Appreciating and Advancing Leadership for the Public Well-Being
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Annotated Bibliography on Leadership in the Middle East

The following is an annotated bibliography compiled by the Research Center for Leadership in Action (RCLA) on leadership publications in the Middle East. Through general internet research, scholarly databases, and input from workshop participants, we were able to gather an array of leadership resources. Research databases consulted included: ProQuest, ERIC, Google Scholar, and a review of specialized leadership journals for work related to the Middle East. This, of course, is not an exhaustive list, but the starting point of a working bibliography that we hope to expand. Leadership resources have been found to loosely cluster around these topic areas: culture; organizations; women; youth; community; and education.

Leadership and Culture

Introduction to the special issue on leadership and culture in the Middle East

Hayat Kabasakal and Ali Dastmalchian. *Applied Psychology: An International Review*. 2001. Vol. 50 (4); pg. 479-488

This article introduces the articles on leadership and culture in the Middle East featured in the October 2001 special issue of "Applied Psychology: An International Review." This issue focuses on values and practices as well as effective leadership attributes that are shared in Middle Eastern societies. The first paper in this collection provides an overview of the

Global Leadership and Organizational Behavior Effectiveness project. The second paper on the Arab culture discusses the quantitative and qualitative findings about effective leader attributes in Kuwait and Qatar. Meanwhile, the third article focuses on Iranian culture and effective leadership dimensions in the Iranian case. The fourth manuscript focuses on societal and organizational culture and effective leadership characteristics in Turkey. This paper concludes with the article that integrates the findings of the papers and extends the implications of the studies reported to the broader question of cross-national research.

Project GLOBE: An Introduction

Robert House, Mansour Javidan, and Peter Dorfman. *Applied Psychology: An International Review*. 2001. Vol. 50 (4); pg. 489-505

The GLOBE project is described in this article, with its conceptual and methodological bases. An introduction is necessary because the work presented in this issue, relevant to this project, is an exceptional study of 61 countries in diverse aspects and from different methods; it covers the broad issue of culture, leadership and organizational practices. More than 150 specialists in management and social science in 61 countries contributed to the project. The overall objective is to develop an empirical theory intended to describe, understand and predict the impact of specific cultural variables on leadership, organizational processes and their efficiency. The article reviews various aspects of this project and can be used to identify in other contributions.

Exploring the Implicit Leadership Theory in the Arabian Gulf States

Ikhlas A. Abdalla and Moudi A. Al-Homoud. *Applied Psychology: An International Review*. 2001. Vol. 50 (4); pg. 506

Using data from Project GLOBE questionnaires administered to middle managers of Qatar (N = 101) and Kuwait (N = 78) and in-depth interviews with eleven middle managers from Qatar and ten from Kuwait, this study analyzes the characteristics of effective leadership in the Gulf States. It also explores the theory of implicit leadership in a cultural approach. The results show that Qatar and Kuwait are very similar to global profiles of effective and outstanding leaders. The effective leader is competent administratively, diplomatic, visionary, honest, focused on performance and generates ideas. A factor analysis of the second order confirms the proximity of the two countries regarding the characteristics of effective leadership. Demographic variables have low impact on respondent representation of effective leadership. This research describes the double set of values that represent the tradition and modernism in both companies.

Effective Leadership and Culture in Iran: An Empirical Study

Ali Dastmalchian, Mansour Javidan and Kamran Alam. *Applied Psychology: An International Review*. 2001. Vol. 50 (4); pg. 532

This paper analyzes the characteristics of effective leadership in Iran, and then considers possible links between the leadership profile and cultural dimensions of the country. From the data provided by 300 managers from over 60 organizations within three industrial sectors, we start by using the dimensions of project GLOBE to assess the Iranian culture whose scores compare with those of other countries. Building on both *emic* and *etic* leadership, the authors develop seven dimensions of leadership: encouraging, dictatorial, visionary, familial, modest, fair and receptive. They argue that some of these dimensions reflect universal aspects (or *etic*) leadership (encouraging, dictatorial), while other process *emic*, meaning specifically cultural leadership (modest, family, fair). The results are discussed in terms of positioning of Iranian culture among basic interlacing and complex cultural traditions. It finally addresses the impact on research issues to come

Society, Organizations, and Leadership in Turkey

Selda Fikert Pasa, Hayat Kabasakal, and Muzzafer Bodur. *Applied Psychology: An International Review*. 2001. Vol. 50 (4); pg. 559

This study examines the organizational culture, leadership behaviors, and the perceptions of the attributes of effective leaders in the Turkish society. The data used in this study comes from independent research and from the GLOBE database. In the independent research project, the data was collected from 92 people employed from two manufacturing companies and two service companies. The qualitative data from GLOBE came from two discussion groups and from six in-depth interviews. The dominant organizational values in Turkish enterprises were identified in order of importance, the collectivism, orientation performance, avoidance of uncertainty, self-sacrifice, integration, distance hierarchy, the quality, the consideration, and the orientation towards the future. The leadership behaviors observed most frequently were the following: hierarchical—autocratic, followed by paternalistic—consideration, transactional—oriented towards the team, and laissez-faire. The results show that the leadership behaviors were influenced by the organizational values. The effective leader attributes perceived were the following: oriented towards the people (team integrators and paternalists), oriented towards the task, participatory, and charismatic—transformational. In general this study demonstrated the collective importance in organizational culture as in the effective leader attributes in a Turkish context.

Culture and leadership in Iran: The land of individual achievers, strong family ties, and powerful elite

Mansour Javidan and Ali Dastmalchian. *Academy of Management Executive*. 2003. Vol. 17 (4); pg. 127

Over the past twenty-five years, Iran, a country of over 60 million people, has endured a bewildering rate of societal and economic change. Little is currently known about the country besides its extremist and confrontational policies both inside and outside the country. In this article, we report on a study of 300 Iranian middle managers from the banking, telecommunications, and food-processing industries as part of the GLOBE Project. Our findings show that despite much visible economic and societal change, the country's deeper cultural traits seem rather intact.

The first important finding is that Iran, while a Middle Eastern country, is not part of the Arab culture. Instead, it is part of the South Asian cultural cluster consisting of such countries as India, Thailand, and Malaysia. The country's culture is distinguished by its seemingly paradoxical mix of strong family ties and connections and a high degree of individualism. Societal or institutional collectivism is not a strong suit of Iranians. The country's culture also bestows excessive privilege and status on those in positions of power and authority and does not tolerate much debate or disagreement. Perhaps as a result, rules and regulations are not taken very seriously and do not enjoy much popular support. At the same time, the culture has strong orientations toward achievement and performance, although mostly at the individual level. The article provides detailed ideas on the managerial implications of our findings for Western executives and corporation

Servant Leadership in the Bedouin-Arab Culture

Yasin Khalaf Sarayrah. *Global Virtue Ethics Review*. 2004. Vol. 5 (3); pg. 58

This article reviews the Bedouin-Arab cultural context, posits the principles of Servant-Leadership, and offers two examples of this leadership style--one from the beginning of the Islamic period, another from the mid-20th century. The article concludes with a comparison of the Western servant-leader and leadership in Bedouin-Arab culture. Servant leadership is deeply rooted in the Arab/Islamic culture. Many similarities can be found between the pre-Islamic and early Islamic leadership style and practices and those of servant leadership.

East Meets West: A Cross-Cultural Comparison of Charismatic Leadership Among Canadian and Iranian Executives

Mansour Javidan and Dale E. Carl. *Journal of Management Studies*. 2004. Vol. 41 (4); pg. 665

This study first develops an empirically based Western charismatic leadership profile. Using confirmatory factor analysis, the profile is compared with a profile of Iranian managers. The results demonstrate that despite major cultural differences in the two countries, there are core similarities in the profiles across the two cultures. The Canadian charismatic profile of vision, tenacity, intellectual challenge, self-sacrifice, and eloquence is substantially confirmed within the Iranian sample. But we also show that Iranian managers' ratings are significantly lower than those of the Canadian managers, indicating potentially different behavioral manifestations. The paper speculates that while the differences are probably due to cultural differences, the similarities may be due to universal intrinsic human desire for morality, autonomy, and achievement.

In the Eye of the Beholder: Cross-Cultural Lessons in Leadership from Project GLOBE

Mansour Javidan, Peter W. Dorfman, Mary Sully de Luque, and Robert J. House
Academy of Management Perspectives. 2006. Vol. 20 (1); pg. 67

Global leadership has been identified as a critical success factor for large multinational corporations. While there is much writing on the topic, most seems to be either general advice (i.e., being open minded and respectful of other cultures) or very specific information about a particular country based on a limited case study (do not show the soles of your shoes when seated as a guest in a:n Arab country). Both kinds of information are certainly useful, but limited from both theoretical and practical viewpoints on how to lead in a foreign country. In this paper, findings from the Global Leadership and Organizational Behavior Effectiveness (GLOBE) research program are used to provide a sound basis for conceptualizing worldwide leadership differences. We use a hypothetical case of an American executive in charge of four similar teams in Brazil, France, Egypt, and China to discuss cultural implications for the American executive. Using the hypothetical case involving five different countries allows us to provide in-depth action oriented and context specific advice, congruent with GLOBE findings, for effectively interacting with employees from different cultures. We end the paper with a discussion of the challenges facing global executives and how corporations can develop useful global leadership capabilities.

Seeing the Wood in the Tree: Leadership from an Islamic Perspective.

Darwish Almoharby *Conference: The Changing landscape of Leadership Conference*, Kuala Lumpur, Aug 7-8, 2007.

Leadership is associated with measured concepts of power, influence and authority. Power is a multifaceted resource which mainly concerns the ability to influence others. Under the umbrella of power comes the element of control. Authority is legitimatized power provided by systems adopted by forms of organization. Such a relationship between power, authority and leadership can exist in coercive state, feigned ideas of collective interest imposed upon people by legitimacy of institution and norms as in the case of democracy. The same relationship can arise out of emulation of values.

The Qur'an and the Sunnah taken together manifest themselves as a superior constitution for leadership, authority and power in the broadest social sense. Unfortunately, this is not known to many, particularly in the West. The understanding of leadership in Islam is misunderstood. Consequently, what is often portrayed or interpreted as Islamic, either by Western understanding or depicted by Muslims, is not so. A vacuum is thus created in factual understanding of leadership vis-à-vis power, control, authority and governance in Islam.

This paper aims at resolving the above misunderstanding by presenting an eclectic theory of leadership in Islam vis-à-vis its defining characteristics and conduct of office. The paper will stimulate discussion through a review of the literature and explanation of selected Qur'anic verses. From such an eclectic presentation of facts, certain research propositions are formulated to serve as foundations for future objective studies on Islamic leadership and its embodiments. The contribution of this paper lies in its adaptation of established knowledge to meet challenges against misunderstanding in the West and among Muslims. A generalized model of authority, power and leadership is presented in the light of the monotheistic law of the Qur'an and the Sunnah.

Leadership and Organizations

Quality Function Deployment: The Role of Various Leadership Styles

John D Politis. *Leadership & Organization Development Journal*. 2003. Vol. 24 (4); pg. 181

Quality function deployment (QFD) methodologies, as opposed to traditional quality approaches, are most often cited as essential for advancing the competitive advantage of an organization. Unfortunately, little is know about the roles played by leadership in the process of QFD in the Arab world. A survey of 104 middle level managers from a wide variety of United Arab Emirates' industries who are engaged in quality management programs was undertaken to invesitgate the relation between different leadership style dimensions and a number of QFD methodologies. Results indicate that the leadership styles that involve

human interaction and encourage participative decision making are supportive of open and collaborative QFD methodologies.

Leadership in the City of Gold: An Arabian Adventure of Modern Management Capabilities in the 21st Century

James Reagan McLaurin. *Allied Academies International Conference. Academy for Studies in International Business. Proceedings.* 2008. Vol. 8, (1); pg. 45

This paper marks the beginning of a series of four that examine the leadership of Dubai, one of the fasting growing cities in the Middle East and the world. This study examines the leadership capabilities of Dubai Municipality as evidenced by the leadership survey results of a group of 200+ mid and upper level-managers. The individuals were participating in the creation of the five year strategic plan for the organization. The purpose of this survey plus others was essential in the creation of relevant goals and objectives for the strategic plan.

Teamwork in the City of Gold: An Arabian Adventure of Modern Management Capabilities in the 21st Century

James Reagan McLaurin. *Allied Academies International Conference. Academy for Studies in International Business. Proceedings.* Cullowhee: 2008, Vol. 8 (1); pg. 51

This paper marks the second of a series of four that examine the leadership of Dubai, one of the fasting growing cities in the Middle East and the world. This study examines the teamwork capabilities of the leadership of Dubai Municipality as evidenced by the teamwork survey results of the Leadership Group, 200+ mid and upper level-managers. The individuals were participating in the creation of the five year strategic plan for the organization. The purpose of this survey plus others were essential in the creation of relevant goals and objectives for the strategic plan. The results of this survey offers a unique look at leadership in this Arabian city of gold by providing a closer look at the realities of Dubai Municipality.

Finding Water at the Oasis? Executive Team Leadership in the City of Gold

James Reagan McLaurin and Peter M. Mitias. *Allied Academies International Conference. Academy of Organizational Culture, Communications and Conflict. Proceedings.* Cullowhee: 2008. Vol. 13 (2); pg. 20

This paper marks the conclusion of an in depth examination of the leadership of Dubai, one of the fasting growing cities in the Middle East and the world. The leader of Dubai, Sheik Mohammad Bin Rashid Al Mahktoum, is viewed as the transformational leader of the Emirate of Dubai. His vision is widely acclaimed at having been the inspiration for the

amazing transformation of Dubai from the small trading city into the modern, 21st century center of commerce. The implementation of that vision has resulted in many Western best business practices being adopted by many of the Dubai Government entities. Considering the traditional Arab customs and culture, this is a remarkable achievement. One of the issues that comes to the forefront is how does the leadership of various governmental agencies implement his vision. Are the executive leadership groups within these organizations actively involved in the transformation of their organizations into those future organizations that represent the high performance ones required to run the modern Dubai or do they give lip service to the vision and merely seek to preserve the status quo? Do the executive levels of leadership in governmental entities care more for their own power bases than they do for the implementation of the Sheik's vision?

This study examines the executive leadership team effectiveness of Dubai Municipality as evidenced by the executive team strategy survey results of the Leadership Group, 200+ mid and upper level-managers in the organization. The individuals were participating in the creation of the five year strategic plan for the organization. The purpose of this survey plus others was essential in the creation of relevant goals and objectives for the strategic plan. The results of this survey offer a unique look at the executive leadership team in this Arabian city of gold.

Transformational leadership, creativity, and organizational innovation

Lale Gumusluoglu and Arzu Ilsev. *Journal of Business Research.* 2009. pg. 461

This study proposes a model of the impact of transformational leadership both on followers' creativity at the individual level and on innovation at the organizational level. The model is tested on 163 R&D personnel and managers at 43 micro- and small-sized Turkish software development companies. The results suggest that transformational leadership has important effects on creativity at both the individual and organizational levels. At the individual level, the results of hierarchical linear modeling show that there is a positive relationship between transformational leadership and employees' creativity. In addition, transformational leadership influences employees' creativity through psychological empowerment. At the organizational level, the results of regression analysis reveal that transformational leadership positively associates with organizational innovation, which is measured with a market-oriented criterion developed specifically for developing countries and newly developing industries. The implications of the findings along with some potential practical applications are discussed.

Employees' Perceptions of Lebanese Managers' Leadership Styles and Organizational Commitment

George Yahchouchi. *International Journal of Leadership Studies*. 2009. Vol. 4 (2); pg. 127

Using Bass' (1990) framework of transactional and transformational leadership, this research investigated the employees' perceptions of the prevalent leadership style in Lebanon and its impact on organizational commitment. The Lebanese society with its social complexity has much to offer to the understanding of the culture's effect on leadership style and organizational commitment. Moreover, the impact of religion and gender on leadership style and organizational commitment is examined. Data were collected in a survey on a sample composed of 158 respondents chosen among employees working and living in two different areas in Lebanon. Results showed that Lebanese leadership tends to be more transformational than transactional. Evidence supporting a positive relation between transformational leadership and organizational commitment has been found. A significant and curious difference in leadership perception and organizational commitment between religious communities has also been noted.

Power-Influence in Decision Making, Competence Utilization, and Organizational Culture in Public Organizations: The Arab World in Comparative Perspective

Khalid O. Al-Yahya. *Journal of Public Administration Research and Theory*. 2009. Vol. 19 (2); pg. 385

This article proposes and tests an integrative model of multiple associations between power-influence sharing in decision making, work-related outcomes (WRO), and organizational culture in public sector organizations in Saudi Arabia. The analysis is based on a survey of public administrators (n = 390). To date, little research has successfully addressed these conceptual linkages, especially in public sector organizations. The structural equation model analyses show that participative practices are significant predicators of effective utilization of competence (knowledge, skill, and ability). This in turn has an impact on perceptions of WRO including information sharing, decision quality, predictability and acceptability of authorized decisions by employees, job satisfaction, and motivation. The results also suggest that elements of organizational culture have some impact on both decision making and perceived WRO. The study has profound implications for organization development and leadership, particularly in bureaucracies in transition. It is essential for public organizations to understand the importance of human capital utilization and complexity of adjusting decision processes, as well as organizational norms at various stages of capacity development.

Leadership and Women

Arab Women Speak Out: Profiles of Self-Empowerment

Bushra Jabre, Carol Underwood, and Lauren Goodsmith *Johns Hopkins Center for Communication Programs and The Center of Arab Women for Training and Research*. 1997

The *Arab Women Speak Out* project features stories of struggle, endurance, and achievement, stories of women who have drawn upon their own inner reserves and other resources to create new opportunities for themselves and for others. The women profiled here have persevered in the face of limited educational and economic opportunities, inadequately met health needs, and minimal decision-making power at home and in the wider society. In many cases these women have devoted themselves to mitigating these obstacles within their own communities. In the process, they have gained experience and self-confidence and, increasingly, respect and recognition for their efforts. These women are unmistakably actors in their own right. They stand as compelling models of real-life achievement for women everywhere. *Arab Women Speak Out* was conceived as an innovative documentary, training, and advocacy project designed to promote women's empowerment and active participation in social development throughout the Near East. The project features print and video profiles of women in Egypt, Lebanon, Palestine, Tunisia, and Yemen who are perceived and respected as innovators within their communities. These women, most of them of modest means, have made significant contributions in the areas of economic and social development, political activism and women's rights, literacy, and family health within their communities. They have been successful despite cultural, political, professional, and personal constraints.

"My Father Knows the Minister": A Comparative Study of Arab Women's Attitudes towards Leadership Authority

Mark Neal, Jim Finlay and Richard Tansey. *Women in Management Review.* 2005. Vol. 20 (7/8); pg. 478

The purpose of this paper is to fill a gap in the literature on Arab women's conceptions of leadership. By comparing women's leadership authority values in three Arab countries, the paper aims to refine existing gender-neutral research on leadership in the "Arab world". The study involved administering a survey, which had been developed based on Weber's work on authority (1978) and contemporary discussions of implicit leadership theories (ILT). The data (n=320) were drawn from female subjects who were enrolled in upper-division business major classes in three countries, Oman, Lebanon and the UAE The women thus constituted educated entrants to their respective labor markets. The data were subjected to an analysis of group means on each of the questions, using the Scheffe option available in ANOVA. The analysis found evidence of common leadership authority values in the Gulf

countries (Oman and the UAE). Lebanon, meanwhile, was distinguished by relatively low levels of "traditional" authority, and very high levels of "charismatic" authority. The findings demonstrate important regional similarities and difference in leadership authority values in the "Arab world." The study is limited by the number of countries studied. It is thus anticipated that future comparative research will be extended to include other countries (both Arab and non-Arab), and men. Leadership training in the Arab region must be sensitized and tailored to address regional and gender-specific conceptions of leadership. The paper challenges and refines widespread meta-notions and analyses of the "Arab world" and "Arab leadership."

Muslim Women's Life Stories: The Making of Leadership

Rachel Hertz Lazarowitz and Tamar Shapira. *Anthropology and Education Quarterly*. 2005. Vol. 36 (2); pg. 165

This two-year ethnographic study examines the life stories of Muslim women holding mid- and high-level leadership positions in Israeli-Arab segregated schools. The women emerged from their gendered and ethnic/nationality oppression as pathfinders with strong ambitions to further their education and careers. Using strategies that entailed the support of male family members, they pushed culturally acceptable boundaries without creating destructive conflicts. This study informs educational anthropological research on women's self-empowerment and social change in "traditional" societies.

Toward an Understanding of Arab Women Entrepreneurs in Bahrain and Oman

Asya Al-Lamki. *Journal of Developmental Entrepreneurship*. 2005. Vol. 10 (2)

Entrepreneurship has become a defining business trend in many countries throughout the world. The ranks of entrepreneurs contain a sizable contingent of women. As a result, research into the pathways of entrepreneurship as a general phenomenon as well as a career option for women has flourished in recent years. However, very little of this research has focused on women entrepreneurs in Arab countries, particularly those around the Gulf of Arabia, where private enterprise is viewed as a way for these nations to reduce their reliance on oil and their dependence on expatriate (foreign) workers. This study of the business start-up experiences of ten Arab women from Bahrain and Oman can serve as a starting point for such research. Although based on a non-representative sample, it suggests that the experiences of the Arab women entrepreneurs studied generally parallel those of their counterparts from other parts of the world with a few distinct differences. These differences relate to securing start-up capital and other resources, networking, and work/family balance. Infused with Arab and Islamic values, the unique cultural milieu played a major role in shaping the entrepreneurial experiences of the Bahraini and Omani business owners studied.

Feminizing Leadership in Arab Societies: the Perspectives of Omani Female Leaders.

Asya Al-Lamki. *Women in Management Review*. 2007. Vol. 22 (1); pg. 49

The recent appointment of a number of women to leading policy making positions in the Arab Gulf State of Oman marks a significant departure from the traditionally exclusive male dominated decision-making arena, and ushers an end to an era of exclusive patriarchal dominance in leadership positions. This study aims to shed light on this evolving phase of women's empowerment in Oman, and attempts to capture their traits, experiences and challenges as women leaders in conservative, male dominated work environments. The study analyzes the views of ten Omani women who achieved extraordinary levels of career success. In depth interviews were conducted using an interview guide purposely designed to solicit responses pertaining to their early socialization patterns; personal traits; work/family role conflict and their vision of the challenges facing working and professional women in Omani society. Contrary to social perceptions and stereotypes, Omani women in leading positions are highly motivated and ambitious. Their successful transition to elevated positions can be attributed to their early socialization experiences which valued education, supportive parents (particularly the father), and equal treatment with their male siblings. They are challenged by the incongruence of their roles as female leaders relative to the prevailing social values and expectations towards women and their traditional role in society. The study does not investigate the extent to which such appointments may have transformed gender relations in Oman nor its impact on women's roles in Omani organizations. Empowering women requires policies and human resource programs that support this goal. This paper has implications for gender policy development as well as diversity and leadership training for women. Given the dearth of research on this topic, the study contributes to understanding the dynamics of female leadership in this increasingly important world region, and raises awareness among women (and men alike) regarding the unique experiences and challenges of Arab women leaders.

A Comparison of Leadership Prototypes of Arab and European Females

Mark Neal, Jim Finlay, Gh. Alexandru Catana and Donia Catana. *International Journal of Cross-Cultural Management*. 2007. Vol. 7(3); pg. 291.

What do young, business-educated Arab women think about leadership? This study addresses this question by comparing the views of female business students living in four distinct regions: the Arab Levant (Lebanon); the Arabian Gulf (Oman); Northwestern Europe (England) and Southeastern Europe (Romania). Using Weber's ideal types of authority, a comparison of the four groups reveals strong similarities between Omani and Lebanese women's views on leadership, thus supporting the existence of pan-Arab Implicit Leadership Theories (ILT). It is further found that such views on leadership reflect an

overlapping of Arab tribal values with the 'rational-legal' values associated with mass bureaucratization in the region.

Enabling Women's Agency: Arab Women Speak Out

Carol Underwood and Bushra Jabre. *Journal of Communication for Development and Social Change*. Vol 2, No.2, 2008.

The stark contrast between popular, mediated images of Arab women and the everyday experiences of Arab women prompted the development of *Arab Women Speak Out* (AWSO), a training program in the tradition of a ritual model of communication, as theorized by James Carey, which features alternative video self-portraits of ten women.

In small groups throughout the Arab world, women gather to discuss their shared beliefs, interrogate the status quo, and explore the possible actions they could take to improve their circumstances in light of the profiled women's stories. Facilitators guided the participants through a series of discussions, exercises, and role plays that helped them hone their critical thinking skills and develop or strengthen practical skills for everyday life. The guiding hypothesis was that women who took part in the program would be more likely than would non-participants to express high levels of self-efficacy, to recount active participation in decision-making, and to report high levels of agency. The 2001 survey, which comprised 255 participants and 116 non-participants, found the odds of starting a new business venture were 2.5 times greater for participants than for nonparticipants, while the odds of taking an active part in community meetings were 2.3 times greater for participants than for non-participants holding background characteristics constant.

The power of femininity: Exploring the gender and ethnic experiences of Muslim women who accessed supervisory roles in a Bedouin society

Sarab Abu-Rabia Quader and Izhar Oplatka. *Journal of Educational Administration.* 2008. Vol. 46 (3); pg. 396

The current paper aims to tell the stories of six female supervisors who have successfully managed to access this high-level position in the Bedouin educational system, putting forward some implications for understanding and exploring the lives and career of women in patriarchal, minority groups. Six female Muslim supervisors, who work in the Bedouin pre-school system in Israel, participated in semi-structured interviews conducted by the authors. The stories illustrated a connection between power and femininity in leading positions in a patriarchal, tribal society different from the one constructed in the western literature on leadership. Thus, in spite of the inferiority of femininity in the traditional Bedouin society, the female supervisors perceived their femininity to be an advantage and powerful in, among other things, minimizing tribal-professional conflict characterized by a

contradiction between traditional and rational codes, and in taking on a social role in the empowerment of Bedouin women in all spheres of life. The paper puts forward some implications for the recruitment and employment of women leaders living and working in patriarchal social groups within a multicultural society. To the best of the authors' knowledge, this is a first attempt to document the lives and careers of female leaders in Bedouin society which is embedded with entrenched norms in respect to gender and the place of women in the society. The paper, then, provides insights into alternative interpretations of female leadership, power and career.

Women: Politics and Leadership

Nina Hamedani. *The Washington Report on Middle East Affairs*. 2008. Vol. 27, (5); pg. 56

THE WOMEN'S Learning Partnership for Rights, Development, and Peace (WLP) held a joint panel with the Dialogue Project of Johns Hopkins University's School of Advanced International Studies (SAIS) titled: "The Politics of Participation: Women and Transformative Leadership." The six panelists, all international activists working toward ensuring women's empowerment and political participation provided insight on the topic, briefly describing her agency's operation and the level of female participation in her country's municipal and national governments. The panelists agreed that on-going women's rights efforts require a combination of grass-roots campaigning, professional education and training for women, economic aid for participatory campaign fees, and lobbying of governments. A call to "rethink feminism" was made by panelists, who argued that feminist agendas very seldom break through the status quo because women in power commonly "negotiate our agendas" to please their male-dominated political party.

Women, Management and Globalization in the Middle East

Beverly Dawn Metcalfe. *Jounral of Business Ethics*. 2008. Vol. 83, (1); pg. 85

This paper provides new theoretical insights into the interconnections and relationships between women, management and globalization in the Middle East (ME). The discussion is positioned within broader globalization debates about women's social status in ME economies. Based on case study evidence and the UN datasets, the article critiques social, cultural and economic reasons for women's limited advancement in the public sphere. These include the prevalence of the patriarchal work contract within public and private institutions, as well as cultural and ethical values which create strongly defined gender roles. The discussion examines the complexities of conceptualizing women's equality and empowerment in Islamic states. The paper reveals that there have been significant achievements in advancing women in leadership and political roles, but that there are still institutional and cultural barriers embedded in business systems. Linking feminist, development and management theoretical strands a development framework is proposed

which is sensitive to the Islamic Shar'ia encompassing government, organization and individual level strategies. It is suggested that scholars should integrate literatures from gender and management, development and Middle East studies, and in particular that critical scholars of gender and organization should consider the interrelations of the national and transnational in critiques of contemporary global capitalism to understand the complexity of women and social change in the ME.

Sustaining social development: Emerging identity development for women in the UAE.

Barbara Harold and Lauren Stephenson. Paper presented at the *AARE Conference, Brisbane, Australia*. November 2008.

Over the past four decades since the Federation of the United Arab Emirates, the country has undergone rapid social, human and economic development. While there has been considerable research into educational leadership internationally, less attention has been paid to women in the Arabian Gulf, their culture, leadership and learning. Placing issues in the national context, this paper explores the impact of progressive leadership initiatives on expectations for Emirati women in education and leadership. A review of findings from 3 research projects provides clear evidence of the ways that women's identities and roles are developing within the framework of change in their community, country and region. This paper discusses the way UAE women's identities and roles are developing within the framework of constant negotiation of contested meanings, shifting with time and context. The developing identities of participants in the three projects were the result of their interaction between their internal values, beliefs and assumptions and the contexts in which they lived their experiences. This development parallels and is a vital factor in the sustainability of the broader social economic and educational development that is shaping UAE society

Women-Focused Leadership Development in the Middle East: Generating Local Knowledge

Katty Marmenout McGill University - Faculty of Management; INSEAD Working Paper No. 2009/25/IGLC

Leadership development is high on the agenda of many executives around the world, particularly in fast-developing regions such as the Middle East. Although leadership development programs in these regions are often based on an export model, our effectiveness in preparing successful leaders largely depends on locally generated knowledge. Despite a surge in cross-cultural studies comparing management practices across different regions, research about and conducted in the Middle East remains extremely scarce. In particular, little research has been conducted with respect to women in the workplace. This paper outlines our research efforts in the Middle East related to the Women Leadership Initiative and presents preliminary findings from two studies. In the first

study, gender stereotyping is examined using the Schein Descriptive Index, based on a Saudi student sample. The second study explores women's career decisions in the UAE and identifies challenges and coping mechanisms. Implications for leadership development and future research are discussed.

The Context for Intergroup Leadership Among Women's Groups in Saudi Arabia

May Al-Dabbagh. In <u>Todd Pittinsky (Ed.): Crossing the Divide: Intergroup Leadership in a World of Difference.</u> Harvard Business School Press. 2009

Intergroup leadership, an emerging area in leadership studies, can benefit from a more thorough understanding of the role of contextual factors in the intergroup dynamic. While the leadership literature has given disproportionate attention to the role of the leader, and more recently to the role of the follower, less work has been conducted on the context of leadership. Using the nascent women's movement in Saudi Arabia as a case study, this chapter will examine how context, as represented by economic, political, and social factors, is an important dimension in understanding intergroup leadership. Because the context of the women's movement in Saudi Arabia includes more than two interacting groups, where identity is embedded in emotionally meaningful contexts, and where there are multiple ways for the self to be construed, it provides a powerful example of the role of context in intergroup leadership. This chapter will show how women's groups in Saudi Arabia are making use of a change in context to connect to one another in an unprecedented manner. Three pathways are proposed for the influence of context on intergroup leadership. First, context affects the fundamental formation of groups because context shapes identity (i.e., identity formation). Second, context shapes opportunities for collective action within subgroups in society (i.e., collective action). Third, changes in context can create opportunities and incentives for cooperation across groups (i.e., intergroup leadership). More importantly, these three pathways are interdependent. Changes in one can mean changes in the other two and vice versa.

Promoting Arab Women's Participation in Public Life: The Quest for Best Practices

Soukeina Bouraoui. *Center for Arab Women Training and Research (CATWAR)*

In this article arguments are presented for more effective capturing of best practices accounts in development initiatives that promote Arab women participation in public life. The use of best practices methods, the author argues, encourages better understanding of unique challenges women face in the Middle East region in accessing leadership roles within public life. The Center for Arab Women Training and Research (CATWAR) in Tunis, aims to lead efforts at capturing best practices for greater Arab women participation in development programming throughout the region in areas including advocacy-based research, training, networking, and documentation. Among cases presented in the article,

CATWAR led several programs that contribute to the effort including: Arab Women and Local Governance; Discriminatory Social Practices and Gender Equity in the MENA Region; Evidence-based Advocacy to Improve the Conditions of Arab Women; and CATWAR Electronic Clearing House: The Best Practices Database

Gender and Development in the Middle East and North Africa: Women in the Public Sphere

Nadereh Chamlou, et al. *Word Bank Publication*.
http://ebooks.ebookmall.com/ebook/167594-ebook.htm

Decades of investment and improved policies have greatly increased women's education and health and have reduced their fertility rate. However, the expected payoffs in higher employment and economic growth have not materialized. Because of cultural and political barriers, only a third of women are in the labor force-the lowest rate in the world. Future economic growth must rely on human resources rather than on the natural resources relied on in the past. Women remain a huge, untapped reservoir of human potential. Gender issues have been seen as a peripheral concern that resided mainly within the realm of the social sectors. Yet gender is ultimately also an economic issue. Gender and Development in the Middle East and North Africa recognizes the complexity of gender issues, explores the causes of gender inequality, and proposes an agenda for change. ""Gender inequality has a negative impact not only on women but also on society as a whole. It restricts the ability of a country to efficiently allocate and use its most valuable resource-its human capital. Restricting the participation of women in public and economic life limits economic development and national potential. Empowering women and providing opportunities for their full integration into all aspects of society is not just an issue of justice for women-it is a vital factor in creating a climate favorable to achieving sustainable progress and development....Empowerment of women...means stronger families and a richer sense of national community and pride....Encouraging and empowering women to take their place as an integral part of regional growth and progress is the wisest and most effective means of closing the development gap."" Her Majesty Queen Rania Al-Abdullah of Jordan President of the Arab Women's Summit

The Environment for Women's Entrepreneurship in the Middle East and North Africa

Nadereh Chamlou, et al. *Word Bank Publication*

This report is about how women entrepreneurs can contribute more to the quality and direction of economic and social development in the Middle East and North Africa region. Economic growth in the Middle East has been remarkable over the last four years, due mainly to higher oil prices. The objective of the report is to provide a better understanding of barriers to investment and doing business that may be common to all investors and those that affect women entrepreneurs disproportionately. The report examines newly available data from over 5,100 surveyed firms in the formal sector in eight Middle Eastern countries

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(Egypt, Jordan, Lebanon, Morocco, Saudi Arabia, Syria, Gaza and the West Bank, and Yemen). These surveys detail firm characteristics and the responses of male- and female-owned firms to questions about perceived barriers along 18 categories of the investment climate.

The purpose of the report is threefold.
• To provide an overview of the characteristics of female-owned firms in the region.
• To analyze gender-specific barriers that exist across the region or within countries.
• To identify other factors outside the business environment that might affect women's entrepreneurship.

The report finishes with policy recommendations on how to reduce the identified barriers and create a level playing field for women entrepreneurs.

Leadership and Youth

Emerging Leaders in the Near East: Case Studies from Egypt, Jordan, Lebanon and Palestine

Bushra Jabre, Marcela Tapia and Carol Underwood. Johns Hopkins University
Research and Evaluation Division and Near East Division. 2001.

This report explores what the authors refer to as a widening base for leadership in the Near East heralded by gradually changing social structures. The research was commissioned by Save the Children as part of the New Leadership Initiative in the Near East Region. The goals of the initiative are "to provide positive role models for social change, build public confidence in and support for responsible leadership and identify successful strategies for supporting leadership development." Local researchers, who participated in every phase of the research, elicited the names of emerging leaders through a participatory research process carried out in Egypt, Jordan, Lebanon and Palestine. Research sought to: 1. Indentify the social and community factors and conditions that facilitate the emergence of new leaders in different contexts; and 2. Identify the emergent leaders' skills and attributes from the point of view of community members.

A Partnership for Development

Fadi Ghandour. *Innovations: Special Edition for the World Economic Forum on the Middle East*. 2008

This article presents an argument for building more collaborative initiatives in the development process within the Middle Eastern region that encourages more community participation in development initiatives and greater investment in youth leadership

development.   The author argues for a greater need from the private sector to a play more active role in establishing strategic partnerships with the government and civil society for participatory community development efforts. Presenting best practices through cases of development programs led by *Ruwwad*, a non-profit in Amman, Jordan, launched from the Corporate Social Responsibility Department of the author's regional private company, *ARAMEX*, the article aims to demonstrate models where establishing strategic partnerships can create success in transformative social change for the Middle East. Ruwwad forges strategic partnerships with the private sector, government and civil society in supporting community-driven service programs for youth, comprehensive school renewal programs, and programs that promote the empowerment of citizens within communities throughout the region.

Leadership and Community

Possibilities for Income-deprived but Capability-rich Communities in Egypt

Waad El-Hadidy. In Alison Mathie and Gordon Cunningham (eds.),
From Clients to Citizens: Communities Changing the course of their
own Development. 2008. pg. 13

The community of Boghada, near Ismailia, Egypt, is a community that is relatively income poor, yet is 'capability rich,' demonstrating this by building and attracting basic services and institutions. The leadership of two young men, encouraged by village elders, first encouraged young people to build a soccer field, using innovative and ingenious techniques. Building on this success, the leadership and the community that stood behind them were able to effectively advocate for the creation of key institutions—an early childhood education center, and a local government service unit, for example. Traditions of volunteerism, the capacity to mediate conflict, and astute powers of negotiation with the authorities are blended with deeply held values promoting a strong sense of responsibility to others in the community.

The Hardware and Software of Community Development: Migrant Infrastructure Projects in Morocco

Natasha Iskander and Nadia Bentaleb-Maes. In Alison Mathie and Gordon Cunningham (eds.), From Clients to Citizens: Communities Changing the course of their own Development. 2008. pg. 161

This case study highlights villages in the Moroccan Souss, long neglected by government, and how people there collaborated with émigrés returning from France to help improve livelihoods in their villages of origin. The need for basic infrastructure to power irrigation prompted innovation both in the technical aspects of electricity generation and distribution (the hardware) as well as in the way communities could organize to maintain and distribute services (the software), adapting traditional forms of organizing. The case extends the idea of community beyond the boundaries of residence to include émigrés still identifying with their place of origin.

Leadership and Education

The Teaching of Leadership on UK MBA programs: A critical analysis from an international perspective

Kamel Mellahi. *The Journal of Management Development*. 2000. Vol. 19 (3/4)

This study investigates the compatibility of leadership values taught on MBA programs in the UK and the expected, accepted and effective leadership values in three non-western cultures. The study was conducted on 272 full-time MBA graduates from Asian, Arab and African countries soon after obtaining and MBA from UK business schools. The analysis reveals that leadership curricula on MBA programs is broadly conceived in the US corps and assumes universality. The ethnocentric approach to the teaching of leadership is due to a large extent to the unavailability of alternative theories and published empirical evidence outside the US and the low level of faculty expertise and interest in international dimensions of effective leadership styles. The research argues that there is a need for western management schools to adopt a more eclectic view of leadership teaching and to cast their perspective beyond western idiosyncrasies and include non-western business perspectives.

Appraising Higher Education Faculty in the Middle East: Leadership Lesson from a Different World

Justine Mercer. *Management in Education*. 2006. Vol. 20 (1); pg. 17

The research documented in this article investigates the impact of faculty appraisal at two higher education (HE) institutions, located about 15 kms apart, in the same Middle Eastern country. Specifically, the research investigates the systems of faculty appraisal at "Rihab", a newly-established university, and at "Al Fanar", an older, more established vocational college, in order to determine firstly, how far each particular system embodies paradigms (meaning goals and values, key assumptions and management ethos) of professionalism and/or managerialism, and secondly, how far each particular system is seen by informants

as appropriate to an educational context. On a more general level, the research also looks at the extent to which changes in HE in the West, principally, the United Kingdom, North America, Australia and New Zealand, find resonance in a Middle Eastern context, where HE institutions are staffed almost exclusively by faculty and administrators from those same Western countries, but are subject to quite different employment laws and practices. In this article, the author argues that there are certain unique contextual features affecting perceptions of the two appraisal systems. He also argues that despite the very different context, the tensions highlighted by the research are present in all educational institutions and the underlying dilemmas are encountered by academic leaders everywhere.

Creating Teacher Leaders through Communities of Practice

Lauren Stephenson and P. McNally. In L. Stephenson & P. Davidson (Eds.). <u>Teacher Education and Continuing Professional Development: Insights from the Arabian Gulf</u>. Dubai: TESOL Arabia. 2007

The United Arab Emirates is committed to improving the quality of education through professional development initiatives to bring about teacher change. Current research points to of communities of practice as the way to foster school improvement. Within the field of educational leadership and change, the concept of communities of practice (CoPs) is becoming more widely known. While much has been written about the value and importance of this approach, relatively little empirical research has been conducted in the area and particularly in the Middle East. Challenging past models, this paper describes how a new approach was developed and implemented with a local school using teachers in the role of 'critical friends' to assist their peers in implementing classroom change.   It reports on the initial stage of the research project that is a work in progress. The authors will discuss some issues that arose and impacted on the development of these CoPs in the early stages of the project. These include the role of the principal, the value of distributed leadership, levels of decision making, work relations and processes, and training versus education. The initial findings indicate that the individual and collective learning as a result of CoPs contributes to an evolving and organic model of professional learning and demonstrate that an ethnographic case study methodology is an appropriate way to understand, analyze and interpret such learning.

United Arab Emirates graduate student perspectives on leadership

Barbara Harold. Paper prepared for the Symposium: Developing Leaders: A Middle Eastern perspective. Presented at the *AARE Conference, Adelaide, Australia* November 2006

In response to Zayed University's mandate for leadership development, the College of Education has recently introduced a graduate program for a Master of Educational Leadership. The first cohort comprises graduate students, current school leaders, Ministry of Education personnel and leaders from other educational contexts. During a course on educational leadership, graduate students were asked to reflect on their current leadership

perspectives and philosophies in the context of their own culture and religion. The process they went through reflects Lave and Wenger's (1991) concept of 'situated cognition' and 'identity development' as they attempted to 'marry' their personal beliefs, value systems and tacit knowledge with explicit international 'best practice' leadership theories. This paper uses data from their statements to analyze what aspects of leadership theory aligned, what was contested, and what changed as they developed their identities of self as leaders.

Developing curriculum leadership for UAE principals, teachers and Ministry personnel.

Lauren Stephenson. Paper prepared for the Symposium: Developing Leaders: A Middle Eastern perspective. Presented at the *AARE Conference, Adelaide, Australia*, November 2006.

This paper aims to build a comprehensive picture of teacher experiences as three educational institutions undertook the process of pedagogical strategy reform through professional development thus uncovering important local data to inform policy and the change process in public and private schools in the UAE. This paper compares the outcomes, successes and challenges that impacted each project. The three studies were ethnographic case studies using autoethnographic techniques. Data were collected using the following methods: survey, semi-structured and unstructured interviews, evaluations, observation, document analysis, and reflective journals. The data were analysed using an inductive process of identifying themes. The findings indicated that individual and collective learning as a result of developing learning communities contributes to a new, evolving and organic model of professional learning which encourages a focus on long-term solutions for educational leadership in the UAE. Some of the issues that arose included the role of the project manager, the value of distributed leadership, levels of decision making, work relations and processes, and training versus education. This paper contributes to the knowledge base on professional learning in several ways including the development of a better understanding and analysis of teacher professional learning; the development and implementation of a new model of teacher professional learning; the identification of a framework that has a potential application in other contexts; and evaluation of an interdisciplinary application of teacher professional learning.

The implementation of leadership programs in a cross-cultural context.

Lauren Stephenson and Barbara Harold. Paper prepared for the Symposium: Developing Leaders: A Middle Eastern perspective. Presented at the *AARE Conference, Adelaide, Australia*, November 2006.

This paper summarizes the topic by reflecting on the experiences of the university faculty involved in the various programs. It draws on reflective processes and narrative inquiry arising from a cultural context which lends itself to oral tradition. In order to explore the way in which people understand who they are and how they come to know and learn, a

'storied' approach is used to discuss key issues in the implementation of leadership programs including the bilingual context, knowledge of leadership theories versus developing leadership skills, variation in leadership skills and practices, the role of women, and 'emiratization'.

Developing leadership identities: Influences on Emirati graduate students' leadership perspectives.

Barbara Harold and Lauren Stephenson. Paper presented at the *AARE Conference, Perth, Australia*. November 2007.

The College of Education at Zayed University in the United Arab Emirates has recently introduced a graduate program for a Master of Educational Leadership. The first cohort has completed the program and a new cohort has begun their study. During the program, graduate students were asked to identify and reflect on their current leadership perspectives and philosophies in the framework of their culture and religion. Through the process of identity development (see Holland et. al. 1998; Beijaard , Meijer & Verloop, 2004) they attempted to merge their personal beliefs, value systems and tacit knowledge with explicit international best practice leadership theories. This paper compares and contrasts data from the first and second cohort to analyze how participants' identities of self as leaders emerged, and to discuss the extent to which the process 'proves' theories of the development of professional identity and simultaneously 'improves' understanding of leadership and their own practice. Islamic perspectives, home and family, leadership models (e.g. situational, participative), and the importance of role models proved to have been critical in the development of their identities as educational leaders.

Investigating Teacher Learning

Lauren Stephenson. In L. Stephenson & P. Davidson (Eds.), <u>Teacher Education and Continuing Professional Development: Insights from the Arabian Gulf</u>, Dubai: TESOL Arabia. 2007

Stephenson discusses a project that aimed to investigate individual learning at different organizational levels within a developing university in the Arabian Gulf over a three year period. Using an autoethnographic approach, she captures longitudinally the multidimensional, integrated web of complexities grounded within the social context of a university setting. This paper advocates the power of autoethnographic methods – the telling and writing of stories, which have transformative possibilities that enable reconstruction of the self.

Learning to be Leaders: The Construction of Professional Identity by Emirati Teachers and Leaders.

Barbara Harold and Lauren Stephenson. Paper presented at the *British Education Research Association Conference*, Edinburgh, UK. September 2008.

The College of Education at Zayed University has for several years now been involved in the preparation of innovative teachers and, more recently in the graduate preparation of educational leaders. Although there is much anecdotal evidence of the success of these programs, little systematic investigation has been done of the actual processes by which these respective students actually develop their 'new' professional identity as educators, leaders and 'agents of change' within the local context. Our research project carries out an in-depth analysis of the process of ongoing individual professional learning by a retrospective analysis of data within the last four years from two undergraduate and graduate programs at Zayed University. Attempting to give a balanced perspective the programs introduced graduates to perspectives on leadership from international, Middle Eastern and Islamic contexts. This paper reports on the preliminary findings from the graduate data set, using participants' statements to explore and analyze their developing leadership perspectives and their emerging identities of self as leaders in the UAE context. An initial analysis of the graduate data identified a range of leadership themes including theoretical perspectives, building relationships, distributed leadership, Islamic perspectives, role models, changes in perspective, moral purpose and ethics, values, leadership learning, leadership styles and vision. The paper discusses these in relation to theoretical perspectives of leadership identity.

Can Business Education Alter Cultural Norms?

Jim Finlay and Mark Neal. Paper Presented at International Conference on Economics, Law & Management, June 4-7th 2008, University Petru Maior, Romania.
http://www.upm.ro/proiecte/EEE/Conferences/papers/S614.pdf

An often posed question among business educators in the Middle East is the degree to which the values they teach may eventually bring about changes in the social order. The authors examined this question by assessing the degree to which graduating seniors in an "American" university in Lebanon felt that the value systems being taught in their business courses were consistent with their personal beliefs and likely to be implemented by Lebanese Managers. Our findings showed that the student respondents uniformly agreed that the "western values" of equity, tolerance, accountability, consultation, and transparency were indeed consistent with the personal beliefs. However, they seem to find it unlikely that their viewpoints would be shared by Lebanese managers. This led the authors to the ultimate conclusion that while "modern" forms of business education may elicit changes the attitudes of individual persons, it will likely take several generations before the impact can be seen on a societal level.

American Hegemony and Business Education in the Arab World

Mark Neal and Jim Finlay. *Journal of Education Management*. 2008. 32, pg. 38

To what extent is American business education "hegemonic" in the Arab world? To answer this, the authors examine whether Lebanese people exposed to American-style business education share the values implicit in their textbooks and teaching resources. Finding evidence for such values among Lebanese business students and working people alike, they argue that American business education is not only externally dominant; it is also internally hegemonic in its influences on local Arab values. The authors examine the problems American hegemony causes in Arab classrooms and discuss how problem-based learning provides an alternative and more relevant learning experience for Arab students.

Leadership Theories, Educational Change and Developing a Learning Organization

Lauren Stephenson. In .C. Coombe, M. MClouskey, L. Stephenson & N. Anderson (Eds.), Leadership in English Language Teaching and Learning, University of Michigan Press. 2008

Stephenson outlines a comparison and contrast of major theories as well as a suggestion that distributed leadership is a perspective that will lead to the development of strong English language teachers and leaders.

The impact of action research on teacher leadership and professional learning,

Lauren Stephenson and Barbara Harold. *Journal of Educational Research*, (in press). 2009.

This paper discusses the impact of Action Research as a methodology and tool for teacher and leadership professional learning in a context of educational reform in the United Arab Emirates (UAE). The strengths and challenges of its use in the government sector, private sector and graduate educational contexts are described and analyzed. The process of Action Research was complex and multilayered and included various aspects of change such as reflection, collaboration, adaptation, site based problem solving, communication, logistics and individual and collective learning. The impact of Action Research clearly proves its value through the documentation of best practice and simultaneously it works to improve educational practices (Kember, 2002). It recognizes that Action Research is a powerful tool for addressing specific themes in practice, and attitudes and dispositions in the education profession.

New leadership models: Global leadership paradigms within local perspectives.

Barbara Harold and Lauren Stephenson. Paper presented at the *AARE Conference, Canberra, Australia*. November 29 – December 3, 2009

Throughout the world, and especially in the Middle East, education reform continues apace and the last decade has seen new perspectives emerging in research on educational leadership Changes in sociopolitical contexts have required a reframing of leadership. New and shared leadership perspectives, grounded in an ethical moral perspective shift the paradigm from one of individual influence and power over followers to leadership as a collective responsibility and as such may prove to be more effective, innovative and contextually relevant. This new focus invites a fresh approach to investigation of how teachers can share in leading change in classrooms and schools relevant to their communities of practice and local contexts. This paper reports on current research that investigates how the perspectives on teacher leadership of two cohorts of graduates in a Master of Educational Leadership program align with international leadership models and discusses implications for their practice in the UAE context. Earlier findings have discussed the cohorts' developing leadership identities and how these changed through the graduate program. The researchers' focus has now moved to questions about what models of leadership the graduates are drawn to, how they intend to practice and apply leadership in real settings and what support might be needed for them in their work. Data are drawn from documents produced during the leadership program including reflective statements of their current leadership views and their own final research projects prior to graduation. The original data from their leadership statements are revisited and later perspectives related to teacher leadership are analyzed to identify what models and strategies are valued in the UAE context and to identify new theoretical standpoints in the context of current international literature. The findings of this project will contribute to a greater understanding of what leadership models seem to be most effective in an educational system that is undergoing rapid change.

Becoming researchers: A review of an undergraduate educational research program.

Barbara Harold and Lauren Stephenson. Paper presented at the *British Education Research Association Conference*, Manchester, UK. Sept 2-5, 2009.

Over the last decade there has been increased emphasis on practitioner research and inquiry, much of which is focused at the in-service level where teachers are encouraged to adopt new approaches to classroom inquiry. Less attention has been paid to the pre-service context and to how undergraduate students are introduced to classroom research. While it is normal for student teachers to read and analyze educational research done by others, the use of a systematic approach to becoming researchers themselves is less common in pre-service programs. This paper discusses the establishment of such a program in research practice undertaken by pre-service teachers in a Middle Eastern university. During the last

five years the rationale for this process is to introduce student teachers to the development of basic research skills through classroom inquiry, to assist them to improve their critical analysis of educational literature and to help them develop a better understanding of practical issues in their internship and curriculum specialty and some methods to investigate these. The context in which the paper is based is a review of the undergraduate research program (known as the capstone seminar) that was requested as part of a programmatic evaluation in a university education department.