Alignment of Transformational Leadership Skills and Strategic Planning with specific reference to Transformational Change Implementation; A Study of Automotive Sector in Dubai

Dissertation submission for the degree of Master of Business Administration, MBA

Mohamed, Gamal Abdelnasser Ibrahim
Cardiff Metropolitan University
Declaration and Statement

DECLARATION

This work is being submitted in partial fulfilment of the requirements for the degree of MBA, and has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed
Date 16.05.2018

STATEMENT 1

This dissertation is the result of my own work and investigations, except where otherwise stated. Where correction services have been used, the extent and nature of the correction is clearly marked in a footnote(s).

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

Signed
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STATEMENT 2

I hereby give consent for my dissertation, if accepted, to be available for photocopying and for inter-library loan, for deposit in Cardiff Metropolitan University's e-Repository, and that the title and summary may be available to outside organisations.

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Supervisor Declaration Form

Student Name: Gamal Abdelnasser Ibrahim Mohamed
Supervisor’s Name: Mrs. Andrea Steel

I acknowledge that the above named student has regularly attended the planned meetings and actively engaged in the dissertation supervision process. They have provided regular timely draft chapters of the dissertation and followed given guidance.

Signed ..............

Date 16.05.2018
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The Author,
Gamal Abdel Nasser Ibrahim Mohamed
Abstract

The implementation of the transformational change in the automotive sector is significantly important for organisations specifically in Dubai challenging current market. This research provides an empirical insight to aligning the transformational leadership and strategic planning to drive this implementation.

Two interrelated questions are considered: firstly, what are the challenges faced in aligning transformational leadership skills and strategic planning with specific reference to transformational change implementation; secondly, how effective alignment of leadership and strategic planning drives transformational change management. Answering these questions will enable the automotive leader to effectively utilise resources, enhance stakeholder participation and implement a sustainable transformational change.

Using a concurrent mixed methods research design that is incorporating an online-based purposely designed questionnaire and in-depth semi-structured interviews, 71 participants for the questionnaire and 3 senior leaders participated in the semi-structured interview. The questionnaire findings offer a detailed support for the skills development, aligning and correlating the planning through effective learning. The interview findings provide clear inputs in identification for the challenges faced in aligning the leadership and strategic planning, with focusing on the effectiveness of this alignment on driving the change implementation process. The analysis explore the faced challenges in the alignment, drive a discussion to overcome them and effectively drive the transformational change.

The research explored transformational leadership skills that form the leadership factors and correlate them to the strategic planning to overcome challenges and barriers to business development and effectively implement the transformational change in the automotive sector in Dubai.
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1 Introduction

1.1 Research Background and Rationale

Each market dictates its own rules according to current economic situations, customer’s demand and expectations. In Dubai the automotive market has its own situations which govern the organisational behaviour for to ensure sustainability and profitable growth for the organisation within the challenging conditions.

In the last two years, the automotive sector in the United Arab Emirates, specifically in Dubai became very challenging to an extent that forced organisations to change the entire business model and transform the business from one form to another form that can be processed with great focus on reducing the operational cost, improving performance and increase the capabilities of the existing staff who are willing to learn and develop themselves, alternatively to recruit talents that think differently and enable organisations to perform.

The transformational change equation is consisting of two sides, one side is to decide the change, and the other side is to implement this decided change. This implementation of this transformational change should respect the new emerging themes of the market and support the automotive organisation to remain the preferred customer’s choice by understanding the customer purchasing patterns, demographics, segments and expectations. After performing appropriate analysis and market scanning considering the political, economic, social, technological, legal and environmental factors; the desired change would be decided. Implementing this decided change is the area of interest of this research, and the reason behind this interest is believing that the implementation phase of the change will be directly responsible of that
transformational change being successful or not. The effectiveness and sustainability of the transformational change depends on the successful implementation through clear planning that overcome the challenges that might be faced.

Albert Einstein said that “problems cannot be solved by the same level of thinking that created them” (Einstein cited by White, 2018). Implementation of the transformational change demands a specific skills that form the transformational leadership style, which would enable the automotive leader to share his vision, communicate with this team, get the buy-in and engage them to participate in the change process effectively. These skills should be aligned to the change implementation and directed towards transforming to the business model that has been already decided.

Change implementation is a plan, and transformational change implementation is transforming the organisation from one form to another form which is involving new vision, mission and objective, therefore a new strategy. Hence, the implementation of the transformational change is a strategic planning process that involve organisational resources, process, and stakeholders

Aligning the leadership skills and strategic planning together to effectively support the successful implementation of the transformational change, is having its own challenges and by analysing those challenges it would be easier to overcome them and implement the change successfully.

Having said that, the alignment between the transformational leadership skills and the strategic planning with specific reference to the transformational change implementation; in the automotive sector in Dubai, is the topic of this research, aiming to explore the challenges while forming this alignment and the effectiveness of it once made.
Although, the research is for the automotive sector in Dubai as the case study, however examining the correlation between the leadership skills and strategic planning in nature would be applicable to certain extend to other business sectors, where analysing those challenges would enable the leader to overcome them. Knowing that each industrial sector is having its own business models, however the alignment attempt for the fundamental transformational leadership and strategic planning concept, would be quite similar in nature for various industrial sectors, which is adding value to this research.

1.2 Research Questions

Research questions were developed and refined after formulating the research topic and working title, each research question should provide an appropriately focused start for the research project, it should not be neither too long, too short nor too hot, should it be just right (Clough, 2012).

The following questions would address the research key points, and by answering them, the project would cover the research title:

1. What are the challenges faced in aligning transformational leadership skills and strategic planning?
2. How effective alignment of transformational leadership and strategic planning drives transformational change management?

1.3 Research Aim and Objectives

The aim of this research was to explore and analyse challenges in aligning transformational leadership skills and strategic planning with specific reference to implementing transformational change, through studying the automotive sector in Dubai. In addition, the research will evaluate how effective alignment of those two variables (transformational leadership skills and strategic
planning) drives the successful implementation of the transformational change management.

The objectives of this dissertation are the following:

1. Review critically of relevant literature to develop a conceptual framework for aligning the transformational leadership skills and strategic planning to support implementing the transformational changes.
2. Examine the level of correlation between the transformational leadership and strategic planning.
3. Explore the challenges in aligning transformational leadership skills and strategic planning options with specifics reference to implementing transformational change.
4. Evaluate the effectiveness of aligning the transformational leadership skills and strategic planning to drive the implementation of transformational change.

1.4 Research Route Map

In this introduction the researcher would provide route map to provide guidance through the rest of the project report by giving a brief details and an overview of the content of each chapter.

1.4.1 Overview on Literature Review

The literature review chapter would discuss transformational leadership style and its four factors, then discuss the leadership practices to overcome the leadership challenges. Through this discussion the transformational leadership essential skills would be extracted.

Then, discussing the strategic planning would follow with focusing on the strategic planning techniques and options relevant to the automotive sector.
Further later, the transformational change would be discussed in concept with exposure to the relevant change models.

This literature guided an attempt to align the extracted leadership skills and strategic planning techniques with specific reference to the change implementation process through aligning diagram and conceptual framework which were illustrated at the end of literature review chapter (see fig 2.2 and 2.3).

1.4.2 Overview on Research Methodology

This research adopted positivism philosophy with axiology assumption at the initial stage, as the research progressed it derived epistemology philosophical assumption where the concept got simplified to serve the research purpose. The researcher adopted pragmatism philosophy to discover practical knowledge with reference to problem solving contribution.

The approach to the theory was through deductive and abduction approach with mixed methods as a methodological choice. The time horizon was cross sectional that entertained survey and case study strategy to serve the purpose if the research.

Heterogeneous purposive Non-probability sampling was used for deciding the questionnaire sample and systematic probability sampling was used for deciding the semi-structured interview sample.

Quantitative primary date collected through questionnaire and qualitative primary data collected through semi-structured interview. The questionnaire was interpreted in Excel® that enabled presenting the findings and analysing results through relevant charts and graphs, where the thematic analysis was the technique to analyse the interview findings.
1.4.3 Overview on Research Findings and Analysis,

The findings chapter presented a straightforward results and findings of the questionnaire and interview. The questionnaire consisted of 10 questions, populated to 144 participants as per the minimum calculated sample. The responses received from 71 respondents which formed a response rate of 49.3% out of expected response rate of 50%. For the interview, five senior leaders were invited to participate over the phone and face-to-face. The findings of the questionnaire were presented through charts and graphs.

The key findings were that:

a. 45% preferred the leadership that about doing it together
b. Monetary reward was the choice of 68% of respondent
c. 39% of respondents prioritised improving their weakness
d. Respondents who think and do are forming 63% (45 of 71) of the total response
e. 25% expected their leader to inspire and motivate them and 29% expected listening and trust.
f. 50% agreed that through learning and improving competitive advantage, the organisation would meet customer’s expectation.
g. 56% of the combined response dictated that organisational culture was the main barrier beside lack of training with 25% of response
h. Explored skills were; applying knowledge, sharing knowledge, professional communication, excellent understanding to the market, effective negotiation and influence skills.
i. Challenges are mainly in four themes; diversity, resources, organisational structure and disruption.
j. The alignment can drive the change effectively through appropriate communication, knowledge and sustainability.
For the analysis, questionnaire was divided into three major sections. The objective of the first section was to explore the required skills with focus on the motivational factors and the expectation from the leader. The objective of second section was to enable the researcher to align the planning phase with the demand of required skills and learning with focusing on the communication channel. The objective of third section was to explore challenges while implementing the change that would be faced while aligning the skills to the planning. Those challenges would result while developing strengths or improving weaknesses.

By knowing the expectation from leaders, motivational factors, learning styles, preferred communication the researcher would be able to align transformational leadership skills and strategic planning.

The semi-structured interview consisted of eight questions; Q1, Q2, Q3 and Q4 were discussing the leadership skills and planning perceptions and techniques. Q5, Q6, Q7 and Q8 were directly discussing the challenges in aligning transformational leadership skills and strategic planning. In addition to the effectiveness of aligning the transformational leadership skills and strategic planning to drive the implementation of transformational change successfully.

1.5 Summary

Introduction chapter has outlined the research project by providing an over view on the content of each chapter to provide the route map and the guidance through the entire project including literature review, methodology, finding and analysis. That is in addition to demonstrating clear research aim and full statement of the research questions and objectives
2 Literature Review

2.1 Introduction

In this chapter, the researcher reviewed the relevant literature to transformational leadership theory, practices shared by authors in this field, and the skills required to fulfil the requirements in respective leadership stage on the leadership pipeline. Then reviewed the literature for the strategic planning definition, concept and techniques for internal strategic planning. Then an overview of the transformational change and the implementation process with reviewing Kurt Lewins’ 3-phase and Kotter’s 8-Step change models.

This literature would have a guidance on the process starting from acquiring necessary skills, then practicing those skills in reality to allow himself to progress in the leadership pipeline with clarity on the internal strategic planning techniques that drives the successful transformational change implementation. Through critically reviewing the relevant literature of those three fields. This provided an attempt to find the link between skills of transformation leadership and the strategic planning with specific reference to transformational change implementation that would help the leader in automotive sector to align his skills and acquire new skills that enhance the transformational leadership style.

2.2 Transformational Leadership

Transformational leadership style has been a centre of number of business studies, this style is linked with the organisational benefits and although the effects of this style are well discussed and documented however, its antecedents are also less. The transformational leadership style is directed towards change and towards the improvement of both; individual and collective performance. The transformational leader is continuously working on
developing the individual to ensure the team performance. (Phaneuf, et al. 2016)

According to Bass 2009, the transformational leadership style is conceptualized through four factors which are mandatory to accomplish the successful transformation of followers. Firstly, Individualized Consideration, this factor is signifies that the leader is paying extra attention towards respecting and caring about his employees; their needs and their development paths. Secondly, Intellectual stimulation, this factor is implies the way where the leader challenges the normal assumptions, dreams big, takes risks, creates new ideas in the mind of his employees, is open to innovate and his readiness for the change. Thirdly, Inspirational Motivation points out the leader’s ability to motivate his employees in order to increase their performance by sharing the future vision in attractive manner that can raise their expectations. Forth factor is the Idealized influence, this factor highlights the leader’s charisma and attitude, the leader’s behaviour that gains the respect and trust of his employees that makes him considered as a mentor or role model for motivation and influencing.

Transformational leadership style focuses on the development of followers and their needs. Leaders who exercise this style of leadership concentrate on the development of values and beliefs of their employees as well as the development of their skills and their motivational level as parts of their success as leaders. (Ismail et al., 2009)

According to Drucker, results can judge the success of the leadership in any organisation (Van Vliet, 2010). One side of researchers are assuming that leaders are born with the leadership qualities while other side of researchers said that leaders can be made, and yet, both sides are right, because while being some inborn qualities that make a leader, they alone are not enough to be successful leader. These qualities need to be developed through acquiring
skills that need to be accumulated and developed within the time to have the successful and effective transformational leader. Also, Howell and Frost (1989) confirmed that there is a positive relation between leadership style and organizational performance.

2.3 Leadership Effective Practices

Leaders get people moving, and they energize, mobilize, and take both people and organisations to the place where they have been never before (Kouzes and Posner, 2012)

According to James Kouzes and Barry Posner, the leader should be practicing five practices to be effective and successful. **Firstly, Model the Way**; this is the first step the leader should take towards his leadership path, the leader should discover his personal values and beliefs, he must discover the right set of principles which provide guidance to him whenever decisions and actions are taken, this step is also guiding him to speak for his organisation and employees not only to speak for himself and at this step the leader maintain the consistency between his words and actions. During this step there are some commitments that shape the leader's effectiveness such as: **clarifying values**, and **aligning his actions** with the shared values.

**Secondly, Inspire a Shared Vision**; there are no guarantees or easy paths to success, however, effective leaders look forward to the future and hold ideas and vision in their mind. This vision in the leader’s mind alone cannot achieve results, the leader must get others to see the positive future possibilities and getting them excited about those possibilities, the leader show his employees and his top management how his values and interests will be servicing the long-term vision, he should express himself and his vision in such way that attract followers and senior teams through his energy, passion with strong persuasion techniques. At this step there are other commitments such as: **Envision and**
Imagination of the future possibilities and getting others on board by attracting them to his aspirations, at this step the leader must walk the talk. **Thirdly, Challenge the Process**, any challenge can be the opportunity for greatness, the employees can do their best when they feel the chance to change the way of doing things, the leader should seek, accept and welcome challenges so that he can test his ability and he treats every assignment as an adventure, majority of innovations will not come from the leader, instead, it will come from the followers, the leader ignites the primer through challenges and opportunities and motivates his employees, takes the calculated risks and treat failures as learning and development opportunities. At this step the commitments are: Searching for **opportunities**, looking for **innovative ways**, and **take risks** that helps generating **small wins** through learning from experience.

**Forth Practice** is Enabling Others to Act; smart leader knows that he cannot do it alone and by having partners on board he can achieve extraordinary things in the organisation. The leader sets collaborative goals and cooperative relationships among his team, involve his team in decision making and taking. He has to make them feel like owners of the success, the group efforts will be sustainable through the mutual respect that creates the environment where the people are understanding that they have the same supreme objective. Leader effectiveness at this stage is necessary to make his people feel strong, capable, and confident to deliver desired results on time. The leader is committed at this step to **Adopt Collaboration, Building Successful Business Teams**, and **Developing Competencies**.

Finally, the **Fifth practice; Encouraging the Heart**, achieving great result demands great efforts, there is no shortcut to success, the leader encourage the heart by recognizing contributions that can be done through simple ways such as smiling or saying thank-you, that will let others know their importance.
and value to the organisation they worked for, also that will promote the employee’s Loyalty towards his organisation and customers as well. At this step the leader has different commitments such as: recognizing and rewarding his people, celebrate with them the victories for achieving the results even it is small wins.

The best-kept secret for the leader is loving leading, being passionate about his employees who do the job, his organisation performance, his customers who are using the provided services and products. Recognition is the most powerful currency leaders have. (Kouzes, 2012).

2.4 The Leadership Powered Organisation

While James Kouzes and Barry Posner have explained the five practices to overcome the leadership challenge, Ram Charan, Steve Drotter and Jim Noel have taken the leadership journey from the organisational aspect explaining the required qualities for each leader in his position through the leadership pipeline. The leadership pipeline represents the actual requirement at different leadership levels as well as the skills set required to be acquired to allow the leader to go to the next level.

The reason behind discussing this pipeline is to investigate and explore the required skills and situational challenges that the leader may be facing while implementing, managing, and reinforcing the transformational change in the organisation (see appendix 1). In this leadership pipeline, authors discussed the six levels of leadership where there are different skills required to be acquired to enable the leader fulfilling the demand of the new responsibilities in each step to be successful in his new organisational position (Charan, et al. 2012).
2.5 Internal Strategic Planning Techniques and Options

The Strategic Planning would be defined as a highly important activity of preparing a critically-determined set of decisions and objectives, coupled with a well-defined processes and actions, powered by correctly-allocated resources, by which, those objectives will be achieved so as to position the organisation on the intended business and economic scale and contribute positively towards the stakeholders (see appendix 12).

Although strategic planning is a defined set of activities, techniques vary and as discussed earlier with respective authors. For automotive industry, it can be extracted that essential techniques can be same among the writers and that include; establishing the organisational mission and its strategy, scanning the business environment including market, competition, regulations, technologies, demographics, and the economy which can be explored by applying PESTLE\(^1\) analysis, setting strategic objectives, developing plan of necessary actions, allocating the resources, deploying the mission and plan into lower levels of the organisation, monitoring results, measuring performance, assessing the mission and evaluating the plan.

However, techniques involved in internal strategic planning and internal management for the automotive sector would include the following variations; clarifying driving forces, future vision and the concept of the business and each function, analysing and determining priorities of the stakeholders, assessing internal weaknesses and strengths as well as external threats and opportunities for the overall business as well the departmental function inside the organisation which can be done through conducting SWOT analysis and identifying the core competencies, financial and operational performance indicators that creates the competitive advantage.

\(^1\) PESTLE : Political, Economic, Social, Technological, Legal and Environmental
Internal strategic options will be formed through applying SWOT² analysis and identification of both internal Weaknesses and Strengths within the organisation and the departmental functions in order to meet the overall objectives for the strategic decisions taken by the organisational leadership team.

Taking this matter into the research scope, by analysing the internal competencies and identify the internal weaknesses and strengths with looking at the opportunities and threats, internal strategic options can be mapped and determined, and applying those techniques in the automotive sector in Dubai, the researcher would extract that there are strategic options related to this industry that would be used by organisations in this sector.

When analysis outcome **demonstrate specific strengths faced by specific threats**, then the strategic thinking might be directed towards reallocating resources such as restructuring, penetrating new markets such as export, develop new products to serve another segment of customers. Strategic options would be a **diversification or a horizontal integration**. When it **coupled with opportunities**, then **strategic thinking can be aggressive** and directed towards penetrating the existing market, in this situation new strategic planning options would be **market development such as raining the expectation bar of customer for the proposed goods for sales, or alternatively vertical integration; both sides forward or backward**. Alternatively.

When analysis outcome **demonstrate weaknesses faced by specific threats**, then the strategic thinking might be directed towards defending or sometimes quitting, and then the strategic planning option would be either defensive strategy or liquidation. However when **there are opportunities that can be seen**, then the strategic thinking might be directed towards resources

² SWOT: Strengths, Weaknesses, Opportunities and threats.
reduction and finding new ways, and then the strategic planning options would be either a risk-assessed retrenchment, joint ventures or strategic alliances such as merging or acquisitions. **Those multiple options will form the guideline for the strategic planning options for the automotive leader in his organisation based on the internal Analysis.**

2.6 Transformational Change

Robert Gass, the co-founder of Rockwood leadership institute, discussed and wrote about the transformational change in details, he said that the Transformational Change is an approach to systems, it should be fundamental and irreversible change from one form to another form. This change involves the heart as well as the mind, it derives its power from people and behaviours. This change is multi-layer process which integrates a range of elements holistically, and as a change process it aims to be enduring, a second nature and sustainable. And as result from the readings, the researcher here can define five criteria that shape the transformational change.

**Firstly, it involves penetrating multiple layers** in the business model to change what seems to be improper and touch what was thought to be requiring long time, and may be quickly get it changed, it sees obstacle in each layer as an opportunity to . **Secondly, it is about being the change:** that means when the change is demanded the change process should reflect the change required to be implemented and through this the trust can be gained from the change agents that allow the change to be implement with minimal resistance and instead of resistance to change, stakeholders will hold accountability and ownership of the change.

**Thirdly, it formalize and illuminate positive vision:**; even it is important to define the required activities to be changed, the transformational change is underpinned by the power of the positive vision that focus on what is needed
to be created to change and improve the existing rather than the negativity of the existence. Which means the inspiration by focusing on the positive possibilities. **Fourthly, it relies on collaboration and balances dynamic interaction with what beyond control;** the change process is to set a desired picture and then work hard to achieve it, however the transformational change is about vision and collaborating with the people, appreciating their contribution, employing their energy and understanding their needs to control what can be controlled and interact dynamically with facts out-of-control. The successful transformational change is deeply depending on the given attention to the needed activities and skills that working in harmony with the real life in this world.

**Fifth Criteria, it happens at all process levels:** although the change in each individual is worth studying, however the transformational change focuses on the holistic change in mind and heart, involving people through collaboration. Applying the change models of change will be having specific steps and in each step the transformations change concept will be there to insure the implementation of the transformation change across the process which can be the main pillar in ensuring the irreversibility of the change after being implemented (Gass 2010).

2.7 Implementing the Change

The process of change has a predefined steps, those steps have been defined by respective writers since decades. In 1940’s Kurt Lewin developed the first change process model as a Three-phase process; **Unfreezing Phase, Changing Phase, Refreezing Phase.** Further later, John Kotter stated that change process can be carried out through eight steps. Kotter’s 8-Step Model which would be stated as follows; **Creating Urgency, Form a Powerful Collaboration, Inspire a shared Vision for that Change, Communicate it**
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...to get the Buy-In, Empowering People, Celebrate Quick Wins, Keep Building-on the Change, and Make it Stick. Those eight steps can be defined as a detailed steps for Kurt Lewin’s model and would be categorized into three themes; the first theme is creating a climate for the change. Second theme is motivating, engaging and enabling people. Third theme is reinforcing and sustaining the Change.

With respect to the change implementation, the researchers found that Kotter’s eight steps can be defined as a break down for Kurt Lewin’s model and would be categorized into three themes; the first theme is creating a climate for the change, this theme can be seen as unfreezing the existing situation; this theme included the first, second and third steps. The Second theme is motivating, engaging and enabling people; this theme would be seen as the changing phase in Kurt Lewin’s model and it included the fourth, fifth and sixth steps. The third theme is Reinforcing and Sustaining the Change which can be lined with the Refreezing Phase and that theme included the seventh and eighth steps. Holistically, this can be demonstrated by the as shown in Fig 1-1:

![Fig 2.1 Change Models Alignment](image-url)
2.8 Critical Review on the Discussed Literature

From the reviewed literature on leadership, according to Bass (1980), it was found that the transformational leadership is underpinned by four factors; Inspirational motivation, Idealized Influence, Individualized consideration, and Intellectual Stimulation. Furthermore, James Kouzes and Barry Posner (2012) stated five practices to be followed to overcome the challenges in leadership path, where the leader should Model the Way, Inspire a shared Vision, challenge the process, enable others to act, and encourage the heart. Those practices were agreed as stated by Dereck Brown (2015) who defined the ways to be a successful leader could be summarized on the acronym ICEE, which states for Inspire, Challenge, Enable and Encourage. On the other hand, Ram Charan, Steve Drotter and Jim Noel (2012) have defined six passages to different leadership positions in the organisation, each passage has specific responsibilities and consequently demanding specific skills to be acquired to enable the leader to progress his leadership pipeline.

From the reviewed literature on strategic planning, after defining the term “Strategic” and the term “Planning”, Fred Nickols found that the internal strategic planning have specific techniques that are dedicated to the business model. Holistically, the researcher extracted that by acquiring necessary skills for the leadership pipeline, the leader in the automotive sector will be able to practice the five practices and he will form the foundation of the four transformational leadership factors. For automotive sector, the planning techniques and options would be arranged and linked with the transformational leadership skills and practices as follows:

**Analysis and Assessment technique of the internal weaknesses and strengths;** which could be done through SWOT analysis with an overlook to the opportunities and threat to specific business unit or functional department
which includes identifying priorities, driving forces and sharing a vision to enable the leader to form the suitable strategic planning option that were discussed in the literature. To have this technique performed successfully, the leader should practice to inspire a shared a vision, and set values and beliefs to assess the strengths and weaknesses working for those values, beliefs and vision. That can be done when the leader forming the foundation of the inspirational motivation factor by Modelling the Way and Inspiring his vision which can be done when the leader is a Self-Motivated and Self-Started individual who can calculate and Take Risks with Visionary Thinking.

**Strategy Development techniques**; which includes the mission development, stakeholder analysis, strategy communication, and objective setting. This technique needs an individual with Charisma that allows him to communicate and negotiate successfully with stakeholders and team members to challenge the process, and trust is required to get their buy in, although charisma can be considered as in-born privilege, however that demand the leader to from the foundation for the Idealized Influence factor which can be improved by enhancing the communication and negotiation skills.

**Strategy Execution techniques**, which involves resources allocation, operational tactics, action plan, and measuring the progress. That can be done when the leader form the foundation the Individualized Consideration factor which allows him to enable others to act by giving them the area to perform and measure their progress, which can be done when the leader is a good listener, adaptable and willing to learn from experience.

Finally, **Evaluation and Refinement techniques**, which includes monitoring results, improving performance and refining the strategy based on faced reality. This technique demands the leader to have the Intellectual Stimulation which is helping him to encourage his team and stimulate their contributions to get
them on track with any real facts that alter the plan, this needs an advanced time management skills to enable the leader to give time to his team as well as solve problem solving ability, conflict resolution skills, and being thankful for their exerted efforts. It can be extracted that the leader who is equipped with necessary skills, practicing the leadership practices, and forming a solid structure for the transformational leadership factors; will be able to plan strategically using the right techniques.

The alignment of transformational leadership skill and strategic planning with specific reference to implementing the transformational change, can be demonstrated as an attempt by the researcher as shown in Fig 2-2

![Fig 2-2 Aligning Transformational Skills and Strategic planning with specific Reference to the change process](image)
2.9 Summary

Implementing the transformational change needs the transformational leadership skills and strategic planning techniques to be aligned to produce the effectiveness of the process, the alignment of skills and strategic planning will drive the change process in the direction where automotive organisations in Dubai needs to reach through their employees’ core competencies.

There are challenges in acquiring those skills and challenges in aligning the skills to the strategic planning to drive the implementation of the transformational change and this open the door for further discussions and analysis through this research in next chapters.

There were three dimensions of the change; change context, change process and learning dimensions. The context dimension refer to resources that facilitate the process, the process dimension incorporates principles of implementing change. The third dimension was learning. The learning dimension tackles the introspective capacity of the organization (Soparnot, R. 2011).

The attractive point here, is finding that the change is connected to the learning which an important aspect of the strategic planning.

By reviewing the relevant literature, as an attempt from the researcher, the process can be illustrated as shown in Fig 2-3, the researcher found that transformational leadership skills and internal strategic planning are connected and should move faster than the change process to enable driving the implementation and directing the implementation towards the right direction effectively.
The transformational leadership and strategic planning were illustrated in the smaller gears as should be faster in response than the transformational change process where refining the implementation plan should be recognised by the transformational leaders who is having the sufficient skills and who can plan proactively after detecting any area that could be refined.

Fig 2-3 Conceptual Framework
3 Research Methodology and Design

3.1 Introduction

In this chapter, the researcher would demonstrate the research setting including philosophy, approach, methods, purpose, time horizon, strategy, ethics, access, reliability, validity, sampling techniques and calculation, data collection and data analysis techniques.

3.2 Research Philosophy and Philosophical Assumptions

Saunders (2016) said that the research philosophy refers to beliefs and assumptions about the development of the research theory and knowledge.

In this research, the researcher adopted positivism philosophical position seeing the theory and aligning the leadership theories to strategic planning theories, and by being neutral of what was researched the philosophical assumption was Axiology. With natural progress of the research process, the concept got simplified to serve the purpose of the research and the focus was on the perceptions and interpretations of authors and writers contributing to the knowledge development of the research theory, which derived an epistemology assumption. Through the same assumption with advocating a subjectivism extreme, the researcher adopted the pragmatism Philosophy to discover the practical meanings of the knowledge in the automotive sector as a specific context with specific reference to a problem solving and future practice as a contribution to the true theories that enable actions.
3.3 Approaches to the Theory Development

The researcher used the deductive approach to the theory development and the approach was adopted because it allowed building the knowledge from the generalising to specific, since the data was collected to explore themes and patterns, the deductive approach was followed by an abduction approach. The reason for using abduction approach, is that abduction approach helped the researcher to locate those themes in a conceptual framework that can be tested through the collected data, to incorporate the existing knowledge with new add-ons by linking multiple theories.

3.4 Methodological Choice

Within the research sturdy, the researcher adopted a combination of three philosophical positions; positivism, interpretivism and pragmatism through the different stages of the research. That combination influenced and comprehended a characteristics of mixed methods research. In this mixed methods research quantitative and qualitative techniques are combined (Saunders 2016). Combining both techniques would have variations due to the extent and way of combining (Nastasi et al. 2010). Serving the purpose of the research and adhering to the time limitations, this research methodological choice was Concurrent Simple Mixed Methods. Using this design would provide richer data in a shorter time scale and more practical than sequential mixed methods.

There are further reasons to use mixed methods design, one of those reasons is Interpretation; the qualitative method would help explaining the generated variables from quantitative method results. Second reason is Focus; focusing on the leadership challenges as macro prospective from the quantitative technique and the micro prospective from the qualitative technique. Third
reason is Problem Solving; as using mixed methods can one method to help for more exploration or qualification for the results of the other method. Finally, the confidence, using mixed methods will eliminate one method to affect the findings and by combining the findings of mixed methods will lead to a confident conclusion.

3.5 Research Purpose, Time Horizon and Strategy:

This research is combining the exploratory and explanatory purpose, during this study and initial stages of the research the explanatory purpose was dominant as the research started with attempt for establishing a link and aligning two variables; the Transformational Leadership Skills and Strategic Planning by explaining the relationship and the strength of the link in various situations and leadership stages. Commencing with a broad focus, as the research progresses the exploratory purpose was dominant through asking open questions to discover practically the link between and to explore challenges to aligning both variables with specific reference to the transformational change implementation. It was noticed that the exploratory study adaptable and flexible where the researcher was required to be willing to receive new inputs and data that might adapt the direction and generate different themes in addition to what was reviewed in the literature.

The research is conducted in a cross-sectional period of time, this time horizon is dictating that the data should be collected in short period of time, however the process of collecting data should be focused and relevant to the research purpose. The cross-sectional studies often dictate a survey strategy (Saunders et al. 2016), however it may involve collecting qualitative data through interview conducted over a short period of time.
This research is following a survey research strategy, this strategy is adopted to collect the data and answer the question that started with “How” and “What”, this strategy is allowing the collection of the data using questionnaire from a sizable population enabling the researcher to standardize the quantitative collected data. Although the study is cross-sectional, however, being targeting a specific sector in specific location i.e. “Automotive industry sector” in “Dubai” that entertained the Case study research strategy. Case study strategy enabled the research to be in-depth within the real-life setting (Yin 2014), which has the ability to generate insights leading to rich and valuable development of the theory, knowing that the researcher is part of this industry or this case which is scope of this study. Hence this study combined two strategies; the survey and the Case study strategies.

3.6 Research Ethics, Reliability, Validity and Access:

This research is ethically approved from the ethics committee of Cardiff Metropolitan University. In terms of ethics, the study is not requesting any confidential financial, commercial or human resources data, since the objectives this research are to explain the alignment of transformational leadership skills as the first variable and strategic planning as the second variable, then explore the challenges to make this alignment and the effectiveness of this alignment with reference to the implementation of the transformational change without any exposure to financial, or personal related questions that would lead to ethical issue.

The research would be seen as reliable study by eliminating the participants’ contribution errors and bias through selecting convenient times for conducting the interviews and reducing heavy follow ups on the questionnaire in order not to receive false response due to being in hurry. Furthermore, elimination of researcher error and bias, by being prepared for interviews, utilising sufficient
time for developing meaningful, critical and subject-related questions for both the questionnaire and semi-structured.

The research validity has been classified into 2 sections; internal and external. The research would be seen as internally valid, because the study demonstrated a valid and strong relationship between the two variables; transformational leadership skills as the first variable and strategic planning as the second variable. The alignment between them towards the transformational change. The research findings have reported statistically and demonstrated the valid relationship and correlation between the two variables (Cook and Campbell 1979)

In terms of external validity the questionnaire has been shared to the employees in the automotive sector which include sales, service, finance, material handling and administrative roles. With developed questions that were directed to leadership, planning, learning style and business development, in addition to targeting senior leaders in operations, aftersales, and brand sales and marketing, therefore that ensure the sample to represent the population and able to establish generalisability to the results of the research. There for the research would be seen as externally valid.

In addition to ethics, reliability and validity; Gaining access is critical to the essential to research quality. The access to questionnaire was internet-mediated access and the questionnaire was introduced to the population through internet based application and social networking. The questionnaire was developed through Survey Monkey® and responses was collected through the same method. Regarding the interview, the access gained traditionally and the participant information set was shared to the participants and consent form was read and signed by them prior starting the interview.
3.7 Sampling Techniques

In this simple concurrent mixed method research, there were to targeted population for different ways of collecting the primary data and sampling decision was based on two techniques; the probability and non-probability sampling.

For the quantitative data collection, the data cannot be collected from all the target population and sampling frame was not available because the population was across Dubai and split over competitors to my organisation, however the sample should represent the targeted population with a clear focus for selecting sample to explore key themes, which can be achieved through asking the different job categories in the automotive sectors including sales, aftersales, parts, supply chain, administration, quality and finance. Therefore the researcher used heterogeneous purposive sampling. At the time horizon of the research, the automotive sector had 4 market leaders (Statista 2017)

Out of those market leaders, each automotive organisation was having 1-2 senior leader, each leader handled 150-200 with average of 166 employees in Dubai.

For this research, this criteria led to total expected population of employees:

\[ 2 \times 200 \times 4 = 1600 \text{ employees} \]

The researcher conducted a pilot survey through face-to-face and over the phone for 40 respondents from the main market leaders, from the conducted pilot survey 3 (7.5%) respondents were not dedicated for the automotive operations and 37 (92.5%) respondents are belonging to automotive category. The confidence level was aimed to be 90% certainty and the error margin was aimed to be plus or minus 5%.
According to De Vaus (2014), the minimum sample size \( n \) can be calculated as follows (see Appendix 4):

\[
\text{Min. sample size} = 7.5 \times 92.5 \times \left[\frac{1.65}{5}\right]^2 = 693 \times (0.33)^2 = 693 \times 0.1089 = 75
\]

As the total population is 1600 which is less than 10,000, therefore the adjusted minimum sample \( n' \) can be calculated as follows:

\[
\text{Adjusted Min. sample size} = \frac{75}{1 + \frac{75}{1600}} = \frac{75}{1 + 0.047} = \frac{75}{1.047} = 72
\]

The response rate was estimated at 50%, and that derived the actual sample size \( n'' \) to be calculated as follows:

\[
\text{Actual Sample size} = \frac{72 \times 100}{50} = 144
\]

For the qualitative data collection, the frame sample was available since the count of leaders in the business unit is very limited to 1-2 senior leaders with 150-175 persons are working in teams, forming different stages, departments, and functional areas that followed hierarchical levels till the senior leader. Considering that the sample for the qualitative data collection should represent the population, requiring face to face contact, and the population are geographically concentrated in Dubai, hence the researcher used systematic sampling.

The systematic sampling was selected to provide accuracy. And assuming the sampling fraction to be 1/3 hence the sample was 3 key leaders from the automotive sector related-organisations who are having various experiences and are going through change process to adapt to the market conditions.
3.8 Data Collection Techniques

In this mixed methods research, the researcher aimed to collect the primary data using quantitative and qualitative data collection techniques.

The quantitative primary data was collected through an online-based developed questionnaire consist of ten questions with multiple choices answers that provides relevant information of motivation types that promotes an automotive-employee’s behaviour, the employee perception about the transformational leadership and its factors, with a specific view towards the follower-leader transformational relation. This questionnaire also aimed to explore the barriers that can form the challenges to the transformational leader so that he could overcome through acquiring the required skills for the transformational leadership. In addition, the questionnaire was aimed to explore further business development factors that help the transformational automotive-leader to form the effective strategic planning options with specific reference to implementing the transformational change in his organisation (Appendix 5).

The qualitative primary data was collected through semi-structured interview, this semi-structured interview consisted of twelve questions; First-Four are introductory and other eight questions are in-depth of the subject. Second-Four questions were structured to explore the transformational leadership perceptions, challenges and the link to strategic planning. Last Four questions were structured to explore the challenges in aligning the transformational leadership and strategic planning, the effectiveness of this alignment on implementing the transformational change. The semi-structured interview targeted senior leaders in their organisations who are leading the change in organisational processes, organisational resources allocation and operations, and organisational business model (Appendix 6).
3.9 Data Analysis

The primary data collected through the questionnaire was entered in Excel®, and answers to questions have been classified into different sets, these sets were originated into two main categories; the transformational leadership and strategic planning. Those two main categories are analysed into sub-categories.

The transformational leadership is categorised into the four sub-categories, which are the individualised consideration, inspirational motivation, idealised influence, and intellectual stimulation. The analysis would demonstrate the factors that crucial to the automotive sector in Dubai. From the data findings the researcher would be able to explore the needed skills that were dictated through the responses provide to the questions that have been answered by the population.

The strategic planning is categorised into 3 sub-categories, which are the analysis techniques, business development, and personal development through learning because strategic planning require strategic learning.

Those categories would be ranked according to the responses of the population who participated in the questionnaire, and presented in line graphs, bar graphs, pie charts, or scatter plots.

For the semi-structured interview, questions were developed to familiarise participants with the subject, reaching to explore the challenges that can be faced in aligning transformational leadership skills and strategic planning and how this effective alignment of transformational leadership and strategic planning drives transformational change management.
The researcher used thematic analysis to analyse the answers and integrate data collected from the interviews through identifying key themes and provide a description to them. Coding those themes and labelling them was achieved when the researcher became familiar with the data that allowed extracting data-driven themes which were used by participants.

3.10 Summary

This mixed methods research would be conducted with adopting positivism with pragmatism philosophical positions, deductive approach to the theory with adductive approach within the progress of the study.

The researcher defined the time horizon and research strategy for this explanatory and exploratory research, ensured reliability, internal and external validity via ethically-approved research and access negotiation.

Using heterogeneous purposive sampling, and Systematic sampling for quantitative and qualitative data collecting, respectively.

Primary data was collected through questionnaire and semi-structured interview; quantitative data was interpreted into Excel® and qualitative data was coded and analysed via thematic analysis.
4 Results and findings

4.1 Introduction

This mixed methods research was conducted through questionnaire and semi-structured interview. In this chapter, straight and forward results and findings of the questionnaire and interview will be presented. The questionnaire consisted of 10 questions, populated to 144 participants as per the minimum calculated sample. The responses received from 71 respondents which formed a response rate of 49.3% out of expected response rate of 50%.

For the interview, five senior leaders were invited to participate over the phone and face-to-face. Three senior leaders accepted the concept and formal invitations was sent to each one of them and three interviews were conducted successfully. Two participants accepted the recording and one participant declined to record the interview. The results of the questionnaire were presented as per the questions and further findings were presented by combining answers of specific questions (see Appendices 6, 7 and 8).

4.2 Questionnaire Results and Findings

The completion rate of the questionnaire was 100% with no respondent skipping complete questions, the researcher classified the respondents in age groups in 4 categories; 20-30 are in Entry Level, 30-40 are moderates, 40-50 are experienced and 50-60 are mature respondents, and as shown in fig 5.1 (See appendix 8). Gathered results would be presented as follows:

1- By asking Q2; The leadership perception was identified through the preferred approach of the respondent as shown in Fig 5.2
   a. 45% preferred the leadership that about doing it together
b. 18% preferred the leadership that provides general directions and tools for achieving the goal.
c. 10% saw the leadership as introducing new way of doing things
d. 11% preferred coaching and 11% to dream big and set standards
e. 4% preferred to receive instruction all the way long.

![Transformational Leadership Perception Chart]

Fig 5.2: Column Chart (Transformational leadership perception)

2- Through asking Q3, It was found that the preferred communication channel for 63% of respondents is face-to-face, as shown in Fig 5.3

![Preferred Communication Pie Chart]

Fig 5.3: Pie chart (Preferred Communication)
3- As shown in Fig 5.4, By classifying the age groups with communication channels it was found that
   a. 67% of Moderates preferred to communicate via face-to-face
   b. All experienced preferred face-to-face communication
   c. Only 10% of all respondents preferred to communicate by phone.

![Communication Channels Vs Age Groups](image)

Fig 5.4: Column chart (Communication Channels vs. Age Groups)

4- When Q4 was asked, Motivational factors were identified as per the importance to the respondent through three-selection multi choice question and in figures 5.5, 5.7 and 5.9 showed the first motivational factor, second motivational factor, and third motivational factors findings (see Appendix 9).

Using those findings, fig 5.10 would combine the highest-ranked factors in the three levels to provide a clear focus to the leader on the skills needed to be acquired for his role to secure the highest level of motivation and buy-in from his followers. By combining all the three levels as shown in fig 5.10:
a. It was found that 39% of the sample drawn their 3-stage career path started by 17% being recognized or 22% achieving competencies.

b. 21% of them preferred to have added responsibility, that responsibilities would lead 11% to feel accomplished and 10% to be able to make decision

c. 18% of them preferred to be directly able to make decisions and feel accomplished

Fig 5.10: bar chart “career path” (Motivational factor and Age groups)
5- For Q5, As shown in Fig 5.11, it was found that, monetary reward was the choice of 68% of respondent.

![Economic Rewarding Perceptions](image)

**Fig 5.11: Pie chart (economic rewarding perception)**

6- By combining highest ranked motivational factors as first, second and third choice with the economic rewarding perceptions as shown in Fig 5.12

a. 76% of respondents motivated by feeling of accomplishment and 53% of respondents motivated by ability to make decisions preferred to receive monetary rewards.

b. 60% of respondents motivated by added responsibility were looking for non-monetary rewards.
Motivational Factor Vs. Economic Rewarding

Fig 5.12: Bar Chart (Motivation Vs rewarding perception)
7- When Q6 was asked, as shown in Fig 5.13 it was found that 39% of respondents prioritised improving their weakness, 30% prioritised developing their strengths and 25% prioritised exploring new opportunities.

8- By asking Q7 and combining planning priorities to ways of gaining experience, and as shown in fig 5.14, it was found that respondents who think and do are forming 63% (45 of 71) of the total response, while 27% (19 of 71) of respondents feel and do to gain their experience.
9- In Q8, Followers expectation from the leader were identified through two-stages question which could identify the 1st and 2nd practice that were expected from the leader towards his followers. As shown in fig 5.14.

a. At the 1\textsuperscript{st} stage
   i. 51\% expected their leader to inspire and motivate them.
   ii. 21\% expected rewarding and appreciation.
   iii. 20\% expected listening and trust.

b. At the 2\textsuperscript{nd} stage
   i. 38\% expected listening and trust.
   ii. 35\% expected engagement.

c. From both stages, it was found that
   i. 29\% expected listening and trust.
   ii. 25\% expected inspiration and motivation.
   iii. 18\% expected engagement.
   iv. 13\% expected rewarding.
   v. 9\% expected time sharing
   vi. 6\% expected clear directing

![Fig 5.14: bar graph (expectation from leaders)]
10-To provide further clarity on the ways that can develop the business from the perception of the followers, Q9 allowed 3 selections for richer results. Figures 5.15, 5.16, and 5.17 shown the potential ways of developing the business as seen by the followers (see Appendix 10). By combining the highest-ranked development ways, Improvement challenges would be seen as follows in fig 5.18:

a. 50% agreed that through learning and improving competitive advantage, the organisation would meet customer’s expectation.

b. 35% focused on improving competitive advantage and 15% focused on enhancing learning quality.

c. 29% believed that would lead to improvement on cost and efficiency

Fig 5.18: bar graph (improvement challenges)
11-Q10 intended to explore the barriers to business development, it was allowing maximum of three selections to provide in-depth results, the first, second, and third barriers as seen by the followers would be presented as via figures 5.19, 5.20, and 5.21 respectively (See Appendix 11). By combining the highest-ranked barrier of 23% of the overall responses, fig 5.22 shown a suggested road map on the barriers challenges that obstacle the business.

- a. 56% of the combined response dictated that organisational culture was the main barrier beside lack of training with 25% of response
- b. The way up shown that it is 100% caused by lack of strategies or leadership
- c. All 23% of respondents agreed that, this lack of leadership or strategies led to lack of employee engagement and motivation.

Fig 5.22: bar chart (Challenges through barriers)
4.3 Semi-Structured Interview Findings

The semi-structured interview was conducted with three participants each interview went through subject-focused eight questions (see appendix 6) and the findings the subject-critical questions; Q1, Q3, Q5, Q6, and Q8 would be presented as follows, for Q2, Q4, and Q7 findings (see appendix 7)

Q1: From your experience and view point, what are the skills do the successful transformational leader need? What are the challenges on acquiring those skills?

A1, Participant 1: The transformational leader needs to have skills of applying knowledge and sharing knowledge, professional communication skills that encourage his team. The challenges of acquiring those skills were the time consumed and encouraging labourers who felt job insecurity after applying new knowledge into operations.

A1, Participant 2: Any transformational leader, should have skill of excellent understanding to fact, and two-way communication skills that build consensus and promote participation through communicating and listening. The main challenge was the past own experience on a case that seemed to be similar but in fact it was not. That challenge stopped the leader from listing and understanding new situations. The other challenge was the different beliefs to the team members.

A1, Participant 3: the transformational leader should have skill of understanding his market, effective communications skills, and negotiation and influence skills. He also should be well-organised and able to perform under pressure. The challenges on acquiring those skills were the lack of experience, and multi-culture employees. Process could be considered as challenge in some cases.
Q3: How do you see the level of correlation between the transformational leadership and strategic planning?

A3, Participant 1: the correlation between those two aspects can be seen through developing the people and the planning to apply and share knowledge that has been acquired.

A3, Participant 2: it can be seen through planning the development and corrective actions by measuring the deviation which was based on understanding the facts, and communicating highlighted cases to the right level and getting it sorted out for the team to avoid repentance on repeated deviations.

A3, Participant 3: defining the trends can be done only through market understanding which will drive the planning to development. Evaluation can be done through communication and being organised. Therefore the correlation can be seen to high extend.

Q5: What are the challenges in aligning transformational leadership skills and strategic planning with specific reference to change implementation?

A5, Participant 1: challenges with specific reference to change implement would be seen as technology is one of the challenges would be faced, motivation and encouragement of the people who were felt unsecured in their jobs is a challenge.

A5, Participant 2: having different values and beliefs within the same team is a challenge to this alignment. With specific reference to change; removing hierarchical positions, ensure job-candidate fitment, performance fluctuations were seemed as challenges.
A5, Participant 3: different nationalities was a challenge to the alignment of the leadership and planning, and considering the change; market conditions and economic situation is a challenge. Final challenge was delay in recruitment.

Q6: How effectively this alignment drive the implementation of transformational change.

A6, Participant 1: through proper training for the desired knowledge, the change would be effective and by aligning those variables the knowledge can be shared across business functions.

Effective alignment through effective communication would drive the change accurately and through communicating across departments; hand-workers would be utilised in other business areas where their hand-skill was required. That is able to drive the change implementation.

A6, Participant 2: this alignment would establish a formalised communication platform that enabled participation and building consensus. Effective success communication through the process would reduce negative noise and increase positive perceptions.

In addition, measuring and reporting the deviation and escalating issues would drive the accurate path of implementing the change. The main effectiveness aspect was keeping commitment in terms of costs and profits. That drive the effective and sustainable transformational change.

A6, Participant 3: the alignment of leadership through effective communication, negotiation and influence would promote the departmental alignment within the brand and increase the co-operation between departments and would reach the functional agreement up to certain extend.
The effective situational clarification which was done through effective communication would definitely drive the implementation of the transformational change.

**Q8: What makes the implementation of this transformational change successful and sustainable?**

A8, Participant 1: the implementation would be sustainably when stakeholders are involved and engaged. In addition, employees felt secured and motivated.

A8, Participant 2: the implementation would be sustainable and successful by developing accurate reporting and continuous performance improvement. In addition, celebrating milestones is important to make the change sustainable.

A8, Participant 3: the sustainability and success of the implementation based on the commitment, by making differences and achieving the desired results, that would be shown to stakeholders that would definitely make the change sustainable.

**4.4 Summary**

In this chapter, findings of the questionnaire were interpreted in Excel® and presented through different charts, and graphs to show the results of primary data collection.

The semi-structured interview subject-critical findings were presented in systematic arrangement for each question. Detailed findings of the questionnaire and balance questions of the interview were mentioned in the appendices.
5 Analysis and Discussion

5.1 Introduction

The questionnaire consisted of 10 questions, and conceptually, the questionnaire was divided into three major sections. The first section consisted of five questions; Q2, Q4, Q5 and Q8. This section intended to identify leadership perceptions, motivation factors and expectation from the leader. The objective of this section was to explore the required skills with focus on the motivational factors and the expectation from the leader to enable the researcher to aligning the four factors of the transformational leadership to identify the skills needed. The second section consisted of three questions; Q3, Q6 and Q7. This section intended to explore the priorities of the respondents, how they gain their experience and how they prefer to communicate. The objective of this section was to enable the researcher to align the planning phase with the demand of required skills and learning with focusing on the communication channel.

By knowing the expectation from leaders, motivational factors, learning styles, preferred communication the researcher would be able to align transformational leadership skills and strategic planning.

The third section consisted of 2 questions; Q9 and Q10. This section intended to identify suggested ways to develop the business and critical barriers that obstacle the development. The objective of this section is to explore challenges while implementing the change that would be face while aligning the skills to the planning. Those challenges would result from developing strengths or improving weaknesses. Through this questionnaire, by knowing the challenges, motivational factors, learning styles, and expectation from the leader.
The researcher would be able to explore transformational leadership skills and aligning them to strategic planning with specific reference to implementing the change from a practical prospective further to the reviewed literature. The semi-structured interview consisted of eight questions; Q1, Q2, Q3 and Q4 were discussing the leadership skills and planning perceptions and techniques. Q5, Q6, Q7 and Q8 were directly discussing the challenges in aligning transformational leadership skills and strategic planning. In addition to the effectiveness of aligning the transformational leadership skills and strategic planning to drive the implementation of transformational change successfully.

5.2 Analysis of the Questionnaire

5.2.1 Transformational Leadership skill-set

From the findings mention earlier for Q2, it was noticed that the automotive leader should focus on being collaborative, supportive, self-directed, self-motivated and visionary thinker to be able to cooperate with his followers, provide direction, and coach them on new ways of achieving their departmental or functional objectives. Those skills form the individualized consideration, inspirational motivation and idealised influence factors of transformational leadership. That can be illustrated as shown in fig 6.1 and this analysis complemented the theory developed in the reviewed literature.

Fig 6.1 Forming Transformational leadership factors through preferred approaches
From combining the three-stage multiple choices in Q4, it would be explored that the automotive leader should focus on building the career path for his followers though recognizing their efforts and enabling them to achieve competencies. That would lead to having them motivated by the added responsibility and consequently feeling accomplished by being able to make decisions. In addition it was found that the automotive employees in Dubai are preferring monetary reward. That would be due to being expats in the country and supreme personal goal to return to home country. This analysis would require skills-set demand that form the intellectual stimulation factor of transformational leadership as well as a challenge for monetary rewarding the employee knowing the present market conditions in Dubai.

While Q5 enabled the study to explore the route preference for rewarding the automotive employee in Dubai which is monetary rewards. However, as seen in fig 6.2, Q4 explored that 57% of 3-stage respondents had their intrinsic motivation factors and that would be the focus point of the leader to start with when the monetary rewards is a not a valid option due to market condition.

![Bar graph (Types of Motivation)](https://example.com/bar-graph)
In Q8, by analysing findings of the employee-manager relationship expectation (see fig. 5.14), the 2-stage findings stated the first expectation is varying between inspirational motivation, individualised consideration, and intellectual stimulation (fig. 6.4), where fig 6.5 showed that second expectation was only between individualised consideration and intellectual stimulation, (see Appendix 12).

Therefore, as shown in fig 6.6 the automotive leader should start immediately to focus on intellectual stimulation and individualised consideration that would enable him to know the way to motivate his employees.

As answered in Q8, Intellectual stimulation would be formed through engagement, appreciating and rewarding and that needed highly effective communication skills to show the power of the word into employee’s mind, in addition to powerful negotiation skills to enable the leader engaging his team in the change process. With respect to the individualised consideration which would be formed through listening, trusting and sharing more time with the team; that demanded the leader to be good listener, with advanced time management skills.

![Bar Chart](image)

**Fig 6.6: bar chart (leadership factors analysis)**
Linking Q8 analysis to Q4 analysis, figure 6.7 shows how to align the transformational leadership to boost the motivation through 3-stage motivation for employees who are keen to grow in their career.

Enhancing Intrinsic and Extrinsic Motivation through Leadership

Fig 6.7: bar graph (utilising leadership effective skills to develop motivation)
5.2.2 Correlating planning priorities and skills

As shown in fig 6.8, The analysis of Q3 findings showed a remarkable potential for developing the personal skills and professional skills for the moderate and experienced automotive employees who are preferring email communication in a customer-facing market and industry, the automotive leader should utilise his transformational leadership to plan the development of his team’s personal skills that include and not limited to being confident, accurate and adaptable, to be enable further development for effective communication as essential interpersonal skills, that would enhance learning style to enable developing professional skills that include effective negotiation, influence and problem solving.

By analysing the combination between Q6 and Q7, it would be extracted that improving weaknesses was prioritised by 38% of converges 61% of accommodators, exploring new opportunities was prioritised by 29% of converges, where developing strengths was prioritised by 27% of converges and 32% of accommodators. By doing further analysis into learning styles it
was explored that 90% of automotive employees sample are processing the learning by doing i.e. active experimentation, out of those doers 70% preferred to think and conceptualise, while 30% preferred to deal with situations directly, as shown in fig 6.9.

Therefore, that would clarify the learning strategic planning to be based hands-on experience and interactive training courses, since the learning style and skill-set would be perfectly actioned through the active experimentation, knowing that the preferred perception is abstracting conceptualisation with prioritising improving weaknesses, developing strengths and exploring new opportunities, respectively.

Fig 6.9 3D line graph (correlating planning to skills)
5.2.3 Challenges to effective alignment

Through the analysis of Q9 and Q10; areas of improvement to the automotive business have been routed to specific causes. From Q9, it was explored that the supreme goals is meeting customer’s expectation which can be done through improving efficiency, flexibility and simplifying the administrative process. That would be achieved by aligning learning quality and the competitive advantage.

Q10 explored the challenges to plan the change and achieve the supreme goal. Through analysing each stage of this 3-stage question (see appendix 13) highest-ranked challenges were identified and linked to the root causes as shown fig. 6.13. The explored challenges were headed by culture which involved the values, vision and mission and knowledge which involved by training. In addition to, resources availability or allocation, internal stakeholder management, and policies and procedures.

![Change Implementation Challenges](image)

Fig 6.13: bar graph (leadership-planning change implementation challenges and route cause)
5.3 Thematic Analysis of the Semi-Structured Interview

5.3.1 Analysis of Alignment Challenges

The primary qualitative data that has been collected through answering questions of conducted interview would be analysed thematically, as shown in fig 6.7, to explore the challenges when aligning transformational leadership skills and strategic planning during change implementation.

Fig 6.11 Thematic analysis – challenges to alignment
5.3.2 Analysis of Effective Alignment

In the semi-structured interview findings, it was found that effective alignment of leadership skills and strategic planning would be able to drive the implementation of transformational change. Evaluating effectiveness of this alignment on the process would be analysed thematically as follows:

Fig 6.12 Thematic analysis – Effectiveness aspect of alignment
5.4 Summary

In this chapter, transformational leadership necessary skills were identified through the followers and leaders, both agreed on the effective communication, collaboration, listening and time management.

Leadership and planning correlation would be seen through learning and development, market understanding, effective communication and deviation measurement.

The leader who had transformational leadership skills would understand the situation, communicate effectively, define the processes and would form strategic planning options that were aligned to priorities, learning skills, motivational factors to implement the change successfully and correctly.

Challenges in aligning the transformational leadership skills and strategic planning were identified through the detailed analysis of questionnaire and conducted semi-structured interviews. Followers identified by operation-to-source and leaders identified by source-to-operation. Communication, knowledge, resources, processes, technology, and disruption were considered as challenges.

Leaders agreed that effective alignment would drive successful change implementation through communication, sharing and applying knowledge, and sustainability.
6 Conclusion and Recommendation

6.1 Introduction

In this chapter, the conclusion would check if the research project would have answered the research questions and have met the research objectives.

The conclusion would follow the research findings structure, indicate the main findings with overall conclusion of the research project.

The recommendation section would recommend future actions where further research should focus on new investigation areas that have been developed through this study.

6.2 Meeting Research Objectives

At the beginning of the research project, through reviewing the relevant leadership literature, the transformational leadership style was discussed through identifying the transformational leadership factors, and best practices to overcome the leadership challenges that would might face the automotive leader. In addition to that, the leadership pipeline has been have discussed with exposure to the challenges and required skills at each step in the career path of the automotive leader. The transformational leadership skills have been explored with being linked to each factor of the transformational leadership and the best practice to overcome the challenges.

Through reviewing the relevant strategic planning literature, the strategic planning process has been defined thoroughly with high exposure to internal planning techniques which have been discussed to explore available planning options for the automotive sector with exposure to transformational change management and implementation that has been discussed through relevant change management models.
By reviewing the literature critically, a conceptual framework for aligning the transformational leadership skills and strategic planning with specific reference to change implementation has been developed. Therefore the first objective has been met (see section 2.8 and 2.9)

With the research process progressed, the primary data was collected through questionnaire and semi-structured interview, those methods enabled the researcher to present findings and analyse it to examine the level of correlation between the transformational leadership skills and strategic planning.

This correlation would be seen in developing the personal and professional skills through sharing knowledge in accordance to learning skills, preferred learning perception and action processing that would support future training plans. It would be seen in two-way communication, collaboration and influence skills that form the intellectual stimulation and individualised consideration factors of the transformational leadership which would support motivation development. In addition, this correlation would be seen in skills of understanding market and being accurate with time management skills that support measuring the deviation and realistic evaluation and judgment. Therefore, the second objective has been met.

From further findings of the questionnaire and the semi-structure interview, the research was able to explore the challenges and through further analysis using Excel® and Thematic analysis technique, the researcher was able to analyse the challenges to reach the root causes from bottom-to-top through the questionnaire and from top-to-bottom through interviewing senior leaders.

From the questionnaire, main challenges were found to be lack in training and organisational culture which is directly causing unsuccessful strategies and therefore disengagement and demotivation of the employee which would
directly obstacle the change. That was in addition to the challenge of the lack of economic incentives which was caused by policies and procedures, the challenge of lack of appreciation which is caused by unsuccessful internal stakeholder management and lack of resources was seen as a challenge.

Through the semi-structured interview, challenges were explored to be categorised under four themes; diversity, organisational structure, resources, and disruption.

The diversity theme, included the language and nationality that would form a communication challenge. However, the language challenge was not added under nationality as there were multiple nationalities speaking the same language.

The organisational chart theme, included the challenge of wider responsibilities, and the challenge reduced hierarchal layers; this challenge would be caused by unsuccessful role fitment and performance fluctuations.

The resources theme, included the existing resources and recruiting new resources; existing resources challenge would be caused when the employee is feeling less encouragement and less job security while implementing the change while, recruiting challenge would be formed by the delay in recruiting and wrongly selecting the required skill-set.

The disruption theme, included the technological disruptions and market economic situations; technological disruptions challenges formed by the emergence of electric and automated vehicles. Therefore, the research project has successfully met the third objective.
Through further findings and analysis to the semi-structured interview, the effectiveness of the alignment the transformation leadership and strategic planning has been evaluated on change process and this effectiveness would drive the successful change implantation through three themes, which are communication, knowledge, and sustainability.

Communication theme, included creating communication formalised platform, stakeholder engagement and controlling audience. The formalised platform would collect signature after acceptance of the implementation plan. Stakeholder engagement would promote participation and celebrating quick wins. Controlling audience, would be done through communicating newsletter that reduce negative noise and develop positive perceptions about the change.

Knowledge theme, included sharing the knowledge and applying it. Sharing the knowledge would develop training and applying the knowledge would prompt learning.

Sustainability themes, included deviation measurement, achieving results and departmental co-operation. Deviation measurement wold develop reporting system and escalating issues to the concerned leader, and performance improvement. Achieving result would be done though achieving profit commitment and cost efficiency commitment. Departmental co-operation would drive the change through reaching an agreement between different functions which would make the difference.

By exploring the effectiveness this alignment, the forth objective of this research has been met.
6.3 Answering Research Questions

The research project has been conducted to answer the following questions:

1. What are the challenges faced in aligning transformational leadership skills and strategic planning options?
2. How effective alignment of transformational leadership and strategic planning drives transformational change management?

Those questions have led the research project setting so that it would worthwhile and would answer the research questions through appropriate philosophical positions and defined approaches through the research development that influenced the choice of the mixed methods as methodological choice.

Furthermore, according to the time of horizon of the research and methodological choice, survey and case study strategies were adopted to comply with the research purpose.

With using the mixed methods for collecting quantitative and qualitative data that guided appropriate sampling techniques and realistic sample size calculation the sampling techniques to provide effectiveness to methods used for collecting and techniques used for presenting findings and analysing primary data results.

The key findings of this research that contributed directly towards answering the research questions would be indicated in progressive order as follows:

1. Identifying necessary skill set for the transformational leader through:
   a. The reviewed literature
   b. Collected primary data from questionnaire and semi-structured interview.
2. Aligning the leadership skills to the planning through
   a. Practices reviewed in the literature
   b. Learning and development analysis of the questionnaire
   c. Knowledge, measuring deviation, and market understanding themes
      that were extracted from the semi-structured interview.
3. Practical Challenges to this alignment through primary data collected by
   a. Online based questionnaire
   b. Face-to-face conducted interview.
4. Effectiveness of this alignment through primary data representing the real
   experience of senior leaders in the automotive sector in Dubai collected
   by face-to-face interviews.

6.4 Overall Conclusion

Since those appropriate research settings complied with ethical consideration, demonstrated validity and reliability, therefore, it reflected observable outcomes and contributed towards identifying the challenges that would be faced in aligning transformational leadership and discovered how effective alignment would drive the change management. Therefore, the research project has appropriately answered the research questions.

6.5 Recommendation

From the conducted research it would be recommended to the automotive leaders to work on developing their skills that build on the transformational leadership factors with focus on intellectual stimulation factor and individualised consideration factor that boost the motivation behaviour of the employees of the automotive sector in Dubai. The leader would decide the learning activities that involve active interactions from automotive learners to
develop their knowledge that improve their weaknesses transform it into strengths allowing them to explore new opportunities.

In addition, it is recommended that the automotive leader would align his leadership and the planning to drive the change successfully by identifying the diversity, resources, organisational structure and disruption challenges to this alignment and overcoming it through effective communication and essential knowledge and progressive sustainability.

There is always scope for further research and development, and it would be recommended for future research to investigate the challenges to external strategic planning and leadership with specific reference to the deciding side of the change not implementation side. That would explore different skill set and different motivational factors which would be linked to different challenges and effectiveness aspects.

6.6 Summary

This chapter conclude the overall research project setting and how that was used to answer the research questions and meet the research objectives.

Key findings were indicated and demonstrated coverage to the research working title and served the research purpose.

Recommendation and were discussed with exposure to further research development.

**Word Count**: 12,884 words (including Abstract)
7 References


Charan, R., Drotter and S. Noel J. (2012), The Leadership Pipeline: How to build the leadership powered company. San Francisco: John Willey and Sons.


8 Appendices

8.1 Appendix 1: Discussion of Leadership Pipeline

Passage One: From Managing Self to Managing others, in this first leadership passage the new leader should start shifting himself from doing the work to get the work done through his employees and he should learn new skills include work planning, motivating, and coaching.

Passage Two: From Managing Others to Managing Managers, the main challenge here for the leader that he should divest himself from individual tasks and he should think in strategic way to support the overall business, in this transition the required skills include selecting people to turn passage one, assigning managerial and leadership tasks to them and measuring the performance of them.

Passage Three: From Managing Manager to Functional Manager, at this transition the main skills required include Team work with other functional managers and utilizing the resources to suit the business demand. The actual requirement at this level is increasing the managerial maturity which means thinking critically, adopting the long-term perspective and strategy.

Passage Four: From Functional Manager to Business Manager, the criticality at this passage assimilates the mission-related activities since the leader should receive certain autonomy to drive the business. This transition has a sharp turn in the career growth and demands specific skills set include advanced time management, work ethics and values, being more strategic and cross-functional thinking skills as their responsibilities include directing and energizing the supporting functions including finance, human resources, legal and procurement.
Passage Five: From Business Manager to Group Manager, here the expansion is the leader does the same for more than one or two businesses where the business manager is responsible for the success of his business, the group manager is responsible for the success of other managers’ business, at this level there is a critical shift in the skills required including professional strategic evaluation for capital allocation and deployment, developing business managers, strategic thinking in business portfolio, and assessing the core capabilities of the organisation.

Passage Six: From Group Manager to Enterprise Manager, at this level, it is the Top of the pyramid, and the leader is focusing on the values than skills, the leader must be having the long-term visionary, the leader at this level must develop mechanisms to drive the organisation on quarterly based decisions and his performance will be based on the annual visionary-critical thoughts and decisions, at this level the core skill required is the visionary thinking and profession in route-mapping the organisation.
8.2 Appendix 2: Strategic Planning Concept

Strategic planning could be defined as a combination of two terms; Strategic as an individual term and Planning as another term. Firstly, Strategic; simply from Strategy. This word - Strategy - has been defined and explained through many authors and writers during the last decades from 1960’s till date.

On 1962, Alfred Chandler said that strategy is to determine the long-term objectives, adopt the course of actions, and allocate the resources to carry out those goals. He focused on the allocation of the resources to achieve goals which was linking the strategy to its military definition (Chandler, 1962).

Three year later, Robert Anthony used another definition, he said that the strategy is the pattern of objectives or goals along and policies and plans for achieving those goals stated and clarified in a way to define the business that organisation do and the type of the organisation. (Andrews cited by Anthony 1965).

The definition used by Robert Anthony that was created by Kenneth Andrews, who published an updated detailed definition saying that the strategy is the pattern of decisions in an organisation that determines and reveal objectives, goals or purposes, produces policies and action plans to achieve those objectives, defines the range of businesses, the kind of the organisation, the profitability, the economic contribution and, or non-economic contributions to the stakeholders (Andrews 1980). Andrew’s definition was encompassing all aspects of any business strategy and took the strategy definition away from its original military nature.

Later, Michael Porter defined the strategy as how the business will compete, what are the goals and are the needed policies to carry out those goals (Porter
1980), that definition was much narrower than the definition proposed by Andrews.

Few years later, Henry Mintzberg said that the strategy is a plan, pattern, position, perspective and sometime a ploy to exclude a competitor (Mintzberg 1994). Within the time elapsed the strategy definition has been sharpened and focused towards the competition.

Coming back to the term Strategic, the importance of this term can be identified from explanations above, strategy controls the entire direction of the business and the organisation keeping in mind the concepts that have been repeated frequently with different view of different writers such as: Pattern, Objectives, goals, actions, decisions, and competition.

With these considerations and translating this to the automotive sector to suite the purpose of the conducted research; then Strategic, means: having great importance same as the engine of the vehicle. The vehicle cannot mover without the engine, but also not with engine only.

**Secondly**, examining the term; **Planning**; Plan the set of actions for any purpose and to achieve different goals, there is two pillars for any plan: ends and means (Nickols 2016).

**Ends; what to be achieved**, by keeping the Strategic sought discussed above, those ends can be considered as objectives, goals, aims, and or targets. Ends might be very broad, far, long-term, and futuristic, alternatively it can be very focused, well defined and detailed.

**Means; how to be achieved**, the chosen means should be justified and supportive to attain the desired end. Means might be considered policies, procedures, actions or programs. The scope and scales of those means is
varying according to the ends, it also can be narrow or wide, and it can be long-term or short term. Planning -it self- might be defined in different ways, it varies from thinking to acting however, it should specify who is to do what, where and when.

Planning involves documentation, data base, Studies, and analysis. It address the time frame that can be detailed or generalized. Collaborating the gathered information to serve the purpose of this research, the Strategy could be defined as the pattern of decisions that determines the desired objectives, define the processes and actions, allocates the available resources in order to achieve those desired objectives and identify the business intended scale, profitability and responsibility towards contribution to the stakeholders expectation.

Strategic could be defined as with very significant importance. Plan could be defined as a determined set of ends powered with means by with those ends will be achieved. Planning could be defined as the activity of preparing a plan.

Here the researcher can define the Strategic Planning as a highly important activity of preparing a critically-determined set of decisions and objectives, coupled with a well-defined processes and actions, powered by correctly-allocated resources, by which, those objectives will be achieved so as to position the organisation on the intended business and economic scale and contribute positively towards the stakeholders.
8.3 Appendix 3: Pilot Survey

I am a MBA student at Cardiff metropolitan university, the aim of my research is to identify the challenges in aligning the transformational leadership skills with the strategic planning techniques to implement transformational change.

All your responses are confidential and will only be used for the purposes of this research.

Thank you in advance for answering the following questions:

1- Age group
   a. 20-30
   b. 30-40
   c. 40-50
   d. 50-60

2- Role in automotive
   a. Sales
   b. Service
   c. Administration
   d. Finance
   e. Not related to automotive

3- Leading others or only self
   a. Only self
   b. Leading others

The Researcher
Gamal Abd El-Nasser Ibrahim
Cardiff Metropolitan University
Email: st20135184@outlook.cardiffmet.ac.uk
Tel: +971561337522
8.4 Appendix 4: Sample Size Calculation

According to De Vaus (2014), the minimum sample size “n” can be calculated as follows:

\[ n = p\% \times q\% \times \left[ \frac{z}{e\%} \right]^2 \]

Where:

- \( n \) is minimum sample required.
- \( p\% \) is percentage of respondents dedicated to automotive.
- \( q\% \) is percentage of respondents not dedicated to automotive.
- \( z \) is level of confidence required.
- \( e\% \) is margin of error expected.

When the total population is less than 10,000, therefore the adjusted minimum sample can be calculated as follows:

\[ n' = \frac{n}{1 + \left( \frac{n}{N} \right)} \]

Where:

- \( n' \) is minimum adjusted sample.
- \( n \) is minimum calculated sample size.
- \( N \) is total population.
According to (Saunders 2016) the actual sample to be calculated as follows:

\[ n^a = \frac{n' \times 100}{re\%} \]

Where:

- \( n' \) is minimum adjusted sample.
- \( n^a \) is actual sample size.
- \( re\% \) is the response estimated rate.
8.5 Appendix 5: The Questionnaire

QUESTIONNAIRE

Alignment of transformational leadership skills and the strategic planning with specific reference to the implementation of transformational change; case study of the automotive sector in Dubai

I am a MBA student at Cardiff metropolitan university, the aim of my research is to identify the challenges in aligning the transformational leadership skills with the strategic planning techniques to implement transformational change.

Please complete each question by clicking on the desired choice. At the end of the questionnaire you will be asked to submit your responses.

Submission will be taken as voluntary informed consent. All your responses are confidential and will only be used for the purposes of this research.

Thank you in advance for taking the time to complete this questionnaire.

The Researcher

Gamal Abd El-Nasser Ibrahim

Cardiff Metropolitan University

Email: st20135184@outlook.cardiffmet.ac.uk

Tel: +971561337522
The Questionnaire:

1- What is your gender and age group?
   a. ☐ Male
   b. ☐ Female
   c. ☐ 20-30
   d. ☐ 30-40
   e. ☐ 40-50
   f. ☐ 50-60

2- What is your most preferred approach? (please select one)
   a. ☐ Let’s do it together
   b. ☐ Coach a person to realize his or her potential
   c. ☐ Provide general direction and tools for goal achievement
   d. ☐ Let’s Dream big and set standards
   e. ☐ Introducing a new way of doing something.
   f. ☐ I direct, you follow while constantly providing direction and instructions.

3- What is the communication channel you most prefer? (please select one)
   a. ☐ E-mail
   b. ☐ Phone
   c. ☐ Face-to-face

4- What is it that really prompts your behaviours? (max. 3 selections)
   a. ☐ Feeling of Accomplishment
   b. ☐ Desire to be Remembered
   c. ☐ Ability to Make Decisions
   d. ☐ Added Responsibility
   e. ☐ Being Recognized
   f. ☐ Achieve Competency
5- You prefer getting appreciated by:
   a. ☐ Monetary Reward
   b. ☐ Non-Monetary Reward

6- What is your first priority:
   a. ☐ Developing your Strengths
   b. ☐ Improving your Weaknesses
   c. ☐ Exploring new Opportunities
   d. ☐ Avoiding any Threats

7- You gain experience when you: (please select one)
   a. ☐ Feel and Watch
   b. ☐ Think and Watch
   c. ☐ Think and Do
   d. ☐ Feel and Do

8- You would **most** appreciate your manager if he (2 selections):
   a. ☐ Inspires and Motivates you
   b. ☐ Rewards and Appreciates you
   c. ☐ Trusts and Listens to your opinion
   d. ☐ Direct you clear and firm Instructions
   e. ☐ Share more time and discussions with you
   f. ☐ Engage you with task to complete in your own way
9- From your view, what are the most significant ways to develop the business (max. 3 selections)
   a. ☐ Enhancing learning quality
   b. ☐ Improving competitive advantages
   c. ☐ Improving cost/efficiency
   d. ☐ Improving flexibility in time and place
   e. ☐ Simplifying administrative processes
   f. ☐ Meeting customer expectations

10- From your view, what are the most significant barriers to develop the business (max. 3 selections)
   a. ☐ Organisational culture
   b. ☐ Lack of appreciation of the effort
   c. ☐ Lack of economic incentives for employees
   d. ☐ Lack of money
   e. ☐ Lack of training
   f. ☐ Lack of strategies or leadership
   g. ☐ Lack of employee engagement or motivation
   h. ☐ Lack of support staff
   i. ☐ Lack of time management

Thank you for taking the time to complete this questionnaire
8.6 Appendix 6: The Semi-Structured Interview

<table>
<thead>
<tr>
<th>Order of semi structured Interview</th>
<th>Discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Ask respondent approval to use recording systems and to sign and acknowledge consent form</strong></td>
<td></td>
</tr>
<tr>
<td><strong>b. Ask Background questions and Confirm information</strong></td>
<td></td>
</tr>
<tr>
<td>Name of the organisation</td>
<td></td>
</tr>
<tr>
<td>Respondents position</td>
<td></td>
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<tr>
<td>Years working for the organisation</td>
<td></td>
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<tr>
<td>Level of study</td>
<td></td>
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<tr>
<td><strong>c. Discuss about leadership and planning perceptions</strong></td>
<td></td>
</tr>
<tr>
<td>1. From your experience and view point, what are the skills do the successful transformational leader need? What are the challenges on acquiring those skills?</td>
<td></td>
</tr>
<tr>
<td>2. How can those skills develop the leader’s Career Path?</td>
<td></td>
</tr>
<tr>
<td>3. How do you see the level of correlation between the transformational leadership and strategic planning?</td>
<td></td>
</tr>
<tr>
<td>4. What techniques did / do you use for planning strategically? Are they effective?</td>
<td></td>
</tr>
<tr>
<td><strong>d. Discuss about Planning the change</strong></td>
<td></td>
</tr>
<tr>
<td>5. What are the challenges in aligning transformational leadership skills and strategic planning with specific reference to change implementation?</td>
<td></td>
</tr>
<tr>
<td>6. How effectively this alignment drive the implementation of transformational change.</td>
<td></td>
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<tr>
<td>7. What steps do you consider while planning any transformational change?</td>
<td></td>
</tr>
<tr>
<td>8. What makes the implementation of this transformational change successful and sustainable?</td>
<td></td>
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</tbody>
</table>
8.7 Appendix 7: Answers of Interview Q2, Q4, and Q7

**Q2: How can those skills develop the leader’s Career Path?**

A2, Participant 1: by building knowledge and being able to apply and share it, the leader would be able to plan ahead and lead the process. With communication skills and encouraging his team he would be able to increase productivity. By proper planning, leading the process and increasing productivity the transformational leader career path would be developed and reach further steps in leadership and management.

A2, Participant 2: the leader’s career would be developed through understanding the fact where the leader would judge precisely and would overcome his own experience challenge, in addition, by building consensus the leader would increase participation ratio and create communication formalities that support continues improvement.

A2, Participant 3: by understanding the market, being organised and able to work under pressure; the leader would develop his judgmental actions and he would be able to define evaluation criteria to the process. The communication and influence skills would help him to communicate this evaluation in an acceptable manner to get the buy-in and build trust. Here the career would be developed.

**Q4: What techniques did / do you use for planning strategically? Are they effective?**

A4, Participant 1: for planning strategically, SWOT and PESTLE were used to develop the planning options, then communicating the vision and plan to the stakeholders with shareholder at first. Set timeline, targets and milestones to
be achieved through each department. And finally monitor the results through reporting.

A4, Participant 2: the used techniques for planning strategically were measuring the deviation, and highlighting it. Then setting strategic targets and setting time boundaries. Creating formal communication platform. Assigning tasks and responsibilities. And finally in case of disputes, apply Kilmann’s resolving conflict techniques (Kilmann Diagnostics, 2017) and unify reporting template to be seen by all participants.

A4, Participant 3: to plan strategically the used techniques were analysing the situation through observation on resources, people, and process. And formalise assessment through SWOT. Then developing the vision and allocating resources, engaging the stakeholders through communication. Finally refinement through monitoring and auditing.

Q7: What steps do you consider while planning any transformational change?

A7, Participant 1: create an urgency, communicate the vision, develop strategy, and communicate it, implement and monitor.

A7, Participant 2: find deviation, escalate it, set targets, and communicate it, assign tasks, ensure resolving conflicts, monitor, celebrate quick wins, and report.

A7, Participant 3: evaluate situation, define change area, share the visions, get the buy-in, communicate the set targets and time frame, and define responsibilities, assess the implementation.
8.8 Appendix 8: Respondents Age Groups and Gender

The researcher classified the respondents in age groups in 4 categories; 20-30 are in Entry Level, 30-40 are moderates, 40-50 are experienced and 50-60 are mature respondents, and as shown in fig 5.1 as follows:

a. 10% of respondents were females
b. The conducted questionnaire showed that 55% of respondents are in the age group of moderates with 5% females.
c. 57% of the entry levels respondents are females.
d. No females in Mature category of the respondents

![Gender - Age Group findings](image)

Fig 5.1: Column Chart (Gender – Age Group findings)
8.9 Appendix 9: Detailed Findings of Motivational Factors:

Motivational factors were identified as per the importance to the respondent through three-selection multi choice question and in the following figures 5.5, 5.7 and 5.9 showed the first motivational factor, second motivational factor, and third motivational factors findings. Using those findings, fig 5.10 would combine the highest-ranked factors in the three levels to provide a clear focus to the leader on the skills needed to be acquired for his role to secure the highest level of motivation and buy-in from his followers.

a. The first motivational factor, as shown in Fig 5.5:
   i. It was found that the feeling of accomplishment is the 1st factor that promotes the behaviour of 49% of the total responses
   ii. Ability to make decisions ranked the second which formed 35% of the total responses.
   iii. The moderates, who formed 55% of the sample, were 56% motivated though feeling of accomplishment

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**Fig 5.5: Bar chart (1st motivational factor Vs. Age Groups)**

![Bar chart showing motivational factors vs. age groups](image)
iv. 61% of the first motivational factor was found to be intrinsic as shown in Fig 5.6.

![Type of 1st Motivational factor](image)

Fig 5.6: Pie chart (Type of 1st motivational factor)

b. Only 75% (53 respondents) mentioned the second motivational factor as shown in Fig 5.7:

c. It was found that 30% by being able to make decisions and 25% by getting added responsibility.

d. The new findings here is that “feeling of accomplishment” is not shown as a second choice for any of the respondents, knowing that it was 49% of the first choices.
vii. As shown in Fig 5.8, it was found that 91% of the second motivational factors was Extrinsic.

Fig 5.7: Bar graph (2nd motivational factor vs age groups)

Fig 5.8: Pie chart (type of 2nd motivational factor)
c. As shown in Fig 5.9, the third motivation factor was measured to ensure that motivational factors for each individual are covered, it was noted that only 65% (46 respondents) reported the 3rd motivational factor.

viii. 52% were motivated through achieving competency including all mature respondents.

ix. 33% were selected being recognized as their third choice.

![3rd Motivational Factor Vs. Age Groups](image)

Fig 5.9: Bar chart (3rd motivational factor Vs age groups)
8.10 Appendix 10: Detailed Findings of Ways to Develop the Business

To provide further clarity on the ways that can develop the business from the perception of the followers, Q9 allowed 3 selections for richer results. At a glance, the following figures 5.15, 5.16, and 5.17 shows the potential ways of developing the business as seen by the followers:

a. As shown in fig 5.15, 72% internal development suggested, 35% through enhancing learning quality and 37% by improving competitive advantage.

![1st way to develop the business](image)

**Fig 5.15: column chart (1st way to develop business)**

b. As shown in fig 5.16, 56% external development suggested, through 31% improving cost and efficiency and 25% improving flexibility in time and place.

c. Internal development suggested, 24% simplifying the process and again 15% improving competitive advantage.
d. As shown on fig 5.17, 75% externally and only through meeting customer expectation.
8.11 Appendix 11: Detailed Findings of Business Development Barriers

Q10 intended to explore the barriers to business development, it was allowing maximum of three selections to provide in-depth results, the first, second, and third barriers as seen by the followers would be presented as follows via figures 5.19, 5.20, and 5.21 respectively

a. Fig 5.19 shown that the 1st barriers was the organisational culture with 47% of responses.

![Fig 5.19: bar graph (1st barrier to business development)](image)

b. Fig 5.20 shown that the 2nd barrier was the lack of strategies with 37% of responses.
Fig 5.20: bar graph (2\textsuperscript{nd} Barrier to business development)

f. Fig 5.21 shown that 50\% of responses are dictating the barrier to be lack of employee engagement or motivation.

Fig 5.21: bar graph (3\textsuperscript{rd} barrier to business development)
8.12 Appendix 12: Analysis for Transformational Leadership Factors

Through follower’s expectation from his leader, the 1st and 2nd selections of expectations would be linked to the transformational leadership factors as follows in fig. 6.3 and 6.4

Fig 6.3: bar chart (analysing 1\textsuperscript{st} expectation from leader)

Fig 6.4: bar chart (analysing 2\textsuperscript{nd} expectation from leader)
8.13 Appendix 13: Route Cause Analysis for Alignment Challenges

As shown in fig 6.10, the first choice of respondents represented organisational culture as the biggest barrier, this barrier would be caused by organisational senior leaders who might not be successful to inspire or communicate the vision, mission and set values. Other significant barriers would be lack of appreciation and economic incentives for employees (another aspect of monetary rewarding challenge that was mentioned earlier).

![Bar chart](attachment:bar_chart_analysis_of_1st_development_barriers.png)

Fig 6.10: bar chart (analysis of 1st development barriers)

As shown in fig 6.11, as 2nd choice of respondents, lack of strategies or leadership was the noticed barrier. That would be caused by not developing a clear strategy or communicating clear objectives. Next to that, knowledge would be seen as a challenge as lack of training was mentioned by 18% of respondents.
As shown in fig 6.12, the communication was recorded to be the challenge, that challenge resulted lack of employee engagement and motivation which was chosen by 50% to be considered as business barrier.
8.14 Appendix 14: Participant Information Sheet

8.15 Appendix 15: Participant Consent Form