



College of Business

Master of Strategic Leadership

MSL500 Strategic Dimensions of Business Functions

Section 1

Fall Semester AY2018-19 Term B

Course Instructor: Dr. Avraam Papastathopoulos

GROUP RESEARCH PROJECT DESCRIPTION

TITLE OF GROUP RESEARCH PROJECT (GRP)

*Impacts of Leadership Styles on Employee Motivation in the Government
Sector of the Emirate of Abu Dhabi*



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A. Overview

This is a '*Group Assessment*' requiring you to produce one written *Group Research Project (GRP)*.

The GRP involves students evaluating the importance and significance of different leadership styles and their influence on employee motivation.

The purpose of this study is to address the gap in literature as it will cover exploring all four leadership styles (*Transformational leadership, Servant Leadership, Transactional Leadership, Authentic Leadership*) and their relationship with employee motivation. In addition to that this research should give leaders the knowledge on their current leadership style and the level of success it has in raising the level of employee motivation among their teams.

In this regard, this GRP is proposed to be conducted with the following objectives:

- 1) Explore the relationship between the servant leadership style and employee motivation.
- 2) Explore the relationship between the transformational leadership style and employee motivation.
- 3) Explore the relationship between the authentic leadership style and employee motivation.
- 4) Explore the relationship between the transactional leadership style and employee motivation
- 5) Explore and determine the different levels in the relationship between employee motivation and each of the leadership styles.
- 6) Investigate the relationship between culture and the leadership's styles.

B. Secondary Data Analysis

You must have a **minimum of 15 sources**, using a variety of types. You must have at least 5 resources outside of the materials you have used in this class. Outside resources may mean books and scientific articles (peer-reviewed papers in **SCOPUS** (<https://www.scopus.com/sources.uri?zone=TopNavBar&origin=searchbasic>), or **ABDC** (<http://www.abdc.edu.au/master-journal-list.php>) but is not limited to them. Resources may also mean films, interviews, artwork, as well as other things I may not have thought of. This whole sequence of assignments and activities is designed to encourage you to use writing as part of your research process, to use writing to help you learn.

You must have at least:

2 books (scholarly or trade (popular))

13 peer-reviewed articles (all being listed in SCOPUS, or ABDC Journals Quality Lists)

The types of references you choose will depend on the research subject and topic question you are addressing. Use the following format:

- Sources should be listed in ***alphabetical order*** by the last name of the author or lead author.
- Begin each entry with a bibliographic reference (author, title, publication info) using **APA format**. The references should be in APA Style using Microsoft Word (for more details see the attached file in Blackboard).
- All in-text citations should be included in the reference list, and all references should have in-text citations. **Use of Mendeley citation software** (<https://www.mendeley.com/>) **is preferred!!!**
- **For more information regarding the APA citation style**, please see a file named “Academic Integrity Policy” on Blackboard under the section “**Course Materials**” in the “**Assignments/Exercises**” folder.



C. Learning Objectives

The **GRP** of this assessment is designed to assess your ability to:

- Demonstrate a competent understanding of research methods, and methodological and philosophical underpinnings, applicable to research within the broad field of business, management, and leadership;
- Undertake a critical review of recent and relevant research appropriate to the development of the field of leadership and management understanding;
- Plan and produce an organized and logically planned and executed desk research approach to contributing to leadership and management theory and, where appropriate, practice;
- Write a final report that presents an authoritative account of your desk research;
- Plan and design an oral presentation of your project.

D. Proposed Structure of the GRP

The GRP must contain the following components: An outline of the purpose and content of each section is provided below:

1. **Introduction:** The introduction should give the reader a clear idea about the central issue of concern in your research and why you thought that this was worth studying. It should also include:

1.1 Statement of the problem

1.2 Need & justification of the study

1.3 Research aims & objectives

1.4 Definition of terms

2. **Literature Review:** The main purposes of your literature review are to summarize the major published literature in the field of your study and to set your study within its wider context and to show the reader how your study supplements the work that has already been done on your topic. The literature review, therefore, may inform directly your research questions and any specific hypotheses that your research is designed to test. Your literature review should have the following sections and sub-sections

2.1 What is presently known about the problem?

2.2 The relevant & pertinent literature on the purpose of the study

2.2.1 Transformational Leadership

2.2.2 Servant Leadership

2.2.3 Authentic Leadership

2.2.4 Transactional Leadership

2.2.5 Motivation

2.3 Organization of review and its justification

3. **Theoretical Framework:** A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. A theoretical framework guides your research, determining what things you will measure, and what statistical relationships you will look for

4. Discussion of the Review Findings and Implications

4.1 What has been learned?

4.2 What are the gaps in knowledge?

4.3 Research questions, propositions or hypotheses

4.4 Limitations and any basic assumptions of the study

4.5 Ethical issues and Procedures how was consent obtained in the original studies?

5. **Conclusion** - This should be a conclusion to the whole project (and not just the research findings). Check that your work answers the questions in the following table:

Do your Conclusions Answer These Questions?	
✓	Did the research project meet your research objectives?
✓	Did the research project answer your research questions?
✓	What are the main findings of the research?
✓	Are there any recommendations for future action based on the conclusions you have drawn?
✓	Do you have any overall conclusions on the research process itself?
✓	Where should further research be focused? (Typically this will consider two points: firstly, new areas of investigation implied by developments in your project, and secondly parts of your work which were not completed due to time constraints and/or problems encountered.)

Source: Saunders, M., Lewis, P., & Thornhill, A (2009). *Research Methods for Business Students* (5th edn), FT: Prentice Hall

References – You should cite all external sources in your text by using APA format. It is a good idea to start your references section at the beginning of the writing process and add to it as you go along. It will be a tedious and time-consuming task if left until you have completed the main body of the text. If you do leave it until the end, the time spent on compiling the reference section is the time that would have been better spent on checking and amending your report. **For more information regarding the APA citation style**, please see a file named “Academic Integrity Policy” on Blackboard under the section “Course Materials” in the “Assignments/Exercises” folder.

Appendices - *Supplementary material at the end of a book, article, document, or other text, usually of an explanatory, statistical, or bibliographic nature.* In general, **appendices** should be kept to the minimum. If they are so important that your reader’s understanding of the points you are making in the text makes their inclusion in the report necessary, then they should be in the main body of the text. If, on the other hand, the material is ‘interesting to know’ rather than ‘essential to know’ then it should be in the appendices.

Important Note: The above guide only contains a proposed format – it is not **definitive**. You must structure and justify your project to meet your research needs.



E. NOTES ON WRITTEN REPORTS

Always remember that you will be judged by the quality of your work, which includes your written work such as case study reports. Sloppy, dis-organized, poor quality work will say more about you than you probably want to be said! To ensure the quality of your written work, keep the following in mind when writing your report:

1. Proof-read your work! Not just on the screen while you write it, but the hard copy after it is printed. Fix the errors before submitting.
2. Use spell checker to eliminate spelling errors
3. Use grammar checking to avoid common grammatical errors such as run-on sentences.
4. Note that restating of case facts is not included in the format of the case report, nor is it considered part of the analysis. Anyone reading your report will be familiar with the case, and you need only to mention facts that are relevant to (and support) your analysis or recommendation as you need them.
5. You are highly encouraged to use tools, framework, and theories covered in this course to conduct analysis and synthesis and develop arguments. Clearly identifying and correctly matching theoretical basis while building arguments will help in securing good grades.
6. If you are going to include exhibits (particularly numbers) in your report, you will need to refer to them within the body of your report, not just tack them on at the end! This reference should be in the form of supporting conclusions that you are making in your analysis. The reader should not have to guess why particular exhibits have been included, nor what they mean. If you do not plan to refer to them, then leave them out.
7. Write in a formal manner suitable for scholarly work, rather than a letter to a friend.
8. Common sense and logical thinking can do wonders for your evaluation!
9. You should expect that the computer lab's printer or your printer will not be functioning in the twelve hours prior to your deadline for submission. Plan for it!
10. Proof-read your work! Have someone else read it too! (particularly if English is not your first language) This second pair of eyes will give you an objective opinion of how well your report holds together. ALL works MUST be TYPED and hard copy MUST be professionally presented – NO exceptions.



F. MY GRADING CRITERIA

There's no such thing as "the correct answer" to a case study question. Several answers. Generally, the instructors' use the following criteria when assigning a grade to a response:

1. The overall quality of a response's content
 - a. Does your response actually address a question?
 - b. How effective is your solution?
 - c. How original is your response?
 - d. Does your response contain sufficient details?
2. The degree to which a response shows understanding of concepts, frameworks, and theories covered in the course
 - a. Does your response actually use a concept, framework, or theory covered in this class?
 - b. Does your response get into specifics of a concept, framework, or theory?
3. The degree to which a response is logically coherent
 - a. Is there a line of thought that flows through your response?
 - b. Are your claims supported/illustrated with facts, examples, or illustrations?
 - c. Is your response well-structured?

G. USEFUL PAPERS FOR THE GROUP RESEARCH PROJECT

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2. Abu Dhabi Government. (2016). *About us*. Retrieved September 24, 2016, from <https://www.ecouncil.ae/en/Pages/default.aspx>
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4. Almansour, Y. M. (2012). The Relationship Between Leadership Styles And Motivation Of Managers Conceptual Framework. *Journal of Arts, Science & Commerce*, 161-166.
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11. Gentry, W. (2012). *Are Leaders Born or Made?* Brussels: Center for Creative Leadership.
12. James, H. J., & Wachira, H. W. (2013). Satisfaction Factors that Influence the Performance of Secondary School Principals in their Administrative Functions in Mombasa District, Kenya. *International Journal of Education and Research*, 2(1).
13. Jourian, T. (2013). *Trans*Forming Authentic Leadership: A Conceptual Framework*. Chicago: Iowa State University.
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15. McCleskey, J. A. (2014). Situational, Transformational, and Transactional Leadership and Leadership Development. *Journal of Business Studies Quarterly*, 117-130.
16. Men, L. R. (2010). *Measuring the Impact of Leadership Style and Employee Empowerment on Perceived Organizational Reputation*. Miami: Institute for Public Relations.
17. Mideast Capital. (2015). *The UAE Leaders*. Retrieved October 2, 2016, from <http://www.mideast-capital.com/the-uae-leaders>

18. Orute, R. O. (2015). Leadership Style and Employee Job Satisfaction In Kakamega County, Kenya. *International Journal of Management Research & Review*, 876-895.
19. Politis, J. D. (2004). Transformational and Transactional Leadership Predictors of the 'Stimulant' Determinants to Creativity in Organisational Work Environments. *The Electronic Journal of Knowledge Management*, 23-34.
20. Reddy, A. (2011). Impact of transformational and transactional leadership on employee job performance and job satisfaction in UAE banking sector. *International Journal of Business Economics & Management Research*, 1(2), 1-19.
21. Rose-Grant, L. (2016). *Exploring The Relationships Between Leadership Styles And Job Satisfaction Among Employees Of Nonprofit Organizations*. Retrieved October 1, 2016, from Adezproxy: <http://adezproxy.adu.ac.ae/docview/1798478720?accountid=26149>
22. Sendjaya, S. (2015). *Servant Leadership Research*. Retrieved October 2, 2016, from Springer: www.springer.com/cda/content/document/cda.../9783319161952-c2.pdf?SGWID
23. Sundi. (2013). Effect of Transformational Leadership and Transactional Leadership on Employee Performance of Konawe Education Department at Southeast Sulawesi Province. *International Journal of Business and Management Invention*, 50-58.
24. Taghipour, A. (2013). Job Performance: Mediate Mechanism of Work Motivation. *3rd World Conference on Psychology, Counselling, and Guidance*, 1601-1605.
25. Verma, N. (2016). *The Relationship between Leadership Styles and Job Satisfaction: A Case Study of Multicultural Educational Organizations in the United Arab Emirates*. Retrieved September 29, 2016, from www.leadingtoday.org: <http://www.leadingtoday.org/e-journal/the-relationship-between-leadership-styles-and-job-satisfaction-a-case-study-of-multicultural-educational-organizations-in-united-arab-emirates/>