Taking Stock and Looking Forward:
Leadership Development in the Arab World

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Introduction

Leadership development is a fast-growing industry worldwide (Bligh and Meindl 2005; Day 2000). A search of the term "leadership development" on Amazon.com returns more than 29,000 books on the subject spanning a variety of approaches, specializations, and geographic locations. Despite the lack of locally valid theories of leadership (Abdallah and Al-Homoud 2001), the Arab world has been the site of a growing interest in leadership development by a variety of actors from the public, private, and nonprofit sectors and, accordingly, has witnessed a significant growth in the number and type of leadership development programs in recent years[1]. These programs differ widely in terms of their methodologies, pedagogies, target groups, stated goals, funding sources, and assessment tools. It can be argued, in fact, that the region is saturated with "leadership development programs" provided by local and international academic institutions, governments, private sector companies, international development agencies, non-governmental organizations, and for profit consultancies. Amidst this cottage industry of leadership development "providers" and "consumers," we propose taking this timely opportunity to take stock of the existing "experiments" with leadership development in the region and reflect on the lessons learned for future directions.

The goal of this paper is to provide a broad assessment of leadership development programs in the Arab world. In particular, we explore three main questions: First, what counts as leadership development in the Arab world? Second, what are some of the main challenges facing leadership development programs in the Arab world? Third, what are the key recommendations for advancing effective leadership development in the Arab world? Accordingly, the paper is divided into three main sections. In the first section, we propose six broad typologies that can be used to characterize the types of leadership development programs in the Arab world. These typologies provide a broad overview of the various "players" on the leadership development scene in the Arab world and allow for an exploration of the linkages between them. In the second section, we provide a more in- depth exploration of leadership development programs by presenting two cases studies of such programs in the Arab world: the first is a government run national development program, which collaborates with international consultancies and educational institutions and the second is a university-wide program for leadership at an Arabian Gulf university. Both cases are based on in-depth interviews with the program providers and a review of the program materials. Through these cases, we aim to highlight the complex processes involved in conceptualizing and designing leadership development programs in the Arab world, and to identify the main challenges facing effective leadership development[2]. Finally, in the third section we advance three

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[1] Leadership development is not new to the Arab world. Some of the oldest programs were integral to the introduction of public administration systems in Arab governments and educational institutions in the early- and mid-twentieth century. See, for example, the Arab Administrative Development Organization, which has been mandated to provide training to senior civil servants in the Arab world since 1961 (www.arado.org). While this type of training blurs the distinction between "leadership development" and "management development," it counts as an important form of human capital development in the region.

[2] In order to explore both the positive and negative processes concerning leadership development in our cases, we have kept the names of the interviewees and their institutions anonymous. The goal in this

recommendations concerning leadership development in the Arab world. In particular, we advocate for a significant shift towards a more networked and participatory approach that engages with local realities and fosters a reflexive process of indigenous knowledge production on leadership in the region.

What "counts" as a leadership development program in the Arab world?

Deciding on what counts as leadership development is a challenging exercise. As many leading Western leadership theorists and practitioners have noted, there is no consistently agreed-upon definition of leadership, and the different definitions would necessarily entail different sets of criteria for inclusion or exclusion into a taxonomy of sorts (e.g., Avolio 2007; Bass 1997; and Chemera 1997). In terms of the Arab world, a majority of practitioners and providers use the term "leadership development" rather than the more appropriate "leader development" for their programs which focus on honing the individual's skills, abilities, knowledge, and talents related to formal leadership roles. The distinction between leadership development and leader development corresponds to the difference between social capital development and human capital development (Day 2000). Put differently, *leader* development focuses on developing intrapersonal competence and effectiveness (e.g., self awareness, self-regulation and self-motivation) whereas, *leadership* development focuses on developing interpersonal competence and effectiveness (e.g., networked relationships, commitments, trust, and respect) (Gardner 1993).[3] Thus, the majority of programs in the Arab world are, in fact, *leader* development programs, primarily focusing on human capital development, rather than *leadership* development programs *per se.*[4]

The diversity of programs in the Arab region reflects the diversity in dominant definitions of leadership worldwide: These include trait, behavioral, situational, contingency, transformational (Burns 1978), adaptive (Heifitz 1994) and integrative leadership models (Gardner, Avolia, Luthans, May and Walumbwa 2005) among others (Avolio 2007). The various theoretical lenses that have been adapted to leadership development programs in the Arab world share the common process of "importing" leadership paradigms from (mostly) Western scholarship and practice. While there are few exceptions to this rule, most of the programs that are "tailor-made" to the needs of the region are, in fact, modeled after existing programs and paradigms, mainly in the US and Europe, or can be

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section is not to showcase or advocate for a particular leadership model but to extrapolate overall trends and challenges that can be used to characterize other programs more widely.

[3] For a more detailed elaboration of the distinction between the terms *leader development* and *leadership development* and how they correspond to *human capital development* and *social capital development*, see the recent review of leadership development by David Day (2000).

[4] For the purposes of this paper we will refer to any self-proclaimed "leadership" development program in the Arab world as a leadership development program. The conceptual distinction between leader and leadership development is highlighted here to emphasize the ambiguous use of the term leadership development in the Arab world.

characterized as a-theoretic or skill-based programs.[5] Moreover, the multiplicity of leadership definitions is further compounded in cross-cultural contexts by the various conceptualizations of culture and cultural influences (House, Javidan, and Dorfman 2001; Dickson, Den Hartog, and Mitchelson 2003).

Rather than privileging one definition of leadership over others and risking an overly limited scope to our review, we will include in our typology any program that explicitly identifies itself as a leadership development program. The typology reflects an array of programs spanning the Middle East and North Africa region; detailed examples are drawn primarily from our network of programs and institutions in countries of the GCC.

Table 1: Typology of Leadership Development Programs in the Middle East

Type	Scope	Example
National Leadership Development Programs	Nationals in public, private and semi-public organizations in Arab countries who exhibit potential to become leaders within the government	-Mohamed Bin Rashed Center For Leadership Development - Dubai Women's Establishment - UAE Governmental Leaders Program
Educational Institutions	University students and exec-education participants from the public, private and nonprofit sectors	-Dubai School of Government -Sheikha Fatma Program at Zayed University - Al Yamama In Saudi Arabia with Oxford -Qatar Science Leadership Program - Effat College in Saudi Arabia - American University in Cairo Gerhart Center
Private Sector / Work Organizations	Company employees who are selected or self-nominate for training for management positions	-Shell - BP

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[5] Despite the abundance of Western theories of leadership in the region, some are underrepresented compared to others (see, for example, servant leadership; Greenleaf 1977).

Local and Regional NGOs	Non-governmental organizations and members of civil society who are training for community leadership and action	-CAWTAR -IREX
International Organizations	Training on leadership for countries and their administration provided by donor agencies as part of development aid	-MEPI - World Bank
Commercial Training Centers	Provide training on a commercial basis to any institution which requires that service	-UAE Leadership Training Center

As seen in table 1, our typology is organized around six main types of providers of leadership development programs in the Arab world: governments, educational institutions, private sector organizations, commercial training programs or centers, international organizations, and local and regional non-governmental organizations.[6] Each type of provider caters to a different target group and employs a distinct set of characteristics that differentiate it from others. Under each type we have provided a few examples of such programs and an overview of their characteristics.[7] An expanded version of this table is available in appendix 1, with more details provided on the description, requirements and outcomes of each leadership program. As seen in the above table, national leadership development programs, which are common in the GCC, focus on building the capacity of "promising" nationals in public and private sector companies. Educational institutions provide integrated or standalone leadership development programs for their students and for-profit executive education courses for clients. Private sector companies provide management and leadership development modules as part of their employees' career development plans to help build capacity among their managerial ranks. Local and regional NGOs develop training kits to train other NGOs on community leadership. International organizations provide funding and training at the national (and sometime local) level to senior government officials, who are expected to take a leading role in decision-making at the national level. Finally, commercial training centers provide training to any client with tailor-made courses adapted to their particular needs.

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[7] Given the space constraints, the examples of programs in our table can be considered exemplars rather than a comprehensive list of available programs. Moreover, the examples provided are only those whose information was available online and who have responded to our request for materials and a phone interview in Arabic or English.

The typology is useful in so far that it demonstrates the wide array of programs in the Arab world and the diversity in providers of "leadership." However, it does not reflect the complex context in which providers of "leadership" do their work. While the providers have their distinct agendas, funding structures, and target groups, they exist within the same context and their work is interlinked in different ways. One example of this type of link is that governmental and semi-governmental organizations subcontract their leadership development programs to executive education programs in educational institutions. These "tailor-made" programs must accommodate the client's preferences in terms of content and candidate selection criteria, thereby strongly shaping the design and outcome of the program. A second example is that government-run leadership development programs in the GCC are sought by private sector organizations to train their local employees in partial fulfillment of nationalization policy of the workforce. Such a scenario positions government-run programs to charge companies in return for their services and, in some cases, replace in-house career development training programs. A final interesting example of the linkages between different types of programs is that some local and regional non-governmental organizations provide "training kits" for leadership development which are used by independent coaches and trainers. These leadership programs are often divorced from institutional contexts that allow for a more critical assessment of program impact. These linkages are important because the macro picture for leadership development in the region can only be understood in context. In order to better appreciate the context for leadership development in the Arab world, two case studies are presented in the following section to highlight the political, economic, and organizational factors shaping leadership development programs.

What are the main challenges facing leadership development programs in the Arab world?

Challenges to leadership development programs in the region are likely to be as varied as the leadership programs themselves. However, we draw on two in-depth examples to highlight the realities facing leadership development in the Arab world and the overarching trends that can be used to characterize these challenges. The first case is a National Leadership Development Program and the second is an Educational Leadership Development Program.

The National Leadership Development Program. Like many programs aimed at human capital development in the GCC, this national leadership development program was initiated and implemented by the government to prepare future "leaders" among the local citizens. In 2007, the Federal Government of the UAE and the Government of Dubai commissioned a women's leadership program which would nurture future and potential women leaders within the public sector. The responsibility for the design and implementation of this program was given to two collaborating institutions: a government entity which focuses on women's leadership, and a government-funded training center. This women's leadership program has a mandate of "enhancing Emirati women's (leaders) skills and competencies necessary for UAE's needs and strategic priorities," and specifically to promote the sustainable development of the UAE, as well as being in line with the Dubai Strategic Plan. The target group for this program is working Emirati women who have demonstrated leadership potential. They must be UAE

nationals, graduates of a recognized university and between the ages of 25 and 38 years old with proficiency in English, Arabic and computer software. Candidates should be known for their excellence, passion and motivation to achieve. They should also have a strong ambition for learning and development. Applicants undergo a rigorous application and evaluation process which includes a stringent review of nomination applications and curricula vitae, completion of a number of psychometric tests, and a formal interview. In 2009, the first cohort for this two-year program was comprised of 35 women. In addition to a mentoring and coaching component, the program course work is tailor-made to serve the needs of women in leadership and managerial positions, and therefore focuses on a variety of areas, including leadership at the personal and organizational levels; financial, strategic, and change management skills; negotiation, career development, communication and creativity.

Despite the fact that this program is "local" in scope, at its heart lies a collection of "global" and international programs. It is a novel experiment in addressing "local needs" by outsourcing to Western leadership development training providers. In 2008, the two implementing agencies conducted preliminary focus groups to identify the needs of UAE women in senior positions, in order to provide the Western training providers with "culturally appropriate" material which would shape the standard training to suit the UAE context. The training providers were selected from top business management and public policy schools through international benchmarking systems. In fact, the program can best be described as a "collection" of external Western training providers. The training providers which were finally selected were INSEAD, Duke Corporate Education, the Lee Kwan Yew School of Public Policy, and Ashridge University. In addition, an external consultant conducted a 360-degree review for each candidate, their personal development plan, and a mentoring program which matched each candidate with a mentor in their field. They used a combination of mixed pedagogies which varied according to the training provider, but across all modules executive education short courses were enriched with case studies from the relevant industry. The pedagogies were mainly experiential learning, using a variety of interactive methods such as group projects, real-time assignments and presentations. All work-related projects matched candidates with government mentors and leaders for advice and consultation. Candidates attended workshops on issues such as self-development and personal development training, which helped them devise their own personal career development trajectory. Each candidate was matched with a personal coach who assisted them in implementing their career development plan. The most salient program objective has always been to have a transformational effect on the candidates professionally and personally, so they would become "change agents" who would lead progressive change in their society. In its particular usage in this program, the term "change agents" means "personal development in service of national development."

A national development framework for leadership development has several advantages. First, these programs are financially supported and endorsed by the government, which ensures their sustainability. This is important for promoting women's initiatives, which

may not always be a priority for government funding in many Arab countries. The fact that the program is for women only provides Emirati women with a "safe" space to grow, network, and form strong relationships. However, the program also allows for wider networking events which allow women to network with senior men. Because this "mixing" is sanctioned by government, it is deemed acceptable even to some groups of women who would not be able to do so under different circumstances. Moreover, support from the government solicits support from the candidates" employers, as they need to commit a substantial amount of their staff's time for this program over the course of two years. Second, because the program is nationwide, it allows for networking among nationals from all the emirates, not just Dubai. This program links participants from various emirates through a transparent process that does not privilege "connected" individuals, or individuals with support from their employers only, as the application process can be by nomination from department heads as well as self-nomination through the program's Web site. This process makes access to opportunities and resources less political and more egalitarian, and therefore transcends local politics and widens the space for participation.

It must be noted that a national development framework has a number of limitations. For example, a key part of the stated goals of a number of programs serving national development is to train "change agents." However, the change refers to personal and professional development of the individual, rather than the system in which the individual is embedded.[8] Indeed, in the case presented previously, even the components of the program that have the potential to transform social relations, such as networking, are primarily designed and introduced to enhance *personal* networks. The relational effects, if any, occur as a by-product rather than as part of the original design. The emphasis on the individual is also reflected in the fact that the program acts as a collection of international "brands" for leadership training providers. After completing each module, the participant receives an accredited certificate from one of the world class institutions contributing to the program. Thus, the perceived rewards for participating in such a program are defined through rewards to the individual that enable their career progression. Thus, the program falls squarely as an initiative aimed at human capital development rather than social capital development.

While the overarching emphasis is on individual development in the previously described program, there is a notable exception. The program introduced a pioneering group exercise which engages participants in discussion and action about wider "public" issues such as public policies and the ways in which they influence women's access to opportunities and resources. Candidates select topics for their group research projects such as work-life balance policies in organizations, women's entrepreneurship, women's leadership in the public sector, etc. As an outcome of these projects, the women's program presents the recommendations of these projects to the government as part of their mandate to influence public policy with regard to areas related to women's leadership. This exercise may create a new context for participants to think of a more participatory approach in decision making: namely, they understand that collaborating

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[8] In fact, the personal development of participants in the program occurs in service of the state, and is experienced and understood primarily within those parameters.

with others can influence decision making processes at the highest levels. However, it remains to be seen if lessons from these group projects can translate into collective action in other contexts, rather than action based on predefined groups. Moreover, given that there are no precedents for government implementing any of the recommendations presented as of yet, it is still too early to evaluate the effectiveness of such an approach.

Educational Leadership Development Program. Leadership is an increasingly important component in many university institutions across the region. The university in this case study has leadership as one of the key learning outcomes of the university experience. Leadership development for students is an overarching goal which permeates all university activities. For a decade, leadership education was provided by a specialized center within the university through curricular, co-curricular and extra-curricular approaches. Since its inception, the leadership development program received a great deal of public interest due mainly to one of its components—a large women's leadership conference held every two years in which global leaders were invited to speak about their leadership journey. Leadership was also integrated as an analytical lens into students' capstone projects. In addition, leadership opportunities were provided through a mentoring program for high-achieving students. The university's administration has set the year 2009-2010 to research the direction of leadership development within the university, with the aim of producing a clear leadership development model with a strategic plan for implementation, along with a clear awareness of the importance of working with theories of leadership.

"Conversations on Leadership" is a year-long project that is mandated to set the stage for the development of a new leadership model at the university. The project is a university-wide initiative based on interactive discussions and presentations on best practices in global leadership education. Organizers aim to create a unique, culturally-specific, student-centered leadership education approach. The "Conversations" project is characterized by two general strategies. First, it is inclusive of all faculty and students in the university as active participants and actors who reflect and provide feedback on their perspectives of leadership through a variety of activities. The main aim is to give students a "voice" to express themselves on issues of leadership and make the process participatory and "bottom-up." The second strategy is that the process is indigenous, in the sense that it gives voice to "local" leadership perspectives which do not necessarily emanate from Western academic literature.

This project is comprised of several components: The first, is the creation of a "core group" who will work on the conversations for this year. The core group is comprised of a three-person team who chair the project, a steering committee which serves as the focal point for the development of the strategic plan and goals, 25 unit representatives from various departments and colleges of the university assigned to facilitate the project and to provide ongoing reflections on leadership, and student volunteers and others invited to participate by the unit heads. The steering committee, composed of senior faculty members and administrators, meets regularly to discuss issues raised during speaker events and to provide feedback on progress. Most importantly, the committee ensures

that the conversations are grounded in a clear conceptual framework inherent in the leadership development model.

The second component is a series of "public" events and activities around leadership including invited speakers (international and regional), displays and activities organized by the various academic and administrative units. One of the aims is to introduce the students to leadership as a public good, increasing awareness on social engagement and outreach to the community. The idea is to have students "experience" leadership in their extracurricular activities. Some of the speakers" events are on the unit or department level as well. In all cases, questions are submitted in advance to the speaker, as well as to the students, who provide feedback reports to the unit representatives. The pre-set questions to the speaker include questions on where their journey of leadership began and what leadership concepts influenced them the most. Speakers are asked to tackle leadership approaches which they think are important for the university's students. Faculty and students attend those events and write summary feedback reports, based on these pre-set guidelines.

The third component involves the 25 unit representatives who mainstream leadership into their programs throughout the semester and write reflective feedback reports at the end of the semester to the steering committee. Those feedback reports include responding to thematic questions which frame the conversation on leadership perspectives.[9] All feedback reports from both components are summarized and posted on the internal University website, making the information available and accessible to the general "public" of the university to read and respond to electronically.

A final component of the conversations involves synthesizing data from both an extensive literature review of leadership theory and a baseline survey of leadership perspectives that is designed to help in formulating the strategic plan. The baseline survey is an online survey which allows faculty and students to fill in their personal leadership perspectives, what books they have read on leadership, and which leaders have influenced them. After this data is analyzed it will provide the leadership team with an insight into the dominant leadership perspectives within the university. This data, along with the literature review and the various feedback reports from the unit representatives and students, will feed into the final strategic plan and will frame this university's particular leadership development model and "locally" relevant curriculum on leadership. This year-long effort will also provide a new framework for the women's leadership conference held previously.

While the "bottom-up" approach used in this project is unique to the region, there are some challenges to implementing the project successfully. Dominant approaches to leadership development programs in the region include components that are easy to measure and quantify, such as running large conferences with a quantifiable number of attendees and speakers, or outsourcing training modules to foreign leadership experts who belong to reputable institutions that are ranked by global indices. However, the novel, rich and complex approach used in the "Conversations" can be critiqued on the grounds that its impact cannot be readily assessed. The institution which houses this

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[9] They cover various issues such as the meaning of leadership, how can leadership education be fostered in the university's curriculum, and how leadership can be assessed.

project has competing priorities and, for the project to work, those heading it need to demonstrate success and buy-in from the various stakeholders. Indeed, one of the biggest challenges facing the sustainability of this project is aligning incentives of the various players needed to make the project work in the long term. Being at the inception stage, funding is limited and student participants receive no extra credit for participating in these activities. Therefore, real commitment and goodwill is needed from faculty and students to ensure engagement and participation in these activities. On the one hand, this is an "empowering" approach, as students are given a "voice" in defining the university's leadership perspectives. On the other hand, it remains to be seen whether this year's efforts will result in a transformation of the leadership paradigm at the university level.

One clear disadvantage faced by this leadership program is that it works in isolation from others working on similar issues. While there are many educational institutions that have leadership development programs, there is no collaboration or sharing of experiences through a regional (or even local) network of organizations, scholars, and practitioners working on leadership. A regional network would be able to coordinate such exchanges and act as a repository of cumulative culturally derived knowledge on leadership in the region. However, this would require transcending institutional and national boundaries, which have limited such collaboration in the past.

Challenges to leadership development in the region. While the two cases presented above are different in term of their scope, target audience, incentive structure, stage of development, and financial resources, they demonstrate that the same context can produce such varying perspectives on what leadership means and how it should be developed. In particular, the two cases are useful for extrapolating three general themes about challenges to leadership development in the Arab world more generally: moving beyond leader development to leadership development, defining the public good, addressing the tension between dominant "Western" perspectives on leadership and "local" needs and realities.

1) *Moving beyond leader development to leadership development.* It was clear that both programs struggled with defining leadership conceptually. While one program resolved the issue by defining leadership as the capacity to effectively hold leadership positions in organizations, the other program made defining leadership one of their stated goals and engaged the collective in attempting to reach conceptual clarity on the issue. However, in both cases, one can characterize the approaches as primarily targeting intra-personal competences that enable *individuals* to think and act in new ways rather than transforming the relationships *between* people and addressing relational concerns such as commitments, trust, and respect. In other words, leadership is primarily understood as a cause rather than an effect or an emergent property of effective systems design (Day 2000). Therefore, one of the main challenges for leadership development programs in the region is to better understand and conceptualize relational approaches to leadership development. While individual approaches

are important and easier to define and justify in the context of developing countries, applying them without considering relational approaches disregards the rich body of research on leadership as a complex interaction between the individuals and their environments (Uhl-Bien 2006).

2) *Defining the public good*. Many of the programs maintain that leadership development of their participants results in enhancing the "public good" or the general welfare of the community. However, few of these programs clearly articulate what "public" they actually mean, nor do they evaluate the results of their program at the systemic level. For example, in the first case, the assumption is that the "public" refers to UAE citizens. On the one hand, this definition of community is problematic, because it precludes a more complex understanding of membership in a community defined by a globalizing context. On the other hand, because the selection process for admitting candidates is transparent and fair, one of the systemic, albeit unintended, results of the program, is that it creates a new space for collaboration among leading women in the UAE. The relationships built among the program participants result in creating a context of trust and respect that enable individuals to transcends emirate-level politicking or the embedded social networks that define opportunities by tribal affiliation, religious sect, or ethnic background. Thus, one of the biggest challenges for leadership development programs regionally is to clearly define the public good and, more importantly, to problematize it in order to better address how individuals are embedded in local, regional, and global contexts in complicated, and sometimes contradictory, ways.

3) *Addressing the tension between dominant "Western" perspectives on leadership and "local" needs and realities*. Both of the cases presented demonstrated the challenges related to reconciling "Western" perspectives on leadership and the "local" realities of people and programs in the Arab world. In some cases, attempts at reconciling "East" and "West" meant taking ready-made frameworks and tweaking them to make them "culturally suitable." By presuming that dominant theories of leadership provided by international organizations are superior, these programs inadvertently promote one-sided partnerships between "local" consumers and "international" providers. Moreover, such approaches underestimate the value of developing meaningful collaborations between leadership experts locally and internationally that can go beyond importing knowledge to local contexts, to producing it collaboratively[10]. Alternative approaches to addressing the tension between Western theories and local realities have their own set of problematic long-term implications. For example,

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[10] There are some examples of such collaborative relationships. The Gender and Public Policy Program at the Dubai School of Government works with faculty and researchers from the Center for Public Leadership and the Women and Public Policy Program at Harvard University to collaboratively produce new research and teaching materials. The Center for Arab Women's Training and Research (CAWTAR) provides training programs based on research conducted collaboratively with researchers across the region.

one of the stated goals of the educational leadership program is to give voice to indigenous theories of leadership. While this is very important, it may result in promoting these perspectives/theories *only* because they are more familiar or acceptable to the community regardless of the implications of the theory itself (e.g., leadership as an inherited position that comes with both rights and responsibilities). Indeed, articulating an "indigenous" perspective should not necessitate a reductionist dichotomy such as local/authentic vs. global/Western. "Reifying" cultural difference and positing a binary approach to understanding the self and the context may not be empowering for individuals who have to deal with globalizing realities (Al-Dabbagh 2009).

To summarize, the challenges to leadership development programs in the Arab world are evident at the different levels of conceptualizing, running, and cultivating a program in an intricate context full of contenders for a piece of the leadership "pie." While some of these challenges have been documented by Western leadership scholars (e.g., Day 2000) many are region-specific and stem from the particular positioning of the region within a global system of unequal power dynamics. These challenges represent a valuable opportunity to learn and build on these experiences, and offer recommendations for advancing leadership development regionally.

Recommendations for advancing effective leadership development in the Arab world

Based on the three overarching challenges to leadership development program in the Arab world identified in the previous section, we present three main recommendations to improve the context for leadership development in the region: create a collaborative context for "doing" leadership development, bring the "public" back into leadership, and allow for the emergence of "authentic" voices.

1) Create a collaborative context for "doing" leadership development

Rather than working in silos or competing for seemingly scarce opportunities, leadership development programs have much to gain by reaching out to other programs in the region and engaging in genuine exchange. There are valuable lessons to be learned about leadership development in the Arab world that can transcend the politics of organizations and, in some cases, countries. There is a real need to create a network of professionals, which includes both theorists and practitioners, who can exchange knowledge, share perspectives, and reflect on the work of leadership beyond institutional constraints. While international networks and associations exist, a regional network would focus on the opportunities, realities, and limitations specific to this region. This network can be housed, on a rotating basis, at existing institutions in the region, but must be clearly mandated with creating a safe space for leadership researchers and practitioners to connect and grow beyond the constraints of the formal institutional affiliations which they hold.

2) Bring the "public" back into leadership

The overarching emphasis in leadership development programs in the Arab world is on building individual competencies. The phenomenon of enrolling in a leadership program to promote a "personal brand" is in part a result of global neoliberal economic policies and international and regional political realities which favor the maintenance of the status quo. Relational approaches to leadership development which emphasize the notion of civic responsibility, public good, and context transformation are much needed. Indeed, the notion of the "public good" must be problematized to include a nuanced understanding of how individual actors function not only within local and national contexts, but within international contexts and global power structures as well.

3) Allow for the emergence of authentic voices

If leadership development programs in the region are to transcend the typical import model they must not only incorporate, but foster and engage with, indigenous research and knowledge. The common practice is to import programs wholesale with the assumption that they are globally relevant or to "culturally immerse" leadership trainers visiting the Arab world for a few days by providing them with pre-prepared information packs about the region. Even "tailor made" programs based in the Arab world are actually a compilation of different providers each importing their approach to deliver a particular module. The alternative to this approach must be to allow for the emergence of authentic voices through engaging in equal terms with local researchers and practitioners.

Conclusion

The Arab world is rich in the diversity of its leadership development programs, and those are likely to grow in type and number over the coming years. Never before has the topic of leadership development been given such attention and resources from local, regional, and international actors. However, the challenges to effective leadership development in the region are also evident and the timing is opportune for understanding and addressing them. There is a genuine need to create environments conducive to collaboration among researchers and practitioners across institutions and counties, clarify conceptually what is meant by leadership development, and allow for the emergence of authentic voices about what leadership is and how it works. The hope is that in coming years, leadership development programs in the region will transcend the cottage industry that currently exists to create a better, and more ethical, leadership development practice.

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Appendix 1: Taxonomy of Leadership Development Programs in the Region

Outcomes	Requirements	Candidates and Duration	Program Description	Name
Type: *National*				
Develop key managerial skills and capabilities. Develop key leadership skills capabilities. Prepare participants to become public leaders.	University graduates, ages from 22-45 depending on program type, competence and effective achievements, need to be acquainted with computer applications.	Emirati male and female government employees. The duration is a minimum of 6 months and a maximum of 2 years.	This Center manages several training programs, which aim to provide personal, leadership, technical and management skills to participants, with an emphasis on preparing future leaders for the UAE's strategic plans. The programs include the following: Promising Leaders Program; Young Leaders; Government Leaders Program ; The Elite Program The center collaborates with INSEAD and DUKE Corporate Education.	**Mohammed Bin Rashid Center for Leadership Development (MBRCLP)**
Enhance Emirati women's skills and competencies which are necessary for the UAE's needs at a personal and organizational level.	Employed and working in the public or private sector, with good English language skills.	Emirati women. The duration is two years.	UAE Women's Leadership Program, is one of the MBRCLP programs with similar objectives, such as personal and leadership development, only it is exclusively for women.	**Dubai Women's Establishment (DWE)**
Develop leadership capability at all government levels, to ensure a leadership pipeline at various levels of recruitment and to improve retention levels of highly skilled employees.	Participation by nomination from their employers.	Director Generals, Executive Directors, Department Directors in Federal ministries, authorities and corporations. The duration is two years	This program aims to prepare government leaders to fulfill the UAE's strategic plans by providing them with the necessary skills for leadership. The Program includes: Future Leaders program, Strategic leaders program, Executive leaders program. Collaborating institutions: INSEAD, DUKE, DSG, Ashridge, LBS, University of Wellington.	**UAE Government Leaders Program**

Outcomes	Requirements	Candidates and Duration	Program Description	Name
Type: *Educational/Academic Institution*				
Highlight the roles of women's leadership globally and allows students to interact with prominent women leaders and learn lifelong leadership skills.	To be an undergraduate student, write an essay/ statement of purpose and nominations.	Female undergraduates and graduate students from all over the world, male and female educators, male and female leadership practitioners.	The Program was centered around "Women as Global Leaders Conference" held in 2005, 2006 and 2008. The conference had different leadership themes every two years. It was designed for undergraduate students and educators to provide them with the necessary interaction with other leadership initiatives, along with workshops on personal and leadership development.	**Sheikha Fatima Program at Zayed University (Prior to 2009)**
DSG's courses usually use theories of "Organizational Excellence", Total Quality Management, Leadership and Negotiation. Their aim is to impact the individual/ personal development, leading to institutional change.	Differs from case to case. In some cases, the courses target senior managers, or middle managers in various departments of the government, such as DEWA and Tourism Authority.	For the Customized courses: Criteria differs depending on course, but candidates are employees from the organization or the department requesting the training. Open-enrollment is accessible to everyone. Courses are usually intensive workshops for several days. In some cases e.g. DEWA lasts two years.	The program aims to develop the institutional and leadership capacity in the Arab World by providing regionally relevant executive education that responds to the changing needs of policy makers and senior executives. DSG offers a wide array of Executive Education courses, some are open enrollment and others are customized programs. DSG collaborates with Harvard, Kennedy School of Government, freelance consultants, University of Wisconsin and a network of faculty who are either experts on leadership and or the region.	**Dubai School of Government**
Ensure the continuous development of the Qatar foundation's human capital and research agenda. To meet the needs of Qatari executives and professionals in R&D and technology centers.	BA with minimum GPA 3.5 or MD or PhD. Good communication, energetic, dynamic leadership.	Recent graduates, BA / MA or PhD. Research admin. spend 24 months on the job training and six months rotation at various universities in Education City. While, Research scientist: Flexible, according to student's needs.	It has two programs: Research Administration and Research Scientist Program. The two programs aim to satisfy the research needs of Qatar's Strategic Plan. The administration track prepares future managers to lead research centers and the second track equips researchers to work in those centers.	**Qatar Science Leadership program**

			They collaborate with Qatar Foundation and universities in Education City.	
Developing leadership capabilities of Saudi women in high administrative positions, enabling them to face challenges locally and internationally. Enabling them to hold positions in public, private sectors. Assisting them in acquiring scientific knowledge & technical skills.	Successful Saudi Business Women	Saudi women who are chosen by a joint committee from Al Yamama and the Oxford program. Duration is 4 days for 4 months	The Oxford Diploma in Organizational Leadership program is designed to produce educated and skilled Saudi Arabian business women, who are well equipped to face the challenges of the business environment, by providing them with tools for effective administration and leadership. In collaboration with Said Business School, Oxford.	**Al Yamama University, Saudi Arabia**
To develop student character holistically with the aim of becoming future leaders by equipping them with the necessary skills professionally and personally for the workforce.	Proficient English Language Skills	All Effat University Students. The program is integrated in the student's curriculum throughout the four years.	The Student Development Program provides a range of leadership skills for students to receive a holistic education, which will prepare them for life after graduation. This is done in collaboration with Mont Holyoke College, Massachusetts.	**Effat College**
To Enhance Leadership skills among AUC undergraduates with a focus on Social Change and Community Development.	2.8 minimum GPA, but the selection process is stringent and places are limited. The program coordinators are looking for enthusiasm and drive rather than perfect academic scores.	Undergraduate students at the American University in Cairo. Duration: 1 Academic Year	The student Leaders for Service Program: The program provides students with the leadership skills needed to lead social change and community development. Students are requested to take part in the various activities of the center. At the end of the program students must present a group project. In Collaboration with Maán Arab University Alliance for Civic Engagement.	**AUC Gerhart Center for Philanthropy**

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Develop leadership capability at all government levels, to ensure a leadership pipeline at various levels of recruitment and to improve retention levels of highly skilled employees.	Participation by nomination from their employers.	Director Generals, Executive Directors, Department Directors in Federal ministries, authorities and corporations. The duration is two years	This program aims to prepare government leaders to fulfill the UAE's strategic plans by providing them with the necessary skills for leadership. The Program includes: Future Leaders program, Strategic leaders program, Executive leaders program. Collaborating institutions: INSEAD, DUKE, DSG, Ashridge, LBS, University of Wellington.	**UAE Government Leaders Program**

Outcomes	Requirements	Candidates and Duration	Program Description	Name
Type: *Private Sector/ Work Organizations*				
To support high potential employees in acquiring and developing core competencies Shell looks for in a leader. To develop the personal leadership skills and strategic management capabilities.	Certain Job groups, managerial positions, 2-3 years experience plus 1 year in new position and approval from supervisor.	Employees with High Potential from lower to senior management. Duration: 2-2,5 years	Shell offers several programs: executive Leadership Program group (INSEAD); Business Leadership program (INSEAD); Shell/ Wharton group Business leadership Program. The programs offered provide participants with the skills Shell expects of high potential employees and prepares them for leadership dilemmas (INSEAD) while providing them with personal leadership skills and strategic vision (Wharton).	Shell
First Level program is designed to help participants transition from team players to team leader. Senior Program targets higher management team work and Executive Program aims to enhance change management.	No requirements, but staff are expected to complete Effective Performance conversation (EPC) entrance program.	Candidates are nominated by their supervisor and HR department. Duration: 2-3 days or one week.	BP offers several leadership development programs: First Level Program, Senior Level Program, the Executive Level Program and the Effective Performance Conversation Program. The programs all aim to equip employees with the necessary skills required to grow in the company.	BP

Outcomes	Requirements	Candidates and Duration	Program Description	Name
Type: *Local / Regional*				
Outcomes vary by type of program but have in common the provision of skills and knowledge for the "empowerment" of Arab women.	N/A	Candidates are selected by organizations and NGO's. Duration: Depending on the program, they could last between several months and several years.	CAWTAR adopts a gender and human rights based approach when implementing all of its activities and programs specifically in the area of women's leadership and participation for decision making. This approach permeates their research, training, programs and advocacy. In terms of Capacity Building, CAWTAR provides training kits for several programs such as: Arab Women Speak Out (est. 1997) in collaboration with John Hopkins University; Women Entrepreneurship Program (est. 2007) and Arab Women and Decision-making (Projected 2010). Each program has a different target, but they all share the same basic objectives to empower women through various activities and provide them with the tools to gain vital life skills.	**CAWTAR**

Outcomes	Requirements	Candidates and Duration	Program Description	Name
		Type: International Organization		
Developing civil society and reform advocacy to create a "gender(ed)" public conversation, allowing democratic voices to be heard. Increasing the role of women in the private sector and public office. Empowering youth to be active members of society.	Varies according to programs	It varies from under-privileged to community leaders. The duration varies from several weeks to a few months	MEPI organizes a variety of leadership programs across the Arab world such as the UAE teacher leadership Academy, the student Leaders program and the Kuwaiti Women Leadership Training program. MEPI focuses on five key areas of development in the Arab World which are: Giving people a voice in their future, supporting quality education, developing economic opportunity, empowering women and youth. MEPI collaborates with NGO's, private sector organizations, academic institutions and governments	**MEPI**
Improve governance and manage development. The WB offers leadership programs: to stabilize fragile states, accelerate reforms, support the public sector, and promote ethics and integrity in development.	N/A	Candidates are: countries in need of certain reforms and the departments and organizations within these countries. Duration is variable, depending on the needs of the country.	The WB runs a leadership Development Service which includes many different programs. The aim of WB programs is to "offer technical assistance to client countries at national and sub-national levels in the hope of providing innovative solutions to development challenges". The World Bank Collaborates with many organizations such as: UN, DFID, CIDA and the British Council.	**World Bank**

Outcomes	Requirements	Candidates and Duration	Program Description	Name
Type: Commercial				
Develop abilities of staff and utilize human resource skills to enable clients to cope with fast changing environments.	Permission and nomination from employer.	Employees nominated by their company. Duration varies on the type of training being offered.	Training programs cater to needs of clients. They offer many programs in various fields: administration, leadership, HR, Accounting and Finance. The company offers tailor-made courses to enhance leadership skills. The center also acts as a consultant to various organizations.	**UAE Leadership Training Center**