

ADVANCES IN
GLOBAL LEADERSHIP

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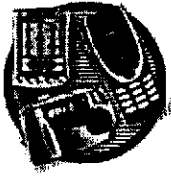
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Book Description

As organizations and leadership become more global, there are pressing needs for better developed conceptual models and definitions of what is meant by global leadership; better developed models, processes, and tools for developing global leaders; and a richer base of empirical evidence evaluating various definitions, conceptual models, processes and tools for developing global leaders.

This book is divided into three parts: theory, research and practice. The first part begins by looking at how scholars are thinking about global leadership. What are the issues? What is global? What is leadership? Definitional issues, as well as the philosophical problems of universality among cultures, are addressed. The research section introduces several studies of global leadership which demonstrate the challenges of doing research on such a broad topic, as well as providing case studies for specific cultures and contexts. The practice section focuses

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WHEN EAST MEETS WEST LEADERSHIP "BEST PRACTICES" IN THE UNITED STATES AND THE MIDDLE EAST

Terri A. Scandura, Mary Ann Von Glinow, and
Kevin B. Lowe

ABSTRACT

A review of the literature on leadership indicates a paucity of studies that employ samples from the Middle East. Cultural aspects that may influence leadership in the Middle East suggest that task-oriented leadership will be related to employee satisfaction and leadership effectiveness. Data from two samples, the United States ($N = 144$) and the Middle East ($N = 107$), were analyzed using exploratory factor analysis to investigate the consistency of construct composition across the two samples. Following determination of a consistent factor structure, hierarchical regression analysis was employed to examine leadership and organizational outcomes in the Middle East, with the U.S. sample results providing a frame of reference. Results indicated that people-oriented leadership (Consideration) was related to job satisfaction and leadership effectiveness in the U.S. sample. In stark contrast, task-oriented leader-

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ship (Initiating Structure) was related to satisfaction and leadership effectiveness in the Middle East. Implications and directions for future research are discussed.

From a Western Hemisphere perspective, the Middle East remains one of the most mysterious regions in the world. Despite the recent "globalization" of research on management, including leadership, we still know very little about this important region. The "Middle East" includes the countries of Egypt, Sudan, Algeria, Morocco, Tunisia, Libya, Iran, Iraq, Jordan, Palestine, Syria, Turkey, Lebanon, and the Gulf countries of Saudi Arabia, Bahrain, Yemen, Kuwait, the United Arab Emirates, Qatar, and Oman. Israel is geographically part of the region; however, it differs culturally in many respects, since considerable immigration to the region commenced in the 1940s and the Arabic culture is mixed with European, Russian, and other traditions. This has been supported by empirical research on National Culture measures (Hofstede, 1980). Countries in this region represent some of the oldest cultures in the world; they are predominantly Islamic, and some are among the wealthiest countries in the world on a per capita basis, primarily due to crude oil production (the Middle East holds an estimated 67 percent of the total oil discovered in the world) (Mabro, 1991). The population of the region is estimated to be between 175 and 200 million (Butt, 1987). In addition to the region's power with respect to its abundant oil reserves, recent sociopolitical events have focused attention on this part of the world. The Gulf War of 1992, the Middle East peace process, and continued attention to the Palestinian situation have been daily focal points for the western news media. And yet, management and leadership literature is virtually silent on the nature and effects of leadership in Middle East organizations.

In a review of leadership theory and research, Yukl (1998) notes that "most of the research on leadership during the past half century has been conducted in the United States, Canada, and Western Europe" (p. 461). Thomas, Shenkar, and Clarke (1994) reviewed the global coverage of studies published in the *Journal of International Business Studies (JIBS)* during the 25 years of that journal's existence. Their review resulted in analysis of 602 articles and research notes. Of these 602 studies, 15 were published using samples from Israel; however, as mentioned, Israel is considered culturally distinct from other Mideast countries (Hofstede, 1980). Also, it is important to note that although Iran and Turkey are in the region, they speak Farsi rather than Arabic. Iran is a Muslim country and is similar to other Arabic countries in that respect, but Turkey is not predominantly Muslim. Hence, caution should be exercised in interpreting studies that employ Iran and Turkey as representative of the Mideast region. Given this caveat, Thomas and colleagues (1994) report that 13 studies were conducted with samples from Turkey and 7 studies were conducted with samples from Iran. Eleven studies were conducted on Egypt, which is somewhat more similar to other Arabic countries in language, religion, and culture. Apart from these 31 studies, no other Middle East studies were

published in *JIBS* during its 25-year history, which is significant since *JIBS* is arguably the premier journal in international business. This report reveals a clear gap in the research base; more research needs to be conducted on Arabic countries, including the Arabian Peninsula (e.g., Saudi Arabia). Based upon their review, Thomas and colleagues (1994) conclude that our "mental maps" of the world are parochial because of the restriction of geographical coverage in our journals. One goal of the present study is to address this gap by inclusion of a sample drawn from countries in the Middle East.

The lack of data on the Middle East is probably due more to the difficulty of conducting research in the region than to neglect on the part of international researchers. Our own experience suggests that collecting data from the Middle East is a huge challenge. In addition to geographical distance, we found that cultural distance, in terms of understanding what research is and why it is important, was a factor. It is necessary that surveys be translated into the Arabic language, typed in that language, and then back-translated to ensure cultural equivalence—skill sets that are not common in Western cultures where more empirical research is currently generated. In our research, we found that it was absolutely necessary to have Arabic nationals travel to the Middle East and personally ask respondents to complete surveys. This type of "face work" is common in other parts of the world (e.g., in Mexico), and it makes survey research a costly and highly labor-intensive process. The importance of the research project and comparisons to other countries was explained. In some instances, the respondent considered it a personal favor to the person making the request. Personal networking was the most effective, and perhaps the only, means of collecting data. Mail-out requests were not attempted, because it was expected that the response rate would be very low. We consider the face work approach of personal connections and networking to be essential in order to collect high-quality data in the Middle East. It is not enough to translate the survey and mail it abroad. Research on the Middle East requires a personal approach to the collection of data, in addition to careful translation and back-translation of survey instruments. In part, we found that research concerning Middle Eastern respondents involved an educational process regarding what the purpose of research is, why it is important, and how it will improve understandings between the West and the Middle East. When these things were explained to the respondents, most chose to cooperate with the research project.

BEYOND STEREOTYPES: RESEARCHING LEADERS IN THE MIDDLE EAST

Our "Western" knowledge of leadership in the Middle East is often garnered from television clips of various Mideast leaders such as Mu'ammar Gadhafi, Yitzak Rabin, and Yassir Arafat. In some sense, Westerners perceive the unlikely pairing of leadership with terrorism in the Middle East, thus creating biased or stereotyp-

ical views of the Middle Eastern leader. Clearly, a better understanding of leadership will help to destroy unfortunate and possibly inaccurate stereotypes as well as to augment our knowledge of typical Middle Eastern leadership styles and behaviors.

Given that there are large cultural gaps between Middle Eastern countries and the frame-of-reference country (the United States), it is quite plausible that the leadership process itself may differ greatly. Thus, we sought to investigate leadership practices using a theory of leadership that is well grounded in Western empirical studies as a useful starting point for "getting our feet wet" with respect to leadership practices in the Middle East.

One of the best-known approaches to leadership is the Ohio State model of leader Consideration and leader Initiating Structure (Bass, 1990; Stogdill, 1963; Yukl, 1998). *Consideration* is the leader behavior that indicates caring and concern for employees, and *Initiating Structure* is the leader behavior that is based upon attention to task demands. Hundreds of studies have affirmed the construct validity of these two leadership constructs in predominantly Western samples (Bass, 1990), and well-established measures of Consideration and Initiating Structure have been developed (Schriesheim & Kerr, 1974, 1977; Schriesheim & Stogdill, 1975). Given their established validity in the United States, an interesting question for leadership research is whether Consideration and Initiating Structure (a "classic" leadership approach) will hold in the Middle East. Since we know so little about leader behavior in the Middle East, the use of Consideration and Initiating Structure as constructs for beginning a research program on Arabic countries appears to be a reasonable point of departure.

LEADER BEHAVIOR IN THE MIDDLE EAST

According to Von Glinow (1993), task-oriented leadership and people-oriented leadership represent two key leadership behaviors that are not only well documented in the United States, but also intuitively appealing in developing countries. She notes that research on leadership has demonstrated that "leadership training produces behavior training in subordinates" (p. 105). It cannot be assumed, however, that leadership training developed and tested in the United States will have the same effects on subordinates in or from other cultures. For example, leadership in Sweden, Mexico, and Japan is seen as being derived from one's seniority in the organization and is also viewed as paternalistic (Von Glinow, 1993). In the United States, employees expect a leader to be a good listener and often expect the leader to share power in participative leadership modalities (Conger, 1989; Vroom & Jago, 1988). Given the research to date, it seems clear that leadership differs across cultures (Smith, Misumi, Tayeb, Peterson, & Bond, 1989), however, so very little is known about leadership in many regions of the world.

As noted by Hagan (1995), the pervasive influence of the Islamic religion is key to understanding the Arab world. A common expression from the lips of an Arab is "INSHA' ALLAH," which translates as "if God's willing." Many Arabs have a tendency to be rather fatalistic in their approach to life, and thus time orientations are predominantly past and present rather than the past, present, and future cycle characteristic of the United States (Varner & Beamer, 1995). As a high-context culture, they often have a lesser need for clarity in their business and interpersonal interactions (Hall, 1976). Hofstede (1980) found the Middle Eastern countries of Iran and Turkey to be relatively high on collectivism and power distance. Collectivist cultures use social pressure to regulate individual behavior. For example, one of the most well-known, highly collectivist cultures is Japan, in which the needs of the individual are often subordinated to the good of the group. Power distance is the degree to which workers accept the authority of those in higher level positions in the organization. Given the strong role of Islam in respect for one's elders and for hierarchical position, the task-oriented style of leadership (Initiating Structure) might be expected by employees in the Middle East. Also, given that power distance is higher in the Arabic world than in the United States, which has a more egalitarian approach to leadership, it can be expected that task-oriented leadership will be related to employee satisfaction and leadership effectiveness in the Middle East. Although this may seem counterintuitive, it is important to remember that obedience to authority is valued, and trust in the wisdom of those in senior positions is important to the family structure. Arab workers may prefer more directive leadership because they respect and admire the wisdom of those more senior in the organization. Coupled with high collectivism, task-oriented leadership in the Middle East may be seen as more effective by employees because it is the leader who knows what is best for the organization, the group, and the worker. Also, Hofstede (1980) found that respondents from Iran and Turkey had a strong need to avoid uncertainty, which is probably true of other Arabic countries as well. For example, Almeer (1992) found that collectivism and femininity still characterize Tunis, Jordan, Egypt, and Qatar. This also suggests that task-oriented leadership would be more effective, as task directives from a supervisor might reduce ambiguity for employees. Many Arabic countries are characterized as feminine (Almeer, 1992; Hofstede, 1980), suggesting that the employee will try to maintain harmonious relationships with others at work. Given what is known about Middle Eastern cultures, we hypothesize that task-oriented leadership will be related to employee job satisfaction and leadership effectiveness:

Hypothesis 1. Leader Initiating Structure will be positively and significantly related to employee job satisfaction in the Middle East.

Hypothesis 2. Leader Initiating Structure will be positively and significantly related to leadership effectiveness in the Middle East.

In contrast to the Middle East, we expect that leader Consideration will be related to both employee satisfaction and leadership effectiveness in the United States. Showing concern for employees, having a "people orientation," and allowing their input into decisions, has been termed the "New Leadership" (Vroom & Jago, 1988) in the United States. Increasingly, organizational leaders are talking about empowering employees and providing them with the skills necessary to make their own decisions regarding their work (Conger, 1989). Consistent with research on Initiating Structure and Consideration (Schriesheim & Bird, 1979), we expect leader Consideration to be related to satisfaction, as well as leadership effectiveness (Schriesheim & Bird, 1979; Schriesheim & Kerr, 1974; Schriesheim & Stogdill, 1975). While these links are well established in the U.S. leadership literature, as a frame of reference, we wanted to include data from the United States in our analysis of leadership in the Middle East. Hence, we hypothesize that people-oriented leadership will be related to employee job satisfaction and leadership effectiveness.

Hypothesis 3. Leader Consideration will be positively and significantly related to employee job satisfaction in the United States.

Hypothesis 4. Leader Consideration will be positively and significantly related to leadership effectiveness in the United States.

METHOD

Samples

United States

The U.S. sample includes $N = 144$ managers. Approximately 50 percent of the sample are managers from a diverse set of organizations who participated in two executive business education programs associated with a large southwestern university. The other half of the sample are managers in a large defense corporation located in the southwestern United States. A comparison of the mean scores for this sample on the constructs of interest to a random sample of prior research investigating these constructs in U.S. organizations indicated no significant differences.

Middle East

The Middle East sample consists of $N = 107$ managers from diverse organizations ($N = 47$ from Jordan and $N = 60$ from Saudia Arabia). A special effort was made to include countries not sampled by previous research (Hofstede, 1980; Thomas et al., 1994), especially the Gulf countries. Two Arabic males who were vis-

iting Jordan and Saudi Arabia collected the data. Personal contacts are necessary to do business in the Middle East (Hagan, 1995), and based upon our experience, they are also essential in collecting research information. Although personal contacts were used to obtain participants, the data collectors were careful to include a variety of organizational types including government, service, and manufacturing.

The Arabic-language version of the survey was translated and back-translated by the two Arabic males who collected the data. These individuals were English-Arabic bilinguals and also U.S.-Arabic biculturals. The goal of the translation process was conceptual rather than literal equivalence (Graen, Hui, Wakabayashi, & Wang, 1997), but care was taken to preserve the integrity of the research instrument.

Measures

Instrument

This study is part of a larger research program that includes a number of Human Resource Management (HRM) practices and organizational contextual factors (Von Glinow, 1993). The present study focuses on three groups of variables: leadership practices (task and people orientation), employee job satisfaction, and leadership effectiveness. Short forms of measures were employed because our experience in collecting data from different cultures indicates that shorter forms increase response rates.

Independent Variables

Leader Consideration and leader Initiating Structure were the independent variables of interest in the present study. A 10-item short-form version of the 20-item Leader Behavior Descriptive Questionnaire (LBDQ-XII) (Stogdill, 1963) was used to measure these constructs. Previous research has identified the LBDQ-XII as the soundest available measure of Consideration and Initiating Structure (Schriesheim & Bird, 1979; Schriesheim & Kerr, 1974). The reduced measure used in this study contained 5 items to measure leader Consideration and 5 items to measure leader Initiating Structure. For both constructs, the 5 items were included in this scale. For the Middle East sample, only 9 of the 10 items were included, due to difficulty in translating item 6 into Arabic ("emphasizes high standards of performance") which was seen as redundant with item 2 ("stresses high standards of performance").

Confirmatory factor analysis is preferred when the factor structure is known or can be hypothesized from theory a priori (Sharma, 1996, p. 128). However, given the potential for different respondent frames of reference in cross-cultural samples (Cox, Lobel, & McLeod, 1991; Meindl, Hunt, & Lee, 1989), and the lack of empirical research regarding these constructs in the Middle East, we conducted

Table 1. Factor Loadings: U.S. Sample

	Factor 1	Factor 2
My immediate supervisor...		
1. Sets specific goals for me to accomplish	.11	.78
2. Emphasizes high standards of performance	.21	.74
3. Stresses the importance of work goals	.14	.87
4. Is friendly and easy to approach	.82	.14
5. Is eager to recognize/reward good performance	.69	.46
6. Stresses high standards of performance	(not translated)	
7. Is willing to listen to my problems	.84	.29
8. Treats me with respect	.86	.13
9. Checks everything; independent judgment not respected	-.53	.35
10. When suggestions made, receive fair evaluation	.77	.19

Note: $N = 144$. Some item content is abbreviated.

exploratory factor analyses to determine the underlying factor structure of the measures for the samples in this study.

Exploratory factor analysis with varimax rotation yielded two factors in each sample (United States and Middle East) (Tables 1 and 2). While the pattern of factor loadings is fairly consistent across the samples, the last two items were somewhat ambiguous in the Middle East sample ("checks everything" and "when suggestions are made to top management, they receive fair evaluation"). Interestingly, the Middle East respondents did not view the "checks everything" item as being clearly task-oriented behavior. Also, it is possible that the "suggestions to top management" item might not be relevant, due to a cultural difference in expectations regarding participation and upward feedback in a high power distance region. These results clearly need replication before further item refinement is undertaken.

Table 2. Factor Loadings: Middle East Sample

	Factor 1	Factor 2
My immediate supervisor...		
1. Sets specific goals for me to accomplish	.05	.85
2. Emphasizes high standards of performance	.01	.80
3. Stresses the importance of work goals	.21	.74
4. Is friendly and easy to approach	.69	.16
5. Is eager to recognize/reward good performance	.83	-.05
6. Stresses high standards of performance	(not translated)	
7. Is willing to listen to my problems	.84	.07
8. Treats me with respect	.86	.33
9. Checks everything; independent judgment not respected	-.53	.49
10. When suggestions made, receive fair evaluation	.77	.48

Note: $N = 107$. Some item content is abbreviated.

The consistent pattern of these loadings does not confirm that these item sets were interpreted equivalently, but they do suggest that the nine leadership items capture two distinct concepts in both samples. The items were scored to create two unit-weighted scales: Consideration (five items) and Initiating Structure (four items). Inspection of the item content for the measures is consistent with LBDQ-XII item loadings for Consideration and Initiating Structure. We believe that these distinct phenomena can be usefully interpreted as leader Consideration and leader Initiating Structure, which is consistent with leadership theory. The Cronbach alpha estimates of internal consistency (reliability) for leader Consideration were .90 in the U.S. sample and .76 in the Middle East sample. For Initiating Structure, the Cronbach alphas were .64 in the U.S. sample and .74 in the Middle East sample. Thus, both constructs achieved acceptable reliability in the two samples (Nunnally, 1979). Concern about the psychometric properties of the Initiating Structure measure in the U.S. sample is reduced by the considerable evidence supporting the English-language version of this measure (Bass, 1990; Schriesheim & Bird, 1979).

Dependent Variables

Two measures of organizational outcomes were included in the present study. These included a global measure of job satisfaction (six items) and perceptions of leadership effectiveness (three items). The employee satisfaction scales queried the respondents on their satisfaction with the job, supervisor, organization, pay, promotion, and job security. The leadership effectiveness items addressed the extent to which leadership practices help the company (1) to have high-performing employees, (2) to have employees who are satisfied with their jobs, and (3) to have employees who make a positive contribution to the overall effectiveness of the organization. Responses for the job satisfaction and leadership effectiveness measures were recorded on a Likert-type scale ranging from 1 (not at all) to 5 (to a very great extent).

For the U.S. sample, Cronbach alphas were .83 for satisfaction and .95 for leadership effectiveness. For the Middle East sample, Cronbach alphas were .71 for satisfaction and .73 for leadership effectiveness.

Analysis

Hierarchical regression analyses were performed with satisfaction and leadership effectiveness as dependent variables. Leader Consideration was entered first, since previous research suggests that this construct may capture affect for the leader ("liking") in addition to capturing the impact of leader behavior (Schriesheim & Gardiner, 1993). Subsequent analysis entering Initiating Structure determined that the results as reported are not affected by the entry order of the two measures.

Table 3. Means, Standard Deviations, and Intercorrelations for U.S. Sample

	Mean	SD	1	2	3	4
1. Consideration	3.62	.97	(.90)			
2. Initiating Structure	3.12	.75	.27***	(.64)		
3. Satisfaction	3.51	.73	.61***	.20*	(.83)	
4. Leader Effectiveness	3.15	1.02	.65***	.30***	.57***	(.95)

Notes: Reliabilities on diagonal.

* $p < .05$.

** $p < .01$.

*** $p < .001$.

RESULTS

The means, standard deviations, and intercorrelations among variables are shown in Tables 3 and 4 for the U.S. and Middle East samples, respectively. As indicated in Tables 3 and 4, both Consideration and Initiating Structure had positive associations with job satisfaction and leadership effectiveness. The bivariate relationships between Consideration and satisfaction and leadership effectiveness appear stronger in the U.S. sample compared to the Middle East sample. Yet, the relationships between Initiating Structure and leadership effectiveness appear stronger for the Middle East. Also, given the significant correlations between job satisfaction and leadership effectiveness, separate hierarchical regression analyses were run.

Although the discovery of a consistent factor structure for both the Middle East and the United States samples is interesting, the findings of the hierarchical regression analyses are of equal if not greater interest. As shown in Table 5, in the two separate hierarchical regression analyses for the U.S. sample with Consideration entered first, only leader Consideration was a significant predictor of employee satisfaction (beta = .61, $R^2 = .37$), and leadership effectiveness (beta = .65, $R^2 = .43$). Leader Initiating Structure failed to enter in both of the regression models. In subsequent analyses, these results held when the order of independent variable entry was reversed (Initiating Structure entered first). In the two hierarchical

Table 4. Means, Standard Deviations, and Intercorrelations for Middle East Sample

	Mean	SD	1	2	3	4
1. Consideration	3.06	.95	(.76)			
2. Initiating Structure	2.71	.93	.47***	(.74)		
3. Satisfaction	2.74	.84	.22***	.38***	(.71)	
4. Leader Effectiveness	3.23	1.08	.25***	.34***	.31***	(.73)

Notes: Reliabilities on diagonal.

* $p < .05$.

** $p < .01$.

*** $p < .001$.

Table 5. Hierarchical Regression Analyses on Satisfaction, Leadership Effectiveness, and Organizational Effectiveness for the U.S. and Middle East Samples

	Consideration beta	Initiating Structure beta	R ²	F Ratio
Job Satisfaction				
United States	.61	*	.37	79.4
Middle East	*	.38	.42	14.5
Leadership Effectiveness				
United States	.65*	.43	102.3	
Middle East	*	.33	.11	14.5

Note: *indicates that the variable did not enter the regression model.

regression analyses for the Middle East sample with leader Consideration entered first, only leader Initiating Structure was a significant predictor of employee satisfaction (beta = .38, $R^2 = .14$) and leadership effectiveness (beta = .33, $R^2 = .11$). Leader Consideration failed to enter in either regression model. These results also held when the order of entry of the independent variables was reversed (Initiating Structure entered first).

DISCUSSION

These findings across cultural groups are notable for both the contrast in findings of those leader behaviors that predict outcomes, and the consistency of these findings across more than one outcome variable (job satisfaction and leadership effectiveness). The pattern of results indicated in Table 5 seems to clearly indicate that task-oriented leadership is related to employee job satisfaction and leadership effectiveness in the Middle East, and that Consideration is not. In contrast, the data indicate that Consideration is related to employee satisfaction and leader effectiveness in the United States and task-oriented leadership is not. It is possible, based on these data, that expectations of leaders and the relationship of leadership to organizational outcomes is a culturally bound phenomena.

In Arabic, the word for "leadership" is *AL KIYADA* (pronounced Al kee'-ah-dah), which refers to officers in the military or those with high rank in the government. Historically, *KA'ID* (leader, pronounced kee'-aahd) is a great hero who leads warriors into battle. The cultures of the Middle East are rooted in traditional military concepts of leadership. It is important to bear in mind that, at the beginning of the nineteenth century, almost all of the Middle East and North Africa was still part of the Ottoman Empire which had been conquered in the fifteenth and sixteenth centuries. It was not until the end of World War I that the Ottoman Empire completely collapsed (Slugget & Farouk-Slugget, 1991). Images of war and conquest may influence the Arabic notion of leadership, whereas Western

notions of participation and listening to problems are antithetical to the Arabic cultural expectations of leadership.

Although it may surprise the Western reader that task-oriented leadership is related to employee job satisfaction and leadership effectiveness, from the point of view of an Arab person, who expects the leader to be strong and decisive, it is not at all unusual. Further, the cultural expectation that the leader knows what is best, and respect for those more senior—especially those who are older—leads to trust in the leader's judgment and willingness to follow directives. People-oriented leadership might be confusing or illustrate signs of indecision and weakness on the part of the leader.

Today, in many organizations in the Middle East, leadership positions (especially in the Gulf) are assigned to non-Arabs, since persons who are properly trained for these positions are in short supply among the ranks of labor. Home-country nationals are not yet trained to assume top positions in organizations because management has not developed into a profession. Arabic managers are primarily younger and do not have the prerequisite experience to assume the leadership role. Often expatriates from other countries are coupled with junior Arabic managers who are to guide them into leadership. Yet there is an issue with this mentoring process for the junior Arabic manager, because the expatriate manager fears that the Arabic national will take the position (Almeer, 1996). As a result of this lack of information and education regarding leadership, most Arabs do not make the distinction between "manager" and "leader." This is an academic distinction that is not yet emphasized in the universities of the Gulf and other Arabic countries, which focus more on technical training. Often, managers are assigned to positions without management education, including leadership training. Learning to lead is a process of trial and error. Hence, the need for leadership education in these countries seems obvious.

Of course, the results of one study cannot be considered conclusive. We hope, however, that this study is a first step to understanding cultural differences in leadership, using a traditional leadership approach, task-oriented, and people-oriented leadership in the Middle East. As far as we can tell, this study is the first of its kind to look at leadership in the Middle East. It serves as both a reminder and a caveat that we must be careful in asserting our assumptions about the transferability of our constructs across cultures. In this instance with Middle Eastern respondents, task-oriented leadership translates very well, though people-oriented leadership might not.

Future research is clearly needed on the Middle East (Thomas et al., 1994). Research should expand beyond the examination of the Middle East as a region and focus on specific countries. Just as there are certain acute differences between France and Germany, for example, we are confident that similar differences exist within and between the various countries of the Middle East. Other leadership perspectives should also be examined such as Leader-member exchange (LMX) (Graen & Scandura, 1987) and transformational leadership (Bass, 1985). Both

LMX and transformational leadership theory discuss the importance of the role of mentoring in the leadership process (Scandura & Schriesheim, 1994). In the Middle East, the role of mentoring in the development of leadership potential appears to be an area worthy of investigation, given the results of Almeer's (1996) work on mentoring in Gulf countries. We suggest that no assumptions be made regarding the transferability of these leadership concepts. The cultural and historical context of the area under study should be carefully examined and data carefully collected to explore the cultural boundaries of leadership theory across cultures. In this regard, ethnographic approaches and qualitative research using in-depth interviews or observation, or both, may be helpful in explicating the leadership concept in the Middle East. It should also not be expected that leadership concepts relate in the same fashion to outcome measures, such as job satisfaction in the Middle East. There is much work that needs to be done.

The Middle East will remain an important region, given its resources and continued sociopolitical issues. But it need not remain a cultural enigma, relegated to stereotypes and inaccurate viewpoints. Through constant attention to our frames of reference and genuine willingness to gain an understanding of the Middle East, its culture and its people, improved relationships between the West and the Middle East alliances may be attained.

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