The cultural impact on leadership effectiveness
A reflective journal

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Abstract

This reflection paper is a chronicle based on a personal journey and entails my evolving understanding of leadership. It encompasses my life encounters and the over 20 years of work experience. Looking back, I appreciate that most of my current practices, leadership interests, and complexities have evolved from situations and crises that I previously faced, confronted, and attempted to overcome.

This journal aims to highlight the impacts of cultural differences and their effect on leadership, examine how leaders in different cultures carried out their roles and the perception of their followers towards their leadership practices. Furthermore, this paper will highlight the need of leaders, in multinational organizations and firms, to utilize and adapt their leadership skills in transforming the differences in the employees' culture to benefit their organizations.

This reflection comprises a relevant literature review, personal experiences in diverse cultures, and self-assessments based on managerial and leadership behaviour. Besides, the paper describes leadership characteristics, styles, and cultural differences. It also identifies and defines the factors that affect leadership style and the obstacles of working in a foreign culture.

The Dutch culture and the Iraqi culture are the main subjects examined in this paper and are respectively referred to as "The Western culture" and "The Middle-Eastern culture." The conclusions of this reflection do not generalize the entire population of the two cultures examined as well as their individualistic and collectivistic societies to describe leadership tendencies. On the other hand, it will be a mistake to ascribe some of the noticeable differences of admirable leadership traits to the influence of culture. Every culture is different, and so are the individuals within these cultures. Acknowledging the fact that most cross-cultural studies do suggest instructive guidelines for people who interact with individuals from different cultures, it should be clear that the findings of this personal reflection only establish general tendencies and not hard and fast rules to be applied to specific people from a particular culture.

This reflection paper is divided into two main categories, which are personal and associates. The personal part represents my transformation and development which are attributed to three major transformative faculties; from Eastern to Western cultures, from a creative architectural field to a more disciplined pragmatic project management, and from local small enterprises to larger multinational organizations. The associate's part, on the other hand, outlines leadership aspects, which are confined in a selected group of influential leaders, whom I have interacted and worked with through my life's journey. Four people from the two cultures, Eastern and Western, with established leadership skills, are examined. (See Figure 1) These four individuals are further grouped into pairs for direct comparison and analysis.

Four assessment models have been applied to further assesses my and the selected group leadership's styles and characteristics. This includes; Belbin team roles model, task-oriented and relationship-oriented model, east and west oriented model, and the team conflict model.

Contents

Introduction: My journey

Throughout my life encounters and career, I have witnessed various touch points that have shaped and influenced my perspective towards leadership. Evidently, from my relocations into different countries with different cultures, (See Figure 2) switching of career from creative architecture to project management (See Figure 3) and encounters with various diverse leaders in my professions and those from circumstances, accounts for the paradigm shift of my perspective towards leadership. Consequently, I have experienced a significant change in my thinking and actions as a leader due to the consistent nature of cultural differences that accompanied my life's journey, in both my career and private life. The shift is from a transactional to a transformational type of leadership. Regularly along the way, resistance and uncertainty were the hurdles to my transformational vision; however, they had a significant influence in reshaping my focus and thinking towards leadership.

Like most children, I looked upon my parents as my first leaders. The belief that children model their parents' behaviour is based on social learning theory (Bandura, 1969). Parents are the primary leaders for their children and serve as prototypes for leadership models (Anderson, 1943). Family is the first place where a child gains experience with a leader, learns about obedience, and forms impressions about authority (Keller, 1999). Parents are also perceived as role models and leaders and have tremendous influence over their children (Grunwald & McAbee, 1999).

While observing my parents, I mimicked certain aspects of their leadership style. Besides children adopting their parents' attachment and interpersonal relationship styles, early childhood experiences also influence individuals' prototypes of successful leaders (Keller, 2003). Baumrind (1966) identified three distinct parenting styles: authoritative, authoritarian, and permissive. The main difference between the three is the degree of control and support parents show to their children.

My parents were authoritative, and this conclusion, I derived from their demanding and responsive nature. My parents had a tendency of setting high goals, and that could challenge me and my brother. They could coerce us to reach them. However, they would still embrace their supportive, considerate, and caring character. They controlled, but, did not restrict us totally and frequently provided reasons that were behind their decisions. They used both logic and overt power to shape our behaviour.

My dad, like other Arab fathers, was usually shy of showing emotions, after all, he was the caretaker and provider for our family, and therefore, cannot look vulnerable. On the other hand, as it is typical in Middle Eastern culture, my mother was more involved with the emotional and personal issues of us, whereas my father was mainly involved in the more serious matters or when a strict rule must be enforced.

I recall a particular incident in 1981 when my father gathered us and told us that we were moving back to Iraq within a couple of months. I was in for a rude shock for he insisted that the move was inevitable and also gave no further explanation. Up to date, I still struggle to understand the logic of the decision, let alone the manner where it was thrown upon us. I was integrated into the English culture, never spoke Arabic, was doing great in school and had

a lot of friends. The message was short but firm. My dad decided. No other discussions took place with my dad, only a few side discussions with my mum, which were inconclusive.

I loved my dad, though I had struggles in accepting his decision. Despite the impact, I never dared to question his authority directly. I spoke with my mentor at school and convinced her to intervene as she was convinced that it was better, for my future that I stay in the UK since I had no connection or bonds with my native country. She proposed to my dad that I stay in a boarding school and they can see me on vacations. The proposal was met with a polite, yet firm rejection, which was an example of a transactional leader's act; something that I came to realize that was a norm in the Middle East. Ironically, 30 years later, I faced a similar situation with my son while residing in the Netherlands. However, in my encounter, I gave and explained two arbitrary decisions of whether to stay or to move out. I also highlighted the pros and cons and gave my son time to think and decide. The manner and outcome couldn't be more different.

There have been peak events throughout my career life that shaped my perspectives on leadership. In the past decade, working with multinational companies as a project manager, served as a natural laboratory for the development of my thinking and contributed immensely to my current shift in my leadership thoughts and applications.

I remember the paradoxical excitement after joining Sama Dubai Company. I was employed as a design manager in the project's department, which was later separated and merged with a large British company called EC Harris, forming a new joint venture by the title Sama EC Harris. In the new venture, I was privileged to serve as a project manager. I worked through many uncertainties, which accompanied the merge and later on the emotional transitions after all the ongoing projects were halted as an aftermath of the global financial crisis. Consequently, out of 300+ employees, only 30 employees, from the senior management, were retained and relocated. The leadership attitude and practices that accompanied the merging and the shutdown of the business provided valuable insights on how leadership can impact other people, particularly, the employees.

The transition to Sama EC Harris, the joint venture, was a tough and challenging period to my career life and experience; however, the period was significant in shaping my insight on leadership. Initially, I went through limbo and deep self-searching as I worked through the upgrade from a mere design manager to a project manager. This was a time accompanied by profound reflections on the sense of identity, values, and personal integrity. I was cocooned in my retrospect, but finally, interpreted the transition as a period of self-organization and engagement. However, the reorganization left me in a lager and diverse role from what I was initially tasked. After the merger, the signed agreement of the new joint venture had a focal shift from visionary and future strategic planning to short term management.

Another aspect where effective leadership is demonstrated is disequilibrium, which represented an essential scenario in my organizational dynamics. It is the point at which the likelihood of self-transcending, from original approaches to specific challenges, is most likely to occur. Disequilibrium is accompanied by pressures that evoke urgency thresholds to attain a critical point causing the conformity of an organization from more adaptive and receptive to novel and emerging possibilities. However, there is a difference in the impact that leadership leaves in such situations. In catastrophic cases, such as the financial crises that happened in

2008 when business operations at Sama EC Harris were shut down as previously described, the role of leadership was to make sense in the situation and address the emotional unravelling the morale of the employees. Neither the team leader nor I was aware of the activities that took place behind the scene at the executive management. In fact, all project managers, including myself, were only made aware that the company will come to a cessation only after the decision was way long established. After months of the dilapidating state of the company's finances, many employees were retrenched. Over 300 employees lost their jobs. Fifty employees were retrenched in one day. I consider this an example of how effective leadership could have had a different impact on this debacle.

Disequilibrium state can also have a converse effect, which might result in a lack of productivity and resistance to change. In my view, I can perceive that challenges are meant to make leadership proactive and predict the influence of change before the disequilibrium state turns a debacle to the employees.

Damage or loss measures the threshold of attention in light of competing demands, and this posed a challenge that I noticed during the tenure. Often, key issues remain untouched solely because they had not mutated or advanced to critical situations necessary to draw adequate attention. Part of this appeared to be an issue of vision and prioritization within leadership. Besides, some parts were issues of the prevailing beliefs (operating as a perceptual filter) within the cultures that influenced the employees' duties. Busyness and firefighting were viewed and rewarded as good response attitudes, rather than finding ways to proactively reducing the undesired impacts through better processes. As a result, I recognized that assessing organizational readiness was a critical skill of leadership. In other words, it is the ability to see and overcome limiting beliefs to engage in building self-transcendence.

I, personally, consider that leaders can identify the threshold of organizational readiness and proactively taking action to control situations rather than responding after the aftermath has been felt. It's not enough for leaders to react, but, it is necessary for them to determine when to take action so that their influence can have the best effect.

A pivotal experience for me was the firm belief that individuals with flexibility have the most influence on the system. This principle reinforced the importance of self-empowerment, driving the point that people who exercise the most excellent self-mastery over their attitudes and behaviour are able to exert the optimum influence to others. Quinn (2000) also reinforced this notion by stressing that transformational change occurs only when one chooses to change his/herself, often by choosing a behaviour that is self-sacrificial naturally. I made the commitment to try and be the difference I wanted to see in the world and others and developed personal flexibility within the corporate system.

I found this conscious decision to be liberating and challenging at the same time, releasing because I find myself freed from a self-image that derives value from titles, and power roles. I realized in my transiting position that a part of my self-identity in the work context was inclined to employee relationships. This commitment was also challenging as I began to explore the process of leadership outside the mainstream hierarchical power structure that could mandate action through positional authority. As time passed, I shifted towards transformational leadership. I found myself able to lead in a variety of ways and was also able to highlight the importance of influence in the circumstances that I was called to serve.

Definition of leadership

What is leadership? How can we define it? It's so ambiguous that Stogdill (1974, p. 7) in a review of leadership research pointed out that there are as many different definitions of leadership as there are people who have tried to define it.

The application of the term "leadership" to our everyday lives often brings to mind power, responsibilities, success, effectiveness, efficiency, decisions, and other positive and sometimes negative feelings about behaviour. These terms often not conclusive because leadership is a system of relationships through which individuals inspire followers to demonstrate desired behaviours (Hollander and Offerman, 1990). With the complexity of human relationships in different organizational settings, different concepts of leadership, as well as the definitions of effective leaders, are easily identified in academic kinds of literature. Actually, more than 35,000 definitions of leadership have been presented by scholars in their studies (Dubrin, 2000).

Leadership is an essential matter in any organization or group, and as a result, several studies have outlined the increasing importance of leadership. There are many definitions of leadership, and various studies have tackled the concept of leadership from different views. However, according to Nahavandi (2006) address on the multiple meanings of leadership, he instead that despite the differences in definitions, they all contained three common elements, which are as follow:

- Leadership is a group phenomenon; there can be no leaders without followers. Per se, leadership always involves interpersonal persuasion or influence.
- Additionally, leadership is goal-directed. It plays an active role in organizations and groups. Leaders practice influence to direct and guide others toward the achievement of specific goals or through a particular course of action.
- Finally, the presence of leaders establishes some form of hierarchy within a group. In some cases, the regime is formal and well defined, with the leader at the top; however, in other cases, it is informal and flexible.

Nahavandi's classification has been employed and supported by many researchers. Bernard Bass, by some definitions, view leadership as the focus of a group process. Same as Nahavandi, he believes that there can be no leader without followers. From this perspective, the leader is a leader with his/her followers (Northouse, 2010). While most theories of leadership focus on leaders, Stephen Covey suggests that a 'more fruitful approach is to look at the followers, rather than the leaders and to assess leadership by asking why followers follow. This point has addressed that a leader's effectiveness can be seen by having an eye on the followers. People follow someone as a leader who influences, inspires, and motivates them, and these all depend on empowerment (Gill, 2006).

Influence is the common word of numerous leadership definitions. Leadership involves impact, as the administration will cease to exist without power (Northouse, 2010). Leadership also occurs, only, when people are influenced to do what is ethical and beneficial to themselves and the organization (Yukl, 2002). A leader, subsequently, is defined as a person who influences other individuals and groups within an organization, assists them in the establishment of goals and guides them towards the achievement of those goals in so doing allowing them to be effective (Nahavandi 2006).

I can define leadership now as an approach of empowerment rather than an exercise of power or authority. I find servant-leadership, which is transformational leadership, as the best tool of influence, because the overseer or leader leads by example rather than the issuance of commands on what he/she might not even be in a position to practically perform. I agree with Nhavandi's (2006) definition of leadership in that it acknowledges the act of aiding the followers to their betterment and establishment of their personal goals and interest. Exercise of authority can sometimes usher one into slavery. The leader might be subjective to performance and therefore, disregard the affairs of the disciple, and this can limit growth and empowerment. However, if a leader exercises servant-hood leadership, he/she is in a better position of influence, in that, the leader's pragmatic approaches are more realistic and show the possibility of more straightforward emulation. In this form of leadership, even the servants will attain satisfaction rather than failure and deprivation due to lack of efficacy. Additionally, in this form of leadership, the leader is concerned by the affairs of the servants/followers, and therefore, this can remedy motivation to performance and excellence.

Leadership in global context

Vast numbers of organizations and companies work outside their country of origin and must, therefore, take into consideration the ideas, views, and culture of foreign employees, clients, and other stakeholders. Leadership is associated with the process of communication, interpersonal behaviour, and motivating (Mullins, 2005).

The definition of global business emphasizes on transactions, and the use of this term also recognizes that conducting business worldwide is not a passive observation, but rather, a present activity. The fact that the transactions occur across the national borders only highlights a critical difference between domestic and international business. The today global executive is subject to different constraints, a new set of macro-environmental factors, and frequent conflicts resulting from various laws, cultures, and societies (Czinkota et al., 2009).

Culture might influence every part of society, including management techniques used in organizations. However, rapid change in communication and information technologies meant that the world is more likely to be a global village. People, in several parts of the world, can easily access and use new information. With increasing interactions between different cultures, diversified cultural values are becoming convergent. The developing countries, especially, are striving towards economic growth and industrialization, which can be achieved by the use of appropriate managerial techniques and knowledge. Most of the underdeveloped countries, however, have tried to improve organizational effectiveness through effective leadership (Kiggundu et al., 1983).

I consider and consent to the fact that a global leader, not only needs competent managerial skills but rather a diversified faculty of thought and mind. Dealing with foreign employees requires that a leader be acquainted with how these individuals perform their daily routines. The effectiveness of a global leader can, therefore, be attributed to the zeal of the foreign leader to learn and acceptance of nature and cultural practices within the vicinities of the organization. For instance, a Christian leader, in an Islamic nation, can never be effective in his/her operation by denying the Muslim employees their freedom to worship at their stipulated times as per their religion. In such a case, the leader might end up losing competent employees because he/she is not in a point of putting into consideration the daily criteria of his/her employees' religion and cultural setup. Basically, what I'm trying to put across is that

for a foreign leader to be a performer must come into terms with the cultural and religious diversity of the employees. A leader, who is a respecter of employees, must ensure that he/she is acquainted with the employees' factors that run their day-to-day routines. However, the leader may overlook some, but should not, totally, disregard the employees' activities. Transformational leadership begins with acknowledging the barriers between the leader and the employee.

Leadership and culture

Several definitions of the word culture can be found in the existing literature. Hofstede (2005) referred to culture as the collective programming of the mind which distinguishes the members of one group or category, nation, from another. According to Hofstede (2005) culture consists of various levels, since almost everyone belongs to several different groups and categories at the same time, and every group or category of people carries a set of frequent mental programs that constitutes its culture. Different layers of culture exist at the following levels; national culture, Organizational culture, regional culture, gender culture, generation culture, and social-class culture.

Taking into consideration the various layers of culture mentioned above, I have chosen to only focus on national culture, which is defined by Jan Pieter van Oudenhoven (2001) as the profound beliefs, values, and practices that are shared by the vast majority of people belonging to a particular nation. The reason why I only focused on national culture is that I had chosen two different, Iraq and the Netherlands as my exploration targets.

The first step in managing cultural differences, successfully, is by increasing one's general cultural awareness and scope. Leaders need to understand the concept of culture and its characteristics before they can fully benefit from the study of cultural specifics. (Schein, 2004).

As nations establish more international relations in diverse contexts, people of different cultures find more opportunities to work with people in other cultures as leaders and followers. Since leadership can affect the satisfaction of groups and teams and the level of performances and consequences, leaders are required to equip themselves better when working with people of different cultures. Not only to understand the importance of customs and individuals' characteristics, but also to acknowledge the preferred leadership styles, this should be a concern for better preparations, interactions, and outcomes.

Interrelationships between people of the developed western countries and the countries in the Middle East have increased significantly in social, political, and commercial activities. For example, European companies and corporations conduct businesses in the Middle East, and European employees work in famous companies in Middle Eastern countries. Furthermore, thousands of Middle Eastern people come to west Europe each year to work with European managers and leaders in companies.

Leaders should utilize practical communication skills when working with people of diverse cultural backgrounds. The role of a leader is one of the essential keys for success in a company to maximize the efforts and skills of employees with different cultures. A leader should also develop global and multicultural visions to maintain a high level of productivity. (Chen and Starosta, 1998). And use cultural differences among employees and markets as a resource (Rhinesmith, 1991). In other words, leaders can become great leaders and move an

organization into the future when they embrace true multiculturalism and diversity no matter the race, class, gender, religion, culture, and sexual orientation of individuals.

Honesty, integrity, and self-confidence have been highly applauded as essential leadership characteristics; however, they may not be enough to guide culturally diverse people in contemporary global society. Leaders in a globally intertwined market need to understand the significance of leadership and promote diversity issues. They also need adaptability, foreign language skills, and ease of other cultures (Margolis, 2010).

Through my personal experience, I came to realize that what is even necessary is acknowledging people's perceptions of useful and admired leaders by certain cultures or nations. An essential trait of a respected leader in some cultures may not have the same weight of importance in another. For example, people of Iraq, who represents a collectivistic culture, believe that supportive leaders are more admirable than confident leaders while people of the Netherlands, who are of an individualistic culture, present opposite views. Having this knowledge, a leader can be prepared, and therefore, can work better with his/her subordinates within the organization.

Many works of literature deal with the extent of how national culture exerts influence on leadership style, especially transformational and transactional leadership styles. However, among all the theories that I have come across, one of the most widely cited theories address the effects of culture on cross-cultural management, which were developed by Geert Hofstede (1980). As Triandis (1993) notes, through the study of intercultural leadership, we may better understand how cultural variables function as parameters of leadership theories. Thus, I chose to use Hofstede's four dimensions of national culture to identify the extent of influence exerted from the national culture on the leadership style.

Geert Hofstede identified common problems amongst societies. His findings were based on a large number of survey data about the values of IBM employees in over 50 countries around the world. The four primary problematic areas found by Hofstede (2005, 23) in the IBM data were translated into the four cultural dimensions (See Figure 4).

The Iraqi culture has been chosen as a Middle Eastern culture due to the proximity between the Iraqi, Jordanian, and Emirati cultures. (See Figure 5). As mentioned earlier the two chosen eastern and western cultures have been compared according to the Hofstede model (See Figure 6). Furthermore, Hofstede's cultural dimensions clearly shows the key differences between the main two cultures in terms of leadership styles (See Figures 9-13).

Leadership style

In the late thirties of the twentieth century, psychologist Kurt Lewin leading a group of researchers identified three different significant styles of leadership. Later on, further research was conducted, and more specific types of leadership were identified. Lewin's early studies were considered very influential and established three major leadership styles, which included the Authoritarian, Participative (Democratic) and Delegative (Leissez-Faire) leadership.

All the leadership characters chosen in this paper fall into one of the three leadership styles mentioned above.

Autocratic Style is often considered as the classical approach. Mr. Ahmad Shummary and Mr. Ali Tamimi are clear examples of authoritarian leaders, albeit with less degree. They

both retained as much power and decision-making authority as possible at their respective companies. Cloisall and A.T.Koeltechniek did not consult employees and went even a step further as not to entertain any other input from them. They both expected employees to obey orders without the need for any explanations. The motivation environment was produced by creating a structured set of rewards and punishments. The results accomplished projects' deadline. However, both companies Cloisall and A.T. Koeltechniek had higher turnover and absenteeism than in other companies like Sama-EC Harris and Polytechniek International.

Autocratic leaders create and impose rules and confirm that their decisions are to be carried out. These leaders stress loyalty, obedience, and strict adherence to standards and roles. Autocratic leaders are dogmatic. Throughout history, many influential authoritarian leaders have often been praised for their ability to develop devoted and reliable followers and to act as the principal authoritative figures in establishing and maintaining order (Bass & Bass, 2008).

Mr. Shummary and Mr. Tamimi shared many behaviour characteristics considering that both were arbitrary, controlling, power-oriented, coercive, disciplinary, and close-minded. They relied on threats and punishment to influence employees. These two leaders not only they lacked trust in their employees but also did not allow the employees' inputs. They both affirm the belief that adequate supervision can exclusively be provided only through detailed orders and instructions.

However, Shummary and Tamimi provided clear and detailed expectations on what to do, how to do it, and when to do it. Both created a clear separation between themselves as leaders and the employees as followers. As a result, decision making in both companies Cloisall and A.T. Koeltechniek were less creative under the leadership of Shummary and Tamimi. It came as no surprise to me that both Shummary and Tamimi were viewed, within their companies, as bossy, controlling, and dictatorial.

On the other hand, democratic leaders reflect concern about their followers in several different ways. Leadership for them is considerate, democratic, consultative and participative, employee-centred, concerned with people, concerned with the maintenance of good working relations, supportive and oriented toward facilitating interaction, relationship-oriented, and geared toward group decision making (Bass & Bass, 2008).

Mr. Yaap Vlam and Mr. Tim van Dijk served as an example of Democratic leaders. They both offered guidance to group members and participated in groups and allowed input from other group members. They also encouraged group members to participate but retained the final say over the decision-making process. As a member of the group, I also felt engaged in the process. Mr. Vlam and Mr. van Dijk were more motivational and creative in their leadership approach. Considering their leadership style, the group members were encouraged to share their thoughts and both companies, Polytechniek and Sama EC Harris, produced regularly better ideas and more creative solutions to problems. Through this proactive participation, the group members felt more involved and were committed to projects, which made them more likely to care about the results.

As I sit and reflect on my experiences working with the four leaders mentioned above, I can conclude that democratic leadership leads to higher productivity among group members. Therefore, I consider that democratic leadership is generally the most effective leadership

style. What's more interesting to me is that I find it even harder to move from an authoritarian leadership style to a democratic style and not the other way round. Both Mr. Shummary and Tamimi found it challenging to adapt to the democratic style and felt threatened with the concept of sharing, trusting, and delegating. Paranoia was a dominant feature in their reactions and attitudes.

Furthermore, a distinctive style of leadership that is suitable for individualism culture may lead to defeat in a collectivist culture. Mr. Tamimi tried to impose his authoritarian style at A.T. Koeltechniek Company in the Netherlands, but the idea was futile. As a result, A.T.Koeltechniek Company in the Netherlands, currently, has only one permanent employee, while the entire project and work force were relocated to Iraq. Ironically, his single employee in the Netherlands is from an Iraqi background.

Reflections / Conclusions

I've touched on the essential aspects of the leadership process in the following sections, which I have gleaned through my career. However, there are other thoughts and observations that I have left out in this paper due to assignment length requirements but might be researched in future studies. In summary, I have come to view leadership as a dynamic process that takes place in organizations as people (leaders) observe emerging possibilities and decide to respond and take action. The desire to do so is strongly connected to the individual's internal status. The effectiveness of the individual (leader), however, may be affected by several factors such as; the individual's scope of influence, formal or informal status, authority, and organizational readiness to embrace the change.

Since leaders and followers are both parts of the leadership process, it is essential that we tackle issues that the followers are confronting alongside the issues that leaders are facing. Both the leaders and the followers should be understood in relation to each other. Many of the people, whom I interacted with, view leadership as a trait. The trait concept suggests that specific individuals in our society have unique natural characteristics, charisma, which makes them leaders. This perception, however, confines leadership to those who are believed to have unique qualities. In contrast, I saw that leadership is an ongoing process that can be learned, altered, modified, and developed.

Another concept closely related to leadership is power, which is the potential to influence others. There are two main types of power, which are classified as either personal or positional. Positional power, which is similar to assigned leadership, is the power a person derives from having a title in a formal organizational structure. This type of power involves legitimacy, reward, and coercion. Personal power, on the other hand, is inclined to followers and requires expert and referent power. Followers give power to leaders because they believe leaders have value. In my opinion, it is fundamentally vital to treat power as a shared resource because it deemphasizes the impression that leaders are wielders of power.

Also, coercion serves as another critical aspect of leadership. Leadership and coercion are not similar; however, the two can be contrasted. Coercion involves the use of threats and punishment to induce a change in followers for the sake of the leader. Coercion runs counter to leadership because it does not treat leadership as a process that includes followers, and it does not emphasize on working with the followers to achieve common goals.

As mentioned earlier in the abstract, the four main characters of leadership styles and behaviours have been analysed using the Belbin model, task-oriented and relationship-oriented model, east and west oriented model, and conflict model (See figure 15-21). The assessment results demonstrate clear patterns for both leadership styles. Mr. Shummary and Mr. Tamimi on one side while Mr. Vlam and Mr. van Dijk on the other side.

Transactional and transformational leadership

Transactional leadership is a leadership style that focuses on transactions between leaders and their followers. Transformational leadership, on the other hand, is a style of leadership which causes a change in individuals (Bass & Avolio, 1991). According to Burns, transformational leadership entails a broader range of leadership behaviour than transactional leadership (Vera & Crossan, 2004).

The transactional leadership style may well be a response or at least seem useful in certain cultures. Jung et al. (1995) assumed that high uncertainty avoidance cultures might require more transaction oriented leadership, while low uncertainty avoidance cultures will tolerate more innovative, transformational behaviours (Jung et al. 1995).

Elenkov (1998), for example, went further to argue that Russian employees are familiar with and expect an autocratic and transactional leadership style due to the fact that Russian organizational culture is defended by the dominant collective mentality and high power distance. The same can also be applied to the Middle East as Russian, and Middle Eastern cultures share similar characteristics according to Hofstede model. (See Figure 7)

However, the concept of transactional and transformational leadership may well be applied in countries with different cultural values, including the Middle East. Bettin et al. (1992) suggested that despite the unique cultural differences associated with specific leadership behaviours, there is a significant similarity related to effective leadership that transcends cultural boundaries.

Bass (1997), also argues that the transformational–transactional leadership model is universal. He maintains that the same conception of phenomena and relationships can be observed in a wide range of organizations and cultures, and exceptions can be understood as a consequence of unusual attributes of the organizations or cultures. Moreover, Bass (1990), also considers that it may be possible for a single transformational and transactional leadership theory to explain leadership and its consequences across differing cultures. Thus, according to Bass, leaders who engage in transformational behaviours will be more effective than those who do not, regardless of culture. Additionally, Bass acknowledges that the Transactional and Transformational theory may have to be fine-tuned when applied to different cultures, and the specific behaviours and decision styles may have to change to some extent.

In my life and work journey, I have come to the conclusion that transformational leadership is generally more productive, which has been echoed by several scholars, for example, Den Hartog et al. (1999). Who argued that while cross-cultural studies show that different cultural groups are likely to have different interpretations of what leadership must involve. There are certain traits associated with transformational leadership, which are universally recognized as contributing to outstanding leadership.

Furthermore, based on my personal experience, I've come to realize that transformational leadership might transcend cultural boundaries, which is also a conclusion that several researchers have found. All of the four companies mentioned in this paper shared the fact that they were functioning in an environment of constant change. Not only was the environment changing, so were the employees; their needs, motives, and priorities are also becoming different. The continuous changes of needs and purposes set new challenges for leaders to achieve organizational objectives through their subordinates.

Transformational leadership, in my opinion, might meet these challenges or help improve the quality of work-life and, from a broader perspective, organizational performance. I also witnessed that many employees do want to have their own business or feel like working for their company. As long as the feeling of involvement is present, while such employees work for someone else's business, leaders using transformational leadership behaviours might be able to inspire and motivate them and overcome some unwanted feelings such as stress, depression, and anxiety. Increasing competitiveness and even more complex environment made organizations need a new type of leader, who can make them (followers) perform beyond expectation. Inspiring employees to do more than what is expected to be done to accomplish organizational objectives is crucial to succeeding in today's business world. A transformational leader pays attention to such issues; therefore, it might be better if leaders adopt a more transformational leadership style than transactional leadership style to make their organizations more successful.

There is never an end to the discussion on the choice of transactional or transformational leadership. Personally, despite my preference for the transformational leadership style, I believe that there is no typical leadership style applicable to all situations. Leaders should not apply or depend on one form of leadership. Rather than that, they should also implement a suitable leadership style according to the goals, current status, and situation. Consequently, this leads us to the following section of situational leadership.

Situational Leadership

Another concept that I firmly believe in is the situational leadership criteria. Situational leadership has the ability to connect with the behaviour of leaders concerning the characteristics of the group. Situational leadership is considered as the most critical leadership theory with regard to coordination perspective (Hersey and Blanchard, 1993). Situational leaders have the capability of adapting their leadership style to match situations and their followers. They are also more aware of the choices between applying directive or supportive behaviour (Erven, 2001). Situational leadership through effective coaching and employee development skills enables managers to lead diverse people effectively in the workplace (Mujtaba 2009). And when adapting to situational leadership models, the relationship between subordinates and managers will be enhanced, and work will be done effectively. Above all, subordinate's development level will increase to the highest level of competency and commitment (Tomasco 2015). Hersey and Blanchard (2000) agreed that the flexibility present in situational leadership is the key to success in managing individuals.

The situational leadership model (See Figure 8 above) describes how each of the main four leadership styles applies to subordinates working at different development levels, through categories varying from D1 to D4 with results differing competence and commitment levels. (Northouse, 2010).
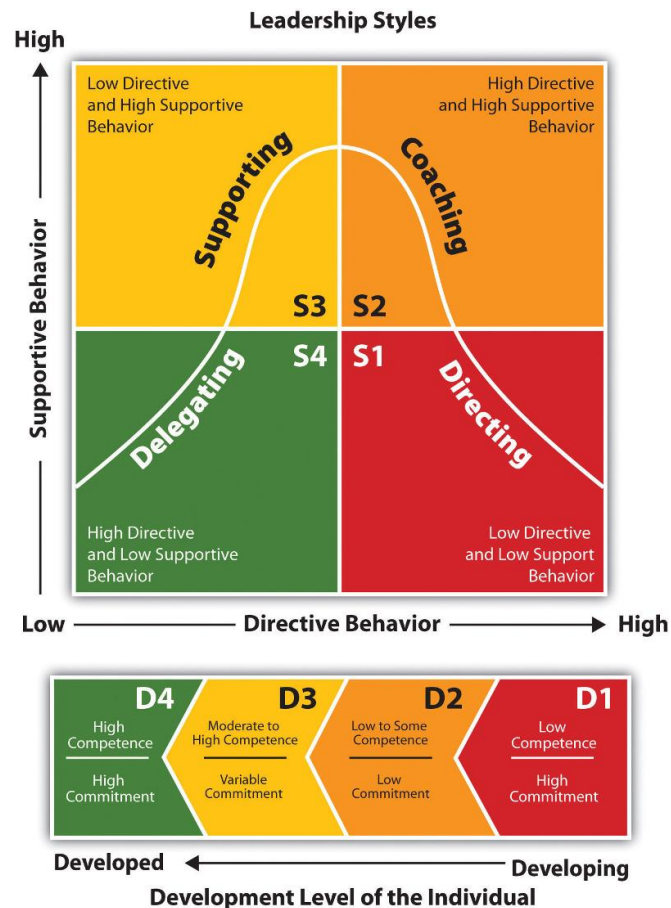
Figure 8: Situational leadership model. Retrieved from http://atodorov.org/blog/2017/11/11/4-situational-leadership-styles/

The chosen four leaders leadership behaviours have been analysed using the situational leadership model. From the results, it was clear that Mr. Shummary and Mr. Tamimi fit into the S1 category - High directive and low supportive behaviour - that led to a D2 level of development, inferior to some competence and low in commitment, for their employees at A.T.Koeltechniek and Cloisall. On the opposite, Mr. Vlam and Mr. van Dijk both fitted into S3 category (Low directive and high supportive behaviour), which consequently led to a D4 level of development (high competence and high in commitment) for their employees at Polytechniek and Sama EC Harris.

Through my experience, working as a project manager in multinational organizations, I realized that situational approaches are instrumental when implied by the name of the procedure. This leadership type focuses on leadership in situations. Working at Sama EC Harris meant dealing with different stakeholders and locations. In this company, I had to deal with the local Dubai authorities for me to be granted permission to exercise my duties. I dealt with several consultants from USA, Spain, Singapore, and UAE, including the Dubai government, which was our client. Each of the above stakeholders had a different set of mind, work culture, and background.

Furthermore, they both were at different stages in their projects, resulting in different situations. I recall Tim van Dijk adapting different styles while dealing with various consultants, which is a more direct approach with the European consultants in contrast to the indirect approach applied by the local authorities and contractors. However, what was

considered as honest and time-saving by our European associates was perceived as rude and provocative with the local ones.

The same can be applied with team members and other employees, especially when the employees come from different backgrounds and cultures. Sama Dubai, where I worked, had more than 300 employees, who were from over 40 countries and of diverse and different cultures. It was never a more manageable task dealing with such a versatile community of individuals, which presented different situations and therefore demanded different leadership criteria.

To be an effective leader, it requires that a person adapt his or her style to the demands of different situations as the essence of situational leadership demands that leaders match their method to the commitment of the subordinates. Effective leaders are those who can recognize what employees need and then adapt their style to meet those needs. (Northouse, 2010)

Leadership and Management

Leadership and management are quite similar in a variety of ways. Leadership involves working with people and practicing influence, so does management, and both are associated with effective goal accomplishment. However, leadership and management are also dissimilar. Management was developed as a method to decrease chaos and assist organizations to consistently operate more efficiently and effectively, whereas the primary function of leadership is to produce change and movement.

Kotter (1990) compared the functions of both leadership and management and argued that the purposes of the two are somewhat different (Figure 14). The primary activities of both leadership and management are played out differently. Although they are different in scope, both are essential for an organization to flourish. If an organization has strong leadership without skilled management, the results can be meaningless or misdirected change for the sake of change. Equally, if an organization has active control but lacks leadership, then the consequences can be bureaucratic and stifling. Both competent leadership and management need to nourish for any organization seeking to be effective Kotter (1990, pp. 7–8).

In addition to Kotter, many other scholars argued that leadership and management are different concepts. Bennis and Nanus (1985) highlighted that there is a significant difference between the two concepts, leadership, and management. Leadership entails the creation of visions for change and influence to others, whereas management entails the mastering of routines and accomplishing activities. This distinction couldn't be more evident in their famously quoted sentence, "Managers do things right, and leaders do the right thing" (Bennis and Nanus, 1985, p. 221).

Rost (1991) also advocated that both leadership and management are distinguished. He argued that control is an authority relationship of unidirectional nature, while leadership is an influence multi-directionally in relation, whereas leadership focuses on the process of developing mutual purposes, management focuses towards coordinating activities with the goal of getting a job done (Rost, 1991, pp. 149–152).

Zaleznik (1977) went even further to argue that leaders and managers are fundamentally different types of people. He claimed that managers are mostly individuals who respond and prefer to work with other people on finding solutions to problems, but, with

a low level of emotional engagement. They react to limited choices, whereas leaders are engaged and are emotionally involved. Leaders tend to shape concepts and ideas instead of responding to them and work actively to expand the available options to solve ongoing problems.

Despite the apparent differences between leadership and management, my personal experience has led me to believe that in reality, both concepts often cross paths and overlap. Management and leadership coexist. It is evident that managers participate in influencing people to accomplish a goal; therefore, managers practically practice leadership. On the other hand, leaders who find themselves participating in organizational activities such as scheduling, recruitment, organizing, and monitoring /controlling are in fact engaged in management as these represent the main tasks of management.

A person can be a manager, while at the same time, the same person is not a leader. A manager focuses on monitoring result, comparing these results with goals and correcting deviations. Although leaders and managers are related, there is a distinction between the leaders and managers. The overall success of any organization depends on the efforts of both the leader and the manager. The leader, in conjunction with the manager, can produce orderly changed and keep the organization adequately aligned to its environment.

As a reflection, I can now state, with certainty, that both Mr. Shummary and Mr. Tamimi were good managers but lousy leaders. They mastered all managerial tasks; however, it was evident to me that due to their leadership traits, both Cloisall and A.T.Koeltechniek were inevitably meant underachieved. On the other hand, Mr. Vlam and Mr. van Dijk did not have the technical or managerial skills yet assisted Polytechniek and Sama-EC Harris to effectively accomplish its targets through their leadership traits including delegating and supporting.

My Personal Transformation

Reflecting on my career and life experience, I was subject to a transactional type of leadership, which disrupted my peace ever. My transaction leadership model focused on organization, performance, and supervision. I established compliance by my team members or followers through penalties and rewards. Transactional leadership offers fleeting motivation, which can only last for a short period, hence has no long-lasting impact on the followers. Transactional leadership is not visionary as I was interested in keeping affairs at a similar position and not focusing on the future changes and establishments. Considering the description of transactional leadership, I recall on the futility the model landed my career and life into.

Transactional leadership acerbates crisis. In my career, I experienced the derailing effect of transactional leadership, where the executive management of Sama-EC Harris, due to the global financial crisis, terminated the contract of approximately 300 employees. The executive did not consider the interest of the employees but rather dealt with the situation at hand by eliminating the employees. I found this act demoralizing, in that, the leaders are only concerned with the affairs that befit their progression and longevity.

These leaders had no interest in the employees' emotion or morale, and indeed, this was a cruel act. Rather than proactively seeking ways to embark on the financial crisis, these transactional leaders reactively came to a conclusion. On the other hand, Mr. YaapVlam and

Mr. Tim van Dijk served the example of transformational leadership, and the influence was praiseworthy. Polytechniek and Sama EC Harris companies in Dubai had a strong reputation, which is a clear indication of the effectiveness of transformational leadership that is democratic in nature. Transformation leadership, in practice, changes the culture of the organization through the implementation of novel ideas. This model of leadership motivates the employees and inclines them to group objective. Furthermore, transformational leadership has an element of individualized consideration and intellectual stimulation. Additionally, this model encourages creativity and innovative problem-solving ideas.

The nature and expression of the transactional leadership influenced my attitude to transit, from this form of leadership to a more ethical and sound style of leadership, which is transformational leadership. Recounting the experiences, under the influence and reign of transactional type of leadership, I loathe the realities imposed by the effects of this leadership and therefore, my heart slowly veered towards the humane leadership model. I also admired the leadership trait in my mum, which was objective and subject to critic and modification and moderation. Finally, considering my interest in enlightening and empowering the lives of others, it was inevitable that I would pursue transformational leadership.

My leadership styles and behaviours, previously and currently have been analysed using the Belbin model, task-oriented and relationship-oriented model, east and west oriented model, and conflict model. (See figure 22-28). The assessment results demonstrate precise patterns for my transformation from the one particular style to another.

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Figures

FIGURE 1: LIST OF SELECTED PEOPLE

TIM VAN DIJK

AGE:	55
BACKGROUND:	DUTCH
LOCATION:	DUBAI
POSITION:	PROJECT LEADER

AHMAD SHUMAARY

AGE:	51
BACKGROUND:	IRAQI
LOCATION:	DUBAI
POSITION:	DIRECTOR

JAAP VLAM

AGE:	56
BACKGROUND:	DUTCH
LOCATION:	NETHERLANDS
POSITION:	DIRECTOR

ALI TAMIMI

AGE:	52
BACKGROUND:	IRAQI
LOCATION:	NETHERLANDS
POSITION:	G. MANAGER

Source: made by the author

FIGURE 2: TIMELINE OF MAJOR RELOCATING INCIDENTS

1971   BAGHDAD
        Born

1975   LANCASTER - UK
MAY   Relocating

1981   BASRA - IRAQ
        Relocating

1986   BAGHDAD - IRAQ
        Relocating

1999   AMMAN - JORDAN
        Relocating

2003   DUBAI - UAE
        Relocating

2012   THE NETHERANDS
JULY   Relocating

Source: made by the author

FIGURE 3: MAJOR CAREER STAGES

Organization	Location	Time	Function	Role	Organization size	Organization type
Dr. Muamal Ibrahim Bureau	Baghdad – Iraq	1994-1999	Junior Architect	Creative – Design	Small	Local
T.C.E.	Amman – Jordan	1999-2003	Architect	Creative – Design	Small	Local
J.C.Maclean	Dubai – UAE	2003-2004	Architect	Creative – Design	Large	Multinational
C.C.E	Dubai – UAE	2004-2006	Senior Architect	Creative – Design	Small	Local
Sama Dubai – EC Harris	Dubai – UAE	2006-2009	Design / Project Manager	Disciplined – project manager	Large	Multinational
Cloisall Co.	Dubai – UAE	2009-2012	Design / Project Manager	Disciplined – project manager	Large	Multinational
A.M.Tech LLC	Dubai – UAE	2012-2014	Project Manager	Disciplined – project manager	Medium	Multinational
A.T.K / Polytechniek Interbational	Netherlands	2014-2018	Project Manager	Disciplined – project manager	Medium	Multinational

Source: made by the author

FIGURE 4: HOFSTEDE'S FOUR CULTURAL DIMENSIONS BASED ON THE CULTURAL PROBLEMS

Cultural Problem		Cultural Dimension
Social inequality, including the relationship with authority	→	**Power distance (from small to large)**
The relationship between the individual and the group	→	**Collectivism versus Individualism**
Concepts of masculinity and femininity.	→	**Femininity versus Masculinity,**
Ways of dealing with uncertainty and ambiguity, which turned out to be related to the control of aggression and the expression of emotions	→	**Uncertainty Avoidance (from weak to strong).**

FIGURE 5: IRAQ, JORDAN AND UAE COUNTRY COMPARISON

Source: Hoefstede Insights. Retrieved from https://www.hofstede-insights.com/country-comparison/iraq,jordan,the-united-arab-emirates/

FIGURE 6: IRAQ AND NETHERLANDS COUNTRY COMPARISON

Source: Hoefstede Insights. Retrieved from https://www.hofstede-insights.com/country-comparison/iraq,the-netherlands/
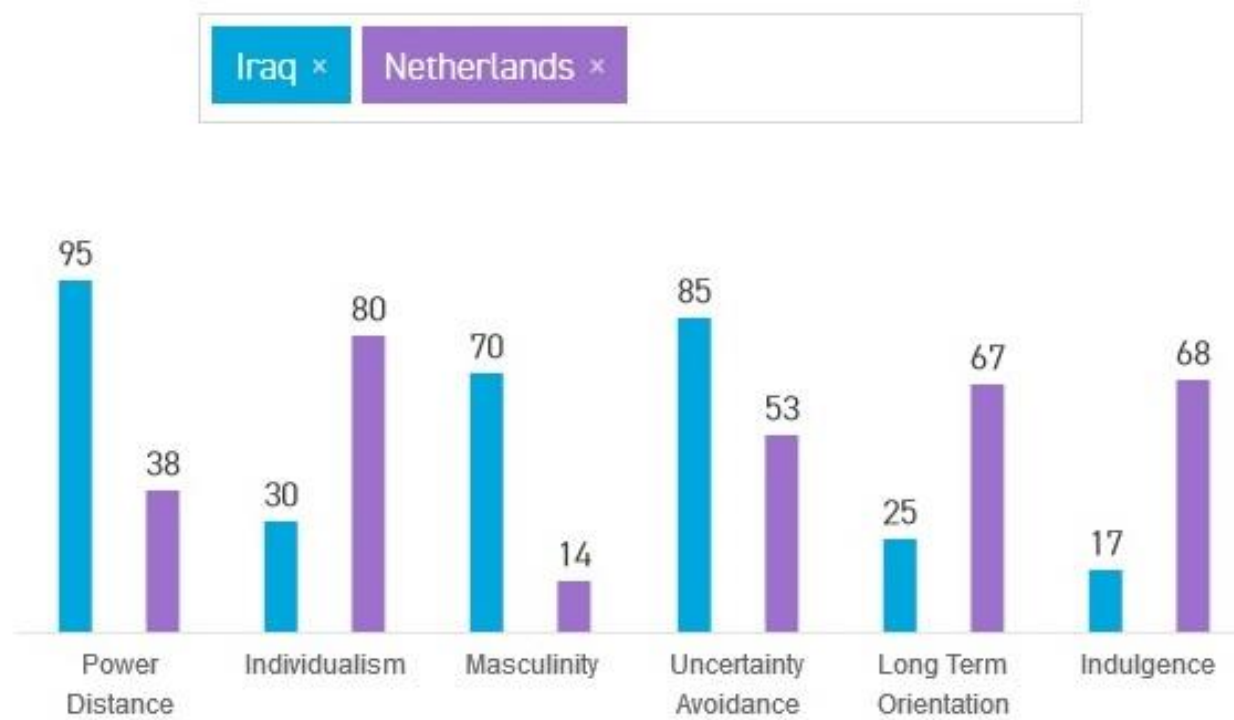
FIGURE 7: MIDDLE EASTERN AND RUSSIA COUNTRY COMPARISON

Source: Hoefstede Insights. Retrieved from https://www.hofstede-insights.com/product/compare-countries/
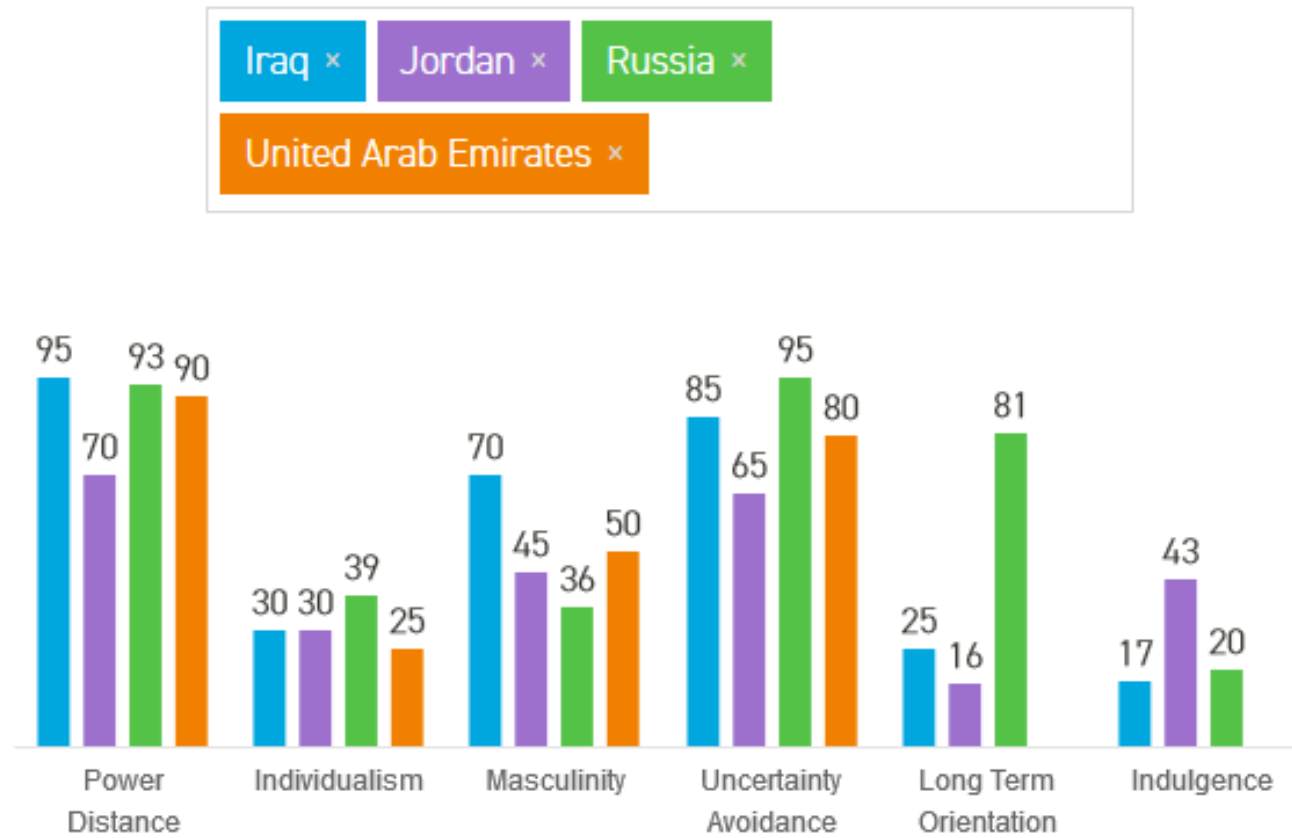
FIGURE 9: KEY DIFFERENCES BETWEEN SMALL POWER DISTANCE AND LARGE POWER DISTANCE COUNTRIES IN TERMS OF LEADERSHIP STYLES

SMALL POWER DISTANCE	LARGE POWER DISTANCE
Decentralization is popular.	Centralization is popular
There are fewer supervisory personnel.	There are more supervisory personnel.
Subordinates expect to be consulted.	Subordinates expect to be told what to do.
The ideal boss is a resourceful democrat	The ideal boss is a benevolent autocrat
Managers rely on their own experience on subordinates.	Managers rely on superiors and on formal rules.
Subordinate-superior relations are pragmatic.	Subordinate-superior relations are emotional
Hierarchy in organizations means an inequality of roles, established for convenience.	Hierarchy in organizations reflects existential inequality between higher and lower levels

Source: Cultures and Organizations: Software of the Mind, Geert Hofstede & Gert Jan Hofstede, 2001

FIGURE 10: KEY DIFFERENCES BETWEEN COLLECTIVIST AND INDIVIDUALIST COUNTRIES IN TERMS OF LEADERSHIP STYLES

COLLECTIVISM	INDIVIDUALISM
Direct appraisal of subordinates spoils harmony.	Management training teaches the honest sharing of feelings
Relationship prevails over task. Relationship-oriented.	Task prevails over relationship. Task-oriented
Hiring and promotion decisions take an employee's in-group into account.	Hiring and promotion decisions are supposed to be based on skills and rules only.
Employees are members of in-groups who will pursue their in-group's interests.	Employees are "economic men" who will pursue the employer's interest if it coincides with their self-interest
The employer-employee relationship is basically moral, like a family link. Pay more attention on employee's development	The employer-employee relationship is a contract between parties on a labour market.

Source: Cultures and Organizations: Software of the Mind, Geert Hofstede & Gert Jan Hofstede, 2001

Figure 11: Key Differences between Feminine countries and Masculine countries in Terms of Leadership Styles

FEMININITY	MASCULINITY
Managers tend to intuition and consensus.	Mangers tend to decisive and aggressive
Careers are optional for both genders.	Careers are compulsory for men, optional for women.
Humanization of work by contact and cooperation.	Humanization of work by job content enrichment.
Resolution of conflicts by letting the strongest win.	Resolution of conflicts by letting the strongest win.
Managers more likely to reward people on the basis of equality, according to employee's competency and skills	Managers stress results and try to reward on the basis of equity

Sources: Cultures and Organizations: Software of the Mind, Geert Hofstede & Gert Jan Hofstede, 2001

FIGURE 12: KEY DIFFERENCES BETWEEN WEAK UNCERTAINTY AVOIDANCE AND STRONG UNCERTAINTY AVOIDANCE COUNTRIES IN TERMS OF LEADERSHIP STYLE

WEAK UNCERTAINTY AVOIDANCE	STRONG UNCERTAINTY AVOIDANCE
Focus on decision process.	Focus on decision content.
Belief in generalists and common sense.	Belief in experts and technical solutions.
More changes of employer, shorter service.	Fewer changes of employer, longer service.
There are fewer self-employed people.	There are more self-employed people.
Better at invention, worse at implementation.	Worse at invention, better at implementation.
There is tolerance for ambiguity and chaos.	There is a need for precision and formalization.
Top managers are concerned with strategy.	Top managers are concerned with daily operations
There should be no more rules than strictly necessary.	There is an emotional need for rules, even if there will not work.
Motivation by achievement and esteem or belonging.	Motivation by security and esteem or belonging.

Source: Cultures and Organizations: Software of the Mind, Geert Hofstede & Gert Jan Hofstede, 2001

FIGURE 13: KEY CHARACTERISTICS OF FOUR CULTURAL DIMENSIONS

National-Cultural Dimensions		Characteristics of Cultural Dimensions in Leadership styles
Power Distance	Large Power Distance	▪ The ideal boss is a benevolent autocrat, or "good father" ▪ Centralization is popular ▪ Subordinates expect to be told what to do ▪ subordinates and superiors consider each other as existentially unequal
	Small Power Distance	▪ The ideal boss is a resourceful democrat. ▪ Decentralization is popular. ▪ Subordinates expect to be consulted. ▪ Superiors and subordinates consider each other as existentially equal.
Collectivism vs. Individualism	Collectivism	▪ Heavy reliance on informal controls ▪ Relationship prevails over task. Relationship-oriented ▪ The employer-employee relationship is basically moral, like a family link
	Individualism	▪ Heavy reliance on formal controls ▪ Task prevails over relationship. Task-oriented ▪ The employer-employee relationship is a contract between parties on a labour market.
Masculinity Vs. Femininity	Masculinity	▪ Mangers tend to decisive and aggressive in decision-making process ▪ Managers are stress results and try to reward in on the basis of employee's performance ▪ A humanized job should give more opportunities for recognition, advancement and challenge.
	Femininity	▪ Managers tend to intuition and consensus In decision-making process ▪ Managers more likely to reward people on the basis of equality-----that is, to everyone according to need. ▪ Humanization of work by contact and cooperation.
Uncertainty Avoidance	Strong	▪ There is an emotional need for rules, even if these will not work. ▪ There is a need for precision and formalization. ▪ Managers try to avoid uncertainty and ambiguity, and they dislike deviant ideas and behaviors.
	Weak	▪ Managers more easily accept the uncertainty inherent. ▪ They are more flexible, and encourage innovation and creation.

Source: Cultures and Organizations: Software of the Mind, Geert Hofstede & Gert Jan Hofstede, 2001

FIGURE 14: FUNCTIONS OF MANAGEMENT AND LEADERSHIP

Management Produces Order and Consistency	Leadership Produces Change and Movement
Planning and Budgeting	**Establishing Direction**
• Establish agendas • Set timetables • Allocate resources	• Create a vision • Clarify big picture • Set strategies
Organizing and Staffing	**Aligning People**
• Provide structure • Make job placements • Establish rules and procedures	• Communicate goals • Seek commitment • Build teams and coalitions
Controlling and Problem Solving	**Motivating and Inspiring**
• Develop incentives • Generate creative solutions • Take corrective action	• Inspire and energize • Empower subordinates • Satisfy unmet needs

SOURCE: Adapted from *A Force for Change: How Leadership Differs From Management* (pp. 3–8), by J. P. Kotter, 1990, New York: Free Press.

FIGURE 15: WESTERN VS EASTERN LEADERSHIP STYLE COMPARISON SHEET

Western Managers/Leaders	Ahmad	Ali	Jaap	Tim	Eastern Managers/Leaders	Ahmad	Ali	Jaap	Tim
Someone has to do the job, it can be me			Medium	Medium	A duty, a calling, no argument, no choice	High	High		
For excitement, challenge, adventure			Medium	Medium	It is what I have been brought up for	High	High		
Task-oriented, on the spot, urgent, now	High	High			Relationship-oriented, building harmony			High	Medium
Short-term thinking, opportunist	High	High			Longer-term, visionary, committed			High	Medium
Making own choices and decisions	High	High			Consciously following a role model			Medium	High
Reluctant leader, happy delegating, hands-off			High	Medium	Strong ambition, controlling, responsible	Medium	Medium		
Large span of command–need trust, empower	High	High	High	Medium	Manage through group of acolytes				
Seeing self as expert in motivating people	Medium	Medium	High	Medium	Concern with own leadership progress				
Climbing the ladder of seniority as manager			High	High	Coming in at a high managerial level	High	High		
Know the business to gain credibility			High	High	Know business to avoid being fooled	High	Medium		
Supervising experts to get on with the job			High	High	Supervising for control/gaining respect	High	High		
Finding a new team in a new job		Medium	Medium	High	Team follows him from job to job	Medium			
Has to be visible, duty to be seen, build trust			Medium	High	Wants to be visible, to monitor/control	High	High		
Must proactively help out in a tough job			High	Medium	Must show concern/support in tough job		Medium		
The team must solve their own problems			Medium	High	Problems must not go any higher up	High			
Vacations mean a long break from work			High		Vacations are short, work contact is kept	High	High		
Delegation during vacation is a plus			Medium	High	Reluctance to delegate during vacations	High	High		
Delegation helps to develop young leaders			High	Medium	Delegation is limited to a trusted few	High	Medium		
Work is for work time only			High	Medium	Work is all the time	High	High		
Time management is an important skill			High	High	Time management is impossible	High	Medium		
Away from home so work is priority	High	High			Family obligations are a priority too			High	Medium
Wants strong teams of able people			High	Medium	Wants teams to be loyal and supportive	High	High		
The leader is the first among equals			High	Medium	The leader has followers	High	High		
Culturally low power distance			High	High	Culturally high power distance	High	High		
Decentralized leadership/management			High	High	Centralized leadership/management	High	High		
Build trust and then delegate			High	High	Lack of trust is a barrier to delegation	High	Medium		
Delegation is based on ability and merit			High	High	Delegation is based on close relationships	High	High		
Bosses do leadership and management	High	High			Boss is the leader, others manage			Medium	Medium
Appreciate followers' needs and goals			High	High	Followers exist to support the leader	High	High		
Followers have to be won and convinced			High	Medium	There will always be followers	High	High		
Managers must achieve the financial goals			High	High	Managers must keep control	High			
Leaders do the job and move on	High	Medium			Leaders build a reputation in the community			High	Medium
Leaders are one-off individuals	Medium	Medium	Medium	Medium	Leaders are members of their families				

High	(red)
Medium	(orange)

Source: Author based on western vs eastern assessment model from course literature.

FIGURE 16: BELBIN TEAM ROLE MODEL SCORE COMPARISON SHEET

		SCORE			
	WHAT I BELIEVE I CAN CONTRIBUTE TO A TEAM	**Ahmad**	**Ali**	**Jaap**	**Tim**
10	I think I can quickly see and take advantage of new opportunities.	4	4	2	3
11	I can work well with a wide range of people.			4	4
12	Producing ideas is one of my natural assets.	1	1	1	1
13	My ability rests in being able to draw people out whenever I detect they might have something to contribute to group objectives.		1		
14	I can be relied upon to finish any task I undertake.	2	2		
15	My technical knowledge and experience is usually my major asset.	1			
16	I am prepared to be blunt and outspoken in the cause of making the right things happen.	1	1	1	1
17	I can usually tell if a plan or idea will fit a particular situation.	1	1		
18	I can offer a reasoned and unbiased case for alternative courses of action.			2	1
	Total	10	10	10	10
	IF I HAVE A POSSIBLE SHORTCOMING IN A TEAM, IT COULD BE THAT				
20	I am not at ease unless meetings are well structured and controlled and generally well conducted.	2	1	2	1
21	I am inclined to be too generous towards others with a valid viewpoint that has not been given a proper airing.			2	2
22	I don't contribute unless I know the subject well.		1	2	2
23	I talk a lot once the group gets onto a new topic.	2	3		1
24	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues.				1
25	I am sometimes seen as forceful and authoritarian when dealing with important issues.	6	5		
26	I find it difficult to lead from the front, perhaps because I am over responsive to group atmosphere.			1	
27	I am apt to get too caught up in ideas that occur to me and so lose track of what is happening.			1	1
28	I am reluctant to express my opinions on proposals or plans that are incomplete or insufficiently detailed.			2	2
	Total	10	10	10	10
	WHEN INVOLVED IN A PROJECT WITH OTHER PEOPLE				
30	I can influence people without pressurizing them.			2	2
31	I am generally effective in preventing careless mistakes from spoiling the success of an operation.		1	1	1
32	I like to press for action to make sure that the meeting does not waste time or lose sight of objectives.	4	4	2	1
33	I can be counted on to contribute something original.				
34	I am always ready to back a good suggestion in the common interest.			1	1
35	I am quick to see the possibilities in new ideas and developments.	1	1	1	1
36	I try to maintain my sense of professionalism.			1	1
37	I believe my capacity for judgment can help to bring about the right decisions.	3	2	1	2
38	I can be relied on to bring an organized approach to the demands of the job.	2	2	1	1
	Total	10	10	10	10
	MY CHARACTERISTIC APPROACH TO GROUP WORK IS THAT				
40	I maintain a quiet interest in getting to know colleagues better.			3	2
41	I contribute where I know what I am talking about.			1	2
42	I am not reluctant to challenge the views of others or to hold a minority view by myself.	5	5		
43	I can usually find a line of argument to refute unsound propositions.	2	3		
44	I think I have a talent for making things work once a plan has to be put into operation.	2	1	2	2
45	I prefer to avoid the obvious and to open up lines that have not been explored.				
46	I bring a touch of perfectionism to a job I undertake.	1		1	1
47	I like to make contacts outside the group or the firm.			2	3
48	While I am interested in hearing all views I have no hesitation in making a decision when I have to.		1	1	
	Total	10	10	10	10
	I GAIN SATISFACTION IN A JOB BECAUSE				
50	I enjoy analyzing situations and weighing up all the possible choices.		1	2	1
51	I am interested in finding practical solutions to problems.	1	2	2	3
52	I like to feel I am fostering good working relationships.			2	3
53	I can have a strong influence on decisions.	4	4		
54	I have a chance of meeting new people with different ideas.			2	2
55	I can get people to agree on priorities and objectives.	1	1	1	1
56	I feel in my element when I can give a task my full attention.	2	1		
57	I can find an opportunity to stretch my imagination.			1	
58	I feel that I am using my special qualifications and training to advantage.	2	1		
	Total	10	10	10	10
	IF I AM SUDDENLY GIVEN A DIFFICULT TASK WITH LIMITED TIME AND UNFAMILIAR PEOPLE				
60	I like to read up as much as I can on the subject.			1	1
61	I would feel like devising a solution of my own and then trying to sell it to the group.	3	3		
62	I would be ready to work with the person who showed the most positive approach.			3	2
63	I would find some way of reducing the size of the task by seeing how different individuals can best contribute.			1	2
64	My natural sense of urgency would help to ensure that we did not fall behind schedule.	2	3		
65	I believe I would keep cool and still think straight.	1	1	2	3
66	In spite of conflicting pressures I would press ahead with whatever needed to be done.	2	2		
67	I would take the lead if the group was not progressing.	2	1	1	
68	I would open discussions with a view to stimulating new thoughts and getting something moving.			2	2
	Total	10	10	10	10
	WITH REFERENCE TO PROBLEMS I EXPERIENCE WHEN WORKING IN GROUP				
70	I am apt to over-react when people hold up progress.	4	4	1	
71	Some people criticise me for being too analytical.		1	1	2
72	My desire to check that we get the important details right is not always welcome.	2	2	2	2
73	I tend to show boredom unless I am actively engaged with stimulating people.				
74	I find it difficult to get started unless goals are clear.			2	2
75	I am sometimes poor at putting across complex points that occur to me.	2	1		
76	I am conscious of demanding from others things I cannot do myself.				
77	I am inclined to feel I am wasting my time and would do better on my own.	2	2		
78	I hesitate to express my personal views in front of difficult or powerful people.			1	1
	Total	10	10	7	7

Source: Author based on western vs eastern assessment model from course literature

FIGURE 17: BELBIN TEAM ROLE MODEL RESULTS COMPARISON SHEET

Ahmed

Point awarded per question

PL		RI		CO		SH		ME		TW		IM		CF		SP	
12	1	10	4	13	0	16	1	18	0	11	0	17	1	14	2	15	1
27	0	23	2	21	0	25	6	24	0	26	0	20	2	28	0	22	0
33	0	35	1	30	0	32	4	37	3	34	0	38	2	31	0	36	0
45	0	47	0	48	0	42	5	43	2	40	0	44	2	46	1	41	0
57	0	54	0	55	1	53	4	50	0	52	1	51	1	56	2	58	2
61	3	68	0	63	0	67	2	65	1	62	0	66	2	64	2	60	0
75	2	73	0	76	0	70	4	71	0	78	0	74	0	72	2	77	2
RESULTS	6		7		1		26		6		0		10		9		5

Tim

Point awarded per question

PL		RI		CO		SH		ME		TW		IM		CF		SP	
12	1	10	3	13	0	16	1	18	1	11	4	17	0	14	0	15	0
27	1	23	1	21	2	25	0	24	1	26	0	20	1	28	2	22	2
33	0	35	1	30	2	32	1	37	2	34	1	38	1	31	1	36	1
45	0	47	3	48	0	42	0	43	0	40	2	44	2	46	1	41	2
57	0	54	2	55	1	53	0	50	1	52	3	51	3	56	0	58	0
61	0	68	2	63	2	67	0	65	3	62	2	66	0	64	0	60	1
75	0	73	0	76	0	70	0	71	2	78	1	74	2	72	2	77	0
RESULTS	2		12		7		2		10		13		9		6		6

Ali

Point awarded per question

PL		RI		CO		SH		ME		TW		IM		CF		SP	
12	1	10	4	13	1	16	1	18	0	11	0	17	1	14	2	15	0
27	0	23	3	21	0	25	5	24	0	26	0	20	1	28	0	22	1
33	0	35	1	30	0	32	4	37	2	34	0	38	2	31	1	36	0
45	0	47	0	48	1	42	5	43	3	40	0	44	1	46	0	41	0
57	0	54	0	55	1	53	4	50	1	52	2	51	2	56	1	58	1
61	3	68	0	63	0	67	1	65	1	62	0	66	2	64	3	60	0
75	1	73	0	76	0	70	4	71	1	78	0	74	0	72	2	77	2
RESULTS	5		8		3		24		8		0		9		9		4

Jaap

Point awarded per question

PL		RI		CO		SH		ME		TW		IM		CF		SP	
12	1	10	2	13	0	16	1	18	2	11	4	17	0	14	0	15	0
27	1	23	0	21	2	25	0	24	0	26	1	20	2	28	2	22	2
33	0	35	1	30	2	32	2	37	1	34	1	38	1	31	1	36	1
45	0	47	2	48	1	42	0	43	0	40	3	44	2	46	1	41	1
57	1	54	2	55	1	53	0	50	2	52	2	51	2	56	0	58	0
61	0	68	2	63	1	67	1	65	2	62	3	66	0	64	0	60	1
75	0	73	0	76	0	70	1	71	1	78	1	74	2	72	2	77	0
RESULTS	3		9		7		5		8		15		9		6		5

Source: Author based on western vs eastern assessment model from course literature

FIGURE 18: TASK VS PEOPLE ORIENTED MODEL SCORE COMPARISON SHEET

Each statement describes aspects of supervisory behavior. Respond to each according to the way you would be most likely to act as the supervisor of a work group

A. Always   F. Frequently   O. Occasionally   S. Seldom   N. Never

#	Statement	Ahmad	Ali	Jaap	Tim
1	I would allocate tasks to give individuals variety in their work	N	N	F	O
2	I would be most likely to act as the spokesman for the group	A	A	O	O
3	I would make sure people actually work for the full hours for which they are paid	A	A	F	O
4	I would allow people a lot of freedom in their work	N	N	A	F
5	I would emphasize the need to use standard procedures	A	F	O	S
6	I would let people use their own judgment in solving problems	S	S	A	A
7	I would put up with staff having to work in conditions that should really be improved	A	F	N	N
8	I would put up with delays and uncertainty	O	S	O	F
9	I would emphasize being better than other groups	A	F	N	N
10	I would present my proposals to the group before asking for their ideas	N	S	F	F
11	I would push people to make greater effort	A	A	S	S
12	I would let people do their work the way they think is best	N	S	A	A
13	I would be working very hard to get promoted	A	A	O	O
14	I would speak for the group if there were visitors present	A	A	F	O
15	I would delay work in order to listen to someone's personal problems	N	S	F	O
16	I would keep the work moving at a rapid pace	A	A	O	O
17	I would wait to see how things develop before coming down hard on someone for a first mistake	S	S	A	A
18	I would turn people loose on the job and let them get on with it their own way	N	N	F	F
19	I would act firmly to stop conflicts arising within the group	O	O	A	F
20	I would be reluctant to allow people much freedom of action	A	F	N	N
21	I would let people have authority that I could have kept for myself	N	N	F	F
22	I would set goals on behalf of the group	A	A	S	S
23	I would push for increased productivity	A	A	O	S
24	I would assign individuals to tasks they do best	F	F	F	F
25	I would be willing to change my plans	S	S	F	A
26	I would refuse to explain the reasons for my decisions	F	O	N	S
27	I would let the group set their own pace of work	N	N	O	O
28	I would ensure group members follow standards and rules	A	F	O	O
29	I would limit praise to only when people did especially well	A	O	S	S
30	I would trust people to exercise good judgment	N	S	F	F
31	I would urge the group to beat their own previous record	A	A	N	S
32	I would agree to targets that are well within the group's capability	S	S	A	A
33	I would do personal favors for my staff	N	S	O	S
34	I would keep a detailed check on work progress	A	F	S	O
35	I would persuade the group that my ideas are to their advantage	O	O	F	F
36	I would get overwhelmed and swamped by details	N	S	O	O
37	I would let people know that I am watching them so I can correct their mistakes	A	F	N	N
38	I would make sure that any training is designed to give a real payoff in terms of work output	S	S	A	A
39	I would take an interest in people's lives outside work	N	S	F	A
40	I would consult the group before committing them to new targets	N	N	F	F

Source: Author based on western vs eastern assessment model from course literature

FIGURE 19: TASK VS PEOPLE ORIENTED MODEL RESULTS COMPARISON SHEET

Source: Author based on western vs eastern assessment model from course literature

FIGURE 20: CONFLICT MODE ASSESSMENT MODEL SCORE COMPARISON

Conflict Mode – the way you respond to conflict

Exercise: *Complete this exercise to identify your conflict handling preference scores. Choose A or B statements in each case, and select the option which best describes your usual behavior, especially in the workplace and especially when working as a team:*

	Statement (Please choose A or B)	Ahmad	Ali	Jaap	Tim
1-	A-There are times when I let others take responsibility for solving the problem. B-Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.	B	B	A	B
2-	A-I try to find a compromise solution. B-I attempt to deal with all of his/her and my concerns.	A	A	A	B
3-	A-I am usually firm in pursuing my goals. B- I might try to soothe the other's feeling and preserves our relationship	A	A	B	B
4-	A-I try to find a compromise solution. B-I sometimes sacrifice my own wishes for the wishes of the other person.	A	A	A	A
5-	A-I consistently seek the other's help in working out a solution. B-I try to do what is necessary to avoid useless tensions.	B	B	B	B
6-	A-I try to avoid creating unpleasantness for myself. B-I try to win position.	B	B	A	A
7-	A-I try to postpone the issue until I have had some time to think it over. B-I give up some points in exchange for others.	A	A	B	B
8-	A-I am usually firm in pursuing my goals. B-I attempt to get all concerns and issues immediately out in the open.	A	A	B	B
9-	A-I feel that differences are not always worth worrying about. B-I make some effort to get my way.	B	B	A	B
10-	A-I am firm in pursuing my goals. B-I try to find a compromise solution.	A	A	B	B
11-	A-I attempt to get all concerns and issues immediately out in the open. B-I might try to soothe the other's feelings and preserve our relationship.	A	A	A	A
12-	A- I sometimes avoid taking positions, which would create controversy. B-I will let the other person have some of his/her positions if he/she lets me have some of mine.	B	B	A	B
13-	A-I propose a middle ground. B-I press to get my points made.	B	B	A	A
14-	A-I tell the other person my ideas and ask for his/hers. B-I try to show the other person the logic and benefits of my position.	B	B	A	A
15-	A-I might try to soothe the other's feelings and preserve our relationship. B-I try to do what is necessary to avoid tensions.	B	B	B	B
16-	A-I try not to hurt the other's feelings. B-I try to convince the other person of the merits of my position.	B	B	A	B
17-	A-I am usually firm in pursuing my goals. B-I try to do what is necessary to avoid useless tensions.	A	A	B	B
18-	18- A-If it makes other people happy, I might let them maintain their views. B-I will let other people have some of their positions if they let me have some of mine.	B	A	A	B
19-	A-I attempt to get all concerns and issues immediately out in the open. B-I try to postpone the issue until I have had some time to think it over.	A	B	B	B
20-	A-I attempt to immediately work through our differences. B-I try to find a fair combination of gains and losses for both of us.	A	A	B	A
21-	A-In approaching negotiations, I try to be considerate of the other's wishes. B-I always lean toward a direct discussion of the problem.	B	B	A	A
22-	A-I try to find a position that is intermediate between his/hers and mine. B-I assert my wishes.	B	B	A	A
23-	A-I am very often concerned with satisfying all our wishes. B-There are times when I let others take responsibility for solving the problem.	A	A	B	B
24-	A-If other's position seems very important to him/her, I would try to meet his/her wishes. B-I try to get the other person to settle for compromise.	B	B	A	A
25-	A-I try to show the other person the logic and benefits of my position. B-In approaching negotiations, I try to be considerate of the other person's wishes.	A	A	B	B
26-	A-I propose a middle ground. B-I am nearly always concerned with satisfying all our wishes.	B	A	A	B
27-	A-I sometimes avoid taking positions that would create controversy. B-If it makes other people happy, I might let them maintain their views.	B	B	B	B
28-	A-I am usually firm in pursuing my goals. B-I usually seek the other's help in working out a solution.	A	A	B	B
29-	A-I propose a middle ground. B-I feel that differences are not always worth worrying about.	B	B	B	A
30-	A-I try not to hurt the other's feelings. B-I always share the problem with the other person so that we can work it out.	B	B	B	B

Source: Author based on western vs eastern assessment model from course literature

FIGURE 21: CONFLICT MODE ASSESSMENT MODEL RESULTS COMPARISON

Ahmed Shummary

Competing (Forcing)	Collaborating (Problem-solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accommodating (Smoothing)
1		1		1
1		1	1	
1				
1	1		1	
1		1		
1	1			
1	1	1	1	
1	1			
1	1			
1	1	1		
1				1
1	1		1	
12	7	5	4	2

Tim van Dijk

Competing (Forcing)	Collaborating (Problem-solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accommodating (Smoothing)
	1			1
		1	1	1
	1	1	1	
1	1	1		
	1	1		
		1		
	1	1	1	
1			1	1
		1	1	1
	1		1	1
	1			1
	1	1		
2	8	8	6	6

Ali Tamimi

Competing (Forcing)	Collaborating (Problem-solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accommodating (Smoothing)
1		1		1
1		1	1	
1				
1	1		1	
1		1		
1				
1	1		1	1
1	1			
1	1		1	
1		1		
1		1		1
1	1		1	
12	5	5	5	3

Jaap Vlaam

Competing (Forcing)	Collaborating (Problem-solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accommodating (Smoothing)
		1	1	
		1	1	1
	1	1	1	
	1	1		
	1		1	
		1	1	1
			1	1
		1	1	1
		1	1	1
			1	1
	1	1		1
	1		1	
0	5	8	10	7

Source: Author based on western vs eastern assessment model from course literature

FIGURE 22: MY PERSONAL DEVELOPMENT WESTERN VS EASTERN LEADERSHIP STYLE COMPARISON

Western Managers/Leaders	Previous	Current	Eastern Managers/Leaders	Previous	Current
Someone has to do the job, it can be me	Medium		A duty, a calling, no argument, no choice	High	
For excitement, challenge, adventure		High	It is what I have been brought up for	High	
Task-oriented, on the spot, urgent, now	High		Relationship-oriented, building harmony		High
Short-term thinking, opportunist	High		Longer-term, visionary, committed		High
Making own choices and decisions	Medium	High	Consciously following a role model		Medium
Reluctant leader, happy delegating, hands-off		High	Strong ambition, controlling, responsible	Medium	
Large span of command–need trust, empower	High		Manage through group of acolytes	Medium	
Seeing self as expert in motivating people		High	Concern with own leadership progress		High
Climbing the ladder of seniority as manager		High	Coming in at a high managerial level		High
Know the business to gain credibility		High	Know business to avoid being fooled	Medium	
Supervising experts to get on with the job		High	Supervising for control/gaining respect	High	
Finding a new team in a new job		Medium	Team follows him from job to job	High	
Has to be visible, duty to be seen, build trust		Medium	Wants to be visible, to monitor/control	High	
Must proactively help out in a tough job		High	Must show concern/support in tough job		High
The team must solve their own problems	Medium		Problems must not go any higher up	High	
Vacations mean a long break from work		High	Vacations are short, work contact is kept	High	
Delegation during vacation is a plus		High	Reluctance to delegate during vacations	High	
Delegation helps to develop young leaders		High	Delegation is limited to a trusted few	High	
Work is for work time only		High	Work is all the time	High	
Time management is an important skill		High	Time management is impossible	Medium	
Away from home so work is priority	High		Family obligations are a priority too		High
Wants strong teams of able people		High	Wants teams to be loyal and supportive	Medium	
The leader is the first among equals		High	The leader has followers	Medium	
Culturally low power distance		High	Culturally high power distance	High	
Decentralized leadership/management		High	Centralized leadership/management	High	
Build trust and then delegate		High	Lack of trust is a barrier to delegation	Medium	
Delegation is based on ability and merit		High	Delegation is based on close relationships	High	
Bosses do leadership and management	High		Boss is the leader, others manage		Medium
Appreciate followers' needs and goals		High	Followers exist to support the leader	High	
Followers have to be won and convinced		High	There will always be followers	High	
Managers must achieve the financial goals		High	Managers must keep control	High	
Leaders do the job and move on	High		Leaders build a reputation in the community		High
Leaders are one-off individuals	Medium		Leaders are members of their families	Medium	

High	
Medium	

Source: Author based on western vs eastern assessment model from course literature

FIGURE 23: MY PERSONAL DEVELOPMENT BELBIN TEAM ROLE MODEL SCORE COMPARISON SHEET

	WHAT I BELIEVE I CAN CONTRIBUTE TO A TEAM	Previous	Current
10	I think I can quickly see and take advantage of new opportunities.	3	2
11	I can work well with a wide range of people.		4
12	Producing ideas is one of my natural assets.	1	1
13	My ability rests in being able to draw people out whenever I detect they might have something to contribute to group objectives.	1	
14	I can be relied upon to finish any task I undertake.	3	
15	My technical knowledge and experience is usually my major asset.		
16	I am prepared to be blunt and outspoken in the cause of making the right things happen.	1	
17	I can usually tell if a plan or idea will fit a particular situation.	1	
18	I can offer a reasoned and unbiased case for alternative courses of action.		3
	Total	10	10
	IF I HAVE A POSSIBLE SHORTCOMING IN A TEAM, IT COULD BE THAT		
20	I am not at ease unless meetings are well structured and controlled and generally well conducted.	1	2
21	I am inclined to be too generous towards others with a valid viewpoint that has not been given a proper airing.	1	2
22	I don't contribute unless I know the subject well.		2
23	I talk a lot once the group gets onto a new topic.	2	
24	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues.	2	
25	I am sometimes seen as forceful and authoritarian when dealing with important issues.	3	
26	I find it difficult to lead from the front, perhaps because I am over responsive to group atmosphere.		2
27	I am apt to get too caught up in ideas that occur to me and so lose track of what is happening.		1
28	I am reluctant to express my opinions on proposals or plans that are incomplete or insufficiently detailed.	1	1
	Total	10	10
	WHEN INVOLVED IN A PROJECT WITH OTHER PEOPLE		
30	I can influence people without pressurizing them.		2
31	I am generally effective in preventing careless mistakes from spoiling the success of an operation.	1	1
32	I like to press for action to make sure that the meeting does not waste time or lose sight of objectives.	5	1
33	I can be counted on to contribute something original.		
34	I am always ready to back a good suggestion in the common interest.		3
35	I am quick to see the possibilities in new ideas and developments.		
36	I try to maintain my sense of professionalism.		1
37	I believe my capacity for judgment can help to bring about the right decisions.	2	1
38	I can be relied on to bring an organized approach to the demands of the job.	2	1
	Total	10	10
	MY CHARACTERISTIC APPROACH TO GROUP WORK IS THAT		
40	I maintain a quiet interest in getting to know colleagues better.		3
41	I contribute where I know what I am talking about.		1
42	I am not reluctant to challenge the views of others or to hold a minority view by myself.	4	
43	I can usually find a line of argument to refute unsound propositions.	3	
44	I think I have a talent for making things work once a plan has to be put into operation.	2	2
45	I prefer to avoid the obvious and to open up lines that have not been explored.		
46	I bring a touch of perfectionism to a job I undertake.	1	1
47	I like to make contacts outside the group or the firm.		1
48	While I am interested in hearing all views I have no hesitation in making a decision when I have to.		2
	Total	10	10
	I GAIN SATISFACTION IN A JOB BECAUSE		
50	I enjoy analyzing situations and weighing up all the possible choices.		2
51	I am interested in finding practical solutions to problems.	2	1
52	I like to feel I am fostering good working relationships.		3
53	I can have a strong influence on decisions.	5	
54	I have a chance of meeting new people with different ideas.		2
55	I can get people to agree on priorities and objectives.	2	
56	I feel in my element when I can give a task my full attention.		
57	I can find an opportunity to stretch my imagination.		2
58	I feel that I am using my special qualifications and training to advantage.	1	
	Total	10	10
	IF I AM SUDDENLY GIVEN A DIFFICULT TASK WITH LIMITED TIME AND UNFAMILIAR PEOPLE		
60	I like to read up as much as I can on the subject.		1
61	I would feel like devising a solution of my own and then trying to sell it to the group.	4	
62	I would be ready to work with the person who showed the most positive approach.		4
63	I would find some way of reducing the size of the task by seeing how different individuals can best contribute.		
64	My natural sense of urgency would help to ensure that we did not fall behind schedule.	2	
65	I believe I would keep cool and still think straight.		2
66	In spite of conflicting pressures I would press ahead with whatever needed to be done.	3	
67	I would take the lead if the group was not progressing.	1	
68	I would open discussions with a view to stimulating new thoughts and getting something moving.		3
	Total	10	10
	WITH REFERENCE TO PROBLEMS I EXPERIENCE WHEN WORKING IN GROUP		
70	I am apt to over-react when people hold up progress.	3	1
71	Some people criticise me for being too analytical.	1	2
72	My desire to check that we get the important details right is not always welcome.	2	3
73	I tend to show boredom unless I am actively engaged with stimulating people.		2
74	I find it difficult to get started unless goals are clear.	1	2
75	I am sometimes poor at putting across complex points that occur to me.	1	
76	I am conscious of demanding from others things I cannot do myself.		
77	I am inclined to feel I am wasting my time and would do better on my own.	2	
78	I hesitate to express my personal views in front of difficult or powerful people.		
	Total	10	10

Source: Author based on western vs eastern assessment model from course literature

FIGURE 24: My personal development Belbin team role model results comparison

Previous

Point awarded per question

PL		RI		CO		SH		ME		TW		IM		CF		SP	
12	1	10	3	13	1	16	1	18	0	11	0	17	1	14	3	15	0
27	0	23	2	21	1	25	3	24	2	26	0	20	1	28	1	22	0
33	0	35	0	30	0	32	5	37	2	34	0	38	2	31	1	36	0
45	0	47	0	48	0	42	4	43	3	40	0	44	2	46	1	41	0
57	0	54	0	55	2	53	5	50	0	52	2	51	2	56	0	58	1
61	4	68	0	63	0	67	1	65	0	62	0	66	3	64	2	60	0
75	1	73	0	76	0	70	3	71	1	78	0	74	1	72	2	77	2
RESULTS	6		5		4		22		8		0		12		10		3

Current

Point awarded per question

PL		RI		CO		SH		ME		TW		IM		CF		SP	
12	1	10	2	13	0	16	0	18	3	11	4	17	0	14	0	15	0
27	1	23	0	21	2	25	0	24	0	26	2	20	2	28	1	22	2
33	0	35	0	30	2	32	1	37	1	34	3	38	1	31	1	36	1
45	0	47	1	48	2	42	0	43	0	40	3	44	2	46	1	41	1
57	2	54	2	55	0	53	0	50	2	52	1	51	1	56	0	58	0
61	0	68	3	63	0	67	0	65	2	62	4	66	0	64	0	60	1
75	0	73	2	76	0	70	1	71	2	78	0	74	2	72	3	77	0
RESULTS	4		10		6		2		10		19		8		6		5

Source: Author based on western vs eastern assessment model from course literature

FIGURE 25: MY PERSONAL DEVELOPMENT TASK VS PEOPLE ORIENTED MODEL SCORE COMPARISON SHEET

Each statement describes aspects of supervisory behavior. Respond to each according to the way you would be most likely to act as the supervisor of a work group

A. Always   F. Frequently   O. Occasionally   S. Seldom   N. Never

#	Statement	Previous	Current
1	I would allocate tasks to give individuals variety in their work	O	F
2	I would be most likely to act as the spokesman for the group	F	O
3	I would make sure people actually work for the full hours for which they are paid	F	F
4	I would allow people a lot of freedom in their work	O	A
5	I would emphasize the need to use standard procedures	F	O
6	I would let people use their own judgment in solving problems	S	F
7	I would put up with staff having to work in conditions that should really be improved	O	N
8	I would put up with delays and uncertainty	S	O
9	I would emphasize being better than other groups	F	N
10	I would present my proposals to the group before asking for their ideas	S	O
11	I would push people to make greater effort	F	S
12	I would let people do their work the way they think is best	S	A
13	I would be working very hard to get promoted	A	O
14	I would speak for the group if there were visitors present	F	O
15	I would delay work in order to listen to someone's personal problems	S	F
16	I would keep the work moving at a rapid pace	A	O
17	I would wait to see how things develop before coming down hard on someone for a first mistake	S	A
18	I would turn people loose on the job and let them get on with it their own way	N	F
19	I would act firmly to stop conflicts arising within the group	O	A
20	I would be reluctant to allow people much freedom of action	F	N
21	I would let people have authority that I could have kept for myself	N	F
22	I would set goals on behalf of the group	A	S
23	I would push for increased productivity	A	O
24	I would assign individuals to tasks they do best	F	A
25	I would be willing to change my plans	S	F
26	I would refuse to explain the reasons for my decisions	O	N
27	I would let the group set their own pace of work	N	O
28	I would ensure group members follow standards and rules	F	O
29	I would limit praise to only when people did especially well	O	S
30	I would trust people to exercise good judgment	S	F
31	I would urge the group to beat their own previous record	A	N
32	I would agree to targets that are well within the group's capability	S	A
33	I would do personal favors for my staff	S	F
34	I would keep a detailed check on work progress	F	O
35	I would persuade the group that my ideas are to their advantage	O	F
36	I would get overwhelmed and swamped by details	S	O
37	I would let people know that I am watching them so I can correct their mistakes	F	N
38	I would make sure that any training is designed to give a real payoff in terms of work output	S	A
39	I would take an interest in people's lives outside work	O	A
40	I would consult the group before committing them to new targets	N	A

Source: Author based on western vs eastern assessment model from course literature

FIGURE 26: MY PERSONAL DEVELOPMENT TASK VS PEOPLE ORIENTED MODEL RESULTS COMPARISON SHEET
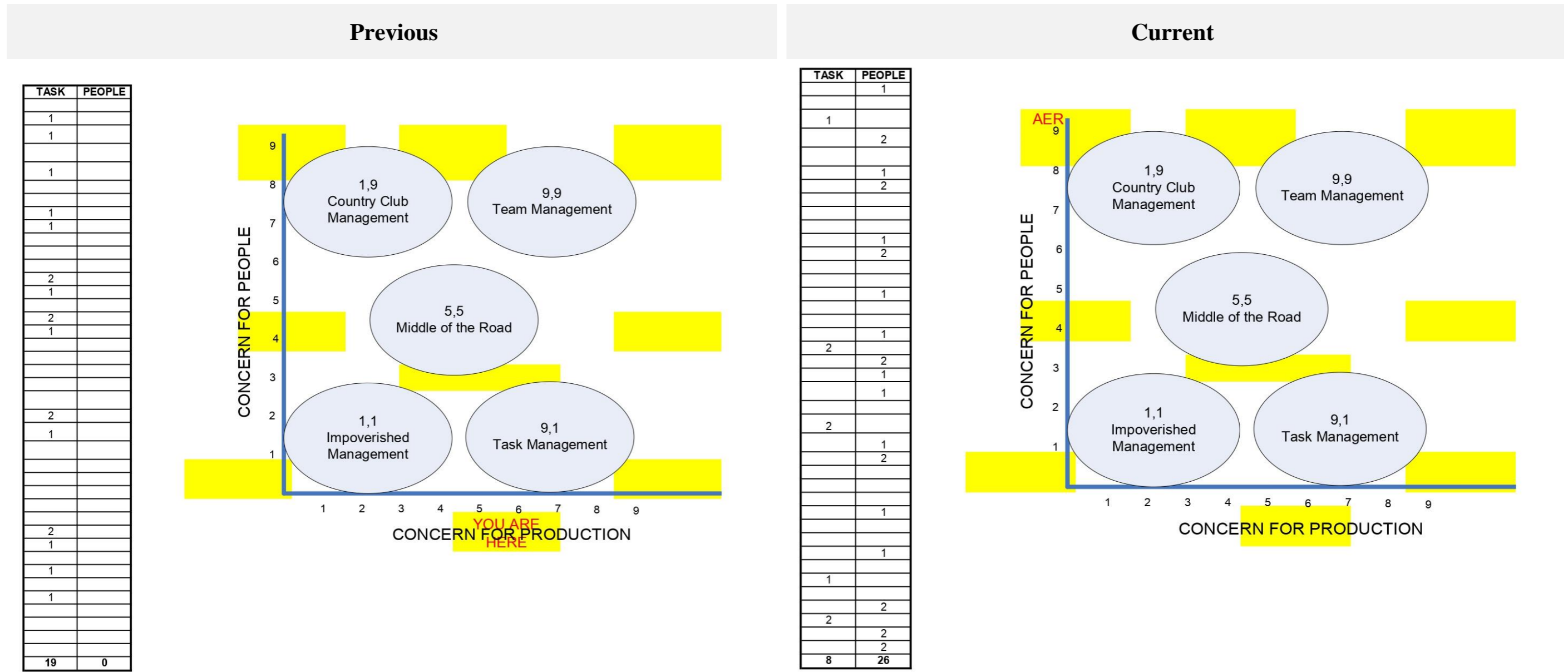
Source: Author based on western vs eastern assessment model from course literature

FIGURE 27: MY PERSONAL DEVELOPMENT CONFLICT MODE ASSESSMENT MODEL SCORE SHEET

Conflict Mode – the way you respond to conflict

Exercise: Complete this exercise to identify your conflict handling preference scores. Choose A or B statements in each case, and select the option which best describes your usual behaviour, especially in the workplace and especially when working as a team.

	Statement (Please choose A or B)	Previous	Current
1-	A-There are times when I let others take responsibility for solving the problem. B-Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.	B	A
2-	A-I try to find a compromise solution. B-I attempt to deal with all of his/her and my concerns.	B	A
3-	A-I am usually firm in pursuing my goals. B- I might try to soothe the other's feeling and preserves our relationship	A	B
4-	A-I try to find a compromise solution. B-I sometimes sacrifice my own wishes for the wishes of the other person.	B	A
5-	A-I consistently seek the other's help in working out a solution. B-I try to do what is necessary to avoid useless tensions.	B	A
6-	A-I try to avoid creating unpleasantness for myself. B-I try to win position.	B	A
7-	A-I try to postpone the issue until I have had some time to think it over. B-I give up some points in exchange for others.	A	B
8-	A-I am usually firm in pursuing my goals. B-I attempt to get all concerns and issues immediately out in the open.	A	B
9-	A-I feel that differences are not always worth worrying about. B-I make some effort to get my way.	B	A
10-	A-I am firm in pursuing my goals. B-I try to find a compromise solution.	A	B
11-	A-I attempt to get all concerns and issues immediately out in the open. B-I might try to soothe the other's feelings and preserve our relationship.	A	B
12-	A- I sometimes avoid taking positions, which would create controversy. B-I will let the other person have some of his/her positions if he/she lets me have some of mine.	B	A
13-	A-I propose a middle ground. B-I press to get my points made.	B	A
14-	A-I tell the other person my ideas and ask for his/hers. B-I try to show the other person the logic and benefits of my position.	B	A
15-	A-I might try to soothe the other's feelings and preserve our relationship. B-I try to do what is necessary to avoid tensions.	B	A
16-	A-I try not to hurt the other's feelings. B-I try to convince the other person of the merits of my position.	B	A
17-	A-I am usually firm in pursuing my goals. B-I try to do what is necessary to avoid useless tensions.	A	B
18-	18- A-If it makes other people happy, I might let them maintain their views. B-I will let other people have some of their positions if they let me have some of mine.	B	A
19-	A-I attempt to get all concerns and issues immediately out in the open. B-I try to postpone the issue until I have had some time to think it over.	A	B
20-	A-I attempt to immediately work through our differences. B-I try to find a fair combination of gains and losses for both of us.	A	B
21-	A-In approaching negotiations, I try to be considerate of the other's wishes. B-I always lean toward a direct discussion of the problem.	B	A
22-	A-I try to find a position that is intermediate between his/hers and mine. B-I assert my wishes.	A	B
23-	A-I am very often concerned with satisfying all our wishes. B-There are times when I let others take responsibility for solving the problem.	A	B
24-	A-If other's position seems very important to him/her, I would try to meet his/her wishes. B-I try to get the other person to settle for compromise.	B	A
25-	A-I try to show the other person the logic and benefits of my position. B-In approaching negotiations, I try to be considerate of the other person's wishes.	A	B
26-	A-I propose a middle ground. B-I am nearly always concerned with satisfying all our wishes.	A	B
27-	A-I sometimes avoid taking positions that would create controversy. B-If it makes other people happy, I might let them maintain their views.	A	B
28-	A-I am usually firm in pursuing my goals. B-I usually seek the other's help in working out a solution.	A	B
29-	A-I propose a middle ground. B-I feel that differences are not always worth worrying about.	A	B
30-	A-I try not to hurt the other's feelings. B-I always share the problem with the other person so that we can work it out.	A	B

Source: Author based on western vs eastern assessment model from course literature

FIGURE 28: MY PERSONAL DEVELOPMENT CONFLICT MODE ASSESSMENT MODEL RESULTS SHEET

Previous

Competing (Forcing)	Collaborating (Problem-solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accommodating (Smoothing)
1	1			1
1			1	
1				1
1	1		1	
1		1		
1	1			
1	1	1	1	
1	1			
1	1	1		
		1		
1		1	1	
1		1		1
11	**6**	**6**	**4**	**3**

Current

Competing (Forcing)	Collaborating (Problem-solving)	Compromising (Sharing)	Avoiding (Withdrawal)	Accommodating (Smoothing)
		1	1	
	1	1		1
	1	1	1	
		1		1
	1		1	1
			1	1
				1
		1	1	1
			1	1
1	1		1	1
	1			1
	1		1	
1	**6**	**6**	**8**	**9**

Source: Author based on western vs eastern assessment model from course literature