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Examining the impact of leadership style and coaching on employees' commitment and trust

291

Mediation effect of bullying and job alienation

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Abstract

Purpose – The purpose of this study is to analytically extend the understanding of leadership styles and organisational coaching and their influence on organisational outcomes and workplace counterproductive behaviours within a non-Western context, i.e. the United Arab Emirates (UAE).

Design/methodology/approach – In this study, a sample size of 656 participants from 14 different business sectors in the Emirates was used. The meta-analysis concept of latent variables and non-linear principal components analysis, along with the corresponding methodology of structural equation modelling, were implemented.

Findings – The study finds that organisational coaching has a significant positive effect on transactional leadership and has a significant influence on job alienation. Interestingly, coaching has a significant effect on commitment and counterproductive workplace behaviours. The detailed data analysis using *F* tests and independent *t*-tests, when applicable, indicated that there was a tendency for older employees to have more favourable attitudes towards transformational leadership or commitment but not towards coaching.

Originality/value – Despite the popularity of the presented topic in today's organisations, research in a Middle East context has not kept pace with its counterpart in Western areas of the world. The present study attempts to bridge the gap between Western theories in developed countries and under-researched Eastern countries, namely, the UAE, and to test the impact of leadership styles and organisational coaching and their influence on employee commitment and trust mediated by job bullying and job alienation.

Keywords Structural equation modelling, Bullying, Leadership, Coaching, Trust, Commitment

Paper type Research paper

1. Introduction

In a growing economy, such as the United Arab Emirates' (UAE), it is essential for organisations to comprehend employee attitudes and behaviours and how they are influenced by both Islamic culture and Western management practices (UAE Annual Economic Report, 2012). Unfortunately, despite the popularity of our topic in today's organisations, research in the Middle East context has not kept pace with its counterpart in Western areas of the world (Yousef, 2000; Al-Jafary and Hollingsworth, 1983;



Al-Faleh, 1987; Ali, 1993; Kasim and Chaudhry, 2007; Al-Taneiji, 2006; Awamleh *et al.*, 2005). In fact, empirical research addressing these topics has been criticised for being typically narrow in focus and context. This research paper presents the results of an empirical study that investigates the impact of leadership style and coaching on employee commitment and trust in a non-Western context, namely, the UAE. In addition, the study seeks to examine the effect of workplace bullying and job alienation on the relationship between leadership style and coaching and employee commitment and trust. Moreover, the study tests the best fit model of these relationships and decides the potential factor(s) that may be considered a predictor(s) for ensuring employee commitment and trust. Finally, the study investigates the possible impact of demographics, such as age, gender and citizenship, on these various relationships within the research context (Figure 1).

This paper is organised as follows. In Section 2, we describe the theoretical background of all variables included in the research proposal. We then formulate the research hypotheses to reflect the types of relationships between the different constructs. In Section 3, we discuss the research methodology, including the respondent profile using basic descriptive statistics and the questionnaire design. The data analysis is given in two stages. The first stage of the data analysis sets up the significant dimension of the proposed model using non-linear principal components analysis (NLPCA), correlation analysis, validity and reliability; the second stage of the data analysis tests the hypotheses using structural equation modelling (SEM) and group comparisons analyses. In Section 4, the research results are presented. Section 5 presents the discussion. In Section 6, the limitations of the study are discussed. In Sections 7 and

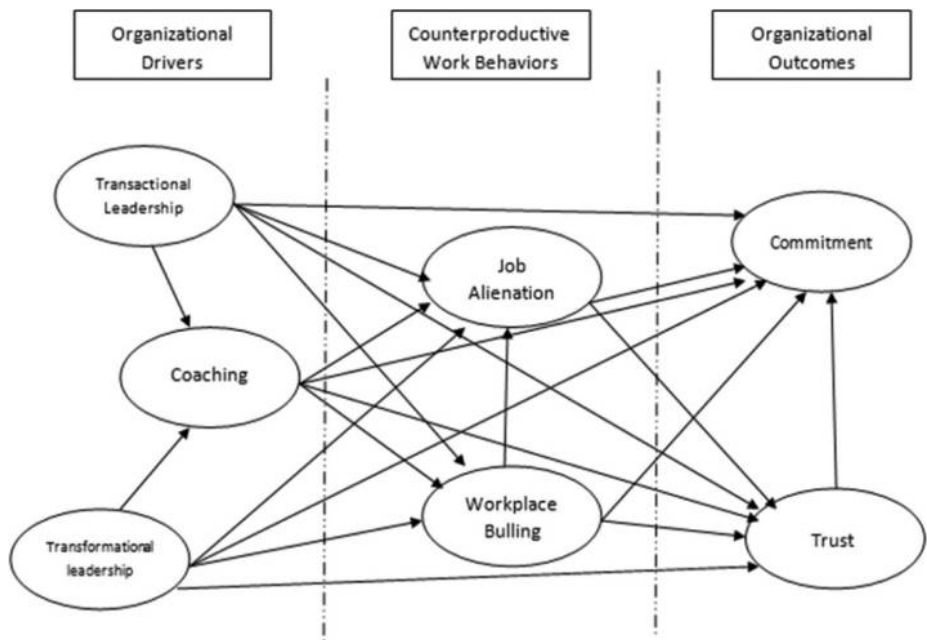


Figure 1.
The research model
and relationships

8, we discuss the implications of the research for practice and for research, respectively. We end the paper with conclusions and remarks in Section 9.

2. Theory and hypotheses

This current study investigates the relationships between the major organisational drivers, i.e. transformational leadership, transactional leadership and organisational coaching, and counterproductive workplace behaviours, along with the organisational outcomes.

2.1 Transformational leadership

Transformational leadership is defined in terms of the leader's effect on followers (Marki and Scandura, 2010). Through transformational leadership, followers are motivated to do more than what they are originally expected to do (Bommer *et al.*, 2004; Damirch *et al.*, 2011). Thus, transformational leaders "set more challenging expectations and typically achieve higher performances through encouraging followers to deal with changes and to perform beyond expectations" (Bass and Avolio, 1994, p. 3). Four different prototypes of transformational leadership are recognised (Bass, 1998; Bass and Avolio, 1994; Birasnav *et al.*, 2010; Gregory *et al.*, 2011; Judge and Piccolo, 2004; Yammarino *et al.*, 1993): idealised influence, inspirational motivation, intellectual stimulation and individualised consideration.

2.2 Transactional leadership

This type of leadership involves an exchange between the leader and the follower, as discussed by Burns (1978), Bass (1995) and Bass and Avolio (1994). This exchange is based on discussion and agreement between the leader and his/her followers (Judge and Piccolo, 2004; Mozhdeh *et al.*, 2011). In other words, transactional leadership involves the relationship between the leader and his/her followers, where the followers receive incentives in exchange for conforming to the needs of their leader (Boseman, 2008). There are three different types of behaviour inherent in transactional leadership, namely, contingent reward, management by exception and *laissez-faire*, as discussed by Bass (1998), Bass and Avolio (1994), Laohavichien *et al.* (2009) and Riaz and Haider (2010).

2.3 Coaching

Workplace coaching has been recognised as a daily practical strategy that is directed towards improving individuals' abilities to find opportunities to develop their performance and improve their capabilities to go beyond their leaders' expectations (Ellinger *et al.*, 2008; Passmore, 2007). From another standpoint, coaching has been defined as the process of facilitation of learning that in turn provides support to learners in today's ever-changing business environment (Ellinger *et al.*, 2008; Gettman, 2008). From the viewpoint of human relations and social exchange theory, coaching is considered to be a process of establishing a relationship between two parties, i.e. the coach and the people being coached or a leader and a follower (Passmore, 2007). Thus, for these relationships to succeed, many critical success factors, such as leadership, trust, fairness and the commitment between the two parties, must be satisfied (Gyllensten and Palmer, 2007; Boyce *et al.*, 2010). Effective coaching relationships lead to various tangible outcomes at individual, group and organisational levels (Kampa and White, 2002; Fillery-Travis and Lane, 2006; Gettman, 2008; Boyce *et al.*, 2010).

2.3.1 *The relationship between leadership and coaching.* Gerbarg (2002) discusses the view that organisations need to learn more about the importance of investment in leadership training. He emphasises investment in coaching as one of the keys to sustainable success. Indeed, coaching is now recognised as a major competence for organisational leadership (Boyce *et al.*, 2010; Henochowicz and Hetherington, 2006). Leadership practices that encompass providing constructive feedback and coaching have been encouraged. Coaching should also be provided as part of a leadership programme focusing on leadership competencies (Barriere *et al.*, 2002; Henochowicz and Hetherington, 2006). Leadership coaching is an integral component of most organisations' leadership development strategies (Boyce *et al.*, 2010). As a result of this, the present study hypothesises the following:

H1a and H1b. Leadership style (transformational/transactional) is positively correlated with organisational coaching.

2.4 *Workplace bullying*

Organisational counterproductive behaviours take various forms that can be deliberate or accidental and stem from different fundamental causes and motives (Kreitner and Kinicki, 2007; Robbins, 2009). Despite the fact that there are no consistencies in defining workplace bullying (Ortega *et al.*, 2009), the practice involves tenacious negative behaviours directed to a specific target as a result of a perceived power disparity that creates an intimidating work environment where these targets or victims are unable to defend themselves (Gumbus and Lyons, 2011; Hoel *et al.*, 2003; LaVan and Martin, 2008). Therefore, workplace bullying is considered a form of social aggression or hostile, anti-social behaviour in an organisational setting (Salin, 2001, 2003; Stagg *et al.*, 2011; Zapf *et al.*, 1996).

H2a, H2b and H2c. Major organisational drivers (leadership style and coaching) are negatively correlated with workplace bullying.

2.5 *Job alienation*

Workplace alienation refers to the state of individuals who may not be able to satisfy their organisational social needs because of discrepancies between objective and fair workplace practices that consider employees' interests, values and beliefs (Mendoza and Lara, 2007; Nasurdin *et al.*, 2005; Sulu *et al.*, 2010). Job alienation can be set around the state or feeling of powerlessness or social isolation amongst employees caused by several factors that influence the nature of the relationships between followers and their leaders (Halbesleben and Clark, 2010; Nair and Vohra, 2010). Alienation in today's business environment takes many forms at three different but overlapping levels, namely, the intrapersonal, the interpersonal and the organisational level (Rogers, 1995, 2000; Sulu *et al.*, 2010; Valadbigi, and Ghobadi, 2011).

2.5.1 *The relationship between organisational drivers (leadership style and coaching) and counterproductive behaviours (workplace bullying and job alienation).* Researchers examining the relationship between organisational factors and counterproductive behaviours indicate that an authoritarian leadership style that rewards low moral standards and the absence of coaching initiatives leads to more workplace bullying and alienation (Nair and Vohra, 2010; Sousa, 2012; Zapf and Einarsen, 2001). Soylyu (2011) argues that bullying and abusive behaviours, like alienation at work, may be prompted

by exploitatively paternalistic leaders who seek loyalty in exchange for care or who aim to sustain authority at work, as bullying and job alienation are always driven by the leader's desire to control the target. These counterproductive behaviours are among the key punishment tools available for leaders to discourage subordinates from working counter to the leaders' will (Green *et al.*, 2007; O'Donohue and Nelson, 2014; Sousa, 2012). Moreover, employees who have exploitative or abusive leaders are more likely to learn bullying behaviours from their role model leaders through social learning practices and, in turn, bully their peers or subordinates (O'Donohue and Nelson, 2014). Namie and Namie (2009) argue that executive coaching is considered one of the effective mechanisms to prevent the occurrence of such counterproductive behaviours (bullying and alienation). Coaching provides the opportunity to teach leaders and subordinates about the adverse organisational impact of bullying and alienation (Saam, 2010). It is used to prepare the organisational leader for future systemic anti-counterproductive initiatives (Banai and Reisel, 2007; Namie and Namie, 2009). Last, but not least, job alienation is discussed in the literature as a condition of psychological detachment that generalises across one's self-image and social relations inside one's workplace (Banai and Reisel, 2007). It is triggered by many negative organisational factors including workplace bullying practices, as discussed by Banai and Reisel (2007) and O'Donohue and Nelson (2014). In line with these arguments, the following hypotheses are postulated:

H3a, H3b and H3c. Major organisational drivers (leadership style and coaching) are negatively correlated with job alienation.

H4. Workplace bullying is positively correlated with job alienation.

2.6 Trust

Trust is a psychological state comprising a willingness to accept vulnerability based on positive expectations of the intentions or behaviour of another person (Rousseau *et al.*, 1998). A full understanding of trust involves two major issues: bases and foci. After reviewing various ways of categorizing the genesis of trust perceptions (Kramer, 1999; Kreitner and Kinicki, 2007; McAllister, 1995), the study considered trust in terms of two fundamental bases – cognitive and affective. A cognitive base contains elements that are more instrumental and calculative in nature (Rousseau *et al.*, 1998). By contrast, an affective base subsumes elements that are more emotional and relational in nature (Cummings and Bromiley, 1996).

2.7 Commitment

Mowday *et al.* (1979) showed commitment as comprising of three dimensions:

- (1) a strong belief in and acceptance of the organisation's goals and values;
- (2) a willingness to exert considerable effort on the organisation's behalf; and
- (3) a strong desire to maintain membership in the organisation.

In other words, commitment to an organisation involves three attitudes:

- (1) a sense of identification with the organisation's goals;
- (2) a feeling of involvement in organisational duties; and

- (3) a feeling of loyalty to the organisation (Becker *et al.*, 1996; Kreitner and Kinicki, 2007; Mowday *et al.*, 1982; Mueller and Lawler, 1999).

It can be measured in terms of such metrics as absenteeism, staff turnover, sickness absence, developmental engagement and attitudinal surveys (Khandelwal, 2009; Shwu-Ru and Ching-Yu, 2010).

2.7.1 The relationship between organisational drivers (leadership style and coaching), counterproductive behaviours (workplace bullying and job alienation) and trust and commitment. Trust in an organisational leadership and coaching context has been discussed in many previous studies (Boyce *et al.*, 2010; Gyllensten and Palmer, 2007). It refers to the mutual confidence that supports the employee's inclination to be open and truthful and it allows the leader and the coach to be supportive and caring (Lowman, 2005). Trust provides the mutual security needed to increase mutual commitment and develop a clear and honest conversation (Colquitt *et al.*, 2007). The absence of trust or violations of trust have negatives outcomes, such as reducing satisfaction with and commitment to the workplace, increasing resistance to change and increasing the potential for counterproductive behaviours, such as bullying and alienation (Boyce *et al.*, 2010; Ford *et al.*, 2008; Soylu, 2011). Commitment has been discussed in the literature as the decision between the organisational leader or the coach and her or his subordinates to dedicate themselves to achieving the work assigned (Boyce *et al.*, 2010; Gregory *et al.*, 2008). Boosting and sustaining employee commitment are considered vital to leadership and coaching success (Allen and Eby, 2008). However, lacking mutual commitment might lead to lower trust and satisfaction and increase the disruptions of social relationships and workplace alienation (Gregory *et al.*, 2008; Nair and Vohra, 2010; Namie and Namie, 2009). In line with these discussions, the following hypotheses were assumed in the present study:

H5a, H5b, H5c, H5d and H5e. Major organisational drivers (leadership style and coaching) are positively correlated with trust, while counterproductive behaviours (workplace bullying and job alienation) are negatively correlated with trust.

H6a, H6b, H6c, H6d, H6e and H6f. Major organisational drivers (leadership style and coaching) and trust are positively correlated with commitment, while counterproductive behaviours (workplace bullying and job alienation) are negatively correlated with commitment.

3. Methodology

3.1 Sample and procedures

The data for this study were drawn from different business sectors, such as petrochemicals, construction/real estate, transportation, communication and banking on equal bases. The questionnaire used was self-administered, having gained prior corporate approval, using inter-organisational mailing systems. Potential respondents were given the researchers' contact details, along with a cover letter in case of any questions regarding the research procedures and outcomes. Anonymity and

confidentiality were assured, the need for which has been previously emphasised by Podsakoff *et al.* (2003) and Podsakoff and Organ (1986). Potential respondents were assured that participation was entirely voluntary. Completed questionnaires were returned via a sealed envelope to a secured drop-off box for collection by the researchers only. The survey was conducted over 13 months. The final sample size was 656 respondents, with an overall response rate of 47 per cent. Incomplete questionnaires, i.e. questionnaires with 20 per cent missing responses, were not considered (Table I).

The majority of respondents were female (59.3 per cent) between 20 and 30 years of age (52.7 per cent), foreigners (67.2 per cent), had less than five years' experience (54.6 per cent), from IT departments (35.4 per cent) and in non-management or employees (48.8 per cent). Of the respondents, 51.2 per cent described their work status as temporary.

3.2 Questionnaire design

The questionnaire used in the main study was designed as follows and consisted of seven dimensions, each measuring the opinion of the sample concerning the major topic of the study. The first and the second dimensions were measured using the Multifactor Leadership Questionnaire (MLQ) (Bass and Avolio, 2000) that consists of 36 items about transformational and transactional leadership, coaching (9 items, adapted from Passmore, 2007), job alienation (8 items, adapted from the scale of Nair and Vohra, 2009), workplace bullying (10 items, adapted from Quine, 1999; Hoel *et al.*, 1999), commitment (15 items, measured using a scale developed by Mowday *et al.*, 1979) and trust (7 items,

Variable	Category	Frequency	(%)
Gender	Male	267	40.7
	Female	389	59.3
Age	Below 20	179	27.3
	20 to 30	346	52.7
	Above 30	131	20.0
Citizenship	UAE	184	32.8
	Foreigner	377	67.2
Work experience	Less than 5 years	358	54.6
	Between 5 and 10 years	249	38.0
	More than 10 years	49	7.5
Department unit	IT	232	35.4
	Finance	121	18.4
	HRM	109	16.6
	Customer service	27	4.1
	Operation	69	10.5
	Administration	51	7.8
	Other	47	7.2
Job level	Senior management	72	12.3
	Middle management	99	16.9
	Supervisory level	129	22.0
	Employee	286	48.8
Current work status	Temporary	336	51.2
	Permanent	320	48.8

Table I.
Descriptive statistics

adapted from [Robinson and Rousseau, 1994](#)). Each of the 85 items was rated using a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The questionnaire had acceptable internal consistency reliability with Cronbach's alpha coefficients equal to 0.799. Cronbach's alpha coefficients for all dimensions ([Table II](#)) considered in this study ranged from 0.63 (transactional leadership) to 0.94 (job alienation), which was considered acceptable. All dimensions were considered in all further analyses.

3.3 Model set up and data analysis

In the first stage of data analysis, we used NLPCA, which is also known as categorical principal components analysis with optimal scaling. The NLPCA method is used for dimension reduction problems when the items are of ordinal scale ([Ferrari and Manzi, 2010](#)). The NLPCA was performed on the data set. Each item with a component loading less than 0.4 suggests existence of some problems with the corresponding items; therefore, such items were removed from the analysis ([Table II](#)).

4. Research results

It should be noted that all items always have the same component loadings sign, which indicates that the measure fits the data well. The reliability coefficients after data reduction are improved for all dimensions so as to be in the range of 0.648-0.948.

Extending the analysis to two-dimensional ordinal non-linear principal components (NLPC), the variances in the first and second dimensions explained by the solution were found to be 25.3 per cent and 21.4 per cent, respectively. The explained total variance was accounted at 46.79 per cent. Also, Cronbach's alpha values in the first and second dimensions were accounted at 0.51 and 0.39, respectively, as shown in [Table III](#).

[Figure 2](#) indicates the points for each of the seven dimensions (coaching, trust, transactional leadership, transformational leadership, job alienation, workplace bullying and commitment) with two-dimensional ordinal solution of NLPCA. It is a good visualisation for investigating the inter-relationships between the observations and variables, which suggest that workplace bullying and job alienation have strong relationships and the other five variables in the other dimensions are inter-related.

More precisely, the analysis was extended to a three-dimensional NLPCA, as displayed in [Table IV](#), where the results show acceptable loading component values and the inter-relationship between the variables can be classified into three categories:

- (1) job alienation and workplace bullying;
- (2) transactional leadership and transformational leadership; and

Table II.
First component
variance, Cronbach's
alpha and loading
range

Dimension	No. of cases	No. of items	No. of removed items	% of variance	Cronbach's alpha	Component loading range
Transactional leadership	581	14	9	23.29	0.648	0.472-0.745
Transformational leadership	547	22	9	36.69	0.846	0.402-0.790
Coaching	646	9	4	50.54	0.749	0.480-0.799
Job alienation	656	8	0	73.7	0.948	0.830-0.896
Workplace bullying	656	10	0	62.43	0.932	0.567-0.901
Commitment	643	15	2	31.76	0.818	0.470-0.669
Trust	656	7	0	47.41	0.813	0.404-0.821

- (3) commitments and coaching and trust, with loading component values ranging from 0.566 to 0.907.

The research model was tested using linear SEM with latent variables, which is well-suited to highly complex predictive models (Jöreskog, 1973). SEM has several strengths, such as its ability to handle both reflective and formative constructs, which made it appropriate for this study. SEM analyses were performed using a covariance matrix as input to the Analysis of Moment Structure software package (Arbuckle and Wothke, 2003), using maximum likelihood estimation. The missing data were replaced by using the expectation maximisation approach prior to analysis. Following this, the

Dimension	Cronbach's alpha	Variance accounted for	
		Total (eigenvalue)	% of variance
1	0.510	1.777	25.390
2	0.388	1.498	21.402
Total	0.810 ^a	3.275	46.792

Table III.
Model summary:
Cronbach's alpha and
% of variance

Note: ^aTotal Cronbach's alpha is based on the total eigen value

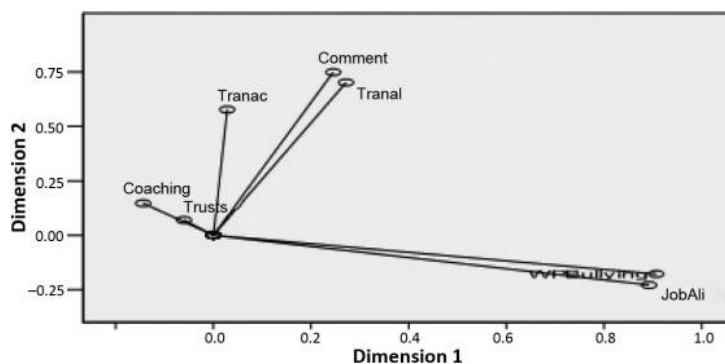


Figure 2.
Bi-plot for
component loadings

Dimension	Two dimensions			Three dimensions		
	1	2		1	2	3
Transactional	0.028	0.578		0.039	0.566	0.177
Transformational	0.272	0.702		0.283	0.702	-0.168
Commitment	0.245	0.749	→	0.258	0.749	-0.097
Coach	-0.144	0.147		-0.079	0.117	0.752
Bullying	0.907	-0.178		0.906	-0.199	0.036
Alienation	0.892	-0.229		0.892	-0.253	0.080
Trust	-0.060	0.070		0.030	0.044	0.704

Table IV.
Three-dimensional
NLPCA analysis—
three acceptable
loading components

Note: Variable principal normalisation; bold numbers indicate the maximum loading value within the dimension

mean standard deviation and the correlation coefficient of the seven variables in the proposed model were computed and tabulated (Table V).

Significant pairwise relationships exist when the absolute correlation coefficient is more than 0.078 at significance level of 0.05. Moreover, to assess fit, we relied on the standardised root mean square residual (SRMR), where the smaller the SRMR, the better. An SRMR of 0 indicates a perfect fit. Another assessment is the comparative fit index (CFI), as proposed by Bentler (1990). CFI is less than or equal to 1. A value of 1 indicates a perfect fit. To balance Type I and Type II errors consistent with Graves *et al.* (2013), we adopted the cutoff ranges for GFI and SRMR, as given in Table VI.

Testing the proposed linear structural model, the chi-square for the model was significant ($\chi^2(1) = 2.946; p = 0.086$), indicating that the distributional assumptions were met. The statistical fit indices were CFI = 0.988 and SRMR = 0.006, which indicates an excellent model.

Other fit indices were computed: the Bentler and Bonett (1980) normed fit index (NFI = 0.984), goodness of fit index (GFI) devised by Jöreskog and Sörbom (1989) (GFI = 0.998) and the incremental fit index (IFI = 0.99) (Bollen, 1989). Note that a fit index value of more than 0.90 would indicate a close fit of the model. Moreover, the residual means squared error (RMSEA) was found to be 0.055, which indicates a close fit of the model.

In the proposed model, the data indicate that the path coefficients (Table VII) for the relationships of coaching with one endogenous and one exogenous construct were statistically significant (job alienation: $\beta = 0.053, p = 0.039$; transactional leadership: $\beta = 0.093, p = 0.016$). Also, job alienation had significant relationships with two variables (commitment: $\beta = 0.366, p < 0.000$; workplace bullying: $\beta = 0.738, p < 0.001$).

Because we collected data from different departments, we examined whether there were significant differences between the participants in terms of the variables studied

Dimension	M	SD	1	2	3	4	5	6	7
1	3.3953	0.56750	1						
2	4.1803	0.37535	0.081*	1					
3	3.9993	0.53539	0.093*	0.406**	1				
4	3.7332	0.94126	0.088*	-0.039	-0.024	1			
5	2.4959	0.79688	-0.025	0.046	0.050	-0.037	1		
6	2.1877	0.86506	-0.037	0.079*	0.046	-0.032	0.744**	1	
7	3.1378	0.64214	-0.005	-0.050	0.019	0.011	-0.016	-0.016	1

Table V. Means, standard deviations and pairwise correlations

Notes: *Correlation is significant at the 0.05 level (2-tailed); **correlation is significant at the 0.01 level (2-tailed); 1 (Transactional leadership); 2 (Transformational leadership); 3 (Commitment); 4 (Coaching); 5 (Bullying); 6 (Alienation), 7 (Trust)

Table VI. Model fit index criterion

CFI interval	SRMR interval	The decision
Less than 0.90	More than 0.1	Deficient model
(0.9, 0.95)	(0.08, 0.1)	Acceptable model
More than 0.95	Less than 0.08	Excellent model

Hypothesis	Endogenous variable	Exogenous variable	Standardised estimate	SE	<i>t</i>	<i>p</i>
<i>H1a</i>	Coaching	← Transactional	0.093	0.065	2.401	0.016
<i>H1b</i>		← Transformational	-0.035	0.102	-0.877	0.381
<i>H2a</i>	Workplace bullying	← Transactional	-0.038	0.035	-0.897	0.370
<i>H2b</i>		← Transformational	0.065	0.079	1.770	0.077
<i>H2c</i>		← Coaching	-0.008	0.060	-0.199	0.842
<i>H3a</i>	Job alienation	← Transactional	-0.021	0.038	-0.848	0.397
<i>H3b</i>		← Transformational	-0.001	0.022	-0.061	0.952
<i>H3c</i>		← Coaching	0.053	0.060	2.062	0.039
<i>H3d</i>		← Workplace bullying	0.738	0.027	29.678	0.000
<i>H4a</i>	Trust	← Transactional	-0.014	0.046	-0.252	0.801
<i>H4b</i>		← Transformational	-0.040	0.067	-1.037	0.300
<i>H4c</i>		← Coaching	0.005	0.024	0.136	0.892
<i>H4d</i>		← Workplace bullying	-0.006	0.043	-0.110	0.912
<i>H4e</i>		← Job alienation	0.005	0.046	0.117	0.907
<i>H5a</i>	Commitment	← Transactional	0.055	0.037	1.376	0.169
<i>H5b</i>		← Transformational	0.059	0.034	1.143	0.253
<i>H5c</i>		← Coaching	-0.014	0.019	-0.404	0.686
<i>H5d</i>		← Workplace bullying	-0.017	0.031	-0.334	0.738
<i>H5e</i>		← Job alienation	0.366	0.065	8.034	0.000
<i>H5f</i>		← Trust	0.044	0.033	1.079	0.281

Note: Bold value indicate statistical significant results at 0.05

Table VII.
Standardised
regression estimates

using analysis of variance (ANOVA), the so-called *F* test, and found that there were significant differences between the participants' opinions regarding transformational leadership ($F(6,649) = 4.33; p < 0.001$), commitment ($F(6,648) = 2.26; p = 0.036$) and coaching ($F(6,649) = 26.35; p < 0.001$). However, there were no statistical differences in the other variables. A follow-up least significant difference (LSD) test was used for multiple comparisons, and it was found that in the "transformational leadership" variable, the pairwise group differences occurred between the operations departments ($M = 4.33, SD = 0.21$) and HRM ($M = 4.19, SD = 0.29$), finance ($M = 4.14, SD = 0.33$) or IT ($M = 4.14, SD = 0.34$). Similarly, significant differences were seen between finance ($M = 4.33, SD = 0.21$) and customer services ($M = 4.28, SD = 0.26$). Also, the LSD test for the "commitment" variable suggests that there were significant differences between HRM ($M = 3.99, SD = 0.30$) and IT ($M = 3.82, SD = 0.56$) or finance ($M = 3.83, SD = 0.52$). Moreover, the differences in coaching occurred between administrative departments ($M = 3.27, SD = 0.82$) and customer services ($M = 3.38, SD = 0.79$), with all other departments noting that the sample means for all other departments ranging from 3.8 to 3.9 were higher than the administrative and customer service departments.

Similarly, age, citizenship and gender are commonly controlled in studies involving transformational and transactional leadership. The detailed data analysis using *F* tests and independent *t*-tests, when applicable, indicated that there was a tendency for older employees to have more favourable attitudes towards transformational leadership or commitment but not towards coaching, with $p < 0.001$ in all tests. However, there was a greater tendency for a positive attitude towards transformational leadership,

commitment and coaching among the UAE citizens than the non-UAE participants. The results of gender comparisons indicated that female employees have fewer negative attitudes towards workplace bullying ($t = -2.44, p = 0.015$). Consequently, another two controllable variables were considered in this study: job status and worker position. The comparisons test indicated that temporary workers have a significant and higher mean for “coaching” and “trust” than permanent workers. However, there were no significant differences between the workers in terms of their positions in all variables considered in this research (Tables VIII-XV).

5. Discussion

In this article, several contributions to the literature have been made. The present study aims to add a deeper understanding of the relationship between organisational leadership and organisations in the UAE, where transactional leadership is the prevailing style. The results have found that coaching is significantly influenced by this type of leadership. The second main contribution of this study provides and evaluates a framework for examining the causes and effects of counterproductive behaviours, represented by workplace bullying and alienation. This framework delivers a theoretical investigation of critical match, relationship and outcome variables. The resulting process pattern not only provides a basis for future study, but can also be used by experts and policymakers to lead their thinking in constructing relationships and studying their effectiveness. Our third contribution regards the discussion of the

Employee gender	Mean	SD	<i>t</i>	<i>p</i> -value
<i>Transactional leadership</i>				
Female	4.0045	0.33549	-0.314	0.754
Male	4.0129	0.33099		
<i>Transformational leadership</i>				
Female	4.1830	0.32280	-0.333	0.739
Male	4.1914	0.31326		
<i>Commitment</i>				
Female	3.8522	0.57595	-1.791	0.074
Male	3.9271	0.48939		
<i>Coaching</i>				
Female	3.7076	0.72079	0.764	0.445
Male	3.6632	0.73654		
<i>Bullying</i>				
Female	2.4045	0.78538	-2.443	0.015
Male	2.5586	0.79965		
<i>Alienation</i>				
Female	2.1849	0.87314	-0.068	0.946
Male	2.1896	0.86059		
<i>Trust</i>				
Female	3.1825	0.62892	1.475	0.141
Male	3.1072	0.65009		

Table VIII.
Gender comparisons

Dimension	Mean	SD	<i>t</i>	<i>p</i>	Bullying and job alienation
<i>Transactional leadership</i>					303
Local (UAE)	3.9713	0.34032	-1.575	0.116	
Non-local (Foreigner)	4.0186	0.33072			
<i>Transformational leadership</i>					
Local (UAE)	4.2589	0.29233	3.070	0.002	
Non-local (Foreigner)	4.1735	0.31725			
<i>Commitment</i>					
Local (UAE)	3.9957	0.46594	2.779	0.006	
Non-local (Foreigner)	3.8668	0.53746			
<i>Coaching</i>					
Local (UAE)	3.3898	0.76961	-5.438	0.000	
Non-local (Foreigner)	3.7489	0.71451			
<i>Bullying</i>					
Local (UAE)	2.5391	0.84555	0.866	0.387	
Non-local (Foreigner)	2.4759	0.79528			
<i>Alienation</i>					
Local (UAE)	2.2174	0.91714	0.304	0.761	
Non-local (Foreigner)	2.1933	0.86096			
<i>Trust</i>					
Local (UAE)	3.1025	0.64334	-0.975	0.330	
Non-local (Foreigner)	3.1599	0.66091			

Table IX.
Nationality comparisons

potential implicit relationship between the various organisational outcomes represented here in organisational trust and commitment. Our current study has indicated no direct relationship between trust and commitment. This may be attributed to the mediation effect of counterproductive behaviours: workplace bullying and job alienation. This also may be attributed to the single-dimensional nature of both trust and commitment constructs used in the present study. Future research is needed to examine the relationship between the two constructs using multi-dimensional scales. Our fourth contribution addresses a key gap in the leadership and coaching literature regarding effect of some specific demographic factors that may regulate the link between these organisational drivers and the organisational outcomes mediated by counterproductive behaviours. Our results show that gender has an effect on workplace bullying. Most arguably, the present study is considered an empirical attempt to help in bridging the gap between the abundance of Western management theories and the under-researched Arab contexts and culture.

6. Limitations of the study

As previously mentioned, this study is a meta-analytical extension of a previous study by the author intended to examine the relationship between organisational coaching and workplace counterproductive behaviours represented by job alienation and workplace bullying in a non-Western context. Because our data were collected from 14 organisations in Abu Dhabi and Al Ain specifically, the results obtained here may not be

Table X.
Work status
comparisons

What is your current work status?	Mean	SD	<i>t</i>	<i>p</i>
<i>Transactional leadership</i>				
Temporary	4.0106	0.33267	0.091	0.927
Permanent	4.0083	0.33304		
<i>Transformational leadership</i>				
Temporary	4.1737	0.31991	-1.183	0.237
Permanent	4.2030	0.31364		
<i>Commitment</i>				
Temporary	3.8758	0.54368	-1.032	0.303
Permanent	3.9183	0.50944		
<i>Coaching</i>				
Temporary	3.8039	0.69143	4.477	0.000
Permanent	3.5521	0.74805		
<i>Bullying</i>				
Temporary	2.4366	0.74953	-1.956	0.051
Permanent	2.5581	0.84043		
<i>Alienation</i>				
Temporary	2.1481	0.85901	-1.203	0.230
Permanent	2.2293	0.87077		
<i>Trust</i>				
Temporary	3.1862	0.62005	1.982	0.048
Permanent	3.0871	0.66171		

generalised to other organisations in the other emirates in the UAE. However, the means and standard deviations for the MLQ subscales were comparable to those taken from other field studies. Future studies should attempt to examine this model using data from different emirates.

The questionnaire used in this study was adapted from many questionnaires used in the literature, including the MLQ (Bass and Avolio, 2000) and other questionnaires used by Passmore (2007), Nair and Vohra (2009), Quine (1999), Hoel *et al.* (1999), Mowday *et al.* (1979) and Robinson and Rousseau (1994). We ended up with 85 items that covered all the study dimensions. It might be necessary to use simultaneous verbal protocol analysis to eliminate some of the items to make them more suitable for practical research studies.

7. Implications for practice

There are many research studies that span the models of transformational and transactional leadership styles. These need to interpret leadership for workplace coaching more adequately (Skiffington and Zeus, 2000; Turner *et al.*, 2002). Transformational and transactional leadership are associated directly with workplace coaching, which has an indirect effect on employee trust through mediators, such as workplace bullying and job alienation. Given this wide variety of positive outcomes associated with workplace coaching, the development of coaching managers or leaders in organisations should be a priority.

What is your age?	Mean	SD	<i>F</i>	<i>p</i>	Bullying and job alienation
<i>Transactional leadership</i>					
Below 20	4.0176	0.33730	1.993	0.137	305
20 to 30	4.0248	0.33082			
Above 30	3.9580	0.32827			
<i>Transformational leadership</i>					
Below 20	4.1191	0.35397	8.815	0.000	
20 to 30	4.1927	0.31352			
Above 30	4.2696	0.24589			
<i>Commitment</i>					
Below 20	3.7717	0.62829	9.467	0.000	
20 to 30	3.9115	0.48430			
Above 30	4.0280	0.44491			
<i>Coaching</i>					
Below 20	3.8402	0.61040	14.029	0.000	
20 to 30	3.7026	0.75178			
Above 30	3.4088	0.75022			
<i>Bullying</i>					
Below 20	2.4285	0.74421	1.492	0.226	
20 to 30	2.5460	0.84999			
Above 30	2.4557	0.71362			
<i>Alienation</i>					
Below 20	2.1872	0.85700	0.849	0.428	
20 to 30	2.2197	0.90138			
Above 30	2.1040	0.77384			
<i>Trust</i>					
Below 20	3.1947	0.60205	1.616	0.200	
20 to 30	3.1371	0.64777			
Above 30	3.0622	0.67638			

Table XI.
Age comparisons

8. Implications for research

The meta-analysis concept of latent variables and the NLPCA, along with the corresponding methodology of SEM used in this study, have proven to be powerful tools in the research of precedents and the antecedents of organisational coaching. They have allowed us to deconstruct the main organisational drivers, transformational and transactional leadership and organisational coaching, and to investigate the relationship between these drivers and workplace counterproductive behaviours represented by job alienation and workplace bullying. From a methodological and subject standpoint, this research appears to be the first study to do so in the UAE or in a non-Western context.

The proposed model in this article introduced a good investigation of the flexible situational perspective that causes a leader to switch from transformational to transactional leadership. Identification of the self-monitoring leader, together with the individual differences among workplace coaching in other dimensions, will

Table XII.
Age multiple
comparisons

Dependent variable	(I) Age	(J) Age	LSD Mean difference (I,J)	SE	Significance	95% Confidence interval	
						Lower bound	Upper bound
Transformational leadership	Below 20	20 to 30	-0.07363*	0.02884	0.011	-0.1303	-0.0170
		Above 30	-0.15051 *	0.03602	0.000	-0.2212	-0.0798
	20 to 30	Below 20	0.07363*	0.02884	0.011	0.0170	0.1303
		Above 30	-0.07688*	0.03213	0.017	-0.1400	-0.0138
	Above 30	Below 20	0.15051 *	0.03602	0.000	0.0798	0.2212
		20 to 30	0.07688*	0.03213	0.017	0.0138	0.1400
Commitment	Below 20	20 to 30	-0.13980*	0.04795	0.004	-0.2340	-0.0456
		Above 30	-0.25630*	0.05985	0.000	-0.3738	-0.1388
	20 to 30	Below 20	0.13980*	0.04795	0.004	0.0456	0.2340
		Above 30	-0.11649*	0.05342	0.030	-0.2214	-0.0116
	Above 30	Below 20	0.25630*	0.05985	0.000	0.1388	0.3738
		20 to 30	0.11649*	0.05342	0.030	0.0116	0.2214
Coaching	Below 20	20 to 30	0.13757*	0.06603	0.038	0.0079	0.2672
		Above 30	0.43138*	0.08240	0.000	0.2696	0.5932
	20 to 30	Below 20	-0.13757*	0.06603	0.038	-0.2672	-0.0079
		Above 30	0.29381 *	0.07343	0.000	0.1496	0.4380
	Above 30	Below 20	-0.43138*	0.08240	0.000	-0.5932	-0.2696
		20 to 30	-0.29381 *	0.07343	0.000	-0.4380	-0.1496
	Above 30	-0.08314	0.09949	0.404	-0.2785	0.1122	
	Below 20	20 to 30	-0.11565	0.08876	0.193	-0.2899	0.0586

Note: *The mean difference is significant at the 0.05 level

Number of years working with the company	Mean	SD	<i>F</i>	<i>p</i>
<i>Transactional leadership</i>				
Less than 5 years	4.0166	0.33732	0.203	0.816
Between 5 and 10 years	4.0029	0.32675		
More than 10 years	3.9913	0.33268		
<i>Transformational leadership</i>				
Less than 5 years	4.1912	0.30240	2.016	0.134
Between 5 and 10 years	4.1679	0.34717		
More than 10 years	4.2662	0.24425		
<i>Commitment</i>				
Less than 5 years	3.8680	0.53672	1.472	0.230
Between 5 and 10 years	3.9204	0.52543		
More than 10 years	3.9850	0.45568		
<i>Coaching</i>				
Less than 5 years	3.6695	0.70638	11.410	0.000
Between 5 and 10 years	3.7836	0.70437		
More than 10 years	3.2494	0.86618		
<i>Bullying</i>				
Less than 5 years	2.4584	0.76873	1.393	0.249
Between 5 and 10 years	2.5201	0.83090		
More than 10 years	2.6469	0.81627		
<i>Alienation</i>				
Less than 5 years	2.1285	0.82767	2.273	0.104
Between 5 and 10 years	2.2385	0.89904		
More than 10 years	2.3622	0.93271		
<i>Trust</i>				
Less than 5 years	3.0982	0.63946	2.117	0.121
Between 5 and 10 years	3.2037	0.66146		
More than 10 years	3.0933	0.53734		

Table XIII.
Experience
comparisons

Dependent variable	(I) Work experience with this organisation	(J) Work experience with this organisation	Mean difference (I-J)	Significance
Coaching	Less than 5 years	Between 5 and 10 years	-0.11414	0.055
		More than 10 years	0.42003*	0.000
	Between 5 and 10 years	Less than 5 years	0.11414	0.055
		More than 10 years	0.53417*	0.000
	More than 10 years	Less than 5 years	-0.42003*	0.000
		Between 5 and 10 years	-0.53417*	0.000

Table XIV.
Experience and
coaching
comparisons

IJOA 24,2	Your position	Mean	SD	F	p
308	<i>Transactional leadership</i>				
	Senior management	4.0278	0.36786	0.751	0.522
	Middle management	3.9935	0.33019		
	Supervisory level	4.0421	0.30912		
	Employee	3.9950	0.33047		
	<i>Transformational leadership</i>				
	Senior management	4.1944	0.31336	0.287	0.835
	Middle management	4.1680	0.28912		
	Supervisory level	4.1945	0.36686		
	Employee	4.2026	0.30919		
	<i>Commitment</i>				
	Senior management	3.9676	0.41430	0.400	0.753
	Middle management	3.8855	0.54253		
	Supervisory level	3.8966	0.55120		
	Employee	3.9055	0.52085		
	<i>Coaching</i>				
	Senior management	3.7377	0.73046	1.880	0.132
	Middle management	3.7551	0.63518		
	Supervisory level	3.5797	0.76879		
	Employee	3.5913	0.76790		
	<i>Bullying</i>				
	Senior management	2.4694	0.78769	1.910	0.127
	Middle management	2.5343	0.81681		
	Supervisory level	2.6310	0.90561		
	Employee	2.4329	0.74892		
	<i>Alienation</i>				
	Senior management	2.0816	0.86225	1.032	0.378
	Middle management	2.2260	0.85017		
Supervisory level	2.2820	0.89449			
Employee	2.1613	0.85143			
<i>Trust</i>					
Senior management	3.0675	0.58582	1.703	0.165	
Middle management	3.2107	0.66892			
Supervisory level	3.0498	0.54855			
Employee	3.1648	0.67778			

Table XV.
Job-level
comparisons

provide a basis for examining the two main organisational drivers – transformational–transactional leadership and workplace coaching – from a situational perspective.

9. Concluding remarks

Relationships between organisational drivers and organisational outcomes mediated by counterproductive work behaviours in the business sector in the UAE, based on a

random sample of 656 respondents, have been conducted using an SEM approach by means of three dimensions of NLPC.

The final revised model is significantly fit in terms of GOF indicators, indicating a very credible organisational driver (based on coaching) on organisational outcome (commitment) mediated by a counterproductive workplace (job alienation) model of construct. Based on the SEM result, the model explains the 46.7 per cent in variance of organisational outcomes. However, only 4 out of 20 hypotheses tested were statistically significant at 95 per cent confidence level. Consistent with the existing research findings, we found that transactional leadership style is positively related to coaching and there is an insignificant relationship between coaching and transformational leadership style. This construct also has an indirect positive relationship with commitment mediated positively by job alienation.

Therefore, the findings suggest that an organisation in the UAE needs to have a worthy transactional-type leader to provide an effective productive workplace to increase work outcomes among all business components, including internal and external customers, as well as the mission and vision of the organisation.

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