



PREVALENCE OF LEADERSHIP AND MANAGEMENT FEATURES AMONGST CONSTRUCTION PROJECT MANAGERS IN THE UAE

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Leaders and managers are different, and their traits are also different. Construction project managers (CPMs), as leaders, often provide vision and direction on how projects should be executed. CPMs, as managers, also plan and control the delivery of projects. CPMs are, therefore, expected to have both leadership and management abilities. Little attention has, however, been paid to the relative prevalence of the management and leadership attributes among CPMs. This research, thus, aimed at investigating the relative prevalence of the leadership and management traits of CPMs. The research was undertaken in the United Arab Emirates (UAE) where selected CPMs were asked to evaluate themselves in terms of 13 comparative 'leadership versus management' features. Analysis of the data collected by means of descriptive and inferential statistics generally showed an overwhelming dominance of the leadership traits over their management counterparts. The respondents in this regard, felt that they possessed leadership qualities such as being creative, inspiring, trusting and passionate. This suggests that more of the CPMs who were surveyed have prevalent leadership traits. The study, which has identified current CPMs who are potential leaders, contributes to knowledge on how contractors and other organisations can systematically identify potential leaders of their entities.

Keywords: leadership, management, project management, self-evaluation, skills, traits, UAE

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INTRODUCTION

The nexus between leadership and management is presented and discussed in this article with an empirical focus on the disposition of some project managers towards either or both of these two roles. Even though the two functions are sometimes described interchangeably, there have been attempts to differentiate them distinctly. Leaders and managers are both found in organisations and, it has often been assumed that everyone in a management position is a leader, even though this may not necessarily be the case (Lunenburg, 2011). Self-knowledge of whether one's abilities are aligned towards that of a manager or leader is useful. It is also important for an organisation to know if an individual's ability is identifiable with that of a manager or leader. That way, the organisation will be able to put people in positions that are most appropriate for them and thus, maximise the gains from their abilities. This consideration is not a question of whether a manager is better than a leader or vice-versa; rather it is a quest to put round pegs in round holes. Consequently, people who have leadership abilities and potentials should be given the opportunity to lead, and people with management capabilities should be given the chance to manage.

Empirical comparisons of leaders and managers in construction are scant (Toor, 2011). Exemplar studies of the two concepts include: Perrin (2010), Toor (2011) and Butkevičienė, Vaidelytė and Šnapštienė (2011). Taking a lead from these, a study of leadership in construction projects in the UAE was undertaken. The study examined different facets of leadership, specifically, styles and types of leadership in vogue, the efficacy of distributed leadership, the impact of leadership on project outcomes and the impact of culture on leadership. Some outcomes of the study include AlShamisi et al. (2015) on leadership styles; and AlShamisi et al. (2016) on the efficacy of distributed leadership. Another outcome of the study, focused on a comparison of the leadership and management characteristics of project managers is presented in this article. In this regard, the study sought to understand if the characteristics of the participants in the research portrayed them as predominantly leaders or managers. In context therefore, the findings reported here are part of a wider study into the use of distributed leadership in the UAE. Thus, the specific question addressed study in this is: how do the management features of project managers compare with their leadership features?

LITERATURE REVIEW ON LEADERSHIP AND MANAGEMENT

Leaders and managers are sometimes viewed as being the same and are thus, interchangeable. However, literature has distinguished leadership from management. Although the two concepts are related and often complement each other (Toor, 2011) they still have different functions and require different sets of skills (Reynolds & Warfield, 2010). While leaders are good at providing direction, solving problems and making strategic decisions, managers are good at working within established guidelines and often

implement the decisions of leaders (Sweeney, 2001; Haslam, Reicher & Platow, 2011). Management characteristically involves directing structures, people, targets and resources, while leadership involves setting a new direction or vision for a group to follow (Starrat, 2003). There are many definitions of leadership (Bass, 1990) with Stogdill (1974) indicating that there are almost as many different definitions of leadership as there have been attempts to define the concept. The concept of leadership has been defined in terms of traits, behaviour, influence, interactional patterns and role relationships; and most definitions take the position that leadership involves a process whereby intentional influence is exerted by one person over other people in order to guide, structure, and facilitate their activities towards achieving common goals (Yukl, 2006; Northouse, 2016). On the other hand, managers are tasked with getting things done. Managers would therefore plan, organize, and control activities in a project. This would involve finding appropriate staff and directing their actions.

There have been several views on the distinction between leaders and managers. One perspective of the distinction is that, a leader leads people and tends to inspire them to follow, while a manager manages tasks and subordinates (Zaleznik, 1977). Another view is that a leader would produce change and movement while a manager would seek order and consistency in an organization (Northouse, 2016). Consequently, a leader is expected to concentrate on strategic issues with a voluntary following while a manager dwells on operational affairs with a following that is based on formal authority. Some may be very good leaders while others are very good managers, but the gap between these two is ever narrowing. In this regard, there may be good leaders with management skills and good managers with some leadership skills (Plucknette, 2014).

Leadership

Leadership is a process whereby one individual influences other group members toward the attainment of defined group or organizational goals (Bryman, 1992; Yukl, 2010). A leader should, therefore, be able to influence people to realise organisational goals (Sunindijo et al., 2007). Accordingly, Gardner (1987) identifies the functions of leadership as being all about 1) envisioning goals 2) affirming values 3) motivating people 4) managing 5) achieving a workable level of unity 6) explaining 7) serving as a symbol 8) representing the group externally and 9) renewing. Further explanation of the concept of leadership has been provided by Northouse (2016) as being a process that: (a) involves influencing others, (b) occurs within a group context, and (c) involves goal attainment.

Leadership has also been described as a process of influence, which is the ability to affect the perception, attitudes or behaviour of others. This implies that people will willingly respond to the directions and requests of a leader (Bertocci, 2009). Leaders, as a result, tend to focus on long-term perspectives, show originality and ask 'what' and 'why' type of questions (Reynolds and Warfield, 2010). In order to influence people to follow them, leaders are

assertive or charismatic, persuasive and able to build relationships easily (Ibrahim and Cordes, 1996; Sweeney, 2001).

Lewin et al (1939) identify three main styles of leadership as follows: Authoritarian or Autocratic, Participative or Democratic, Delegative or Laissez-fair (Free Reign).

Each style has the effect of influencing the behaviour of others as well as advantages and disadvantages. The authoritarian style involves a situation whereby the leader, without advice from employees, instructs what to do and how to do it. In the participative style, the leader involves representatives of the employees in the decision-making process, even though the leader still maintains authority on making the final decision. The leader, in the delegative style, allows employees to make the decisions despite the fact that the leader still takes responsibility for the decisions that are made (Lewin et al, 1939).

Leadership theory, according to Van Seters and Field (1990), has evolved over different eras, with some of the eras overlapping. Nine of these eras, identified and described by Van Seters and Field (1990) are presented here. The *personality era* is primarily focused on the fact that successful leadership is dependent on the adoption or possession of some specific personality traits. The *influence era* is seen to be an improvement over the personality era by recognising leadership as a relationship between individuals and not just the sole trait of personality. The *behaviour era* emphasises the linkage of leadership to what leaders do or their behaviour pattern. The *situation era* is seen as a significant advancement in leadership theory by acknowledging the importance of factors beyond the leader and subordinates to issues like the nature of the tasks to be performed as well as the external environment. The *contingency era* recognises leadership as not exclusively contained in only one of the preceding options, but rather contained in all of them, such that, effective leadership became contingent on one or more factors of behaviour, personality, influence, and situation. The *transactional era* is essentially a re-emergence of the influence era; where leadership is recognised as residing more in role differentiation and social interaction, thus addressing the influence between the leader and subordinates. The *anti-leadership era* saw the emergence of scepticism on the concept of leadership which resulted from the lack of conclusive results on empirical tests of the various theories of leadership. The *cultural era* emerged to suppress the cynicism of the anti-leadership movement and posits that leadership is not perhaps a phenomenon of an individual, the dyad or even a small group of people, but rather pervasive in the entire organisational culture. The *transformational era* represents the latest in the evolution of leadership to dramatically improve on previous eras, and it is based on intrinsic and not extrinsic motivation.

Management

The concept of management, similar to leadership, has been described in various dimensions. Management, according to Capowski (1994), is more focused on daily operations, and its implementation would involve planning,

organising, staffing, directing and controlling the operations of an organisation or a unit of it in order to realise certain goals (Kotter, 1990a). Consequently, managers are generally responsible for overseeing the affairs of a unit or an organisation (Mintzberg, 1990) and are mostly concerned about getting things done (Tschohl, 2014) by setting goals, administering tasks, expecting compliance from subordinates and controlling their performance. Managers, in performing their functions as indicated, need to be constantly receiving, processing and transmitting information (Mintzberg, 1990).

A manager is expected to fundamentally transform a leader's vision into action for successful implementation (Lunenburg, 2011). Managers should, therefore, not just have focus on the short-term perspective and ask 'how' and 'when' types of questions (Reynolds & Warfield, 2010), but also have authority over subordinates, with the ability to punish or reward them (Ackoff, 2003). The organisational structure of an establishment will position and empower a manager to direct or exercise authority over followers (Bertocci, 2009).

Leadership versus management

The main idea of differentiating between leadership and management is to show that followers willingly comply with what leaders require without using any type of formal or informal authority (Bertocci, 2009), while managers may have to depend on formal authority (Ackoff, 2003) to get staff to carry out the objectives of an organisation. A leader, therefore, is people-oriented while a manager is task-oriented (Bawany, 2014). Additionally, leaders are good at providing direction, solving problems and making strategic decisions while managers are good at working within established guidelines (Sweeney, 2001). It has further been observed that leadership is purpose-driven, resulting in change based on values, ideals, vision, symbols, and emotional exchanges while management is objectives-driven, resulting in stability based on rationality, bureaucratic means, and the fulfilment of contractual obligations (Bryman, 1992). In other words, whereas the sight of a leader stretches towards long-term transformational goals, the focus of a manager is on short-term deliverables which are meant to operationalise leadership goals. Other views on the comparison between leadership and management are that, the manager controls while the leader motivates (Ibrahim and Cordes, 1996) and that; a leader is often assessed by his/her accomplishment of goals while a manager is assessed on profit margins (Bertocci, 2009).

The differences between leaders and managers have been teased out in different ways (by e.g. Ibrahim and Cordes, 1996; Kotter, 1990b; Lunenburg, 2011; Algahtani, 2014). Table 1 provides an attempt to distinguish the characteristics of leaders from managers. Some scholars have discussed either leadership or management alone and the contemporary descriptors used for the two align with the differences in Table 1. For example, Sunindijo *et al.* (2007) reviewed thirteen leadership attributes in construction project management which are: providing vision, inspiring others, stimulating or motivating others, coaching people, rewarding people, exacting punishment, delegating responsibilities, leading by example, sharing and open

communication, listening well, directing effectively, participating in activities and being proactive. Most of these attributes can be identified in Table 1.

Leadership attributes relative to management attributes

As shown in Table 1, thirteen management attributes, corresponding to thirteen leadership attributes, have been identified. The contrasting relationship between the respective corresponding attributes is discussed in line with Zaleznik (1977), Bennis (1989), Chapman (1989), and Lunenburg (2011).

Table 1: Relative Attributes of managers and leaders

Manager	Leader
Rational	Visionary
Persistent	Creative
Analytical	Innovative
Stabilizer	Independent
Deliberative	Imaginative
Structured	Courageous
Business-like	Passionate
Cold and reserved	Warm and radiant
Rarely admit being wrong	Express humility
Centralized information	Share Knowledge
Tough Minded	Inspiring
Guarded	Trusting
Acting as a boss	Acting as coach, teacher or consultant

(Compiled from Capowski, 1994; Buchen, 2005; Lunenburg, 2011; Kotterman, 2006)

It has been observed that, the leader, with a *visionary* attribute, has an eye on the horizon towards a futuristic target, while the manager with a *rational* attribute sets his eye on the bottom line to follow the right steps in a coherent fashion to achieve the leader's vision. It has further been observed that, the leader with a *creative* attribute may apply strategic interventions to achieve an original idea, while the manager with a *persistent* attribute focuses on continuously iterating until the leader's original idea is realised. Also, the leader with an *innovative* attribute is unconventional in applying processes towards creating something original, while the manager with his *analytical* attribute is very methodical and systematic in applying a process to ensure rationality.

Another observation is that, the leader with an attribute of being *independent* uses power forcefully and views workers as his followers, while the manager with an attribute of a *stabiliser* uses power cautiously and views workers as employees. Besides, the leader through an *imaginative* attribute is resourceful in employing unorthodox process to develop originality, while the manager with a *deliberative* attribute maintains originality by keeping risk minimal. Further, the leader with a *courageous* attribute focuses on challenging the status quo, while the manager with a *structured* attribute is focused on accepting and maintaining the status quo. Moreover, the leader with a *passionate* attribute sets "unreasonable" goals, while the manager with an attribute of being *business-like* sets reasonable goals.

It has also been observed that, the leader with a *warm and radiant* attribute looks outwards as well as empowers and focuses on people, while the manager with a *cold and reserved* attribute looks inwards and focuses on systems and structures. Furthermore, the leader with an attribute to *express humility* trusts and serves subordinates, while the manager with an attribute to *rarely admit being wrong*, directs and uses authority. Additionally, the leader with an attribute to *share knowledge* delegates enthusiastically empowers and counsels subordinates, whereas a manager with an attribute to *centralise knowledge* focuses on maintaining and controlling. A leader, moreover, with the attribute of being *inspiring*, builds teams and relies on influence whereas the managers with the attribute of being *tough minded* relies on authority as well as establishes rules and procedures. As a further observant, the leader with the attribute of being *trusting* acts decisively and is value-driven, while the manager with the attribute of being *guarded* acts responsibly and is rule-driven. The final note is that, the leader with an attribute of acting as a *coach, teacher or consultant*, empowers subordinates, articulates vision and establishes direction, whereas the manager with an attribute of *acting as the boss* is authoritative, makes decisions and sets timetables.

Leadership and management are complementary

Both leadership and management are needed for success in organisations (Kotter 1990b; Northouse, 2016). It may be difficult to find someone who is purely a leader and not a manager, and vice-versa. According to Tschohl (2014) “all managers have to do some leading and all leaders have to do some managing. Finding the right balance for the job is what is really important. Managers are necessary, and leaders are essential” (p.48). According to Mintzberg (1990) and Kotter (1990a), managers must know how to lead as well as manage. A manager must be able to inspire and motivate employees because that is the figurehead whom they see and interact with (Bawany, 2014). This disposition applies to construction project management (Gharehbaghi & McManus, 2003). Meanwhile leaders inspire and motivate followers, hence, there is an overlap between leadership attributes and management attributes (Northouse, 2016).

Both leadership and management involve identifying what needs to be done, aligning people and resources, playing active roles and aiming for success (Young & Dulewicz, 2008). Beyond their similarities; leaders strive to make organizations survive in the marketplace (Heames & Harvey, 2006). Leaders would inspire followership while managers would plan, control, organise and staff operations (Northouse, 2016). Lunenburg (2011) reckons that not all managers exercise leadership and not all leaders manage. Some excellent leaders may not be excellent managers and vice versa. However, a manager can transform into a leader and vice-versa.

Towards manager ~ leaders

Leadership and management are distinct, yet they overlap. So what organisations and wider society need most are better leaders and better managers rather than which is better (Capowski, 19994). This suggestion also

applies to organizations in construction in the UAE. A good leader in UAE construction will provide the benefits of right directions to an organisation, e.g. what type or size of project to tender for; and what profit margins the organisation should charge. Likewise, a good and effective manager will contribute several benefits to (UAE) organisations, such as making sure that projects are delivered on time and within budget with pleasing outcomes to the client. Therefore, both leaders and managers contribute positively to the construction industry, both within and beyond the UAE.

It would be ideal if all managers were good leaders as well, however people who double up as manager-leader are quite rare (Plucknette, 2014). Both management and leadership can be learned on the job (Ackoff, 2003). Leaders can hone their management skills and likewise, managers can develop their leadership skills. Meanwhile, some individuals are natural leaders as well as management leaders (Bawany, 2014). Natural leaders are born with many leadership qualities while management leaders have developed their leadership qualities (Allen, 1984). Managers often have some discretionary powers to take some decisions on behalf of an organisation. This discretionary power gives room for leadership skills in a manager to emerge and the more this happens, the more the manager will translate into a leader. Northouse (2016) describes this metamorphosis as 'emergent leadership'. Therefore, managers can learn to become emergent leaders (Turk, 2007) and their transformation can be studied.

RESEARCH METHOD

The main question the research sought to address was: "how do the management features of project managers compare with their leadership features?". The study, thus, used mixed-methods where a quantitative study was initially carried out to establish the leadership features and opinions of project managers in the UAE. Following the quantitative study, focus group discussions were used in a qualitative phase to validate both the findings of the first phase survey as well as subsequently validate a practice framework that was developed in the course of a broader research.

The questionnaire used in the quantitative study requested the respondents to rate themselves on the 13 comparative constructs as indicated in Table 1. The intention was to identify if these participants were by inclination more of leaders or managers. The respondents were not told that one group of attributes referred to a manager while the other depicted a leader. The paired features of Table 1 were presented to them and with each pair, a respondent was asked to choose one that most described him or her.

The study was conducted in the UAE on projects executed by a prominent client in Abu Dhabi. In this regard non-probability convenience sampling was used. Project managers and perceived leaders who have either had previous involvement or are having current involvement with projects were asked to fill the questionnaire. People associated with past and current projects of ADP where distributed leadership was applicable were targeted for data collection A database of the aforementioned client was used to identify people

who have managed their projects where distributed leadership was used. Also, senior employees of this client who have had involvement in such projects were identified and included in the target sample. Ultimately, 145 potential respondents were sent the questionnaire and follow-up emails and phone calls were made to try and get all the recipients to respond. Eventually, data was collected from 90 people, which is a 62% response rate.

The responses collected were analyzed by means of descriptive and inferential statistics. The demographics of the 90 respondents is shown in Table 2.

Table 2 Demographic Characteristics of Respondents (N = 90)

Attribute	Percentage
1-Sex	
Male	83%
Female	17%
2-Age	
Between 20 and 30 years	21%
Between 31 and 40 years	46%
Between 41 and 51 years	24%
3-Education Level	
Under Graduate	5%
Bachelor	59%
Master	33%
PhD	2%
Missing	1%
4-Length of Construction Experience in UAE	
Between 0 and 2 years	8%
Between 3 and 5 years	15%
Between 6 and 10 years	32%
Between 10 and 14 Years	21%
More than 15 years	23%
Missing	1%
5-Nationality	
UAE	48%
Other Arab	43%
Non- Arab	9%
6-Spoken Language	
Arabic	91%
English	8%
Others	1%
7-Job Cadre	
Line Manager	37%
Middle Management	41%
Top Management	10%
Missing	12%
8-Job Title	
Project Manager	41%
Project Engineer	16%
Design Manager	9%
Cost Control Manager	2%
Quality Manager	1%
Others	25%
Missing	6%

RESULTS

Attributes of the respondents

Table 3 shows how the respondents perceived themselves in terms of ‘leader versus manager’ attributes. In general, more respondents tended to classify themselves as having leadership attributes compared to those who indicated having management attributes. For example, more respondents saw themselves as visionary (60%) relative to those who saw themselves as rational (40%). Many more saw themselves as creative (81%) compared to those who were persistent (19%). Additionally, many more recognised themselves as being trusting (91%) compared to being guarded (mere 9%). Overall the observed responses classified more respondents in the leader category, as reflected in 11 out of the 13 cases (85%). The two exceptions, where recognition of management attributes was rather marginally more, were the case of 52% of respondents seeing themselves as structured compared to 48% seeing themselves as courageous, and the case of 51% of respondents seeing themselves as analytical compared to the 49% that saw themselves as innovative. Notably, in each of the comparisons, at least 12 respondents abstained from choosing an attribute they identified more with. In question 9, for instance, there were more abstinence than those who respectively chose either of the comparative attributes, even though the difference was marginal between those who abstained and those who identified with the leadership attribute of ‘express humility’.

Data analysis and further results

Table 3: Relative prevalence of leadership and management characteristics

No.	Attribute (Manager)	Responses	Attribute (Leader)	Responses	Abstentions	Analysis (p-value)
1	Rational	31	Visionary	47	12	0.0444
2	Persistent	15	Creative	62	13	0.0000
3	Analytical	38	Innovative	37	15	0.4933*
4	Stabilizer	27	Independent	44	19	0.0284
5	Deliberative	30	Imaginary	39	21	0.1678*
6	Structured	37	Courageous	34	19	0.6823*
7	Business-like	27	Passionate	40	23	0.0710*
8	Cold and reserved	10	Warm and radiant	41	39	0.0000
9	Rarely admit being wrong	5	Express humility	42	43	0.0000
10	Centralized information	7	Share Knowledge	71	12	0.0000
11	Tough Minded	8	Inspiring	47	35	0.0000
12	Guarded	5	Trusting	68	17	0.0000
13	Act as a boss	11	Act as coach or consultant	51	28	0.0000

*Could not reject the null hypothesis with these comparators

In order to test the significance of the differences between the corresponding entries in columns 3 and 5 of Table 3, an ‘exact binomial test’ (Howell, 2016) of the null hypothesis $p=0.5$ against the alternative $p>0.5$, where p is the probability that a respondent will choose the response that indicates ‘leader’,

was run for each of the thirteen questions. The 'R' software was used for the analysis. The *p*-values associated with each test are shown in the last column of Table 3. It is apparent that, the null hypothesis was rejected in nine out of the thirteen instances, indicating that respondents predominantly classify themselves as leaders rather than managers.

Discussion of results

The characteristics of the sample as shown in Table 2 indicate a lower representation of women, which conforms to findings in Abdalla's (2015). Not many women in the Arab countries are currently in managerial positions. Albeit, the sample may be a true reflection of the gender mix in the working population studied.

The characteristics of the sample also seem to show many more leadership qualities among the respondents. It is possible that their current and past roles have placed them in position/s of leadership which have in turn led to strengthening their leadership features. The respondents in the research were mostly project managers, which meant that their functions should mainly be management. However, the literature review indicated that a management role provides some level of freedom for a manager to exhibit leadership abilities (Northouse, 2016). It might, thus, be the case that while the respondents were managers by function, their leadership skills were showing forth. Also, managers can learn to become emergent leaders (Turk, 2007) and those studied might have learnt accordingly. It is not clear if the leadership characteristics of the respondents are attributable to innate or learnt qualities. This puzzle goes back to the long-time debate of whether leaders are born or made (Ackoff, 2003; Turk, 2007). While some people may grow up to have leadership instincts like trusting others, being passionate, courageous and humble; literature suggests that such characteristics can be learnt to some extent through e.g. family, culture, formal education and circle of interaction (Bontas, 2012). In this regard, 77% of the respondents in the study had over 5 years of construction experience which might have developed their leadership skills.

The top-rated 3 leadership attributes outscored their management counterparts by far. This may suggest the presence of many natural or emergent leaders and either way support the view that managers would expectedly lead (Tschohl, 2014). The respondents may also be a good reflection of leader-managers (Plucknette, 2014) that seems to be like an emerging discipline. The top-rated 3 management attributes (i.e. being analytical, structured and rational) suggest the respondents know how to plan and organise activities and get works done. They can therefore function effectively in management as well as leadership. It is not a question of whether they are better leaders or better managers (Capowski, 1994) but ability to do the present job well and having the potential to advance in any direction their organisation might want them to.

There were also some notable abstentions, especially in respect of questions 8, 9, 11 and 13. These abstentions could probably have resulted from the inability of some of the respondents to identify themselves definitively under

some of the attributes, either because of lack of clarity of the attribute descriptors to those respondents, or because, in the assessment of those respondents, their attributes were a balance between the choices under those questions. If indeed some of these abstentions resulted from some respondents' assessment of their attributes as being a balance between the choices, then it could be an illustration of the rare incidence of people who double as both managers and leaders (Plucknette, 2014; Ackoff, 2003). The abstentions could also be indicative of the fact that the respondents were indeed sincere in their choices of the attributes under the respective questions, to the extent that they would only make a definite choice when they were not in doubt as to where they belonged.

Limitations

The sampling of respondents was limited to those known by the researchers and associated with ADP. A wider pool of other project managers with leader-manager capabilities and experience of distributed leadership might have been side-lined. This is a limitation to any attempt at findings a statistical inference to project the pattern of results to the entire UAE. Another limitation was that, the research did not investigate further into how or when the leadership qualities of the respondents manifested or evolved. These considerations can be investigated in subsequent research.

Additionally, since the research data was fundamentally based on a self-assessment of respondents, it is likely the objectivity of some responses could have been compromised with some level of respondents' subjective sentiments. A second opinion, especially from co-workers and supervisors, on the relative management and leadership attributes of the respondents could have provided some confirmatory test on the research data, thus, making the findings more robust. This concern could be addressed in a subsequent study.

CONCLUSION

Since most of the respondents were albeit leaders by perception, they could, on face value, provide reliable answers in the survey as the ultimate emphasis of the research concerned leadership. Most of the respondents were either operating or had operated as leaders and as such had either developed their leadership abilities by virtue of their functions; or their leadership features had influenced their appointment. Either way, their leadership skills can effectively be harnessed.

Most of the respondents were project managers, which suggest that they should have had more manager instincts. However, literature suggests that people who are exclusively managers or exclusively leaders are rare. A manager should have some leadership skills and likewise a leader should have some management skills. Scholars like Plucknette (2014) are beginning to advocate for role of manager leader and possibly some of our respondents fit into this category.

The prevalence of leadership features identified by some of the project-manager respondents puts them in a prime position to transition to full-

fledged leadership roles. Their current roles may inadvertently be preparing them for something greater. Meanwhile, distributed leadership which was the overarching emphasis of the research was found to be acceptable and beneficial (AlShamisi et al., 2016); its concept can be trialled or even implemented in construction projects in African countries such as Ghana, Nigeria and South Africa. Where construction projects are large in scope, the concept is most especially viable.

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