A Behavioral Approach to Leadership Competencies and its Influence on Employee and Organizational Performance in the United Arab Emirates Oil & Gas Sector

Dissertation

Presented to
The Academic Faculty

by

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In Partial Fulfillment of the Requirements for the Degree of
Doctorate of Business Administration

Abu Dhabi University
College of Business

Abu Dhabi, UAE
2017

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Abstract

Research-based studies on the behavioral approach to leadership competencies and its influence on employee and organizational performance in the United Arab Emirates' (UAE's) oil and gas sector are limited. Therefore, the greatest value of this research lies in its ability to identify key variables that play a significant role in helping organizations perform effectively. The purpose of the research is to ascertain leadership competencies and its influence on employee and organizational performance in the UAE's oil and gas sector. To attain this purpose, the research focuses on achieving several objectives: (a) to explore the general perceptions about the determinants of organizational performance; (b) to examine the factors that influence organizational performance; (c) to construct a conceptual framework from the relevant literature to identify the determinants that influence organizational performance in the oil and gas sector in the UAE; (d) to propose a model of the suggested framework for leaders; (e) to make recommendations regarding how organizational performance can best be enhanced in the oil and gas sector in the UAE; and (f) to use the research findings to recommend areas in need of further research.

As part of the research process, the researcher had to develop a conceptual framework from the current literature. This was achieved by reviewing the existing literature on behavioral approach to leadership competencies and its influence on employee and organizational performance and develop a framework that is beneficial for leaders within the oil and gas sector in the UAE. This research undertakes a systematic review of articles on the factors that influence organizational performance. The aim of this systematic review is to collect and summarize all empirical evidence from the literature that fits the context of this study. From the initial literature review, it has been possible to develop a framework for the study. This framework effectively illustrates the roles of cognitive, emotional and social intelligence in leadership competencies, which in turn influence both employee performance and organizational performance.

The developed framework was based on empirical investigation to determine whether (and the extent to which) it is applicable to the oil and gas sector in the UAE. This was done using a fully structured questionnaire on 606 first, middle and top managerial level leaders of 17 companies in the UAE oil and gas sector. The data for the study was analyzed using quantitative methods. Leadership competencies were measured using the 24 -item leadership competencies questionnaire developed by Carmeli and Tishler (2006). The instrument used was categorized into three sections that measure each of the following; social, emotional and cognitive intelligence competencies. Employee performance was measured by a questionnaire developed by D'netto et al. (2008) which incorporated 14 skill sets that are crucial in an employee's performance. Organizational performance was measured using a questionnaire developed by Huselid and Becker (1996).

The findings revealed that leadership competencies were statistically and significantly related to employee performance and that this positive correlation impacts organizational performance. Furthermore, social, emotional and cognitive intelligence competencies have a significant effect on forming leadership competencies.

Keywords: Organizational Performance, Employee Performance, Leadership Competencies, Social Intelligence, Emotional Intelligence, Cognitive Intelligence, United Arab Emirates.

Abbreviations

ADCED: Abu Dhabi Council for Economic Development

AVE: Average Variance Extracted

CFA: Confirmatory Factor Analysis

CFI: Confirmatory Fit Index

CI: Cognitive Intelligence

CR: Construct Reliability

EI: Emotional Intelligence

EIA: Energy Information Administration

EP: Employee Performance

ETA: Employment and Training Administration

GDP: Gross Domestic Product

LC: Leadership Competencies

MLE: Maximum Likelihood Estimators

OP: Organizational Performance

RMSEA: Root Mean Square Error of Approximation

SCAD: Statistics Centre of Abu Dhabi

SD: Standard Deviation

SEM: Structural Equational Modeling

SI: Social Intelligence

SPSS: Statistical Package for the Social Sciences

TLI: Tucker-Lewis Index

UAE: United Arab Emirates

USA: United States of America

Acknowledgments

First and foremost, thoughts of gratefulness go to the God Almighty without whose grace and blessings nothing is possible.

My dissertation would not have been completed without the guidance and the support of several individuals who in one way or another contributed and extended their valuable assistance to the preparation and completion of my dissertation.

My sincere thanks to my committee members, Dr. Sherine Farouk and Dr. Avraam Papastathopoulos, without whose guidance, supervision and constant encouragement I would not have been able to develop my dissertation in the present form.

Thanks, are also due to the faculty members of the College of Business Administration (COBA) in Abu Dhabi University for allowing me to pursue this study and assisting in all possible ways.

My heartfelt gratitude to my family for believing in me and my competence and without whom I would not have finished this dissertation.

I thank the participants in my survey, who have willingly shared their precious time during the data gathering process. I acknowledge the help of the members from Abu Dhabi National Oil Company (ADNOC) for providing me with the required data for this study.

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Chapter 1: Introduction

The potential success of a business depends on its organizational performance, which means its ability to effectively implement strategies to achieve institutional objectives (Randeree & Al Youha, 2009). Several variables constitute organizational performance, such as business model effectiveness, efficiency, and outcomes (Boyatzis & Ratti, 2009; Deshpandé, et al., 1997; Ryan, et al., 2009). The performance of any organization depends in large part on the level of skill its leaders possess when implementing strategies. Silva (2014) defined the essence of leadership as a conditional relationship that exists between a manager and his or her followers. Given that there are always hurdles to achieving organizational goals, it is important that the techniques that leaders use be flexible enough to accommodate change. The performance of an organization also depends on its employees, who are a key part of the organization and form the team that works toward achieving the organization's goals. The concept of leadership is often incorporated within the context of a virtual team (Mukherjee, Lahiri, Mukherjee, & Billing 2012). Virtual teams are established by leaders to ensure achievement of a specific goal. Notably, research indicates that virtual teams cannot succeed without effective leadership (Pech, 2003). Cognitive competencies of both teams and leaders are also considered vital for effective organizational performance.

Organizational performance and leadership competencies correlate with a leader's social, cognitive, and emotional intelligence competencies (Ryan, Spencer, & Bernhard, 2012). Boyatzis and Boyatzis (2009) identified social intelligence as the ability of a leader to focus on innovation and to use it to motivate his or her team members. Social intelligence is often referred to as directive leadership and depends heavily on delegation, where leaders understand how to confer some leadership powers on team members and allow them room to explore new ideas (Emrich, 1999). Cognitive competence also highlights creative and critical abilities that help enhance decision making, problem solving, and learning (Sun & Hui, 2012). A leader who develops a vision and strategies to achieve that vision must effectively communicate those elements to employees. The techniques that leaders apply include, but are not limited to, negotiating, influencing, problem solving, coaching, and motivating (Tomal & Jones, 2015).

The variables discussed in this study include cognitive, social, emotional, and leadership competencies and employee performance, as well as their direct and indirect impact on organizational performance. All these elements are woven together to ensure the sustainability and success of a given organization and to aid in relationship building with the individuals in any organization (Miyake & Friedman, 2012). The different types of competencies together form the ability of the leader to create a dynamic organization (Yahyazadeh-Jeloudar & Lotfi-Goodarzi, 2012). To achieve success in organizational performance, a leader must incorporate all three competencies to influence employee performance. Babcock-Roberson and Strickland (2010) established a positive correlation between leadership and employee performance, both of which contribute to the effectiveness of an organization.

1.1.Statement of the Problem

It is important to note that the main problem of the research is that there are few research-based studies on the determinants of organizational performance in the United Arab Emirates' (UAE's) oil and gas sector. Throughout the literature, the subject matter of organizational performance in general and that of employee performance in particular has attracted much attention from both scholars and industry players, such as leaders (García-Morales, Jiménez-Barrionuevo, & Gutiérrez-Gutiérrez, 2012). This immense interest has been largely attributed to the importance of organizational performance to organizations (Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi, & Rezazadeh, 2013). Significant progress is required in identifying and subsequently measuring critical competencies associated with effective organizational performance for global leaders (Stevens etal., 2014). Unfortunately, knowledge about organizational performance has largely remained in theoretical form and has not been applied to actual organizations; or its applications have been limited. This means that the available theory on organizational performance (including the determinants of organizational performance) has either not been applied to actual organizations or its applications have been limited. Indeed, to a very large extent, the theory of organizational performance has been applied only to organizations in the developed world and to organizations in certain sectors (Noruzy et al., 2013). This has left out countries in the developing world (such as the UAE), where even very important sectors, such as oil and gas (Harhara, Singh, & Hussain, 2015), have not been investigated empirically.

The UAE has arrived at a critical point of its development when further economic performance will depend on the sustained developments in leadership competencies to achieve global standards (AlMazrouei & Zacca, 2015). Therefore, awareness of specific leadership competencies can enhance leadership ability and organizational performance in the UAE (AlMazrouei& Zacca, 2015). Moreover, it is critical for leaders in UAE organizations to have the right leadership competencies and this is significant in achieving greater effectiveness of organizational performance across a range of settings (AlMazrouei & Zacca, 2015)

The bottom line is there is a general lack of empirical evidence on the determinants of organizational performance. The available empirical evidence has not been tested across all geographic regions of the world and in all key sectors of the economy (García-Morales et al., 2012). This is a problem that this study seeks to address by empirically testing the applicability of the various determinants of organizational performance (as found in the literature) to one of the most important sectors of the UAE's economy: oil and gas (Harhara et al., 2015). Therefore, this study addresses the problem by focusing on not just a developing country but also on one of the most important sectors of its economy.

1.2.Research Aim and Objectives

The main aim of the study is to ascertain the determinants of organizational performance in the UAE's oil and gas sector and seeks to achieve the following research objectives:

a) To explore the general perceptions about the determinants of organizational and employee performance through leadership competencies
b) To examine the factors that influence leadership competencies in the UAE's oil and gas sector as one of its determinants
c) To construct a conceptual framework from the literature that investigates & evaluates the effect of leadership competencies and enhances the knowledge in the UAE's oil & gas sector
d) To make recommendations regarding how organizational performance can best be enhanced in the oil and gas sector in the UAE
e) To use the study's findings to highlight areas in need of further research

1.3.Research Questions

To achieve the study's objectives, the current study attempts to answer the following research questions:

RQ1: What are the various determinants that influence organizational performance in the oil and gas sector in the UAE?

RQ2: What leadership competencies are critical for leaders in the oil and gas sector in the UAE?

RQ3: To what extent do leadership competencies influence employee performance and organizational performance in the UAE'S oil and gas sector?

RQ4: What factors can be used to develop social, emotional and cognitive intelligence competencies of leaders in the oil and gas sector in the UAE?

1.4. Importance of the Study

This study is important and therefore worth carrying out for various reasons. First, it is worth noting that the oil and gas sector is one of the oldest industries in the UAE that led to the emergence of civilizations and the development of the Emirates (Awartani & Maghyereh, 2013). As such, it follows that it is also one of the most important—if not the most important—sectors in the country. The importance of this sector can be underscored by the fact that approximately 77.2% of the UAE government's total spending comes from revenues derived from this sector (EIA, 2015). Furthermore, 50.3% of the total GDP comes from the oil and gas sector (SCAD, 2016).

Moreover, it is important to have very clear knowledge of the state of organizational performance in this sector, both at the managerial and organizational levels. Such knowledge can help ensure that the sector's productivity is enhanced, because knowing the current state of organizational performance allows management to set and measure the future levels of performance (Csaszar, 2012). More specifically, this study helps identify some of the proven leadership qualities and performance indicators that can also be applied to the oil and gas sector in the UAE.

Through this research, it will be possible to understand the relationships among three key leadership competencies (emotional, cognitive and social intelligence) and employee performance, as well as the ways in which these competencies affect leadership competence. Furthermore, the study will enable the researchers to determine the correlation between employee performance (which is influenced by leadership competencies) and organizational performance.

Moreover, there is limited literature on determinants of organizational performance in the UAE's oil and gas sector despite its significance in the UAE's economy. In fact, it is the backbone of the economy of the UAE (Harhara et al., 2015). Therefore, the research fills this gap in the literature by making available empirical evidence on the subject matter.

It was estimated that as of January 2015, the UAE held the seventh-largest proven reserves of oil in the world at 97.8 billion barrels, with most of the reserves located in Abu Dhabi (approximately 94% of the UAE's total) (EIA, 2015). The other six Emirates combined account for just 6% of the UAE's crude oil reserves, led by Dubai with approximately four billion barrels (EIA, 2015). Overall, the UAE holds approximately 6% of the world's proved oil reserves (EIA, 2015). Moreover, the study will contribute knowledge to one of the largest sectors in the UAE, which contributes 50.3% to the total GDP of the UAE in 2014 (SCAD, 2016).

According to the Abu Dhabi Economic Vision of 2030, continuous growth in oil and gas investments is expected to meet the global demand, in parallel with investments to focus on developing all contributing sectors. Thus, investments in the oil and gas industry signal an increased demand for a skilled workforce and to promote higher organizational performance, which is contributing to the existing shortage (ADCED, 2008).

1.5.Dissertation Structure

This research is about the determinants of organizational performance in UAE's oil and gas sector. The dissertation is divided into six chapters, followed by References and Appendices section.

Chapter 1—Introduction: This chapter provides a brief background and the rationale for undertaking the research, the problem statement, aims and objectives, and the research questions. This chapter also briefly explains the methodology adopted for the research, ethical considerations, significance and contribution and the dissertation structure.

Chapter 2—Literature Review: This chapter sets out the theoretical background of the research and draws upon various empirical works. This chapter is divided further into the following sections; Part 1: addresses organizational performance and the business environment. Part 2: deals with leadership competencies (concept, definitions, types), and various competencies models and their roles. Part 3: deals with employee performance (concept, definition, various theories and models), and social, emotional and cognitive intelligence competencies (concept and correlation with leadership competencies), Last, the final research model and the three hypotheses being tested in this research are presented at the end of the chapter.

Chapter 3—Methodology: It describes the approaches adopted for the present research and the reasons for adopting the chosen methodologies. The chapter provides details about the dependent and the independent variables, the sample size and their selection, and the fully structured questionnaires used along with their distribution, collection, coding and analysis. The chapter also briefly explains the various statistical tools and techniques used for analyzing the data.

Chapter 4—Results and Discussion: This chapter discusses the results obtained, and whether these supports or disagree with previous related research. The chapter records arguments for the present study results based on previous research.

Chapter 5—Empirical Study: This presents the results attained and the analysis of the data through the SPSS software. The results are stated and explained with tables, charts and diagrams. This chapter also discusses the results of the hypotheses.

Chapter 6—Conclusion: This chapter presents the conclusion, recommendations, limitations, contributions, and areas of future research relevant to this research.

1.6.Research Process

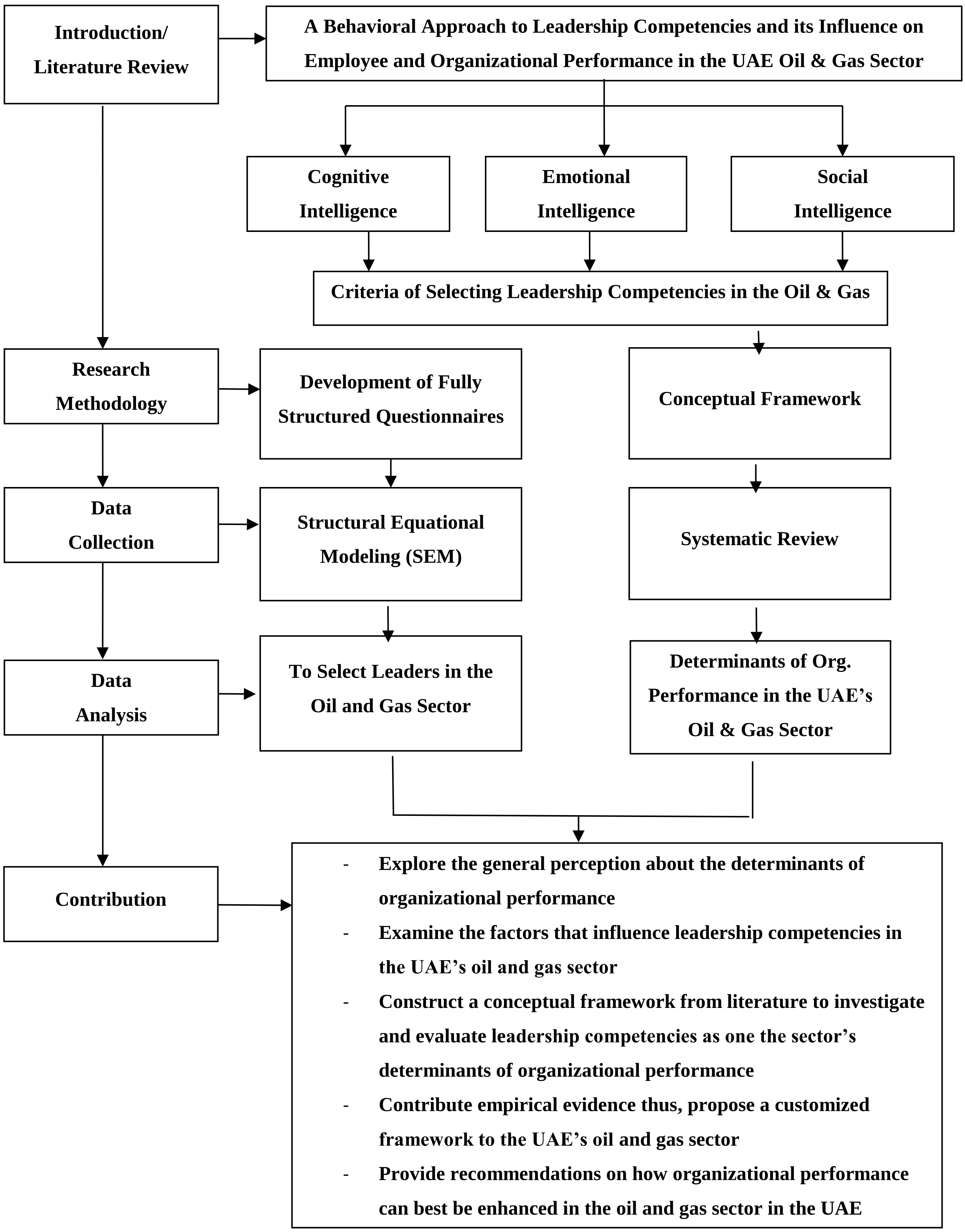

Figure 1: Research process of this dissertation

Chapter 2: Literature Review

A review of literature helps a researcher comprehend and differentiate on what has been analyzed and investigated in previous studies and what calls for further research. This process of analysis helps identify significant variables relevant to the research and understanding the relationships between ideas and practice (Hart, 2007). A literature review also serves to establish the background of the study and justify the importance of the research problem, relate ideas and theory to practical applications, and help understand the variables of the topic. Besides, a literature review is undertaken by a researcher to identify the methodologies and research techniques used in other studies to ensure originality of the research. According to Hart (2007) it is important to locate the current research in a historical context to show familiarity with the progress and state-of-the-art developments; therefore, a solid literature review should:

- Demonstrate practical experiences in searching and selecting variables.
- Arrange the literature in a logical manner.
- Construct the motives for research under study (Hart, 2007).

Also, one of the important factors of the literature review is the quality of the literature review chapter. Hart (2007) cautions against the following drawbacks:

- Elimination of landmark studies.
- Selection of invalid resources.
- No suitable acumen between relevant and irrelevant literature.
- Lacking coherency and synthesis (Afolabi, 1992).

The literature was analyze based on the recommendations of Hart (2007) shown in Figure 2. Various secondary sources such as websites, books, articles, theses, working papers and conference proceedings were analyzed to extract relevant content for the study.

This study adopted a comprehensive literature review method with the above-mentioned points as the guiding criteria. The primary aim of the research was to examine the influences of leadership competencies, social, emotional and cognitive intelligence competencies and to further analyze the correlations between leadership competencies, employee performance, and organizational performance.

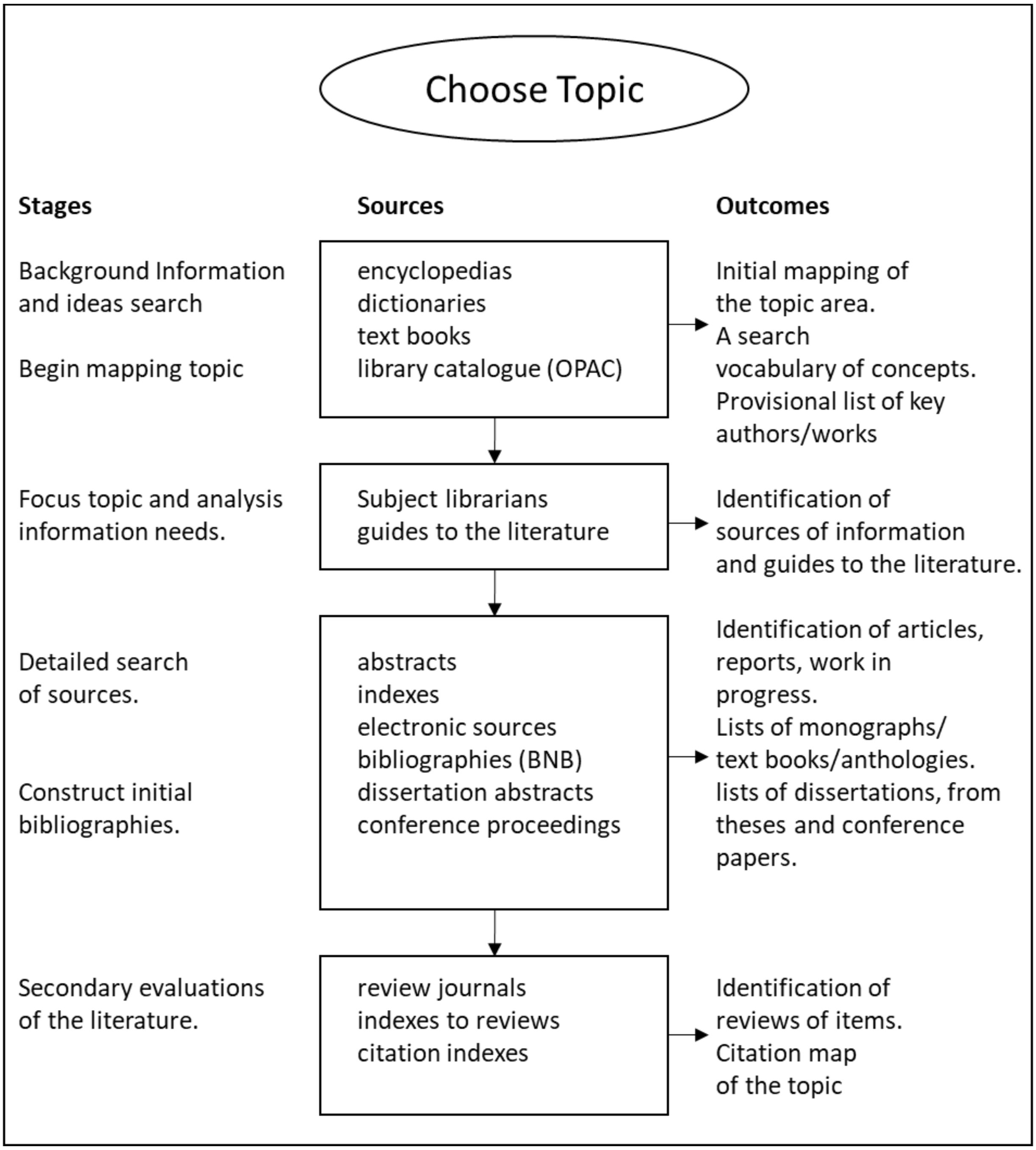

Figure 2: Flow chart of literature research process, Hart (2007)

The main themes of literature which were reviewed included the following:

- Organizational performance, employee performance, and leadership competencies
- Organizational performance and leadership competencies
- Organizational performance and employee performance
- Employee performance and leadership competencies
- Concepts, types, definitions of competencies and competency models
- Leadership competencies
- Cognitive, emotional, and social intelligence competencies
- Organizational performance in the UAE oil and gas sector

This study also uses a systematic review of articles on the factors that influence organizational performance; this review led to the collection and summarizing of all empirical evidence from the literature that fits the context of this study. Two key steps were followed: selecting studies and databases, and setting inclusion (Alderson, Green, & Higgins, 2004; McLean & Antony, 2014). Peer-reviewed literature, book chapters, and journals were the key sources of data and information about the determinants of organizational performance. Two steps were used to select the relevant literature. The first step involved searching articles using databases such as EBSCOhost, Elsevier's Science Direct, and Emerald in the fields of business and strategic management and managerial, industrial and organizational psychology. The documents selected discussed organizational performance, leadership, and employee competencies. In the second step, citations were used of the identified sources to define the literature scope. Through this approach a detailed study was conducted for this research and discussed further in the sections below.

2.1. Organizational Performance, Employee Performance, and Leadership Competencies

Organizational performance, according to Cho and Dansereau (2010), refers to the performance of an organization compared to its goals and objectives. In addition, Tomal and Jones (2015) defined organizational performance as the actual results or output of an organization as measured against that organization's intended outputs.

The effectiveness of an organization lies in the efficiency of each of its individual employees; thus, employee performance can be defined, in part, as a function of leadership (Mastrangelo, Eddy, & Lorenzet, 2014). In particular, employee performance can be managed by manipulating the factors on which it depends. These factors include a wide range of variables; however, employers do not necessarily possess the power to impact all these variables. For example, it is often impossible to influence age, seniority or the personal goals of workers (Cho & Dansereau, 2010). Nonetheless, some factors are subject to the assessment and management of an organization that is seeking higher organizational performance efficiency. Furthermore, the key factors that contribute to organizational performance include leadership competencies.

Employee performance and leadership competencies are the key factors that contribute to organizational performance. According to Mastrangelo et al. (2014), competent leaders influence their followers. Organizational leaders play a vital role in the achievement of organizational goals and objectives by creating an environment that is conducive to influencing employees' behaviors, attitudes and motivations. However, as Babcock-Roberson and Strickland (2010) mentioned, competent leadership empowers employees to engage themselves and improve their performance outcomes. These authors stated that leadership competency determines organizational success. Another key factor that leads to the improvement of organizational performance is employee performance.

2.2. Organizational Performance and Leadership Competencies

The success of an organization depends on the competency of its leaders and the organizational culture those leaders create. The beliefs and values of an organization's leaders will always influence its performance (Soebbing, Wicker, & Weimar, 2015). Ssekakubo, Lwanga and Ndiwalana (2014) studied leadership competencies and their effects on organizational performance and noted that leadership competencies can improve employee performance; this improvement is evidenced by enhanced organizational performance. Globally, researchers have focussed on the relationship between the competencies of leaders and how well their organizations perform. In management studies, leadership is a topical buzzword because individuals in charge of organizations would rather be referred to as leaders than as managers (Pradhan & Pradhan, 2015). McNair, Duree and Ebbers (2011) defined leadership as the art of motivating teams or groups of people so they act appropriately to achieve a given common goal. Further, the competencies of a leader represent his or her abilities to persuade other people, on behalf of the organization, to complete the tasks required to accomplish the organization's objectives and to communicate its vision to others. Leadership competencies represent a means of creating followers through skills and knowledge (Lee, Chen, & Lee, 2015). Overstreet, Hazen, Skipper and Hanna (2014) noted that some analysts consider that competent leaders are *born*, whereas others posit that competent leaders are *made*. However, both groups may be correct; some leaders have inborn qualities, but these qualities may not be sufficiently embedded to ensure organizational success. Some leaders' skills require development, and those leaders may need more knowledge and experience before they can be considered competent.

Pradhan and Pradhan (2015) argued that the competency of a leader is best measured by the performance of the organization. Competent leadership is built upon various variables and characteristics, including values, knowledge, intellectual drive, ethics, charisma, creativity, self-confidence and courage. A competent leader has a purpose and a balanced personality as well as skills that can be used to bring purpose behind deeds. Asree, Zain and Rizal Razalli (2010) stated that vision, integrity, openness, dedication and creativity among leaders ensure that all employees succeed and that organizations perform better.

Examples of competencies that leaders should employ include mentoring and coaching, leading and motivating, problem solving and decision making, communicating and listening, and influencing and negotiating (Tomal & Jones, 2015). It is shown that a relationship between leadership competencies and cognitive competencies exist. Currently, because of globalization, the performance of an organization depends largely on the effectiveness and flexibility of its leaders (Soebbing et al., 2015). The types of leaders who achieve high performance are those who act as agents of change by enabling employees, as well as organizations, to adapt and succeed while keeping in mind the satisfaction of customers.

Bass and Steidlmeier (1999) asserted that management in the UAE remains committed to running successful businesses and meeting set objectives. They also pointed out that the leadership competencies

Fly Emirates airline in the UAE were the reason for its success in overall organizational performance. The authors used Fly Emirates, among numerous organizations within the UAE, because of its well-polished management, which applied leadership strategies and techniques that enabled employees to attain the maximum possible performance (Siddique, 2012).

2.3.Organizational Performance and Employee Performance

Numerous organizational and behavioral research studies have examined links between employee and organizational performance, leading to various definitions of the two concepts. For instance, Price (2001) defined employee performance as the effective orientation of an employee in regard to his or her work. Additionally, Sempane, Rieger and Roodt (2002) considered employee performance to constitute an individual’s overall perception and evaluation of the work environment, and it may also be viewed as a positive emotional status that develops from an individual's job appraisal and job experiences (Islam & Siengthai, 2009). The overriding concept that links these definitions is that employee performance is a result of employee satisfaction, which captures how individuals in an organizational environment feel about their overall work. Various studies have emphasized personal characteristics and environmental factors as critical variables that influence employee satisfaction and performance (Ganguly, 2010). For instance, Ganguly (2010) concluded that the person-environment paradigm offers the most appropriate explanatory value in understanding employee satisfaction and job performance. In addition, some studies have pointed out that employee satisfaction and performance depend on interactive linkages among a host of factors, including recognition; coworkers; communication; working conditions; fringe benefits; the work nature; the nature of the organization; organizational policies, systems, and procedures; work compensation; promotion; personal development; security; appreciation; and supervision (Irving & Montes, 2009). In general, employee satisfaction has widely been recognized by organizations in management science and practice as a critical predictor of employee performance in the workplace (Dawal, Taha, & Ismail, 2009).

Research has also focussed on employee satisfaction and organizational performance. There is general consensus that the attainment of organizational productivity and efficiency depends on the satisfaction of employees and holistic sensitivity to both their socio-emotional and physiological needs (Schneider, Hanges, Smith, & Salvaggio, 2003). Empirical studies have established statistically significant correlation coefficients between the attitudes of individual employees and their overall job performance (Judge, Thoresen, Bono, & Patton, 2001). Judge et al. (2001) established a strong, positive correlation between employee satisfaction and influential variables, such as motivation, organizational citizenship, job involvement, and job performance. Another study found positive links among the satisfaction of employees, job productivity, organizational turnover, and customer satisfaction in organizations across the globe (Harter, Schmidt, & Hayes, 2002). Examining the link between employee satisfaction and organizational performance in the financial industry, Zohir (2007) established a positive correlation between these two critical variables. In addition, Chandrasekar (2011) found that individual employee dissatisfaction caused by poor workplace environmental conditions can also contribute toward substantial reduction in individual employee productivity, thereby leading to poorer organizational performance. These findings have also been supported in various studies conducted in Asian economies, including the economy of the UAE.

From these studies, it was deduced that organizations seeking to improve organizational performance must address employee satisfaction, which in turn helps to stimulate better employee performance and thus improve overall organizational performance. Conversely, dissatisfied employees are more likely to experience negative effects on their mental health status and job performance, which leads to a decline in organizational productivity and performance (Judge et al., 2001).

According to Siddique (2012), the objective of all organizations is profitability. Judge et al. (2001) postulate that the success of any organization depends on its employees' performance; therefore, poor employee outcomes are detrimental to a organization's success. Judge and colleagues further added that creating an effective approach to coaching and managing an organizational workforce requires both the expertise of a leader in human resources and support from the organization's executive leadership. If the focus of an organization is developing innovative, high-quality products, the performance of its employees will play an integral role in achieving those organizational goals.

2.4. Employee Performance and Leadership Competencies

According to Siddique (2012), the UAE is among the Middle Eastern nations undergoing rapid economic expansion. With the nation experiencing massive growth in sectors such as tourism, trade, oil and gas, and agriculture, most of its organizations have taken part in business activities across the world (Siddique, 2012). The nation utilizes the expertise and skills of natives as well as those of foreigners (MacLeod & Clarke, 2011).

The availability of diverse knowledge and skills has created competent management and, eventually, remarkable employee performance in most organizations within the UAE; organizational knowledge is perceived as one of the assets in the UAE offering a basic source of success and wealth in the current competitive and globalized business environment (Siddique, 2012).

A significant relationship exists between leadership competence and employee performance in various organizations in the UAE (Siddique, 2012). MacLeod and Clarke (2011) asserted that management focusses on developing and improving employee performance through the enhancement of employees' skills by means of positive guidance and training. Management also guides employees regarding the application of ethics to enable them to realize maximum results at work.

Many organizations, such as the Emirates airline, work in accordance with a vision to enhance employee performance and motivate employees' efforts, a factor that maximizes performance (Clarke, Seng, & Whiting, 2011). With the application of competencies and expertise, the management of most well-performing organizations within the UAE offers their employees opportunities to improve through training and performance evaluation to achieve the best possible results (Agha, Alrubaiee, & Jamhour, 2012).

Asree et al. (2010) studied how leadership competencies affected employee performance, which influenced responsiveness and ultimately the performance of the organization. The authors chose the service industry (specifically hotels) as the subject of their study and found a positive correlation between leadership competencies and organizational performance. They observed that specific leadership competencies led to greater employee satisfaction and that employees thus served the customers better, which in turn generated customer loyalty.

The relationship amongst leadership competencies and employee performance can be explained using Bello's (2012) iceberg model. Bello's model proposes that leadership competencies fall into two categories: *dominan*t competence and *hidden* competence. Dominant competence is tangible in that leaders apply acquired skills to discharge their organizational duties (Bass & Steidlmeier, 1999). Hidden competence involves the social skills and personal knowledge that serve as advantages for organizational leaders. The dominant category of competence involves ensuring that employees do their best to enable the organization to meet its long- and short-term objectives; these actions contribute to the success of any organization (Bello, 2012).

The identification of three contributing factors—cognitive, social, and emotional competencies—shows the relationship between leadership competencies and employee performance, as well as their direct and indirect impacts on organizational performance. The studies highlight the fact that these cognitive, emotional, social, and leadership competencies result in enhanced organizational performance.

The discussion on concepts of competencies is best preceded with a consideration of the roles that effective managers-leaders play in an organization. This discussion of their role is to be guided by discourse that creates an understanding of some of these competencies.

2.5.Concept of Competencies

The concept of competency is one among the major up-to-standard approaches which focus on the performance of an organization via the development of correct skills and rightful behavior for the tasks (Antonacopoulou & Fitzgerald, 1996). The approach based on competency within the corporate surroundings can be attributed to McClelland David, who recommended such tests as management skills, interpersonal sensitivity and cross-cultural positive regard to evaluate the performance of leaders, as well as differentiate average leaders from superior leaders (Draganidis & Mentzas, 2006).

2.5.1. Definitions of Competencies

Various referents have been suggested across a range of literature with an attempt to discuss the competency approach and its attribution factors. According to Boyatzis (1982), competency refers to an individual's fundamental characteristics which are informally associated with effective job performance. Boyatzis posits that competency is a class of different but related behavior sets that are organized around "intent." Performance, or perhaps performance that can be measured, forms the basic foundation for the competency approach and it is postulated that this occurs when the capability of an individual matches (and even exceeds) the job demands and those of the business environment. Therefore, competency is the interaction between the values of an individual, business environment and job demands. A person's capability is a representation of one's personal philosophy, vision and values in combination with life and career stage, competencies, knowledge, style and interests; whereas job demands are described by tasks requirements, responsibilities and roles as shown in Figure 3. Lastly, the business environment overall is inclusive of climate and culture, systems and structure, strategic positioning and industry maturity as well as the larger scope of the more subjective components of the business like religious, environmental, social, political and economic values (Boyatzis, 1982; 2008).

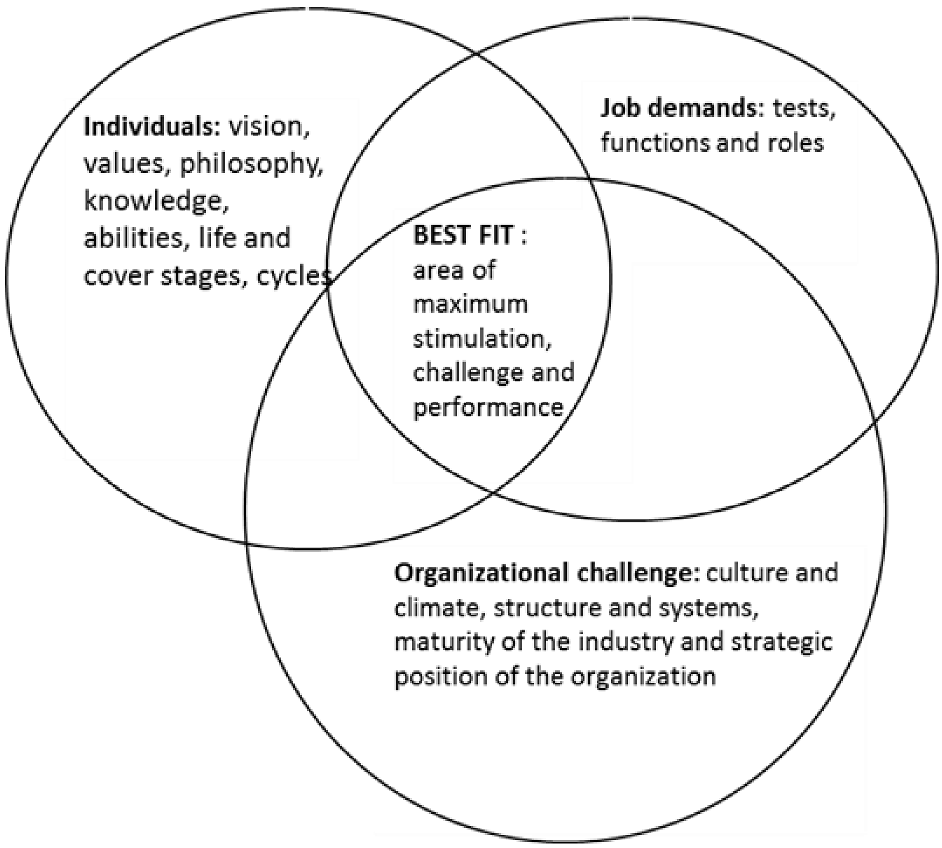

Figure 3: The various levels of competency (Boyatzis, 2008)

Although competence and its assessment systems are underlying tools for the effectiveness and success of any organization, Cheng, Dainty and Moore (2005) believe that the modern-day firms are able to identify the distinction between the two concepts. Concurring with the suggestion that competency frequently is an interest or a person's behavior, Woodruffe (1993) states that competency is a behavior dimension in relation to performance of a task which a fraction of individuals do better than others. Competencies, with reference to Marrelli (1998), are those measurable capabilities of humans that are essential for effective job performance. On the other hand, competency is defined by Dubois (1998) as thought-patterns, mindsets, skills, knowledge and characteristics which lead to a successful task performance. Iverson (2000) embraced "approach" as a variant for classification of competencies as situational, standards, and behavioral. Also, he defined competence as the job-related technical aspects, videlicet, abilities, knowledge and skills and competencies as more embodied in how people behave in order to perform a task effectively. Therefore, *competencies* are attributes of what people can do and who they are (Palani, 2003) whereas *competency* is what people do in their tasks and not who they are on the basis of what motivates them (Palani, 2003).

2.5.2. Types of Competencies

According to Boyatzis (1982), competencies can be grouped on the basis of their behavioral characteristics and capability to carry out a task as *threshold* and *performance* competencies. Threshold competencies are determined by generic knowledge, social role, self-image, how a job is performed, trait and motive; for instance, expertise and experience, deductive and memory reasoning, and declarative, functional and procedural knowledge (Boyatzis, 1982).

On the other hand, performance competencies are those which differentiate a superior performer from an average performer. Performance competencies are inclusive of social competencies – relationship management and social awareness; emotional intelligence – self-control, self-management, self-awareness; and cognitive competencies – pattern recognition and systems thinking (Boyatzis, 1982). A variety of other researchers – Luthans, Hodgetts and Rosenkrantz (1988), Kotter (2001) Goleman, Boyatzis and McKee (2002) – have accredited the application of performance competencies as criteria for distinguishing the average from the outstanding performer.

Nevertheless, according to Albanese (1989), competencies can also be differentiated on the basis of personal characteristics, knowledge, skills and such functionalities as managerial-leadership competencies, which are necessary for effective leadership. McLagan (1987) perceived competencies as a merger of skills, attitudes, tasks, knowledge, results and output, and differentiated five distinct classes of competencies as:

1. Task competencies – these are necessary for tasks which are manageable hence they eliminate variability in performance and enhance the spread of best practices.
2. Result competencies – the competencies required are related to the ability of an employee to attain a particular result.
3. Production competencies – group or individual competencies needed to deliver a product or service.
4. Attitude, skills and knowledge competencies – these competencies refer to process abilities, orientations, values, attitudes and specific subject matter.
5. Superior performer competencies – they pertain to the character traits of a superior performer hence facilitating differentiation of a superior performer from an average performer.

2.5.3. Can Competencies be Developed?

A variety of longitudinal studies conducted by the Weatherhead School of Management, Case Western Reserve University show that changes can be instilled into people in connection with a complex set of competencies frequently identified as social and emotional intelligence competencies – the type of competencies which differentiate professions in management from exceptional performers (Boyatzis, Stubbs, & Taylor, 2002). Therefore, competencies constitute a criterion or basis for developing an assessment of abilities; they are not a *measure* of competence. Conversely, competencies are not a depiction of the expected performance level of an individual. It is essential to comprehend the distinction between competency and competence for the understanding of the role of the competency framework that is a representation of an integrated whole which relies on the interaction of individual competency.

2.5.4. Competency Models Concepts and Significances

Many research studies have been conducted on competency modeling; these traverse diverse industries and functional areas such as accounting, hospitality, management and nursing. According to these studies and research, competency modeling has been given different definitions. A competency model as defined by Lucia and Lepsinger (1999) is “a descriptive tool that identifies the knowledge, skills, abilities, and behavior needed to perform effectively in an organization.” Competency models may contain a variety of individual competencies which depend on the job and the business environment; thus, it is necessary that the difference between competency modeling and job analysis be clearly understood (Schippmann et al., 2000). Previous researchers established nine criteria for comparison of job analysis with competency modeling and emphasized that the focus of competency modeling is on the organization in wider context through connecting the competencies to the organization’s environment.

Competency models facilitate development and planning of human resources activities, succession planning, career development, selection, performance evaluation, training and development (Viitala, 2005). Competency models facilitate organization of individual competencies and help individuals to discuss, understand and employ competencies in a beneficial way towards the performance of the organization (Marrelli, Tondora & Hoge, 2005). A competency model helps an organization or business to articulate clearly their workforce needs and define employees’ job requirements at distinguished levels. It also allows sharing of comprehension of performance appraisal systems; enables development of abilities, knowledge and skills in line with the vision and values of the organization; helps to control changes in industry trends; assists effective communication with regards to training and retraining requirements; helps employees to match their skills with the working environments; and establishes a mutual language as a measure of skills as well as helping integrate development activities with the organizational goals (Ennis, 2008; Fulmer & Conger, 2004).

2.5.5. Types of Competency Models

According to Marrelli et al. (2005), there are numerous ways and formats to organize a competency model. These approaches are grounded on core competencies such as technical capacity, personal effectiveness or leadership, or based on job level. While working for McBer and Company, McClelland and colleagues developed the first competency model in 11994. The model provided visions about use of behavioral event interview, concentrating on outstanding performers and thematic data analysis. A review of approaches to building of competency models was undertaken by Mansfield (1996) from a human resources stance. He analyzed the most frequently employed approaches to the building of a competency model, subsequently suggesting a "multiple-job approach" to building the model. A single-job competency model is a tactic to enhance and improve a job which is essential for the organization's success whereas the one-size-fits-all (multiple-job approach) competency model defines frameworks which are unifying and simple. The multiple-job approach for development of a competency model involves combination of mutual conceptual frameworks as well as customization of personal jobs. It also eases comparison of employee profiles with numerous jobs and also consenting competency models' comparisons with one another (Mansfield, 1996).

The competency model background of America recognizes seven content or knowledge skills together with eight individual characteristic competencies including self-objectivity and oral communication (Albanese, 1989). It is largely grounded on the works of Boyatzis (1982), MaClelland (1973) and Spencer and Spencer (1993), and focusses on five thematic clusters (traits, motive, skill, knowledge, and self-concept).

Broadly referred to as the "Iceberg Model", as shown in Figure 4, the five competency groups help improve an individual's orientation towards competence. (i) *Traits* are physical characteristics; they progress in response to context, information and situation. (ii) *Motives* are needed by an individual because they drive behavior and action toward the objective an individual needs to accomplish. (iii) *Skills* embody the capability to attend to a job or task. (iv) *Knowledge* refers to what an individual perceives and the information collected. (v) Self-concept is all about an individual's attitude, self-image, qualities and values. Among the above five thematic groups, only skills and knowledge are observable and embody relatively superficial characteristics of the person while trait, motive and self-concept competencies are not easily discernible; they are deeper, hidden and central to an individual's character.

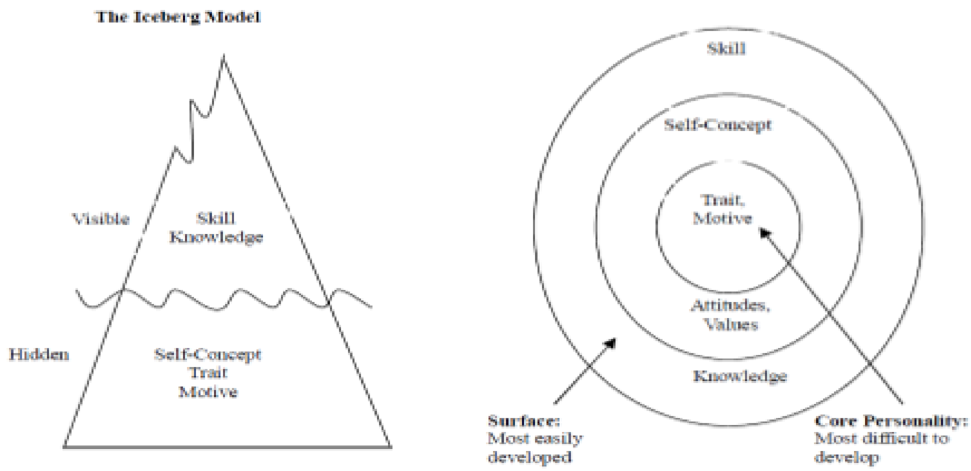

Figure 4: The Iceberg model and the central-surface competencies (Spencer & Spencer, 1993)

According to Spencer and Spencer (1993), the surface skills and knowledge can be easily advanced via training, but core traits and motives of an individual are the hardest to evaluate and improve. Self-concepts, values and attitudes of an individual can be altered via training and positive evolving exercises although this may take longer and could prove challenging.

An effective and generic competence model like the one established by the Employment and Training Administration (ETA; USA) in Figure 5 entails nine tiers with the lower tiers acting as the building blocks for the higher tiers. The lower tiers embody basic foundational competencies such as personal effectiveness (integrity, interpersonal skills, dependability and reliability, initiative, professionalism, and willingness to learn), academic competence (writing, reading, science and technology, critical and analytical thinking, communication, general; mathematical ability, and active learning in the workplace) and workplace competence (flexibility, teamwork, customer focus, adaptability, creative thinking and problem solving, using technology, planning and organizing, and decision making). The above-mentioned competencies grouped in tiers are linked by industry-related competencies (industry-specific technical competencies and industry-wide technical competencies) as well as the occupation-related competencies (occupation-specific technical competencies, occupation-specific knowledge competencies and management competencies and occupation-specific requirement competencies) (Ennis, 2008). As the ETA in identifies the management competencies, the USA incorporates key activities such as information dissemination, staffing, networking, delegation, entrepreneurship, inspiration, monitoring and motivation to team members as well as subordinates, mentoring and development of staff, action and strategic planning, budget evaluation and preparation, objectives and role elucidations to staff team members and subordinates, team-building and conflict resolution exercises, development of the organization’s vision and advancing strategies to accomplish that vision, and controlling, monitoring and assigning resources (Ennis, 2008).

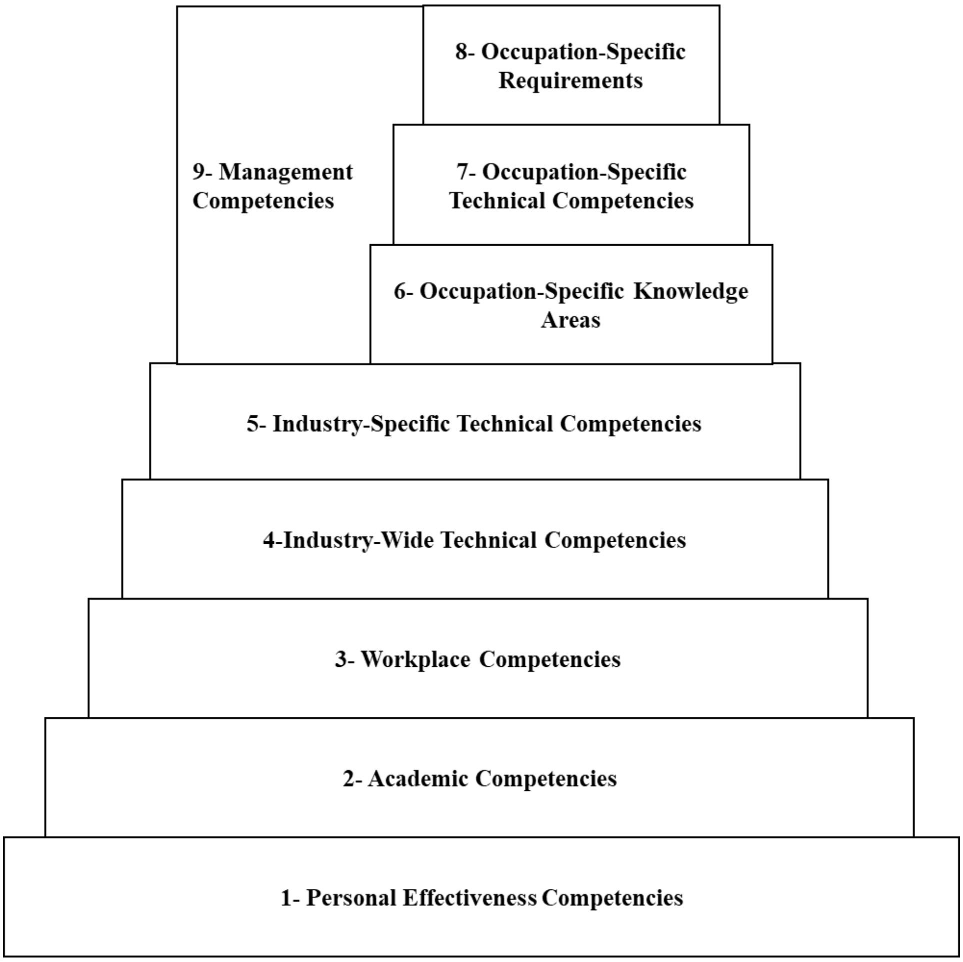

Figure 5: The tiers of a competency model (Ennis, 2008).

There are two main competency modeling categories: identifying personal competencies such as skills, knowledge, and capabilities needed for a job and identifying the organization's core competencies (Nair & Egan, 2010). Nair and Egan (2010) claims that none of the competency definitions incorporates the organizational aspect, although there has been a developed context. According to them, competency is defined as "skills, personal attributes, knowledge and organizational context required for prosperous recital in an organization". Personal attributes consist of motives, personal values, attitudes, and personality factors whereas the organizational context consists of a personal's perceptions about vision, mission, the organization goals and values as well as the alignment of the person's values and goals with the organization's vision, values mission and goals (Nair & Egan, 2010). Nair and Egan (2010) proposed a model four-domain competency – ability and skill domain, knowledge domain, organizational context and personal attributes.

Also, competency models can be categorized into three types grounded on the approach taken to establish and embed them: a value-based approach, a strategy-based approach, and a research-based approach (Briscoe & Hall, 1999). The value-based approach focusses on the organization's cultural values. This approach has benefits: for instance, "organization values might provide firmness and a reliable approach to piloting business, meeting needs of the customers, learning and leading that is capable of weathering and even proactively modeling trends in the business environment" (Briscoe & Hall, 1999). The strategy-based approach focusses on the organization's strategic direction as the driver and is future-oriented. It stresses learning new skills and can assist organizations in transformation (Briscoe & Hall, 1999). The research-based approach concentrates on behavioral research and is enhanced by interrogating high-performer executives as well as identifying behavioral example indicators of their achievement. They are therefore categorized into indicators, secondary competencies, and primary competences, all of which establish a competency model (Briscoe & Hall, 1999).

2.5.6. Leadership Competencies

Management is an extremely intricate process consisting of job criteria which are tremendously vague at the level of a manager and which is noticeable by a clear standardization absence (Olshfski & Cunningham, 1986; Dowd, 2000). It has also been problematic to measure the recital of a manager and find relationships between managerial recitals and knowledge obtained via exercise or via exposure to work rehearsals (Whitley, 1989). Nevertheless, the elementary concept of a competence framework, skills, behavior, and the appropriateness of knowledge for a certain job can be recognized and enumerated, as well holds good for managerial positions. Although there may be boundaries to concluding a competency-based framework for management due to intricate functions, non-transitive and non-linear skills (Olshfski & Cunningham, 1986), the competence framework assists in production of greater standardization in exercise as it connects attained competence as well as performance, with very few exceptions (Winterton & Winterton, 1997).

According to Wexley and Klimoski (1984, p. 79), managerial competence is defined as "a characteristic of a person which instigates behaviors which meet the job demands within the organizational environment parameters and which, in turn, leads to anticipated outcomes". Performance, competence, capabilities and effectiveness are conceptually closely connected, and are also linked to the capability of a manager to perform efficiently in different environmental settings and situations (Sims & Sauser, 1985). Managerial-leadership competencies are an exemplification of knowledge, skills and behaviors revealed at a precise proficiency level by managers (Evers, Rush, & Berdrow, 1998), in different positions and different types of organizations (Hellriegel, Jackson, & Slocum, 2009). A management competency framework is a tool which extricates organizational and personal competencies from the vision and mission of the organization and also helps the organization with management development, selection and sequence planning (Antonacopoulou & Fitzgerald, 1996).

In the 1982 book "The Competent Manager" the author, Boyatzis identified numerous traits of a good manager which are:

- *Diagnostic concepts' use*: The manager's capability to analyze situations, deduce things, and create patterns via application of ideas as well as theoretical principles.
- *Productivity orientation*: a motivation for performing something better. While expressing this, a good leader must act like an innovator, set realistic and challenging goals, organize, and plan efficiently.
- *Self-possession*: show self-confidence by being unhesitating, forceful and impressive. Their actions and decisions must speak of mind clarity and thought processes with the exception of being defensive and arrogant.

- *Concern with influence*: The capability of a manager to impact others via speech and actions. They should possess orientation for rule status for one's unit and organization, not just for oneself.
- *Proactivity:* Characteristic towards actively seeking to achieve the set task or goal. Will be proactive in acting rather than waiting for a situation to arise and start action, proposals, communication and directives to complete the task.
- *Managing group process*: A good manager must stimulate members of an organization to work as a team. He should possess the ability to solve any conflict by incorporating all involved members, and provide an unprejudiced as well as just solution to the situation.
- *Informing*: Distributing essential information and when required, answering questions and requests for practical information, as well as keeping the members updated about any event that concerns the organization positively.
- *Precise self-assessment*: Have a genuine opinion about oneself and appropriately acknowledge both weaknesses and strengths. Also they must be free from egocentric dispositions, and be disposed to confess error and seek assistance (Boyatzis, 1982).
- *Delegating and consulting*: A competent manager should be a team player and check with members prior making any changes, asking for their suggestions and concepts while giving them room for their unrestricted power.
- *Problem solving*: The effectiveness of a leader relies in detecting work-related difficulties, having them analyzed, and providing a solution.
- *Monitoring operations and environment*: An effective leader should be able to collect information regarding work activities, monitor the work progress, forestall problems and provide resolutions to them, assess the workers' performance, and identify threats and chances to the business.

- *Clarifying objectives and roles*: Being effective in allocating duties, giving instructions and directions on how the work should be attended to, explicating the job role and tasks clearly, and establishing clear task objectives, due times and recital expectations.
- *Motivating*: An effective leader should employ motivating techniques such as values, logics and emotions to stimulate the employees as well as create eagerness for the work and obligation to task objectives. He/she must as well comply with demands for assistance, cooperation, resources and support from the members.
- *Mentoring and supporting*: A good leader is expected to take actions in a consistent and friendly manner, showing support and compassion to team members and workers.
- *Recognizing and rewarding*: provision of unbiased recognition, praise, and acknowledgement for effective recital and achievements.
- *Managing conflict, and building of team*: An effective manager must facilitate and encourage constructive solutions to conflicts and should also encourage teamwork, corporation and culture practices of a good organization.

Lipshitz and Nevo (1992) concluded that a competent manager must be honest, keep promises, be dependable, be reliable, be disposed to devote individual effort to improve any project or task, stimulate subordinates to follow, set an individual example, be a team player, have an understanding of the suitability and appropriateness of delegation, set proper primacies for action, formulate realistic unambiguous and clear policies, and comprehend the difference between non-essential and essential traits of an issue. Additionally, a leader must fundamentally meditate in a business-like way, and be able to detect possible economic chances. He also should have the ability to detect future development and trends and promote information exchange (Lipshitz & Nevo, 1992).

Hunt and Wallace (1997) undertook a meta-analysis of twenty four studies of leadership competencies models and detected ninety one competencies connected to modern leadership practices, that were further clustered under six units: strategic management and future orientation; management of operational and administrative tasks; leadership as well as team building; decision making, self-management, and problem solving; political skills – influence and persuasion; and environmental and organizational awareness. The above skills important for managers of today, and they hold true regardless of various cultural background.

Lange et al. (2003) realized the following 10 competencies are directly connected to the effective leadership performance grounded on involvement from industrial psychologists, human resources managers, numerous focus groups managers and senior developing consultants: teamwork; management control and objective setting; empowering and developing others; building plus maintaining relationship; judgment; concern for excellence; commercial orientation; analysis; decisiveness and execution; and customer service orientation. The other researchers claim that “the validity, usefulness and reliability of performance valuation processes could be improved by the competency-based approach use to describing performance norms and by the employment of multiple-rater and multi-dimensional methods like the 360-degree performance evaluation technique”.

Extending the significance of the competence-based approach to assessing an effectual manager, Grzeda (2005, p. 531) claims that proficiency “adds an extra conceptual layer to the managerial process dynamics” and asserts that each competence model has two dimensions: (i) competence may be organic or generic and (ii) competence may be independent of or dependent on managerial behaviors. When competency is handled as a sovereign managerial behavior variable, it is further articulated interchangeably and variously using terms such as skill (Carroll & Gillen, 1987), knowledge and self-concept (Spencer & Spencer, 1993), capability to manage a job (Iles, 1993), or work competence (Price & Garland, 1981). The leadership competencies are regarded as generic when the detected competencies can be applied to all the managerial positions (Evart, 1998; Parry, 1998) while they are regarded organic when competencies are considered as distinctive virtues helped by social collaborations (Antonacopoulou & FitzGerald, 1996). The generic leadership competencies comprise threshold competencies (Boyatzis, 1982), six recurring leadership competencies (Akin, 1987), androgynous management-style competencies (Sargent & Stupak, 1989), and core leadership competencies (Conger, 1993; Scholtes, 1999).

Furthermore, Camisón (2005) identified the managerial abilities founded on unique competencies as the tactically appropriate assets essential for attainment and safeguarding of competitive significance by any organization. Unique competencies are systematized into two levels: inter-functional and harmonization competencies which comprise abilities connected to the integration of numerous functional activities of an organization; and functional competence imitating the employment of management skills in various functions of the value chain such as operations, marketing and finance (Fuchs et al., 2000; Lawson & Samson, 2001). The strategic significance of these competencies is because of their durability, scarcity, inimitability, rent appropriability and non-substitutability (Amit & Schoemaker, 1993; Grant, 1991; Peteraf, 1993) and to the fact that they can be combined in different proposals to sustain any loss of their principles in the face of contests from competitors (Eisenhardt & Martin, 2000; Teece, Pisano, & Shuen, 1997).

From various studies of other researchers' works Viitala (2005) identified six sets of managerial competencies; business competencies; technical competencies; knowledge management competencies; intrapersonal competencies; social competencies; and leadership competencies.

From the work of Hogan and Warrenfeltz (2003), Viitala (2005) drew on the definition of technical competencies as competencies which a manager requires to be able to handle job functions and processes in an effective way. Also, he defined business competencies as the generic competencies which are required for any business job that is management-related, and took into consideration board management, strategic perception, fair systems knowledge, decision making, establishing organizational mission and vision, and direction, according to the reference of Scholtes (1999).

Competencies concerning knowledge management illuminate both current and specific future managerial demands since managers need to be proficient in not only efficient handling of information at a personal level, but also similarly effective in the processing of information, learning and development at both the organizational and group levels (Ellinger & Bostrom, 1999; Viitala, 2002).

Leadership competencies refer to the ability of a person to lead others while still portraying an ability to direct, involve and support people (House & Mitchell, 1974), degree of power (Stogdill, 1974), managing diversity and empowering people, creating a feeling of community, and supporting creativity (Rosen, 1996). This competency overlaps with social and knowledge management competencies; a very close interrelation is established between organizational managers and subordinates than visualized in social competencies; in contrast with the knowledge management competency, leadership competencies focus on issues of human resources (Viitala, 2005).

Interpersonal and social competencies are tools for measuring the social relations of a manager (Hogan & Warrenfeltz, 2003). In addition to the manager's social judgment skills, these competencies refer to managers' ability to understand and deal efficiently with people (Scholtes, 1999), communicate with motivate people, resolve and handle conflicts (Morse & Wagner, 1978). They also include core leadership areas and hence are very necessary in the achievement of organizational and group goals.

Emotional competencies are associated closely with the elementary advancement into leadership and include traits such as values, motives, social role, traits and self-image. The three main competencies – social, emotional and cognitive intelligence – are discussed below.

2.5.7. Cognitive Intelligence

Cognitive intelligence denotes the critical and creative aptitudes that enhance learning, problem solving, and decision making (Sun & Hui, 2012). Lee, Park and Lee (2013) proposed a similar definition in their study; they stated that cognitive competency describes the use of ideas, system thinking, and the recognition of patterns. Boyatzis and Boyatzis (2009) defined cognitive competence as an individual's ability to think and analyze information. They further defined intelligence as an individual's ability to plan, reason, solve problems, comprehend complex ideas, think abstractly, learn from experience, and learn quickly. Despite the diverse language these studies use to define cognitive skills, each study reaches a similar conclusion. Sun and Hui's (2012) definition seems to best encompass all aspects of cognitive competencies.

Leadership describes a conditional relationship between managers and their followers (Silva, 2014). Good leadership encourages effectiveness and doing the right thing. Specifically, leadership entails creating a vision via a strategic plan, communicating that vision to subordinates, and motivating subordinates to accomplish it (Gilson, Daire, Patharath, & English, 2011). Sun and Hui (2012) asserted that cognitive competency is a critical attribute that leaders should possess, to create a vision and implement all the associated processes to achieve that vision.

In his five clusters pertaining to cognitive competencies that differentiate great leaders from mediocre ones, Stoller (2008) confirmed a correlation between leadership and cognitive competencies. Lee et al. (2013) demonstrated that at the team level, a relationship exists between leadership competency and social capital among project managers. Their study also revealed that a project manager's cognitive intelligence positively affects the team's social capital. A related study found that a leader in the private sector should have cognitive intelligence in addition to social and emotional intelligence (Boyatzis & Ratti, 2009). A study by Morley, Cerdin, Bird et al. (2010) identified three factors related to the competencies of cross-cultural global leadership. The first factor, perception management, represents a cognitively-oriented competency. The other two factors were interpersonal and intrapersonal competencies. The study by Morley and colleagues concluded that leadership and cognitive competencies share a close relationship. Another study by Avolio, Walumbwa and Weber (2009) established that the ability to work with schemas represents a vital attribute of cognitive leadership. This study indicated that schemas may help leaders understand particular contexts and make sense of them. Leaders use schemas to interpret events. To do so, they must possess the cognitive competencies that allow them to make valid interpretations. Thus, the study by Avolio and colleagues indicated a clear relationship between leadership and cognitive competencies.

Cherniss (2010) argued that cognitive intelligence constitutes not merely book learning, the ability to take tests well, or other narrow academic skills; rather, it involves a deeper and broader ability to comprehend one's surroundings, figure things out, catch on, and make sense of how to do things. Cognitive intelligence is crucial to the success of an organization. According to Cherniss (2010), most leaders today realize that cognitive intelligence is important to organizational success in the workplace. Cherniss further pointed out that the ways in which leaders and subordinate staff members respond to everyday situations have both negative and positive impacts on the performance of any organization. By emphasizing cognitive intelligence in team building and hiring, as well as in training programs, executives and human resource managers can improve their decision-making and problem-solving abilities and become better able to cope with employees (Gilson et al., 2011).

2.5.8. Emotional Intelligence

Modern organizations have increased in complexity. These complexities include changes in emotional diversity among employees (Mayer & Brackett, 2004). Because emotions play a significant role in any institution, managers must exercise extensive emotional intelligence to effectively manage an increasingly complex workplace, respond to global expansion, deal with workplace stress, and lead organizational changes (Morley et al., 2010). Therefore, managers must acquire and exercise emotional intelligence, which refers to the ability to monitor one's own feelings as well as the feelings of others (Mustaffa, Nasir, Aziz, & Mahmood, 2013). Emotional intelligence enables a person to take actions that demonstrate care for the feelings of others.

Emotional intelligence competencies among managers significantly enhance their leadership skills and assist in their understanding of employees' feelings. According to Cherniss (2010), managers should understand the emotions of their employees as well as those of their colleagues. Cherniss argued that employees regard managers more highly when those managers make an effort to understand their employees' feelings. Therefore, leaders with emotional intelligence competencies may be better able to significantly influence their employees. Furthermore, because managers make decisions that affect the feelings of their employees, sound managerial decisions require an understanding of the emotional state of the workforce. Leaders should consider the feelings of their employees while making decisions that directly affect them. Riggio (2010) asserted that a person can develop emotional intelligence by understanding the feelings of his or her peers.

Individuals often communicate feelings nonverbally, and emotional intelligence may help a leader understand these nonverbal cues. Riggio (2010) noted that emotional intelligence increases social and leadership competencies. Knowledge of employees' feelings enhances a leader's ability to make sound decisions. A study by Walter, Cole and Humphrey (2011) indicated that Goleman's (2001) model on emotional intelligence presents a set of emotional and social competencies that lead to effective performance. Walter and colleagues asserted that emotional intelligence competencies contribute to an increase in competent leadership. According to their study, leaders who have acquired emotional intelligence perform better in their roles, and thus a correlation exists between emotional intelligence competencies and leadership competencies. A similar study conducted by Boyatzis and Boyatzis (2009) indicated that emotional intelligence represents a valid metric for assessing the effectiveness of leaders; their results indicated that high emotional intelligence shared a positive correlation with competency in leadership roles. Furthermore, Smollan and Parry (2011) argued that leaders could use emotional intelligence to assess the needs of their employees and incentivize them by acknowledging and addressing these needs. Thus, the leader increases his or her leadership ability by supporting employees emotionally.

A leader with emotional intelligence competencies can more easily motivate employees and realize improved performance (Yunus, Ghazali, & Hassan, 2011). Rajah, Song and Arvey (2011) identified that emotional intelligence increased the perceived influence of leaders who encourage their employees to attain the mission of the enterprise. Moreover, the authors noted that emotional intelligence inspires workplace motivation, thus improving both the employees' performance and that of the organization. Furthermore, because leaders understand their employees' emotions, leaders will be more considerate of individual employees when necessary (Kumar, 2014).

A study by Guillén Ramo, Saris and Boyatzis (2009) on emotional competencies among executives in Spain revealed that emotional intelligence is related to job performance; they found that executives who exercised significant emotional intelligence outperformed others in terms of leadership. The study concluded that emotional intelligence contributed to improving leadership competencies and thereby improved performance.

Leaders must be emotionally competent; they must develop social capital that can lead to improved effectiveness. Leaders are directly responsible for the emotions of their teams as well as their own emotions (Brotheridge, Lee, Riggio, & Reichard, 2008). Therefore, leaders have the ability to influence people within their organizations, thereby improving organizational performance. A mutual relationship exists between leaders and employees; an organizational culture affects the leader's emotional state, which in turn affects the team's emotional intelligence (Rosete & Ciarrochi, 2005; Sharpe, 2000).

These studies demonstrated the existence of a strong relationship between emotional intelligence competencies and leadership competencies. Various studies revealed that emotional intelligence competence, including self-awareness, understanding the feelings of others, motivating others, and empathy for others, contributes to enhanced leadership capabilities, including strong coordination, motivation of employees, and improved performance.

2.5.9. Social Intelligence

Rahim (2014) stated that social intelligence specifically refers to the power of observing, as well as understanding, social situations. Social intelligence is defined as an individual's ability to achieve the requisite objectives in a particular social setting (Beheshtifar & Roasaei, 2012). Yahyazadeh-Jeloudar and Lotfi-Goodarzi (2012) contended that social intelligence is related to personality as well as to individual behavior. It is the construct that contributes most effectively to our understanding of how successful leaders manage their social relationships. A major aspect of developing social intelligence is learning to be present and as clear as possible (Beheshtifar & Roasaei, 2012). Studies have linked social intelligence with leadership competence. According to Ryan et al. (2009), social intelligence develops when the leader encourages innovation among team members and knowledge management within the group. In this situation, the leader can directly control team members through directive leadership. This strategy involves delegated leadership, in which the leader confers some powers on the team members, allowing them to make decisions (Emrich, 1999). Social competency relies on shared leadership, which plays a role in self-managed teams. This strategy allows more employees to inhabit leadership roles, but it also increases the likelihood of disagreement among team members. To avoid potential workplace tensions, feedback among participants must be encouraged, which leads to a greater degree of commitment and identification among the team members. Accordingly, Boyatzis and Ratti (2009) stated that social capabilities are more strongly linked to performance management than are cognitive capabilities.

According to Beheshtifar and Roasaei (2012) social intelligence is defined as the intentional use of good people skills with the understanding that effective utilization of such skills will positively affect others in an observable manner. They argued that social intelligence, also known as appraisal skills, "resides at the heart of effective leadership" (p. 204). According to Semeijn, Van Der Heijden and Van der Lee (2014) and Lee et al. (2015), there is a direct relationship between social intelligence competence and leadership competence; however, there is a lack of adequate empirical evidence to support this relationship. Social intelligence involves an awareness regarding the substantial effect of relationships in helping to enhance the performance of both employees and their leaders (Beheshtifar & Roasaei, 2012). Social intelligence also entails the ability to choose an appropriate response as well as the ability to behave flexibly (Beheshtifar & Roasaei, 2012). According to Furtner, Rauthmann and Sachse (2010), a leader who lacks awareness of how her or his emotions impact other people is likely to fail as a manager, regardless of job skills and other competencies. This finding underscores the importance of social intelligence in leadership and management.

When applied to leadership, social intelligence is recognized as foundational to the leader's most important activity: creating good relationships with others to enhance performance (Anand & Udayasuriyan, 2010). Leaders lacking well-developed social intelligence skills often fail to connect effectively with their followers and may even offend or alienate them (Anand & Udayasuriyan, 2010). Researchers have theorized that social intelligence is positively correlated with communication. Additionally, social intelligence is positively correlated with peaceful conflict resolution, whereas the lack of social intelligence skills may result in an increase in all forms of aggressive behaviors. Some researchers have suggested that social intelligence is the key to innovation and workplace communication (Sigmar, Hynes, & Hill, 2012). Batool (2013) proposed that a positive relationship exists between social intelligence and transformational leadership. Furtner et al. (2010) asserted that individuals with developed social intelligence skills have better self-leadership. In this context, self-leadership is defined as the regulation and control of one's own behaviors and thoughts (Beheshtifar & Roasaei, 2012). Social intelligence skills enable leaders to pursue their goals and needs effectively within their social and professional environments.

2.6.Organizational Performance in the Oil and Gas Sector in the UAE

Employee performance has been contextualized in the literature as one of the factors that influence organizational performance (Kusurkar, Ten Cate, Vos, Westers, & Croiset, 2013). Therefore, it is imperative that any investigation of organizational performance starts with an investigation of employee performance. After all, employee performance is an individual-level construct, whereas organizational performance is an organizational-level construct (Kusurkar et al., 2013). This means that employee performance is a subset of employee performance (Kusurkar et al., 2013). For this reason, this subsection is concerned with a review of the literature on employee performance within the oil and gas sector in the UAE.

The oil and gas sector is considered to be one of the most important in the UAE. In fact, it is the backbone of the economy (Harhara et al., 2015). This means that it is extremely important to understand the state of employee performance in this very important sector. One of the major issues regarding this sector is high employee turnover (Harhara et al., 2015), meaning that employees have not been staying in their jobs as long as their employers might want; instead, the employees have frequently left their organizations for various reasons. In fact, the rate at which employees have been leaving their positions in the UAE oil and gas sector has been so high that employee turnover has been categorized as a major human resource issue (Harhara et al., 2015).

High employee turnover in the UAE oil and gas sector has had far-reaching negative implications for the entire sector's performance and, by extension, the performance of the economy of the whole nation (Harhara et al., 2015). This is because high employee turnover has placed big economic strain on the organizations operating in this very important sector. The more employees leave their respective organizations (for whatever reasons), the costlier it becomes for these organizations (Harhara, et al., 2015).

These increased costs are associated with the need to hire new employees. This particular cost has been determined to be nearly double the cost of retaining the employees (Kusurkar et al., 2013). These costs come in different forms, including the costs of advertising and the general process of hiring new employees (Harhara et al., 2015).

Costs associated with hiring new employees have often been portrayed as the highest, and even the only ones, organizations incur (Harhara et al., 2015). However, there are other costs associated with high employee turnover that could exceed the more direct costs associated with hiring new employees. These are costs of having to motivate employees left behind. Every time existing employees have left their organizations in the oil and gas sector in the UAE, those left behind have suffered from low morale (Harhara et al., 2015). This low morale has in turn greatly affected their performance and, by extension, the performance of the entire organization (Harhara et al., 2015). This means that motivating employees has been a major cost that organizations in the oil and gas sector of the UAE have had to shoulder (Harhara et al., 2015). Overall, therefore, high employee turnover has been a major impediment to employee performance in the oil and gas sector in the UAE.

To address the issue of employee turnover, Harhara, Singh and Hussain (2015) examined the available studies to develop a framework within which to understand, predict and control the factors that affect employee turnover in the oil and gas sector in the UAE. This framework was meant to help these managers retain their employees. He found that employee turnover in the oil and gas sector in the UAE is affected by a mix of individual-level, group-level, environmental-level, and organizational factors (Hussain, 2015).

Al-Hosani (2011) investigated job satisfaction and knowledge sharing in the oil and gas industry in Abu Dhabi. The goal of the study was to investigate the nature of the relationship between job satisfaction and knowledge sharing. He found that there was a positive and significant relationship between knowledge sharing and job satisfaction and their various factors. However, the relationship was weak. The job satisfaction factors with the biggest influence on employees' knowledge and sharing behaviors were found to be the leadership style and the job itself. Furthermore, the level of satisfaction of employees has a direct, positive relation with these employees' knowledge-sharing behaviors (Al-Hosani, 2011).

Finally, Aljunaibi (2014) investigated the relationship between the various talent management and employee engagement factors in the oil and gas industry in the UAE. Aljunaibi found that different talent management factors, such as leadership support, recognition, and talent development, are positively correlated with employee engagement. In line with the findings of the study it was recommended that, to increase levels of employee engagement, organizations need to set up appropriate talent management systems (Aljunaibi, 2014).

The literature on employee performance in the UAE is very important because employee performance is affected by different factors. One factor is employee turnover. Understanding the factors that affect employee performance is paramount because one cannot possibly understand the state of organizational performance without first understanding employee performance.

There have been many suggestions that there is a necessity to develop distinct leadership competencies for specific sectors and organizations within the UAE but no actual model encompassing leadership competencies from the perspective of Arab nationals has been developed (Ali, 1998; Branine, 2004, 2010; Branine & Pollard, 2010; Pech, 2009; Scott-Jackson, 2010; Simadi, 2006; Weir, 2001, 2005).

2.7.Theoretical Framework

This section presents a proposed framework that includes all the themes covered in the review of the literature, which concluded that cognitive, social and emotional intelligence competencies influence overall leadership competencies. Moreover, leadership competencies have a significant influence on employees' performance, which influences the overall performance of an organization as shown in Figure 6.

The aptitudes of employers enhance the employees' understanding of their organization's operations (Stoller, 2008). Without the discussed competencies, leaders do not have the capacity to implement different strategies and build a sense of understanding pertaining to employee positions at different times of change in the organization. Developing awareness is an important and basic part of leadership development (Pedler, Burgoyne, & Boydell, 1996). This understanding enables leaders to consciously lead better by knowing which words to choose to motivate employees. Furthermore, this understanding establishes a workplace culture in which employees feel valued and thus perform even better in the organization.

The framework serves as a potential tool for leadership to consider regarding developing employees and improving organizational outcomes; it further relates to the influence of leadership on both employee performance and organizational performance. A literature review was conducted to understand the influences of leadership competencies and to highlight how these key competencies influence both employee and organizational performance. Mastrangelo et al. (2014) stressed that a failure to consider leadership results in overall poor organizational performance. It is, therefore, important to implement an enduring framework that combines leadership competencies with cognitive, social and emotional intelligence competencies by linking them to employees' performance and the overall outcome of the organization's performance.

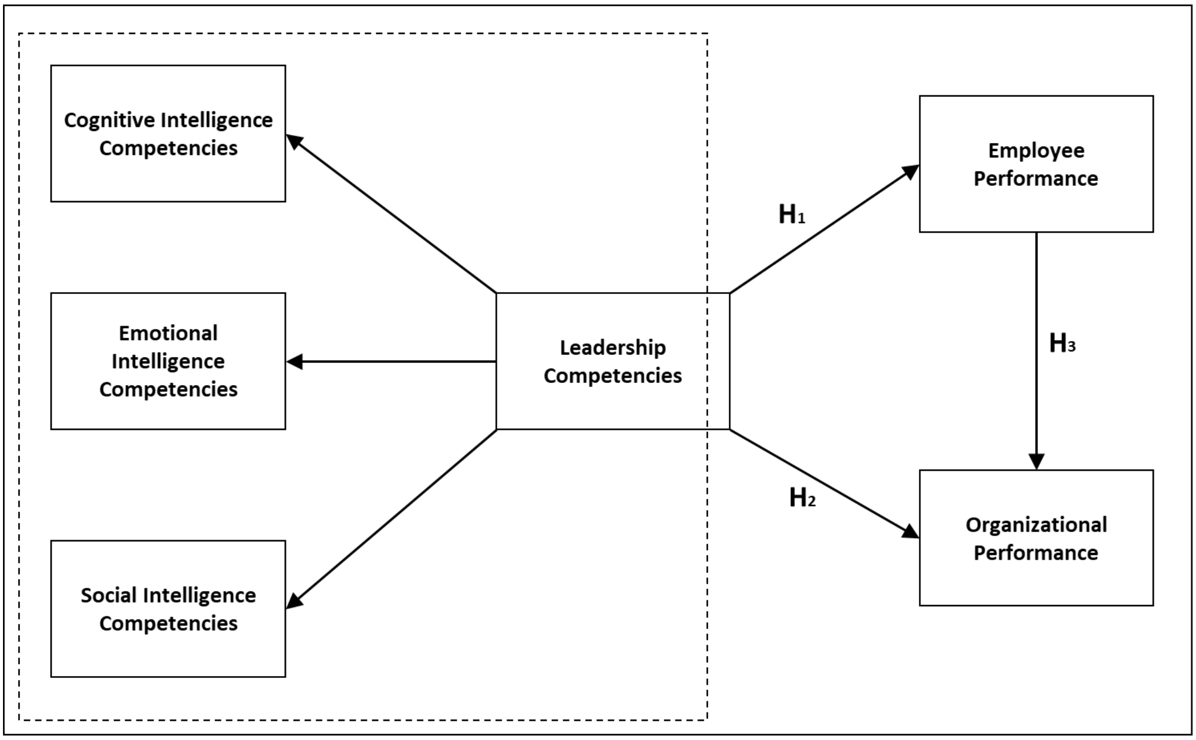

Figure 6. A framework for determinants of organizational performance.

Based on the framework in Figure 6, and the overall aim of research, the following research hypotheses are tested:

H_1: Leadership competencies are positively associated to employee performance.

H_2: Leadership competencies are positively associated to organizational performance.

H_3: Employee performance is positively associated to organizational performance.

These propositions are grounded in the literature and were arrived at through a thorough understanding of the concepts, and empirical testing to establish the model as applicable in relating the determinants of organizational performance to the sets of factors that impact the organizational performance in the UAE's oil and gas sector. Table 1 summarizes the factors that influence employee organizational performance and the theories applied.

Table 1: Summary of key findings from the literature

No.	Variable	Authors	Key findings	Theory
1	**Cognitive intelligence**	Lam and Kirby (2002)	Emotional intelligence distinctively explains individual cognitive performance over general intelligence in the workplace.	Causality Theory
		Carmeli (2003)	Work attitudes, behavior, and work outcomes are influenced by employee emotional intelligence.	Fielder's Contingency Theory
		Carmeli and Josman (2006)	There is a correlation among task performance, emotional intelligence, and organizational behavior.	Causality Theory
		Ang et al. (2007)	Cultural intelligence influences decision making and task performance.	Social Cognitive Theory
		Boyatzis, Good and Massa (2012)	Emotional and social intelligence contribute much in defining and predicting leadership competencies.	Causality Theory
2	**Emotional intelligence**	Mayer, Salovey and Caruso (2008)	Emotionally intelligent leadership enhances positivity among employees.	Recourse Based Theory
		Farh, Seo and Tesluk (2012)	Improved teamwork and performance may be one outcome of emotional intelligence, but further research is required to understand the impact better.	Causality Theory
		Shahhosseini et al. (2012)	Emotional intelligence plays a significant role in organizational performance.	Trait theories

		Srivastava (2013)	Effective management of emotions simply influences positive decisions in an organization.	Great Man Theories
		Côté (2014)	Cognitive ability is the key determinant of effective performance.	Causality Theory
3	**Social intelligence**	Witt and Ferris (2003)	Workers with high social competencies exhibit positive conscientiousness with organizational performance.	Causality Theory
		Hochwarter, Witt, Treadway and Ferris (2006)	Interaction of social skills and emotional intelligence has a positive influence on employee performance.	Social Cognitive Theory
		Blickle et al. (2008)	From a socio-analytic perspective political skill significantly predicts employee performance.	Causality Theory
		Goleman and Boyatzis (2008)	Social intelligence has a positive impact on employee performance.	Resource Based Theory
		Awadh and Alyahya (2013)	Social intelligence has a positive impact on employee performance.	Causality Theory
4	**Leadership competencies**	Podsakoff and MacKenzie (1997)	Leadership style employed by managers has either a positive or negative influence on performance.	Causality Theory
		Judge, Colbert and Ilies (2004)	Leadership and emotional intelligence are positively correlated.	Situational Leadership Theory
		Salanova, Agut and Peiró (2005)	Organizational performance and identified leadership competencies influence success of an organization's performance.	Causality Theory
		Chughtai and Lateef (2015)	Emotional intelligence positively influences leadership skills.	Behaviorist Theory

5	**Employee performance**	Ramlall (2008)	A positive correlation exists between employee performance, positive psychology, and organizational behavior in ensuring a competitive edge for the organization.	Causality Theory
		Kataria, Garg and Rastogi (2012)	The literature examines organizational effectiveness driven by the antecedent of employee performance.	Causality Theory
		Suan, Anantharaman and Kin (2015)	There is a correlation between employee performance and organizational performance.	
6	**Organizational performance**	Ogbonna and Harris (2000)	High leadership competency and good leadership style have positive effects on organizational performance.	Causality Theory
		Turner and Müller (2005)	Success is attributed to the management style in place in an organization.	Contingency Theory
		Carmeli and Josman (2006)	There is a correlation among task performance, emotional intelligence, and organizational performance.	Causality Theory
		Van De Voorde, Paauwe and Van Veldhoven (2012)	Organizational performance is determined by how much an organization addresses its employees' well-being.	Grounded Theory

The leader plays an integral role in both the success of the organization and the performance of its employees (Ryan et al., 2009). If the leader lacks one or more of these three competencies, employee performance will be adversely affected. Employee performance and organizational performance arise from competent leadership (Agha et al., 2012). Further, organizational performance relies on employee performance. Thus, improved employee performance may translate into improved organizational performance, which is the ultimate goal of the proposed framework.

Cognitive competency affects the coherence, competence, and quality of an organization. It also determines the efficiency of the leader's thinking. Leaders are often considered to be experts in their fields; they have acquired carefully learned and organized structures of knowledge. Cognitive competency relates to building leadership capabilities, which subsequently affect organizational and employee performance (Ryan et al., 2009).

High performance of an organization involves the implementation of the knowledge and skills necessary to perform certain leadership functions. Leadership requires specific skills and capabilities that are useful in complex leadership situations. Furthermore, social and emotional intelligence competencies must exist in any organization. A leader with emotional intelligence is capable of enhancing the overall intelligence among his or her employees (Kussrow, 2001).

To achieve organizational success, a leader must incorporate all three competencies to influence employee performance. With the application of cognitive competencies, organizations can build teams that not only understand what is required of them but also have the capacity to perform their roles effectively. In addition, motivating and coaching employees is not a difficult task. The approach of incorporating all three competencies eventually helps to build a manager's leadership capabilities (Ryan et al., 2009). At the same time, the presence of social intelligence ensures that employees are trained and valued in the organization. In terms of a centralized structure, the ability to delegate not only enables leaders to deal with other crucial matters but also molds employees into future leaders of the organization. Emotional intelligence competence further helps to motivate employees. By having a close connection with employees, a leader can understand what the team feels about the organization, and can then position himself or herself to influence those feelings. Thus, during turbulent times in the organization, employees can still be motivated enough to work to their full capacities.

Chapter 3: Research Methodology

The success of any study depends to a large extent on the methodology adopted in carrying it out (Eriksson & Kovalainen, 2015). This means that although other aspects can and do affect the success of a given study, few are as important as the research methodology (Eriksson & Kovalainen, 2015). In view of this, it is paramount for the researchers to choose and apply research methodologies that are most suitable for the study.

Among the most important aspects of the study are the research methods (known as choices), research philosophy, research approach, and research strategy. Other aspects include the methods used to collect data, the population, the sampling plan, and the methods used to analyze the collected data. Each of these (among other methodological issues) is discussed in this section and based on the research framework in Figure 7.

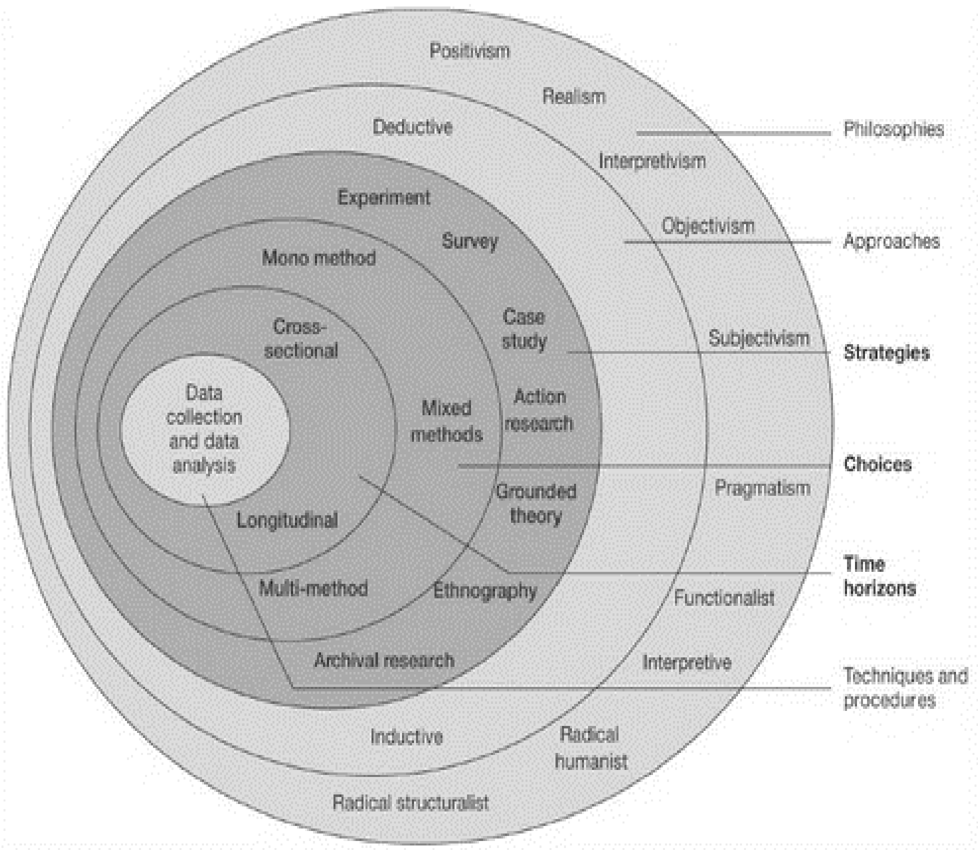

Figure 7: A representation of the various methodological aspects (Saunders et al. (2007))

3.1.Ethical Issues

This research involves direct contact with human subjects. In fact, the bulk of the research data were collected from human subjects. Therefore, it is important to ensure that the study adheres to the necessary and relevant ethical standards. The most important ethical issue pertains to protection of the participants. To this end, the identities of all those taking part in the study have been concealed. This is a measure meant to protect them from any possible harm or punishment resulting from their role in the study. The venues where the fully structured surveys took place, as well as the names and positions of all participants, were not disclosed during or after the study.

The other key ethical consideration involved permissions. Every potential participant was approached and invited to take part in the study. Only those who unreservedly consented to take part were enrolled as participants. The permission was sought long before the study commenced to ensure that there was adequate time for the study. In seeking permission from potential participants, the researcher clarified the aim and purpose of the research and why their contribution was important for the study's success. This ensured that every participant was made aware of the purpose and the nature of the academic study so that he or she could make more informed decisions on whether to take part.

The last (but in no way least) ethical standard to adhere to concerns the rules of engagement. All participants were encouraged to take part in the study of their own volition without any undue duress, coercion, or compulsion. Participation was on a voluntary basis, and all potential participants were informed about this prior to the study. Furthermore, every participant was informed of his or her right to withdraw from the study at any stage, which ensured that anyone who voluntarily agreed to take part in the study had the right to withdraw his or her participation without having to give a reason.

3.2.Research Philosophy

In every study, the researcher makes certain fundamental assumptions particularly with regards to how the study is to be undertaken and the variables measured (Saunders, Lewis, & Thornhill, 2012). These assumptions constitute the philosophy of the research. The aforementioned assumptions may also be about the sources and nature of knowledge; and every researcher holds personal views about the sources and nature of knowledge (Zikmund, Babin, Carr, & Griffin, 2013). Therefore, the research philosophy is a reflection of the researcher's assumptions. These assumptions are in turn the basis of the research strategy that is ultimately adopted (Saunders, 2011). Therefore, this study also proceeds under certain assumptions that will act as the basis for the research strategy adopted.

The choice of research philosophy for any study has traditionally been based on whether the study is qualitative or quantitative (Taylor, Bogdan, & DeVault, 2015). In line with this, a distinction has often been made between interpretivism and positivism. Qualitative studies have often been best undertaken on the basis of interpretivism, whereas quantitative studies are often based on positivism (Saunders et al., 2012). However, there are other research philosophies that work with mixed research methods. Notable examples are pragmatism and realism.

Pragmatism as a philosophy is based on the assumption that concepts used in research are relevant only to the extent that they support action (Kothari, 2011). In line with this philosophy, the study is undertaken under the assumption that the world can be interpreted in many different ways and that research can be carried out using different methods. In essence, it is assumed that no single viewpoint is capable of giving the entire picture. Instead, multiple realities can be available (Zikmund et al., 2013).

Pragmatism is particularly suitable for this study because the study uses both inductive and deductive research approaches. Similarly, pragmatism is best suitable for this study since it is the only research philosophy capable of integrating quantitative methods (Creswell, 2013). Moreover, this study assesses through the literature how the variables influencing organizational performance were measured previously in other studies, as shown in Table 2. Moreover, based on literature mentioned in Table 2, the determinants of organizational performance can be categorized as shown in Figure 8.

3.3. Measurement of Variables

Table 2: Classification and measurement of the variables from literature

Variables	Sub variables	Types of questions	Research methods	References
Cognitive Intelligence *(CI)*	1. Deductive reasoning *(CI1)*	"Does early career use of cognitive intelligence competencies result in a leader's being seen as a problem solver, an analyst, or a strategic thinker?"	Questionnaire	McClelland, (1985); Sun and Hui (2012)
	2. Technical & functional knowledge *(CI2)*	"Does cognitive intelligence lead to early career success?"	Questionnaire	Miao et al. (2014); Boyatzis (1982)
		"In what ways does cognitive intelligence interfere with further career advancement?"	Questionnaire	Miao et al. (2014); Boyatzis (1982)
	3. Quantitative reasoning *(CI3)*	"What are the effects of emotional intelligence on occupational stress and organizational commitment?"	Interview	Nikolaou and Tsaousis (2002)
Emotional Intelligence *(EI)*	1. Initiative *(EI1)*	"Is the leader capable of adequately motivating the followers?"	Interview	Rajah et al. (2011); Mayer and Brackett (2004); Mustaffa et al. (2013)

		"Does emotional intelligence make one an outstanding leader?"	Questionnaire	Boyatzis (2009); Morley et al. (2010); Cherniss (2010)
2.	Achievement orientation *(EI2)*	"Is the leader committed to attaining set goals?"	Interview	Riggio (2010); Walter et al. (2011)
		"What is the relationship between emotional intelligence and job performance?"	Questionnaire	O'Boyle et al. (2011)
		"What is the nature of the relationship between emotional intelligence competencies and work performance?"	Questionnaire	Druskat et al. (2005)
3.	Self-confidence *(EI3)*	"What is the relationship between emotional intelligence and self-esteem, life satisfaction, and self-acceptance?"	Questionnaire	Carmeli et al. (2009)
		"How do early successes stimulate self-confidence, efficacy, and self-image?"	Questionnaire	Alexander et al. (1990)
4.	Emotional self-control *(EI4)*	"How does early career use of emotional intelligence competencies result in a leader's being seen as "good with people"?"	Questionnaire	Boyatzis (2009)
5.	Adaptability *(EI5)*	"Do people with greater emotional intelligence show greater ability to adapt to new environments and build strong bonds with others?"	Questionnaire	Lopes et al. (2003)

Social Intelligence *(SI)*	1. Influential *(SI1)*	"How does early career use of social intelligence competencies result in a person's being seen as "good with people"?"	Interview	Boyatzis (2009)
	2. Empathy *(SI2)*	"How does prosocial orientation affect career satisfaction?"	Questionnaire	Cote et al. (2011)
	3. Negotiation *(SI3)*	"Is emotion recognition accuracy necessary for effectiveness in negotiation?"	Questionnaire	Elfenbein et al. (2007)
	4. Teamwork *(SI4)*	"What is the correlation between transformational leadership and team performance?"	Questionnaire	Dionne et al. (2004)
Leadership Competencies *(LC)*	1. Goal oriented *(LC1)*	"What is the leader's level of commitment to the achievement of the set objectives?"	Interview	Pradhan and Pradhan (2015); Ssekakubo et al. (2014)
		"To what extent do self-confidence, efficacy, and self-image enhance goal-seeking behavior?"	Questionnaire	Alexander et al. (1990); Soebbing et al. (2015)
	2. Nurtures growth *(LC2)*	"To what extent does the leader allow employees to make their own decisions and take responsibility for their actions?"	Focus group discussion	Tomal and Jones (2015); McNair et al. (2011); Lee et al. (2015)
	3. High ethical standards *(LC3)*	"What is the relationship between ethical leadership and employee outcomes?"	Questionnaire	Ofori (2009)
	4. Effective communication *(LC4)*	"How do communication skills impact employee satisfaction?"	Questionnaire	Bass and Steidlmeier 1999; Siddique, 2012

Employee Performance *(EP)*	*1.* Productivity *(EP1)*	"How much output does each employee generate per unit of time?"	Questionnaire	Mastrangelo et al. (2014)
	2. Satisfaction *(EP2)*	"How might emotional and social intelligence lead to a greater sense of satisfaction with one's career and progress?"	Questionnaire	Miao et al. (2014)
		"How are emotional and social intelligence correlated with psychological well-being at work?"	Questionnaire	Carmeli et al. (2009)
		"What is the nature of the relationship between greater emotional management abilities and career satisfaction?"	Questionnaire	Lounsbury et al. (2003)
	3. Advocacy *(EP3)*	"How does a proactive personality impact job performance?"	Questionnaire	Thompson (2005)
	4. Motivation *(EP4)*	"How does motivation influence the relationship between emotional exhaustion and job performance?"	Questionnaire	Halbesleben and Bowler (2007)
Organizational Performance *(OP)*	1. Financial & Non-Financial measures *(OP1)*	"To what extent has the organization achieved its financial goals for the previous financial year?"	Questionnaire	McNair et al. (2011)
		"To what extent do leadership competencies contribute to the overall profitability of an organization?"	Questionnaire	Ssekakubo et al. (2014)

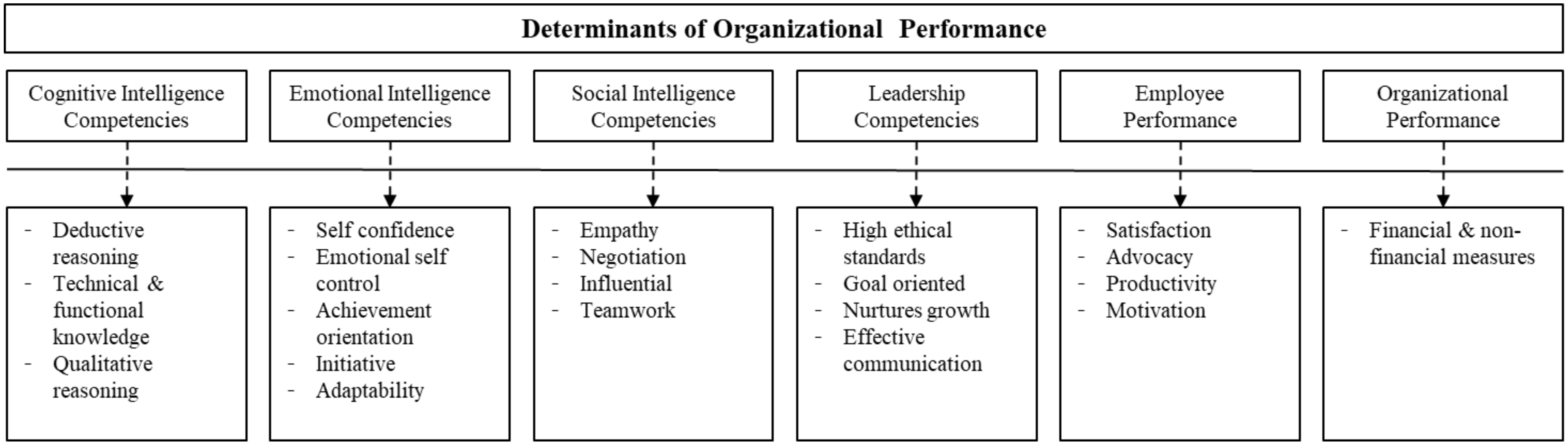

Figure 8: Determinants of organizational performance

3.4. Research Methods/Choices

This study adopts quantitative methods research, this is necessary to ensure that both numerical and descriptive aspects of the study are effectively investigated (Quinlan et al., 2011). The phenomenon in this research is essentially the subject under investigation (The Behavioral Approach to Leadership Competencies and its Influence on Employee and Organizational Performance in the United Arab Emirates Oil & Gas Sector)

Quantitative research methods help the researcher investigate the descriptive aspects of the research. In this sense, the study focusses on achieving an in-depth understanding of human behavior (Quinlan et al., 2011). This is the behavior that is responsible for actions in the concerned organization. The nature of the study requires that such questions have to be investigated in an in-depth manner (Saunders, 2011).

On the other hand, it is necessary to use quantitative research methods to investigate the statistical aspects found within the research (Saunders, Lewis, & Thornhill, 2012). This means that the study embodies the statistical aspects. The statistical aspects of the study focus on the statistical significance of various factors. This method helps uncover the actual factors that influence organizational performance, and this research method test the significance of each of these factors.

While quantitative research strategies are regularly associated with positivism, qualitative ones are more identified with constructivism. The critical realism research paradigm advocates utilizing quantitative, qualitative or both research strategies. Given that distinctive methods of research enable us to comprehend diverse reasons, the technique chosen on what one is trying to do rather than a commitment to a specific paradigm (Cavaye, 1996). Hence, the methodology utilized must match the specific phenomena. Different phenomena may require the utilization of various strategies or methodologies. By focusing on the phenomenon under examination, instead of the approach, researchers can choose suitable methodologies for their enquiries (Falconer and Mackay, 1999).

Organizational research can be carried out on one of three levels: ***exploratory***, ***descriptive*** or ***causal*** (Saunders, Lewis, and Thornhill. 2009).

1. **Exploratory research**: is conducted to clarify equivocal circumstances or find potential business opportunities. As the name infers, exploratory research isn't expected to give conclusive evidence from which to decide a specific course of action. In this sense, exploratory research isn't an end unto itself. Normally exploratory research is an initial step, directed with the desire that additional research will be expected to give more decisive evidence. Exploratory research is frequently used to guide and refine these subsequent research efforts.
2. **Descriptive research:** is to portray qualities of items, individuals, groups, associations, or environments. Moreover, descriptive research tries to "paint a picture" of a given circumstance by addressing who, what, when, where, and how questions. Unlike exploratory research, descriptive studies are led after the researcher has understood the situation under study. This understanding, which may have been developed to some degree from exploratory research, directs the study toward a specific issue.
3. **Causal research:** seeks to identify cause and effect relationships. When something causes a consequence or an effect. The consequence or the effect is the result. For example, rain causes grass to get wet. Rain is the cause and wet grass is the consequence or effect. The several types of research deliberated are often building blocks—exploratory research builds the foundation for descriptive research, which typically establishes the basis for causal research. Thus, before causal studies are undertaken, researchers usually have a good understanding of the phenomena being studied. Therefore, the researcher can make a solid estimation/predication of the cause-and-effect relationships that will be tested.

This study adopts descriptive and a causal research designs since it main objective is to investigate the causal relationships within the conceptual model proposed and verify or reject the proposed research hypotheses.

3.5.Research Approach

Because this study employs a quantitative research method, it is important for it to be both deductive and inductive. As a deductive study, the focus is on testing the applicability of a predetermined theory (model or framework) to the present phenomenon (Bryman & Bell, 2015). More specifically, the study seeks to test whether (and the extent to which) the theoretical framework developed during the literature review applies to the oil and gas sector in the UAE.

It is an established fact that the aforementioned framework applies to at least some organizations. However, it is not known whether it applies to the oil and gas sector of the UAE, which is why the framework (or model) is tested using empirical data. This is in turn the main reason for the deductive nature of the study. Further, the deductive approach works best with studies that are quantitative in design (Saunders & Lewis, 2014).

Induction is necessary to ensure that the study finds answers to the research questions, because inductive research approaches usually begin with data and end with a theory (Kothari, 2011). The data are usually collected on the basis of the research questions, meaning that any study that uses the inductive approach must have pre-formulated research questions, in contrast with the deductive approach, which starts with a theory and ends with data (Silverman, 2016). Simply put, the inductive research approach helps in seeking to find answers to the research questions, and the deductive research approach is useful in testing the theoretical framework that has been developed from the literature on the subject.

3.6.Research Strategy

The research is an investigation of the factors that influence organizational performance and leadership competencies in the oil and gas sector in the UAE. The entire focus of the research project is on the oil and gas sector. However, the oil and gas sector in the UAE has a large population of employees (Harhara et al., 2015). To further narrow down the study and make it more specific, it is important to focus on selected leadership positions of first, middle and top managerial level leaders of 17 companies in the UAE oil and gas sector. The study is also specific to Abu Dhabi, because the percentage of oil produced by Abu Dhabi is 95% of all the oil in the UAE (EIA, 2015).

3.7.Fully Structured Questionnaire

Fully structured questionnaires were carried out. The questionnaires were formal and highly structured. Respondents were required to respond to the questions by choosing one answer from the alternatives given.

Each questionnaire was prepared by listing important questions in order of importance. The questions were derived from the research questions and framed in such a way that they would capture the key factors that influence organizational performance (as presented in the theoretical framework). The main goal of the questionnaires was to gauge the significance of the various factors affecting organizational performance. The questionnaires were used to determine which of the determinants of organizational performance are perceived as being most and least important in the oil and gas sector in the UAE.

The questionnaires consist of four sections. The first section contains questions about the demographic information of the participants (such as gender, position in the organization, degree, and length of service in the organization). The second section, leadership competencies, was measured by using a fully structured 24 -item leadership competencies questionnaire developed by Carneli and Tishler (2006). The instrument used was categorized into three sections that measure each of the following – social, emotional and cognitive intelligence competencies. The third section is the employee performance section; this was measured by a fully structured questionnaire developed by D'netto et al. (2008) which incorporated 14 skill sets that are crucial in an employee's performance. The final and fourth section investigated organizational performance which was measured using a fully structured questionnaire developed by Recker and Husield (1996). The researcher prepared the questionnaires using the relevant variables derived from the literature review and the proposed framework. The questions were designed to test the research hypotheses listed after the proposed framework. This approach helped ensure that all the objectives of the study were met.

3.8.Population and Sample

Overviews and different perspectives of population from the data gathered utilizing any probability sample are based on statistical probability. The bigger your sample size the lower the conceivable error in generalizing the population. Probability sampling is hence a compromise between the precision and accuracy of the findings and the amount of time and resources used including gathering, checking and dissecting the information (Saunders, Lewis, and Thornhill. 2009). The choice of sample size within the compromise is overseen by the following aspects:

i. The certainty and confidence of data – that is, the level of certainty that the attributes of the information gathered will represent the characteristics of the overall population;

ii. The margin given for error endurance – that is, the accuracy required for any estimation of the sample size;

iii. The sorts of analysis undertaken – specifically, the quantity of classifications into the analysis is subdivide the data, since many statistical techniques have a minimum threshold of data

iv. The size of the overall population from which the sample is being drawn.

Researchers ordinarily work to a 95 % level of assurance. This implies if the sample was chosen 100 times, no less than 95 of these samples would certainly represent qualities of the population. The confidence level demonstrates the accuracy of the population as the percentage that is within a specific range or margin error. Table 3 demonstrates an estimation guide for diverse least sample sizes required from diverse sizes of population given a 95% certainty level for various margin errors by assuming that the data are gathered from all cases in the sample.

Table 3: Sample sizes for different sizes of population at a 95% confidence level (Saunders, Lewis, and Thornhill. 2009)

	Margin of error			
Population	5%	3%	2%	1%
50	44	48	49	50
100	79	91	96	99
150	108	132	141	148
200	132	168	185	196
250	151	203	226	244
300	168	234	267	291
400	196	291	343	384
500	217	340	414	475
750	254	440	571	696
1 000	278	516	706	906
2 000	322	696	1091	1655
5 000	357	879	1622	3288
10 000	370	964	1936	4899
100 000	383	1056	2345	8762
1 000 000	384	1066	2395	9513
10 000 000	384	1067	2400	9595

The study uses purposive sampling to recruit participants for the fully structured questionnaires. Purposive sampling was used because it focusses on a target group. It would be impossible to arrive at such a sample using random sampling (Kothari, 2011). The estimated population of employees of Abu Dhabi's oil and gas sector (that has concessions and businesses in Abu Dhabi) is nearly 55,000 employees (El Dahan, 2016). However, not all 55,000 employees are holding managerial positions. It is estimated that the total number of leader positions amongst the 17 companies is approximately 5000 managerial positions.

According to above table a minimum of 357 respondents is needed. Therefore, taking into account the type of our statistical technique (SEM) the sample size also depends on the number of parameters. In our model there are forty-eight (48) parameters A broadly acknowledged dependable guideline have been progressed, including (a) a minimum sample size of 100 or 200 (Boomsma, 1982, 1985), (b) 5 or 10 observations for each assessed parameter (Bentler and Chou, 1987; see additionally Bollen, 1989), and (c) 10 cases for each factor (Nunnally, 1967). In the light of the above, the researcher chose to gather over 10 cases for every factor to augment the precision of the study's findings.

Moreover, for accuracy purposes, the researcher distributed the surveys to 1000 participants which represent about 20% of the total managerial positions. From the 1000 distributed surveys 606 responded from different oil and gas companies in Abu Dhabi, an approximate of 12% of all leaders have participated in the study as shown in Table 4. This step was crucial to ensure a large sample size to make the study's findings easy to generalize (Kothari, 2011). To select the participants (leaders), the researcher obtained the approval of the targeted sector (see Appendix 12) for their permission. Those who consented to participate in the fully structured questionnaires were asked to provide email addresses, and the questionnaires were subsequently emailed to them.

Table 4: Distribution of participants by company

No.	Name of organization in ADNOC Group	Number of participants	Percentage from population
1	Abu Dhabi Company for Onshore Petroleum Operations Ltd. (ADCO)	73	12%
2	Abu Dhabi Marine Operating Company (ADMA-OPCO	48	8%
3	Zakum Development Company (ZADCO)	42	7%
4	National Drilling Company (NDC)	31	5%
5	Al Dhafra Petroleum Operations Company Ltd	36	6%
6	Al Yasat Petroleum Operations Company Ltd	42	7%
7	Abu Dhabi Oil Refining Company (Takreer)	31	5%
8	Abu Dhabi Polymers Company (Borouge)	42	7%
9	Ruwais Fertilizer Industries (Fertil)	26	4%
10	Abu Dhabi Gas Industries Ltd., (GASCO)	48	8%
11	Abu Dhabi Gas Liquefaction Company Ltd., (ADGAS)	48	8%
12	Abu Dhabi Gas Development Company Ltd. (Al Hosn Gas)	24	4%
13	ADNOC Linde Industrial Gases Company Ltd., (Elixier)	19	3%
14	ADNOC Distribution	36	6%
15	Abu Dhabi Petroleum Ports Operating Company (IRSHAD)	24	4%
16	Petroleum Services Company (ESNAAD)	18	3%
17	Abu Dhabi National Tanker Company (ADNATCO) and National Gas Shipping Company (NGSCO)	18	3%
Total Participants		**606**	**100%**

Chapter 4: Descriptive Results & Analysis

This chapter sets out the results of the fully structured questionnaire, initially assessing the descriptive statistics to establish the control variables and the basic characteristics of the determinants of organizational performance in the oil and gas sector in the UAE. This will be followed by an analysis of the remaining variables and aspects of the questionnaire under the headings of (i) leadership competencies (ii) emotional intelligence competencies (iii) cognitive intelligence competencies (iv) social intelligence competencies (v) organizational performance. The questionnaire was distributed to 1,000 leaders and the total of completed questionnaires were 606 (leaders). The data was obtained from leaders of 17 oil and gas companies in Abu Dhabi. The subject matter of discussion was presented below in tables, graphs (in appendices), and in discussions below as per the fully structured questionnaires.

The first part of the structured questionnaire includes questions related to demographics, such as the leaders' profiles. In the second part, the participants were asked to evaluate each of the statements related to the variables discussed in study on a Likert-type scale of 1 (*strongly disagree*) to 7 (*strongly agree*). This includes the demographics on managerial level were further divided into the following first level: leaders who are managing at least 2 people and having comprehensive knowledge; middle level: leaders who are managing at least 2-5 units, facilitating between first-level leaders and top-level leaders, top level: leaders who are managing at least 2-5 divisions with varied functions. The demographics were used to understand the defined areas of leadership competencies and organizational performance. The research participants were evaluated on variables discussed in this study. The variable, leadership competencies, was measured by using the 24-item fully structured leadership competencies questionnaire developed by Carmeli and Tishler (2006) (see Appendix 24 - Appendix 26). The instrument used was categorized into three sections that measure each of the following – social, emotional and cognitive intelligence competencies – as shown in

Appendix 19 to Appendix 21. Employee performance was measured by a fully structured questionnaire developed by D'netto et al. (2008); this questionnaire incorporated 14 skill sets that are crucial in an employee performance as shown in Appendix 22. Organizational performance was measured using a questionnaire developed by Huselid and Becker (1996) as shown in Appendix 23.

4.1.Demographics of Participants

As shown in Table 5, of the total number of respondents for this research study, most of the participants in the fully structured questionnaire were males. There were 345 male respondents out of the 606 total respondents from the companies where the study was conducted. These respondents account for 56.93% of the total respondents. The remainder 261 respondents were indicated as female respondents. This constitutes to 43.07%. This means most of leaders in UAE oil and gas companies are males.

Table 5: Distribution of participants by gender

Variable		**N**	**Percentage**
Gender	Female	261	43.97%
	Male	345	56.93%
Total		606	

As shown in Table 6, out of the total 606 participants, majority of them were aged between 35-40 years. Thus, 38.78% of the participants were between 30-35 years old. Additionally, 28.05% of the participants were aged between 35-40 years. Similarly, 10.56% of the participants were aged 40-45, 5.12% of the participants were aged 45-50 years, and 1.98% of the subjects off this study were aged 50-55 while only 0.99% of them were aged 55-60 years. However, the oldest participated was 68 years old which is 0.17% of the participants who respondent to the survey questionnaires. Similarly, 14.36% of the participants formed the youngest age bracket in this study of 30 years and below. However, the youngest of the participants was 29 years old. This means majority of the participants were young leaders.

Table 6: Distribution of participants by age group

Variable		**N**	**Percentage**
Age Group	Below 30	87	14.36%
	30-35	235	38.78%
	35-40	170	28.05%
	40-45	64	10.56%
	45-50	31	5.12%
	50-55	12	1.98%
	55-60	6	0.99%
	Above 60	1	0.17%
Total		606	

The research has primarily focused on the various nationalities within the oil and gas sector of 17 organizations in the UAE, there were research participants from other countries and regions around the UAE. Other than UAE the research got participants from Gulf region, 76 (12.54%), Middle East, 61 (10.07%), Asia 38(6.27%), Europe, 25 (4.13) and other regions, 17 (2.81%) of the world that were represented by a small cluster. However, the reason for having the majority of the employees from the UAE is because of the "Emiratization" campaign which is handled by the government of the UAE as shown in Table 7 below.

Table 7: Distribution of respondents by nationality

Variable		N	Percentage
Nationality	UAE	389	64.19%
	Arab (Gulf)	76	12.54%
	Arab (Middle east)	61	10.07%
	Asian	38	6.27%
	European	25	4.13%
	Others	17	2.81%
Total		606	

Majority of the participants had a university/college degree 274 (45.21%). However, 33.83% off the participants had a master degree, and 13.20% of them had a PHD/DBA. A few of them, 6.27% had a high school degree and 1.49% had other qualifications. This demographic aspect is useful to understand the relationship between organizational performance and level of education, in so far as understanding whether people with a higher level of education are more likely to perform better in the organization. As represented in Table 8, by far the greatest proportion of the research population has either a degree or a post-graduate degree. This tells us that the population can be considered representative of the area, and thus adds further weight to the research.

Table 8: Distribution by level of education

Variable		N	Percentage
Education	High school degree	38	6.27%
	University/college degree	274	45.21%
	Master degree	205	33.83%
	PhD	80	13.20%
	Others	9	1.49%
Total		606	

As shown in Table 9, from the total participants, 170 of them were first level managers (28.05%). Middle level managers were the majority with 292 out the 606 respondents (48.16%). The least responses came from top-level managers, 144 (23.76%). The first level/front line supervisors are charged with the duty of supervising at least 2 people within their organizations and should have sound technical knowledge. Additionally, the middle level managers are supposed to be managing at least 2-5 units, and facilitating between first level leaders and top-level leaders, finally, the top-level managers are charged with the duty of managing at least 2-5 departments and handle other expected diverse functions.

Table 9: Distribution by managerial level

Variable		**N**	**Percentage**
Rank	First-level (front line supervisor)	170	28.05%
	Middle managerial level	292	48.08%
	Top managerial level	144	23.76%
Total		606	

Majority of the participants who answered the question on their numbers of years of service indicated that they had served in their companies for 5-10 years as shown in Table 10. They were 273 out of 606 respondents adding up to 45.05% of the total participants. Similarly, 191 (31.52%) indicated that they had worked for the same company for 10-15 years, 82 (13.53%) had served in their current organizations for 15-20 years, and 37 (6.11%) had served for 20-25 years in their current workplaces. However, others indicated that they have served long in their current organizations where 16 (2.64%) affirmed that they have served in their current organizations for 25-30 years, 6 (0.99%) said that they have for 30-35 years, and 1 (0.17%) confirmed to have served in the current organization for more than 35 years.

These results indicate that the respondents were relatively experienced in whatever they were doing within the organizations. Experience is a source of motivation for the employees which could define their performance and productivity too.

Table 10: Distribution by years of experience

Variable		**N**	**Percentage**
Years of experience	5-10	273	45.05%
	10-15	191	31.52%
	15-20	82	13.53%
	20-25	37	6.11%
	25-30	16	2.64%
	30-35	6	0.99%
	35-40	1	0.17%
Total		606	

4.2.Emotional Intelligence Competencies

This questionnaire is designed by (Carmeli & Tishler, 2006) administered to understand the defined areas of leadership competencies and organizational performance. A weighted average of each statement was determined as in Table 11. A scale (1 - 7) is used to indicate the extent to which participated leaders agree or disagree with the statements being as follow (Strongly Disagree =1, Disagree=2, Slightly Disagree=3, Neutral=4, Slightly Agree=5, Agree=6, Strongly Agree=7).

From Table 11, the weighted average indicates that the participants in this questionnaire are neutral (4.442) on whether it would make them happy to spend the rest of their career in the same organization. The results on weighted average also show a neutral state (4.540) on whether the employees enjoy discussing their organization with people outside it. Additionally, the weighted average on whether the employees feel that the problems of the organization are theirs show a neutral state (4.672) on the scale too. On whether the employees can feel attached to other organization as they feel on their current organization, the weighted average indicated a neutral measure of 4.533. Moreover, employees have also a neutral stand (4.790) on whether the organization has a great deal of personal meaning to them.

However, the weighted average also show that employee slightly disagree about them not feeling as part of the organization “family” with scale measure of 3.693. A measure of 3.663 on the weighted average indicated that the employees slightly disagree on not feeling emotionally attached to their current organizations. Finally, employee slightly disagree (3.792) that they do not feel a strong sense of belonging to their organizations. However, when employees substantially associate with their organizations, they develop a sense of emotional attachment and consider themselves as part of the organization and consider it as part of them. With this in place, they are not afraid to talk about it to anyone they positively affect the performance of the organizations because high organizational commitment shows that the employees love working in the organization and feel positive about it (Zia & Khan, 2010).

Table 11: Emotional intelligence competencies weighted average

Variable	Measures	Weighted Average
LC_EI_1	“I would be very happy to spend the rest of my career in this organization”	4.442
LC_EI_2	“I enjoy discussing my organization with people outside it”	4.540
LC_EI_3	“I really feel as if this organization's problems are my own”	4.672
LC_EI_4	“I think that I could easily become as attached to another organization as I am to this one”	4.533
LC_EI_5	“I do not feel like 'part of the family' at my organization”	3.693
LC_EI_6	“I do not feel 'emotionally attached' to this organization”	3.663
LC_EI_7	“This organization has a great deal of personal meaning for me”	4.790
LC_EI_8	“I do not feel a strong sense of belonging to my organization”	3.792

4.3. Cognitive Intelligence Competencies

This questionnaire is designed by (Carmeli & Tishler, 2006) administered to understand the defined areas of leadership competencies and organizational performance. Scale (1 - 7) is used to indicate the extent to which participated leaders agree or disagree with the statements being as follow (Strongly Disagree =1, Disagree=2, Slightly Disagree=3, Neutral=4, Slightly Agree=5, Agree=6, Strongly Agree=7).

As shown in Table 12, out of the total 606 the results of the weighted average of each statement show that a neutral stand (4.162) on whether the employees are afraid if they quit their current job without another lined up for replacement, a neutral stand (4.710) on whether it would be very hard for them to leave their current job even if they wanted to, a neutral measure (4.815) on whether too much of their life would be disrupted if they decided to leave their organization at this moment, and a neutral view (4.348) on whether it would be costly for them to leave now.

Additionally, there are neutral views (4.774) by employees on whether staying at their organization right now is a matter of necessity as much as desire, whether they feel they have too few options to consider on leaving their organizations now (4.540), whether one of their consequences of quitting now would be scarcity of alternatives (4.517), and whether they continue working in the same organization would need personal sacrifice in that no other organization may offer same benefits (4.625).

With as good leadership competencies and organizational performance, employees find the act of moving not favorable to the well-being of the organization and even consider the act unethical. They feel it would probably delay their success because they would be forced to embark on a recruitment process rather than concentrating on achieving their goals. These kinds of employees are concerned about the goals of their organizational and this can be very detrimental to the performance and success of the organization. The other kind of employers is the group that does not care about the organizations performance because they do not feel as part of the organization's success.

Table 12 : Cognitive intelligence competencies weighted average

Variable	Measures	Weighted Average
LC_CI_1	"I am not afraid of what might happen if I quit my job without having another one lined up"	4.162
LC_CI_2	"It would be very hard for me to leave my organization right now, even if I wanted to"	4.710
LC_CI_3	"Too much in my life would be disrupted if I decided I wanted to leave my organization now"	4.815
LC_CI_4	"It wouldn't be too costly for me to leave my organization now"	4.348
LC_CI_5	"Right now, staying with my organization is a matter of necessity as much as desire"	4.774
LC_CI_6	"I feel that I have too few options to consider leaving this organization"	4.540
LC_CI_7	"One of the few serious consequences of leaving this organization would be the scarcity of available alternatives"	4.517
LC_CI_8	"One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice — another organization may not match the overall benefits I have here"	4.625

4.4.Social Intelligence Competencies

This questionnaire is designed by (Carmeli & Tishler, 2006) administered to understand the defined areas of leadership competencies and organizational performance. Scale (1 - 7) is used to indicate the extent to which participated leaders agree or disagree with the statements being as follow (Strongly Disagree =1, Disagree=2, Slightly Disagree=3, Neutral=4, Slightly Agree=5, Agree=6, Strongly Agree=7).

As shown in Table 13, the weighted averages of the majority of the aspects show that respondents have a neutral opinion. However, the employees slightly disagree (3.921) on the statement that they do not be always be loyal to his or her organization.

Having employees who do not feel or agree that leaving their organization abruptly is unethical, wanting to be a “company person,” they will better-off in your organization, or show no other form of loyalty can be detrimental to the performance of an organization because they prove that they will never be loyal to their organization. Therefore, at one time they will move out of the organization and thus force the organization to recruit again and spend resources on the training of the new employee. Even though moving from one organization is important for growth purposes and knowledge development, organizations should aim at making sure that they win over the loyalty of their employees so that they can save themselves from a high rate of employee turnover and the costs and other dynamics that result from it.

Loyalty from an employee to his or her organization is a great factor in an organization’s success. Most of the employees who are loyal to their organizations actively participate in the affairs of their organizations and considers the excellent performance of that organization to be very significant (Lizote, Verdinelli, & Silveira, 2013). Loyal employees do everything in their power to ensure that their organization stands out from other organizations and it experiences continuous growth and improvement. Loyal and committed employees have a positive attitude towards their organization and their job. Consequently, promote growth and success of their organization as the success of an organization depends on the attitude the employees have towards their job and the organization as a whole.

Table 13: Social intelligence competencies weighted average

Variable	Measures	Weighted Average
LC_SI_1:	“I think that people these days move from company to company too often”	4.414
LC_SI_2	“I do not believe that a person must always be loyal to his or her organization”	3.921
LC_SI_3	“Jumping from organization to organization does not seem at all unethical to me”	4.508

Continued…

LC_SI_4	“One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain”	4.627
LC_SI_5	“If I got another offer for a better job elsewhere I would not feel it was right to leave my organization”	4.452
LC_SI_6	“I was taught to believe in the value of remaining loyal to one organization”	4.624
LC_SI_7	“Things were better in the days when people stayed with one organization for most of their careers”	4.482
LC_SI_8	“I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore”	4.583

4.5.Employee performance

This questionnaire is designed by (D’Netto et al., 2008) to determine your employee performance. Scale (1 - 7) is used to indicate the extent to which participated leaders are satisfied or dissatisfied with various aspects of employee performance with the statements being as follow (Strongly Unsatisfied=1, Unsatisfied=2, Disagree Unsatisfied=3, Neutral=4, Slightly Satisfied=5, Satisfied= 6, Strongly Satisfied=7). In this survey question, there were 606 responses and the weighted averaged on each question showed a neutral stand for all the aspects put across by the questions. The weighted average for the questions ranged from 4.716-4.987 for the 14 questions put across as shown in Table 14. Job security has the highest weighted average. This shows that employees value job security over other aspects or benefits.

It is very imperative for employees to feel secure in their jobs because those employees who feel insecure in their jobs become emotionally exhausted, and therefore they do not perform well at work, and this ultimately reduces the performance of any organization (Riggio, 2016). Employees who feel secure about their jobs perform at a higher level and feel a greater commitment to their employees (Harhara, Singh, & Hussain, 2015). Moreover, due to job security, employees acquire career stability, and therefore most of them end up lacking the urge of looking for new jobs. To that end, organizations greatly benefit because they do not suffer from high rate of turnover that can cause an enormous strain on their resources.

Table 14: Employee performance weighted average

Variable	Measures	Weighted Average
EP_1	“The amount of job security I have.”	4.931
EP_2	“The amount of pay and fringe benefit I receive.”	4.856
EP_3	“The amount of personal growth and development I get in doing my job.”	4.716
EP_4	“The people I talk to and work with on my job.”	4.888
EP_5	“The degree of respect and fair treatment I receive from my boss.”	4.848
EP_6	“The feeling of worthwhile accomplishment I get from doing my job.”	4.749
EP_7	“The chance to get to know other people while on the job.”	4.860
EP_8	“The amount of support and guidance I get from doing my job.”	4.876
EP_9	“The degree to which I am fairly paid for what I contribute to this organization.”	4.761
EP_10	“The amount of independent thought and action I can exercise in my job.”	4.851
EP_11	“How secure things look for me in the future in this organization.”	4.832
EP_12	“The chance to help other people while at work.”	4.987
EP_13	“The amount of challenge in my job.”	4.893
EP_14	“The overall quality of the supervision I receive in my work.”	4.797

4.6.Organizational Performance

This questionnaire is designed by (Becker & Huselid, 1996) to determine organizations performance. Scale (1 - 7) is used to indicate the extent to which participated leaders are satisfied or dissatisfied with various aspects of their organizations performance with the statements being as follow (Strongly Unsatisfied=1, Unsatisfied=2, Disagree Unsatisfied=3, Neutral=4, Slightly Satisfied=5, Satisfied= 6, Strongly Satisfied=7).

The results presented are for 606 answered questions on the factor of organizational performance, all the responded had a neutral opinion ranging from weighted average of 4.505-4.835 as shown in Table 15. Organizations should ensure that their employees feel satisfied with the various dealings within their organizational which define the general performance. When employees feel satisfied with these aspects, they become motivated and encouraged to work in that particular organization and rarely think of moving to another organization. Their loyalty and commitment to their organization are enhanced because they feel the organization they are working for is competent enough (Raisi, Amin, & Tahir, 2010).

Table 15: Organizational performance weighted average

Variable	Measures	Weighted Average
OP_1	"The quality of products or services"	4.576
OP_2	"The development of new products or services"	4.761
OP_3	"The ability to attract essential employees"	4.554
OP_4	"The ability to retain essential employees"	4.455
OP_5	"The satisfaction of customers/clients"	4.835
OP_6	"The satisfaction of employees"	4.513
OP_7	"Turnover rates"	4.701
OP_8	"Organization profitability"	4.625
OP_9	"Organization growth in sales"	4.670
OP_10	"Organization market share"	4.505

Chapter 5: Empirical Study

5.1.Brief Overview

This section displays the psychometric properties of the scales utilized. Furthermore, the measurable analyses performed to test the hypotheses that were structured. Three fundamental sub-sections were identified. The initial sub-section, includes the psychometric properties of every measurement scale used in the study. Specifically, the three criteria were principally evaluated by the following criteria – scale unidimensionality, reliability, and validity. This evaluation is conducted using Confirmatory Factor Analysis (CFA) and the estimation of relative fit and reliability indices. Hypotheses' testing of the theoretical model is performed utilizing Amos 23 to evaluate and confirm or reject those proposed correlation. Overall, An number of statistical techniques were utilized such as, frequencies, Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM), to establish the reliability and the validity of the measures utilized.

5.2.Scale Reliability and Validity

This segment depicts estimation scales' validity and reliability tests. Validity and reliability are comparative but include unique notions (Bollen, 1989). Reliability transmits to the freedom from random error and the true value (Zikmund, 2003). Validity identifies with what ought to be measured, while dependability identifies with how it is measured (Sekaran, 2000). Reliability tests go for limiting random errors and bias (Yin, 1994). The existing literature recommends that the two most definite techniques for of assessing construct reliability are internal consistency, which mirrors the soundness (or excess) of the segments of a scale, and test-retesting (Zikmund, 2003). This study adopts the principal strategy, in light of Nunnally and Bernstein's (1994) contention that "coefficient α for the most part gives a decent estimate of reliability because sampling of content is usually the major source of measurement error for static constructs" (p. 252). Therefore, reliability was estimated through internal consistency utilizing Cronbach's alpha coefficient. The alpha coefficient shifts from 0 to 1, and values greater than 0.60 are viewed as adequate (Hair et al., 1998). In this study, all of the values were greater than this limit, and accordingly they can be viewed as reliable (Nunnally, 1978).

Moreover, Confirmatory Factor Analysis (CFA) is performed for all of the scales (Anderson and Gerbing, 1988), as Cronbach alpha cannot adequately evaluate each constructs unidimensionality (Hair et al., 1995). CFA analyses the covariance structure of a set of each construct and gives a interpretation of the relationship among those variables in terms of a smaller number of unobserved latent variables, called factors (Byrne, 1989), assuring that estimation is dependable. In addition, CFA is effective because it gives explicit hypothesis testing to factor analytical problems (Gorsuch, 1983). Nonetheless, CFA cannot give a pivoted solution and cannot estimate constructs unidimensionality unless the scale examined has at least three indicators (Byrne, 2006).

Validity can be characterized as how much the survey measures/ evaluates what it should evaluate (Alreck and Settle, 1985). Construct validity represents the correspondence between the conceptual meaning of a construct and the operationalization of this construct (Schwab, 1980), and incorporates content, merged and discriminant validity of the construct. Convergent validity tests whether constructs that ought to be connected are connected, while discriminant validity tests whether constructs accepted irrelevant are, actually, disconnected and is characterized as how much at least two constructs quantify a similar concept (Bagozzi and Phillips, 1982). Measures of a similar construct should show an extensive common variance. Moreover, discriminant validity presents the degree to which measures of distinct concepts vary (Bagozzi &Phillips, 1982); infact, measures of various constructs should share little variance. The analysis of discriminant validity may support issues of content validity when it is suspected that a few measures really relate to another concept. Fornell and Larcker

(1981) discuss the significance of evaluating AVE (Average Variance Extracted) and CR (Construct Reliability) for assessing construct convergent and discriminant validity. Therefore, convergent validity was assessed with an AVE and CR for every factor (Holmes-Smith et al., 2004). Convergent validity was accepted when AVE is more than 0.5 and CR more prominent than 0.7 (Bagozzi and Yi, 1988; Hair et al., 2005). Discriminant validity was accepted when the AVE for each two scales was bigger than the squared Pearson relationship between the two scales (Fornell and Larcker, 1981). Content validity is a qualitiatve kind of validity where the domain of a concept is clarified and the investigator judges whether the measures fully represent that domain (Bollen, 1989). The domain of a concept is bounded by its hypothetical definition, which ought to mirror the implications related with the concept prior research and makes the dimensions clear (Bollen, 1989).

5.3. Confirmatory Factor Analysis (CFA)

The psychometric properties and undimensionality of all measures were evaluated using confirmatory factor examination (CFA). In order to conduct CFA for each of this research constructs, the Maximum Likelihood Estimators (MLE) method was chosen which is considered suitable for large samples (Jöreskog and Sörbom, 1982) and remains the most utilized within the research domain (Crosby et al., 1990). Some goodness-of-fit indices are contemplated to evaluate each model's overall fit (Jöreskog and Sörbom, 1989). The chi-square measurement ($\chi2$) tests the hypothesis that the model is consistent with the pattern of covariation among the observed factors. Moreover, if the chi-square statistic, smaller as opposed to larger values indicate a good fit. The $\chi2$ is extremely sensitive to sample size, rendering it unclear in many circumstances whether the statistical significance of the $\chi2$ statistic is poor fit of the model or to the sample size (Stevens, 1996). Despite the fact that the chi-square statistic gives the best inferential test of overall model fit, its usefulness is significantly undermined by the fact that it has been observed to be related to the sample size, model complexity, and non-normality (Hu and Bentler, 1999). Therefore, it is important to depend on different goodness of fit indices to assess the degree to which the relationships hypothesized in the measurement model are consistent with the sample data. A portion of the alternative goodness of fit indices assess the absolute fit of a model and others evaluate its fit in respect to suitability framed comparison model.

The fit indices that are generally utilized are the CFI (Confirmatory Fit Index), the TLI (Tucker-Lewis Index) and the RMSEA (Root Mean Square Error of Approximation) (Bentler and Bonett, 1980; Tucker and Lewis, 1973). As per the current literature, CFI values of more than 0.95 indicate a good fit, whereas values more than 0.90 show an adequate fit (Medsker et al., 1994). TLI values of more than 0.90 indicate a good fit (Byrne, 2006), though RMSEA values ought to be below 0.08 (Browne and Cudeck, 1992).

5.4. Leadership Competencies

As per the theoretical approach of the leadership competencies, it is practical to assume that this construct is a second-order construct encompassing more than one variable. This assumption depends on the fact that the dimensions are attributes of a similar variable. The outcome demonstrates that the second-order construct is appropriate for the measurement of leadership competencies. Appendix 3 to Appendix 7 are the references for each measure.

All scales' items that were used had factor loadings that exceeded the general cut-off value of 0.5 (Tabachnick & Fidell, 2013) and were statistically significant ($p<0.05$) with the exception of items LC_EI_4, LC_EI_5, LC_EI_6, LC_EI_8, LC_CI_1, LC_CI_4, LC_SI_1, LC_SI_2, LC_SI_3 and LC_SI_8, where loadings fell below the cut-off criterion (refer to Appendix 3 to Appendix 7).

CFA fit indices are well inside as far as possible and demonstrate a good fit of the data to the hypothesized model (CFI=0.947, TLI=0.935, RMSEA=0.052) as shown in Figure 9. Confirmatory Factor Analysis results demonstrate that the average variance extracted (AVE) for each group is over the limit of 0.5 and Composite reliability is more than 0.7. In terms of internal consistency, the Cronbach alpha coefficient remains higher than the recommended edge (0.7). Consequently, this shows that the scale is viewed as reliable and can be utilized for further analysis (Hair et al., 2006). Analytical information of the CFA results of the Leadership Competencies construct is shown in Table 16 and Table 17.

Table 16: Fit indices for the leadership competencies scale

Construct		**Item**	**Estimate**	**P**
Leadership Competencies	Emotional Intelligence			
	→	LC_EI_1	0.742	-
	→	LC_EI_2	0.682	**
	→	LC_EI_3	0.795	**
	→	LC_EI_7	0.773	**
	Cognitive Intelligence			
	→	LC_CI_2	0.751	-
	→	LC_CI_3	0.653	**
	→	LC_CI_5	0.636	**
	→	LC_CI_6	0.650	**
	→	LC_CI_7	0.726	**
	→	LC_CI_8	0.740	**
	Social Intelligence			
	→	LC_SI_4	0.731	-
	→	LC_SI_5	0.782	**
	→	LC_SI_6	0.760	**
	→	LC_SI_7	0.607	**

Second Order Model

CFI=0.947, TLI=0.935, RMSEA=0.052, X^2 =196.744, Df=74

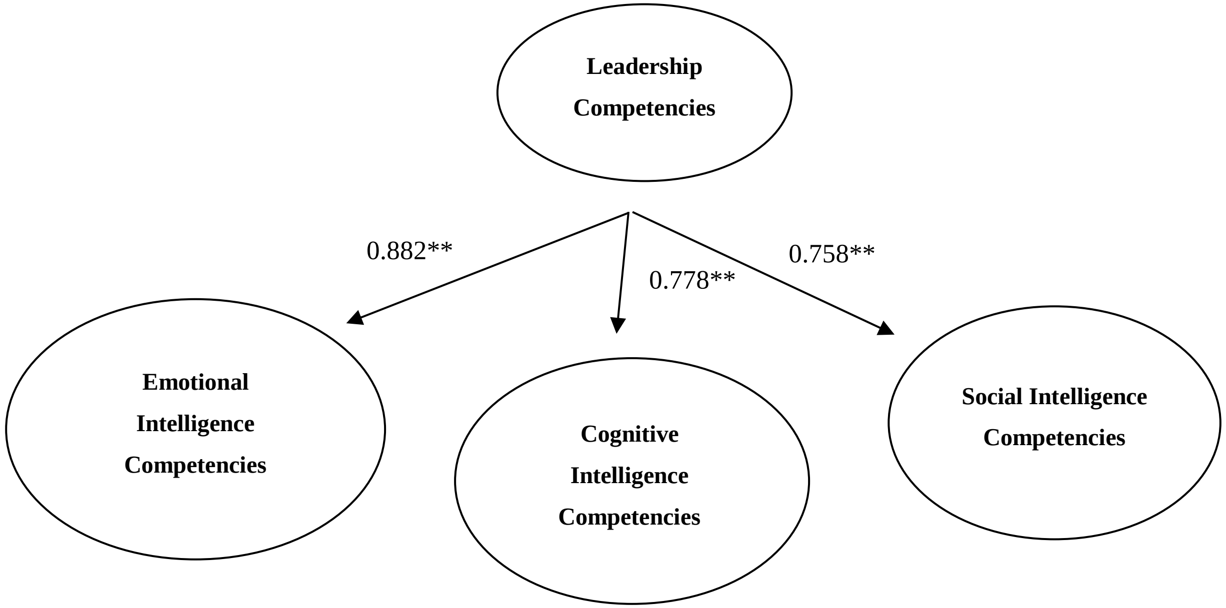

Figure 9: Leadership Competences as a second order model

Table 17: Items and estimates for the leadership competencies scale

Construct	CFI	TLI	RMSEA	χ 2	df	AVE	C.R	Cronbach a
Leadership Competencies	0.947	0.935	0.052	196.744	74	0.516	0.937	0.857

5.5.Employee Performance

CFA fit files are well within the suggested limits and indicate a good fit of the data to the hypothesized model (CFI=0.946, TLI=0.936, RMSEA=0.070). Confirmatory Factory Analysis results additionally show that the average variance extracted (AVE) for each group is over the limit of 0.5 and Composite reliability is more than 0.7. In terms of internal consistency, the Cronbach alpha coefficient stays higher than the proposed limit (0.7). Accordingly, this shows that the scale is viewed as reliable and can be utilized for further analysis (Hair et al., 2006). Analytical information of the CFA results of the Employee Performance construct is shown in Table 18 and Table 19.

Table 18: Fit indices for the employee performance scale

Construct	CFI	TLI	RMSEA	χ 2	df	AVE	C.R	Cronbach a
Employee Performance	0.946	0.936	0.070	302.963	77	0.548	0.944	0.928

Table 19: Items and estimates for the employee performance scale

Construct		Item	Estimate	P
Employee Performance	→	EP_1	0.694	-
	→	EP_2	0.662	**
	→	EP_3	0.729	**
	→	EP_4	0.677	**
	→	EP_5	0.735	**
	→	EP_6	0.742	**
	→	EP_7	0.714	**
	→	EP_8	0.711	**
	→	EP_9	0.692	**
	→	EP_10	0.698	**
	→	EP_11	0.682	**
	→	EP_12	0.660	**
	→	EP_13	0.643	**
	→	EP_14	0.666	**

5.6. Organizational Performance

CFA fit indices are well within the suggested limits and indicate a good fit of the data to the hypothesized model (CFI=0.942, TLI=0.923, RMSEA=0.078). Confirmatory Factor Analysis results likewise demonstrate that the average variance extracted (AVE) for each group is over the limit of 0.5 and Composite reliability is more than 0.7. In terms of internal consistency, the Cronbach alpha coefficient stays higher than the recommended limit (0.7). Consequently, this evidence demonstrates that the scale is viewed as reliable and can be utilized for further analysis (Hair et al., 2006). Analytical information of the CFA results of the Organizational Performance construct is shown in Table 20 and Table 21.

Table 20: Fit indices for the organizational scale

Construct	CFI	TLI	RMSEA	χ 2	df	AVE	C.R	Cronbach a
Organizational Performance	0.942	0.923	0.078	159.051	34	0.512	0.912	0.877

Table 21: Items and estimates for the organizational performance scale

Construct		Item	Estimate	P
Organizational Performance	→	OP_1	0.645	-
	→	OP_2	0.777	**
	→	OP_3	0.645	**
	→	OP_4	0.794	**
	→	OP_5	0.756	**
	→	OP_6	0.669	**
	→	OP_7	0.797	**
	→	OP_8	0.645	**
	→	OP_9	0.605	**
	→	OP_10	0.786	**

5.7.Descriptive Statistics and Normality Test

Descriptive statistics are utilized to portray the essential and basic features of the data in the research. Some fundamental descriptive analysis of the factors included within the hypothesized model were carried out and this section specifically discusses about the role of a few types of descriptive statistics, for example, mean, standard deviation (SD) and variances of each construct utilized in the study, as shown in Table 22. The purpose of this analysis is to procure a clear picture of whether any measurement errors exists and to evaluate normality, as many of the statistical methods that applied here assume that the variables are normally distributed. Moreover, variable means range within all acknowledged levels, given that 7-point Likert-sort scales were utilized. The lowest mean relates to Social Intelligence (4.54), whereas the highest is for the construct of Employee Performance (4.84). Standard deviations center around one. This demonstrates there is adequate heterogeneity amongst answers and guarantees a satisfying variance within the respondents' choices. In addition, the large sample (>50) and the Kolmogorov-Smirnov test demonstrate that the data are normally conveyed since the p-values are more than 0.01, as appeared in Table 23.

Table 22: Descriptive statistics

Constructs	**N**	**Mean**	**SD**	**Variance**
Emotional Intelligence	606	4.61	1.28	1.641
Cognitive Intelligence	606	4.66	1.03	1.078
Social Intelligence	606	4.54	1.18	0.396
Leadership Competencies	606	4.61	0.940	1.357
Employee Performance	606	4.84	1.16	1.657
Organizational Performance	606	4.61	1.28	0.884

Table 23: Kolmogorov-Smirnov test

Kolmogorov-Smirnov Test	
Construct	**P-Value**
Emotional Intelligence	0.136
Cognitive Intelligence	0.063
Social Intelligence	0.234
Leadership Competencies	0.236
Employee Performance	0.453
Organizational Performance	0.361

5.8.Hypotheses Testing

After establishing the reliability and validity of the measurement instruments, the following sections verify or reject the hypothesis developed in the model development section. In order to test the hypothesized model, structural equation modeling with the maximum likelihood estimation method (Bollen, 1989) was utilized. To analyze between-construct effects, first the overall model fit of the measurement model was examined. The chi-square measurement ($\chi2$=1579.044, df=658) is at a sugnificant level ($p<0.01$). The fit indices are as per the following – CFI=0.910, TLI=0.904, RMSEA=0.048 – and show that the model fits the information sensibly well (Browne and Cudeck, 1992; Byrne, 2006; Medsker et al., 1994). Next, the structural model had to be examined in order the hypotheses to be either verified or rejected ($\chi2$=1659.271, df=694) is at a noteworthy level ($p<0.01$). The fit indices are as per the following – CFI=0.908, TLI=0.901, RMSEA=0.048 – and determine that the model fits the data reasonably as shown in Table 24.

Table 24: Fit indices and hypotheses testing

Fit indices					
Chi-Square	**P-value**	**DF**	**CFI**	**TLI**	**RMSEA**
1659.271	< 0,001	694	0.908	0.901	0.048

Paths	***Standardized β***	**Sig.**
Leadership Competencies → Employee Performance	*0.906*	**
Leadership Competencies → Organizational Performance	*0.277*	*
Employee Performance → Organizational Performance	*0.634*	**

** Significant at the 0.01 level (2-tailed) *Significant at the 0.05 level (2-tailed)

Figure 10 shows the results of the SEM. Most importantly, we see that Leadership Competencies have a solid, positive effect on Employee Performance (0.906, p<0.01), in this manner theory H1 is verified. Besides, the outcomes demonstrate that a similar construct positively influences Organizational Performance (0.277, p<0.05), providing further support for H2. Finally, as indicated in the results, Employee Performance positively influences Organizational Performance (0.634, p<0.01).

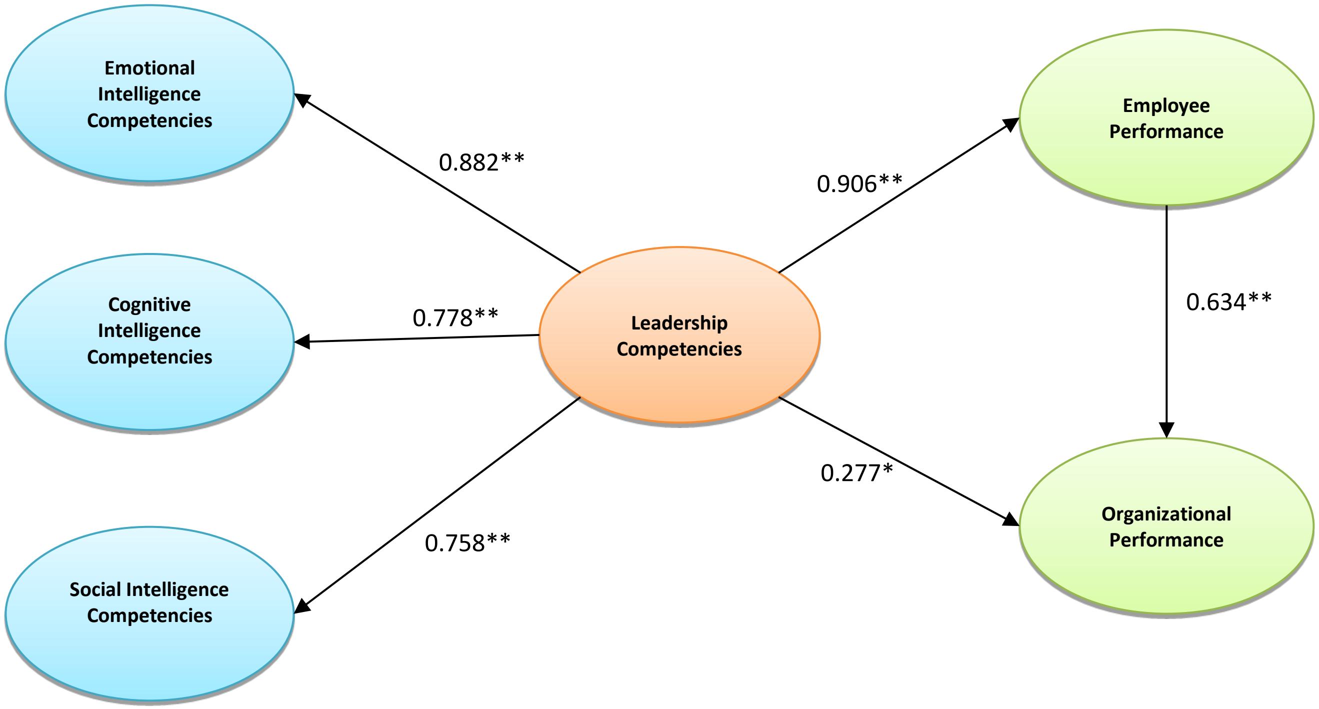

Figure 10: The conceptual model and empirical results

Chapter 6: Conclusions, Recommendations, Implications, Limitations & Scope for Future Research

6.1.Conclusions & Recommendations

This research explored the determinants of organizational performance by establishing the types of competencies that leaders possess and the challenges affecting their employees in initiating performing, and finally the overall influence on organizational performance. The findings were determined after the analysis achieved the above aim and has answered all the research questions to understand the status of research conducted on determinants of organizational performance in the oil and gas sector in the United Arab Emirates (UAE). Table 2 focusses on almost all the research conducted both internationally and in the UAE; hence, this study is the first of its kind to use both the structural equational modeling (SEM) method and the context of the UAE with a given specific sector (oil and gas) to attain its objectives, therefore is a relevant contribution to the body theoretical knowledge (literature), practice of management (practitioners), and the local oil and gas sector.

The findings of this research show the realization and significance of organizational performance and how it is largely influenced by the leadership competencies of the sector. Managerial and leadership positions within an organization provide the direction by which organizations may be guided. This is key in determining the outcomes of the work-related tasks and the outcomes that are gained by the action of the employees. It was further realized that employees are influenced by competencies of the leaders in top managerial positions. These competencies are mainly segmented into either threshold or performance competencies. Their evaluation and assessment is a key aspect in determining the performance of managers and their employees.

The dissertation was able to show that the development of key competencies within the leadership and management of the UAE's oil and gas sector would further enable this sector and provide it with the right environment to improve its organizational performance. This is achieved by developing an environment that supports improved performance by the employees. A factor created by improved employee performance is in tandem with improvements in leadership competencies. This was based on the creation of a framework that enabled the consideration of competencies in the UAE oil and gas sector.

The major findings and recommendations from this study are:

- The adoption of better leadership competency models for the oil and gas sector in the UAE. This is to create a better leadership model for this specific sector. This in turn will lead to improved performance of the organizations under this specific sector;
- To ensure that companies are able to create and build competency models that adhere to the changing needs of their organization and of the business environment that they operate in. This dynamism is geared towards ensuring long-term effective performance and sustainability of results obtained in this research for leaders in the oil and gas sector in the UAE;
- This research could be used by policy makers in the government and strategists to address the limitations and shortcomings of leaders in the oil and gas sector, and to start and design programs that help in training and developing balanced leaders irrespective of both employee performance and organizational performance;
- Improve and enhance the critical and essential skills of the leaders in the UAE's oil and gas sector;
- Work upon developing well-defined competencies in the UAE's oil and gas

sector;

- Cultural training should be compulsory for all leaders based on the results of this research which are specific to the UAE's oil and gas sector;
- Develop customized development programs for leaders through outreach to other programs such as leadership competencies development;
- Encourage an exchange of philosophies and practices across various cultures given the multinational environment of the UAE workforce in this sector. This process could definitely contribute in developing cross- cultural competencies of leaders in the UAE's oil and gas sector; and
- Design and develop effective programs for knowledge sharing in the oil and gas sector with a focus on succession planning.

6.2.Theoretical and Managerial Implications

In the UAE, the phenomenon of leadership competencies and leadership development is growing as a research interest, yet more research must be conducted; this research will be useful in future academic and managerial studies and will solve complicated decision-making problems in the oil and gas sector. The dissertation findings have both theoretical and practical implications. In theoretical terms, unlike previous literature this study has focused on the specific determinants of organizational performance from the angle of social, emotional and cognitive intelligence competencies. The exploratory study conducted with leader from the oil and gas sector in the UAE give an idea of the present situations and circumstances of leaders and employees in this sector. This study is the first of its kind to study the factors that influence leadership competencies through the structural equational modeling (SEM) method. The SEM model used for this research can be used as a research model for future researchers in different sectors and contexts.

In practical terms, the study includes interpretations and discussions that will help policy makers in the government of the UAE and related sectors to articulate and develop awareness in desired leadership competencies and the specific factors that influence the development of both the leaders and their employees for a well-established and improved organizational performance of the oil and gas sector. The UAE government and in line with the Abu Dhabi Economic Vision 2030, continuous growth in the oil and gas sector is expected to meet the growing global demand in parallel with investments to focus on leadership development of this sector (ADCED, 2008). Moreover, the research findings feed the demand to increase awareness of desired and unique leadership competencies in the oil and gas sector for a sustainable economic development, and to align with the Abu Dhabi vision to foster a skilled workforce to meet the growing demand for a knowledge-based economy (ADCED, 2008). The findings of this research will encourage various government bodies to take first steps towards incorporating national policies supporting leadership development of desired competencies in this sector and to establish leadership support centers and development programs by keeping leadership aware of the importance of social, emotional and cognitive intelligence competencies.

The analysis from the structured questionnaire responses showed that the selected focus group of leaders leaned towards the initiation of apprentice training to develop leaders in tandem with their employees to train them in new skills where need was identified. This would also help leaders overcome the challenge of employees' performance.

The findings emphasize continuous training and specific focus group competency-building of leaders, and highlights the importance of strengthening their personal development which reflects in the performance and attitudes of their employees and the performance of the organization. This research will help the existing leaders and organizations of the same sector to create direct communication strategies with employees through well-defined competencies that will assist in managing the performance of their employees. It also recommends that the oil and gas sector introduces resources that will link leaders to knowledge centers for further research on leadership competencies and employee performance. The research further suggests offering leadership courses as required components of lower- and intermediate-level managers to encourage and foster the development of leaders among their employees and the expanding sector of oil and gas.

The greatest implication of the research lies in informing leadership theory and practice. This is due to the realization that the analysis presented in the text provides companies with insights into some of the factors that improve performance and employee outcomes. The first lies in the realization that the assessment of competencies in leaders is an integral part in developing the management team of an organization. This is to create an understanding of the strengths and weaknesses of current leadership within this specific sector.

Finally, this evaluation and assessment is to then be used in informing leadership in the organization and the direction in which it is to be developed. This is through the undertaking of human resource development and training initiatives within the organization. The inclusion of international best practices in the training is also vital in regard to developing the right practices within the UAE context. In spite of this, the organization still needs to be cognizant of the fact that the environment plays a key role in the developing competencies. Hence, these factors need to be included in the training and development of the personnel.

6.3.Limitations

Although this research has provided fruitful insights into determinants of organizational performance of the oil and gas sector in the UAE, it has nonetheless faced number of limitations that need to be acknowledged. Most of the limitations are based with the chosen research methodology and data collection process, outlined below.

First, the lack of accurate and organized database regarding leaders' competency profiles was one of the main challenges of this study. The 17-selected oil and gas organizations were contacted from the researcher to provide the list of competency profiles. Upon receiving the data, the researcher tried to cross-check their existence and applicability, which showed that the profiles had not been updated since 2001.

Hence, the database obtained cannot be considered as a comprehensive profile of leaders in this sector. Therefore, any generalization made in the findings is restricted to profiles and information provided.

The second limitation was the hectic nature of the schedules of the leaders who answered the fully structured questionnaire; hence data collection was postponed several times to reach the target sample size.

The third limitation is that, because the research was conducted on leaders in the oil and gas sector in the UAE, the results cannot be generalized and cannot be compared to other leaders in oil and gas sectors from other countries.

The fourth limitation was on a personal level: The researcher's role became progressively challenging in the context of the need to balance work, personal and research demands.

6.4.Scope of future research

As this study focusses on the role of leadership competencies in the oil and gas sector in the UAE, future research should assist in increasing the awareness of the role of leaders in this sector from the developing countries and their contribution to the overall organizational performance; and thus, economic development.

This research has focussed on leaders from the oil and gas sector. Future research should focus on UAE nationals specifically since the UAE is “Emiratizing” their positions. Scholars can focus on the challenges they encounter while enhancing the existing non-tailored competencies adopted from international consulting companies. This will assist the policy makers to develop the full potential of the leaders in this specific sector.

The outcomes of this study could be used by policy makers in the UAE government and strategists in this sector to address the limitations and shortcomings of leaders belonging to various cultural groups, and to design and establish programs that assist in emerging balanced leaders irrespective of various cultural backgrounds. This research has enhanced the understanding of leadership competency requirements in the UAE oil and gas sector work environment and this will serve as an initiation point for future research by comparing it with other regions and comparing the defined factors to those affecting leadership competencies from other countries.

Future research can also focus on determining the challenges that leaders face in the oil and gas sector in the UAE and compare them with the challenges facing international leaders in the same specific sector.

The findings present opportunities for future research in regard to the changes that affect competencies with time. There are a number of changes that take place within the business environment. These have an impact on the competencies that leaders are expected to have in order to improve workplace performance. It would therefore be of note and prudent if companies could understand these dynamics and create a leadership model that is capable to respond to all these changes in the environment.

Finally, further research can focus on the development of a competency model that is considered suitable for the multicultural job environment in the oil and gas sector in the UAE. This research has drawn attention to many remarkable observations and several other interesting questions have arisen on a similar scope of organizational performance and employee performance and their integration with managerial or leadership competencies. One such question, such as whether the privileges accorded to the UAE nations are more of a bane than a boon in the long-term to the UAE society, is worth future exploration and it is a potential topic for future researchers.

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List of Appendices

Appendix 1: Participant Information Sheet

Determinants of Organizational Performance in the UAE's Oil and Gas Sector

Background

The research mainly focusses on determinants of organizational performance in the UAE's oil and gas sector. The research is a significant step towards improving the leadership competencies in the UAE's oil and gas sector as it will help to identify key variables that play a significant role in helping this sector perform effectively.
To attain this purpose, the study will focus on achieving several objectives: (a) to explore the general perception about the determinants of organizational performance; (b) to examine the factors that influence organizational performance; (c) to construct a conceptual framework from the relevant literature to identify the determinants that influence organizational performance in the oil and gas sector in the UAE; (d) to propose a model for the suggested framework; (e) to make recommendations regarding how organizational performance can best be enhanced in the oil and gas sector in the UAE; and (f) to use the study's findings to recommend areas in need of further research.

Confidentiality

Participation in the study is completely voluntary. Participants can withdraw at any time without prejudice. Please be assured that any information you provide will remain confidential, as the following will apply:

1. All data collected will only be used for the purpose of research

2. At no point will your name be directly associated with the responses you have provided

For further inquiries about the study or any matter in relation to this research, please contact:

Mrs. Bashaer AlMatrooshi
Abu Dhabi University, Abu Dhabi Campus
P.O Box 59911, Abu Dhabi, UAE
Email: balmatrooshi@gmail.com

Appendix 2: Consent Form

I wish to take part in the Project on "Determinants of Organizational Performance in the UAE's Oil and Gas Sector". I have read the participants' information sheet and the nature and the purpose of the research project has been explained to me.

I have been informed of and understand the purpose of the study. I agree to participate in the study as outlined to me. I have been given an opportunity to ask questions. I understand I can withdraw at any time without prejudice.

We have talked about the benefits from helping with this project. Any information, which might potentially identify me, will not be used in published material.

Participant:

____

Appendix 3: Leadership competencies and emotional intelligence measures

LC: Leadership Competencies & EI: Emotional Intelligence	
Item Reference	**Measure**
LC_EI_1	“I would be very happy to spend the rest of my career in this organization”
LC_EI_2	“I enjoy discussing my organization with people outside it”
LC_EI_3	“I really feel as if this organization's problems are my own”
LC_EI_4	“I think that I could easily become as attached to another organization as I am to this one”
LC_EI_5	“I do not feel like 'part of the family' at my organization”
LC_EI_6	“I do not feel 'emotionally attached' to this organization”
LC_EI_7	“This organization has a great deal of personal meaning for me”
LC_EI_8	“I do not feel a strong sense of belonging to my organization”

Appendix 4: Leadership competencies and cognitive intelligence measures

LC: Leadership Competencies & CI: Cognitive Intelligence	
Item Reference	**Measure**
LC_CI_1	"I am not afraid of what might happen if I quit my job without having another one lined up"
LC_CI_2	"It would be very hard for me to leave my organization right now, even if I wanted to"
LC_CI_3	"Too much in my life would be disrupted if I decided I wanted to leave my organization now"
LC_CI_4	"It wouldn't be too costly for me to leave my organization now" *Continued-*
LC_CI_5	"Right now, staying with my organization is a matter of necessity as much as desire"
LC_CI_6	"I feel that I have too few options to consider leaving this organization"
LC_CI_7	"One of the few serious consequences of leaving this organization would be the scarcity of available alternatives"
LC_CI_8	"One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice — another organization may not match the overall benefits I have here"

Appendix 5: Leadership competencies and social intelligence measures

LC: Leadership Competencies & SI: Social Intelligence	
Item Reference	**Measure**
LC_SI_1	“I think that people these days move from company to company too often.”
LC_SI_2	“I do not believe that a person must always be loyal to his or her organization”
LC_SI_3	“Jumping from organization to organization does not seem at all unethical to me”
LC_SI_4	“One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain”
LC_SI_5	“If I got another offer for a better job elsewhere I would not feel it was right to leave my organization”
LC_SI_6	“I was taught to believe in the value of remaining loyal to one organization”
LC_SI_7	“Things were better in the days when people stayed with one organization for most of their careers”
LC_SI_8	“I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore”

Appendix 6: Employee performance measures

EP: Employee Performance	
Item Reference	**Measure**
EP_1	“The amount of job security I have.”
EP_2	“The amount of pay and fringe benefit I receive.”
EP_3	“The amount of personal growth and development I get in doing my job.”
EP_4	“The people I talk to and work with on my job.”
EP_5	“The degree of respect and fair treatment I receive from my boss.”
EP_6	“The feeling of worthwhile accomplishment I get from doing my job.”
EP_7	“The chance to get to know other people while on the job.”
EP_8	“The amount of support and guidance I get from doing my job.”
EP_9	“The degree to which I am fairly paid for what I contribute to this organization.”
EP_10	“The amount of independent thought and action I can exercise in my job.”
EP_11	“How secure things look for me in the future in this organization.”
EP_12	“The chance to help other people while at work.”
EP_13	“The amount of challenge in my job.”
EP_14	“The overall quality of the supervision I receive in my work.”

Appendix 7: Organizational performance measures

OP: Organizational Performance	
Item Reference	**Measure**
OP_1	“The quality of products or services”
OP_2	“The development of new products or services”
OP_3	“The ability to attract essential employees”
OP_4	“The ability to retain essential employees”
OP_5	“The satisfaction of customers/clients”
OP_6	“The satisfaction of employees”
OP_7	“Turnover rates”
OP_8	“Organization profitability”
OP_9	“Organization growth in sales”
OP_10	“Organization market share”

Appendix 8: Fully Structured Questionnaire (Section A)

Demographic Information

1. **Gender**
   a. Female
   b. Male
2. **Age**
   a. 18 – 25
   b. 25-35
   c. 35-45
   d. 45-55
   e. 55 & above
3. **Nationality**
   a. UAE
   b. Sub-Continent
   c. South Asia and East Asia (Indian, Pakistani, Philippine, Sri-Lankan, Indonesian, Others)
   d. Western Countries (European countries, Australia, USA, Canada)
   e. Other Arabs (Other Middle Eastern countries)
4. **Please indicate your level of education**
   a. High school degree
   b. University /College degree
   c. Master degree
   d. Phd/ DBA
   e. Others_______________________________
5. **Please indicate which of the following categories describes your managers managerial level (*First level: Supervising at least 2 people and having sound technical knowledge,*Middle level: Supervising at least 2—5 units, mediating between first level managers and top managers,*Top level: Managing at least 2—5 departments having diverse functions.)**
   a. First level (front line supervisor)
   b. Middle managerial level
   c. Top managerial level
6. **Please indicate your years of work experience______**

Appendix 9: Fully Structured Questionnaire (Section B)

Leadership Competencies

This questionnaire designed by Carmeli and Tishler (2006) is administered to understand the defined areas of leadership competencies and **organizational performance**. Please use the following scale (1 - 7) to indicate the extent to which **you agree or disagree with the statements listed below.**

		Strongly Disagree	Disagree	Disagree Slightly	Neutral	Slightly Agree	Agree	Strongly Agree
Emotional Intelligence Competencies								
1	I would be very happy to spend the rest of my career in this organization *	1	2	3	4	5	6	7
2	I enjoy discussing my organization with people outside it	1	2	3	4	5	6	7
3	I really feel as if this organization's problems are my own	1	2	3	4	5	6	7
4	I think that I could easily become as attached to another organization as I am to this one	1	2	3	4	5	6	7
5	I do not feel like 'part of the family' at my organization	1	2	3	4	5	6	7
6	I do not feel 'emotionally attached' to this organization	1	2	3	4	5	6	7
7	This organization has a great deal of personal meaning for me	1	2	3	4	5	6	7
8	I do not feel a strong sense of belonging to my organization	1	2	3	4	5	6	7
Cognitive Intelligence Competencies								
1	I am not afraid of what might happen if I quit my job without having another one lined up	1	2	3	4	5	6	7
2	It would be very hard for me to leave my organization right now, even if I wanted to	1	2	3	4	5	6	7
3	Too much in my life would be disrupted if I decided I wanted to leave my organization now	1	2	3	4	5	6	7
4	It wouldn't be too costly for me to leave my organization now	1	2	3	4	5	6	7
5	Right now, staying with my organization is a matter of necessity as much as desire	1	2	3	4	5	6	7
6	I feel that I have too few options to consider leaving this organization	1	2	3	4	5	6	7
7	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives	1	2	3	4	5	6	7
8	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice — another organization may not match the overall benefits I have here	1	2	3	4	5	6	7
Social Intelligence Competencies								
1	I think that people these days move from company to company too often.*	1	2	3	4	5	6	7

2	I do not believe that a person must always be loyal to his or her organization	1	2	3	4	5	6	7
3	Jumping from organization to organization does not seem at all unethical to me *	1	2	3	4	5	6	7
4	One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain *	1	2	3	4	5	6	7
5	If I got another offer for a better job elsewhere I would not feel it was right to leave my organization *	1	2	3	4	5	6	7
6	I was taught to believe in the value of remaining loyal to one organization	1	2	3	4	5	6	7
7	Things were better in the days when people stayed with one organization for most of their careers *	1	2	3	4	5	6	7
8	I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore	1	2	3	4	5	6	7

Note: * Directly reflects the focal behavior for organizational performance

Appendix 10: Fully Structured Questionnaire (Section C)

Employee Performance Measurement Instrument

This questionnaire is designed by D'Netto et al. (2008) to determine **your** performance. Please use the following scale (1 - 7) to indicate the extent to which you are **satisfied or dissatisfied with various aspects of your performance.**

		Strongly dissatisfy	Dissatisfy	Dissatisfy slightly	Neutral	Slightly satisfy	Satisfy	Strongly satisfy
1	The amount of job security I have.	1	2	3	4	5	6	7
2	The amount of pay and fringe benefit I receive.	1	2	3	4	5	6	7
3	The amount of personal growth and development I get in doing my job.	1	2	3	4	5	6	7
4	The people I talk to and work with on my job.	1	2	3	4	5	6	7
5	The degree of respect and fair treatment I receive from my boss.	1	2	3	4	5	6	7
6	The feeling of worthwhile accomplishment I get from doing my job.	1	2	3	4	5	6	7
7	The chance to get to know other people while on the job.	1	2	3	4	5	6	7
8	The amount of support and guidance I get from doing my job.	1	2	3	4	5	6	7
9	The degree to which I am fairly paid for what I contribute to this organization.	1	2	3	4	5	6	7
10	The amount of independent thought and action I can exercise in my job.	1	2	3	4	5	6	7
11	How secure things look for me in the future in this organization.	1	2	3	4	5	6	7
12	The chance to help other people while at work.	1	2	3	4	5	6	7
13	The amount of challenge in my job.	1	2	3	4	5	6	7
14	The overall quality of the supervision I receive in my work	1	2	3	4	5	6	7

Appendix 11: Fully Structured Questionnaire (Section D)

Organizational Performance Measurement Instrument

This questionnaire is designed by Huselid and Becker (1996) to determine your organization's performance. Please use the following scale (1 - 7) to indicate the extent to which you are satisfied or dissatisfied with various aspects of your organization's performance.

		Strongly dissatisfy	**Dissatisfy**	**Dissatisfy slightly**	**Neutral**	**Slightly satisfy**	**Satisfy**	**Strongly satisfy**
1	The quality of products or services	1	2	3	4	5	6	7
2	The development of new products or services	1	2	3	4	5	6	7
3	The ability to attract essential employees	1	2	3	4	5	6	7
4	The ability to retain essential employees	1	2	3	4	5	6	7
5	The satisfaction of customers/clients	1	2	3	4	5	6	7
6	The satisfaction of employees	1	2	3	4	5	6	7
7	Turnover rates	1	2	3	4	5	6	7
8	Organization profitability	1	2	3	4	5	6	7
9	Organization growth in sales	1	2	3	4	5	6	7
10	Organization market share	1	2	3	4	5	6	7

Thank you for your assistance in conducting this research project.

Appendix 12: No Objection Letter from ADNOC

أدنوك
ADNOC

Abu Dhabi National Oil Company

To Whom It May Concern

Mrs. Bashaer Al Matrooshi, a student in Abu Dhabi University, is doing her DBA (Doctorate of Business Administration). As part of her methodology, she will conduct interviews with some leaders in ADNOC and probably send a survey to a number of employees to collect data for her thesis work.

You are kindly requested to assist in providing sincere answers, opinion or response to the questions contained in her questionnaire.

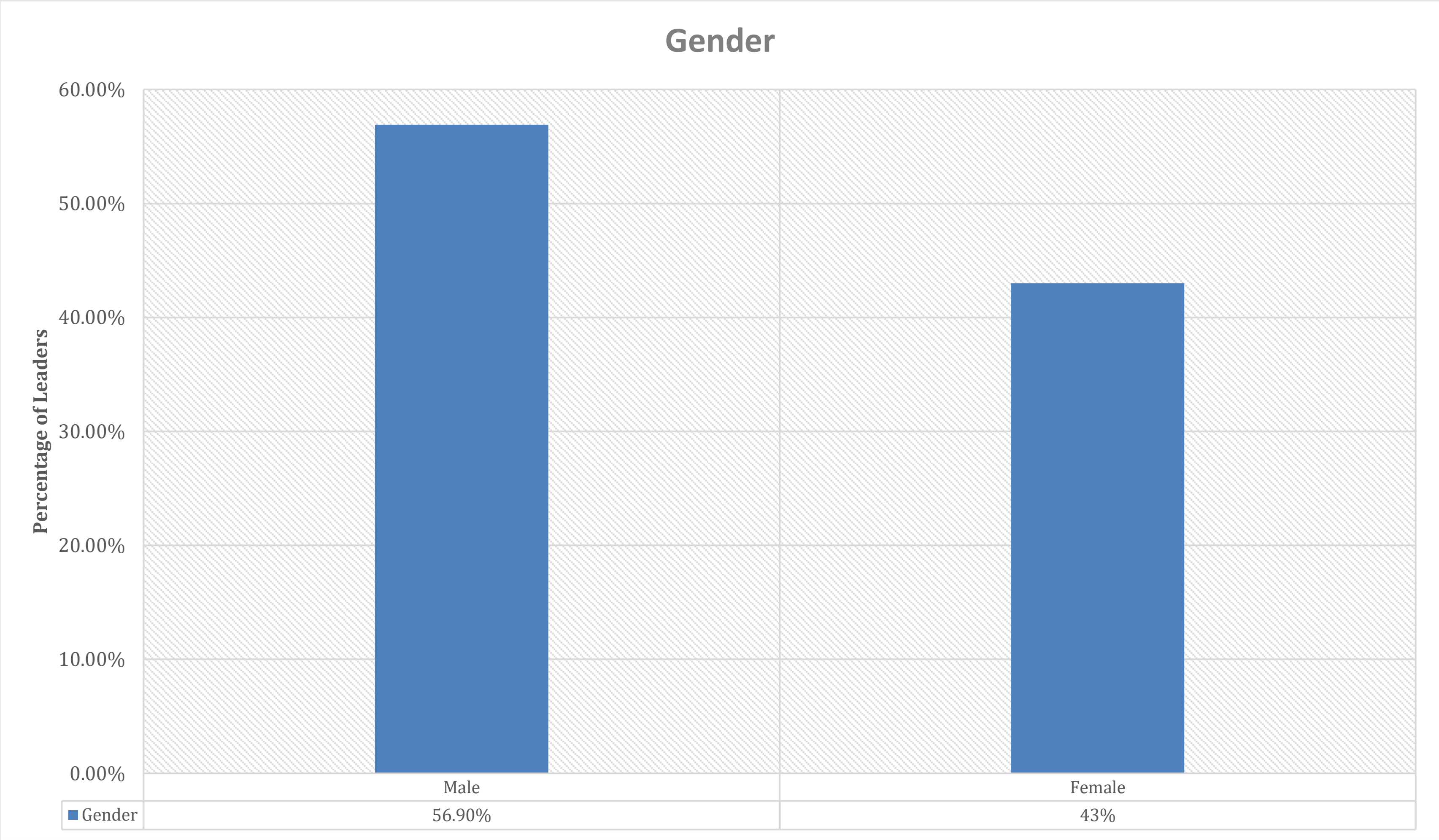
All answers, responses and observations to the interviews, surveys, questionnaire and information obtained from ADNOC Staff will be treated strictly as confidential and purely for academic purpose and are subject to ADNOC's approval before publication.

Omar Zaafrani
Corporate Communications Manager / ADNOC

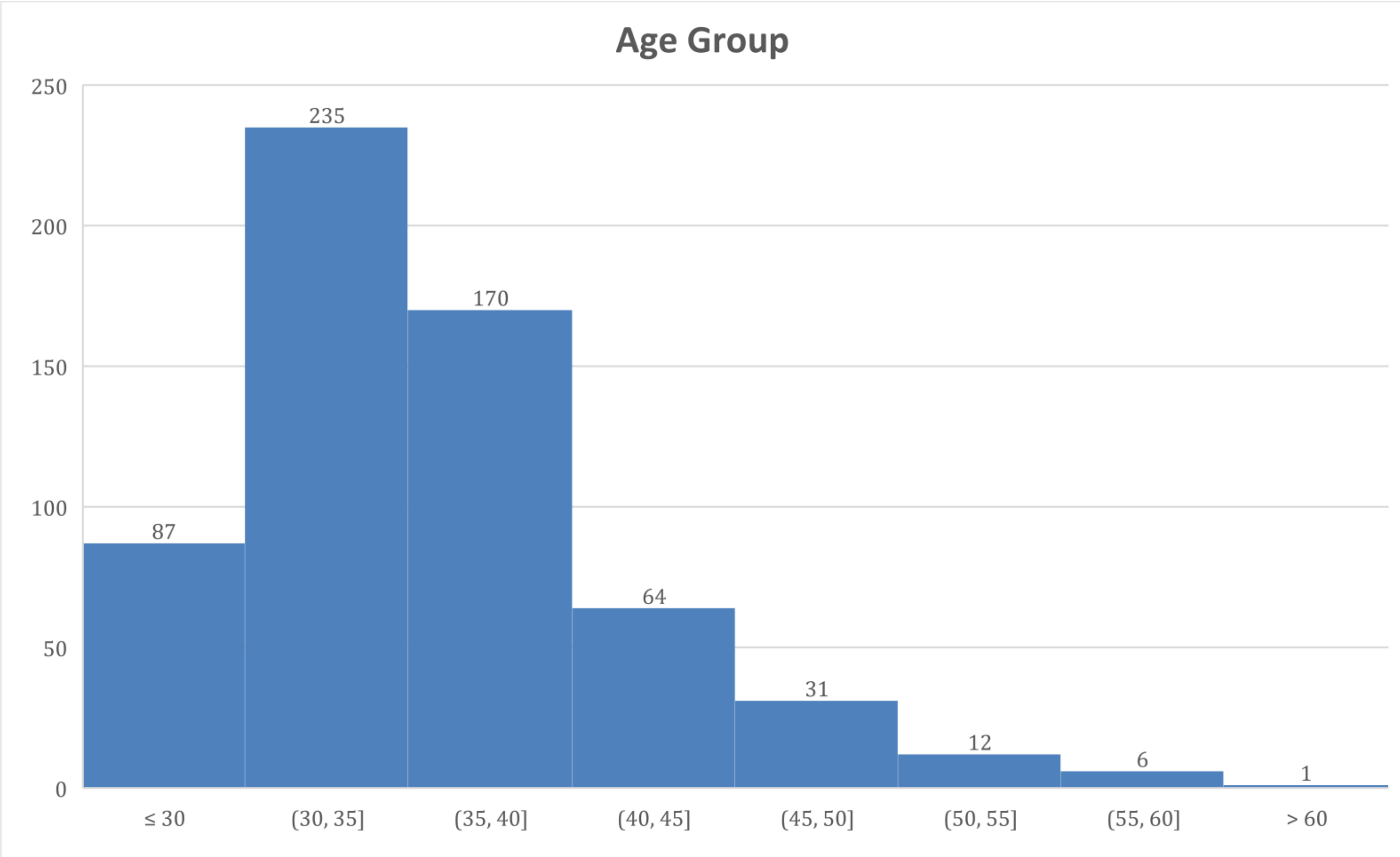
ADNOC.AE

شـــركة بتـــرول أبوظبـــي الوطنيـــة (أدنوك)
Abu Dhabi National Oil Company (ADNOC)
P.O. Box 898, Abu Dhabi, United Arab Emirates, T. +971 2 602 3236

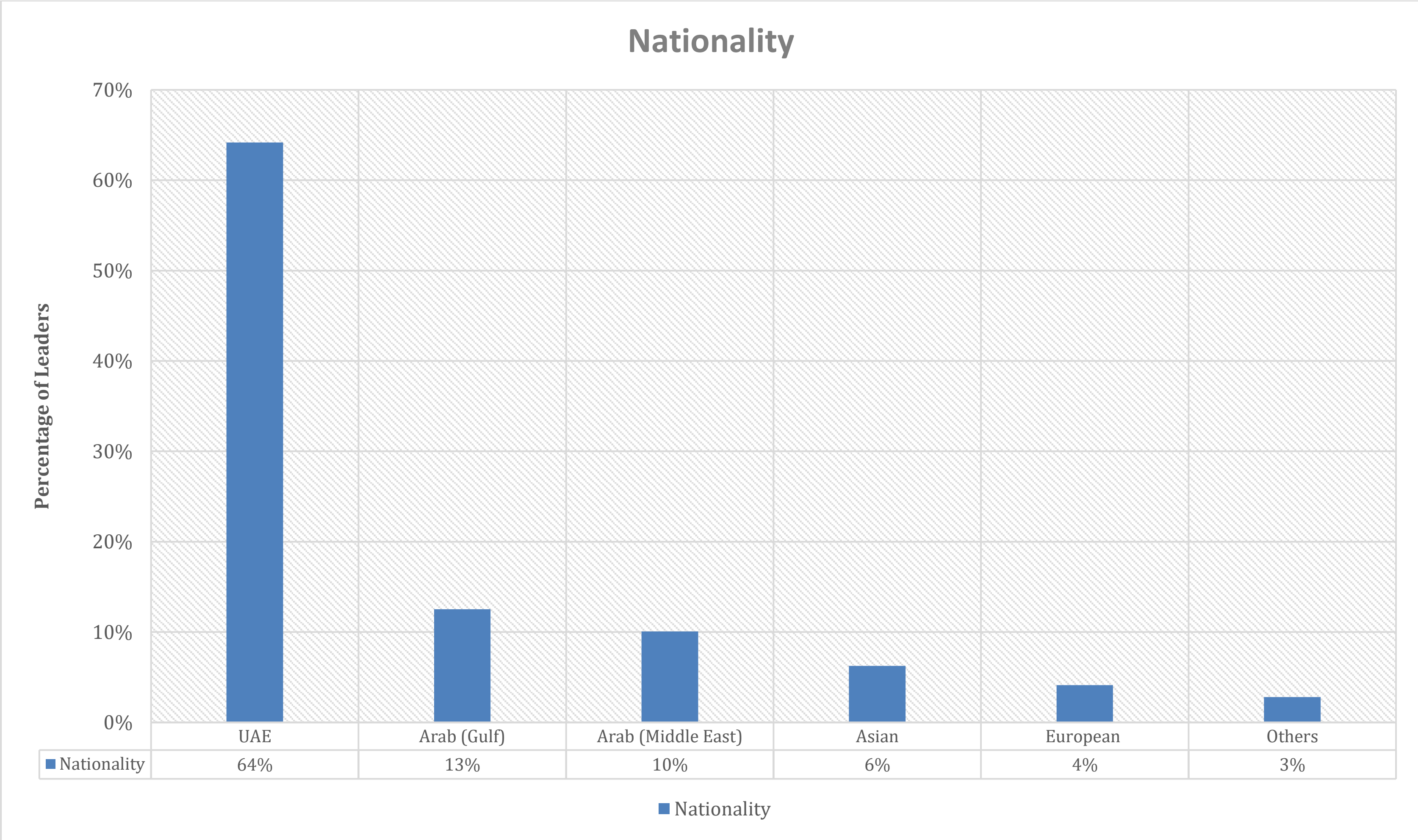
Appendix 13: Distribution of participants by gender (n=606)



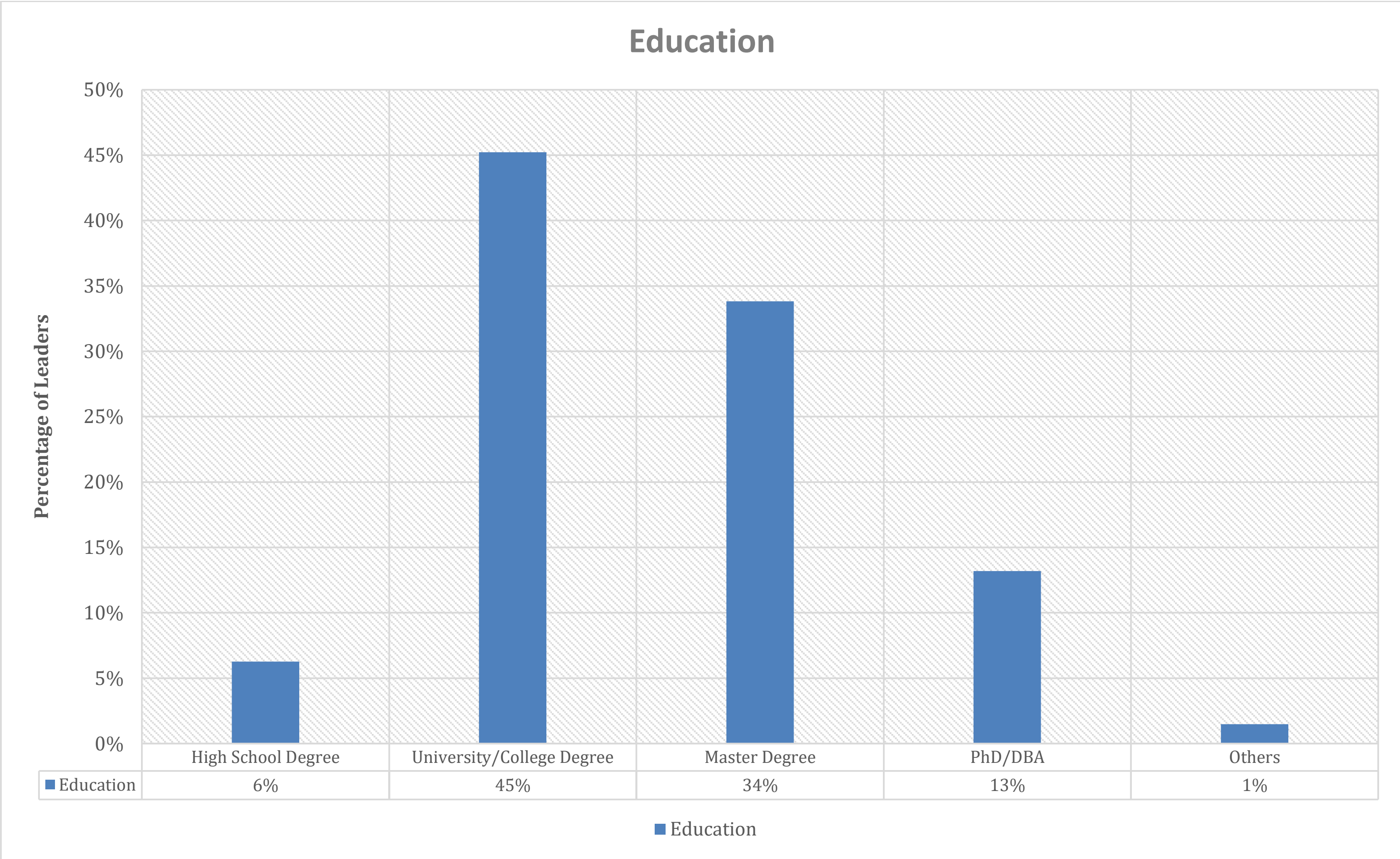
Appendix 14: Distribution of participants by age group (n=606).



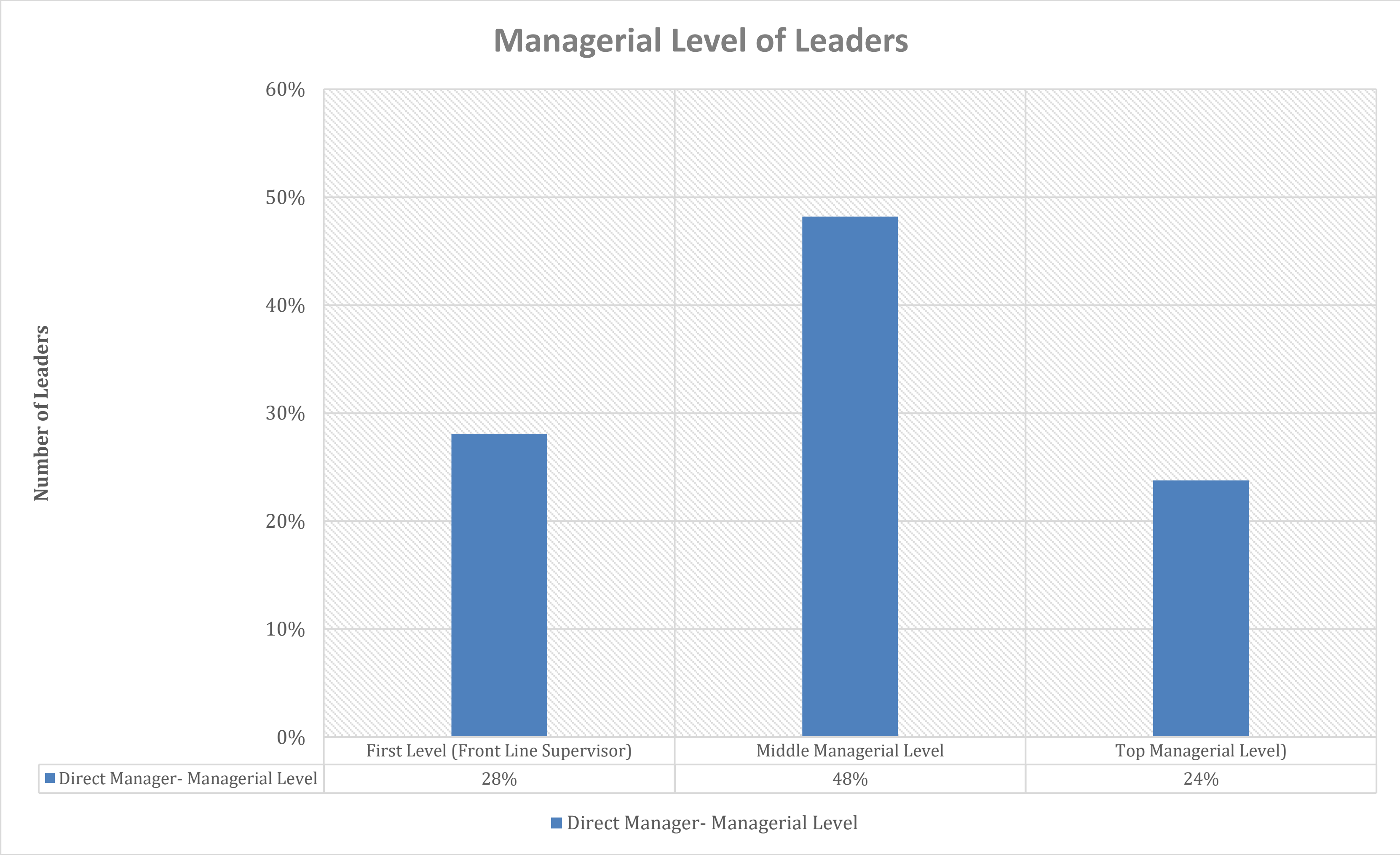
Appendix 15: Distribution of respondents by nationality (n=606).



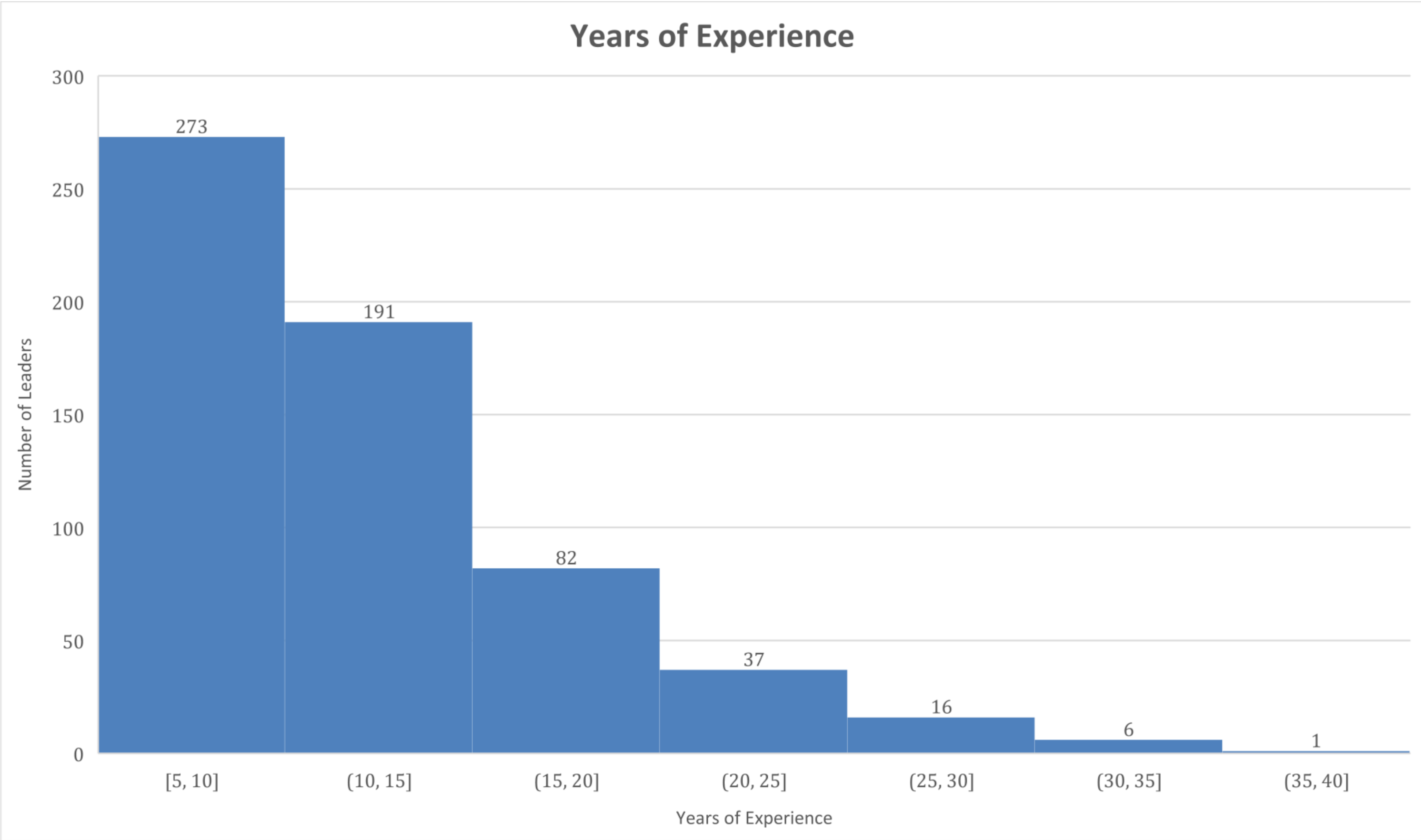
Appendix 16: Distribution by level of education (n=606)



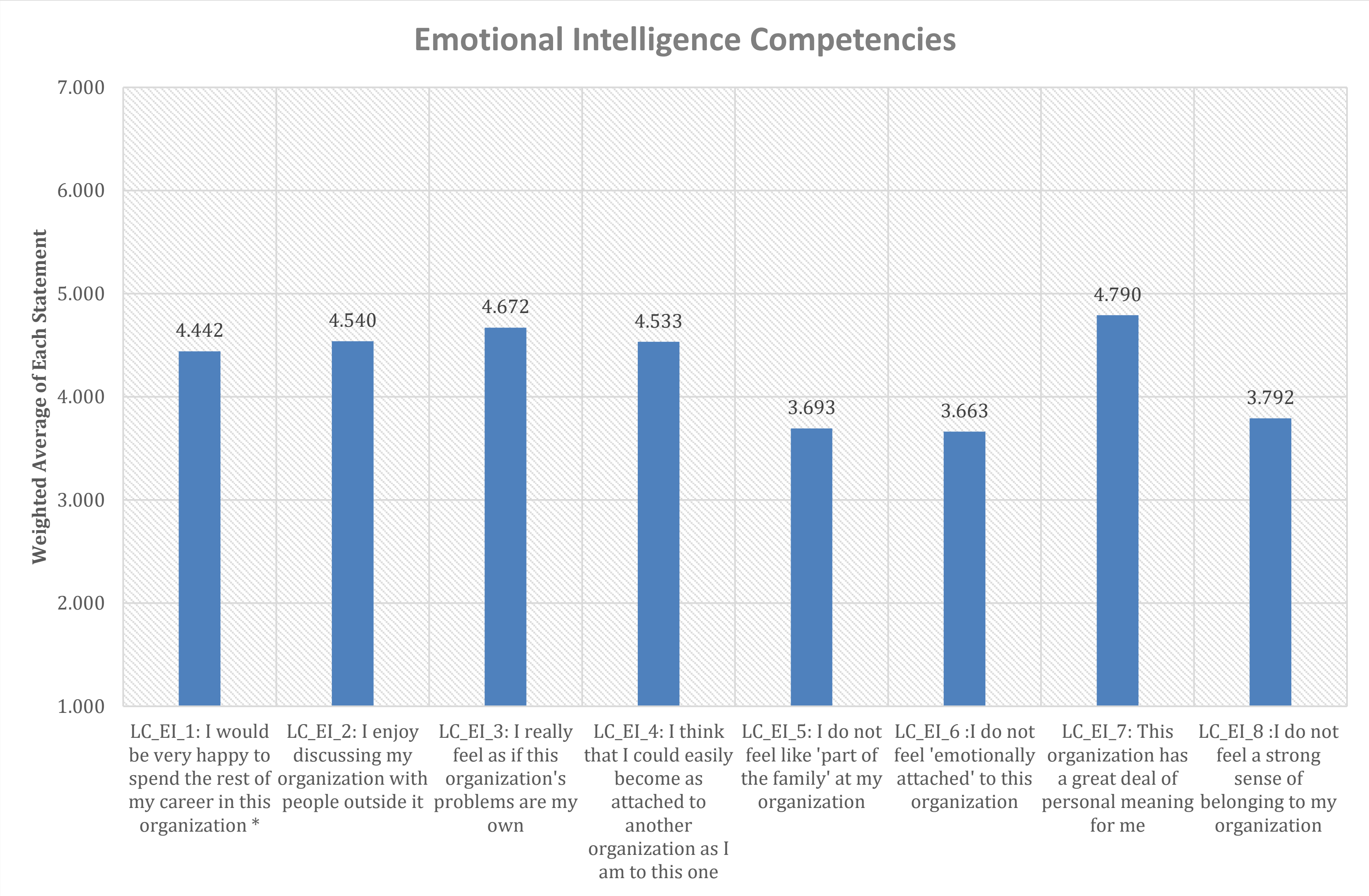
Appendix 17: Distribution by managerial level (n=606)



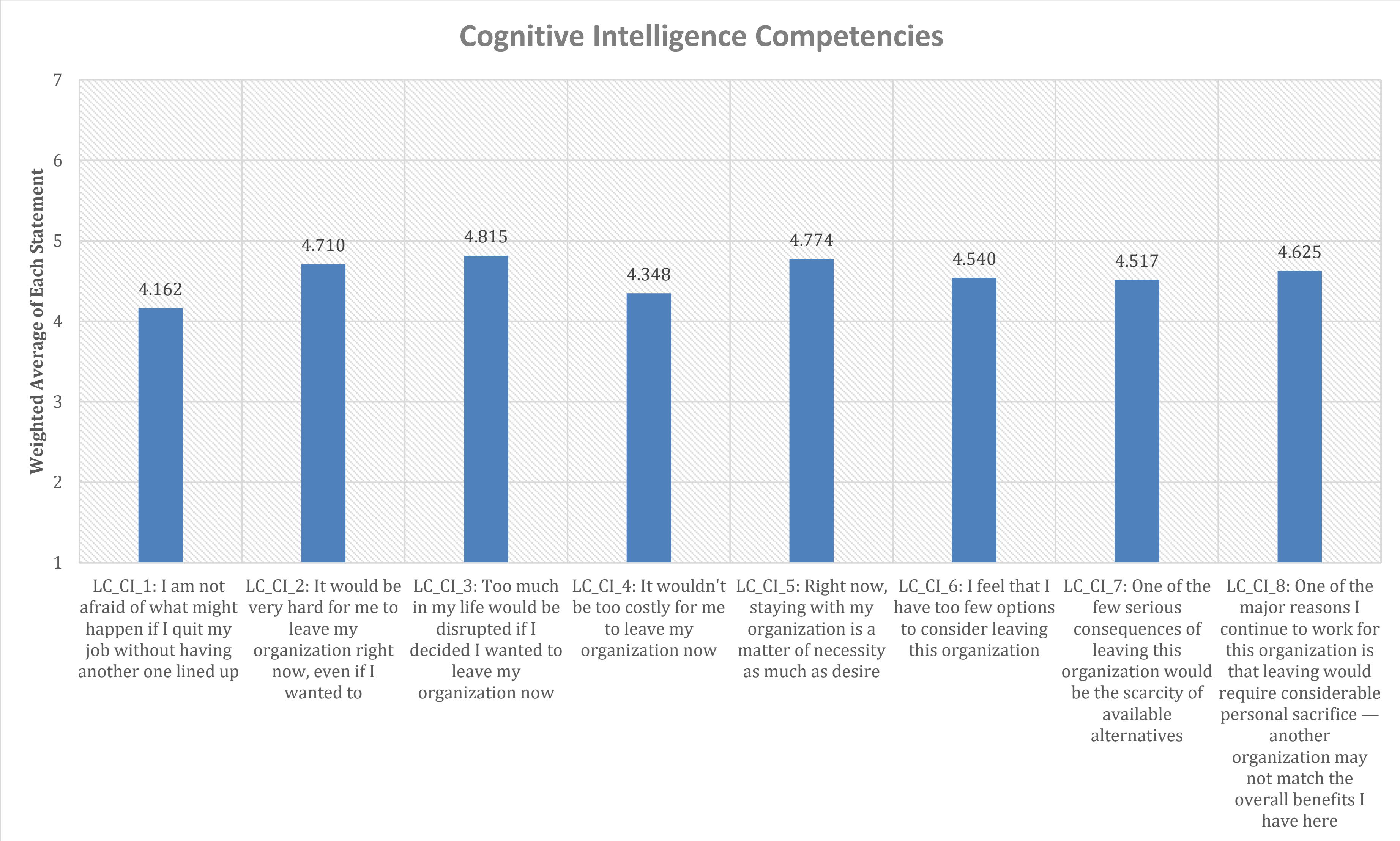
Appendix 18: Distribution by years of experience (n=606)



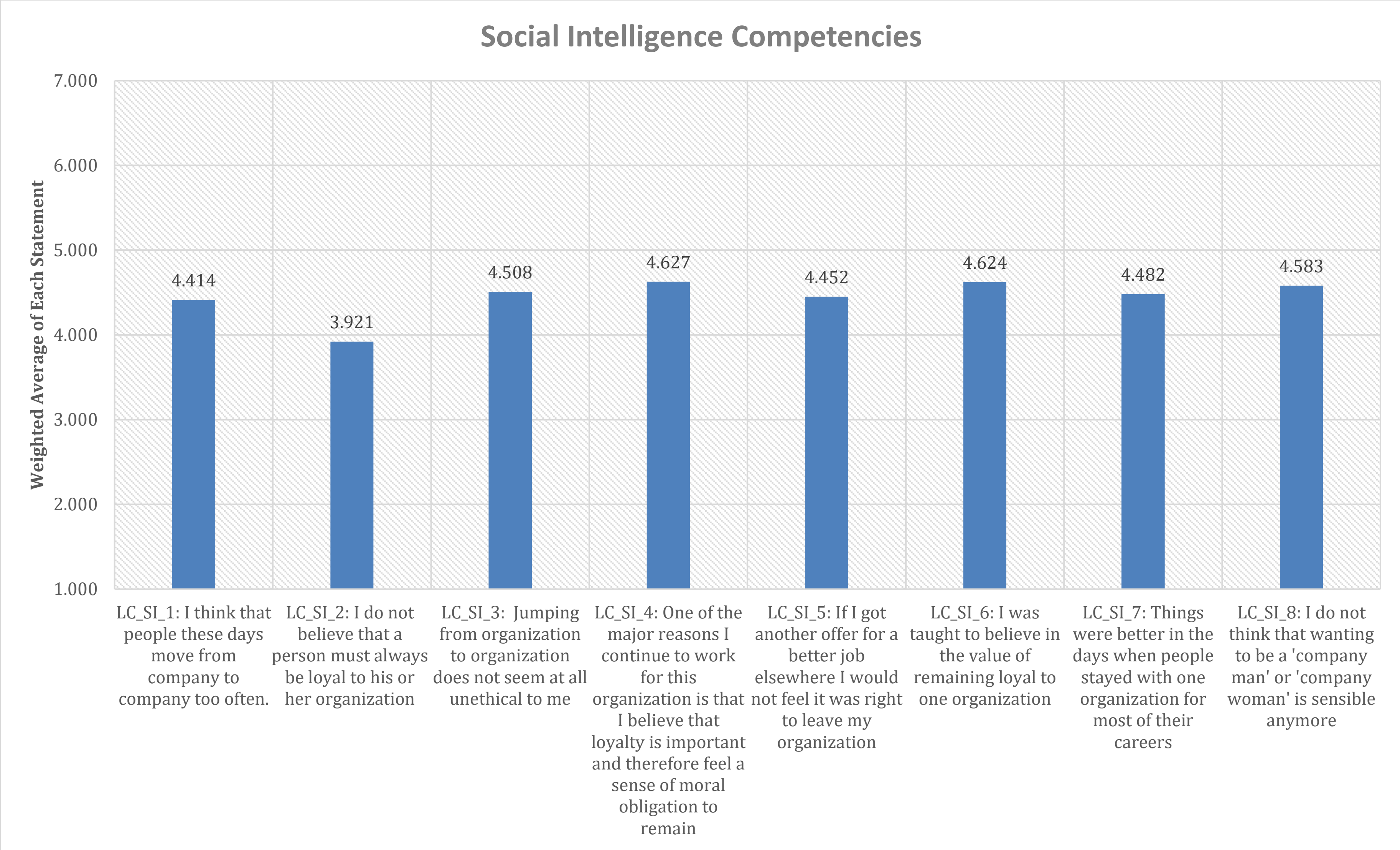
Appendix 19: Emotional intelligence competencies weighted average



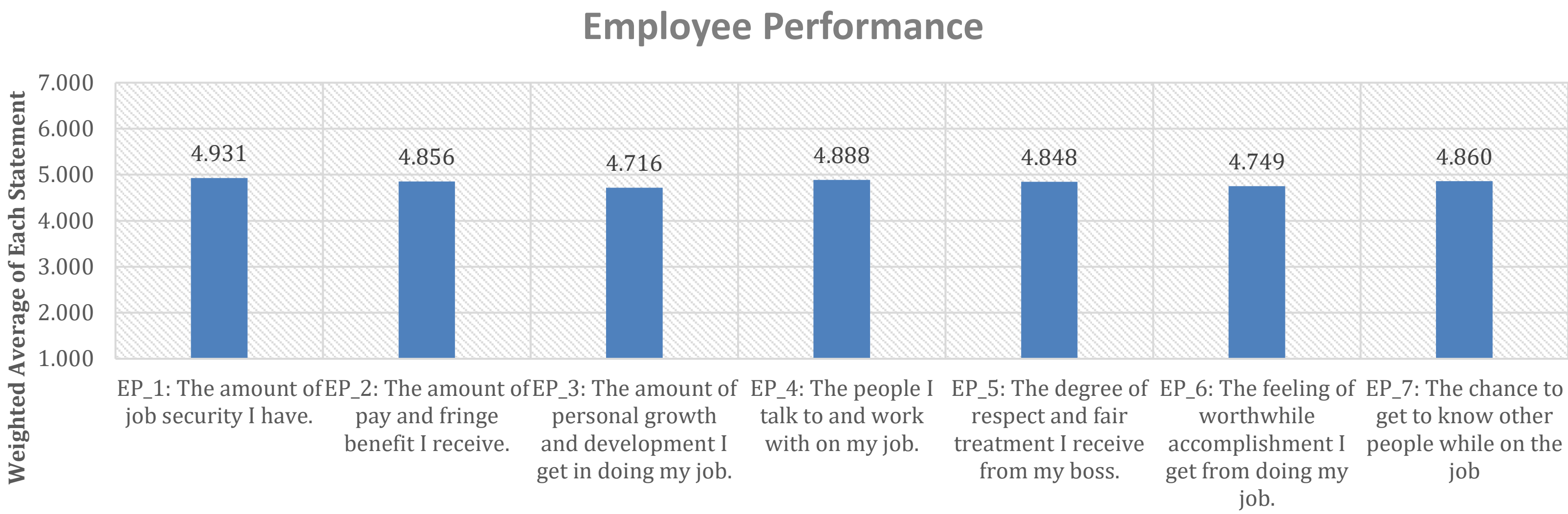
Appendix 20: Cognitive intelligence competencies weighted average

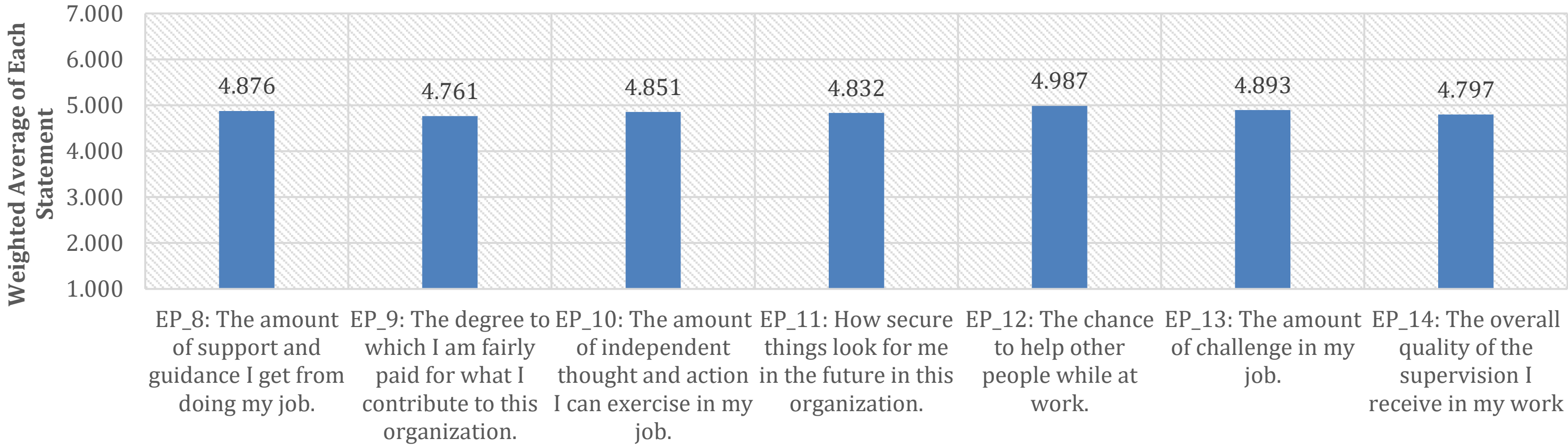


Appendix 21: Social intelligence competencies weighted average

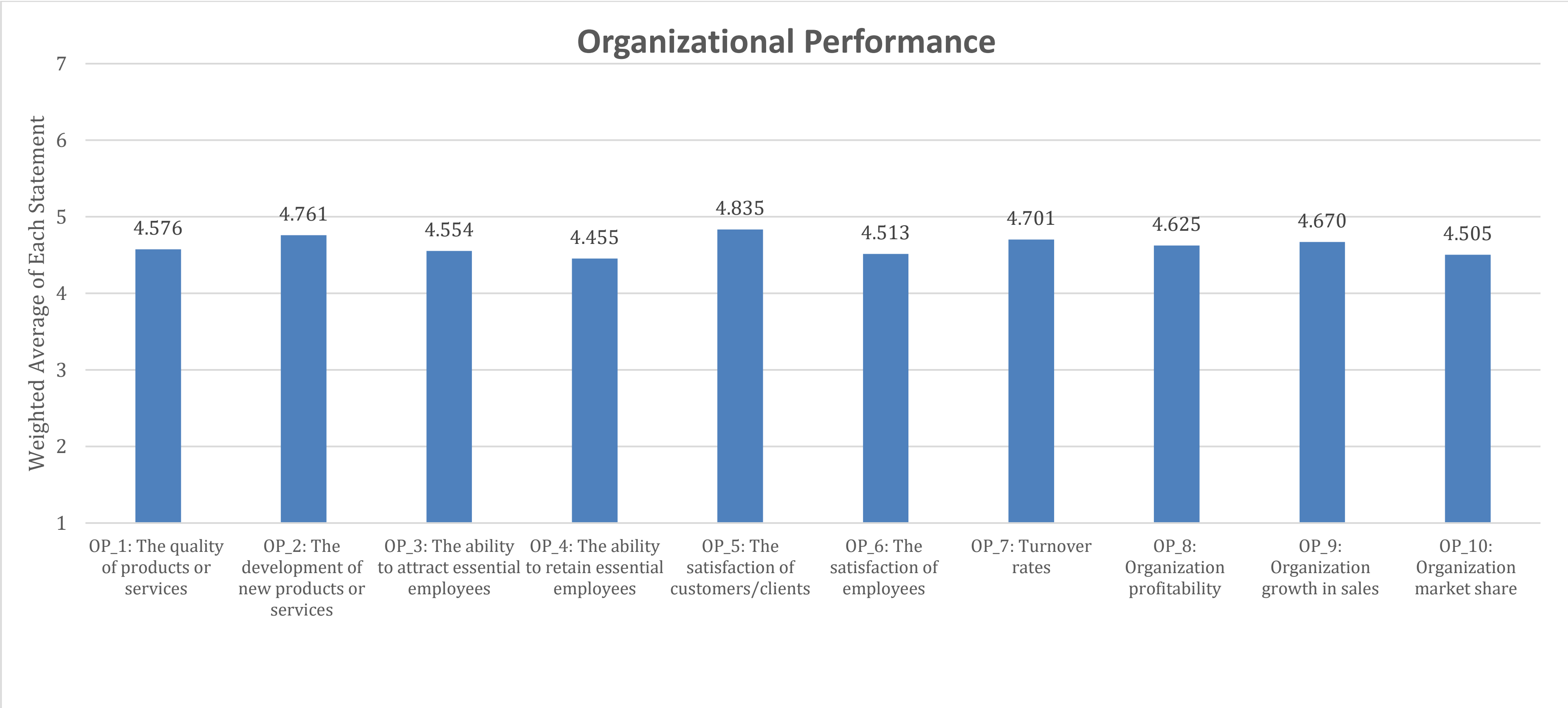


Appendix 22: Employee performance weighted average





Appendix 23: Organizational performance weighted average



Appendix 24: Questionnaire Data -Leadership Competencies (Emotional Intelligence)

Item	Question	Strongly Disagree		Disagree		Slightly Disagree		Neutral		Slightly Agree		Agree		Strongly Agree		Total Responses	Weighted Averag
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	out of 7
LC_EI_1	I would be very happy to spend the rest of my career in this organization *	40	6.60%	72	11.88%	105	17.33%	83	13.70%	57	9.41%	167	27.56%	82	13.53%	606	4.4422
LC_EI_2	I enjoy discussing my organization with people outside it	24	3.96%	57	9.41%	81	13.37%	133	21.95%	86	14.19%	167	27.56%	58	9.57%	606	4.5396
LC_EI_3	I really feel as if this organization's problems are my own	29	4.79%	45	7.43%	80	13.20%	105	17.33%	97	16.01%	183	30.20%	67	11.06%	606	4.6716
LC_EI_4	I think that I could easily become as attached to another organization as I am to this one	21	3.47%	63	10.40%	83	13.70%	127	20.96%	94	15.51%	153	25.25%	65	10.73%	606	4.5330
LC_EI_5	I do not feel like 'part of the family' at my organization	72	11.88%	117	19.31%	91	15.02%	119	19.64%	82	13.53%	102	16.83%	23	3.80%	606	3.6931
LC_EI_6	I do not feel 'emotionally attached' to this organization	72	11.88%	117	19.31%	104	17.16%	107	17.66%	90	14.85%	88	14.52%	28	4.62%	606	3.6634
LC_EI_7	This organization has a great deal of personal meaning for me	16	2.64%	32	5.28%	66	10.89%	125	20.63%	131	21.62%	182	30.03%	54	8.91%	606	4.7904
LC_EI_8	I do not feel a strong sense of belonging to my organization	54	8.91%	118	19.47%	97	16.01%	122	20.13%	91	15.02%	94	15.51%	30	4.95%	606	3.7921

Appendix 25: Questionnaire Data -Leadership Competencies (Cognitive Intelligence)

Item	Question	Strongly Disagree		Disagree		Slightly Disagree		Neutral		Slightly Agree		Agree		Strongly Agree		Total Responses	Weighted Average
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	out of 7
LC_CI_1	I am not afraid of what might happen if I quit my job without having another one lined up	54	8.91%	87	14.36%	81	13.37%	104	17.16%	86	14.19%	153	25.25%	41	6.77%	606	4.1617
LC_CI_2	It would be very hard for me to leave my organization right now, even if I wanted to	22	3.63%	42	6.93%	70	11.55%	127	20.96%	101	16.67%	183	30.20%	61	10.07%	606	4.7096
LC_CI_3	Too much in my life would be disrupted if I decided I wanted to leave my organization now	8	1.32%	41	6.77%	84	13.86%	109	17.99%	107	17.66%	194	32.01%	63	10.40%	606	4.8152
LC_CI_4	It wouldn't be too costly for me to leave my organization now	27	4.46%	76	12.54%	79	13.04%	136	22.44%	105	17.33%	131	21.62%	52	8.58%	606	4.3482
LC_CI_5	Right now, staying with my organization is a matter of necessity as much as desire	12	1.98%	31	5.12%	97	16.01%	109	17.99%	114	18.81%	179	29.54%	64	10.56%	606	4.7739
LC_CI_6	I feel that I have too few options to consider leaving this organization	21	3.47%	57	9.41%	82	13.53%	115	18.98%	119	19.64%	169	27.89%	43	7.10%	606	4.5396
LC_CI_7	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives	19	3.14%	53	8.75%	85	14.03%	126	20.79%	128	21.12%	152	25.08%	43	7.10%	606	4.5165
LC_CI_8	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice — another organization may not match the overall benefits I have here	14	2.31%	51	8.42%	88	14.52%	114	18.81%	117	19.31%	172	28.38%	50	8.25%	606	4.6254

Appendix 26: Questionnaire Data -Leadership Competencies (Social Intelligence)

Item	Question	Strongly Disagree		Disagree		Slightly Disagree		Neutral		Slightly Agree		Agree		Strongly Agree		Total Responses	Weighted Average
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	out of 7
LC_SI_1	I think that people these days move from company to company too often.*	32	5.28%	59	9.74%	93	15.35%	117	19.31%	95	15.68%	167	27.56%	43	7.10%	606	4.4142
LC_SI_2	I do not believe that a person must always be loyal to his or her organization	58	9.57%	96	15.84%	92	15.18%	123	20.30%	93	15.35%	115	18.98%	29	4.79%	606	3.9208
LC_SI_3	Jumping from organization to organization does not seem at all unethical to me *	24	3.96%	51	8.42%	79	13.04%	137	22.61%	116	19.14%	152	25.08%	47	7.76%	606	4.5083
LC_SI_4	One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain *	16	2.64%	55	9.08%	66	10.89%	131	21.62%	122	20.13%	166	27.39%	50	8.25%	606	4.6271
LC_SI_5	If I got another offer for a better job elsewhere I would not feel it was right to leave my organization *	29	4.79%	66	10.89%	82	13.53%	117	19.31%	103	17.00%	155	25.58%	54	8.91%	606	4.4521
LC_SI_6	I was taught to believe in the value of remaining loyal to one organization	13	2.15%	57	9.41%	74	12.21%	125	20.63%	110	18.15%	186	30.69%	41	6.77%	606	4.6238
LC_SI_7	Things were better in the days when people stayed with one organization for most of their careers *	21	3.47%	60	9.90%	81	13.37%	138	22.77%	97	16.01%	168	27.72%	41	6.77%	606	4.4818
LC_SI_8	I do not think that wanting to be a 'company man' or 'company woman' is sensible anymore	13	2.15%	60	9.90%	67	11.06%	150	24.75%	102	16.83%	165	27.23%	49	8.09%	606	4.5825

Appendix 27: Questionnaire Data – Employee Performance

Item	Question	Strongly Unsatesfied		Unsatesfied		Slightly Unsatisfied		Neutral		Slightly Satisfied		Satisfied		Strongly Satisfied		Total Responses	Weighted Average
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	out of 7
EP_1	The amount of job security I have.	24	3.96%	42	6.93%	60	9.90%	101	16.67%	86	14.19%	185	30.53%	108	17.82%	606	4.9307
EP_2	The amount of pay and fringe benefit I receive.	15	2.48%	43	7.10%	72	11.88%	123	20.30%	83	13.70%	171	28.22%	99	16.34%	606	4.8564
EP_3	The amount of personal growth and development I get in doing my job.	18	2.97%	51	8.42%	86	14.19%	104	17.16%	102	16.83%	161	26.57%	84	13.86%	606	4.7162
EP_4	The people I talk to and work with on my job.	10	1.65%	44	7.26%	63	10.40%	122	20.13%	100	16.50%	182	30.03%	85	14.03%	606	4.8878
EP_5	The degree of respect and fair treatment I receive from my boss.	19	3.14%	52	8.58%	70	11.55%	101	16.67%	92	15.18%	163	26.90%	109	17.99%	606	4.8482
EP_6	The feeling of worthwhile accomplishment I get from doing my job.	17	2.81%	56	9.24%	78	12.87%	102	16.83%	96	15.84%	172	28.38%	85	14.03%	606	4.7492
EP_7	The chance to get to know other people while on the job	12	1.98%	54	8.91%	70	11.55%	97	16.01%	98	16.17%	188	31.02%	87	14.36%	606	4.8597
EP_8	The amount of support and guidance I get from doing my job.	10	1.65%	45	7.43%	76	12.54%	109	17.99%	96	15.84%	179	29.54%	91	15.02%	606	4.8762
EP_9	The degree to which I am fairly paid for what I contribute to this organization.	14	2.31%	67	11.06%	59	9.74%	99	16.34%	112	18.48%	181	29.87%	74	12.21%	606	4.7607
EP_10	The amount of independent thought and action I can exercise in my job.	15	2.48%	47	7.76%	66	10.89%	100	16.50%	117	19.31%	179	29.54%	82	13.53%	606	4.8515
EP_11	How secure things look for me in the future in this organization.	27	4.46%	29	4.79%	61	10.07%	126	20.79%	109	17.99%	167	27.56%	87	14.36%	606	4.8317
EP_12	The chance to help other people while at work.	15	2.48%	36	5.94%	72	11.88%	84	13.86%	105	17.33%	200	33.00%	94	15.51%	606	4.9868
EP_13	The amount of challenge in my job.	15	2.48%	42	6.93%	66	10.89%	97	16.01%	128	21.12%	166	27.39%	92	15.18%	606	4.8927
EP_14	The overall quality of the supervision I receive in my work	20	3.30%	44	7.26%	73	12.05%	110	18.15%	94	15.51%	185	30.53%	80	13.20%	606	4.7970

Appendix 28: Questionnaire Data – Organizational Performance

Item	Question	Strongly Unsatesfied		Unsatesfied		Slightly Unsatisfied		Neutral		Slightly Satisfied		Satisfied		Strongly Satisfied		Total Responses	Weighted Average
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	out of 7
OP_1	The quality of products or services	77	12.71%	47	7.76%	0	0.00%	127	20.96%	115	18.98%	161	26.57%	79	13.04%	606	4.5759
OP_2	The development of new products or services	66	10.89%	30	4.95%	0	0.00%	123	20.30%	124	20.46%	194	32.01%	69	11.39%	606	4.7607
OP_3	The ability to attract essential employees	90	14.85%	37	6.11%	0	0.00%	120	19.80%	118	19.47%	161	26.57%	80	13.20%	606	4.5545
OP_4	The ability to retain essential employees	91	15.02%	55	9.08%	0	0.00%	115	18.98%	105	17.33%	166	27.39%	74	12.21%	606	4.4554
OP_5	The satisfaction of customers/clients	60	9.90%	31	5.12%	0	0.00%	129	21.29%	107	17.66%	196	32.34%	83	13.70%	606	4.8350
OP_6	The satisfaction of employees	96	15.84%	38	6.27%	0	0.00%	114	18.81%	115	18.98%	169	27.89%	74	12.21%	606	4.5132
OP_7	Turnover rates	66	10.89%	38	6.27%	0	0.00%	140	23.10%	92	15.18%	203	33.50%	67	11.06%	606	4.7013
OP_8	Organization profitability	76	12.54%	48	7.92%	0	0.00%	113	18.65%	113	18.65%	178	29.37%	78	12.87%	606	4.6254
OP_9	Organization growth in sales	71	11.72%	35	5.78%	0	0.00%	139	22.94%	110	18.15%	174	28.71%	77	12.71%	606	4.6700
OP_10	Organization market share	85	14.03%	40	6.60%	0	0.00%	137	22.61%	110	18.15%	171	28.22%	63	10.40%	606	4.5050