NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

INNOVATION AND KNOWLEDGE MANAGEMENT

MASTER'S PROGRAMME (MSC)

MASTER'S THESIS

THE IMPACT OF LEADERSHIP STYLES ON KNOWLEDGE MANAGEMENT REQUIREMENTS: A CASE STUDY OF SLAHADDIN UNIVERSITY

RAWAND YOUSIF HAMASALEH

NICOSIA
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PREPARED BY

RAWAND YOUSIF HAMASALEH

20146881

THESIS SUPERVISOR

ASSOC.PROF. DR. MUSTAFA SAĞSAN

CO-SUPERVISOR

ASSOC.PROF. DR. HEJA BADRXAN

NICOSIA

2017

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES

Innovation and Knowledge Management Master's Program

Thesis Defense

The impact of Leadership styles on Knowledge Management requirements

We certify the thesis is satisfactory for the award of degree of
Master of Innovation and Knowledge Management (MSc)

Prepared by

RAWAND YOUSIF HAMASALEH

Examining Committee in Charge

Assoc. Prof. Dr. Serife Eyüpoğlu	**Near East University** **Dean, Faculty of Economics &** **Administration Sciences**
Dr. Behiye Çavusoğlu	**Near East University** **Department of Economics**
Assoc. Prof. Dr Mustafa Sağsan	**Near East University** **Department of Innovation &** **Knowledge Management**

Approval of the Graduate School of Social Sciences
Assoc. Prof. Dr Mustafa Sağsan
Director

ABSTRACT

Recently, many types of research in Knowledge management have addressed the topic of Leadership. This thesis introduces a theoretical model that shows the impact of leadership styles on knowledge management requirements for the heads of departments of Salahaddin University in Erbil province. The research community is composed of all the heads of departments of the University with master and doctorate degrees, their numbering Seventy-one (71) heads of departments, according to (The university Academic-Year 2015-2016). Also, based on the literature review and research model the independent variable is Leadership styles with their components (Democratic, Autocratic & Laissez-faire) and the dependent variable is Knowledge management requirements with their components (Cognitive needs & Cognitive awareness). To test this model, a survey was run. Seventy-one copy delivered to the heads of departments, and all of them were correctly filled out & received. To test the Data, SPSS V.23 used.

Results show that the levels of knowledge management requirements with cognitive needs are significantly high, and cognitive awareness has reached an average level. Also, the level of Democratic style significantly high, whereas autocratic and laissez-faire styles are relatively low at Salahuddin University. The highest positive correlation significance is found respectively in knowledge management requirements and the Democratic and Autocratic styles. It is found that scientific qualifications, the male gender, and the Democratic style have positive correlation significance with cognitive needs. However, the highest significance is found between cognitive awareness, high scientific qualifications, Autocratic style, Laissez-fair style, the large number of years of experience, and the male gender.

Keywords: Leadership, Leadership styles, Knowledge Management, The relationship between Knowledge Management and Leadership Styles & Salahaddin University.

ÖZ

Son zamanlarda bilgi yönetimi alanında yapılan birçok araştırmada , yöneticilik konusuna da değinilmiştir. Bu tez, Erbil ilindeki Salahaddin Üniversitesi bölüm başkanları için liderlik stillerinin bilgi yönetimi gereksinimlerine olan etkisini gösteren bir teorik modeli tanıtmaktadır. Çalışma, 2015-2016, baz alınarak yüksek lisans ve doktora düzeyinde görev yapmakta olan 71 bölüm başkanını kapsamaktadır. Yapılan literatür incelemesinin sonucunda liderlik ve liderlik tarzları (Demokratik, Otokratik ve Nemelazima) bağımsız değişken olarak gösterilirken, bilgi yönetimi gereksinimleri ve bileşenleri (Bilişsel ihtiyaçlar ve Bilişsel farkındalık) bağımlı değişken olarak gösterilmiştir. Bu bilgilerin saglamasının yapılması için bir anket hazırlanmıştır. Hazırlanan anket 71 kopya olarak ilgili bölüm başkanlarına dağıtılmış ve doldurulduktan sonra teslim alınmıştır. Toplanan verilerin saglamasının yapılması için SPSS V.23 programı kullanılmıştır.

Sonuçlar, bilişsel farkındalığın ortalama düzeye ulaşırken, bilgi yönetimi gereksinimleri ile bilişsel gereksinim düzeylerinin önemli derecede yüksek olduğunu göstermiştir. Bu sonuçlara ilaveten, Salahuddin Üniversitesi'nde demokratik tarz liderlik biçimi otokratik ve Nemelazima liderlik tarzına göre belirgin bir şekilde yüksek bulunmuştur.

En yüksek pozitif korelasyon önemi sırasıyla bilgi yönetimi gereksinimleri ve demokratik ve dtokratik liderlik stillerinde görülmektedir. Bilimsel niteliklerin, erkek cinsiyetin ve demokratik stilin bilişsel ihtiyaçlarla arasında önemli bir pozitif korelasyon olduğu görülmüştür. Fakat en önemlisi, bilişsel farkındalık, yüksek bilimsel nitelikler, otokratik stil, Nemelazima tarzı, çok yıllık deneyim ve erkek cinsiyet arasında bir bağlantı bulunmuştur.

Anahtar Kelimeler: Liderlik, Liderlik Stilleri, Bilgi Yönetimi, Bilgi Yönetimi ve Liderlik Stilleri Arasındaki İlişki & Salahaddin Üniversitesi

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LIST OF ABBREVIATION

N:	**N**umber
Q:	Question
HoDs:	**H**eads of **D**epartments
KM:	**K**nowledge **M**anagement
KMR:	**K**nowledge **M**anagement **R**equirements
CN:	**C**ognitive **N**eeds
CA:	**C**ognitive **A**wareness
IT:	**I**nformation **T**echnology

INTRODUCTION

In this century, knowledge is considered as the most valuable resource for the development of organisations, companies, firms, and corporations whether this evolution is related to their survival and competitiveness or related to the improvement, innovation, and profit. How this knowledge is managed successfully is related to the growth of the organisation especially in educational and pedagogical institutions. Knowledge Management (KM) is considered as the starting point of development and change in this century. We can see a correlation between the processes of knowledge and the mechanism and activities of educational organisations because these organisations are knowledgeable (Mahjub & Basman, 2004, 18).

Also, the research of (Kidwell & Johson, 2000) put forth that: adopting strategies and mechanisms of KM in the organisations of higher education is an important and fundamental reason similar to those in business sectors. If it is put to use effectively, it will, without a doubt, distinguish the educational organisation's abilities in making decisions and working on decreasing the time needed to improve their products including: (Curriculum, scientific research, providing academic and administrative services in the best way possible in addition to reducing costs). Intermediate professional colleges, which are also considered as educational organisations. Play a great role in the community based on the nature of its work that provides a range of scientific. And professional proficiencies in a way that do not exist in other colleges so that they attract the attention of students to come and study in their high-level college to support their countries, improvement, science, and humanity in the future. Clearly, the level of any college is related to the scientific level of its instructors. Moreover, the Heads of Departments (HoDs) are also known as active and productive members in the elevating level of the college in the following area which are science, education, choosing instructors successfully to teach, improving the process of scientific research, and innovation. These areas are considered as the base for the improvement of countries. Therefore, this study considers the heads of department as the leaders. Because they consider his tasks and duties as leader depending on how successfully they meet the knowledge management requirements (KMR). The components of KMR are made from two main parts which are Cognitive Needs (CN) and Cognitive Awareness (CA). Cognitive needs are divided

into a set of requirements including: (Data and information, tacit and explicit knowledge, infrastructure and technological and human capital or intellectual capital). Moreover, CA includes: (Planning and implementation, information security, and a subscription to external databases) both CN and CA are considered as knowledge basis. Thus, there needs to be a style of leadership in the college that can provide this main basis of KM. Then, HoDs can later use the process of KM to serve the college specifically and the community in general. Therefore, the style of those HoDs in leadership for providing KMR play a great role in how many the requirements for KM are achieved in the college. Hence, the researcher put forth and explains most well- known leadership styles and theories to show the negative and positive sides of each style. However, for the application of leadership styles by the HoDs of Salahaddin University in Erbil, they depend on three main methods – Democratic, Autocratic, and Laissez-Faire Styles because these three leadership styles are more know. Correspondingly, these three styles of leaderships have a direct impact on the KMR.

CHAPTER ONE

LITERATURE ON LEADERSHIP STYLES

1.1. Concepts of Leadership

The concept of leadership is Varies in a way that it has always been a place for questions and studies. As James MacGregor Burns observes, "Leadership is one of the most observed and least understood phenomena on earth."(Burns, J.M., 1978, 2). Another analyst in the field elaborates: "Leadership studies have suffered from a 'lack of a common language'" (Terry, R, 1993, 11). And if we illustrate the leadership simply as Arndt said; it creates a mutual support relation between the ones that start the work and the ones that do the job (Arndt, Channing, 2012, 33).

The history of the concerns on the topics of leadership backs a long way ever since ancient times, philosophers from the Greek civilisation have given great attention to leadership. Aristotle in the years (322 – 384) B.C.E has said that the governing and economic systems in a country are divided into two parts: Aristocratic and Democratic based on the number of citizens that being ruled. If the number of citizens is little, then the system is Aristocratic. On the contrary, if their numbers were large, the system is Democratic, unless the governing system is based on an inequality of power and resources. For example, an Aristocratic system of government is for the higher, wealthier class. However, the Democratic System of Government is for the lower class. According to Aristotle, the solution for this problem is to establish a constitutional government which is a combination of the governing systems and should be based in such way that the leadership is neither in the hands of the wealthy individuals nor the hands of the poor individuals. Instead, the portion is used to govern and solve problems without the bias of emotions and desires (Nashwan, 2010, 28).

Other civilisations from ancient history have also given attention to leadership including Sumerian era, Pharaohs, Roman civilisation, Chinese empires, in the Arabic civilisation to the prophet of Islam. Prophet Of Islam had a great leadership role in spreading his religion and governing the matters of state because his leaderships and his influence have remained after all of these centuries on the individuals.

In modern history, many schools of managerial thinking have given great attention to leadership including no limit to Scientific Management Principles by Fredrick Taylor, Bureaucracy by Max Weber. Also, other important schools of thinking have paid a great deal to leadership such as Human Relations by George Elton Mayo who gave great importance to the human side which is in other schools had been ignored. This school sees a successful administrative leadership as one which depends on the principle of participation for the ones that are being ruled, and these people should be motivated to invent, to be brave, and to be allowed to participate in decision making. This school also lead the way to the improvement of the methods of leadership by the moderators of jobs because they have to deal with their workers in a softer and better way. This school reckons that worker has to feel that they are a part of the job and are not just going through routines (Rouleau, 2007, 22).

Although scholars of management have given great attention to leadership, they have not agreed on a single definition for it. Hence, this research put forth some definitions for leadership that are given by experts, scholars in management, psychology, and sociology:

- (Katz & Kahn, 1978) say that:

Leadership is the influential increment over and above mechanical compliance with the routine directives of the organisation.

- According to (Kouzes & Posner, 1987):

Leadership is a mutual relation between the ones that are chosen to lead and the ones that chose to be lead.

- Batten, 1989) defines it as:

Leadership is a development of a clear and complete system of expectations to identify evokes and uses the strengths of all resources in the organisation in which the most important component is people.

- (Cohen, 1990) defines leadership as:

The art of influencing others to maximum their performance to accomplish any task, objective, or project.

- (Bass, 1990) sees leadership as:

Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members.

- (Yuki & Fleet, 1990):

Leadership is viewed as a process that includes influencing the task objectives and strategies of a group or organisation, influencing people in the organisation to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organisation.

- (Kouzes & Posner, 1995) define it as:

Leadership is the art of mobilising others to want to struggle for shared aspirations.

- (Capezio & Morehouse, 1997) according to them, leadership is:

The ability to influence individuals or groups to think, feel and take positive action to achieve goals.

- (Bolden, 2004) sees it as:

Leadership is a complex phenomenon that touches on many other important organisational, societal, and personal processes. It depends on a process of influence, whereby people are inspired to work towards group goals, not through coercion, but through personal motivation.

- (Vroom & Jago, 2007) define it as:

Leadership is a process of motivating people to work together collaboratively to accomplish great things.

- (Van Vugt, Hogan, & Kaiser, 2008) define it as:

*(*a) Influencing individuals to contribute to group goals and (b) coordinating the pursuit of those goals.

- (Yuki, 2010) says:

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

- (Northouse, 2010) defines it as:

Leadership is a process whereby individual influences a group of individuals to achieve a common goal.

Therefore, The researcher can say that leadership is the presence of a diverse knowledge about the leader and the characteristics of being a leader. So that the leader can, by the knowledge that he possesses, attract the attention of the individuals or groups to affect them in such a way that they all see the same objectives. And do their assigned tasks effectively to achieve the shared goals.

1.2. The concept of Leadership Styles

The styles of leadership have a significant effect on the on those people who were ruled whether those people are working in organisations or different areas of daily life. For example, the style of ruling a country in a way that strengthens the sense of nationalism of the ruled people because they would better serve their community. Or a military leader's style and charisma that makes his soldiers more bravely achieve their goals. Or even how a company manager can better motivate his employees and grab their attention in a way that they would do a better job for a company. On the other way around, how an employee can adopt such a leadership style that he can have an impact and motivate other employees to do anything and achieve any goal (Iqbal & Haider, 2015). Each type of leadership has its kind of impact on the ones being ruled. Also, the organisational structure has an effect on the type leadership that will be implemented in the organisation. Whether that effect is negative or positive depends on the effectiveness of that type of leadership, and that in turn affects the organisational performance (Jiang, 2014).

Leadership is made up of the influence on individuals or groups of people. Making use of the objective meaning or the ways of leadership alone is not enough to make an effective leader. Moreover, innate talents, which exist in people, should be taken advantage of; the strengths that exist. And differ from one person to another, and an effective leader needs to work with his strengths and work to eliminate his weaknesses. And have the power to see the bigger picture when faced with a problem also to be able to solve the problems he faces with the ones he rules. A leader must be able to serve the ones he rules in a way that he would have a positive effect on them (Venus & Van, 2013, 53-68).

History has recorded many types of leadership for us including not limited to:

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(Autocratic leadership styles, Bureaucratic, coaching styles, Emergent, Laissez-Faire leadership styles, influential, transformational leadership, Charismatic, Transactional, and Democratic). As we go further, we would get into more details about the styles of leadership.

The styles of leadership have been changed throughout history. Additionally, a style of leadership may change from place to place depending on the differences in intellectual levels, cultures, norms, the level of education…etc. Hence, the right style of leadership needs to be used in the right place. It is one of the characteristics that a leader must have, but many times we see that a leader uses one style of leadership for all given situations. In fact, this rigidity is not a good leadership because a successful leader needs to change his style based on the situation. For example, he needs to have a soft style with the ones ruled if the situation required it. Alternatively, he needs to engage the people by letting them know about the situation, asking them for suggestions, and getting their help to solve problems. In different situations, he might need to use motivation, or when a person does an inappropriate action, he needs to issue a penalty for them according to the company's regulations. Therefore, a successful leader is one that in a given situation can give the most attention to the people and make them want to follow him and positively achieve their goals (Landis et al., 2014, 97).

In 1964, Blake and Mouton, two management theorists, created a model called the Managerial Grid Model **Shown in Table 1.1** which shows five different styles that help the leader divide his attention between two concerns: people and production.

Table 1.1 Blake & Mouton's Leadership Grid

Concern for People	High	4		5
	Middle		3	
	Low	1		2
Leadership Grid		Low	Middle	High
		Concern for Production		

- The style of the leader who gives little attention to production and people altogether: this shows a case of total negativity, and no one with these traits can practically be called a leader. This is in Area 1 of the table.
- The style of the leader who gives great attention to production and little attention to the people: this style only concerns itself to production, and the leader's mind only cares about the production alone. It is in Area 2 of the table.
- The style of a leader who gives a shared attention to both the production and the people. This sharing might be little in the sense that it might be just enough to finish the job, he works in a way just so that he can maintain the sharing. It is in Area 3 of the table.
- The style of a leader who gives great attention to people and little attention to production. This style is in Area 4 of the table, and this area shows a leader who has most of his attention on the people and the work has a friendly and soft atmosphere. Production is not that important, and they do not talk about it in that way.
- The style of a leader who gives great attention to both people and production in the same time. This works when the people are always ready for work and follow the instructions of their leader and the leader, in turn, takes his role by committing to the production and the people. This style is shown in Area 5 of the table, and it is considered as the best style of leadership According to Blake and Mouton.

Other researchers look differently at the styles of leadership. They consider how a leader makes decisions and to what extension does he give way to his community or his helpers in helping him make decisions? According to both researchers Tannenbaum and Schmidt, we have seven ways how a leader might act, and that is by giving freedom or opportunity to help him decide or involving them in the decision. These ways are divided between the leaders who make all the decision making by themselves or the ones who give way to his helpers to be free in decision making, and this is by doing their jobs by the least supervision. The figure below **1.1** provides a summary of the seven ways (El Humairy, 2015, 90-91).

Figure 1.1 Leadership Continuum Theory
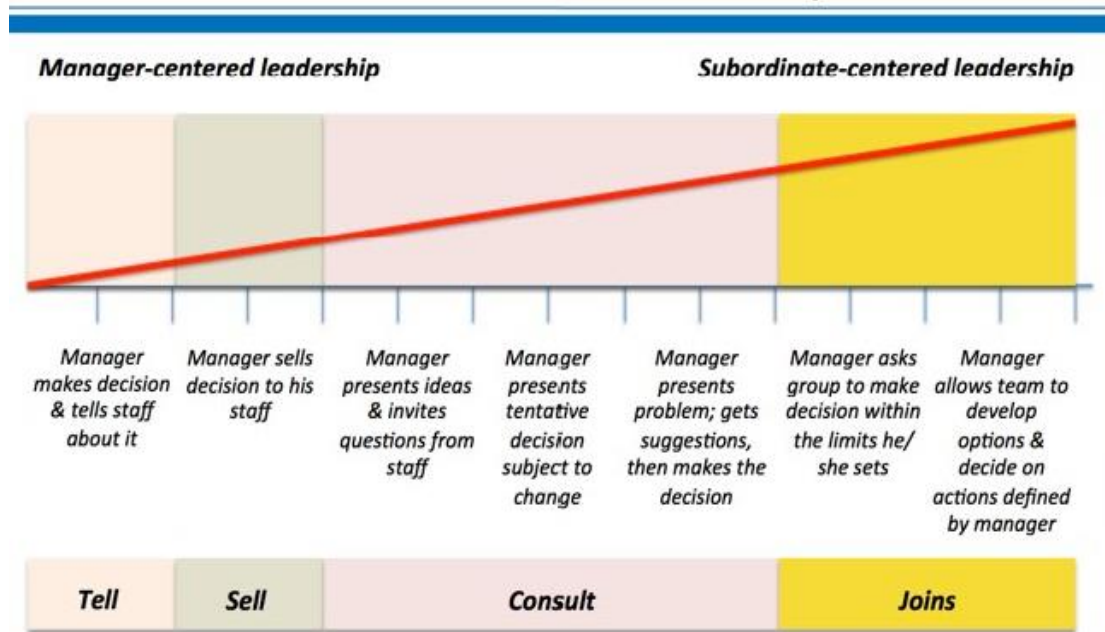
Source: Lussier, R.N. & Achua, C.F., Leadership: Theory, Application, & Skill Development, 2010, 356.

1- Manager makes a decision and tells staff about it

In this case, depending on the situation, the manager analyses the problem and makes alternative solutions. Then, he chooses an alternative solution that he believes in and eventually enforces his decision on his helpers and employees. Depending on this style, the manager himself begins his steps towards making a decision without consulting his helpers or employees despite thinking about the consequences of his decision. In this case, the manager gives no way for his assistants to participate in administration.

2-Manager sells decision to his staff

The only difference that this case has with the previous one is that the manager would convince his helpers and employees about the decision before forcing the decision. Also, a manager sometimes would feel that if he enforces a decision on his employees right away, they might stand against him and for that reason he starts convincing and informing his employees about the details of his decision in advance and then enforces it.

3- Manager presents ideas and invites questions from staff

In this case, a manager begins to make a decision but does not enforce it. As a substitute, he presents his ideas to his helpers and employees so that they accept it

and then he enforces the decision. After he presents them his ideas and purposes for the decision, he invites them for questions so that he makes their opinions closer to his decision. Subsequently, the good and bad sides of the decision become known to both sides.

4-Manager presents tentative decision subject to change

This style shows a great openness to the employees to be a part of the decision making. In this case, the manager starts to analyse the problem and then chooses the best alternative solution according to his opinion. However, that decision is a primary one, and later on, the manager presents the problem to his employees and shows them ways that they can take to find a suitable solution for the problem. Finally, the manager tells the employees to discuss it, and he listens to their notes and suggestions. However, he keeps the final decision to himself. This style of leadership gives the employees a chance to present their ideas and have a particular effect on the final decision of the leader.

5- Manager presents the problem, gets suggestions and then makes the decision

The behaviour and the style of this kind of leadership give way to the employees to give their opinions and notes which strengthen the decision that the manager makes. In this case, the manager presents a problem that he realises exists and asks the employees to give their opinions about what they have faced. And dealt with in their daily lives, in this case, the manager does not only listen to their opinions, but he seeks to get knowledge and experience about what goes on in real life. Eventually, the manager takes the opinions of the employees and some of the knowledge he has and comes up with an alternative solution for the problem according to his view of the situation.

6- Manager asks a group to make a decision within the limits he/she sets

This style shows the transfer of decision making from the leader to his helpers and employees. In this case, employees decide the best alternative solution according to their opinions. In here the leadership of the Manager is seen in that he defines the issues and the problems. Also, he sets some limits for the employees like financial, administrative, or time related that they cannot cross when making the decisions.

7- Manager allows team to develop options and decide on actions defined by manager

This type of leadership behaviour gives the biggest amount of freedom of decision to the employees and teams of the leader. However, this type is practically very rare and is usually only used in very special cases. This type can be seen for example when the manager asks a team of researchers to do a research project or projects where the manager gives them a way to discuss a subject freely and analyse the problem and give an alternative solution. Although the team has freedom, it does not mean there are no limits to their liberty because the team relies on the leader who needs to clarify for them at the beginning of the task. Since we have explained the seven styles of a leader, we need to ask which style is the best for a leader. Moreover, the answer is that there is no absolute answer. Although in the table appears that the styles midway through are the best ones as a general rule, sometimes a leader is forced to use options from the right or the left side because as we discussed before, the style and behaviour of a leader should be fluid depending on the situation. Also, the geographical distance of the leader from the working area of the employees, his experience and speed in decision making. Or the sensitivity of the subject and the urgency of the decision making. Or any other reason for any particular situation can make the leader choose a particular style that works best for the situation (Tannenbaum & Schmidt, 1973, 3-12).

1.3. Theories of Leadership

Since the nineteenth century up to the twenty-first century, we have seen many theories about leadership being developed. However, there is no particular agreement on a particular definition of leadership theories. In the beginning, we see that the theories mostly gave attention to the categorical difference between the leader and the people being ruled. Also, they gave more attention to the qualities of a leader, and they talked about how a leader has some qualities which he is born with which separates him from other people. However, the theories have been changed with a time that they gave more attention to underlying reasons for how a leader behaves, his experience, and his attitude. Additionally, in the new era, more attention was given to the humanitarian side of a leader which was ignored previously. In this context, the researcher starts to analyse the most important theories in chronological order (Northouse, 2012).

1.3.1. Great Man Theory

This theory is considered as the oldest leadership theory. It claims that a leader is born a leader and cannot be created. The founding of this theory goes back to Thomas Carlyle in 1840. One of the famous quotes from Thomas Carlyle is:

"The theory of the world is but the biography of great men" (El-Hummairy, 2014, 179).

This theory gained great popularity in its time, and many great writers paid great attention to it. The central idea of this theory is that the ability to lead is related to some personalities, and the right time allows a leader born with certain charms that affect people and allows him to lead them successfully. Although this theory is old, it still has its importance within some people that perceive a leader as a unique person who has a certain charisma and appealing characteristic. These characteristics enable him to be a leader. In sum, a leader has leadership is in his blood.

1.3.2 Trait Theory

On the foundation of Great Man theory, the Trait theory was found to define the main traits of leadership that rely on the personality of a leader. This theory assumes that a leader is born with some traits and qualifications. These traits make a person qualified to be a leader. We can see a similarity between the Trait and Great Man theory in that they both focus on the qualities of a leader who can only be born with. They did many types of research on this theory to identify those traits which qualify one as a leader. However, after many years, they identified many traits that identify a leader, but their problem is that they could not identify a common set of traits. For example, a certain leader might have some of those traits which qualify one as a leader. However, it did not necessarily mean that if that leader did not have those traits, he would not be a leader (Goff, 2003).

One of the leading theories that focus on qualities, traits, and the personality of a leader was the Gordon Allport theory which was founded in 1936. The theory stated that the English dictionary contained 4175 words that describe personality traits and started to categorise these personality traits into three levels:

- Key traits are the traits of a person which are the most prominent and appear the most in his behaviour; the traits that the person is mostly known for some of those traits may include: bravery, leadership, and honesty.

- Central traits are that make a person and are mostly influence how a person behaves. Some of those traits may include passion, modesty, love, and loyalty.

- Secondary Traits are the traits of a person that usually appear in particular situations and do not define a person. Some of those traits may include belligerence, nervousness, fanaticism, and stratagem.

Another theory about the main leadership traits and his activities was founded by (Stocgdill, 1974). We will explain the theory in the table below.

Table 2.1 Leadership Skills & Traits

Traits	Skills
- Adaptable to situations	- Clever (intelligent)
- Alert to social environments	- Conceptually skilled
- Ambitious and achievement-orientated	- Creative
- Assertive and decisive	- Diplomatic and tactful
- Cooperative	- Fluent in speaking
- - Dependable	- Knowledgeable about group task
- Dominant (desire to influence others)	- Organised (administrative ability)
- Energetic (high activity level)	- Persuasive
- Persistent	- Socially skilled
- Self-confident	
- Tolerant of stress	
- Willing to assume responsibility	

Source: Adopted from; Bolden, Gosling, Marturano, & Dennison (2003) 7.

1.3.3. Behavioral Theory

This theory works on the actions that a leader takes rather than the traits and qualifications. This theory assumes that a person needs to be raised and practised to become a leader, therefore, being opposite to the two previous theories that assumed that a leader is born and cannot be created. The researchers of that time needed to find another way to study leadership because they found it to be hard to put a standard for leadership; what are the qualifications that make a leader? Loyalty or honesty or belligerence?

One of the most knows a researcher in the Behavioural theory was Douglas McGregor who found the (X & Y) Theory explained in his first book in 1960. This theory was an important beginning to the development of correct administrative

behaviour. McGregor assumed that two models define the way a leader may lead his people. Some leaders are affected by the X theory which makes them think that people do not like to work and they like to avoid responsibility. In contrast, the leader that is affected by the Y theory thinks that people love to work and people naturally want to have responsibilities. Consistent with the X theory, we get negative results because the leaders who rely on this theory think that they have lazy employees that avoid working. Then, the leader thinks that he needs to put his employees under an intensive surveillance so that he makes sure they do their jobs.

Figure 1.2 The Difference between the X and Y Theories

'Theory X'

'Theory Y'

management

staff

Businessballs/McGregor 2002-14

Theory X - authoritarian, repressive style. Tight control, no development. Produces limited, depressed culture.

Theory Y - liberating and developmental. Control, achievement and continuous improvement achieved by enabling, empowering and giving responsibility.

staff

management
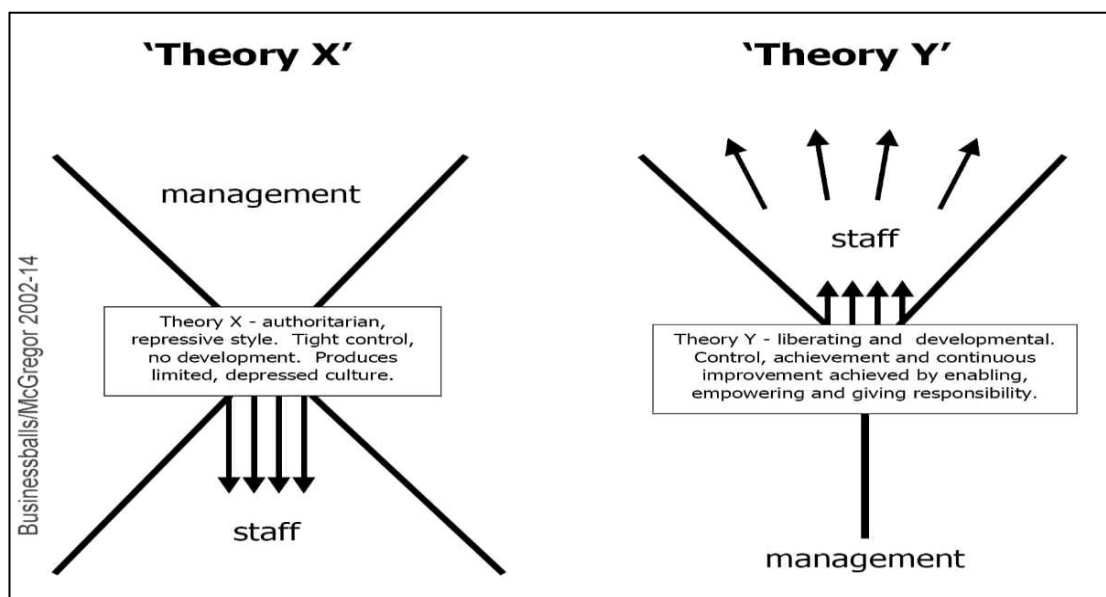
Source: Bolden, R., et al., A review of leadership theory and competency frameworks. (Centre for Leadership Studies, University of Exeter, 2003), 7.

This kind of approach is far from friendly. It creates a bad and stressful environment for the employees, and this leads to bad effects on the organisation and employees. However, in the Y theory, which is mostly used by the liberal leaders, we get a good result which is seen by a better performance by the employees, and it increases production; this way motivates the employee to use his intellect and abilities to better work and invent new ways. A leader who uses the Y theory is described as a good, effective leader and he creates a good psychological environment for the employees (Van Seters & Field, 1990).

1.3.4. Situational Theories

Many researchers have given great importance to this theory and given many Situational theories, most known one being the Hersey-Blanchard Situational

Leadership Model. In one hand, This type affirms that the success of a leader relies on his ability to change his leadership behaviour depending on the given mindset and level of intellect of his employees. On the other hand, the requirements that the job needs at the time. According to this theory, a leader needs to focus on the job and affirm the mission while at the same time give great importance to the interpersonal connections between his employees and teams so that by this balance everyone can do their jobs and work on the mission successfully (Graeff, 1983, 285).

According to this theory, there are four main styles of leadership:

- Telling: in this style, the leader directs the people and teaches them how to do their jobs. In this style, there is a lot of surveillance and communication is weak.

- Selling: in this style, the leader provides necessary information for his people and gives them a correct direction and explains the situation and supports them. In addition, he creates a good space for communication and creating close connections between himself and the people which can satisfy them.

- Participating: in this style, the leader insists on mutual opinions and collective decision making. In this case, the connection is very friendly.

- Delegating: in this style, the leader allows the employees and teams to take responsibility and take decisions. In this case, the leader observes and watches his people from far but does not usually take part in decision-making.

Figure 1.3 Situational Leadership Theory
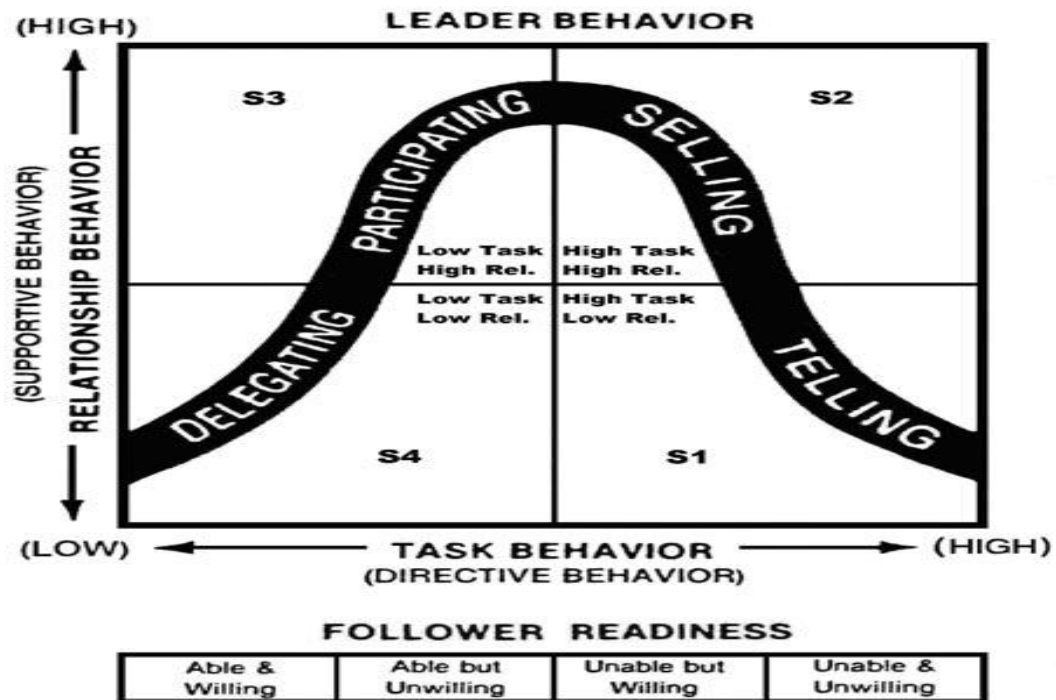
Source: Hersey, P., & Blanchard, K. H. (*Management of organizational behavior: Utilizing human resources*. Prentice-Hall, Inc., 1993), 837.

The leader who uses this style has to be able to use alternative ways of leadership as needed. The leader needs to know the level expertise of his employees and according to that give them tasks using the style of leadership most suited for each employee. To further understand the Situational Leadership model, we look at how when the level of understanding of the employees is high; the situational leadership style is less used. In this case, the leader does not intervene with his employees much when they are doing their jobs. As well as, the leader trusts that the employees will do the best they have and will be able to finish their tasks. In contrast, when the level of understanding and working of the employees is low, the leader focuses on the tasks that he gave to the employees and will become an observer watching their every action and giving them instructions on how to do their jobs. Sometimes, an employee might have the ability to do the job, but does not trust himself or is not comfortable with the job given to him. Hence, the leader needs to help and take part with the employee in the job to change what the employee thinks about the job, and their ability to do it. This creates trust and assurance in the employee. For this situation, the leader uses the selling style in satisfying the employees and teams to direct them to do their jobs the best way they can.

The Hersey-Blanchard theory sees that leaders need to use a soft style and arrange their style depending on the situation of the employees. Also, they need to change their style by time; as understanding and trust begin to develop between both sides, and the employees begin to gain more experience and knowledge, the leader needs to lower his level surveillance on the employees. Leadership is used less in this case, and vice versa is true (Graeff, 1983, 285-291).

1.3.5. Contingency Theories

Contingency theories assume that there are some appropriate environmental conditions, which make way for an appropriate leader for the situation to be made. Those reasons and conditions are also connected to the style of leadership of the leader, the ability and personality of the employees, and many other reasons related to the environment of the workplace. This style of leadership is, in fact, a type of Situational Theories. However, the differential point of this style model other styles is that it asserts the style of leadership always depending on the given situation and circumstances. Therefore, this style always needs to be changed according to situations and circumstances. This style of leadership is used by most international organisations because they understand that every country has its customs, traditions, ways of thinking, and religions. It means that the level of understanding of people changes from one place to other. Thus, a successful leader is the one who can go through the changes and deals with his employees according to their situations and conditions (Yukl, 2002).

One of the leading researches about the Contingency Theory was the Fiedler Theory. The theory set three conditions that a leader can use to direct his work. The conditions are:

1. Leader-member relations: How well do the leader and employees get along?
2. Task structure: Is the job highly structured, fairly unstructured, or somewhere in between?
3. Position Power: How much authority does the manager possess? (Bolden et al., 2003, 8)

Figure 1.4 Fiedler's Contingency Model

Findings of the Fiedler Model

• Category	I	II	III	IV	V	VI	VII	VIII
• Leader-Member Relations	Good	Good	Good	Good	Poor	Poor	Poor	Poor
• Task Structure	High	High	Low	Low	High	High	Low	Low
• Position Power	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
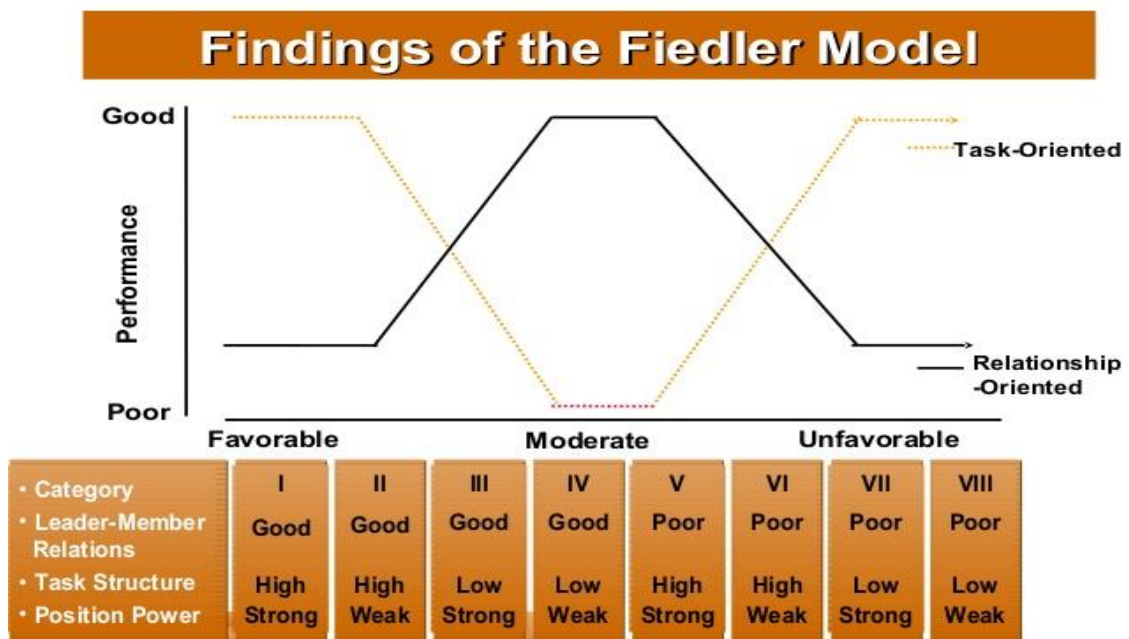
Source: Klenke, K.. Meta-analytic studies of leadership: Added insights or added paradoxes? (*Current Psychology*, *12*(4), 1993), 326.

Fiedler asserted that an effective and active leadership relies on how good the leader is, his level of control, and how he decides in different situations. Also, Fiedler came to the conclusion that the style of leadership stays constant and does not change with situations and circumstances. Also, he found that when the situation changes and the style become ineffective, the leader needs to change one of the following variables:

- Improving the connection with the employees.
- Restructuring the task framework.
- Giving more power to the leader or the leader needs to change his style (Jauda & Alyaffy, 2006, 91).

In addition, Fiedler pointed out the changes in behaviour and summarised the way an effective leader behaves in three points shown below:

1. Improving the connection between the leader and the employees.
2. Reconstructing the framework of duties.
3. Increasing the power and authority of the leader.

Based on above mentioned, we see that the behaviour of the leader changes based on the situation and according to the difference between the changing levels of the old behaviours and also considering the softness in the behaviour of the leader when using different styles of leadership. The activeness and ability of any organisation

rely on the mixing of the styles of leadership and the nature of the behaviour. Ultimately, this depends on the effectiveness of the leader which Fiedler sets as the base of leadership (Hassan, 2004, 54).

1.3.6. Transactional Theory

This theory was first put forward by the sociologist Max Weber, and later Bernard M. Bass went into the details of the theory in the 1980s. This theory, which is usually known as the Managerial Leadership Theory, depends on the principle of punishment and reward. This theory is mostly used in administrative work in which hard working loyal employees are rewarded, and they get punished if they do a poor job or become lazy. To make use of this theory, an information and revision system needs to be developed to ease the use of the theory. Also, according to this theory, leaders do not try to work their way for the future. On the contrary, they only want their daily jobs and tasks to be done smoothly, and they give more attention to the workflow of their employees so that if they make a mistake, they get called for it. Moreover, this style of leadership does not work for times of emergency (Sanders, et al., 2003, 21-31). Within the Maslow's Hierarchy of needs, leadership can be found in the level of satisfaction. In this context, the leader works on the lower levels of the hierarchy and uses the style of exchange with giving rewards for good work and high production. Also a leader utilities punishment for bad work and low production and continues to punish until his problem is solved. Transactional leadership is effective for taking a particular task and accomplishing it. Thus, Transactional leadership focuses on any person to manage the work (Hargis et al., 2001).

This theory depends on the following assumptions:

1. Employees give the best products when the series of references are well given and explained.
2. Employees are motivated by punishment and reward.
3. The submission of the employees to the instructions of the leader is the main priority.
4. Employees need to be reviewed closely to achieve certainty for the prospects.

Based on above-mentioned assumptions, we can see that giving rewards and punishments depends on the activeness and abilities of the employees. In this

context, the leader sees and treats employees assigned contracts between both leader and employees. If this contract is not written, then a style of a transactional contract manifest itself when the leader and employee are in practice. Then, the employees start to offer good work to earn rewards whether they are financial or being a beneficiary of some other type of reward. On the contrary, if they did not do their jobs effectively, they would feel the responsibility for it or get reprimanded.

1.3.7. Transformational Theory

Transformational leadership is a style of leadership that motivates individuals and creates a sense of courage in them to do their jobs. These feelings in the individuals are created by the characteristics of their leader. In this style, the leader takes the role of a motivator to affect his employees so that they do their tasks because the leader via creating trust and openness with his employees in conjunction with being good person achieve his goals. One of the most known publications, that talk about transformational theory, are the publications of Bass and Burns that work on the assumption that a leader has a certain power and appealing with which he can attract the attention of his employees to himself and show them his vision for the future. By utilising these powers and attractions, he can impact them and work on their emotions and morale to achieve great goals (Bass, 1985). According to Bass and Avolio, transformational leaders display behaviours associated with five transformational styles which are shown in the below:

Figure 1.5 Transformational Leadership Styles and Behaviours
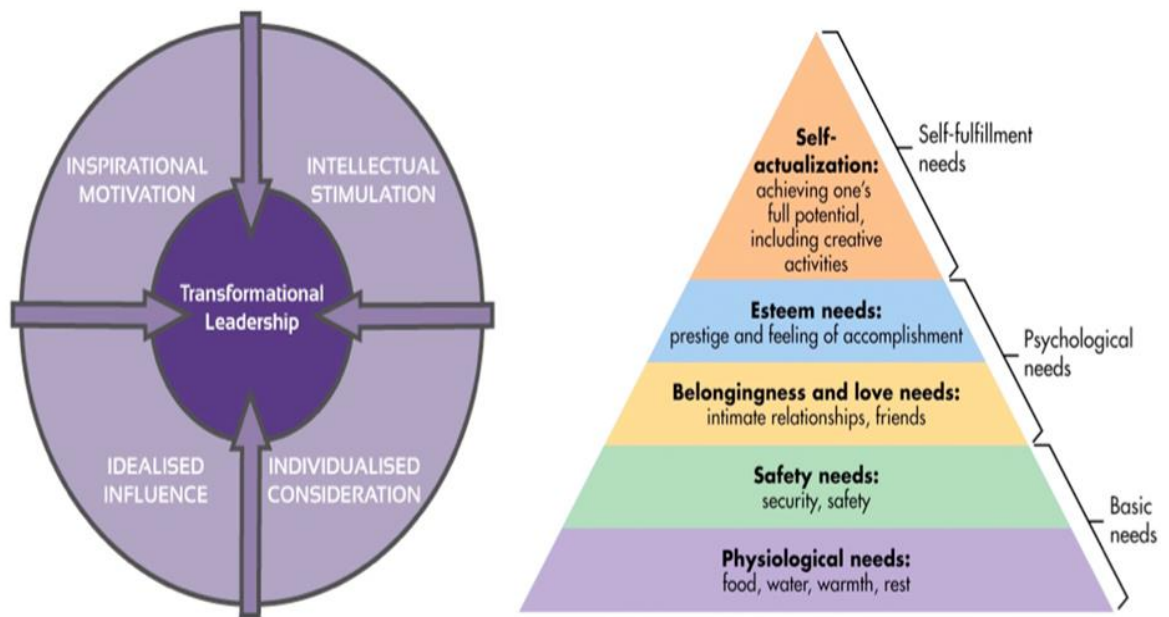
Source: Bass, B.M. & Avolio, B.J. Improving organisational effectiveness through transformational leadership. (Thousand Oaks, CA: Sage Publications,1994), 49

Hence, we can see now that transformational leadership is the style with which a leader can transform people and organisations to a situation in which their minds and conscience to adapt to better understanding, better vision of the bigger picture, a then according to these virtues changing their attitudes for best outcomes. These changes and adaptions to remain forever.

In this Context, the leader has the job to teach individuals about what is right and what is wrong so that they feel more responsibility and get a higher level of understanding. It is the duty of the leader to change the vision of the benefit of the individual to the benefit of all and the benefit of the organisation (Judge & Piccolo, 2004). A transformational leader has to be a pioneer in finding new, different, and rare ways in his profession. The leader needs to continuously try to find improvements. These improvements not only include the thinking, principles, and morals of the individuals but also includes to better serve the needs of their co-worker and colleagues. Moreover, The leader emphasises on improving employees' levels of moralities and emotional states. Undoubtedly, that the leader here sees that if the individuals have better levels of intellect and are improved. Then the level of the organisation itself would be more positive in all aspects. The image below shows us the effect of transformational leadership on organisations and individuals:

Figure 1.6 Transformational Leadership

Additive Effect of Transformational Leadership

1.3.8. 3D Theory (Three-Dimensional Theory)

Professor Bill Reddin proposed a theory which offered an easy method of measurement called "situational demands". This theory helps a leader get the most results from the tasks and jobs around him. This theory depends on two main dimensions for leadership which the Ohio States Studies later called "Task-dimension" and "Relationships orientation". Then, and he later proposed the third dimension and called "Effectiveness". Then, He conceptualised the third dimension is about a proper style when a leader chose for a particular situation as logical choices (Lunenburg & Ornstein, 2011). Then, the outcomes of these logical choices create the effectiveness dimension. To more elaborate, the three-dimensional leadership theory can be understood as follow:

1- Task-dimension: It is the scope in which the leader exercises his directions on employees' effort towards achieving the goals.

2- Relationship dimension: It is the scope in which the leader exercises his personal relationship with the leader. In this context, his personal relationships are characterised by mutual trust between the leader and employees with respect their opinions and feelings.

3- Effectiveness dimension: It is the scope in which the leader can achieve his goals through the tasks and functions that assigned to him as a leader (Nassir, Hasan, 2004, 50).

Figure 1.7 Reddin dimensions theory
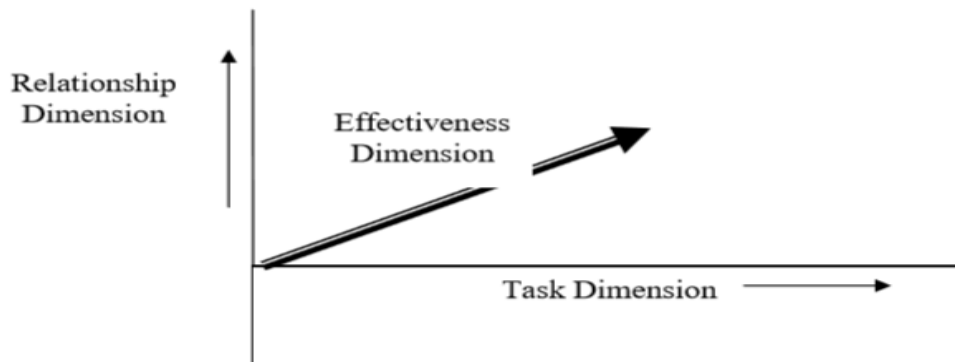
Reddin through these three-dimensional reaches to eight leadership styles resulting in four latent styles. After activating these four hidden styles, four effective leadership style appears. The three-dimensional theory becomes four effective styles and four less effective style; This is shown in Figure 1.8 (Nasser, Hassan, 2010).

First – The Four Less Effective Styles:

- Deserter:

This kind of leader does not give much attention to the tasks and relations. The style of this leader is always ineffective. This style of leadership is always seen negatively because it has a negative impact on the relations among individuals, their desire to work, and it also does not give them sufficient information because of the negative communications.

- Missionary:

This kind of leader possesses good relations with his surroundings. However, he would not be able to achieve his tasks since he gives more attention to his relation with the individuals. Because all his efforts go to adapting himself to his surroundings, this makes him an unqualified leader in achieving his tasks.

- Autocrat:

In this kind of leadership, a leader possesses a high success at achieving his tasks, but he does not enjoy good relations because he gives more attention to achieving tasks in a way that achieving a particular task gives him lots of joy. This kind of leader does not trust his surroundings and takes a type of middle way of taking decisions. Usually, this type of leadership does not allow involving his employees in a decision-

making process. This kind of leader looks at his employees as they are lazy people that do not want to work. Thus, the leader sees himself as a monitor over his employee. Through this observations, he thinks that his employees do their jobs. This kind of leader uses punishment more when his employees deviate from their tasks.

- Compromiser:

This kind of leader exercises positive relations with his employees and positive outcome in achieving tasks. He also gives great attention to both relations and achieving tasks. However, this kind of leader is weak in making decisions, and in reducing different pressures on his leaderships. As well, he keeps himself from problems, and he leaves the individuals to the problem, letting them decide how to solve it.

Second – The Four More Effective Styles

- Bureaucrat:

This kind of leader gives little attention to both relations and tasks. This leader is known to give more attention to rules and regulations for his interests. He desires to control situations according to his moralities. In addition, a bureaucratic leader sees the system as a sacred thing and is very good at keeping up in line with rules and regulations.

- Developer:

This kind of leader has good relations but is weak in achieving tasks. This leader has good trust in his surroundings and desires to develop his employees and move them forward. Also, he has good authority and feels very responsible. He sees that individuals need to show dominance, have a sense of self-direction, and he also desires responsibility. Moreover, some leaders in this style tend to do hard work so that the employees see him as a self-acting and open-minded leader that does his works and duties.

- Benevolent Autocrat:

This kind of leader is good at achieving tasks, but he is weak in his relations. This leader is known for knowing what is in his surrounding and how he can get the things without getting bored. Also, this leader likes participation and believes in unilateral action. Moreover, this leader depends on rewards for achieving good work.

- Democrat:

This leader that is good at both relations and achieving tasks is seen as a good motivator for people who want high standards. Furthermore, this leader deals with every individual differently; he does not see all individuals in the same way. Moreover, he likes working in teams. Some leaders in this style also wish to better the efforts and endeavours of the others to do work. In this style, the tasks and relations are at the same level and have little issues with each other. Leaders see tasks as the work of everyone; they should all work as one team for the tasks.The leader believes that there will not be a successful task if they all do not work for it. Additionally, in this style, all individuals work together in administration; planning, coordination, and observation. Moreover, this democratic style is recognised an active style of administrating (Nasser, Hassan, 2010).

Figure 1.8 Reddin's 3-D model of Leadership effectiveness
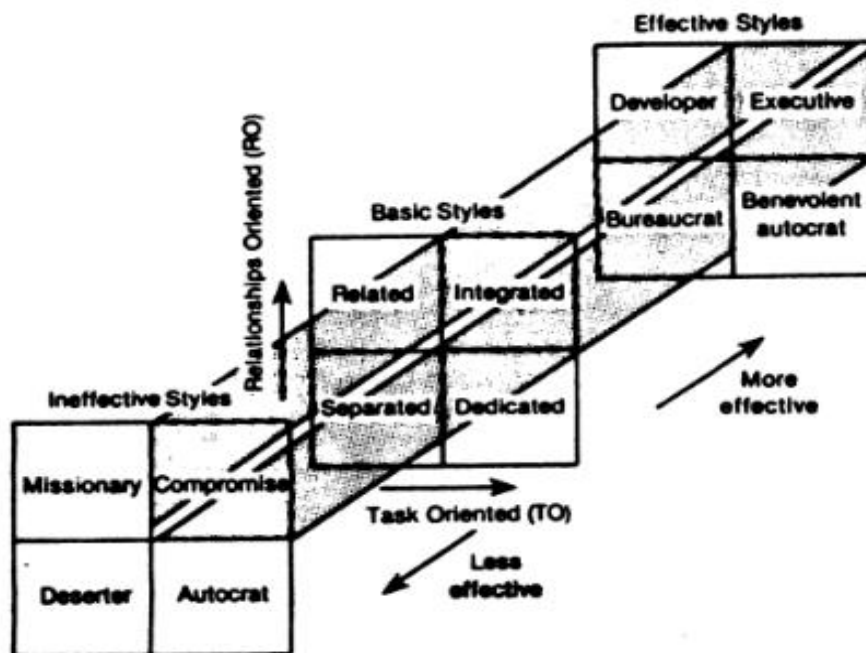
Source: Nashwan, Hassan, The study of leadership in Sociology, management, organizational and psychological, (University of Alexandria, 2010), 26.

1.4. Types of Leadership Styles

Because of Globalization, development, and competition among representatives at organisational or international level. Hence, those who are in charge of leadership, whether it is at organisational level or countries leadership level, need an effective style of leadership that can comprehend this rapid development and the complex environment that arise along with it. In that scope, we can define a leader as the

person who needs to affect others to accomplish a particular task to achieve the particular goals. There is no doubt that the type of leader in his behaviour and how he deals with other people has a significant role in how much he can affect others to achieve those goals. In other words, the style of leadership is associated with the behaviour, abilities, activeness, and the way the leader works by choosing the right ways in the right place and time; having a substituting style for every time and situation. This association is the main factor in the effectiveness of the leader in leading his people.

According to (Voon et al., 37), there is a significant correlation between the style of leadership and the job satisfaction of the employees. Researchers have found some of these effects to be: salary, a stability of the job, a safety of the job, and the flexibility while doing the job. They found that the style of Democratic Leadership has a stronger connection as in job satisfaction. Also, it got clear to them that the style of leadership can have an effect on work performance (Bhatti et al., 2012). Moreover, other researchers argue for the democratic leader because a democratic leader cares that the people who work with him to participate in administration and discussions. Also, it gives better outcome and performance. However, in some situations, a leader cannot comfortably work when the level of participation of his employees to be very high because a leader needs a style of leadership that can offer a quick solution for the problem and allow him to decide without needing to ask for the opinions of his employees. There are many styles of leadership; however, none of the styles is good for all situations. In here, the researcher tries to put forth the most important styles and reveal the positive and negative sides of those styles.

1.4.1. The Autocratic Leadership Style

Also known as the Authoritarian Leadership, this style is made of controlling the individuals in a way that they do not participate in decision making and only allowing some certain people to have power in decision making. Autocratic leaders mostly depend on their opinions in governing and deciding. Also, this leader does not allow people under his rule to give advice. He does not take advice from his individuals. Moreover, this leader takes power given to him to make the ones under his rule do their jobs according to his desires and does not care what they think. He usually depends on threatening and punishments to accomplish the tasks. This style

cares more about accomplishing the jobs rather than the humanitarian side of leadership (Van Vugt, et al., 2004, 1-13).

Characteristics of Autocratic Leadership:

1- The lack of trust from the leader towards his employees.

2- The leader makes the decisions.

3- The abandonment of humanitarian relations.

4- Monopolisation of the ruling by the leader (Dredi, et al., 2015, 36).

An Autocratic Leadership may be useful for some situations. For instance, when a leader needs to make many decisions without consulting his employees or for big projects which many people work in, and it needs to be done quickly, the leader would stress speed and the position of each employee so that they finish the job quickly and effectively. In another example, we see that when a deadline gets closer, and a big amount of work is left to be finished, this kind of leadership is effective. The negative sides of this style include how the employees see the leader as a dictator. Additionally, this may cause hatred and harshness to be created between leader and his employee and between groups and individuals. As a result, it may cause the jobs and tasks not to be finished properly because the employees assume that the leader sees the individuals in a bad way, and does not include them in decision making. Also, Employees feel that they are not qualified and their opinions are wrong (Nassir, 2010, 45).

1.4.2. Bureaucratic Leadership Style

This style of leadership is mostly used for precision and details for a job to achieve standards and safety in. In addition, this style is mostly used for places which have dangerous and hazard such as construction sites, those jobs that deal with chemicals industries and those jobs that deal with large amounts of money. Bureaucratic leaders strictly follow the rules and regulations. They believe that the ones around them should take the same road and give great attention to rules and regulations. This leader is not known to be lenient; he wants people to be committed to the instructions and procedures (Sergiovanni, 1990, 23-27). Some of the bureaucratic leaders choose this style according to their understanding of the nature of the job. This understanding comes from their fear of failure. Moreover, they also fear that the

individuals would not have the ability to successfully do their jobs. Thus, the leaders act first to apply the rules and regulations on the individuals and themselves (Uhl-Bien & Marion, 2009, 631).

The negative side of this style is that it stops innovation from the individuals because this style leads people to get far from the responsibility of producing and using the resources at hand effectively. In this style, the leader and the individuals mostly focus on the rules and regulations in a way that they give it so much attention. Thus, it creates an environment that has no lenience or ignoring responsibilities to improve and increase output and give better treatment to the job.

However, some of the positive sides of this style can be seen when sometimes the duties of the bureaucratic leader are to work on a project in the scientific class. In this case, one of the most important things is details in the project and deviating from the rules and regulations is not good because a scientific project needs details, accuracy, and correctness (Uhl-Bien & Marion, 2009).

1.4.3. Laissez-Faire Leadership Style

Also known as the Delegated Leadership is a style of leadership in which the leaders does not intervene with the employees and allows them to make decisions on their own. Researchers have found that this style leads to the lowest productivity among those individuals they do not have enough experience. One of the common things said by these leaders is "That doing nothing will have no effect on performance" and that "no news is good news" (Gavrileta & Dean, 2014, 83). These leaders assume that if a leader has no response to the performance of the employees whether it is good or bad, it does not affect their performance.

One of the characteristics of this style is that the number of the leaders is very few and total freedom is given to the employees to work and evaluate. Also, in this style, the leader provides the resources and means needed to do the job and assumes that issues would be solved by the employees. The benefits of this style include cases where the individuals in the organisation have a great level of abilities, intellect, and experience. These individuals can do their jobs and duties without needing to be motivated or to be shown how to do their jobs. Another case would be when the leader is doing a scientific project to reach any result, and this is done by experts and people with experience, and he does not need to intervene (Hinkin & Schriesheim, 2008, 1234).

The negative sides of this style can be seen when there is not an ideal way to do the job, and the employees are not experienced enough or do not have enough knowledge to do their duties and make a decision. In other words, those employees who lack KSA (Knowledge, Skill and Ability) do not fit with this style of leadership. Furthermore, some people are not good with meeting deadlines, managing projects, and solving problems. In these situations, when the leader is not there to show the way or does not give attention to the activities, it leads the employees to deviate, to not do their tasks correctly, and to not achieve goals (Skogstad, et al., 2007, 80).

1.4.4. The Charismatic Leadership Style

A charismatic leader is one that creates an environment that is full of positive motivation, abilities, and activities. This style of leadership is not easily learned by leaders and individuals. This leader has many supporters among the people, and this motivates the people to do their best and show the most abilities because of the charisma and traits of the leader. All these characteristics make the individuals always to give their best to impress and get acceptance from the leader (Conger, 1989). The problem with this style is that the individuals are so eager to get the acceptance of the leader and are so connected to the leader that if the leader leaves or gets transferred to somewhere else, the individuals will lose their enthusiasm and their motivation for work.

The benefit of this style can be seen in short-term projects. This leader has usually put in projects that need energy or have physical duties or technical projects. When the leader has made the individuals finish their duties, there would not be a problem if he leaves (Wang, et al., 2005, 173-180). At this point a question arises, can charisma be taught? Charisma is a special quality that some people possess, and this quality works like a magnet on people. However, these traits get created and can be learned by people. One of the most important things is that the person should believe in themselves and their surroundings. Another feature of charisma is the ability of continuation and connection to the surroundings. These characteristics can be obtained through hard work and great trust (Grander & Avolio, 1998, 58).

1.4.5. Democratic Leadership Style

Also known as Participative Leadership is a style of leadership that includes involving the surroundings in decision making. Lots of studies have shown that this

style is the best way to motivate individuals to use their fullest potentials and to increase productivity in a way that the individuals give the biggest effort and work to achieve goals. One of the characteristics of democratic leadership is that the leader motivates individuals to exchange ideas, information, and knowledge. Also, individuals and groups feel that they are in a safe and calm environment. When a Democratic leader leads, his leadership does not only apply to the employees because the employees also contribute to the leadership. Moreover, leader listens to individuals and groups' opinions. The individuals are also motivated in a way that they would want to invent new ways based on the concept of awards, and the leader shows softness so that they work more and share information (Abass, 2004, 161). One of the benefits of employees being motivated to exchange ideas between the leader and individuals. Consequently, the leader gets the best ideas and he can choose the best of those ideas and have the best solution for the problems. By this, the process of production and continuation of it does not slow down. As Linus Carl Pauling said, "If you want to have good ideas you must have many ideas" (Stauffer, 2015, 169). In this style, the individuals give great attention to their jobs because they are motivated by the leader to put their focus on the results and goals. All the individuals work to achieve those goals.

Although we describe a Democratic leadership as one that is good, suitable, and effective, however, that does not imply that it has no bad sides. A Democratic leadership could not be suitable on multiple occasions. For example, when the roles are not defined clearly, or when time is the highest priority of work, in cases like these, a Democratic leadership might not be effective in connections. Also, the project would not be finished effectively. Likewise, when the individuals are not experienced or do not have enough knowledge, the Democratic leadership is not effective in joining the employees in decision making and taking their opinions (Barker, 2001, 469). Democratic leadership is more effective in a community where the individuals are informed and more experienced in sharing their knowledge. Naturally, the leader must have a suitable time to allow his employees to take part, improve, and set plans so that he listens to all of their opinions and chooses the best (Kanaan, 2009, 250).

1.5. Leadership Skills

The characteristics of a leader include his ability to create harmony between the employees and the outer and inner environment of the organisation. A leader needs to have a certain set of skills to be able to influence the behaviour of his surroundings so that he would be able to achieve the goals of his organisation (El Zaydin, 2013, 54). And these skills include:

First: The Technical Skills

These skills define the understanding of the leader about his and his employees' job and technical details. Also, the ability of the leader to solve the problems and understanding the details so that they become an experience and he could use them again and know the how different areas of the job are done. Therefore, a leader needs to have knowledge and experience in all the different areas of his job and this is achieved by practice and repetition (Nawaf, 2007, 327-330). These skills are divided into four points:

    1- The Ability to Take Responsibility

It is the ability and capacity of the leader to take responsibility; how much a leader can take responsibility without escaping from it.

    2- Faith in the Goals and Possibility to Achieve

A leader must have faith and belief in himself so that he can influence others and in turn, they achieve his goals and get the benefits that they need to do their jobs.

    3- A Good Understanding of All Things

A leader must have knowledge about his surrounding and his employees' jobs and understand all concepts so that he can solve problems efficiently and influence the employees so that they too believe in themselves.

    4- Linguistic Skills

This skill is needed because it is the bridge over which information passes between the leader and the employees, without this linguistic skills, knowledge, opinions, and expertise cannot pass to the leader.

Second: Human Skills

These skills define the ability of the leader to create connections with his employees, create harmony between them, and provide a working environment that all work

together as one. Also, a leader must be able to understand his surroundings to achieve the common goals. These skills are divided into three points:

1- Communication Skills

By communicating with the employees, a leader can achieve the goals and tasks. Also, a certain type of respect begins to establish between both sides.

2- The Skill of Teamwork Building

The duty of a leader is to divide his employees into teams so that they can together do their jobs better and achieve goals. Also, when problems arise in the organisation, teamwork between the employees and with the leader can give better solutions for the problems.

3- The Skill of Motivating Employees

An important skill for a leader is for him to be able to influence his employees and their actions in a positive way so that he makes them want to achieve goals and tasks and this is done by motivating the employees through financial or spiritual factors.

Third: Personality Skills

Personality skills are the characteristics and traits of the leader as a person. This is divided into multiple parts:

1- Physical Characteristics

This defines the certain traits and characteristics of the leader's body like good physical health, having no contagious diseases, having active senses, having such a physical health that he can effectively do his role as a leader and that he is able to connect to his surroundings showing a good charisma (Koraah, 2007, 81).

2- Mental Characteristics

These include the ability of a leader to be mentally ready to research, transfer ideas, and to accept other people's ideas and opinions. Intelligence is considered one of the most important characteristics that a leader needs to have because through intelligence a leader can have a role in every situation that comes in his way when he is a leader (Nawaf, 2007, 320-322).

3- Initiative

People who are initiative are usually described as individuals who are brave and easy to work with, and that is because they give their opinions without hesitation and do their jobs quickly and effectively. Additionally, entrepreneur people have the ability to understand their surroundings very easily, and they give decisions quickly.

4- Innovation

It is defined as the ability to create new ideas and finding new ways to solve problems.

5- Self-Control

This skill is important because it allows him to take comments given about him and accept them without overreacting; this allows him to want to understand others because he controls his emotions and wishes.

Fourth: Organisational Skills

It is the ability of a leader to understand that the organisation is a system without flaws and shortcomings and that the goals are clear and the systems and plans are clear for everyone. Furthermore, the leader needs to have the expertise in leading, arranging, and dividing the tasks and objectives. The leader should be able to coordinate the plans of the organisation and the needs of the individuals (Nawaf, 2007, 339). These skills can be divided into the following:

1- Decision-Making Skill

The distinction line between leader and his employees is the ability of a leader to make decisions that affect the organisation. These decisions may include setting policies and strategies of the organisation or organising decisions involving employment, training, and motivation.

2- Problem-Solving Skill

A leader must be able to identify problems, look for suitable solutions for them, and have the correct interpretation for his success in solving the problems. Additionally, he must not hurry into solving the problems so that he joins his employees in the process too.

3- Authority Delegation Skill

This skill is described as enhancing leadership skills of the employees by giving them some leadership roles. In this case, the leader uses delegation to motivate the employees to promote themselves to higher levels. The leader reinforces their desire for competition so that they can take responsibility and be ready for leadership.

4- Time Management Skill

This skill is the ability of the leader to use the available hours in his day to accomplish the best results that lead to the main goals, and that is done by managing time correctly (El Hummairy, 2010, 166).

5- Negotiating Skill

A leader without must be without doubt a good negotiator whether in or out of the organisation. The success of a leader in negotiating is linked to how he uses the skills and characteristics he has. It means that he must be able to argue and discuss with the opposite person so that he can convince them and satisfies all sides.

6- Crisis Management Skill

A crisis is a very hard circumstance that occurs to organisations, and this is a dangerous situation that an organisation encounters and it can put the continuation, reputation, and prestige of the organisation on the edge of loss. All of those are related to the capability of the leader in managing the crisis and avoiding any possible financial or humanitarian loss by finding suitable solutions and lowering the effect of the crisis on the organisation.

7- Work Stress Management

Lots of employees encounter stress, pressure, and exhaustion in their jobs and all those have adverse consequences on their effectiveness. Thus, it is the job of the leader to understand the nature of this pressure, identify its roots, and have the ability to stop this problem. In addition, a leader must always manage his stress effectively because he is the one that gets the most stress that comes from dealing with many jobs and tasks at once.

8- Meeting Management Skill

Meetings are one of the important features that a leader uses in his organisation. Thus, a leader in a meeting must be able to deliver his message, understand the others in the meeting, and to demonstrate the ideas clearly to the individuals and vice versa to achieve the goals of the organisation.

9- Change Management Skill

In one hand, this is the ability of the leader to change the behaviour of the individuals so that the goals of the organisation can be achieved more effectively. In the other hand, it is the change of the method of work, specialities, and administration and the organisational structure in the organisation. These changes are either accepted or rejected by the employees. Thus, it is important for a leader to gain the acceptance of the employees and decrease opposition to the changes (Nawaf, 2007, 429).

Based on the points that we discussed, we can conclude that a leader must be an exemplary representative for the individuals by having high morals and good behaviour, connections, and his administration and control. Therefore, if a leader

possesses the skills that we have discussed, he can easily influence his employees that they do their jobs effectively and achieve the common goals.

CHAPTER TWO

THEORETICAL FRAMEWORK ON KNOWLEDGE MANAGEMENT

2.1. The Concept of Knowledge Management

The development in information, technology, connections, an internet network, arising the terms artificial intelligence, and their use in developed organisations lead to the creation of the term KM. Technology and systems played a great role in the development of knowledge because computers have a great ability in processing data, changing it to information, and later protecting and saving that information for it to be used later. Likewise, due to electronic networks, sharing information has become easy, and individuals in an organisation can easily gain access to available knowledge and exchange knowledge between themselves (Hsu & Lin, 2008, 65). Moreover, exchanging knowledge and the collaboration of organisations have become easy even outside the network of individual organisations. Others assert that the creation of Information Technology was the reason for the creation of KM since IT plays an excellent knowledge in accelerating the process of knowledge generation, distribution, and protection. Organisations faced a great overload of information, and they needed a system to organise and manage this information so that they can gain benefit from them when achieving strategic goals and making important decisions (Holtshouse & Borghoff, 2013).

In the age of knowledge, knowledge has become strategic merchandise and the most important item of production and invention. It is a source for improving production and increasing value, assurance, quality, and it is the competitive element between organisations. The stability and continuity of an organisation are based on how they manage knowledge or Intellectual Capital. Some relate the success of organisations to their understanding of KM and their understanding of how to use KM System (KMS) (Meihami & Meihami, 2014, 80). On the contrary, organisation failure is related to the poor understanding about KM and how they rely on information management and technology for knowledge instead of relying on the knowledge production of the individuals for the invention. Thus, organisations have realised the importance of KM and realised that they should put it as a primary managerial process because knowledge and creativity are two main currencies in a world that is known for speed and intense competition (Jones & Sallis, 2013).

There are many other reasons that organisations value KM. For instance, Organisations consider KM as a key to accomplishing tasks of developed organisations. Due to globalisation and the increase in the size of global trade and its complexity, Organisations emphasise the importance of KM in developed organisations. Also, competition and the speed and ease of the transportation of financial, informational, and labour sources and many other reasons have made organisations ask themselves many important questions; where do I stand in all this development? What kind of knowledge do I have? Who has that kind of knowledge? What kind of knowledge do I not have and need to find? What kind is it that without it I would lose activeness, power, success, and competitiveness? (Prusak, 2001, 1002, 1007). Thus, we can conclude that KM is one of the newest managerial terms that have gained great value from working organisations since the beginning of the twenty-first century because KM is a way to face financial challenges that are made from knowledge, knowledge society, and competitive demand and their inventors. However, if we want to have an accurate definition for KM, we should be aware that it is very hard to come up with one specific definition because researchers have valued this subject and each of them has given his definition. Therefore, this study will try to demonstrate some of the relevant definitions.

(Wiig, 2002, 1) In the first page of his Journal of KM describes KM as the act of the planning, organising, supervising, coordinating, orchestrating of knowledge, and assets. All these acts are dependent on intellectual capital, operation, personal capabilities, and organisational capabilities to do more investigation so that a positive impact could be set on the competitive outcomes. Additionally, KM is attaining actions for the continuation of knowledge. One should take advantage of intellectual capital and invest and extend it. Moreover, KM should be processed so that it facilitates the attainment of managerial outcomes. (Gamble & Blackwell, 2001, 100) Describes KM as a system to that generates successful work and the teaching environment is responsible for creating both individual and organisational knowledge. Analogously, KM is the act of collecting, using, and reusing knowledge to put a step forward in attaining and increasing the value of work.

According to (Sagsan, 2009), KM means the processes of knowledge in organisation or system, such as processing, storing data, step-by-step procedures, maintaining, innovating new things, and creating to make a profit for an organisation. Also (Gartner, 1998, 5) defined KM as: "KM is a discipline that promotes an integrated

approach to identifying, capturing, evaluating, retrieving, and sharing all of an enterprise's information assets. These assets may include databases, documents, policies, procedures, and previously un-captured expertise and experience in individual workers." Another definition of KM would be: "KM refers to the practices and technologies that facilitate the efficient creation and exchange of knowledge on an organization-wide level" (Frappaolo & Capshaw, 1999, 44).

According to Dorothy Yu KM is "the art of transforming intellectual assets into business value" (Zerega, 1998, 16).

Also (Benjamins, 2001) set the table to define KM as shown below:

Table 2.1 What Is KM?

Results-oriented definition	"To have the right knowledge at the right place, at the right time in the right format."
Process-oriented definition	"The systematic management of process by which knowledge is identified, created, gathered, shared and applied."
Technology oriented	"Business intelligence + collaboration + search engines + intelligent agents."

Source: Adopted from Benjamins, V.R., "KM in Knowledge-Intensive Organisations", Intelligent Software Components (2001).

Another source defines KM as "The systematic and organised attempt to use knowledge within an organisation to improve performance" (KPMG, 2000, P.4).

After demonstrating various definitions for KM, we can conclude that every researcher describes it differently according to his side. Therefore, we cannot depend on only one definition or give a specific definition to understand KM. According to the opinion of this researcher, KM can be roughly defined as: On the one hand, KM is the act of knowing how to organize knowledge, whether it is tacit or explicit, in such a way that it can be used in specific situations to solve problems and allow the continuity of the work of an organization. On the other hand, KM is the ability to make new knowledge by getting new information and data after processing them. Likewise, it is the expression of the hidden knowledge that individuals have by

making them learn to share knowledge so that that hidden knowledge can be used in the act of invention.

2.2. KM Goals

The difference in KM goals is reliant on the difference in job fields and parties. There is no particular goal in KM. Each party has a certain goal according to the type of work they do when they are putting KM into work.

According to each (Alkalby, 2008, 27) and (El Zyadat, 2008, 60), the goals for KM include:

- Identifying and collecting knowledge for it to be provided appropriately at an appropriate speed so that it can be used at an appropriate time.

- Creating an information base for storing knowledge so that it can be provided and referenced when needed.

- Facilitating the share and exchange of knowledge among the employees.

- Converting tacit knowledge from the mind of its owner to explicit knowledge.

- Converting external and internal knowledge into a type of knowledge that can be used and invested in different processes and activities of the organisation.

- Improving the process of decision making by providing precise information inappropriate times which gives the potential of getting the best outcome.

- KM helps in solving problems that face the organisation, problems which decrease the abilities of the organisation and waste its time and money.

- Attracting intellectual capital so it can be used in solving problems and strategic planning.

- Satisfying employees in the soonest way possible by decreasing the time spent in getting the requested service, improving and developing the provided services continuously.

- Expanding the processes of the invention in the organisation and providing new products and services continuously.

- Encouraging working in groups and achieving positive reactions within the working groups through the different actions and techniques that the organisation use to share and exchange knowledge.

- Creating a motivating environment for learning principles and self-improvement in a continuous manner.

- Publishing and exchanging examinations, expertise, and the best internal and external practices.

- Easing the process of evaluation and decreasing its expenses through removing unnecessary evaluations.

- Using knowledge to speed up the process of organisational development to improve compatibility with the environment around the organisation quickly.

Besides, the researchers (Holsapple and Singh, 2001, 82) believed that the   goals for KM include:

1- Generating complete and necessary knowledge to do the processes of changing, learning, and publishing knowledge for all related parties.

2- Ensuring that knowledge is continuously developed, renewed, and updated.

3- Identifying the nature and type of intellectual capital that the organisation requires and identifying how it can be developed and sustained.

4- Controlling and dominating the processes that are related to KM.

5- Attempting to find effective leadership that can generate and make KM work.

6- Achieving capability in increasing working markets by using intellectual capital.

2.3. Implementation of Knowledge Management

KM is based on a primary concept of the highest value to an organisation that is expertise. This expertise is in the minds of its owners, leaders, and employees. To make the most use of this intellectual capital, we need to define the ways of KM and gain that knowledge and share it with others, especially the employees. And if such KM is put into work, it is necessary for it to support knowledge and its sharing and for it to create a collaborative environment which collects all efforts into one purpose. In such a process, previously wasted time and money can be retrieved (Filemon, A. Uriarte, Jr, 2008, 93). In most organisations, employees do not like sharing knowledge freely. In fact, they think that personal knowledge is to be kept personal because it is important for the organisation and the main reason they are getting their salaries are their knowledge, so they protect and keep their personal knowledge for themselves. This is, in reality, bad for the organisation, and it causes duplication in the working field, and it decreases capabilities, raises issues, and increases expenses. Therefore, one of the biggest obstacles that the implementation of successful KM faces is the culture of the organisation. It needs to be corrected by the management, so it moves in the direction of organisational change. This correction needs special programs having: comprehension, communication, measurement systems, advocacy, training, procedures, policies and incentives. In addition, the special programs need to include knowledge proficiencies along with organizational creation, a general standard system, and an administrative group to support the attempts to manage knowledge, not to mention, the administration of the organization has to always support the principle of sharing, and to financially see KM as an investment to the development of the organizational abilities and its competitive features, instead of looking at it as an expense. Aiming at direct sharing of knowledge is a task to improve organisational performance for better operational tasks implementation and decision making. Clearly, the implementation of knowledge is dependent on pre-existing knowledge, and letters and speeches are dependent on finding knowledge, owning it, and later moving it along. Benefiting or utilising knowledge is related to two processes: Direction and Routines. **The direction** is the actions that individuals take to process the knowledge that is directed to other individuals without being transferred to the individual who the knowledge is directed to. **Routines**: this is the utilisation of the knowledge that can be acquired

from evaluations, systems, laws, and examples that are directed to others so that they can change their behaviour in the future. Also, the routine processing of knowledge focuses more on connections rather than directions because this kind of knowledge exists in technology and working manuals (Irma, Becerna, et al., 2004).

2.4. The Application of Knowledge Management Requirements

Using KM requires the existence of a certain group of main constituents and conditions in an organisation. According to (El-Zatma, 2011), KMR can be summarised as the following:

2.4.1. Cognitive Needs

Consists of data and information, Tacit and Explicit Knowledge, Infrastructure, Technical and Information Technology, and Human capital.

2.4.1.1. Data and Information

Researchers have insisted that for the subject of knowledge we need to understand the connection between each (Data, Information & Knowledge) and these connections show us how knowledge is made from its source (Turban, E.; and Wetherbe, J., 2005, 15). Have insisted that data is made from moral, mathematical, or linguistic codes that are agreed upon to be representatives of individuals, things, events, or concepts. These data have no apparent meanings, and no value and they need to be arranged and processed to become meaningful information. Also, (Kubisy, 2005, 26) indicates that knowledge is collecting meaningful information and arranging them properly in the text to reach understanding through which we can reach a conclusion. The relation that we discussed between data, information, and knowledge is described by researchers as shown below:

2.4.1.1.1. The Hierarchy of Knowledge

Many researchers of KM talk about the hierarchy of knowledge which is the hierarchy that explains how knowledge is created from the beginning to knowledge creation to the end and arriving at the top of the hierarchy that is Wisdom. However, we see different opinions about the details of the levels of the hierarchy. To take the Reddunt and Alan Hierarchy in Figure 2.1 as an example, we can see that they have set Raw Data and operational data at the bottom levels of the hierarchy and the data are saved in different databases and data stores (Coakes, 2003, P. 43).

Operational Data is a reflection of a total review which is called Atomic Detail. When the level Information Management is reached, an imperative change occurs that in this level data is condensed, summarised, categorised, organised, and saved after going through filters so that it can be accessed easily whenever needed. Going up further in the hierarchy, we get to Business Intelligence, which is created when information is processed, arranged, cleared of errors, added together, and compressed very effectively. After going through these processes, we get to Organizational Knowledge, and at this level, we can describe knowledge as insights. This knowledge is made from correct data and information. It can be used in different situations. At the top of the hierarchy, we get to Wisdom which is timeless and immortal.

Figure 2.1 The Hierarchy of Knowledge for Alan and Reddunt Model
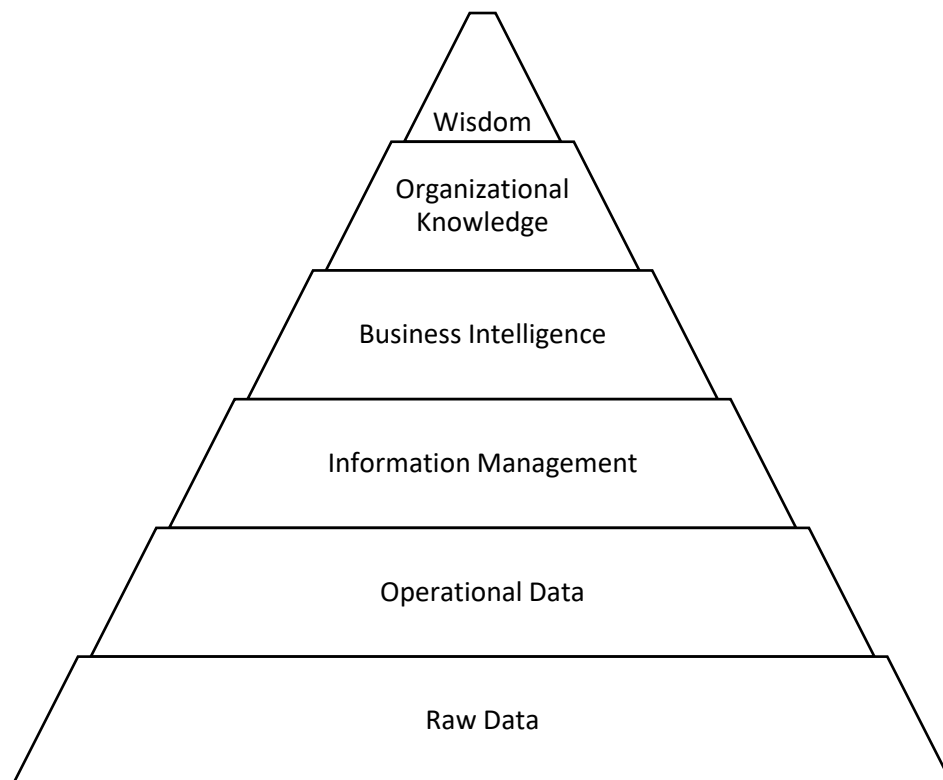
Source: Coakes. (KM issues and challenges U.S.A. Ideas Group, 2003), 18.

The knowledge that an individual gain has to be translated into his behaviour and has to have an effect on his life and work. Emphasising on gaining knowledge and using it at the appropriate time without emphasising on understanding the knowledge and using it in behaviour is not worthwhile. Therefore, the knowledge that an individual gain in an organisation should be implemented in his behaviour and have an

important role in the person's personality and professional life. Benjamin Bloom explains this for us in the Mental Cognitive field as shown in Figure 2.2 What Bloom discovered was first for educational matters; however, his findings are important for explaining the understanding of knowledge and its use in organisations.

Figure 2.2 Bloom's Taxonomy
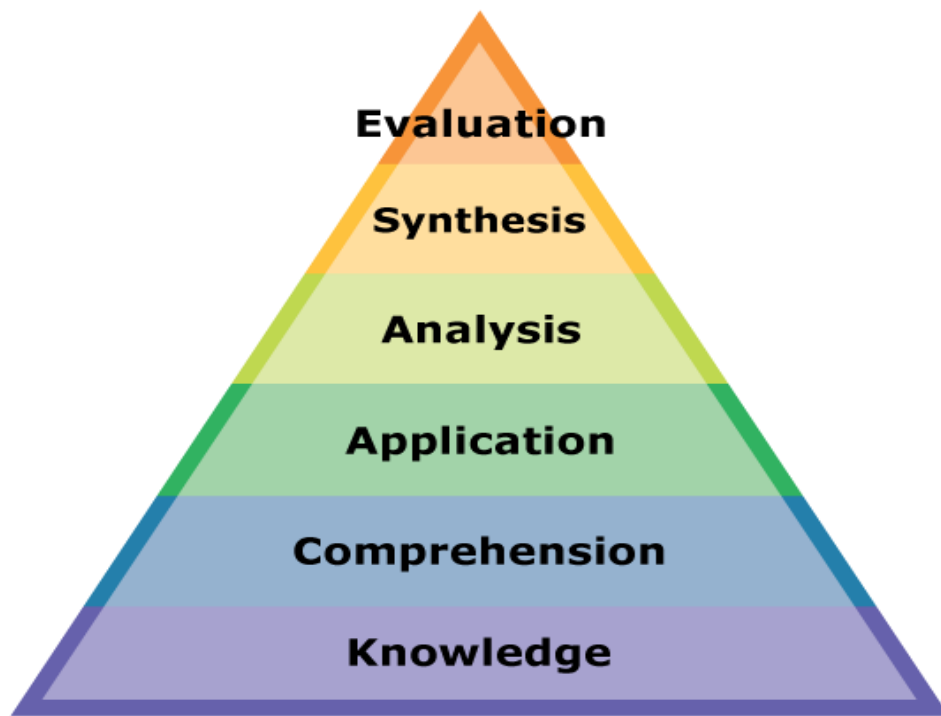
Source: Alford, et al., (Bloom's Taxonomy Overview. Innovative Teachers Companion, 2006), 176.

Bloom's Taxonomy is made of six progressive levels that can be divided into two groups:

First: Knowledge Category: this category is related to previously acquired levels of knowledge from data and information, and this knowledge is kept in memory from previous learning.

Second: Skills and Mental Capacity Category: this category is made up of five levels:

1. **Comprehension**: this part indicates the ability of an individual to learn new opinions and information and for the individual to be able to understand them and know how to get benefit from them. For an individual to have this ability, he must first have three sub-abilities:

i. **Translating:** indicates the ability of an individual to change information from one type to another more detailed and clearer type, provided that he keeps all the essential components, ideas, and meanings from the original information.

ii. **Interpretation** indicates the ability of an individual to rearrange provided ideas and information and to be able to analyse and summarise them.

iii. **Conclusion:** indicates the ability of an individual to go beyond the provided information and ideas and interpret them. In doing so, he must be able to find all their effects, problems, reasons and variables that created a certain event and the level of contribution each had in the creation to know the reasons and results.

2. Application: this level indicates the ability of the individual to implement the things he has learned from the new situations in his practical life. This also includes returning to the information, recognise, understand, and comprehend that information so that he can use it later in newer situations.

3. Analysis: this level indicates the ability of the individual to analyse main information and ideas into the primary parts that they are made of and to analyse the connections between them and after that identify the principles of its organisation.

4. Synthesis: indicates the ability of an individual to put together the different parts that make up the provided information or opinion in a clear new way that did not exist before. This level focuses on ingenious creation from the person that learns it, and this is one of the main requirements in the age of knowledge.

5. Evaluation: this level plays the role of expertise and mental abilities. It indicates the ability of an individual to define the rules of Quantity and Quality on the value of the provided information and ideas in attaining subjective goals. Also, evaluation is commonly a learning process to learn new knowledge by the individual; it is a new effort to gain comprehension, application, analysis, and synthesis (Alford, Herbert & Frogenheim, 2006).

2.4.1.2. Tacit Knowledge and Explicit Knowledge

Both (Balagum & Hailey, 2004, 68) define tacit knowledge as a complex, composite, non-concise, piled up as know-how knowledge in the minds of the people that have a

lot of information. However, explicit knowledge is defined by (Allen, 2003, 37) as the knowledge that can be shared with others and this knowledge is related to clear information that exists and is saved in the files and folders of the organisation and can be accessed. The tacit knowledge is related to the policies, reviews, programs, documents, bases, procedures, tables, duties, and connections of the organisation. Besides, this researcher thinks that these two types of knowledge are complementary to each other when considering the characteristics of each of them. These two types of knowledge can be managed as both of them have a great importance for any organisation. Therefore, this needs to have a suitable program set for it so that it can be managed. In other words, an organisation needs to find a suitable way or method to transform tacit knowledge into explicit knowledge.

2.4.1.3. Provision of Infrastructure and Technical and Information Technology

Both (Alsamaraay & Qandalchy, 2002, 35) define infrastructure and technology as the organisation using a scientific and developed knowledge in discoveries for practical purposes. Also, (Hijazy, 2006) classified infrastructure and technology into three main components:

Hardware: this is the devices, equipment, and material components that are used for transporting, storing, processing data and information. Examples for this include computers, computer equipment, and networks that transfer data and information.

Soft-ware: are detailed instructions that arrange the processes of information systems, and this undertakes three main tasks: managing resources and computers in the organisation, delivering those resources to the employees, mediating between the organisation and the stored information (Laudon & Laudon, 2007, 172). Examples of this include the different operating systems, support software, and specialised programs.

Knowledge-ware: are the sources that data and knowledge can be accessed from. Examples of this include all types of libraries, the internet, centres of information sources, humanitarian sources. However, information technology is:

Beneficial and ideal using and investing in different knowledge and looking for the best alternative for getting information easily that takes us towards the direction of knowledge. In addition, that information is provided to people that want it so that they can benefit from it and later exchange it and for this information to be provided

quickly and on demand for the needs of the tasks and duties that a modern human being faces (Qandalachy, Aljanaby, 2005, 30).

2.4.1.4. Provision the Necessary Human Capital

The humanitarian side is considered a main component of KM and it is the most important component from which KM can succeed in achieving goals because it is a base for KM. These humans are known as knowledge members, and their duty is to undertake necessary activities for creating, storing, and distributing knowledge in addition to setting required programs. Therefore, the minds of these employees are the greatest rules for data and information and an organisation needs to allow any individual to talk about the knowledge they have so that other individuals can benefit. Individuals with expertise need to be allowed more to talk about their expertise so that individuals can be a part of it and the person with the knowledge needs to be valued and respected when he provides his knowledge and information. Also, the organisation needs to encourage and award the individual that shares his knowledge, information, and expertise so that other individuals get encouraged because of him to do the same (Mertins, K., 2001, 2).

2.4.2. Cognitive Awareness

Consists of planning and implementation and Information Security.

2.4.2.1. Planning and Implementation

Planning and implementation are considered as the main part of setting a main organisational strategy, and the part of which is related to KM is more important and has more problems because it is hard to measure how much of the objectives have been achieved and generally measuring how effective KM has been on the organisational performance. For that reason, this subject has been practically researched. And globally examined to come up with a standard for evaluating the effectiveness of knowledge in achieving outcomes. And later investigating the measurement of the achieved goals and using these methods in the real world so that a suitable strategic design can be obtained and used to put KM into use. These strategies include:

- Spreading awareness and creating a participatory culture of knowledge in the organisation.

- Identifying the sources of knowledge in the organisation and later observing knowledge plans.

- Providing the ways of accessing the internal/external services, systems, policies, and reviews.

- Providing electronic devices for the process of KM.

- The existence of open communication management and internal and external exchange of information.

2.4.2.2. Information Security

A computer stores a great amount of sensitive information about individuals and organisations. It shares this information between its users using the different types of networks. Therefore, this requires security and protection so that this sensitive information is not lost (Yahya, 2006). Information security secures information from the dangers that it faces by providing the required equipment and methods to prohibit access by unwanted individuals and guaranteeing the safety and correctness of these connections (Whitman, et al., 2011).

CHAPTER THREE

KNOWLEDGE MANAGEMENT AND LEADERSHIP

3.1. The relationship between Leadership and Knowledge Management

In a working environment that is getting more and more complex, it is the duty of an organisation to find an effective leadership style to support its KM at all managerial levels. In this context, it does not only need one knowledgeable leader, but it also needs an effective organisation which depends on effective leadership instead of a leader (Singh, 2008, 5). Therefore, the leadership researchers have focused on KM and the organisational learning (Johani et al., 2001, 89).

According to (Grass, 2010, 6), because of the change in the external environment and complexity of organisations, a leader in the high ranks of organisations has a very hard job if he or she does not have collected information. Also, publishing this information and KM is related to effective and suitable leadership. Also, a suitable leadership environment is related to all the internal and external complexities of the organisation that directly affects the products, the structure, and the performance of the operation of the organisation (Grras, 2010, 12). To add to that, (Salo, 2009, 97) says that KM is made of the power of the leader that enables him to identify the vision and message of the organisation. Also, he would able to create a supportive environment and be open to change for the KM. From what we have till now, it can be seen that there is a correlation between leadership and KM. This means that KM needs a supportive leadership style, and leadership needs KM to use it as a power for undertaking his tasks and work effectively. Also, leadership plays a great role in generating knowledge and organisational competitive features. In educated organisations, leaders put responsibility on themselves to finish tasks and duties. Leaders have experience, vision, skills, qualifications, and different knowledge and they are needed for directing the organisation and managing it generally. It is also the leaders that can take an organisation in better directions. In the same vein, they influence individuals and employees effectively by supporting them, directing them, inspiring them, motivating them for collaboration, sharing knowledge, and motivating them always to learn.

Leadership in developed organisations is not like leadership in conventional organisations that identify plans, set policies and make decisions unrepresentative.

Instead, in an educated organisation, a leader always learns the ways of mental analysing and how to think. For that purpose, he always uses the advance techniques. In this case, a leader always encourages employees to discuss and exchange opinions. He works with the employees, so he can supervise them to create plans for them. Beside, he always tries to create a suitable organisational environment so that employees can easily learn and innovate. Moreover, he gives the way to contribute in creating organisational goals, and he takes into consideration their perspectives and visions for the future of the organisation. Hence, the leader put his employees on shared responsibility in different situations so that his employees have more chances to learn (Makawi, 2007, 168 – 169).

Because of this employee encouragement by the leader in developed organisations, it can be observed that a leader plays an important and effective role in spreading knowledge, encouraging individuals in sharing it, and generating new knowledge. The researcher put the leaders of developed organisations as an example here because to show the difference between the style of leadership and its relation to the development of the organisation. The style of leadership for conventional organisations leader, that usually work for a specific amount of time is far from and irresponsible of innovation and knowledge creation. In other words, leadership styles have an integrated, complementary, and exchanging relationship with KM because a leader plays the primary role in encouraging individuals to do anything whether good or bad, has benefit for the organisation or not. Since knowledge is a human act and exists from the humanitarian sources, thus in organisations, it is up to the capable and skilled leaders to show the ways of using knowledge and how it is generated and its mechanisms.

In developed organisations, leaders are faced with new technologies and globalisation. Those leaders also emphasise on values, facts, abilities, and knowledgeable proficiencies for the employees and encourage them to participate in all actions that are related to knowledge.

3.2. The Duties of Leaders in Organisations that Depend on Knowledge

1- **Training the employees**: this is related to teaching employees new technologies, innovations, and the style of work. Clearly, a leader needs to be an expert in motivating employees and to be ready to face any employee when making changes.

2- **Encouraging freedom and actions of information and new knowledge generation:** leaders must encourage employees to try and find new information to generate new knowledge. It is done by creating a suitable environment and giving the employees freedom to do actions that support new knowledge generation.

3- **Providing different sources to increase organisational dedication:** a leader needs to provide different sources for the employees so that they understand group participation.

4- **Leading the organisation by the principles that govern it:** clearly, a leader always needs to keep in mind that the principles of the individuals play a great role in knowledge actions. Also, a leader needs to do his leadership based on those principles, and he needs to change his motivation and encouragement techniques on the individuals according to the level and style of the employees and the work.

5- **Rewards exemplary employees:** the leaders of those organisations reward employees that participate in the processes of knowledge generation, innovation, and the developed organisational activities. Clearly, employees that participate the most are seen differently by the leader and are rewarded financially and morally.

6- **Help in the works and tasks of individuals to develop group work:** during work, a leader looks for steps to make all individuals work on the same level for the same purpose. For that, they become groups, and by the mental power and knowledge of all of them they help each other and assist the process of innovation, and the tasks run more smoothly and efficiently.

7- **A leader gives some of his tasks to developed organisations and organisational learning**: a leader does this so that through those tasks he could let them also know about the abilities of the employees and the organisation in general so that the organisation can focus on the positive and negative sides of the employees.

8- **Individuals participate in the vision and defining strategy**: a leader works on making the individuals participate in the goals and strategies of the organisation so that the employees know what they are working on and what the organisation requires of them (Qandalchy, Alomery, 2012, 350).

Also, (Nelke, 2010, 2) thinks that the role of a leader in KM is made of four things:

1- **You know what you know:** this is identified as a good state in KM. However, this cannot happen if the rules of KM are improved through making it easy to reach new knowledge and information and encouraging knowledge sharing at all times.

2- **You know what you do not know:** this is identified as an undesirable state because there is a gap in information and knowledge, and the leader needs that information and knowledge. Therefore, a leader must be aware of this gap and focus on finding information and knowledge as soon as possible so that he can reduce this gap.

3- **You do not know what you know:** this is one of the common phenomena in large organisations. In this case, a leader must make the process of sharing knowledge easier using different ways and capabilities.

4- **You do not know what you do not know:** this is identified as a formidable situation; however, it is not very common. In this case, a leader needs to make an extensive and open diagnosis on information and knowledge inside and outside of the organisation. He also needs to make the process of sharing knowledge easier, and it is his duty to monitor external information and knowledge that affect the work of the organisation.

3.3. The Ten Characteristics of a Knowledge Leader

A knowledge leader is known for many characteristics which we can summarise in the ten characteristics listed below:

1- They have a clear vision for the knowledge and KM agenda in a way that the always think about their daily work and always try to understand the environment and the goals of knowledge.

2- They support and encourage the creators and inventors of knowledge.

3- They have an inclusive vision that is made from the views of organising, technology, strategy, etc.

4- They use processes as an apparent ability with the framework of the organisational work.

5- They depend on the success of knowledge even if balancing the expenses and benefits may be hard.

6- They use live connections in marketing and rearranging the size of work.

7- They create active and continuous interactions at all levels; costumers, experts, and employees. (They use a wider range of humanitarian networks)

8- They depend on creating working groups which have different experts as their participants.

9- They are open and curious which makes them encouragement for learning and innovation.

10- They develop incentive programs and human resources that contribute to the development of behavioural change (El-Hamshary, 2013, 280).

3.4. The Ten Characteristics of Weak KM Leaders

The characteristics listed below are of those leaders that are weak in KM:

1- They use simple knowledge as a sample for information and databases without totally understanding what the knowledge is.

2- They publish knowledge at their disposal very easily claiming that that knowledge is more useful and needs to be published.

3- They work in empty pockets without providing strong support for KM and deliberately take the responsibility from knowledge systems and give it to information systems.

4- They focus on knowledge in small processes instead of focusing on knowledge in long processes that are related to creating, saving, developing, and putting knowledge into action.

5- They blindly implement the processes of change for the rearrangement of managerial processes without understanding the basis of the knowledge that is related to it.

6- They shrink the external knowledge sources without counting for the vital knowledge that might be lost.

7- They assume that technology is only an answer to KM like an expert system it only can be used for arranging and using knowledge.

8- They like freeing general intellect which might be related to the environment that claims that knowledge is power.

9- They know all the answers, meaning that they are not open to new opinions and are not comfortable with that subject.

10- They assume that KM is a short-term project or program (El-Hamshary, 2013, 281).

3.5. The Requirements of Smart Knowledge Leadership

Knowledgeable actions and works require a smart leader that can ease the process of using knowledge indecisive times for competitive features, and this is done by undertaking the below requirements:

1- The Considering expertise of knowledge in the organisation: this is the consideration of abilities, expertise, and the skills inventory and these elements cannot be replaced, and production cannot develop if these do not exist.

2- Compensating for the shortage that has been made in the environment of the organisation as a reaction to the resistance from the external environment and this compensation is done through cooperation and change.

3- Having active knowledge about the external market and the deceiving nature of competition in the market and understanding the role of innovation and ideal performance in countering it.

4- Instant response in the environment of external organisations especially customers, suppliers, government, and the public and the chances of threats in these environments.

5- Standards depend on time by innovation in designing the product and redesigning it which represents feedback which controls the activities of new knowledge by time (Skyrme, 2002).

- Leadership and Culture and Knowledge Workers (its creators)
- Leadership and Culture:

One of the characteristics of knowledgeable organisations is that they are flexible and open to getting new information and this characteristic needs to support its culture and the organisation needs to be innovative in encouragement and support its employees so that they show total dedication in themselves in culture. In addition, the organisation needs to be innovative in managing renewal and its risks, and this needs a revolution in directing values and behaviours (Schein, 2004, 291).

Organizational Culture is diverse, including cultures of cooperation, coexistence, assistance, and conflict. The duty of knowledgeable organisations is to create a cooperative culture to encourage and generate, and share knowledge. The focus on the culture of knowledgeable organisations is how they can make the employees be a part of the actions of knowledge, and that is by trusting them in solving problems and their understanding of the duties of the company. To achieve these elements, we need the abbreviation "SMART" which is made of:

Support: this support is done by the higher management.

Motivated: motivating the employees and prospering their efforts and abilities.

Authority: giving authority so they can head in the strategic direction of the organisation.

Responsibility: how much important responsibilities are given to the individuals.

Trust: Trusting the employees (Alali, 2012, 353).

These are considered as a part of the culture of the knowledgeable organisation and are intangible assets. The role of the leadership in this culture is to help the employees understand the obstacles that face them in their work and to train them so that they can practice an ideal way of work and trust themselves. It is done by the organisational culture that allows the employees to do their work and even if they make a mistake they can learn from it, and they need to create the standards of decision making and be a part of the vision and information.

3.6. The Job and Roles of a Knowledge Leader (Head Knowledge Officer)

A knowledge leader is known to do the duties and works of knowledge as an officer, and this officer does things from the following:

1- Increasing return on investment in knowledge through processes, employees, and technology.
2- Participating in different actions and increasing the participation of employees.
3- Improving and encouraging company inventions and making products better for business.
4- Decreasing the migration of brains or the loss of knowledge in all the different organisational levels.

However, the roles that he uses in undertaking his roles are:

1- Change Agent: works on transforming tacit knowledge into explicit knowledge so that individuals can have a part in that knowledge.

2- Investigator: works on analysing problems and finding needed solutions for them.

3- Correlation Officer: links the expectation of employees and how they can be obtained and systemized by KM.

4- Listener: Listens to employees to understand their opinions and later collecting the outcomes by the interaction between them.

    5- **Politician:** to be able to solve existing problems without causing other problems arise (Tidd, Joe, 2000).

Figure 3.1. The role of leadership activities in the activities of knowledge creation
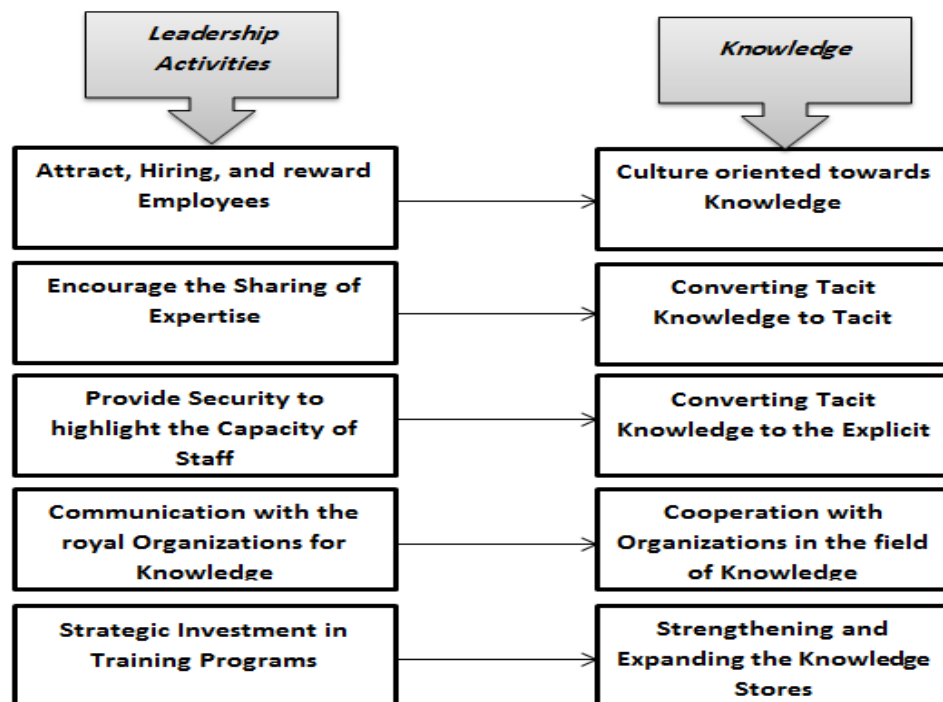
Source: Kumar, N., & Che Rose, R. (The impact of knowledge sharing and Islamic work ethic on innovation capability, 2012), 142.

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3.7. Styles of Leadership and Knowledge Sharing

According to (Singh, 2008, 4), the product of an organisation is dependent on a comprehensive amount of correct management of leadership, and that is by using the suitable styles of management and leadership. Here, we will divide the connection between leadership styles and knowledge sharing into two parts, an outcome that researchers have concluded to the two parts is traditional leadership styles and advanced leadership styles and their relation to knowledge sharing.

3.7.1. Traditional leadership styles and knowledge sharing

According to Green, (2008, 19-20), there is not a suitable bureaucratic leadership style for the rush of information and knowledge. In an organisation, a bureaucratic leader asserts on the particular laws for undertaking duties. Also, this leader has a particular division of authority and responsibility and the hierarchical connections, high surveillance, and other reasons make the leader have more surveillance on the processes of the rush of information rather than being an encourager for the processes of knowledge creation and sharing. Moreover, (Bligh et al, 2006, 309) affirms that leadership depends highly on the way the leader treats the employees and considering the hierarchical connection and having these do not mean that the leader is a good knowledge manager; a leadership should allow the employees to participate in decision making, solving problems, identifying opportunities, and facing the future of the organization and these are more suitable for the processes of renewal and innovation and it would give more ability for the processes of KM to be improved (Nonaka et al., 2000, 22). Claims that the process of knowledge creation and sharing cannot happen under the rule of traditional leadership and the reason for that being is the central surveillance and too much detailing for the information. However, leadership needs to be able to have an active interaction with the dynamic environment. Therefore, (Jahani et al., 2011, 90) says that leaders need to change their bureaucratic leadership styles to supportive leadership styles for knowledge sharing and to find new knowledge. In addition, (Srivastava et al., 2006, 1241) indicated that a bureaucratic leadership impairs knowledge sharing.

Moreover, (Singh, 2008, 11) sees that directed leadership makes the employees feel like their actions are under surveillance and this makes their actions go towards creating, collecting, attracting, storing, arranging, publishing, sharing, and using

knowledge so that no one holds them accountable for their actions. However, the individuals need freedom in testing and innovation.

Other researchers think that free leadership has a negative relation to KM. For example, (Chen & Barnes, 2005), (Crawford, 2005) and (Venter, 2008, 4) think that the leader that gives and undermines the authority and believes in the importance of participation gives the employees a chance to learn and a ground for knowledge sharing. In addition, (DeHaven, 2007, 6) says that a good leadership style for a knowledge leader would be a leadership that is directed toward the individuals rather than the duties and this goes along with servant leadership. DeHaven also mentioned that servant leadership emerged as a leadership comparison that fits the leadership specifications needed to create organisational knowledge and protecting it from the challenges of the working environment in the twenty-first century because this leadership style supports learning, improving, and stability of employees.

3.7.2. Advanced leadership styles and knowledge sharing

(Bligh et al., 2006, 297) Indicate that the difference in knowledge is investing in intellectual capital and therefore traditional leadership is not suitable anymore, and we need to find suitable leadership styles for those differences in knowledge. Participative and transformational leadership styles are known as the most suitable because they encourage sharing and creating new knowledge. Sharing and creating knowledge are dependent on the abilities of coordination and integration between opinions, and the different backgrounds of expertise and methodologies of the employees. There is not a particular leadership style for achieving this integration actively, and therefore participative leadership is a suitable one because it represents the process of dynamic activation of interaction between the individuals and groups for the purpose of leading each other for achieving organisational and cumulative goals (Green, 2008, 20). Mentions that transformational leadership is more suitable for the processes of knowledge creation and sharing in an organisation because this style cares more about the needs of the employees and participates in changing self-interests of the employees to the interests of the organisation and it focuses on achieving long-term outcomes rather than short-term ones. Therefore, a leader here supports the processes of publishing information and knowledge and sharing tacit knowledge. Also, transformational leadership provides the employees with a vision for the future and makes them more aware of the importance of creating new

knowledge. Moreover, (Shao et al., 2012, 12) thinks that transformational leadership has an indirect effect on sharing knowledge and the action of sharing tacit knowledge and that is by organisational culture and the elements of improvement, hierarchical connection, collective, and ripening culture. Not to mention, lots of researchers have insisted that there is a positive connection between transformational leadership and KM. e.g. (Crawford, 2005) and (Chen & Barnes, 2005).

CHAPTER FOUR

THE GENERAL FRAMEWORK OF THE RESEARCH

4.1. Research Problem

Noticeably, a university is one of the main factors that contribute to generating knowledge and providing the requirements of knowledge by the suitable management of knowledge through those people who are responsible for KM. In this context, the HoDs are essential because they directly interact with the process of scientific research and provide suitable services for the students and the community in general.

The University of Salahaddin is known to be one of the biggest and oldest universities in the Kurdistan Region of Iraq due to the number of its colleges and departments. Therefore, it is crucial to search for its problems on how the process of knowledge is managed and how the requirements for it are provided. Then, This research aims to find suitable leadership styles for these processes and to get to the realisation of which leadership styles provides us with the requirements of KM. Undoubtedly, the more KM implicates better and more positive result on improving the university as one and the community as a whole. On the other hand, the less KM amount implicates more negative effects. Ultimately, it would restrict knowledge and science. Besides, it becomes an obstacle for improvement. From what can be found in previous researches, many variables affect knowledge Creation and management especially in universities. One of those variables is the leadership style; if there is an effective and suitable leadership style such as the Democratic style, then the requirements for knowledge creation are provided, and improvement could occur. However, if there is an unsuitable style similar to the Autocratic or Laissez-faire styles, it might create an obstacle on the way of improvement, creation, and on the requirements of KM. Therefore, the research problem can be gathered in the main question:

'Which style of leadership (Democratic, Autocratic, Laissez-faire) has relationship and effects on Knowledge Management requirements with their two components Cognitive needs and Cognitive awareness for the Heads of Departments of Salahaddin University?'

This main question can be made into two sub-questions:

1- What is the level of leadership styles (Democratic, Autocratic, Laissez-faire) and Knowledge Management requirements with their two components Cognitive needs and Cognitive awareness for the Heads of Departments of Salahaddin University?

2- What is the nature of the relationship and effect among leadership styles (Democratic, Autocratic, Laissez-faire) and Knowledge Management requirements with their two components Cognitive needs and Cognitive awareness for the Heads of Departments of Salahaddin University?

4.2. The Importance of Research

The innovations, improvements, and challenges that come upon all aspects of human life have made KM important and necessary for any improvement to be possible in an organisation. Especially in educational organisations because these organisations participate directly in educating individuals by creating and increasing new knowledge so that the organisation can continue with its services and compete in the direction of getting to be better. Hence, it is necessary to hire suitable people for each position, especially in universities and their HoDs. HoDs can play their important roles in leadership while serving the processes of knowledge and providing all the aspects of KM. They can together keep the university at a high level and be able to improve innovation and new knowledge so that they can best serve humanity.

The University of Salahaddin / Erbil is known to be one of the oldest and biggest universities in the Kurdistan Region. The university plays an effective role in developing and enlightening the people of the Kurdistan Region as a whole. Due to the majority of the employees' especially in Erbil and Kurdistan as a whole are graduates of this university. Also, they work in different areas in the departments, ministries, and governmental facilities. Therefore, this university has its special importance in knowing the amount of KMR and using the proper leadership styles so that they can improve and innovate in varies fields.

4.3. Research Objectives

This research aims to identify and investigate the impact leadership styles on KMR at Salahaddin University. The researcher has highlighted five important objectives of this research as follows:

1- Identifying the level KMR with their components CN and CA for the HoDs of Salahaddin University.

2- To identify the level of Leadership styles (autocratic, laissez-faire and democratic) of Salahaddin University.

3- To show the importance of KMR, and to clarify the relationship between KMR and Leadership styles and secondary variables like gender, scientific qualification, and years of experience for the HoDs of Salahaddin University.

4- To identify the impact of leadership styles and other variables or the extend through which they can be used to predict KMR in conjunction with their two components CN and cognitive CA for the HoDs of Salahaddin University.

5- To offer suggestions and recommendations for those involved in KMR, so that they can contribute to the development and improvement performance at Salahaddin University.

4.4. Research Hypothesis

First: There is a relationship between KMR and leadership styles. (Ho)
This main hypothesis is leading to several sub-hypothesis as follows:
- There is a relationship between leadership styles and CN. (H1a)
- There is a relationship between leadership styles and CA. (H1b)
- There is a relationship between democratic style and KMR. (H1c)
- There is a relationship between Autocratic style and KMR. (H1d)
- There is a relationship between Laissez-faire style and KMR. (H1e)
- There is a relationship between CN and democratic style. (H1f)
- There is a relationship between CN and Autocratic style. (H1g)
- There is a relationship between CN and Laissez-faire style. (H1h)
- There is a relationship between CA and democratic style. (H1i)
- There is a relationship between CA and Autocratic style. (H1j)

- There is a relationship between CA and Laissez-faire style. (H1k)

Second: There is an impact of leadership styles on KMR. (Ho1)

This main hypothesis is leading to several sub-hypothesis as follows:

- There is an impact of leadership styles on CN. (H2a)
- There is an impact of leadership styles on CA. (H2b)
- There is an impact of democratic on KMR. (H2c)
- There is an impact of autocratic on KMR. (H2d)
- There is an impact of laissez-faire on KMR. (H2e)
- There is an impact of Democratic on CN. (H2f)
- There is an impact of Autocratic on CN. (H2g)
- There is an impact of laissez-faire on CN. (H2h)
- There is an impact of democratic on CA. (H2i)
- There is an impact of autocratic on CA. (H2j)
- There is an impact of laissez-faire on CA. (H2k)

Third: There is an impact and relationship between leadership styles with the other sub-variables such as (Gender, scientific qualification and years of experience) KMR and their two components CN and CA. (Ho2)

Research Model

Based on the literature review, the independent variable is Leadership styles with their components (Democratic, Autocratic & Laissez-faire) and dependent variable is Knowledge management requirements with their components (Cognitive needs & Cognitive awareness)

Figure 4.1 Research Model
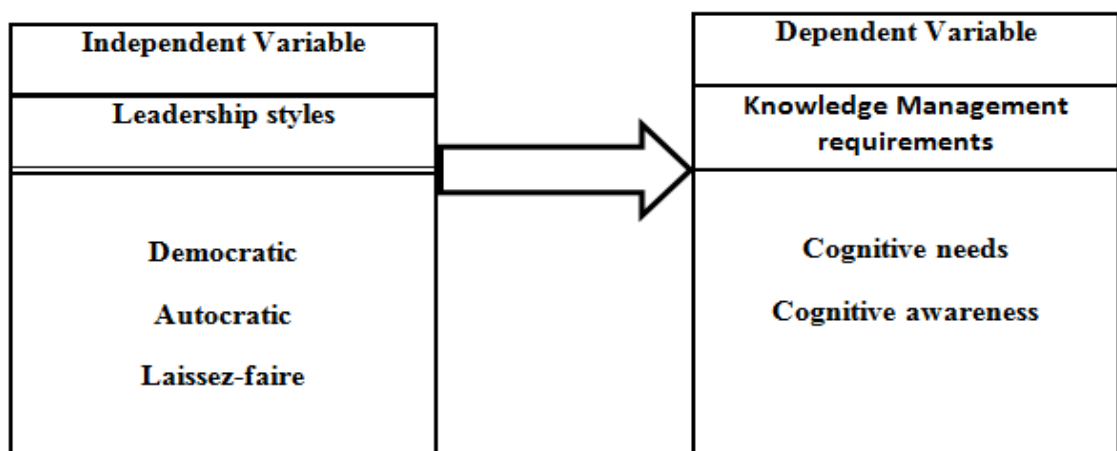
4.5. Methodology

The methodology of this thesis includes the design research by identifying the dependent variables (Knowledge Management requirements) and independent variables (Leadership style). The researcher used the sample descriptive/analytical method because it is appropriate to the model of the study and the objectives purposed to be achieved, and the nature of the data to be collected. Moreover, this study found that the questionnaire is the most suitable tool to achieve the objectives of this study and statistical software (SPSS) V.23 used to analyses the data.

4.6. Research Population

The researcher chose the Salahaddin University because Salahaddin University/Erbil is the oldest, biggest public university in Kurdistan region. Also, the topic of the thesis is about Leadership and Knowledge Management, for that reason the researcher considers the heads of departments as the leaders. Because they consider his/her tasks and duties as leader and they are known as active and productive member in the elevating level of the college such as improving the process of scientific research and innovation. This University was founded in 1968; it enrols more than 25000 students in programs from four-year baccalaureate curricula to PhD programs in 80 fields including Engineering, Science, Law, Agriculture, Administration, Fine Arts, Languages, Teaching methods, etc. The University has more than 2100 academic staff, 3,000 employees in administration and professional staff. As a comprehensive post-secondary educational institution, Salahuddin University/Erbil offers a broad range of academic programs that lead to baccalaureate, higher diploma, masters and doctoral degrees. The researcher conducted this research from the HoDs for all departments at the Salahaddin University.

Academic Units

Salahaddin University/Erbil offers twelve Academic Colleges and their 71 departments which are:

- **College of Science:** Mathematics – Physics – Chemistry – Biology – Geology – Environmental Sciences – Computer.

- **College of Engineering:** Civil Engineering – Electrical Engineering – Mechanical Engineering- Architectural Engineering – Software and Informatics Engineering – Dams Engineering – Surveying Engineering.
- **College of Arts:** Sociology – History – Geographic – Archaeology – philosophy – Media – Phycology - Social Affairs.
- **College of Languages:** Kurdish – Arabic – English – Persian – Turkish – French – German.
- **College of Administration and Economic:** Business Administration – Economics – Accounting – Statistics – Finance and Banking – Administration Organisations Tourism.
- **College of Agriculture:** Animal Resource – Food Technology – Plant Protection – Soil and water – Field Crops – Horticulture – Forestry – Fish Resource and Aquatic Animals.
- **College of Education:** Mathematics – Biology – Chemistry – Physics – Kurdish Lang. – Arabic Lang. – Syriac Lang. – Special Educational – Psychological Sciences – Computer Unit
- **College of Law and Political Science:** Law – Political Science.
- **College of Physical Education:** Basic Science - Team games - Individual games.
- **College of Basic Education:** English – Kurdish - Social Science – Kindergarten – General Science – Mathematics - Scientific Affair.
- **College of Islamic Studies:** Islamic Studies – Sharia - Religion Principles.
- **College of Fine Arts:** Plastic Arts - Music Arts - Cinema Arts - Theatre Arts.

4.7. Research Sample

It includes the HoDs of Salahaddin University/Erbil staff holding (PhD & Master) degrees in all colleges at the Salahaddin University, which includes seventy-one (71) departments according to academic-year of University (2015-2016). So, the sample was taken from Complete Census sample.

The sample and community of the research suit the variables of the research as the HoDs are an important source of knowledge in the university also for them playing the role of leaders and using leadership styles in the departments. Therefore, the researcher here chose this sample. Further, the researcher choice of these three styles

of leadership, which are autocratic, laissez-fair and democratic, is related to well-known of these styles according to literature review. Also, many researchers have focused on these three styles such as the studies of, (Manners, 2008), (Nassir, 2010), (Bhatti et al., 2012), (Hassan, et al., 2013), (Wong, et al., 2014) and (Mohanty & Chatterjee, 2017).

4.8. Data Collection

To reach the necessary data and information to answer the questions about research and testing of hypotheses were available which have some methods as follows

1. The Theoretical Side: It adopted the researcher to cover the theoretical aspect of the research which is available from Arabic and foreign sources on the subject of the study including the following:

- Books.
- Thesis and dissertation.
- Journal.
- Studies.
- Conference proceedings.
- The international information network (Internet).

2. The Practical Side: The researcher depends on the implementation of the practical study on personal interviews with a number of HoDs at the Salahaddin/Erbil University. To clarify on the study subject as well as taking the data will be helpful for research, then the researcher found that the questionnaire is the most appropriate instrument to get data.

3. Time Limits: The researcher took 25 days for distribution and collection of questionnaire data from 1/9/2016 to 25/9/2016.

4. Spatial Limits: Limited to the Salahaddin University, (http://su.edu.krd/) - Kurdistan Region of Iraq.

4.9. Questionnaire Design

The researcher designed a questionnaire according to the following steps: This study consists of two main sections: First section: It is the personal characteristics of the respondent such as: (Gender, scientific qualification and years of experience).

The second section is the areas of study, and the questionnaire consists of 59 items, divided into two main variables:

The first variable: Knowledge Management Requirements contains 27 items where it is divided into two components:

1- Cognitive needs: consists of 18 items.

2- Cognitive awareness and consists of 9 items.

The second variable: Leadership styles consists of 32 items where it is divided into three components:

1- Democratic: consists of 11 items.

2- Autocratic: Consists of 11 items.

3- Laissez-faire: Consists of 10 items.

As presented in the table 4.1 the researcher got these item measurements from two master types of research. For the item measurement for Leadership styles the researcher depended on: (Nassir, 2010) "Leadership Styles and their Relationship to Job Performance". This research is presented to complement the requirements for obtaining a master's degree in Business Administration / Human Resource Management)

For the item measurement for KM the researcher depended on:

(El-Zatma, 2011) "KM and their Impact on Performance Excellence". This research has provided an update on the requirements for obtaining a master's degree).

The reason that the researcher depended on these two types of research for setting item measurements is that these two types of research are close to the subjects of the researcher also for them previously successfully used. Moreover, the researcher presented these item measurements for three experts for reassurance about the correctness of the composition of the text and these three experts are:

1- Assist. Prof. Dr Hezha Badr Khan Sindy (in the KM field)
2- Prof. Dr Yousif Hamasaleh Mustafa (in the Personal Psychology field)
3- Prof. Dr Omer Ibrahim Aziz (in the Educational Science field)

Table 4.1 Questionnaire Design

Number	Field	KM & Leadership	Number of Statements
1	**KMR**	Cognitive needs	18
		Cognitive awareness	9
2	**Leadership Styles**	Democratic	11
		Autocratic	11
		Laissez-faire	10
Total			59

  - The researcher used a scale of (**likert-quinet**) to answer the statements as:

Levels	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Points	5	4	3	2	1

4.10. The Research Tool

The researcher used the questionnaire as a tool for the research, which is an appropriate tool to obtain data, information, and realities associated with a certain fact. 71 questionnaires were distributed. Also the sample of research which included all 71 the heads of departments. This study Depending on (Richard Geiger equation). To distribute the questionnaires, 71 responded for the heads of departments of salahaddin University, which represents the 100% and to reach the objective of the research, the researcher has depended on the descriptive and analytical approach.

4.11. Results

This chapter of this study (The impact of Leadership styles on Knowledge Management requirements at salahaddin University), clarifies the results of the study, what was discovered the researcher, what are the results from the analysis of the collected data, based on the pre-discussed literature review. In terms of data analysis, the descriptive analysis was used to provide information that involves the biography of the respondents. The researcher used the T-test to knowing level of variables and their components, multiple regression analysis in order to demonstrate the impact and effectiveness of the dependent variables and independent variables. It should be mentioned that the researcher distributed (71) and the sample of research which included all (71), staff holding (PhD & Master) of Salahaddin University. However, (71) responded, and this represents (100%). The researcher used the Richard Geiger equation for distributing the questionnaires. The researcher depended on V.23 of the SPSS software for analysing the received data. The statistics of the members of the study sample including (Gender, scientific qualification, and work experience) were analysed.

4.12. Demographical Information

Gender

Table 4.2 Gender of the Respondent

		Frequency	Percent
Valid	Male	61	85.9
	Female	10	14.084
	Total	71	100.0

As represented in the above table, among 71 participants in this study, 61 were a male who account for 85.9% of all those involved while 10 of them were female with the percentage of 14.084%.

Scientific Qualification

Table 4.3 Scientific Qualification of the Respondents

		Frequency	Percent
Valid	Assistant Lecturer	25	35.21
	Lecturer	20	28.16
	Assistant Prof	24	33.80
	Professor	2	2.81
	Total	71	100.0

The table demonstrates the educational level (qualifications) of the participants. As it can be seen from the above table, the higher rate of the respondents" approximately (35%, n = 25), were with the qualification of Assistant Lecturer. Whereas, the rest of the other groups, Assistant Professor, Lecturer and Professor were only (33.80%, n=24), (28.16%, n=20) and (2.81%, n= 2) respectively.

Work Experience of the Participants

Table 4.4 Work Experience

Valid	Less than 5 years	8	11.26
	From 5-10 years	20	28.16
	From 10-15 years	22	30.98
	More than 15 years	21	29.57
	Total	71	100.0

The above table shows the tenure years for the respondents. As it is obvious, the higher rate of the respondents is from the group from 10-15 years (30.98% n= 22). Whereas, the rest of the participants work experience, More than 15 years, From 5-

10 years, Less than 5 years and were only (29.57%, n=21) (28.16%, n=20), and (11.26%, n= 28) respectively.

Table 4.5 Description the cognitive needs

Retro	Mean	Sum	Level					Description	Statement
			strongly disagree	Disagree	Neutral	agree	strongly agree		
4	3.58	254	5	10	11	32	13	N	1
			6.6	14.1	15.5	45.5	18.3	Percent	
9	3.23	229	4	11	23	31	2	N	2
			5.6	15.5	32.4	43.7	2.8	Percent	
12	3.14	223	1	14	33	20	3	N	3
			1.4	19.7	46.5	28.2	4.2	Percent	
14	3.07	218	3	20	22	25	1	N	4
			3.4	28.2	31.8	35.2	1.4	Percent	
1	3.69	262	0	6	14	47	4	N	5
			0	8.5	19.7	66.2	5.6	Percent	
3	3.68	261	0	10	13	38	10	N	6
			0	14.1	18.3	53.5	14.1	Percent	
2	3.69	262	0	5	23	32	11	N	7
			0	7	32.4	45.1	15.5	Percent	
5	3.52	250	2	16	7	35	11	N	8
			2.8	22.5	9.9	49.3	15.5	Percent	
6	3.32	236	3	15	15	26	12	N	9
			5.7	21.1	21.1	33.1	16.9	Percent	
17	2.66	189	8	33	19	6	5	N	10

			10.9	45.7	26.8	8.9	7.9	Percent	
18	3.48	176	10	32	24	4	1	N	11
			11.9	45.1	33.8	6.9	1.4	Percent	
8	3.24	230	8	10	12	39	2	N	12
			11.3	14.1	16.9	54.9	2.8	Percent	
10	3.18	226	6	21	11	24	10	N	13
			7.6	29	15.5	33.8	14.1	Percent	
13	3.1	220	13	15	4	30	9	N	14
			18.3	21.1	5.6	42.3	12.7	Percent	
15	3.06	217	1	23	26	13	8	N	15
			1.4	32.4	36.6	18.3	11.3	Percent	
16	2.76	196	8	24	19	17	3	N	16
			11.3	33.8	26.8	23.9	4.2	Percent	
11	3.18	226	5	15	16	31	4	N	17
			7	21.1	22.5	45	4.3	Percent	
7	3.3	234	2	11	30	21	7	N	18
			1.9	16.4	42.3	29.6	9.9	Percent	

4.13. Questionnaire Reliability

Cronbach‟s alpha reliability coefficient normally ranges between 0 and 1. However, there is no lower limit to the coefficient. The closer the Cronbach‟s alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. Moreover, the following rules of thumb are provided for Cronbach‟s alpha values: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ >.6 – Questionable, _ > .5 – Poor, and_ <. 5 – Unacceptable" (George & Mallery, 2003). As it is projected on the table (4.6), all of the factors; loadings are approximately above 0.7 proving that the study has been conducted with good discriminate validity.

Table 4.6 Questionnaire Reliability

Variables		Cronbach's Alpha	N of Items	Reliability
KMR (Total)		.942	27	Excellent
KMR	Cognitive Needs	.919	18	Excellent
	Cognitive Awareness	.851	9	Good
Leadership Styles	Democratic	.893	11	Good
	Autocratic	.852	11	Good
	Laissez-faire	.710	10	Acceptable
Leadership styles (Total)		.881	32	Good

4.14. The level of Consumer's Perception toward E-payment

Table 4.7 Descriptive Statistics for the Study Variables

Variables	Mean	Std. Deviation	N
K.M requirements	3.12	0.63	27
Leadership Styles	3.33	0.46	32

The above table demonstrates the descriptive statistics for the study variables (dependent and independent variables). As it is obvious, the mean and standard

deviation values for the KMR and Leadership styles were (M=3. 12, SD=0. 63) and (M=3. 33, SD=0. 46) respectively. Since the mean value is the midpoint of the 5-point Likert scale, it can be asserted that the research participants show a moderate level of perceptions toward KMR. In addition, the standard deviation value refers to an acceptable distribution of responses within the research sample.

4.15. The Arithmetic Mean, significance of differences, and Hypothesis Mean of KMR and leadership styles

According to the first objective, T-test has been used to found the significant between two means (Arithmetic Mean & Hypothesis Means)

Table 4.8 The Arithmetic Mean, significance of differences, and Hypothesis Mean of KMR

KMR	Mean	Std. Deviation	Hypothesis Mean	Degree of freedom	Significance	T.test
KMR	3.12	18.33	3	70	0.05	2.014
Cognitive Needs	3.21	13.981	3	70	0.05	2.38
Cognitive Awareness	3.06	5.833	3	70	0.05	0.794

The Table 4:8 shows that the arithmetic mean of KMR equals 85.31 with the standard deviation of 18.033 and a hypothesis mean of 81. Using the T. Test to obtain the significance of the difference between the two means it is found that the T. Value equals 2.014 which is high relatively to the schedule value of 1.96 and this difference is significant on the level of 0.05. Shows that the level of KMR is significantly high for the HoDs of Salahaddin University.

About the two parts of knowledge management, it is found that the arithmetic mean of CN equals 57.93 with the standard deviation of 13.981 and a hypothesis mean of 54. Using the T. Test between the two means, it is found that the T. Value equals 2.38 which is bigger than the schedule value of 1.96. Shows that the level of CN is

significantly high for the HoDs of Salahaddin University. Also, about the arithmetic mean for the other part of KMR which is called CA, it is found that it is equal to 27.55 with the standard deviation of 5.833 and a hypothesis mean of 27 and a T. Value of 1.96 and it is not significant. Shows that the level of CA is average for the HoDs of Salahaddin University.

Table 4.9 The Arithmetic Mean, significance of differences, and Hypothesis Mean of Leadership styles

Leadership styles	Mean	Std. Deviation	Hypothesis Mean	Degree of freedom	Significance	T.test
Democratic	4.01	6.771	3	70	0.05	13.934
Autocratic	2.72	7.900	3	70	0.05	-2.34
Laissez-faire	2.89	6.625	3	70	0.05	-1.308

The table 4:9 shows that the arithmetic mean of the Democratic style equals to 44.20 with the standard deviation of 6.771 and a hypothesis mean of 33. By comparing both means by the T. Test, it is found that the T. value equals 13.934 which is bigger than the schedule value of 1.96 and that difference is significant on the level of 0.05. Therefore, the level of Democratic style of leadership is high for the HoDs of Salahaddin University.

In addition, concerning the Autocratic style it is found that the arithmetic means equals 30.80 with the standard deviation of 7.900 and a hypothesis mean of 33. By comparing both of the means by the T. Test, it is found that the T-Value equals -2.34 and this are bigger than the schedule value of 1.96 which significant on the level of 0.05. This result shows that the level of usage of the Autocratic style of leadership is significantly low by the HoDs of Salahaddin University. Moreover, for the Laissez-faire style, it is found that the arithmetic mean equals 28.97. With a standard deviation of 6.625 and a hypothesis mean of 30 and because the T-Value for the difference between the two means equals to -1.308 and it did not reach the level of

significance of 0.05. We can say that the HoDs of Salahaddin University make little use of the Laissez-faire style.

4.16. Correlation Analysis

The aim of the correlation test is to explain the strength and direction of the relationship between the studied variables. Therefore, to examine the associations between the independent variables and the dependent variable, Pearson correlation coefficient is used in the present study. Furthermore, the relationships among the predictors included in this research study were tested.

Table 4.10 Pearson's Correlation Coefficients of the Study Variables

Variables	Leadership	Leadership styles			Other Variables Hypothesis		
		Democratic	Autocratic	Laissez-faire	Experience	Qualification	Gender
KMR	0.41	0.38	0.30	0.009	-0.066	-0.127	-0.27
CN	0.22	0.156	-0.045	-0.08	0.103	0.185	0.012
CA	0.31	-0.095	0.23	0.13	-0.141	-0.296	0.113

Multiple correlations between KMR and its two parts, CN and CA, and with the three leadership styles and the secondary variables (Gender, Scientific Qualifications, Years of Experience) Table 4:10 shows that there is a positive correlation significance between KMR and the democratic style which is equal to 0.38 and a 0.30 for the autocratic style for the HoDs of Salahaddin University. It means that the higher the level of KMR would be, the higher the level of democratic and autocratic styles would be and vice versa. Also, there is a negative correlation significance of -0.27 between KMR and gender. It means that the less the female gender is, the more KMR would be for the Heads of Departments of Salahaddin University. However, there is no significant correlation between KMR and the other variables like Laissez-faire, Scientific Qualifications, and Years of Experience. For the correlation of both parts of the KMR, CN and CA, with the other variables, it is found that there is positive correlation significance between CN and Democratic style which is equal to 0.156 and a 0.185 with scientific qualifications. Therefore, the higher the level of the Democratic style and scientific qualifications would be, the higher the level of CN

would be and vice versa. However, no significant correlation could be found between CN and other variables like the Autocratic style, Laissez-faire style, Years of Experience, and Gender. Furthermore, for CA, it is found that it has a positive correlation significance of 0.23 with the Autocratic style and a negative correlation significance of -0.296 with scientific qualifications. Therefore, the higher the level of CA for the Heads of Departments would be, the higher the level of Autocratic style would be and vice versa. To add to that, with the increase of years of experience and scientific qualifications, CA would increase. However, there is no significant correlation between CA and the other variables like Democratic Style, Laissez-faire Style, Gender, and Years of Experience.

Table 4.11 Hypothesis Remarks

Hypothesis	Relationship	Sig.	Remarks
Ho (Total)	KMR ↔ Leadership Styles	0.41	Accepted
H1a	Leadership Styles ↔ Cognitive Needs	0.22	Accepted
H1b	Leadership Styles ↔ Cognitive Awareness	0.31	Accepted
H1c	KMR ↔ Democratic	0.38	Accepted
H1d	KMR ↔ Autocratic	0.30	Accepted
H1e	KMR ↔ Laissez-faire	0.009	Rejected
H1f	Cognitive Needs ↔ Democratic	0.156	Rejected
H1g	Cognitive Needs ↔ Autocratic	-0.045	Rejected
H1h	Cognitive Needs ↔ Laissez-faire	-0.08	Rejected
H1i	Cognitive Awareness ↔ Democratic	-0.095	Rejected
H1j	Cognitive Awareness ↔ Autocratic	0.23	Accepted
H1k	Cognitive Awareness ↔ Laissez-faire	0.13	Rejected

4.17. Multiple Regression Analysis

Regression analysis has been conducted to determine the effects of the dependent variable and independent variables. It has been done to measure to what extent these constructs measure the independent variable.

Table 4.12 Model Summary

Impact	dependent Variables	Independent Variables					N
Yes	KMR	Leadership Styles					1
	Total	Mean Square Residual	F	B	R^2	Sig	
		274.888	13.809	0.41	0.167	0.009	
No	Cognitive Needs	Leadership Styles					2
		Mean Square Residual	F	B	R^2	Sig	
		188.936	3.419	0.22	0.047	0.069	
Yes	Cognitive Awareness	Leadership Styles					3
		Mean Square Residual	F	B	R^2	Sig	
		31.125	7.516	0.31	0.098	0.001	
Yes	KMR	Democratic					4
		Mean Square Residual	F	B	R^2	Sig	
		270.472	15.161	0.38	0.180	0.008	
	KMR	Autocratic					
		Mean Square	F	B	R^2	Sig	

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Yes		Residual					5
		277.270	13.097	0.30	0.160	0.000	
No	KMR	Laissez-faire					6
		Mean Square Residual	F	B	R^2	Sig	
		329.063	.176	0.009	0.003	0.676	
No	Cognitive Needs	Democratic					7
		Mean Square Residual	F	B	R^2	Sig	
		186.565	4.340	0.009	0.003	0.676	
No	Cognitive Needs	Autocratic					8
		Mean Square Residual	F	B	R^2	Sig	
		188.463	3.601	-0.045	0.50	0.62	
No	Cognitive Needs	Laissez-faire					9
		Mean Square Residual	F	B	R^2	Sig	
		198.297	.001	-0.08	0.000	0.979	
Yes	Cognitive Awareness	Democratic					10
		Mean Square Residual	F	B	R^2	Sig	
		32.704	3.821	-0.095	0.052	0.05	
	Cognitive Awareness	Autocratic					

Yes		Mean Square Residual	F	B	R^2	Sig	11
		30.548	8.962	0.23	0.115	0.004	
No	Cognitive Awareness	Laissez-faire					12
		Mean Square Residual	F	B	R^2	Sig	
		34.179	.679	0.13	0.010	0.413	

According to the Table 4:12 R-square equals to .167 that shows 16.7% of the dependent variables is affected by the independent variables. The Sig, The column indicates the P-value should be less or equal to 0.05 so that the significant impact between Leadership styles and KMR (r= 0.167**, p< 0.009), is confirmed (H2). The significant impact between Leadership styles and CA (r= 0.098**, p< 0.001), is confirmed (H2b). The significant impact between Democratic and KMR (r= 0.180**, p< 0.008), is confirmed (H2c). The significant impact between Autocratic and KMR (r= 0.160**, p< 0.000), is confirmed (H2d). The significant impact between Democratic and CN (r= 0.059**, p< 0.041), is confirmed (H2f). The significant impact between Democratic and CA (r= 0.052**, p< 0.05), is confirmed (H2i). The significant impact between Autocratic and CA (r= 0.114**, p< 0.004), is confirmed (H2j). Hence, only five of the hypotheses were rejected.

4.18. Regression Analysis (Hypothesis Test)

The multiple regression analysis is conducted to test the hypothesised effects between the dependent variable and independent variables. Regression consists of several hierarchical procedures during which the elements that are hypothesised to be potentially impacted are added sequentially to the already existing model. This analysis method also projects the importance of each variable in predicting the dependent variable.

Table 4.13 Hypothesis Remarks

Hypothesis	Impact	Beta.	R Square	Sig.	Remarks
Ho1 (Total)	Leadership Styles →KMR	0.41	0.167	0.009	Accepted
H2a	Leadership Styles →Cognitive Needs	0.22	0.047	0.069	Rejected
H2b	Leadership Styles →Cognitive Awareness	0.31	0.098	0.001	Accepted
H2c	Democratic →KMR	0.38	0.180	0.008	Accepted
H2d	Autocratic →KMR	0.30	0.160	0.000	Accepted
H2e	Laissez-faire →KMR	0.009	0.003	0.676	Rejected
H2f	Democratic →Cognitive Needs	0.156	0.059	0.041	Accepted
H2g	Autocratic →Cognitive Needs	-0.045	0.50	0.62	Rejected
H2h	Laissez-faire →Cognitive Needs	-0.08	0.000	0.979	Rejected
H2i	Democratic →Cognitive Awareness	-0.095	0.052	0.05	Accepted
H2j	Autocratic →Cognitive Awareness	0.23	0.115	0.004	Accepted
H2k	Laissez-faire →Cognitive Awareness	0.13	0.010	0.413	Rejected

Research Conceptual Model

Figure 4.2 Research Conceptual Model
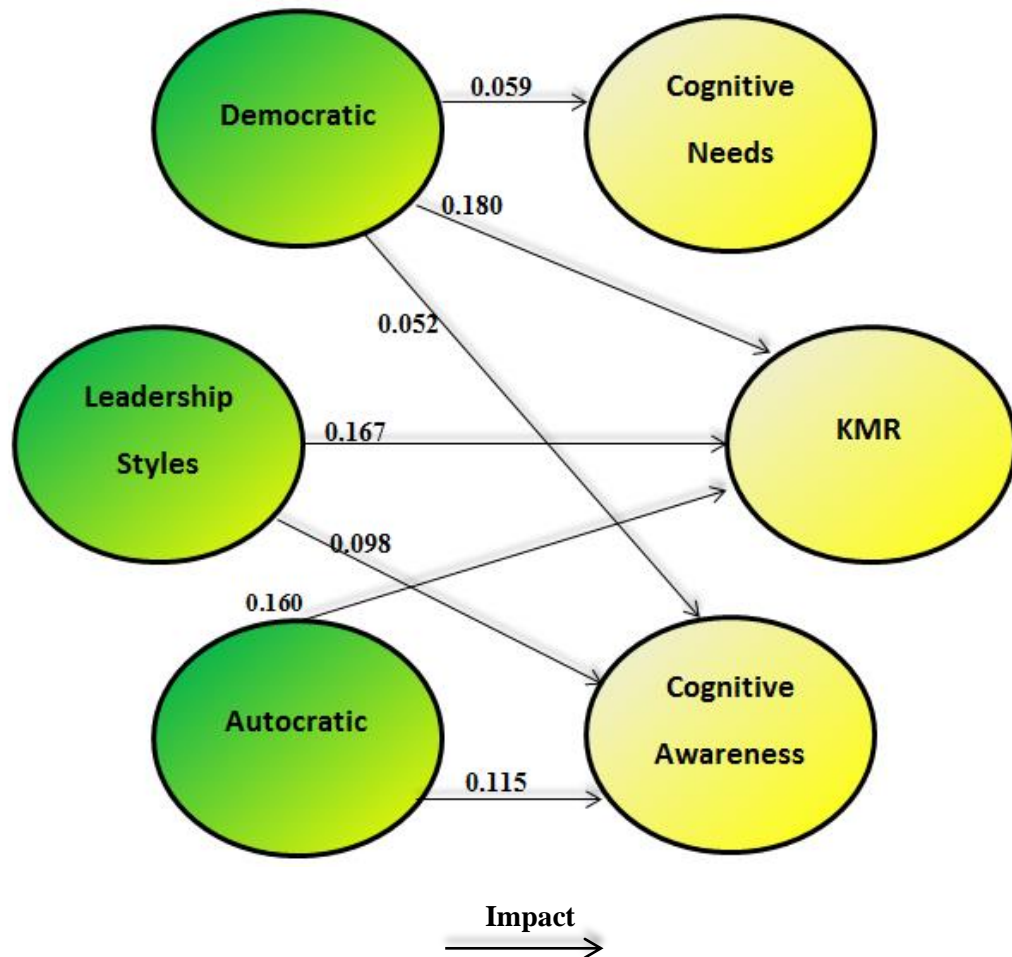
4.19. DISCUSSION

First: KMR has been found a high significance for the HoDs of Salahaddin University. This correlation is due to assigning individuals who are suitable and experienced as the HoDs. Also, the university pays lots of attention to the regulations of quality assurance, especially in the last years. In itself, is a reason for the increase in the level of KM. This reason might as well be true for the increase in the level of cognitive needs. However, it is true that the level of CA is not high for the HoDs because it is average. This level might be going towards improvement in the future.

Second: Regarding the levels of leadership styles, the level of the Democratic Style is significantly higher than the other style of leaderships for the HoDs of this university. This correlation is a reflection of their experience in the academic area and how they can manage work in those parts. Also, it is found that the level of the Autocratic style is significantly low. This finding is a reflection of the lenient management of the lecturing staff by the heads of departments. Moreover, since there is no difference in the hypothesis and arithmetic means for the Laissez-faire style, the level of the Laissez-faire style is average. This result might be because of the usage of a high level of Democratic style for the HoDs of this university that have allowed freedom for the staff of the departments. As a result, this freedom might have been the reason for some Laissez-faire style of leadership to be created.

Third: For the multiple correlations between the variables of the research. A positive correlation was found between KMR and the democratic and autocratic leadership styles. The reason for that seems to be because in managerial literature it has been emphasised that a democratic style in managing work, especially in academic centres, is a promoter for increasing the level of KM. However, the positive correlation between KM and the autocratic style might be because alongside democracy in management, if the HoDs of this university have a sort of administrative control and have fewer leniencies. If they insist on committing to tasks, regulations, and the quality of work, it will help increase the level of KM. Only Democratic style without a constant good evaluation of the works and how the process of KM is going, providing required material, and stopping delays for it by the HoDs is not enough to increase the level of KM. Therefore, this creates closeness to the Autocratic style and a positive correlation could be seen between the Autocratic style and KM.

Correlation between gender and KMR; the fewer females there are the higher the level of KMR On one hand; this might be due to the low number of female HoDs in the example – 10 females as opposed to 61 males. On the other hand, the natures of our community and family upbringing have made the men of our society to have more self-confidence compared to women. This dominancy has its effect on administration and the role of female leaders.

For the rejected hypothesises, it means there are no significant correlation among hypothesises. Hence, there is no a significant correlation between KMR and the other two components (CN and CA) with Laissez-faire leadership style. This proves that Laissez-Fair style does not recognise necessities and awareness for neither KM in general nor KMR, nor in any detailed components of KMR because this style has no relationship about what is going on at organization levels. It does not motivate subordinate to do their tasks, and this creates clutter and keeps away from KMR. Also, to change tacit to explicit knowledge.

Additionally, there are no significant correlations between Democratic leadership and CN, CA. This is probably attributed to the fact that democratic leadership style is developed with no reference to CN and CA, i.e. a democratic leader has already implied awareness in his character. Also, CN and CA have a relationship with that leader or person who has cognitive style. It means that this person has more to do with cognitive style rather than with the management style of that person.

Also, there are no significant correlations between autocratic and CA because the autocratic style is not encouraging to create a cognitive awareness, furthermore, it does not allow participating and sharing knowledge by the leader to his subordinates.

Forth: For the impact and predicting the independent variables for KMR. It is found that the secondary variables such as gender, scientific qualifications, and years of experience have no impact on predictions for the dependent variables of KMR. However, only the two styles of leadership (Democratic and Autocratic) have a particular impact on KMR. Also, Democratic style has an impact on other two components of KMR, cognitive needs and cognitive awareness but, autocratic style has only impact on cognitive awareness. This highlights that these two styles of leadership for the Heads of Departments are significant and have had their impact on KMR although in different levels. This impact might be because KMR had a base previously in this university as it is one of the oldest universities the Kurdistan

Region of Iraq. Despite to the fact that the information on KMR have been taken from the HoDs themselves which might be an indication of the high level of KM before they took their positions. Therefore, it is found that any administrative and leadership behaviour had their impact on the positive responses of the departments' staff. And this might be an indication of the high level of KM. for the duration of the past years; the community has been under the pressure of enforcement whether from political or educational front. It has not been long since democratic style is being used. This in itself might be a reason for the Autocratic style to have a positive impact on increasing KM requirement more than the Democratic style.

Also, for the rejected hypothesises, it means that there are no impact among hypothesises. Hence, there is no impact of Leadership Styles on Cognitive Needs in general because include all the leadership styles (democratic, autocratic and laissez-faire), and according to literature review autocratic and laissez-faire styles are not suitable for the educational organisation.

Also, there is no impact of laissez-faire style on KMR with their two components (CN and CA) because based on literature review this style does not have a positive impact on an educational organisation in the context of university institutions. Further, the University has been created based on knowledge sharing. Henceforth, this style of leadership do not motivate their subordinate to perform their task.

Ultimately, there is no impact of autocratic style on Cognitive Needs because the autocratic style is not encouraging to create Cognitive Needs for the reason for not sharing its knowledge with its subordinate and it does not allow them to participate in decision-making process.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Conclusion

After showing the results of this research and discussing them, the researcher got to these findings:

1- The levels of KMR with CN are significantly high for the HoDs of Salahaddin University, and CN has reached an average level which might be due to the accumulation of the expertise of KM in this university for the duration of 37 years.

2- The significantly high level of the democratic style for the Heads of Departments of Salahaddin University and the low level of the autocratic and Laissez-faire styles indicate that the Heads of Departments generally use the democratic style as opposed to the other styles.

3- The highest level of positive correlation significance is respectively found among KMR and Democratic and Autocratic styles for the Heads of Departments. In addition, it is found that scientific qualifications, the male gender, and the Democratic style have a positive correlation significance with CN. However, the highest respective correlation significance is between CA, high scientific qualifications, Autocratic style, Laissez-faire style, a high number of years of experience, and the male gender.

4- Only the two styles of leadership (Democratic and Autocratic) have a particular impact on KMR. Also, Democratic style has an impact on other two components of KMR, cognitive needs and cognitive awareness but, autocratic style has only impact on cognitive awareness. However, for the secondary variables (Gender, Scientific Qualifications, Years of Experience), it is found that they have no impact on KMR for the Heads of Departments.

5- The level of democratic leadership style is higher than the other two styles for the Heads of Departments and after democratic. The autocratic style is significant, and the Laissez-fair style is lower than the hypothesis mean. Moreover, it is found that the impact of the other two styles

compared to the democratic style is higher. This is due to the specifications of the society, culture, the political situation, and the sociability of the community.

Recommendations

According to the results that the researcher has found in this research, some recommendations are going to be given to whom it may concern and other researchers as shown below:

1- It is required for Salahaddin University, which is known as the oldest university in the Kurdistan Region, to give more attention to fit people to be put in academic positions such as HoDs so that the best management can be made with their staffs because they can improve KM and KMR.

2- The leaders or HoDs should avoid the autocratic style because public organisations like universities are part of civil society, which is the democracy and human rights.

3- Minimise the possibility of using the Laissez-faire leadership style, because the excessive practice of the Laissez-faire leadership style leads to the lack of work teams to adjust, regulate and increase the individual spirit of the members, making it difficult to lead them to achieve the desired goals, which negatively affect the level of performance.

4- Work to raise the morale of lecturers and students and to inform them of their importance and vital role in the management of the university and encourage them to innovate and participate in decision-making. Moreover, this, in turn, leads to the creation of future leadership inside or outside the university. Also, thus increase the chances of growth and continuity. It requires that the leader believes in the abilities of lecturers and students in the University To provide them with leadership and management methods.

5- Conducting workshops for the HoDs and lecturers of Salahaddin University in general so that they can get more and better information about the importance of generating knowledge and increasing their level of CA.

6- Interesting in of the application of knowledge management through participation in internal and external information networks. In addition development the skills of the lecturers to increase their ability to use these networks regarding knowledge creation, transmission, dissemination and

sharing. Also, benefit from the sources of electronic information and the availability of valuable and modern information for help in their self-development constantly.

7- The necessity of allocating a professional team whose efficiency and core work is to manage the activities and knowledge efforts within specific criteria that are appropriate to the nature of the work and needs of these colleges and that at the level of the colleges as a whole.

8- It is necessary for the university to be made regular seminars for the administrators and teachers of high schools to enlighten them about the importance of KM and Democratic management whether it is in the schools or the classrooms. It is important that they motivate the students in the direction which becomes a base of a positive scientific administration in university studying.

9- The University should Attention to studies about the correlations between KM and the styles of leadership by university administrators and the deans in the university.

10- The university has to attention to studies about the correlation between KM and Cognitive styles for the HoDs in the universities.

11- It is necessary for the university research to be made about the impact of personality traits on the level of KM and the usage of leadership styles by the Heads of Departments of universities.

12- Research to be made about the impact of incentives and rewards on the managerial performance and KM for the Heads of Departments of Universities.

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Dear respondents

After greetings

Please take your time to fill up the following questionnaire to help me with my study regarding (The impact of leadership styles on KMR) and its application in Salahaddin University/Erbil -Iraqi Kurdistan region as a partial fulfilment of the requirements for the master's degree of Innovation and KM Department. My research is based on to assess the (KMR) and (leadership styles) Considering you hire an academic and administrative task like the head of the department and you have a scientific experience, please be generous and answer the following questions based on your beliefs. Moreover, put (√) sign on your most appropriate response.

Thanks for your cooperation.

   The Researcher

 Rawand Yousif Hamasaleh

Hamasaleh_rawand@yahoo.com

   Mob: 07504241010

First: Biographical Information

1. **Gender:**

☐ Male

☐ Female

2. **Scientific Qualification:**

☐ Assist Lecturer

☐ Lecturer

☐ Assist Prof

☐ Prof

3. Workplace (College):

4. Work Experience:

☐ Less than 5 years   ☐ From 5-10 years
☐ From 10-15 years   ☐ More than 15 years

First: - KMR

N	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	A- Cognitive Needs					
1	The college provides information resources (library, internet access) that help the students to gain information					
2	The college administrate classify data and information in a scientific way to gain knowledge					
3	The college administrates uses different techniques to convert information to knowledge and distributing it to the workers.					
4	The college administrate provides information for the workers that helps them to solve problems					
5	The members of the teaching staff have potential skills and knowledge to perform their duties perfectly					
6	The members of the teaching staff take an important part in the process of developing the teaching curriculum of the college and activities related to it					
7	The teaching staff provides intellectual contribution related to the college's work					
8	The college administrate encourages the workers to attend conferences, workshops, and scientific meetings					
9	The college creates an annual list containing the number of the graduate students from high					

	school, their grades and the success proportion					
10	The college provides a database on their graduate students containing information about the number of employed and unemployed graduates					
11	The college collects knowledge about the requirements of the working area of each speciality					
12	The college provides an e-mail account for the students and the teaching staff that meets their academic needs					
13	The college has its website on the internet that supplies the students with the last updates and information					
14	The college provides internet access to share information between the students, teaching staff and the departments					
15	The college considers the capabilities and the skills of the workers when distributing the work between them					
16	The college encourage the establishment of panel discussions among employees to invest their intellectual energies in knowledge fields					
17	The college depends on the workers with special technical skills to progress the activities of the college					
18	The college cares about the solutions suggested by the workers to solve the problems that face them					
A- Cognitive Awareness						
19	The college has its own vision about the strategies of KM and the ways of					

N	Statements					
	accomplishing it					
20	The college depends on their KM curriculum to make strategic decisions					
21	The college applies scientific style research to generate knowledge about the long-term objectives and plans					
22	The College provides modern tools and programs to process and store information					
23	The tools in the college provides the required information in an accurate manner					
24	The controls that are provided in the used tools contributes to protecting the data and information in it					
25	The college participate in the database with local and external institution					
26	The college has continuous communication with local and external publishers and libraries					
27	The college provides electronic educational services for the local and external sites					

Second: - Leadership Styles

N	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	A- **Democratic**					
1	I take in concern the capabilities of the department members when distributing duties on them					
2	I encourage the teachers and the employees for creativity					

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3	I encourage decent competition between the members of the department					
4	I allow the participation of the members of the department in the annual plan					
5	I participate in the members of the department's social events					
6	I generate ideas to be discussed among the members of the department					
7	I surround the members of the department to know how they work (feedback)					
8	I encourage the members of the department to express their opinion on the stuff related to the department					
9	I give some of my validities to specific members of the department					
10	I try to coordinate the efforts of the members of the department between them					
11	I adopt the meaningful proposals from the members of the department					
B- Autocratic						
12	I commit to the system and the instructions completely					
13	There is specific level of performance the members of the department should be committed to					
14	I think that discussion with the members of the department is useless					
15	I concern myself the official speaker of the department					
16	I feel hesitate on giving more freedom to the members of the department					

No.	Statement					
17	I distribute duties on the members of the department based on my experience not based on their capabilities					
18	I put the working plan and how to be accomplished					
19	Most of the time I act without returning to anyone in the department					
20	The members of the department should commit to my orders					
21	I depend on myself in solving the department's problems					
22	Following and executing the instructions is more important for me than gaining the confidence of the members of the department					

C- Laissez-faire

No.	Statement					
23	I agree with the methods chosen by the members of the department to execute their work					
24	I agree on any change suggested by the members of the department					
25	I agree with the members of the departments wishes to distribute the duties between them					
26	I give the members of the department full independence					
27	I dismiss on some of the defaults done by the members of the department					
28	I authorise all of my validities to the members of the department					
29	I don't make decisions easily fearing of failure					
30	I don't like to participate in solving problems among the members of the department					

31	I avoid most of the problems facing the department					
32	My absence does not affect the flow of the work in the department					

Attachments

Leadership Styles and KMR

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.408[a]	.167	.155	16.580

a. Predictors: (Constant), Leadership Styles

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	36.176	13.368		2.706	.009
	Leadership Styles	.473	.127	.408	3.716	.000

a. Dependent Variable: KMR

Leadership Styles and Cognitive Needs

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.217[a]	.047	.033	13.745

a. Predictors: (Constant), Leadership Styles

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	37.660	11.082		3.398	.001
	Leadership	.195	.105	.217	1.849	.069

a. Dependent Variable: Cognitive Needs

Leadership styles and Cognitive Awareness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.313[a]	.098	.085	5.579

a.   Predictors: (Constant), Leadership Styles

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.352	4.498		3.413	.001
	Leadership Styles	.117	.043	.313	2.742	.008

a.   Dependent Variable: Cognitive Awareness

Democratic and KMR

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.424[a]	.180	.168	16.446

a. Predictors: (Constant), democratic

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.350	12.978		2.724	.008
	democratic	1.130	.290	.424	3.894	.000

a. Dependent Variable: KMR

Autocratic and KMR

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.399ᵃ	.160	.147	16.651

a. Predictors: (Constant), autocratic

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.228	8.007		7.147	.000
	autocratic	.912	.252	.399	3.619	.001

a. Dependent Variable: KMR

Laissez-faire and KMR

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.050ᵃ	.003	-.012-	18.140

a. Predictors: (Constant), Laissez-faire

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	81.334	9.724		8.365	.000
	laissez	.137	.327	.050	.419	.676

a. Dependent Variable: knowledgemanag

Democratic and Cognitive Needs

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.243[a]	.059	.046	13.659

a. Predictors: (Constant), democratic

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.730	10.779		3.315	.001
	democratic	.502	.241	.243	2.083	.041

a. Dependent Variable: Cognitive needs

Autocratic and Cognitive Needs

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.223[a]	.050	.036	13.728

a. Predictors: (Constant), autocratic

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	45.790	6.602		6.936	.000
	autocratic	.394	.208	.223	1.898	.062

a. Dependent Variable: Cognitive Needs

Laissez-faire and Cognitive Needs

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.003[a]	.000	-.014-	14.082

a. Predictors: (Constant), laissez

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	58.120	7.548		7.700	.000
	laissez	-.007-	.254	-.003-	-.026-	.979

a. Dependent Variable: Cognitive Needs

Democratic and Cognitive Awareness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.229[a]	.052	.039	5.719

a. Predictors: (Constant), democratic

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.827	4.513		4.172	.000
	democratic	.197	.101	.229	1.955	.055

a. Dependent Variable: Cognitive Awareness

Autocratic and Cognitive Awareness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.339[a]	.115	.102	5.527

a. Predictors: (Constant), autocratic

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.839	2.658		7.464	.000
	autocratic	.250	.084	.339	2.994	.004

a. Dependent Variable: Cognitive Awareness

Laissez-faire and Cognitive Awareness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.099[a]	.010	-.005-	5.846

a. Predictors: (Constant), laissez-faire

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.030	3.134		7.987	.000
	laissez	.087	.105	.099	.824	.413

a. Dependent Variable: Cognitive Awareness