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**Impact of Cultural Intelligence on Transformational
Leadership in the UAE's Parliamentary Diplomacy**

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**By
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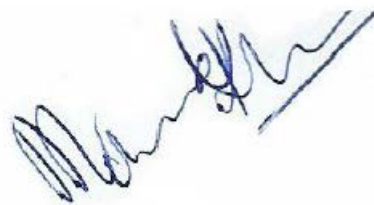
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Impact of Cultural Intelligence on Transformational Leadership in the UAE's Parliamentary Diplomacy



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Impact of Cultural Intelligence on Transformational Leadership in the UAE's Parliamentary Diplomacy

ABSTRACT

This study examines the relationship between Cultural Intelligence (CQ) and Transformational Leadership (TL) in the United Arab Emirates (UAE) the Parliamentary Group of the UAE's Federal National Council. The paper examines how diplomats employ CQ in effecting transformational leadership (TL) in the field of parliamentary diplomacy in the UAE. This involves composing the multi-criteria decision making elements of four factors model (FFM) of CQ on TL in order to rank each factor. To do so, the Analytical Hierarchy Process (AHP) method was applied to a sample of parliamentary leaders with the aim of advancing the understanding of values, beliefs, and perceptions of these leaders. The AHP-based decision-making approach allows criteria to be prioritized in terms of importance, leading to the creation of a hierarchal model based on pairwise comparisons. The hierarchical framework that emerged was divided into four main criteria (goals) and 15 sub-criteria. Such qualities affect [Members of Parliament \(MPs\)](#) understanding and how they express their views in both international and regional spheres and the impact of the CQ criteria in their performance diplomacy sphere. Providing parliamentary leaders with leadership training in CQ is highly recommended. While parliamentary groups showed a preference for certain leadership practices, these preferences may be incorporated in the development of transformational leadership that may be more suitable for today's diverse international

parliamentary diplomacy community. The connection between Cultural Intelligence and transformational leadership practices confirms the value of MP development in CQ. Cognitive and Motivational factors were more significant than Metacognitive and Behaviour factors. Implications and inferences can be made regarding similar Gulf countries.

Keywords: Cultural Intelligence, Transformational Leadership, [FFM](#), AHP, MP, Parliamentary diplomacy, UAE

LIST OF ABBREVIATIONS

TL	Transformational Leadership
CQ	Cultural Intelligence
FFM	The Four-Factor Model
PD	Parliamentary Diplomacy
FNC	Federal National Council
UAE	United Arab Emirates
GCC	Gulf Cooperation Council
APA	Asian Parliamentary Assembly
PUOICM	Parliamentary Union of the Organisation of Islamic Cooperation Member States
<u>MP</u>	<u>Member of Parliament</u>

DECLARATION

I hereby declare that:

The dissertation has been conducted, composed, and produced solely by the candidate. No other persons' works have been used without due acknowledgment and in-text reference in the main text of the dissertation.

The dissertation has not been submitted or utilised in any way for the award of any academic or professional degree or diploma in any other institute or university.

All research procedures reported in the dissertation were approved by ADU Institutional Review Board.

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PUBLICATION

Title: Personality of leaders in the context of transformational leadership in the UAE

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Abstract: This paper evaluates the impact of the 'big five' personality dimensions of leaders, focusing on how and to what extent, they influence transformational leadership in the United Arab Emirates. Online-survey data were gathered from 202 leaders and middle-managers from government, private and non-profit organisations across the United Arab Emirates (UAE). The questionnaire comprised six sets of questions: five assessing the 'big five' personality dimensions; and on measuring transformational leadership. Exploratory and confirmatory factor analyses were employed to analyse the leadership model. A positive relationship was found between transformational leadership and different personality traits: agreeableness, extroversion, and openness. The results can be used to help leaders willing to rediscover themselves in the context of their defined roles and objectives. This is the first study of its kind to examine the relationship between the 'big five' personality factors and leadership in different organisational contexts in the UAE.

Keywords: transformational leadership; big five; personality traits; United Arab Emirates; UAE.

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Table of Contents

COPYRIGHT PERMISSION AGREEMENT	ii
TO ADU LIBRARY	ii
ACKNOWLEDGMENTS	vii
PUBLICATION.....	viii
Chapter 1: Introduction	1
1.1 Background of the Study	1
1.2 Research Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Context of the Study.....	5
1.6 Significance of the Study	5
1.7 Dissertation Structure	6
Chapter 2: Literature Review and Theoretical Framework.....	9
2.1 Introduction.....	9
2.2 Historical Perspectives of Leadership Theory	10
2.2.1 <i>Global Leadership</i>	11
2.2.2 <i>Transformational Leadership</i>	14
2.3 Transformational Leadership Theory	16
2.3.1 <i>Idealised Influence</i>	17
2.3.2 <i>Inspirational Motivation</i>	18
2.3.3 <i>Intellectual Stimulation</i>	18
2.3.5 <i>Theoretical Scope, Appropriateness, and Heuristic Value</i>	19
2.4 Measuring Transformational Leadership	23
2.5 Cultural Intelligence (CQ) Theory	25
2.6 The Four-Factor Model of Cultural Intelligence (CQ)	27
2.7 Measuring Cultural Intelligence (CQ)	34
2.8 Importance of CQ in TL.....	37
2.9.1 <i>Global Parliamentary Diplomacy</i>	42
2.9.2 <i>Cultural Intelligence (CQ) in Parliamentary Diplomacy</i>	45
2.9.3 <i>UAE Parliamentary Diplomacy</i>	47
2.9.3.6 <i>Empowerment phase in the UAE Parliament</i>	53
2.10 Related work.....	53
Chapter 3: Methodology	59
3.1 Introduction.....	59
3.2 Analytic Hierarchy Process (AHP)	61
3.3 Research Framework.....	69
3.4 AHP model	71
3.4.1 <i>Meta-Cognitive CQ Sub-Factors</i>	71

3.4.2 Cognitive Intelligence (CQ) Sub-Factors	73
3.4.3 Motivational CQ Sub-Factors.....	73
3.4.4 Behavioural Intelligence Sub-Factors	74
3.5 Questionnaire Development	75
3.6 Research Sample	77
3.7 Data Collection	78
3.8 Summary	80
Chapter 4: Results and Analysis	81
4.1 Introduction.....	81
4.2 Complete Data Collection processes.....	81
4.3 Steps Taken to Generate and Analyse the Results	82
4.3.1 Step 1: Determination of Demographic Properties	82
4.3.2 Step 2: Ranking of the Main Criteria via AHP	86
4.3.3 Step 3: General Ranking of all Criteria via AHP.....	89
4.3.4 Step 4: Ranking by Priority Weight.....	92
4.4 Summary	96
Chapter 5: Discussion.....	98
5.1 Discussion of findings.....	98
5.2 Contributions of the Study	105
Chapter 6: Conclusions	107
6.1 Implications of the Study	107
6.1.1 Theoretical implications.....	107
6.1.2 Practical implications.....	108
6.2 Limitations	109
6.3 Future Research Directions.....	110
6.4 Summary	111
References	114
Appendices	133
Appendice 1: Letter of no objection from FNC.....	133
Appendice 2 : Questionnaire.....	134

Chapter 1: Introduction

1.1 Background of the Study

In a globalised world, workspaces are increasingly inhabited by people of diverse national, religious and ethnic backgrounds. A more culturally heterogeneous workforce has transformed leadership practices regarding ensuring optimum teamwork, effective communication, and high motivation levels. This “workplace diversity” has increased the demand for culturally intelligent and adept leadership, delivering optimum levels of performance, productivity and results from the team.

Indeed, ‘Cultural Intelligence’ (also known as ‘Cultural Quotient’ or simply ‘CQ’) has emerged as an important factor in assessing the effectiveness of leadership in management, particularly in transformational leadership (TL). In simple terms, CQ can be defined as “an individual’s capability to function and manage effectively in culturally diverse settings.” (Ang et al., 2007). It is a multi-dimensional construct targeted at situations involving cross-cultural interactions arising from differences in race, ethnicity, and nationality (Ang et al., 2007).

Perhaps, nowhere is the value of CQ so acutely felt than in the United Arab Emirates (UAE), where leaders have to work with an extremely culturally diverse and multi-national workforce. The UAE's ethnic diversity is a result of having one of the world’s highest net migration rates and expatriates account for 87% of the country’s estimated population of approximately 9.4 million in 2014, which includes residents from South Asia, China, the Philippines,

Thailand, Iran, northern Africa, and Western countries according to United Arab Emirates Population in the World Population Review 2016. However, diversity enhances employee creativity and competence. It also raises questions related to miscommunication, dysfunctional adaptation behaviours and the creation of barriers within organisations.

Again, being a major economic power in the Middle East and the very embodiment of globalisation, the UAE adheres to the very best international quality standards in all sectors (Matear, 2009). Thus, it is essential that Emirati nationals, leading an international workforce aimed at building a future of prosperity for the country, effectively manage a highly eclectic workforce by employing the most advanced CQ capabilities.

Effectively managing a highly eclectic workforce by employing advanced CQ techniques undergirds the importance of this study for enrolling real-time leaders in multicultural environments, particularly conferences assembling at regional and international levels. CQ has been incorporated into business and educational organisations, but there is still insufficient implementation at government/ diplomatic levels, especially in developing countries.

In today's globalised environments, several diplomatic missions and joint programs are involved in the domains of peace and security, business and culture, science and environment, and various humanitarian concerns. The efficiency of these concerns noticeably increases when countries employ TL with effective CQ skills for conducting innovative and collaborative projects in diplomatic spheres. (Wilfried, 2008)

In fact, integration of activities among parliaments around the world necessitated CQ practices in the management and execution of their joint projects, a major focus of this study, to date, there is only minimal data available in this research area. Therefore, research on CQ in the diplomatic arena takes on significant importance. CQ factors hold immense significance in the field of parliamentary diplomacy, an element this proposal will explore in depth. It should be noted here that the research proposal also addresses the role and function of the UAE's Federal National Council.

1.2 Research Problem

The specific problem is that it is unknown which cultural competencies contribute to effective leadership in domestic multicultural contexts. By exploring the relationship between TL and CQ, the research increases understanding of the factors influencing an individual's capabilities as a transformational leader in a multicultural environment. Increased awareness of competencies contributing to TL in a multicultural context will ensure that organisation leaders possess the knowledge needed to make educated hiring decisions. Additionally, CQ training must be integrated into leadership development efforts to train leaders in the navigation of cross-cultural contexts. A quantitative research design has been utilised to configure the relationship between CQ and TL among parliamentary leaders in FNC. Data on TL and CQ were collected via interviews with the MP leaders. To deal with the complexity of multi-criteria decision making, an analytical hierarchy process (AHP)

method has been adopted for this research. This research is designed to place CQ's main criteria and sub-criteria concerning TL in the context of diplomacy, with a particular focus on leaders' parliamentary diplomacy.

1.3 Objectives of the Study

The objectives of this study are:

- 1) To develop an AHP framework (hierarchical structural) for the Four Factors of Model for CQ in examining the role of CQ in transformational leadership.
- 2) To explore and quantify TL requirements in the context of CQ employed in the sphere of Parliamentary Diplomacy in The UAE.
- 3) To provide accurate measurements for evaluation and reliable means for providing informed guidance to governments, foreign ministries, diplomats and international institutions regarding composing multi-criteria decision making for the four CQ factors as a necessary constituent of TL.

1.4 Research Questions

The interdisciplinary nature of the study necessitates the intensive examination and synthesis of various subjects pertaining to leadership, management and diplomacy. In particular, it proposes to provide conceptual clarity on multifarious aspects related to Transformational Leadership and Cultural Intelligence, followed by the applicability and contemporaneous use of these concepts in the field of International Diplomacy.

1. What is the relationship between cultural intelligence and transformational leadership (on the UAE MPs leaders)?
2. Which factors are of greatest importance for CQ impact in transformational leadership (on the UAE MPs leaders)?

1.5 Context of the Study

Earley and Ang developed the concept of CQ in 2003, in which they define it as “an individual’s capability to function and manage effectively in culturally diverse settings” (Ng et al., 2009: 32). This definition is similar to that of Schmidt and Hunter for IQ (1998:3): “the ability to grasp and reason correctly with abstractions [concepts] and solve problems”. Earley and Ang (2003) examined the essential underpinnings of CQ and its connections to other intelligence frameworks, such as practical intelligence (Sternberg & Grigorenko, 2006), social intelligence (Zautra et al., 2015), and emotional intelligence (Abdollahi & Abu Talib, 2016).

The interdisciplinary nature of this study necessitates the intensive examination and synthesis of various subjects pertaining to leadership, management, and diplomacy. In particular, it proposes to provide conceptual clarity on multifarious aspects related to TL and CQ, followed by the applicability and contemporaneous use of these concepts in the field of International Diplomacy.

1.6 Significance of the Study

In today’s global environment leadership represents a multicultural challenge, creating demands on organisations to develop new strategies for competing in a

global arena and exercise leadership (Dolan & Kawamura, 2015; Livermore, 2010; Museus & Smith, 2016).

Theoretically, CQ theory and TL theory are merged. Methodologically, Quantitative Research was conducted in order to identify if a correlation exists between CQ and transformational leadership. This analysis was conducted by applying the analytic hierarchy process (AHP) model for CQ factors and then ascertaining the resulting impact in TL-based decision-making approaches which allow certain criteria to be prioritised. Therefore, the decision-making approach allows criteria to be prioritised in terms of importance, leading to creating a hierarchal model based on pairwise comparisons. The most predictive CQ factor that influences TL remains questionable. The population study comprises people leaders in a multicultural context at different parliamentary organisation meetings from a single location.

1.7 Dissertation Structure

This dissertation consists of seven chapters, starting with this introductory chapter, which provides an overview of the entire study. For the remaining 5 chapters, Chapter 2, entitled “Literature Review”, addresses the historical perspectives of leadership theory with emphasis placed on transformational leadership theory. It also views the different approaches frequently used for measuring transformational leadership. The CQ theory and its four-factor model are also detailed with a focus on how to measure CQ. The relative significance of CQ to transformational leadership is addressed with reflection and insights provided as regards the research context of the UAE parliamentary diplomacy.

The practical literature underpinning of relevant studies that applied the framework of CQ to political discourses, educational domains or management research are explored.

Chapter 3, entitled “Research Methodology” introduces the basic tenets of Analytic Hierarchy Process (AHP) and how it is ushered towards exploring the conceptual framework of the present study. The customised model and the developed questionnaire that is used to collect responses from the experts (leaders) in the scheduled interviews are viewed in detail. The methods used for selecting the sample size and features as well as collecting the data are displayed.

~~Chapter 3, entitled “Data Analysis and Results,” introduces the basic tenets of Analytic Hierarchy Process (AHP) and how it is ushered towards exploring the conceptual framework of the present study. The customised model and the developed questionnaire that is used to collect responses from the experts (leaders) in the scheduled interviews are viewed in detail. The methods used for selecting the sample size and features as well as collecting the data are displayed.~~

Chapter 4, Data Analysis and Results, presents the main findings and all steps taken to generate and analyse the results. The descriptive statistics and demographics are charted whenever indicated. The retrieved results are discussed in Chapter 5. The previously similar results are collated with the generated findings of the present study, while the different findings are contrasted with emphasis on the possible explanation for such variance.

Chapter ~~Six~~6 answers the main research questions and draw the concluding remarks. It also provides insights into the plausible implications for the main criteria and subcriteria of the used model in theory and practice. The research managerial implications of the study are highlighted as well. The contributions of this study and its limitations are explored with inference made towards directing future research.

1.8 Chapter Summary

Chapter one provides an overview of the present study. This chapter initially discusses the background, the research problem, objectives, and questions and the context of this research. The chapter then presents and highlights the significance of the study at the theoretical, methodological, and practical levels.

Chapter 2: Literature Review and Theoretical Framework

2.1 Introduction

This chapter comprises a literature review of relevant extant research focusing on transformational leadership, cultural intelligence (CQ), and the relationship between them. In order to provide a general understanding of the two theories based on prior research, a funnel approach is utilised. This process enables the identification of gaps in the literature, supports the problem statement, and provides an understanding of how the study results contribute to the nomological networks both of transformational leadership and CQ.

The research strategy utilised to gather relevant research started with a search for CQ and leadership theories. After adopting the transformational leadership (TL) approach, analysis was expanded to include the evolution of each method, and their respective applications in research. Initially, the databases consulted were EBSCOhost and ProQuest; however, these databases proved to have limited potential for providing relevant literature to support the present study. Google Scholar, Scopus and recommendations from the Centre for Cultural Intelligence were subsequently consulted. The search terms used included “culture,” “cross-cultural,” “cultural intelligence,” “multicultural,” “global,” “leadership” and “transformational leadership.”

The author's name was also used included within the search parameters. It was necessary to gather empirical evidence to support the utilisation of the Cultural Intelligence Scale (CQS) and the Multifactor Leadership Questionnaire (MLQ-5X), the instruments selected for the proposed research, as suitable gauges of CQ and TL, respectively. Although recourse was made principally to literature published within the last three to five years, older significant and seminal studies were also incorporated.

2.2 Historical Perspectives of Leadership Theory

Leadership is a phenomenon that is both complex and closely linked to organisational outcomes. Leadership, therefore, represents an extensive field of study, with contributions from multiple perspectives. Stogdill (1974) proposes that certain critical leadership traits can be measured. McGregor's (1960) theory of participative management proposes that a leader's assumptions regarding human nature is greatly influential upon leadership strategies. In contrast, Fielder's (1967) contingency model asserts that no single leadership style can be 100% effective; instead, leader-member relations, task structure, and individual positions of power in any given situation must be evaluated separately in order to identify the most effective approach. Meanwhile, inclusive leadership involves the wish to collaborate with colleagues rather than lead them (Greenleaf, 1970). Each leadership theory is viable and has shaped how organisations recruit, select, and train their leaders, which ultimately impacts upon personnel functionality within

any given organisation. Given the increasingly global economy, evolving technologies, and diverse workforce, organisations need to identify managers capable of leading across cultures and during periods of change.

The focus of TL is on creating a vision, garnering respect and commitment, and unlocking human potential by appealing to the individual and generating intellectual stimulation (Covey, 1992). The outcomes of TL include performance beyond potential expectations and improved worker commitment and satisfaction (Bass & Riggio, 2006). The resulting high levels of employee satisfaction, performance, and commitment both potentially increase organisational sustainability (Tideman, 2013) and the ability to manage change (Lawler & Worley, 2006). Therefore TL has been selected as the most appropriate leadership theory for the present study.

2.2.1 Global Leadership

Studies focusing on global leadership and organisational behaviour effectiveness (GLOBE) have, since the mid-1990s, been dealing with issues of global leadership and its influence on everyday lives, within the realms of business, politics, society and popular culture (House et al., 2004). The need for such studies arose in response to rapidly changing social structures riddled with a plethora of cultural complexities and risks (Giddens, 2003). In this context, an overview of the flawed premise of early Western leadership theories is provided in Figure 2.1.

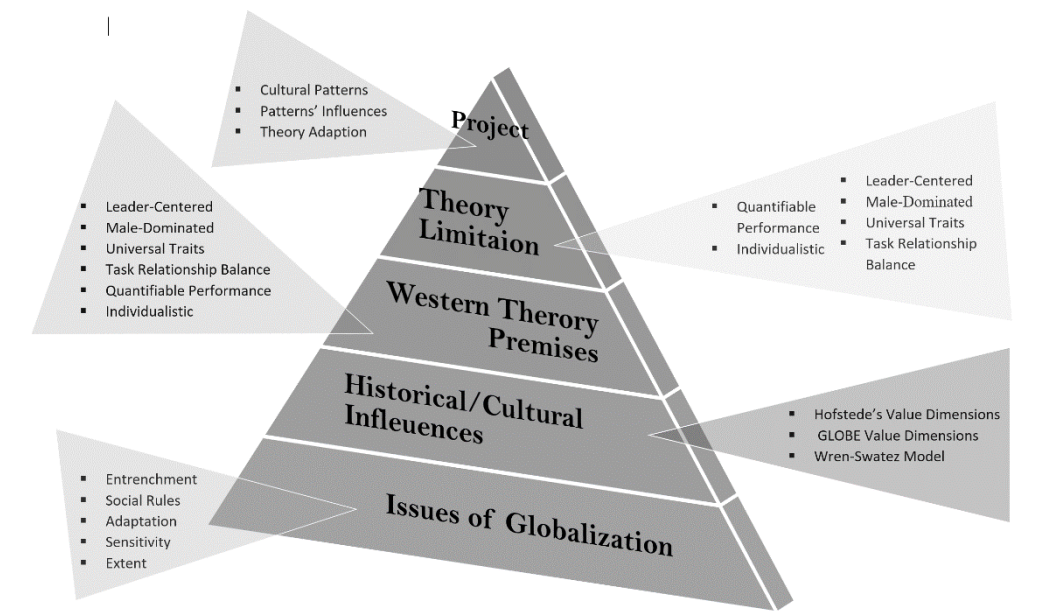


Figure 2.1. Flawed Premise of Early Western Leadership Theories.

The findings of Hofstede and Hofstede (2005) and House et al. (2004) illustrate the discrepancies between standard Western leadership theories and non-Western leadership practices with regards to gender considerations (Emrich, Denmark, & Hartog, 2004), power inequality (Carl, Gupta, & Javidan, 2004), performance orientation (Javidan, 2004), humane orientation (Kabasakal & Bodur, 2004), individualism/collectivism (Gelfand, Bhawuk, Nishii, & Bechtold, 2004), assertiveness (Hartog, 2004), and uncertainty avoidance (de Luque & Javidan, 2004) underscore a Western, especially American, bias in contemporary theories that is out of sync with most cross-cultural interactions.

In the mid-1990s, scholars such as Bass (1995) emphasized the importance of universality in leadership, whereas Komives, Lucas and McMohan (2007)

lamented the emphasis on Western leadership theories of their generation. A review of standard texts on the subject in undergraduate theory courses by Yukl (2006) and Northouse (2007) confirmed this bias towards Westernized sensibilities in leadership theories, validating the earlier work of Chemers (1995).

The call for leadership skills suitable for globalised and cross-cultural environments has underscored the need for culturally attuned and emotionally sensitive leaders adept at responding to various environments and diverse interpersonal employment situations (Alon & Higgins, 2005). This has, in turn, led to the development of two essential facets of successful global leaders, namely CQ and emotional intelligence.

Even when viewed from the traditional standpoint of intelligence as measured by IQ, both cultural and emotional forms of intelligence offer a framework for better understanding cross-cultural leadership and for developing leadership development programs (Alon & Higgins, 2005). International parliamentary diplomacy has enabled cross-cultural exchanges in terms of parliamentary practice between various National Assemblies and parliaments, particularly in relation to both international and regional organisations in meeting their environmental objectives. Such cross-cultural fertilisation is central to the concept of parliamentary diplomacy, which is an important tool for enabling countries to advance their national interests. Theoretically, public diplomacy is founded on direct person-to-person communication within different nations, which ultimately affects parliamentary decisions; its goal is to influence the behaviour of foreign governments through the points of view of their citizens. The importance of public

or parliamentary diplomacy lies in promoting the image of a country where parliamentary leaders ensure their messages are understood, creating a positive image of themselves among the people they represent (Rostami, 2014).

It was then surmised that a new framework for developing cross-cultural skills was called for as traditional leadership theories were inadequate in preparing students for cross-cultural leadership. The Global Leadership-Learning Pyramid was developed in response to this need. It provides a framework for a study that incorporates broad issues associated with globalisation, history, culture, and leadership. It determines cultural patterns and their implications for leadership. In addition, it adapts Western theories for culturally diverse usage and combines theory with practice.

2.2.2 Transformational Leadership

The TL approach fosters innovation and creativity in the workplace and is driven by vision, autonomy, encouragement, recognition, and challenge (Gumusluoglu & Ilsev, 2009). It aims to bring about the evolution of the organisational culture (Tichy & Ulrich, 1984). TL is defined as a type of leadership in which interactions amongst interested parties are organized “around a collective purpose” in such a way that it “transforms, motivates and enhances the actions and ethical aspirations of its followers” (Simola et al., 2012). Thus TL refers to a leadership style that affects positive transformations “in those who follow” and brings about desired changes

through the “strategy and structure” of the individual organisation (Geib & Swenson, 2013).

For theorists like Bass (1990), TL is characterised by several patterns of behaviour. First, it relates to leader charisma in gaining the respect and trust of stakeholders and in inspiring confidence and pride. This charisma incorporates the ideals of a shared vision and sense of mission necessary for transformation. The second characteristic relates to inspiration through which leaders enhance the efforts of their employees. These leaders are adept at expressing the fundamental purpose of the transformation process simply and communicate the accompanying expectations clearly and succinctly. The third characteristic pertains to intellectual stimulation. Leaders intellectually stimulate employees by emphasizing rationality and creativity in problem-solving situations. Finally, TL offers individualised consideration: leaders treat employees individually, offering them personal attention and providing coaching and advice.

TL is often contrasted with transactional leadership. In the former case, the purpose is to empower individuals in order to “develop their full potential, enhance their capabilities and skills, and improve their self-efficacy and self-esteem”. The latter implies leadership based on an exchange process wherein autonomous agents may benefit, which in turn implies reciprocity (Simola et al., 2012). Bass (1990) indicates that transactional leadership can be characterized by several elements that are not necessarily mutually exclusive. Wang and Howell (2010) observe that TL can be utilised at both individual and group levels. At group level, TL develops

common values and beliefs and inspires unity in order to achieve group goals. In this situation, leaders behave equally toward all members of the organisation, who in turn share a common perception about the leader's behaviour.

2.3 Transformational Leadership Theory

Transformational leadership as a concept dates from Burns (1978), who studied political leaders and their differences in terms of leadership and management styles. Burns's main contribution was in differentiating between transactional and transformational leadership. Transactional leaders "approach followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions" (Burns, 1978: 4). Transformational leadership, however, transforms the perception of leadership as a series of single interactions into one in which leader behaviour supports employee needs. Burns defined TL as "a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" Burns, 1978: 4).

According to Burns transformational and transactional leadership represent two opposite ends of a spectrum; leaders can excel at either TL or transactional leadership, they cannot do so in both. Building on the pioneering work of Burns, Bass's (1985) research emphasises how TL impacts on social change. Bass asserts that TL is a one-way process through which a leader transforms a follower.

Notably, Bass does not consider transformational and transactional leadership to be opposite ends of a spectrum; he believed instead that TL draws upon transactional

leadership. The main differences between transactional and TL relate to the process used by any particular leader to motivate followers and to the nature of the goals set (Hartog, Van Muijen, & Koopman, 1997). Bass and Avolio (1994) have developed the full range development theory, which integrates transactional, transformational, and transactional laissez-faire leadership. TL comprises four dimensions: idealised influence; inspirational motivation; intellectual stimulation; and individualised consideration. In the present study TL will be measured in domestic and multicultural contexts; therefore, it is necessary to understand these four dimensions comprehensively.

2.3.1 Idealised Influence

The first category of TL is idealised influence, formerly referred to as charisma. Charismatic leaders create a sense of mission and vision; they engender pride, garner respect and inspire their followers (Bass, 1985). Following criticism of “charisma” not being sufficiently aligned with transformational leadership ideals, the term was subsequently changed to idealised influence (Barbuto, 2005). TL can be differentiated from charismatic leadership as it is a behavioural process that can be learned (Tichy & Devanna, 1986).

Idealised influence relates to leaders who act in such a way as to be characterized as a role model, and who are able to gain the trust of their followers. This is achieved by demonstrating high ethical and moral standards, risk-taking, identifying with followers and being aware of their capabilities (Kendrick, 2011).

2.3.2 Inspirational Motivation

The second category of TL is inspirational motivation, which in Bass' (1985) original work was considered as a single factor termed as "charisma". However, behaviours were seen to differ, and inspirational motivation subsequently became a category in its own right (Hartog, Van Muijen, & Koopman, 1997). Unlike idealised influence, inspirational motivation does not require followers to identify with a leader (Hartog, Van Muijen, & Koopman, 1997). Inspirational motivation represents a leader's ability to create a vision and to inspire commitment to this vision among followers. Leaders can create drive through the demonstration of enthusiasm and optimism, the creation of meaning, and by providing constructive challenges for their followers (Kendrick, 2011).

2.3.3 Intellectual Stimulation

Intellectual stimulation, the third category, is defined as "an intellectually stimulating leader providing subordinates with a flow of challenging new ideas that are supposed to stimulate a rethinking of old ways of doing things" (Hartog, Van Muijen, & Koopman, 1997, p. 22). This is achieved by encouraging creativity, enabling followers to question fundamental assumptions and creation of a work environment in which followers are encouraged to embrace risk and to adopt innovative approaches to problem-solving. According to Kendrick (2011), if

followers are provided with a vision, they can ascertain the bigger picture, enabling them to challenge fundamental assumptions.

2.3.4 Individualized Consideration

Individualised consideration, the fourth category, is related to leaders acting as coaches or mentors. This is based on consideration of every follower as a unique individual, acknowledging and respecting his/her differences, and providing continuous feedback and individualised, personal attention (Kendrick, 2011). Such leaders can link individual needs to organisational needs (Hartog, Van Muijen, & Koopman, 1997). According to Yammarino and Bass (1990), such individualised consideration influences followers in the aim of achieving their maximum potential. In the present study, transformational leadership is measured using the MLQ-5X, which are based on the operationalised definitions of each category of transformational leadership. Transformational leadership among leaders in this study will thus directly reflect all the above aspects of transformational leadership. Therefore it is vital to understand how each of these dimensions contributes to TL as an overall construct.

2.3.5 Theoretical Scope, Appropriateness, and Heuristic Value

The theoretical scope of TL encompasses a wide variety of interactions. The utilisation of transformational leadership theory is underpinned by its links with positive work-related behaviours through encouraging employees to attain a higher

level of achievement in order to benefit the organisation. Innovative problem-solving and critical thinking, and demonstrating high moral and ethical standards result in employees subsequently adopting these standards (Bass, 1985b; Bass & Avolio, 1994). TL has been positively linked with leadership effectiveness in several contexts (Judge & Piccolo, 2004; Lowe et al., 1996), as well as positive work-related outcomes among employees in various countries, professions and contexts (Bass & Riggio, 2006; Judge & Piccolo, 2004; Lowe et al., 1996). As a theoretical framework, TL has been used to assess the effectiveness of leadership styles in geographic locations including the United States, Japan (Fukushige & Spicer, 2007), Singapore (Bass, 1990), South Africa (Kotzé & Nel, 2015), New South Wales (Palmer, Walls, Burgess, & Stough, 2001) and Turkey (Erkutlu, 2008).

In assessing the appropriateness of TL theory and its heuristic value, consideration must be given to two particular factors. Appropriateness is here assessed by viewing TL theory through both an epistemological and an ontological lens. The epistemological approach concerns the idea that TL theory can be observed, measured, and replicated, which, through the observation of leadership behaviours, has been demonstrated in previous research (Avolio et al., 1999; Bass & Avolio, 1993a, 1994). TL has been theorised, conceptualised, and validated as a four-dimensional model, representing a transformational leader.

The ontological approach of the present study is based on the idea that, in intercultural scenarios, transformational behaviours are demonstrated by influential

leaders, thus encouraging employee commitment. Transformational leaders guide, support, and enable employees to attain a higher level of self-actualisation, thus psychologically motivating them (supported both by CQ and TL behaviours) to extend beyond the boundaries of self-interest in order to benefit the organisation (Bass, 1985b, 2008; Jackson et al., 2013; Walumbwa et al., 2004). Understanding how CQ affects global leaders' ability to engender organisational commitment in an intercultural context enables organisations to mitigate the negative impact of globalisation due to cultural diversity and geographic dispersal. TL styles have been associated positively with the psychological bond between employees and their respective organisations (Bass, 1985b; Jackson et al., 2013; Walumbwa et al., 2004). It has been proposed that a psychological bond may exist between the organisation and the employee where leaders are able to manage the complexities inherent successfully in globalisation, allowing them to engender continual organisational commitment (Ang & Van Dyne, 2008; Rockstuhl et al., 2011). A culturally intelligent leader uses her/his ability to be aware of, and adapt to, the unique geographical, cultural, and socio-political characteristics of any particular employee, allowing the leader to address cultural needs individually, thus cementing a psychological bond between organisation and employee (Ang & Van Dyne, 2008; Rockstuhl et al., 2011)

In this context, openness can be defined as being “open to other possibilities ... it admits to diversity and invites dialogue with other perspectives” (Littlejohn, Foss, & Oetzel, 2017, p. 16). Transformational leadership theory is considered as being

open to the acknowledgement and inclusion of different perspectives; it has been studied in diverse contexts utilising various methods of inquiry and research designs. Bass (1997, p. 130), for example, acknowledged that “[transformational leadership] is among several neocharismatic conceptualisations built around similar leader behaviours and perceptions with slight variations in emphases (House, 1995),” such as charisma leadership (House, 1977), new leadership (Bryman, 1992), and visionary leadership (Sashkin, 1988). Theoretical linkages have been established with leader-member exchange, path-goal theory, and transactional leadership (Vecchio, Justin, & Pearce, 2008; Waldman, Bass, & Yammarino, 1988). Transformational leadership’s association with other leadership conceptualisations and theories detailed in this section, as well as the theory’s longevity and extension, provide support for the notion that transformational leadership theory is open to, and supports, facilitates, and enables, other theoretical perspectives. The breadth and longevity of the academic literature pertaining to TL theory underscores its theoretical scope, appropriateness, and heuristic value in the context of the proposed study. Transformational leadership theory was assessed in this context through a review of its theoretical scope, appropriateness, heuristic value, validity, and openness, ultimately providing support for this theory being philosophically suitable for the proposed study. Transformational leadership theory facilitates the creation of a psychological contract between follower and leader, in which both see the value of having a shared vision, which motivates the follower

to invest in this shared vision and ultimately work in accordance with it (Goodwin, Wofford, & Whittington, 2001).

2.4 Measuring Transformational Leadership

TL can be measured by utilising qualitative, quantitative or mixed-method research designs. Qualitative methods in this context include observations, interviews, surveys and focus groups. To provide an understanding of the strengths and weaknesses of quantitative and qualitative methodologies, Paulsen, Callan, Ayoko, and Saunders's (2012) mixed-method TL study was reviewed. The mixed-method process examines, in three distinct stages, the relationship between innovation and TL in a developing organisation. The first stage comprised interviews with executives as well as focus groups. This qualitative approach did not provide the desired results, although it highlighted overall trends. The second and third stages involved a questionnaire designed according to the results obtained in the first stage. In stages two and three, TL items from the MLQ-5X were utilised. Much like the mixed-method research on CQ discussed earlier, the main limitation of this study was the small sample size drawn from a single organisation (Paulsen, Callan, Ayoko, & Saunders 2012). Other limitations included the self-report questionnaire design and the lack of a control group against which results could be compared. The strengths of the mixed-method design included its longitudinal nature and the ability to include expert ratings (Paulsen, Callan, Ayoko, & Saunders, 2012).

The quantitative instrument most often used to measure TL is the Multifactor Leadership Questionnaire (MLQ). Researchers have also suggested that the Leadership Practices Inventory (LPI) can be used to measure transactional leadership and TL (Harold & Fields, 1997; Mancheno- Smoak, Endres, Potak, & Athanasaw, 2009). One limitation of the LPI is that its theoretical framework is founded upon Kouzes and Posner's five practices of exemplary leadership, which affects LPI content validity as a measure of TL (Abu-Tineh, Khasawneh, & Omary, 2009). The MLQ-5X, however, was explicitly designed to measure the constructs of transactional, transformational, and laissez-faire leadership. Therefore, to improve the content validity, the MLQ-5X was utilised in the present study to measure TL.

The MLQ was developed by Bass and Avolio (1994) to operationalise transformational and transactional leadership, supporting their hypotheses on a wide range of leadership behaviours. The MLQ has been revised several times since its inception, both including the wording of items and the addition or removal of items. In two studies, with sample sizes of 3,368 and 6,525 participants, Antonakis, Avolio, and Sivasubramaniam (2003) provided robust evidence supporting the MLQ-5X's validity and reliability. This is relevant in the context of the proposed study as it shows that the MLQ-5X can accurately measure transformational leadership among various populations and in different contexts.

Because of the vital role that the survey will play in the proposed research, it is necessary to choose an instrument to gather self-report quantitative data that has strong psychometric properties. In this context, the MLQ-5X is the instrument most often used to quantitatively measure TL's four elements. According to Antonakis, Avolio, and Sivasubramaniam (2003), it reliably measures transformational leadership across multiple contexts. Therefore, the MLQ-5X's transformational leadership items were chosen to measure transformational leadership in the proposed study.

2.5 Cultural Intelligence (CQ) Theory

The concept of CQ was first introduced by Early and Ang (2003), acclaimed researchers at London Business University. They defined CQ as "one's ability in the direction of successful adaptation with the new cultural environments which is usually different from one's cultural text" (Earley & Ang, 2003). According to them, human acts, intimations, and the manner in which one speaks, needs more developed changes when one encounters a global business regime. In the absence of such an effort, the probability of incomprehension is enhanced and cooperation becomes impossible. However, there could be situations when a foreigner demonstrates a natural ability to interpret the ambiguous and unclear implications as well as natives and colleagues do, and reflect them like a mirror (Moynihan, Peterson, & Earley, 2006).

The important factor to note is that, by its very definition, CQ deals with the transactional realities and focuses on intercultural fields (Cavanaugh & Gooderham, 2007). It is basically the perception of an individual's intellectual and practical appearance and essence. It also gives us a framework and language to perceive the differences in order to invest in them instead of tolerating or ignoring them (Fisk, & Friesen, 2011). For instance, a person with high CQ has the ability to learn in a new cultural environment and can enjoy the process of engaging with new cultures (Deng & Gibson, 2008). This is why CQ is also often described as the individual's ability to perceive, interpret, and act effectively in culturally varied conditions (Earley & Peterson, 2004). Crowne (2008) maintained that CQ is a personal ability that causes people to act effectively in different cultural circumstances. This helps individuals remove the cultural barriers more easily and resolves intercultural problems. CQ enables us to distinguish cultural differences through knowledge and awareness and helps us behave correctly in different cultures.

Studies on CQ have presented models based on four factors – knowledge, behaviour, stimulation, and strategy (MacNab & Worthley, 2012). The first category, popularly known as metacognitive CQ, showcases how an individual can understand cross-cultural experiences. Therefore, individuals follow this attitude to obtain and perceive cultural knowledge. Such situations arise when individuals use their own and others' mental processes.

Overall, one can arrive at a conclusion that CQ of a cognitive kind reveals an individual's perception of cultural similarities and differences, as well as an individual's cognitive and mental programs about other cultures (Moynihan, 2006). This aspect of CQ includes recognizing legal and economic systems, social interaction norms, religious beliefs, and the language of other cultures.

2.6 The Four-Factor Model of Cultural Intelligence (CQ)

CQ is the ability to create mutually beneficial collaboration with people who think and act differently from ourselves. It is noteworthy that the skills related to CQ can be taught and learnt. This objective can be achieved by learning its four qualitative capabilities. In this context, the four-factors model of CQ comprises:

1. Metacognitive CQ: refers to the ability of an individual to mentally strategize in relation to successful decision-making in cross-cultural situations. (Wang et al. 2019)
2. Cognitive CQ: refers to knowledge of other cultures, including values, norms, and behaviours. (Wang et al. 2019)
3. Motivational CQ: refers to personal motivation enabling individuals to overcome difficulties and challenges when faced with a cultural shock. . (Wang et al. 2019)
4. Behavioural CQ: represents the ability of an individual, in a cross-cultural setting, to observe, recognize, and adapt to local behaviour in an appropriate

manner; it helps individuals to understand cultural signals from locals and to adjust or adapt to the local community and culture.. (Wang et al. 2019)

According to Sternberg and Detterman's (1986), CQ is based on a framework of the multiple foci of intelligence. These authors integrated different views on intelligence to infer that there are four methods for conceptualising individual-level intelligence: metacognitive, cognitive, motivational, and behavioural dimensions. Reiterating the same dimensions, Earley and Ang (2003) consecrated the emerging consensus that investigating intelligence needs to extend beyond cognitive abilities.

Thus, leaders in modern, multi-cultural workplaces need to be adept at processing information about various cultures, an ability denoted by the term “metacognition.” Listed below are some of the facets, advantages, and techniques for developing “metacognition” as detailed by House and Javidan (2002):

- The ability to quickly process information about various cultures, which we know as metacognition, lies at the core of CQ, and leaders who lack the basic knowledge of working with various cultures face more challenges in becoming culturally intelligent.
- Culturally intelligent leaders have the advantage of developing strategies to achieve their goals through effective cultural interactions. They are able to draw feedback from a diverse workforce in any situation and adapt it to create a new scenario, as they constantly chart new learning patterns for themselves.

- Developing techniques that promote strategic thinking, such as coaching, mentoring, learning from peers, and parsing chain of thoughts in books, journals, etc., as well as sharpening observation skills and being an active listener.
- Techniques of strategic thinking facilitate the process of metacognition in that they sharpen the ability to connect new information with the old, to devise suitable strategies to facilitate this process, as well as to plan, monitor and evaluate various strategies and one's own progress.

Researchers have used various models and theories to measure the extent to which CQ has been used by leaders in the sphere of diplomacy. In the absence of a standard model for measuring CQ in the above context, the proposed study will use the four-factor model (FFM), as detailed in Table 2.1.

Table 2.1**Main Criteria of CQ**

Main Criteria	Definition	Reference(s)
CQ Knowledge (Cognition)	Cognitive pertains to individual knowledge and knowledge structures.	Sternberg and Detterman (1986)
	“Cognitive CQ refers to an individual’s knowledge structures about cultural institutions, norms, practices and conventions in different cultural settings.”	Dyne, Ang, and Livermore (2010)
	Knowledge resides in the “head,” which denotes awareness of the similarities and differences, self-awareness, and knowledge. Acquiring more information helps to discard misconceptions and biases about cultures.	MacNab (2012)
	“CQ knowledge (cognition) can be viewed as the total knowledge and experience concerning cultural adaptation of an individual stored in memory.”	Early and Peterson (2004)
	CQ-knowledge or -cognitive pertains to a person’s understanding of the ways various cultures are both similar and different from each other. It encompasses general knowledge and mental attitudes, assumptions, and observations about various cultures. Thus, cognitive covers information about a foreign nationality’s legal and economic systems, etiquettes and practices of social interaction, ideological and religious outlook and beliefs, and aesthetic tastes and values, as well as language and style of communication.	Tay, Westman, and Chia (2008); Ang and Van Dyne (2008)
	The cognitive dimension refers to the rational or objective side of CQ. It pertains to developing rational constructs that enable us to understand any interaction	Plum, Achen, Draeby, and Jensen (2008)

Main Criteria	Definition	Reference(s)
	with a foreigner, to comprehend the occurrence and to make judgements based on conceptual summations and language. It entails recognising oneself as a cultural being as well as getting to know people from various cultural backgrounds. This dimension necessitates an understanding of both what culture is and the characteristics of our own and others' cultures. It also refers to cognitive flexibility and the ability to transfer knowledge from one cultural interaction to another.	
CQ Drive (Motivational)	Because most cognition is motivated, motivational intelligence focuses on the magnitude and direction of energy as a locus of intelligence. Emotional intelligence pertains to the sentimental or emotional dimension as motivation generates solutions. This dimension has been referred to as the “touch paper” in the sphere of intercultural interaction – the factor that is said to transform fuel into fire and contains both the creative potential and the “danger;” the positive driving forces and the stumbling blocks that can destroy or enliven the contact. “Intercultural engagement” covers the motivation for accomplishing a fruitful inter-cultural exchange. External drivers, aims, and goals, such as the need to develop an innovation strategy, and internal drivers, such as curiosity or an attraction to different things or people, drive motivation. CQ motivation refers to a person’s interest in experiencing other cultures and interacting with people from different cultures. Motivational CQ refers to the interest and energy applied for studying and functioning in cross-cultural environments.	Ang et al. (2007) Plum, Achen, Draeby, and Jensen (2008) Tay, Westman, and Chia (2008)

Main Criteria	Definition	Reference(s)
	It includes the value a person places on culturally rich interactions, as well as their level of confidence in functioning effectively in places characterized by cultural diversity.	Ang and Van Dyne (2008)
CQ Strategy (Meta-Cognition)	Cultural domains were used as a foundation for developing the items to measure cognitive CQ on the CQS. Cognitive CQ is defined as “an individual’s cultural knowledge of norms, practices, and conventions in different cultural settings.” Metacognitive refers to control of cognition (the processes individuals employ to process and comprehend information and knowledge). CQ strategy refers to an individual’s level of awareness and his or her ability to plan in light of the person’s cultural understanding. It underlines a person’s degree of consciousness/ awareness of others’ preferences, i.e. “being harmonized with what’s going on in one’s self and others.” CQ-strategy or -metacognitive pertains to the way an individual comprehends inter-cultural interactions. It delves into the processes a person employs to comprehend cultural knowledge. It occurs when people make judgments about their own and other people’s thought processes. This includes planning ahead of time for an intercultural encounter, double-checking assumptions during the encounter, and adjusting mental maps when reality differs from expectations.	Triandis (1994) Van Dyne, Ang, and Koh (2008) Earley, Ang, and Tan (2006) Dyne, Ang, and Livermore (2010) Tay, Westman, and Chia (2008); Ang and Van Dyne (2008)
	Behavioural intelligence focuses on individual capabilities at the action level.	Earley, Ang, and Tan (2006)

Main Criteria	Definition	Reference(s)
CQ Action (Behaviour)	Intercultural association often plays a vital role in being successful in the international leadership context. Through such contacts, leaders acquire a great deal of knowledge, develop their cultural sensitivity, skills, and abilities to successfully manage themselves in multi-cultural environments.	Kim and Dyne (2012); Caligiuri and DiSanto (2001)
	Salespeople employed in a demographically diverse field are more effective in cross-cultural trade when they adapt to the diverse cultures of their customer base.	Hansen, Singh, Weilbaker, and Guesalaga (2011)
	CQ-behaviour is a person's ability to adapt verbal and nonverbal behaviour so that it is appropriate for different cultures. This ability necessitates having a versatile repertoire of behavioural responses that can be used in a variety of situations, as well as the ability to change both verbal and nonverbal behaviour depending on the people involved in a given interaction or setting.	Tay, Westman, and Chia (2008)
	The aspect of action refers to events taking place during an inter-cultural interaction, and how people engage in a situation involving emotional and rational content that we have collected. The facet of action covers the exchange of views and activities in the course of any inter-cultural interaction, including the gestures and acts by individuals engaged in the exchange. It has several kinds of interpersonal interactions, including speaking, listening, questioning, answering, accepting, arguing, or disagreeing, etc., as well as the skills that we have learned to manage relationships in general and covers aspects related to body language, etiquette, rituals, and techniques. The action dimension brings the other two dimensions of CQ into play.	Plum, Achen, Draeby, and Jensen (2008)

2.7 Measuring Cultural Intelligence (CQ)

The significance of Earley and Ang's (2003) research on CQ lies in its extension beyond cognitive intelligence, emotional intelligence, and cultural sensitivity to explain the malleable competencies required by individuals to function effectively in different cultural settings (Earley & Mosakowski, 2004). Since the initial development of CQ as a construct, many scholars have made contributions in this area. Ng and Earley (2006) discovered that CQ is not a culture-specific concept, enabling it to be extended across different cultural settings. Earley and Mosakowski (2004) studied 2,000 managers across 60 countries and found that individuals have different levels of the facets of CQ and that most people can improve their CQ. The ability to develop CQ is important to understanding the current research's impact. If a relationship between transformational leadership and CQ had been uncovered, organisations would have been able to concentrate their development efforts on cultural-intelligence training to improve TL.

As a multidimensional construct, CQ has evolved to become a four-factor model encompassing metacognitive CQ, cognitive CQ, motivational CQ, and behavioural CQ (Ang et al., 2007). This four-factor model defines CQ as "the capability of an individual to function effectively in situations characterized by cultural diversity" (Soon et al., 2007: 336). Each of CQ's four factors is relevant to human, cross-cultural interactions, representing the criteria in multiple

intelligence theory (Van Dyne, Ang, & Koh, 2008). An overview is provided below of each dimension of CQ.

By using multiple samples, a wide range of time intervals, diverse countries, and global and domestic culturally heterogeneous participants, CQ's 20-item model was validated (Ang et al., 2007). Moreover, related research establishes the predictive validity and value of self-report and observer-report versions of the scale (Van Dyne et al., 2008).

Motivation theories now concentrate on state-like individual difference constructs covering self-determination theory (Ryan & Deci, 2000), social cognitive theory (Bandura, 2002), and expectancy-value models (Eccles & Wigfield, 2002) to emphasise the significance of task-specific self-efficacy in directing attention and effort toward specific tasks. In contrast, the self-determination theory differentiates intrinsic and extrinsic aspects of agency. Therefore, motivational self-efficacy provides the confidence to adjust, while intrinsic and extrinsic interests provide compelling reasons to get involved (Parker, Bindl, & Strauss, 2010).

In spite of their promise, these early empirical research works were found to be limited in scope. Therefore, various literature on intelligence and intercultural competencies was integrated in the process of developing of the 20-item CQS, and three studies tested the substantive predictions of the CQ dimensions. Subsequently, a model was developed related to the specific dimensions of CQ

related to the cognitive, affective, and behavioural aspects of inter-cultural effectiveness, based on the framework built (Shaffer et al.2006).

Similar to several models of IQ, CQ also has a multidimensional construct with four principal dimensions. Additionally, Ang and Van Dyne (2003) proposed a scale in order to capture the self-rated ability to perform and adapt to different cultural contexts, thus enhancing its potential as a diagnostic tool for intercultural success (Earley & Peterson, 2004).

The CQS is a 20-item instrument that uses a seven-point Likert-type scale in which subjects respond regarding whether or not the item statements describe how they really are, from 1 (strongly disagree) to 7 (strongly agree). The scale is divided into four subscales, namely: metacognitive [metacognitive CQ (four items), cognitive CQ (six items), motivational CQ (five items), and behavioural CQ (five items)].

Prior leadership research suggests that individuals who possess CQ tend to also possess transformational leadership qualities (Keung & Rockinson-Szapkiw, 2013; Lee et al., 2013). Box et al. (2015) undertook the first study to demonstrate, in a non-university environment, an association between CQ and transformational leadership behaviours. These authors studied managers of Fortune 500 companies and demonstrated a positive association between transformational leadership and CQ. These results resemble those of Lee et al. (2013), who studied expatriate managers of Taiwanese multinational companies and those of Keung and Rockinson-Szapkiw (2013), who studied international

school leaders. However, none of these studies has uncovered an intercultural association between employees and managers, representing a challenge to their findings' external validity. Further, no studies to date have examined CQ's potential role in mediating the relationship between organisational commitment and transformational leadership. Examining these two constructs simultaneously to find an intercultural leader-follower relationship and assess CQ's potential mediating role would represent an advancement in the spheres of CQ, transformational leadership, and organisational commitment.

2.8 Importance of CQ in TL

CQ is understood as a kind of leadership rather than management. It calls for what HeifetzTaylor (1999) defined as courageous leadership. Courageous leadership means the bravery to perceive reality and help others see their realities, potentials and what opportunities should be seized. Leaders must, therefore, anticipate competently what skill sets are needed in the future (Goldsmith, 2006).

The importance of CQ for transformational leadership should not be overlooked. TL necessitates a high level of interaction. Leaders and followers achieve a high level of interconnectedness in this style, allowing them to make the desired changes (Burns, 1978). Transformational leaders attempt to promote the best in their team members by showing genuine concern and respect for every individual, irrespective of their cultural background. Leaders build an organisational culture of collaboration based on values such as integrity and

fairness. Transformational leaders instil in their employees the need for achievement and encourage them to reach self-actualisation.

Thus, as transformational leaders are constantly engaged in inspiring and motivating followers toward a common objective, their use of CQ becomes immensely important while leading a culturally diverse team. Acquiring CQ skills can determine the competitiveness of an organisation in the global economic scenario (Ismail et al., 2011).

This has been the subject of a large amount of research. Different approaches to leadership include conditional leadership, exchanging leader approach, transactional leadership, and transformational leadership (Somech, 2006). Ismail et al. (2011) have classified leadership behaviour and discussion into two groups – namely transactional leadership and TL. These theories have often led to practical applications in different parts of the world. Ngumi (2012) analysed the impact of transformational leadership on job satisfaction, organisational agreement, and behaviours of elementary schoolteachers in Tanzania.

Earley and Ang (2003) used the CQ narrative for the first time to establish the differences between individuals from differing cultures, exchanging manpower in effective adaptability and versatility. It worked on the premise that CQ enhances the ability to gather and process messages to arrive at conscious decisions and related approaches for finding compatibility with a new environment. Seen from this perspective, CQ is all about being effective across cultures (Earley et al., 2006).

Leadership is influenced by various analytical or cognitive intelligence (IQ), emotional intelligence, and CQ (Alon & Higgins, 2005). Gabel et al. (2005) postulated that emotional intelligence was an essential prerequisite for leadership and could be a predictor for cultural adjustment and for success in international management assignments. These findings eventually provided the basis for developing a global leadership model (Keung & Rockinson-Szapkiw, 2013). Earlier, the primal leadership theory postulated by Goleman, Boyatzis, and McKee (2002) had supported the importance of emotional intelligence in leadership development. They had emphasised that an emotionally intelligent leader could promote self-awareness, self-management, social awareness, and relationship management.

However, Lugo (2007) contended with studies in organisational behaviour that theories of emotional intelligence do not address a person's understanding of, and ability to succeed in, different cultural environments (Ang, Van Dyne, & Koh, 2007; Earley & Ang, 2003; Earley & Mosakowsky, 2004). Nevertheless, Earley and Ang's (2003) theory of CQ indicates that emotional intelligence can serve as a predictor of success if leaders have the required CQ.

To put it succinctly, CQ is the ability to function effectively in situations characterised by cultural diversity. Thus CQ is the measure for gauging the ability to function effectively in a multicultural environment, harmoniously communicate and engage in cross-cultural interactions, and perform optimally in culturally diverse work groups (Li-Yueh, Veasna, & Wu, 2013). Clearly,

these abilities are complementary to emotional intelligence's requirements for leadership.

CQ's impact on leadership is also essential (Solomon & Steyn, 2017). It represents the ability "to function effectively in situations that are characterised by cultural diversity" (Van Dyne, Ang, & Koh, 2015, p. 3). Leaders with CQ possess the necessary cultural awareness and knowledge to choose the most culturally appropriate and effective leadership style in various situations and contexts (Solomon & Steyn, 2017). Ashley (2020), for example, found positive correlations between leaders' CQ and their style of leadership.

The purpose of the proposed study is to examine the relationship between CQ and a particular type of leadership, i.e. transformational leadership. In order to justify the study of these two specific constructs and their linkages, it is important to provide evidence of a positive relationship between leadership and CQ (e.g., Offermann & Phan 2002).

CQ "helps leaders develop an overall perspective and repertoire that results in more effective leadership" (Van Dyne, Ang, & Livermore, 2010: 131). This greater effectiveness starts with awareness, which is a component both of cognition and metacognition; this enables leaders to comprehend their own and their followers' culture on values and potential biases (Rockstuhl, Hong, Ng, Ang, & Chiu, 2010). Accurate assumptions and cultural knowledge enable leaders to understand better how others perceive them (Rockstuhl et al., 2010). Research has indicated that combining self- and other-awareness with

behavioural flexibility facilitates leadership's appropriate adaptation in cases of cultural diversity (Rockstuhl et al., 2010).

There is an increasing amount of evidence supporting the relationship between CQ and leadership. For example, Kok-Yee, Van Dyne, and Soon (2009) designed a model in which CQ acts as a moderator for active involvement in experiential learning, which increases self-efficacy in the context of global leadership, enlightens and improves attitudes regarding different cultures, and increases leadership-style flexibility. Kim and Van Dyne (2012), in their study utilising both observer- and self-report data, revealed CQ to be positively related to international leadership potential through its mediation role in the effects of previous intercultural contact.

Rockstuhl et al. (2011), utilising multisource data on a sample of 126 military officers, revealed CQ to be a critical leadership competency among officers responsible for cross-border operations. They drew this conclusion because CQ was shown to be a better predictor of the effectiveness of cross-border leadership than general intelligence. In examining the relationship between leadership and CQ, CQ can also act as a moderator that enhances the effect of other variables (Van Dyne, et al. 2012). Although the studies discussed here have been undertaken in an international setting, they provide evidence supporting the relationship between TL and CQ (Figure 2.2). The findings and conclusions drawn from these studies motivate the proposed research to determine whether a similar relationship exists between transformational leadership and CQ in a domestic setting.

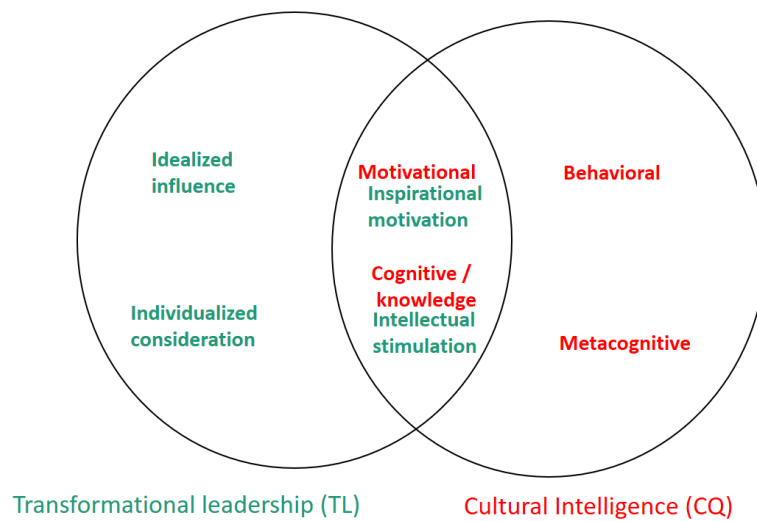


Figure 2.2. relationship between transformational leadership and CQ

2.9 UAE Parliamentary Diplomacy: Research Context

2.9.1 *Global Parliamentary Diplomacy*

With the end of the Cold War in the late 1980s, the shape and content of international affairs changed dramatically, with greater integration of the world economy, global politics, international finance, and security. The September 11 attacks, the emergence of BRICS (Brazil, Russia, India, China, and South Africa) economies, as well as the 2008 financial crises at the global and regional levels are testament to this relentless process of greater globalisation. All these developments point to the transformation of traditional intergovernmental diplomacy (Kerr & Wiseman, 2012).

For their part, governments and parliaments have had no choice but to engage in multilateral negotiations in a globalised world (Inter-Parliamentary Union, 2005). The importance of parliaments in providing a democratic base for global political integration has given rise to numerous calls for establishing a global parliamentary assembly. Modern parliamentary diplomacy is an autonomous activity of parliaments worldwide because it has sprung from the political praxis of parliamentarians and remains uncoded in international and domestic law. Parliamentary diplomacy is therefore predominantly of a political and informal nature. The socio-cultural intelligence factors' capabilities are modified and the implication for stable and impoundment is failing in some fields, such as military wars. (Tomes, 2015). It is also a relatively recent phenomenon, both in theory and policy-making.

Not so long ago, parliamentary diplomacy was a contentious subject. Although it is newly introduced, this type of diplomacy is now commonplace and a fundamental constituent of their everyday functioning. Ankie Broekers-Knol, Dutch politician and jurist, claimed that "parliamentarians are ideally placed on building bridges between conflicting parties and that they are not bound by the positions taken by the government" and so did Jacques Chagnon. Jacques Chagnon pointed to parliamentarians' "freedom of speech and independence" as an important dimension of their international activism. Effectively, parliamentarians acting abroad are "democratically mandated diplomats" (Stavridis & Jančić, 2016).

In fact, the diplomat's role in our times is growing more complex. Earlier, the role of a diplomat consisted of communication, reporting, policy-analyses, negotiations, and representation. However, it is now rapidly changing because of: (a) the emergence of new tasks, such as gaining specialisation in key policy matters, particularly global financial and economic development, climate change, and terrorism; and (b) the influence and actions of new actors, such as civil society, non-state agencies, parliamentary bodies, lobbies, the media, academia, sub-state regions, foundations, think tanks, and celebrities. As a result, diplomacy has several new forms, which include public diplomacy (Melissen, 2005), economic diplomacy (Bayne & Woolcock, 2011), paradiplomacy (Luzarraga & Keating, 1999), cultural diplomacy (Finn, 2003), celebrities' diplomacy (Huliaras & Tzifakis, 2010), and parliamentary diplomacy.

Similarly, the role of parliamentary institutions – such as assemblies, conferences, forums and associations – has been quite limited. Traditionally, the international role of parliaments has been approached as a component of a given polity's foreign policy and as an aspect of democratic legitimacy and executive accountability (The EU's Common Foreign and Security Policy, 2011) but not as an instance of independent “actorness.” As politicians, members of parliament hold political beliefs that may or may not be in step with their respective country's official positions on any given issue (Van Hecke & Wolfs, 2015). This affords parliamentarians a degree of flexibility, which is not extended to the diplomat. Parliamentarians thus foster a moral dimension to

international politics that reaches beyond narrow constraints of national interests, particularly on matters of principles, such as human rights. Thus, parliamentarians have been often found to freely debate with their counterparts and to advance innovative solutions over seemingly unresolvable problems (Beetham, 2006).

2.9.2 Cultural Intelligence (CQ) in Parliamentary Diplomacy

Diplomats of various countries develop a range of similar professional skills. These behavioural similarities create an *esprit de corps* (Bolewski, 2008), and diplomats reap the benefits of professional diplomatic training as they share restraint, politeness, tolerance, patience, empathy, and mutual confidence (Kappeler, 2004). Moreover, they learn from their interaction with their peers to integrate accumulated communicative and representational norms, rules, and institutions. Such interactions are devised to improve relations and avoid war between interacting and mutually recognizing political entities (Wiseman, 2005).

These cultural similarities and differences remain, which come in the way of a common culture of diplomacy. Individuals are formed by their cultural backgrounds because they are unable to erase what Hofstede (2004) termed the “programming of the mind.” Professional training, no matter how intensive, will not be able to replace the social identity established through a long-term socialisation process. (Cohen, 2004). Again, a serious factor inhibiting diplomatic traditions is the emergence of a diverse set of actors involved in

activities today, which were traditionally reserved solely for representatives of states (Rana, 2004). As a result, diplomatic participants' cultures are becoming more open. However, not all of the new actors in diplomacy have dealt with foreigners or intercultural situations before (Cohen 2004). Their acculturation remains in many cases only task-related, and is rarely adapted outside the negotiator's professional environment. Unlike career diplomats, they never lose their own programming of the mind as their internalised culture.

It is in this context that the four cardinal factors of CQ hold immense significance and importance for leadership in the diplomatic arena, particularly in the field of parliamentary diplomacy, which the proposed study aims to explore and investigate in depth.

The aim of political diplomacy is to promote the political interests of a state or group of states, both to ensure safety and to protect the fundamental rights of every citizen (Ungureanu, 2017). In the context of the political field, parliamentary diplomacy refers to diplomacy at the parliamentary level. Lawmakers can take actions both on behalf of their own government, as well as in conjunction with it, being able both to help analyse a specific situation in a state and to take actions to facilitate negotiations, even without a commitment from their own government. An important role is played here by international parliamentarians, who are able both to act both individually (i.e. through their role in, and reporting regarding, various parliamentary committees), as well as collectively (e.g. parliamentarians in the framework of the Parliamentary Assembly of the Council of Europe, European Parliament lawmakers, and

lawmakers from various other international parliamentary assemblies). In relation to international practices, this can encompass both internal parliamentary diplomacy (such as diplomacy, primarily directed at addressing potential differences arising between Member States of certain organisations) and parliamentary foreign diplomacy (primarily seeking to resolve foreign problems that may be highlighted within an organisation).

In exercising their functions, parliamentarians of all countries need to establish various contacts abroad and are thus becoming increasingly interested in transnational and regional networks. The term “parliamentary diplomacy” is now used by many players in various fields, encompassing exploratory diplomacy, influence, and relaying standards and values. The exchange of various ideas and experiences between parliaments occurs both at an international level and a regional level. The Inter-Parliamentary Union, for example, organizes annual conferences and working groups, and several new inter-parliamentary assemblies have been created (Rouet & Ušiak, 2019).

2.9.3 UAE Parliamentary Diplomacy

In the context of this research proposal, it is important to briefly understand the role and functioning of the UAE’s Federal National Council (FNC), which was the subject of the study.

The FNC was established as an extension of the approach of “Shura” 1972, so that it would be a platform for political participation and for the expression of the thoughts and opinions of the people of the UAE in all sectors, as well as

being a source of assistance, support, and direction for the government in the establishment stage of the modern state (FNC website, 2017)

On a remarkable day in the history of the UAE, the FNC conducted its first session on February 12th, 1972. On the next day, the late Sheikh Zayed Bin Sultan Al Nahyan (May God Have Mercy Upon Him) opened the first ordinary convention round of the first legislative chapter of the FNC.

2.9.3.1 The Formation of the Federal National Council (FNC)

In Chapter Four, Articles 68 to 93, the constitution of the UAE defines the formation of the FNC, its competencies, and its system of operation. The FNC had a bylaw issued as part of the Federal Decree No. 97 of 1977, which was amended by Resolution No. 1 of 2016 by the President of the UAE (FNC website, 2017)

The FNC consists of 40 members allocated among the Emirates as follows:

- eight members from each of the Emirates of Abu Dhabi and Dubai;
- six members from each of the Emirates of Sharjah and Ras Al Khaimah;
- and
- four members from each of the Emirates of Ajman, Fujairah, and Umm Al Quwain.

The constitution of the UAE states in Article 77 that: “A member of the council shall act on behalf of the entire people of the federation, not only of the Emirate which he is representing in the council.”

Under Article 71 of the constitution, no person may occupy, simultaneously, FNC's membership with any other public position in the federation, including ministerial positions (FNC website, 2017).

2.9.3.2 Membership

Under Article 69 of the constitution: "Every Emirate may determine the method of selection of the citizens who shall represent it in the Federal National Council." In 2006, it was determined that half of the FNC's members were to be elected, while the other half were to be selected by appointment. In addition, in that year, a woman was elected and appointed into the FNC for the first time (FNC, 2016).

The duration of the legislative chapter is four calendar years, commencing from the date of the first meeting thereof.

2.9.3.3 The Federal National Council's (FNC) System of Operation

The FNC is summoned to convene and close its meetings by a federal decree issued by the President of the Federation, with the approval of the Prime Minister of the Federation, for an ordinary annual round, the duration of which was not less than seven months, commencing from the third week of October every year (FNC website, 2017).

The FNC may be summoned to convene in an extraordinary round when necessary. In an extraordinary round, the FNC may not deliberate on matters other than those for which it was summoned to convene.

The FNC holds its sessions in Abu Dhabi, the capital of the UAE. Its sessions are public, though they may be held in private based upon the request of the government, the FNC's chairperson, or at least one-third of the FNC members.

The FNC's proceedings are only valid with a majority of members in attendance. Resolutions are made by the absolute majority of the attending members, and in the case of a tie in votes, the session's chairperson has the casting vote in cases other than those which require a special majority (FNC website, 2017).

2.9.3.4 Parliamentary Section

The UAE's Parliamentary Section is the entity responsible for the FNC's political role, which is defined primarily by parliamentary diplomatic roles. The Parliamentary Section was created on December 9th, 1975, and is made up of all FNC members in the "General Assembly" (FNC website, 2017).

The Parliamentary Section's role is to represent the FNC in its dealings (e.g. conferences and sessions) with Islamic, Arabian, and international parliamentary authorities, as well as other international parliamentary organisations (FNC, 2016). The Parliamentary Section's inaugural executive committee was created on March 22nd, 1977.

2.9.3.5 FNC's Membership in Arab, Regional, and International Parliamentary Unions

The FNC is currently a member of: the Arab Parliamentary Union (since 1975); the Inter-Parliamentary Union (since 1977); the Parliamentary Union of the Organisation of Islamic Cooperation Member States (PUOICM) (since 1999); and the Transitional Arab Parliament (since 2005) (FNC website, 2017).

Additionally, the FNC is a member of the Asian Parliamentary Assembly (APA) and participates in Gulf Cooperation Council (GCC) Periodic Meetings and Arabian-African Dialogue and Euro-Arab Dialogue conferences, as well as other parliamentary events, including parliamentary visits, parliamentary conferences and seminars on specific topics, and parliamentary friendship committees (FNC website, 2017).

In relation to the foreign activity of the FNC, the Parliamentary Section has had a great deal of success as a result of this foreign and diplomatic participation, playing an active role in several parliamentary gatherings (FNC website, 2017).

The Parliamentary Section's activity can be seen, through participation in various parliamentary activities, both in the quantity and quality of the technical projects and initiatives launched. It has been a key player in providing support for national, Arabian, and Islamic causes, as well as in formalizing the UAE's position in relation to these causes, and there have been several positive interactions with international causes (FNC website, 2017).

Among the top causes adopted by the FNC are the three Emirati islands (Greater Tunb, Lesser Tunb, and Abu Musa) currently occupied by the Islamic Republic of Iran. In this context, the FNC has gained support for the UAE's stance, calling

for a peaceful resolution through negotiations based on a specific timeframe or for the dispute to be referred to the International Court of Justice, continually reiterating this standpoint during visits from diplomats, ministers, and parliament members, as well as during the meetings of international and regional parliamentary bodies, organisations, and associations (FNC website, 2017).

The FNC has also been responsible for the addition of contingent items to the Inter-Parliamentary Union's agendas, including initiatives regarding an immediate end to the bloodshed and breaches of human rights in Syria, efforts to ensure that humanitarian aid is received by all populations in need, and the addition of a contingent item entitled "The Global Financial Crises and its Implications" (FNC, 2016). The FNC is also the first body to sign an executive agreement for cooperation with the Inter-Parliamentary Union FNC (FNC, 2016).

Proposals that the FNC has submitted include: creating a parliamentary award entitled the "Arab Parliamentary Excellence Award;" an integrated proposal for a Woman's Protocol under preparation by the Arab Parliament; amending the Inter-Parliamentary Union's articles of constitution of; forming a GCC parliamentary information network; and creating of a joint GCC parliament. The UAE's Parliamentary Section is also responsible for a proposal regarding the creation of the Islamic Parliamentary Anti-Terrorist and Anti-Extremism Pact (FNC website, 2017).

2.9.3.6 Empowerment phase in the UAE Parliament

Empowerment phase after a speech by Sheikh Khalifa bin Zayed Al Nahyan precedent of UAE in 5 December 2005 for all the political participation and the transformational leadership start in Government and Parliament. He said” “The next phase of our journey, and the transformations and reforms taking place in the region, require greater activation of the role of the Federal National Council, and enable it to be a supporting authority, mentor, and supporter of the executive institution. We will work to be a council that is more capable and effective and stick to the issues of the homeland, and the concerns of the citizens, through which the values of genuine participation and the approach of shura are established. Through a regular gradual path, we decided to start activating the National Council countries by electing half of its members through councils for each emirate and appointing the other half, starting a march that culminated in more participation and interaction from the nation.” All the MPs leader should to follow this type of leader chip in the UAE parliament FNC and development programs starts all over the country for leadership skills for both government and the FNC. for all The Official Election for half members of the (FNC) were to be elected, while the other half were to be selected by appointment start in 2006 as mentioned by the Ministry of State for Federal National Council Affairs in their website (MFNCA website, 2021).

2.10 Related work

Although few research articles have integrated transformational leadership theory and CQ in business studies and psychology, ushering this integration

toward diplomatic leadership is sparse. Table 2.2 illustrated related works that used this integration to investigate academic interests and address literature gaps. The main findings and the assigned methods are defined for each study.

Author(s)	Aim	Method	Findings	Contribution
Bi et al. (2012)	To explore the leadership values and practices of Confucius in the light of transformational leadership theory	Literature-based	Educational leaders have much to learn from a Confucian leadership style that is fundamentally transformational in nature and encompasses moral/ethical, socially critical, and democratic dimensions	Links the values and practices of Confucius to transformational leadership theory and considers how this theory might look in practice for leaders
Crotty and Brett (2012)	Tests empirically a model linking fusion teamwork to creativity in multicultural teams	Using multilevel modelling analysis, 246 responses from people in 37 multicultural teams were analysed to validate that fusion teamwork and creativity were even more likely across teams when team members were more culturally metacognitive.	the importance of having members of multicultural teams who have high versus low levels of cultural metacognition, and the value of fusion teamwork for generating creativity in multicultural teams.	The implications for research and practise are discussed.
Zander, Mockaitis and Butler (2012)	With regard to team leaders, they investigate the emerging concepts of biculturalism, global mindset, and cultural intelligence.	Underpins the literature on leading multicultural and virtual teams in a global context, with a focus on leadership competencies, styles, strategies, and modes of operation.	Boundary spanners, bridge builders, and blenders; people-oriented leadership; and consolidating diversity are all examples of leadership.	The implications for research and practise are discussed.

Author(s)	Aim	Method	Findings	Contribution
Keung and Rockinson-Szapkiw (2013)	Attempt to test if there is a link between CQ and TL in international school leaders.	The Cultural Intelligence Scale and the Multifactor Leadership Questionnaire 5X were used in a survey of 193 international school leaders who took part in the correlational research study. To see if cultural intelligence factors predict transformational leadership, researchers used a standard multiple regression analysis.	Leaders with a higher level of cultural intelligence pose greater transformational leadership style, implying that high-cultural intelligence individuals are better able to lead and manage in multicultural environments. The best predictors of transformational leadership were found to be behavioural cultural intelligence and cognitive cultural intelligence.	This study adds to the nomological network of cultural intelligence by determining which cultural intelligence factors best predict transformational leadership in int'l school leaders.
Horsman and Keelyway (2016)	What motivates leaders to adopt effective leadership behaviours by integrating TL theory and self-determination theory	validity evidence for an 18-item scale of motivation for transformational leadership based on Gagné and Deci's (2005) 6-level internalisation on 310 employees is presented.	the theorized six-factor structure of the scale and provided evidence for incremental validity in the prediction of job satisfaction and TL above and beyond another measure of motivation to lead.	Leaders' motivation for role effectiveness is an unexplored area of research. This study suggests that type of motivation can be important for effective leadership and provides a validated scale for use in future leadership research and selection
Rustambekov E and Mohan (2017)	to show how to plan and execute a successful short-term study trip to	They developed a model that combines an academically rigorous curriculum that		The Cultural Intelligence Scale, which measures significant improvements in

Author(s)	Aim	Method	Findings	Contribution
	Southeast Asia, as well as the impact it has on a student's cultural intelligence	juxtaposes domestic events/experiences with those of a foreign country, and proposes that the trip provides students with first-hand international experience that prepares them to develop a global perspective.		cultural intelligence after a trip, is used in this article to assess the validity of the proposed model.
Ramsey et al. (2017)	Global leaders embrace a humanistic approach to leadership for considering leader-follower relationships.	Literature-based	global leaders with high levels of CG showed high levels of transformational leadership because they acknowledged the differences of other cultures, adjusted their behaviour accordingly.	
Presbitero A (2019)	The paper develops and tests a moderated-moderation model involving a member's task performance in a global virtual team, drawing on theoretical perspectives on social identity, self-categorisation,	In a multinational firm based in the Philippines, a survey study was conducted involving team members and their respective team leaders in global virtual teams (GVTs).	The findings show that a member's perceived cultural dissimilarity is related to his or her task performance in a significant but negative way (as rated by the team leader). Furthermore, the results show that a team member's cultural intelligence (CQ) (as determined by the team leader) has a moderating effect on the	The importance of team member and team leader CQ in reducing the negative impact of perceived cultural differences on individual task performance was stressed. This research also includes practical suggestions for how to effectively develop and improve CQ in GVTs so that high levels of effectiveness,

Author(s)	Aim	Method	Findings	Contribution
	intelligence, and leader-member exchange.		relationship between perceived cultural dissimilarity and task performance.	particularly when delivering tasks, can be achieved.
Zaman U and Aktan (2021)	Tests empirically a model linking fusion teamwork to creativity in multicultural teams	Using multilevel modelling analysis, 246 responses from people in 37 multicultural teams were analysed to validate that fusion teamwork and creativity were even more likely across teams when team members were more culturally metacognitive.	The importance of having members of multicultural teams who have high versus low levels of cultural metacognition, and the value of fusion teamwork for generating creativity in multicultural teams.	The implications for research and practise are discussed.

Chapter 3: Methodology

3.1 Introduction

Decision analysis has a key role in parliamentary diplomacy based on several objectives and criteria of the CQ , multi-criteria decision making (MCDM), a tool gaining popularity in the CQ field, represents a sphere of operational research that is related to achieving optimal outcomes in complex situations, encompassing several indicators, criteria, and conflicting objectives.

As previously stated, the present study aims to rank CQ's main criteria and sub-criteria in relation to transformational leadership in the context of diplomacy, with a particular focus on the UAE's parliamentary diplomacy leaders. The expected outcome is a prioritized list of key factors, which should be of benefit both to practitioners and scholars. Utilising the AHP method provides such a list, enabling a suitable ranking of the factors to be determined. The AHP method has often been utilised in similar studies, though not in this specific field. This chapter will discuss qualitative and quantitative research, provide an overview of AHP, explain why the AHP method was chosen, and provide details of the questionnaire development, the sample selection, and the data collection.

The purpose of the study is to examine in detail the four CQ factors influencing TL in the sphere of diplomacy, with specific reference and the Parliamentary

Group of the UAE's Federal National Council. The study will examine the extent to which CQ is employed by diplomats in effecting transformational leadership productivity in the field of foreign affairs in the UAE.

This research uses MCDM to analyse CQ's four factors (based on the four-factor model) in relation to transformational leadership in order to identify the key factors. To deal with MCDM's complexity, an AHP method has been used in this research and applied to diplomatic organisations in the UAE.

This study is the first of its kind in that it focuses on parliamentary, foreign affairs, and international institutions in evaluating the effectiveness of the four-factor model of CQ by efficiently using the measurement, analysis, and improvement methods detailed in this chapter. The ultimate goal is to maximise performance through the introduction of CQ analyses.

This aim is achieved by evaluating the relevant literature to find the factors most appropriate for this study. The study also intends to take into consideration Members of Parliament's views to help rank the factors, as they are experts in parliamentary diplomacy, often working in key groups or committees.

The present study utilised the AHP method (a multi-criteria framework for making complex decisions), which enabled the study's results to be measured more effectively, thus providing an appropriate scale via which to rank the factors.

This study, therefore, enables the modelling of decision-making problems (aiming to achieve a specific goal) as a hierarchical structure made up of quantifiable elements, alongside their relationships and possible alternatives (Saaty, 1980). As this study's primary goal is to generate a priority list, the AHP method was considered the most appropriate approach. Each element's weight is determined through the comparison of one element with another at each criteria and sub-criteria level; following this, each weight can be assigned a numerical value to facilitate enable ranking and further analyses.

The AHP method is often utilised in managerial decision-making processes in relation to rank priorities based on paired comparisons of homogeneous elements in relation to a common criterion or attribute. In this study, the AHP method was used to assess the intergenerational knowledge transfer in diplomacy organisations and to arrive at the weighting factors for the dynamic equilibrium equation of the knowledge field in organisations.

3.2 Analytic Hierarchy Process (AHP)

AHP is a MCDM approach developed by Saaty (1977, 1994). AHP has attracted significant research interest primarily because of its mathematical properties and because the required data are relatively easy to obtain. AHP is a decision-support tool that can be utilised to resolve problems related to complex decisions. It utilises a multi-level hierarchical structure, encompassing

objectives, criteria, sub-criteria, and alternatives. The relevant data are gathered by utilising pairwise comparisons, which in turn are utilised for importance weighting of the decision criteria, as well as the relative measures of performance for the alternatives, based on each individual decision criterion. If the comparisons turn out not to be uniform, it can provide a mechanism to improving uniformity. In the context of industrial engineering, the use of AHP applications encompasses integrated manufacturing (Putrus, 1990), evaluating decisions related to technology investment (Boucher & McStravic, 1991), flexible manufacturing systems (Wabalickis, 1988), and layout design (Cambron & Evans, 1991), as well as several other problems related to engineering (Wang & Raz, 1991).

In order to examine the level of formal awareness related to CQ skills in the diplomatic world, this research will survey leaders mainly from developing countries involved in diplomatic missions and international affairs in order to measures their level of understanding and experience when it comes to fulfilling the four-factor model of CQ illustrated and detailed below.

Thus, the surveys were used to collect data, with the information gathered processed in relation to the cognitive, metacognitive, behavioural, and motivational factors utilised by officials in positions of leadership in diplomatic spheres. Following this, the research was further enhanced by analysing the sub-factors detailed and illustrated below.

The data gathered were then analysed empirically based on CQ's four factors (and their sub-factors) to reveal the levels of awareness and use of these factors in the diplomatic sphere in relation to transformational leadership and also to reveal areas for improvement. These AHP analyses were performed using Excel as a tool.

As stated above, we obtained permission from the Speaker of the UAE's Parliament (the Federal National Council) to conduct her study on its diplomatic division and activities from both the managerial staff and Members of Parliament.

AHP (Saaty, 1980, 1994) enables decision-makers to portray complex problems using a hierarchical structure that reveals relationships among the ultimate goal, objectives (criteria), sub-criteria, and alternatives. AHP aims to integrate several measures into one overall score in order to rank alternative decisions; its essential defining characteristic concerns the fact that it is founded on pairwise comparison judgments. AHPs' main objective, however, is to address inconsistencies pertaining to these judgments and to improve them (Vinodh et al., 2012). AHP, as developed by Marsh et al. (1991), requires three steps to rank decision's factors, with the most important receiving the greatest weight. AHP allows decision-makers to turn a complex problem into a simple hierarchy, facilitating the evaluation of many qualitative and quantitative factors in a systematic manner in the presence of multiple conflicting criteria. This approach

to decision making is usually used for decision problems that have several evaluation norms under circumstances of uncertainty. AHP is a powerful and flexible tool that can address both quantitative and qualitative multi-criteria problems (Carlucci & Schiuma, 2006).

Recent literature highlights the success of AHP in enhancing leaders' decision making, especially when facing several qualitative, quantitative, or even conflicting factors (Forman & Gass, 2001; Kumar & Aidya, 2006; Omkarprasad & Sushil, 2006; Ho, 2008; Liberatore & Nydick, 2008; Sipahi & Timor 2010; Ishizaka, Pearman, & Nemery, 2012; Saaty & Forman, 1992;).

The AHP method has been commonly used in similar research and is regarded as an appropriate method. For example, AHP has been utilised by several scholars to identify and rank critical parameters in various sectors (Chung & Lee, 2009; Barzekar et al., 2011; Bereketli & Genevois, 2013; Ren et al., 2013; Dinarvandi et al., 2014). It also benefits from incorporating both quantitative and qualitative data (Ghodsypour & O'Brien, 1998; Kurttila et al., 2000; Korpela et al., 2001; Wrisberg et al., 2002; Lee & Hsu, 2004; Masozera et al., 2006).

AHP is an effective way to deconstruct an unstructured and complex scenario into its component parts, subsequently rearranging them into a hierarchy. AHP assigns a numeric value to subjective judgments on each variable's relative

importance, subsequently synthesizing them to identify which variables have the highest priority (Saaty, 1994).

To demonstrate what transitivity of preference means, if an individual prefers choice A over B, and B over C, then the question of whether they consistently prefer A over C needs to be considered. This index represents a valuable check, because AHP does not innately stop the articulation of intransitivity of preferences when ratings are being made. The AHP consistency index compares an individual's informed preferences (ratings) with preferences created by a random preference expression process. An arbitrary, though widely used, acceptable level of inconsistent preference scoring in AHP is considered to be ≤ 0.1 (Sinuany & Stern, 1988). A consistency ratio (CR) is generated for every comparison matrix. In the interactive use of AHP, a matrix designated as inconsistent ($CR > 0.1$) is returned to the decision-making process to be modified until it meets the consistency criterion. In the present study, all CR values were less of 0.1 (Mirkazemi et al., 2009). To ascertain the weight of each alternative, the following equation was used:

$$r_{ij}^{\wedge} = a_{ij}^{\wedge} \sum_{i=1}^n \alpha_{ij}^{\wedge} \quad J = 1, 2, 3, \dots, m \quad (1)$$

The vectors of the arithmetic means of the coefficients of importance were rescaled so that their sum was equal to one. Following this, the symphonic means were calculated following the below equation:

$$w_i = \sum_{j=1}^n \alpha_{ij} / n \quad j = 1, 2, 3, \dots, m \quad (2)$$

AHP can also be used to rank several alternatives' importance. In the present study, the use of AHP technique helped to identify which factors influence organisational innovations and their relative importance.

The AHP process progresses in the following steps:

- *Step 1: structure a hierarchy.* This involves defining the problem, determining the criteria, and identifying potential alternatives.
- *Step 2: make pairwise comparisons.* This involves rating the relative importance for every pair of decision alternatives and criteria. AHP utilises 1–9 scale for the purposes of prioritisation (see Table 3.1).

Table 3.1
Scale for AHP Preferences

Intensity of importance	Definition	Explanation
1	Equal importance	Two criteria contribute equally to the objective
3	Moderate importance	Judgment slightly favours one over another
5	Strong importance	Judgment strongly favours one over another
6	Very strong importance	A criterion is strongly favoured, and its dominance is demonstrated in practice
9	Absolute importance	Importance of one over another affirmed at the highest possible level
2,4,6,8	Intermediate values	Used to represent a compromise between the priorities listed above

- *Step 3: synthesize the results to reveal the best alternative.* AHP's output is the weighted priority for the alternatives. Following the pairwise comparison, checks must be made for consistency using the consistency index (CI), following Saaty's (1982) formula $[CI=(\lambda_{max}-n)/(n-1)]$, where n is the number of elements and λ_{max} is the maximum eigenvalue in the importance ratio matrix.
- *Step 4.* The consistency ratio (CR) is utilised to assess whether a matrix demonstrates sufficiently consistency, which involves utilising the ratio of the CI to the random index (RI), which is the CI of a matrix of comparisons generated randomly (Table 3.2): $CR=CI/RI$. The RI for pairwise comparisons has been estimated (see Table 3.2), providing average random indices for matrices of different sizes. Saaty (1983) considered the level of inconsistency is acceptable if $CR \leq 0.10$.

Table 3.2

Random Index (RI)

Number of factors	RI
1	0
2	0
3	0.58
4	0.9
5	1.12
6	1.24
7	1.32
8	1.41
9	1.45
10	1.48

- *Step 5.* Following Saaty (1990), the present study utilises a geometric mean approach rather than an arithmetic approach to combine the metrics for each pairwise comparison judgment in order to apply the metrics for each consensus pairwise comparison judgment for all participants.
- *Step 6: calculation of priority weights for each alternative.* After normalisation, the priority weight of each alternative can be obtained by multiplying the matrix of evaluation ratings by the vector of criterion weights and summing the overall criteria. Expressed in conventional mathematical notation (Saaty, 1981), the weighted evaluation for an alternative is:

$$k = \sum_{i=1}^t (\text{criteria weight}_i \times \text{evaluation rating}_{ik}),$$

for $i=1, 2, \dots, t$ (where t =total number of criteria). After calculating the weight of each alternative, the overall consistency index is calculated to make sure that it is smaller than 0.10 for consistency on judgements.

3.3 Research Framework

As shown in Figure 3.1, the first step is to detect the problem. Here, let us also highlight the sub-factors (detailed below) of the four-factor model. Figure 3.2 is developed based on the research's AHP model and illustrates these sub-factors in detail (the four factors have been discussed at length in Chapter 2).

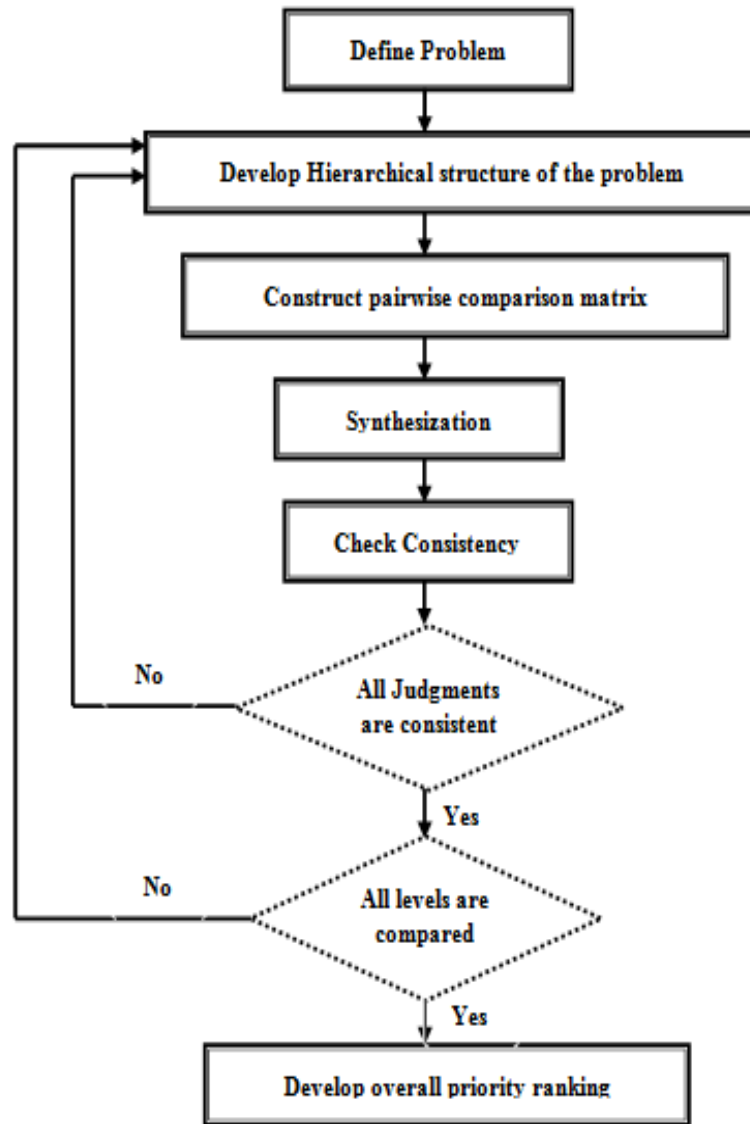


Figure 3.1. Overview of the Utilised AHP Method (Source: Saaty, 2012).

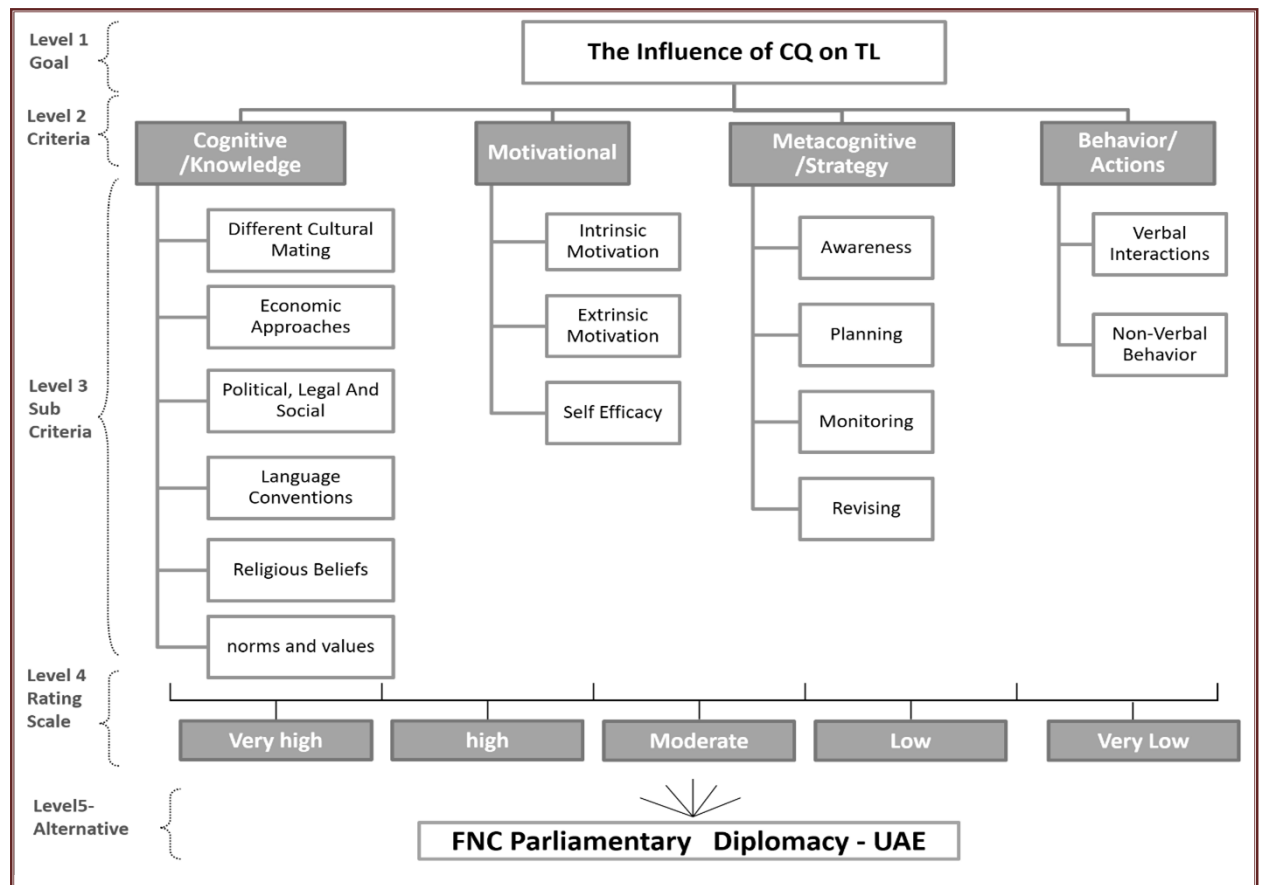


Figure 3.2. The research's AHP model and details of the sub-factors.

3.4 AHP model

The following sub-sections detail the sub-factors of the four-factor of the model for CQ.

3.4.1 Meta-Cognitive CQ Sub-Factors

Meta-cognitive CQ sub-factors include:

- *Awareness*: refers to being in tune with what is going in relation to oneself and others. It involves slowing down long enough to carefully observe what is going on inside our own and other people's heads. It is the ability to think about our own thought processes and draw upon our cultural knowledge to understand a different cultural context and solve problems in that situation. It includes whether we can use our cultural knowledge to plan an appropriate strategy, accurately interpret what is going on in a cross-cultural situation, and check to see if our expectations are accurate or if our mental model of that particular person and/or culture should be changed (Van Dyne, Ang, & Livermore, 2009).
- *Planning*: refers to taking the time to prepare for a cross-cultural encounter – anticipating how to approach the people, topic, and situation.
- *Monitoring*: takes place while engaging in interactions to see if the plans and expectations one has are appropriate and proceeding in the right direction.
- *Revising*: refers to the ability to adapt and revise one's strategies so that they are more culturally appropriate and more likely to achieve the desired outcomes in cross-cultural encounters (Ang and Van Dyne, 2008).

3.4.2 Cognitive Intelligence (CQ) Sub-Factors

CQ sub-factors refer to the knowledge of cultural systems through which societies organise themselves to meet the basic needs of humanity. These include:

- Economic approaches to producing commodities, distributing products, specializing, and rendering various services.
- Having cognitive ways of understanding different cultural mating and child-rearing practices that create marriage, family, and other social structures.
- Educational practices that enable learning and cultural transmission.
- Political, legal, and social controls that reduce anarchy and disorder and are linked to obedience to social norms.
- Language conventions that facilitate interaction.
- Religious beliefs that explain inexplicable phenomena.
- Cultural norms and values, which are related to the varying ways cultures approach things like time, authority, and relationships.

3.4.3 Motivational CQ Sub-Factors

Motivational CQ sub-factors include:

- *Intrinsic motivation*: the degree to which one derives enjoyment from culturally diverse situations.
- *Extrinsic motivation*: relates to the more tangible benefits one gains from culturally diverse experiences.
- *Self-efficacy*: refers to one's confidence in being effective in a cross-cultural encounter.

All three of these motivational dynamics or sub-factors play an important role in the way leaders approach cross-cultural situations. Thus, a person's motivational CQ is strongly related to his/her level of effectiveness in new cultural contexts (Van Dyne, Ang, & Livermore, 2009).

3.4.4 Behavioural Intelligence Sub-Factors

Behavioural intelligence sub-factors include:

- *Verbal interaction*: This is related to the ability to understand the different accents, phonic particularities, choice of words, and other nuances. It also refers to the ability to using precise words and phrases to have the desired effect in communicating specific types of messages.
- *Non-verbal interaction*: This functions as a "silent language" and imparts meaning in subtle and covert ways (Hall, 1959). This intelligence instinctively understands the conventions in different cultures regarding specific nonverbal expressions, i.e. when they are

required, preferred, permitted, or prohibited. It is also adept in communicating effectively by giving the appropriate responses non-verbally to express oneself effectively in cross-cultural exchanges (Van Dyne, Ang, & Livermore, 2009).

Thus, individuals with high behavioural CQ are flexible and can adjust their behaviours to the sensitivities of each cultural interaction.

3.5 Questionnaire Development

A questionnaire founded on pairwise comparisons was developed after creating the hierarchy, incorporating four criteria and 15 sub-criteria. The questionnaire comprised other sections detailing the study's aim and an example response to facilitate participants answering the questions. There was also a section covering demographics to enable data related to the respondents' age, job title, , organisation, etc., to be collected. Further, the questionnaire comprised one main table to enable the main criteria and to be compared 10 other tables enabling the sub-criteria to be compared.

After obtaining an appointment with each targeted respondent, the questionnaire was distributed to respondents in each organisation. The questionnaire was delivered face-to-face to facilitate explanation both of the model and of how to respond to the questions as effectively as possible in order to minimise the risk

of errors in the data. All respondents were chosen from among managers in specific departments within each organisation.

A mixed research approach (surveys, questionnaires, and sampling) was adopted to address the research questions. This research was developed using MCDM for CQ's four factors regarding transformational leadership to reveal the primary factors based on the four-factor model. To overcome the complexity of MCDM, the AHP method was utilised.

This study is unique as it is the first to engage governments, foreign ministries, and international institutions in evaluating their performance using CQ's four-factor model through the efficient use of measurement, analysis, and improvement methods in order for performance related to the introduction the CQ analyses to be improved.

The questionnaire itself was expected to take around 20 to 30 minutes per participant, the expected number of individuals to be screened for enrollment was between 15 and 20 participants, and the introduction and explanation of the questionnaire and how the methodology works was expected to take between five and seven minutes.

3.6 Research Sample

One of AHP's main advantages is that a statistically significant sample size is not always needed for analysis. According to Kil et al. (2016) sample size is not sensitive. several studies reported acceptable findings from AHP with, 5, 7, 18, and 25 experts. The AHP approach's simplicity differentiates it from other "conjoint" methods as they do not include a direct comparison of different attributes' qualities (or levels). AHP, therefore, does not require a complex survey design; in extreme cases, it can even be applied for only one respondent (Dutta, 2007). The key issue relates to the model being built on, and utilising, the most comprehensive and suitable research and analysis available (Morgan, 2014). The present study's sample includes 15–20 emirate's MP leaders of a diplomacy parliamentary group or committee, each with a minimum of four years' experience an MP.

The initial total number of the sample population to be enrolled in the study was around 100 participants because there are four parliamentary sections following elections in the UAE and the empowering of Parliament. A total of 40 MPs are added at each election, some of whom may have been reelected one, two, or three times. We also took into consideration the demographic information for the sample, including the expected gender split of the study (10 males and 10 females), the Emirates from which the MPs come, their age, and general questions pertaining to leadership. No restrictions were imposed regarding the

age of participants as being leader of any group or committee is the key issue, regardless of age; however, according to the FNC (2016), all FNC members must be at least 25 years old.

Steps were also taken to ensure the confidentiality of the participants and the data. We kept the respondents' personal information confidential, the questionnaire was conducted anonymously, and personal details were not collected. The demographic part of the questionnaire did not ask for any self-identifying data, such as name or Parliamentary diplomat-group membership. Further, personal identifying information was scrubbed from the data file and the responses were given a unique code prior to analysis. We did everything possible to ensure that the information provided in the responses was protected and used in accordance with the research procedures accepted by the Abu Dhabi University Institutional Review Board.

3.7 Data Collection

The main purpose of this part of the study was to meet with different MPs (experts) to discuss all the criteria and sub-criteria that were clarified and compiled through a meta-analysis of previous research and a review of various theories. The data were initially planned to be collected during interviews to provide a clear understanding of how the comparisons should be made and provide an overview of the research objectives and research population.

However, because of the global COVID-19 pandemic and the ensuing lockdown and difficulties in movement in 2020 and 2021, we decided to use the latest technology for virtual meetings (Zoom) in order to conduct the interviews with full privacy and in a secure environment. Zoom enabled we to share the screen, which was used to share the e-survey (created using Google Forms in two languages: English; and Arabic). We also used phone conversations with some of the targeted sample members who were not familiar with this technology and were unable to use Zoom for the meeting. The questionnaire was explained to all participants, especially the second section in which respondents had to compare two criteria at a time. An example response was also provided in the questionnaire as follows:

For example, in first pairwise comparison below, if you think “Cognitive/Knowledge” is more important than “Motivational CQ” then select a value closer to “Cognitive/Knowledge.” The scale intensity is from (1 to 9) with 1 indicating highest importance of “Cognitive/Knowledge,” 9 indicating highest importance of “Motivational CQ” and 5 indicating that both criteria are of equal importance.

On average, each interview took around one hour to complete, with only one or two respondents being interviewed each day. The data were collected over

approximately one month. The data collection depended on the availability of the respondents.

3.8 Summary

The objective of Chapter 3 is to build an AHP model for CQ's impact in parliamentary diplomacy productivity in a multinational environment. The aim is to support the efficient and successful implementation of CQ in UAE diplomacy and drive improved standards and ranking of CQ's criteria and sub-criteria among all the MPs who are trained in transformational leadership, in line with the political participation vision of the UAE's leaders. The model itself is the main contribution of this research. This study also enhances research in the UAE context regarding important factors that affect the productivity of the MPs in international negotiations based on a set of standard factors for CQ in order to improve productivity and facilitate the achievement of goals and successful outcomes in future international participation.

Chapter 4: Results and Analysis

4.1 Introduction

Chapter 3 provides details of the principal analytical research tools utilised, including the preparation of the survey and the use of the analytic hierarchy process (AHP). This allows criteria to be prioritised in terms of importance based on pairwise comparisons, including the weighting for respondents regarding all criteria and sub-criteria. In this chapter the results of the respondent groups are analysed. The hierarchical framework that emerged was divided into four main criteria and 15 sub-criteria. The primary aim of this study is to identify and prioritise the critical factors in successful parliamentary diplomacy in the context of both domestic and international affairs . To achieve this goal, the AHP pairwise comparison matrix was deemed the most appropriate approach, based on a review of the available literature.

4.2 Complete Data Collection processes

Participants were asked to complete cultural intelligence (CQ) surveys over a two-month period, from MPs serving in the 15th to 17th legislative terms, as shown in in Figure 4.1.

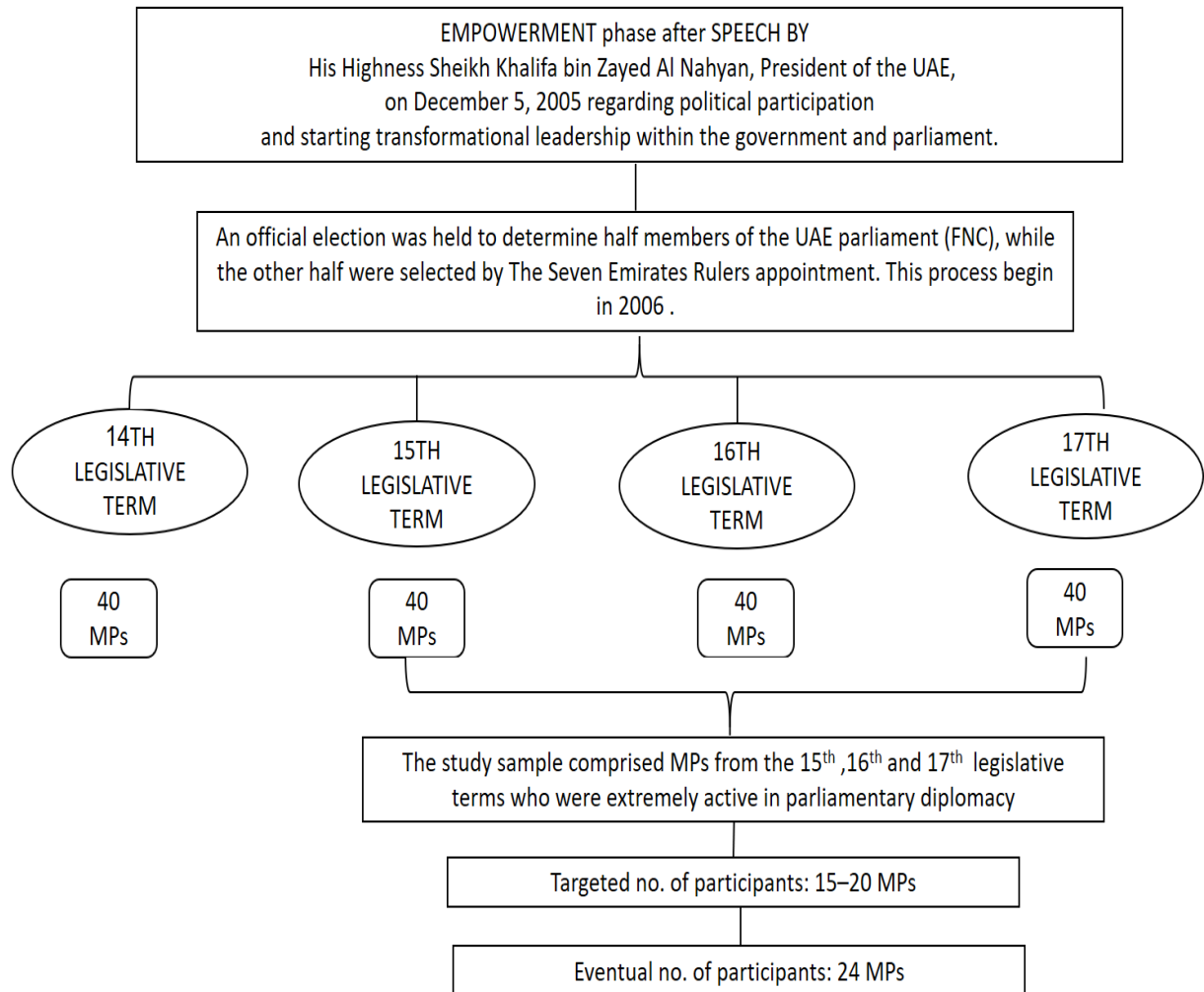


Figure 4.1. The study sample.

4.3 Steps Taken to Generate and Analyse the Results

4.3.1 Step 1: Determination of Demographic Properties

The general survey was administered to FNC members, covering three different legislative terms and encompassing different emirates in the UAE and different parliamentary diplomacy committees. Figure 4.2 presents the level of education

attained by individual FNC members, with 54% possessing a Bachelor's Degree and 25% possessing a Doctorate.

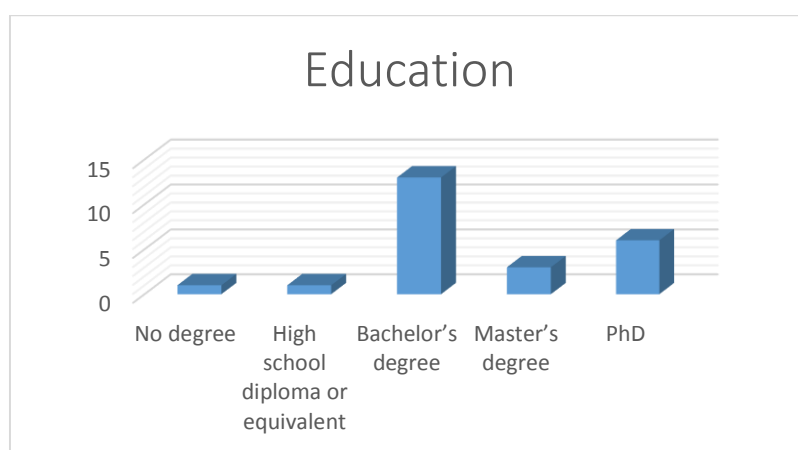


Figure 4.2. MPs' highest level of education.

Each parliamentary group or committee, led by volunteer MPs, comprised up to seven members (Figure 4.3). Various MPs represent parliament in international meetings and assemblies. Other MPs participated as representatives of the United Arab Emirates.

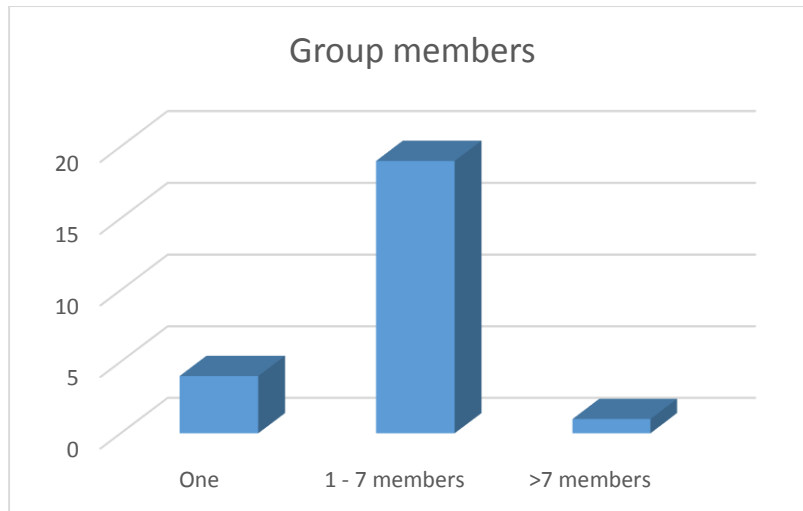


Figure 4.3. Number of MPs in each parliamentary group or committee, led by MPs.

The study participants were elected MPs, some of whom had been re-elected up to three times. Figure 4.4 shows the term of MP membership of the FNC; the majority (79%) had been MPs for four years or less, while 13% had been MP for nine to twelve years (Figures 4.4).

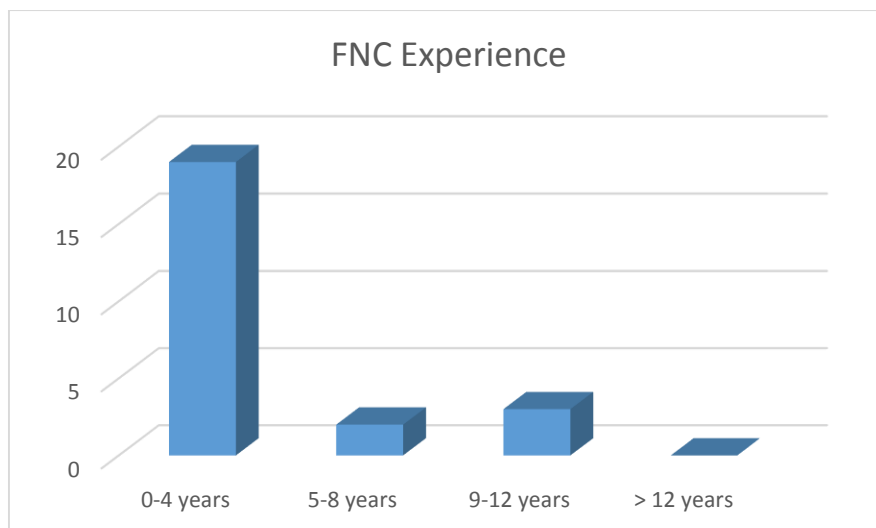


Figure 4.4. Duration of membership in the FNC.

Figure 4.5 shows the number of MPs leading a parliamentary committee at international level, e.g. European, Asian, Arabic, African, or Inter-Parliamentary Union (IPU).

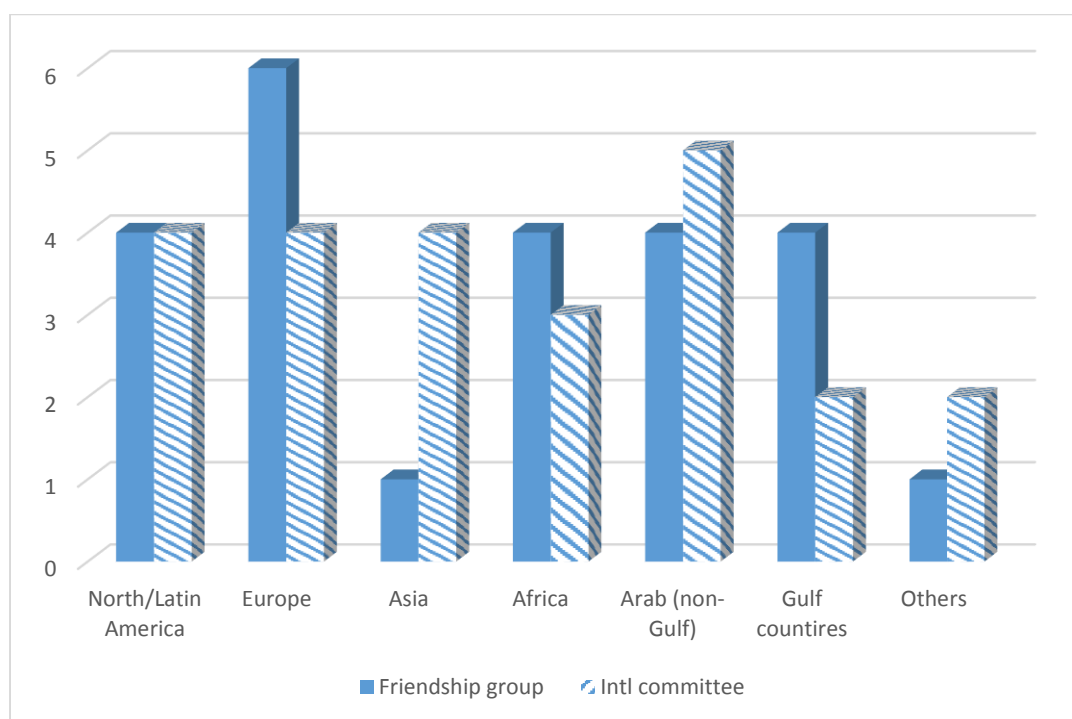


Figure 4.5. Number of MPs in parliamentary groups.

The study participants were elected MPs, some of whom had been re-elected up to three times. Figure 4.4 shows the duration of these MPs' membership of the FNC; the majority (79%) had been MPs for four years or less, while (13%) had been an MP for 9–12 years.

4.3.2 Step 2: Ranking of the Main Criteria via AHP

Professional experts from the UAE parliament provided the values for the main criteria in the pairwise comparison and these main criteria were subsequently ranked in order of importance. This was achieved by using a nine-point scale following Saaty (2012). AHP has been used by many scholars to ascertain and prioritise critical parameters throughout a wide variety of sectors (e.g., Chung & Lee, 2009; Barzekar et al., 2011; Bereketli & Genevois, 2013; Ren et al., 2013; Dinarvandi et al., 2014). One of the advantages of this approach is that it incorporates both qualitative and quantitative data (Ghodsypour & O'Brien, 1998; Kurttila et al., 2000; Korpela et al., 2001; Wrisberg et al., 2002; Lee & Hsu, 2004; Masozera et al., 2006).

Data was collected via interviews with MPs, the aim of which was to corroborate the findings of past studies and to verify the criteria based on transformational leadership and CQ frameworks. Respondents highlighted the four main CQ factors influencing successful transformational leadership in terms of performance. Some highlighted cognitive knowledge and motivational factors as the most important factors in implementing CQ in the context of transformational leadership in parliamentary diplomacy.

The AHP consistency index compares and contrasts individual ratings (informed preferences) with those created via a process of random preference expression. An often used (though arbitrarily) acceptable level for inconsistent AHP preference scoring is ≤ 0.1 (Sinuany & Stern, 1988). In this study, the consistency ratio (CR) was ascertained and proven acceptable (Table 4.1).

Table 4.1

The Geometric Means of Pair-Wise Comparisons of the Leadership Criteria

Competitive priority	(1)	(2)	(3)	(4)	Priority weight
Cognitive/knowledge (1)	1.00	5.54	5.83	5.25	0.54
Motivational (2)	0.18	1.00	6.54	6.46	0.27
Behaviour (3)	0.17	0.15	1.00	5.71	0.13
Metacognitive/strategy (4)	0.19	0.15	0.18	1.00	0.05

Note: CR=0.01≤0.10 (acceptable).

To clarify, if a respondent identifies “leadership” as moderately more important than “technology,” the “leadership” is rated as 3 and “technology” is rated as 1/3. The consistency index (CI) was utilised for verification. According to Saaty (2012) consistency is defined as:

$$CI = (\lambda_{\max} - n) / (n - 1)$$

where $\lambda_{\max}$ is the maximum eigenvalue of the matrix of importance and n signifies the number of factors involved. Subsequently the CR is used to ascertain whether a matrix is sufficiently consistent. This is represented by the ratio of the CI to the random index (RI), which is the CI of a matrix of randomly generated comparisons:

$$CR = CI / RI$$

In this study random pairwise comparisons were generated to produce average RIs for matrices of varying sizes (Table 4.2). Here, the inconsistency is considered acceptable if $CR \leq 0.10$ (Saaty, 2012).

Table 4.2
Random Index (RI)

<i>n</i>	1	2	3	4	5	6	7	8	9	10
RI	0.00	0.00	0.58	0.90	1.12	1.24	1.32	1.41	1.45	1.48

Note: *n* is the number of factors.

The next step is to define the relative priorities of the criteria by ascertaining ‘priority vectors’. Saaty (1990) introduced a ‘consistency principle’ for such calculations. The consistency principle says that $a_{ik} = a_{ij} \cdot a_{jk}$ and subsequently argues in favour of using the consistency matrix formed by the elements $a_{ik} = w_i / w_j$, where w_i and w_j are the elements of the priority weight vector corresponding to criteria *i* and *j*.

The geometric mean approach was used to combine the individual pairwise comparison judgment matrices to obtain a consensus for the pairwise comparison judgment matrices for all evaluators (Saaty, 2012). To ascertain the weight of each alternative, the following equation was used:

$$r_{ij}^{\wedge} = a_{ij}^{\wedge} \Sigma_{i=1}^n \alpha_{ij}^{\wedge} J = 1, 2, 3, \dots, m$$

The vectors of the arithmetic means of the coefficients of importance were rescaled so that their sum was equal to one. Following this, the symphonic means were calculated following the below equation:

$$w_i = \frac{\sum_{j=1}^n \alpha_{ij}}{n} \quad j = 1, 2, 3, \dots, m$$

Across the four main criteria the geometric means of pairwise comparisons revealed cognitive intelligence to be the most essential consideration (Table 4.1) as it measured the highest priority weight (54%) This was followed by motivational (27%), meta-cognitive (13%), and behavioural (7%) criteria. As previously noted the CR value for the main criteria was <0.10, indicating that the matrix is sufficiently consistent.

4.3.3 Step 3: General Ranking of all Criteria via AHP

Based on the matrix results the pairwise comparison value for each sub-criterion was calculated using AHP to recognise priority within each main criteria. Thus, an AHP ranking for all criteria was generated.

4.3.3.1 Cognitive/Knowledge Sub-criteria

For the six cognitive knowledge sub-criteria geometric means for the pairwise comparisons were measured (Table 4.3). The “different cultural mating” factor presented the highest priority ranking (35%), followed by “economic approaches” (24%), “political, legal, and social” (14%), “language conventions” (10%), “norms and values” (10%), and “religious beliefs” (5%). The CR value indicates that the matrix is sufficiently consistent. Cognitive criteria presented the largest impact on transformational leadership according to the analyses in Table 4.1. The importance of this sub-criterion is observable spatially inconjunction with the “different cultural mating” factor.

Table 4.3

The Geometric Means of Pairwise Comparisons of the Cognitive/Knowledge Sub-criteria

Competitive priority	(1)	(2)	(3)	(4)	(5)	(6)	Priority weight
Different cultural background (1)	1.00	4.21	6.17	5.13	5.96	5.13	0.35
Economic approaches (2)	0.24	1.00	6.29	5.42	6.33	5.29	0.24
Political, legal, and social (3)	0.16	0.16	1.00	4.54	5.63	4.83	0.14
Language conventions (4)	0.19	0.18	0.22	1.00	5.38	5.13	0.10
Norms and values (5)	0.17	4.83	0.18	0.19	1.00	0.19	0.10
Religious beliefs (6)	0.19	0.19	0.21	0.19	5.38	1.00	0.06

Note: CR=0.00≤0.10 (acceptable).

4.3.3.2 Motivational Sub-criteria

The “intrinsic motivation” factor attained the highest priority ranking (65%) of the three motivational sub-criteria, followed by “extrinsic motivation” (27%), and “self-efficacy” (7%). The CR value indicates that the matrix is of sufficient consistency (Table 4.4). It can be inferred that the “intrinsic motivation” factor is of paramount importance for MPs in achieving high performance in international diplomacy, as intrinsic motivation embodies knowledge pertinent to managing cultural diversity.

Table 4.4

The Geometric Means of Pairwise Comparisons of the Motivational Sub-criteria

Competitive priority	(1)	(2)	(3)	Priority weight
Intrinsic motivation	1.00	4.33	6.04	0.65
Extrinsic motivation	0.23	1.00	6.13	0.27
Self-efficacy	0.17	0.16	1.00	0.07

Note: CR=0.00≤0.10 (acceptable).**4.3.3.3 Metacognitive/Strategy Sub-criteria**

The “awareness” factor achieved the highest ranking (57%) of the four metacognitive strategy sub-criteria, followed by “planning” (24%), “monitoring” (13%), and “revising” (5%). The CR value indicates that the matrix is sufficiently consistent (Table 4.5). Emphasising “awareness” implies the consideration of intellectual conflicts and cultural/ethnic backgrounds.

Table 4.5

The Geometric Means of Pairwise Comparisons of the Metacognitive/Strategy Sub-criteria

Competitive priority	(1)	(2)	(3)	(4)	Priority weight
Awareness (1)	1.00	6.21	5.50	5.71	0.57
Planning (2)	0.16	1.00	4.79	5.38	0.24
Monitoring (3)	0.18	0.21	1.00	5.29	0.13
Revising (4)	0.18	0.19	0.19	1.00	0.05

Note: CR=0.00≤0.10 (acceptable).

4.3.3.4 Behaviour/Actions Sub-criteria

For the three behaviour sub-criteria the geometric means for the pairwise comparisons are shown in Table 4.6. The “verbal interactions” factor claimed the highest ranking (65%), followed by “non-verbal interactions” (36%). Again the CR value of 0.00 indicates that the matrix is sufficiently consistent. Verbal interactions are essential for an MP's understanding of the different accents, phonic particularities and word taxonomies involved in rhetoric. Non-verbal interactions are also fundamental because many MPs use this intelligence to understand various conventions within different cultures regarding specific nonverbal expressions, i.e. when such expressions are required, preferred, permitted or prohibited.

Table 4.6

The Geometric Means of Pairwise Comparisons of the Behaviour/Actions Sub-criteria

Competitive priority	(1)	(2)	Priority weight
Verbal interactions (1)	1.00	1.75	0.64
Non-verbal interactions (2)	0.57	1.00	0.36

Note: CR=0.00≤0.10 (acceptable).

4.3.4 Step 4: Ranking by Priority Weight

The final stage of AHP model analysis involves calculating the priority weights for each alternative. Following normalisation each alternative priority weighting is obtained by multiplying the evaluation rating matrix by the individual criteria weight

vectors and then calculating the whole. According to Saaty (1981) the weighted evaluation for an alternative is defined as follows:

$$k = \sum_{i=1}^t (\text{criteria weight}_i \times \text{evaluation rating}_{ik}),$$

for $i=1, 2, \dots, t$ (where t =total number of criteria). After the weight of each alternative was calculated the overall consistency index was calculated to ensure it was less than 0.10 for judgement consistency.

4.3.4.1 Main Criteria for the Four Factors of Cultural Intelligence (CQ)

Regarding the ranking of CQ's main criteria by priority weight that impact transformational leadership, Table 4.7 (represented graphically in Figure 4.7) shows that cognitive/knowledge had the highest priority (54%), followed by motivational (27%), behaviour/actions (13%), and metacognitive/strategy (5%) has a low level of importance, which is surprising because many of a MPs Leader responsibilities during a international diplomacy relate to strategical objectives. it need "monitoring" "awareness", "planning" and "revising". The Cognitive/knowledge factor which is play the main rule or impact in the MP Leaders to have the knowledge of cultural systems through which societies organise themselves to meet the basic needs of humanity to help them to perform highly during the international / parliamentary diplomacy.

Regarding the ranking of CQ's main criteria by a priority weighting that impacts transformational leadership see Table 4.7. This shows that cognitive knowledge

produced the highest priority ranking (54%), followed by motivational (27%), behaviour and actions (13%), followed by metacognitive strategy (5%), which is surprising considering many MP responsibilities during international diplomacy processes relate to strategic objectives. Cognitive factors influence MPs in performing to a high standard during international parliamentary processes.

Table 4.7

The Ranking of CQ's Main Criteria by Priority Weight that Impact Transformational Leadership

Criteria	Priority weight
Cognitive/knowledge	0.54
Motivational	0.27
Behaviour/actions	0.13
Metacognitive/strategy	0.05

Table 4.8 illustrates the rankings for CQ sub-criteria by priority weighting with regards to transformational leadership. The most highly ranked sub-criterion is “intrinsic motivation” (65%). “Verbal interactions” achieved the second-highest overall priority ranking (64%), followed by “awareness” (57%), “different cultural backgrounds” (36%), “extrinsic motivation” (27%), “economic approaches,” and “planning” (24% each), “political, legal, and social” (14%), “monitoring” (13%), “language conventions” and “norms and values (10% each), “self-efficacy” (7%), “religious beliefs” (6%), and finally “revising” (5%).

Table 4.8

The Ranking of CQ's Sub-criteria by Priority Weight that Impact Transformational Leadership

Criteria	Priority weight (%)
Intrinsic motivation	65
Verbal interactions	64
Awareness	57
Non-verbal behaviour	36
Different cultural mating	35
Extrinsic motivation	27
Economic approaches	24
Planning	24
Political, legal, and social	14
Monitoring	13
Language conventions	10
Norms and values	10
Self-efficacy	7
Religious beliefs	6
Revising	5

The relative overall ranking of the various sub-criteria is populated across a relatively narrow range, given the difference in overall priority between the highest-ranked (intrinsic motivation; 65%) and the lowest-ranked (revising; 5%) sub-criteria.

4.4 Summary

The main processes utilised throughout this research project included preparing the survey incorporating the use of AHP. As a decision-making tool AHP enables criteria to be prioritised in terms of importance. This chapter has explained in detail how the data obtained from the respondents [24 MPs] was analysed. The hierarchical framework was then divided into four main criteria and 15 sub-criteria.

The research above presents the priority weighting generated both for the criteria and sub-criteria based on MP responses. The main aim of this study is to identify and prioritize the factors associated with successful parliamentary diplomacy in the context of international affairs. The results were obtained through pairwise comparisons of the data obtained.

Table 4.7 shows the ranking of CQ criteria and its impact on transformational leadership. Among the four criteria, cognitive knowledge demonstrated the highest priority (54%), while metacognitive strategy achieved the lowest priority weighting (5%).

Figure 4.8 illustrates the relative overall ranking of all sub-criteria studied. These sub-criteria occupy a narrow range, given the difference between the highest-ranked (intrinsic motivation 65%) and the lowest-ranked (revising 5%). The two most important sub-criteria are “intrinsic motivation” (65%) and “verbal interactions” (64%). Calculations of the CR of each pairwise comparison were used to check the reliability of each set of results, demonstrating that all analyses are consistent.

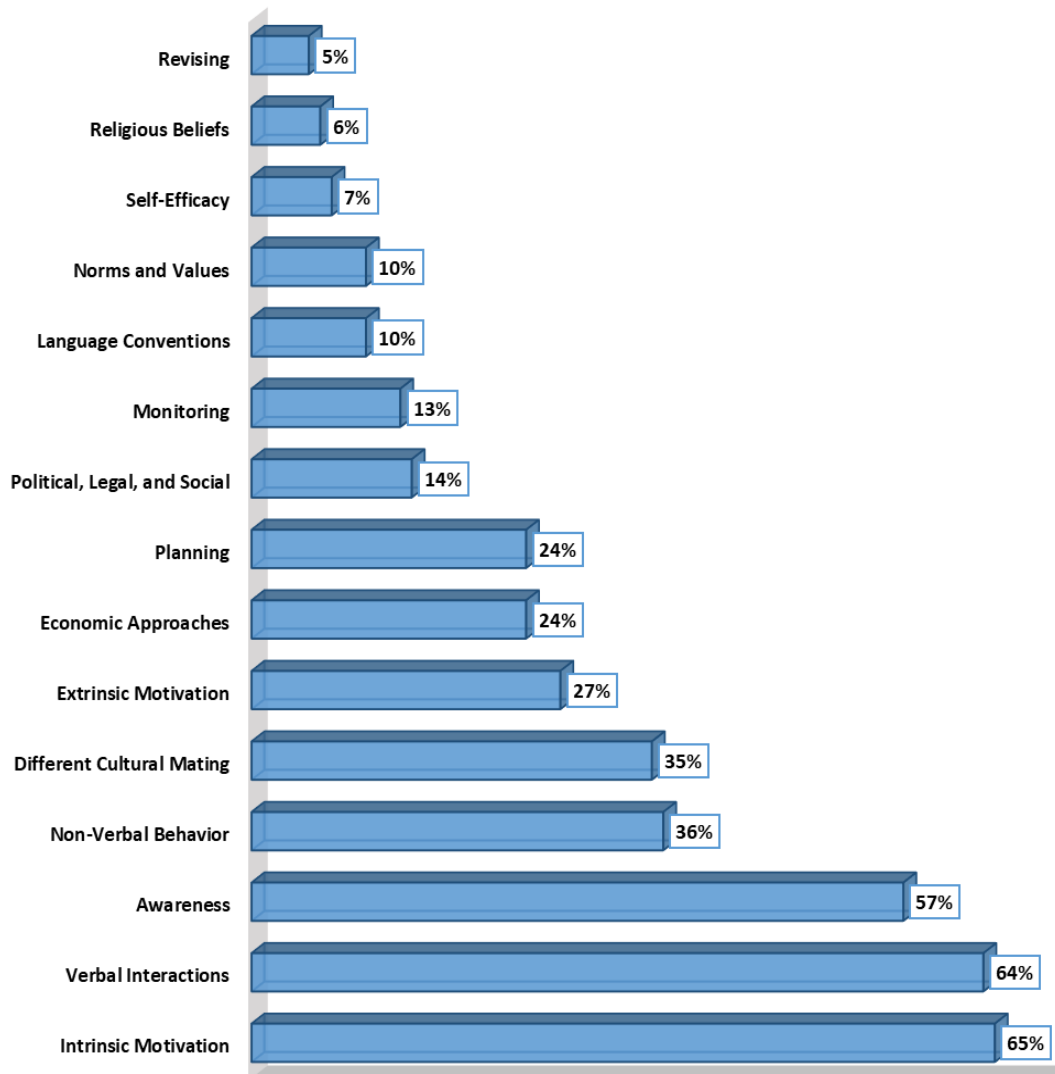


Figure 4.8. The ranking of CQ's sub-criteria by priority weight that impact transformational leadership.

Chapter 5: Discussion

5.1 Discussion of findings

This study examines the impact of Cultural Intelligence (CQ) and transformational leadership (TL) in parliamentary diplomacy. The study uses a quota sampling technique, a non-probability sampling technique used for selecting representative participants for a study based on a fixed quota, to conduct interviews with UAE MPs. In the UAE, the information available regarding parliamentary members is relatively lacking. The experts consulted were members of the federal national council (FNC). The FNC consists of 40 members of which twenty are appointed by the rulers of each emirate. The representative sample covers three legislative terms, encompassing different emirates in the UAE and diverse parliamentary diplomacy groups and friendship committees. The responses subsequently collected from the interviews confirm four key criteria which govern the success of TL in terms of performance. A number of those consulted highlighted cognitive and motivational factors as the most important criteria for the implementation of CQ in the context of TL.

A quantitative research design is used to explore the relationship between CQ and TL. The analytical hierarchy process (AHP) has been used to rank multi-criteria decision-making among the four relevant factors.

Although there are several available formats for CQ, the FFM has been selected because it is widely accepted among scholars. Various studies have used this model to test findings. Therefore, comparing results is more plausible using the FFM rather than the bi-factor CQ model (Rockstuhl & Van Dyne, 2018). According to the FFM, the

effect of cognitive dimension of CQ on parliamentary leadership in the UAE should be measured in terms of the subcriteria of competitive priority, diversity of cultural background, economic approaches, political, legal, and social language conventions norms and religious beliefs. The metacognitive construct is evaluated by assessing awareness, planning, monitoring, revising. Although the sub-dimensions of cognitive and metacognitive CQ were merged in a suggested conceptualisation of CQ, the FFM model is used to avoid confusion. The influence of motivation on leadership is measured with reference to intrinsic motivation, extrinsic motivation, and self-efficacy; while behavioural impact on leadership is concluded from both verbal and non-verbal interactions.

In the UAE, prioritisation of the four necessary criteria is investigated using AHP. The domain of application is consistent with the general trend worldwide: evaluating job satisfaction for education instructors and teachers. Alkhyeli and Ewijk (2018) have investigated motivation, school leadership techniques, job criteria and CQ in order to draw a new analytical hierarchical model for preferences and priority of UAE private school teachers. 'Recognition', 'pay', and 'autonomy' are recorded as being of the greatest concern for teachers. Regarding the four factors of CQ, behavioural CQ parameters obtained the most significant result (0.56), followed by motivation (0.26), metacognition (0.13), and cognition (0.05). Nevertheless the category priority varied: cognitive (0.54), motivational (0.27), behavioural (0.13), and metacognitive (0.05) CQ. This similarity in the retrieved value can be attributed to the statistical application of the same methodological model on a similar sampling size, using the same theoretical framework. However differences in prioritised criteria ~~can be~~ can be explained in

combination with the diverse occupational and psychological demands of teaching, and the political discourses undertaken.

With regards to the occupational demands to the psychological profile of workers and leaders, individuals with high cognitive CQ exhibit a high level of both general knowledge and context-specific knowledge, allowing them to operate efficiently and effectively within a specific domain. Collectively, the sub-dimensions of CQ represent proactive thinking in terms of people and situations in intercultural settings, challenging the rigid dependency upon culturally bound habits and reasoning, and adjusting mental models and strategies to enable culturally aware effectiveness.

Those with high metacognitive CQ are viewed as empathetic and develop effective intercultural collaborations. Thus, metacognitive CQ improves not only intercultural judgment and decision making but also facilitates strong bonds within diverse cultures.

The first research question tests whether there is a relationship between cultural intelligence and transformational leadership among UAE MPs. The test model demonstrates a positive relationship between CQ and transformational leadership. This is consistent with Kok-Yee, Van Dyne, and Soon (2009), who designed a model in which CQ acts as a moderator for active involvement in experiential learning, which then increases self-efficacy in the context of global leadership, and increases leadership-style flexibility. Kim and Van Dyne (2012) indicate that CQ is positively related to international leadership potential through its mediation role in the effects of previous intercultural contacts. CQ has recently been used to explore mediation relations alongside cultural compatibility (Greischel et al. 2021; Ibrahim, 2021;

Kadam, et al. 2021). Therefore, applying CQ to culturally diverse contexts is an effective measurement tool.

Several scholars have pointed to the value of linking CQ with educational studies, workplace management, virtual working and learning, tourism, organisation embedding and social psychology (Alev, & Kara, 2021; Alexandra, Ehrhart, & Randel, 2021; Charoensukmongkol, 2021; Fakhreldin, 2021; Mangla, 2021; Pauluzzo, 2021). What these sectors is diversity, and the most important focal point for diversity is parliament, in which all classes of a society are represented. However, the behavioural activities of parliamentary members and the influence of their individual cultural backgrounds is a subject for which little research is extant. Influence of personality traits on leadership, changing political focus, and migration studies can all be used to ascertain whether or not CQ may play a role in determining self-efficacy (Presbitero, 2021a; Presbitero, 2021b; Pylväs, & Nokelainen, 2021). These studies have examined nomological networks such as the antecedents and influences of specific sub-categories as well as focusing on the four factors model. Methodologically speaking, regression analysis is the main mathematical analysis conducted between variables using surveys from online and offline respondents. However, ranking the priorities of the subdimensions of CQ based on the information provided by parliamentary leaders has not previously been available.

Several studies utilise structural equation modeling to test the formulated hypotheses, in preference to the bifactor SEM approach or the multifactor model. Previous studies report a mediated relationship between CQ and other demographic, psychological or economic variables (Rajasekar, Al-Asfour, & Kentiba, 2021; Ren, et al. 2021; Richter,

et al. 2021; Schlaegel, Richter, & Taras, V. 2021). However, fine-tuning of the tenets of CQ was inadequately addressed.

To address gaps in the knowledge of CQ to date, this study uses AHP to investigate the values of the subcriteria of CQ and the resultant impact on transformative leadership. The second research question measures the values for all factors of cultural intelligence that may influence transformational leadership among UAE MPs. Professional experts from the UAE parliament provide the values for the main criteria of the survey and these are subsequently ranked in order of importance. This is achieved by using the nine-point scale, following Saaty (2012).

According to the main criteria analysis of the present study, cognitive values have the greatest influence in transformational leadership (54%), followed by motivation (27%), behaviour/actions (13%), and metacognitive strategies (5%).

Exploring the influence of the second-ranked criteria of this study, motivation, using an analogous theoretical background (Leader–member exchange theory), Tziner, Shkoler and Fein (2020) demonstrates that motivation is affected by personal considerations; while understanding intrinsic and extrinsic motivational orientations is pertinent to mediation and factors of gender. Similarly, Dang and Chou (2019) investigate the effects of extrinsic motivation and self-efficacy on the cross-cultural adjustment of non-UAE citizens. They provide new evidence on the effects of extrinsic motivation, workplace learning, employer trust, and self-efficacy from a theoretical standpoint.

The third criteria measured is behaviour. Although this ranked lower than knowledge and motivation, it is still a crucial consideration for MPs. Although verbal interactions

rely on rhetorical devices to invite reaction, MPs use different accents, phonic particularities and other phonotactics for effect. In this case, this stylistic feature may accentuate the identity and worldview of the speaker. To this end certain instances of CQ were of particular relevance. Monologic discourses utilising a rhetoric that combines Aristotelian ethos, logos, and pathos can be found in across all types of political speech. MPs believe that verbal and gestural signifiers add to communicative parameters and persuasively effect targeted audiences and the body politic.

Non-verbal interactions are also important because many MPs use this intelligence to instinctively understand the conventions of different cultures. This includes when such interactions are required, preferred, permitted, or prohibited, which is consistent with the findings of much business literature (Wang et al., 2021). Therefore, using non-verbal interactions is also instrumental in securing a fascinating audience response if popular public discourse is aimed.

Evidence from psychology supports our findings too. In this connection, Kooij et al. (2011) study the relationship between age and work-related motives. Building on life span psychology they posit that there are age-related differences in work-related motives, such as age-related social security issues.

The least important factor for UAE MPs is metacognition. However, awareness seems to play a vital part even though this subcategory was ranked third. The highest-ranked sub-criteria was “intrinsic motivation” (65%). “Verbal interactions” had the second-highest overall priority ranking (64%), followed by “awareness” (57%), “diverse cultural background” (36%), “extrinsic motivation” (27%), “economic approaches,” and “planning” (24% each), “political, legal, and social” (14%), “monitoring” (13%),

“language conventions” and “norms and values” (10% each), “self-efficacy” (7%), “religious beliefs” (6%), and finally “revising” (5%). These findings suggest that MPs should focus primarily on the “awareness” factor of any strategic approach to CQ within parliamentary diplomacy.

In contrast, Furtner, Rauthmann, and Sachse (2015), utilising a bifactor SEM approach, investigate whether self-leadership is distinct from related classic motivation constructs, finding incremental predictive validity far beyond these motivation constructs in predicting individual job performance and transformational leadership. However leadership behaviour styles, including transactional leadership and *laissez-faire* leadership, were tested with the conclusion that people tend to follow self-leadership as a guiding construct. Therefore CQ subcriteria are instrumental in exploring more than one type of leadership, a factor worth investigating further.

The sample selection approximates to the distribution of gender. This study could not define a gender-based preference for adopting specific subcategories of leadership. The overall approval of CQ among members was similar between male and female parliament members. These findings were not consistent with the conclusion drawn by Rajasekar, Al-Asfour, and Kentiba, (2021), who conducted a cross-cultural study using a 20-item CQ scale on 287 adult multinational expatriates working in Oman. They detected higher values relating to motivational CQ, metacognitive and behavioural CQ than for cognitive CQ. Although they incorporated gender, age, job level, sector type, education level, nationality and country of graduation, the regression model was not based on multigroup analysis.

Leadership practices are greatly influenced by behavioural CQ. Exemplary leadership comprises lifelong learning and flexibility, and in any learning environment individuals must share the belief that education is worth investing in. Culturally astute leaders are eager to learn and adapt to cross-cultural situations. A broad understanding of culture diversity and its impact on people's responses to information characterizes culturally intelligent leadership. The ability to adapt strengthens leader credibility (Zaman, & Aktan, 2021; Zhang, Shao, & Thaichon, 2021).

According to Alkhyeli and Ewijk (2018), teachers in the UAE prefer leadership forms in the following order: servant (0.40), transformational (0.31), participative (0.17), transactional (0.09), and situational leadership (0.03). Although this study did not investigate the various types of leadership recommended in political discourse, TL was the leadership style most MPs preferred.

5.2 Contributions of the Study

This study also extends research in the UAE regarding important factors that affect the productivity of MPs in international negotiations, based on a set of standard factors for CQ in order to improve productivity and facilitate the achievement of successful outcomes in future international participation.

The persuasive and psycholinguistic functions of rhetoric are greatly valued in the political sphere. Equipped with intrinsic motivation, the implicit encoding of content, mainly represented by implications, and the implicit encoding of responsibility, mainly represented by presuppositions, political speakers in the UAE combine awareness and positive interaction in order to impress different cultural backgrounds. However, it

would be more effective if planning, economic approaches and religious beliefs occupied a more central position in parliamentary discussions.

The findings have practical implications for the homogenisation of diverse cultures in politically sensitive environments, maximizing political gain and optimising performance. The criteria of CQ as applied to political leadership in multicultural discourses has proven to be very effective. Cognitive ability, emotional intelligence, motivation and suitable conduct can be linked to the extant social and psychological research on political leadership in the Gulf countries, especially in the culturally diverse UAE. This study provides implications for managers and policy makers, and for voters, in making better informed decisions in selecting culturally intelligent representatives.

Chapter 6: Conclusions

6.1 Implications of the Study

6.1.1 Theoretical implications

The generated findings posed significant implications for academic researchers and leadership studies. Theoretically speaking, our findings supported the validity of CQ for studying the political leadership in a culturally diverse environment; contributing to the contemporary knowledge of the antecedents of CQ. Specifically, this research enriches theories in the field of self-determination motivation, workplace learning, trust and self-efficacy literature. Opposed to the newly suggested trend of applying CQ, neither the single-factor model nor the bifactor CQ model provides a complete understanding of the fine-granular layers of CQ. Therefore, debating whether CQ is better modeled as a latent single-factor construct or as four correlated factors remains controversial. More empirical support for the bi-factor CQ model is required.

Applying CQ could prove effective in showing the CQ's potentials in analysing virtual and reality environments because we have collected the responses, at some stage, during the outbreak of the global health crisis. This dilemma might have provided implicit insights about the causality of culture's influence on the performance at hard times.

6.1.2 Practical implications

The findings have practical implications for the homogenisation of diverse cultures in politically sensitive environments to maximise political gain and optimise performance. First, the value of the main criteria of CQ for political leadership in intercultural and multicultural discretions and have proven effective.

Cognitive ability, emotional intelligence, motivation and proper conduct can be linked to the extant social and psychological research on political leadership in the Gulf countries, especially in the multicultural nation of the UAE. This study provides implications for managers and policy-makers, and even for voters, to make better decisions in selecting culturally intelligent representatives.

At the political level, parliamentary democracy is much reflected in the debates, political argument and ideological legitimation. The parliamentary speech is of discursive privilege as parliamentary discussions represent awareness of the public life. The parliamentary ethnography is case-sensitive in the UAE because [of the great diversity on its territory in terms of cultures, nationalities, religions, etc.](#)

~~[it encompasses many cultures and nationalities.](#)~~

The parliamentary action of Members of Parliament' (MPs) is sensitive to mass media coverage and personal agendas. MPs usually care about the executive face, the party face and the electoral face. Therefore, the selection

of words must be precise and purposeful [in various regional and international forums with their counterparts](#). Language politics and leadership pattern actualised the significance of CQ that embodied the shifted from separatism and representative politics to coalition.

Trust in [parliamentarians parliament](#)—tends to be lower when ideological differences among [international](#) parliamentary parties are remarkable, with passive consequences on satisfaction with democracy and negative spillover effects on political trust. This study is useful to MPs, the parliamentary administration and parliamentary researchers. Its proposed model concludes that the parliamentary behaviour of all the MPs, as political leaders, need to be equipped with cognitive abilities, awareness and motivation to avoid escalating many ethnographic disputes , affecting the overall decision-making positively as political culture governs variation in conflict behavior. Nevertheless, connecting the psycholinguistic analysis of the parliamentary debates to the political reciprocity and popularity meta-theory, power relations and reflexivity is recommended [for parliamentary diplomacy in international level](#).

6.2 Limitations

Although the use of self-report measures is one of the limitations of using surveys, the AHP model fixes this problem by enrolling real participants, who are usually expert and representative of the field. Given the hectic

situation Covid-19 have brought onto the world, more participants could not have been enrolled in this study. We also did not evaluate the CQ theory from the leader-citizen axiom, only from that of the leader. This brings up the related limitation.

Response bias is both subconscious and conscious cognitive factors that generate lesser authentic responses and minimise the possibility for generalizing the retrieved results, especially that transformative leadership was included. Different styles of leadership need to be examined.

6.3 Future Research Directions

Understanding whether different CQ profiles predict a different array of CQ outcomes presents an exciting avenue for future research. Future studies could also fathom the demographic construct to include gender, educational level, and experience as possible moderators or mediators of CQ. This information may have benefits for elections, expatriate career success, global identity and even for job recruitment at the managerial and business level.

Future research is needed to assess whether the bi-factor CQ model that combines the latent CQ and specific CQ factors to predict intercultural effectiveness is worth applying or not. This can be tested within a linear regression framework. This would enable future meta-analyses to replicate the procedures advanced here. Future research should venture decision-making and relational perspectives and examine towards cultural studies as joint mediators of metacognitive CQ effects.

6.4 Summary

This chapter views the objectives of this study and the research questions that should be answered by the assigned methodology. It also explain the answer to each research question with reference to the previously reported authentic studies in the business literature. The method used to answer the research question (AHP) is justified before the generated findings are compared to relevant work.

After adequately discussing the answers to the research questions, the theoretical and practical implications of this study are discussed. The limitations of the retireived findings are illustrated with insights provided for future research directions.

LIST OF TABLES

Table 2.1	Main Criteria of CQ
Table 2.2	illustrated related works that used this integration to investigate academic interests and address literature gaps
Table 3.1	Scale for AHP Preferences
Table 3.2	Random Index (RI)
Table 4.1	The Geometric Means of Pair-Wise Comparisons of the Leadership Criteria
Table 4.2	Random Index (RI)
Table 4.3	The Geometric Means of Pairwise Comparisons of the Cognitive/Knowledge Sub-criteria
Table 4.4	The Geometric Means of Pairwise Comparisons of the Motivational Sub-criteria
Table 4.5	The Geometric Means of Pairwise Comparisons of the Metacognitive/Strategy Sub-criteria
Table 4.6	The Geometric Means of Pairwise Comparisons of the Behaviour/Actions Sub-criteria
Table 4.7	The Ranking of CQ's Main Criteria by Priority Weight that Impact Transformational Leadership
Table 4.8	The Ranking of CQ's Sub-criteria by Priority Weight that Impact Transformational Leadership

LIST OF FIGURES

- Figure 2.1.** Figure 2.1. Flawed Premise of Early Western Leadership Theories.
- Figure 2.2** relationship between transformational leadership and CQ
- Figure 3.1.** Overview of the Utilised AHP Method (Source: Saaty, 2012).
- Figure 3.2.** The research's AHP model and details of the sub-factors.
- Figure 4.1.** The study sample.
- Figure 4.2.** MPs' highest level of education
- Figure 4.3.** Number of MPs in each parliamentary group or committee, led by MPs.
- Figure 4.4.** Duration of membership in the FNC.
- Figure 4.5.** Number of MPs in a parliamentary friendship group.
- Figure 4.6.** Number of MPs leading a parliamentary committee at the international level.
- Figure 4.7.** The ranking of CQ's main criteria by priority weight that impact transformational leadership.
- Figure 4.8.** The ranking of CQ's sub-criteria by priority weight that impact transformational leadership.

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Appendices

Appendice 1: Letter of no objection from FNC

United Arab Emirates
Federal National Council
Speaker's Office



الإمارات العربية المتحدة
المجلس الوطني الاتحادي
مكتب الرئيس

Date: 05 February 2017

To Whom It May Concern

Subject: No Objection / Authorization for DBA study in the FNC

I the undersigned, Dr. Amal Al Qubaisi, Speaker of the Federal National Council in the United Arab Emirates , hereby authorize Mrs. Amal Abdulla Al Hadabi (Doctoral Student in Doctor of Business Administration Program, College of Business Administration, Abu Dhabi University) to do and conduct all the requirements of the dissertation titled " Examining the Influence of Cultural Intelligence (CQ) on Transformation Leadership Styles in the UAE parliaments". I also express my no objection in having Mrs. Amal Al Haddabi submit the research (mentioned) to International Journal publication for educational purposes.

Dr. Amal Al Qubaisi
Speaker of the Federal National Council

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Appendice 2 : Questionnaire



**College of Business Administration
Doctor of Business Administration Program
DBA Cohort 5**

Impact of Cultural Intelligence on Diplomatic Leadership in the UAE's Parliament

[https://docs.google.com/forms/d/e/1FAIpQLSfMdoqLu0Q9Q3N_d40CwhhfObRAvPcqs9rxJSLBSGNRcYIlw/
viewform?vc=0&c=0&w=1&flr=0&gxids=7628](https://docs.google.com/forms/d/e/1FAIpQLSfMdoqLu0Q9Q3N_d40CwhhfObRAvPcqs9rxJSLBSGNRcYIlw/viewform?vc=0&c=0&w=1&flr=0&gxids=7628)

The purpose of the study

Two factors/criteria at a time (i.e. pairwise comparisons). E.g. If you think “**Cognitive**” is more Important than “**Motivational**” then put (X) under the value closer to “**Cognitive**” indicating the intensity (1 to 9) of the indicated importance as shown in the example below. The scale (1 to 9) corresponds to the following importance values:

1	3	5	7	9	2,4,6,8
Equal Importance	Moderate Importance	Strong importance	Very Strong Importance	Extreme importance	Intermediate values

Example

	1	2	3	4	5	6	7	8	9	
Cognitive			x							Motivational

Note:When filling out the questionnaire, kindly indicate the current practices and thinking within the UAE’s Parliament rather than what you think the ideal case should be. In this way, the results was a reflection of the current status rather than what we think a better future can look like.

ction 2: The relative importance of the main criteria

For this section and the following sections, you are asked to compare two criterias at a time. E.g. in first pairwise comparison below, if you think

“Cognitive/Knowledge” is more important than “Motivational CQ” then select a value closer to “Cognitive/Knowledge.” The scale intensity is from (1 to 9) with 1 indicating highest importance of “Cognitive/Knowledge,” 9 indicating highest importance of “Motivational CQ” and 5 indicating that both criterias are of equal importance.

3.0 CQ Main Criteria (FFM)

	1	2	3	4	5	6	7	8	9	
Cognitive/ Knowledge										Motivational CQ
Cognitive/ Knowledge										Metacognitive - Strategy
Cognitive/ Knowledge										Behaviour/ Actions
Motivational CQ										Metacognitive - Strategy
Motivational CQ										Behaviour/ Actions
Metacognitive Strategy										Behaviour/ Actions

The relative importance of the sub-criteria

3.1 Cognitive/ Knowledge

	1	2	3	4	5	6	7	8	9	
Different Cultural Mating										Economic Approaches
Different Cultural Mating										Political, Legal, and Social
Different Cultural Mating										Language Conventions
Different Cultural Mating										Religious Beliefs
Different Cultural Mating										Norms and Values
Economic Approaches										Political, Legal, and Social
Economic Approaches										Language Conventions
Economic Approaches										Religious Beliefs
Economic Approaches										Norms and Values
Political, Legal, and Social										Language Conventions
Political, Legal, and Social										Religious Beliefs
Political, Legal, and Social										Norms and Values
Language Conventions										Religious Beliefs
Language Conventions										Norms and Values
Religious Beliefs										Norms and Values

3.2 Motivational CQ

	1	2	3	4	5	6	7	8	9	
Intrinsic Motivation										Extrinsic Motivation Self-Efficacy Self-Efficacy
Intrinsic Motivation										
Extrinsic Motivation										

3.3 Metacognitive - Strategy

	1	2	3	4	5	6	7	8	9	
Awareness										Planning
Awareness										Monitoring
Awareness										Revising
Planning										Monitoring
Planning										Revising
Monitoring										Revising

3.4 Behaviour/ Actions

	1	2	3	4	5	6	7	8	9	
Verbal Interactions										Non-Verbal Behaviour

Thank you for your time.