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Improving Leadership Strategies among Future Sector Leaders in a  
Governmental Organization using a Motivational Framework

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## **Abstract**

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Keywords: Leadership; motivation; humanistic; learning; education; strategy; organizational behaviour; transformational; appreciative inquiry.

Leadership is responsible for identifying the suitable motivational framework to encourage current and prospect future leaders to continuously develop their management and leadership skills, and attend training programs. In the chosen organization for this research study, it was noticed that the demand for registration in new training courses reduced and attendance records showed clear drop over the years, as a clear sign of lack of motivation to attend. This study aimed to explore the educational strategies needed to develop current and future leaders of public sector organizations, and how to create a culture of learning and motivate staff to comply with the perceived strategy. In order to provide this process governmental organisations, have to follow specific leadership styles and models. These models are taught to current and future leaders during the educational training sessions set by the organization itself or outsourced to an educational institution. A qualitative approach was considered most suitable due to the humanistic tendency of the method to extract the participants' opinions regarding training and motivational activities within their departments. Data was collected through the means of an appreciative inquiry workshop (questions & dialogues) in which narrative discussion was used as part of the data analysis. One-to-one interviews were also used as means for data collection.. The participants in the research were senior employees only of a governmental body in the Kingdom of Bahrain.

Finally, the research study found that accredited external training is preferred in general. Additionally, formally organized in-house training programs are useful to guarantee knowledge transference from current to potential future leaders.

## Dedication Page

I dedicate this Thesis to Future leaders.

## **Acknowledgements**

***'In the Name of Allah most Gracious and Merciful'.***

I would like to show thanks to the most gracious and Almighty Allah, who gave strength, courage, and the faith to proceed in this endeavour of completing this thesis.

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## Chapter 1

### 1.1. Introduction

When employees are motivated to gain targets at an individual level, it can motivate that specific individual to accomplish goals and achieve more within the organization (Choge, 2020). Good leadership can inspire the culture of an organization and help it develop for the future while achieving greater goals and objectives (Dharmantro, 2023). Organizations that are innovative can be successful in responding to changing environment which can in turn develop innovative competencies that can inspire motivational tendencies thus enabling better performance within the organization (Kumar, Mukherjee, & Chandra, 2019).

Globally modern business is driven by intellectual capital and human capital helps in the building of an organization's competitive advantage (MacDougal & Hurst, 2005). Munawaroh, Riantoputra, and Marpaung (2013) noted and identified certain factors that improve employee performance, both as groups and as individuals, improving the quality of work, and the need for achievement. These factors all pointed toward education and training as a measure of employee commitment, motivation, and development.

*Dubet & Gunasekaran (2015, p. 1497, in Bempong, 2021) also stated that, "The right type of education is very important for the skills development of employees and the effectiveness of the training also depends on the pedagogy".*

Here in Bahrain, the strategic plan for 2030 focuses on Bahrainization for all organizations including governmental ministries of which 20% are still dependent on expatriate employment (MIA, 2023). The expatriate community, by 2030, will be cut down to a third of what it is in this present day. By 2030, "implementation should be done gradually and over years as the percentage shifts to Bahrainis from expats while ensuring a swift transition, with expats being an indispensable integral part of community" (E-government, 2023). MPs are also reviewing a change in the law to achieve 100 percent Bahrainization in the government sector by 2030.

The leadership training programme is a strategic initiative conceived by the Civil Service Bureau (CSB) With the collaboration of the Bahrain Institute for Public Administration (BIPA) to prepare Bahraini leaders to effectively handle the challenges in the future as outlined in its Kingdom of Bahrain's National Strategy (2030). Although this research study concentrates on one part of the Ministry which is the MIA, the rise of leaders in university technology commercialization has attracted a lot of attention from management scholars who themselves seek to understand the variables that enhance academic entrepreneurship (Balven, Fenters, Siegel & Waldman, 2018). Balven et al (2018) looked at how this concept played a part in identity roles, motivation, championing, education, work-life balance, and organizational practice.

For this strategy to be effective the MIA needs to have its own strategic plan which fits into the plan for the country (Bahrain Strategic Plan 2030). To do this the MIA has to strategically train leaders to carry out training inside the organization and follow up this training schedule as a mandatory update every year among the leaders within the departments. By looking at the concepts of leadership and how the styles have developed through the past years to what they are now, this research study aims to look at existing leadership styles and develops them to increase motivational learning. The academic challenge for the researcher will be establishing the need for broader leadership characteristics to support future leaders during periods of change within the country. We will also strive to have the ability to appreciate the underlying theories of leadership styles and concepts within the organization.

The global trend in leadership development has encouraged the exploration and has presented an in-depth analysis of administration leadership development programmes, which are offered to government officials by various local and international higher education institutions within the region of the study. This programme is a strategic initiative conceived by the Ministry of Information Affairs (MIA), which is the governmental entity in charge of the official media in the Kingdom of Bahrain. Currently, MIA has around 800 employees working within its premises and operating around 24/7 in different directorates. The organization, to be known in this research hereafter as MIA, through 10 specialized directorates, is responsible for developing the media and communication sector in the Kingdom of Bahrain professionally, technically, and legally, following the Constitution, the law and the

Government's Action Plan. It is committed to the following missions: Developing the legislative structure in the field of journalism, printing, publishing, and protecting copyright and intellectual property in coordination with the legislative authority.

Educational activities must be designed specifically to be successful and achieve the charted goals. These goals were specifically designed by Diamantidis and Chatzoglou, (2014) and are as follows:

- A training process must be designed to suit the employees and to give them the confidence to participate and apply what they have learned in the workplace.
- Practical examples must be provided to apply skills in conditions that can simulate the work environment.
- Using a framework of behaviour that the employees must adhere to so that the training experience can be implemented in their work environment.

'Performance excellence is overall, an emerging area but leadership is still regarded globally as its pre-eminent enabler, while the understanding of leadership systems is also emerging and has today focused on activities and attributes' (Simamora, 2013). Simamora (2013) also suggests that for performance excellence we can approach from different perspectives, which may include gender differences, the importance of values and ethics, the balance of core values and competencies, identification, and development of values at the corporate level and application in the public sector. These concepts promote motivational skills among employees.

Performance excellence is recognized around the world and is at the core of various national quality award programs, and organizational self-assessment models as well, which have been applied by various organizational entities. George, Walker, and Monster, (2019) note that strategic planning is an excellent management approach and is a successful practice within public and private organizations that has positive effects on organizational performance. Strategic planning has a significant impact internationally as well as in local public sectors, formalizing strategies can enhance organization performance and enhances organizational effectiveness (George, Walker, and Monster, 2019).

Within the realms of public administration, not enough attention has been paid to the topic of leadership by administration scholars until recent times (Lee, 2020). It was noted by Piccolo, Greenbaum, Hartog, and Folger, (2010), in Machmud (2020, p. 55) “That success of an organization is determined by the leadership developed in the organization and the work discipline of employees within the company, the performance provided by its subordinates to achieve these goals is also very influential”. Lo, Ngui, and Agou (2011) in Pancasila, Haryono, and Sulisty, (2020) noted that the effectiveness of a leader was one of the most popular contributors to an employee’s performance and this was followed by motivation in the workplace, whereas time management was the least contributor to employee motivation.

## **1.2 Research Problem**

Organizational learning is an essential factor in the survival of an organization leading to several empirical studies but with no major factor in how this has evolved with the specific motivation of employees (Alerasoul, Afeltra, Hakala, Minelli & Strozzi, 2021). Globally the issue of learning within an organization has been the problem of managers and scholars for many years with an emphasis on how employees are orientated at the beginning of their careers (Alerasoul et al., 2021). Alerasoul et al., (2021) also notes that the learning capabilities of employees can determine both the motivation to learn and also the direction that this may take. Yulius (2022) detects that a problem may exist in a company’s organization so how can they create a human resource department that can get the employees to a high level of performance in order to achieve specific organizational goals and objectives, including keeping up employee motivation to continue the learning process. Achieving targets for organizational leaders has to be seen as a work motivational process where employees are pushed into influencing the achievement goals (Sadili, 2006). An employee that is motivated can continue to influence others to achieve their own goals and objectives.

In my own organization, the motivation to learn is not 100% achievable by the employees as they lack the influence to continue their learning in leadership and management, therefore the future leaders will be affected while current leaders will be

expected to continue without proper training and motivational activities. As Yulius (2022) states “Work motivation is defined as a condition in which a person’s efforts and willpower are directed to the achievement of results and goals which could be, productivity, attendance, or other work behaviours”. Zhang, Zhang, Zhu, Lin, and Smola (2022) looked at how motivation has a link to learning from failure and looked at the etiology theory of organizational climates and cultures that may show the existence of poor work environments showing that organization function is affected by leadership and management factors.

### **1.3. Aim & Objectives of the Research Study**

The aims and objectives of this thesis are the specific goals that are deliverable within the specific time frame of the thesis. The intent is to prove as well as disprove the theoretical choices that are undermined by the collected data. The theoretical assumptions that are taken from the study will provide the background information for the outcome of this study. The background information of this research study provides the author with relevant information which in turn provides a context for the aims and objectives. The focal theory will be looking at the traits and behaviors that people can adopt to increase their leadership capabilities within organizations, with the focus on the chosen organization being also encouraging motivation, education, and training. The influence that the collected data will have on the organizational perspective was also considered when the aims and objectives were derived.

#### **Aim**

This study aims to explore the educational strategies needed to develop current and future leaders of public sector organizations.

#### **Objectives**

1. Conduct a literature review to identify the currently accepted strategies, challenges, and issues around capacity building.
2. Develop a framework based on the literature review to help conceptualize the key strategies and challenges influencing leadership-capacity building.
3. Present and justify the research method which will be used for the study.
4. Conduct empirical work to identify the current practices and associated challenges in developing leadership capacity in public sector organizations.

5. Develop concluding arguments and outline recommendations for theory and practice.

### **1.3.1. Scope of the study**

The scope of the study is to have a look at the current and future leaders within an organizational learning framework in Bahrain. It focuses on what type of management and leadership concept would benefit the organization and look at the current leadership theories that are being used and compare them to that of other countries. It covers a large public service organization and looks at the motivation to learn leadership and management skills among current and future managers and leaders. The research project was identified within the organization's education department as a need to train and follow up with current and future leaders for public services. It was noted that the enthusiasm was lacking motivational concepts to continue educational activities among the public service employees. The goals and the objectives of the research were reached using SMART (Smart, Measurable, Achievable, Realistic and Timeframe) guidelines which consisted of the following:

- Specific: this involved a clear specification of the current and future leaders' continuous training.
- Measurable: Goals were measured by constant feedback from the participants.
- Achievable: Researched goals were achieved within the available resources in the educational budget.
- Realistic: The goals were easier to deliver while quality was maintained in the delivery of educational activities.
- Timeframe: The time set for the continuous training was according to the educational activity scheduled.

The findings from the scope of the study will contribute to the future policies and procedures of the Bahrain public service organization, it will assist in any minor or major changes needed to ensure that current and future leaders are catered for within their scope of practice. Any identification of constraints to the training process is considered and dealt with along the pathway of the research study. This includes the size of the participants to be interviewed and the time that each participant would

spend being interviewed at any time. Time wasting was dealt with immediately and the interviews were cut short if any major issues arise within the organization during the research period. The research population includes current and future leaders within the public service organization. The sample size was the number of organizational employees. The accepted sample was the first 40 to accept participation through the email system. The geography of the one-to-one interviews was dealt with at the time by doing on-site face-to-face meetings. This was done also for the appreciative inquiry workshops. All geographical issues were not a problem at the time of the research. Theories of leadership and management will be discussed in the literature review in Chapter 2.

The overall achievement of the research study is that, the continuous training of current and future leaders within public services organizations using a motivational concept while contributing to the theoretical aspects of the research study. Theories will be formulated to explain and understand what are the challenges that may explain the assumptions that the literature gives. The theoretical aspects of the results will be implemented after the results are published. The future of the country depends on the Bahraini employees being trained to an excellent standard of management and leadership for the next generation.

### **1.3.2. Target of Research Study**

This research study targets one governmental organization, this is because of ethical considerations and political issues if other governmental organizations were involved. The researcher is part of the chosen organization, therefore ethical approval was granted accordingly. The chosen organization was then given the vision of improving leadership skills by introducing motivational training and further education on leadership strategies. The study will look at the theories, regarding motivation within the organization related to; perceptions and practice of issues that are related to leadership skills at present within the organization and how they can be improved by education and knowledge. The identified results from this study will assist in the changing of strategic development of the educational system within the authors' organization. The look at culture within the organization will be considered with the one-to-one interviews, and recognizing what culture exists at present. This approach

gives a more personal communicative style of data collection, using a humanistic strategy.

The culture of the Middle East is unique in many aspects, but in general, it is a culture of fatalism. Fatalism is an attitude that “believes that everything that happens in the community environment is beyond their control,” (Ruju, 2012 in Aksa, 2020).

This could be due to religious beliefs in Islam that ‘fate’ has a conception here. The Middle East is now so diverse with people from many international backgrounds working in the area; the fatalistic element has become less prevalent (Welsh & Raven, 2004). Aksa (2020) notes that Tawakkul (trust in God) must begin with humans doing hard work as God will not change their fate if they do not try to change themselves. Therefore, the use of technology, and knowledge, especially in e.g., disaster management is an effort that is performed by humans to reduce the risk of disasters. Being able to manage an incident is the work of a manager with experience using a certain style and being culturally aware is a must for a good manager.

Management structures are now becoming part of organizational setups, using management styles as a guide to what suits the culture and diversity of a country within the Middle East. Bahrain is very diverse, so management styles are varied depending on the organizational discipline. Motivating employees to study leadership concepts and styles has been prevalent for the last 20 years, this is evident in a study done by Hee & Ling (2011) where they examined the importance of employee-centered social responsibility and considered looking at these effects on employee motivational concepts.

### **1.3.3. Breaking with past objectives**

Breaking from the past can be difficult for some current leaders; therefore, learning new leadership skills for current and future leaders will provide the organization with progression into new ways of leadership and management thinking within the boundaries of the various departments. In the past leadership theories were not as important as they are in today’s global world. Leadership has been a factor of universal interest for hundreds of years since the ancient Greeks, and now the concept has become the desire for influential world leaders focusing on individuals, organizations, industries, and wealth of nations (Maheshwari & Kha, 2023). Because of the studies

previously being focused on employee level factors wider examination was needed to look at the organizational outcomes of leadership training, how technology has become the new norm in training and understanding how e-leadership is imperative for the future (Maheshwri & Kha, 2023).

Pancasila, Haryono, and Sulisty, (2020) indicate that the process of motivation can be the need to satisfy a person's need for a specific factor that will help them achieve their organizational goals while giving them the work results. Organizational employees can be seen as being in stewardship and can be used as a key to be discovering, developing, and managing all other assets from within the organization itself. Each person is seen as an individual that can be capable of immense achievement (Covey, 1999).

#### **1.4. Overview of the Research Methodology used in the Study**

This research follows a qualitative methodology in order to have a better and deeper personal understanding of the study with the data concentrating on specific staff. A profound explanation of a first-hand experience with the participants and the quotations of actual conversations are vividly described in the subsequent sections. The research participants along with their experiences are the heart of the research process. This concept has made qualitative and quantitative researchers rethink how to access and choose their sample populations; therefore, rigor is the answer, and the researchers are responsible for this action. The inclusion and exclusion criteria must be considered when deciding on the sample population (Chitac, 2022).

## **Chapter 2 Literature Review**

### **2.1 Chapter Review**

This chapter will look at many works of literature available and critique their strategies on management styles, models, traits, and change management while considering how they contribute to motivational aspects to learn while in management positions. The importance of stakeholders in the training of current and future leaders plays an important part in the future of the organization and how they are engaged in this process. Mathobela, (2010) notes that the importance of stakeholder engagement is one of the pillars of the organization's sustainability and success. The approach to organizational change is no longer dependent on traditional management strategies but an implication of a holistic approach to the environment is necessary for any progress (Mathobela, 2010). Srivastava and Hapinat (2023) also noted that employees mental health and well-being are becoming factors that must be considered within the work environment. The factor of an employee's well-being is being considered as something that needs to be considered when organizational productivity is being reviewed (Srivastava & Hapinat, 2023). The complex of well-being and mental health in organizations can be a driving force for the employees to increase their performance (Hansen & Rojas, 2021)

The rationale for the literature review was to look at research that has been done previously while giving the reader a view of leadership theories, skills and models that help in the strategic structure of organizations. It will give an account of the publications that may be used in a certain review and put special weight on the current research study. The literature review will include journal article monographs, and articles in peer-reviewed journals and conference reports as well as published edited and specific management and education books (Burton, Brundrett & Jones, 2011, p.35-36). It can provide information on whether the subject matter has been explored before or whether there are previous research studies conducted on the issue or concept. This helped the researcher to decide what pathway to take in the pursuit of evidence as the current training of current and future leaders within the organization needs reviewed or not. Gathering information for the literature review takes the form and the

basis of further exploratory search, reviewing and discovering the wide range of literature and the current position that the subject is in.

The review will take the structure of leadership theory understanding and the presentation will be traced back to the current research study. The use of a conceptual framework of the research study is that of a group of ideas, concepts, and theoretical perspectives that give overall structure and coherence to the research study (See Figure 1). A conceptual framework is a set of ideas and theories about how a function or investigation can work within a theoretical context. The framework is a basis for understanding how events, ideas, observations, concepts, knowledge, interpretations, and other components of experience are integrated into a research project (Svinicki, 2010). This will cover, leadership styles, theoretical concepts of leadership, education and leadership, motivational aspects of leadership, motivation to progress in leadership, and approaches to leadership issues. Conceptual frameworks can be intrinsic and extrinsic.

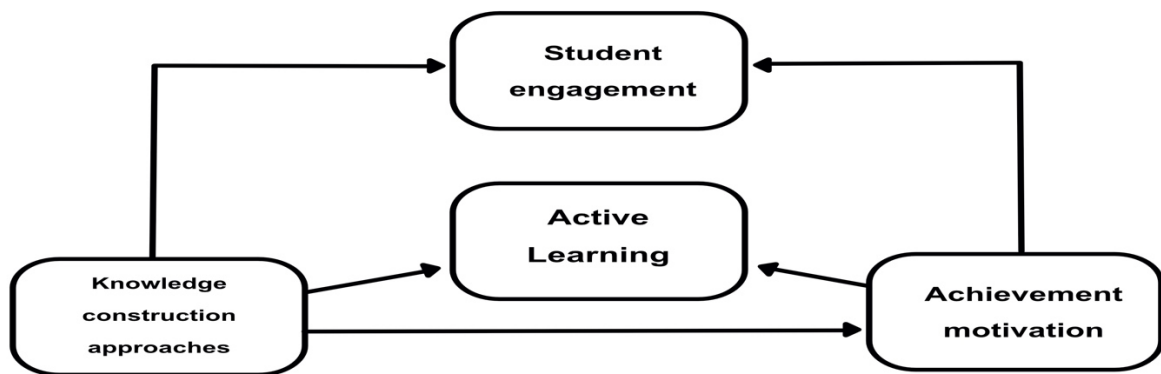


Figure 1 Conceptual Framework for Motivational Education (Singh, Kleeman, & Bergen, 2013).

To summarize the rationale for the literature review; good development of a working knowledge of the research study, published authors giving similar conclusions of

leadership concepts, methodology critiques, discussion of different methodologies to motivational leadership, highlight gaps in the literature, relation of current research to different studies, relating the current research to the literature and summarizing what the literature says about motivational leadership and approaches to styles of leadership theories. All literature was analysed and synthesized for relevant information that assisted in this research study.

This qualitative research study looks at the in-depth literature available on how the preparation of leadership development programs can help leaders to develop and progress in their departments and lead strategic change management projects using motivation as a trigger for the change. The literature review will also consider quantitative studies as these contributed to the leadership concepts in today's global environment. It has been noted that academics and practitioners have shown a great deal of interest in promoting and identifying as well as sustaining innovative ideas in organization (Damanpour & Schneider, 2006). Innovation in organizations is the work of innovative leadership strategies. This shows how different models of leadership theories can have a significant role in promoting both personal and organizational change while assisting employees and future leaders to exceed their performance expectations (Avilio, 2005). As Zadkowska, Dowgiallo, Gajewska, Herzberg-Kurasz and Kosteccka (2022) noted 'the effect of a successful work organization depends on the effectiveness of the management and leadership who have a good grounding of theoretical knowledge of the motivation of humans and leadership which gives them an insight to whom are most likely to produce good results.

The role of the literature review looked at different theoretical concepts within organizational motivation and looked at some leadership models. This will be an investigation into the availability and the effectiveness of these leadership development programs within the organization itself. Against the background of demographic change in Bahrain and the Gulf Region, it has become more and more difficult to keep a level of education among leaders due to changes in governmental departments and staff attrition rates. Bahrain's Strategy for Change (2030) has become the focus of all public governmental departments as the guide for departmental training and progression into excellence. Therefore, having a good theoretical background in leadership is a must for this task.

The leadership training programme is a strategic initiative conceived by the Civil Service Bureau (CSB) to prepare Bahraini leaders to effectively handle the challenges in the future as outlined in its Kingdom of Bahrain's National Strategy (2030). Although this research study concentrates on one part of the Ministry that being the MIA. The rise of leaders in university technology commercialization has attracted a lot of attention from management scholars who themselves seek to understand the variables that enhance academic entrepreneurship Balven, Fenters, Siegel & Waldman, 2018). Balven et al (2018) looked at how this concept played a part in identity roles, motivation, championing, education, work-life balance and organizational practice. As Maheshwari and Kha (2023) noted in their research between 2007-2022 that leadership within the sector of education is now a concern in our lifetime due to the fact that over the last few decades academics have increased their interest in investigating the sources of leadership and engaged also in the technology development, innovation in leadership and also what is happening globally.

For this strategy to be effective the MIA needs to have its own strategic plan which fits into the plan for the country (Bahrain Strategic Plan 2030). In order to do this the MIA has to strategically train leaders to carry out training inside the organization and follow up this training schedule as a mandatory update every year among the leaders within the departments. By looking at the concepts of leadership and how the styles have developed through the past years to what they are now, this research study aims to look at existing leadership styles and develop them to increase motivational learning. The academic challenge for the researcher will be that of establishing the need for broader leadership characteristics to support future leaders during periods of change within the country. We will also strive to have the ability within the organization to appreciate the underlying theories of leadership styles and concepts.

In the literature review, the researcher will look at the emergence of leadership from the 1840s to the present day. Discussing great man theories, trait theories, behavioural theories, contingency theories, transactional leadership, and transformational leadership in the present day. By reviewing the literature, we aim to look at the way in which leadership styles and attitudes are toward training for more advanced leadership positions in the public domain here in Bahrain.

The literature review will assist in understanding and provide the reader with a methodological rationalization of what the research intended to do. The subject matter in the literature will assist in looking at assumptions of leadership and management and what they are all about.

## **2.1. Strategy for Improvement**

Strategic planning for change involves integrating best practices and leadership skills while managing personnel effectively for leadership development and succession planning services (Groves, 2007). Behavioural aspects for the development of strategies for changing is an important factor in the aspect of educational concepts. Self-determination theory was developed to help explain people's motivations to engage in specific behaviours (Stevens, Rees, Cruwys and Olive, 2022). It has been viewed by Conger and Fulmer (2003) that the marrying of leadership development and succession planning processes for optimal identification, development, and placement of leadership talent, has been noted to be the way in which best practice for strategic planning and management. It was noted by Ojha, Patel, and Sridharan (2020) that organizational survival and performance globally, are looking at ever-evolving technologies, fluctuating demand, and supplier disruptions depend on strategic planning. Ojha, Patel, and Sridharan (2020) refer to this strategy as 'Dynamic Strategic Planning', where they proposed a conceptualization of dynamic strategic planning that could align an organization's mission and vision to accommodate changes in the external environment. This is related to the management systems in public service where they serve the public. Changes must be implemented to keep up with the demands.

Change Management strategies in this research included Appreciative Inquiry (AI) workshops which will get information from the employees themselves as AI gives a platform for speaking, thoughts, dreams, and future for change.

*According to Holmes (2012), "The next decade is a critical period to raise the ranks within all sectors and levels of government to mitigate the impact of the demographic and cultural shift on effective public management. Leadership development,*

*succession planning, and human capital management have become the mantra of government agencies to highlight and address potential capacity gaps”.*

Holmes (2012) indicated that recruitment mandates within public sectors in the United States have concentrated on in-house leadership development programmes, along with high ended mentoring and coaching as being the dominant strategies for recruiting younger generations into the public sector workforce. In Germany, Public organizations often face difficulties in attracting and recruiting competent personnel (Sievert, Vogel, & Feeney, 2022). Recruitment processes in public organizations are often overly complicated due to lower levels of flexibility, procedural constraints in public personnel systems (Coursey & Rainey, 1990; Stritch & Villadsen, 2018, in Sievert, Vogel & Feeney, 2022).

## **2.2. Motivation in Leadership**

Motivation is a key factor in improving leadership education to ensure the success of any organizational culture. The link between motivation and organizational strategies related to knowledge progression in leadership has since been looked at within global organizations that have faced continuous strategies regarding the alignment of development, motivation, and leadership (Theodorakopoulos and Kakabadse (2014). Argote (2011) noted that organizational learning involved a process that can change cognitive behaviours in staff members. As Srivastava and Hapinat (2023) noted that motivational leadership is also key in the positive mental health and well-being of employees.

## **2.3. Theory and Organizational Management Background**

It can be referred to as a method of science or art and it is as distinct in practice and dates from 1613 (Harper, 2004). It has been known that theory has a descriptive distinction which has no emotional overtones and can be traced back to the Greek times of Aristotle (Thomas, 2006). The Greeks, Egyptians, and Romans all held leadership in high esteem, and this was recorded in their scripts (Schneppfleitner, 2017). We understand that theory in social science can tend to be of a dominant conception that has been inherited from natural science. Urinov (2020) noted that in the analysis of modern scientific literature, it is argued that theories of management development and organizational behaviour took place at the same time.

Organizational behaviour is also an area that has been researched many times and has embraced many ideas and approaches (Urinov, 2020).

Leaders and leadership concepts have faced some contemporary organizational issues in the past and are now facing some contradictions regarding performance. Mundane initiatives which may prevent them from managing paradoxes that could deal with social and moral dilemmas (Dawes, 1980). These dilemmas can lead to demotivation within large organizations therefore the need to understand theories of management and leadership concepts is such an important factor within organizations globally.

Northouse (2012, p.4) stated that,

*“The bottom line is that leadership is a complex concept for which a determined definition may long be in flux”.*

This current research study aimed to look at and use the theoretical and empirical background, which frames the contribution that this qualitative research will produce by reflectively looking at the approach to the data collection and analysis (Chitac, 2022). The approach conserves all the factors that are needed to motivate and encourage current and future leaders to engage in further learning regarding leadership and management theoretical empirical attributes.

## **2.4 Evolving Leadership Theories**

A review of the leadership theories (Centre for Leadership Studies, 2003) revealed that an evolving theory of ‘Schools of thought’ from ‘Great Man Theories’ and ‘Trait’ leads to transformational leadership (See Table 1). As Benmira and Agboola (2021) note, leadership can be one of the most complex and multidimensional phenomena and has been extensively studied throughout the years and become one of the most important aspects in organizations globally. Effective leadership is recognized within the organization as a key factor to success and the acknowledgment of the importance of human capital and organizational management is crucial to this success (Frioland, 2018; Bhattacharyya, 2018).

Great Man Theories	Leaders are extraordinary people, with characteristics. they are born to be leaders. The concept primarily of being a male, military and Western, led to trait theories.
Trait Theories	They can be virtuous human attributes that can lead to ambition and a zest for life.
Behavioural Theories	Behavioural theories are concerned with what leaders do rather than their qualities.
Situational Leadership	This depends on the actual situation that the leadership is practised in. Some situations may require different leadership styles e.g., autocratic, or transformational approaches. Different levels need an approach.
Contingency Theory	This is a refinement of the situational viewpoint and focuses on what can predict the best for leadership style to fit the specific circumstance.
Transactional Theory	The link between the leader and the follower and focuses on the mutual; benefits that can be brought through in the form of a contract. Through this contract, the leader can deliver rewards and show recognition for commitment or loyalty to the organization.
Transformational Theory	The main concept is change management and the responsibility of the leader is to envision and implement the transformation of the organization's performance

Table 1 Leadership Theories (*Barr & Dowding (2019)*).

Leadership theories have evolved in the last century (Barr and Dowding, 2012). 'The Great Man Theory' of the 1840s has become a part of history with great leaders and some who were not. Some leaders are named in textbooks as being 'great' while others are named as being 'tyrants'. These leaders may seem to be tyrants and in other eyes great leaders. In the 19<sup>th</sup> century, the research that was done on leadership focused on innate characteristics (Cawthon 1996; Dziak, 2019) while identifying personality traits and other qualities that made effective leaders (Johns & Moser, 1989 in Benmira & Agboola, 2021).

This is depending on how a leader is portrayed in the history books. Strategic leaders are now being challenged by stakeholders in companies and organizations regarding performance and profit. Leaders' values will be questioned along with their style. In a study by Carter & Greer (2014) strategic leadership, values, styles, and organizational performance were looked at from a perspective of how these issues affect organizational performance and how can they be measured. Carter & Greer (2014) looked at how the gaps in the literature were related to leadership trends. They took the different leadership styles and individually identified literature to describe the type of leader. The styles included were transactional, transactional leadership with organizational performance, Transformational leadership, charismatic, and charismatic leadership with organizational performance. They also looked at servant leadership, servant leadership with organizational performance, responsible leadership, and responsible leadership with organizational performance. The conclusion resulted in that of little research on the relationship of the values of strategic leaders with organizational performance. However according to de Luque, Washburn, Waldman, & House (2008) more recently some promising research has been demonstrating that values are being emphasized in economic situations and are a concern for the stakeholders, this is shown to be associated with different leadership styles which do have an impact on organizational performance. Miles and Mangold (2014) have also added that in recent work on leadership relationships, it was highlighted that values of strategic leaders and innovation have indicated that more emphasis should be made on organizational values. Carter & Greer (2014) also

identified several gaps in the literature as being essential to be addressed. These were as follows in relation to stakeholder salience, society, other, organization, self, and transaction. Breath of performance outcome showed that financial, social, and environmental factors all contributed to the way in which organizations performed. Dharmanto (2023) looked at how internal strategies on motivation can affect employee performance while looking at the transformational leadership style of managing. Dharmantro (2023) looked at how the managing of employees while creating an environment where their full potential could be utilized. They looked at how this can affect the organizational performance. Factors that can affect employee performance could include; internal motivation, employee incentives, a climate of innovation and leadership change (Dharmantro, 2023). Change leadership can truly affect and create a strong culture that can inspire by guidance, support and motivating employees to developing more and to achieve goals and objectives. Changes in the roles of strategic leaders will continue to expand and attention to performance implications warranty's the change (Carter & Greer, 2014).

In a study by Leskiw and Singh (2007) who saw leadership development as becoming increasingly critical and strategically imperative for certain organizations in their current business environments. Moldoveanu & Narayandas (2019) note that there is a leadership need that has become more urgent than ever before and companies are now realizing that to survive in today's environment which is seen as volatile, uncertain, and complex the need for leadership skills is different to that of the past. They saw the need to actively develop and invest in their current leaders in order to increase their own business strategy. Giber, Carter, and Goldsmith (2000) in their findings found that while almost all of the organizations that were surveyed indicated the need to develop their own leaders and only 44% actually had a formalized process in which to do so. This shows that formal programs within organizations are needed and can be part of a strategic plan of action in current organizations to develop the leaders from within. From some studies, it was noted that organizations are ill-prepared for such strategic planning in which they can provide adequate training.

### **2.4.1. Trait Theories**

Chao (2017) described trait theories as being common characteristics of successful leadership behavior (See Table 1).

*“Leadership is not a fixed attribute of personality, but is a function of the groups aims, values, organization and techniques available for reaching a goal”, (Gibb, 1947).*

Nwabueze (2011) noted that ‘leadership by senior management teams within large organizations are universally acclaimed by most quality managers as critical to the success and implementation of ‘total Quality Management’ (TQM). TQM models such as six sigma and lean have been used in healthcare and now are being used in businesses to improve outcomes. Goetch & Davis (2019) gave the analogy of the three-legged stool model relating to the following concepts: leaders who are empowering staff, quality is inspected not expected; processes that are culturally improved, and good enough is never good enough; and measures; which are used as benchmarking tools for target setting. The main concept of this is the customer focus. However, evidence does exist as to a particular trait required for the success of the program and has been suggested that this is a need of the senior management for organizational success.

### **2.4.2. Organizational Behaviour**

When leaders look at the behavior within the organization it has been noticed that it is from a micro level of an actual individual through to groups to organizations themselves as well as to the society in which we live (Thomas, 2006). Theory within large organizations is now widely accepted as being the norm. Theoretical concepts of organizational behavior are that of an academic specialism including psychology, social psychology, organizational theory, and sociology. Organizational Support can be the influence of how they interact with the current leaders giving praise, support and approval to an innovative idea (Utomo, Irwantoro, Wasea, Purwati, Sembiring and Purwanto, 2023). Organizations, may or not, see the need for further research and training as this costs money and may interfere with budgets. Large organizations can feel that further studies cost money and time and they try to put restraints onto the

present staff. This can in turn cause de-motivation among staff who feel the need for further studies for progression in their job.

The nature of theory has sometimes asked the question proved useful to adopt a strategy of 'negative definition'. By taking the stance of what theory might not be, it may be possible to isolate and highlight what theory actually is and what it can do for organizational behavior as a concept. Through achievement and mastery of teamwork, learning within a large organization can lead to development and sustainability where new leadership theories and concepts emerge (Barr & Dowding, 2012). Motivation plays a large part in the initiative of employees, making them want to learn and develop organizational strategies. Daft (2005) in Barr and Dowding, (2012) indicate that newer paradigms of leadership which involves change, facilitation and creates a learning environment that shares a vision while shaping cultural values, making it an important aspect of the complexity of a working career in a large organization.

## **2.5. Organizational Progress**

Training key employees on management and leadership is essential for any organization to progress (Barr and Dowding, 2012). Policy and research development can report that when it calls for leaders to create and build quality work environments, can implement new models of pathways. This needs the chosen employees to think about what kind of leadership style they may have at present and what kind of style is needed to make their organization progress, while creating staff satisfaction and a healthy working environment. Vidic et al., (2016) considered that in today's service-oriented environmental climate, leaders must possess well-developed interpersonal skills that will allow them to motivate and inspire others, adopt positive attitudes, and empower emotional commitment from their followers. These achievements in an organization can achieve goals and objectives. This according to Vidic et al., (2016) also looked at how specific leaders must possess both emotional skills and how the importance of highly developed motivational, emotional skills while looking at new concepts such as emotional intelligence levels in leaders. They also mentioned that these issues have gained popularity in the leadership literature and are being used as strategies to increase leadership productivity among employees.

## **Definition of leadership:**

There is no definition of leadership. It is argued that leadership must be defined in a more confined means than management. It is also considered to be effective leadership practice; nowadays it is considered to be a function of the fit between leader, followers, and situation or organization context. (McCormack et al 2002). Understanding leadership styles is a necessity for managers as they will need to understand the culture of the associated organization.

Defining leadership is a concept that needs much deliberation and thought. Throughout the past few centuries, Egyptians, Romans, and Greeks recorded leadership and held it in high esteem (Schneppfleitner, 2017, p. 17). The development of leadership has become the 'norm' within large organizational circles being the focus of training and development for current and future leaders. The articles chosen will be both quantitative and qualitative because of the vast number of approaches to leadership directives.

Leadership has an attractive reputation that has made it a highly sought-after and valued commodity. As a result, we find bookstore shelves filled with many varied books about leadership. This demand for this field is attributed to the belief of many people that leadership is the chosen path to improve their professional, social, and personal lives, in addition to the aspiration of many companies to attract people with leadership capabilities to boost their assets. Many academic institutions have responded to the demands of individuals and the desires of companies and have provided many leadership programs (Northhouse, 2013). There are several definitions of leadership. Moore defines leadership as "the ability to impress the will of the leader on those led and induce obedience respect, loyalty, and cooperation. Ciulla defines it as the ability to persuade or direct men (Ciulla, 2014). For Durbin, Leadership is the act that urges others to act or respond in a common direction (Dubrin, 2016).

Most writers agree that leadership is influence, and that it is the process by which an individual influences a group of individuals in order to achieve a common goal (Northhouse, 2013).

## 2.6. Transformational Leadership Style:

Transformational leadership has captured the imagination of scholars, students, and practitioners in the field of leadership. It has been at the core of management in research related to leadership generally. Some of them mentioned that it is one of the most discussed ideas during the past thirty years (Northouse, 2013).

Transformational leadership is defined as the process of constructive engagement between the leader and the subordinate, which increases motivation toward a specific vision that is in the public interest. In this modern type of leadership, emotions, values, morals, standards, and long-term goals are distinctly clear. There are four factors to transformational leadership, (also known as the "four I's"): idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. (Northouse, 2013). Rewarding employees using incentives can have a positive impact on performance through a transformational leadership style (Dharmanto, 2023).

One of the outstanding features of this type of leadership is that it involves an exceptional form of influence that motivates the followers to accomplish more than what is usually expected from them. Some researchers have attributed the great interest in transformational leadership to two reasons: The first is that Transformational Leadership focuses mainly on the intrinsic motivations of followers in addition to their positive development. (Bass & Riggio, 2006).

The second reason is that transformational leadership is more suitable for leading complex organizations in the current era, in which the followers no longer seek the inspiring leader to ask for his help in guiding them, but rather build on a desire to face challenges through their sense of empowerment. This will undoubtedly boost their loyalty and thus the organization will lead them to high performance (Bass & Riggio, 2006). When revising a set of definitions, it is essential to state that many contemporary authors said that the first person to coin the term transformational leadership in 1973 was the scientist Downton in his famous book *Rebel Leadership* (Roe, 2014).

After Downton's efforts, McGregor took the lead in following up this term with an explanation and statement, as he mentioned in his book, *Leadership* that

transformational leadership occurs when a person or several people engage with others so that leaders and followers raise each other to a high level of motivation. (Burns, 1978).

Another definition of transformational leadership, Kohler (1997) says it is the process of inspiring change and empowering followers to achieve greater heights and improve themselves in order to improve the operations of the organization, and through their empowerment, they accept responsibility and accountability for themselves and for the operations they are assigned to perform. This was noted by Bass (1995) in Dharmanto (2023) who clarified that “changing leaders can encourage younger leaders to think about leadership from a new perspective and this takes the course by using mental stimulation and changing situations, as change management can constantly motivate employees in a positive way.

### **2.6.1 Dimensions of Transformational Leadership**

The dimensions are Idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Empowerment has been added as a fifth dimension. (Bass, 1994).

The idealized influence occurs when leaders act as patterns or symbols of the role or position that they hold. Employees perceive them as an example of morals and values and show feelings of admiration, respect, and trust toward them. The leader's deeds and practices that exemplify concern for public interests, make him more influential on the employees. The leader can gain the trust, admiration, respect, and appreciation of the followers who consider him ideal and keenly obey all his demands. Avolio, et al (1991) defines Idealized influence as showing feelings of respect for others and building mutual trust and confidence in the organization's mission. The transformational leader can affect the employees through his practices and when the employees feel his ability to achieve the organization's goals and mission. The leader's experiences and mental ability make him a source of admiration and a model and also enable him to influence others. The influence occurs through continuous contact and communication with employees in the workplace to achieve cooperation between them and convince them that achieving their personal goals is not isolated from achieving the goals of the organization. (Bass, 1994). This means finding a personal and

organizational value consolidation by creating an appropriate organizational balance between the objectives of the organization and satisfying the needs of the employees.

### **2.6.2 Intellectual Stimulation**

It means the leader's ability to lead his subordinates and his keenness to make them deal with problems, especially routine ones, in new ways, and teach them to face difficulties as problems that need to be solved and to search for logical solutions for them (Bass 1994). The role of the leader is achieved through empathy with others, listening to their ideas and suggestions, and sharing their feelings and emotions. This means that the leader practices through this dimension method of emotional empathy to motivate employees to find creative solutions to the problems of the organization. Intellectual stimulation is a necessity, especially if the leader's experience and information about the problem are limited. It is also a necessity in cases where most of the employees are highly educated. The results of the studies indicate that these groups of employees are keen to participate and actively contribute to solving the problems in their organizations and to deepen their commitment and loyalty to the organization (Avolio, et al, 1991). The transformational leader focuses on building trust and knowing the weaknesses and strengths in the employees' performances (Avolio, et al, 1991).

### **2.6.3 Motivation**

The process that focuses on the leader's actions and behaviours that generate in the followers a love of challenge. These behaviours contribute to clarifying expectations for the followers and encourage team spirit in work and commitment to organizational goals. Avolio & Bass (1994) defines motivation as provoking the feelings and emotions of employees for work and movement, inspirational and spiritual leadership, and the leader's belief and faith. The motivational methods include communication processes, continuous communication, tolerance in cases of failure or default, and considering them as learning opportunities. (Avolio, 1994). They also include listening to employees, paying attention to their wishes, motivating them to innovate, create, diversify and continuous development, and recognizing and praising their outstanding achievements. Motivation occurs when the transformational leader uses ways to motivate and inspire the employees and pushes them to challenge difficulties and constantly strive to find meaning in what they do. The leader's enthusiasm is an

example of motivating employees that generates in them a team spirit and a desire to achieve the interests of the organization (Avolio, 1994).

#### **2.6.4 Empowerment**

The idea of empowerment requires abandoning the traditional model of leadership that focuses on directing to a leadership that believes in participation and consultation. (Honold, 1997; Rappaport, 1987). The transformational leader works to empower others to help them turn their vision into reality and preserve it. (Avolio & Bass, 1993). Leaders who have transformational behaviour have the ability to provide their subordinates with energy and enable them to act by providing them with a vision for the future instead of relying on punishment and rewards. Leaders with a vision can build motivational participation and create conditions that enable empowerment through which employees can take upon themselves the authority to make decisions to achieve the vision. In addition to providing employees with a vision, transformational leadership is characterized by its ability to create inspirational behaviour that enhances the self-efficacy of employees to reach the goal (Avolio & Bass, 1993).

### **2.7 Transformational Leadership and Innovation**

In an older study by Jaskyte (2004) who looked at transformational leadership from another perspective in a quantitative study, looked at how it affected organizational culture and innovativeness in non-profit organizations and found that multiple changes in external environments are looking at new ways of more effective delivery service. Therefore, leaders and managers need to be able to understand styles of management. This is reflected in the study in a systemic literature review by Reiter and Klenk (2018) who looked at the changes that 30 years has made to new public sector management. They state that “since the 1980’s new public sector management served like a toolbox for the changes in public administration”, they also note that for more than 15 years this kind of management has been heavily criticized. This can be seen throughout public governmental institutions globally as change occurs, managers change tactics because of criticism (Reiter & Klenk, 2018). Qalati (2022) expanded the literature by examining the effects of organizational citizenship behaviour and directed the researchers to look at transformational leadership styles

and organizational citizenship behaviour. It was found that several scientific articles found that there is a positive influence between transformational

Influencing organizational leadership that will increase innovation is a popular topic globally (Asbari et al., 2020). Dominguez Escrig et al., (2016) indicates that the development of innovation in educational organizations can directly affect the capacity of organizational innovations. Chen et al., (2016) notes that the capacity of organizational innovation or the influence that the creation of the conditions that facilitate innovation can be directly associated with leadership styles and models. Chen et al., (2016) also associates the two main factors that facilitated innovative ideas were the creation of organizational learning and the development of structures within the organization that are directed towards the learning environment. Innovation is a key factor in organizational success (Lazarova-Molnar, & Mohamed, (2019). Globally modern businesses need to be able to change e.g., increase important services, gain knowledge, creativity, organizational reputation and innovative ideas which gain their importance in management.

What innovative processes depend on is how the employees are chosen for specialized management and leadership courses within the organization itself. As Arasli, Arici, and Kole (2020) note that the conditions needed for employees to engage in innovative ideas within the organization is that of good psychological condition and as Vinarski-Peretz and Carmeli (2011) found, issues within the organization including psychological safety, availability and meaningfulness are very important in inspiring employee engagement in innovation. Employees have to be motivated and interested in innovation within the workplace.

As Pancasila, Haryono, and Sulistyho (2020) indicate that organizations are facing global challenges, and to remain profitable for the organization and keep reducing losses from the global competition, they need effective management of organizational resources. Organizations need to be open to new changes and be innovative in their managerial effectiveness. For an organization to be able to produce and move forward innovative ideas have to be part of the make-up of the organizational culture.

Jung et al., (2003) in their quantitative study looked at how a wide range of factors affected organizational innovation, and the biggest factor in these findings was that of

leadership styles. Jung et al., (2003) empirically examined how the link between this factor and innovation at the organizational level affected production it also enhanced how a particular leadership style supported a direct and positive link between a style of leadership that was labelled as 'transformational' and organizational innovation. This link proved that focusing on a certain style that is fit for purpose will enhance organizational employee satisfaction and improve production and progress.

## **2.8. Transactional leadership Style:**

Transactional leadership style focuses on clarifying the role of employees and the requirements to meet defined requirements and anticipated outcomes, it also recognizes what the employees expect by making close relationships with effort and reward (Olasunkanmi, Ikediashi, and Ajjero, 2023). Couto (2007) noted that transactional leadership also looked t how subordinates that require improvement are supervised by leaders who can evaluate, correct, and train them accordingly. These trained leaders are also able to recognise what is needed to be excellent within the organization itself and how it can be achieved as well as carrying on the leadership spirit that is able to manage the employees in order to achieve their goals within the organization (Susanto & Sawitri, 2022). It is also based on the existence of mutual benefits and communal promises between the leader and the employees, it depends on institutionalization within the work by emphasizing work standards and objectives, focusing on completing tasks and ensuring employees' commitment to them, and using rewards and punishment for the employees of the organization. In the Transactional Leadership style, the leader supports the subordinates and focuses on improving job satisfaction. The leader sometimes follows the management by exceptional approach, intervening whenever necessary, clarifying what is required of subordinates, and drawing up a list based on exchanges between the leader and subordinates (Olasunkanmi, Ikediashi, and Ajjero, 2023). The transactional leader focuses on the following, setting goals and procedures, which inspire employees and lead them to achieve targets thatv are declared by the organization itself as well as their leaders and by doing this they follow up on their execution by subordinates (Febrian, Rajab, & AR. (2023). Transactional leadership also aims to steer the efforts of employees toward achieving the objectives of the organization, by clarifying roles and requirements for completing the task, applying motivation criteria objectively and fairly, and providing rewards to influence employees. It also aims to provide

conditional rewards to employees as a kind of reinforcement, determine the requirements for obtaining them, and take corrective measures for problems before they occur, through examination and prediction, discover errors in advance, monitor violations of laws and work performance, and correct them (Thapa, & Parimoo, 2022). When transactional leaders who are considered and seen as outcome based type of leaders who cooperate with subordinates by exchanging their achievements for rewards and avoiding punishment finding and detecting anomalies in work, and taking corrective measures the role of the transactional leader is to define the duties and tasks of subordinates to reach the determined goals, grant rewards and incentives to subordinates that lead to achieving these goals and address deviations with corrective actions (Thapa & Parimoo, 2022). Thapa and Parimoo (2022) consider that transactional leadership is a contract agreement or another type of exchange between leaders and followers and focus on the outcome as well as give and take between two components of transactional leadership.

The goals and importance of transactional leadership are considered to be advantages within large organizations. Transactional leadership has several advantages. It is concerned with work outputs and matching them with expected results, creating efficient control structures to achieve standards, and to invigorate the role of subordinates to carry out their assigned tasks (Thapa, & Parimoo, 2022). This leadership style also highlights the significance of motivation through mutual benefit between the leader and the subordinate and the reinforcement of clear procedures to ensure quality. The leaders intervene only when necessary to help subordinates meet their needs and wishes by achieving successful practices and distinguished performance. Another advantage is the existence of work competition between subordinates within the agreement between the leader and his subordinates to achieve the set goals, boosting the performance of subordinates, improving job satisfaction, and adjusting situations through conditional reinforcement (reward and punishment) (Thapa, & Parimoo, 2022). Transactional leadership aims to help employees meet their needs to boost their confidence and motivation towards work, maintain the organization, carry out daily work in a routine manner, provide room for managers to enhance their skills, develop employees professionally, and meet their needs, and maintain order at work along with the stability of the organization. This is achieved by a reward system and when desired rewards are achieved on specific

performance it can energize the employee significantly to create motivation and improve satisfaction within the organization (Jacobsen, Andersen, Bøllingtoft, & Eriksen, 2022).

Transactional leadership is significant as it enhances work, encourages outstanding employees improves their organization, and motivates others to excel, to boost their skills, and develop themselves professionally. Fernando et al (2020) suggests that transactional leadership can determine how the employees can arrange to achieve goals and gain confidence in their work. This behaviour encourages motivation, stimulates achievement, and shows a higher efficient workforce, by also raising values and standards among employees. It also highlights the benefits of achieving results that are consistent with the general and foundational goals of the institution, and the presence of benefit-based motivation and quality assurance procedures. The style also helps employees fulfil their needs and requirements to achieve enhanced performance. Therefore, transactional leadership can encourage employees to be more suit in the organization therefore promoting and increasing efficient and effective achievement of organizational tasks (Nurlina, 2022). San Lam & O'Higgins (2012) also noted that, transactional leadership includes three dimensions which include contingent rewards which can influence the leaders to confirm certain tasks that need to be achieved within the organization using incentives to motivate the completion of the task to be achieved; management by exception which contains passive and active components that influence a leaders behaviour in which a task hs tro be carried out and completed; and a Laissez-faire leadership style in which a leaders avoids confrontation with employees, this type can neglect their duties but does get very deep into everyday duties.

### **2.8.1 Elements of Transactional Leadership**

Lai (2001) and Rossiter & Hernon (2007) refer to the elements of transactional leadership as conditional rewards, which are part of a transactional process between the leader and the subordinates through which the efforts of the employees are exchanged for rewards, or in which the leader rewards or punishes the subordinates for their weak performance or weakness. While this is compared to conditional punishment which is a material or non-material punishment inflicted by the leader on the subordinate when the conditions for carrying out the tasks are breached, or the

required outputs and results are not achieved as per the agreement between the two parties.

## **2.9 Preparation for Leadership**

Articles in the literature review were chosen because of their research studies into different approaches to how employees were prepared for leadership positions, and the leadership theories and educational motivational theories that contribute to the progress within the organizational movement of current and future leaders. As discussed in Chapter 1, the different ‘types’ of leadership styles and traits contribute to the way in which a leader is portrayed within the organization. The preparation of a particular leader and the motivation that they have within that specific organization can depend on the previous training and development received prior to taking up the leadership post. A total of 3,208 articles came in the search of which 55 were used in the literature review. These articles were found to have the criteria to which our study was related too. The literature review is an important tool for which an understanding of the topic on which previous research has been done and gives key issues for future studies (Hart, 2003).

In a study by Herrmann and Felfe (2014) transformational leadership was assumed to enhance employee’s creativity; however, their results of their meta-analytic research on the relationship between transformational leadership and creativity have fallen dramatically short of what was expected from their study. Their study done in a German University looked at how, in the past, transformational leadership was an important driver for employees’ creative side. This has since been looked at by Rosing, Frese, and Bausch (2011) who in their meta-analytic research on the relations between transformational leadership and creative or innovative behaviour showed that the relationship is moderately weak. Rosing, Frese and Bausch (2011) suggest that a single leadership style cannot promote creativity as previously thought, also the leadership research should also focus more attention on concrete leadership behaviours. This is framing the research study as a whole.

Herrmann & Felfe (2014) concentrated on 186 participants who were all students at the chosen university. Approximately 65% were women and 49% were men. All

participants were from different educational cohorts. The study was based on 2 leadership styles being that of, transformational versus transactional and provocation technique versus brain writing factorial designs. The 186 participants were randomly assigned across the different leadership and c relativity technique conditions. Group sizes were mostly balanced across cells and were statistically controlled. The leadership style and creativity technique were manipulated by a male professional actor who had been hired and carefully trained to carry out leadership style and creativity technique manipulation. The confederate leader based each leadership style on scripts that had been adapted from both programs.

Results from the Herrmann and Felfe (2014) study were analyzed by the Statistical Package for Social Sciences (SPSS). Statistical analysis and results produced were put onto a table for findings. Both leadership styles were both split into the brain writing and provocation categories. Standard Deviation (SD) and Mean (M) were calculated and showed that the significant difference in the brain writing M in quantitative creativity was quite significant in that the total number of ideas was higher in quantitative than that of qualitative creativity, showing a difference of 17.5 and that the number ideas were significantly higher. The SD however showed less qualitative creativity with a smaller significant difference in the SD, with a difference of 3.35 for the total number of ideas being the higher result. The hypothesis of the research had already predicted that qualitative creativity would be higher in the transformational leadership condition than that of transactional leadership. Limitations of this study offered an opportunity for further research they predicted that in further studies using participants with less leadership experience would also give the researcher more traits in the behavior of leaders. A weakness of the study design showed that there was no control group, for example, no non-technique condition. Their finding reported that the research study offered several practical implications for leaders interested in trying to enhance their subordinate's creativity levels. The provocation technique was proven to be more effective than the brainwriting technique.

### **2.9.1 Organizational Learning**

Organizational learning is viewed as one of the most important administrative inputs that contribute to organizations achieving their strategic objectives. Studies indicate that organizations that have adopted the concept of organizational learning have

turned into learning organizations and have become faster and more successful in achieving their goals. Consequently, the organizational learning approach has received increasing attention from public and private organizations in recent decades as a process of interaction and continuous extrapolation of the challenges that these organizations face (AlBwardy, 2020). Despite the lack of studies that deal with the organizational learning theory that is concerned with how learning takes place in organizations because of its recent emergence, there have been multiple definitions and meanings, starting with the definition in 1977 of Argyris Chris, one of the first researchers to show interest in this field, who argued that organizational learning is the process through which errors are detected and corrected. (Argyris, 1997). By reviewing the theories of organizational learning, it is clear that there is no consensus on a specific definition. It has been defined as the process of acquiring information, storing it in the collective memory of the organization, accessing it, and then reviewing and revising it from time to time (Robey and Sales, 1994). It was also defined as the process through which mistakes are detected and corrected by changing work theories, and organizations learn when they acquire knowledge in all its forms, whether it is information, skills, techniques, or practices (Argyris, 1997). Simon, (1991). believes that learning takes place within the human mind because the individual is the one who learns and not the organization as some imagine, and the experiences and ideas are translated to achieve the goals of the organization (Simon, 1991). Thus, organizations can enhance their performance through the exchange of knowledge between employees to provide value for their strategy. (Stewart, 2001).

### **2.9.2 Organizational learning and knowledge sharing:**

Knowledge management increases, through knowledge sharing practices, the level of individual and organizational learning in the organization. The process of extracting and creating new knowledge involves learning. Learning refers to the acquisition and application of new knowledge, and this indicates that learning can be achieved through sharing (Chitale & Kumaraswamy, 2012).

In the same context, knowledge sharing allows managers to maintain the individual learning flow throughout the organization and integrate it into practical applications (Yang, 2007).

Organizational learning is the most important element of building a learning organization, which focuses on how learning takes place and the ability of members to acquire information and skills. These lead to motivating the organization to adapt to the ever-renewing variables that focus on the structure of the educational process by giving members a certain degree of flexibility and freedom of thought. (Argyris, 1979). The organization constantly strives to improve the ability of its members to achieve the determined results, which leads to innovation and the creation of new ideas. Organizational science researchers identify three levels of learning in the organization: personal learning, group or team learning, and organizational learning (Bonits et al, 2002).

Individual learning is the relatively permanent change in the behavior of the individual and occurs as a result of the experience gained from previous experiences or practices, supported by feedback in a specific way. (Argyris, 1979). Team learning is defined as the learning that is carried out by individuals through work teams and actions carried out at the group level in a cooperative and participatory manner. Group learning aims to develop the skills of individuals to achieve the goals of the organization. Organisational learning is defined as the process of translating the common understanding among the members of the organization into new products, processes, procedures, structures, and new strategy (Bonits et al, 2002).

In order to achieve the role of organizational learning, a process for individual learning must be built into the systems, procedures and structures of the organization so that learning becomes available to all members and motivates them to disseminate and use their acquired knowledge and share it to solve problems. Learning at the organization level is characterized by the exchange of knowledge and experiences among individuals, regardless of their levels within the organizations. (Bonits et al, 2002).

The aim is changing procedures and systems that hinder learning, overcoming work problems, changing employee behaviour, motivating employees to think positively and creatively, giving them flexibility in solving daily problems, and investing in human thought. (Bonits et al, 2002). Organizational learning is based on the principle of human relations to develop the efficiency of the organization. It requires the drafting

of plans for the flow of information so that it reaches all members of the organization, according to job requirements, gives employees the freedom to develop knowledge and skills and supports them to form positive trends and to be open to external sources of learning to update their knowledge and enhance their skills. (Argyris,1979).

### **2.9.3 The role of learning in the transfer of knowledge:**

Learning has become a turning point for institutions that search for excellence, to keep pace with the development taking place in the business world today and its basic feature is knowledge. It is the characteristic of modern, creative institutions (Learning Organization) that endeavour to develop their employees through training first and then learning. We also refer to some of the basic concepts associated with it. Learning - Learning is the process of integrated interaction stimulated by new knowledge, experiences and skills that leads to a relatively permanent change in behaviour and business results. (Bonits et al, 2002).

Organizational learning: Argyris defines it as “that process through which mistakes are detected and corrected.” In short, it can be said that organizational learning is the process through which organizations seek to improve their overall capabilities, develop themselves, activate relationships with their environment, adapt to its internal and external conditions and changes, and mobilize their employees to be agents to pursue and acquire knowledge and develop it for the purposes of distinction and excellence (Argyris,1979).

### **2.9.4 Types of learning**

Everyone learns at different paces and styles (DePorter & Hernacki, 2000). As described by Ariastuti & Wahyudin (2022) every individual has a different learning style and specific learning can be processed for each individual in the process in absorbing information. One of the learning styles is the Kolb learning style, which consists of four types: diverge, assimilator, converge, and accommodations (Alqahtani & Al-Gahtani, 2014; D’Amore et al, 2012). Using a learning style can assist organizational learning.

Peter Senge (1994 ) coined the term “organizational learning” at the end of the nineties in his book “*Fifth Discipline*” and referred to two types of learning: Qualitative learning:

which takes place in response to the events facing individuals or the company, and revolves around imitation and reproduction- learning from what others have or from their best practices. Generative learning is creative learning in dealing with the learning process. It is based on creativity because it requires new ideas.

Argyris (1996) refers to the “double loop” or dual cycle of learning, where the learning in the first cycle is related to solving an immediate problem. The learning in the second cycle is related to learning from solving the problem that leads to changing the old rules for solving problems and developing new principles that determine the future behaviour of the organization. Argyris (1996) distinguished between two types of learning: these are described as being:

- Unidirectional learning where the employees in the institutions learn from their experiences, practices, and the consequent results and outputs. These are considered feedback for the employees in their decisions. The concern is with the problems encountered by the institution and how to solve them without searching for the causes of their occurrence in the first place.
- Dual-directional learning: The employees of the institution tend to expand the circle of learning, by asking: How is learning? What are the best ways to learn? How to use learning for innovation and self-improvement? Instead of being associated with solving problems or dealing with deviations, learning tends to the causes of these problems and attempts to find preventive policies that prevent their occurrence. (Argyris,1996)

### **2.9.5 Learning Organization:**

Learning plays an important role in the transfer of knowledge, and it is a characteristic of modern organizations “Learning Organization” –coined by Peter Sing (1994) who defined them as “organizations in which individuals constantly expand their ability to create the results they want indeed, in which new and comprehensive patterns of thinking are being nurtured”. They are skilled organizations capable of creating, acquiring, and transferring knowledge, and modifying behaviour to reflect the new knowledge and vision through their learning processes or what is called by the term Organizational learning, which means “improving activities” The business of (the

organization through better knowledge and understanding), through its continuous implementation of:

Acquisition and transfer of new ideas and knowledge. Transforming and transferring knowledge to all parts and divisions of the organization and its members. It was noted by Fasbender and Gerpott (2022) that the transferring of knowledge between younger and older members of staff can assist in preventing organizational knowledge loss and can help to contribute to the organizational progression. Fasbender and Burmeister et al., (2018) also noted that organizational age norms see the older employee as the knowledge sender and the younger ones as being the knowledge receiver.

Free and continuous exchange of ideas, information, and knowledge among its members (Bartol & Srivastava, 2002). It can help also in changing organizational behaviour because of this new knowledge acquisition through knowledge sharing from older more diverse age employees (Harvey 2012). Age discrimination can also be a threat to progression and measuring the results of the change in knowledge sharing can be achieved by measuring its performance with younger employees (Fasbender & Gerpott, 2012). Peter Singh (1994) noted that there is no organizational learning without organizational memory as things that have nothing to do with the organization's work will not have organizational significance. Organizational memory is the repository in which the organization's knowledge is stored for future use. The more effective the organization is in using its storage, the better it is in its organizational control.

#### **2.9.6 External training**

One of the disadvantages of external training is that the training authorities sometimes design training courses with attractive labels and new names, while the training content is the same as in-house training courses that were previously presented and wherein the employees participated. According to Sung and Choi (2023) the theoretical aspirations of external training showed from their study analysis that change is a positive predictor of the level of training investment in training and development is managed by high performance managers who want to invest in their people. Also, external training may be flawed by the remoteness of the examples from the reality of the institution and the lack of co-relation of the training content with the needs of the trainees. Another serious disadvantage is often the high cost of external training. Sung and Choi (2023) noted that use external training and development

resources depending on their performance which does have a financial implication whether to increase or decrease the resources.

## **2.10 The Career Pathway**

Planning to determine the career path takes special importance for the individual and the organization in which he works due to its relationship to the future career and social. The study environment, which includes teaching and learning activities within the organization, can influence the progress of an individual by affecting the following, personality, social, organizational, physical and virtual (Irby, 2018). When an individual has a suitable job and opportunities, such assets will reflect positively on his affiliation with his job and the organization in which he works, and thus increase his job satisfaction, and vice versa. If there is a weakness or non-availability of career development programs, the morale of the employee will weaken, and it will lead to frustration and boredom, and a weak spirit of creativity, innovation, and positive change. Having job satisfaction is seen as the feeling that results from an employee's perception of what their job does for them and does it or can it satisfy their own needs and feelings of motivation (Kong, 2018).

Career planning has a strategic importance for organizations, as it is the means to increase the effectiveness and improve the behaviour of employees and consolidate their sense of belonging to their job. Modern administrative trends began to pay attention to the requirements of employees for their career path and development more than to the job itself. Career development programs now aim at compatibility between the requirements and needs of employees on the one hand and the requirements and needs of the organization on the other hand.

### **2.10.1 Future Leaders**

Preparing future leaders is a dynamic process in which many parties participate, and undoubtedly it varies from one organization to another. Despite the multiplicity of parties involved in the process of preparing future leaders, these parties can be divided into internal parties, from within the organization, such as senior leaders in the organization, human resource management, and individuals nominated for leadership positions. Below is a presentation of the most important roles played by the internal

parties participating in the process of preparing leaders. (Al Makkawi,2012.) Senior management in the organization: The senior administrative leaders in the organization play an important role in the effective management of human resources in general, and the future leaders in particular, in terms of identifying skilled elements with high efficiency, working to preserve and develop them, raise their morale, and prepare them in the manner that It enables it to deal with successive changes and developments in work methods. (Weiss, Tilin & Morgan, 2023) (Al Makkawi,2012).

The role of the senior administrative leadership of the organization in preparing second-line personnel is evident. A leadership should embrace a group of professionals who have a good underlying knowledge and can understand as well as being competent in their own practice (Weiss, Tilin & Morgan, 2023). The leadership also provides all information related to the organization's mission, strategy, current and future goals, the remaining policies, and procedures in achieving these goals, and other information related to the organization that greatly contributes to increasing the knowledge of the employees who are candidates for leadership positions at all administrative levels. Kouzes and Posner (2012) found that some people see their managers as credible people and can be proud to be part of the organization, while feeling a sense of being part of a team, feel attachment and commitment while also feeling that they have a sense of ownership to the organization itself.

The leadership also identifies the required changes and modifications in the attitudes of employees towards the organization, by spreading the values and ideas adopted by senior management among all employees, and endeavours to provide the appropriate organizational climate for the organization, which contributes greatly to modifying the attitudes and behaviour of employees in the organization in general and preparing leaders for the future (Wayn, 2005).

### **2.10.2 Human Resources Management**

The Human Resources Department plays a pivotal role in all policies and plans related to the development of the skills and capabilities of its employees, and the preparation of human resources plans and programs in a manner that is consistent with each of the policies and objectives of the organization and the available resources and the employees' objectives. The role played by human resource management in preparing

future leaders is evident here (Michael, 2009). Future Leaders are candidates for leadership positions that play an important role in the process of preparing leaders by paying attention to training and self-development of their skills and abilities, by being keen to follow up the changes and developments that occur in various fields of work and identifying their vision of systems and work styles in the organization, and the policies and procedures. (Al Makkawi,2012). They highlight the most important problems that hinder their work along with the most important proposals that they deem appropriate to overcome them and identify the nature of the prevailing relationships between these individuals and other employees, whether subordinates or superiors. Mathieu, Tannenbaum, Donsbach & Alliger (2014) noted that future leaders are looked at as being more is better because of their skills and abilities, rather than their theoretical knowledge towards leadership and management. Such information can be obtained by various methods, including surveys, individual interviews, meetings, workshops, and panel discussions. There is no doubt that the active participation of individuals nominated for leadership positions in the process of preparing second-line leaders, although it aims to accurately define the requirements of this process, also to work on developing their skills, abilities, sense of responsibility and belonging to the organization while ensuring personal interference or bias is not allowed in the process. This is compared to psychopathy is derived from a serious of traits including personality, characteristics, egocentricity, deceptiveness, shallow emotions, lack of empathy being impulsive rather thinking things through, and violation of social norms (Hare & Neumann, 2008). This crucial process requires candidates to be highly aware and honest, and to have the ability to evaluate themselves, to handle the most important deficiencies in their performance, and to be able to evaluate objectively.

### **2.10.3 Characteristics of the process of preparing future leaders**

The process of preparing future leaders is characterized by the following:

- A planned process: The aim of preparing future leaders is to develop the skills, capabilities, and knowledge of these leaders in a way that both satisfies their needs and achieves the objectives of both the organization and its employees. Meanwhile achieving this cannot come randomly or automatically, planning

must be used as a scientific method to achieve it. Therefore, preparing future leaders is a planned process, as it aims to use human, financial and material resources in the best possible way and in a practical manner that aims to meet the needs of both the organization and its employees. Planned change is easier to follow and is not a shock to the system as it is at present (Barr & Dowding, 2019).

- A continuous process: This is a continuous process related to the processes of change that require changes in the work and workplace conditions and the surrounding environment.
- A comprehensive process: It includes all individuals nominated to assume leadership positions at the various administrative levels within the organization - middle management, senior management, and executive management - and its inclusion of all disciplines and fields within the organization concerned with working to bring about a comprehensive change in the individual whether cognitive, skilful or psychological (Ayman, 2012).
- The process of preparing future leaders combines three aspects: the scientific aspect, related to increasing theoretical knowledge and information, the practical aspect, related to acquiring skills and methods of work, and the psychological aspect, related to refining behaviour in the field of work in addition to developing the ability to face difficulties, analyse problems and compare suggested solutions. (Al Makkawi,2012)
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#### **2.10.4 Attributes of future leaders**

A person's mind can drive their behaviour, and this can cause high pressure in the leader. The most important characteristics of a future leader are the following.

They have sufficient awareness of the importance of their need for change without fear, emphasizing the possibility of access to subordinates, they should have a robust and specific foundation for the goals and image of the organization in the future, smart leaders engender confidence in others, and they have positive tendencies towards action, practice, and behaviour. (Al Makkawi,2012).

### **2.10.5 Advantages of preparing future leaders:**

There are several reasons why preparing future leaders is a continuous and multi-faceted process

1- The numerous administrative problems facing administrative functions because of the large and increased volume of projects and administrative units. These problems happen because of the rapid and huge expansion of business in most aspects of economic life led to the complexity of administrative processes and the complexity of communication and information exchange which deeply affected the work of administrative leaders. This requires attention to preparing and building future leaders with innovative ideas. (Al Makkawi, 2012).

2- Creating second-line leaders eases the burdens off the current leaders and averts the confusion that occurs when referring to retirement or leaving work for any reason. (Hassaneen, 2018).

3- The growing demand and need for the holders of leadership positions. The problem here is to overcome the deficit in the number of administrative leaders that is due to the length of time required to prepare them, which means the necessity of early preparation to face the shortage in these positions at all levels. (Michael, 2009).

4- The high rate of turnover in senior positions due to leaving work, as institutions tend to attract competent and experienced managers. (Al Makkawi, 2012).

5- Previous educational preparation for the holders of most administrative positions requires attention to preparation and development programs. This means a growing need to focus on senior management positions in a particular sector and preparing the leaders (Michael, 2009).

### **2.10.6 Preparing second-line leaders:**

A question that is invariably asked: Is the current leader responsible for identifying potential leaders and providing them with the right tools, experiences, and guidance to grow and succeed? (Hassaneen, 2018).

Principally, administrative leaders are responsible for forming an alternative leader and placing the right person in the right place at the right time. The leader has a very important role in this matter. ( Al Makkawi, 2012) .This importance is due to the following justifications: The current leader is the person most familiar with the leadership needs of his successor to ensure continued success. Preparing the replacement leader is a “long journey” that takes several years, and the person who is responsible for that is the current leader. (Hassaneen, 2018). The current leader is the one who has access - more than anyone else - to various means of training and experimenting with potential replacements. The successful and effective leader is the one who leaves his organization running successfully after him, and the unsuccessful leader is the one who views his departure as the end of the organization or the end of its success. (Al Makkawi, 2012). The continuity of the organization and its growth opportunities are linked to the stability and consistency of the organization's system and not to the individuals. Senior administrative leaders have an important responsibility regarding the formation of alternative leaders. Empowering the second-line leaders to undertake responsibility when the time comes is very important to ensure the stability, growth, and continuity of the organization. (Hassaneen, 2018). Spreading the culture of replacement and renewal: This is the prime responsibility. The senior leadership must spread the conviction among all members of the organization that replacement is an issue that is both natural and required. They are normal because managers are promoted to higher positions, move to other areas, resign or retire. This constitutes empowerment within an organization. Empowerment can provide the employees with the authority to carry on while the manager is absent, as it also generates motivation in decision making processes (Kanjanakan, Wang, & Kim, 2023). When employees are empowered, the decisions are better and they can make the organization stronger and more excellent (Tripathi, Srivastava, Singh, Kapoor, & Solanki, 2021).

Empowerment is a multilevel construct involving how managers empower their team (the empowering), how members respond to the empowerment (the empowered), and how members in the same team interact with each other (Honold, 1997; Rappaport, 1987). Empowerment provides employees with control, authority, and the essential discretion and autonomy to generate the level of customer service required (Meng & Han, 2014). Preparing and qualifying second-line leaders in organizations is not only

a sound option to maintain the sustainability of the organizations, but also an important requirement that contributes to realizing the vision of the country and constitutes a strong supporter in an era of high competition and rapid changes.

### **2.11. Motivation and Leadership**

Numerous theories of motivation are that of; Adair (2003), Maslow (1987), Herzberg (1966), McGregor (1987), Ouchi (1981), and McClelland (1984) (Barr & Dowding, 2012). They had in common the same thoughts of getting the job of leadership and management work done. McClelland pioneered workplace motivational thinking, developing achievement-based motivational theory, while promoting improvement in employee assessing methods, and advocating competency-based assessment protocols and testing, rather than base theories on the traditional IQ and personality-based testing. McClelland's ideas have been adopted by many organizations and the relation to Herzberg (1966) and McClelland (1984) has been noted for describing the following three types of motivational needs.

- Achievement motivation
- Authority/power motivation
- Affiliation motivation

*“Needs based motivational models are found to varying degrees in all workers and managers, and this mix of motivational needs characterizes a person's or manager's style and behavior, both in terms of being motivated and in the management and motivation of others”, (Barr & Dowding, 2012, p. 100).*

In a quantitative study by Crispen and Matsumunyane (2018) who looked at how leadership challenges have been so evident in South African higher educational sectors since 2004 and found that dealing with these challenges has focused more on how external factors at top management levels.

Chipunza and Matsumunyane (2018) concluded that an intrinsic process of motivation was highly correlated with transformational leadership style and was a heavy influence in this area. The hypothesis from the study was that the middle managers were highly

satisfied with their positions, and they enjoyed their work which in turn motivated them accordingly.

### **2.11.1. Motivation and Job Satisfaction**

When cultural challenges in leadership are looked at by managers, they need to look at how employees cope with these issues and keep satisfied within the organization by motivation. A research study in Pakistan by Mustafa and Lines (2014) looked at the influence of leadership on job satisfaction. They looked at how masculinity and femininity issues had an impact on leadership choices. They examined whether the employee individual level masculinity-femininity values moderate the relationship between leadership styles (structural, human resources, political and symbolic) and employee job satisfaction. The outcome of the research study provided support for the selected individuals' and followers' reactions to various leadership behaviours.

Mustafa and Lines (2014) suggested that a growing body of research suggested that a manager's leadership behaviour could be associated with the levels of follower job satisfaction and motivation (Brown and Dodd, 1999, Butler, Cantrell, and Flick, 1999, Kim, 2002, in Mustafa and Lines, 2014). They suggested that most of the studies on culture and leadership and does however focus on the individualism-collectivism dimension which acts as a key cultural moderator (Jung, Yammarino and Lee, 2000, in Mustafa and Lines, 2014). Secondly, they suggest that most of the existing cross-cultural literature on leadership and culture has strong research based on transformational leadership and there are only small research studies that empirically examine cultural values and potential moderates of other leadership styles which could include supportive, participatory, political, ritualistic, and task orientated behaviours as they do relate to work-based issues. The participants in Mustafa and Line's (2014) research study worked in a public organization and the organization was part of the administration for customs and taxation at a federal level. They took 160 employees working in subordinate positions. They were surveyed and the papers handed out by the first author randomly to the employees of the specified organization. A total of 133 surveys were returned and 120 surveys were used for the data analysis. Unfortunately, the sample was predominately represented by male respondents and only 1.6% of females. They looked at the general culture of Iranian as being a Muslim people and employees expect their leaders to be truthful.

The results from this study could reflect some studies done or are being done in the Middle East Gulf States where men do outnumber women in public service, but this is changing. Here in Bahrain, the percentage of women is increasing in public service and governmental institutions. From the reliability of the study, the bias would be that of the balance of the surveys that were completed by mostly male participants. Globally the incidence of men and women working in national public service is equal in status, so the validity of this particular study is low, but the results could be used as a comparison to other studies especially within the Middle East where national cultural aspects are strong. The study concluded that the preference in Iran for managers to have three leadership styles and how this is related to a managers' perception of the national culture in which they work. It also varies over the national culture. Mustafa and Lines (2014) also concluded that the information from the study would be of value to other academics as it increases the understanding of both national culture and leadership style, while also acting as a guide to their future choice of leadership style choice. They also concluded that further research is needed to look at the effect on relationships between national culture and leadership style.

The Challenges that are faced in the present climate by companies are not comparable to the challenges in the past. Haim (2002) in Alghazo and Anazi (2016) looked at how organizations must have innovative and creative ideas and the requirements have emerged that managers and employees must have the ability to use them in a way that enhances how the organization progresses. They include attributes, initiative, flexibility, creativity, and problem-solving.

Within the literature review, Alghazo and Anazi (2016) looked at many theorists of motivation including Maslow, McGregor, Vroom and Herzberg. These theorists have contributed to the human understanding of the topic of motivation. The significance of Alghazo and Anazi's (2016) study was that there is a strong tie between motivation and achievement. Alghazo and Anazi's (2016) study was on a small scale but showed the type of leadership that encourages motivation within the workplace. A larger study using more quantitative survey questionnaires would greatly assist in the results being more globally accepted. Transformational leadership and motivation within this small study are working together to produce employees who will progress within the

organization. No mention of the actual size of the organization was shown in the research study.

### **2.11.2. Impact of Motivation**

Franke and Felfe (2012) described, in their study, regarding motivation in organizational support in managerial training, and suggested that 'successful transfer of managerial skills acquired in training where organizational performance is measured has become highly in demand by large organizations. They show that motivational transfer of organizational skills is an important determinant of transfer and managerial training'. They noted that large organizations make investments in training to benefit from the knowledge, skills and abilities that their employees acquire from the training itself. The employees however must be able to transfer this training to their actual job and this can lead to dramatic changes in their work performance, and this does constitute a beneficial training protocol. Transfer of managerial training will be the extent to which managerial trainees within the organization display their desired leadership behaviour that they have learned throughout the training which included goal setting, feedback, and time management. Fecteau, Dobbins, Russell, Ladd and Kudisch (1995) quoted that "There is already some support those managerial trainees who report a high motivation to learn, a related motivational concept, are likely to transfer more than trainees who report low motivation to learn". This suggests that motivational concepts may be gained through educational and motivational workshops within the organization itself. The climate within the organization can also motivate leaders to learn and implement their training in their own departments. This training can be given by experienced and motivated staff as this encourages in-house experiential learning.

Nugroho, Asbari, Purwanto, Basuki, Sudiyono, Fikri, Hulu, Chidir, and Xavir (2020) in their study to measure the effect of transformational leadership on employee's performance in an Indonesian organization through motivation and work environment as a mediating variable. The data was collected by using a simple random sampling of 851 employees from the organizational population. The number of returned questionnaires was 627, it was then processed by using SEM with smart PLS 3.0. They concluded in their study that transformational leadership does have a significant positive effect on employee's performance, directly and indirectly through the

mediating effect of motivation and the work environment (Nugroho et al., 2020). Nugroho (2020) recommended that the findings from the study be implemented on the specific management teams and these recommendations included that a transformational leadership style can be accepted by all employees, and it was hoped that they would be willing to accept and encourage the development and growth of the younger employees by the provision of attractive incentives.

### **2.11.3. Different Leadership Styles & Motivation**

Motivation has long since been connected to organizational culture. In a qualitative study by Barbuto (2005) leadership styles were measured against a leader's motivational concepts. Leadership styles considered in the study were transactional, charismatic, and transformational. Barbuto (2005) in the literature review considered the three different aspects of leadership styles and considered the mixed methodologies in leadership approaches. They discussed in the literature review the concepts of transformational leadership theories and how they have grown from Burns (1978) within political circles. Transactional leadership was described by Bradford and Lippett (1945) as being laissez-faire and showing disregard for supervisory duties along with a lack of guidance to subordinates. Laissez-faire usually offers little support to their staff and pays not much attention to the output of the organization. Whereas transformational leaders have a sense of trust within an organisation. Followers feel trust, admiration, loyalty, and respect for their leaders nurturing their own motivational skills to play an extra role in the success of an organization. Transformational leaders have a follower relationship with subordinates and have a stimulated operational culture within the organisation.

*“Effective leadership and employee job satisfaction are two fundamental factors for organizational success in achieving its goals and objectives”, (Pancasila, Haryono, and Sulisty, 2020, p. 388).*

Motivation concepts within large organizations have been linked to leadership styles used within the organization. A good leadership style will enhance; communication, loyalty, trust, and educational aspects of the job itself. According to Buus (2005) who looked at the evolution of leadership development; ‘the role of leadership development within modern organizations is evolving. It is a critical field and organizations need to

understand their own leadership development needs. It is also an important aspect of the organization to understand global trends, and what drives people to become good leaders. The importance of developing professional leaders with a well-rounded set of skills they must be developed to achieve results for the business (Buus, 2005). Therefore, training current and future leaders are an important aspect of the public sector for the future of the organization. Today's global market must be understood and the training of highly effective leaders who know how to manage different boundaries, investigate different aspects of public sector issues and be able to deal with diversity is a must for the success of the Kingdom of Bahrain.

#### **2.11.4. Motivation in Organizational Sociological Environments**

In comparison to Collins et al (2004), Motoi (2017) looked at how communication could increase motivation in organizations from a sociological perspective. They looked at private organizations and how internal communication works, and how it works the relationship between employee's communication and motivation. Their research presented some results of questions from an applied questionnaire which was found to be useful for explaining the fundamental idea of their research. The results were presented with the concept of looking at employee motivation as being the important contribution to the realization of a dynamic and efficient professional community which was based on a common objective, being that of achieving the goals of the organization.

The person is achieving motivation skills and will be realistic while challenging goals and will advance in their organization. They have a strong sense of accomplishment while depending on feedback for progression. This leader will advance to a strong leadership status within their organization. Their sense of achievement shows in the way they present their leadership style. Barry et al., (2001) in Nugrodho (2020) note that a work environment is a physical place where employees spend most of their time and the work effect does affect their performance, security, quality of working lives, and how they see their future within the organization. Surbakti and Suharnomo (2013) also note that a healthy work environment will affect an employee's comfort zone, and if they are comfortable at work their performance will increase and this is a measure of an organization achieving its goal. Fisher (2009) looked at how motivation within social work management worked. Her study done in the United States of America

looked at how the managers within a social work department motivated their employees to do their job well. Shin and McClomb (1998) and Pearlmutter (1998) note that 'While management skills may suffice for task-related issues, motivation, and organizational innovation requires leadership'.

Fisher's (2009) motivation theories are important for social work managers, and the task of having to motivate employees to be productive is an important aspect of the theory. Social work departments deal with human services and for different reasons, some having diverse educational backgrounds. They do not 'just want to help people', they need to understand the theory behind the humanistic approach. Therefore, motivating employees would mean training them in the right field for the right job.

Fisher (2009) looked at three motivational theories; Maslow's Hierarchy of needs; Herzberg's: Two-Factor or Motivator Hygiene theory and McClelland's: Trichotomy of Needs. The understanding of what motivates people is a must for the motivation of staff in all organizations and the theoretical background of management theories is needed for potential and current managers to motivate their employees. Herzberg's theory was based on the premise that relies on the distinction between hygiene and motivator factors that are related to the work environment including salary, policies, security, relationship with supervisor and co-workers, and general working conditions. So low salary, poor relationships, and working conditions are connected to dissatisfaction so this in turn is related to motivator factors and personal growth and self-actualization which are both tied to satisfaction at work. Motivation is connected to the job itself, being recognized for accomplishments and responsibility (Lewis, Lewis, Packard, and Souflee (2001), if these factors are present the employee will show much more motivation. Maslow's hierarchy of needs is one of the best-known motivational concepts globally today. Managers will be aware of the level that workers are operating at so that they can offer opportunities to fulfil needs at an appropriate level, this motivates employees to achieve their own and the organizational goals. McClelland's Trichotomy of needs hypothesized that people are motivated by three different aspects: power, affiliation, and achievement (Weinbach, 1998). McClelland's theory is not considered to be that of hierarchy but of influencing needs. Usually, employees are influenced by one of the three stages and can be extremely motivated to achieve all. An effective manager needs to be aware of the actual type and has to

be aware of what strongly motivates their workers (Lewis, Lewis, Packard, and Souflee (2001). It was noted that employees that are motivated by power will perform better when they are given opportunities to control and influence others, they may also have outspoken personalities. Fisher (2009) noted that two different types of power can be influential; personalized and socialized. Personalized; this power motivates people to increase individual power and does not regard the organizational aims and objectives whereas socialised power includes influencing others for the improvement of the organization (Lewis, Lewis, Packard, and Souflee (2001).

## **2.12. Leadership for Learning**

Hallinger (2010) in a study looking at lessons from 40 years of empirical research notes that the field had made substantial progress over the last 40 years on the identification that leadership plays an important part in learning and school improvements. Hallinger looked at in the review paper, subsequent decades on how researchers took up the challenge of studying instructional leadership along with the models including transformational, distributed, and shared leadership among others. The study wanted to look at how participants in leadership courses learn. Leadership for learning has noted that the assumption about the concept is enacted within organizational and environmental contexts. Hallinger's (2010) paper focused on evidence from several recent empirical studies on the issue. The focus was on how leadership impacts the learning process. In this aspect, the favour was on instructional leadership approaches (Leithwood, 1994) (Robinson, Lloyd & Rowe, 2008).

Hallinger (2010) described how leadership for learning describes approaches that school leaders employ in order to achieve the desired outcomes while focusing on student learning. As with the research study organization the desired outcome is to focus on the employee learning as they are students. Hallinger's (2010) model of leadership for learning indicated that leadership is enacted within the boundaries of the specific organization. The model indicated that the school leadership was influenced by the school conditions. This is the leadership quality and models. As with the researcher's organization, the employees need to learn therefore the conditions must be correct for this purpose. It was also noted that the leadership strategy within the organization was viewed as a driver for organizational performance (Bass, 1990).

Daft (2006) in Barr and Dowding (2019) indicated that new paradigms of leadership that involve change, facilitation, creating a learning environment, sharing a vision, and shaping culture are important aspects of daily work within organizations.

Hallinger (2010) looked at the term 'leadership focus' and used it to refer to the indirect means that leadership impacts learning. Three main concepts were believed to be part of leadership and learning, and they are, vision and goals, academic structures and processes and people. Hallinger's model also looked at how leadership as a process of mutual influence, adapting to change and responsive to new challenges.

Although Hellinger (2010) was looking at school leaders the lessons learned from the specific leadership style was that of the ability to articulate personal values and beliefs to that of leadership over the past decades, is that of leadership styles being a major influence on learning. The importance of the leader (Principal) has an impact on the culture of the learning environment. Motivational aspects that will encourage the teachers to take part in educational improvement programs etc. Understanding the concept of learning and linking it to leadership theories and models is an integral part of learning and leadership. Hallinger emphasized the importance of leaders seeking to share leadership and empower others, by choosing the right time and methodology to help them to understand the leadership theories. Limitations in this study were that of the geographical area and the amount of literature found in the search and the amount used for the review. Hallinger (2010) did however highlight many aspects of learning in leadership concepts and how they can influence student learning in instructional leadership. These influences can also be used in large organizations where academic focus is on the learning in leadership area. As Walker (2010) noted an organizational learning strategy is in effect produced through the establishment and cultivated by a set of conditions, which in turn promotes and encourages learning through a professional sphere, it can also use cultural development which is also linked to leadership.

### **2.13. Communicating in Organizations.**

Motoi (2017) also looked at how internal communication plays a very important role in the promotion of various ethical initiatives that are undertaken by the organization

which includes managing, emotions, motivation, employees, socialization and promoting leadership. Throughout the study by Motoi (2017), the data revealed that the most important aspect that may lead to the achievement of organizational goals and that also meets the needs of the employees is that of internal communication as being an important aspect of employee communication. It was also found in the study that organizations that have well-defined internal communication strategies will influence employee communication and also have an impact on their motivation. The importance of this study was that communication has a big impact on how leaders and future leaders are viewed and if they are motivated to learn and be educated to a standard of high academic status. Being a good communicator is a skill and the skill has to be developed over a period of time where motivation can be encouraged.

The previous study by Motoi (2017) was compared to the study by Cetin, Karaby and Efe (2012) who looked at the effect that leadership styles have on communication in the Banking sector. The study was carried out in Turkey with a quantitative methodology design and used (SPSS) as the data analysis tool. They looked at how leadership has been a topic that has shown a high stake in the field of large organizations within the past few years and how various studies have investigated the way in which leadership styles affect the organization. Attitudes and behaviours are affected by leadership style, and it affects the employees in particular which in turn affects the feelings and thoughts of the company itself. These issues led to communication competency being a major factor as one of the main pillars that leads the leader's potential to have positive aspects and influence on the employees. Cetin, Karaby and Efe (2012) felt that the communication competency concept was seen as the fundamental dynamics affecting the job satisfaction of the employees. Job satisfaction is one of the widely researched areas in organizational behaviour (Aung, Santoso, & Dodanwala). Cetin, Karaby and Efe (2012) discussed all the leadership styles within the study. The data was collected by a 5-point Likert questionnaire. From the results of the SPSS analysis, it was found that a strong correlation between individual-orientated leadership and transformational leadership, also the relationship between communication competency and interactive leadership was a strong correlation value. Job satisfaction and interactive leadership were also measured for correlation. It was concluded in their study that effective leadership and employee job satisfaction are to be considered as the main factors for the success of the

organization and employees are the most important asset within that organization. Looking at this study we can see why motivation and loyalty are essential for the success of the leaders within large organizations. Cetin, Karaby and Efe (2012) concluded that organizations need to have effective leadership to be able to achieve organizational goals. Although their study was in the banking sector it can be related to any large organization needing to achieve certain goals and objectives. Cetin, Karaby and Efe (2012) state that 'communication and interaction should be emphasized as the main pillar of a leader, and that challenges in the future should be easier to overcome with the power of communication within the organization'. If an organization has loyal employees, they may find this easier to achieve. With the research study organization, one factor was that of loyal employees, therefore, the task of encouraging motivation should be easier than most. Communication competency can be adopted to improve the current situation and only make it better. In a more recent study by Tian, Akhtar, Qalati Anwar, and Khan (2020) who looked at the effect that transformational leadership had on employee retention using mediation and behavioural and communicative moderation. They investigated the impact that transformational leadership on employee retention in small to medium organizations and looked at the role of organizational behaviour in the role of communication. The data was collected using a convenience sampling g from 505 employees of a small to medium business. The findings of the study revealed a positive and significant relationship between transformational leadership and organizational behavioural communication and retaining employees. However, it was also noted that communication was also a factor in the employee's focusing on achieving their organizational goals.

#### **2.14. Knowledge-sharing culture**

Creating a knowledge-sharing culture and collaborating needs to encourage people to work with each other effectively and cooperate in order to be more productive. What every organization must realize in its quest to create a culture of knowledge sharing is to achieve the goals of the organization, not only because of good behaviour but also because it is the main goal. The goal is to share knowledge and not information and learning from the process of sharing knowledge is more important than the behaviour

of sharing knowledge. The organization should always recall that changing culture is difficult because it means looking at the world differently (Bradford and Jody, 2014).

### **2.14.1 Knowledge transfer**

The process of knowledge transfer is one of the most important processes that constitute knowledge management, as there is no meaning and significance of knowledge if it is not shared among the members of the institution, because its first enemy is that it remains imprisoned in the minds and drawers, “a prisoner in its black box in which it is stored” (Szulanski, 2003).

Szulanski pointed out the high importance of knowledge transfer by saying that the transfer of knowledge is of exceptional importance, especially in the information age in which we live. Alavi explains that one of the most important reasons for focusing on knowledge transfer is that the process of generating knowledge by itself does not lead to the superior performance of the institution if it is not transferred to others. (Szulanski, 2003).

The term knowledge transfer is a concept related to and synonymous with the concept of sharing knowledge, and it means "every activity that aims to transfer an idea, information, knowledge, or something that one person possesses to another or to a group of individuals." Coakes indicates that the process of knowledge transfer is the first step in the process of sharing knowledge, and it means conveying the appropriate knowledge to the right person at the right time and in the appropriate form. (Coakes, 2008).

Tardiff stresses that transferred knowledge is often explicit knowledge (written or coded), transmitted through electronic or manual means, but when implicit knowledge is transferred, the concept of transfer with participation is included. Accordingly, it can be said that the knowledge transfer process is the delivery of crisis knowledge to its student, whether it is explicit, easy to transfer, or implicit, difficult to transfer, by approaching and interacting with its bearer. (Tardiff, 1999).

Before referring to the forms of knowledge transfer, we point out that knowledge transfer takes place on three levels, between the individuals themselves, between

parts of the institution, and between the institution and its external environment, such as its partnership with other institutions. These are ways of transferring knowledge, as Marquardt points out, and knowledge (Reese, 2018) is transmitted within institutions. intentionally or unintentionally as follows:

1- The intended form: The knowledge is intentionally transferred within the institution through programmed individual communications between individuals, or memos, reports, periodicals, videos and audio tapes, training programs, job rotation among individuals...etc.

2- The unintended form means the transfer of knowledge unintentionally and in an informal way, such as meetings, chat rooms, exhibitions, open forums, the Internet, post-work meetings. (Reese, 2018)

Dixon Nancy (2000) identifies five knowledge transfer protocols as the following.

1. Serial transfer: The same team repeats a task in a new context. An individual or a team moves with its expertise and experience from one site to another and from one place to another, performing the same tasks and using their knowledge and experience. This type of transfer is marked by speed, skill and completing tasks. It is also a guarantee of not making mistakes or repeating them, which is often costly for the host institutions.

2. Near transfer: The receiving team does a similar task in a similar context but in a different location. Knowledge is transferred from the source of knowledge team to the recipient team and deals with the same task in the same framework but in another place. The knowledge and the process of transferring it is the knowledge transferred by it. This method is the same expertise with its unified standards and specifications that the team is provided with. The first is the second team (clear and explicit knowledge).

3. Far transfer: Similar to Near transfer with tacit knowledge about a non-routine task. This method is based on transferring the tacit knowledge that exists in the minds of a team of (the source). In this case, the second party receives it through a complementary relationship with its information.

4. Strategic transfer: Complex knowledge with transfer teams separated by time/location. It differs in scope, and it is of a high degree of overlap and complexity, due to the spatial and temporal discrepancy and difference between the knowledge team (knowledge source) and the host team (knowledge recipient), such as the method of conferences in which departments intertwine, which requires a seasoned team at the host institution.

5. Expert transfer: Explicit knowledge about an infrequent task; transfer does not involve interpretation. It involves only clear statements. It is usually carried out by one person, - an expert who does not have a work team. (Dixon,2000).

### **2.15. Leadership and Management in this Century:**

Preparing effective leaders is not easy since leadership is a scarce resource and needs ample time. Organizations are looking for those who possess leadership skills that enable them to achieve the goals they have set. Amid this scarcity and the quest for genuine leadership skills and to deal effectively with the socio-political challenges imposed by the changing nature of the 21<sup>st</sup> century, programmes for preparing and developing leaders have been increasing. The decision-making processes, the distribution of resources, and growth have resulted in complex issues and multiple choices, which ultimately leads to an urgent need for an administrative leader who is able to overcome obstacles and turn challenges into opportunities for the organizations. The government sector, with the nature of its services, has a crucial role in dealing with rapid developments and keeping pace with complicated changes to improve the services it provides, at a time when the concepts of excellence, accountability and transparency have become highly significant important. This necessitates the development of administrative leadership practices in this sector according to modern and effective methodologies. (Alosaimy, 2017).

From this perspective, this study reviews the development of leadership strategies in the government sector, within a participating association that unifies efforts and organizes areas of intersection for roles and responsibilities. The concept of developing administrative leaders, like other concepts in the human sciences, has no precise or widely accepted definition. Thinkers and scholars have provided various definitions of the concept. Some defined it as “strengthening and expanding a person's

abilities to be able to exercise leadership roles and processes effectively” (McCauley & Hughes, 1994). But mainly, it is defined as “each stage of progress during the life cycle that would provide and support the knowledge or experience needed for leadership performance”.

Accordingly, the limits of the development of administrative leadership are not well-defined. While some consider it to be what a person is exposed to during his life in general, (Kumar, 2009) others limit it to working life. Some other believers think that it is the enhancement of capabilities without limiting them, however, others view it as the accumulation of knowledge and experience. It is also identified as a matter of developing administrative leadership that is related to the stages of functional life. (Brungardt,1996).

Nevertheless, it must be noted that there are some skills and knowledge that may be innate or acquired during the stages of education. These may be very important and may have a positive impact on administrative leadership. There is no doubt that such situations blur the boundaries between teaching, training, and developing administrative leaders. (Alosaimi, 2017). The development of administrative leadership in the government sector was not given enough attention in the twentieth century, and this legacy from the past century links the development of administrative leadership with the traditional training of human resources, in which training programs are designed most of the time in isolation from the reality and challenges of the organization to achieve its goals. In addition, there is a reluctance among administrative leaders to enroll in specialized programs and administrative skills. In this regard, (Bolden, 2004) indicates that in the twentieth century, leaders were distinguished by personal qualities, and when theorists did not agree on leadership qualities, other theories emerged and included the leader's behaviour, and then the transformational model. These intellectual were reflected in the forming of administrative leaders, as the development programs were limited to traditional training and direct lectures, which may be held for all without choosing the most suitable of the expected future leaders, as well as without considering the external environment of the organization and the challenges that may arise from it and affect the performance of the organization, a matter mentioned by Mintzberg (2004).

Such an approach led to training the wrong people in the wrong way in the lecture halls while pretending to train administrative leaders. Therefore, the point of view towards the development of administrative leadership in the twenty-first century, as confirmed by Bolden (2005), has shifted to considering it an integrative and collective process linked to the internal and external factors of the organization, and not an individual case confined to the administrative leader.

Hence, it is required at present to make the development of administrative leadership as part of the organizational development, with organizational development experts providing appropriate programs for each organization based on a comprehensive view of its organization and its operations, so that administrative leadership is part of the complete picture. There is also a need to stress the importance of redesigning the training and education curricula for leaders to match the development of performance and the establishment of a culture of excellence.

Therefore, the process of preparing and developing administrative leadership which Alosaimi (2017) found in his study on The strategy of developing administrative leadership in government agencies can be viewed based on the following points:

- 1- Determining the strategic challenges that administrative leaders may face.
- 2- Determining the skills required for administrative leaders based on strategic challenges, and not relying on human resources training programs of a fixed and routine nature.
- 3- Select individuals who are likely to have the ability to produce new experiences, and not only those who can practice old experiences.
- 4- Helping individuals learn from their experience and not just move beyond it (Jay & Ronald, 2006 in Alosaimi, 2017).

The lack of consideration for these points is to some extent one of the reasons for the shortcomings in the programs for the preparation and development of administrative leaders. Each organization has its own specificity and the nature of the strategic challenges related to it. In most cases there is a great similarity between the type of skills for which leaders in many organizations need to be trained, resulting in producing

similar models of leaders who may succeed in specific environments and organizations, but not in others.

Therefore, it is important to adopt the preparation for the development of administrative leadership on the basis of anticipating the strategic challenges and associating the organization's strategy. Dealing with the strategy for the organization is one of the first responsibilities of the administrative leader. Consequently, there is no successful leadership without realizing the risks and opportunities of the organization's environment (Ferlie, & Ongaro, 2022).

This confirms that administrative leadership development programs should not aim at preparing employees for specific jobs, but rather at preparing qualified minds to work in an expected environment. This viewpoint may be summed up by Carlos Ghosn, the former CEO of Nissan, who said that "the preparation of future leaders is an urgent matter for organizations, and you cannot prepare them by leaving them in the offices of the organization, but by sending them to difficult places. A number of them will fail, and the rest are the leaders of tomorrow who are trained from the challenges of today" (William 2011).

Thus, the current and future challenges related to the organization's strategy are the determinants of preparing and developing the administrative leaders who can be relied upon to lead the units and manage the organization, and this is what can be called "the strategy for the development of administrative leadership".

This strategy can be formulated as a road map that aims at preparing leaders and should be prepared by analyzing the current situation of the organization and the status to be reached in the future. Then it will define the gap between the present and the future by considering the need for leaders, and for the leadership styles, capabilities and skills required to solve the administrative problems faced by government agencies.

Here in Bahrain the rapid growth of the country and the businesses within is massive, and this has caused an upsurge in people trying to gain leadership and management qualifications. Institutes promote training and development both within the company and out-with. The changes in the last 20 years have shown many colleges investing

in business degrees and small courses to enhance the countries workforce and to gain the skills needed to take the country ahead within the 21<sup>st</sup> century.

It was also observed that the development of the 21<sup>st</sup> century business organization does require leaders and managers who are experts in their field, be able to make quick and effective decisions and use powers of emerging technologies and social media to make the organization effective and efficient in communication and be able to coordinate action within (Drucker, 2001; Drucker, 2006; Trilling & Fadel, 2009). Organizations also need to be aware of global politics in the world as they are connected by the 'Internet and Globalization', become more innovative and create a sense of urgency, make decisions and while acting decisively (Rose-Anderssen et al., 2008).

Drucker (2006) observed that managers and leaders should first be able to manage themselves with effectiveness before they can be expected to manage others within the organization". Training and Development is an active system in any organization which motivates and encourages personnel to look forward to new beginnings within their role. In their article, Sandmann & Vandenburg (1995) in Dike, Odiwe and Ehujor (2015) looked at the different styles of management and compared them to what is happening in the 21<sup>st</sup> century and noted that the characteristics of the 21<sup>st</sup> Century organizations are unique, and their leadership framework is also unique.

With respect to the researcher's organization being that of information and communications, these points are very important, and the ongoing training and development will be in line with the Kingdom of Bahrain's Strategic Plan 2030.

## **2.16. Implications for Managing**

A journal article by Dike, Odiwe and Ehujor (2015), discussed in this century how leadership and management fit into place within the organization. It also explored and discussed the leadership role, and leadership styles as well as looking at their efficiency within the organization. The article investigated the attributes of what is an effective manager. It also enhanced their performance to achieve organizational goals and objectives.

In comparison to Dike, Odiwe and Ehujor (2015) who looked at leadership in the 21<sup>st</sup> Century, Cox (2019) considered how leadership and decision making are essential to change processes, which in preparation for the innovation needed for the 21<sup>st</sup> century paradigm. Changes must be done in collaboration with the organizations especially those that are working with media and technological concepts of communicative innovations. Helping an organization through this process or unknown pathway is not easy and may take a manager with insight and courage to implement it. The evolution of public administration from a situation of an un-scrutinized practice to that of an academic field of study has the mark of a changing understanding of how a professional should be. Cox (2019) indicated that professional training and job roles can push the follower toward another direction that may be narrower than the public at large, therefore making professionally defined roles and responsibilities establish the output needed for the task. Emphasizing on leadership responsibility we can usually give the help needed, but the theoretical concept of leadership has to be professionally done by an expert. Change is an important aspect of managing and a leader or manager must be able to in their professional status be able to recognize and implement change with confidence. This is what is needed to take the public sector to the next level within the government's strategic plan for 2030.

### **2.16.1 Gaps in the Literature**

Gaps in the literature where that of the subject matter-‘motivation-management and leadership’ strategies and goals’, were lacking here in the Middle East. The current literature looks at important factors that affect motivational behaviour among employees within large organizations and how this can affect performance and productivity in general, but more research into the factors that may affect current preparation for the future of organizational culture and educational performance while using knowledge sharing may be needed. More research into how motivation is affected by styles and models of leadership and management. The need for more localised studies was huge. This aspect will add to the current trends of knowledge sharing among older to younger employees that exist globally. More focus on the Middle Eastern and North African regions can be considered within future literature research. The need for the governmental role in research into ‘Management and Leadership’ in organizations must be more strategic with goals that can be attainable within a given time. This was lacking within the current global published literature.

## **2.17. Conclusion**

The review confirmed that more work needs to be done in evaluating leadership training. The main aspect of the literature where as follows:

- The literature has shown that the concept of leadership and leadership styles are relevant to an organization's progression to excellence.
- Creativity among employees in Herrmann and Felfe's (2014) study has shown that transformational leadership has been assumed to be the style of choice by many organizations as it creates initiative.
- Bass (1985) showed in his study that transformational leadership has four components: inspirational motivation, idealized influence, individualized consideration, and intellectual stimulation.
- These components are the basis of a healthy workforce that will be inspired by motivational theories leading them to educational excellence.
- The role of leadership in relation to an organization can emphasize and highlight what their job is, how they do it and how they sustain this effort and what follow up may be needed to improve their approach.

Fayol (1925) in Barr and Dowding (2012) identified that the main management function within an organization is as essential at the time of management planning. The planning also includes organizational coordination and organizational control while Gulick (1937) in Barr and Dowding (2012) looked at how the expansion of the scope of the previous functions was widened to include planning, organizing, staffing, directing, coordination, reporting and budgeting.

## **Chapter 3 Framing the Research**

### **3.1. Introduction**

Research can use many different paradigms as their basis for practice (Fox, 2006). Research can be understood by underpinning the subject matter and by what can be seen in many ways, as well as what is real and what is not real. The strengths and weaknesses of the current research must be assessed in the different paradigms especially if we are to work in collaboration with current and future leaders from within the authors' organization. This chapter will look at the different leadership behaviours and motivational theories and characteristics, as well as looking at and understanding the need for evaluation of leadership roles and the purpose of the evaluation.

The change in the leadership styles in my own organization will contribute to the progress of the continuing development of the leadership styles. These leadership styles will be based on some of the concepts of the existing theories regarding management and leadership. Integrating theories to management training can assist the current and future leaders in their decision making while helping them to empower and delegate tasks. Leadership competencies are not being taught and there appears to be no continuous quality improvement process for leadership education currently in large organizations (Ross, Gupta & Johnson, 2021)

The theory of needing to be successful within the working environment was looked at by McClelland (1958). His theory for motivation looks at how the theoretical concept of the subject adds to the performance of future leaders. McClelland's theory of leadership and affiliated performance shows that along with his colleagues, who studied the nature, sources, and effects of needs such as the need for achievement, need for affiliation (close relationships with others), need for power, and activity inhibition (an individual's use of power to achieve institutional rather than personal goals). Reaching a personality profile, which is looked at as the leadership motivation profile was considered by House, Spangler and Woycke (1991). House et al (1991) looked at how traditional leadership theories and research have focused on the effects on the organization employee's cognitive practices. The behaviour of all employees

contributes to the practices and culture within the organization. Ashour (1982) and Podsakoff, Todor, and Skov (1982) in Smith et al., (1994) looked at the theories of behaviour and how leader and employee exchange relationships developed. From this traditional leadership theory can focus on how leaders control the cultural environment and see how rewards and punishments along with job characteristics, authority relations, resources, training and the employee's own perceptions of their environment. The framework by McClelland (1985) outlined a general theoretical approach to behavior that may have been used to explain how charismatic leaders affect the followers in an organization. This concept of leadership can affect the beliefs and performance of the employees.

### **3.1.1 Three Variables of Behaviour**

McClelland looked at three sets of variables in behavioural aspects of leadership. The basis of McClelland's theoretical concepts was the psychological aspects of leadership and management. Motivational theories were also considered by McClelland whose collaborative thinking with Abraham Maslow, Frederick Herzberg and Victor Vroom (nd) was needed to achieve and motivate human beings. But McClelland exclusively paid a lot of attention to motivation as a factor in organizational power. Maslow concentrated on the hierarchy of human needs, being that of basic human psychological needs followed by security, social needs, esteem needs and a need for self-actualization. This constituted the theory of Maslow's hierarchy of needs as being that of a higher need will become active only if the lower needs are met.

Herzberg had a two-factor theory of motivation between hygienic factors, largely being that corresponding to Maslow's higher needs-esteem, and self-actualization. The hygienic factors can only motivate negatively whereas the motivators have the potential to motivate positively. Vroom formalized the role of expectancy theories in which he opposes expectancy in motivation where drive is a factor. This is the theory of being pulled and pushed against a factor that may influence motivation in a person.

McClelland's challenge to motivation was straight to the point whereas other theorists looked at other aspects before going to the actual point being discussed. Motivation and achievement are two separate aspects that will bring a leader to the top as they work together as Maslow's hierarchy of needs tells us that you cannot reach a goal

before getting through the smaller goals. McClelland's theory of needs being that of power, achievement, and needs (see Figure 2) are the 3 concepts that McClelland focused on as part of the motivational theory that he introduced in the 1960s.

Dominant Motivator	Characteristics of This Person
Achievement	<ul style="list-style-type: none"> <li>• Has a strong need to set and accomplish challenging goals?</li> <li>• Takes calculated risks to accomplish their goals.</li> <li>• Likes to receive regular feedback on their progress and achievements.</li> <li>• Often likes to work alone.</li> </ul>
Affiliation	<ul style="list-style-type: none"> <li>• Wants to belong to the group.</li> <li>• Wants to be liked and will often go along with whatever the rest of the group wants to do.</li> <li>• Favors collaboration over competition.</li> <li>• Doesn't like high risk or uncertainty.</li> </ul>
Power	<ul style="list-style-type: none"> <li>• Wants to control and influence others.</li> <li>• Likes to win arguments.</li> <li>• Enjoys competition and winning.</li> <li>• Enjoys status and recognition.</li> </ul>

Figure 2 McClelland's Achievement Motivational Theory (McClelland, 1985).

### **3.1.2. McClelland's Theory of Needs**

McClelland's theory of need is one such theory that can explain the process of motivation by breaking down what is needed and how the approach should be. The three important aspects of the theory of motivation are that of achievement, power, and affiliation. It has been adopted by management systems because of the application to management teams where they can identify and categorize every team member amongst the three needs (see figure 1). Identifying the three aspects in some of the team members will help in managing an organization's expectations while smoothly running the organization.

My own rationale as the researcher in the decision to use McClelland's framework as a basis for the one-to-one interview questions was that of the psychological aspects of the way in which leaders strive for power while motivating staff to climb up the ladder in their own careers. In leadership understanding the theoretical concepts of leadership styles and being able to link them to our own organization is a skill that needs to be taught. A gap in the literature in the Middle East is that of an investigation into the adaption of leadership styles and the understanding of the theoretical concepts of management and leadership as an understanding of a psychological pathway to success in an organization. The differences between management and leadership according to Barr and Dowding (2012, p. 9), are that of a leader being someone who influences, shares, has an informal role, someone who has achieved the position, and has an independent way of thinking. Whereas a manager has his role based on authority and influence, has a formally designated role, an assigned position, is usually responsible for budgets, hiring and firing people, and improves his/her position using effective leadership skills. (Barr and Dowding, 2012).

Using McClelland's motivational theory as a basis is that of getting the job of the leader/manager done. The framework-based questions helped to bring to the forefront the staff's opinions regarding what motivates them and how they communicate to be noticed. McClelland pioneered motivational thinking in the workplace and this aspect developed achievement-based motivational theory which advocated competency-based assessments and tests (Barr and Dowding, 2012). McClelland's improvements in employee assessment methods advocated competency-based assessments and tests and argued that they were much better than traditional IQ tests and personality-

based tests (Barr and Dowding, 2012). McClelland is noted for the description he used for the three types of motivational needs as being: achievement motivation, authority power motivation, and affiliation motivation.

### **3.1.3. Motivational Characteristics**

According to McClelland in Barbuto (2005), 'most people can exhibit a combination of all three characteristics. He suggests that some people have a bias toward a particular motivational need and this 'mix' can affect their behaviour and at work, it can affect their management style. McClelland's motivational values are like that of Kelman (1958) and Katz & Khan (1978) who looked at motivational values within the organization. This leads to the transformational leadership style as that of being a pathway of trust and belief in goals of the organization itself. From the transformational leadership perspective, it was noted that this is related to charismatic and inspirational leadership behaviours.

## **3.2. Motivational Needs-Values**

The needs of the organization that the research is taking place in is that of motivation competency. The rationale for choosing McClelland's framework as a basis will look at the motivational aspects of the organization. These aspects also covered concepts of values, including the factors that look at activities, behaviours, beliefs, qualities and goals that are important to the success of any organization. The one-to-one interview questions were developed using McClelland's framework. The participants will be encouraged to take part as they can fit these values into their job within the organization. The participants can also use the one-to-one interviews as a self-assessment tool that can assess whether the participant's personal values are assisting in their job or are they hindering their progress, and what can you do about it. This will help them to see what the differences between values and motives are while comparing their own personal values and the demands of their jobs. They will also help the participants make sense of how their own personal values into their job requirements. The participant's questionnaire will assist them in managing differences between personal values and what is needed for their actual job. According to McClelland "Concerns can predict the types of behaviour that people gravitate

towards. If we understand our values, we can understand part of what drives our behaviour”.

### **3.3. Training Evaluation Models**

The research study will evaluate the motivation among the existing leaders and future leaders of the chosen organization. The literature used has shown that leadership theoretical values and models must be understood to be able to develop the skills needed to progress within the organization as a whole. Motivation within the organization can be developed using leadership courses, workshops, and academic sessions e.g., journal clubs, which will develop skills among the workforce and invest in their learning cycle. Evaluation and feedback from courses and workshops are important concepts for being able to change an organization's way of thinking. Human resource departments play a large role in the functions of responsibility and leadership development away from line managers (Groves, 2006). In Groves (2006) it was noted that organizations that effectively integrate leadership development and succession planning systems by involving personnel in the development of an organization's mentor network, this identifies the high employee potential for development. Identifying development needs is a must for staff motivation and leaders have the knowledge and theoretical background to support and rationalize this need. This study will show how this is pertinent to the motivation and further educational needs of current and future leaders. Training evaluation serves the purpose of optimizing the quality of the training (Lantu, Labdhagati, Razanaufal, & Sumarli, 2021).

There are several components to an effective evaluation program. One of the most comprehensive and widely referenced models of evaluation is Kirkpatrick's. The four levels of this model are as follows: level 1 represents the 'reaction', level 2 represents 'learning', level 3 represents behavior or transfer of knowledge, and level 4 represents 'results.

The rationale for the use of specific evaluation of organizational learning in the research for leaders is that of being able to progress to a managerial position that will encourage motivation and further learning within the sectors. A Manager who is highly educated and academic will be able to help younger less educated staff to progress

to a higher level. The educational learning process for leaders within public sectors must be established within the existing organization. Through this research, we will strive to set a standard where future and existing leaders can be motivated and encourage progress through the management systems while understanding the theory of leadership through formalized training within the government sectors. From the results of my research training programs will be developed using motivational frameworks and teaching and learning strategies based on global trends for the development of leaders.

### **3.3.1 The Kirkpatrick Model**

Dyer (1994) believes that the use of the Kirkpatrick Model in the evaluation process helps to increase the efficiency and effectiveness of the training programs for any organization. The evaluation process should not take place only after the completion of the training, but the training programs should reflect what the organizations seek to achieve through training. Kirkpatrick (1975) believes that there are two approaches to the evaluation process: Introduction to the training stages, and cost and return input.

Introduction to the training stages:

This approach covers four levels:

Reaction measures whether learners find the training engaging, favourable, and relevant to their jobs. Survey questions concentrate on the learners' takeaways. If their response is positive, the training is likely on its way to producing its intended effects, and if the response is otherwise, there is a need for reconsideration to identify the reasons for the trainees' non-response. (Kirkpatrick,1975).

It can be said that the evaluation of the reaction aims at identifying how to achieve the trainees' pleasure and happiness during the program. This requires accuracy in evaluation because the collected data is the decisive factor in achieving the goal behind the measurement (Knowles,1970).

So, for the evaluation to be effective, the trainer must begin with serious work to evaluate reactions. The trainer should continue the evaluation process if the feedback

is positive, as he should not limit himself to obtaining the trainees' responses. Even if the trainer has done well, he is still not sure that the acquisition of facts, information, skills, and the desired behaviour has been achieved, as well. He has not yet had any indication that the behaviour of the trainees will change as a result of the training, and he is still far from objectively judging any results that can be attributed to the training program. (Abualnasar, 2009).

**Learning:** Since evaluating the reaction to the training program is not sufficient as evidence of what the trainees have gained from the program, it is considered the first step in the evaluation steps. The next step is to assess the learning of each participant based on whether learners acquired the intended knowledge, skills, attitude, confidence, and commitment to the training (Alsalamah, 2021). Attending the training program, the trainer's use of elements that indicate enthusiasm, the presentation of the topics in a good way, and the use of clarifications that make the training session vital and acceptable to the trainees are not everything. A careful analysis of the contents of the topics may reveal that the trainer did not say any valuable information, but he managed to put on a good show. (Alnsoor, 2021). Learning can be defined as facts, principles, and methods that the trainees were able to understand and assimilate. It is possible to measure the facts, principles and methods acquired by the trainees through a test that contains a set of questions designed to evaluate the topics in the training program. The same test may be used with which the trainees' knowledge was measured before attending the training program, provided that it has proven effective in this regard. The test may be different from the pre-training test.

**Behaviour:** Behaviour is any activity or action emanating from the individual, whether it is mental or physical, and whether this activity or action is done consciously or subconsciously. Therefore, it includes physical movements, mental or cognitive activity, or emotional activity. Evaluating the behaviour resulting from the learning is a matter of great importance. (Alsalamah, 2021) The trainee may have enjoyed attending the program and may have acquired a large amount of information and facts. However, the learner does not know how to apply it in his or her work, and in this case, the training would not have impacted the learner. (Hamtini, 2008).

The effectiveness of training requires that the acquired information, facts, and skills be reflected in the work. Hence, if the evaluation ignores the intended behaviour related

to the training, it will be an incomplete measure for the organization which considers behaviour change as the important output of the training. Measuring the results of the training: Measuring the learning against an organization's business outcomes means detecting the changes that occurred from the training and evaluating them according to specified criteria. Measurement is the most organized and objective process because it is carried out according to the previously defined standards based on sound scientific foundations. (Kirkpatrick,1975).

The measurement plan may include measuring the performance of individuals, the performance of groups, or the performance of the organizations. Though the performance of the organizations is nothing, the outcome of the performance of individuals and groups using the abilities and resources available during a specific period and the person in charge of the performance measurement can obtain indicators to assess the efficiency of training from the employees' records, especially training related to competence. (Alskarnh, 2009)

This is done effectively when those records are designed to show the actual relationship between the individual's performance and the previously established levels of performance. Measuring the effectiveness of training can refer to certain levels or specific criteria for assessing the extent of the impact of the training program. This does not necessarily mean that that change is what is required or that it has achieved the intended purpose. (Kirkpatrick,1975).

### **3.3.2 The Parker Model**

This model was designed by Professor Barbara L. Parker in 1974 and classifies the types of evaluation according to the nature of the information collected. It is a model similar to the Kirkpatrick Model. Parker divided the information into four groups:

1. Work performance: Measures the progress of the trainees at work, as well as the extent to which the training program contributes to the development of work performance. Evaluation takes place through objective measures of work performance, including work output, quality, timing, and cost savings in addition to observable changes in work performance. Worksite behaviour that indicates an improvement in performance. (alskarnh, 2009) (alnsoor,2021).

2. Group performance: Measures the impact of the training program on the institution as a whole, and this is difficult to measure due to the influence of many factors other than training on the performance of the institution.

3. Participant satisfaction: Measures the participants' satisfaction with the program, including the contents of the program, training methods, and the learners' attitude towards what they have learned.

4. The amount of knowledge acquired by the participant: It measures the quantity and quality of the facts, methods, or skills that the trainees have acquired during their participation in the training program. In this evaluation, it is sometimes better to conduct information tests before and after the course to measure the amount of knowledge that has been acquired (Alskarnh, 2009).

### **3.2.3 The Bell system**

It is a slightly different method from the previous models, as this model was designed for evaluation by Bell Company, and the results were presented at a conference held by the American Society for Training and Development in the report on the benefits of management training. (Hamtini, 2008). The following are the levels adopted by this evaluation:

1. Feedback outcomes: This level measures the opinions of the participants in the program as a whole. In its details, it measures contents such as the duration of the program, study materials, teaching methods, or activities.

2. Potential outcomes: This includes what the trainees are expected to know, believe, do, or produce at the end of the program. (Hamtini, 2008).

3. Application outcomes: This includes what the trainees know, believe, do, or produce in the realistic natural environment for which the program prepared them.

4. Outcomes of value: It is one of the most important levels, as it shows the value of training concerning its costs. The output represents the extent to which the institution

benefits from training, with regard to the conditions, time, effort, and invested resources. (Alnsoor, 2021).

### **3.3.4 The CIRO Model**

The fourth model for evaluating training programs, proposed by Michael Bird & Neil Peter Warr Rackham in 1970, is a unique method for categorizing evaluation that was used in their work in Europe (Topno, 2012), and other models as well. There are four main levels for evaluating training according to this model:

1. Evaluation of the context: This requires obtaining information about the surrounding environment for the intended training programs and fields. During the context assessment process, it is determined whether there is a need for training or not. During this stage, three types of objectives of the training programs are evaluated. (Crowther and Seifi, 2023). The final objectives through which the specific weaknesses and deficiencies in the institution that the program will overcome, or limit are identified. The intermediate goals through which the changes required in employees' behaviour during work are identified in order to achieve the final goals. The immediate goals represent the new knowledge and skills or perspectives that employees should acquire in order to change their behaviour as required, to reach the intermediate goals. (Ronald, 2023).

2. Evaluation of the inputs, through which information is obtained, about the resources available for the training programs. These inputs and resources are evaluated and their effectiveness, importance, and contribution to achieving the objectives of the training programs are determined, and thus the possibility of their publication is determined. (Crowther and Seifi, 2023).

3. Feedback evaluation: This includes obtaining and using information about the trainees' reactions. This type of evaluation is characterized by the fact that it relies on the trainees' self-reports. (Ronald, 2023).

4. Evaluation of results: This includes obtaining and using information about the results (outputs) of training programs, and this is the most important part of the process to evaluate the results and use them to develop subsequent training

programs. (Topno, 2012).

Through the researcher's knowledge of these models, it can be said that the three-level Kirk-Patrick Model is the closest to what is practiced in governmental departments in Bahrain, as the evaluation of the training process is consistent with what was mentioned in the three levels. They include measuring the trainees' reaction to the training, measuring learning and the facts, methods, and skills provided by the program, and measuring the changes that occurred. There is also the measuring of the employees' behaviour in the workplace as a result of the training program, and the impact of training on the institutional performance before and after the training program. The Parker Model is also used relatively in the government departments, by measuring the progress of the trainees at work, as this is reflected in the evaluation of their annual job performance, the institutional performance, and the satisfaction of the participants in the training program. This part is largely focused on in the training programs that are offered in governmental institutions in the country. As for The Bell Company Model, it is used in the process of pre- and post-evaluation of the training process and to diagnose the reality of the trainees and their current and expected knowledge from the training process. This model is used relatively, and the most important thing about this model is the feedback. As for the CIRO model, the most important part of it is related to evaluating the goals achieved from the training that it seeks to reach, determining the inputs and outputs of the training process, and relying on the trainers' reports on the progress of the training and the trainees' acquisition of skills and knowledge.

Therefore, the use of any of these models to evaluate the training process is based primarily on the nature and philosophy of the organization and institution implementing the training, the nature of the skills and information that is provided, and the purpose of the training.

### **3.4. A Framework for Conceptualising Leadership-Capacity Building**

Because the research is motivational based on gaining knowledge and information regarding leadership skills, the concept of motivation in organizations must be nurtured and controlled. The following concepts were discussed in the chapter and conclusions were reached:

- Public service motivation can be defined as an individual's positionality in the way they respond to motivational concepts (Hameduddin & Engbers, 2022).
- Creating a positive environment is an important aspect of positivism within an organization. Changing behaviours or replacing behaviours can be looked at with the attitude that they are no longer effective.
- Variables of behaviour within an organization can affect the leader's progression to a position of true leadership.

Some traditional managers may look at the staff performance levers and see what is embedded in their extrinsic motivation, they do not look at their intrinsic motivation, but another issue is managers may not know what to look at first (Hiam, 2002, in Abid et al., 2012).

Avoiding de-motivational management can be done by looking at the factors that may incite it within an organization. Avoiding these types of behaviours can generate increased effort in the short term, but this can be done only by enforcing performance through external leverage, and this is a financial burden on the organization therefore in-organizational actions that can be avoided within the organization can assist in this task maybe some of the following tasks; raising your voice to show employees you are irritated or angry about their performance, threatening to withhold resources or opportunities, warning employees about reviewing and checking work, giving out lots of instructions and directions, Correcting employees and giving negative feedback, taking work away from people who aren't doing it well or quickly, putting loud assertive and directive people in charge of different shifts, teams, or projects, nagging employees about finishing projects and avoiding regular interaction with employees regarding their work, unless something is wrong. When an employee is managed with the act of a heavy hand or an insensitive manner, they may often feel irritated and frustrated. This manner of approach can demotivate the staff and make them feel useless and not valued. Stress significantly affects employees' ability to accomplish tasks; more precisely, decision-making inefficiency, concentration deficiency, and lack of motivation lead to poor job performance and unusual errors (Rafique, Hou, Chudhery, Waheed Zia & Chan. 2022). McClelland's framework may help the way in which employees can give information on how their organization is run and how they feel they can contribute to motivating staff. With McClelland's theory, there are several

components to achieving motivation within an organizational culture. Acquiring the needs for achieving organizational excellence. Three of these theoretical components are commonly known as the acquired needs theory. McClelland's studies showed that people can acquire their needs for excellence and motivation within an organization over time.

#### **3.4.1. Conceptual Framework for Motivation based on the Literature.**

Maxwell (2013) and Miles (2014) noted that building a conceptual framework can be an important factor in explaining the variables from our study and what they represent. The literature in this thesis produced evidence that implementing guidelines to lead current and future leaders on a pathway to excellence depends on following a specific framework of action.

A conceptual framework (See Figure 3), which was adapted from Robinson et al., (2008) was re-designed by the researcher to fit in with the specifications of this research and gave a specific guideline to the different variables that would assist in the training, motivation, and continuous learning of the organizational current and future leaders. The literature in this chapter spoke about behaviour, traits, leadership styles and models, and communication. When adopting a conceptual framework for organizational processes, it usually starts with recognizing what is in existence now and what it will move to in order to have a solution, of which a decision will be made and then to the final decision in which a motivational plan and implementation of an acceptable training plan will help to encourage staff to continue leadership and management education (Wisdom, Chor, Hoagwood, & Horwitz, 2014). Adoption usually starts with the recognition that a need exists and moves to search for solutions, then to the initial decision to attempt the adoption of a solution, and finally to the actual decision to attempt to proceed with the implementation of the solution. The implementation of a conceptual theoretical framework (See Figure 3) will enhance and explain a phenomenon through a particular educational lens and will show the challenges and issues with motivation within the limitations of that specific lens (Luft, Jeong, Idsardi, & Gardener, 2022).

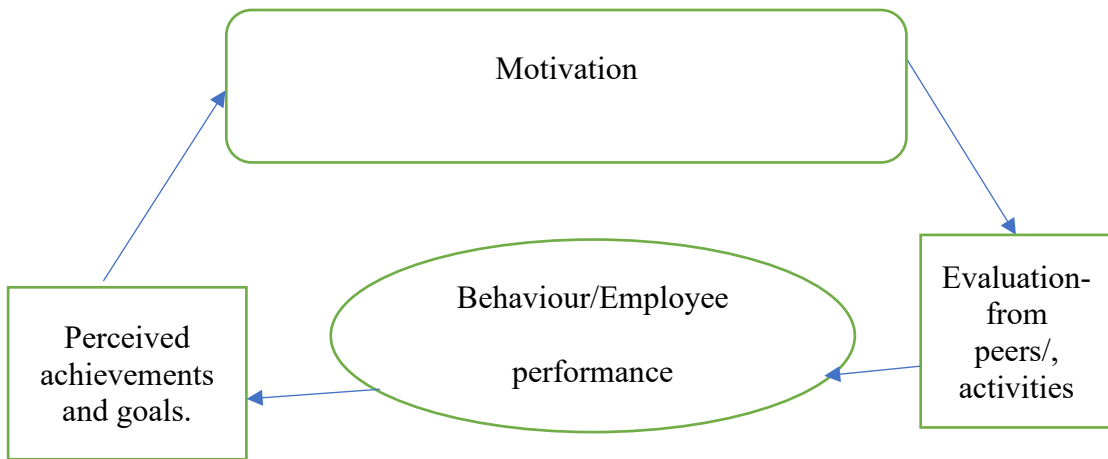


Figure 3 Conceptual Framework for motivation adapted from (Robinson et al., 2008).

## **Chapter 4. Methodology**

### **4.1. Introduction**

This chapter will discuss the underpinning of the methodological strategy of the qualitative method to the thesis. The research design as seen in Figure 4 will explain the pathway and the strategic actions taken to collect and analyse the data from the qualitative-one-to-one interviews and the appreciative inquiry design for collecting the important information. The research process will be laid out according to the strategic plan for data collection, data analysis and discussion and findings. All these steps will be discussed in detail and displayed as narrative and tables. It has been noted by Corban and Strauss (1990, p.4) that qualitative methods could be evaluated systemically only if their approach and procedures are made explicit.

Significant changes made to the research study because of the Corona Covid-19 Pandemic have led to some of the methods being rescheduled and some changed. The need for mixed methods research across virtually all disciplines and at all levels of social institutions has never been clearer (Fetters and Azorin (2020). This pandemic has from an epidemiological perspective command the application of mixed methods research. Researchers worldwide have had to comply with and change methods of data collection to suit the protocols to stop of the disease spread. Bartlam, Waterfield, Bishop, Holden, Barlas, Ismail, Kettle and Foster (2018) looked at how mixed methodology trials be utilized to optimize findings from research that was necessary for behavioural interventions. A mixed method research is an approach that integrates qualitative and quantitative traditions with wherever possible integration is possible at the levels of method, methodology, and philosophical paradigm for the primary purpose of a greater understanding of a complex phenomenon (Bartlam et al (2018). Methodological insights from catastrophic social events such as the current Corona Covid-19 pandemic have given researchers methodological experiences to draw upon, the upsurge in online meetings and online teaching saw an upsurge in use over the last 6 months since the world lockdown was announced. Therefore, rethinking how data was collected and analysed was a priority for researchers. Hence the small changes in the way that my data was collected for the one-to-one interviews that were to be conducted and presented. The appreciative inquiry workshops were done pre

Covid-19. The one-to-one interviews were also conducted before the start of the current pandemic restrictions.

The importance of the research design is to ensure that all the options for ethical approval, data collection and data analysis are carried out according to the literature review, ethical approval, and participant consent. Obtaining consent for participation from an organization is a lengthy process, so we must make it as smooth as possible (Wisker, 2012). The study itself was a concept that could be implemented into all the governmental departments, therefore a background to the study will indicate why the chosen research methodology was chosen.

#### **4.2 Background Information: Kingdom of Bahrain**

The government of Bahrain is led by Prime Minister with a cabinet of 24 ministries. The Cabinet has control over government ministries, institutions, and establishments. It formulates the general policy of the Government, pursues its execution, and supervises the functioning of the public sector. (MOFA, 2023). The government has always been committed to its action plans with the recent (2023-2026) program developed under the directives of His Majesty the King and inspired by the National Action Charter, the Constitution of the Kingdom of Bahrain, and Bahrain Economic Vision 2030. The methodology of the Government Plan is based on establishing principles of sustainability, competitiveness, and justice to implement all development programs according to the highest standards in all national work paths, enhance Bahrain's position in leadership and innovation in all fields, continue working as one team (Team Bahrain) under the slogan "Love Challenge and Passion for Achievement," in cooperation between the executive and legislative authorities, and by continuing to strengthen partnerships with the private sector. It includes orientations that help achieve citizens' aspirations, enhance development goals, improve the sustainability and quality of services, employ modern technologies in various fields, protect the environment, sustain natural resources, and drive development across all sectors. (EDB,2023). As per article 78 of the constitution, the government is required to present its plan to the Council of Representatives within 30 days after it has been sworn in. The current Government Plan (2023-2026) covers four priorities: improving living standards for citizens and maintaining their gains; justice, security and stability;

economic recovery and sustainable development; and providing competitive and quality government services. (EDB,2023). The plan covers six areas of focus: improving living standards; sovereign and legislative; infrastructure and environment; economic recovery and fiscal sustainability; social services; government performance; and digitalization. The Government Plan has been prepared based on the outcomes of the series of government workshops, entitled “Future Aspirations”, to which officials in various government sectors had contributed. The plan is guided by the principles of the National Action Charter, the Constitution of the Kingdom of Bahrain, and Bahrain Economic Vision 2030. In addition to the plan, the government is also working to deliver the Fiscal Balance Programme and the Economic Recovery Plan. (EDB,2023).

#### **4.2.1 The Public Sector**

The public sector is the reflection of the government of Bahrain in implementing its government program (2023-2026) based on established principles of sustainability, competitiveness, and justice to implement all development programs according to the highest standards in all national work paths. During the last twenty years, a large portion of the magnitude of growth witnessed in Bahrain is owed to the public sector. Government entities in Bahrain are managed by the strategies and procedures set by the Civil Service Bureau, and in Dec 2022, the Labour Market Regulatory Authority, Public Sector data reported 58,891 employees who work in ministries, authorities and various government institutions and establishments ( E-government (2023).

#### **4.2.2 Ministry of Information**

The Ministry of Information was formed on July 8, 2010. It was formerly called the Information Affairs Authority. It consists of the following divisions: The General Directorate of Technical Affairs; the General Directorate of Television and Radio Affairs, under which comes: the News Directorate, Television Directorate, Radio Directorate, and Creativity and E-media; Directorate of Bahrain News Agency and the Media Directorate. The Ministry of Information also provides many services that regulate the media and communication sector. Those include providing a press pass to journalists, reporters, writers, news organizations, and media product license issuance. Each directorate in the ministry provides services that are related to its work range. Television services include preparing TV coverage for the private sector for local programs, censorship of audio-visual works, video games and computer

programs, montage, and outdoor coverage. Radio services include preparing, presenting, and producing radio programs, and booking a radio studio with the crew. Media Administration services include publications, censorship of scripts for movies and series, movie permits, and printing. The ministry's services also include broadcasting live and recorded events, advertising through its different outlets, and renting various special tools of photography and videography. (MIA, 2023).

#### **4.2.3 Bahrain's Economic Vision 2030**

Bahrain's Economic Vision 2030 is a comprehensive development plan launched by the Kingdom to guide its economic diversification and growth. Based on the three guiding principles, sustainability, fairness, and competitiveness; the vision aims to develop the government's vision in society and the economy.

**Sustainability:** A significant part of the country's growth over the past two decades has been driven by the public sector. This model is waning as public finances tighten and competition grows fiercer in the global economy. By 2030, the private sector will be able to drive economic growth in Bahrain independently.

**Competitiveness:** Bahrain aims to make significant efforts to educate and train its people and develop their skills in order to drive economic growth, attract qualified workers and attract foreign workers. The key is to make Bahrain a great place to establish businesses for both local and foreign companies by creating a competitive environment and driving economic growth, profitability, and wages.

**Fairness:** Bahrain's role is to provide a legal and regulatory framework that ensures consumer protection and fair treatment for business owners – including foreign investors. This means rooting out corruption and ensuring the laws are properly enforced while spreading social justice in society.

These three guiding principles are moving in the direction of Sustainable Development Goals (SDGs) for 2030. The majority of the SDGs will be accomplished with the help of strong economic growth, government funding, improved human capital, equity, and a fiercely competitive market. These objectives are connected to the executive actions of the Government Plans and are regarded as the government's current priorities.

Launched in October 2008 by the King, Vision 2030 aims to transform Bahrain into a sustainable, competitive, and globally integrated economy by focusing on various sectors such as finance, infrastructure, tourism, and human capital development. The vision was developed after four years of extensive consultation with governmental institutions and organizations, as well as international consultancies and bodies. Upon launching Vision 2030, EDB launched an ongoing program of economic and institutional reforms. EDB coordinated with ministries to compile the first National Economic Strategy, which served as a roadmap for achieving the vision. As part of its efforts to improve human capital, Bahrain focuses on improving the quality of education and training, aligning it with the needs of the labour market by enhancing employability and skills, through various initiatives such as Tamkeen. (EDB, 2023)

#### **4.2.4 Training in Bahrain**

The Kingdom of Bahrain, places at the top of its work priorities, investment in Bahraini citizens to their capabilities and the development of their level of performance, who are considered the main driver for development and achieving the national aspirations. Training in the Kingdom of Bahrain is an integral part of Bahraini culture which the government has ensured to commence from school and university levels extending to workplace training. Training of the public sector's personnel is a vital continuous process represented in the "National Leadership Development Program" offered by Bahrain's Institute for Public Administration (BIPA). (E-government, 2023). The Program is a series of leadership development programs approved by the Civil Service Bureau of the Kingdom of Bahrain as a consolidated national policy and strategy for training the government sector. Since its launch, the Program contributed to raising the efficiency of government performance, and institutional outputs varying between government strategies, public policies, and reengineering of institutional operations which have all bolstered the quality of the services provided to the citizens. Bahrain is confident in the training level offered to its public sector employee through the most prominent programs in the region that brings together the two aspects, the academic and professional, to develop the national cadres and enable them to manage the institutional work system. Thus, enhancing the capabilities and skills of leaders in the governmental sector to achieve the aspirations of Bahrain and creating a culture of change, diversity, and creativity to enhance the performance levels in the public sector. (E-government, 2023).

#### **4.2.5. The National Leadership Development Program**

Based on the requirements of the strategic priority in the Government Action Plan, and in the implementation of two national economic initiatives in Bahrain's Economic Vision 2030 - the creation of a distinguished program for training government leaders and developing leaders in the public sector, in addition to improving the quality and availability of services, the National Leadership Development Programme (NLDP) was established in Bahrain. (MIA,2023).

NLDP is a series of leadership development programs approved as a consolidated national policy and strategy for training the government sector and building a government ecosystem based on a management approach, which considers every employee a leader in his/her career level. The program is considered the core of the training and qualification mechanism in the Institute of Public Administration within its 2016-2018 strategy based on a scientific methodology, and to build capacities relying on the citizen as the main core of government action.

#### **4.2.6. National Strategy:**

The design of the National Leadership Development Programme relies on a scientific approach that considers the citizen the centre of government action. The main beneficiary from all government services and all these services have been created to address his/her aspirations.

The program is specifically designed to suit the training needs of employees from the moment they join the public sector, and keeps pace with their career development until they reach the supervisory and administrative levels, up to the higher leadership levels. In the public sector, the program provides the government employee with skills and experience to maximize his or her absorptive capacities at every leadership stage, as well as with the optimal experiences and expertise for the best training practices for government leaders.

#### **4.2.7 Leaders for Sustainable Development**

The National Leadership Development Programme consists of a series of leadership programs - establishing, building, training, leaders, and supreme leadership, in

addition to the elite program, which is a special program with its own requirements. All these programs contribute to qualifying officials who are capable of advancing sustainable development in the Kingdom by assuming their leadership roles efficiently in the government. (MIA,2023).

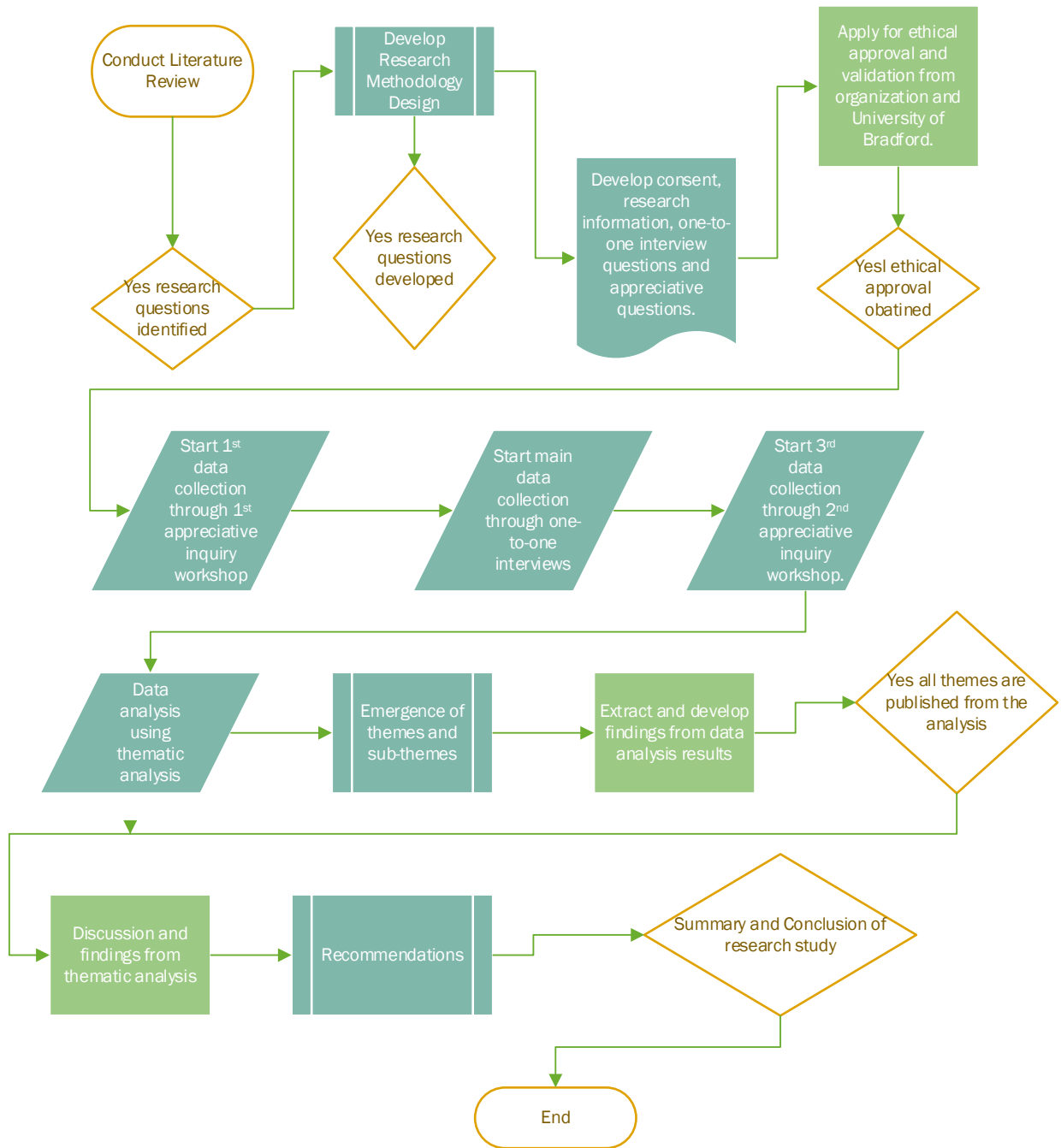


Figure 4 Research Design

The cultures of the Middle East are unique in many aspects. Moreover, the researcher embarks on a qualitative design methodology to get the insights or views of those who are; current and future leaders and have been involved in motivational educational programme strategies. One-to-one interviews with one appreciative inquiry workshop will give enough data to change to approach if needed within the organization itself.

Most researchers are often at times in dilemma about whether to take a qualitative or quantitative research design. It is a task that requires logical thinking to ensure that the design selected is the right one and is appropriate to the study. A qualitative design methodology will be used using an appreciative inquiry workshop and one-to-one interviews for the collection of the data. Structuring the qualitative data collection will be based on the intention to entirety of the researcher's direction taken by the participants, by not imposing a definite structure on the actual interviews but allowing the structure to be imposed on the data-set analysis (Ritchie & Lewis, 2005). There are different models of semi-structured interviewing, and this is not necessarily consistent with other such interviews but can be described by others as unstructured or in-depth or at the other end of the spectrum, open-ended survey interviews (Ritchie & Lewis, 2005). The researcher has chosen to adopt the content analysis taking all aspects from the data collection using the AI data and the one-to-one interview as a means to create results that can show emerging themes and sub-themes which lead to recommendations for progress.

This chapter describes the research design methodology that will enhance the researchers finding for change in the organization. It is known that having a 'method' or 'methodology' will enhance and help a researcher to achieve the research aims and objectives (Eldabi, Irani, Paul & Love, 2002). The main purpose of the chapter is to provide and decide on the appropriate way of data collection, data analysis and the rationale for the choice of the methodology being that of Qualitative.

The data collection is from a sample population of existing leaders within the specified organization. The chapter contains sections which will discuss the variations in the research paradigm, the research design and the rationale for the use of a qualitative design methodology using thematic analysis and appreciative inquiry designs for the data analysis. All collected narrative and written work will be taken into consideration and content analysis will be focused on as this approach will look at both the content and context of any documents that are analysed from the participants. Themes are identified with the content of each appreciative inquiry workshop being analysed as part of the dataset and the coded themes identified. The themes will be presented as being how often they have occurred. The analysis is then linked to the outside variables such as the written narrative from the workshops. Content analysis is an

important factor when two different approaches using qualitative methodologies are being used making sure that no data is lost.

The questions for the one-to-one interviews are based on McClelland's (1988) framework (1988) which identified three social values: achievement, affiliation, and power. According to McClelland, "Conscious concerns can predict the types of behaviour that people gravitate towards". The framework will be discussed in details later in the chapter.

The qualitative design methodology was chosen as qualitative research has generally been seen as being associated with a set of beliefs. Emphasis is placed on the research being as a value to humanistic behaviour, while interpretative aspects of knowing about the social world and its significance to the investigator's own interpretations and understanding of the phenomenon being studied (Ritchie & Lewis, 2005).

### **4.3. Research Philosophy and Epistemological Process**

For the purpose of this research study, the researcher selected the best methodological process for the best outcome. Epistemology It is described as being two different paradigms, that of positivism and phenomenological or interpretive (Kumar, 2014 in Beestin, Hugh-Jones, & Gough, 2014).

Research is essentially about being able to produce knowledge about the world that can be seen as valid and real. Different epistemological traditions imply different ways of knowing in which we can look at the world and have different accounts of the status of knowledge (Green & Thorogood, 2014).

When we as leaders look at the learning environment within our organizations, we look at the way in which our employees want to learn, why they want to learn, and whether are they motivated to learn. Epistemological concepts look at the issues and concerns that question what is considered as acceptable knowledge in a particular discipline. It is closely linked with ontology, which is the way to measure reality. This was argued by Easterby-Smith et al. (2018) who closely compared the two. Eriksson and

Kovalainen (2016) also continued to argue that the epistemological approach can be referred to also as a methodological approach and the epistemological position can help any researcher to define the methods that may be used in the data collection. This can be used in quantitative and quantitative. Epistemological concepts are mostly associated with qualitative research methodologies; quantitative research is also seen to be using epistemological concepts.

what current and future leaders have to say regarding their experience and needs for their future careers. The researcher looked at the epidemiological paradigms of positivism and interpretivism and considered their strengths and weaknesses

(See Table 2).

Epistemological Paradigm	Strengths	Weaknesses	References
Positivism	<p>Humanistic approach.</p> <p>Unity of method – idea that eventually, when mature, all sciences will share the same methods of inquiry.</p> <p>Science is held to be separate from society and its objective, rationale and neutral. The knowledge derived from scientific</p>	<p>May be an Unachievable and inappropriate goal for research.</p> <p>Human Understanding may be flawed.</p> <p>Human beings differ in some essential respects from the objects of natural science inquiry.</p> <p>The scientific inquiry model has come under</p>	Green and Thorogood (2014).

	<p>inquiry is not bound up with emotional, subjective, or political viewpoints, and it is true for all times and places.</p>	<p>criticism, from both those who see it as an idealized model of how scientific progress happens and those who see it as an inappropriate model for research, particularly social research.</p>	
Interpretivism	<p>Humans are different from objects of natural science inquiry. They are not atoms or plants or planets, humans can make sense of their place in the world.</p> <p>Can interpret phenomena of explaining people's behaviour in society but interpretivism will research to understand human behaviour.</p>	<p>Humans are complex, and unpredictable, and reflect in their behaviour.</p> <p>They look at how a leader may react to a situation and will react to it and interpret the leader's communicational skills etc.</p>	

Table 2 Epistemological Paradigms of Positivism and Interpretivism (Green & Thorogood, 2014).

The humanistic approach to research shows the researcher is interested in the more personalized approach. This approach makes the participant feel that the researcher is interested in exactly what they have to say, versus the no personalized approach of a survey questionnaire. As Greener (2008) observed that a quantitative approach to research was more likely to be associated with a deductive approach to testing a theory using numbers. Also, Dawson, Schooley, & Tulu (2009) also suggested that using a quantitative approach could generate statistics through the use of a large-scale research survey questionnaire or structured interviews. Questions were also closed having the use of yes or no as the answers to most of the survey questions. Whereas qualitative questions in one-to-one interview questions usually look at getting stories to create themes and sub-themes using thematic analysis. Hence the humanistic approach to the questions using the more personalized approach and the Appreciative inquiry workshops gave the participants time to view their own dreams on how they wanted their future careers to be laid out in front of them.

The population participating in the study will be a sample which is classed as invariable to the organization. In order to generalize to a wider population within the organization, a representative sample, such as one that can be achieved through random sampling will be required. This will enhance the result as the participants are willing to take part and are interested in furthering the leadership skills of the team within the organization.

#### **4.3.1 Rationale for a Qualitative Design versus Quantitative Design**

For this thesis, a qualitative approach was the choice because of the humanistic way in which current and future leaders could be approached to explore issues and personal opinions around knowledge sharing in their organization.

The research questions were as follow:

1. How is the leadership programme within the current organization at this present time and are staff motivated to continue leadership education?
2. Does the educational program objective link to that of the employee's progress and give a chance to cooperate with others within the current organization?

3. Is the current organization collaborating with higher educational organizations and is it with motivational concepts?
4. Are you allowed to create change and deal with current projects?
5. Is the present management motivating, evaluating, assessing, or appraising the participant's motivational skills to embrace learning among future organizational leaders after taking the programme?

In comparison to quantitative research, qualitative research seeks to understand and interpret social interactions while quantitative research provides an avenue to test hypotheses, look at cause and effect, and even make predictions based on the observed data. Further, qualitative research engages in open-ended responses, interviews, participant observations, field notes, and reflections, while quantitative research is based on precise measurements using structured and validated data-collection instruments (Johnson, & Christensen, 2008 and Lichtman, 2006).

#### **4.4 Theoretical Framework using McClelland's Theoretical Approach**

The theoretical framework that was used in this research study was that of McClelland's (1988) study, where McClelland examined a self-reported desire for achievement in practice. In the study, the researchers noticed that the environment did not facilitate learning and that achievement did and so included those self-reported desires did not function as motivation (McClelland, et al. 1989). The role of leaders to influence and motivate subordinates is crucial in the learning environment within large organizations. The framework was the basis for the one-to-one interview questions used in this study. Other models and frameworks were not considered as McClelland's theoretical approach fitted in with the organizational policy for motivation and training.

McClelland's framework stems from his psychological background. The assigned questionnaire taken from his original framework will assist in getting evidence of the subordinate's motivational behaviour. McClelland (1980), in Weinberger (1989, p. 691) in Schultheiss, & Brunstein, (2010). *Implicit motives*. Oxford University Press.

summarized evidence that “Implicit motives predict spontaneous behavioural trends over time, whereas self-attributed motives predict immediate specific responses to specific situations or choice of behaviour”. This indicates that a leader’s behaviour can influence their learning perspective therefore the choice of participant to engage in professional development within an organization is an important aspect of the learning cycle. They must have a vision and motivation to be able to partake in self-directed learning as well as be part of a specific program. If they are not motivated it can be very difficult to take part in a program that has been chosen for them by their managers. Special consideration should be given to the subordinates who show motivation to act, interest in the subject matter as well as an eagerness to learn and participate in professional development courses within the organization. Their participation in in-service educational activities can benefit the organization in that they will progress as a leader and have a vision and mission within the organization itself.

#### **4.4.1. Reflexivity**

Reflexivity was a crucial part of establishing rigour in this research study. Reflexivity has been noted as being a crucial strategy within the qualitative research design methodology (Berger, 2013). Questions on how reflexivity is part of a larger debate on ontological, epistemological, and axiological components of self, intersubjectivity and the bringing together of knowledge. Reflexivity can also look at the researchers positioning within the research as well as look at knowledge patterns of the positioning within the research. Do the researchers know more about the strategies for training within the organization and how this may affect the research outcome? The researcher in the case of this research study has no direct contact with the employees before subjecting them to the one-to-one interview sessions. Therefore, biased, personal characteristics, such as gender, affiliation, age, theoretical or political background, and emotional responses were at a minimum.

#### **4.5. Study Design**

According to Odor (2018), the capability of an organization to learn can be linked to the fundamentals of competitive advantage in which organizational learning can help to improve the organization's competitive advantage as well as its responsiveness to change. Competitive advantage is when an organization can outperform against

others, and this can achieve better outcomes for the organizational vision and mission. It can also achieve and create competitiveness in the training of current and future leaders through high performance and good leadership strategies (Corporate Finance Institute, nd). The services given by the organization will improve because of the way in which its leaders perform. Through acceptance of change projects that will enhance an organizational strategy for change, and as a learning organization for change with learning continuously going on within (Odor, 2018).

#### **4.6. Appreciative Inquiry Concept.**

The Appreciative Inquiry (AI) concept creates an area in which some people are 'Free to be known in relationships, this creates human identity, forms, and evolves relationships without interrupting the roles which are set by the unique individuals. "AI is the cooperative co-evolutionary search that brings out the best in people, their organizations and the world around them", (Cooperrider, Whitney, Stavros, 2008). AI interrupts the usual cycle of depersonalization that can mask people's sense of being and belonging. It can offer personnel the chance to get to know one another; as individuals and as part of the wider web of relationships. AI does not build relationships, nor is it a way in which relationships are based but it can set out a pathway that can build bridges that cause boundaries and play with power and authority (Cooperrider, Whitney and Stavros, 2008).

##### **4.6.1. Believe in the Power of Criticism and Fear to Motivate Change in Organizations.**

A quantitative approach was rejected because no previous study on the strategic motivational training had been conducted in the Middle East Gulf area. It is noted that there is no single, accepted way of performing qualitative research, it has proved to be the personal humanistic touch that has attracted researchers (Ritchie & Lewis, 2005). The way in which the researcher carried out the research solely depended on his own expertise and beliefs, mainly about the social world and what we know about it. A good understanding of the researcher's position within the environment in which the research is to take place is a factor for the goal of the research itself and what the researcher wanted to achieve from the environment in which it was conducted. It can also be argued that the researcher's understanding of the philosophical debates and

the methodological developments that can arise from the research study in order to make the results, good in quality and also be acceptable by whom it may concern (Ritchie & Lewis, 2005). Qualitative research can inform the development of robust effectiveness questions and protocols for the approach to data collection. Qualitative research can contribute to more in-depth informative data being collected and can influence effectiveness as well as produce further relevant information on leadership knowledge and theoretical concept understanding. The effectiveness of the research can produce the intended effect on what changes may be needed to current leadership training within the organization and this specifically was the intent of the researcher.

#### **4.7. Ethical Considerations**

The ethics submission and documents have been reviewed and approved by the Chair of the Research Ethics Panel of Bradford University (See Appendix 4). Ethical Approval was also taken from the participating organization.

The study took the design of one-to-one interviews and an appreciative inquiry concept. One-to-one interviews gave the researcher a sense of 'getting to know' the employee better. "Appreciative inquiry (AI) is a philosophy that can incorporate an approach, a process that can engage people at any level to produce effective positive change", (Cooperrider, Whitney & Stavros, 2008, p. xv).

#### **4.8 Appreciative Inquiry Workshops/One-to-One Interviews**

The Appreciative Inquiry workshop 1 followed the first batch of recruited interviewees on a different day. Twenty-two participants took part in one-to-one interviews and these were completed within one month, then the AI workshop number 1 commenced after one week. The task was repeated accordingly, and all the data brought together for analysis. A total number of 44 participants took part in this research study.

The participants were all sent emails accordingly to their in-house address. A consent form which was signed prior to commencement of the study and a participant information form was attached to the email giving them an insight into the study's aims and objectives. The participant information form gave them all the details of consent, withdrawing from the study and the actual purpose of the research.

Because the study design is qualitative, it is specified to the participants that anonymity would be ensured. Confidentiality would be always maintained while also maintaining anonymity after ethical approval. This ensured that at no time the participant was unnecessarily identified and was only identified at the time of the data collection but not at the data analysis, discussion, or findings, or when any presentation on the findings were presented to the organization.

#### **4.8.1 4-D Cycle Using Appreciative Inquiry**

When introducing Appreciative Inquiry (AI) to an organization, challenges may exist. The researcher has enough rapport and trust with his organization to be able to overcome these challenges. The requisite of rapport and trust can encourage employers to invest, time, money, energy, and resources in a change process to be able to move forward. The benefits of an AI are; change happening in the here and now, as well as later, everyone involved can influence what is happening, fosters good feelings, highly participative, the mode of delivery can be flexible to accommodate different requirements, draws on resourcefulness, of the organization, works with what is known, not what it isn't, increases what is known, everyone can participate-no specialist skills or knowledge, honours everyone, it is orientated towards building different futures rather than apportioning blame for past problems, fosters optimism and helps the system change rather than changing the system (Lewis, Passmore & Cantore, 2011). AI is the connection between employees and the current system. AI offers some understanding of human civilization when the need to connect with one another and to organize first became apparent; it brings together questions vital to the survival of life and formed the heart of the community. It brings a well-thought-through philosophical and practical approach to using the power of conversation in organizational contexts (Lewis, Passmore & Cantore, 2011).

Appreciative Inquiry gave a platform for the employees of the governmental organization to be heard, it gives the chance to the employees to also listen actively to others and be rational. It creates sincere curiosity, empathy and compassion while giving openness to understand another person's story (Cooperrider, Whitney and Stavros, 2008). AI can open up an opportunity for people to 'Dream in Community'. Today in the complex world of leadership employees can unleash the dreams of the people within the organization rather than keep them hidden. It can create an

organization of being a safe place where employees can flourish and benefit the organization. AI can also create an environment where people are free to choose to contribute. This is when they do something for an organization they are interested in that specific issue and can provide a forum for encouragement and progress. People become creative and they are determined to complete a project for the benefit of the organization itself. Employees are free to act with the management's support and encouragement. The atmosphere becomes positivist and independent while the care for the work goes on. It has been noted that with AI people can act freely and act with the support of their leaders. AI can open the door to 'be positive', this aspect can be encouraged and let the organization flourish into a place of progress, motivation, and fun. Being happy within the work environment is 'positive' behaviour and leads to better output within the work environment, hence the progress of the organization itself (Cooperrider, Whitney and Stavros, 2008). For the purpose of this research, the 4-D Appreciative Inquiry Cycle was adopted for the data collection through 2 workshops. AI workshop 1 was set before the one-to-one interviews then AI workshop 2 was after the completion of the one-to-one interviews. AI can be used for a wide range of innovative activities that suggest a change of strategy or a process redesign (Cooperrider, Whitney & Stavros, 2008).

The 4-D cycle consists of 4 phases (See Figure 5) and are explained as follows:

**The discovery phase:** what Gives life? Appreciating: the best if "what is"

**The dream phase:** what might be: Envisioning results.

**The design phase:** what should be the ideal? Co-constructing.

**The destiny phase:** How to empower, learn, adjust, and improvise: Sustaining

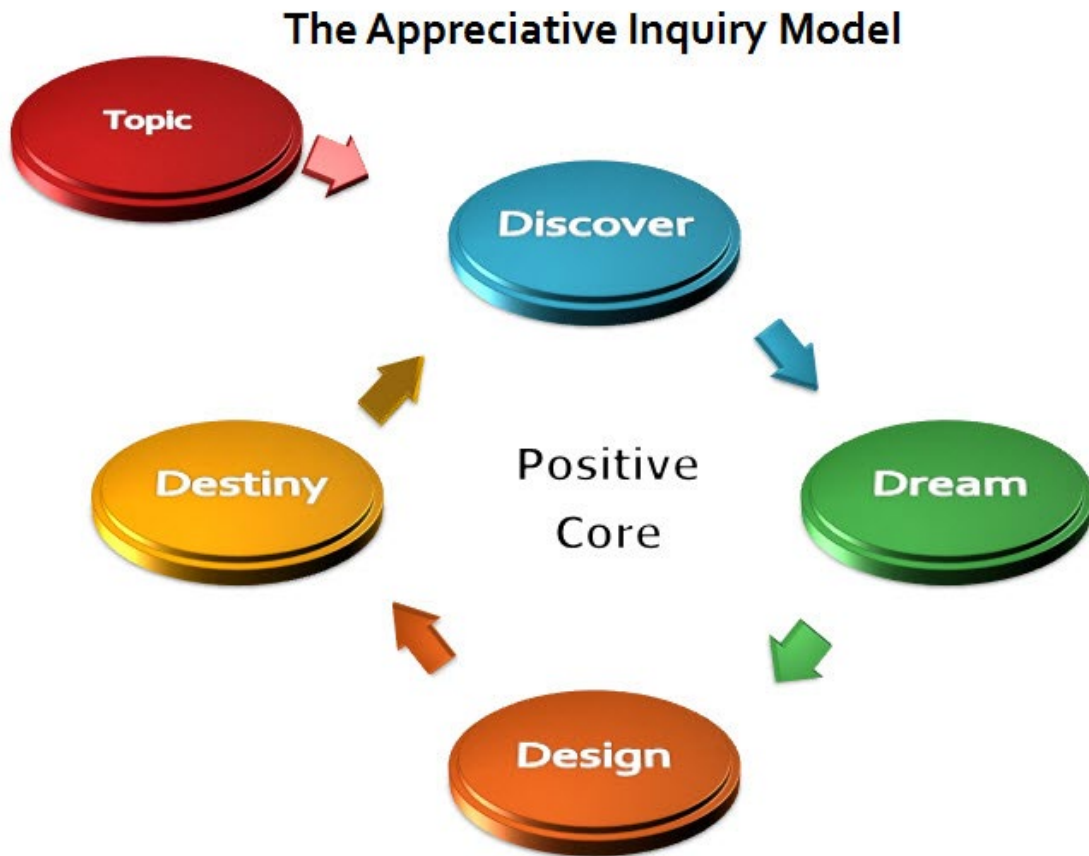


Figure 5 Appreciative Inquiry 4-D Cycle (McArthur-Blair & Cockell 2012).

In both workshops the 4D were used to examine the state of what is now and how, from a positive perspective, it could be changed. Working through these phases allowed the future leaders of the organization to express their perspectives.

#### 4.9 Semi-Structured One-to-one Interviews

*As Described by Miller & Glassner (2011, p. 137) "Interviewing is a particularly useful method for examining the social world from the points of view of research participants".*

The one-to-one interview strategy was used for encouraging staff to participate and express their needs. The success of the interview also can depend on the professional

and personal qualities of the interviewer themselves (Ritchie & Lewis, 2005). For the basis of the one-to-one interviews, the researcher used the strategy to personalize the approach (Green & Thorogood, 2014). A key feature in interviews is the in-depth focus on the subject matter and the individual themselves. 'They can provide an opportunity for a detailed investigation into the person's personal perspective for an in depth understanding of the personal context within the researchers' phenomenon, and for detailed subject coverage' (Ritchie & Lewis, 2003). Because interviews take place at a location of the participants choosing, it can also provide an opportunity to get to know the person as an individual, and if any participant has a mobility issue you as the researcher can go to them.

#### **4.10 Access to Participants**

The participants in the study were all senior employees of the Ministry of Information Affairs (MIA), in the Kingdom of Bahrain. Forty-one participants were registered and consented to the study. The leadership training programme is a strategic initiative conceived by the Ministry of Information Affairs (MIA) to take part in this research study. The participants answered emails agreeing to take part then they were sent the details of the study and the information on what the study would perceive to gain for the organization. They were also sent a consent form which would be taken back at the time of the questionnaire explanation. The consent was signed in the presence of the researchers' face-to-face meeting with the participant. The aims and objectives of the whole research study are explained to each participant with the aid of an information paper (See Appendix 2).

#### **4.11 Analysis and Findings**

The data was analysed using manual coding, this gave clear indications of the training needs and the strategies that needed to be put into place for the current and future leaders within the organization. Initial findings that showed up within the data analysis indicated that the way in which leadership training is being conducted at present needs to be upgraded and training strategies should be put in place regarding formalizing current and future leadership courses.

#### **4.12 Thematic Analysis**

The analysis was based on the six-stage thematic analysis methodologies that were recommended by Braun and Clarke (2006). The transcription took the form of tables and all data was transcribed onto the table and then colour coded according. The transcription was controlled by myself (the researcher), while making sure the quality of the transcribing was more or less as accurate as it could be. The mistakes or discrepancies were checked by my written results beside the audio recordings that I had done alongside the one-to-one interviews. Some acronyms caused discrepancies within the transcribing, so they were corrected and considered to be minor changes. The importance of familiarization is at the beginning of the transcribing as this can help the researcher with recognizing the familiar words and phrases.

After the data was transcribed for non-discrepancies, it was coded manually. Familiarization with all coding of the appreciative inquiry and the one-to-one interviews were all considered for the data analysis. The data was significantly highlighted with colour codes for similarities and then taken from the table to the sub-theme table. This was then colour coded again for the emergence of themes. These themes were the major themes that would be used to produce recommendations for future training strategies.

#### **4.13 Conclusions**

Key philosophical and methodological aspects of qualitative research can demonstrate the decision-making process within the research itself by raising a key number of philosophical debates regarding the findings and recommendations. The subject of ontology is concerned with the beliefs about what is out there in the world therefore doing this research can be related to what can be changed within the organization that will enable it to progress. Key ontological questions concerning of whether social reality exists independently of human conceptions and interpretation or whether there is a common goal shared within a social reality and maybe whether or not social behaviour is governed by laws and regulations that can be seen as immutable or generalizable (Ritchie & Lewis, 2003).

In this specific chapter, the researcher described the following concepts.

- The conceptual framework for the research philosophy,
- The research design and approach and the data collection process
- The data analytic tool.

In the previous chapter, we discussed 'Ways of knowing' and learning about the social world around us, therefore the basis of the knowledge within organizations is what is put into it by motivating and training future leaders. The concept of education and knowledge among current and future leaders will be brought to the forefront with the findings of the research study.

For this strategy to be effective the MIA needs to have their own strategic plan which fits into the plan for the country. In order to do this the organization has to strategically train leaders to carry out training inside the MIA and follow up this training schedule as a mandatory update every year among the leaders within the departments. This will be part of the recommendations that came from the analysis of the data.

## **Chapter 5. Discussion and Findings**

### **5.1. Introduction**

Both data collection processes; the appreciative inquiry workshops and the one-to-one interviews, were explained fully with discussion and findings following.

From my research and looking at the literature, it has become evident that the development and training of the current and future leaders within the organization are needing to see some changes to the training for their future roles. This was evident in the major emergent themes that came from the data analysis. The definitive need for formalized training and development was clear among the employee's interactions regarding time management, time to study, motivational concepts from the management team, and the way in which the training should be recognized by the education authorities would be an incentive to the staff who are looking for formalized training certificates. In this chapter, we will discuss the findings from the one-to-one interviews and the appreciative inquiry workshops. These findings will be derived from the data-set results that emerged from the coding. Motivational aspects of the findings will be seen in the recommendations that will be discussed after the discussion and findings. The research literature review (chapter 2) discussed theoretical research which looked at leadership and motivational change. How do leaders motivate current and future leaders to attend leadership courses that would enable them to progress in their careers as leaders within the chosen organization? The chosen approaches to the data collection gave the researcher a 'humanistic' more 'personal' approach to the way in which the participants were interviewed and the workshops also gave the same approach. Appreciative Inquiry has been seen as the 'positive revolution in conversation-based change. The Appreciative Inquiry workshops gave a meaningful encounter between people in powerful conversation, this gave the workshops a good grounding for the data collection as all conversations were recorded verbatim. This chapter explains the meaningfulness and the nature of the conversation which reflected on the power of conversation and considered the role within organizations where change is considered as a support for powerful conversations (Lewis, Passmore, & Cantore, 2012). The data collected gave the researcher an insight into what the participants really think, and this is discussed in this chapter. The one-to-one

interviews give rise to a more humanistic approach where participants are interviewed individually with specific structured questions and prompts.

The main purpose of the discussion and findings is to rationalize the need for further interventions in the progression of leadership training. Critical factors enhancing leadership motivation and these specific factors coming from the data collection can influence the future of the leader in educational excellence and whether motivation is a major factor in the success or failure of this task. No data was left unused from the AI workshops and all flip chart notes were also used to enhance the data collection process. It was important to keep all data as it was all relevant to the findings from the participants who linked their experiences with one another during the AI workshops as these workshops brought out from the 4-D cycle their dreams and thoughts and linked their discoveries to everything they were dreaming about for organizational change, this was a way in which the participants told stories towards their pre-disposed schedules, or simply from what they could see as needing to be changed (Lewis, Passmore & Cantore, 2012).

Good Working Environment	Qualified people
Good Communication	IT system that helps communication
Collaboration between colleagues	Good teamwork

Table 3 Motivational Factors (Barr & Dowding, 2012).

## 5.2. Data Analysis

Data from the interviews were recorded with the participant's approval (See Appendix 1) and were transcribed onto a table creating a codebook. It was considered to be important in ensuring confidentiality as no recordings were heard by anyone apart from the researcher.

The thematic analysis pathway (see Figure 6) will show the data being transcribed and coded from the workshops and the one-to-one interviews. This will give the researcher a familiarization with the dataset and what is showing to be the trend in the themes. So, familiarizing oneself with the data will be transcribing data, reading the data and

then re-reading the data again. This will give the idea of the emerging themes. Generating initial codes; interesting features from the narrative will be colour coded; data will be collated into relevant groupings. Themes will be generated from the collated codes and put into the table for potential themes. The themes will be checked for consistency with the data extracts. A thematic table was generated to map the analysis of the themes. The themes were defined by further analysing the data to refine specific category of each theme. A story will emerge from the analysed themes this will then generate clear main themes. A report will then follow to finally review all the data; select major themes while giving extracts from the sub-themes, all extracts will be analysed. A final report will be written regarding major themes and recommendations. Thematic charting was the process used and this was the summarizing of the key points of each piece of data while retaining the actual content and the way in which the participant expressed all the answers.

The results from this research have achieved and concluded that strategical changes were needed and made to the current program so that it was more suited to the needs of the organization's current and future leaders. The changes in strategies have led to new innovative teaching and learning concepts, changing the attitudes and behaviours of the current and future leaders within the organization.

- Implement new teaching concepts for all levels of leaders.
- Be holistic support to new and current leaders within the organization.

We also considered the limitations and gaps in the literature within the scope of this research. The main aim of this research was to improve the leadership teaching strategies among current and future sector leaders in a governmental organization using a motivational framework. Using the motivational framework can assist in the encouragement to continue management and leadership learning throughout all levels of leaders within the organization. The key findings which emerged as strong and overarching from the thematic analysis are strategies for learning, motivational concepts, formal understanding of leadership concepts, and communication and leadership. These themes were broken down into sub-themes and reported on separately previously in chapter 5.

Improvement and understanding of leadership styles were achieved by looking at the different theories in leadership and management within the literature and in the different sectors in the Gulf Region and globally. The knowledge that has been gained from this research has initially affected the organization in which the research was done and will continue to have an impact on the motivation and encouragement of the staff to continue their academic learning of theoretical concepts in leadership and pass these skills on to the future generation. The themes that emerged from the data collection processes have impacted the organizational framework for learning and motivation.

The literature within this research study review identified many features of leadership theories and models that can assist in developing structured frameworks for action learning within the organization. These are embedded within the literature review in Chapter 2. The empirical findings from this research study have contributed to the emergence of new strategic plans for educational activities within the organization as well as being implemented in other significant departments within the governmental offices.

The impact of the leadership strategies for learning was an important factor in the training of current and future leaders within my organization. The paradigm for changing strategies is an inevitable part of progression in the field of leadership and management educational concepts. This paradigm has been seen globally within large organizations where training plays a large part in the progression of the leadership role. Subsequently, the steps taken to improve performance mean that the empowerment of staff and delegation of tasks among them gives a meaningful involvement at all different levels in the organization. This philosophical paradigm in the field of in-house education, calls for changes in organization to accommodate new approaches to leadership and management roles. The importance of good leadership in this area has a great influence on the future of organizational educational concepts and motivational strategies. Leadership is one of the most widely researched topics with discussions in all areas of the organizational sciences as without good leadership success and accomplishment will not be achieved (Yammarino, 2013). Researching leadership roles and practices was considered throughout the last century to the concept that 'are leaders born or made?' The answer was 'yes leaders are born but also made', (Bass, 2008, Campbell, 1949 & Dansereau, 2009 in Yammarino, 2013).

This research focused on the current and future leaders within a private sector organization where educational motivation was the key to future progress within the country. The previous chapter brought together the literature, the concept of management and leadership theories, and how a full understanding of them can help the current and future managers within a large organization to be aware of how the employees are motivated and have the intent to continue the learning process. The academic contribution to furthering the motivational process was undertaken and was achieved through a qualitative methodological and an interpretive epistemological inquiry. The researcher adopted an ontological and epistemological position within the research pathway. The philosophical underpinnings of empiricist traditions can be extended as far back as Plato (Stacey, Griffen, & Shaw, 2000, Winegrad & Flores, 1987 Houghlum, 2012). These traditions have been greatly influenced by the progression of scientific modern needs. This modernist thinking can underpin many of the common practices of organizational management as was demonstrated by classic theorists like, Taylor & Fayol (Houghlam, 2000). These modern-day theorists have influenced primary ontological and epistemological frameworks as we see today in many organizations. Philosophical beliefs are that knowledge is equal to true belief (Morris, 1999, in McAdam, 2004). We can't know something unless we believe in it, understand it, and want to learn about it. Hence motivation to learn is a crucial aspect of leadership and management training. This chapter will summarize and conclude the results of the overall research and the key findings from the one-to-one interviews and the appreciative inquiry research qualitative methodologies. The major findings were the themes that came from both data collection pathways; being one-to-one interviews and appreciative inquiry workshops. Both approaches were humanistic and personal which is what the researcher was looking for in the findings. Exactly what the organization's employees needed to know and what kind of changes they needed in their motivation to continue their learning process in leadership and management. The research process as described in chapter 1 gave an indication of what pathway the study took and what methods were used to explain the process. Sharing knowledge from current leaders with younger leaders was found to be a source of teaching and learning that could be used within the organization. This is considered to be 'knowledge sharing' and can be a source of internal knowledge that has to be shared through mentorship and coaching skills.

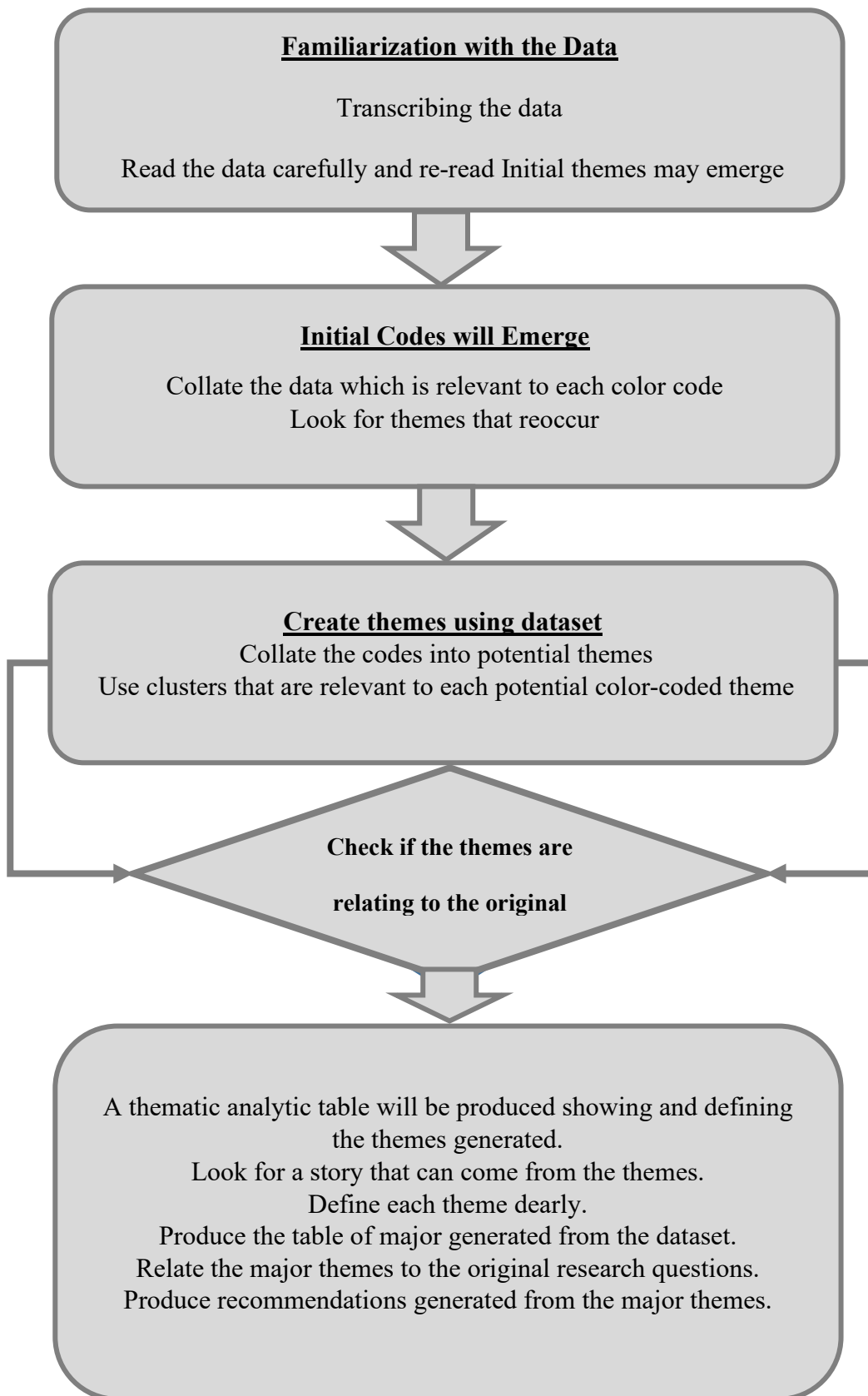


Figure 6 Thematic Analysis Pathway adapted from Braun and Clarke (2006).

Transcription of the dataset collected by the one-to-one semi-structured interviews and the AI workshops was read and then re-read for consistency and recurrence of repetition of specific characters. This familiarized the researcher with the flow of the data and by doing this initial coding themes were emerging. These two stages saw the highlighting of the repeated words giving rise to coding strategies. These codes were transferred to a mind map (See Figure 7).

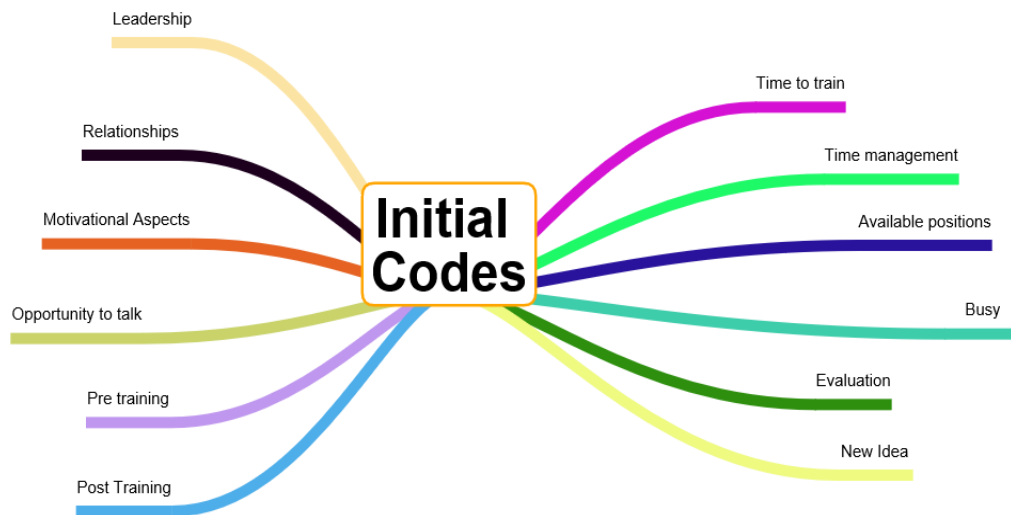


Figure 7 Mind Map of Initial Codes

The third stage involved all the datasets in which some answers e.g., yes/no were discarded as inconclusive, then a thematic mind map was created (See Figure 8).

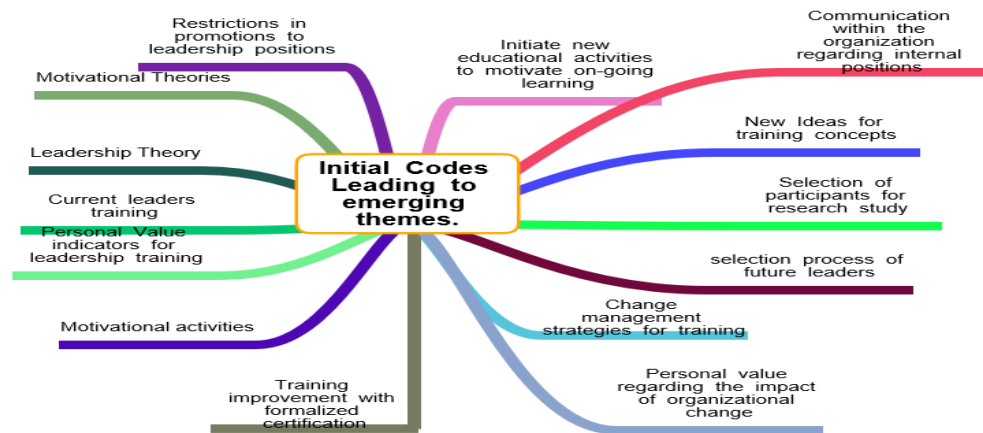


Figure 8 Thematic Mind Map of Emerging Themes

The last stage would be the discussion and findings which result in emerging themes. The major themes from the analysis and findings were refined, and recommendations were taken from these.

### 5.3. Appreciative Inquiry Workshop 1

The workshop was held pre Covid-19 pandemic lockdown therefore the gathering of participants was still allowed and did not hinder my results regarding the impact of the change within the research strategies and protocols.

The first workshop was an opportunity for the participants to share experiences on what they knew about leadership and management strategies. It was also an opportunity for them to transfer knowledge to young leaders and creating a culture where they could be heard. This would take the participants through the 4 stages of the appreciative inquiry (AI) cycle.

Self-organizing groups especially in the AI direction, help to move dialogue into a sphere where designing new techniques is an alternative (Cockell & McArthur-Blair, 2012). When people are given the chance to develop strategies for constructing their futures as teams rather than staying in old groups e.g., dream and discovery phases, they find they can be re-constructed into groups of similar interests and passions. This

helps people reorganize their thoughts and give them a scaffold to build change management projects. When they are reminded of the purpose of each AI workshop session, they can engage in dialogue that can construct outcomes relevant to their issues e.g., motivation and leadership.

The leaders were asked to present their perspectives. The leaders all were very excited regarding teaching and learning.

The thematic analysis produced several codes and five sub-themes (See Table,4).

Participants Quotations:

*Participant 4. "It was very good opportunity to explain regarding our own experiences within the organization about our own experience and how we could do better as leaders".*

*Participant 22. "My leadership skills are minimum, and I would like to be able to put my ideas forward, but not sure how to do this".*

*Participant 25. "The workshop helped me to be verbal about my thoughts on leadership and motivation not only for myself but for my junior staff".*

*Participant 27. "The chance to actually be able to verbalize my thoughts on motivational activities is really good and I felt during the workshop this was part of the leadership skills that we need to understand".*

*Participant 30. "Improving management skills needs to be motivated and we can do this with training, the workshop was able to let us speak with colleagues and other staff from other departments".*

*Participant 27. "The workshop was really interesting and gave a platform for verbally letting staff and current leaders mix and let their feelings be heard".*

Sub-theme	Coding
Leadership Training strategies.	<ul style="list-style-type: none"> <li>• paperwork</li> <li>• Lack of teaching, evaluation</li> <li>• More theoretical concepts in leadership and motivational training.</li> </ul>
Suggestions for improvement of leadership training	<ul style="list-style-type: none"> <li>• Mandatory updates and motivational strategies.</li> <li>• Provide certification of leadership courses</li> <li>• Textbooks in study areas</li> <li>• Motivational incentives</li> </ul>
Issue related leadership, motivation, and attrition.	<ul style="list-style-type: none"> <li>• Theory – no practice</li> <li>• low motivation.</li> <li>• Require more specific leadership training at a higher level.</li> <li>• More in-house training on leadership roles and motivational skills.</li> <li>• Bridging the divide between leadership and motivational training.</li> </ul>
lack of problem-solving and time management	<ul style="list-style-type: none"> <li>• time management develop</li> <li>• Usually overloaded with the work stress.</li> <li>• reflect on experiences take time.</li> </ul>
Leadership motivation	<ul style="list-style-type: none"> <li>• More motivation is needed to train.</li> <li>• Financial motivation</li> </ul>

Table 4 Coding and sub-themes from Appreciative Inquiry Workshop Number 1

## 5.4. Discovery Phase

Participant quote:

*Participant 10. "Leaders need to be able to function well within an organization that expects us to know our role when promoted."*

*Participant 18. "Not easy to understanding regarding the concept of leadership theories."*

*Participant 28. "We need more knowledge on leadership skills while continuing our roles as leaders in the organization."*

*Participant 36. "The role of being a leader is important to training staff regarding their roles in the organization. They need to be able to problem solve and be able to deal with management issues at a level in the organization without having to go to the unit managers".*

*Participant 21. "Leaders need to be able to discover their own potential throughout the organization and this should be encouraged within".*

*Participant 8. "Being able to just collaborate with other colleagues would assist us but usually at work we do not have the time for such things".*

*Participant 6. "Motivation and change are always needed within organizations to enable them to progress to a better place".*

The leaders stated that they wanted to be fully certified in leadership training and management.

### **Participants Quotations:**

*Participant 14. "An accredited certificate it means a lot".*

*Participant 15. "A formal certificate will present us as qualified people*

*Participant 32. "The certificate will prove our leadership training".*

*Participant 36. "We need formalization of our courses with the higher education council in Bahrain".*

*Participant 35. "Formalizing courses would encourage staff to attend more".*

The participants who had studied before more than two decades assure that they had missed what they had learned.

*Participant 24. "I had no leadership training before joining this organization.*

*Participant 28. "Leaders come to the organization not trained"*

Some leaders were concerned that they held only a high school level qualification, and this may be challenging when they came to applying for a promotion within the organization. This aspect can be used as a motivational concept that may help the employee continue their education.

The themes that were raised from the first AI workshop were similar to the themes from the coding done from the thematic analysis of the second AI workshop. The similarities were noted between the groups and the data was used from both workshops. No data was discarded unless it was inappropriate for the study.

## **5.5. Appreciative Inquiry Workshop 2**

Some of the participants became more enthusiastic about helping the rest of the team to speak out in the second workshop as now they realized this gave them a platform to follow a system (4-D Cycle) which enabled them to have a voice in change. Using

a belief in the power of appreciation to achieve change is highlighted within the process of Appreciative Inquiry (Lewis, Passmore & Cantore, 2011).

The outcomes collected were transcribed onto a table and coded accordingly, (See Table 5).

Sub-theme	Coding
leadership training	<ul style="list-style-type: none"> <li>• paperwork</li> <li>• more theoretical input</li> <li>• No motivational concepts.</li> </ul>
Suggestions for improvement of leadership training	<ul style="list-style-type: none"> <li>• More study on leadership theories and management styles, and strategies</li> <li>• motivation</li> <li>• Mandatory yearly updates on leadership activities and theory.</li> <li>• Provide certification of leadership training.</li> <li>• Textbooks in the study rooms within the organization.</li> </ul>
Issue related leadership concepts.	<ul style="list-style-type: none"> <li>• low level of languages</li> <li>• Gap in Theories</li> <li>• low leadership practice.</li> <li>• Require more specific leadership training and corporate management</li> </ul>
leaders - Lack of Time for learning and gaining knowledge	<ul style="list-style-type: none"> <li>• Improve time management skills</li> <li>• Problem-solving activities take time.</li> <li>• reflect on experiences take time.</li> </ul>

Table 5 Coding and sub-themes from Appreciative Inquiry Workshop Number 2

The participants felt that the 2<sup>nd</sup> appreciative inquiry workshop gave them more confidence in telling how they felt about their future careers and that a change would

be beneficial to the organization at this time. The participants in the second workshop felt that they were being heard and listened to regarding the leadership training and preparation for promotion within the organization. They felt that their experiences were being shared and listened to by other employees within the unit.

*Participant 3. "I feel that now since sitting with my colleagues in the first AI workshop, I can discuss things regarding the organizational strategies at more length than before".*

*Participant 5. "It feels good that we as colleagues can now share ideas that can help the junior leaders learn and continue to learn at their own pace".*

*Participant 6. "Training can be discussed in the open rather than like before when we were unsure what other people were thinking".*

*Participant 19. "While speaking to colleagues I felt that we are now working as a team with the windows open for new ideas".*

*Participant 20. "Having insight to the future of leaders we can now plan for our staff training".*

*Participant 27. "The 4-D cycle was a great way to get employees to get their feelings out in the open by using the cycle to gain ideas of what they thought they needed".*

This workshop proved to be the pathway to better communication between the current and future leaders within the organization while paving the way to sharing ideas and new innovative ways of leadership delivery systems.

In appreciative Inquiry we looked at how leadership in the final analysis is the ability for humans to relate more to each other in the search for a perfect collaboration, it is a sharing of ideas and responsibilities, in which a participant becomes a leader for a moment only. They can see how leadership through the workshops the participants validated by the consent of the group, and where leadership lies within the struggle

of the organization to find solutions to ongoing issues and problems (Foster, 1989 in Bogotch & Su-Keene, 2019, p. 139).

## **5.6. One-to-One Interviews**

The one-to-one interviews gave the researcher the connection to the current and future leader's personal feelings regarding how they felt about the way in which their progress through the organizational strategic pathway to leadership was standing at this present time. The one-to-one interviews were carried out prior to the current COVID-19 Pandemic, which gave us a better standing in the collection process. The participants were scheduled to take part in the interviews according to their availability for at least 45 minutes during their work schedule. The importance of accommodating the participants in their own surroundings is that of making sure they are comfortable with their surroundings and familiarity with the surroundings gives them more reassurance in the one-to-one interviews.

### **5.6.1. Transcription of Findings**

The answers to the questions were transcribed as in chapter 4 which started the collection of themes and subthemes. The codes were transcribed onto a table (See Table 4,5, & 6) which gave the researcher a chance to find similarities in the words and the frequency with which they were used. The similarities gave rise to the existing sub-and major themes.

Analysing the transcribed transcriptions of the collected data was able to tease out the indication of what was needed by the organization to improve the employee motivation to train for higher leadership positions. This gave the researcher the answers to the existing research questions regarding; motivation; training; leadership positions available and the future of leadership training strategies.

### **5.6.2 Changing Faces of Public Administration**

The organization itself where the research study was carried out has shown in recent years that the evolution of training schools within areas who would have otherwise not been considered as a place of learning at all. This also changed the way of thinking of the understanding of professionals and what the early years held for leaders within large governmental organizations (Cox, 2019). Organizations can be creative within the leadership positions and within the hierarchy of the positions that may be available. This shows that the organization in which the study was implemented, has shown that the training is lacking, and employees need to be more formal within the spheres of leadership educational strategies while looking at the ways in which these strategies can be graded and formalized within the Ministry of Education in The Kingdom of Bahrain.

Changing faces and evolution of public administration reformers have looked at competencies of communication, leadership strategies, quality management processes, and brought them to the forefront for change processes to increase outcomes and also to enhance job satisfaction and motivation, as well as encouraging to achieve goals and objectives of the organization itself. In the post-war era (1940s), changes and emerging movements within the academic world toward a new social science perspective. This brought with it a sense of professionalism, which was yet to be understood in the leadership and management role, and competence and performance were judged by peers, not by workplace rules and practices (Adams, 1993).

### **5.6.3. Analysis**

The analysis of the findings showed that the organization needs to change some educational and training strategies to enable the current and future leaders, and to be able to keep up with managerial changes, also enable them to motivate new and future leaders to take over the positions in the future. Motivation is the key to encouraging and enabling the staff to progress in the educational aspects of leadership.

*Participant Number 31: "Share my experiences and show how the workflow is organized".*

*Participant Number 24: "Look at the younger staff and encourage them to study and learn the concepts of leadership".*

*Participant Number 22: "If I was trained better in leadership and had a leadership position I would be motivated more and would motivate others".*

*Participant Number 15: "By training and showing I am interested in progressing; by sharing experience; being in the right position to be able to motivate others".*

*Participant 32: "By sharing job activities and motivating other staff by sharing experience also".*

*Participant Number 22: "Motivation comes with internal aspects of training and development so more formal training could help current and future leaders".*

## **5.7. Discussion & Findings**

All the data from the one-to-one interviews and appreciative inquiry workshops were brought together for the complete analysis. This made the data set stronger with all collected data being used and no data was lost. It also brought all the participant's thoughts and feelings into an epochal transition as it involves a new development and change in a certain area (Dictionary.cambridge.org). Leaders are developing all the time and according to L'Écuyer, Raymond, Fabi, & Uwizeyemungu, (2019, p.261) "The act of leadership occurs across all aspects of successful organizations". Leadership and the ability to exercise it is followership, followership is not the same as following; following is impelled; consciously or unconsciously, by the actions of a leader. Followers have no choice in this matter, but the act of followership is a prior or self-conscious act of the organization (Raymond, 2019). These issues are part of the learning process in becoming a leader, the theoretical background that comes from training for this specific position. These feelings came through in some of the one-to-

one interviews and within the appreciative inquiry workshops. That's the rationale for the amalgamation of all the data being brought together. This gave the researcher a better view of what the organization needed in the training department to make sure that the future leaders and current leaders are prepared for this task.

### **5.7.1. Data Amalgamation**

Amalgamating all the data took around 4 weeks to transcribe and the tables were then colour coded. The participant's answers were recorded and there was one question sheet per participant. The answers were also written down as a backup for the audio recordings. This proved to be an advantage to the researcher (See Table 6).

Despite the participants being quiet at first, they opened out regarding their feelings towards the training they are given and the motivational aspects of their jobs. The appreciative inquiry workshops were the place that they opened and discussed with their colleagues what was needed and what was already there. The one-to-one interviews were more personnel. The whole experience was an intensely human experience, and the researcher was immersed in the research methodology from the beginning. The researcher because of the methodological aspect being that of a humanistic approach was involved emotionally and physically, therefore the emerging theories came out of the actions of all involved in the situations arising during the appreciative inquiry and the one-to-one interviews. The inquirer revealed the role and his purpose within the concept of the research study.

### **5.7.2. Sub-Themes and Coding**

Both the data collection processes revealed that a consensus from all participants was similar and that they wanted the training to have an outcome that was formalized and concise. Current and future leaders were all looking for training that would help them in their career pathway and would be considered as a certification or diploma level at the stage within the organizational structure.

Sub-theme	Coding
Issues related to motivational concepts.	<ul style="list-style-type: none"> <li>• Understanding the issues with motivational concepts within large organizations.</li> <li>• Able to motivate staff within ethical and organizational guidelines.</li> <li>• Understand a leadership style that will motivate the staff.</li> <li>• Identify aspects of motivational theories.</li> </ul>
Suggestions for improvements with the current system.	<ul style="list-style-type: none"> <li>• Strategic planning for leadership &amp; management training.</li> <li>• Mandatory training for current &amp; future leaders in management theories and concepts.</li> <li>• Incentives to attend leadership and management training sessions.</li> <li>• Provide formalized training with certification.</li> <li>• Identify communicative systems within the organization.</li> </ul>
Understanding teaching and learning strategies within the organization	<ul style="list-style-type: none"> <li>• Send trainers for proper teaching and learning training.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use educational sites for the understanding of teaching and learning.</li> <li>• Employ trained management &amp; leadership consultants that will enhance the training department in their activities.</li> </ul>
<p>Communication and time management issues</p>	<ul style="list-style-type: none"> <li>• Lack of time for training and development.</li> <li>• No leadership communicative strategies.</li> <li>• Too much work</li> <li>• Improve time management skills.</li> <li>• Often overloaded with new projects.</li> <li>• No time to reflect on the current situation within the organization.</li> </ul>
<p>Strategies to improve motivational activities</p>	<ul style="list-style-type: none"> <li>• Strategic planning for the future.</li> <li>• A time frame for action that will enable the organization to have aims and objectives.</li> <li>• Dates for implementation of strategic plans for training and development.</li> <li>• Construct plans for research within each department.</li> <li>• Delegate an educator to each department who will use strategic planning as a guide to future organizational activities.</li> </ul>

Table 6 Amalgamation of all Sub-Themes and Coding

## **5.8. Emerging Themes**

Emerging themes from the data analysis brought to the surface the major issues with the training and what was needed to change the way in which it was delivered to the organizational employees. These major issues were specified as 4 major themes within the research. These major themes were Strategies for learning; strategies to improve motivational concepts; a formal understanding of leadership theories and styles; and communication and leadership.

The first theme was that the current leaders found that the training was insufficient for their purpose. They understand the basic concepts of leadership, but they needed to find strategies that would motivate their staff. If in-house training is being done the facilitators need to have experience in teaching management and leadership theories and skills. Employees perceived a lack of teaching skills. See Figure 9.

### **5.8.1 Emergence of Major Themes**

The emergence of the major themes showed that the theoretical framework for the improvement of the strategies for motivation has shown that change is needed within the existing system. These strategies can only be implemented within the organization if the leader has a full understanding of how important the leader is within the learning process. The importance of leadership within learning in which the leader is presumed to have, values and beliefs, a focus on leadership strategies, share leadership tasks and understands the concept of leadership and the learning process (Hallinger, 2010). The emergence of the major themes can show that the need for strategic improvement has been noted by the participants' input within the qualitative data collective process. It was noted by Bass, 1990, Hallinger & Heck, 1996, in Hallinger, 2010) that

*“Leadership is commonly viewed as a driver for organizational performance”.*

Within the current organization, the leadership models will be considered and reviewed for leadership performance strategic changes that may be needed to enable the employees to look at their motivation through a lens of leadership performance.

Leadership goals and objectives will be reviewed according to findings within the major themes that brought to the surface the strategies for change.

The exploration of the concept of leadership has been brought through the qualitative methodological design, that of a high quality humanistic, epistemological and personal approach. The thesis itself is based on questions concerning the current and future managers/leaders within a governmental organization. The framework on which the one-to-one interview questions are based was that of McClelland, and this gave the motivational theoretical background to the research study itself. Myself having been a manager/leader do perceive to have enough knowledge regarding the subject matter to be able to deduce and constitute my approach and the decision to take this as my methodological design for the research study.

The research study looked at the leadership and management practices, educational activities and motivational skills of the employees of a government organization in order to improve the current strategies. I will be readdressing some of the concepts, issues, and current practices that are on-going within the organization during this chapter. We will look back at the current and future leaders of the organization and see what their needs were and then we will look at the recommendations for improvement and change.

The underpinning factors from the major themes were the potential for the impact on the leadership development process that is in existence at this present time. The demand on leaders and managers globally today is that of sustaining a healthy work environment where development and training work in collaboration with the existing external services. Embedded in the global leadership construct are complexities and boundary- spinning requirements (Lawrence, 2015). This makes the job of a leader or manager even harder and the need to be globally astute is even more difficult with the diverse and cultural environment as it is today. Therefore, the training and development of current and future leaders is as important as the mission and vision statement itself within an organization.

It has been observed that the employees in general are 'loyal' to their organization but would like to see some motivational aspects towards educational needs for training

and development. The development of a training and development department as a collaborative concept with the BIPA is an idea that came forward through data analysis.

### **5.9. Theme 1: Strategies for Learning**

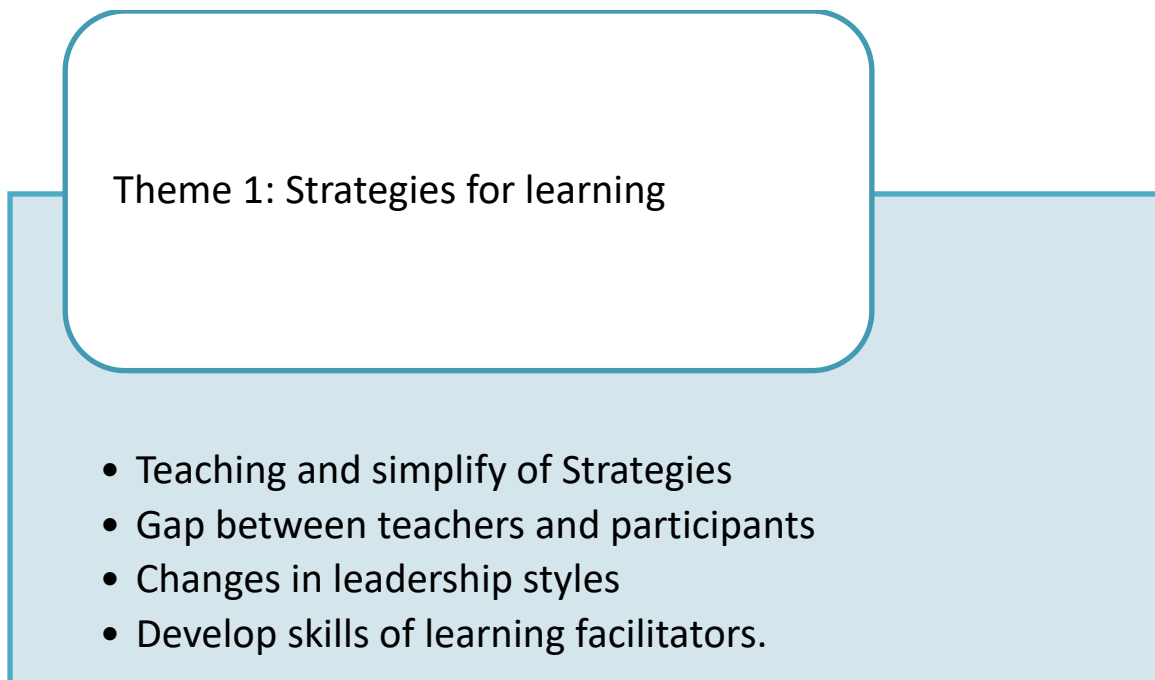


Figure 9 Theme 1 Strategies for Learning

Strategies for learning are a must for the consistency of the actual organizational mission and vision as well as the pathway in which the specific organization is directed. The employees felt that learning leadership theories and concepts was very important, of future leaders. It was noted by Rottman, Smith, Long, & Crofts, (2007). that administration as a contested field has a responsibility to educational administrators to deny the 'universalization of oneness and to support the empowerment of difference'. Leadership is a seductive idea as it can attempt to solve postmodern problems such as metaphysics, language and history. To understand the concepts of leadership and management one must be taught first the theory behind it. This leads to the educators within organizations being trained to a standard that is higher than the current leadership, in order to be able to teach the academic side of leadership and management.

With the collaboration of the Bahrain Institute for Public Administration (BIPA) and the Civil Service Bureau, there are opportunities for further education in leadership and management strategies. This also assists in the teaching of current and future leaders within this area.

Strategies for learning are specific to the way in which the current and future leaders are directed and informed regarding the theories and styles of management.

### **5.9.1. Teaching and simplify of Strategies**

Teaching and simplify of management and leadership qualities need to be specified within the strategic planning of the current training department both internal and external. The rationale for the training, development and research departments has grown in the past few years globally. Organizations should be investing in their own employees, by training development and inclusion in current research. Large organizations within the last few years have invested in developing in-house training departments within their organizations. The assistance of the Bahrain Institute of Public Administration (BIPA) is highly respected within the Civil Service Bureau, and the encouragement to take part in advised courses is a must for the employee to progress within the department. Motivational aspects within the departments have to be considered to carry this forward.

Another concept in keeping up the motivation within the organization and its link to the BIPA is to look at the strategies that are produced by the organization itself and link them to the needs of the current and future leaders within the organization. These are as follows:

- Specific training needs
- Clear-cut strategy and specific criteria
- Selection of partner higher education institutions
- Accomplishments

A question that the current managers may have could be the following:

Do perceptions of Government Directors differ when asked according to the following questions?

- Are they able to find the program relevant to their job?
- Are they benefitting from the programme?
- Are they assessed or appraised after taking the programme?

The answer to this is evaluation of the current courses being offered within the BIPA. The relevance to the job and the diversity of the teaching skills have also to be considered.

#### **5.9.1.1. Gap between Teachers and Participants**

Gap exist between the facilitators and the participants. Leadership knowledge being taught to participants takes someone who understands the whole concept of teaching and learning strategies. The participants during the interviews commented on the teacher's knowledge and how they explained some issues. In-house and ex-house learning has to be facilitated by knowledgeable personnel who understand the concept of teaching, with expertise on the subject matter being taught to the current and future leaders within the organization. This aspect can affect the attendee's motivation to take part in the future.

The importance of little disparity between teachers and participants as stated by Bogotch, Bauer and Su-Keene (2019, p. 117) is that "Leadership being opposed to management and can exist only as a social construction within and between the levels of teachers, faculty, and administration, but the more significant point to be that describing organizational structures tells us very little about the who/why/where/how of leadership". The emphasis is on the relationship between the teacher or facilitator providing the training within the organization and to what extent the knowledge of the teacher themselves. Bogotch, Bauer and Su-Keene (2019) also tell us that this is true for the socially constructed cultural concept of teacher-leadership relationships. They

are unlike the previous role of the formality of principles and the leadership members of a specific team, they implied that teacher leadership represents a relational status that is not fully inscribed by formal structures but is seen as interaction by main structures.

*Participant 28: “Yes young leaders can be influenced with training. Share experiences and show how the workflow is organized”.*

*Participant 24: “Having facilitators that are good with the knowledge of leadership theory is better for the training sessions”.*

*Participant 15: “As a leader for a few years now, I understand that theoretical knowledge is needed to be able to teach young current and future leaders within the organization”.*

#### **5.9.1.2. Changes in leadership style teaching**

It was concluded from the data that the styles of teaching leadership and management differ from one person to another. Facilitation of teaching a specific subject matter shows that specific knowledge of the subject as well as understanding teaching and learning concepts is imperative to the participants understanding.

*Participant 20: “By understanding leadership concepts and challenges. If we do not have a teacher who tells us about these things we will not learn”.*

*Participant 16: “I feel that the teaching should be formalised and that the teachers should be from higher education units coming to the organization to teach, we do not have the manpower of knowledge to do this”.*

#### **5.9.1.3. Develop skills of learning facilitators**

Developing a framework for action requires an action plan that will help the training and development department to improve its current strategies for training the leaders. According to Spillane, Halverson and Diamond (2004), “Leadership is thought to be a critical concept in innovation in schools. Schools matter when improving student learning and we know a considerable amount about the organizational structures, leadership roles, and conditions of schools that contribute to innovation”. Spillane, Halverson and Diamond (2004) summarize in their study that when we investigate leadership practice, it is essential to understand leadership in organizations.

With a strategic framework for action in the educational activities, the organization itself should be looking at quality managers in leadership who are personally working with the heads of departments to achieve a standard that is acceptable to the level of current and future leadership training. Stakeholders in the organization have needs and expectations that will be answered when the time comes for an annual review regarding the in-house educational activities that are being delivered to the workforce. Quality improvement policies, strategies, objectives and targets are met by basing the needs and expectations of the current and future leaders of the organization.

#### **5.10. Theme 2 Strategies to Improve Motivational Concepts**

Strategies are an important concept in organizational motivation. Strategic alliances with employees and educational institutions are essential for the independent growth of an organization in today’s global developing world. Modernization theory holds that traditional societies can make the transition to the modern world through, education, urbanization, and the spread of mass media through social networking (Birn, Pillay and Holtz,2009). Through strategic planning, organizations can transition into the diversity of the global world through education within the workplace itself. Strategies to improve the motivational concepts of the workforce are not new concepts but have been in existence for the last 20 years (Barr & Dowding, 2019).

An important task for an organizational leader is to create a culture in which the organizational workforce can experiment, explore improve their capabilities, improvise and anticipate what is needed from them (Cooperrider, Whitney and Stavros, 2008).

Improving strategies for education and knowledge acquirement can go beyond the challenges of the workplace and extend out into the training institutions. Encouragement to motivate staff should include them in the innovation and generating of new ideas within the company as well as thinking outside the box.

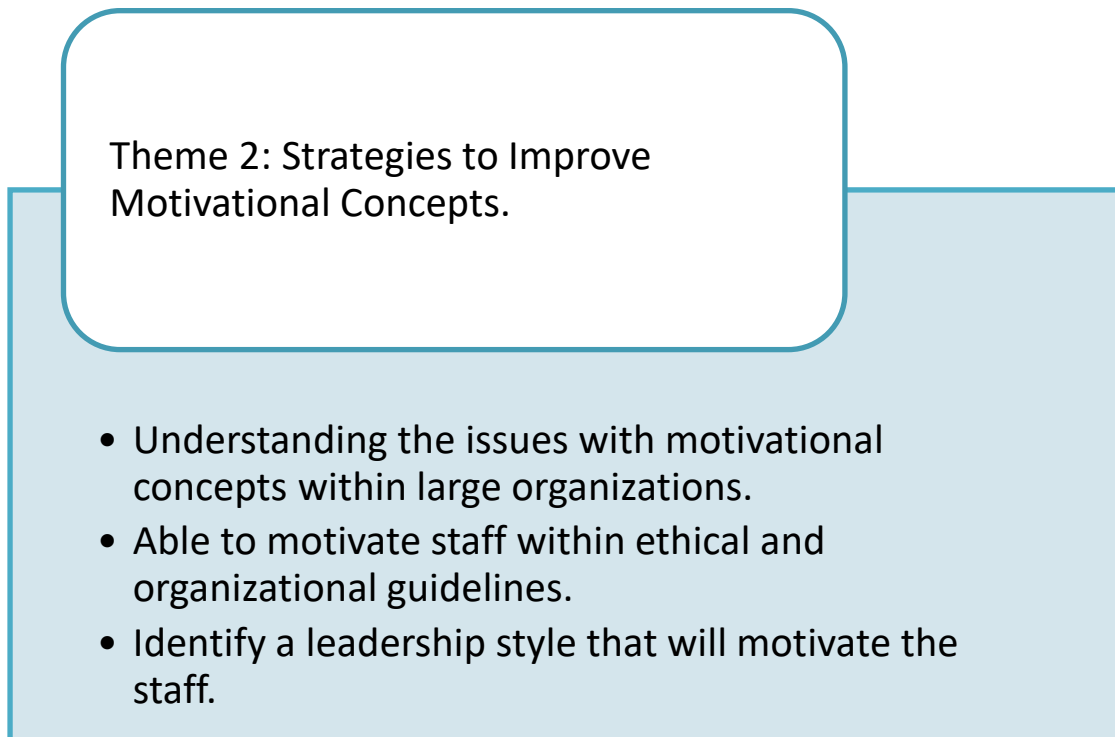


Figure 10 Theme 2-Motivational Concepts

### 5.10.1. Understanding Issues with Motivation

Trying to understand motivational concepts within large organizations is a must for the progress of existing and future leaders. Motivational aspects must be looked at within the category of learning. There is a connection between communication and motivation (Motoi, 2017). The relationship between them both is that organizational communication has an impact on motivation among employees. Within the researcher's organization 'motivation' is an aspect of great importance among staff to create a culture of 'loyalty'. Jacob (2001) tells us that to successfully manage a task, some organizations will hire communications specialists as counsellors of a leadership team, they will train them in communicating with all levels of audiences, especially the

internal ones. This shows that organizations can help with internal and external communication issues.

*Participant 6: “We have no communication with our high managers, we can only go through the specific pathway of communication in the directive”.*

*Participant 10: “When we communicate with our colleagues, sometimes it helps us to be more motivated”.*

*Participant 7: “I would like to help to train younger staff as I have a lot of leadership experience but no formalized training, maybe if I studied some teaching strategies it would help”.*

*Participant 12: “As a leader, I need to involve my staff so I need to find ways in which they will be interested in activities. Sometimes because I am a current leader the staff are resentful to me. I need to be able to cope with this”.*

*Participant 14: “Sometimes motivating staff is difficult due to the fact they are doing a job and sometimes are very busy, they don’t have time to study”.*

Some of the issues highlighted in the narrative from participants can tell us that the fact that ‘being busy’, can be an excuse not to be motivated to learn new concepts for the future. Other staff study alone outside work time. McClelland (1984) as mentioned in Chapter 2 was the pioneer of workplace motivational thinking, where he developed achievement-based motivational theories and models. Based on this, this research has looked at the connection between motivation and communicational theories. The comparisons and relationships drawn between McClelland’s (1984 Motivation types and the characteristics defined in other behavioural models. In more recent times motivational theory has been linked to a ‘VICTORY Model’ (Vision, Impetus, Confidence, Taking the plunge, Observing Outcomes, responding to feedback, and you), which reflected on the relationship between self-motivation, motivation of others, Neuro-Linguistic Programming (NLP and the mastery of motivation (Landsberg, 2003). More focus on the type of leadership activities that are present in the organization may be needed to enhance motivational activities.

### **5.10.2. Understanding the issues with motivational concepts within large organizations.**

For the managers, a good understanding of how to measure motivational needs may be introduced as a strategy for their future learning. A good understanding of what is needed by everyone may help to create a culture of learning and motivate staff to comply with the perceived strategy. Maslow's Hierarchy of needs would be a good place to start and implement this as part of the evaluation. It would help the current leaders understand at what level their staff are at in response to the scale of needs. Maslow first introduced his concept of a hierarchy of needs in his 1943 paper "A Theory of Human Motivation" and his subsequent book *Motivation and Personality*. This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs.

*"While some of the existing schools of thought at the time (such as psychoanalysis and behaviorism) tended to focus on problematic behaviors, Maslow was more interested in learning about what makes people happy and the things that they do to achieve that aim", (Cherry, 2021).*

Maslow believed as a humanist, that people have an inborn desire to be self-actualized, to be all they can be. This concept is within large organizations where employees want to be leaders and managers. But leadership and management have to be fully understood and a manager may not be a good leader and vice versa. Theoretical concepts must be fully understood by managers and leaders, therefore identifying where the employee is on the scale of Maslow's Hierarchy of needs is as important as the managers themselves. During evaluation periods the manager or leader must see at what point the employee is at within the hierarchy scale. This will help them to achieve a better standing where promotion is concerned. Maslow's theory also suggested according to Alghazo and Al-Anazi (2016) that people have five levels of human needs, and they are in order physiological, safety, belonging, self-esteem and self-actualization. The first level has to be satisfied before moving on to the next level etc. (Grensing-Pophal & Lin, 2002, Alghazo and Al-Anazi, 2016). Creech (1995) in Alghazo and Al-Anazi (2016) noted that physiological needs were enough to

motivate people in the past. Creech (1995) also noted that the employees of today are looking towards higher needs in order to satisfy them.

The comparative style of McClelland (1984) in Barr and Dowding (2019) (see Table 3), suggests that the McClelland motivational model does support the newer focus of the leadership strategies of coaching and mentoring within the workplace. The realization is that motivation contributes to a thriving community and will enhance production while achieving the goals of the organization (Motoi, 2017). The employees within the research showed from the Appreciative Inquiry workshops that they are interested in the organization to prosper and thrive.

McClelland Motivational Type	Achievement-motivated leaders (n-ach)	Power-motivated leaders (n-pow)	Affiliation-motivated leaders (n-affil)
Focus	Task	Individual self	Team and individual
Favoured style of behaviour  Hersey and Blanchard (1977)	1. Telling  2. Selling	3. Delegating	4. Participating
McGregor (1987) style of typology	X Theory	X Theory	Y Theory

Table 7 Comparative Features of McClelland’s Leadership Types

Malloch and Porter-O’Grady (2005) raised the high importance of coaching, mentoring and Emotional intelligence (EI) within the twenty-first century as being recognized as advancing leadership skills and organizational behaviours. McClelland’s achievement-motivated theories have been discussed throughout this research with the intention that the concept and theory can be brought to the forefront within the organization as a whole.

*Participant 4. “Our managers give us an evaluation, but we do not know what the paper is based on”.*

*Participant 19. "Our evaluation for our future depends on how the manager sees us now".*

*Participant 35. "We need some kind of motivation within the company".*

*Participant 22. "As a Leader, I would like to motivate others but do not have the time".*

*Participant 6. "I would like to spend some time with the younger staff to motivate them".*

The basic needs of the employees must be understood and acknowledged. In order for this to be done the leaders and managers at present will need to be trained to a higher level.

### **5.10.3. Able to motivate staff within ethical and organizational guidelines.**

Ethical procedures are part of life and are also part of large organizational institutions where teaching, research and training are provided (Coghlan & Brannick, 2013). Employees are protected by ethical guidelines and formalities within the departments, with the quality department making sure that these ethical decisions are upheld and within the legal guidelines of the country to which they are subscribed. Evidence-based practice guidelines are within all large institutions and organizations; therefore leaders and managers should be aware that the treatment of their staff is overseen by policies and procedures that are acceptable to the specific area of research, teaching, or generalized workflow.

*According to Day (1999), "The importance of having a mission statement, goals and a code of ethical practice are the mantra of 'Best Practice' within modern management. However, unless attitudes and organizational behaviours of the individual support and reinforce the decision-making process, the process will fail".*

Having the right processes that contribute to mission, visions, goals and codes of ethics is a professional attitude towards being a leader or manager within a large

organization, but this takes training and practice. Ethical decisions in general take time and a considerable amount of courage to take the right decision but this may also cause a personal price that has to be paid on behalf of the organization.

#### **5.10.4. Identify a leadership style that will motivate the staff**

Leadership styles that encourage and implement motivation are crucial for the institution and organizational culture to create a sense of worth among employees in general. During the literature review within chapter 2 of this research study, different management styles were looked at from different perspectives that looked at leadership styles, models and traits. The literature review considered many research studies that made comparative analyses of the different management styles. Identifying a leadership style that may have a significant impact on the current leaders' and future leaders' sense of motivation would take the organization to another level in their training and development status. This would certainly be encouraged from a managerial level. Current leaders could be re-trained in management styles and their sense of recognizing someone's potential is highly emphasized.

Causes of weakness within management levels that may de-motivate staff can be improved by looking at the current total quality management (TQM) practices currently in situ within the researcher's organization. These could include the following aspects:

- Mission, policies, and strategic objectives; could assist in researching the balance between the teaching and learning strategies that have been difficult to achieve during the current training.
- Internal Communications Infrastructure: Best practices within the organization may have been overlooked, therefore underpinning quality improvement activities within the organization may be needed. Reporting systems and the current evaluation criteria may not have been implemented successfully.
- Employee Empowerment & Motivation; The academic quality may need to be improved within the organization. Staff may be given more autonomy over their teaching and research activities while current and future leaders have more advanced management training.

- Staff Support & Encouragement; Subordinates are not given timely feedback on performance, while the current leaders and future leaders need efficient allocation of training. The staff is not involved in the improvement processes; it is done without their knowledge. The workloads are not allocated by aligning staff responsibilities and levels. Quality improvement policies and strategies are not aligned with reward systems.
- Stakeholder Needs and Expectations: Organizational stakeholders are working with the managers and leaders to ensure that the quality improvement policies and strategic objectives are based on the institutional needs, expectations, staff needs and investing in the training of future and current leaders.
- Process Ownership and Improvement; Poor documentation may have a huge impact on the strategic plans of the organization. Job descriptions as well as job specifications are laid out clearly from the human resource department, with clear communication.

(Osseo-Asare, Longbottom & Chourides, 2007).

*Participant 8: "Challenging projects are difficult and take time, we are not involved".*

*Participant 12: "We could motivate staff if we get good training on empowerment and delegation"*

*Participant 12: "ongoing evaluation is very important. If we had time to involve ourselves in new projects, it would but we have time for this with the current workload and social time at work is not encouraged".*

*Participant 4: "I could motivate others if I had more time and more training".*

*Participant 7: "I need to be part of a committee may be to tell my ideas and thoughts on change".*

*Participant 27: "Younger staff should be sent to training courses; this would motivate them".*

Maslow in Cherry (2021); also believed that basic needs are similar to that of instincts and that they can play a major role in motivating behavior. Physiological, security, social, and esteem needs are deficiency needs, which arise due to deprivation. Satisfying these lower-level needs is important in order to avoid unpleasant feelings or consequences. To be motivated one has to be satisfied with work, life and social status. Maslow termed the highest level of the pyramid as growth needs. These needs don't stem from a lack of something, but rather from a desire to grow as a person. Within large organizations, both leaders and managers could definitely gain from this understanding of a person's behavioral needs while trying to motivate them to do a job well. While Maslow's theory is generally portrayed as largely a rigid hierarchy, Maslow noted these needs are fulfilled and do not always follow this standard order of progression as seen in the pyramid. Security and safety needs are also important factors in organizational behaviors concerned with motivational theories. These are financial security, health and wellness, safety against injuries and accidents, being able to find a job that pays well, moving to a better neighborhood and contributing to pension schemes are all factors related to examples of motivation that are linked to security and safety. These are the psychological aspects of the hierarchy and are often referred to as the basic needs for motivation (Cherry, 2021).

#### **5.10.4.1. Leadership Style for Motivational Concepts.**

The participants expressed their feelings about the different strategies and management concepts in their organization, it was however noticed that generally, they were satisfied with the way in which they were managed. However, a few participants did discuss workload and training deficits. They also did not understand a lot about leadership styles as some had not investigated this area in any depth.

*Participant 5: "A leader leads a group, and we pay attention to them".*

*Participant 10: "Our manager is concerned with our welfare and all our safety within the organization".*

*Participant 37: "I as a leader am concerned with training other but could do better with formalized training".*

*Participant 37: "Sufficient time always available to motivate staff by sharing ideas".*

*Participant 7: "Leaders should be aware of all rules within the organization and for me they should have some background academically".*

According to Raymond (2019), "Leadership is less about hierarchy and more about goal accomplishment; is less about authority and more about knowledge; is less about management and more about policy; is less about how and more about why". From this statement by Raymond (2019) we can see that leadership is becoming more theoretical and less about authoritarianism. Malos (2012) stated that "There is an ever-growing variety of theories to explain the concept and practice of leadership". The importance of understanding these theories as a leader or manager is growing globally. As Raymond (2019) stated, "The evolution of public administration from unscrutinized practice to an academic field of study has been marked by a changing understanding of professionalism". The need for formalized education in leadership and management theories within public administrative departments has grown tremendously over the past decade. Professionalism has shifted to a class or group of individuals with shared, interests, language, and knowledge (Cox, Buck, & Morgan, 2011). The importance of organizational learning should be emphasized and reinforced by looking at the values and mission statement of the organization itself (Burns, 1978).

It has been noted that growing evidence suggests prosocial motivations and what effect it can have on employee behaviour, and that new public service motivation research translates into more effective management practices, which have been noted in recent years to be underdeveloped (Paarlberg and Lavigna, 2010). Paarlberg and Lavigna, (2010) also noted that 'These practices can affect communicative processes with the organization. Transformational leadership style has been drawn from the concept that managers can harness the positive sides of public service motivation that will eventually enhance employee and organizational performance and outline strategies that can help the current and future managers incorporate systems across

the board'. Transformational leadership style has also been linked to good communication.

### **5.11. Theme 3 Formal Understanding of Leadership Theories and Styles**

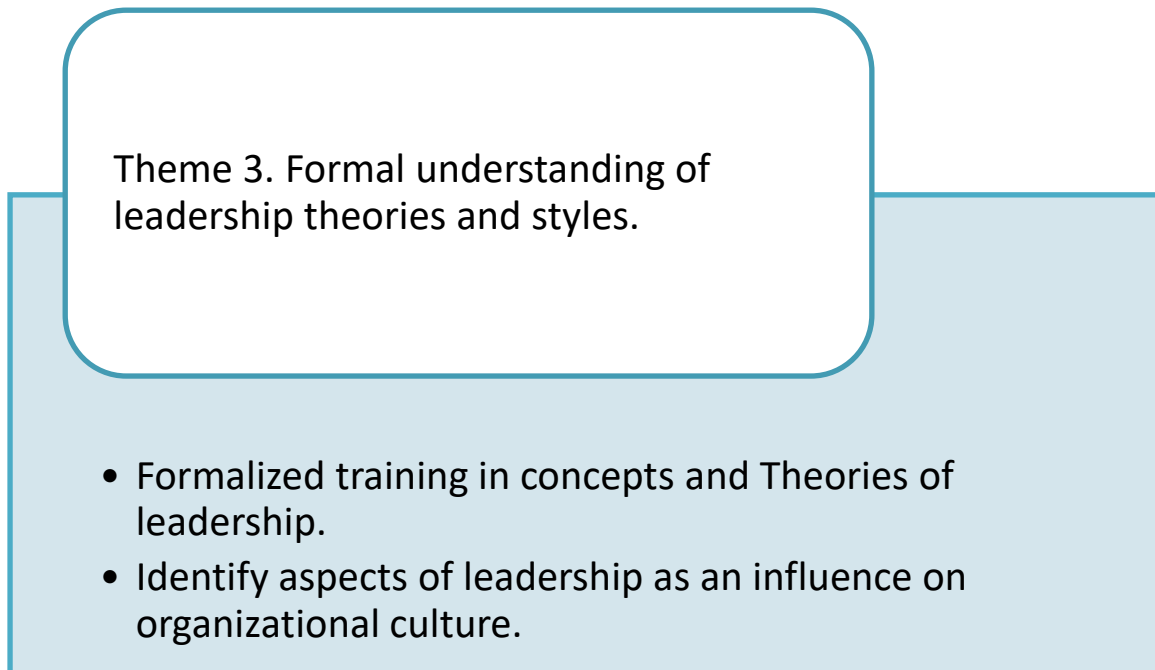


Figure 11 Theme 3 Formal Understanding of Leadership Theories and Styles

A generalized formal understanding of leadership and theoretical concepts would highly assist the current and future leaders of the organization in which the study was conducted.

Many of the participants spoke about during the Appreciative Inquiry workshop their need for formalized training in leadership and management concepts. This showed up in the answer to some of the questions asked during this time. With the continuous support of the Bahrain Institute of Public Administration (BIPA), the strive for formalizing courses takes a greater step if it is backed up within the organization itself with in-house training facilities. In one specific question the following responses were noted:

Question: Can I Develop cooperative relationships with others at work and how is this done?

*Participant 29: "Yes, with the proper training, a good understanding of management skills would be excellent for this".*

*Participant 36: "Yes, always with present leaders I can gain from their experience, but I would like to go deeper".*

*Participant 16: "Sometimes this is possible but not always possible due to the workload".*

*Participant 38: "Look for courses to improve my standing in the organization".*

Throughout the study, the participants have shown they are eager to be motivated and continue further learning.

#### **5.11.1. Formalized Training in Concepts & Theories of Leadership.**

Leadership concepts and theories have evolved in the Middle East which is rich and diverse with a myriad of cultures (Welsh & Raven, 2004). In recent years, since the discovery of oil within the Gulf Region in the 1930s, the Middle East has been in transition with the population faster in the last 30 years than any other region of the world except sub-Saharan Africa (Dhonte, Bhattacharya, & Yousef, 2001). With this surge came the need for education, housing, financial institutions, and a thirst for business. This thirst for business also brought a need for an understanding of how businesses work and how to manage and lead. The concept had to be brought to the educational facilities. Large cooperation needs now to have in-service educational departments for the teaching and upgrading of their employees in business-related concepts. Businesses need leaders and managers; therefore, the need for formalized training gave rise to institutions delivering these needs.

Trainers and teachers need to be trained and have an understanding of teaching and learning strategies, which was previously discussed in theme 2. The participants want to be able to understand and carry on motivating the younger staff within the organization.

*Participant 5: "If I had some training in leadership I would definitely pass on the information to the younger less experienced colleagues".*

*Participant 17: "Yes young leaders can be influenced with training and if I had this I would do it".*

*Participant 8: "Yes by showing new staff, but this would be better if there was a designated educator in the organization".*

Welsh & Raven (2001) indicated that 'in the Middle East authoritarian management styles is predominant in large organizations while in other businesses consultative management prevails in other arenas. Since Welsh & Ravens (2001) study management styles and concepts have improved through training and development, employees have to understand the implications of different concepts and theories of leadership. Management styles can influence the attrition rate of the organization, promote motivation, de-motivate, encourage learning or discourage learning and initiate a culture which is either positive or negative.

If they were to fully understand the concepts and theories of management and leadership the area would improve dramatically, and staff would become more motivated to stay in an environment that was productive and invested in them.

## 5.12. Theme 4 Communication & Leadership

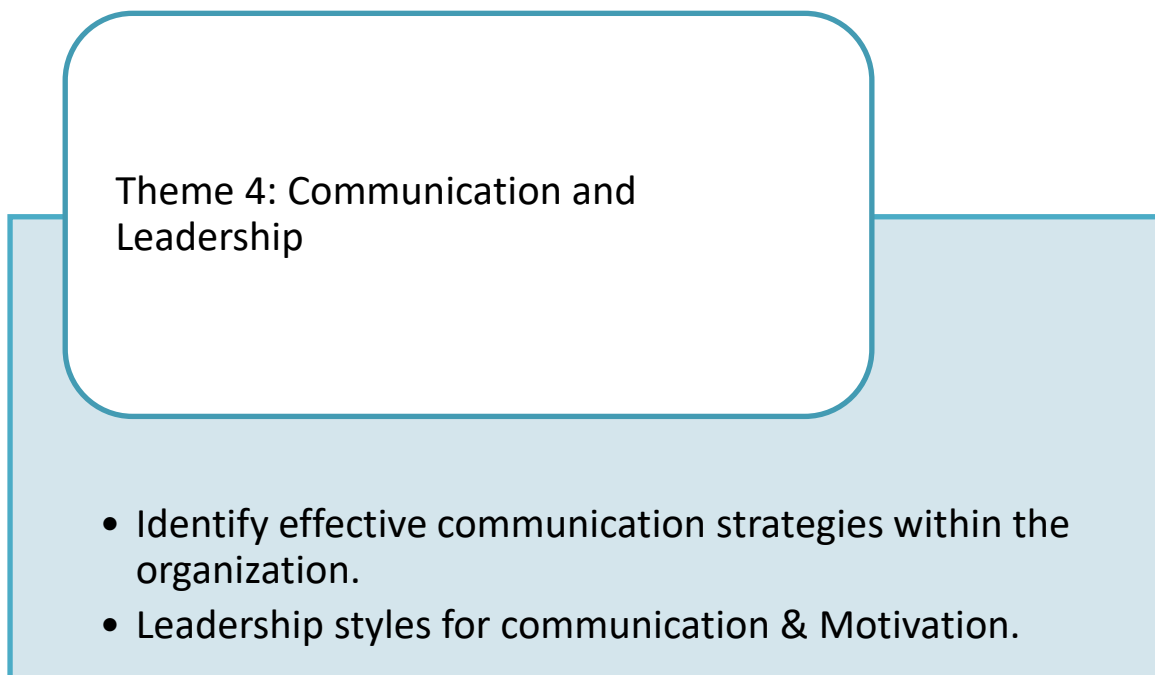


Figure 12 Communication and Leadership

Communication within large organizations is an important aspect as good leaders must be able to share their knowledge, experience and ideas with others in order to achieve the organizational goals that have been laid out previously in the mission and vision statements. Getting people to work together needs good communication systems, whereas, without a good communication system, the leader will be alone in decision-making (Barr & Dowding, 2019).

*Sullivan and Garland (2010) noted that “The Leader is anyone who uses interpersonal skills to influence others to accomplish a specific goal”.*

Communication within this research was highlighted within the themes as McClelland’s (1984) framework for personal values, on which the one-to-one interviews were based upon focusing on being close to people. For example, some of the adapted questions were based on the participant’s relationship with others within the organization and do they get time to socialize within the organization itself. Other questions included having the opportunity to be part of a team; relationships with others; opportunities to create

new things; opportunities to influence others; motivating others; reaching senior positions; working with close friends; spending time just communicating with colleagues; and measuring performance. The response to these questions brought out the theme of communication and whether it was working within the organization itself.

*“Daft (2005) in Barr and Dowding (2012, p.114) stated that, “Effective leadership means communicating with others in such a way that they are influenced and motivated to perform actions that achieve common goals and lead toward desired outcome”.*

*It was also noted by Barr and Dowding (2012, p. 114) that “To be a good leader you have to be a good communicator”.*

There is much discussion in the academic world regarding communication and what constitutes ‘good communication’, and many definitions exist regarding this concept. In the appreciative inquiry workshops, it was identified that the internal and external relationships of the participants were being used as a positive core for their own communicative purposes. It was noted also that the key relationships between the participants had affected their loyalty to the organization positively. This constituted the key themes concerned with communication. They saw their loyalty to the organization as a means of gaining perspective in their social standing with colleagues and friends both internal and external of the organization. Listening to the data and looking at the data collected on the day of the appreciative inquiry workshop, it was noted that the participants supported each other in a ‘loyal’ way. It was also noted that the strive for incorporating feedback into the groups either internal or external was in existence since the participants were also not only colleagues but friends. They looked at the fact that the word ‘communication’ became ‘understanding’, by which they communicated by understanding other comments. Within the 4-D Cycle of the appreciative inquiry workshop, it was also noted that they all had ‘the dream’ of being loyal to the organization and to progress to either leadership or managerial status at some point.

*Participant 8: "Leadership positions not always available".*

*Participant 12: "Within the organization leadership positions will come up after a few years".*

*Participant 2: "Opportunities do exist for me to take part in a large project".*

Global organizations can often create special feelings or alignment among employees, but some individuals do believe that they can live the organizational values and goals and it can show in their work and personal lives (Cooperrider, Whitney & Stavros, 2008). The appreciative inquiry workshops gave a good grounding for communicative discussions which were positive for the organization as all participants had their collaborative efforts noted and used as data.

#### **5.12.1. Identify Strategic Communication Within the Organization**

It is the purpose of communication to ensure that messages are sent, received and understood by other organizational colleagues as this process makes life easier. Developing a management style that can develop and maintain a good level of communication within the department will help the organization to thrive as a good management style can be adopted by other departments if needed.

Daft (2003) and McCartney and Campbell (2006) in de-vries, Bakker-Pieper and Oostenveld (2010) made a distinction between interpersonal aspects of leadership which revolved around communicational activities within interpersonal relationships, and the managerial aspects of leadership which revolved around non-interpersonal activities such as planning, organizing, decision making, problem-solving, and controlling. Daft (2003) and McCartney and Campbell (2006) in de-vries, Bakker-Pieper and Oostenveld (2010), tried to uncover the relationship between common leadership styles and measured them against the leader's communication style. They concluded that the importance of a leader's supportiveness, assuredness, and preciseness when they are communicating with employees is an asset in their management style.

### 5.12.1.1. Effectiveness of Communication

If the communication is not effective, this system can break down at times and make the organizational process less effective (Barr and Dowding, 2012). If we can understand that the communication process is not as efficient as it should be, with leadership training we can do something about it. The participants showed that from their answers to some of the communication questions, that if they had a theoretical background it would help in their understanding of why the issue is in existence and how they could go about making it more acceptable within the organization.

Leadership styles can heavily influence the communication pathway in large organizations. The effect that in what way the leadership and management strategies are based on can clearly help one understand what kind of style can be incorporated within an organization. But this stems from an understanding of theoretical concepts of leadership and management theories. Behaviours within large organizations contribute to what is going on with processes and people management. Keeping staff involved in departmental decisions by communicating with them on small projects can motivate them to show more interest.

*Participant 32: "I would be interested to share my knowledge with less experienced staff. I would like to take part in more projects within the company. I also am involved in sharing work information with the younger colleagues, but I don't have the authority as a leader to do this".*

*Participant 4: "I don't always get the chance to develop ideas, as I am not involved in any decision making within my department".*

*Participant 10: "Within our department, we can see that our leader is trying hard to get the job done, I am not sure what style of leadership it is though".*

*Wimbush and Shepard (1994) suggested that "The behaviour of organizational leaders and supervisors is the primary influence on employee behaviour".*

Leaders who share values and communicate with their staff while showing sincere and sustained commitment to the organizational mission and vision can share their aspirations with their colleagues who are around them (Avolio and Gardner, 2005). These leaders have good communication skills which have stemmed from their own theoretical background; however, these leaders need to have a good management style themselves which does not necessarily have to be charismatic in nature. An understanding of leadership styles will contribute to the way in which the department is managed daily and whether empowerment and delegation are within the scope of management.

*Participant 12: "Leaders are leaders and we as employees do not make any decisions on anything".*

*Participant 4: "Our leaders keep the place going but maybe they need to be trained better to motivate the staff and communicate better".*

*Participant 7: "As a leader I do empower other staff but sometimes the need to 'do it yourself' is there as you do not know if they will do it correctly or not".*

As a leader, we must instil in our staff a sense of trust. This comes with a good management style that will bring the staff onto the leader's side. Actively listening to your staff is a way that will improve mutual understanding (Barr & Dowding, 2019). Klagsburn (2011), in Deane and Fain, (2016) suggested that "the importance of active listening in the therapeutic context; professional active listening helps people clarify their inner thoughts and concerns". Active listening has several benefits, firstly it forces people to listen attentively to what others are saying, it avoids misunderstandings, as people have to confirm that they really understand what someone else has said to them and lastly it opens people up in order to get them to say more (Barr & Dowding, 2012, p. 131). Managers need to start listening to staff as this opens trust in the future. Always a manager must keep matters confidential without sharing ideas from one colleague to another.

### 5.12.1.2 Leadership Styles for Communication

Transformational leadership is seen as one of the most widely recommended leadership styles in the world today. In the leader/subordinate relationship, in transformational leadership, we generally expect a high level of qualitative creativity (Herrmann & Felfe, 2014). Transformational leaders do provide some inspiration, encouragement, and stimulation to subordinates in order to make them think creatively.

*Participant 17: "The leadership within my organization is sometimes autocratic but sometimes transformational, no specific style, yes they do however motivate the staff".*

*Participant 12: "When going to the Bahrain Institute for Public Administration I learnt about some managerial styles, but I have not implemented them so far in my organization, I would like to have a chance to change some things within the present department".*

*Participant 2: "Some things we were taught at the institute we cannot use in the department as we are not in this position to change or start projects".*

*Participant 5: "I was motivated to understand the leadership styles and the BIPA did help with this, but the organization needs to comply with the teachings".*

*Participant 13: "Communication between leaders, managers and subordinates does exist within the department but it would be nice to be part of a project and get updates on the progression. The opportunities to create a change project would be nice as this is what we are taught within the BIPA.".*

A leader's behaviour accounts for 25% of why people feel productive, motivated, energized, and committed to their work (Kouzes & Posner, 2010). According to

Ellinger, Hamlin and Beattie, (2008) 'autocratic, controlling and dictatorial leadership styles have been found to be highly ineffective. While DiMeglio (2007) noted that effective communication can often be cited as being one of the many important factors of being a successful manager or supervisor within an organization. A new concept in leadership communication is that of communication competence, which consists of a high level of communicative skills, using appropriateness and effectiveness (Mikkelsen, York, & Arritola, 2015).

Spitzberg and Cupach (1981) stated that "Competent interaction can be viewed as a form of interpersonal influence, in which an individual is faced with the task of fulfilling communicative functions and goals (appropriateness)".

This chapter focused on the discussion and findings of the appreciative inquiry (AI) and on the one-to-one interview results which were analysed and brought to the forefront the major themes that considered different opinions on strategies and leadership styles in future learning for current and future leaders of the organization. These findings were brought together from the humanistic way in which the qualitative methodologic design enabled me (the researcher) to understand what was needed within the organization to improve the current system. The different learning styles that were also discussed showed that the understanding of problems and issues within the workforce can be brought to the table and discussed and therefore showing that the communication among colleagues was at a reasonable level. With the small changes that are needed, it would be advisable to bring this level up and take into consideration the comments that were made that led to the themes to improve current situations.

### **5.13. Strategic Planning**

Strategic planning for the future of the organization is a priority. The planning for the organizational succession was discussed by Overstreet and Jones (2005) who looked at programmes because they were similar to business communities and are long-term, they included focusing on organizational needs and future job competencies; using objective assessments of leadership potential; add value to the organization as well as the individual; and are open and transparent. Carriere, Cummings, Muise, and Newburn-Cork (2009) identified eight strategies for succession planning including

strategic planning, identifying needs and skills; targeting key positions, and possible succession candidates; instituting mentoring and coaching; ensuring developmental processes; providing adequate resources and evaluation. For the current organizational changes, strategic planning will include implementing succession management strategies for the current and future leaders of the organization, including; identifying organizational needs; ensuring that educational development processes are in situ; providing in-house training on management strategies; instituting mentorship and coaching among staff; provide with yearly evaluation and provide with adequate resources for future learning within the governmental intuition and continue collaboration with the Bahrain Institute of Public Administration (BIPA).

### **5.13.1. Mentoring and Coaching**

Mentoring and coaching are crucial elements in leadership development (McMurray, Henly, Clapton, Lizzio, & Temi, 2012, p. 367). Mentoring itself can help to develop a non-vertical career path that may at times have unconventional moves. Reflection plays an important part in mentoring circles, it can define a person as a teacher of others within a large organization and can help a person to discuss issues rather than suppress them within the work environment (Clutterbuck, 2005). Bennet, Paina, (2016) defined it as a process where one person is being guided by another. Being a mentor helps to develop a person's skills, promotes their careers and increases job satisfaction and reduces stress (Eller, Lev & Fruer, 2014)

This chapter discussed and found the major themes within the organization that will enable it to become not only the best at what it does but expert in the pathway. The humanistic approach had employees take charge of their future by verbally saying what they felt would benefit not only them but the organization itself. They showed loyalty to the organization as a whole and found that the motivation to be the best just needs to be nurtured to a level of excellence.

### **5.13.2. Identifying Organizational Needs**

As part of the organizational research study, we had the intention to plan to identify during the process of the study to bring to the surface any other related issues that need to be looked at in the future. This is an important aspect of progress.

### **5.13.3. Educational Development**

Ensure that educational development processes are in situ; provide in-house training on management strategies; This concept was talked about in detail at every one-to-one interview and during the appreciative inquiry workshops. The staff are loyal, so they need to be trusted to change. They will; however, need motivation to keep up this enthusiasm during training sessions on theoretical aspects/concepts of leadership and management. The primary function of theoretical concepts is that of simplifying intricate phenomena and teaching us how to deal with them while preventing us from being overwhelmed by the complexity of the social world that we seek to understand (Bogoth Bauer and Su-Keene, 2019).

### **5.13.4 Evaluation within the Organization**

Provide with yearly evaluation and provide the education department with adequate resources for future learning within the governmental intuition as part of the in-house training and continue collaboration with the Bahrain Institute of Public Administration (BIPA). Evaluation within the organization also can give stakeholders a chance to see what is happening within the educational units that are existing in their organization. In general, stakeholders are also evaluated for their input. Rossi, Lipsey & Henry (2018) noted that evaluation may be carried out when stakeholders require specific information regarding an issue or ongoing project, these results are then objectively to inform them regarding their behaviour.

## **5.14 Implications for employee-leader relationships**

Within large organizations dealing with public services, it has been noted among the workforce that the employee-leader relationship has implications, and these are mostly due to generational differences (McMurray, Henly, Chaboyer, Clapton, Lizzio and Temi, 2012). Current and future leaders in the researcher's organization are no different. The gap is there, and it must be filled by succession management strategies. These strategies are the key to ensuring that future leaders are prepared for their roles.

Communication is the key to the organization moving forward within the 21<sup>st</sup> century. Globally communication in leadership has been organizations face a myriad of challenges that can affect how the world connects (Lawrence, 2015). Trying to understand leadership preferences while maintaining a multi-national organizational identity, managing multicultural teams and understanding management styles cannot be implemented without prior knowledge in the field. Uniformity within organizational management strategies is crucial in the auto-communication process (Lawrence, 2015). Communication strategies and skills must be at all levels within the organization, these include the mission statement to the way in which employees are trained and developed. Leaders must be globally trained and be made capable of being culturally competent. It is our job within the organization to ensure that future leaders can manage different diverse cultural environments (Lawrence, 2015).

Within this research, it was noted that loyalty among Bahrain's public sector workers is high. This was in collaboration with the data analysis. Employees of the public sector organization were generally satisfied with their positions but wanted to continue the learning process within their area of expertise. This meant that they want to have more learning and knowledge acquisition but need more motivation from their departmental leaders and the organizational stakeholders. The employees respected their leaders and spoke about this at the appreciative inquiry workshops but felt their leadership and management knowledge could be updated. Some departmental leaders had different ideas from others. Uniformity is critical to the communication process within large organizations (Cheney & Christensen, 2001).

### **5.15. Employee Attributes**

Employee attributes are what a large organization needs to focus on to be able to build on, these will encourage and motivate organizational behaviour toward being loyal and competent. During the appreciative inquiry workshops, it was observed that the employees were loyal, and from the data collection from the questions and scenarios, they will remain loyal to the public service for many years. These are the people that need investment and motivation. Current leaders found that relational skills were important to them as managers, and they valued this trait.

Organizational behaviour is an area that leaders and managers should look at from an educational perspective. The investment in people within the organization will be an asset to the progression of the company itself. 'Investors in People', is seen as, according to Investors in People UK ([investorsinpeople.com](http://investorsinpeople.com)) as an accreditation into looking at the organizational people as a commodity that is central to the success of the company and with the right blend of talent, motivation and leadership can be a credit to the organization. They consider a healthy workforce can not only be an ethical priority for their business but can also make a significant contribution through an increase in productivity. It is a United Kingdom Government owned accreditation management system which has been ongoing from 1991 till the present time. For our organization investing in the current and future leaders will eventually bring back to the workplace managers and leaders who are loyal and will carry on the training and motivation of their staff to the highest level, if the organization continues to invest in them. They are the attributes of the organization for the future.

Changing organizational behaviour into a trend of motivational and a culturally competent workforce will be the plan after the publication of this research. Having discussed the key findings from the research study, what has been achieved is that the current and future leaders having aired their own thoughts through the appreciative inquiry workshops and one-to-one interviews, that of wanting to be motivated and continue their education in leadership and management with that of a more formalized training.

### **5.16. Contribution to Knowledge**

The contribution to new knowledge within the organization from the research study was that leadership and management is an important aspect of the current and future leaders' pathway. For my research questions to be answered through my qualitative design methodology it was imperative that the findings did just that. The body of knowledge will suffice the change in strategies to accommodate the approach to leadership and management training of current and future leaders within the Civil Service Bureau. The findings answered my research questions set out in Chapter 4.4 and this has added to the body of knowledge already existing within the organization.

As highlighted in the literature review in Chapter 2, the existing literature that contributed to this research has highlighted the different management styles, traits, behaviours, and attitudes, that have to be understood to enable current and future leaders to grasp the theoretical understanding of organizational management. This includes a full understanding of management training and preparation for the role. This is conceived through educational strategies that enable future and current leaders to enhance their understanding of their role and how to deal with people in organizations while preparing for the future.

This study enhanced the understanding of how to prepare for different roles within organizational leadership strategies. My research findings were subject to thematic analysis which enhanced the outcomes, giving clear results for the future changes in the strategies. Analysing the role of current and future leaders through a lens of progressiveness of educational learning and being motivated to carry this out is what we were aiming for in the findings. The findings confirmed that changes needed to be made to the current learning system and this again was through the thematic analysis and the emergence of themes. The philosophy that can ensure that the organization can create a culture that is committed to learning for the future brings together, employee satisfaction, innovation, and continuous learning for the wellbeing of the environment that they are in. This existing culture can contribute to high performance within the organizational team and can lead management and leadership development in multiple rather than in a single way (Antons, Joshi, and Salge, 2018). The participants in this research study contributed to the findings through the humanistically approached methodology. They were empowered to let their feelings show and encouraged to say what was needed to improve their motivation to learn and their understanding of what is needed in leadership and management positions. The participants showed that change within their departments was imperative and influenced this effort to be done. They were able to reflect on previous experiences within the organization during the appreciative inquiry workshops and also during the one-to-one interviews through their informed and committed actions (O'Reilly, 2014). The diversity of the research study participants was that it gives an all-rounded clarification of employees working within the organization between the ages of nineteen years and above. Results were not towards one age group. The difference in the opinions during the appreciative inquiry workshops gave the researcher a full

understanding of how different aged employees think, in that they have goals and visions for themselves within the organization. It was important, however, that all the participants were given time to express their own opinions which gave clarity to the data analysis by giving across-the-board results ranging from the very young (19 years) to the oldest employee. Knowledge-seeking is an important activity of people (Guan, Wang, Jin, and Song, 2018). The participants in my research study proved through the appreciative inquiry workshops and the one-to-one interviews that they wanted to continue their learning but needed to have more motivational activities to undertake this.

### **5.16.1 Knowledge Sharing**

Within an organization, success is linked to knowledge sharing and how it can be linked. Leadership and knowledge sharing have been linked as the relationship between reward and knowledge sharing. The research study has shown the importance of good leadership in progression and motivation among staff, therefore the sharing of knowledge among subordinates plays an important part in organizational progression. Organizational learning is a process where the improvement of one's action through knowledge and understanding can affect future actions as a leader (Odor, 2018).

The qualitative approach taken by the researcher (myself) used the inquiry methodology to compliment the epistemological position that was taken. Because of my own leadership and management experience, I was able to take a deductive approach to the improvement of the strategies for future learning for the current and future leaders within the organization. My inquiry process throughout the one-to-one interviews and the appreciative inquiry workshops was able to help to develop the steps that needed to be taken to motivate the current and future leaders to continue their learning and education in management and leadership theories. The gaining of new knowledge is a must for current and future leaders in order to help them in their future careers. This was evident in the one-to-one interviews and within the appreciative inquiry workshops where the participants were willing to change strategies that would help them to gain more knowledge regarding leadership and management theories and understand what was needed in this field. Organizational new knowledge can be seen in the following thematic analysis results:

- Current leadership styles within the organization changing to be more innovative and progressive e.g., transformational (Theme 1: Strategies for Learning).
- Motivation to management and leadership training (Theme 2: Strategies to improve motivational concepts).
- Knowledge donating and sharing behaviour (Theme 1: Strategies for Learning).
- Commitment to the organization (Theme 3: Formal understanding of leadership theories and styles).
- Contributing to the teaching and learning strategies (Theme 2: Strategies to improve motivational concepts).
- Encouraging educational motivational activities (in-house training), (Theme 4: Communication and leadership).

Identifying knowledge donating and sharing was a factor in the assessment procedures within the research. The data collected from the one-to-one interviews and the appreciative inquiry workshops was descriptive enough to acknowledge that the reliability of the analysis would contribute to the main constructs of the research. The current leaders influenced the future leaders within the organization and concluded that their knowledge was an important aspect of their position, and that sharing was a factor in the future of organizational planning. Therefore, the passing on of knowledge to the leaders of the organization was an important part of the on-going motivation that was proven in the research study.

Measuring the impact of factors affecting knowledge sharing remains blurred and empirical evidence can still be questionable (Jain, Sandhu and Goh, 2015). Sharing knowledge within a large public sector organization can still be at times difficult. People in general sometimes, don't want to see others improving their skills or gaining educational excellence, so they don't share their experiences with them. Razmerita, Kirchner and Nielsen (2016) looked at knowledge sharing as the process in which employees can work with others in a mutual environment and exchange their expertise and explicit knowledge. Lin (2007) looked at knowledge sharing from an organizational level and how sharing can be defined as capturing, organizing, reusing, and

transferring one's experience-based knowledge from within the organization and making it available to all. For this to work we looked at the management styles of the organization in which the research was done. Leadership that is based on 'authority', and 'position' is highly inadequate for the challenges that we face today within large organizations (Bogotch, Bauer & Su-Keene, 2019). Organizations need leaders who are going to understand the concepts of defining, understanding, and how to solve problems (Bogotch, Bauer & Su-Keene, 2019). This showed in the data analysis that the knowledge that current leaders have is not being shared with the younger or future leaders within the organization. The data analysis brought this out within the emerging themes. This could only be done through formalized training using current experienced leaders from within the organization as mentors and role models and getting them to share their knowledge through teaching and lecturing others. Organizational learning can be considered as a change in the way that knowledge sharing occurs (Hasson, 2016). It could assist in the way that learning can occur throughout the organization. Learning within organizations must be supported by collaborated organizational actions with individuals involved in the learning and knowledge process ((Hasson, 2016).

What also has arisen from this research is that the leadership style of the organization plays an important part in the motivation of staff to continue to progress and keep learning and gaining knowledge. Continuing management and leadership training is seen as in-service educational excellence within an organizational concept. Transformational leadership may be used in collaboration with another leadership style of choice as it encompasses a form of transformation of any changes within the organization that may be needed at any time. It is a leadership style of choice for many large organizations as it shows that the leadership is progression and looks at innovative ideas to show excellence in practice. Having knowledge about management and leadership concepts is also showing that the employees are working toward excellence in their own careers while contributing this knowledge to younger and future leaders within the organizational structure. Transformational leaders can also be seen as aspiring in sharing knowledge with the rest of the team and using innovation as a tool for change in practice within the organizational structure.

The strong feelings from the research regarding the commitment to the organization and sharing of knowledge were significant in the data collective design methodology and the feeling of trust from the employees regarding their manager's decision-making strategies. Although they did prefer to change some of the teaching and learning strategies within the educational and knowledge-gaining concepts. The contextual concepts of knowledge sharing were also strong, and feelings were that of current and future leaders having the knowledge that they need to share among the younger generation within the organization through in-service activities.

### **5.17. Improving Staff Motivation.**

This research study provided a variety of recommendations that would assist and help the organization progress to be an organization where innovative ideas are improved, and staff motivation is developed to continue and implement the learning process. The implications of the study would be felt among the staff because of the qualitative design methodology, which took a humanistic approach.

This approach according to Holland & Rees, (2010), p. 101) stated that,

*“Central to most qualitative research is the involvement of people, which brings with it a number of research management issues to consider, such as how many participants to include and ensuring that they understand what their involvement will entail and that they give their consent after being informed”.*

*“Qualitative research encompasses different ways of looking at the world and this is seen in the various approaches taken by researchers in order to answer specific research questions”.*

*“Qualitative research findings enable us to understand how people live, what their experiences of life in various situations are like as well as offering us a valuable insight into how they view different practices”.*

The understanding of people's needs to improve, and the approach taken gave the researcher an insight into how the staff worked. The contact with the participants

highlighted significant issues and brought to the forefront what they wanted to happen to increase their motivation to learn. Leadership development within the Kingdom of Bahrain as with the rest of the world has developed throughout the last 40 years (Hallinger, 2010), has identified ways in which the leadership contributes to learning and the improvement of learning facilities in general. Programmes are being developed that will enhance the learning strategies of the current and future leaders of the organization, which were discovered from this research study. The perception of the learning environment within large organizations is an important area and will be developed accordingly. Leadership practices will be enhanced throughout the organization within the public sector.

### **5.18. Leadership Styles and Education**

The discussion on leadership styles also included trait theories as discussed in chapter 1. The management styles were looked at within the literature review and it was noted that there was a lack of research within Bahrain and in the Gulf regions within the public and private sector regarding organizational knowledge sharing. This was also evident in all the aspects of the research study including management styles, mentorship, experiential learning, theoretical knowledge, and organizational behaviour and cultures. The discussion from the research study on the aspects of what was lacking regarding the education and training of current and future leaders was that of some diverse findings. This diversity in the findings was that of the time factor and collaboration with colleagues on specific projects, and the continuation of the Bahrain Institute of Public Administration (BIPA) training. The approaches, methodology and data sources were all discussed in the discussion chapter. They focused on what the current and future leaders needed to be motivated to learn within the educational courses offered by the organization itself and within the BIPA. The two approaches to the data collection process gave the researcher a good insight into the participants as individuals (one-to-one interviews) and as a team (Appreciative Inquiry Workshops). The results were taken, and the themes emerged. The humanistic way in which the research was carried out was of benefit to the organization as well as myself, the researcher.

The justification for the choice of qualitative was that of the approach being humanistic and personal. One-to-one interviews were conducted and two appreciative inquiry workshops, which gave the researcher a chance to see and meet the participants and use their information and thoughts as data for analysis. The one-to-one interview questions were based on McClelland's (1986) motivational framework. They were developed and adapted by the researcher for the purpose of this research study.

The data was analysed utilizing thematic analysis and emergent themes gave way to major themes, which were explained individually in chapter 5. The themes brought with them what was lacking in the organization regarding the motivation to gain more leadership and management knowledge among current and future leaders.

### **5.19. Conclusions**

The main aim of the research study was to look at how to improve the leadership strategies among public sector leaders and to motivate them in order to improve their theoretical knowledge. The questions were based on that of McClelland's motivational framework. The emergent themes that came from the one-to-one interviews and the appreciative inquiry workshops proved that the organization although giving opportunities to current and future leaders, would benefit from an in-house educational department where continuation of what has been studied in the Bahrain Institute of Public Administration (BIPA). The strategic changes that will be considered from the research results will look at the leadership positions regarding educational concepts and structures. Models of leadership will also be reviewed for their contribution to the educational needs of the employees. Goals and values will be reviewed for their significance within the educational vision and mission. Awareness and having the ability to be able to implement personal values and beliefs that represent a good foundation for organizational competencies is a skill that leaders should have in educational motivational strategies (Hillinger, 2010). Understanding the concept of leadership comes before developing suitable leadership strategies therefore, developing the current and future leaders is an important task within the organization (Hillinger, 2010).

The literature reviews also contributed to the different types and styles of management that are present throughout the organization and looked at the global trends being practised in the present and the past. The relationship between the major themes was relevant to the current educational training presently going on within the organization itself at this present time. The thematic analysis amalgamated both data analytic tools together (Appreciative Inquiry and one-to-one interviews). McClelland's framework played a large part in the research background although the actual 'personal values questionnaire', could not be used since validation proved impossible for the researcher. Hence the choice of qualitative approach methodology and design.

The COVID-19 pandemic has also brought with it changes in educational concepts of leadership in education in general that have seen many different approaches within the last two years of writing this thesis. During the pandemic, the role of the leader has changed to that of a facilitator, teacher, guidance mentor, educator, trainer, and evaluator (Pambudi & Gunawan, 2020). Within the literature, we have noted that the changes to organizational training and education as well as meetings are now dependant on social media. Having organizational IT support during this COVID-19 pandemic has changed the way in which meetings, teaching sessions and management updates have been over the past two years. Pre-pandemic teaching sessions were an asset to the organizational performance, but now they are subject to, national rules and COVID-19 regulations as well as policy and program reforms (Pollock, 2020). These changes led to reforms in online learning and virtual schooling. Leadership learning was interrupted for a short time but as the pandemic went on changes were made and virtual and online learning started to fill the gap.

## **Chapter 6. CONCLUSION**

### **6.1. Introduction**

The significance of this research study thesis was based on a qualitative design methodology which draws on the empirical aspect of the inquiry. It was noted from the literature that transformational leadership can accommodate inter-organizational education and learning and can be used in collaboration with other leadership styles as a means to accommodate staff requests for training. Taylor (2007) noted that transformational learning among adults has increased within the last 25 years and is continuing to grow. Now in 2022 organizations need to be able to satisfy the need for educational in-house learning on management and leadership strategies, not only for existing leaders but for young employees who are the future of the company. This research study dealt with the employees' motivation for continuing their management and leadership learning education, in particular, the current and future leaders of the organization.

This concept is an important part of the country's strategic plan for the next 25 -30 years. Accessing the literature within chapter 2 in order to have consistency and a level of education which was matched to the western world was an important factor in this research. Therefore, using literature from many other countries was a must for this task. This gave the researcher an idea of what and how other countries current and future leaders were facing in their careers. This research study is the first of its kind in the Kingdom of Bahrain and the researcher is hoping that it influences other governmental institutions to keep Bahrain in line with other worlds economic, educational, military, management, and health strategies, etc. This study has also contributed to the existing literature on management and leadership in governmental institutions to prepare young leaders for their roles, as well as training current leaders in new concepts of management and leadership strategies.

Significantly the literature which is both conceptual and empirical is framed in the thesis as being relevant to the change needed within the departments within the Civil Service Bureau on educational approaches and motivating current and future leaders to continue their management and leadership education.

*‘Transformative learning offers a theory of learning that is uniquely adult, abstract, and idealized, grounded in the nature in human communication. It is a theory that is partly developmental, but even more it is about where ‘learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience in order to guide future action’ (Mezirow 1996: 162).*

The theory of transformational learning is a popular area within research in the field of adult education and has identified several peer-reviewed journal publications. These publications not only concentrated on transformational learning but also on other leadership styles including, charismatic, authoritarian, servant and transactional. The literature within this thesis emphasized the different concepts of learning styles and these were all noted within the results of the study.

This chapter provided conclusions of this research, it examined and looked at the aims and objectives of the study and demonstrated how they were achieved while exploring other contributions to the theoretical teaching, practical and future of the Civil Service Bureau training department as a stand-alone institution. The main aim of the study is to help improve the educational strategies, identify motivational tactics among current and future leaders, encourage mentorship and coaching among staff, understand the theory of leadership, be critical of leadership theories and concepts, and improvement of current teaching facilities. This was achieved and was demonstrated in the discussion and findings chapter 5.

## **6.2. Empirical Contributions**

The empirical contributions from this research study have shown that leadership concepts and theories are important in organizational leadership. The contribution that the literature review played in assessing and evaluating the current situation within the author’s organization was that of being an influence in the progression and development of a more sophisticated educational and training department while changing the present strategies to suit the needs of the employees themselves. As Yammarino (2015, p. 1) noted that “Leadership is one of the most researched and discussed areas of the organizational sciences as nothing will get done without it”. Research into management and leadership of which in the last 40 years has shown

some substantial progress which has contributed to learning and improvement in educational facilities (Hallinger, 2011). These concepts were discussed within the literature review in chapter 2 of this thesis. Leadership has grown and will continue to do so. The changes to the approach that leaders took were highlighted in the literature review and within the data collection.

The COVID-19 pandemic has also brought with it educational concepts of leadership in education in general that have seen many changes within the last two years of writing this thesis. During the pandemic, the role of the leader has changed to that of a facilitator, teacher, guidance mentor, educator, trainer, and evaluator (Pambudi & Gunawan, 2020). Within the literature, we have noted that the changes to organizational training and education as well as meetings are now dependant on social media. Having organizational IT support during this COVID-19 pandemic has changed the way in which meetings, teaching sessions and management updates have been over the past two years. Pre-pandemic teaching sessions were an asset to the organizational performance, but now they are subject to, national rules and COVID-19 regulations as well as policy and program reforms (Pollock, 2020). These changes led to reforms in online learning and virtual schooling. Leadership learning was interrupted for a short time but as the pandemic went on changes were made and virtual and online learning started to fill the gap.

### **6.2.1. Empirical Significance**

The issues of leadership and motivation to continue training and education among current and future leaders within the organization were dealt with specifically within this research study. The improvements to current training strategies were changed accordingly to suit the employee's needs. The literature review (Chapter 2) gave empirical findings to the different leadership styles that encourage motivation to learn among employees, with a focus on future and current leaders. The leaders within the organization were highly scrutinized within this study for their leadership style, model and their knowledge questioned. They were however respected for their experience and perception of a needed change.

The experienced leaders within the organization were encouraged to share their knowledge with the new and less motivated employees, hence showing that they were role models to be followed and respected. The re-development of the educational strategies for change in the current system is according to the empirical findings and the participant's results of the data analysis.

The humanistic qualitative study was conducted and completed according to all ethical approval from all participating organizations. The participants are not liable for any comeback from negative findings and are fully convinced of confidentiality throughout the study.

### **6.3. Research Contributions and Implications**

From the research contributions and implications, the results showed that the researcher was aware of the inquiry and the results that were achieved while demonstrating a full understanding of the organization's position within this research study. We will seek to explore the contribution that this research has made to the motivational activities and knowledge of leadership and management theories among that of current and future leaders within the organization.

Not all staff want to continue learning especially if it is time consuming and academically challenging. In this case, the employees must be chosen selectively. The concentration started on looking at the current and future leaders of the Civil Service Bureau. The focus was on their learning and that is how the study went forward. The appreciative inquiry workshop gave the staff a voice where they could be heard, and they also could suggest what they wanted in life in general.

A leader's performance is being scrutinized by others on a daily basis. Important concepts of management and leadership characteristics include the following:

- Ensuring that the management practices reflect on the leader's actions.
- Working collaboratively in designing and carrying out the strategies laid down by the stakeholders.
- Be accountable to line managers.
- Be able to get things done.
- Provide not only financial support but also work effectively with others.

- Be a role model and motivate others.
- Learning skills e.g., being able to rapidly read a document, thinking skills, being able to process and anticipate events.
- Creative skills e.g., envisioning, inspiring, empowering and aligning protocols to national and international standards.

(Day & Sammons, 2013).

Stakeholders within the Civil Service Bureau have high expectations from their employees. They are expected to be of a high standard with continuous learning in-house as well as with the collaboration of the Bahrain Institute for Public Administration (BIPA). The high standards expected are catered for but the motivation to continue learning was absent, hence the researcher saw the need to investigate through this research study.

The employees throughout the research process were enthusiastic and happy that they were given a platform for them to air their views and opinions (Appreciative Inquiry), and personalized interviews in the form of one-to-one interviews. These were confirmed as one of the positive effects that came from the study was that of trust in the organization. Trained leaders are expected to practice what they have learnt previously and from the study results, this will be followed up after training has been delivered for up to 3 months. The skills that are gained from theoretical concepts have to be put into practice and passed on in-house to future leaders.

Kim and Ko (2014) noted that in the era of a knowledge-based economy, knowledge management has increased and captured the attention of researchers and managers. Time must be allowed for these courses as the knowledge gained will be used by the organization. This is another factor in the research and time is needed for knowledge to be gained for the best practice within the organization. Some factors that were noted from the one-to-one interviews and also the appreciative inquiry workshops were that of time management, being the employees are too busy to attend courses, therefore, resulting in a lack of motivation among current and future leaders within the organization. The current managers must be able to arrange a time for learning and educational activities within the organization may be the heart of what motivated them to continue their education.

Kim and Yo (2014) also noted that knowledge sharing has been recognized as an important and crucial factor in knowledge management within large organizations. As Kim and Yo (2014) saw from their literature review, only a few research studies have been completed in this area, especially within the public sector. Hence the need here in the Gulf region to conduct more studies on the management of knowledge in large organizations especially in governmental institutions as they are staffed by nationals and the need to educate them is an important factor in Bahrainization.

It was noted from the literature that transformational leadership can accommodate inter-organizational education and learning and can be used in collaboration with other leadership styles as a means to accommodating staff requests for training.

This research study dealt with the employees' motivation for continuing their management and leadership learning education, in particular the current and potential future leaders of the organization. As previously mentioned in the literature review (Alghazo & Al-Anazi, 2016) attracting and retaining junior employees has become a challenge, and there is a lack of understanding of what actually is motivational activities within organizations.

This research study is the first of its kind in the Kingdom of Bahrain, contributing to the existing literature on management and leadership in governmental institutions to prepare potential leaders for their future roles, as well as training current leaders on new concepts of management and leadership strategies. Knowledge conveyance from current leaders to potential future leaders was an important part of the ongoing motivation that was proven in the research study. However, sharing knowledge within a large public sector organization can still be challenging sometimes, as some executives refrain from passing on all their knowledge to their subordinates, assuming they protect their positions.

Leadership that is based on 'authority', and 'position' is highly inadequate for the challenges that we face today within large organizations (Bogotch, Bauer & Su-Keene, 2019). Data analysis depicted that the knowledge of current leaders is not being shared with potential leaders. This could only be done through formal in-house training using current experienced leaders, as mentors & role models, to share their knowledge in the organization.

### **6.3.1. Theoretical Contributions**

The results of the study provided several significant theoretical contributions to the improvement of leadership strategies, as previously discussed within the literature review, that may assist in the motivation of governmental employees to further their studies. The understanding of what was needed to improve motivation to learn among current and future leaders led to the change in strategic moves towards changing behaviours throughout the system of training and development within the organization.

These were as follows; the emphasis on the theoretical underpinnings toward understanding leadership and management theories, understanding styles of leadership, communication theories, managing team life, identifying conflict, what makes a good leader and what motivates an employee to become a leader. As well as looking at the sharing of management and leadership knowledge and experience with current and future leaders, being a mentor or coach to a younger member of staff and encouraging them to progress within the organizational management structure. These aspects are theoretical concepts of leadership and management and to lead a team within a large organization, they need to be understood and studied. These concepts of theoretical background are what make a leader. As Daft (2017) indicated in Barr and Dowding (2019), 'rather than being a controller, the leader is a facilitator who helps people do their best by removing obstacles to performance, they can also provide a learning opportunity and support as well as feedback'. Crucial areas in leadership concepts within organizations in the Public Sector in Bahrain are lacking in research that focuses on the motivational aspect of organizational culture, motivation, behaviour, and education. This combination of concepts can break and organization, fortunately within our research study the employee loyalty was there and the need to continue to grow within their organizations was apparent during the data analysis.

Motivational strategies are key factors among current and future leaders within the organization. These strategies may have an impact on the subordinates as they are the role models that need to have the organizational management and leadership skills needed for their own roles. The concept of being committed to the organization is the balance that the leaders and managers may be looking for as encouragement in motivational activities among staff.

The rationale for the literature review was to look at research that has been done previously while giving the reader a view of leadership theories, skills and models that help in the strategic structure of organizations. It will give an account of the publications that may be used in a certain review and put special weight on the current research study. The literature review will include journal article monographs, and articles in peer-reviewed journals and conference reports as well as published edited and specific management and education books (Burton, Brundrett & Jones, 2011, p.35-36). It can provide information as to whether the subject matter has been explored before or whether there are previous research studies conducted on the issue or concept. This helped the researcher to decide what pathway to take in the pursuit of evidence that the current training of current and future leaders within the organization needs reviewed or not. Gathering information for the literature review takes the form and the basis of further exploratory search, reviewing and discovering the wide range of literature and the current position that the subject is in.

*“The resultant literature review should be a piece of discursive prose, not a list describing or summarizing one piece of literature after another. Instead, organize the literature review into sections that present a thematic overview or identify trends in relevant theory” (Taylor & Proctor, 2007).*

A set of specific major themes were identified within the framework and a new strategic model was proposed to the organization. This model was based on the emergent themes, data analysis and the thematic analysis. The objectives of the study were proposed as, setting out new strategies for teaching theories of leadership and management to the current and future leaders within the organization, implementing new teaching concepts to all levels of leaders, using new technology to improve the current learning platform wherever possible, having holistic support to new and current leaders within the organization, streamline usage of open data and personalization of public services within the organization. These objectives were met because of the way in which the participants were originally humanistically approached which gave the researcher a personalized meeting with each participant in the study with one-to-one interviews. The findings were also demonstrated through the appreciative inquiry workshops where the participants were given a platform where they could be heard

from. The major findings from this research study showed that the current strategies for motivational training in leadership and management needed to be upgraded.

This research study discovered that the desire among current and potential future leaders to carry on with their learning and training is linked to motivational initiatives in their workplace.

Additionally, the motivation to learn is impacted by the employees' extrinsic stimulus, which means the motivation can fluctuate and the employees may not continue or deepen learning outside ordained work hours, which affects their potential to be prospective and/or better leaders.

For example, the research indicates that Leadership within large organizations develops through motivation to educate employees on what it takes to be a leader. The study also contributes to existing theories such as Yulius' (2022) definition of work motivation as: "A condition in which a person's efforts and willpower are directed to the achievement of results and goals which could be, productivity, attendance, or other work behaviours".

Employee commitment was also considered in the study and results showed that a major theme was employees' trust in the management. During the data collection, it was noted that long-serving employees are too dedicated to the organization, and very vocal on why they want to stay within the structure of the public sector.

#### **6.4. Strengths and Limitations of the Study**

While doing this study it was felt, at the beginning, when the research methodology was quantitative, that the surveys were not completed as per the protocols. The number of surveys that were incomplete outnumbered the completed versions. Also, McClelland's framework 'Personal Values Questionnaire' could not be validated as per the ethical guidelines and the University of Bradford protocols. The research study was then changed to qualitative and caused the re-invention of the literature review in general.

Because of the change from quantitative to qualitative, made the research study stronger as the humanistic approach meant a more personalized approach was taken with the appreciative inquiry workshops and the one-to-one interviews. This gave me as the researcher an insight into what was actually going on within the organization

itself. Although the delay in redoing the data collection put the research study behind with the collection of data, analysis, and transcribing, which took some time.

The strengths of this research study were that of the Civil Service Bureau training will now look and see what is needed for the personalized training of current and future leaders of the departments. The existing external training may need in-service training facilities from qualified teachers in management and leadership strategies and styles. The departments are expanding and because of the 2030 Bahrain strategic plan more policies and changes will be taking place over the next 10-20 years of the countries growth. The collaboration of the Bahrain Institute of Public Administration and the Civil Service Bureau will continue to grow and provide adequate training for specific positions. The global marketplace is a diverse environment and has to be studied if an organization wants to progress. Therefore, moving into the 21<sup>st</sup> century is a must for governmental organizations to keep up with global.

This change is necessary to excel in the global activities that are progressing at a high speed therefore, the need for global leaders within governmental organizations to be at a level of training where they are capable to deal with rapid change. This can be done by continuing educational activities and research within public sector organizations.

Gaps in the literature are that of research here in the Middle East being sparse in motivational theories and leadership styles. This chapter overviewed the literature on strategic leadership and management styles and theories being used in organizational strategies and training. The emphasis is reflected on the theoretical concepts of management and leadership training for current and future leaders within the governmental sectors. The chapter also looked at the availability of literature within the Middle East and globally, then compared the findings to gain knowledge into how to change training strategies according to the needs of the organization. Global studies on leadership and motivation showed that the literature (Crispen & Matsumunyane (2018), McCormack et al (2012), and Collins, Hanges & Locke (2004), considered and approached leadership methodological concepts by looking at motivation, leadership and style as well as using behavioural aspects to knowledge sharing strategies, as a

means to filling gaps in the existing aspects of training. These concepts of leadership and management training strategies need to be looked at as individual aspects and the gap in the literature is evident as to furthering research in these areas in the Gulf regions as well as globally.

The need for further research will assist in the future in the preparation of educational programs in leadership and management theories and concepts which will assist current and future leaders to focus on the organizational progression to excellence. Limitations of some of the studies were that of future opportunities within the workplace being that the culture here is of early retirement of the experienced workforce. This brings with it the teaching of a younger less experienced workforce so plans for the experienced workforce to train the younger generation has to be considered and researched. A weakness in some of the literature was that the research approach was not giving enough numerical data to be able to get a good statistical analysis of a certain area. Other gaps in the literature were the lack of investigative studies into leadership strategies within the Gulf regions, which also may include cross-cultural leadership development within the different regions within the country and throughout the Gulf States.

Assumptions in large governmental organizations need to be addressed and researched to enable progress in the field of management and leadership. Attrition rates of employees are at the forefront of some organizations and need to be addressed for clarification on why it is happening along with leadership styles being used at present in governmental organizations.

Limitations in this study referred to the lack of research studies in this area within the Gulf Region. Also, the quantitative attempt to collect the surveys due to incomplete forms made the change to qualitative imminent and took time to re-do the data collection and the literature review had to be reviewed completely. Therefore, the lack of research in this area can allow us to continue this research study by assessing the management styles in governmental organizations and publishing the results in international journals. More research in leadership and motivational training will enhance Bahrain's place in the global marketplace of excellence in leadership and management. Current and future leaders' roles were not defined enough to initiate an

inquiry into the future of the role of leader within the organization, but strong enough to define the role for now.

The results of the limitations and strengths of the study will assist the researcher in what is needed in the future to enable the current and future leaders within the public sector to improve their knowledge and education in the field. It can also help to motivate the existing leaders to take part in research and improve their current skills.

### **6.5. Response to the research questions**

The research questions looked at the main issues within the departments, they proposed to help and find a solution for the management so that they could progress to another level and get the staff motivated to an excellent level in leadership and management skills. The 5 main questions were answered within the data analysis and proved to be an essential part of the research study. They addressed the areas of leadership that were found to be problematic and sequential to the progress of the current and future leaders of the organization. They focused on motivational aspects of the training as well as the educational programmes offered to them through the Bahrain Institute of Public Administration (BIPA) as well as cooperating with fellow leaders on new innovative ideas to motivate and use strategic planning. They also addressed the position of the BIPA in the training of the employees in movement and leadership theories and public sector administrative training and how the BIPA plays a big part in the education of public sector employees.

The subject of change management was also addressed by the research questions as to how the current and future leaders can take part in projects concerning change. It looked at the part they played in collaborating with colleagues in project work within the organizational structure and whether they were active in this area.

The subject of motivation, which was the focus of the research study was given a place in the questions as this is an important part of the current and future leader's place within the organization. We discussed evaluation and the part that it plays in the progress of the employee during their working career and how it can help to develop them for higher posts.

The importance of the research questions was a part that the researcher spent time developing as they brought all the issues together and the importance of answering them was of high priority. The importance of closing the thesis is based on the research questions. Achieving the aims and objectives of the research study as well as delivering a result and then integrating new and existing research (Murray, 2011) is an important part of the whole aspect of the research.

This research study achieved and integrated new research and delivered results that will be used and are already being used to improve the organizational structure and strategies for improvement.

### **6.6. Implications & Recommendations for Motivational Strategies**

The indications for the improvement of motivational strategies for learning within the researcher's organization are imperative for the current and future leader's growth and development within governmental institutions. It was noted by Dwyer, Bono, Snyder, Nov and Berson (2013) that 'self-determination and self-motivation are facilitated by certain conditions that can satisfy an individual's innate psychological needs for personal autonomy and interpersonal connection'. This comes from these individuals being autonomously motivated and they are seen as being more likely to be satisfied with their work and also at assisting others with issues. It was also noted that certain leadership behaviours support an employee's need for autonomy within the workplace (Bono and Judge, 2003).

Key findings from the research were that of the trust already being there and referring to the literature trust is a factor in motivational activities. The link between organizational behaviour and trust is significant enough (Utomo, Irwantoro, Wasesa, Purwati, Sembiring and Purwato, 2023) to prove that the key findings from this research study are the importance of organizational trust for performance excellence.

The countries strategic plan for 2030 is now in full swing so therefore the need to train Bahraini nationals is a standardized, formalised action plan that must be within the 2030 guidelines for governmental institutions. It is recommended that Bahraini current

and future leaders have a greater understanding of leadership styles, concepts, and theories before being promoted to a higher level. This pathway enables them to be able to deal with; conflict, risk management, change projects, organizational behavioural issues as well as the everyday issues that come along. They should be able to deal with these issues without biased or personal interest.

The research study was systemically structured to look at in a humanistic way through qualitative methodologies, the way in which current and future leaders within the researcher's organization are viewed for their experience, expertise and training regarding motivating them to continue their studies. Their rationale for the recommendations will be carefully considered while looking at the future of the training delivery systems. The recommendations to formalize any courses that are not formalized by the Bahrain Institute of Public Administration (BIPA) will be looked at with the rationale of formalizing them. This would include in-house teaching within the Bureau itself. Peer reviews of teachers could also be introduced as a strategy to look at teaching methodologies. Motivation may be lost by employees attending lectures from non-peer-reviewed teachers.

Strategic leadership preferably a leadership style that is consistent with change e.g. transformational, and using a mixed methodological leadership combination e.g. transformational and transactional, can assist in the motivation of current and future leaders to engage in educational activities that will enhance leadership styles and strategic changes within organizational progress. A leader's role is, therefore, that of a facilitator of motivation and learning, therefore their role becomes full of education, politics, and business pressures. Understanding the concept of leadership theories and principles is only one component of this development process (Drucker, 2006). A leader's role within the 21<sup>st</sup> century will be that of a character that takes responsibility for decision making, and problem-solving, they are also expected to have the skills to implement as well as derive interventions as problems arise (Parsons, 2015). Hence the recommendations for small changes in leadership strategies would assist in the motivation of staff toward future planning and education.

The theoretical implications of the findings from the research are that of leaders and managers having strategic policies that they can relate to during their training sessions

with the collaborative institute BIPA. These protocols are in existence but may need updating. Out-of-date organizational policies regarding educational concepts can affect motivational strategies. From the discussion and findings, we have seen from the major themes that the staff are motivated and want to continue education either in the BIPA or within the organization itself. This indicates that they are generally satisfied with the organizational management style but may want it to be updated. This may include the introduction of in-service educational departments within the organization which will continue to add to what they are learning in the BIPA. The challenge of facilitating this strategy is within the public sector reach and can be introduced, pending the employment of a dedicated and fully trained educator in this field. This challenge for the facilitation of a new department cannot be underestimated but may offer a new concept in leadership and management training within the public sector itself. Training and development can be one aspect of the work environment, but frequently work-related concepts need to be dealt with and may be out of the leader's control (Sawchuk, Duarte, & Elhammoumi, 2006). This aspect brings the focus to the existing training and how it serves the workforce within the public service organization. Improvements can always be made, while globally the focus on in-service training is a huge concern. Accreditation may ask for the education being done within the organization itself not including the external institutions, and this has brought the concern to the forefront, that large organizations need a continuing education department especially where leadership and management is an important concept. The perception from the practical side of current and future leader's training is that of leaders perceiving that they are not prepared for this role, they may be for the position they have at present but as they progress to management positions the lack of training will be evident. However, after this study, making available other in-house training to complement the BIPA official site training will develop and foster a greater collaboration between both sites of training, the official (BIPA) and the in-service training department.

## **6. 7 Recommendations for Further Research**

Further research within this field would greatly assist in the training of the current and future leaders within the organization. Leadership practices would greatly assist large public institutions to gain knowledge of attrition, organizational behaviour,

organizational culture, leadership styles, theoretical concepts of leadership within organizations, and leadership behaviours. This would bring another perspective and dimension to how organizations are led both by managers, leaders and future leaders. Working with other departments would increase leadership and management concept understanding while changing behavioural issues and cultures to that of manageable concepts, which would greatly increase the organizational position within the country and in international accreditation. Changes in leadership attitudes and behaviours are an important factor in the progress of any organization.

### **6.8 Summary of Research**

This chapter reviewed the main findings from the research and highlighted the significant findings taken from the literature review in chapter 2. The main findings were that of the thematic analysis which gave the researcher the answer to the research questions and also an indication of what was needed for the progress of current and future leaders within the organization. Leadership within large organizations develops through motivation to educate employees on what it takes to be a leader. The development of leaders takes time and motivation from the organizational management in preparation for the future. Strategies are always needed, both long-term and short-term. The success of an organization has to be seen by current and future leaders as a means to motivate and education of future leaders. Strategies can be changed according to the needs of the organization and be evidence-based and objective.

The success of this thesis was that of the introduction of new strategies in education and training, leadership and management theories and styles considered for the success of the organization, knowledge sharing, experiential learning strategies, and employee satisfaction.

With empirical evidence within the Middle East on leadership and management being that of a limited number, more research is needed within the Gulf Regions and collaborative studies with Western countries are encouraged.

### **6.9. Conclusion**

The researcher adopted an ontological and epistemological position within the research pathway. Effective leadership is a significant management function that

assists in utilizing an organization's resources in achieving its goals efficiently. Hence, motivation to learn and gain the right skills is a crucial aspect of leadership and management training.

- Sharing knowledge from current leaders with inexperienced potential leaders was found to be a source of teaching and learning that could be used within the organization. This is considered to be 'knowledge sharing' and can be a source of in-house knowledge that has to be shared through mentorship and coaching skills.
- Knowledge-seeking is an important activity of people (Guan, Wang, Jin, and Song, 2018). This research study proved through the appreciative inquiry workshops and one-to-one interviews that participants wanted to continue their learning but needed to have more motivational activities to resume it.
- and it was noted that there was a lack of research within Bahrain and the Gulf Region in the public and private sectors regarding organizational knowledge sharing.
- The formalization of training courses in management and leadership theories can be a source of motivation within the organization.

This thesis answered the 5 research questions through the data collection from the qualitative methodologies that were used. See the results below:

1. How is Bahrain Institute of Public Administration (BIPA) leadership training program regarded within the organization at this present time, and are staff motivated to continue leadership education?

Participants appeared reluctant to spare time outside official working hours for learning. The demand for registration in new training courses reduced and attendance records showed a clear drop over the years, as a clear sign of lack of motivation to attend. In practice, promotion is not always attainable, and employees wait for a long time to get a leader or manager position (See Chapter 5).

2. Are the educational programs aligned with the employees' career progression requirements?

All aspects of the educational programs are objectively linked to management and leadership concepts, theories, and styles. However, potential leaders complained of being overloaded with work demands, up to negatively affected cooperation with

others within their own organization. They felt that they did not have enough time to share what they gained from BIPA courses with other staff.

3. Is the current organization collaborating with higher educational organizations, and is it with motivational concepts?

All participants would like to link the training more to their own organization. They valued the effort BIPA put into their courses including management styles, concepts, theories, and emotional support to staff. Their relationship to the lecturers was valued and respected. The participants in this study did however feel they needed more formality in certification of the educational courses they attended.

4. Are you empowered enough to create a change and deal with current projects?

The opportunity to deal with other projects while creating change is not an option for employees unless they are in leadership positions.

5. Is the present management motivating, evaluating, assessing, or appraising the participant's motivational skills to embrace learning among future organizational leaders after taking the BIPA leadership training program?

Management always motivates and encourages employees to continue their education, even in full-time education whenever possible. The continuous knowledge-sharing protocol will be encouraged between experienced staff and future leaders.

### **6.9.1 Implications for Practice**

- The motivational strategies were improved through the approach that the researcher took in order to obtain full details from the employees.
- The way in which the data was collected allowed the employees to express their exact needs, and to create the motivation to learn and continue their management and leadership studies.
- The findings of the study may be used to recommend specific changes in current strategies regarding how current and future leaders are prepared for a dynamic and changing business environment both in the Kingdom of Bahrain

and the Gulf Region. As an example, customized training courses and learning programs, mostly in-house, to assure knowledge transference within the organization. Another suggestion, current and potential future leaders attend the same external courses jointly, in order for both to exchange views and strengthen common understanding.

The main findings of this research were that the need for accredited training is the choice and preference of most of the employees of the organization, formally organized in-house training programs are useful to guarantee knowledge transference from the current and potential future leaders. This has been researched by Molodchick & Jardon (2015) who looked at over the last thirty years how the concept of organizational learning can be a critical factor for the survival of the organization. Most critical organizations for example, multinational companies, banks, and business schools have paid considerable attention to organizational learning and knowledge sharing within in-house teaching activities (Garvin, Edmondson, & Gino, 2008). Jain & Moreno (2015) adopted organizational learning and Molochick & Jardon (2015) also highlighted organizational learning as being a paramount development factor for survival. Oh (2019) also noted that Organizational learning has been seen as an organization's capability to be an effective response to its surrounding environment and is seen as an attempt to process a level of adaptability, receptive to change and help with consistency within the ranks.

This final chapter has identified the contribution made by doing this research and how furthering research in this field will contribute to evidence-based practice, strategical analytic views, and building on the models and frameworks of the contributors to this research. Using the research from this study will assist in the changes to the educational strategies needed now and in the future for the organization to progress. Understanding the factors that would influence future learning strategies for current and future leaders enables decision making and helps managers prioritize their resources in educational activities that would benefit the organization and encourage motivation to learn as well as innovation for future planning.

This study focused on strategic strategies to encourage motivation to learn leadership and management theories and concepts. These strategies were directed at the motivation to learn and understand leadership theories, willingness to learn and

continue to improve knowledge in management and leadership concepts, having the skills to motivate staff within ethical and organizational guidelines, and identifying the need for mentors and coaching strategies and when to use them. The formalization of training courses in management and leadership theories can be a source of motivation within the organization. Our results from this study have helped to change current systems to that of strategies that the employees want and to what is possible within the organizational resources and availability. From a practical perspective, the research study results are that of a manageable level and the resources are available for change to learning and development strategies. Improvement is needed and will be carried out in terms of formalizing certification, motivational activities, and giving time for formal studies to be undertaken. In-service activities will be considered, and experienced managers will be approached as perspective mentors and coaches.

For governmental strategies to be effective entrepreneurship leadership is a specific process in order to sustain the future of large organizations in order for them to progress. Training strategies are essential for this to happen. This thesis was completed with this particular strategy in mind. The public sector in The Kingdom Of Bahrain is multi-faceted and the centralization of this is a must for the progression of Bahrain globally. The preparation of current and future leaders is an important factor in this progression. Organizing training is an important aspect in this strategy for excellence. Improving strategic training of current and future leaders is a must for the progression of any organization and the preparation of current and future leaders is an important factor for the future of the Kingdom of Bahrain.

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## Appendix 1. Participant Consent

### INFORMED CONSENT FORM FOR RESEARCH STUDIES



#### Title of Research

**Project:** Improving leadership strategies among future sector leaders in a governmental organization using a motivational framework.

**Researcher:** |

**Mr. AI AI**

**Romahaie**

**Please**

**initial**

**box**

1. I confirm that I have read and have understood the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected.
3. I understand that, under the UK's Data Protection Act, and the Bahrain Data Protection Act (1998), The participants can ask at any time for access to the information they have provided, and they can also request the destruction of that information if they wish.
4. I understand that I will not be identified or identifiable in any report subsequently produced by the researcher
5. I accept that taking part in an study intervention is voluntary and confirm that any risks associated with this have been explained to me

6. I agree to take part in the above study.

7. I agree completing the survey questionnaire.

_____	_____	_____
Participant Name	Date	Signature
_____	_____	_____
Name of Person taking consent	Date	Signature
_____	_____	_____
Researcher	Date	Signature

**The contact details of lead Researcher is:**

**Mobile number: 00973 39001111**

**Email: [alromaihi@info.gov.bh](mailto:alromaihi@info.gov.bh)**

Ethical approval has been granted by the Chair of the Humanities, Social and Health Sciences Ethics Panel at the University of Bradford on 12/12/19.

## **Appendix 2. Participant Information Sheet.**

### ***Title of research:***

***Improving Leadership strategies among future sector leaders in a governmental organization using a motivational framework.***

### **Participant Information Sheet**

You are being invited to participate in the above-mentioned research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask me if you would like more information or if there is anything that you do not understand. Please also feel free to discuss this with your work colleagues, superiors and with the Human Resource office of your organization, if you wish. I would like to stress that you do not have to accept this invitation and should only agree to take part if you want to. However, before accepting to participate, please make sure that you have received clearance from your organization, if applicable.

Ethical approval has been granted by the Chair of the Humanities, Social and Health Sciences Ethics Panel at the University of Bradford on 12/12/19.

Thank you for reading this.

### **What is the purpose of the study?**

The study intends to look at the staff participation in active learning within the researcher's organization using a motivational based framework using one-to one interviews in a qualitative design methodology.

You have been invited to take part in this study as you are currently working within the Civil Service bureau organization and we need to see what improvements need to be made to motivate you into further education in leadership and management.

### **Do I have to take part?**

No. Participation in this study is completely voluntary and you are free to withdraw anytime without explanation and without incurring a disadvantage, if you wish to do so. You can also ask that any data that has been provided so far will not to be included in the study.

**Why have I been invited to take part?**

**What will happen if I take part?**

If you agree to take part in the study, you are agreeing to take part in one-to-one interviews but in the current climate we will just give you the questions and you may write your answer on the provided paper.

**Expenses and / or payments**

There will be no compensation, whether in forms of neither gifts nor monetary reimbursement as you shouldn't incur any expenses by taking part in this study.

**Are there any risks in taking part?**

There are no direct risks present by taking part in this research. You may identify a gap in your organizational motivational skills to further education in leadership.

**Are there any benefits in taking part?**

There are no direct benefits to participate in this study although you may gain additional knowledge through the discussion and subsequent self-development.

It is hoped that the recommendations from this study will be used in order to motivate staff to further leadership knowledge and learning.

**What if I am unhappy or if there is a problem?**

"If you have any concerns or complaints, please feel free to contact the researcher at the number or email at the end of this form.

**Will my participation be kept confidential?**

Yes, your participation will be kept confidential. The data I collect will be used to enhance the current evidence-based system for further learning and motivation among leaders.

You can withdraw from the research at any time and without explanations or consequences, to do this please use contact details given below. The researcher may request that your completed questionnaire, up to the period of withdrawal can be used, if you agree to it. If you do not agree you can request your data is destroyed and that no further use can be made of it.

**Who can I contact if I have further questions?**

If you have any further questions you can contact me the researcher at:  
Mr. Ali Al Romaihi.

Mobile number: 00973 39001111

Email: [alromaihi@info.gov.bh](mailto:alromaihi@info.gov.bh)

Thank you for your time and consideration.

**Appendix 3. Questions and Prompts for One-to-One Interviews`**

Question	Participant 1 Answer
Can I Develop cooperative relationships with others at work and how is this done?	
How can I Anticipate self-development opportunities?	
How do I as a Leader Impress others and motivate them to learn management skills?	
Can I have the opportunities to work on more demanding responsibilities and more challenging goals with motivation?	
There is freedom and opportunity to talk and mingle with others at work?	
Continuity of challenging objectives and projects?	
Availability of important positions and projects that can give the opportunity to recognize my potential?	
Availability of sufficient time to motivate staff to learn new ideas for progression in leadership?	

Having feedback on my performance or progress towards achieving my goals?	
Opportunities to create new things?	
Opportunities to influence others?	
Take actions that have a strong impact on motivating others	
Reach senior positions?	
Do you have concrete ways in which you are able to measure your performance at work and motivation?	
Ability to work with people who are also close friends	
Ability to spend time communicating with others?	
Availability of opportunities to influence the decisions that are made in a group in which I am a member?	

**Appendix 4. Ethical Approval from University of Bradford.**

Ethics

Thu 12/12/2019 12:10 PM

To: Zahir Irani;

Ali Alromaihi;

Dear Zahir and Ali,

Ethics Application: E764

Title: Improving leadership strategies among future sector leaders in a governmental organisation using a motivational framework.

Your ethics submission and documents have now been reviewed by the Chair of the Research Ethics Panel.

I am pleased to inform you that the Chair has confirmed approval of this study, with no further ethical scrutiny required.

NOTE that this approval is for this study only.

Should there be any changes to this study, you must inform [ethics@bradford.ac.uk](mailto:ethics@bradford.ac.uk).

Once your changes have been reviewed and you have approval to proceed, only then can you recommence the study.

Failure to do so will render your original approval invalid and withdrawn.

Please add a sentence onto any material you share with participants confirming that ethics approval has been granted by the Chair of the Humanities, Social and Health Sciences Ethics Panel at the University of Bradford on 12/12/19.

Best wishes

Naz Sent from my iPhone