

The effect of transformational leadership on the administrative innovation among the employees in the higher institutes of management in Damascus

Ayat Al- hallak

Master in management Sciences, Higher institute of business Administration(HIBA)

Dr. Ali Al Kheder

Professor at higher institute of business administration, (HIBA) Syria

Abstract:

The aim of this research is to determine the extent that transformational leadership behaviors (TLB) and administration innovation (AI) practices and levels are applied at the higher institutes of Business and management in Damascus namely (the higher institute of business administration, the higher institute for administrative development, national institute of public administration, also to revile the effect of applying TLB in AI improvement. The results show that AI level and all TL dimensions were high on general primarily the charisma and inspirational motivation. The results also show that Idealized Influence and inspirational motivation – TL dimensions – affect significantly and positively AI, less effect was shown for Intellectual Stimulation and no effect for Individualized Consideration. the findings of research indicate gender differentiations in TL and AI levels among academic and administrative employees at Syrian higher institutes.

Keywords: transformational leadership (TL), administration innovation (AI), higher institutes of business and management.

Literature review:

In this modern era, world become small village, as a result of huge competition organizations become more seeking ways to compete with and to achieve their goals on short and long term, researchers find out that human resources are the most important things to own competitive advantage. However, dealing with people is more complicated when physical, psychological and cultural differences are taken in consideration. Employees management depend on leadership style that organization believe in. leadership is also the link to make people work together. These days organization focus on understanding, develop and improve their leadership. TL is modern approach in leadership defined by Hall (2008) as changing system of people (Bushra, Usman, Naveed, 2011).

Every organization needs influencing leaders who enrich organization productivity by raising job satisfaction, performance and commitment among followers. The probable results of leadership innovation, efficacy and effects will reflect on over all organization goals. These goals may include: raising work ethics level, job satisfaction, organizational commitment, reducing absence level, lateness and turnover rate. Accordingly, organizations specify the suitable leadership style that fulfills their goal achievement needs. Many researches have proven that TL style enhance efficacy and innovation compared by other leadership styles. TL is the process that changes individuals, it focuses on values, ethics, criteria and long term goals, it also includes assessing individual motives, fulfilling their needs and treating with them humanely. TL reflects the emotional effect on individual and groups to make continuance changes and improvements in over al organization performance (Farahani, 2011).

Many Arabian and foreign studies have been conducted on transformational leadership and its impact on the administrative innovation and employees performance who work in the field of education; which has the most effective role in society. Due to rapid evolutions and the increasing role of universities in society, presidents of universities had to make radical changes to meet these evolutions. This response should depend on the way that deans and departments heads lead their colleges throw change, innovation and leadership style (Huang, 2011).

Numbers of studies focus on the relationship between TL and AI, Burns was the first one who talks about TL in 1978, he defined it as the way to “change followers to leaders” and “leaders and followers raise themselves to a higher levels of motivation” (Burns,1978).

In 1995 Bass & Avolio enhance Burns’ works and confirm that tangible bonuses for performance which presented by leaders will reflect positively on subordinates satisfaction with their jobs, supervisors, promotions. Transformational leaders go further than bonuses, they communicate throw a vision and encourage employee to unexpected performance (Bass and Avolio, 1998).

TL has a remarkable development throw Bass efforts when he conceptualized it in a theoretical approach (Omary, 2004).

Lipshitz&Popper find in their study that transformational leaders have ability to create shared vision for future with all organization members, this ability is crucial skill for leaders in the organizations that seek learning and innovation. Delivering this vision is as important as understanding and committing in it among organization members. Transformational leaders – with their ability to explain a clear and forcible vision – are capable to earn organization members’ support in seeking innovation. Moreover, leaders should explain and communicate throw a clear vision for all organization members to get the commitment to change and innovation that should be achieved. They also have to build a trust with followers to affect their commitment (Popper and Lipshitz, 2000).

In 2006 Gill find out that organizations can reduce the stress at work by applying TL behaviors (Bushra, Usman, Naveed, 2011).

Transformational leaders have to build the followers trust in their abilities, find clear vision and encourage innovation by delegating followers, bonuses, fixing mistakes, determining high expectations for followers' performance and make personal communication with followers (Warner,2002), same conclusion reached by Azzimi and Badee' that there is significant effect for TL on reviling innovative abilities in the ministry of interior workers (Azzimi and Badee', 2006) (Arabic).

Current study:

According to rapid changes and evolutions that take place in internal & external environment, many organizations face numbers of problems that managers & employees should think differently and leave the old way that depend on trying & fault in solving problems. Many studies find that TL has a role in problem solving and achieving competitive advantage which happens throw innovation atmosphere creation and shared ideas among subordinates.

Upon what come earlier we propose the following questions:

- What is the relationship between TL and followers' innovation at higher institutes of management?
- What is the role of Idealized Influence (charisma) in AI?
- To which extent spiritual inspirational motivation influence AI?
- To which extent Intellectual Stimulation influence AI?
- To which extent Individualized Consideration influence AI?

Hypotheses:

H1: There is an effect of TL mean on followers' AI at higher institute of Business.

H1a: there is a significant effect of charisma on AI.

H1b: there is a significant effect of inspirational motivation on AI.

H1c: there is a significant effect of Intellectual Stimulation on AI.

H1d: there is a significant effect of Individualized Consideration on AI.

H2: there are key differences in the mean of TL and AI due to (gender, educational level, tenure, work role)

Research value:

The importance of this research is to emphasize the importance of innovation and distributing innovation culture by TL behavior adoption.

Practical implication:

The importance of this research comes from the importance of AI at higher institutes of business administration which provide nontraditional managerial services as proposed, and guide decision maker and administrative leaders at these institutes to the most influencing leadership style on distributing innovation.

Purpose:

The aim of this research is:

- To examine how TL behaviors are applied at higher institutes of management in Damascus
- To identify the innovative abilities that the employees have at higher institutes of management in Damascus.
- To examine the relationship between leadership styles and employees' innovative abilities improvement at higher institutes of business administration in Damascus.
- Distinguish applying TL behaviors level according to individual characteristics.
- Distinguish AI level according to individual characteristics.

Research terms:

Transformational leadership: the process of emotional effect on individual and groups to make continuous changes and improvements in current situation and organization overall performance (Farahani, 2011).

Administrative innovative: the unique ability for achieving goals and outcomes which fulfill the interests of administration Beneficiaries, it is a smart use of available resources, and solving problems in modern ways that not exist in organizations that have lack of innovation and creators (Woodman et al,1993).

Methodology:**The sample:**

The sample of current study include all employees at higher institutes of business administration (the higher institute of business administration, the higher institute for administrative development, national institute of public administration), the participants were 160 academic (members of educational staff) and administrative (head of departments and sections).

The approach:

According to the nature of current study, the obtained information from the employees at higher institutes of management in Damascus and the questions that research aims to answer, the researcher uses the descriptive survey approach which focuses on the phenomena as it is in reality, and reviles the relationship among its dimensions to explain it and find conclusions that help in improving the current situation.

The limitations:

- Physical limitation: the higher institutes of management in Damascus
- Time frame: the current study conducted from 11/2015 to 02/2016
- Subjective limitation: the current study focus only on modern leadership styles (transformational, transactional, laissez-faire)

Measures:

The questionnaire is used as tool to gather primary data, which consider a suitable research tool that fulfill the research requirement in collecting primary data and other related facts. The questionnaire distributed to 160 participants, with a 128 respondent, 28 were omitted due to incomplete answers which exceed 40% of total questionnaire items, consequently total valid respondent were 100, that means the response rate was 80% and accepted questionnaires were 62.5% which is valid rate to analyze and conclude the results that related to studied phenomena.

The questionnaire divided into three parts:

First: general questions include demographic characteristics of participants (age, gender, education level, work experience)

Second: TL measures by using multi-dimensions leadership scale MLQ which developed by Bass and Avolio in 1997. According to those researchers, TL divided into dimensions: charisma, spiritual motivation intellectual Stimulation and individual considerations.

Third: specified for AI, using (Ancary, 2001) (Arabic) scale which is modified by (Azemmi, 2006) to measure followers AI.

Reliability:

Using Cronbach's alpha test, results indicate as shown in table (1) that Cronbach's alpha value is (0.832) for TL dimensions mean, and (0.856) for AI, regarding these accepting values we can say that research scale is internally reliable.

Table1Cronbach's Alpha

Variable	Cronbach's α	Items
TL	0,832	20
Charisma	0,825	
Intellectual Stimulation	0,78	
spiritual motivation	0.792	
individual considerations	0.822	
AI	0.867	20

1 statistical analysis results

Validation test ignored regarding the frequently uses of current TL items scale in many studies in the Arabian and Syrian environment. Similarly, AI scale is developed by Arab and used in Arabian and local studies.

Descriptive statistics:

Demographic frequencies:

Gender:

Demographic frequencies (gender, age, education level, work type) are performed to examine sample background according to these variables:

Table 1 frequencies (gender)

Variable	Items	Frequencies	Percentage
Gender	Male	72	72
	Female	28	28

2 statistical analysis results

Males were 72 while females were 28, we notice that male percentage was 72% and females was 28%, this indicate that males occupied more leadership positions than females at Syrian universities, it may refers to hold PhD degrees by males more than females are, and males empowerment in compression with females when occupying leadership positions.

Age:

Table 2 frequencies (age)

Variable	Items	Frequencies	Percentage
	21-30	14	14
	31-40	18	18
	41 – 50	44	44
	More than 50	24	24

3 statistical analysis results

Participants under the age of 30 were 14%, others who are between 31 and 40 were 18%, and others who are between 41 and 50 were 44%, and Participants over the age of 50 were 24%, we notice that aging group with younger ages is the smallest which looks logical result when we take in consideration that participants are occupying leadership positions at management institutes, this group scored 14% of total sample. The greater aging group was those who are between 41 to 50 years old, it's also a logical result taking in consideration that participants hold higher certifications and have wide experience, this group scored 44% of total sample, its members are intellectually mature and have wide life experience.

Education level:

Table 3 frequencies (education level)

Variable	Items	Frequencies	Percentage
	University degree or lower	4	4 %
	Diploma – Masters	30	30 %
	PhD	66	66 %

4statistical analysis results

Results show that almost all participants are PhD holders due to academic requirements in educational and scientific works, this percentage reflects the participants who represent universities deans, their deputies, administrative and academic sections heads and those who occupy leadership positions at management institutes, diploma and masters holders ranked in second place and they represent technical committee members who assist in educational works specially in scientific affairs.

Work type:

Table 4 frequencies (work type)

Variable	Items	Frequencies	Percentage
Work type	Administrative	44	44%
	Academic/administrative	56	56%

5statistical analysis results

Previous table shows that greater percentage is those who occupy administrative position, on other hand there is a percentage represents higher degrees holders who perform just administrative works, and this may explain that their educational level doesn't meet the available specialties at higher institutes.

TL descriptive statistics:

Table 5 TL descriptive statistics

	Items	St deviation	Means
	Charisma	.53	4.19
1	Others are proud because they work with me	.82	4.20
2	I go beyond achieving my interests to achieve others' in group	.66	4.70
3	I feel respectable with all who work with me	.90	3.42
4	I show up strength and self-confidence in all what I face	.76	4.50
5	I viewed as a symbol of success and accomplishment	.74	4.00
6	I talk to subordinates about organization goals achievement from time to time	.84	4.50
7	I encourage subordinates to be committed in norms and ethical regulations at work	.87	4.10

8	I encourage subordinates to have a sense of mission which assigned to them	.88	4.10
	Inspirational Motivation	.55	4.18
9	I make subordinates optimistic with future	.87	4.19
10	I express clearly about my vision	.75	4.50
11	I make subordinates feel confident about goals achievement	.86	3.30
12	I clarify the ways to achieve goals	.70	4.1
	Individualized Consideration	.56	3.97
13	I train and coach subordinate	.84	3.45
14	I look to subordinate as individual not group member	1.37	3.37
15	I give personal attention to others who seem rejected	.75	4.73
16	I help others develop themselves	.79	4.32
	Intellectual Stimulation	.58	4.00
17	I make subordinates rethink main principles to ensure its validity	.87	3.43
18	I get others to rethink ideas that they had never questioned before	.76	4.28
19	I enable others to think about old problems in new ways	.68	4.32
20	I provide others with new ways of looking at puzzling things	.93	4.00
	TL mean	.74	4,08

6statistical analysis results

According to results shown in previous table, all TL items scored above the mean value except items 11, which means participants seen higher performing of TL behaviors in its all dimensions.

AI descriptive statistics:**Table 6: AI descriptive statistics**

	Items	St deviation	Means
1	I perform tasks assigned to me in revolving manner	4.4600	.57888
2	I feel board of the repetition of too much procedures in work performing	3.5000	1.18235
3	I try to be unique in solving problems that faced at work	4.2200	.67883
4	I'm able to generate new ideas about work style	4.4600	.54248
5	I'm able to develop new solutions for problems face me at work	4.4000	.63888
6	I'm able to provide immediate ideas and solutions for work problems	4.3800	.77959
7	I'm able to provide new ideas to evolve work in easy way	4.4000	.60609
8	I'm able to provide many ideas in a short period of time	4.1400	.78272
9	I eager to see counter opinion to me to take advantages	4.3000	.81441
10	I don't hesitate in changing my mind when I'm convinced that it was wrong	4.2400	.95959
11	I eager to make changes in work style from time to time	3.9800	.86873
12	I'm able to consider things in different ways	4.3200	.68333
13	I predict work problems before they occur	3.8000	.90351
14	I plan to problems at work that they may occur	4.0400	.66884
15	I eager to find weaknesses in what I perform at work	4.4000	.57143
16	I'm able to organize my ideas	4.5000	.54398
17	I have accurate vision to revile the problems experienced by others at work	4.0800	.69517
18	I need specific instructions when I assigned new tasks related to my job	4.1600	.79179
19	I'm able to defragment work tasks	4.3800	.56749
20	I'm able to analyze work tasks	4.3600	.52528
	AI means	4.2260	.33960

7statistical analysis results

Previous table show the means and standard deviation for each item:

Items 1-20 measure dependent variable (AI), we realize high mean for most items compared to good score except item (2) *"I feel board of the repetition of too much procedures in work performing"* which score 3.5 indicating to dissatisfaction among leader with administrative procedures which may come from "universities organizing law", generally total AI mean scored (4.22) which means that there is high level recognition of this dimension.

Results analysis:

1. The following table clarifiesthe means and standard deviation for independent variable (TL) and dependent variable (AI) according to gender:

Table 7: TL and AI mean and St deviation according to gender

Gender	Variable	TL	AI
Male	Mean	4.27	4.29
	Frequency	72	72
	St deviation	.361	.349
Female	Mean	4.01	4.05
	Frequency	28	28
	St deviation	.437	.251
Total	Mean	4.20	4.22
	Frequency	100	100
	St deviation	.396	.339

8 statistical results

Note from the previous table, there are some significant differences between the means of (male and female), and to find out whether these differences between the means significant or not according to gender we have conducted a unilateral variance analysis One- Way ANOVA to determine statistical significance, Levene testwas conducted to make sure thatvariance is equal between the sample groups, variancewill be homogeneous when test is not statistically significant, meaning that a larger value is (0.05), and on the contrary, when the value of test is less than (0.05) there is no homogeneity in the variation between groups and here we use Kruskal-Wallis test to ensure the significance of differences.

Table 8 Levene test

Variable	Levene value	Sig.
TL	.955	.333
AI	1.048	.311

9 statistical results

Note from previous table that TL and AI are not significant regarding to Levene test, which means that equality of variance condition between groups is supported, therefore we use ANOVA test.

Table 9 ANOVA of TL and AI according to gender

Variable	Variance source	Sum square	df	Mean square	F	Sig
TL	Between groups	.667	1	.667	4.538	.038
	Within groups	7.051	48	.147		
	Total	7.717	49			
AI	Between groups	.554	1	.554	5.221	.027
	Within groups	5.097	48	.106		
	Total	5.651	49	.667		

10 statistical result

Note from previous table that there are significant differences between male and female in TL and AI means at Syrian universities in favor of male, which may refer –in researcher opinion- to Syrian society masculinity culture that tend to male in charisma dimension. In AI male also exceed due to occupying higher positions at higher institutes and the higher tendency to take responsibility comparing to female.

2. The following table clarifies the means and standard deviation for independent variable (TL) and dependent variable (AI) according to education level:

Table 10: TL and AI mean and St deviation according to education level

Education level	Variable	TL	AI
University degree or lower	Mean	4.6000	4.450
	Frequency	4	4
	St deviation	0.5454	0.467.
Diploma & masters	Mean	4.2636	4.23
	Frequency	30	30
	St deviation	.36749	.296
PhD.	Mean	4.2152	4.24
	Frequency	66	66
	St deviation	.41088	.36301
Total	Means	4.08	4.22
	Frequency	100	100
	St deviation	.39685	.33960

11: statistical results

Note from previous table we conclude the following:

- Participants who hold university degree or lower have higher consideration for TL and AI behaviors compared by other groups, followed by diploma & master holders and PhD holders. This refers to high level of education among participant which make lower effect of TL and charisma on them. Due to their knowledge and specification, higher degrees holders seen works as an innovation in lower manner comparing to lower degrees holders.

Levene test conducted to examine whether differences between means are significant or not according to education level, as shown in following table TL and AI were not significant, which means the equality condition between groups supported, accordingly we can conduct ANOVA test.

Table 11 Levene test

Variable	Levene value	Sig.
TL	.324 ^a	.725
AI	1.214 ^b	.307

12 statistical results**Table 12: ANOVA of TL and AI according to education level**

Variable	Variance source	Sum square	df	Mean square	F	Sig
TL	Between groups	.637	4	.159	1.012	.412
	Within groups	7.080	45	.157		
	Total	7.717	49			
AI	Between groups	.381	4	.095	.812	.524
	Within groups	5.271	45	.117		
	Total	5.651	49	.159		

13 statistical results

As shown in previous table we conclude important result which is no significant differences between education level groups relating to TL and AI at management higher institutes.

3. The following table clarifies the means and standard deviation for independent variable (TL) and dependent variable (AI) according to work type:

Table 13 TL and AI mean and St deviation according to work type

Work type	Variable	TL	AI
Administrative	Mean	4.1974	4.2263
	Frequency	38	38
	St deviation	.36074	.29029
Academic	Mean	4.2065	4.2258
	Frequency	62	62
	St deviation	.42323	.37123
Total	Means	4.2030	4.2260
	Frequency	100	100
	St deviation	.39685	.33960

14 statistical results

Concluding from previous table the following results:

There is no clear different between administrative and academic workers in considering TL and AI behaviors applying.

Levene test was conducted to examine whether differences between means are significant or not according to work type, as shown in following table TL and AI were not significant accordingly we conduct ANOVA

Table 14 Levene test

Variable	Levene value	Sig.
TL	.229	.634
AI	2.595	.114

15 statistical results

Table 15 ANOVA of TL and AI according to work type

Variable	Variance source	Sum square	df	Mean square	F	Sig
TL	Between groups	.001	1	.001	.006	.938
	Within groups	7.716	48	.161		
	Total	7.717	49			
AI	Between groups	.000	1	.000	.000	.996
	Within groups	5.651	48	.118		
	Total	5.651	49	.001		

16 statistical results

Concluding from previous table we find out that there are no significant differences between leadership work type groups related to TL and AI at higher institutes of management in Damascus.

Hypotheses test:

Pearson correlation coefficient was calculated among variables, following table shows correlation matrix among all variables except demographic ones:

Table 16

Variable		Idealized Influence or charisma	Inspirational motivation	Individualized Consideration	Intellectual Stimulation	TL	AI
Idealized Influence or charisma	Pearson correlation		.635**	.464**	.608**	.714**	.900**
	Sig	-	.000	.001	.000	.000	.000
	N		50	50	50	50	50
Inspirational motivation	Pearson correlation		-	.618**	.461**	.632**	.821**
	Sig			.000	.001	.000	.000

	N			50	50	50	50
Individualized Consideration	Pearson correlation			-	.385**	.414**	.726**
	Sig				.006	.003	.000
	N				50	50	50
Intellectual Stimulation	Pearson correlation				-	.592**	.747**
	Sig					.000	.000
	N					50	50
TL	Pearson correlation					-	.747**
	Sig						.000
	N						50
AI	Pearson correlation						-
	Sig						
	N						

** Correlation is significant at the 0.05 level

As shown in previous matrix there is significant positive correlation between each dimension of TL four dimensions and AI, there is also significant positive correlation between the means of TL and AI.

H1: TL behaviors affect significantly on worker's AI at higher institutes of management in Damascus

Examining the validity of the model and its explanatory ability:

Depending on following table we can judge on the validity of used model in examining the effecting relationship between TL (Idealized Influence or charisma, Inspirational motivation, Individualized Consideration, Intellectual Stimulation) and AI, F value was (16.481) and P-value was (.000) at the (0.05) level which means that this model with its independent variables is valid to predict dependent variable values.

Table 17 ANOVA of independent and dependent variables

Variance source	Sum of square	df	Mean square	F	Sig
Regression	3.359	4	.840	16.481	.000 ^b
Residual	2.293	45	.051		
Total	5.651	49			

17 statistical results

The explanatory ability of this model shows the change rate in the dependent variable which interprets the independent variables, as the table shows that R was (0.594) in the relationship between independent and dependent variable, the adjusted R square was (0.558). This means that about 56% of the variation in AI can be refer to the variation in leadership behaviors, indicating the impact of the independent variable on AI as dependent variable, it means also that the complementary percentage (77.429%) refers to other variables were not the subject of the study, or to the factor of chance.

Table 18 model summary

R	R square	Adjusted R square	Std. error of the estimate
.771 ^a	.594	.558	.22571

18 statistical results

Regression results for TL effect on AI:

Following table shows the effect of TL dimensions on AI

Table 19 coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Idealized Influence	.297	.100	.411	2.966	.005
Inspirational motivation	.206	.096	.298	2.133	.038
Individualized Consideration	-.031-	.081	-.047-	.386-	.702
Intellectual Stimulation	.156	.085	.223	1.839	.072
(Constant)	1.588	.346		4.595	.000

19 statistical results

As shown in previous tables we conclude the following:

There is two of TL dimensions are affecting significantly and positively on AI, namely Idealized Influence and Inspirational motivation, Intellectual Stimulation is also affecting significantly and positively on AI but at the (0.1) level.

Discussion:

- The results showed that most of the TL dimensions are significantly affecting AI, except Individualized Consideration which did not show a significant effect, the researchers refer this to the educational public sector environment in Syria and prevailing organizational culture which do

not encourage caring about individual needs and problems. Especially when taking in consideration the period of study which conducted during an economic and social crisis, therefore managers couldn't assist the workers in fulfilling their needs especially fiscal needs.

- Other three dimensions were intangible and focus on emotional and ethical sides and brainstorming which effect on AI because it depends on workers well-being.
- The results also show that all TL dimensions were high generally with favor to charisma and Inspirational motivation.
- The results show high score of AI mean for administrative leaders at higher institutes of management in Syria, the crisis conditions may force participants to seek innovative style and ideas to deal with exceptional rules forced by the crisis in Syria.
- Leaders feels board with the repetition of work performing procedures, which indicate to lower satisfaction with administrative procedures that come from "organizing universities' law", which makes sense when taking in consideration that innovation does not meet always with procedures and bureaucratic culture that educational public sector cannot get out of.
- There are significant differences between males and females in TL and AI means at Syrian universities with favor to males, the researcher refers it to masculinity culture in Syrian society which tends to males especially in charisma dimension.
- There is favor to males also in AI due to occupying higher positions at higher institutes and the higher desire to take responsibility than females.
- Participants who hold university degree or lower have higher consideration for TL and AI behaviors compared by other groups, followed by diploma & master holders and PhD holders. This refers to high level of education among participant which make lower effect of TL and charisma on them. Due to their knowledge and specification, higher degrees holders seen works as an innovation in lower manner comparing to lower degrees holders. But these differences are not significant.
- There is no clear different between administrative and academic workers in considering TL and AI behaviors applying. This means that work type was not influencing to reach innovation or apply specific leadership behaviors.
- There is two of TL dimensions are affecting significantly and positively on AI, namely Idealized Influence and Inspirational motivation, Intellectual Stimulation is also affecting significantly and positively on AI but lesser than other two dimensions.

Recommendations:

According to previous results, researchers recommend the following:

- In selecting managers at higher institutes of management, dependence should on who meet the traits and behaviors of transformational leader, as an important indicator to preparing and encouraging innovation at these institutes.
- Search for charismatic leaders or individuals at higher institutes of management, because of their actual role in generating innovation.
- Clarify to leaders at higher institutes of management the importance of focusing on Inspirational motivation because of its important effect on creating the motive for innovation, which enforce the importance of focusing on worker values and believes and spiritual sides.
- Focus on cultural diversity management at higher institutes which may contribute in brainstorming that effecting on AI as showed.
- Give more flexibility to higher institutes by regulating special law like higher institute of business administration regulations, especially in scientific research and bonuses.
- Work on creating AI award in each institute and over all institutes and economy schools in collaboration with trade and industry chambers.

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