions on his own responsibility

The study aimed to clarify to what extent SDO employees consider if their managers practice the above-mentioned duties. The following results were obtained regarding this.

A) Types of Interviewees Responses on Items of Decision-Making

The following table shows the extent to which SDO managers perform decision-making process from leadership point of view according to the opinions of SDO employees.

Table 25
Types of Responses on Items of Decision-Making

Items	Responses				
	Strongly Applicable	Slightly Applicable	Difficult To Define	Not Applicable	Opposite Is True
56- Does not take haphazard or uncalculated decisions	64	22	26	3	5
57- Does not hesitate to take decisions	64	23	22	8	3
58- Takes decisions based on facts and objectives information	66	20	11	10	3
59- Benefits from the opinions and knowledge of others in decision-taking	65	21	26	6	2
60- Shares with others in decision-taking	61	21	28	10	-
61- Takes decisions on time	58	21	32	7	2
62- Able to defend a decision taken	74	19	22	5	-
63- Takes initiatives for development	77	21	16	5	1
64- Makes information available about the decisions taken	65	23	29	2	1
65- For work interests takes decisions on his own responsibility	56	16	37	10	1
Total	650	207	249	76	18
Average	65	21	25	7	2

It is worth mentioning that the total frequencies of responses are 1200. The table shows that 650 frequencies regarding response (strongly applicable) constituting 54.2% of the total; 207 frequencies regarding the response (slightly applicable) constituting 17.2% of the total, and 249 frequencies regarding the response (difficult to define) constituting 20.7% of the total. At the same time, the table clarifies that 76 frequencies regarding response (not applicable) and 18 frequencies regarding response (opposite is true). Frequencies of these two responses constituting 7.9 of the total. These results indicate that the majority of SDO employees 54.2% expressed a high positive evaluation of the SDO managers regarding decision-making. What ranged between 56-77 interviewees chose the response (strongly applicable) to the items reflecting the leadership behaviour regarding decision-making.

B) Interviewees Mean Score on Items of Decision-Making

It is worth mentioning that the high score indicates a more positive view and vice versa. The statistical processing of data clarified that the interviewees mean score on items of decision-making is 12.5 constituting 62.5% of the total score which is 20. The interviewees mean score on this dimension differs according to the sample characteristics as follows:

Table 26
Mean Score on Items of Decision-Making According to Demographic Variables

Variables	N.	Mean	SD	Statistics		
				t	Sig.	
Gender :	Male	46	14.7	6.9	3.4	.001
	Female	74	9.86			
Age:	Less than 30	38	10.2	7.7	1.42	-
	30 or More	82	12.4			
Nationality:	Kuwaiti	99	10.6	8.6	4.91	.00001
	Non-Kuwaiti	21	17			
Education:	Less than University	31	12.03	7	.28	-
	University or Above	89	11.6			
Job:	Technical	68	11.7	8.4	.25	-
	Administrative	52	11.9			
Experience:	Less than 5 Years	68	11.6	7.8	.15	-
	5 Years or More	52	11.8			

In light of the significance of value (F), the interviewees mean score differs according to the variables of gender and nationality. The table shows that males achieved a significantly high mean score 14.7 in comparison with females 9.86. This indicates that males expressed a more positive view in comparison with females regarding performance of SDO managers in decision-making. With regard to the nationality variable, the table showed that the non-Kuwaiti employees scored a highly significant mean score 17 while the Kuwaiti employees scored 10.6. The differences between these two mean scores are significant indicating that non-Kuwaiti employees expressed a more positive view in comparison with Kuwaiti employees regarding performance of SDO managers in decision-making. Lastly, no significant differences were found between interviewees mean score on items of decision-making according to the variable of age, education, job, and period of experience.

C) The Effect of Interaction Between Variables on Interviewees Mean Score on Items of Decision-Making

As mentioned in the methodology part, the study used two-way ANOVA to investigate the effects of the bilateral interaction between interviewees characteristics on their mean score regarding the items of decision-making. The following table clarifies this point :

Table 27
Two-Way ANOVA of the Score on Items of Decision-Making

Source of Variance	D.F.	Sum of Squares	Mean of Squares	Statistics	
				F.	Sig.
Gender: Age	1	.024	.024	-	.98
Gender: Nationality	1	.286	.286	.005	.94
Gender: Education	1	27.7	27.7	.422	.51
Gender: Job	1	43.9	43.9	.674	.41
Gender: Experience	1	45.2	45.2	.348	.7
Age: Nationality	1	27.8	27.8	.434	.51
Age: Education	1	12.8	12.8	.183	.67
Age: Job	1	197.5	197.5	2.9	.09
Age: Experience	1	19.2	19.2	.137	.87
Nationality: Education	1	20.4	20.4	.314	.57
Nationality: Job	1	.603	.603	.009	.92
Nationality: Experience	1	29.2	29.2	.449	.50
Education: Job	1	27.5	27.5	.389	.53
Education: Experience	1	20.4	20.4	.144	.86
Job: Experience	1	123.5	123.5	.882	.41

As the table shows the significance of value (F) lies out of .05, which indicates that the two interactions between variables (interviewees characteristics) did not have a significant effect in the interviewees mean score on items of decision-making. In other words, SDO employees evaluation of their managers performance regarding decision-making did not vary according to the bilateral interaction between any two variables demonstrating the interviewees characteristics.

D) The Factor Analysis of Interviewees' Responses on Items of Decision-Making

Factor analyses of interviewees response on items of decision-makings resulted that these items are saturated with three factors achieved a variance of 77.7% as clarified in the following table :

Table 28
Factor Analysis of Responses on Items of Decision-Making

Items	Saturation with Factors		
	Factor 1	Factor 2	Factor 3
56- Does not take haphazard or uncalculated decisions	.629		
57- Does not hesitate to take decisions	.732		
58- Takes decisions based on facts and objectives information	.820		
59- Benefits from the opinions and knowledge of others in decision-taking		.734	
60- Shares with others in decision-taking		.830	
61- Takes decisions on time	.700		
62- Able to defend a decision taken			.752
63- Takes initiatives for development			.826
64- Makes information available about the decisions taken			.669
65- For work interests takes decisions on his own responsibility		.708	
Variance %	27.6	26.3	23.8

Identity of these factors can be explained as follows :-

First Factor:

This factor achieved a variance of 27.6%. The following four items are saturated with this factor:

56. Does not take haphazard or uncalculated decisions (.629)
57. Does not hesitate to take decisions (.732)
58. Takes decisions based on facts and objectives information (.820)
61. Takes decisions on time (.700)

The general meaning of these items is "wisdom in decision-making".

Second Factor:

This factor achieved a variance of 26.3%. There are three items that are saturated with this factor:

59. Benefits from the opinions and knowledge of others in decision-taking (.734)
60. Shares with others in decision-taking (.830)
65. For work interests takes decisions on his own responsibility (.708)

This factor can be labelled as “contribution and responsibility in decision-making”.

Third Factor:

It achieved a variance of 23.8%, saturating the following three items:

62. Able to defend a decision taken (.752)
63. Takes initiatives for development (.826)
64. Makes information available about the decisions taken (.669)

This factor can be labelled as “personal efficiency in decision-making”.

SUMMARY

Taking the right decision at the right time is an important dimension of leadership behaviour. This section discussed results the study reached regarding behaviour of SDO managers in decision-makings according to employees' opinions. These results are summarized as follows:

- 650 frequencies reflect the response (strongly applicable) constituting 54.2% of the total; 207 frequencies regarding the response (slightly applicable) constituting 17.2% of the total, and 249 frequencies regarding the response (difficult to define) constituting 20.7% of the total. At the same time, the table clarifies that 76 frequencies regarding response (not applicable) and 18 frequencies regarding response (opposite is true). Frequencies of these two responses constituting 7.9 of the total. These results indicate that the majority of SDO employees 54.2% expressed a high positive evaluation of the SDO managers regarding decision-making.
- Males and non-Kuwaitis employees expressed a high positive evaluation of managers' decision-makings in comparison with female and Kuwaitis employees.

- Decision-making as a dimension of leadership behaviour includes the following three factors:
 - Wisdom in decision-making
 - Contribution and responsibility in decision-making
 - Personal efficiency in decision-making

4.6 Section Six : SDO Leadership Behaviour Regarding Responsibility

Preface

Although that there are several definitions of responsibility, the most important one is commitment, taking care of others and realism which meet social expectations and social role and status. From the point of view of leadership behaviour in managerial field, responsibility means that managers behave in a positive and impartial way. Also responsibility includes commitment to hierarchical administration, taking care of employee's complaints, knowing the conditions of personnel and authorizes delegation. In this broad frame, the study investigated responsibility of SDO managers regarding the following duties:

- Acts positively in situations that require firmness
- Commitment and defence of employees rights
- Does not permit employees to exceed their scope of authority
- Follows administrative hierarchy
- Pays attention to and investigates employees' complaints
- Delegates authority to some subordinates, if necessary
- Concerned with orientation of related causes of employees' problems
- Ability to effectively negotiate with relevant parties
- Acknowledges a mistake without argument or false justification
- Represents the department employees appropriately to management

The following is a presentation of results the study reached regarding existence of these duties through the professional performance of the managers' social development office, according to employees' opinions:

A) Types of Interviewees Responses on Items of Responsibility

The following table shows the extent to what SDO managers is responsible leadership point of view according to the opinions of SDO employees.

Table 29
Types of Responses on Items of Responsibility

Items	Responses				
	Strongly Applicable	Slightly Applicable	Difficult To Define	Not Applicable	Opposite Is True
66- Acts positively in situations that require firmness	62	26	21	5	6
67- Commitment and defence of employees rights	68	21	19	7	5
68- Does not permit employees to exceed their scope of authority	64	20	20	13	3
69- Follows administrative hierarchy	70	19	21	7	3
70- Pays attention to and investigates employees' complaints	63	21	18	13	5
71- Delegates authority to some subordinates, if necessary	75	20	16	5	4
72- Concerned with orientation of related causes of employees' problems	59	23	23	10	5
73- Ability to effectively negotiate with relevant parties	70	15	26	5	4
74- Acknowledges a mistake without argument or false justification	45	26	33	11	5
75- Represents the department employees appropriately to management	75	16	20	5	4
Total	651	207	217	81	44
Average	65	21	22	8	4

The table shows that 651 frequencies regarding response (strongly applicable) constituting 54.2% of the total 1200. What ranged between 15-26 interviewees chose the response (slightly applicable) constituting 210 frequencies, which equals 17.3% of the total. What ranged between 16-33 interviewees chose the response (difficult to define) on items of responsibility constituting 217 frequencies, which equals 18.1% of the total. At the same time, the table clarifies that 81 (6.7%) frequencies regarding response (not applicable) and 44 frequencies (3.7%) regarding response (opposite is true). These results indicate that the majority of SDO employees (54.2%) expressed a high positive evaluation of the SDO managers regarding responsibility.

B) Interviewees Mean Score on Items of Responsibility

The statistical processing of data clarified that the interviewees mean score on items of responsibility is 11.83 constituting 59.15% of the total score, which is 20. The interviewees mean score on these items differs according to the sample characteristics as follows:

Table 30
Mean Score on Items of Responsibility According to Demographic Variables

Variables		N.	Mean	SD	Statistics	
					t	Sig.
Gender :	Male	46	14.5	6.7	3.72	.0001
	Female	74	9.1	9.3		
Age:	Less than 30	38	9.7	8.2	1.3	-
	30 or More	82	11.8	9		
Nationality:	Kuwaiti	99	10.2	9.04	3.84	.0001
	Non-Kuwaiti	21	15.9	5.4		
Education:	Less than University	31	12.9	6.9	1.47	-
	University or Above	89	10.6	9.3		
Job:	Technical	68	11.07	8.9	.13	-
	Administrative	52	11.3	8.7		
Experience:	Less than 5 Years	68	10.7	8.8	.66	-
	5 Years or More	52	11.7	8.7		

According to this table, the differences between interviewees mean score are not significant according to variables of age, education, job and experience. But, there are statistically significant differences according to the variables of gender and nationality ($p=.0001$). With respect to gender variable, the table shows that males achieved a significantly high mean score (14.5) in comparison with females (9.1). This indicates that males expressed a more positive evaluation regarding managers performance concerning responsibility in comparison with the females. According to nationality variable, the table showed that non-Kuwaiti employees achieved a highly significant mean score (15.9) in comparison with the Kuwaitis (10.2) indicating that non-Kuwaitis expressed a more positive evaluation regarding managers in comparison to the Kuwaitis.

C) The Effect of Interaction Between Variables on Interviewees Mean Score on Items of Responsibility

As mentioned earlier, the study used two-way ANOVA to clarify the effects of interaction between interviewees characteristics on their views towards their managers behaviour. The following table shows the results of bilateral interaction between the interviewees characteristics on their mean score on items of responsibility.

Table 31
Two-Way ANOVA of the Score on Items of Responsibility

Source of Variance	D.F.	Sum of Squares	Mean of Squares	Statistics	
				F.	Sig.
Gender: Age	1	10.1	10.1	.141	.7
Gender: Nationality	1	.143	.143	.002	.96
Gender: Education	1	17.4	17.4	.245	.62
Gender: Job	1	183.8	183.8	2.61	.10
Gender: Experience	1	33.05	33.05	.229	.79
Age: Nationality	1	77.9	77.9	1.07	.3
Age: Education	1	193.1	193.1	2.6	.11
Age: Job	1	399.5	399.5	5.4	.02
Age: Experience	1	18.1	18.1	.115	.89
Nationality: Education	1	91.3	91.3	1.3	.26
Nationality: Job	1	11.7	11.7	.158	.69
Nationality: Experience	1	19.4	19.4	.261	.61
Education: Job	1	1.63	1.63	.021	.88
Education: Experience	1	115.6	115.6	.479	.47
Job: Experience	1	239.2	239.2	1.6	.21

Except for the interaction between age and job, the table showed that there is no significant effect of the interaction between any other two variables on interviewees mean score on items of responsibility. The (F) value exceeded the significance limitation. But regarding the interaction between age and job the (F) value is 5.4 ($p=.02$). This indicates that the interviewees' characteristics regarding both gender and job affect their evaluation to the managers. According to these two variables, the statistical analysis showed that the interviewees mean score on the items of responsibility is as follows :

Table 32
Mean Score on Items of Responsibility According to Age and Job

Age	Job	
	Technical	Administrative
Less than 30	11.8 (23)	6.5 (15)
30 and More	10.7 (45)	13.2 (37)

As it is shown in the table, the older and interviewees with administrative jobs achieved a significant high mean score (13.2) followed by the younger interviewees with technical jobs (11.8); the older interviewees with technical jobs (10.7) and lastly, the younger with administrative jobs interviewees (6.5). As mentioned earlier, the high mean score reflects a more positive evaluation, then the older interviewees with administrative jobs evaluate SDO managers positively regarding responsibility in comparison with any other group according to the variables of age and job.

D) The Factor Analysis of Interviewees Responses on Items of Responsibility

Factor analyses of interviewees response on items of responsibility resulted that these items are saturated with three factors achieved a variance of 76.2% as clarified in the following table :

Table 33
Factor Analysis of Responses on Items of Responsibility

Items	Saturation with Factors		
	Factor 1	Factor 2	Factor 3
66- Acts positively in situations that require firmness	.584		
67- Commitment and defence of employees rights	.608		
68- Does not permit employees to exceed their scope of authority	.865		
69- Follows administrative hierarchy	.569		
70- Pays attention to and investigates employees' complaints			.733
71- Delegates authority to some subordinates, if necessary		.581	
72- Concerned with orientation of related causes of employees' problems			.823
73- Ability to effectively negotiate with relevant parties	.658		
74- Acknowledges a mistake without argument or false justification		.681	
75- Represents the department employees appropriately to management		.873	
Variance %	27.1	25.4	23.8

Identity of these factors can be explained as follows :-

First Factor:

This factor achieved a variance of 27.1%. The following five items are saturated with this factor:

- 66. Acts positively in situations that require firmness (.584)
- 67. Commitment and defence of employees' rights (.608)
- 68. Does not permit employees to exceed their scope of authority (.865)
- 69. Follows administrative hierarchy (.569)
- 73. Ability to effectively negotiate with relevant parties (.658)

The general meaning of these items is "taking the first step to move and engagements".

Second Factor:

This factor achieved a variance of 25.4%. There are three items that are saturated with this factor:

- 71. Delegates authority to some subordinates, if necessary (.581)

74. Acknowledges a mistake without argument or false justification (.683)
75. Represents the department employees appropriately to management (.873)

This factor can be labelled as “convincing the existence of the other and trusting him”.

Third Factor:

It achieved a variance of 23.8%, saturating the following two items:

70. Pays attention to and investigates employees' complaints (.733)
72. Concerned with orientation of related causes of employees' problems (.823)

This factor can be labelled as “the positive concern with negatives appears on work”.

SUMMARY

This topic contains a presentation of most important results the study reached:

- 54.2% of total frequencies of responses chose the response (strongly applicable) to the item that SDO managers are responsible in their behaviour; 17.2 frequencies of responses signifies chose the chose the response (slightly applicable) and 18.1% chose (difficult to define). These results indicate that the majority of SDO employees (54.2%) expressed a high positive evaluation of the SDO managers regarding responsibility.
- Responsibility as a dimension of leadership behaviour includes the following three factors:
 - Taking the first step to move and engagements.
 - Convincing the existence of the other and trusting him.
 - The positive concern with negatives appears on work.

4.7 Section Seven : SDO Leadership Behaviour Regarding Increasing Workers' Spirit

Preface

One of the successful leaders' attributes working to rise the spirit of followers. These leadership behaviours could achieve this aim. But most important is to convince the leader of special achievements and reward others. Also showing the good and positive sides of the organization of unity, and assures the importance of this work. Motivating the workers to perform effectively. Some employees may make mistakes, but the successful leader is one who deals with the mistaken behaviour without harming the employee. Increasing the spirit of employees requires admitting their rights on rest, and giving them the chance to meet the leader and talk to him on issues that related to them. Finally, raising the spirit of workers requires the leaders obligation of subjective on evaluating the followers' performance. With out talking the part of any one against the other, or giving rights of some without giving the others. These are examples of behaviours that the leader does that may rise the spirit of followers.

The current study tried to know if the leaders of the social development office are behaving on the way that may rise the spirit of employees through out survey of search sample, if the their managers are doing the following behaviours:

- Sympathises with an employee if he has personal problems
- Gives the employees opportunities for personal meetings and discussions
- Acknowledge and praises good work
- Rewards diligent employees
- Believes in the employees' entitlement to rest and vacation
- Does not insult employees who are not productive
- Observes impartiality and objectivity in performance appraisals
- Does not deal with the employees impulsively or angrily
- Consider each employee's capabilities when distributing work assignments
- Deals prudently with rumours and wrong information
- Highlights the aspects of distinction in the work done by the department
- Stresses the vitality and importance of the work done by the department
- Interferes, for the interest of the employee, whenever necessary
- Urges the employees to do their best
- Does not underestimate an employee's work

Following are the results that the study reached regarding the performance of these duties of SDO managers according to SDO employees.

A) Types of Interviewees Responses on Items of Increasing Workers' Spirit

To extent do the SDO observe that the behaviours of increasing workers spirit reflects on the professional performance of their managers ? The following table answers this question:

Table 34
Types of Responses on Items of Increasing Workers' Spirit

Items	Responses				
	Strongly Applicable	Slightly Applicable	Difficult To Define	Not Applicable	Opposite Is True
76- Sympathises with an employee if he has personal problems	66	20	24	9	1
77- Gives the employees opportunities for personal meetings and discussions	85	17	9	9	-
78- Acknowledge and praises good work	72	25	12	10	1
79- Rewards diligent employees	52	21	25	19	3
80- Believes in the employees' entitlement to rest and vacation	76	18	19	7	-
81- Does not insult employees who are not productive	72	19	20	8	1
82- Observes impartiality and objectivity in performance appraisals	66	18	32	4	-
83- Does not deal with the employees impulsively or angrily	88	18	7	7	-
84- Consider each employee's capabilities when distributing work assignments	78	15	14	11	2
85- Deals prudently with rumours and wrong information	71	16	19	8	6
86- Highlights the aspects of distinction in the work done by the department	84	12	16	7	1
87- Stresses the vitality and importance of the work done by the department	88	17	8	5	2
88- Interferes, for the interest of the employee, whenever necessary	63	21	15	15	6
89- Urges the employees to do their best	80	22	12	4	2
90- Does not underestimate an employee's work	84	16	10	7	3
Total	1125	275	242	130	28
Average	75	18	16	9	2

The total number of frequencies clarified in this table is 1800. 62.5% of this total lies under the response (strongly applicable) constituting 1125 frequencies of this type of

response as shown in the table. This indicates that 62.5% of response frequencies signifies that increasing workers spirit is performed by the SDO managers. 15.3% of the total responses chose the response (slightly applicable) constituting 275 frequencies, while 130 frequencies constituting 7.3% of total the frequencies chose the response (not applicable). A percentage of 1.6 of total frequencies signified that managers behave in a contradictory manner. Finally, the table clarifies that 242 frequencies chose the response (difficult to define); this number is equal to 13.4% of the total. This indicates that there is no certain view of the managers if they are behaving the way that increases the spirit of the employees.

B) Interviewees Mean Score on Items of Increasing Workers' Spirit

The statistical processing of data clarified that the mean score of interviewees on items of increasing workers spirit is 20.4, constituting 68% of the total 30. The scores differs according to their characteristics as shown in the following table:

Table 35
Mean Score on Items of Increasing Workers' Spirit
According to Demographic Variables

Variables		N.	Mean	SD	Statistics	
					t	Sig.
Gender :	Male	46	23.4	9.7	3.09	.002
	Female	74	17.08	12.3		
Age:	Less than 30	38	18.4	11.2	.73	-
	30 or More	82	20.01	12.1		
Nationality:	Kuwaiti	99	18.3	12.2	3.5	.001
	Non-Kuwaiti	21	25.3	7.4		
Education:	Less than University	31	21.1	10.9	.94	-
	University or Above	89	18.9	12.08		
Job:	Technical	68	20.2	10.9	.71	-
	Administrative	52	18.6	12.9		
Experience:	Less than 5 Years	68	18.9	10.6	.60	-
	5 Years or More	52	20.3	13.2		

It is clear from this table that there are differences between the mean scores, but these differences are statistically significant regarding only the two variables of gender and nationality. Regarding the gender variable, the table clarifies the mean score males is

23.4 degree, while females scored 17.08 (T=3.09, P=.002) thus indicating that the males are more positive on evaluating the managers work in comparison with females, regarding increasing of workers spirit. Regarding the nationality variable, the table clarifies mean score of Kuwaitis is 18.3 degree, while the mean of non-Kuwaitis is 25.3 degree (T=3.5, P=. 001), indicating that the non-Kuwaitis expressed a more positive evaluation in comparison with Kuwaiti employees. Regarding the variables of age, education, job and period experience, the differences are not statistically significant.

C) The Effect of Interaction Between Variables on Interviewees Mean Score on Items of Increasing Workers' Spirit

As mentioned in the methodology part, the study used two-way ANOVA to investigate the effects of the bilateral interaction between interviewees' characteristics on their mean score. The following table shows this point:

Table 36
Two-Way ANOVA of the Score on Items of Increasing Workers' Spirit

Source of Variance	D.F.	Sum of Squares	Mean of Squares	Statistics	
				F.	Sig.
Gender: Age	1	23.3	23.3	.176	.67
Gender: Nationality	1	10.6	10.6	.084	.77
Gender: Education	1	48.7	48.7	.37	.54
Gender: Job	1	385.6	385.6	3	.08
Gender: Experience	1	14.9	14.9	.055	.94
Age: Nationality	1	243	243	1.83	.17
Age: Education	1	136.5	136.5	.978	.32
Age: Job	1	421	421	3.06	.08
Age: Experience	1	91.5	91.5	.333	.71
Nationality: Education	1	172	172	1.3	.25
Nationality: Job	1	14.8	14.8	.111	.74
Nationality: Experience	1	103.5	103.5	.767	.38
Education: Job	1	.118	.118	.001	.97
Education: Experience	1	200.9	200.9	.708	.49
Job: Experience	1	155.8	155.8	.547	.58

The significance of value (F) lies out of .05, which indicates that the bilateral interactions between variables (interviewees characteristics) did not have a significant

effect in the interviewees mean score indicating that SDO employees' evaluation of their managers performance regarding decision-making did not vary according to the bilateral interaction between any two variables demonstrating the interviewees' characteristics.

D) The Factor Analysis of Interviewees' Responses on Items of Increasing Workers' Spirit

Factor analyses of interviewees response resulted that these items are saturated with three factors achieved a variance of 71.7% as clarified in the following table:

Table 37
Factor Analysis of Responses on Items of Increasing Workers' Spirit

Items	Saturation with Factors		
	Factor 1	Factor 2	Factor 3
76- Sympathises with an employee if he has personal problems		.655	
77- Gives the employees opportunities for personal meetings and discussions			.650
78- Acknowledge and praises good work	.768		
79- Rewards diligent employees		.493	
80- Believes in the employees' entitlement to rest and vacation			.533
81- Does not insult employees who are not productive			.794
82- Observes impartiality and objectivity in performance appraisals			.581
83- Does not deal with the employees impulsively or angrily			.634
84- Consider each employee's capabilities when distributing work assignments		.694	
85- Deals prudently with rumours and wrong information		.849	
86- Highlights the aspects of distinction in the work done by the department	.793		
87- Stresses the vitality and importance of the work done by the department	.775		
88- Interferes, for the interest of the employee, whenever necessary	.635		
89- Urges the employees to do their best	.751		
90- Does not underestimate an employee's work		.673	
Variance %	28.8	21.3	21.0

Identity of these factors can be explained as follows: -

First Factor:

This factor achieved a variance of 28.8%. The following five items are saturated with this factor:

- 78. Acknowledge and praises good work (.768)
- 86. Highlights the aspects of distinction in the work done by the department (.793)
- 87. Stresses the vitality and importance of the work done by the department (.775)
- 88. Interferes, for the interest of the employee, whenever necessary (.635)
- 89. Urges the employees to do their best (.751)

The general meaning of these items is “keeping the specialization and employees’ protection”.

Second Factor:

This factor achieved a variance of 21.3%. There are five items that are saturated with this factor:

- 76. Sympathises with an employee if he has personal problems (.655)
- 79. Rewards diligent employees (.493)
- 84. Consider each employee’s capabilities when distributing work assignments (.694)
- 85. Deals prudently with rumours and wrong information (.849)
- 90. Does not underestimate an employee’s work (.673)

This factor can be labelled as “taking into consideration the employees conditions and respecting their feeling”.

Third Factor:

It achieved a variance of 21%, saturating the following five items:

- 77. Gives the employees opportunities for personal meetings and discussions (.650)
- 80. Believes in the employees’ entitlement to rest and vacation (.533)

81. Does not insult employees who are not productive (.794)
82. Observes impartiality and objectivity in performance appraisals (.581)
83. Does not deal with the employees impulsively or angrily (.634)

This factor can be labelled as “respecting employees rights”.

SUMMARY

This topic deals with a presentation of results that the study reached regarding, to what extent to which the SDO managers increase the workers spirit :

- 62.5% of frequencies of responses signifies that the SDO increase the workers spirit (strongly applicable); 15.3% of the frequencies of responses signifies that work managers increase the spirit but to a lesser degree (slightly applicable); 8.8% of the total frequencies signifies that managers do not increase the spirit of employees (not applicable), and lastly 13.4% of frequencies of response were unable to give (difficult to define) a certain view regarding this issue.
- The males and non-Kuwaiti employees expressed a more positive view in comparison with females and Kuwaiti employees. The remaining variables did not affect the interviewees response on the items of increasing workers spirit.
- Increasing workers spirit as a dimension of leadership behaviour includes the following three factors:
 - Keeping the specialization and employees’ protection.
 - Taking into consideration the employees conditions and respecting their feeling.
 - Respecting employees’ rights.

4.8 Section Eight : SDO Leadership Behaviour Regarding Social Sensitivity

Preface

Social sensitivity represents a basic dimension of leadership behaviour, and social sensitivity can be embodied on many behavioural aspects such as realizing the current physic condition of employees, not to shout on any one of them in front of others as the social sensitivity includes not to discredit the employee's opinion, and not to let any employee misuse authority against another employee; the leader also should not misuse his authority, and to use any bad words but rather maintain a good and accepted style. And to take care of what they say and give them the chance to express themselves. These are the most importance aspects of social sensitivity as one dimension of leadership behaviours.

This current study tried to know if the managers of social development office see that the social sensitivity found on the managers behaviours at work.

Therefore, the leadership behaviour contains ten items in order to be answered by the interviewees, these items are:

- Understands the psychological natures of employees
- Does not look down on the employees
- Does not reprimand an employee in the presence of another
- Does not stultify an opinion of an employee (even if it is wrong)
- Does not abuse authority
- Does not allow an employee to abuse his authority against another
- Adopts an acceptable manner for advising and direction
- Does not use vulgar or obscene language
- Listens attentively to employees' opinions
- Gives the opportunity to all employees to express themselves

In light of the interviewees responses on these items, the study achieved the following results:

A) Types of Interviewees Responses on Items of Social Sensitivity

The following table shows types of interviewees' responses on the items of social sensitivity as the eight dimension of leadership behaviour:

Table 38
Types of Responses on Items of Social Sensitivity

Items	Responses				
	Strongly Applicable	Slightly Applicable	Difficult To Define	Not Applicable	Opposite Is True
91- Understands the psychological natures of employees	65	17	28	6	4
92- Does not look down on the employees	96	9	7	8	-
93- Does not reprimand an employee in the presence of another	84	16	8	11	1
94- Does not stultify an opinion of an employee (even if it is wrong)	78	20	15	6	1
95- Does not abuse authority	91	10	10	8	1
96- Does not allow an employee to abuse his authority against another	90	11	10	2	7
97- Adopts an acceptable manner for advising and direction	82	19	12	7	-
98- Does not use vulgar or obscene language	99	9	7	3	2
99- Listens attentively to employees' opinions	88	17	10	5	-
100- Gives the opportunity to all employees to express themselves	93	12	9	6	-
Total	866	140	116	62	16
Average	87	14	11	6	2

The total frequencies of response on the items is 1200. 866 frequencies of responses constituting 72.2% of the total asserted that these items are (strongly applicable) to the SDO managers, followed by 11.7% signified that these behaviours applied to the managers to a lesser degree (slightly applicable). 78 frequencies of responses constituting 6.5% of the total chose the response (not applicable or managers behave in a contradictory manner) on the items of social sensitivity. Finally, the table clarifies that 116 frequencies of response constituting 9.6% of the total frequencies signifies did not certify a certain view regarding SDO managers. These results indicated that more than 70% of the total sample expressed a positive evaluation of SDO managers regarding social sensitivity.

B) Interviewees' Mean Score on Items of Social Sensitivity

As mentioned earlier, the total positive score of these items is 20. The statistical processing of the data showed that the interviewees mean score is 65 constituting 15.3% of the total score. This indicates that SDO managers perform duties of social sensitivity moderately according to the SDO employees. The interviewees mean score differs according to their characteristics as shown in the following table.

Table 39
Mean Score on Items of Social Sensitivity According to Demographic Variables

Variables	N.	Mean	SD	Statistics	
				t	Sig.
Gender :	Male	46	16.8	2.53	.01
	Female	74	13.7		
Age:	Less than 30	38	13.9	.93	-
	30 or More	82	15.3		
Nationality:	Kuwaiti	99	14.3	2.75	.008
	Non-Kuwaiti	21	17.7		
Education:	Less than University	31	15	.07	-
	University or Above	89	14.8		
Job:	Technical	68	16.3	2.46	.02
	Administrative	52	13		
Experience:	Less than 5 Years	68	14.9	.02	-
	5 Years or More	52	14.8		

On the light of value of (T), then the mean score of interviewees on the items of social sensitivity are influenced by the three variables of nationality, gender and job. Regarding gender variable, the table clarifies that the mean score of males is 16.8 while that of females is 13.7. The difference between both (T=2.53, P=.0008) signifies a positive evaluation, of SDO managers on items of social sensitivity according to the males and non-Kuwaitis with technical jobs in comparison with females and Kuwaiti employees with administrative jobs. The interviewees mean score on items of social sensitivity does not differ with the variables of age, educational level and period of experience.

C) The Effect of Interaction Between Variables on Interviewees' Mean Score on Items of Social Sensitivity

The following table clarifies the influence of dual interaction between interviewees characteristics on their mean score regarding the items of social sensitivity :

Table 40
Two-Way ANOVA of the Score on Items of Social Sensitivity

Source of Variance	D.F.	Sum of Squares	Mean of Squares	Statistics	
				F.	Sig.
Gender: Age	1	17.9	17.9	.335	.56
Gender: Nationality	1	3.6	3.6	.069	.79
Gender: Education	1	19.5	19.5	.357	.55
Gender: Job	1	278.5	278.5	5.8	.01
Gender: Experience	1	35.9	35.9	.33	.71
Age: Nationality	1	108.4	108.4	2.05	.15
Age: Education	1	73.5	73.5	1.34	.24
Age: Job	1	79.3	79.3	1.53	.21
Age: Experience	1	67.5	67.5	.607	.54
Nationality: Education	1	65.7	65.7	1.22	.27
Nationality: Job	1	6.5	6.5	.129	.72
Nationality: Experience	1	83	83	1.54	.21
Education: Job	1	21.3	21.3	.408	.52
Education: Experience	1	314	314	2.9	.04
Job: Experience	1	39.3	39.3	.373	.69

Except for the interaction between gender/job and education/experience, the table shows that the significance of (F) lies out of .05 which indicates that the bilateral interaction between the variables (interviewees characteristics) did not have a significant effect in the interviewees mean score on items of social sensitivity. For example, the interaction between age/gender, gender/nationality, gender/education, etc. do not affect the interviewees mean score on items of social sensitivity. As mentioned, there are two significant interactions. The first interaction is between gender/job, the second interaction between education/experience. Regarding interaction between gender/job, the mean score of interviewees on the items of social sensitivity is shown in the following table:

Table 41
Mean Score on Items of Social Sensitivity According to Gender and Job

Gender	Job	
	Technical	Administrative
Male	16.6 (25)	17 (21)
Female	16.1 (43)	10.2 (31)

The table shows that male interviewees with administrative jobs achieved a high mean score of 17, indicating that they expressed a positive evaluation of managers' behaviour towards social sensitivity. While the females with administrative jobs scored 10.2 on these items. Regarding the interaction between education and experience, the results showed that the mean score of interviewees on the items of social sensitivity according to these variables are seen in the following table:

Table 42
Mean Score on Items of Social Sensitivity According to Education and Nationality

Education	Experience	
	Less than 5	5 and More
Less than University	15.2 (17)	16.4 (14)
University and More	14.6 (51)	14.2 (38)

It is clear from this table that the employees with less education and more experience achieved a high mean score of 16.4 in comparison with other groups.

D) The Factor Analysis of Interviewees' Responses on Items of Social Sensitivity

Factor analysis of interviewees responses on items of social sensitivity showed that these items were saturated with three factors, which achieved a total variance of 77.4%, as shown in this table:

Table 43
Factor Analysis of Responses on Items of Social Sensitivity

Items	Saturation with Factors		
	Factor 1	Factor 2	Factor 3
91- Understands the psychological natures of employees			.606
92- Does not look down on the employees		.794	
93- Does not reprimand an employee in the presence of another		.797	
94- Does not stultify an opinion of an employee (even if it is wrong)		.728	
95- Does not abuse authority	.710		
96- Does not allow an employee to abuse his authority against another	.756		
97- Adopts an acceptable manner for advising and direction			.606
98- Does not use vulgar or obscene language	.734		
99- Listens attentively to employees' opinions	.791		
100- Gives the opportunity to all employees to express themselves	.630		
Variance %	32.6	26.4	18.4

In light of this table, the items are saturated with the following factors :

First Factor:

This factor achieved a variance of 32.6, and the following items are saturated with it :

- 95. Does not abuse authority (.710)
- 96. Does not allow an employee to abuse his authority against another (.756)
- 98. Does not use vulgar or obscene language (.743)
- 99. Listens attentively to employees' opinions (.719)
- 100. Gives the opportunity to all employees to express themselves (.630)

This factor can be labelled as “good using of authority and respecting the employees' personality”.

Second Factor:

This factor achieved a variance of 26.4%. The following items are saturated with this factor :

- 92. Does not look down on the employees (.794)
- 93. Does not reprimand an employee in the presence of another (.797)
- 94. Does not stultify an opinion of an employee (even if it is wrong)
(.728)

This factor can be labelled as “humbleness and respecting others feelings”.

Third Factor:

This factor achieved a variance of 18.4%. The following two items are saturated with this factor :

- 91. Understands the psychological natures of employees (.606)
- 97. Adopts an acceptable manner for advising and direction (.606)

This factor can be labelled as “treating the employees with kindness”.

SUMMARY

This section discussed the results the study reached regarding the extent to which the SDO managers practice leadership behaviours concerning social sensitivity according to the view of the SDO employees. The results are summarized as follows :

- 72.2% of frequencies of responses signified that duties reflecting social sensitivity are (strongly applicable) to the SDO managers; 11.7% signified that these duties are (slightly applicable); 6.5% of the responses signified that either it was (not applicable or the managers behaved in a contradictory manner). 9.6% of responses did not give an opinion.
- Males and non-Kuwaiti employees with technical jobs expressed a more positive evaluation of SDO managers regarding social sensitivity in comparison with females and Kuwaiti employees with administrative jobs.
- Social sensitivity as one dimension of leadership behaviour includes three factors which are:
 - Good using of authority and respecting the employees' personality.

- Humbleness and respecting others feelings.
- Treating the employees with kindness.

4.9 Section Nine : Total Behaviour of SDO Leadership

Preface

The previous sections discussed results regarding the eight dimensions of leadership behaviour separately. The current section discussed results of the total of the eight dimensions along the following four points :

- Types of interviewees' responses on leadership behaviour scale.
- Interviewees mean score on leadership behaviour scale.
- The effect of interaction between variables (interviewees characteristics) on the interviewees score on leadership behaviour scale.
- Factor analysis of interviewees responses on the leadership behaviour scale.

A) Types of Interviewees Responses on Leadership Behaviour Scale

As mentioned in the methodology, the dimensions of the leadership behaviour scale have 100 items, each having five possible responses, which are:

- Strongly applicable
- Slightly applicable
- Difficult to define
- Not applicable
- Opposite is true

Calculating the average number of these responses of the total items of leadership behaviour, the study reached the following results:

Table 44
Types of Responses on Leadership Behaviour Scale

Responses	Frequency	%
Strongly Applicable	70	58.3
Slightly Applicable	21	17.5
Difficult to Define	18	15.0
Not Applicable	8	6.7
Opposite is True	3	2.5
Total	120	100

The table showed that 58.3% of the total lies under the response “strongly applicable”. This percentage equals 70 interviewees; while 17.5% of the total chose the response “slightly applicable”; 15% responded with “difficult to define”, and 9.2% of the total signified the response “not applied” or “opposite exists”. This indicates that there are 11 interviewees who expressed a negative evaluation to the SDO managers performance from the leadership behaviour perspective.

B) Interviewees’ Mean Score on Leadership Behaviour Scale

As mentioned in the methodology, the total score of the leadership behaviour with its eight dimensions, ranged between –200 and +200. The statistical processing showed that the interviewees’ scores ranged between -146 and +200. It is worth mentioning that only four interviewees awarded a score of +200 and nine interviewees awarded a negative score. The total samples mean score on leadership behaviour scale is 130 constituting 65% of the positive total, which is +200. The sample’s mean score varied according to the interviewees’ characteristics as shown in the following table.

Table 45
Mean Score on Leadership Behaviour Scale According to Demographic Variables

Variables	N	Mean	SD	Statistics	
				t	Sig.
Gender : Male	46	145.3	67.6	2.7	.009
Female	74	109.1	78.8		
Age: Less than 30	38	116.4	65.3	.69	-
30 or More	82	126	81.3		
Nationality: Kuwaiti	99	113.2	79.3	5.05	.0001
Non-Kuwaiti	21	169.3	35.5		
Education: Less than University	31	146	52.01	2.43	.017
University or Above	89	115	82.08		
Job: Technical	68	122.1	76.6	.14	-
Administrative	52	124.2	77.1		
Experience: Less than 5 Years	68	123	67.4	0	-
5 Years or More	52	123	87.7		

The table indicates that the interviewees’ mean score on the leadership behaviour scale is not significantly different according to the variables of age, job and experience. However, it is significantly different according to the variables of gender, nationality and

education. With respect to the gender variable, table 45 showed that males scored 145.3 while females scored 109.1. The difference between the two genders is significant ($p=.009$). This indicates that the male employees evaluated managers more positively in comparison with the female employees. Regarding the nationality variable, the table showed that the non-Kuwaiti employees scored 169.3 while the Kuwaiti employees scored 113.2. The difference between the two groups is significant ($p=.0001$). This indicates that non-Kuwaiti employees evaluated the managers more positively in comparison with the Kuwaiti employees. Lastly, with respect to the education variable, the table showed that the less educated scored 146 while the highly educated scored 115. The difference between the two groups is significant ($p=.017$). This indicates that the less educated employees expressed a more positive evaluation of the managers in comparison to the highly educated employees.

C) The Effect of Interaction Between Variables (Interviewees' Characteristics) on the Interviewees' Score on Leadership Behaviour Scale

The following table clarifies the bilateral interaction between variables on the leadership behaviour scale:

Table 46
Two-Way ANOVA of the Score on Leadership Behaviour Scale

Source of Variance	D.F.	Sum of Squares	Mean of Squares	Statistics	
				F	Sig.
Gender: Age	1	2255	2255	.398	.52
Gender: Nationality	1	27.9	27.9	.005	.94
Gender: Education	1	532.41	532.41	.095	.75
Gender: Job	1	8535	8535	3.6	.06
Gender: Experience	1	2170	2170	.190	.82
Age: Nationality	1	4386	4386	.8	.37
Age: Education	1	5884	5884	1.03	.31
Age: Job	1	14528	14528	2.5	.11
Age: Experience	1	1946	1946	.161	.85
Nationality: Education	1	8811	8811	1.65	.20
Nationality: Job	1	54897	54897	0	.99
Nationality: Experience	1	4834.8	4834.8	.875	.35
Education: Job	1	279.7	279.7	.048	.82
Education: Experience	1	5200.8	5200.8	.446	.64
Job: Experience	1	6973.2	6973.2	.580	.56

It is clear that the value (F) exceeded the limits of significant, which is (.01, .05). This is applied to all interactions clarified in this table. This indicates that the bilateral interaction was not statistically significant on the leadership behaviour scale.

D) Factor Analysis of Interviewees' Responses on the Leadership Behaviour Scale

The result of factor analysis of interviewees response on the leadership behaviour scale regarding the eight dimensions found that these items were saturated with five factors, which achieved a total variance of 65.4%, and this is explained as follows :

First Factor:

This factor achieved a variance of 19.5%, saturated with 35 items as seen in the following table :

Table 47
Items Saturation with Factor 1

Items	Saturations
Distributes tasks accurately to the employees	.448
Places the right person in the right place	.628
Sets clear criteria for the proper performance	.709
Pays attention to basics and important details	.625
Makes changes necessary for work interest	.633
Makes available technological facilities required for work performance	.581
Sets deadlines for completion of task	.544
Applies fair policy for reward and punishment	.464
Prudently attentive for the best use of employees' time	.623
Acquaints employees with facts related to work	.606
Explains reasons for a changes/if any	.589
Ensures that the employees understand their duties	.717
Prepares second-line cadres for future utilisation	.539
Maintains stability for each employee in his position	.624
Familiar with his duties	.682
Familiar with the tasks and responsibilities of the department	.734
Well-versed with the general characteristics of each employee in his department	.697
Well-acquainted with the rules and regulations	.714
Well-acquainted with the policies related to the department work	.712
Familiar with the nature of relationships among the employees	.580
Aware of the abilities and potentials of each employee	.637
Aware of the performance level of each employee	.620
Aware of work-related problems	.620
Familiar with the equipment and tools used at work	.611
Corrects the errors made by employees	.464
Maintains equipment for efficient output	.578
Defines the aspects of errors objectively and clearly	.520
Firm with any employee who insists on acting improperly	.517
Shows the employee how to correct errors	.564
Communicates well with the employees during working hours	.532
Provides employees with opportunities to utilise their utmost capabilities	.566
Honesty and frankness in dealing with employees	.532
Participates with employees in social occasions	.400
Forms task forces for completion of certain tasks	.570
Follows administrative hierarchy	.490

The table clarifies that these items belong to more than one dimension of leadership behaviour. Some of them belong to organizing work structure, another to understanding details of work, the third to rising the work qualification, and so on. There are also items belonging to leadership behaviour related to achieving cooperation and team spirit. But what is the identity of this factor that the following items on the table saturated with ? In light of these items, the general concept can be labelled as (Managerial and organizational efficiency) and this is the first factor, which has saturated the 35 items.

Second Factor:

This factor achieved a variance of 13.9%, and 21 items are saturated with this factor, as shown on the following table:

Table 48
Items Saturation with Factor 2

Items	Saturations
Concerned about mutual respect among employees	.524
Attentive to department co-operation with other departments	.467
Gives the employees opportunities for personal meetings and discussions	.497
Believes in the employees' entitlement to rest and vacation	.481
Does not insult employees who are not productive	.616
Does not deal with the employees impulsively or angrily	.728
Consider each employee's capabilities when distributing work assignments	.463
Highlights the aspects of distinction in the work done by the department	.473
Stresses the vitality and importance of the work done by the department	.522
Urges the employees to do their best	.555
Does not underestimate an employee's work	.674
Understands the psychological natures of employees	.543
Does not look down on the employees	.720
Does not reprimand an employee in the presence of another	.682
Does not stultify an opinion of an employee (even if it is wrong)	.683
Does not abuse authority	.721
Does not allow an employee to abuse his authority against another	.617
Adopts an acceptable manner for advising and direction	.690
Does not use vulgar or obscene language	.783
Listens attentively to employees' opinions	.714
Gives the opportunity to all employees to express themselves	.719

Items shown in this table are saturated with the second factor. Majority of them belong to two essential dimensions of the leadership behaviour, which are : increasing workers spirit and social sensitivity, in addition to, mutual respect between employees, and cooperation with administration, communication with employees. According to the items, which are saturated with this factor, they can be labelled as establishing professional and moral values, which is the second factor.

Third Factor:

This achieved variation about 13.4% and saturated with 26 item according to the following table:

Table 49
Items Saturation with Factor 3

Items	Saturations
Sets practical solutions for obstacles facing employees at work	.455
Does not tolerate any act/s of arrogance by an employee to another	.564
Does not tolerate bias or fanaticism in any form	.587
Solicits solutions to differences or conflicts among employees	.454
Resolves problems that may impede co-operation among the employees	.513
Does not take haphazard or uncalculated decisions	.552
Does not hesitate to take decisions	.567
Takes decisions based on facts and objectives information	.586
Benefits from the opinions and knowledge of others in decision-taking	.465
Shares with others in decision-taking	.580
Takes decisions on time	.657
Able to defend a decision taken	.506
Takes initiatives for development	.470
Makes information available about the decisions taken	.428
For work interests takes decisions on his own responsibility	.582
Acts positively in situations that require firmness	.504
Commitment to rightfulness and defends it courageously	.518
Does not permit employees to exceed their scope of authority	.454
Pays attention to and investigates employees' complaints	.498
Delegates authority to some subordinates, if necessary	.447
Concerned with orientation of related causes of employees' problems	.564
Ability to effectively negotiate with relevant parties	.505
Sympathises with an employee if he has personal problems	.530
Observes impartiality and objectivity in performance appraisals	.476
Deals prudently with rumours and wrong information	.631
Interferes, for the interest of the employee, whenever necessary	.470

The above table shows that majority of the items belong to decision-making and responsibility. The factor, which incorporates these items, is responsibility. This is the general concept of the third factor, which is saturated with the items clarified in the table and responsibility here indicates having ability to take the right decision.

Fourth Factor:

This factor achieved a variance of 10.4%, and saturated 13 items as shown in the following table:

Table 50
Items Saturation with Factor 4

Items	Saturation
Firm in issuing instructions for proper management of work	.684
Cares for the overall appearance of the place and employees	.567
Explains the directions issued by the management to the employees	.616
Follows up on employees' performance of duties	.652
Gives correct technical directions	.698
Employs personal knowledge to promote the level of performance	.593
Monitors performance attentively	.609
Conducts unscheduled inspections at work	.651
Concern for training employees on team work	.534
Encourages constructive competition among employees	.451
Organises regular constructive meetings with all employees	.478
Forms working committees if required	.485
Co-operates with department employees in implementing some tasks	.537

These 13 items saturated the fourth factor significantly. The variance ranges between .451 to .698 on the leadership behaviour scale. Some of these items belong to the dimension of increasing the work qualification, while others belong to the dimension of achieving cooperation and team spirit. This factor that can be labelled as positive continuous aiming.

Fifth Factor:

This factor achieved a variance of 8.5% and is saturated with five items as shown in this table:

Table 51
Items Saturation with Factor 5

Items	Saturation
Provides training opportunities to employees to promote their efficiency at work	.417
Acknowledges a mistake without argument or false justification	.590
Represents the department employees appropriately to management	.500
Acknowledge and praises good work	.475
Rewards diligent employees	.499

With the exception of one item (the first one), the clarified items belong to one dimension of leadership behaviour, increasing team spirit. Since increasing qualification of employees also increases their spirits, this first item can be under this dimension. Thus, the factor that is saturated with all the clarified items in the table can be labelled as increasing the workers spirit.

SUMMARY

This section discussed the results that the study reached regarding the eight dimensions on the leadership behaviour scale.

- 58.3% of interviewees responses signifies that the leadership behaviour applied on managers is strongly applicable, while 17.5% of interviewees responses signify that this behaviour is slightly applicable, 9.2% of interviewees responses signifies that the leadership behaviour is either not applicable or these managers behave contrary to leadership behaviour, and 15% of responses did not give their opinion.
- 65% of total responses were obtained thus indicating that employees evaluated their managers as moderately positive. The male, non-Kuwaiti and less educated employees expressed a more positive evaluation in comparison with females, Kuwaitis and highly educated employees. The evaluation was not influenced with the variables of age, nature of job and period of experience.
- The leadership behaviour dimensions includes the following five factors:
 - Managerial and organizational efficiency
 - Establishing professional and moral values
 - Responsibility
 - Positive aimed communication
 - Increasing workers spirit

These factors are dimensions of the leadership behaviour in the administrative field.

4.10 Section Ten : Types of Leadership in SDO

Preface

As mentioned in the theoretical background, there are many types of leadership. There is also a multiplicity of criteria according to which leadership is classified, such as work style, source of authority, freedom of acting, and the publicity criteria. From the behavioural point of view there are ten types of leadership. This view is the most significant to the current study, which concerns the leadership behaviour. According to the works of Shaskin (1984; 1988, & 1990), these types of leadership are as follows:

1) Focused Leadership:

Leaders of this type have an essential attribute that they are : ‘focused in’ on the key issues under discussion and helped others to see these issues clearly.

2) Communication Leadership:

Leaders of this type have high skills of : interpersonal communication, attending to both ideas and feeling, rephrasing for clarification (active listening) giving feedback, asking questions and summarizing.

3) Trust Leadership:

The key issue here is the leader’s perceived trustworthiness as shown by willingness to take clear positions.

4) Respectful Leadership:

The key issues of this type of leadership are that the leader consistently and constantly express concern for others and their feelings.

5) Risk Leadership:

The key issue of this type of leadership is that the leader doesn’t spend excessive amounts of time or energy on plans to protect himself against possible failure.

6) Bottom-Line Leadership:

This type of leadership means that the leader has a basic sense of self-assurance, an underlying belief that he can personally make difference and have an impact on people’s events and organizational achievements.

7) Empowered Leadership:

The key issue of this type of leadership is that the leader has a high need for power and influence through which things get done in organization, the leader uses power to empower others.

8) **Long-Term Leadership:**

The main characteristic of the leader of this type is that he is able to think clearly over relatively long spans of time, at least several years.

9) **Organizational Leadership:**

In this type of leadership, the leader has a positive impact on improving organizational functioning and contrast elements of his organizational vision.

10) **Cultural Leadership:**

The main characteristic of the leader of this type is that he is able to develop or inculcate the stable type of values that is shared by most or all of the organization's members.

These are the types of leadership from the behavioural point of view, which the current study aimed to identify if they are reflected in the occupational performance of SDO managers. The scale included ten items, each item with the title, "My Chief at Work", and having three responses. The first response expresses the type of leadership, the second response expresses a thought opposite to what the first response expresses, while the third response suggests neither of the other two (nor this or that). The SDO employees were asked to choose the response that applies to the managers' work. By calculating the frequencies of interviewees' responses, the frequencies of each type of leadership are shown in table 52. The first response comes under the heading 'Yes' while the second and third responses are combined together under the heading 'No' :

Table 52
Types of Leadership as it is Reflected by Managers' Behaviour
According to Employees' Views (N=120)

Types of Leadership	Responses			
	Yes		No	
	N	%	N	%
Focused Leadership	91	75.8	29	24.2
Communication Leadership	97	80.8	23	19.2
Trust Leadership	51	42.5	69	57.5
Respectful Leadership	73	60.8	47	39.2
Risk Leadership	48	40.0	72	60.0
Bottom-Line Leadership	78	65.0	42	35.0
Empowered Leadership	42	35.0	78	65.0
Long-Term Leadership	68	56.7	52	43.3
Organizational Leadership	67	55.8	53	44.2
Cultural Leadership	49	40.8	71	59.2

The following tables (53-60) are an explanation of the results illustrated in table 52 considering the relationship between chosen responses reflecting types of leadership and the interviewees' characteristics :

1) Focused Leadership:

The table shows that 75.8% of interviewees indicated that this type of leadership is observed in their managers' performance. The statistical processing shows no significant correlation between choosing the response reflecting focussed leadership and any variables of gender, nationality, age, education and period of experience. The only variable that was statistically correlated is the variable of job, as shown in the following table:

Table 53
The Relationship Between SDO Employees' Views and the Existence of Focused Leadership According to the Job Variable (N=120)

Job	N	Existence of Focused Leadership		Statistics	
		Yes	No	Chi-Square	Correlation Coefficient
Technical	68	46	22	5.74*	.213*
Administrative	52	45	7		

p < .05

The total of employees with technical jobs is 68, and 46 employees constituting 67.4% of this total indicated that the type of focussed leadership is embodied in managers' behaviours. The total number of employees with administrative jobs is 52, 45 of them - constituting 86.5% asserted that focussed leadership is embodied in the managers behaviours. This indicates that focussed leadership is more strongly reflected in the behaviour of managers according to the employees with administrative jobs in comparison to employees with technical jobs.

2) Communication Leadership:

Responses signified about 81% of the sample that the communication leadership embodied on managers performance (see table 52). Thus, this type of leadership is the most common type performed by the SDO managers' according to the employees' views. The statistical processing shows that no significant correlation exists between the chosen response reflecting communication leadership and all the independent variables

(interviewees characteristics). According to the gender variable for example, results showed that 82.6% of males certified that the type of communication leadership is observed in their managers' performance. While 79.7% of females certified the same. The difference between these two percentages is not too wide thus indicating that there is no significant correlation between the chosen response demonstrating communication leadership and the variable of gender. This is also applied to the other variables which are age, nationality, education, job and experience.

3) Trust Leadership:

The study's results show that 51 interviewees constituting 42.5% of the total sample indicated that managers adopt this type of leadership. Considering the independent variables, the statistical processing clarified that there is no significant correlation between the chosen response demonstrating trust leadership and any of these variables. According to the job variable for example, the statistical processing showed that 41.2% of the interviewees with technical jobs and 44.2% employees with administrative jobs, certified that trust leadership is embodied in managers behaviours. The difference between these two percentages is not wide indicating that there is no significant correlation between the chosen response reflecting the trust leadership and the variables of job. This applies to the variables of gender, nationality, age, education and period of experience.

4) Respectful Leadership:

The results showed that 60.8% of interviewees certified that this type of leadership is observed in their managers' performance. There is a significant correlation between the chosen response demonstrating respectful leadership and the variables of gender and job as shown in the following table:

Table 54
The Relationship Between SDO Employees Views and the Existence of
Respectful Leadership According to the Gender and Job Variables (N=120)

Variables	N	Existence of Respectful Leadership		Statistics	
		Yes	No	Chi-Square	Correlation Coefficient
Gender: Males	46	34	12	6.4*	.23
Females	74	39	35		
Job: Technical	68	50	18	11.5**	.295
Administrative	52	23	29		

* $p < .05$

** $p < .01$

The table clarifies that 73 interviewees certified that respectful leadership is observed in managers' behaviour. This number equals 60.8% of total sample (120 interviewees). According to the gender variable, 34 males constituting 74% and 39 females constituting 52.7% certified that this type of leadership is observed in their managers' performance indicating that the respectful leadership is strongly reflected in SDO managers behaviour according to the males view in comparison to that of females. Regarding the job variable, the table clarifies that 50 interviewees constituting 73.5% of interviewees with technical jobs and 23 interviewees with administrative jobs constituting 44.2% certified that the type of respectful leadership is observed in their managers' performance indicating that this type of leadership type is strongly reflected in the SDO managers behaviour according to the interviewees with technical jobs.

5) Risk Leadership:

The results showed that 40% of interviewees indicated that SDO managers observe this type of leadership. This view is significantly correlated with the nationality variable, as shown in the following table:

Table 55
The Relationship Between SDO Employees Views and the Existence of
Risk Leadership According to the Nationality Variable (N=120)

Nationality	N	Existence of Risk Leadership		Statistics	
		Yes	No	Chi-Square	Correlation Coefficient
Kuwaiti	99	34	65	12.6**	.31**
Non-Kuwaiti	21	14	7		

** $p < .01$

34.3% of Kuwaitis while 66.7% of non-Kuwaiti employees certified that the risk leadership is observed in their managers' performance. This indicates that the risk leadership is strongly reflected in SDO managers' behaviour according to the non-Kuwaiti employees in comparison with the Kuwaiti employees.

6) Bottom-Line Leadership:

65% of interviewees certified that this type of leadership is observed in SDO's managers' performance. This view is significantly correlated to the education variable only as shown in the following table :

Table 56
The Relationship Between SDO Employees Views and the Existence of
Bottom-Line Leadership According to the Education Variable (N=120)

Education	N	Existence of Bottom-Line Leadership		Statistics	
		Yes	No	Chi-Square	Correlation Coefficient
Less than Unv.	31	25	6	5.4*	.21*
Unv. and above	89	53	36		

* $p < .05$

80.6% of less than university interviewees certified that bottom-line leadership is observed in their managers' performance. While this percentage decreased to 59.6% of university education and higher interviewees. This indicates that the bottom-line leadership is strongly reflected in the SDO managers behaviour according to less educated interviewees in comparison with university and higher educated interviewees.

7) **Empowered Leadership:**

The results showed that this type of leadership is the least observed in their managers' performance, according to the employees' views. Only 35% of the sample chose the response demonstrating empowered leadership. It is interesting that the statistical processing showed that this view is significantly correlated with the variables of gender, age, education, job and experience as shown in table 57.

Table 57
The Relationship Between SDO Employees Views and the Existence of Empowered Leadership According to their Characteristics (N=120)

Variables	N	Existence of Empowered Leadership		Statistics	
		Yes	No	Chi-Square	Correlation Coefficient
Gender: Males	46	23	23	9.8**	.27**
Females	74	19	55		
Age: Less than 30	38	6	32	9.5**	.27**
30 or more	82	36	46		
Education: Less than University	31	15	16	6.7*	.23*
University and above	89	27	62		
Job: Technical	68	19	49	5.06*	.12*
Administrative	52	23	29		
Experience: Less than 5 yrs	68	17	51	8.7*	.25*
5 yrs or more	52	25	27		

* $p < .05$

** $p < .01$

Regarding the gender variable, the table showed that 50% males and 25.7% females certified that empowered leadership is observed in their managers' performance. Regarding the age variable, 15.8% of the younger interviewees in comparison with 44% of the older interviewees asserted that empowered leadership is observed in the managers' performance. Regarding the education variable, the table indicated that 48.4% of the less educated in comparison with 30.3% of the higher educated asserted that empowered leadership is observed in SDO's managers' performance. Regarding the job variable, the table clarifies that 28% of interviewees with technical jobs in comparison with 44.2% of the interviewees with administrative jobs certified that empowered leadership is observed in their managers' performance. Finally, regarding the experience variable, the table

clarifies that 25% of the less experienced group certified that the empowered leadership is observed in their managers' performance, while 48.1% of interviewees with more experience certified the same.

In summary, the empowered leadership is the least practised type of leadership by SDO managers according to the views of the SDO employees. Only 35% of the sample asserted that this type of leadership is observed in their managers' performance. This percentage is significantly high according to the opinion of males, older, less educated and the employees with administrative jobs in comparison with females, younger, higher educated and employees with technical jobs.

8) Long-Term Leadership:

The results showed that 56.7% of the sample asserted that long-term leadership is observed in SDO's managers' performance. Only the variables of gender and nationality are significantly correlated with the chosen response indicating the existence of long-term leadership as shown in the following table:

Table 58
The Relationship Between SDO Employees' Views and the Existence of Long-Term Leadership According to the Gender and Nationality Variables (N=120)

Variables	N	Existence of Long-Term Leadership		Statistics	
		Yes	No	Chi-Square	Correlation Coefficient
Gender: Males	46	31	15	6.8*	.23*
Females	74	37	37		
Nationality: Kuwaiti	99	49	50	12.3**	.31**
Non-Kuwaiti	21	19	2		

* $p < .05$

** $p < .01$

According to the gender variable, the table shows that 67.4% of males asserted that the long-term leadership is observed in the manager's behaviour while this percentage decreased to 50% of females. According to the nationality variable, the table showed that 90.5% of non-Kuwaiti employees certified that the long-term leadership is observed in their managers' performance in comparison to 49.5% of Kuwaiti interviewees.

From the above mentioned, the long-term leadership is more demonstrated according to males and non-Kuwaiti employees in comparison with females and Kuwaiti employees.

9) Organizational Leadership:

The statistical analysis showed that 55.8% of the sample asserted that this type of leadership is observed in the SDO managers' behaviour. This view is significantly correlated with only the nationality variable as shown in the following table :

Table 59
The Relationship Between SDO Employees Views and the Existence of Organizational Leadership According to the Nationality Variable (N=120)

Nationality	N	Existence of Organizational Leadership		Statistics	
		Yes	No	Chi-Square	Correlation Coefficient
Kuwaiti	99	53	46	6.5*	.23*
Non-Kuwaiti	21	14	7		

**p<.05*

53.5% of Kuwaiti employees certified that the organizational leadership is observed in SDO's managers' performance, while 66.7% of non-Kuwaiti employees certified the same view. This indicates that the organizational leadership is strongly reflected in the behaviour of the SDO managers according to non-Kuwaiti employees in comparison with Kuwaiti employees.

10) Cultural Leadership:

The statistical analysis showed that 40.8% of the sample certified that this type of leadership is observed in their managers' performance. Only the nationality variable is significantly correlated with this view.

Table 60
The Relationship Between SDO Employees Views and the Existence of Cultural Leadership According to the Nationality Variable (N=120)

Nationality	N	Existence of Cultural Leadership		Statistics	
		Yes	No	Chi-Square	Correlation Coefficient
Kuwaiti	99	36	63	8.3*	.25*
Non-Kuwaiti	21	13	8		

**p<.05*

As mentioned earlier, 40.8% of the total sample certified that the cultural leadership is observed in their managers' performance. According to the nationality variable, this percentage is 36% of Kuwaiti employees against 62% of non-Kuwaiti employees.

SUMMARY

This section discussed the study results regarding the answer to this question : What are the types of leadership reflected in the behaviour of SDO managers according to the views of the SDO employees ?

Results indicated that the ten leadership types are found in the managers' behaviours with varying percentages ranging between 35-81%. The communication leadership is the most dominant type reflected in the SDO managers' behaviour while the empowered leadership is the least practiced type of leadership by the SDO managers.

The interviewees' views regarding type of leadership significantly differ according to their personal and occupational characteristics with the exception of views regarding the existence of communication and trust leadership. SDO employees views regarding these two types of leadership do not vary significantly according to the variables of gender, age, education, job, nationality or experience period.

CHAPTER FIVE

DISCUSSION & CONCLUSIONS

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DISCUSSION & CONCLUSIONS

Preface

It is common for leadership to be considered as a social role performed by an individual (the leader) in a certain group. This individual has the power and the ability to affect the group's behaviour and to direct it to achieve common goals (Northouse, 1998). In organizational management, the manager is the person who manages others to meet the organization's goals. He has more authority in comparison with the subordinates. At the same time, he has more responsibilities. If the manager succeeds positively to affect the behaviour of the subordinates and if he gains their respect and appreciation, he is then characterized as the 'leader-manager'.

The leader-manager guides the workers and influences their behaviour to do their best to achieve the organization's goals with feelings of belongingness and respect. The importance of leadership emerges particularly in the light of rapid environmental and organizational changes. Effective leader-managers provide opportunities for the organization to be unique, powerful and continuous. They increase the coherence of the group and good organizational atmosphere in which co-operation, good human relations and belongingness flourish. Effective leaders understand the needs which drive the behaviour of workers and know how to give rise to incentives to perform well. The effective leader also know how to develop workers' abilities and skills to perfect the tools of achieving the organizational goals and progress.

The leader-manager's role does not only include his direct group but also those groups having relations with the direct group. The effective leader-manager performs his role depending on his technical skill and his personal abilities to affect the subordinates. In doing this, he in fact practises the management functions of planning, organizing, guiding, controlling and developing. Performing these practices, the effective leader-manager commits to maintaining good relations, eliminating internal job tensions, being fair and consistent with rewards and punishment, good interaction with the group, and helping them to overcome the problems. Through these practices, a coherent atmosphere is developed.

Elloy & Randolph (1997) found that the individuals working under good leadership have a high level of satisfaction and commitment. Subordinates experience the

organization's high appreciation for their work. In contrast, the individuals working under weak leadership suffer ambiguity and conflicting roles. If effective leadership is important to the organization in general, it is much more important to psychological organizations. Modern life's stresses subject individuals to sufferings, and experiencing problems which obstruct their performance and adaptation. There is no doubt that in societies which experience war, their individuals are more susceptible to psychological problems. In such devastating and deteriorating conditions, individuals experience insecurity and feelings of threat in addition to anxiety and fear of losing their loved ones and properties. Individuals may be killed or injured, physically harmed or imprisoned. These conditions may be considered as a traumatic event for some and thus affecting their psychological well-being.

Unfortunately, Kuwaiti society experienced the 1990-1991 war on a large scale. The dawn of 2 August 1990 witnessed the Iraqi troops invading Kuwait. The Kuwaiti citizens woke up to a disastrous morning filled with the ominous sounds of explosions and gunfire. The occupation continued for seven months during which the Kuwaitis were robbed of their identity, killing and raping were rampant, injuring and maiming individuals was done in public, forced possession of homes and properties was frequent, and the overall Kuwait psyche was damaged. These practices were painful experiences for these Kuwaiti citizens who had never experienced this kind of invasion. Studies conducted in Kuwait after the liberation showed that a lot of citizens have psychological suffering. To overcome this problem, the State of Kuwait established a institution popularly known as the Social Development Office (SDO) in 1992 under the Amiri decree No. 63/92.

Since 1992, the SDO has worked to promote mental health to the people of Kuwait. The SDO strategy asserted that SDO managers must be selected with the criteria of having the capacity of being leader-managers; not just as managers. The current study aims to investigate this idea through answering two main questions: (1) To what extent do the SDO managers behave as leader-managers? and (2) What are the leadership types demonstrated by SDO managers? It is clear that the first question is related to the dimensions of leadership behaviour, and the second question is related to the types of leadership. To answer these two main questions, the current study used a standardized and specially designed questionnaire which was administered on a sample consisting of SDO workers. The questionnaire was designed to identify the SDO workers' views

towards their manager's performance from the leadership behaviour perspective regarding the following eight dimensions:

- Organisation of the working structure
- Understanding working details
- Promoting employees' efficiency
- Achieving co-operation and teamwork spirit
- Decision-making
- Responsibility towards work and subordinates
- Increasing workers' spirit
- Social sensitivity.

The questionnaire also included items to identify the ten types of leadership which are:

- Focused leadership
- Communication leadership
- Trust leadership
- Respectful leadership
- Risk leadership
- Bottom-line leadership
- Empowered leadership
- Long-term leadership
- Organisational leadership
- Cultural leadership.

5.1 Summary of the Main Findings

The main results of the current study concentrated on the two above mentioned aspects: dimensions of leadership behaviour of SDO managers, and types of leadership reflected in the SDO managers' performance. The following is a summary of the main results regarding to these two aspects.

5.1.1 Dimensions of Leadership Behaviour of SDO Managers

To clarify the dimensions of leadership of SDO managers, the responses on the scale are summarized. The response 'strongly applicable' was labelled as a positive view while the other four responses, 'slightly applicable; difficult to determine; not applicable;

opposite is true' were construed to be in a separate category together and labelled as a negative view. Considering this clarification, the following are the main findings:

(1) Organizing Work Structure

The study showed that 51.4% of the total responses on items of this dimension is 'strongly applicable'. Between 40.8 and 60.8% of the interviewees chose the response 'strongly applicable' on items of organization of the working structure. The interviewees' mean score on these items is 17.2 constituting 57.5% of the total score which is 30. This indicates that SDO managers were perceived as having a slightly more than medium evaluation from the employees point of view. This evaluation reflects the interviewees' responses on items of organization of the work structure. There are five items that the majority of the interviewees chose a negative response to, which are:

- Applies fair policy for reward and punishment (55.8%)
- Acquaints employees with facts related to work (55%)
- Explains reasons for a changes/if any (59.2%)
- Ensures that the employees understand their duties (50.8%)
- Prepares second-line cadres for future utilisation (56.7%).

It is clear that between 50.8 and 59.2% of the interviewees chose a negative response on the above five items. For example 55.8% of the interviewees expressed a negative view towards the SDO managers performance regarding the application of fair policy for reward and punishment; 55% of the interviewees expressed a negative view towards the SDO managers performance regarding acquainting employees with facts relating to work, and so on.

(2) Understanding Work Details

The study showed that 63.6% of the total responses indicated that the understanding of work details is 'strongly applicable' to the SDO managers. Between 56.6 and 73.3% of the interviewees chose this response on the items of understanding working details. The study showed that the interviewees' mean score on these items is 14 constituting 70% of the total score which is 20. This indicates that the SDO employees evaluated their managers as having a relatively high understanding of working details. At least 70% of the interviewees chose the response 'strongly applicable' on the following four items regarding the managers performance:

- Familiar with his duties (70%)
- Familiar with the tasks and responsibilities of the department (73.3%)
- Well-acquainted with the rules and regulations (70%)
- Well-acquainted with the policies related to the department work (70.8%).

The above four percentages indicate that the interviewees expressed a *positive* view towards their manager's performance on the items of understanding work details. 58.3% of the sample expressed positive views regarding the item 'aware of abilities and potentials of each employee', and 64.2% expressed positive views regarding 'familiar with the equipments and tools used in work'. The percentage of those who chose the response 'strongly applicable' on items of understanding work details is not less than 56.7%. At the same time, there are four items on which the percentage of negative responses is relatively high:

- Well-versed with the general characteristics of each employee in his department (41.7%)
- Familiar with the nature of relationships among the employees (43.3%)
- Aware of the performance level of each employee (42.5%)
- Aware of work-related problems (43.3%).

The above four percentages indicate that the interviewees expressed a *negative* view towards their manager's performance on the respective items. However, it is clear that the dominant trend showed that the SDO employees expressed a relatively high positive view towards their managers' performance regarding the understanding of work details.

(3) Promoting Work Efficiency

The study showed that 54.1% of the total responses indicated that promoting work efficiency is 'strongly applicable' on SDO managers. The interviewees' mean score on items of this dimension is 17.2 constituting 57.2% of the total score which is 30. This indicates that the SDO managers' commitment to promoting work efficiency is slightly higher than medium. The highest *negative* responses were chosen in the following four items:

- Corrects the errors made by employees (54.2%)
- Defines the aspects of errors objectively and clearly (50%)
- Firm with any employee who insists on acting improperly (48.3%)

- Conducts unscheduled inspections at work (64.2%).

The above four percentages indicate the interviewees who expressed a *negative* view towards their managers' performance on the items of promoting work efficiency. On the other hand, 52.5-64.2% of the interviewees expressed a positive view on 9 items regarding "promoting work efficiency" as a dimension of leadership.

(4) Achieving Co-operation and Team Spirit

The study showed that 58.3% of the total responses indicated that achieving co-operation and team spirit is 'strongly applicable' on the performance of SDO managers. The interviewees' mean score on the items of this dimension is 19.2, constituting 64% of the total score which is 30. This indicates that the SDO workers evaluated their managers with a medium positive range regarding achieving co-operation and team spirit. The negative responses were relatively high on the following four items:

- Concern for training employees on team work (53.3%)
- Does not tolerate bias or fanaticism in any form (45.8%)
- Encourages constructive competition among employees (47.5%)
- Solicits solutions to differences or conflicts among employees (47.5%).

The above four percentages indicate the interviewees who expressed a *negative* view towards their managers performance. On the remaining 11 items, the interviewees who expressed a positive view ranged between 56.7 and 72.5% of the sample.

(5) Decision-Making

The study showed that 52.2% of the total responses indicated that decision-making is 'strongly applicable' on the performance of SDO managers. The interviewees' mean score on the items of this dimension is 12.5, constituting 62.5% of the total score which is 20. This indicates that the leadership behaviour of decision-making applies to SDO managers with a percentage of 62.5% according to the SDO employees. There are three items on which the responses are significantly negative:

- Shares with others in decision-taking (49.2%)
- Takes decisions on time (51.7%)
- On work matters, takes decisions on his own responsibility (53.3%).

This indicates that 50.8% of the interviewees expressed a positive view towards SDO managers sharing with others in the decision-making process, 48.3% expressed a positive view towards managers taking decisions on time, and 46.7% of the interviewees expressed a positive view towards managers taking decision on their own responsibility where work interests are concerned. As the dimensions of decision-making include ten items, the responses on the remaining seven items were relatively positive, ranging between 53.3 and 64.2% of the sample.

(6) Responsibility

The study showed that 59.15% of the total responses indicated that responsibility is 'strongly applicable' to the performance of SDO managers. The interviewees' mean score on the items of this dimension is 11.83, constituting 54.3% of the total score which is 20. This indicates that the leadership behaviour of responsibility applies to SDO managers with a percentage of 54.3% according to the SDO employees. There are three items on which the responses are significantly negative:

- Acts positively in situations that require firmness (48.3%)
- Concerned with orientation of related causes of employees' problems (50.8%)
- Acknowledges a mistake without argument or false justification (62.5%).

Except for the above three items, it was found that the high percentage of the study sample expressed a positive view towards the performance of SDO managers regarding the dimension of responsibility. It also showed that the percentage ranging 53.3-62.5% of the study sample expressed a positive view on 7 items regarding the SDO's managers' responsibility as reflected in his professional behaviour.

(7) Increasing Workers' Spirit

The study showed that 62.5% of the total responses indicated that increasing workers' spirit is 'strongly applicable' to the performance of SDO managers. The interviewees mean score on the items of this dimension is 20.4, constituting 68% of the total score which is 30. This indicates that the leadership behaviour of increasing the workers' spirit applies on SDO managers with a percentage of 68% according to the SDO employees. The results indicate that the positive response on the item 'Rewards diligent

employees' is relatively low (43.3%) which indicates that 56.7% of the interviewees expressed a negative view regarding this item. Between 52.5 and 73.3% of the study sample expressed a positive view on items of increasing workers' spirit as reflected in the SDO managers' professional behaviour.

(8) Social Sensitivity

The study showed that 72.2% of the total responses indicated that social sensitivity is 'strongly applicable' to the performance of SDO managers. The interviewees' mean score on the items of this dimension is 15.3, constituting 76.5% of the total score which is 20. This indicates that the leadership behaviour of social sensitivity applies on SDO managers with a percentage of 76.5% according to the SDO employees. This dimension achieved the highest positive mean score in comparison to the remaining seven dimensions. Regarding the interviewees' responses of the items of social sensitivity as a leadership dimension, the findings indicated that at least 75% of the interviewees chose the response 'strongly applicable' on five items. Responses on other remaining five items indicated that at least 50% of the interviewees chose this response ('strongly applicable').

(9) Total of Leadership Behaviour Dimensions

The study showed that the SDO interviewees' mean score on items of the above-mentioned eight dimensions is 130, constituting 65% of the total score. The study also showed that 58.3% of the total responses on all the 100 items of the eight dimensions expressed a positive view towards the SDO managers' performance. This percentage indicates the response 'strongly applicable'; while 41.7% of total responses expressed a negative view (including the responses: slightly applicable; difficult to determine; not applicable; opposite is true).

The above-mentioned findings demonstrated the frequencies of interviewees' responses on items of the scale used in the study. In summary, the average mean was used to show the percentage of the interviewees who expressed a positive view on each dimension of the scale which are:

- organizing work structure (51.4%)
- understanding work details (63.6%)
- promoting efficiency (54.1%)
- achieving co-operation and team-spirit (58.3%)
- decision-making (52.2%)

- responsibility (59.15%)
- increasing workers' spirit (62.5%)
- social sensitivity (72.2%)
- total average (58.3%).

It is clear that the dimensions of leadership behaviour are reflected by the SDO managers according to the SDO employees as follows: social sensitivity, understanding work details, increasing workers' spirit, responsibility, achieving co-operation and team-spirit, promoting efficiency, decision-making, and organizing work structure.

5.1.2 Types of Leadership of SDO Managers

The various types of leadership constitute one criterion that subordinates use to evaluate their field leaders (Lazar and Eisikovits, 1997). Some studies indicate that types of leadership and work motivation constitute the highest factors predicting job satisfaction of workers (Pool, 1997). In fact the types of leadership are demonstrated by the leaders' behaviour. The current study tried to identify the types of leadership as demonstrated by SDO managers according to SDO employees. From a behavioural perspective, the literature review revealed that the types of leadership are: focused leadership, communication leadership, trust leadership, respectful leadership, risk leadership, bottom-line leadership, empowered leadership, long-term leadership, organisational leadership, and cultural leadership.

The field study showed that the Communication Leadership is the most common type of leadership which was demonstrated by the SDO managers. Responses by 81% of the interviewees confirmed this aspect. In fact this high percentage agrees with the high positive percentage of interviewees' responses on several items of the questionnaire which demonstrate the interaction of managers with workers. Regarding Focused Leadership, this was demonstrated by SDO managers according to 76% of the interviewees. 65% of the SDO employees asserted that their managers demonstrated Bottom-Line Leadership, Respectful Leadership (61%), Long-Term Leadership (57%), Organization Leadership (56%), Cultural Leadership (41%), Risk Leadership (40%), and Empowered Leadership (35%). It is clear that the Empowered Leadership is the type of leadership least demonstrated by the SDO managers according to the SDO employees.

5.2 Discussion of Key Themes

It is clear that the SDO managers practise leadership behaviour in addition to demonstrating particular types of leadership in their performance to certain extents. It is important to verify and discuss the key themes relating to the above-mentioned findings. These key themes need to be discussed under the following headings:

5.2.1 Extent of Practising Leadership

The study results indicate that 58.3% of the sample of SDO employees expressed a positive view towards their manager's performance as a leader. This contradicts the results of the study that was conducted on workers of some American organizations in which it was found that more than 60% of the workers expressed a negative attitude towards their managers' performance, thus indicating that they were dissatisfied with their supervisors and managers, and perceiving them as ineffective leaders (House et al., 1997).

Of course, there are differences between American culture and Arab culture, and Kuwaiti organizations in particular. These differences influence the employees' judgments and views regarding their managers. It must be noted that approximately 60% of SDO employees expressed a positive view towards their managers - this percentage reflecting the leadership behaviour as a whole. However, it does also differ at the level of each dimension of this behaviour - reaching a high of 72.2% regarding social sensitivity and a low of 51.4% for organizing work structure. These results indicate that the professional behaviour of SDO managers reflect to some extent both managerial and leadership practices.

There are some common and also some unique characteristics between leadership and management. Both management and leadership are essential for the survival and success of any contemporary organization. Management maintain a focus on – planning and organizing, controlling and problem solving, and focusing on outcomes. Leadership maintains a focus on – creating a vision and developing strategies; engaging, motivating and inspiring people; building trust and having courage, and creating action (Jacobson, 2000). Kotter (1990, cited in Nur, 1998) also asserted this idea. He concluded that management has traditionally been associated with: planning and budgeting to set targets and goals for the future, organizing and staffing for accomplishing plans, and controlling by monitoring results and solving problems as they arise. Leadership, on the other hand, establishes direction by envisioning strategies to attain long-term goals, aligns people by communicating to them the mission and ensuring their commitment to it, and motivates

and inspires people by appealing to their needs, values, and emotions so that they keep moving towards the mission.

5.2.2 Complexity of Leadership Behaviour

Multiplicity is also demonstrated by the results regarding the types of leadership reflected through the managers' performance according to the employees' views. All leadership behaviours are practised to a certain extent. The manager behaves in a certain way regarding organizing work structure and at the same time behaves in a certain way regarding promoting workers' efficiency, etc. These results agree with contemporary leadership literature. Bolman and Deal's (1991; 1997) theory of leadership assumes that there are four orientations or frames representing the way in which leaders perceive organizational situations and in turn shape how these respective situations are defined and the manner in which they can be managed most effectively. These four components are: structural, human resource, political and symbolic. The structural and human resource frames are related to managerial effectiveness while the political and symbolic frames are related to leadership effectiveness. This theory also assumes that a leader possessing leadership orientations applicable to all four frames will yield the most effective leadership style. And increasingly complex and turbulent organizational world demands greater cognitive complexity: effective managers need to understand multiple frames and know how to use them in practice to be fully effective as both managers and leaders. According to this theory, the leader uses multiple frames of behaviour demonstrating multiplicity in leadership types and behaviours affecting the subordinates' perceptions of the managers' performance.

Results of Bedore's (2000) study, also supported Bolman and Deal's model. The author concluded that leaders and managers use a multi-frame orientation, and that there is a significant positive correlation between a multi-frame orientation and rating of effectiveness as managers and leaders. The Structural and Symbolic frames are significantly related to effectiveness. The results of the current study also supported Quinn's (1988) competing values model which was developed to analyze the complexities of organizational and managerial performance and to aid in the understanding of the conflicts or competing values of the organizational life. This model has four essential components: human relations, internal process, rational goal, and open systems. From these components, four competing organizational demands emerge which all leaders face: innovation, commitment, efficiency, and performance. From these demands, a

corresponding role is given to the leader as being either a vision setter, motivator, analyzer, or taskmaster respectively. In addition, each leadership role contains two leadership components that describe the primary characteristics of those leaders within the respective leadership roles. The leader develops diverse behavioural repertoires of leadership within organizations, and due to the complexity of organizations, discord and confusion become incorporated into the behaviour repertoire making it difficult to satisfy all of the conflicting demands. Successful managerial leaders have to perform all the leadership roles to be effective thus demonstrating multiplicity of leadership behaviour and types. Thus, leadership effectiveness is measured in terms of how well the leader can balance all the leadership roles while responding to demands.

5.2.3 Different Perceptions of Leadership Behaviour

Another significant part of the current study's findings is that the employees perceive different leadership characteristics in their managers. There are several reasons for the existence of these differences. The variations in employees regarding the period of experience may affect their views towards their manager's performance. Fielding and Hogg (1997) asserted that group identification, perceived leadership effectiveness and social attraction increased over time, meaning that the employees with long experience may express a more positive view towards leaders and leadership in comparison with employees having less experience. The managers sometimes deal with their subordinates differently which may affect the employees judgment of the manager's behaviour. The leader may also follow a different style in dealing with issues which concern the subordinates. The subordinates' judgment on leaders style differs according to their understanding of the situation and their satisfaction, thus affecting their opinion.

Kivlighan's (1997) study showed that members of a group were more likely to make progress towards solving their problem issues when the leader initially focused on establishing therapeutic norms through her/his task oriented behaviours and later emphasized her/his personal relationship with the group members. This pointed to the idea that the leader will be positively evaluated by the subordinates if the leader gave first and foremost importance to the task rather than to his relationship with them.

Another reason for interpreting the subordinates' perception of their leaders differently may be influenced by individual differences regarding thought self-leadership, belief in equality and individual abilities. Thought-self leadership is accompanied by positive effect, job satisfaction, and decreased negative effects. Neck and Manz's (1996)

study showed that individuals who received the thought self-leadership training experienced increased mental performance, positive effect, enhanced perceptions of self-efficacy, and a more optimistic perception of the organization's bankruptcy condition than those who did not undergo the training. Belief in quality affects the subordinates' perceptions of their leaders and organization as a whole, thus showing that a high belief in quality is accompanied by a positive view towards the leadership (Gray et al., 1996).

Finally, the differences in the frames of reference interpret the differences among subordinates' perceptions of their leaders' performance (Hauenstein and Foti, 1989). This is true for the employees of the SDO. They hail from different nationalities and cultural backgrounds which reflect their different perceptions of their leader's behaviour.

In addition to the above-mentioned reasons, the contemporary literature demonstrates that several variables affect the perception of leadership behaviour. The employees' perceptions of their leaders' performance may differ according to their job satisfaction. Percy (1997) examined the relationship between followers' perception of leaders' power and followers' satisfaction by invoking followers' perceptions of leaders' behaviour as a mediating variable. There were predictions that the effects of leaders' reward power and coercive power on followers' extrinsic satisfaction would be mediated by transactional leadership behaviour, effects of leaders' legitimate power and referent power on followers' intrinsic satisfaction and satisfaction with supervision would be mediated by charismatic leadership behaviour, and that leaders' expert power (sharing and withholding) would be mediated by intellectual stimulation and individualized consideration leadership behaviour. The results supported the hypotheses regarding legitimate power, referent power and expert power (sharing and withholding), as evidence consistent with a mediation model was found. However, the multiple regression results failed to support the hypotheses regarding reward power and coercive power.

Several studies demonstrate that some variables related to leaders' characteristics affect the employees' perception of leadership. Clary (1997) conducted a study with the aim of exploring the perceived leadership effectiveness of both male and female camp leaders as they were evaluated by themselves, their followers, their peers and their supervisors using criteria that dealt with leadership behaviour. The results indicated that there are no significant differences among evaluators' perception of leadership effectiveness, not leadership flexibility. It was also found that there were no significant differences among evaluators' perception of the leaders' power base ability and power use except for legitimate power ability. At the same time, a significant relationship was found

between the degree of leadership style flexibility, the leader's diagnostic skill, and effectiveness.

5.2.4 Multiplicity of Leadership Types

As mentioned earlier, the findings of the current study showed that the SDO employees expressed that their managers' performance demonstrate all the ten investigated types of leadership to a respective percentage (see Table 58) with a percentage ranging between 35 and 81%. According to the perception of the SDO employees, Empowered Leadership is the type least demonstrated by SDO managers. In fact, this result reflects a critical shortage. Empowered Leadership is essential in sustaining the human resources in the organizations. Reitzug (1994) identified three areas of the empowered framework: support, facilitation, and possibility. Empowerment is conceived as an intrinsic task motivation manifested in a set of four cognitions reflecting an individual's orientation to his or her work: meaning, competence, autonomy, and impact. Employees under this type of leadership appear to develop higher levels of empowerment in comparison with employees under active autocratic leadership (Janssen et al., 1997). It is worth mentioning that empowered leadership positively affects the power distance.

House et al. (1997) defined power distance as the degree to which members of a collective expect power to be distributed unequally. It seems that power distance became less when communication behaviour was significantly and negatively associated with power distance. The empowered leadership positively affects the employees performance and interaction. It also indicates the effectiveness of management. The successful managers empower their employees, and they are consistent with the contingency perspective in that the success of leader influence, strategies depends on the relationship between managers and employees (Tjosvold et al., 1992). The successful leader can increase his power and empower the subordinates not only depending on his own and the organization's potentials, but also through obtaining power from many sources in the society. Lanza (1997) asserted that there are multiple sources of empowerment. It can originate from the political arena, the women's movement, the relation to external stimuli, the relation to the public etc.

5.3 Effects of Demographic and Professional Variables

The current study reached significant findings regarding the effect of demographic and professional variables of employees perception of their leaders. In this context, there are some explanations regarding gender differences, nationality, education, job and experience.

Gender Differences:

Several researches related to leadership demonstrate the existence of gender differences. Lee et al.'s (1993) study explored teachers' perceptions of their own power at the personal, interpersonal and organization level of their schools. How the interaction between principal and teacher gender affect high school teachers' evaluation of the principal's leadership as well as how it influences subsequent evaluation of their own power is investigated. The study was conducted on a large sample (N= 8,894). The results showed that while female teachers feel empowered when working in schools headed by female principals, male teachers considered themselves as less powerful in those circumstances. The study suggested that the interaction between teachers' and principals' gender contributes to understanding the persistent under-representation of women in high school principalship.

The gender differences in leadership perception may be interpreted by the unique characteristics of each gender in dealing with organizational issues. Carli (1999) discussed this matter in depth showing that women possess higher levels of referent power than men do. People generally evaluate women more favourably than men and like them more. Conversely, men have higher levels of expert and legitimate power than women do in the US culture. This is reflected in the general belief in greater male competence and the perception that men have a greater right to authority and leadership. These beliefs operate whether people are evaluating others or themselves and even when there is no objective difference in actual performance.

Research on male and female leaders reveal gender differences in legitimacy (Hollander, 1993). Female leaders are evaluated more harshly when they exhibit a more directive style of leadership, whereas male leaders have a greater latitude to use a variety of leadership styles. Moreover, women are actually held to a higher standard of performance. In effect, women must be better than men to be considered equally competent. Even when people acknowledge that a woman is highly competent, they may still react negatively to her. Competent, self-promoting women risk being disliked and rejected, especially by men. Given the gender differences in power, women would be

expected to use less direct and assertive influence strategies than men, and to rely more often in interpersonal warmth and agreeableness to exert influence. However, because gender differences used in influencing strategy are mediated by gender differences in power, these predictions would not apply under conditions where women have high levels of expert or legitimate power relative to men.

In yet another study, Lesmeister (1996) explored external and internal factors, with female administrators perceived as key contributors to the development of their leadership potential and their related personal power throughout the course of their lives. The study showed that external contributors that were key to their leadership development included: family environment, role models, mentor, and experiences. Key internal contributors were: attitudes and values, personal qualities and characteristics such as risk-taking, and psychological preferences. For these female participants, their personal power grew out of self-awareness and confidence, competence and cooperative relationships. The development of personal power and leadership potential were closely related. For participants in the study, their personal power enabled them to function in their leadership roles, gave them confidence to fulfil leadership responsibilities and shaped the way they performed.

The study by Madara (1996) compared the gender differences and similarities of undergraduate nursing students concerning several dimensions, including their perceived gender-based leadership potential. The study showed that no male students agreed that a female nurse should assume leadership in an emergency situation, while approximately one in three female students agreed that a female nurse should assume the position. The female students were more likely than the male students to feel that a male nurse would be promoted more quickly than a female nurse. Approximately half of the females students and half of the male students listed gender-neutral characteristics to describe female and male nurses.

There are many gender differences in cognition, motivation, emotion and social behaviours (Cross and Madson, 1997). People's opinions are affected by their preferences which differ between males and females. Both cultural and biological elements affect the behaviour of each gender. Ohbuchi et al. (1999) conducted a study on 126 male and 138 female American (individualists) college students (aged 17-29 yrs) and 113 male and 94 female Japanese (collectivists) college students (aged 18-27 yrs). They were asked to rate their conflict experiences in terms of goal orientation, goal attainment, tactics, and outcome satisfaction. Individualists preferred assertive tactics, whereas collectivists

preferred avoidance tactics. Results regarding goal orientation showed that individualists were strongly oriented toward achieving justice, but collectivists were more motivated by a concern for relationships with others. The finding that attainment of a justice goal did not strongly satisfy the Americans, suggested that justice is an instrumental value and not a terminal value in conflict situations. Leadership behaviour in certain situations may be preferred by females and not by the males and vice versa. According to Earley et al. (1999), the feedback concerning a person's prior performance is an important determinant of self-efficacy and subsequent work activity. To sum up, there are many gender differences in cognition, motivation, emotional and social aspects which reflect in the preference of each gender. These differences are also affected by cultural factors.

The findings of the current study agree with the results and findings of previous leadership research regarding gender differences. SDO male employees expressed a more positive evaluation of the managers in comparison with the female employees. As was shown in the results, the male interviewees obtained a significantly high mean score on the scale of: organizing work structure, achieving cooperation and team spirit, decision-making, responsibility, social sensitivity, and the total of the leadership behaviour scale. It was also shown that there was a significant correlation between gender and the employees' opinions on the types of leadership as reflected by their managers. Respectful leadership, empowered leadership, and long-term leadership were found to be significantly high according to the opinions of male employees in comparison with female employees.

In the Kuwaiti culture, there are several factors which can be used to interpret the above-mentioned results: female employees evaluate SDO managers less positive in comparison with the male employees. The Kuwaiti Constitution asserts equality for both females and males in education and employment. Females make up 50.5% of the Kuwaiti population while males comprise 49.5%. Females constitute 58.7% of secondary school graduates; 74.2% of graduates from the Public Authority of Applied Education and Training, and 69.1% graduates from the Kuwait University. In spite of this, Kuwaiti women constitute only 18.4% of the Kuwaiti labour force, and 7.1% of the total labour force comprising of Kuwaiti and non-Kuwaiti (Ministry of Planning, 2001, pp. 46, 47, 100). There are opportunities available for the Kuwaiti women to assume leadership positions; but there are some traditions and cultural factors which reduce the chances. AbdulAziz (2001, p. 58) concluded that this reduction motivates the females to be more critical of the work environment in general. These factors are:

- Leadership positions in Kuwaiti organizations requires the person to give maximum effort and time to the job. The Kuwaiti woman in many cases is not able to do this because of her role as a daughter or mother or wife. They believe that their families should come first.
- Leadership positions in Kuwaiti organizations require the person to work many years; but there are a lot of advantages, most important of which is financial, encouraging Kuwaiti women to retire early. They will continue to obtain a slightly reduced salary. According to the Kuwaiti social insurance law, the woman can retire after 15 years in the work and still obtain a life-long salary which would be slightly reduced.
- Many Kuwait women believe that they do not need a job as a source of income. Their families have wealth which does not necessitate them to hold positions for financial reasons. The Kuwaiti government provides subsidized goods and commodities.
- The Kuwaiti culture asserts that the man is responsible for the upkeep of the family. Prior to marriage, the Kuwaiti woman is financially taken care of by her father/brothers etc. and after marriage, the husband is responsible. In the case of divorcees and widows, the government supports them financially.

As a result of these above-mentioned factors, many Kuwaiti women do not seek to achieve higher managerial positions. Their chances of getting leadership positions are thus reduced considerably. They criticize the males who assume such leading positions (AbdulAziz, 2001, p. 59). Additionally, there are opinions which call for the woman to maintain and sustain her role as a wife/mother rather than seek employment outside the home. In confronting these opinions, the females criticize the role of the males in the organizations, thus giving rise to doubts. In this context, the Kuwaiti women did not achieve their full political rights up until now (2003). In 1999, an Amiri declaration was introduced which asserted that Kuwaiti women will be given the right to enter the political arena and vote, but the National Assembly refused this declaration. The Kuwaiti women struggle to obtain political rights. Some of them criticize the role of the men not only in workplaces but also of those in the National Assembly. It is worth mentioning that not all the Kuwaiti leaders in the organizations are males - there are several Kuwaiti women who occupy leadership positions.

Nationality:

The current study demonstrated that the nationality variable significantly affects the SDO employees' perception of their managers' performance. It was found that on the scale of the eight dimensions and the total of the leadership behaviour scale, the non-Kuwaiti employees expressed a significantly high positive evaluation of the managers' performance in comparison with Kuwait employees. Additionally, the risk leadership, long-term leadership, organizational leadership, and cultural leadership are significantly highly reflected in SDO managers' performance from the point of view of SDO's non-Kuwaiti employees in comparison with the Kuwaiti employees. According to Offerman and Hellman (1997), the perception of leadership is affected by nationality. That is because nationality affects the power distance in leader-follower relationship. Power distance is defined as the extent to which there is acceptance of an equal distribution of power within a culture. In a low power distance cultural superior subordinate relations are theoretically close and less formal in nature. In a high power distance culture, these relationships are expected to be more distant, hierarchically ordered, and reserved. High power distance scores indicate a preference for autocratic and paternalistic management whereas low power distance tends to be more compatible with managerial consultation and approachability.

Employees from different nationalities have different cultural backgrounds, which affect their perception of their leaders. Weierter et al (1997) tested a theory of charismatic leaderships with reference to the followers' personal characteristics. The theory asserted that a leader's charismatic message and personal charisma occupy different roles for individuals who vary in national culture and level of self-monitoring (SMN). 387 undergraduates (most aged 15-20 yrs) of Chinese and Australian cultural backgrounds completed SMN and charismatic leadership instruments. High self-monitors placed more importance on personal charisma than on the charismatic message. Chinese subordinates relied more on the charismatic message than Australian subordinates did, although the preference depended on SMN orientation. It is obvious that this study demonstrates the influence of individual- and cultural-level variables on leader-member relationships.

In the SDO, there are employees who hail from a range of different cultural backgrounds: Indian, Egyptian, and some other Middle-Eastern nationals. These cultural backgrounds differ to some extent from the Kuwaiti culture. The foreign employees have their own standard to judge their manager's performance. According to my experience in dealing with Kuwaiti and non-Kuwaiti employees in SDO, the non-Kuwaiti employees

perceived their manager better if he made the right decision at the right time, and if he facilitates the employees with resources. The non-Kuwaiti employees also perceive their manager better if he expresses his trustfulness in their performance. The Kuwaiti employees perceive their manager better if he bonds closely with them. In fact, the Kuwaiti culture reinforces the close social relationship among Kuwaitis. According to Al-Drea (1993, p. 19), among the Kuwaiti personality traits, they dislike isolation or loneliness. They do not have an interest in individual behaviour or solitude. They see those who refuse social relationships as being complicated or disordered. Kuwaitis have a tendency to spend money and time to maintain companionship during travel. It is very rare to find a Kuwaiti who travels alone. The Kuwaitis always prefer to travel in groups. Accordingly, the social relationship, has a high value in the Kuwaiti culture. One such significant social institution, the *diwaniah*, played a particularly important part in maintaining the traditional culture. The distinct aspects of Kuwaiti social, cultural, and political life make it essential to associate such uniqueness to a major social institution, like the *diwaniah*. Even before the discovery of oil in Kuwait, the *diwaniah* played a socially significant role. As a place where men met for general discussions about social, political, and religious matters, the *diwaniah* was a socializing force, a part of the communication system. Nowadays, it remains a place where men gather, beginning in the early evening through midnight and staying till the early morning hours during weekends. Its popularity over the last decade has spread so that almost every household has a small section set aside as a *diwaniah*. In some homes, the interpretation of the social institution has broadened so that the space where men meet to socialize may even include the porticos or gardens.

This high level of appreciation of social relationships among Kuwaitis has an impact upon the work situation. The existence of relationships between Kuwaiti employees and Kuwaiti managers is a decisive criterion according to which the Kuwaiti employees value their managers. If this relationship does not exist for some reason or the other, the employee will give a low value of their manager's performance. Another important cultural factor is the right of criticism. The Kuwaiti employee can criticize the performance of his manager because he believes that it is his right. The Kuwaiti constitution asserts this right. And the Kuwaiti culture encourages the citizen to feel that they must fight for their rights – this itself is one of their rights. According to the Kuwaiti Labour Law, the manager cannot isolate the Kuwaiti citizens from their work. Of course, there are some punishments that can be meted out by the manager, but to a limited extent.

The matter is different for the non-Kuwaiti employee. The Kuwaiti manager believes that the non-Kuwaiti employee comes to Kuwait for better prospects. The non-Kuwaiti employee takes a salary from the Kuwaiti economy, and he must work for it. The non-Kuwaiti employee has a clear belief: "if I did not do my work with a high standard of quality, then I will lose my job". He then adopts the standards and cultural values of the organization. The continuity of work depends on his success in this adaptation (Al-Ghazaz, 2001, pp. 147-148). It should be noted that a close relationship may exist between Kuwaiti manager and non-Kuwaiti employee. This relationship is not the end in itself; rather, it is just a tool in the non-Kuwaiti employee's desire and need to continue in his job. The existence of this relationship depends on the professional and adaptive abilities of the non-Kuwaiti employees.

Another factor which may interpret that the non-Kuwaiti employees evaluate SDO managers in a highly positive manner in comparison with the Kuwaiti employees is that the non-Kuwaiti employees come from the third world countries. Perhaps they compare between the managers in their country of origin and those in Kuwait. The organizational environment of SDO is relatively different in comparison with organizations in the third world countries. SDO houses modern technology, facilities and resources are plentiful. The foreign employees working in SDO perceived this environment as being better than what is existing in their country of origin. This perception may affect the judgment of a manager's performance.

Professional Variables:

The current study demonstrated that the variables of education, job, and experience significantly affect the employees' perception of their managers' performance. Regarding the education variable, it was found that the less educated employees expressed a significantly more positive evaluation of the managers' performance in comparison with the highly educated employees regarding: organizing work structure, achieving cooperation and team spirit, decision-making, responsibility, and the total leadership behaviour scale. Additionally, Bottom-line Leadership and Empowered Leadership were found to be more significantly reflected in the assessment of SDO managers' performance by the less educated SDO employees in comparison with highly educated employees. Regarding the job variable, the current study demonstrated that the job variable significantly affects the SDO employees' perceptions of their managers' performance in respect of only one of the dimensions of the leadership behaviour scale namely, social

sensitivity. Employees with technical jobs expressed a highly significant evaluation of their managers in comparison with the employees with administrative jobs. Additionally, Focused Leadership and Empowered Leadership were found to be more significantly reflected in the SDO managers' performance from the point of view of the SDO employees with administrative jobs in comparison with those employees with technical jobs. In contrast, Respectful Leadership was found to be more significantly reflected by employees with technical jobs in comparison with the employees with administrative jobs. Pounder's (1997) study established that there is a difference in leadership perceptions regarding the leadership styles of superintendents and the bases of power that these educational executives used in their leadership roles. Significant differences were found among groups regarding perceived leadership styles and power bases. For example, the leadership style of Alabama superintendents was perceived as 'selling' and 'telling'. Superintendents tended to accept behaviours of high task-high relationships and high task-low relationships respectively. Alabama superintendents tend to use legitimate power followed by expert power. Positive and negative correlations were found to be significant between certain leadership styles and power bases. Positive correlations are as follows: telling with referent and expert power, selling with coercive power, participating with legitimate and coercive power, and delegating with expert power. Lastly, regarding the experience variable, the current study demonstrated that the experience variable does not significantly affect the SDO employees' perceptions of their managers' performance. No significant differences were found between the interviewees' mean score in any dimension of the leadership behaviour scale according to the experience variable. Regarding the types of leadership, however, it was shown that the Empowered type is more significantly reflected by SDO managers according to those employees having more experience than those having less experience.

5.4 Policy Implications

Following the above discussion of the current study results, it is important to clarify its practical significance. There is a need to shed light on the case study undertaken and its contribution to knowledge. The specific aim is to identify practical dimensions of leadership that can be applied and measured in the psychological services organizations. To do this, an advanced factor analysis of the interviewees' responses was conducted on the scale of leadership dimensions to obtain a new practical classification of the leadership behaviour. The analysis produced five factors, which are: managerial and organizational

efficiency, establishing professional and moral values, responsibility, positively directed communication, and increasing workers' spirit. These factors could be used as leadership dimensions that can be measured in the psychological services organizations. Certainly, differences will be found according to social and organizational culture. Literature has been used to achieve more clarification. Each factor has been considered as a dimension of the leadership behaviour, as analysed below.

5.4.1 Managerial and Organizational Efficiency

This is the most important dimension of leadership behaviour in organizations. The manager is worth being described as a leader if his performance reflects managerial and organizational efficiency. In light of the items saturated with this factor, the effective managerial leader is the manager who demonstrates the following:

- (1) Making the best use of the available resources
- (2) Perfection of workers performance
- (3) The positive professional interaction
- (4) The efficiency of managing change
- (5) Positive dealing with mistakes
- (6) Organizing the achievement of special tasks
- (7) Making work rules and regulations effective.

These seven practices constitute the first dimension of the leadership behaviour in organizations, as follows.

(1) Making the Best Use of the Available Resources

Resources may be human or technical. The best use of the human resources requires that the manager know the abilities and skills of workers. Effective managers locate their employees in the most appropriate employment role according to their skills and capabilities. It is difficult for the manager to perform this task without having sufficient knowledge about the workers and the work. He must also make sure that the worker understands his job. The effective manager invests his time in this. It is not acceptable to waste the workers' time or to spend it in doing secondary tasks. The effective manager must give the workers the chance to use their capabilities in achieving self-actualization and to allow this positively to influence the organization's performance. Regarding technical

resources, it is known that technology has become an effective factor of the contemporary organization. Computers, information technology and communication systems are used on a large scale.

It is natural that the technology adopted differs according to the activities and size of the organization. Technology continuously undergoes change. Hence, this requires that the managerial leader must be able to make the best use of technology in a changing environment (Kahdeer, 1995). Managerial and organizational efficiency includes the managerial leader making suitable and effective technology available for the workers and inspiring interest in them to make the best use of this. The manager must have a clear picture about the technological facilities in the organization and direct their use to achieve the maximum benefits of it.

(2) Perfection of Workers' Performance

Performance refers to carrying out the necessary tasks involved in the job. The effective managerial leader is the manager who achieves a high level of quality through: clear criteria for the performance of tasks, knowing the level of workers' performance, availability of facilities that work requires at the right time, and a realistic view towards their performance. Perfection of workers' performance does not depend only gaining the technical skills, knowledge and attitude, but also depends on the psychological influence of the leader. With respect to this issue, Pearman (1998) presents a dynamic new way of thinking about leadership. No longer the exclusive prerogative of a select few individuals occupying executive suites, it is a psychological process that can be used by anyone charged with getting people to work together toward a common goal. Regardless of organizational status, everyone has the capacity and the mental capability to lead effectively. But not all put their abilities to use. Unless the leader uses this capacity with the aim of perfecting the workers' performance, he will not be an effective leader. Perfection of workers' performance is enhanced if the leader has the necessary technical expertise. For he then will be able to influence followers' behaviour by creating feelings of dependence and/or reliance based on the leader's expertise, information or knowledge (Percy, 1997).

(3) Positive Professional Interaction

This means that the managerial leaders positively interact with the organization's atmosphere through: having enough knowledge about the workers, informal relations, clarity, and making the workers aware of the important facts relating to the work. There is an emphasis on managerial applications aimed at greater follower involvement in the organization (Hollander and Offermann, 1990). Through the positive professional interaction of leaders with their subordinates it is possible to involve the latter positively in their work. It also creates and sustains the common views and values. Davis (1996) concluded that individuals develop shared interpretations about organizational vision, which in turn facilitate shared attitudes and coordinated behaviour. From an interpretive, communication perspective, social interaction facilitates shared organizational meanings which underlie consensual attitudes and collective action. Within the context of a scientific research organization, technical and project leadership, cohesive or structurally equivalent communication relationships, involvement in invisible colleges through professional activities, and shared demographic characteristics are essential for the development of shared meanings which stimulate unified attitudes and collaborative behaviours among professionals (Davis, 1996).

(4) The Efficiency of Managing Change

The organization may experience change for internal or external reasons. An effective manager controls changes and directs them wisely. This can be achieved through some control over the rate of change, convincing the workers of the need for change, and anticipating the need for new or alternative employees. Without efficiency in the management of change, there will be a lot of contradiction, conflicts, distortion, and waste of resources.

Bateman (1999) discussed the managing of change as a proactive behaviour of organizational leaders. He stated that to be proactive is to change things in an intended direction, for the better. Proactive behaviour distinguishes individuals from the pack, and organizations from the rest of the marketplace. Proaction involves creating change, not merely anticipating it. It does not just involve the important attributes of flexibility and adaptability towards an uncertain future. To be proactive is to take the initiative in improving business. At the other extreme, behaviour that is not proactive includes sitting back, letting others try to make

things happen, and passively hoping that externally imposed change 'works out okay'. People engage in many actions that can bring about change. But not all of them are fully proactive. First, change can be evoked unintentionally, for a negative as well as a positive outcome. This is not proactive behaviour. Second, people can engage in cognitive restructuring by psychologically reframing or reinterpreting situations. This can be useful and beneficial as when a threat is reinterpreted as an opportunity, or a situation of high stress is viewed as controllable. It can also be detrimental, as when managers deny the existence of real problems, or convince themselves of the viability of an untenable strategy. This too is not proactive behaviour because it changes perceptions without changing reality. Third, people can make conscious decisions to leave and enter situations, as when they take a new job, make acquisition or divestment decisions, or enter new markets. This is a form of proactive behaviour; it places people and firms in different environments. Fourth, and most important, here people can intentionally and directly change things through the creation of new circumstances, or the active alteration of current ones. This is what is meant by proactive behaviour.

(5) Dealing Positively with Mistakes

There is probability of committing mistakes which may harm work and production in any organization. Facing mistakes requires a great control of behaviour which characterizes a successful leader (McCullough et al., 1994). The effective manager is supposed to take defensive and remedial measures to prevent mistakes and restrict their negative influence on the work. Since the existence of problems increases the probability of mistakes, the effective leader must have enough knowledge about work problems and solutions. The effective leader objectively and clearly identifies the workers' mistakes and guides them to correct these mistakes and avoid repetition of the same. The successful leader plays an effective guidance role. In spite the source of guidance vary according to many variables (Smith, 1998). Dealing positively with employees' mistakes includes effective guidance; but it is not supposed to the only area of concentration. If it is so, this indicates the weakness of leadership. Bass (1998) concluded that the less efficient leaders concentrate on correcting mistakes and impart too much interest in passivity on the part of employees.

(6) Organizing the Achievement of Special Tasks

Special tasks refers to the activities that are outside the area of the routine work. They are an integral part of the activity of any organization. The effective managerial leader is the one who clearly organizes achievement of such special tasks. This may be through the best selection of workers, appropriate distribution of activities, and setting proper deadlines. Organizing the achievement of special tasks generally related to facilitative leadership. Weisman (2000) asserted that such facilitative behaviours include shared decision-making, motivating others and enabling them to perform effectively. These facilitative behaviours are interpersonal and relationship-driven in nature, and often require enhanced social and emotional intelligence. These are the factors of facilitative leadership. Participatory work roles and structures require more than technical expertise. They call for the ability to accomplish challenging goals through and with others.

(7) Making Work Rules and Regulations Effective

Any organization has its own rules and regulations. These rules and regulations are supposed to facilitate the work and to increase the efficiency of the organization as a whole. The effective managerial leader behaves according to the rules and regulations with an open mind. He is supposed to possess adequate information about the organizational roles and regulations. He can request the help of consultants to know if certain behaviours agree with the organization's rules and regulations or not. He is committed to hierarchical authority, and he does not ignore the position of others. The wisdom of the effective managerial leader is to make the workers adhere to the rules and regulations without putting pressure. Nogami (1997) concluded that if this wisdom is not present in the leader, he will be a source of stress adversely affecting the spirit of the workers.

5.4.2 Establishing Professional and Moral Values

The effective managerial leader is the manager who strives to establish and maintain professional and moral values as an integral part of the organization's culture. According to the current study, this dimension includes respect, consideration, making the best use of authority, and co-operation.

(1) Respect

This means that the effective managerial leader behaves in a way that gains the respect of his workers for himself and for one another. Respect contrasts with the top-down model of relations between leaders and their subordinates. Bennis (1999) emphasised that the idea of traditional top-down leadership is based on the myth of the triumphant individual. It is dysfunctional in today's world of blurring and hyper-turbulent change, and it will get individuals into unspeakable troubles, unless they understand that the main lever for effective change is not the leader but the workforce and its creative alliance with top leadership.

(2) Consideration

The effective managerial leader is the manager who does not reduce the prestige of the worker, does not ignore the workers and their opinions, makes the workers feel dignified, gives attention to what workers say, provides workers with a chance to have their say; considers their psychological state and their abilities, and respects their rights. Consideration is very important not only for the employees but also for the leader and organization. Job performance is more highly correlated with leader consideration. In discussing this point, Yoho (1995) asserted that there is a need to replace situational leadership with more leader consideration behaviour with low competency followers. Consideration is also significant to the success of leadership. That is because it enables the leaders to understand and practise the power of appreciation, generating and sustaining trust and having the ability to ally themselves with the led. According to Bennis (1999) these are the competencies that determine the success of leadership. Consideration also positively affects the perception of employees of the leader in relation to the organization as a whole (Coates, 1997).

(3) Making the Best Use of Authority

The effective managerial leader does not abuse his authority; neither does he allow or encourage the workers to abuse their authority. Authority must be used according to rules and regulations to achieve the organization's goals. The successful leader does not use authority just to satisfy his need for power. Fodor and Riordan (1995) found that when the leader uses authority to satisfy his increasing need for power, he will be less effective. Perceived leader power and

behaviour demonstrate significant associative relationships. Hinkin and Schriesheim (1994) concluded that the managers can behave so as to provide desirable outcomes for subordinates and at the same time enhance their power in subordinates' eyes as well. It would be beneficial for managers to take advantage of the opportunities to provide contingent rewards, to avoid the use of non-contingent punishments, and not be hesitant to use contingent punishment.

(4) Co-operation

The effective managerial leader behaves in a manner that increases and maintains the value of co-operation. Co-operation is important not only as a human but also as a professional value. Without co-operation between workers and management, it is difficult to make the best use of resources. Several studies have demonstrated the importance of cooperation in its relation to other elements, showing its importance to the success of leadership. For example, cooperation makes the leader's power more effective. The study by Tjosvold et al. (1992) revealed that managers with cooperative goals and power relied on collaborative influence, influenced effectively, and contributed to employees' work and commitment. Cooperation also reflects or demonstrates one of the most human values which is needed in the contemporary organization. In this context, Srivastava and Cooperrider (1990) discussed the concepts of 'appreciative management' and 'appreciative leadership', which are about how executives develop, nurture and introduce high human values into the organizational life. It is related with the most important kind of cooperation of all the conscious and co-creation of a valued future.

From the above-mentioned, it may be seen that professional and moral values demonstrate the ethical behaviour of leadership. Kanungo and Mendonca (1996) and Skarlicki and Lethan (1997) asserted that true effective leadership is that in which the leader's behaviour and the exercise of the leadership process are consistent with ethical values such as fairness and justice, which are supposed to be the essential elements of successful leadership in organizations.

5.4.3 Responsibility

This is the third dimension of the leadership behaviour. Effective managerial leadership means that the leader behaves in a responsible way towards work and subordinates. Responsibility towards work includes that the manager: sets practical solutions for obstacles facing employees at work, resolves problems that may impede co-operation among the employees, takes initiatives for development, acts positively in situations that require firmness, has a commitment to rightfulness and defends it courageously, delegates authority to some subordinates when necessary; has the ability to effectively negotiate with relevant parties, and deals prudently with rumours and wrong information.

The responsibility towards subordinates includes that the manager: is prudently attentive for the best use of employees' time, does not tolerate bias or fanaticism in any form, solicits solutions to differences or conflicts among employees, pays attention to and investigates employees' complaints, is concerned with the source of causes of employees' problems, sympathises with an employee if he has personal problems, exhibits impartiality and objectivity in performance appraisals, and interferes for the interest of the employee whenever necessary.

Responsibility towards subordinates demonstrates the philosophy of serving others, which is an integrated part of an effective leadership. According to Greenleaf et al. (1996), the true leader is the one who leads through serving others. Responsibility towards subordinates is related to other dimensions of the leadership behaviour. It constitutes a significant approach to leadership, which is called the personal-centred approach. It emphasises the process, creative risks, education, team-work, and successful managerial contributions (Plas, 1996). The responsibility is supposed to be reflected in all professional aspects of the leaders, including using his authority and power. This is known as responsible power. It is seen as power tempered by moral and legal standards, by a concern for consequences or welfare of others, and by a sense of obligation and self-judgment (Winter, 1991).

5.4.4 Positively Directed Communication

It is well known that organizational communication is one of the important factors affecting the efficiency of the organization. Effective communication, besides other factors, influences success and continuity while the weak or distorted communication is an obstacle to the organization's success. Organizational communication is affected by the

manager's behaviour. That is because the manager has power and authority which he can use positively or negatively. According to the current study, positively directed communication is a dimension of the leadership behaviour. It is worth mentioning that this positiveness indicates that the communication is aligned to the interest and motivation of the workers to achieve the organization's goals. It also indicates that the communication is free and organized. Factor analysis of SDO employees' responses showed that items saturated with the factor of positively directed communication includes several communicative forms such as: periodic meetings with workers, social gatherings with workers, face to face discussion, written or verbal correspondence, etc. Communication may also take the form of co-operation through committees and training groups, direct control and direct interest in subordinates' performance. In this way, positively directed communication is a main dimension of leadership behaviour.

5.4.5 Increasing Workers' Spirit

According to the results of the current study, increasing workers' spirit is a dimension of leadership behaviour. The successful manager is the one who rewards the active employees, recognizes their performance, increases their professionalism, and strongly represents the employees in front of higher management. Increasing workers' spirit directly reflects on their performance. Prilleltensky (2000) revealed principles that are thought to be effective in increasing worker's spirit. He summarized these principles under four main roles in promoting value based practice : clarify roles, promote personal harmony among VIP (values, interests and power), enhance congruence of VIP among SWL (citizens, workers and leaders) and confront people and groups subverting values or abusing power to promote personal interests.

The above mentioned factors represent the leadership dimension according to the current study. There are some differences as well as similarities to the results achieved by other studies. According to the current study, the dimensions of leadership behaviour include social sensitivity and organizing work structure in addition to others. It must also be noted that Albanese and Vanfleet (1983) and Hollander (1985) confirmed this finding. Another study conducted by Saall and Knight (1988) demonstrated that the leadership dimensions are group representation, demand reconciliation, dealing with ambiguity, persuasion, organizing work structure, ability to ensure the subordinate's freedom, adherence to rules, consideration, promotion of production, integration, accurate predictions, and influence of higher authority. According to Bower and Seachore (1996),

the dimensions of leadership behaviour are supporting, facilitating interaction, determining goals, and activating the production. House and Mitchell (1981) concluded that the dimensions of leadership are supporting, contribution, achievement orientation, and directing.

It is clear that some previous studies arrived at results that are similar to the current study; but there are also some studies that showed results different from the current study. The similarities can be interpreted as there being several characteristics that must be demonstrated through the person's behaviour to be a leader, such as possessing a strong personality, fair commitment, etc. Unless these characteristics are demonstrated through the manager's behaviour, he will be a manager but not a leader. The similarities can also be interpreted as using the same methodology, investigating the same fields, same kind of organizations, etc. The differences can be explained or interpreted by many factors such as methodological differences, cultural differences, criterion of principles and values, and the differences in leaders' performance. Managers in a British organization have both similarities and differences with those in Kuwaiti organizations. It is worth mentioning that the previous researches on the dimensions of leadership behaviour are based on Western studies; but in the current study these dimensions were based on the Kuwaiti society. The cultural differences have a considerable effect on leadership behaviour in organizations. It is interesting to mention GLOBE programme which makes important information available on the differences of leadership behaviour in the organization in different culture. This programme asserted the importance of the common criteria for management and leadership across cultures, especially in the light of globalization, information technology, communication revolution, and the increase of the possibilities of multi-national companies (House et al., 1997).

According to the current study, the SDO employees expressed a significantly high positive view towards their managers' performance. This may be interpreted as efficiency of SDO managers, and the resemblance of perceptions between SDO managers and employees. Laughlin and Laughlin (1994) asserted that resemblance between leaders and subordinates is accompanied by high evaluation that the subordinates give to the leader. This result can also be interpreted by the existence of positive opinion of SDO managers towards their employees. Deluga (1995) mentioned that the subordinates' attributions of supervisor charismatic leadership were positively associated with supervisor reports of subordinate organizational citizenship behaviour. There are several variables affecting the managers' behaviours which reflect on the employees' perception and evaluation.

Wofford (1994) discussed this idea in the context of clarifying factors affecting the directive behaviour of leaders. He asserted that the leaders' behaviour is not affected by only one situational conditional, but rather through interaction between more conditions which are generally called 'situational variables'. This results in a joint effect on the intention of the leader to use directive behaviour. Among these variables are the nature of the work, available resources, and financial performance. If these variables are positive, this will increase the managers' ability to be effective leaders, particularly when they have the personal characteristics of leadership.

The above-mentioned factors could be used as criteria for effective leadership. They could then be applied and measured in psychological services organizations regardless of their national culture. As mentioned earlier, there will be differences in performing. Again, leaders will be effective to the extent to which they are committed to the following factors: making the best use of the available resources, perfection of workers' performance, positive professional interaction, the efficiency of managing change, positive dealing with mistakes, organizing the achievement of special tasks, making work rules effective, establishing professional and moral values, responsibility, positive-aimed communication and increasing workers' spirit. These are the dimensions of leadership behaviour which were established by the current study. Commitment to these dimensions by managerial leaders is very important to achieve effective and fruitful performance especially in the new economy age.

Haapaniemi (2000) asserted that as the new economy marches on, today's leaders must not only keep pace but stay ahead. The challenge is to strike a balance between the old and the new. Many aspects of good leadership are timeless. But there are also qualities that seem to fit certain eras, and increase in importance as new demands arise. So each age has its own set of admired leaders, its own concept of what makes a good leader good. In this context, Haapaniemi asks some important questions: What sort of CEO will thrive in the new economy? What qualities of leadership will add up to success in this emerging electronic era? What is changing in our concept of good leadership, and what is staying the same? These questions do not stem from the idle or abstract curiosity. In the new economy, being able to attract and retain talented people, the ability to drive innovation, and the flexibility to change direction quickly are all critical to success, and those factors in turn rely heavily on effective leadership. Haapaniemi discussed and introduced the results of the "Management Masters Survey", which includes a summary of

characteristics that are required for a “high-impact” manager in the new economy, and concluded, in his language, with the following 12 individual performance characteristics:

- 1) ***A high Level of Self-Awareness.*** Even though human behaviour has an intellectual aspect to it, your emotions are far more potent. Failing to recognize your own emotional drivers will only result in a frustrating work relationship with others.
- 2) ***A Knowledge of Human Motivation.*** Be an active listener and be amenable to understanding not only what people do, but why they do things they do. Remember that comprehending human motivation is more of an art than a science.
- 3) ***Established Knowledge and Learning Networks.*** Effective leaders develop and participate in continuous “knowledge networks” that are not limited to technical and professional topics. The key is to surround yourself with others who will ponder a wide range of subjects, including life’s great mysteries.
- 4) ***The Ability to Effectively Analyze and Package Complex Information.*** If you can take a complicated issue, break it down into simple parts and present a clear-cut strategy, then you have accomplished something few people can do.
- 5) ***The Willingness to be Flexible, and the Capacity to be Fast.*** Traditional management and leadership wisdom still prevails in the new economy, but it is now being propelled into warp speed.
- 6) ***The Ability to Make Decisions in Conditions of Extreme Ambiguity.*** Being able to make a good decision even when you do not have all the data, advice, and time you need. In other words, go with your gut.
- 7) ***The Ability to Allocate Limited Resources Perceptively.*** You and the competitors have the same dilemma: a scarcity of resources that can include a lack of money, technology, time, and so on. But knowing which balls to juggle without dropping one of them is critical to success.
- 8) ***A Well-Developed Personal Vision and the Ability to Sell it.*** “Having a strong sense of vision” may be a cliché, but it is nonetheless valid. And it is particularly important to board members. Make sure you have a defined, all-encompassing idea of what you want to see happen in your company, your career, and your life.

- 9) *A Well-Developed Set of Personal Values.* It is not what you say or even what you do that matters to your co-workers. What matters is what you are. Living by your values will speak volumes to those around you.
- 10) *The Capacity to Think Boldly.* Contrary to what that little voice inside your head tells you, it is okay to be wrong sometimes. By following your intuition, you will be a high-impact leader even if you make a few bad decisions along the way.
- 11) *The Ability to Develop Effective Professional Personal Relationships Quickly.* You know what you want from the people you work with, and they deserve the same courtesy. Understand human motivation and listen carefully to ascertain what others want from you.
- 12) *A Commitment to Community.* No leader reached the top on his or her own. Your success is due in part to the people who helped get you there. It might be time to return the favour.

In the end, leadership is complex and a multifaceted thing that encompasses everything from functional knowledge to psychological skill and personality. And the concept of good leadership is especially difficult to pin down in today's rapidly changing electronic economy, which is, after all, still in its infancy.

5.5 Urgent Needs of the SDO

As mentioned earlier, effective leadership is necessary for the contemporary organization's success. Developing communication and information technology requires not only qualified manpower but also qualified leaders to use these developments to strengthen the organization's existence in competitive and changeable conditions. Developments in contemporary society result in many forms of welfare. Life has become more complicated and stressful and the potential for psychological suffering is increased. This requires the existence of psychological services organizations that are able to deal with life's stresses and psychological disorders effectively under the management of successful leadership. The current study investigated the dimensions and types of leadership behaviour in SDO, which is a Kuwaiti governmental organization whose aims include offering psychological services to help the Kuwaiti citizens overcome their psychological suffering which was the direct result of the 1990-1991 Gulf war. The majority of the SDO employees expressed a relatively positive view towards SDO

managers performance on 86% of the scale items; while the majority of the interviewees expressed a negative view on 14% of the scale items. There are a lot of positive points but at the same time there are also negative points. Results of the study suggest that to become more effective, the SDO leadership requires the following:

(1) The current study showed that there are some items of which their positive response did not exceed 50%. This means that the SDO managers' performance regarding these items is weak/negative/not clear. According to the weaknesses of performance, the following suggestions need to be considered:

- SDO managers should commit themselves to a fair and consistent system of reward and punishment. It must be applied to all workers without any exceptions.
- SDO managers should keep the employees in touch with the facts of work specially those related to their jobs.
- If a change is made in the SDO, the managers should keep the workers aware of this change.
- SDO managers should explain the difficult tasks to the employees and make sure that they understand them.
- It is necessary that SDO management maintain interest in developing alternative employees in order to guarantee the continuation of the Organization's work.
- SDO managers have to consider that some mistakes will be committed and thus they must be prepared for them in addition to establishing corrective measures.
- SDO managers should make period and surprise checks on the employees to gain information about their performance.
- It is essential that SDO managers set plans to train employees in basic and advanced skills relating to their work.
- Decision-making by SDO managers affects the work directly, hence it is necessary these decisions must be considered, researched and made accurately.
- When decisions meet the benefits of SDO, the managers must implement them without hesitation and they must be able to take the responsibility.
- SDO managers must not expect that all employees are perfect or ideal. There are aspects of strengths and weaknesses in each employee. The ideal

employee is worthy of a reward; the problematic employee is worthy of punishment and consequently must be helped to better himself.

- SDO managers have to persist with their roles, gaining the respect of their subordinates.

These 12 recommendations are related to the items which reflect the weakness of SDO managers performance according to their subordinates.

- (1) The current study showed that the Kuwaiti employees expressed a less positive evaluation to their managers in comparison with the non-Kuwaiti employees. This requires that SDO managers have to increase their interaction with the Kuwaiti employees, listen to their views, and give them a chance to participate. This does not, however, mean that SDO managers should reduce their interaction with the non-Kuwaiti employees.
- (2) The current study showed that the females expressed a less positive evaluation of their managers in comparison with males. This requires that SDO managers should encourage female employees to participate and be initiative. They also should assert the equality between the two genders.
- (4) Lastly, there is a need for organizing training courses for SDO managers to gain skills, knowledge and attitudes enabling them to be effective in their role as managers thus increase their leadership skills. This also requires establishing and supporting the relationship between SDO managers and managers of similar organizations in order to share ideas and experiences.

5.6 Further Avenues for Research

Among the particular features and advantages of this research is that it is one among a relative rarity of studies concerning with leadership in the Kuwaiti organizations. There are, in fact, no specific and detailed studies on leadership behaviour in comparable Kuwaiti organizations. The current study gives rise to the following ideas as a potential topics for further research:

- Leadership behaviour in other psychological services organizations in the State of Kuwait such as Martyrs' Office, Al Riggae Specialized Centre, and the Psychological Mental Health Hospital.

- Organizational communication inside the SDO, clarifying the roles of managers in facilitating or hindering this communication.
- Conducting a developmental study on SDO types of leadership (1992-2001).
- The study of SDO employees' performance according to the views of SDO managers.
- Studying job satisfaction of SDO employees and its relation to their perceptions of managers.
- Studying organizational conflicts and their relation to the types of leadership in the psychological service organization in the State of Kuwait.

5.7 Conclusion

This study investigated the dimensions and types of leadership behaviour reflected by the managers of the Social Development Office (SDO) in the State of Kuwait according to the SDO employees. The study used a standardized scale administered on a randomly selected sample (N=120) of SDO employees. The scale measured eight dimensions of leadership behaviour: organization of the working structure, understanding working details, promoting employees' efficiency, achieving co-operation and teamwork spirit, decision making, responsibility towards work and subordinates, increasing workers' spirit, and social sensitivity. The scale also measured ten types of leadership, which are: focused leadership, communication leadership, trust leadership, respectful leadership, risk leadership, bottom-line leadership, empowered leadership, long-term leadership, organizational leadership, and cultural leadership.

This unique study showed that SDO employees evaluated their managers positively, to the extent of 65% regarding the leadership behaviour as a whole. At the level of each dimension separately, SDO employees' evaluation of the managers' performance ranged between 54.3 and 76.5%. SDO managers achieved a relatively low mean score on items of responsibility (54.3%), organizing work structure (57.3%), promoting work efficiency (57.3%), decision-making (62.5%), co-operation and teamwork spirit (64%), understanding work details (70%), and social sensitivity (76.5%).

Regarding the types of leadership demonstrated by SDO managers according to the SDO employees, the study showed that Communication Leadership is the most common type which was demonstrated by the SDO managers. 81% of the interviewees' responses confirmed this aspect. Furthermore, this high percentage agrees with the high positive

percentage of interviewees' responses on several items of the questionnaire which demonstrate the interaction of managers with workers. Regarding Focussed Leadership, this was demonstrated by SDO managers according to 76% of the interviewees. 65% of the SDO employees asserted that their managers demonstrated the Bottom-Line Leadership, Respectful Leadership (61%), Long-Term Leadership (57%), Organization Leadership (56%), Trust Leadership (42.5%), Cultural Leadership (41%), Risk Leadership (40%), and Empowered Leadership (35%). It is clear from this that Empowered Leadership is the type of leadership least demonstrated by the SDO managers according to the SDO employees.

On the basis of the study, a number of suggestions was made for further research in this area that would have the benefit of improving the standard of management and leadership within the SDO and in similar types of organization.

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APPENDICES

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APPENDIX 1
LEADERSHIP BEHAVIOUR SCALE

Basheer Saleh Al Rashidi

In the Name of Allah, Most Compassionate, Most Merciful

Dear Respondent,

The attached questionnaire includes a number of items, each of which expresses a certain quality or type of behaviour. Do these qualities apply to your department head or not ? Please read the items carefully and select only one answer for each item to indicate your opinion.

The information obtained through your answers will be used for the purposes of development and promotion of work efficiency. Therefore, be precise in selecting the responses that best express your opinion. Notably, this questionnaire will be distributed to a large number of employees and all responses will be maintained confidentially. There is no 'right' or 'wrong' response. The correct response is the one that objectively reflects your opinion. Please complete the whole questionnaire including the personal data on the last page.

Your feedback will be appreciated.

- I. The following are some questions, each of them have five responses. Please tick (✓) before each that best reflects your own opinion:

	Qualities/Characteristics	Applicability to your immediate supervisor				
		Strongly Applicable	Slightly Applicable	Difficult to Define	Not Applicable	Opposite is true
1.	Distributes tasks accurately to the employees					
2.	Places the right person in the right place					
3.	Sets clear criteria for the proper performance					
4.	Pays attention to basics and important details					
5.	Makes changes necessary for work interest					
6.	Makes available technological facilities required for work performance					
7.	Sets deadlines for completion of task					
8.	Applies fair policy for reward and punishment					
9.	Sets practical solutions for obstacles facing employees at work					
10.	Prudently attentive for the best use of employees' time					
11.	Acquaints employees with facts related to work					
12.	Explains reasons for a changes/if any					
13.	Ensures that the employees understand their duties					
14.	Prepares second-line cadres for future utilisation					
15.	Maintains stability for each employee in his position					
16.	Familiar with his duties					
17.	Familiar with the tasks and responsibilities of the department					
18.	Well-versed with the general characteristics of each employee in his department					
19.	Well-acquainted with the rules and regulations					
20.	Well-acquainted with the policies related to the department work					
21.	Familiar with the nature of relationships among the employees					

	Qualities/Characteristics	Applicability to your immediate supervisor				
		Strongly Applicable	Slightly Applicable	Difficult to Define	Not Applicable	Opposite is true
22.	Aware of the abilities and potentials of each employee					
23.	Aware of the performance level of each employee					
24.	Aware of work-related problems					
25.	Familiar with the equipment and tools used at work					
26.	Provides training opportunities to employees to promote their efficiency at work					
27.	Corrects the errors made by employees					
28.	Maintains equipment for efficient output					
29.	Defines the aspects of errors objectively and clearly					
30.	Firm with any employee who insists on acting improperly					
31.	Shows the employee how to correct errors					
32.	Communicates well with the employees during working hours					
33.	Firm in issuing instructions for proper management of work					
34.	Cares for the overall appearance of the place and employees					
35.	Explains the directions issued by the management to the employees					
36.	Follows up on employees' performance of duties					
37.	Gives correct technical directions					
38.	Employs personal knowledge to promote the level of performance					
39.	Monitors performance attentively					
40.	Conducts unscheduled inspections at work					
41.	Concern for training employees on team work					
42.	Does not tolerate any act/s of arrogance by an employee to another					
43.	Does not tolerate bias or fanaticism in any form					
44.	Encourages constructive competition among employees					
45.	Concerned about mutual respect among employees					
46.	Solicits solutions to differences or conflicts among employees					

	Qualities/Characteristics	Applicability to your immediate supervisor				
		Strongly Applicable	Slightly Applicable	Difficult to Define	Not Applicable	Opposite is true
47.	Provides employees with opportunities to utilise their utmost capabilities					
48.	Honesty and frankness in dealing with employees					
49.	Participates with employees in social occasions					
50.	Organizes regular constructive meetings with all employees					
51.	Forms task forces for completion of certain tasks					
52.	Forms working committees if required					
53.	Co-operates with department employees in implementing some tasks					
54.	Attentive to department co-operation with other departments					
55.	Resolves problems that may impede co-operation among the employees					
56.	Does not take haphazard or uncalculated decisions					
57.	Does not hesitate to take decisions					
58.	Takes decisions based on facts and objectives information					
59.	Benefits from the opinions and knowledge of others in decision-taking					
60.	Shares with others in decision-taking					
61.	Takes decisions on time					
62.	Able to defend a decision taken					
63.	Takes initiatives for development					
64.	Makes information available about the decisions taken					
65.	For work interests takes decisions on his own responsibility					
66.	Acts positively in situations that require firmness					
67.	Commitment and defence of employees rights					
68.	Does not permit employees to exceed their scope of authority					
69.	Follows administrative hierarchy					
70.	Pays attention to and investigates employees' complaints					
71.	Delegates authority to some subordinates, if necessary					

	Qualities/Characteristics	Applicability to your immediate supervisor				
		Strongly Applicable	Slightly Applicable	Difficult to Define	Not Applicable	Opposite is true
72.	Concerned with orientation of related causes of employees' problems					
73.	Ability to effectively negotiate with relevant parties					
74.	Acknowledges a mistake without argument or false justification					
75.	Represents the department employees appropriately to management					
76.	Sympathizes with an employee if he has personal problems					
77.	Gives the employees opportunities for personal meetings and discussions					
78.	Acknowledge and praises good work					
79.	Rewards diligent employees					
80.	Believes in the employees' entitlement to rest and vacation					
81.	Does not insult employees who are not productive					
82.	Observes impartiality and objectivity in performance appraisals					
83.	Does not deal with the employees impulsively or angrily					
84.	Consider each employee's capabilities when distributing work assignments					
85.	Deals prudently with rumours and wrong information					
86.	Highlights the aspects of distinction in the work done by the department					
87.	Stresses the vitality and importance of the work done by the department					
88.	Interferes, for the interest of the employee, whenever necessary					
89.	Urges the employees to do their best					
90.	Does not underestimate an employee's work					
91.	Understands the psychological natures of employees					
92.	Does not look down on the employees					
93.	Does not reprimand an employee in the presence of another					

	Qualities/Characteristics	Applicability to your immediate supervisor				
		Strongly Applicable	Slightly Applicable	Difficult to Define	Not Applicable	Opposite is true
94.	Does not stultify an opinion of an employee (even if it is wrong)					
95.	Does not abuse authority					
96.	Does not allow an employee to abuse his authority against another					
97.	Adopts an acceptable manner for advising and direction					
98.	Does not use vulgar or obscene language					
99.	Listens attentively to employees' opinions					
100.	Gives the opportunity to all employees to express themselves					

II. Dear employee,

The following items fall under the label, "My supervisor at work". Each item has three (3) options. Please select only the one you think best applies to your immediate supervisor.

No.	Qualities/Characteristics
101.	<p>My supervisor</p> <ol style="list-style-type: none"> 1. Focuses on a certain issue during discussion and can make such an issue the focus of interest for the participants. 2. Tackles several issues at a time that it becomes difficult to determine which one is more important. 3. It is difficult to determine if the above qualities apply to my supervisor.
102.	<p>My supervisor</p> <ol style="list-style-type: none"> 1. Expresses accurately and clearly what he wants to say regarding work. 2. Often assumes that the employees understand what he is trying to say. 3. It is difficult to determine if the above qualities apply to my supervisor.
103.	<p>My supervisor</p> <ol style="list-style-type: none"> 1. Is predictably consistent in his actions. 2. Is not predictably consistent in his actions. 3. It is difficult to determine if the above qualities apply to my supervisor.
104.	<p>My supervisor</p> <ol style="list-style-type: none"> 1. Cares well for all employees and their feelings. 2. Cares only for the hard-working employees and rewards them. 3. It is difficult to determine if the above qualities apply to my supervisor.
105.	<p>My supervisor</p> <ol style="list-style-type: none"> 1. Possesses an aptitude to take risks. 2. Does not possess an aptitude to take risks. 3. It is difficult to determine if the above qualities apply to my supervisor.
106.	<p>My supervisor</p> <ol style="list-style-type: none"> 1. Makes an indirect yet strong impact on the employees' and organizations achievements. 2. Does not make an indirectly strong impact on the employees' and organizations achievements. 3. It is difficult to determine if the above qualities apply to my supervisor.
107.	<p>My supervisor</p> <ol style="list-style-type: none"> 1. Seeks power for himself or the employees. 2. Does not seek power for himself or the employees. 3. It is difficult to determine if the above qualities apply to my supervisor.
108.	<p>My supervisor</p> <ol style="list-style-type: none"> 1. Is preoccupied with long-term objectives related to the future of the organization. 2. Is preoccupied with only the current objectives of the organization. 3. It is difficult to determine if the above qualities apply to my supervisor.
109.	<p>My supervisor</p> <ol style="list-style-type: none"> 1. Strongly connects with the organization's skeleton and critical functions. 2. Connects with the organization's skeleton and critical functions to a lesser extent. 3. It is difficult to determine if the above qualities apply to my supervisor.
110.	<p>My supervisor</p> <ol style="list-style-type: none"> 1. Is highly interested in developing values and beliefs to strengthen the organization. 2. Is not interested in developing values and beliefs to strengthen the organization. 3. It is difficult to determine if the above qualities apply to my supervisor.

PERSONAL DATA

1. **Sex:** (1) Male
 (2) Female

2. **Age** (1) Less than 30
 (2) 30 or more

3. **Nationality** (1) Kuwaiti
 (2) Non-Kuwaiti

4. **Education** (1) Less than University
 (2) University or above

5. **Job** (1) Technical
 (2) Administrative

6. **Experience** (1) Less than 5 years
 (2) 5 years or more

Thank you for your kind co-operation
