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**Exploring the Influence of Transformational Leadership Style on
Knowledge Workers' Performance: The Case of Oman**

**A Thesis submitted for the Degree of Doctor of Philosophy
By**

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In the Name of ALLAH, the Most Compassionate, the Most Merciful

ABSTRACT

This research aims to critically explore potential factors influencing transformational leadership (TFL) on the knowledge workers' (KWrs) performance. This research study concerns with improving the process which has been influenced by the (TFL) style effected in knowledge workers' performance. This has been done by using a theoretical approach of identifying the factors of transformational leadership that impact the knowledge works performance. The aim is for leaders to clearly understand, support and lead the different personalities in their team, in particular to encourage them to be punctual in accomplishing tasks or to committed to work, including females' KWrs. There is evidence in the existing literature that little attention has been paid to the important influences of TFL to influence KWrs performance. A new area in this study is the national culture which has been explored in certain aspect, due to the differences between the genders in the workplace, in the Oman, and the Middle East. The aim of this research study is achieved through increasing the public awareness of the females KWrs roles in the government sector compared to the notion of being respected as housewives in society. The study is designed to explore in-depth, and to determine the effect of culture and workplace in motivating female knowledge workers' abilities and competencies to perform by giving them the opportunities to shine. Therefore, this research study is conducted in the context of the knowledge-based organisations in the government sector of Oman.

The research design adopted in this research is a qualitative methodology approach, using in-depth semi-structured interviews and focus groups with 46 participants. Qualitative data has been collected from six governmental knowledge-based organisations as case studies, six focus groups contain 29 knowledge workers i.e., one from each case study, and 17 individuals' interviews (CEOs and senior leaders). The computer software package NVivo V.12 was used to analyse the collected qualitative data. Relevant themes and nodes were identified and established. This research starts by examining and analysing how TFL in the governmental sector can enhance the knowledge workers' performance, which leads to developing a framework as a tool in supporting leaders to enhancing the performance of their knowledge workers. The findings of the study are triangulated to the relevant literature used in the research study, to provide a constructive and rich discussion in evaluating and confirming the framework, and to achieve the set aim and objectives. This research study contributes to the current literature of both TFL and KWrs by developing a comprehensive theoretical, and practical to examine the relationship between TFL, and practitioners' behaviours and KWrs performance. The significant findings revealed three new constructs (set of actions, cultural and workplace dimensions, and standardised framework), which influence the knowledge workers' performance process.

A novel framework has been developed to include the two main levels, i.e., individual-focused TFL which addresses the different members in the team, and group-focused TFL which addresses the team as a whole. The framework has addressed the notion that, KWrs are responsible for knowledge sharing, either at individual or group levels. The relationship between the main two levels of the framework offers a practical understanding to foster KWrs innovation and creativity, which in turn enhance their performance. The final and developed framework combined the TFL theory with training and engagement theory (TET), as the theoretical underpinning of this study, to enhancing KWrs performance continuously.

Also, the study contributes to the current literature by providing insightful new reconceptualisation of TFL dimensions which provides in-depth knowledge, tools and techniques to help leaders motivate their knowledge workers and to enhancing their performances. In addition, this study highlights the need and awareness for practitioner on how transformational leaders are guiding and supporting the skills and experience of male and female knowledge workers' knowledge-based organisations.

DEDICATION

In spite of my study about leadership and motivation, the only leaders and motivators in my life are my kind parents, Hamed Abu Talal and Salima Um Talal, the light of my journey to success and achieving goals. I am very grateful to have such parents, your wise guidance, your exceptional love, encourage, and you been always there to raise my soul in great spirits when I needed to be. I hope I have made you proud with this achievement.

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DECLARATION

I hereby declare that this research study is developed by me for the purpose of the PhD programme at Brunel University, London and has not been previously submitted for any other degree or qualification to any other academic institution. I confirm that this study is wholly my own work. I further declare that all information in this thesis has been obtained and presented in accordance with academic rules and ethical conduct.

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List of Abbreviations

Abbreviation	Full terminology
ASAAS	Muscat National Development and Investment Company
ASYAD	The leading logistics group in the Sultanate of Oman
EDA	Exploratory Data Analysis
FG	Focus Group Participant
GCC	Gulf Countries Cooperation
IDO	Innovation Development Oman
ICAO	International Civilisation of Aviation Organisation
KWL	Knowledge Workers Leadership Framework
KWrs	Knowledge Workers
LMX	Leader Member Exchange Theory
NVivo V.12	Qualitative Data Analysis Computer Software Package
OAG	Oman Aviation Group
PACA	Public Authority for Civil Aviation
P	Individual Participant
RQ	Research Question
SEZAD	The Special Economic Zone Authority of Duqm
TAL	Transactional Leadership Theory
TFL	Transformational Leadership Theory
TNA	Training Needs Analysis
TET	Training Engagement Theory

Chapter 1: Introduction

1.1 Introduction

This research study explores in-depth and critically discusses the relationship between Transformational leadership (TFL) and the enhancement of knowledge workers' (KWrs) performance. Having a functional and effective team that performs well requires an important impact factor from leadership. It would be more effective by having leaders that lead by example and show how team performance could be influenced and supported by a specific leader's attitudes (Owens & Hekman, 2016). Empirical evidence has proved that TFL plays a key role in motivating employees to work effectively to align with the organisation goals and vision (LePine et al., 2016). Despite transformational leadership is acting as a dynamic motivator for team development, it plays a crucial role in enhancing employees' enthusiasm to perform well (Wang et al., 2016).

The study will be conducted in six organisations of the Omani Government Sector as it is very important to know how leaders in their organisations are leading and managing the performance of their employees. Although extensive research has been carried out on TFL, but few studies examine the relationship between TFL and Knowledge Workers (KWrs) have been conducted. Moreover, few studies have been conducted so far in the Oman context. Yet it is important to realize the importance of KWrs performing efficiently and maintaining the success of nations, organisations and companies. But they need to receive more attention and little is known about the best practice to improve their performance in organisation context (Davenport, 2015).

1.2 Literature Review

Developing behaviours such as promoting respect, support and fair treatment within organisations that are mainly implicit within the TFL practice, would be one of the practices that aims to improve leadership behaviour in leaders (Phaneuf et al., 2016). While different definitions of the term TFL have been suggested, this study will use the definition of Bass (1985). Transformational leadership is defined here as leadership behavior that might transform followers into elevated performers (through intellectual stimulation, inspirational motivation, and individual consideration), whereby the leader motivates followers to perform further than their own expectations (through idealised influence dimension).

The author reviewed and examined systematically the literature over a period of 5 years (see Table 2.6, section 2.2.4) and found little evidence that supports the notion of a multilevel model of TFL, in the case of individual- and group-focused behaviours which show exclusive effects over outcomes at specific levels of conceptualisation (e.g., Ashkanasy et al., 2015; Tse & Chiu, 2014; Wu et al., 2010). Until recently, there has been dearth of reliable evidence that examines the effect of dual level TFL on employees in the governmental sectors in five levels of conceptualization that can be implemented in organisations: (1) within-person, (2) between-persons, (3) interpersonal interactions, (4) group, and (5) organisation-wide, except the study conducted by Ashkanasy et al. (2015) examining dual level of TFL with three conceptual levels: (1) within-person, (2) interpersonal, and (3) group.

Recently, works of TFL have been carried out by Wang and Howell (2010), Wu et al. (2010) and Ashkanasy et al. (2015), who claim that the full structure of TFL should be reconceptualised as a multilevel model (i.e., individual-focused and group focused). Authors such as Kim and Shin (2017b), have called for more research on adapting the integrative model (i.e., multilevel TFL) to be conducted in organisational context. In addition, many researchers now argue that the strategy of multilevel model of TFL has not been explored in depth. Wu et al. (2010), for example, argue that the dual-level model of TFL is created to assist the field to understand the dynamic interaction between the individuals within a group and the group as a whole.

On the other hand, the enhancing of the performance of knowledge workers could be achieved by finding research gaps that have been missed in the existing literature. Kach et al. (2015) have defined knowledge workers as those who are capable of producing new thoughts in specific areas and generate skilled communication. Nevertheless, larger organisations have reduced the growing of knowledge workers in the workplace; this is one reason for many calls from researchers for further research into other knowledge workers in different areas such as involving quality management or human resources (Azadegan, Kach and Wagner, 2015). Indeed, knowledge workers need to be led using an untraditional leadership style, such as TFL, to carry out performance due to their knowledge possess function (Hlupic, 2016).

1.3 Research Methodology

Qualitative (inductive) methodology approach will be used in this research (see Chapter 4, section 4.2.4) as there is a need to critically explore and to provide an answer to the main research questions stated in section 1.5. Scholars such as Hassan and Hatmaker (2015) have admitted that the nature of the interactions between leaders and employees requires qualitative data collected through interviews and focus group discussions which will provide an in-depth understanding of the issue. In order to satisfy the research questions, multi case studies methodology will be conducted using a focus groups method. Data will be collected through a semi-structured interview process. Focus groups are generally used to collect data that might be unobservable and not easy to gain access, or to explore insight that might not be allowed, to others such as attitudes and decision making (Cohen & Crabtree, 2006).

The semi-structured interview is appropriate tool, which allows some degree of flexibility for an interviewer to follow relevant and interesting responses as they arise, since it often contains open-ended questions and discussions and the interview will still be controlled. Moreover, focus groups allow the interviewer to prepare questions ahead of time and appear knowledgeable during the interview, and will provide reliable and comparable qualitative data in a short time period (Cohen & Crabtree, 2006). In addition, the relation between the researcher and the participant is less formal than when using quantitative methods. This is one of the main reasons that the researcher of this study intends to interview and conduct focus group discussions with 46 participants, among whom are CEO, senior leaders and employees.

Consequently, the design of this research consists of its research philosophy perspectives – ontology, epistemology and axiology – that are all related to the nature of the phenomenon under study. Each covers significant differences that lead the researcher of this study to think about the process influentially (Lewis et al., 2009). Research philosophy can vary according to researcher's view of nature of being or reality (ontology), the researcher's view regarding nature of what frames knowledge (epistemology), and what the researcher values in the research as part of what has been researched (axiology) (Tracy, 2013). Therefore, “the link between epistemology, methodology, and methods needs to be substantiated” (Vannoni, 2015, p.350).

1.4 Aim and Objectives

The main aim of this research is to critically explore and examine in-depth the effect of transformational leadership in enhancing knowledge workers' performance in governmental organisations.

The objectives of this research are as follows:

- To critically and systematically review the relevant literature on transformational leadership, knowledge workers' performance in the workplace.
- To identify the relevant factors of transformational leadership and their direct impact on enhancing knowledge workers' and the performance.
- To examine and analyse empirically the relevant factors to find out how transformational leadership in the governmental sector can aid the knowledge workers to improve their performance.
- To develop a framework for leaders to aid knowledge workers within the organisation and to enhancing their performance.

1.5 Research Questions

This research aims to address the problem and to provide answers to the following two research questions:

RQ 1. How does TFL affect knowledge workers to improve and enhance their performance in the Government sector? And why?

RQ 2. How to enhance knowledge workers performance? And what can be done?

1.6 Identified Research Gap

Several authors such as Ashkanasy et al. (2015); Lehmann-Willenbrock et al. (2015) & Chun et al., (2016), have extended the literature on how interactions and intermediate process are influenced by transformational leadership, specifically in different cultures? Unlike this study, previous studies on TFL did not deal with multilevel model of TFL in-depth; instead, conceptualization and measurement of TFL style have been criticised in terms of a lack of clear theory that shapes performance outcomes (Avolio et al., 2017a), and female issues. Recent evidence suggests that “so it’s important to attend to organisational design and managerial processes first and then support them with individual development tools such as coaching and classroom or online education” (Beer et al., 2016, p.52).

Until recently, there has been little reliable evidence that examines the effect of dual level TFL on KWrs in the governmental sector in five levels of conceptualization that can be implemented in organisations: (1) within-person (i.e., individual organisation members), (2) between-persons (i.e., individual differences), (3) interpersonal interactions, (4) group, and (5) organisation-wide. For example, studies conducted (Ashkanasy et al., 2015; Chun et al., 2016) examine dual level of TFL with only three conceptual levels: (1) within-person, (2) interpersonal, and (3) group, as optimisation to do so.

Recent developments in TFL theory have heightened awareness of the need for amalgamation with additional procedures of leadership behaviours effectiveness (Yukl, 2013). For the purpose of this study, this study will concentrate exclusively on this leadership style – Transformational – hence this style has up-to-date compelling evidence that all its factors’ structure are applicable to positive outputs, such as performance, development, obligation, organisation’s productivity and job satisfaction (Bellé, 2014; Ng, 2016).

Therefore, this research study addresses this gap by making use of Ashkanasy et al. (2015) “Propositions” and will consider extending the study to the new leadership style that should be adopted to be co-exist alongside future training and education programs (Beer et al., 2016). Based on this, the framework is divided into two main sections (individual focused TFL and group focused TFL) with “cross level” linkages, which is, three sub-levels that include the constructs i.e., group level, interpersonal level and within person level. The propositions on the research have been developed and will be based on the framework shown in Figure 3.2.

1.7 Justification of the Research

Prior studies (Tekleab et al., 2005; Kim & Shin, 2017b) noted the importance of environmental changes (e.g., adapt the Multilevel model TFL) in order to attain followers’ commitment to the organisations. For example, an organisation that provides enduring coaching and learning opportunities for the followers could enhance their emotional ties with the workplace (Tekleab et al., 2005; Cai et al., 2016).

Beer et al. (2016), have mentioned the primary reason organisations invest significant money in management training is to enhance the overall performance. Conversely, it is obvious that employees soon return to their old habits of accomplishing tasks, which does not lead to

enhanced performance. Along with this growth in investing on learning and education, there is increasing concern over the optimized leadership style to be implemented in such organisations (Kim & Shin, 2017b).

It is worth mentioning that studies such as conducted by Bear et al. (2017) show that with regard to task performance, females frequently report they have to perform harder and outperform males significantly in order to compete. Other authors such as Foley et al. (2005) and Govindasamy et al. (2016) have supported this concept by stating that females who fronting gender discrimination are more likely be less committed to the organisation's tasks. According to Bear et al. (2017), feedback usually emerge from someone with authority (i.e., the leader) over the receiver (i.e., the followers), and the asymmetry still exists between the source of feedback and the receiver. Bear et al. (2017, p.2) have stated that "Feedback is a key process in the life of an organisation". Based on my study's findings, male leaders are closer to male employees. That is to say, male leaders form personal relationships with male employees, they provide them with clear feedback or more explanation of an issue. This is contrary to female employees due to cultural issues. Male leaders sometimes hesitate to communicate openly with females.

1.8 Research Problem and Motivation

It is worth mentioning that little research has been carried out on leadership styles in the context of Oman i.e. few studies exist to point out that the style of managerial behaviour in Oman's organisations are often manged by incompetent, unskilled and unqualified directors, which is an indication that there is a need for new concepts of leadership practice (AlFahdi and Swailes, 2011). "Indeed, Omani organisations are required to have leadership behaviours that clearly encourage and foster subordinates' performance by enhancing employees' commitment" (AlZefeiti, 2017, p.111), especially females. However, leadership conceptualisation factors are relatively new in Oman's government sector owing to the politics, cultural and institutional dynamics that hinder the notion of leadership (Common, 2011).

It is important to realise that having leaders in the Omani government with effectiveness competencies that are accompanied by appropriate skilfulness will enhance their knowledge workers performance through dealing with unpredictable situations (Al Zefeiti & Mohamad, 2015). Authors such as Al-archy et al. (2015) have suggested that leaders should possess the

leadership behaviours that are applicable with the contemporary requirements that align with teaching and learning environment in order to bring about organisation performance and employee development. Notably, Al Riyami et al. (2014) findings indicate that a major internal obstacle restraining productivity development in Oman is interdependently related to employee job dissatisfaction, which is due to insignificant leadership practices and human resource management.

Extensive research has been carried out on KWrs characteristics as employees whose main job is to produce and implement knowledge rather than to offer services (see Adriaenssen et al., 2016). Furthermore, few studies exist which adequately cover applicable TFL behaviours fit KWrs' role along with the learning and training requirements, and in particular female knowledge workers. In particular, in a review of the contemporary literature, Švarc (2016) supports the suggestion that KWrs roles need diligent consideration on reconceptualization with precise research in the field. Government organisations should put in consideration that KWrs as the nature of their work, they are expecting to be inspired, motivated and creative through work interesting, knowledgeably challenging and creative. Nevertheless, organisations should prevent boredom that leads to decreasing knowledge workers' performance through tedious and repetitive tasks which could be boring (Costas & Kärreman, 2015; Lacity & Willcocks, 2015). However, Lacity and Willcocks' (2015) study used non-validated methods to measure since they work based on the conceptual review of status quo in the field. Moreover, as shown in Table 2.10 (Chapter 2, section 2.3.8), Costas & Kärreman (2015) have illustrated that, if the expert KWrs are engaged in repetitive work, then this will remind them of clerk work that necessitates only slight knowledge and expertise. Such expositions are unsatisfactory because they neglect the management system that could have a role on such a situation (i.e., Multilevel TFL).

1.9 Expected Results

It is aimed that this research study will fill a gap in the research area of TFL and KWrs. Moreover, it will contribute to the knowledge of both TFL and KWrs. In addition, it is expected that the study of the Omani government sector will be a new case study that will be interesting for both academic and practitioners.

The empirical findings of this study provide a new understanding of transformational leadership theory responsible for encouraging knowledge workers to perform beyond their

expectation by the influence of four dimensions: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. At the group-focused (i.e., idealised influence and inspirational motivational) leaders will enhance the knowledge workers' performance with the support of training and learning. At the individual-focused level, leaders affect the knowledge workers' performance at intellectual stimulation dimension through extending developmental opportunities and at individualized consideration dimension through mentoring.

Furthermore, the intended contribution of this study is to advance the literature on the national culture, which will be explored in certain aspects such as differences between genders in the workplace at the three sub-levels of the framework. To emphasise, this research study aims to raise public awareness of the female knowledge workers roles in the governmental sector. The framework highlights the theoretical underpinnings of four new perspectives: female knowledge workers' empowerment, extra mile, female responsibility and culture, and encouraging diversity in knowledge-based organisations.

The thesis contributes to transformational leadership theory by adopting a qualitative approach (Chapter 2, Section 2.2.4) for enriches of the study. As mentioned in Chapter 2, extensive studies dominantly used of quantitative approach. This thesis, therefore, by demonstrating a concept of multi-levels framework via qualitative research, contributes to the advancement of knowledge on the association between transformational leadership theory and knowledge workers' success. Adopting a qualitative strategy reveals the importance of standardised framework theme and its sub-themes that reflect knowledge workers' abilities and capabilities more in the knowledge-based organisations. This research explores the influence of transformational leadership behaviours by focusing on new perspectives such as career pathway and diversity on the increasing knowledge workers' performance. Such exploration adds to a growing body of literature by making theoretical and empirical extensions to the current theorization of transformational leadership and knowledge workers relationship.

The empirical evidence has proven that leading knowledge workers is a true challenge for knowledge-based organisations because they have a major impact of the future of the organisations and the country. The useful insights provided by the framework will inform leaders in such organisations to encourage knowledge workers to acquire new skills and to

enhance knowledge. As their role is constantly changing, the entire managerial system should adopt such a framework in order to recognise the contribution of knowledge workers who create, apply and share knowledge. An implication of this is providing several possibilities (e.g., should be supported by their ability to think critically and creatively and should be given authority to use their capability to innovate), as presented in the final and developed conceptual framework.

1.10 Thesis Structure

This thesis is organised based on the recommendations of Philips and Pugh (2015). It is divided into seven chapters in addition to references and appendixes as illustrated below.

Table 1.1: Thesis Structure

Theory	Content	
Background Theory	Chapter 1	Introduction
	Chapter 2	Literature review
Focal Theory	Chapter 3	Proposed Conceptual framework of knowledge workers leadership
Data Theory	Chapter 4	Research Methodology
	Chapter 5	Multi Case Studies Analysis
Knowledge and Practitioners Contributions	Chapter 6	Discussion and Findings synthesis
	Chapter 7	Conclusion

Source: Philips & Pugh (2015)

Chapter 1: Introduction (context and purpose of the study)

Sets the scene by introducing the topic area and research domain, the generic problem definition justification, the aim, objectives and research questions. In addition to the methodology and methods adopted, the research problems and motivation are followed by the contribution, expected results and thesis road map.

Chapter 2: Literature Review on Transformational Leadership and Knowledge Workers

This chapter explores and critically analyses the relevant published literature and addresses the problem. Furthermore, it contains specific problems and requirements to address the theory, as well as a comprehensive review of the work of scholars including their models and frameworks, a description and discussion on the knowledge worker (KWrs) terminology and

its concepts in addition to the relationship between transformational leadership (TFL) and (KWrs) to enhance performance through training, learning, and on-the-job development, so as to highlight the research gap. In addition, in Chapter 2, the researcher has provided a literature review of TFL and KWrs in relation to Oman. In the last part of this chapter, the research questions and research gaps will be identified.

Chapter 3: Conceptual Framework and Relevant Theories

The construct of this chapter is to review relevant and potential theories in order to build and prescribe propositions and the conceptual framework developed, to explore and examine the subject areas through qualitative approach methods. Two focal theories, transformational leadership (TFL) and training and engagement theory (TEL), are explained and justified to establish a foundation for the knowledge workers leadership (KWL) framework.

Chapter 4: Methodology and Research Design

This chapter presents, discusses, and justifies the adopted methodology, multi case studies methodology that are conducted using individual interviews and focus groups discussions method. In addition, data collected through a semi-structured interview process with 46 participants i.e., 17 individuals and 29 members of focus groups discussions. These participants include CEOs, senior leaders, managers and employees. This chapter justifies why this methodology has been chosen and adopted. It also contains a relevant section on what kind of data is required to investigate and examine in order to justify the reliability and validity of the data. This chapter also includes research paradigms, and justification for adopting an interpretivist research paradigm for this study.

Chapter 5: Results and Findings

This chapter presents and discusses the analysis and interpretation of the results by using the computer software package NVivoV.12. In addition, the chapter reviews the propositions and develops the theoretical outcomes i.e. it reconceptualises the TFL and TET theories according to the results of the analysis. Based on the findings, the researcher examines and explores if the new framework is suited to developing the structure of the two theories adopted for the study. The chapter ends by presenting the results of examining the study's propositions, and also by showing the methodological contributions and significant findings.

Chapter 6: Discussion and the Final and Developed Framework

Chapter 6 provides the final and developed framework, and describes any modifications, finalisation and the taxonomy reflections linkage to the relevant literature. Each construct of the knowledge workers leadership framework (KWL) is discussed in detail, and in the context of selected narrative discourses from the six case studies and relevant literature. Moreover, it evaluates if the research questions have been answered based on the relevant literature. This chapter concludes the findings and constructs a final and developed framework for knowledge-based organisations in Oman's governmental sector in light of the evidence collected.

Chapter 7: Conclusion

This chapter discusses the conclusion, lessons learned from this study and contributions to knowledge and practitioners. Findings are summarised in terms of how the aim and four objectives of this research study have been met. Furthermore, it includes further studies, recommendations and methodological limitations, and highlights the possibilities of future research directions.

Chapter 2: Literature Review on Transformational Leadership and Knowledge Workers

2.1 Introduction

The purpose of this chapter is to systematically review and examine the relevant literature on Transformational Leadership theory (TFL) and Knowledge Workers conception (KWrs). It begins with an in-depth review and analysis of the contemporary leadership theory background and the progression and evaluation of the concept of contemporary practice. Significantly, this section of the chapter sheds the light on the insights which emerged from the findings and conclusions presented in previous published research. It then goes on to knowledge workers (KWrs) and three key aspects of the emerging terminology, the concept of KWrs and its influence on the knowledge economy or society. Female knowledge workers characteristics and their constructive roles in enhancing performance will be addressed and discussed in depth.

This chapter is divided into three main sections, each of which presents in the subsections the results relating to one of two research questions. Section 2.2 explores in-depth the progress of leadership studies and theories, the wide range definitions, a brief of the new leadership concepts of Full-Range Leadership and its three categories of leadership style (Transformational, Transactional, and Non-transactional leadership, otherwise known as Laissez-faire leadership), and a critical review of the primary focus of the research (i.e. TFL) and its relevant themes ending with the research gap subsection. Section 2.3 describes and discusses the KWrs terminology and its concepts in addition to the relationship between TFL and KWrs in enhancing performance through training and learning and highlighting the research gap. Section 2.4 provides an overview of the Oman context with which the research is concerned.

This critical review and analysis of the published literature will not explore the whole historical background of leadership theory. However, its primary focus is on all four TFL dimensions from relevant academic articles published by leading journals in the field of leadership, management and knowledge management (see section 2.2.3). As stated by Eisenhardt and Graebner (2007, p.26), “sound empirical research begins with strong grounding in related literature”.

2.2 Part One: Contemporary Leadership History

In the history of development economics and industrial societies, leadership style has been thought of as a key factor in improving organisational performance. “Nothing in public administration is more important, interesting, or mysterious than leadership” (Lambright & Quinn, 2011, p.782). It is believed that “where people feel cared for, they are more likely to trust the carer” (Murphy & Louis, 2017, p.107).

One of the first publications and analysis of contemporary leadership came from James Downton (1973) in his book entitled ‘Rebel Leadership Commitment and Charisma in the Revolutionary Process’. Leadership, from his view and as a political scientist, “encompasses both psychological and sociological modes of analysis” (Downton, 1973, p.2). By drawing on the concept of leadership, Downton has been able to show that subordinates either follow personal rules or are inspired by leaders, because both perspectives are drawn from personality traits derived from inspirational or transactional ranges. As noted by Burns (1978) several years later, employees need a personal relationship with their leaders more than leaders provide their subordinates with power and authority . Therefore, in responding to leaders’ behaviours, individuals are empowered to satisfy their requirements; these behaviours are the cause of the leadership process. In contrast to Downton, Burns (1978) argues that leadership is both ethically focused and inspiring.

However, Downton draws scholars’ attention to distinctive categories of leadership often observed in transaction and inspiration aspects where leaders and followers interact with each other for reciprocal benefits. Hence, “when the leader directs influence the followers, leadership happens” (Ospina, 2017, p.278). Moreover, Burns pointed out that leadership are commitments derived from main values of the individuals and generate structures that present them. For leaders’ aspects, this means that they can change individuals to advance level of consciousness through their traits (Burns, 1978). On the other hand, leadership processes and essential situations for the leaders to impact significant changes still had not recognised how to affect future leadership procedures (Yukl, 2013). Burns (1978) had provided in-depth discussion on the leadership process showing its relevance to conflict and power, leadership is eventually tied with collective purposes and a relationship emerges between the moral tenets and the recognized power that is required. Alternatively, Baird and Su (2017) state that leaders should be responsible for achieving organisational goals and profitable targets.

Having said that, in terms of interpersonal relationships, leadership behaviour significantly affects followers' feelings about their leaders rather than task motivation (Kim & Shin, 2017a). Arvey et al. (2015, p.1) have illustrated that "leadership is about human interaction and human behaviour, moreover, it is about how individuals and groups interact with each other". By contrast, Fischer et al. (2016, p.2) argue that "leadership is a social and goal-oriented influence process, unfolding in a temporal and spatial milieu, it is imply that a leader has a greater impact on a single follower than vice versa".

Based on Bass's theory, positivism and operationalisation are logically the main rules of leadership; previous studies have examined leadership behaviour in the workplace and in the laboratory e.g. university tests and workshops (Bass, 1985). As a result, based on a definition provided by Burns (1978), leadership is a process of interaction between persons to a changeable degree all over the levels in the organisation or society. In addition, this process is embedded across cultures and time, and is the main purpose of Burns' book. With this in mind, organisations, situations, individuals and groups should determine the leadership style that fits them interactively. In this case, leadership is not a one-size-fits-all phenomenon (Amanchukwu et al., 2015).

Indeed, leadership formed the central focus of a study by Downton (1973) which found followers' commitments are based on transactional, inspirational or charismatic behaviours of leadership. Along with this growth in the literature, however, there is increasing concern over methods that assist a leader to improve a team's performance and effectiveness which still have not been explored in-depth (Caetano et al., 2015). However, the leadership style implemented in the organisation context and barriers in the central issues of the organisations are actually necessary to have a clear strategic vision (Beer et al., 2016). Along with an increasing trend of studies in leadership, there is growing concern over theories deficiencies on task-oriented functions of leaders that are pivotal to enhancing a team's performance (Yukl, 2013).

As stated by Jacobsen (2015), it is frequently conspicuous that leadership in private sector different from that of the public sector. Jacobsen and Bøgh (2015) have reported that evidence about leadership practices from both leaders and followers has never been shared with objective performance data from the public sector.

2.2.1 Leadership Wide-Range Definitions

Most leadership definitions have been carried out from Bass and Bass' (2008) definition: leadership is communication between a group of people consists of two or more individuals that frequently engage in organising or reorganising of the status quo and the insights and expectations of individuals. In addition, leadership emerges when an individual adjusts the inspiration or aptitudes of other colleagues. Considerable definitions of leadership exist; they all share a common concept to accomplishing tasks, and the basic process of influencing others (e.g., supervisors, followers and subordinates) should be implemented (Arvey et al., 2015). In addition, Bass et al. (2003) and Bryman (2012) have revealed that the new leadership study focuses on leader's actions that affect followers' standards and ambitions, stimulates their desire needs, and inspires them to go beyond their own self-interest for the good of the organisation. While a variety definitions of the term leadership styles have been enacted by different key authors, this research falls in line with the statement provided by Yukl (2013, p.335) which defines leadership as "more research is needed to determine the conditions in which different types of transformational behaviour are most relevant and the underlying influence processes that explain why the behaviours are relevant",

According to Northouse (2019) and Guerrero and Rowe (2011), leadership is a practice whereby a person affects a group of people to accomplish a shared goal. The robust interactions with job satisfaction and follower satisfaction is a good illustration of accomplishment of elevated levels of leadership efficiency and follower performance (Banks et al., 2016). This view is supported by Arvey et al. (2015) who showed that leadership in different cultures desires ongoing development and enrichment. In addition, the concept, process and outcome of leadership need more studies in different societies to understand the back end of the existing theories and combining cultural differences as moderators or limitations of those theories.

Bass and Bass (2008) have emphasised that though continuous training and education of practice accumulation of relevant experience, leadership will develop. As shown in Table 2.1, leadership concepts have changed gradually based on several circumstances and situations.

Table 2.1: A Summary of Leadership Definitions Evaluation Progress

Period	Representative of Definitions
1920s	Behaviours such as cooperation, loyalty, respect, and obedience are urged by the leader
1930s	Leader directs followers through precise instructions
1940s	Leadership direction and persuasion were more effective than authority, position, and situations
1950s	Team members used to authorise leaders for any actions in the groups that they led
1960s	Followers were influenced by leadership behaviours to follow cooperative directions
1970s	Leader’s behaviours were recognised as distinguished from one to other and discretionary
1980s	Motivation was concerned with inspiring followers based on determined action
1990s	Tangible changes were the primary focus of leader and the follower that reflected their shared determinations through their influence
First decade of Third Millennium	Organisation’s engagements were the primary focus of the leader and took charge of fulfilling them

Source: Bass and Bass (2008)

Nevertheless, leadership theories processes that illustrate clarification of the leaders’ extraordinary influence on followers according to Yukl (2013) has too shifted in terms of process, as illustrated in Table 2.2. It is obvious that the significant different between old and new leadership theories in all sort of interactions between the leaders and the followers based on emotions and sentiments, where previously these factors did not exist much in the managerial process.

Table 2.2: Evaluation of Leadership theories

Old Leadership Theories	New Leadership Theories
Rational-cognitive characteristics of leader-interactions are recognised	Emotional reactions by the followers to leaders are of significance
Senses are managed as are managing things	Role model trait are acknowledged to make tasks understood for followers
A less various set of variables	More various set of variables (e.g., characters, arbitration procedures and status quo)

Source: Yukl (2013)

Current theories of leadership are considered one of three scopes, “leadership as a process or relationship, or personality of traits combination as leadership a characteristics, or leadership as certain behaviours or, as they are more commonly referred to, leadership skills”

(Amanchukwu et al., 2015, p.7). Table 2.3 below illustrates the shifting orientation of leadership approaches and methodologies (Avolio et al., 2017a). The first period progression (1948-1961, 1969-1989, and 1999-2007) of in-depth discussions and analyses of leadership emerged during the period 1948 to 1961 which emphasised the term “social behaviours” in line with the predominant behavioural orientation of psychology. The second wave appeared between 1969 and 1989 where scholars stressed that raters of implicit theories could be biased in terms of rating behavioural attitudes; in addition, scholars have emphasised the play role of rater cognitions and gender role stereotypes in term of men’s and females’ characteristics. The final wave emerged during the period from 1999 to 2007 where leadership here concentrated on people, dyads, groups and leaders as drivers of change.

Table 2.3: Three Periods Progressions of Leadership Research

First Periods Progressions (1948-1961)	Behavioural style approaches
Second Periods Progressions (1969-1989)	<ul style="list-style-type: none"> • Gender and leadership • Social cognitive theories • Contingency/situational approaches • Early transformational leadership
Third Periods Progressions (1999–2007)	<ul style="list-style-type: none"> • Meta-analyses—traits and leader styles revisited • LMX • Team leadership • Trust • Transformational and Charismatic leadership

Source: Avolio et al. (2017a)

The next section (2.2.2) will provide an in-depth discussion of most leadership theories that have been studied over the last three decades.

2.2.2 The New Leadership Theories: Transformational (TFL), Transactional (TAL) and Laissez-faire leadership

Many leadership theories have either a direct or indirect effect in enhancing performance. However, much of the current literature on leadership styles pays particular attention to Transformational and Transactional theory of leadership (Popli & Rizvi, 2017). To better understand TAL and TFL and their effect, Burns (1978) distinguished transactional leaders by approaching followers with behaviours that force employees to change their attitudes by several approaches such as reward and punishment. While the TF leaders potentially convert followers to leaders by fulfilling their higher needs which motivate them. In addition, Burns (1978) stated that leaders with transformational roles are very much linked to their environment, and are more in favour of making the working environment effective; it is important to realise that end values such as freedom, fairness, and equality are the centralised of TFL. Furthermore, many studies have proposed theories such as visionary or strategic theories but Bass' (1985;1996) theory has impacted leadership studies more than the other theories (Yukl, 2013). For Burns (1978), TFL has certain motives and values that activate through reciprocal interactions i.e. leaders and employees have norms and values gained from culture and society

The above is in line with Burns' (1978) leadership concepts, but Bass has three different aspects in this regard. Firstly, he has expanded the theory with the needs and wants of the followers. Secondly, Burns considers transformation as essentially to promote an individual's good rather than the nation. Lastly, as for Burns, TFL is a continuum from where transactional leadership ends, where Bass believed that leaders demonstrate a range of forms of TFL and transactional leadership (Bass, 1985). In the same vein, Burns (1978) in his textbook entitled 'Leadership' was the first scholar to identify the distinction between the transformational leaders and transactional leaders in the literature. According to Burns (1985), transformational leaders endorse significant changes of followers, teams and institutions. The transactional leaders are more focused on exchanges in order to fulfil individuals' status quo requirements.

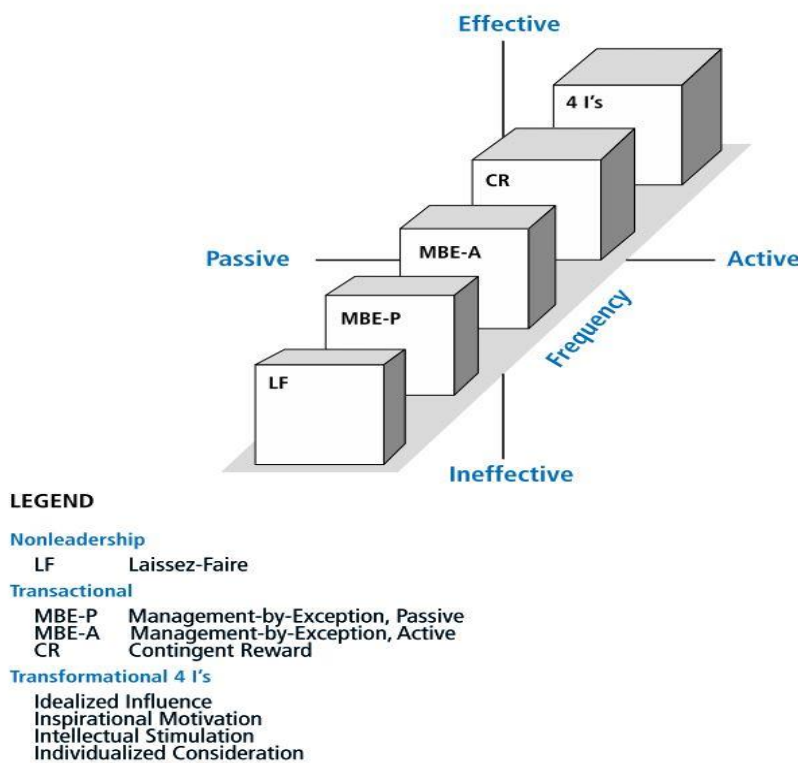
a. Full-Range Leadership Theory

The focus notion of this theory is to integrate the three categories of leadership style (i.e., Transformational, Transactional and Non transactional leadership or Laissez-faire leadership)

into one style proposed by Avolio and Bass (1991) called Full-Range Leadership theory which was embedded during the period between 1985 and 1995 (Antonakis et al., 2003).

This theory, as shown in Figure 2.1, is characterised by nine dissimilar factors that are extracted from the Bass' three types theories: five transformational factors i.e., idealized influence (attributed), idealized influence (behaviour), inspirational motivation refers, intellectual stimulation and individualized consideration; three transactional factors i.e., contingent reward leadership, management-by-exception active and management-by-exception passive; and, finally, one non-transactional leadership factor i.e., passive/avoidant (Antonakis et al., 2003; Avolio, Bass & Jung, 1999; Rowold & Heinitz, 2007).

Figure 2.1: Full-Range Leadership Theory



Source: Northouse (2019)

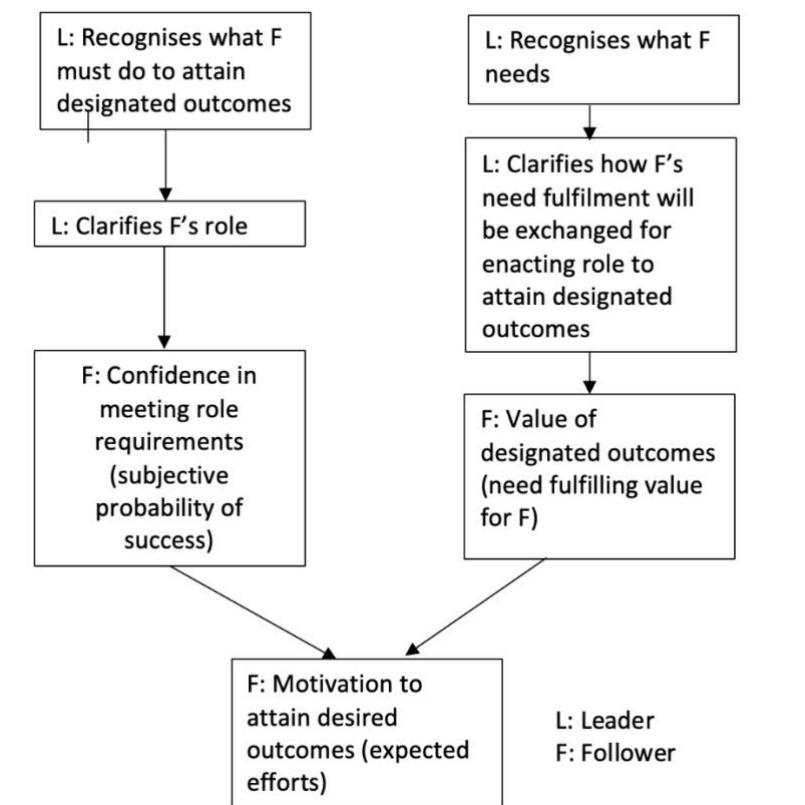
b. Transactional Leadership (TAL)

Leaders who favour this style usually rely on their position, policy, power and authority to sustain control and accomplish tasks based on constructive and corrective exchange relationship between them and followers through reward and reprimand (Popli & Rizvi, 2017). However, as shown in Figure 2.2, transactional process leaders provide followers with roles that accomplish goals that they planned for and with their needs and wants in addition to illuminating them on how their needs will be accomplished in return for their performance

(Bass, 1985). The model provided important structure described as the leadership that recognises what the follower requirements and the clarification on how those requirements are to be fulfilled in exchange for the follower's satisfactory effort and performance. Based on Bass (1985, p.11), transactional leaders can be described in his relations with subordinates as follows:

- 1- Recognises what it is we want to get from our work and tries to see that we get what we want if our performance warrants it.
- 2- Exchanges rewards and promises of reward for our effort.
- 3- Is responsive to our immediate self-interests if they can be met by our getting the work done.

Figure 2.2: Bass's Model of Transactional Leadership and Follower Influence



Source: Bass (1985, p.12)

Model in Figure 2.2 has extended by previous studies who have suggested that communication and clarifications are provided by the leader to the followers of what is expected from them and what they will gain if these expectations are fulfilled (Avolio, Bass & Jung, 1999). To better understand TAL, Bass and Riggio (2006) have highlighted the significant role of its behaviour, which mainly depends on contingent rewards or punishment of the followers (i.e., positive contingent reward or management-by-exception). Research has proven that TAL can be categorised into an active and a passive dimension; this is illustrated by the leader's behaviour when he/she manages by exception in order to effect remedial action due to leader-follower transactions (Judge & Piccolo, 2004). However, as has been shown elsewhere, transactional theory is frequently related to the notion management and remains a tremendously common practice of many leadership models and institutions (Amanchukwu et al., 2015).

Contingent reward usually emerges when the leader generates constructive exchanges with his/her subordinates (Judge & Piccolo, 2004). It could be considered as a motivation process that is employed to reward employees who meet their aims of the leaders (Baldegger & Zaech, 2017). Jacobsen and Andersen (2017) have argued that TAL contingent rewards and punishment has a role in the declining conviction of the essential needs for self-sufficiency, affiliation and competences. In the same way, researchers such as Jansen et al. (2012) argue that leaders' involvement with management by exception active behaviours allow employees to have a clear understanding of their tasks and responsibilities.

c. Laissez-faire leadership

Laissez-faire leadership is another style that is introduced by Bass (1985) which shares few common features with one dimension of TAL (i.e., passive management-by-exception) (Boer et al., 2015). According to Bass (1995), laissez-faire leadership defines the least influence and most inactive leadership behaviour. Followers in this system have less guidance and are disregarded to be directed by leaders; moreover, the motivations and needs of the followers are often affected negatively as a result of hesitation or absence of decisions taken (Baldegger & Zaech, 2017). According to Bass and Riggio (2006), this style has no indication of leadership presented or the behaviours of this leadership style are unclear; however, most research on the style has shown its ineffectiveness and passiveness. Also, this category is known as no-leadership; indeed, leadership behaviours are completely absent in laissez-faire leadership (Bass, 1995).

d. Transformational Leadership (TFL)

The term TFL was originally formulated by Burns (1978), who was a political scientist and highest expert on the scholarship of U.S Presidents. From Burns' work, Bass (1985) has revitalised the field by extending the work to highlight the importance of factors (i.e., charisma, inspiration, identification and vision (Avolio et al., 2017a). Bass (1985; 1999) has derived his basic model of TFL from the constructive work of Burns (1978) and House (1996). Consequently, Bass' model is a more leader-focused perspective, whereas Burns' work highlights the needs and wants of the followers. Further work has come from both Burns and House. Bass has extended the work by adding three dimensions of TFL: Inspirational Leadership, Individualized consideration, and Intellectual Stimulation are fully articulated and conceptualized (Bass, 1985) (see Figure 2.3, section 2.2.3 for in-depth explanation). There have been a number of revisions involving TFL theory that have reported by Bass and Avolio (1990a) which concluded adding another factor (dimension) to the theory called inspirational motivating, where the followers were motivated by using symbols and communicating as appealing vision.

The primary reason for referring to the four dimensions of behavioural factors as transformational in nature by Bass, is because of his belief that these might transform followers into elevated performers (Jin et al., 2016). According to Ashkanasy et al. (2015), the TFL structure intends to transform followers' attitudes, faiths, standards and behaviours in order to achieve higher-order goals. However, what we know about leadership influence is in line with the empirical study by Deichmann and Stam (2015) that explores the incidence of TFL in employees' motivation to engage into an organisation ideation program; followers are encouraged to generate ideas to develop help the organisation. Their findings show that TFL behaviours have a role in inspiring employees to participate in the targets of an ideas generating program. In particular, Baldegger & Zaeck (2017, p.159) state that "transformational leaders explore new ways of working, seek opportunities in the face of risk, prefer effective answers to efficient answers and are less likely to support the status quo". By contrast, Lord et al. (2017, p.441) believe that "transformational leadership theory posits exceptional performance is created by a sense of mission and new ways of thinking and learning".

Recent developments in TFL theory have heightened awareness of the need for amalgamation with additional procedures of leadership behaviour effectiveness (Yukl, 2013). For the

purpose of this study, the researcher will concentrate exclusively on this leadership style – Transformational – hence this style has up-to-date compelling evidence that all of factors’ structure are applicable to positive outputs, such as performance, development, obligation, organisation’s productivity and job satisfaction (Bellé, 2014; Ng, 2016).

e. Comparison of TFL with TAL

A major distinction between both styles emerges in organisational culture. The transactional leader fulfils his duties here as it exists and agrees to take team and self-identities as it is. The TFL leader transforms the organisational culture and group and individuals (Bass, 1985). Furthermore, TFL leaders are more likely to direct internally through redefining or modifying the organisational culture rules based on their vision of an adequate suitable future state. By contrast, Transactional leaders are more concerned with directing externally within organisational culture rules (Bass, 1985; Bass & Avolio, 1995; Howell & Avolio, 1993). In the case of communicating the values of the organisational culture, the transactional leader practices as role model and agrees to use the rituals and stories. Conversely, the TFL leader innovates, motivates and presents cultural systems (Bass, 1985). As for the transactional leader, followers are rewarded for their compliance to increase their performance. On the other hand, TFL raises their needs and aspiration levels (ibid). Another key point is that TFL leaders provide a combination of TFL dimensions and rarely work alone (ibid).

Above all, the second main difference between TFL and transactional sub-dimensions is related to the differential effects on outcomes; for instance, transactional leadership contingent reward dimension is considered positive, whereas management-by-exception dimension (both active and passive) is considered negative (Boer et al., 2015).

On the whole, as can be seen in Table 2.4, all the mentioned models have different factors. To demonstrate, each style’s factors are interdependent of each other rather than being completely liberated. In contrast, as for Full-Range of leadership model, factors are incorporated in seven different factors as shown in Figure 1.2 (Bass, 1985; Northouse, 2019).

Table 2.4: A Comparison of Leadership Factors

Transformation Leadership	Transactional Leadership	Laissez-Faire Leadership
Factor 1 Idealised Influence Charisma	Factor 5 Contingent Reward Constructive Transactions	Factor 7 Laissez-Faire Non-transactional

Factor 2 Inspirational Motivation	Factor 6 Management-by-Exception Active and Passive Corrective Transactions	
Factor 3 Intellectual Stimulation		
Factor 4 Individualised Consideration		

Source: Northouse (2016, p.167)

2.2.3 Transformational Leadership – In Depth Critical Review of TFL

For the last 10 years, a considerable amount of literature has been published on TFL exploring its effectiveness as the best-fitting model in private sector, government sector and social movements (Bass & Riggio, 2006). More recently, the literature has produced findings about TFL behaviours attributed to several factors, including the effects on followers' empowerment, identification with the workplace and its standards, and advanced collaboration (Avolio et al., 2008; Boehm et al., 2015; Hill et al., 2012). These behaviours are met to transform organisations (Durue et al., 2011). The existing leadership literature suggests that transformational leadership is one of the most influential approaches of leadership in this century (Akdere et al., 2015). Outcomes such as employee satisfaction with the leader, employee work satisfaction, leader efficiency and task performance, are extremely relevant to TFL (Banks et al., 2016). Surprisingly, a number of authors have found that TFL improves followers' behavioural beliefs of the service compartments (Lam et al., 2016).

charisma forms the central focus of TFL, in which Bass (1985) found that a leader's charisma is responsible for influencing the employees (i.e., subordinates are or are not influencing and benefiting from the transformational structures). Aligning with this fact, TFL formed the central focus of a study by Lord et al. (2017) in which the authors found that TFL ratings have positive affective commitment to continuing change; significantly, these relationships were extreme when change had a direct impact on employees' work and unit performance.

Figure 2.3 demonstrates a model for TFL by Bass (1985) illustrating the effort's level derived from the followers' level of confidence and desire for nominated results that entail performance. Obviously, TFL produces superior effects compared to TAL; additionally, performance exceeds expectations through the TFL process unlike TAL behaviours (Northouse, 2019). Another point that TFL leaders urge is increasing the followers' needs

and interests by changing or broadening their level needs priorities in return for advancing their confidence and appreciating the value of outcomes for them (Bass, 1985). Ashkanasy et al. (2015) suggested that TFL factors are a reason for shaping employees' attitudes and behaviours dynamically and effectively in order to attain individual and group outcomes.

Figure 2.3: Transformation Leadership Conceptual Model by Bass



Source: Northouse (2016, p.170)

Nine years after the emergence of Bass TFL theory, Bass and Avolio (1994) made a slight development of TFL, which can be observed in leaders, and is as follows:

- 1- Peers and subordinates are stimulated in order to view their outcomes from new perceptions.
- 2- Rise attentiveness of the assignment or vision of the group and institution.
- 3- The abilities and potential of peers and subordinates are developed to its highest levels.
- 4- Motivate peers and subordinates to act beyond their self-interests and for the sake of the group benefit.

To date, various developments have been introduced and extended to TFL factors. For example, Bass and Riggio (2006) have presented new concepts to TFL: the heart of the TFL paradigm contains several notions such as leaders' aim to develop leadership within their followers, either at the group level or the individual level. Another important development to TFL is that to attain sophisticated performance, TFL leaders tend empower individuals by developing their personal needs and their own leadership talent (Bass & Riggio, 2006). Jin

(2010) notably mentions that TFL factions are based on the fundamentals of sympathy, consideration, sensibility and relationship building.

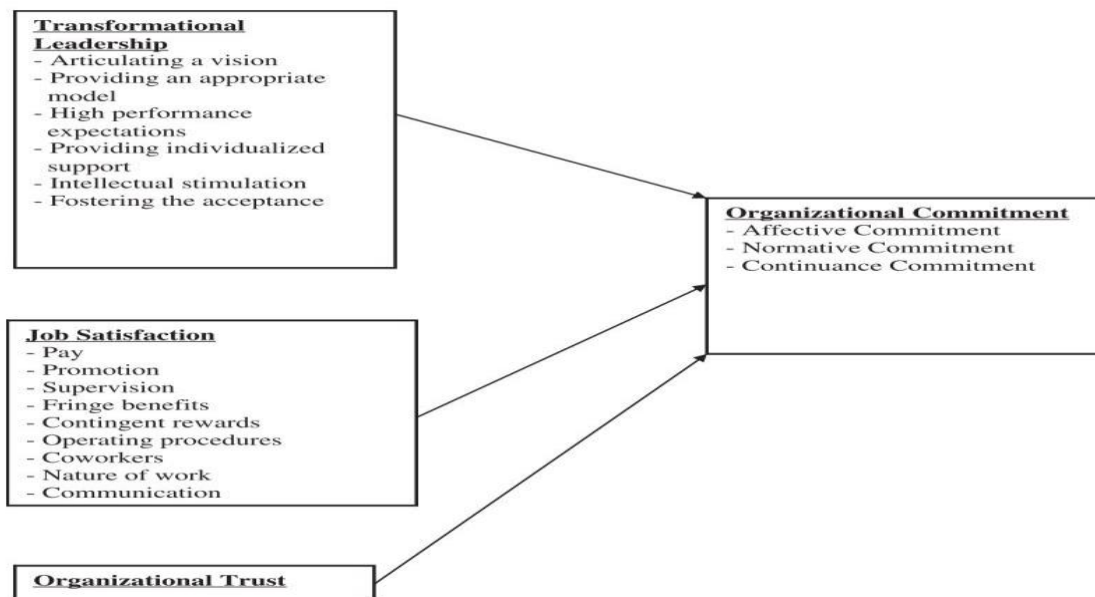
In order to understand how TFL regulates the transformation of the institution and its employees from the current status quo to an advanced status that is consistent with the visions, mission and goals of the institution, a series of transformation should be performed such as standards for organisational productivities, followers' sentiments and enduring organisational aims (Akdere et al., 2015). Thus, Deichmann and Stam (2015) argue that their findings support the view of the TFL aims to achieve specific outcomes only through leaders accounting these outcomes as a top priority, otherwise their effectiveness will not be applicable to achieve these goals. On the other hand, according to Hasson et al. (2016), elements such as robust identification of the leader and the workplace where the implementation of leadership are considered the basics approach of TFL (i.e., a vision-based approach).

Drawing on an extensive range of sources, Avolio et al. (2003) and Barrick et al. (2015) have proven that followers' productivity is high at all organisational levels when transformational leaders' attitudes exist. In another major study, Amanchukwu et al. (2015) found that under the direction of leaders with TFL, employees work in teams. Leaders motivate employees with several aspects that are based on values and norms. It has been suggested that TFL efficiency depends on the organisational structure; it is crucial to consider what type of leadership behaviours is best for such organisation's structure situations that would be plausible for followers and consequently enhances their sought-after organisational behaviours (Kim & Shin, 2017b). However, few writers have been able to draw on any structured research into followers differences, such as personality that are interdependent with a positive impact on TFL (e.g., Guay & Choi, 2015).

According to Vandenberghe (2014), TFL in the public service is an essential issue for both academics and practitioners. However, attention for TFL in the public service is far less compared with the private (Bass & Riggio, 2006). Jacobsen (2015) has reported that governmental sector organisations are bureaucratized more because of the larger size and task, which entails that the occurrence of effective TFL be limited to being exercised. In the private sector, the bureaucratized, size and task are less compared to the governmental sector.

Jacobsen (2015) identifies that the engagement undertaken of TFL is one of the major causes of followers' professionalization improvement. Jacobsen and Andersen (2017) have defined TFL as actions looking for advancement, collaboration and conserving a vision deemed to motivate followers to fulfil organisation goals before their own self-interest. According to Ospina (2017), in the governmental sector, intrinsic rewards may be necessary for motivational stimulus, rather than extrinsic rewards such as promotions. In such an environment, TFL studies demonstrate how to prepare the right work context for engagement and participation. However, as has been shown elsewhere (e.g., Akdere et al., 2015) the deficiency attention in literature focuses the relationships between TFL behaviour with commitments and voluntary performance of subordinates in public sector. As illustrated in Figure 2.4, the relationships between transformational leadership, job satisfaction and organisational trust will lead to organisational commitment.

Figure 2.4: Conceptual Framework by Akdere



Source: Akdere et al. (2015)

f. Transformational Leadership and Performance

Recently' attention has been focused on the provision of the most useful and powerful mechanisms of TFL that could assist both researchers and practitioners to enhance followers performance and how and why it does so (Ng, 2016). Several authors have emphasised that the current TFL theory could be developed to improve follower performance and behaviour (e.g., Avolio et al., 2002; 2009; Lord et al., 2017). As evidence, Edgar et al. (2015) and Dóci

and Hofmans (2015) strongly believe that the features associated with TFL has a role in bonding the robust relationship between leader and followers as a result of high performance through several instruments, such as challenging followers' principles and expectations.

Above all, previous findings have proven that TFL has affected leader performance positively and incrementally precedence over the effects of TF leadership (Bass & Riggio, 2006). However, these results were based upon Bass' theory (1985) which considered that leaders are transformer perspective, and are usually inspired to accomplish performance to the highest standards. According to Bass (1985, p.20), "such a transformation can be achieved in any one of three interrelated ways:

- 1- By raising our level of awareness, our level of consciousness about the importance and value of designated outcomes, and ways of reaching them.
- 2- By getting us to transcend our own self-interest for the sake of the team, organisation or large polity.
- 3- By altering our need for hierarchy or expanding our portfolio of needs and wants".

The most difficult managerial responsibility is amending performance inadequacies, where emotional conflicts often happened when confrontations emerge between many managers and followers about low performance and unfortunate behaviour which entailed self-justification from the side of followers to maintain self-esteem (Yukl, 2013). To overcome this situation, trust and openness climate in the organisational culture are successful in stimulating performance in management process (Bass, 1985; Akdere et al., 2015). Further, Bass (1985) uses examples of these various techniques as evidence that network communications is necessary, either open or informal, to observe employees' performance process levels (Akbari et al., 2017).

Alternatively, Fetter et al. (1990, p.112) and his assistants have stated that "transformation leadership is multidimensional in nature" and have suggested six key behaviours interconnected with the style in particular high performance expectations (actions that associate followers to recognise leaders' expectations for performance standards, excellence and quality), providing individualized support (actions that express respect for the followers and provide them their needs) and intellectual stimulation (actions that advance followers' performance in different way through tasks challenging).

Nevertheless, Avolio et al. (1999) emphasise that necessary cognitive resources will be available by the leader for the employees in order to motivate them to work differently. This notion is supported by Beer et al. (2016) who found that an organisation's effectiveness and performance will be improved if the employees have been developed by attaining the right knowledge, skills and attitudes programs.

g. TFL and Training and Learning

To achieve accomplishment goals for an organisation, TFL leaders need to develop their followers' leadership abilities by means of training, orientating and providing them with challenges and support. This only attained if TFL training and development program succeed as a direct application to transform individuals, group and organisational levels at increasingly diverse employees; it needs to be assessed for advancing the organisation and its members' attainment of their desired efforts (Bass & Riggio, 2006). Beer et al. (2016) argue that the primary reason for which organisations invest large amount of financial resources in management training is to improve and enhance the overall performance; conversely, it is obvious that employees soon return to their old habits of accomplish tasks, which does not lead to enhanced performance. More specifically, Beer et al. (2016) has suggested that to generate appropriate context for training and development, leaders must first attend to organisational design at all related levels.

Ashkanasy et al. (2015) have emphasised that followers who are empowered are more concentrated on tasks given and are risk-takers by looking for advanced solutions and novel, insightful ideas. As a result of skills and confidence development provided by leaders, followers will have more influence and undertake supplementary responsibility (Yukl, 2013). Evidence from a previous study shows that when individuals are reinforced by actions, they are more likely to sustain learning and knowledge production in the organisation (Hasson et al., 2016). Apart from that, training approaches should be met with the requirements of development e.g., knowledge, skills, attitudes, and behaviours (Yukl, 2013).

In line with this notion, Jia-Chi et al. (2016) shed the light on the leaders who have elevated consciousness of every employee's uniqueness. Moreover, they should be aware of creating designated tasks that fit with an employee's ability, in addition to providing customised training and coaching chances for the individual. Further research has shown that appropriate training programs which focus on increasing workers' motivation and competencies to gain

new knowledge would motivate employees to initiate efforts to obtain knowledge that would result in performance improvement (Chuang et al., 2016). As stated, “training and development are a common form of human capital investment for individual and organisational improvements” (Govindasamy et al., 2016, p.273). Having said that, it could be hard to confront the change in policies and practices generated by top management, but it is crucial to do so before training can thrive for the longer-term (Beer et al., 2016). Unless leaders’ strategic rationale is in line with leadership for learning which deals with how to employ learning to generate transform and to post new directions into the organisation process (Hasson et al., 2016).

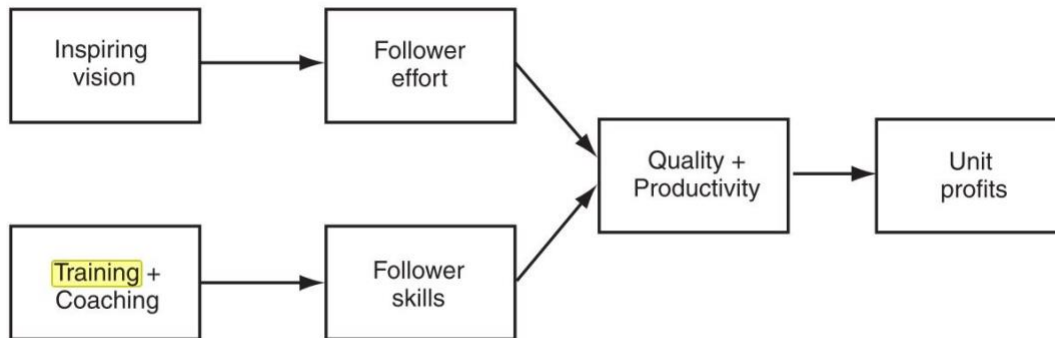
On top of that, Yukl (2013) has emphasised that training methods such as role playing and behavioural role modelling should be concerned with the trainee’s up-to-date skills, motivation and capability to comprehend composite information. This process has been highlighted by Yukl (see Table 2.5 and Figure 2.5). Followers need to participate in suitable workshops and courses in order to develop their skills which are relevant to their needs, interests and vocation determinations. Along with enhancing job skills, training programs are aimed at raising followers’ awareness about the philosophy of the organisation’s culture (ibid).

Table 2.5: Methods to Motivate Leadership Training of Followers Previously the Training

Before the Training	After the Training
Notify subordinates about opportunities to get training	Meet with the person to discuss what was learned and how it can be applied
Clarify why the training is significant and advantageous	Jointly set specific objectives and action plans to use what was learned
Ask others who received the training to explain how it was useful	Make assignments that require use of newly learned skills
Change the work schedule to make it easier to attend training	Hold periodic review sessions to monitor progress in applying learning
Give a subordinate time off if necessary to prepare for the training	Provide praise for applying the skills
Support preparation activities such as distribution of questionnaires	Provide encouragement and coaching when difficulties are encountered
Tell subordinates that they will be asked to report on what was learned	Include application of new skills in performance appraisals
	Set an example for trainees by using the skills yourself

Source: Yukl (2013, p.397)

Figure 2.5: The Effect of Training



Source: Yukl (2013, p.10)

Recent evidence suggests that “it’s important to attend to organisational design and managerial pro-cesses first and then support them with individual development tools such as coaching and classroom or online education” (Beer et al., 2016, p.52). The primary reason for attending such design is that organisational systems which delineates tasks, codes of practices and relationships, have a robust effect on employees’ mind-sets and behaviour (Beer et al., 2016).

In addition, this research will consider the call from Beer et al. (2016) for further study into a new leadership style that should be adopted to be consistent with future training and learning programs.

h. Multi-Model of Transformational Leadership

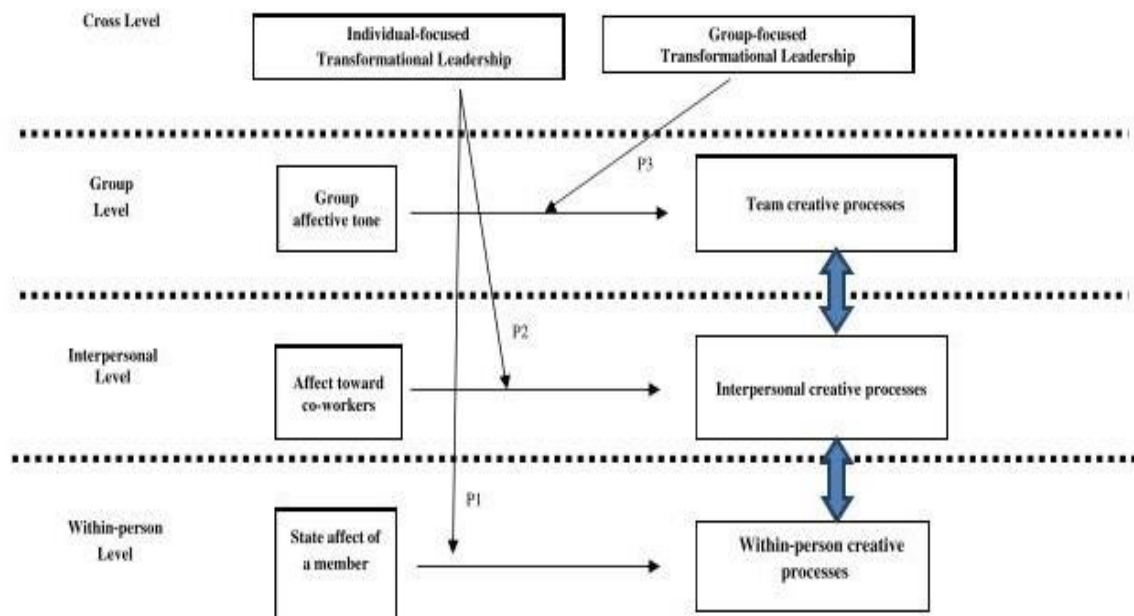
Relatively recently, great works of TFL, such as Wang and Howell (2010), Wu et al. (2010) and Ashkanasy et al. (2015) have started to claim that the full structure of TFL should be reconceptualised as a multilevel model (e.g. individual-focused and group focused). Authors such as Kim and Shin (2017b) have called for more research to adapt integrative model (i.e., Multilevel TFL) to be conducted in the organisational context. In addition, many analysts now argue that the strategy of multilevel model of TFL has not been explored in depth. Wu et al. (2010), for example, argue that the dual-level model of TFL is created to assist the field to understand the dynamic interaction between the individuals within a group and the group as a whole. In the same way, Ashkanasy et al. (2015) claim that group-focused TFL affects the

creative practice relationship at the team level, similarly individual-focused TFL affects the creative practice relationship at both within person and interpersonal levels.

Prior studies that have noted the importance of environmental changes (e.g., adapt Multilevel model TFL) in order to attain followers' commitment to the organisations, for instance, an organisation that provides enduring coaching and learning opportunities for the followers could enhance their emotional tie with the workplace (Cai et al., 2016; Tekleab et al., 2005). Research evidence supports the notion that specific training programs need to be designed based on the Multilevel model of TFL for performance outcomes across organisation variety levels (Ashkanasy et al., 2015).

The researcher has reviewed the literature from the period and found little evidence, which supports the notion of multilevel model of TFL; in the case of individual-focused and group focused behaviours this shows exclusive effects over outcomes at specific levels of conceptualisation (e.g., Ashkanasy et al., 2015; Tse & Chiu, 2014; Wu et al., 2010). Until recently, there has been a dearth of reliable evidence that examines the effect of dual level TFL with employees in the government sector into five level of conceptualization that can be implemented to organisations: (1) within-person, (2) between-persons, (3) interpersonal interactions, (4) group, and (5) organisation-wide, except the study conducted by Ashkanasy et al. (2015) examining dual level of TFL with three conceptual level: (1) within-person, (2) interpersonal, and (3) group. This relationship illustrated in Figure 2.6.

Figure 2.6: A Dual-level Model of Group-focused and Individual-focused Transformational Leadership - Affects Team Creative Process Behaviours



Source: Ashkanasy et al. (2015, p.551)

Therefore, based on what is mentioned in the previous sections of this chapter, this PhD research study further explores the conceptualisations by making use of Ashkanasy’s “Propositions” (Ashkanasy et al., 2015) and will extend their study in order to remedy these problems and develop a conceptual framework for this research study to clarify the impact of dual level TFL with workers in three conceptual levels namely: (1) within-person, (2) interpersonal and (3) group. Consistent with what is mentioned previously, this indicates a need to understand the various perceptions of dual level TFL as group-focused and individual-focused that should exist in the organisation.

i. Transformational Leadership and Culture

One of the most significant discussions in TFL and moral philosophy is the continual relationship between leadership and culture, “to reiterate, the culture affects leadership as much as leadership affects culture” (Bass and Avolio, 1993, p.113). Extending their research, Bass and Riggio (2006) extended the notion whereby TFL can be impacted by the cultural contingencies in its nation, land, and region. In particular, Yukl (2013) has suggested that TFL leaders preferably need to develop their followers’ skills, self-possession, gaining them

the right to observe high classified information and construct robust culture to motivate followers' empowerment.

j. Transformational Leadership and Gender Differences

Studies, such as Bear et al. (2017), showed that, with regard to task performance, females frequently report they have to perform harder and outperform males significantly in order to compete and prove themselves. Other authors such as Foley et al. (2005) and Govindasamy et al. (2016) have supported this concept by stating that females who confronting gender discrimination are more likely to be less committed to the organisation tasks. According to Bear et al. (2017), feedback usually emerges from someone with authority (i.e., leader) over the receiver (i.e., employee), where the asymmetry still exists between the source of feedback and the receiver. Bear et al. (2017, p.2) have stated that "feedback is a key process in the life of an organisation". Their argument is related to the females' employees that are affected by feedback more than males by making negative clarifications of vague feedback and prepare to give feedback regarding interpersonal practices.

2.2.4 Research Gap in Transformational Leadership concept

Table 2.6 demonstrates most of the recent studies from some of leading journals in field of leadership in particular TFL perspectives. Notably, a dearth of studies attempt to combine Multilevel TFL and performance within management research. For instance, a number of authors have reported analyses of trends in TFL theory that still demonstrate deficiencies from unreliable findings in terms of four dimensions structure of its construct through personality characteristics as backgrounds and performance as an result of TFL's four sub-dimensions; this can has negative consequences such as narcissism or poor decision-making (e.g., Bass & Avolio, 1993; Deinert et al., 2015). significant conceptual pitfalls of the new theories include: abstruse paradigms, inadequate clarification of descriptive processes, less focus on some relevant behaviours, deficient highlighting of dyadic processes, and exaggeration of leadership's conceptions cogent (Yukl, 2013).

Despite its long conceptual and empirical consideration in the last three decades, previous studies of TFL have not dealt with multilevel model of TFL as it seen in Table 2.6; instead, conceptualization and measurement of TFL style have been criticised in terms of a lack of a clear theory that shapes performance outcomes in addition to a number of ambiguities that

need to be explored in depth such as conceptual and empirical ambiguities (Avolio et al., 2017a; Banks et al., 2016; Tourish, 2014). Another suggestion by Anderson et al. (2017) stated that the current leadership theories which were generated decades ago need to be revisited in order to be consistent with the current workforce and today's employees (Table 2.6).

Currently, many analysts now argue that the strategy of TFL has not been successful to lead innovation, Brandt et al. (2016), argue that TFL behaviours may hamper innovativeness and that mostly relies upon other organisational elements. Please see Table 2.6 for a summary of the relevant and recent studies. The most important of this criticism is that Brandt failed to note the TFL behaviours with a new process approach may support innovativeness.

Along with other researchers, Arvey et al. (2015) have called for more studies focus on the drivers of human behaviours that should be conducted in different countries to understand aspect of leadership. Table 2.6 demonstrates that little studies have approached qualitative methodology in order to conduct findings (e.g., Lehmann et al., 2015; Jia-Chi et al., 2016); by contrast, most other studies have used the quantitative approach and only one used a mixed method (e.g., Boies et al., 2015).

Since this PhD research study further explores the conceptualisations by making use of Ashkanasy's "Propositions" as seen in Figure 2.6, it is important to realise that a major criticism of Ashkanasy et al.'s (2015) work is based on conceptualisation rather than a real life exploratory; hence, the findings derived from workplace manner will be robust. In the same way, Banks et al.'s (2016) meta-analysis has been subjected to considerable criticism. For instance, they shed light on a number of TFL conceptual and empirical ambiguities that need to be revealed, and they succeed in making known the conceptual and empirical ambiguities without any further solution.

One criticism of much of the literature on multi-dimensionality of TFL is a study by Boer et al. (2015) in which they attempted to examine it through personality characters as backgrounds and performance as a result of TFL's four sub-dimensions; a serious weakness with this argument, however, is the lack of illustration to make better use of the TFL's whole structure. Hence, every employee has different personality characteristics that may be

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transformed in term of attitudes, faiths, standards, and behaviours within the three levels of the organisations (i.e., within-person, interpersonal interactions and within group).

Table 2.6: A Summary of Relevant Studies on TFL and Performance

Author	Aim of the Research	Empirical Design	Main Findings	Theoretical lens
Avolio et al. (2017a). <i>Journal of Applied Psychology</i> , 102(3), pp. 434–451	‘Reviewing the interactive development of leadership theories, methodologies, and practice’	Meta-analytic paper	- ‘Leadership’s cultural masculinity had ebbed as it incorporated a greater demand for interpersonally skilled behaviour’ - ‘TFL style could have different effects depending on the type of identification that followers form in reacting to a leader’. - ‘Follower reactions are an important part of leadership processes’	Conceptualisation and measurement of TFL style has been criticised in terms of a lack of clear theory that shape performance outcomes
Anderson et al. (2017). <i>Leadership Quarterly</i> , 28(1), pp. 245–260	‘Exploring the different expectations such as personalities and attitudes of current employees in the workforce’	Empirical research	- ‘Employees’ attributions of leadership may be highly dependent upon their perceptions of their leaders' ability to award raises and promotions’ - ‘When employees place a lower value on workplace centrality, they are less likely to be cognisant of the negative organisational outcomes which could occur as a result of unethical behaviour’	Current leadership theories that were generated decades ago need to be revisited to be consistent with the current workforce and today’s employees
Kim & Shin. (2017b). <i>The International Journal of Human Resource Management</i> , 5192(July), 1–25	‘Exploring the operationalisation and universal effectiveness of TFL theory in Asian context’	Survey Questionnaire -primary data	- ‘High status and longer working experiences cause employees to be more psychologically empowered and competent in their work. - ‘Empowering process induced by transformational leadership is not generic, but rather is situational.	More research needed to adapt integrative model (i.e., Multilevel TFL) to be conducted in the organisational context

			transformational leadership effectiveness is contingent on organisational structure’	
Ospina (2017). Public Administration Review, 77(2), pp. 275–287	‘Offering critical argumentation of the potential contribution of public administration (PA) to leadership studies’	Critical reasoning and conceptual analysis	-The public sector intrinsic rewards are may be necessary motivational stimulus rather than extrinsic -In such environments, TFL studies demonstrate how to generate the right work context for engagement and participation	Tremendous opportunity for a contribution from the Public Administration field to theorise about relational leadership by focusing on its public context
Brandt et al. (2016). European Journal of Innovation Management, 19(4), pp. 547–567	‘Investigating what kind of leadership young innovative people prefer and whether their level of innovativeness has an influence on those leadership preferences’	Survey Questionnaire -primary data	-‘The level of innovativeness influences leadership preferences’ -‘Management should carefully consider the different dimensions of TF leadership when seeking the best way to lead innovators and consider individualized preferences’	TFL behaviours may hamper innovativeness and that is mostly relying upon other organisational elements
Antonakis et al. (2016). Journal of Management, 63(6), pp. 1–28	‘Reviewing on studies of leadership processes and systematically analyse to report on the state of the science’	Review paper and systematic analyse	‘Predominantly studied leadership “meta” process model looks at the effect of leader traits or behaviours on performance-related outcomes through cognitive, affective, or behavioural leveraging factors’	‘Future leadership process research needs to be (a) multiprocess, (b) multilevel, and (c) time sensitive to allow for enhanced scientific understanding and practical relevance’
Beer et al. (2016). Harvard Business Review, 94(12), pp. 50–57	‘Addressing the phenomena of why organisations dump a lot of money in management training is to enhance the	Review paper- secondary data	-Employees soon return to their old habits of accomplishing tasks, which does not lead to enhanced performance -Leadership styles, employees professional and cultural backgrounds are the	The organisation’s effectiveness and performance will be improved if the employees have been developed by attaining the right knowledge, skills and attitudes program

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	overall performance'		drivers of organisational behaviour and performance	
Ng, (2016). Leadership Quarterly, 28(3), 385–417y	'Testing the five core mechanisms affective, motivational, identification, social exchange, and justice enhancement, that are consistent with established social and psychological theories'	Meta-analytic paper	TFL was related to variables that represented these mechanisms, which in turn were associated with non-self-report measures of employees' task performance, citizenship behaviour and innovative behaviour	Less recent attention has been focused on the provision of the most useful and powerful mechanisms of TFL that could assist both researchers and practitioners either to enhance follower's performance and how and why it does so
Arvey et al. (2015). Leadership Quarterly, 26(1), pp. 1–6	'Exploring a number of questions and issues associated with a broadly conceived notion of leadership in Asian contexts'	Systematic review, secondary data	-Construct or measure used in the Western contexts may not have the same meaning in an Asian context, and how the Asian context can advance leadership theory	More studies needed to focus on the drivers of human behaviours that should be conducted in different countries to understand aspects of leadership
Jacobsen and Bøgh (2015). Public Administration Review, 75(6), pp. 829–841	'Testing the relationship if the employee perceived leadership is expected to have a stronger correlation with organisational performance than leader-intended leadership'	Survey Questionnaire -primary data	-Leader intended leadership has only an indirect effect on organisational performance and that this effect can be hard to obtain. -It is important to distinguish between intended and perceived leadership and those leaders should be aware of how their practices are perceived	Leadership practices from both leaders and followers have never been shared with objective performance data from public sector with varying managerial autonomy, goals, employee types and national cultures
Akdere et al. (2015). The International Journal of Human	'Investigates the perceptions of both public	Survey Questionnaire -primary data	- 'Significant difference between the public servants and private	The deficiency attention in literature focuses the relationships between

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Resource Management, 26(9), pp. 1259–1282	servants and private sector employees (outsourcing) on transformational leadership, organisational commitment, organisational trust and job satisfaction in Turkish healthcare industry’		sector employees in terms of their perceptions on two dimensions of transformational leadership (being an appropriate model, providing individualized support), overall transformational leadership and one dimension of job satisfaction (communication)’	TFL behaviour with commitments and voluntary performance of subordinates in the public sector
Jacobsen, (2015). International Review of Administrative Sciences, 2017, Vol. 83(1) 23–42	Empirical study to find whether TFL is as common in public as in private organisations	Survey Questionnaire -primary data	-Publicness has no direct effect on transformation leadership when controlling for main task, organisational size and the leader’s gender -‘However, it does affect transformational leadership indirectly through bureaucratization, professionalization and gender composition’	TFL’s effectiveness within different degrees of the public sector should be one of the prioritised areas of future research
Amanchukwu et al. (2015). Management, 5(1), pp. 6–14	‘Examining the wider context of leadership and its effectiveness towards improving school management’	Discussion paper	-Success is certain if the application of the leadership styles, principles and methods is properly and fully applied in school management	“Bridging the gap between theory and practice should be able to provide exploration of dominant leadership strategies to leaders a solid basis in theory and practice”
Deinert et al. (2015). Leadership Quarterly, 26(6), 1095-1120	‘Examining the transformational leadership sub-dimensions and their links to leader personality and performance in order to gather	Meta-analytic paper	-The Big 5 personality traits are directly linked to transformational leadership sub-dimensions and to the overall measure, and are indirectly linked	Future research should consider contextual influences on whether overall transformational leadership, or its sub-dimensions, are more important for outcomes, and whether different

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	empirical evidence of the multi-dimensionality of transformational leadership’		to leader performance	transformational leadership sub-dimensions feed differentially into, for instance, individual or team outcomes with regard to the extent to which these sub-dimensions are either more group focused, or more individual focused
Chun et al. (2016). Journal of Organisational Behavior,37(2). 374-396	‘Examining a multilevel model where group- and individual-focused TFL and their influence processes operate at the team and dyadic levels independently and interactively to be associated with team and member performance’	Survey Questionnaire -primary data	-Group-focused TFL was positively associated with team performance through team member exchange (TMX), whereas individual-focused transformational leadership positively related to team members’ in-role and extra-role performance through leader–member exchange (LMX)	-Future research should examine the dual effects of TFL at the proper levels of analysis and the alignment of theory and data in their models of dyadic and/or team processes and performance. -In addition, it should explore the influence processes of group- and individual-focused TFL in traditional face-to-face and virtual team settings across different organisations, industries, and countries
Lehmann et al. (2015). Leadership Quarterly,26(6) 1017-1033	‘Examining how TFL can influence team member reactions during team inter-actions, and how this influence can be explained (i.e., mediated)’	Qualitative – Primary data	‘TFL was positively linked to functional problem-solving communication by team members’	‘Future research should explore whether our findings generalize to samples from different industries or organisational settings and with different gender compositions. Moreover, the present findings are based on a German sample’
Ashkanasy et al. (2015). Leadership Quarterly, 26(4), pp. 543–556	‘Explaining how affect and (TFL) influence team creative process behaviour’	Conceptual paper	-‘Dual-level model of TFL (i.e., group- and individual-focused TFL behaviours) can simultaneously exert differential effects on the affect–creativity relationship across levels’	Specific training programs needed to be designed based on the Multilevel model of TFL for performance outcomes across organisation variety levels
Boies et al. (2015).	Considerable	Mixed	-There are important	Future studies should use

The Leadership Quarterly,26(6) 1080-1094	theoretical and empirical work has identified a relationship between TFL and team performance and creativity task	methods	differences between leadership styles in communication and team outcomes (objective task performance and creativity) -These results suggest that different dimensions of TFL should be emphasised depending on the outcome sought	multidimensional measures of team performance
Jia-Chi et al. (2016). The Academy of Management Journal, 52(4) 765-778	‘Examining the relationship between employee creativity and job performance’	Qualitative – Primary data	An employee learning orientation and TFL predict employee creativity, at least in a field setting involving actual leaders and their followers	Can the causal order between TFL and employee creativity be reversed?

The next section highlights the literature review on Knowledge Workers (KWrs) and its relationship with Leadership in particular Transformational Leadership (TFL).

2.3 Part Two: Knowledge Workers (KWrs)

2.3.1 Definitions and Historical Background to Knowledge Workers (KWrs)

a. Historical Background

In the past four decades, the literature on organisational behaviour has kept up-to-date with the emergence of KWrs and has studied various subjects relevant to it. Some of these subjects are as follows: the raising of the knowledge workers (KWrs) concept in the managerial system (Drucker, 1967;& 1999; Toffler, 1970), the advent of knowledge-intensive organisations (Alvesson, 2011) and the exclusive challenges of leading employees known as knowledge workers (Bildstein et al., 2012). The emergence of KWrs is embedded in several conceptions such as ‘intellectual workers’, ‘new working class’, ‘new middle class’, ‘professional-managerial class’ and ‘white-collar’ etc., that was generated in both the sociological and business literature to demonstrate the emerge of new expertise and high educated professionals (Darr & Warhurst, 2008). Theoretically, Drucker (1959, p.122) had the credit to coin the term Knowledge Workers in his book titled “The Landmarks of

Tomorrow” as he stated that “today the majority of the personnel employed even in manufacturing industries are no longer of this kind, are rather people doing knowledge work, however unskilled”. In the current century, based on Drucker (2002), the focus will be on knowledge workers, specifically on methods knowledge inspiring them and elevating their performance. Surprisingly, the concept of KWrs has been introduced into the U.S context since the 1960s, consequently, the area to classify and exploit the prospect of them is comparatively new and is thriving (Igielski, 2015). Moreover, Drucker had believed that knowledge in the modern economy, rather than science, is the essential tool for improving performance (Azadegan et al., 2015; Mládková, 2015).

Futurist Alvin Toffler (1970) has predicted the emergence of well-educated individuals who are known today as knowledge workers (Jacobs, 2017). According to Toffler, these individuals are responsible for employing knowledge in the workplace as their unique nature. KWrs are the new social class of specialised workers and are considered as the leading class in the knowledge society; furthermore, they will mandate new rules of administration since they will present knowledge of society’s character, leadership and social profile (Drucker, 1994; Mládková et al., 2015). Davenport (2015) strongly believes that KWrs would have a role in making organisations, societies and economies, more profitable and more advanced. This is due to if KWrs increase their productivity efficiency. Another point is the common behaviour of KWrs to transfer knowledge to their colleagues and seek to accomplish a high level of competence by following the organisational objectives (Różewski et al., 2015).

In the case of business literature, KWrs are often described widely as white-collar workers, and include a wide-range of occupations, such as teachers, lawyers, politicians, scientists, social workers, accountants and computer programmers etc. (Švarc, 2016). “Their human action contributes to the most effective performance of the knowledge society” (Arjoon et al., 2016, p.5). A knowledge worker should be appreciated ‘as an ‘asset’ rather than a ‘cost’ and they should favour “to work for the organisation in preference to all other opportunities” (Drucker, 2002,p.142). Its strongly believed that the behaviours of KWrs are frequently considered as in the public domain and thus subject to examination, questioning, argument and judgment (Arjoon et al., 2016).

Orenstein et al. (2016) have predicted that one of the trends that will outline the field and the study over the coming years is the growth of KWrs. With regard to transformation, they

understand conversion and variety as many of them have been provided with a plethora of technology options in which to involve their capabilities. The literature has emphasized that KWrs are employees who are often very motivated to perform well (Drucker, 1959; Davenport, 2011; Mládková et al., 2015).

KWrs often exist at knowledge-intensive firms where knowledge considered as key to their competitive strategy (Mihoties & Tzorkzaki, 2014). It is believed that knowledge work emerges when employees encounter an ambiguous situation for the first time which involves complexity interaction to be solved (Jacobs, 2017). As evidence, Davenport et al. (2002, p.23) point out the following: “if companies can enhance knowledge worker productivity in this century anywhere near as much as they did with manual labour over the course of the last one (an increase of roughly 50 times), the payoffs will be astronomical”; as soon as this occurred, employing the best KWrs concept will be a vital tool for organisational success. In contrast to other authors, Davenport (2011) believes that KWrs can exist in any kind of firms, not only in knowledge intensive businesses; managers of any organisation consider researchers and planners as KWrs. It is obvious that numerous organisations currently function in data-rich environments, hence it is progressively significant to focus more on the ability of individuals and teams in government sector organisations (Duxbury & Richards, 2015).

b. Knowledge Workers (KWrs) Definitions, Functionality and Categorisations

- **Definitions**

Drucker (1969, p.276) has defined the knowledge worker as follows: he/she is not a ‘labourer’ and of course is not a ‘proletarian’; he is an ‘employee.’ Consequently, he gets paid for employing his knowledge, skills, and implementing his justification through leadership responsibility. Above all, he/she has a ‘boss’ to direct him to perform. Significantly, the boss meets to manage the work of knowledge workers and measure their outcomes through his/her capabilities such as planning, organising and integrating. Following this, their main production is to produce effective ideas, information and notions, but not tangible things; this production is important to engender outcomes when it is integrated with specialists outputs, although previously it could generate results (Drucker, 1967). On the other hand, Davenport (2011, p.167) defines them as: “hav[ing] high degrees of expertise, education or experience and the primary purpose of their jobs involves the creation

distribution or application of knowledge. They make decisions and they collaborate and communicate extensively with other people in the course of doing their own work”.

Kelloway and Barling (2000) have defined KWrs as those whose principal function is to create knowledge. Other scholars have defined KWrs as employees whose task involves a substantial amount of congregation, generating and sharing knowledge (Edgar et al., 2015). This finding is in agreement with descriptions which showed people who had a wide-range of education, often primarily for occupation as KWrs; in addition, Drucker points out that “we still have quite a bit to learn about management, admittedly, and above all about the management of the knowledge worker” (Drucker, 1985, p.15; see also Wartzman, 2014).

- **Functionality of KWrs**

Thomas (2016) has observed that knowledge workers are employees who have contributed their knowledge to impact the performance and outcomes of the organisation significantly and in a responsible manner. One of the key questions that links to knowledge workers’ performance is ‘what their primary tasks are?’; it is believed that we have not asked this question yet (Drucker, 2002). According to authors such as Drucker (1967), , Davenport, (2005), Mládková et al. (2015) and Arjoon et al. (2016) had described eight rules or activities that knowledge workers follow:

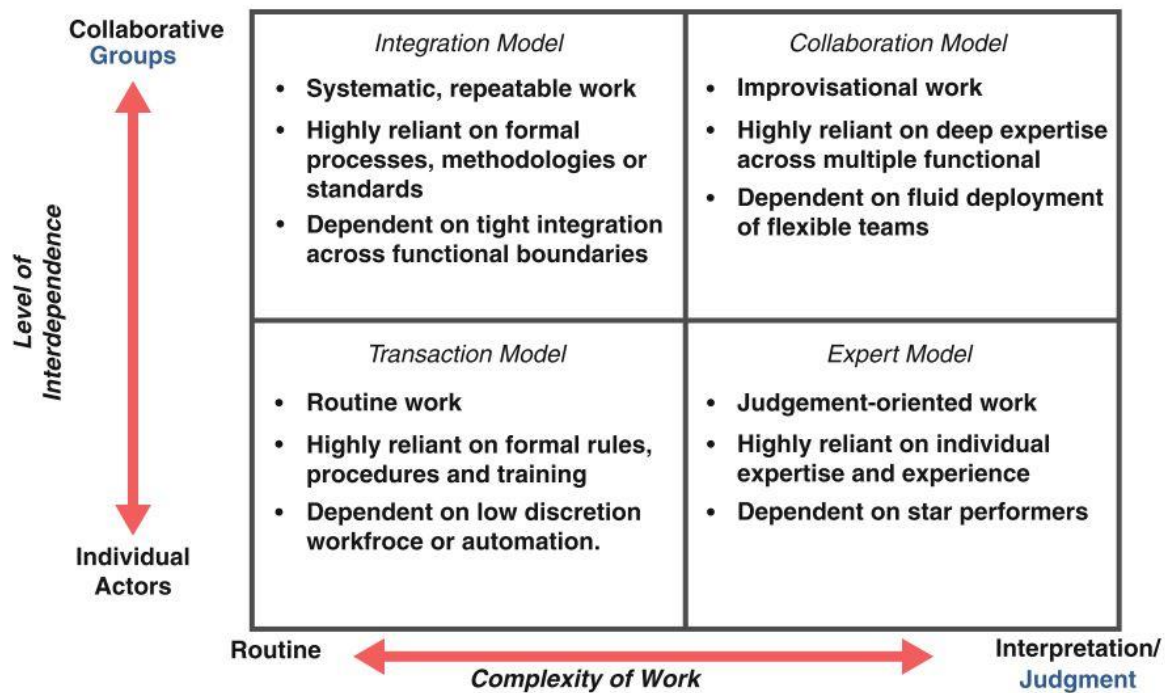
- 1- They often ask what is required to be accomplished?, e.g. locating and attaining aims, and outlining standards of activities;
- 2- They ask what is accurate for the organisation?, Factors such as development, reward, and attraction should be acknowledged;
- 3- They generated achievement plans, e.g. generate new ideas and advance existing plans;
- 4- Taking decisions are very important for them;
- 5- They take responsibility for their communication, e.g. writing, listening, and sharing information should be effective;
- 6- Opportunities are more of a concern for them than problems, e.g. increasing production efficiency via interpersonal skills;
- 7- They manage meetings productively;
- 8- ‘We’ is their belief, instead of ‘I’.

A number of scholars have identified evidence of performance and discipline of KWrs based on mentoring their practices, time management schemes and routines of time-keeping and billing (Anderson-Gough et al., 2001; Brown & Lewis, 2011; Costas & Kärreman, 2015). This view is supported by Lacity and Willcocks (2015) who concluded that KWrs regularly request to be liberated from organisations' discourses that are seen to be repetitive and tedious, in order to concentrate on more interesting challenging tasks. These conclusions are in line with Drucker's concepts who had debated the prominence of knowledge as a main cause of the prosperity of capitalist societies where the knowledge works as a worthy factor to job, which is basically based on KWrs role involvement (Jacobs, 2017). However, Davenport, 2015 emphasised that KWrs are the primary reason for creation of new products and services, which leads to growth because they capability of generating new strategies in management roles. Along with other descriptions, Drucker (2002) clearly stated that formal education is the primary tool for implementation theoretical and analytical knowledge by KWrs to develop new products or services.

In addition, knowledge work is regarded as creativity, problem-solving and job complexity, rather than routines and standardised task practices (Costas & Kärreman, 2015; Newell et al., 2009). In addition, Newell et al. (2009, p.127) stated that "knowledge workers typically expect to be given interesting and varied work rather than follow a prescribed routine".

Davenport (2015) has classified the functions of KWrs into four broad types as shown in Figure 2.7. First, the transaction workers do not usually have the time to access exterior guidelines or knowledge sources, and the flow task and knowledge to achieve performance need to be illustrated to them; in short they are more favourable to routine work. Second, the integration workers, by contrast, have enough time to access external guidelines' documents which illustrate the task process clarity to be followed; their job is extremely reliant on formal practices, methods or standards. Thirdly, the expert workers rely more on help provided from star performers such as templates, sample outputs and guidelines; on the other hand, they accomplish their tasks more discretionally and autonomy; above all, those type of KWrs rarely focus on detailed process flows. The last type is the collaboration workers, which is considered to be the most advanced class in terms of task process; they do not depend on flow of the work that is structured by computers, and they favour improvisational work through identifying and determining outputs and raising a sense of urgency.

Figure 2.7: Functions of Knowledge Workers



Source: Davenport (2015, p.20)

More recently, previous studies have proven that managers of KWrs commonly misunderstand the primary of appropriate motivation when working with this specific group (Mládková et al., 2015). The management systems to manage KWrs are ‘still evolving’ (Premalatha, 2017). “it is clear that the amount of specialized expertise required of knowledge workers is increasing” (Whittaker & Williams, 2016, p.15). For instance, organisations with high qualified KWrs grow and prosperous fast in the U.S and other prominent economies (Davenport, 2015). According to Mládková et al. (2015), they state that it is crucial that managers who manage the work of KWrs should put the following points in into consideration beforehand:

1. KWrs are more knowledgeable of their task and mission than the managers;
2. Since the organisation considers them important for its missions, they may be indispensable for supportive tasks;
3. Knowledge cannot be owned by the employer since it belongs to knowledge workers explicitly;
4. There is high risk when KWrs leave the organisation, their knowledge leaves at the same time.

On other hand, Berger and Berger (2004) have different views with regard to its qualitative nature, knowledge workers usually work at knowledge-based organisations, which is self-evidently a knowledge-based workplace. In order to assess this, applying changes in strategic management, along with the modification of personal strategy that meets the requirement of KWrs, are necessary even though it is a great challenge for managerial practices today (Igielski, 2015). Furthermore, Adriaenssen et al. (2016) have proposed that when knowledge workers have an enduring chance to elevate their skills, their productivity is more likely to increase.

c. Categorisations of KWrs

It has been acknowledged that many knowledge tasks (e.g. solving problems, generates new ideas, and critical intelligent) are accomplished under stress and pressure in a period short of time (Mládková et al., 2015). Nevertheless, in such circumstances, they stressing the quality and quantity of the goals (Jacobs, 2017). To demonstrate, Arjoon et al. (2016, p.7) described them as “prudence, effectiveness, excellence, integrity, truthfulness, practical wisdom, responsibility, cooperation and courage”. Other researchers such as Drachsler et al. (2011) added to the list of KWrs’ roles the following behaviours: controller, leaner, linker, tracker and networker. Other authors have included positions such as doctors, engineers, lawyers, managers, sales representatives, teachers and other skilled professionals as KWrs (Bussin et al., 2015).

It is important to realise that work with knowledge involves three basic phases; knowledge acquisition which is the process of learning, knowledge creation an example of conceptual framework of knowledge management process, and knowledge sharing; these phases can occur simultaneously on several levels: individual level, group level and level of organisation (Mladkova, 2015). In contrast, Davenport (2015) argues that regardless of whether KWrs generate, distribute or implement knowledge these process stages are a useful way to consider how different knowledge actions need different practice interventions.

However, the demand and supply of KWrs in a specific sector in which they are embraced usually exposes them to differing employment dynamics (Seth & Lee, 2017). Brinkley et al. (2009) show in their report how, in the past and the present, research into KWrs was mainly concerned with creating new or enhanced products and services to the private sector. This is In contrast to the governmental sector where innovation and creation are emphasised by

raising public awareness of the KWrs roles in improving the performance. For governmental sector organisations, unlearning is very important since there is no peripheral incentive such as the competitive market to stimulate the search for knowledge, where this behaviour exists in the private sector as an indispensable factor (Duxbury & Richards, 2015).

Berger and Berger (2004) have realised competences which are shown in Table 2.7, in exploring the KWrs characteristics:

Table 2.7: A Summary of Knowledge Workers Characteristics

KWrs Competences	Specifications
Orientation to activity	Locating and attaining aims, overcoming problems, outlining standards of activities, and take into consideration the issue of increasing production efficiency
Communication	Communication skills such as writing, listening, and sharing information should be effective and the presenting of these skills should be well delivered
Creativity and innovation	Generates new ideas, elevates or advances existing frameworks, and inspires colleagues to think
Critical intelligent	Capabilities should be exploited to acknowledge issues and concentrate on feasible solutions, additionally reliability should be accounted to good performance
Orientation direction	Clients need to be taken care by listening to them cautiously to meet their expectations and to build tried and trusted relationship with them to increase their satisfaction
Interpersonal skills	Building trusted bond relationship with other peers and colleagues by taking into consideration the issue of increasing production efficiency via interpersonal skills such as communication
Leadership	Reminds team members about mutual goals, forms a consensus when appropriate, employees or colleagues need to be motivated, inspired and encouraged in order to continue the work improvement
Teamwork	Factors such as development, reward, and attraction should be acknowledged when and how to be exploited
Technical expertise	Ensuring complete familiarity of the organisation apparatuses through indicating the high level of expertise and technical or functional aptitudes

Source: Berger & Berger (2004)

Mládková et al. (2015) argue that the current literature on KWrs provides inconsistent meanings, perceptions, categorisations and ideas about who KWrs are. This argument can be

streamlined into three approaches: KWrs who accomplish their tasks through knowledge, education and other characteristics are considered important for the organisation (e.g., Conceptual Approaches); KWrs who work in specific organisations or in particular sectors or institutions (Data (industry) driven approaches); lastly, KWrs as employees who undertake a certain kind of task (e.g., Job content approaches) (Brinkley et al., 2009; Drucker, 1959; Davenport, 2011; Mládková et al., 2015; Suff & Reilly, 2005). Therefore, this research contemplates reflecting on the conceptual approaches focusing on development of KWrs through training and learning.

2.3.2 KWrs and Training and Learning

In the past decade, there has been an increasing interest in knowledge economies and knowledge workers by European governments that led to massive investment in scientific and industrial infrastructure in particular learning and training of scholars (Alvesson, 2000; Harney et al., 2014). Drucker (2002) has emphasised that continuously learning and collaborative learning with others should be one of the prominent traits of knowledge workers. Additionally, a recent case reported by Jahanyan et al. (2016) also supports the notion that KWrs will succeed only if they have the required knowledge, technical capability and the skills that supports them in their role. It is quite obvious that KWrs feel appreciated and valued when the organisation where they work helps generously to provide opportunities to develop their employees' skills (Govindasamy et al., 2016). Unfortunately, few scholars such as Drucker have emphasised that it is extremely important for the economic society to develop KWrs and improve their performance (Davenport, 2015).

Having said that, to perform task successfully, it is necessary to consider prerequisite competence of knowledge and expertise such as training and learning experiences (Jacobs, 2017) as proposed in Table 2.8. For example, labour workers cannot be productive without adequate training; consequently, knowledge workers are the equipment (Drucker, 2002). Table 2.8, as suggested by Jacobs (2017), contains five stages that are intended to develop KWrs productivity and enhance their performance. The training stage is the basic approach of structured on-the-job training (S-OJT) that is believed to entail advantages for KWrs through several task settings. The practice stage is where the employee implements what has been learned; during this stage, he may receive feedback as needed. In the reflecting stage, KWrs are urged to get involve in learning development continuously. The last stage is the

confirmation stage, where the capabilities of the employee will be assessed to ensure that he implements what he has learned. In the cognitive strategy, there should be knowledge acquisition for both the task and the employee to order to accomplish any task through domain-specific information.

Table 2.8: Factors for Developing Knowledge Workers to Accomplish Knowledge-Based Tasks

	1. Training and Education	2. Practice	3. Reflection	4. Cognitive Strategy	5. Confirmation
Purpose	To acquire the domain-specific content knowledge related to the work.	To apply the domain-specific content knowledge in a range of relevant situations.	To interpret the meaning of the actions taken and the outcomes that resulted from the actions.	To acquire the ability to use a cognitive process related to the work.	To judge the ability to perform complex units of work requiring both domain-specific content and process knowledge.
Strategies	<ul style="list-style-type: none"> • Degree programs • S-OJT • Training classroom • Computer-based training • Blended training 	<ul style="list-style-type: none"> • Coaching • Activity Logs 	<ul style="list-style-type: none"> • Discussion • Activity Logs • Case analysis 	<ul style="list-style-type: none"> • Training • Case Analysis • Simulations • Role play 	<ul style="list-style-type: none"> • Performance management systems • Feedback systems

Source: Jacobs (2017, p.195)

There is a dearth of initial development studies of the KWrs in the literature (Leon, 2015). As evidence, Bosetti and Walker (2010) have attempted to explore the necessity of education and training for KWrs but they neglected the outcomes. Alternatively, KWrs are unlikely to be committed and stay in the organisation if it does not treat them in positive manner, for example by providing effective coaching (Hahn et al., 2015).

2.3.3 KWrs and Performance

It was found by Cai et al. (2016) that there is an association between KWrs and job performance, high work engagement, clear and reliable work guidelines, and a role in providing a better understanding of KWrs’ task and duties. Collins and Kehoe (2017) support this notion, and they have highlighted the necessity for the organisation to choose the right managing system that fits with the knowledge needs of their innovation strategy in order to attain elevated firm performance. Bussin et al. (2015, p.276) have stated that “organisations need to be flexible and highly responsive to the changing world of work to remain competitive, requiring organisations to adapt business processes and to incorporate more effective talent management practices”.

Jahanyan et al. (2016) demonstrate that KWrs are considered to be one of the key drivers of an organisation's performance in the Information Technology sector as they contribute in shaping the competitive strategy plan. In addition, KWrs affect certain components such as impact, development and initiative; their prospects are likely to meet with these components to increase performance (Jahanyan et al., 2016). Drucker (2002) has stated that knowledge workers' performance should be measured by quality, not quantity, of the outcomes. The quality outcomes of KWrs could be measured in situations such as problematic resolution (e.g., production of green power), a new invention or provision idea (e.g., projection of a new smart device) or a decision (e.g., the possibility of an investment) (Burmeister et al., 2017)

Hence, "the output of the knowledge worker always becomes somebody else's input" (Drucker, 1973, p.183); essentially, they should be rewarded as result of their effort in aligning their aims with organisational aims, owing to organisation performance (Brown et al., 2008; Govindasamy et al., 2016). Along with other scholars, Davenport (2011) suggests that enhancing KWrs performance needs to develop their capabilities to generate, obtain process and employ knowledge. His suggestion is in line with Drucker (1973) who stressed that to gain individual's productivity, a work process control needs to be employed efficiency over the work but not the worker.

2.3.4 KWrs and Gender Differences

Govindasamy et al. (2016) has reviewed the literature from the period and found little evidence for studies that explore gender differences in the context of KWrs and the possibility of moderating the effect of gender in a knowledge grounded practice. They have found that females are more sensitive concerning acknowledging a knowledge sharing culture in general.

Previous research findings about females KWrs have been consistent, which showed that they have a sense of loyalty to their job and organisation; they are hardworking and adopt their superior abilities and competencies to facilitate different outlook in the task processes (Premalatha, 2017). Although the findings of recent research studies have shown that female KWrs are obviously unlike their male peers in term of business capabilities self-assessment; thus, they are acknowledged to maximise their performance due to time pressures, competitiveness and regarding organisational responsibility (Kowal, 2017; Koivunen et al., 2017). With this in mind, when organisation provides opportunities for training or fairness in

performance management, usually females KWrs expect to be treated equally and fairly with their males KWrs in this matter (Govindasamy et al., 2016).

Table 2.9 based on Hofstede (2001), shows a culture’s reflection to the general patterns which encourages accomplishment or the standards of life that distinguishes traits of masculine and feminine workers in national culture. Hofstede (2001) study is relevant to this research study due to the role of females in the workplace, who are equivalent with the males in terms of their task and favoured to pursue jobs in the Omani government sector in mostly educational and caring manner professions. That can perhaps contribute more influence positively in the cultural dimensions (in-depth explanation in section 2.4.2).

Table 2.9: Masculinity/Femininity Cultural Characteristics

	Masculine Culture	Feminine Culture
General Traits	Concentration on assertiveness, success, material possession, proactivity and control of the environment	Concentration on modesty, relationships, reactivity and living in harmony with the environment
Specific Traits	Motivation process to achieve several goals, to compete, to achieve feasible changes, to solve problems through innovations, and to increase performance-based rewards	More likely to value relationships, social progress and the welfare of peers and colleagues, to solve problems through negotiation, be suspicious to changes and favour essential rewards

Source: Hofstede (2001)

2.3.5 Knowledge Workers and Culture

Hence, national culture could have a role in attaining the performance of the KWrs, as reported by Leon (2015); that is to say, cultural patterns such as thoughts, beliefs, norms, behaviours and values may make them distinguish between feasible and unfeasible, decent and indecent; simultaneously, it justifies employees and their organisational engagements.

2.3.6 Knowledge Workers and Transformational Leadership

The evidence presented in this section suggests that adequate leadership style with effective coaching such as developmental practices and feedback skills are connected to sustaining KWrs and motivating them to engage in high performance (Hahn et al., 2015). This finding confirms that leaders today should take into account choosing the best practice to manage KWrs effectively and that this should be primary goal for them (Edgar et al., 2015).

Controversially, some studies (see Table 2.10) suggest that an unsatisfied management system increases leaving risk by the high-performing KWrs who are unlikely to attain their capability with their current occupation and attempt to search for more advanced challenges and new educational opportunities outside their current workplace (Seth & Lee, 2017). Furthermore, previous findings shown that when organisations wittingly engage with dynamic systems, the educational capacity will increase to assist foster and motivate employees to develop and share their ability to perform (Grudzewski & Hejduk, 2011; Davenport, 2015; Hahn et al., 2015; Mihoties & Tzorkzaki, 2014; Seth & Lee, 2017).

These results from the literature viewed are consistent with those of other studies and suggest that managers may initiate policies motivating innovation with the institution through providing KWrs with sufficient time to inspire interchange of thoughts among them (Seth & Lee, 2017). Managing knowledge worker should be completely different than manual workers, as confirmed by Drucker (1969). This is due to the nature of work that they do, which does not require much physical work.

The following combination orientation of process and practice steps are suggested by Davenport (2015), which are useful for leadership practice: is it advisable to ask KWrs what they would prefer to see changed and what prevents them from being effective and perform? Expert KWrs deserve to be treated as experts by assuring them of the main goal to make their lives better. KWrs need to be involved in the strategy of the new procedure. Having said that, there is a consensus among social scholars that motivating KWrs on the whole is difficult due to task not being supervise directly (Grudzewski & Hejduk, 2011).

This is the measuring process of the KWrs performance, which is considered to be a major problem across KWrs types in the frame of high quality outputs per unit of time and cost that specify the outputs (Davenport, 2015). Based on his findings, Davenport states that it is vital to define what measures are realistic for the specific kind of job being addressed in order to enhance KWrs performance. In addition, issues such as industry, job, and process are good example for measuring the KWrs quality outputs and inputs sometimes (Davenport, 2015).

2.3.7 Experience and Inexperience Knowledge Workers

The evidence presented thus far supports the idea that KWrs proactivity could be elevated through the support provided from seniors colleagues or peers (Jahanyan et al., 2016). Tempest and Coupland (2016) have suggested that human resource management systems in organisations should avoid the risk of losing such expert workers because of their age by embedding them with career capital improvement alongside with the inexperienced workers. It has been proven that valuable knowledge, sophisticated skills and contextual insights can be provided by expert workers (Tempest & Coupland, 2016). This interpretation is different from what Anderson et al. (2017) in which they argue that expert workers in the workforce are more willing to occupy specific positions which entail widening the gap in the occupancy between experience and inexperienced workers over time.

2.3.8 Research Gap in KWrs Concepts

Table 2.10 demonstrates most recent studies from a variety of academic journals in the field of knowledge management, in particular Knowledge Workers (KWrs) perspectives. Conspicuously, few studies attempt to combine TFL and KWrs' performance within management research. Apart from previous research, there is a general lack of understanding of the challenges confronting KWrs that have developed skills, when applying standards motivated by organisational demands; for instance, in lesser organisations, leadership pushes individuals to interact with different levels and types of ambiguity. By contrast, leadership in large organisations encourages team members to interact with knowledge management (Cordier et al., 2016). Yet it is important to realise that the importance of KWrs to rise and to maintain success of nations and firms, but they need to receive more attention and little is known about the best approaches to improve their performances in the organisational context (Davenport, 2015).

It is obvious that a problem of role conflict arises when KWrs do not grant a role based on their expectations; hence role conflict is the main cause of negative perception over their role and more likely that they may not employ their skills and potentials in their task which entails declining their performance and rising their attention levels (Jahanyan et al., 2016). Most studies in KWrs have only been carried out in a small number of positive areas in the field. For example, Švarc (2016, p.397) claims that KWrs have not met the expectation of having “formed a new dominant class of professional”. This is due to the digital revolution at the end

of the last century, which included computing, communication technologies and ultimately the Internet (Švarc, 2016).

Although extensive research has been carried out on KWrs characteristics as an employee whose main job is to produce and implement knowledge, rather than to offer services (see Adriaenssen et al., 2016), few studies exist which adequately cover how applicable TFL behaviours fit KWrs' role along with the learning and training requirements, and in particular females KWrs. Švarc (2016) supports the suggestion of KWrs roles needs diligent consideration on reconceptualisation with precise research in the field. Organisation should take into consideration that KWrs, given the nature of their work, are expected to be inspired and creative though work interesting, knowledgeably challenging and creative, nevertheless, organisation should prevent boredom that leads to decreased performance through tedious and repetitive tasks which are potentially boring for KWrs (Costas & Kärreman, 2015; Lacity & Willcocks, 2015). However, Lacity and Willcocks' (2015) study used non-validated methods to measure performance, since they work based on a conceptual review of status quo on the field. Moreover, as is demonstrated in Table 2.10, Costas and Kärreman (2015) have illustrated that, if the expert KWrs have engaged in repetitive work, then this will remind them of clerk work that necessitates little knowledge and expertise. Such experiences are unsatisfactory because they neglect the management system that could have a role in such a situation (i.e., Multilevel TFL).

Along with this growth of KWrs in the field of study, there is increasing concern over research on public organisations for a better understanding of the process that drive knowledge attainment which could direct the work of KWrs to their relevant task (Duxbury & Richards, 2015). Many scholars hold the view that the KWrs are a prime strategic resource of the sophisticated organisations or an assessment of the KWrs' value (Azadegan et al., 2015; Duxbury & Richards, 2015; Jacobs, 2017; Leon, 2016). With this in mind, most of the studies on KWrs have only been carried out in a small number of areas such as knowledge acquisition and learning and training; moreover, studies of learning and training on Western countries are more readily available than are studies on Asian countries.

In addition, these approaches are inclined to focus on the outputs and disregard the inputs; they repeatedly mention that an organisation's success relies on KWrs' role but they abandon the development of KWrs processes (Leon, 2016). Davenport (2011) acknowledges that

KWr's personal abilities, such as applying knowledge, are compatible with leadership behaviours and process. Furthermore, KWr's personal abilities have not been conducted by management studies; however, knowledge-based organisations have not taken into consideration their improvement.

Surprisingly, based on his conclusion, Švarc (2016) estimates that the notion of knowledge workers may be counted as a dead notion, owing to there being very little review literature that describes their job characteristics. Brinkley et al. (2009) has emphasised that the ambiguity definition for the tasks performed by KWr's explores an incomplete and unsophisticated vision of knowledge work. A great level of ambiguity ascribed to the characterisation of KWr's (Govindasamy et al., 2016). As a consequence, the KWr's concept is nowhere to be found as a thrust of economic prosperity (Švarc, 2016). This interpretation is different from that of Bal and Dorenbosch (2015) who argue that organisations may consider employee development as its top priority, which could put a lot of pressure for old workers (experienced workers) to cope with the requirements of swiftly adjusting to new systems and technology unless they have the chance to reschedule their work and non-work commitments; conversely, young workers (inexperienced workers) are more willing to learn and thrive.

Last but not least, Drucker (1999, p.83) has made the statement that "work on the productivity of the knowledge worker has barely begun". Unfortunately, the awareness and interest to KWr's concept has not appeared significantly or is still confronting ambiguity (Edgar et al., 2015). However, besides Edgar's conclusion, much of the research up to now has been descriptive in nature of KWr's and neglected their development process in order to make them applicable for future tasks by implementing of what they learned and trained.

Table 2.10: A Summary Table of Relevant Studies on Knowledge Workers

Author	Aim of the Research	Empirical Design	Main Findings	Research Gaps
Jacobs, (2017). Human Resource Development Review, 16(2), pp. 176–202	‘Discussing four key points that provide a better understanding of the characteristics of knowledge work that make it unique from other work behaviours, and how should organisations develop employees to perform knowledge work?’	Research paper	To perform task successfully, its necessity considers the prerequisite competence of knowledge and expertise such as education and training learning experiences	‘How does knowledge work affect employees’ perceptions of job quality?’
Amar and Hlupic (2016). European Journal of Innovation Management , 35, pp. 317–360	‘Theoretical foundation to leadership function and style for managing knowledge workers whose work, by definition, is non-routine, thrives on innovation, and places a special demand on autonomy for its execution’	Conceptual paper	-‘Leadership of knowledge organisations is different from the leadership of traditional organisations’	Knowledge workers need to be directed using untraditional leadership style, such as TFL, in order for them to carry out their tasks according to their possess and use of knowledge
Leon (2016). Management Dynamics in the Knowledge Economy, 4(3), pp. 339–356	‘Determining whether the economics and business administration higher education institutions from the European Union members states are facilitating the development of the future knowledge workers or not’	Mixed methods – Primary data	‘Economics and business administration higher education institutions from the European Union member states tend to respond positively to companies’ necessity by developing almost 50% of the “ideal” knowledge worker profile’	‘Approaches are inclined to focus on the outputs and disregard the inputs; in addition, they concentrate on repeatedly mentioning that organisations’ success rely on KWrs role but they abandon the development of KWrs’ processes’
Adriaenssen et al. (2016). Problems and Perspectives in Management , 14(3–3), pp. 667–676	‘Developing aspects of a theory to promote knowledge workers’ productivity’	Conceptual paper	‘When knowledge workers have the enduring chance to elevate their skills, their productivity is more likely to be increased’	Further research into knowledge workers’ needs to be conducted, mainly on ways to motivate them and improving their productivity . In particular, “it would be advantageous to apply the knowledge gained from the longitudinal case study to

				develop – on the basis of the propositions –hypotheses capable of being put into operation, and, then, to test these hypotheses by means of a larger empirical study”
Govindasamy et al. (2016). <i>Management Research Review</i> , 39(3), pp. 266–288	‘Examining factors that may influence affective organisational commitment among knowledge workers, such as knowledge-sharing culture, autonomy, workplace value identity, promotion practices and, finally, management support’	Quantitative approach – primary data	‘Workplace value identity and knowledge-sharing culture were identified as the pertinent factors in influencing affective commitment. Gender was found to moderate the relationship between unfair promotion practice, knowledge-sharing culture and affective commitment’	More research is needed to overcome the great level of ambiguity ascribed to the characterisation, behaviours and attitudes of KWrs
Arjoon et al. (2016). <i>Sage Open</i> , 6(1), p. 1-9	‘Addressing the role of knowledge workers’ virtues within the knowledge society focusing upon the conceptual category of the knowledge worker as the primary unit of the contemporary information and innovation-based knowledge society’	Conceptual paper	-‘Management should consider the person as a whole, in other words, someone with virtues, responsibilities and purpose -‘Organisation must be responsible for developing the people employed by it but also bear responsibility to society, that is, sustaining the achievement of the common good’	‘To develop lines of future research, we may consider how management can foster practical ways to develop knowledge workers’ intellectual virtues and moral character in the workplace’
Duxbury and Richards, (2015). <i>Journal of Public Administration Research and Theory</i> , 25(4), pp. 1247–1277	Examining the determinants of knowledge acquisition of groups in public-sector organisations based on the premise that the performance of these organisations depends to some degree on knowledge processes	Quantitative approach – primary data	‘Homogeneity of knowledge at the group level and perceptions of knowledge applicability influenced acquisition, but, contrary to much of the literature in this domain, prior-related knowledge did not have such an influence’	‘Additional research is needed in public management to better specify the management practices that enable groups to cut through the clutter and focus on knowledge that is directly relevant to their work’

Chapter 2: Literature Review on Transformational Leadership and Knowledge Workers

Leon (2015). Management Dynamics in the Knowledge Economy 3(4), p.675-691	Providing empirical evidence regarding the influence of the cultural specificity on the development of the future knowledge workers	Qualitative approach	Power distance and uncertainty avoidance may decrease the odds of developing the future European knowledge worker while the long-term orientation may increase these odds	Further studies are needed to identify which cultures are more oriented to developing future knowledge workers and how they react to the brain-drain phenomenon? Cultural dimensions such as masculinity, femininity, individualism, and collectivism may influence KWrs' performance
Mladkova, (2015). International Business Management , 9(1), pp. 93–98	'Developing a theoretical framework for the research on impact of personality of knowledge worker on his work with knowledge'	Mixed method – secondary data	'Conceptual approaches are capable of explaining the term knowledge worker from the point of view of employees' importance for an organisation, and his style of work with knowledge, is the best approach for theoretical research about KWrs'	A lack of research in the field of knowledge workers' theoretical and practical contribution
Costas, & Kärreman, D. (2015). Human Relations, 69(1), pp. 61–83	'Discussing reported experiences of boredom in knowledge work Rather than finding the work creative, innovative and complex, individuals describe it as boring – something that contradicts the image of knowledge work'	Qualitative approach – primary data	-If the experts KWrs have been engaged in repetitive work then this will remind them of clerk work that necessitates slight knowledge and expertise. -Rather than finding the work interesting, intellectually challenging and creative – the impression provided by company discourses – it is seen as tedious, repetitive and, indeed, boring	'Organisation should take into consideration that KWrs, due to the nature of their work, are expecting to be inspired and creative through interesting work, and confronting challenges by creative knowledge. Nevertheless, organisation should prevent boredom that leads to a decrease in performance through tedious and repetitive tasks which could be boring for KWrs'
Mládková et al. (2015). Procedia - Social and Behavioral	'Findings out motivation factors motivate knowledge workers and which factors works against their motivation and	Qualitative approach – primary data	'Findings identified four important categories on motivating factors; achievement of objectives,	'The literature lack research on the topic of motivation of knowledge workers'

Sciences, 207, pp. 768–776	why’		satisfaction, character of work, and freedom and two important categories on demotivating factors inefficient use of knowledge worker energy and low moral qualities of manager’	
Igielski, (2015). The Journal of University of Zielona Góra, 19(2), pp. 35–52	‘Attempting to indicate, on the basis of an analysis of literature and empirical examinations, the latest trends of the personnel policy in enterprises, which identified knowledge workers’	Questionnaire survey – primary data	‘The policy of qualification and skills of knowledge workers must arise from the strategy of the personnel of the company’	‘Applying changes in strategic management along with the modification of a personal strategy that meets the requirement of KWrs, is necessary even though it is a great challenge for managerial practices today’
Edgar et al. (2015). Employee Relations, 37(4), pp. 487–503	‘Investigating, from the perspective of knowledge workers (KWrs), the factors which underpin worker performance’	Qualitative approach – primary data	‘The features associated with TFL has role in bonding the robust relationship between a leader and followers as a result of high performance’ -‘Behaviours which convey value, trust and respect, and afford support, recognition and an appreciation for work completed, seemingly empower and motivate KWrs to superior performance’	The awareness and paying of attention to KWrs concept have not yet been taken into consideration
Azadegan et al.(2015). International Journal of Production Research,53(8), p.2489-2505	‘Investigating whether high-level (e.g., engineers and scientists) and low-level (e.g., technicians and machine operators) knowledge workers exert varying effects on performance in terms of new and improved product development’	Quantitative approach – primary data	-‘The significant contribution of innovation strategy to product development performance, by directing the skills and experience of knowledge workers’ -‘An innovation strategy also helps extend the effects of additional knowledge workers to a broader range of product development efforts’	‘Call for more investigation studies to be conducted in various contexts and industries’

2.4 Part Three: The Context of Oman

2.4.1 TFL in Oman Government Sector

This research study empirically explores the effect of Transformational Leadership (TFL) in managing knowledge workers (KWrs) in enhancing their performance. The study will be conducted empirically in organisations under the Omani Government Sector, as it is very important to know in-depth how leaders in these organisations manage the performance of their employees. This research study will be conducted in the Omani Government Sector, of which the overall performance of employees needs to be improved and where leadership plays a critical role in resolving such an issue. However, there is no empirical longitudinal study about the Oman context to examine the moderating effect of dual level on the relationship between TFL and KWrs' work performance, in particular female KWrs.

Although many research studies have been carried out on leadership, rare studies exist which point out the type of managerial behaviours in Oman's organisations that are often managed by incompetent, unskillfulness and lack of appropriate qualifications directors, as an indication of the need of new concepts of leadership practice (AlFahdi & Swailes, 2011). "Indeed, Omani organisations are required to have leadership behaviours that clearly encourage and foster subordinates' performance by enhancing employees' commitment" (AlZefeiti, 2017, p.111). However leadership conceptualisation factors are relatively new in the Omani government sector owing to politics, culture and institutional dynamics that hinder the notion of leadership (Common, 2011).

A contradictory study by Common (2011) has reported that leadership development in the Omani government will not be feasible as a result of the current Omani administration system that is based on traditional centralised practice. Al-Araimi (2012) argues that researchers may examine in-depth the factors such as leadership style and gender on the relationship with Omani leadership model and employees' creative performance. "Furthermore, the current environment is accompanied by a world shortage of skilled, competent and committed employees; in addition to skilful leaders are clear indicators for successful organisations" (Alharthy et al., 2015, p.106). Empirical evidence has proven that there is extremely strong correlation between organisational commitment and the influence of positive TFL (AlZefeiti, 2017). With this in mind, "all of these changes are dependent on the will and the actions of

the leadership; they are the ones who must forge a new path and initiate the desired changes in the government sector in Oman” (Rajasekar and Khan, 2013, p.49).

As stated by AlFahdi and Swailes (2011), the managerial system in some organisations under the umbrella of the government sector entails hindering creativity or innovative efforts, in addition to routine supportive that often limit changes. This being said, “badly implemented human resource management practices can do more harm than not having the practices at all, and pushing unaltered western management practices into the Omani government sector carries a danger of doing more harm than good” (Swailes & Fahdi, 2011, p.689). Moreover, this notion is supportive of the results of Al-Lamki et al. (2011) which emphasise the need for implementing high involvement managerial practices to improve performance in a country such as Oman.

It is important to realise that having leaders in the Omani government with effectiveness competencies that are accompanied with appropriate skilfulness which will enhance their followers performance through dealing with unpredictable situations (Al Zefeiti & Mohamad, 2015). Authors such as Al-harthy et al. (2015) have suggested that leaders should possess the leadership style that applicable with the contemporary requirements that align the teaching and learning environments in order to gain organisational performance and thrive for the employees. Surprisingly, findings indicate that a major internal obstacle restraining productivity development in Oman is interdependently related to employee job dissatisfaction that is due to insignificant management practices or human resource management (Al Riyami et al., 2014).

However, few scholars have been able to draw on any research into the major weakness, which is owes to the significant lack of managing and utilising the knowledge and skills professionally along with the human capability growth programs mechanisms that are meant to service the organisational and social aims (Al Hadi & Al Rawahi, 2014; Al-Yahya, 2010). Findings based on Rajasekar and Khan (2013) which urge for the need for an integrated managerial system and training framework to draw up a training and development architecture in Omani government organisations that could reinforce resilience, innovation, group learning and cooperation among their workers at the organisations.

The Oman government has light shed on labour market needs by introducing a new strategic plan called “Oman Strategy 2040” which is primary goals to enhance the quality of the education system that aims to prepare students with skills and competencies (UNCTAD, 2014). Not surprisingly, governmental sectors in many countries are currently encountering heavy demands to become more receptive and proactive, emphasising that Oman government organisations are not exempted from following the exact rout (Rajasekar & Khan, 2013). In order to improve the service performance, organisations have to confirm their effective training as well as performance appraisal (AL-Sinawi et al., 2015; Jabr, 2010). In the “Conference on Oman’s Economy-Vision 2020” June 1995, His Majesty the Sultan of Oman emphasised in his speech that “development is not a goal in itself. Rather, it exists for building man, who is its means and maker”. Therefore, development must not stop at the achievement of material wealth and a diversified economy. It must go beyond that to contribute to the formation of the citizen who can take part in the process of progress and comprehensive development. Such goals can be achieved through the improvement of the citizen’s technical and professional ability, the stimulation of their creative and scientific capabilities, and the improvement of their diversified skills. All this must be directed towards serving the country and achieving the happiness of all citizens” (Ministry of Information, 2015, p.347).

- **The Ninth Five Year Development Plan (2016-2020)**

More recently, the first basic pillar in The Ninth Five Year Development Plan (2016-2020), which primarily aims to build foundations for the future Omani knowledge society, has responded to Royal Strategic Directives that “the necessity that the government in its future focuses on social development especially in these aspects related to citizen quality of life. This means creating more work opportunities, training and qualification programs, raising individuals’ productive efficiency, catalysing new scientific, cultural and knowledge development,” and also the “importance of continually monitoring the economic and social dimensions when preparing the Plans, especially related to creation of work opportunities for youth” (Supreme Council for Planning, 2016, p.16).

In this regard, in 2016 the Supreme Council for Planning organised five workshops with stakeholders from the government or international experts and United Nations apparatuses to achieve the stated objectives and meet all the planned pillars. This could be achieved by gaining the knowledge from those international expertise and absorb the recommendations to

interpret them into the way that meet Oman's expectations (Supreme Council for Planning, 2016).

a. TFL and Performance in Oman

These days, leadership in Omani governmental organisations stresses on transformational leadership to enhancing its performance (Al Zefeiti, 2017, p.104). In the case of enhancing teachers' performance, for instance, the Ministry of Education has established "The Specialised Centre for Professional Training of Teachers", which is primarily focused on providing teachers with the 21st century skills through in service training (Ministry of Education, 2017). Moreover, this notion is supported by the results study of Al-Lamki et al. (2011) which emphasised the need for implementing high involvement and modern managerial practices to improve performances in a country such as Oman. On top of that, the Omani government, represented by Ministry of Civil Service, organised a symposium in 2012 for three days; its primary objectives were to develop and enhance the employees' work performance and to confront the enormous challenges that Omani governmental organisations face such as traditional management system constraints (AlZefeiti, 2017).

b. TFL and Training in Oman

According to Al Riyami et al. (2014) as illustrated in Tables 2.11 and 2.12, respectively, governmental organisations in Oman do not invest adequately in the training of workers at all levels; hence this problem of a dearth of training investments is not limited to Oman the context but it is a widespread problem in developing countries. Evaluation of training actions' success is employed through three major factors: the administration, input value and the training activities, all of which are supposed to be governed by the Civil Service Law of the Oman government sector (Rajasekar & Khan, 2013). Surprisingly, there is no indication in Tables 2.11 and 2.12 of any programs relevant to knowledge management or leadership and knowledge workers.

Following this, it is recommended that the Omani government sector capitalise on training that is cultivated with the appropriate leadership style and behaviours owing to enhance the overall work performance (Al Zefeiti, 2017). For instance, a study by Al-Harhi and Al-Mahdy (2017) has decided on the need to redesign the organisation's structure to make it more effective in its role by providing it with desired training on leadership practices.

In line with this notion, Al-Sinawi et al. (2015) stresses that the quality of personal development should be met with constructive feedback either from leaders or peers, in order to enhance service performance. An absence of these factors may hamper the cooperation between leaders and their employees.

Al-Asfour et al. (2015, p.94) have put forward a blueprint for the Omani's organisational career development that aims to shed light on the competency stages in some functional areas:

- “Awareness (A): Basic awareness is described in basic terms with specific list of items”;
- “Knowledge (K): Beyond awareness, knowledge can help explain and lead to an informed debate involving the items listed on the specified list?”;
- “Skill (S) = Beyond knowledge, one can do the tasks listed in the specified list”;
- “And mastery (M) = Skill Plus, one can do the tasks that are specified in the list”.

Table 2.11: Training and Qualification of Omani Employees in Permanent Jobs

النسبة % Percentage%	عدد المتدربين No. of Trainees	المجال التدريبي Training Field
72.8	38327	التعليم Education
13.6	7153	التنمية الإدارية Administrative Development
3.3	1772	الحاسب الآلي Computer
1.8	950	الشؤون القانونية Legal Affairs
1.2	620	الشؤون المالية والاقتصادية Financial and Economic Affairs
1.1	586	الزراعة و الري والثروة السمكية والمراقبة الصحية Agriculture, Irrigation, Fisheries and Health Surveillance
0.9	456	الهندسة وتخطيط المدن Engineering and City Planning
5.3	2800	مجالات أخرى Other Fields
100%	52664	المجموع Total

Source: Institute of Public Administration (2016, p.88)

Table 2.12: Omani Employees Trained Inside Oman in 2016 by Training Fields ,Units and Gender

Training Unit	المجموع الكلي Total			مراكز ومعاهد التدريب الخاصة Private Institutes		معهد الإدارة العامة Institute of Public Administration		الوحدات الحكومية Government Units		جهة التدريب
	المجموع Total	نساء Women	رجال Men	نساء Women	رجال Men	نساء Women	رجال Men	نساء Women	رجال Men	المجال التدريبي
Administrative Development	7053	2788	4265	1185	1844	129	261	1474	2160	التنمية الإدارية
Financial and Economic Affairs	536	220	316	72	99	14	36	134	181	الشؤون المالية والإقتصادية
Clerk Functions	167	67	100	23	32	28	50	16	18	الأعمال المكتبية
Foreign Languages	344	104	240	79	198	0	0	25	42	اللغات الأجنبية
Computer	1705	686	1019	186	400	0	11	500	608	الحاسب الآلي
Technical Works	170	71	99	37	58	0	0	34	41	الأعمال الفنية
Culture and Media	341	134	207	30	104	3	1	101	102	الثقافة والإعلام
Tourism and Hospitality	51	14	37	0	9	0	0	14	28	السياحة وأعمال الضيافة
Engineering and City Planning	438	119	319	62	130	0	0	57	189	الهندسة وتخطيط المدن
Agriculture, Irrigation, Fisheries and Health Surveillance	574	146	428	14	86	0	0	132	342	الزراعة والري والثروة السمكية والمراقبة الصحية
Veterinary Medicine	124	23	101	0	0	0	0	23	101	الطب البيطري
Statistics and Mathematics	183	80	103	6	4	0	0	74	99	الإحصاء والرياضيات
Social, Youth and Sports Activities	243	116	127	84	91	0	0	32	36	الأنشطة الإجتماعية والشبابية والرياضية
Legal Affairs	939	329	610	34	56	1	1	294	553	الشؤون القانونية
Specifications and Standards Functions	100	49	51	23	20	0	0	26	31	أعمال المقاييس والمواصفات
Communications and Postal Works	20	11	9	0	0	0	0	11	9	الإتصالات والأعمال البريدية
Medicine and Public Health	39	17	22	0	1	0	0	17	21	الطب والصحة العامة
Education	38305	24396	13909	612	142	0	0	23784	13767	التعليم
Science	47	2	45	0	0	0	0	2	45	العلوم
Aviation and Meteorology	15	2	13	2	0	0	0	0	13	الطيران والأرصاد الجوية
Religions Affairs	92	51	41	0	2	0	0	51	39	الشؤون الدينية
Political and Diplomatic Services Affairs	27	9	18	0	0	0	0	9	18	الشؤون السياسية والدبلوماسية
Security	171	56	115	0	2	0	0	56	113	الأمن
Natural and Environment Affairs	176	54	122	42	66	0	0	12	56	الشؤون البيئية والطبيعية
Industrial Security and Safety	233	37	196	14	40	0	0	23	156	الأمن الصناعي والسلامة
Documents and Heritage	79	27	52	18	36	0	2	9	14	الوثائق والتراث
Other Fields	6	3	3	0	1	0	0	3	2	مجالات أخرى
Total	52178	29611	22567	2523	3421	175	362	26913	18784	المجموع الكلي
				5944		537		45697		
Percentage %		100%		11.4		1		87.6		النسبة %

Source: Institute of Public Administration (2016, p.90)

2.4.2 Culture and Gender Differences

According to Khanfar et al. (2010, p.3), “Oman is a high-context culture while scoring in the middle range for individualism and collectivism; and it will be interesting to see the general tendencies of respondents in Oman based on their age and to find out whether male and females demonstrate similar or different leadership orientations”. Oman is an extremely feminist context due to the role of females in the workplace, who are equivalent with the males in terms of their task and favoured to pursue jobs in the Omani government sector in mostly educational and caring manner professions that can perhaps contribute more influence positively in the cultural dimensions (Khanfar et al., 2010). As for females workers in Oman, they can be found mostly in the role of administration departments, mainly in HRM, public relations and communication, which is in line with Global Gender Gap Index scores that indicate an improvement of females’ participation in the Oman’s workforce by rating countries from 0.00 (inequality) to 1.00 (equality) (Kemp & Madsen, 2013).

Despite the belief of Omani females that academic qualifications (e.g., knowledge workers) are directed at attaining better positions in work, even though it is a male-dominated sector. They are facing challenges in seeking jobs because the labour market for such employment seekers is much congested and internal competitiveness, in addition to a preference to employ males over females (Al-Harhi, 2011). In Oman, “It is indisputable that females must be integrated into the process of community development and be given the opportunity to practice their social roles effectively for a modern knowledge-age society to develop” (Al-Ani et al., 2017, p.2). With this in mind, socio-cultural standards may prevent female knowledge workers from be more productive in certain situations, such as maternity leaves or family responsibilities (Belwal & Belwal, 2016).

In the same way, Grunewald et al. (2014) study about high performing firms in Oman has found that TFL style has a significant role in firms’ performance through changing the values and beliefs of the Omani followers. Moreover, Al-Badi et al. (2016) have concluded with promise that a combination of leadership system and culture would influence the organisation’s performance considerably when the leaders have a pivotal role to play.

It is obvious that gaps in Oman’s community development should be paid attention to by emphasising the importance of offering opportunities for Omani females to gain knowledge

and skills that enhance their capabilities toward working and to be part of contribution to modernity and the country thriving (Al-Ani et al., 2017).

2.4.3 Research Gaps in Oman Context

Along with others obstructions, budgetary limitations, short-term and ad-hoc training strategies, a lack of managerial oriented evaluation system and a considerably bureaucratic are believed to be key constraints that need to be remedied (Rajasekar & Khan, 2013). However, Albarwani and Hussain (2015) argue that to gain a comprehensive development in Oman through leadership there is need for ‘creating a collective cross-disciplinary institution’ that could play a big role in enhancing and developing the students with the skills and qualifications that prepare them to be part of the knowledge-based industry in Oman. Albarwani and Hussain (2015) have a crucial approach to remedy this situation, but unfortunately they have neglected the statue quo of employees or (KWrs) currently working in the government sector. They should be part of cross-disciplinary institution to develop and enhance their performance.

Al Riyami et al. (2014) have suggested the following involvements that should be considered to enhance productivity improvement; first, managers should exquisite leadership skills such as a capability to plan, organise and coordinate; and, second, introduce comprehensive training strategy along with supportive incentives and a reward scheme. As a long-term strategy, educational training to enhance skills would not be sufficient alone if not companied with qualifications that equivalent with tasks content and knowledge authority under the shed of applicable organisational design (Al-Yahya, 2010).

2.4.4 Knowledge Workers in Oman Context

a. Knowledge Workers Introduction

Governments in Gulf Cooperation countries (GCC), including Saudi Arabia, Bahrain, Kuwait, Qatar, UAE, and Oman, recognise “that investing in skills, education and training is critical to developing a sustainable local workforce, facilitating rewarding careers for young people and boosting the region’s competitiveness” to overcome skill gap identifications across the GCC where is growing (Collins et al., 2015, p.4). Many authors who publish in the subject area of knowledge cover the Gulf Countries despite the demand role that it plays globally in terms of economic, social and political (Al-Badi et al., 2016). Researchers such as

Al-busaidi and Olfman (2014) stress that a partnership should establish between public and private organisations in Oman, particularly the knowledge-based sectors; thus, this cooperation is vital for elevating social welfare and economic development in the nation.

It is important to realise that the United Nations Conference on Trade and Development (UNCTAD) (2014) states that the innovation systems is weak due to a dearth of knowledge workers or R&D performed by industries in Oman's firms. . Even though innovation systems have been growing recently through collaboration between educations sector and other stakeholders in the government, basically the energy sector ended up with joint-venture strategic alliances. However, based on (UNCTAD) report, the foundations of the national innovation system in Oman are required to be considered and strengthened. In 2017, the World Intellectual Property Organisation has ranked Oman 77 out of 127 countries in Global Innovation Index and ranked 118 out of 126 countries in business sophisticated (Knowledge Workers, in particular), which indicate that there is a weakness need to be remedied before transforming to a knowledge economy (World Intellectual Property Organisation, 2017). In order to strengthen the foundation of the national innovation system in Oman, UNCTAD (2014) has urged the Omani authorities to work hard on implementing motivation factors, such as encouraging on-the-job training, establishing a culture of lifelong learning and enabling tacit knowledge to be explicit. Furthermore, to maximise Omani talent effectively, Oxford Strategic Consulting (2015) has recommended that leadership style and leaders should be developed to shape effective long-term human capital by the engagement of international organisations that have the facilities programs to develop individuals with this specific criteria in mind.

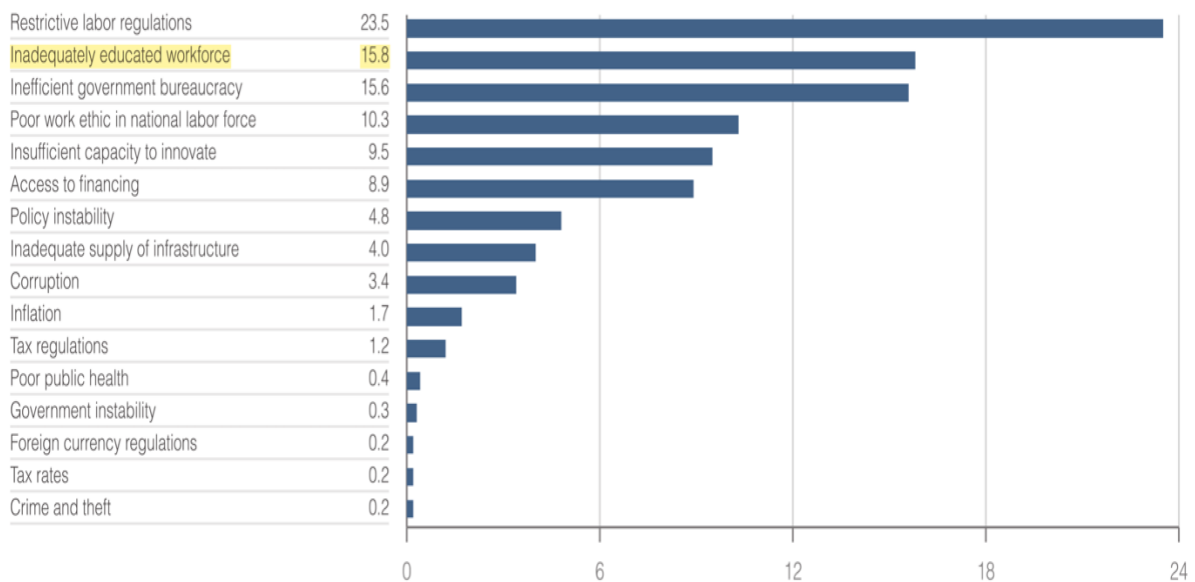
Previous research concerning knowledge workers' attitude toward tasks has been related to their personal innovativeness, their interpersonal skills and cultural dynamics (Al-busaidi & Olfman, 2014). An indication of knowledge workers' roles is that "by sharing their knowledge with other people, they are helping the organisation to perform better" (Al-Badi et al., 2016, p.32). It is believed that "inter-organisational information integration enables knowledge workers to exchange up-to-date professional knowledge and to learn, both of which reduce knowledge gaps among professionals" (Al-busaidi & Olfman, 2014, p.3).

Additionally, the primary factor preventing Oman from becoming a sophisticated knowledge economy with innovation and proactivity is the lack of knowledge workers with right

knowledge, skills and motivation (UNCTAD, 2014). Along with this conception, Omani knowledge workers need to be capable of managing their information organisations efficiently, evaluating and integrating information, scheming search policies for advanced information recovery, negotiating skills and decisions making, and employing the latest techniques and tools to exploit them effectively in today’s knowledge economics (Jabr, 2010).

The World Economic Forum (2016) remarkably reported that the second most important unpromising factor for not starting a business in Oman is an ‘inadequately educated workforce’ as shown in Figure 2.8 below.

Figure 2.8: Most Problematic Factors for Doing Business in Oman



Source: World Economic Forum (2016, p.286)

b. Knowledge Workers and Training

His Majesty the Sultan of Oman has identified the prominence of learning and knowledge and has continuously been open to the adoption of contemporary developments in this sphere; as His Majesty stated, “information technology and communications have now become the main elements that move forward the development process in this third millennium; therefore, we have accorded our attention to finding a national strategy to develop the skills and abilities of citizens in this domain with the aim of further developing e-government services. We are closely following the important steps that we have made in this regard. We call upon on all government institutions to speedily enhance their performance, and to facilitate their services, by applying digital technology to usher the Sultanate into the constantly evolving spheres for applying knowledge” (Ministry of Information, 2015, p.506). Although there is significant concern from the top leadership in Oman, there is a manifest deficiency of factors such as incentives, insufficient motivation, feedback on job performance, uncertain task expectations and absence of helpful orientation, which are the primary reasons for entailing a lack of knowledge and skills that hamper job performance (Al-Asfour et al., 2015). In this case, Belwal and Belwal, (2016) suggested that organisations should implement particular programs such as career development and training that can assist employees to overcome these obstacles and make them more productive to participate effectively in boosting the national economy. Al-Badi et al. (2016) recommend learning, sharing and application of knowledge as part of knowledge management actions, which could improve the employability of the employees; moreover, institutions in this case can exploit the lessons learned from training and development programs by employees to share and implement them with other peers and colleagues.

Al Hadi and Al Rawahi (2014), in their study, have stated several recommendations that could enhance the generation of a sustainable knowledge society in Oman. Firstly, employees’ skills in such field need to be developed and empowered through technical, management, administration, communication and teamwork. Secondly, these employees need to be authorised for creation and innovation knowledge, where the employee acts as if it is his/her personal project, thereby taking ownership. Lastly, all stakeholders in the government are urged to collaborate with each other by sharing their knowledge.

c. Knowledge Workers and Gender Differences

As illustrated by Elnaggar (2008), it is necessity to educate both employers and employees in Oman about the advantages of recruiting females in firm such as ICT where they can contribute to the knowledge community along with their men peers and transform into successful professional employees by exposure to this manner. Another key point is of Omani females' participation in knowledge organisations, who "are at a higher risk of being marginalized from today's knowledge-based economy, due to factual findings related to a traditionally male-dominated ICT sector" (Elnaggar, 2008, p.280)

d. Knowledge Workers Gaps in Oman Context

One major issue in training development research in Oman is the prevention of employers from taking in new graduates, hence employers present certain conditions for recruitment such as computing skills, teamwork capacity, English language proficiency and prior training, which are the top considerable employability skills in Oman (Al Fazari et al., 2017). This study among others urges for an adequate education system that prepares knowledge workers for the workforce, but government employers ignored shedding light on the current KWrs or employees who play their roles.

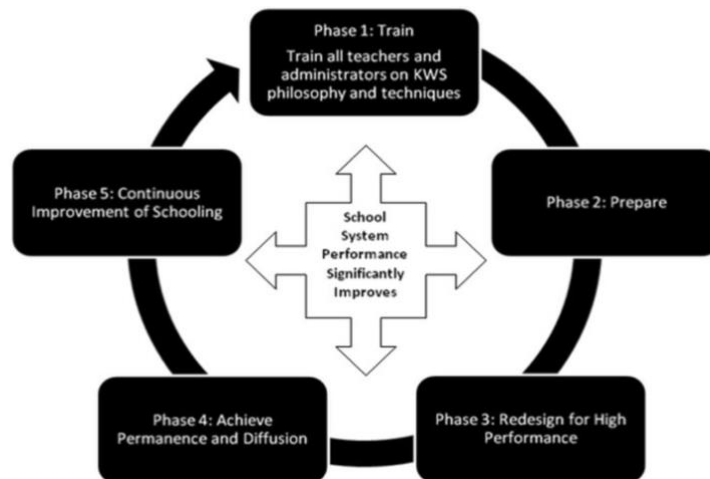
The World Bank in a 2012 report entitled "The Knowledge Economy Index' ranked Oman as 47th in a list of 145 countries in terms of complete readiness to become a Knowledge Economy" (National Centre for Statistics and Information, 2017). Governmental authorities should delegate the knowledge-based organisations to significantly consider improving this sector by providing effectual innovation system made up of firms, research centres, universities and organisations that could meet global knowledge standers (National Centre for Statistics and Information, 2017).

Gomaa & Issan, (2010) have suggested a model in Figure 2.9 that proposes transferring the Omani schools' system to be sustainable learning organisations where the teachers are knowledge workers. The basis notion of this model is to accomplish the following aims:

- facilitate equitable locations for knowledge workers to increase productivity;
- knowledge should be spread in pace manner all over the Omani education system;
- knowledge workers should get regular feedback to overcome problems and challenges;

- locations that entail increasing motivation and evaluate personal performance should be provided for knowledge workers;
- development performance process should be accompanied with the quality of traditional activities to assist the knowledge workers' behaviours in this stage.

Figure 2.9: The KWS Paradigm Adapted to Fit the Omani School Context



Source: Gomaa & Issan (2010, p.5)

Another suggestion comes from Halibas et al. (2017) which is to equip knowledge workers with an appropriate standard of knowledge and skills; it is necessary to establish higher education institutions in Oman that are involved in knowledge acquisition and additionally to transfer unskilled workers to knowledge workers, and innovators in an innovation network.

This research will further extend the findings made by by Gomaa & Issan (2010) and Halibas et al. (2017).

2.5 Conclusion

This chapter aims to provide a comprehensive and critical literature review relating to the following discussed areas of research: leadership, knowledge workers and female knowledge workers in the Omani government sector. This chapter focuses on exploring the leadership definitions and theories to select the most appropriate for the research. By and large, it provides an in-depth understanding which facilitates the effective themes of Transformational Leadership on performance which are to be explored. This has been discussed and analysed in section 2.2, where leadership background, the wide range definitions, the new leadership

concepts of Full-Range Leadership and a critical review on the primary focus of the research TFL and its relevant themes ended with research gap subsection were reviewed.

Following this, an in-depth discussion of KWrs terminology and its conceptualisations dimensions is related to leadership and performance. Accordingly, the research gaps from previous studies in these themes were reviewed at the end of each main section. This is found in section 2.3 which describes the different expressions of KWrs and its definitions, and the necessity of training and education absorption to enhance the overall performance of followers and organisations under the umbrella of applicable leadership style and behaviours TFL. Consequently, the last section sheds light on insights of previous studies' findings and limitations in relation to the Omani context, which is the primary purpose of the research. The concept of KWrs needs to raise awareness in Oman and would be more feasible if this practice is associated with compatible managerial system such as TFL.

The next chapter will present and discuss the conceptual framework, which has been developed for this research and the relevant theories.

Chapter 3: Conceptual Framework and Relevant Theories

3.1 Introduction

The objective of this chapter is to provide a conceptual framework which is based on the relevant literature, which is critically reviewed and analysed. The developed conceptual framework Knowledge Workers Leadership (KWL) aims to connect theoretical and empirical research questions and eventually to develop it further (Anseel et al., 2015). In addition, this chapter is divided into three main sections: section 3.2 highlights different theories' background, section 3.3 presents the KWL framework process and section 3.4 includes justification about the reason behind relevant theories selected for this study.

Moreover, the research framework proposed organising the interrelates constructs holistically, their cause and effect (Fox et al., 2018). The framework is divided into two main levels with cross-levels linkages and three sub-levels. Based on Byrne et al. (2017, p. 987), "framework articulates the character dimensions and elements that operate in concert to promote effective leadership in organisations". With this in mind, the two main sections with the sub-levels illustrate the role of theories (i.e., for this study, it is Transformational Leadership TFL and Training Engagement Theory TET) supporting the adaptive practise in organisations (Arena & Uhl-Bien, 2018).

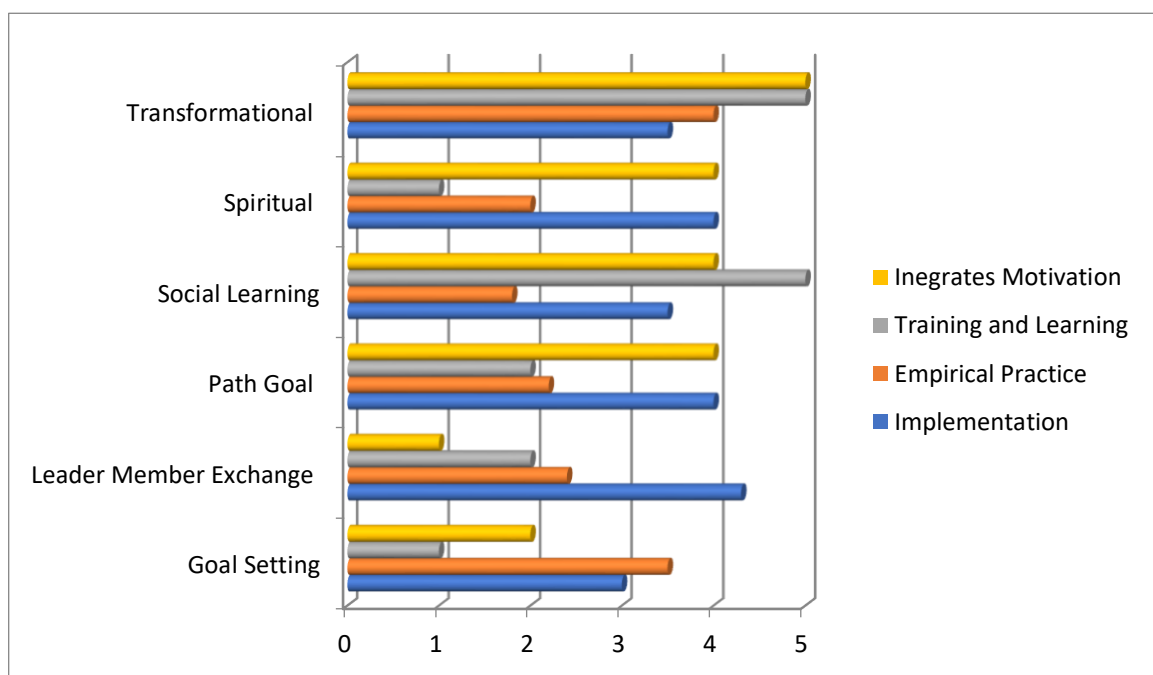
3.2 Theoretical Foundation

Relevant theories of leadership and training have been employed either in theoretical or implementations aspects, in order to achieve predefined goals (i.e., improvement and Performance). For example, spiritual leadership and path goal theories suggest that leaders' values, attitudes and behaviours generate a spiritual atmosphere that assistant employees thrive via coaching and supporting directly (Fry, 2003; Hlupic, 2016; House, 1996); obviously, both theories neglect to determine the causes and effects of this thriving. The Leader-Member-Exchange (LMX) theory is more strongly associated with person organisation fit, than positive impact on person supervisor fit (Deng et al., 2017). Alternatively, goal-setting theory and social learning theory predominantly focuses on learning mechanisms that rely on peer and training transfer behaviours, such as ambitious, confidence and optimistic in learning based on self-efficacy only and individually (Ahmad & Ng, 2018; Dasgeer & Iqbal, 2017). Conversely, they neglect the variety levels of the

organisation where their concepts should be implemented to accomplish challenging tasks (i.e., group, interpersonal and within person levels in a managerial context).

Generally, leadership development seen as a factor strongly related to action learning and problem-based learning (Scott, 2017). It is believed that leadership concepts are operationalised as a specialist engaged in certain behaviours in a particular phase (Chen & Farh, 2017). In addition, the effectiveness of the leadership concept emphasises that a leader may influence employees to attain their goals effectively (Chen et al., 2017). Therefore, this research's primary objective is to adopt Bass and Riggio's Transformational Leadership theory (TFL) concepts that inspire the followers i.e. knowledge workers (KWrs) willingly accomplish tasks beyond their expectation by being motivated (Bass & Riggio, 2006). In addition, the research will further the theory via extending the multilevel model of TFL developed by Ashkanasy et al. (2015) presented in Figure 2.4, section 2.2.3, and combine it with the Training Engagement theory developed by Sitzmann & Weinhardt (2018) in order to develop a conceptual framework. The TFL theory has been applied across variety societies and workplace contexts based on evidence. Accordingly, this research will choose Transformational Leadership (TFL) and Training Engagement Theory (TET) as focal theories for the study as discussed in the following sections. Figure 3.1 illustrates the strengths and weakness of five theories on leadership.

Figure 3.1: A Summary of Theories of Leadership



3.3 Knowledge Workers Leadership Framework (KWL)

Based on the given relevant literature review, the proposed Knowledge Workers Leadership KWL framework is derived from the literature and is divided into two main levels (individual focused TFL and group focused TFL) with cross level linkages and three sub-levels that include the constructs (i.e., group level, interpersonal level and within person level) as illustrated in Figure 3.2. In group focused TFL, this section will affect constructs at group sub-level. Whereas individual focused TFL will affect constructs at two sub-levels (i.e., interpersonal and within-person). The framework contains six constructs that explain the basic process of the design, where two constructs describes the input and output outcomes (see sections 3.3 & 3.4 for more clarification). The KWL claims that a TFL group focused section will apply for one construct via Training Engagement Theory (TET) at macro-level for experience and inexperience KWrs in addition to exploring the gender difference. The TFL individual focused section will apply for the other two constructs via TET at between-person and within-person levels consistently with the TFL interpersonal and within-person sub-levels, in addition to gaining abilities such as communication and individual skills. The final construct demonstrates the output of the basic process that entail enhancing KWrs' performance.

The framework of this research proposes that TFL is more positive related to 'KWrs' followers work engagement with high person organisation job fit and the opposite with low person organisation job fit (Enwereuzor et al., 2016), as for this research is KWrs. Frequently, the-

job training is considered to be the most effective behaviour in terms of the transfer of training that leads to performance (Saks & Burke-Smalley, 2014).

Figure 3.2: Knowledge Workers Leadership Conceptual Framework (KWL)

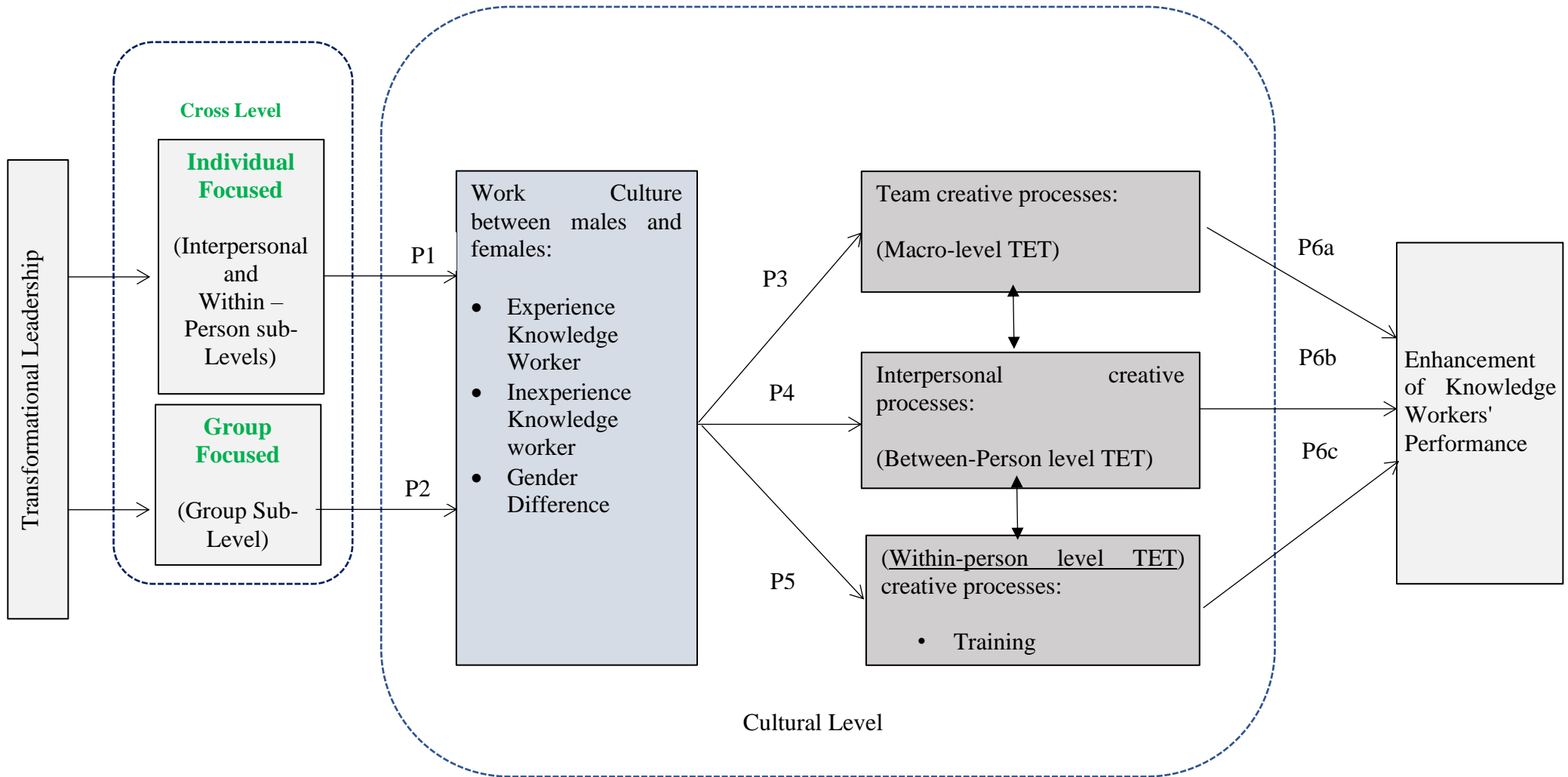


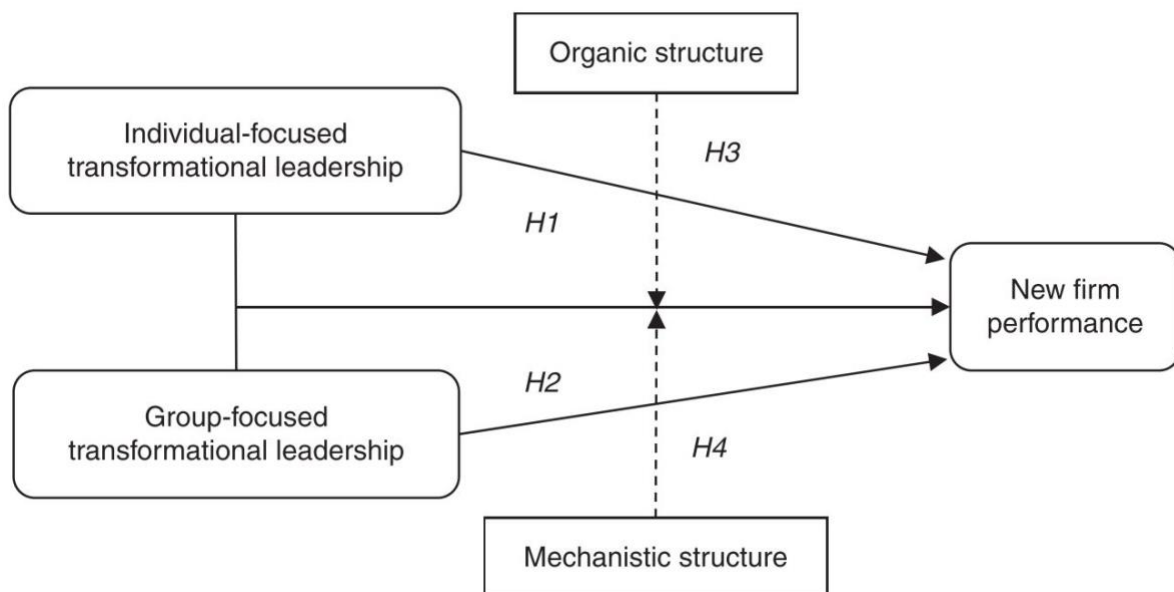
Table 3.1: Propositions of (KWL) Conceptual Framework

Initials	Propositions
P1	The impact of group-focused TFL monitor quality is positively connected with KWrs' group performance, who are likely to perform beyond expectation by participating in specialised training programs.
P2	Adequate specialised training can positively impact on KWrs' group performance.
P3	The impact of individual-focused TFL dyadic monitor quality is positively connected with KWrs team members' performance, and it is likely to perform beyond expectations by participating in specialised training programs.
P4	Adequate specialised training can positively impact on individuals' differences.
P5	Individual-focused TFL monitor quality can positively impact on individual KWrs performance and is likely to play a role in extra performance by participating in specialised training programs.
P6a	Adequate specialised training can positively impact on (TET) macro level changes.
P6b	Adequate specialised training can positively impact on (TET) between-person level changes.
P6c	Adequate specialised training can positively impact on (TET) within-person level changes.

3.3.1 TFL and TET Process of the Framework

According to one of the earliest studies by Chi and Pan. (2012), adopted multilevel TFL concept by their model results in positively predicting followers' task performance though need-supply job fit and demand. Adopted individual-focused TFL and group-focused TFL complete against each other. In addition, as shown in Figure 3.2, the multi-level TFL framework helps stimulate employees' creativity in organisations via building friendly, direct and unique relationships between leaders and followers (Bao & Zhu, 2017), particularly with individual-focused style. Figure 3.3 describes Bao and Shu's (2017) conceptual framework process. Moreover, Chang (2016), has reported that the multilevel TFL framework has an effect on management innovation by enhancing the empowerment climate based on adopting particular intermediate mechanisms, for example, training in this research.

Figure 3.3: Theoretical Model Proposed by Bao and Zhu



Source: Bao & Zhu (2017, p.703)

TFL and TET theories will be applied to derive propositions on the impact of transformational leadership behaviours on knowledge workers' performance. The framework integrates and highlights the relationship between implications of TFL behaviours that support training to increase the quality of services, and training outcomes leads to enhanced performance (Dhar, 2015). Furthermore, it supports the basis of the TFL theory which indicates that TFL is appropriate for organisations confronting extreme challenges (Bass et al., 2003). Notably, the KWL framework embraces bold managerial implications for organisations, which provides supplementary accountability for both managers and trainees in the direction of training process that is in line with larger business strategies and aims (Langmann & Thomas, 2017). Moreover, TFL dimensions are suitable to gain experiences via training, which is ultimately the aim of learning (Sitzmann & Weinhardt, 2018).

The practices of leadership mentoring, training, on-the-job development and traineeships in the TET theory are applicable with the TFL theory concepts, which are believed to be expanded by learning in the workplace (Sitzmann & Weinhardt, 2018). Indeed, KWrs are encouraged to share their knowledge that links to innovation in the managerial context, if they manage through TFL to influence their performance (Wu et al., 2017).

There is strong evidence that TFL theory plays a critical role in changing environment and adapted by followers by providing valuable resources to them to support their career development, such as training opportunities, knowledge skills and experiences that increase their capability (Demerouti et al., 2017). Accordingly, the framework establishes the multilevel TFL as a managerial based for the Omani government sector to strengthening the relationship between training and organisation performance through the chosen theories, since the study under the strategic management scope. Please see section 2.4 for more clarification.

A robust conceptual framework may sharpen the potential for theory building that includes process structures of performance in variety public organisation i.e., individuals, teams and organisations (Andersen et al., 2016). The structure of the framework sheds light on the behaviours instilled by the leaders into their followers, such as a sense of confidence and excitement to engage in innovative performance to accomplish tasks (Campbell-Bush et al., 2013). In addition, the framework aims to illustrate the role of managerial practice and

training retention as the background of motivation to transfer and assist to design efficient training policy (Dasgeer & Iqbal, 2017). Through this framework, 'KWrs' acquire new capabilities which reflect what they learned and trained into new behaviours, that entail to improve quality service and ultimately impact overall performance (Brinkerhoff & Dressler, 2015).

The national culture will be explored in certain aspects such as the differences between genders in the workplace at the three sub-levels of the framework. Expressively, this research study aims to raise public awareness of the female KWrs' roles in the government sector comparing to the notion of being respected as housewives in society (Kemp & Madsen, 2013; Al-Ani et al., 2017). The government's strategic goal is to increase the female KWrs' productivity and participation in the Omani labour force. For example, is fieldwork dominated by males or attend meetings outside the organisation? The current socio-cultural norms make it difficult for females to participate in such work (Belwal & Belwal, 2016). For example, applying specific training programs that are guided by TFL behaviours, according to the framework, may catalyse new scientific, cultural and knowledge development that improve female KWrs participation in the male dominated fields such as knowledge-based organisations (Al-Harhi, 2011; Supreme Council for Planning, 2016).

Based on the notion that KWrs are responsible for knowledge-sharing either at an individual level or group level, the relationship between the main two sections of the framework may offer a practical understandings to foster KWrs innovation and creativity, which in turn enhance performance (Gu et al., 2015). It is obvious that generating new ideas by 'KWrs' is usually as a result of the utilisation of TFL for both individual-focused and group-focused TFL main sections (see Figure 3.2), but in different dimensions of TFL across variety levels (Boyle et al., 2016). This is because professionals such as 'KWrs' allocate themselves to consuming their skills in their workplace, and their training and knowledge allows them to be identified for their proficiency (Croidieu & Kim, 2018).

- **The Affecting Role of Group-Focused TFL Process at Group Sub-Level**

The conceptual framework of this research study posits that group-focused TFL dimensions (i.e., idealised influence and inspirational motivational) enhance the KWrs performance with the support of training and learning. This progress premises on applying TET in order to

encourage and enhance individuals to share transfer motivation at the group level (Kauffeld et al., 2015). Based on Wang and Howell's (2010, p.1135) definition, "group-focused TFL behaviour as behaviour aiming to communicate the importance of group goals, develop shared values and beliefs, and inspire unified effort to achieve group goals". In addition, group-focused TFL level may identify an innovative vision and interconnection among the group members via their beliefs and values, which lead them to define themselves as KWrs based on the group's achievement (Ashkanasy et al., 2015; Tse & Chiu, 2014).

The KWrs construct at group sub-level contains elements such as experienced KWrs, inexperienced KWrs and gender difference in KWrs. At this sub-level, idealised influence dimension may motivate all members of the group to identify themselves with a leader to attain future goals. Consequently, KWrs' turnover intentions, in an extreme context for example, may decrease via an interactive effects of group-focused TFL by embedding them on the job (Avolio et al., 2017b). In addition, a leader with idealised influence can affect KWrs by acting as role model by taking into consideration the needs of KWrs more than their own, which is construed as an emotional relationship and trust between them (Anderson & Sun, 2015). Having said that, TFL leaders at this sub-level are more likely to obtain great inter-team efforts ratings from additional teams like other units in the organisation, in addition to having a higher interior Team Work Quality (TWQ) (Bachrach et al., 2015).

Following this, inspiration motivational dimension at a group sub-level instils KWrs with optimism and enthusiasm traits in order to take risks with confronting challenges and creating knowledge (Wang et al., 2013). Significantly, behaviours in this dimension emphasise giving meaning to the tasks by inspiring KWrs' group to attain optimism future goals with high standards (Anderson & Sun, 2015). When leaders demonstrate group-focused TFL, the KWrs' group share a common vision that is consistent with the organisation vision, by providing them with the opportunity to suggest reciprocal information. These behaviours should inspire all elements of the construct equally to go for new heights based on the framework potential.

On the other hand, both dimensions in group-focused TFL (i.e., idealised influence and inspirational motivational) are proposed to apply for gender difference. To demonstrate, the framework proposes that both genders are equal in competence in employment arenas; contradictorily, few scholars believe that male KWrs are more competent in such a context

(Bear et al., 2017). Remarkably, applying TFL in the managerial context to explore in-depth gender difference among KWrs will expose more light on how the TFL dimension should interact with them in such an arena (Govindasamy et al., 2016). Considering this and the foregoing argument, the research therefore puts forward the following propositions:

Proposition (P1). The impact of group-focused TFL monitor quality is positively connected with KWrs' group performance, who are likely to perform beyond expectation by participating in specialised training programs.

The next proposition based on the notion that conflicts among team members are believed to diminish through group-focused TFL that is positively connected to within-team information preparation through regular training and learning programs (Cai et al., 2017). Consequently, training and development practice at unit level followers (group level in current study) may improve creativity behaviours such as collective abilities and effectiveness (Chang et al., 2017). In this stage, leaders emphasise that team members obtain knowledge through activities that are not directly linked to the team's tasks and scope as a result of positive influence of the TET behaviours on internal integrative practices, such as sharing and applying knowledge (Chen & Jiang, 2016). Subsequently, group-focused TFL dimensions (i.e., idealised influence and inspirational motivational) emphasising 'KWrs' self-identity in work place through prominence their terms of values and ideals (Kark & Shamir, 2002).

Additionally, the group-focused TFL section merges the social support via TFL theory and training via TET at macro level consistently with group sub-level in the framework. The macro level illustrates the comprehensive benefits from training effectiveness gained by KWrs across all related variety levels of organisation (e.g., teams and departments) (Sitzmann & Weinhardt, 2017). The framework at the cultural level posits that TET may embed itself in training cultural traits (e.g., experience KWrs support inexperience and the collaboration between males and females KWrs) during the training and learning phases or on-the-job. 'KWrs' need to be identified in the governmental sector. This could be attained through underlying 'KWrs' team structure strategy, which ultimately leads to enhanced organisational team effectiveness 'performance' (Kim & Vandenberghe, 2017). Extracted from the aforementioned theoretical perspective, the research proposes the following:

Proposition (P2). Adequate specialised training can positively impact on KWrs' group performance.

3.3.2 Individual-Focused TFL and TET

- **The Effects of Individual-Focused Process at Interpersonal Sub-Level**

Individual-focused TFL affects KWrs' performance at intellectual stimulation dimension through extending developmental opportunities and at an individualised consideration dimension through mentoring (Waldman et al., 2015). The terms interpersonal sub-level and between-person level TET are indicators of individual differences that play a core role in improving human capital such as KWrs, which leads to an increase in organisational and team performance, when they implement training concepts (Sitzmann & Weinhardt, 2017). Hearing the concerns and needs of the employees is under the scope of the individualised consideration IC dimension of TFL. In the same way, the collaborative relationships could be advanced between trainees and their employer during the process of TET implication by hearing their concerns to improve training programs for the good of the organisation (Abraczinskas et al., 2016). On the other hand, when leaders apply intellectual stimulation IS behaviours, they encourage KWrs to confront the status quo via approaching routine tasks in novel practices, in addition to developing their traits (i.e., creative and innovation) that is embedded within imaginary thinking (Caillier, 2015; Dóci and Hofmans, 2015).

During this process, the IS and ID dimensions' effect on each KWrs member in the team is based on the leader's high consideration that such behavior should not be treated differently among other KWrs (Ashkanasy et al., 2015), in particular for gender difference element. Another point is that the framework proposes that leaders should encourage that KWrs share and discuss each other's ideas in order to enhance these ideas. Significantly, evidence of individual-focused TFL is suggested to be more embedding and beneficial for 'KWrs' than for group-focused TFL, by exemplifying how individual followers support each other in extreme context (Avolio et al., 2017b). For example, the conversation from leader to KWrs in this construct should take place for more clarity to solve issues rather than receiving transmission from one side (Chang et al., 2017). Moreover, Jønsson et al. (2018) have illustrated that hearing the employees' concerns and needs. by giving them the chance to express themselves, is a practice of individualised consideration dimension of TFL theory.

Surprisingly, whenever KWrs are delegated with tasks to accomplish, they are more likely to train and gain knowledge that meets the requirements of development, such as attitudes and behaviours (Hasson et al., 2016; Yukl, 2013). Thus, the following proposition is:

Proposition (P3). The impact of individual-focused TFL dyadic monitor quality is positively connected with KWrs team members' performance, and it is likely to perform beyond expectations by participating in specialised training programs.

Linkage to TET uses, the proposed framework suggests that assumptions that are commonly pertinent to management training are relevantly connected to improving the overall performance (Beer et al., 2016). Furthermore, the proposed framework is in line with the notion that leaders should engender an appropriate working environment for training and development. Leaders during the between-person level TET process are advised to be first implemented in a variety of organisational levels. This stage is the interpersonal sub-level. In this construct, the framework posits that performance effectiveness is recognised via training and learning at between-person level. Hence, interpersonal sub-level plays a critical role in affecting collaboration between KWrs team members, i.e. the between-person level through TET implementation. This sub-level identifies the differences between individuals specifically in utilising knowledge and skills (Sitzmann & Weinhardt, 2017; 2018).

As for gender differences perspective, the framework suggests that KWrs need to participate in advance level communication skills courses in order to bridge gaps in interaction between males and females; cultural dimensions play a role in this stage. Thus, there is a need to prepare a suitable model like TET implementation considering that these cultural aspects are priority based on the framework notion (Arvey et al., 2015). With this in mind, female 'KWrs' specifically are highly sensitive regarding acknowledging a common knowledge sharing culture (Govindasamy et al., 2016). In such training and learning atmospheres, this research study concerns the social-emotional challenges between the two genders in issues related to peer relationships such as between-person level TET, and concerns with identity and fit as KWrs (Kirschner et al., 2014).

Therefore, it is important to highlight that the framework's cultural level is in line with the suggestion that different expertise may be exchanged among peers during the training sessions. This can be attained via transferring knowledge from experienced KWrs to

inexperienced ones and for both genders (Ellington et al., 2015; Henderson & Sun, 2016). Accordingly, the framework posits the following:

Proposition (P4). Adequate specialised training can positively impact on individuals' differences.

- **The Effects of the Individual-Focused Process at the Within-Person Sub-Level**

The conceptual framework of this research study posits that leaders provide each knowledge worker with personalised care and social support via individual-focused TFL dimensions (i.e., individualised consideration and intellectual stimulation) at the within-person sub-level. Following this, individualised consideration and intellectual stimulation highlights the unique relationship between the leader and individual, where each individual has different behaviours (Chun et al., 2016; Kark & Shamir, 2002). In particular, the equity between the experienced and inexperienced KWrs, and between both genders in terms of facilitating requirements should be emphasised. This is because motivating both genders to improve their competences obviously increases performance.

To demonstrate, the rationale to embed such a process in this framework is to identify five key reasons that have a role in stimulating follower's performance: (a) they are satisfied and committed to their organisations, (b) leaders' inspiration motivates them to work harder, (c) when TF leader and organisation personally identified the followers, this feeling encourages them to perform well, (d) when leaders appreciate individuals' performance efforts and acknowledge their competence, leaders' fairness and trustiness expectations would be recognised by them, and (e) they are encouraged to respond to their transformational leaders by increasing their performance efforts (Ng, 2016).

On the other hand, individual-focused TFL dimensions at the culture level in the framework play a critical role in the enhancement of KWrs performance (Al-Badi et al., 2016). For example, from the cultural dimensions perspective, the relationship between male leaders with female knowledge worker usually has certain boundaries in terms of leadership orientations in addition to the scarcity of females in the Omani government sector as KWrs (Belwal & Belwal, 2016; Kemp & Madsen, 2013; Mujtaba et al., 2010). Accordingly, it is hoped that this research study will have a positive influence in the outcomes; therefore, it suggests the following:

Proposition (P5). Individual-focused TFL monitor quality can positively impact on individual KWrs performance and is likely to play a role in extra performance by participating in specialised training programs.

The within-person level TET construct parallel with the within-person sub-level TFL in the framework emphasises that training opportunities are granted based on individual characteristics such as differences via managers' evaluation beforehand (Karpinska et al., 2015). These changes are related to discernments of credibility and practicality via training programs (Bell et al., 2017). Moreover, the training signification and gratification of the material should be recognised by 'KWrs' and it diverges considerably across training process (Sitzmann & Weinhardt, 2017).

In fact, changes in learning and transfer are recognised at within-person level TET, particularly for performance effectiveness, equally to between-person differences (Sitzmann and Weinhardt, 2017). When KWrs intend to transfer training content at within-person level TET, this indicates that they have utilised gained knowledge and skills via training successfully on-the job-context (Sitzmann & Weinhardt, 2017). Training transfer in this level should be considered as trajectories on the long run (Ford et al., 2017). It is desirable to have evaluation across all KWrs in this level that identify which of them gained an advantage from training (Sitzmann and Weinhardt, 2017), in particular individual skills.

To untangle the process of culture level, the framework considering raising the public awareness about the best approach to provide the females KWrs with more training opportunities and development in the government sector, and to contradict the notion of they have been respected as housewives in society. Such chances are assumed to help females KWrs to contribute to the national economy by realising their potential, knowledge and skills (Al-Ani et al., 2017; Belwal and Belwal, 2016). Based on the argument above, the study offers the following:

Proposition (6b). Adequate specialised training can positively impact on (TET) between-person level changes.

Proposition (6c). Adequate specialised training can positively impact on (TET) within-person level changes.

- **TFL and TET Outcomes**

This proposed framework thus enriches the conceptualisation of how organisations can foster TFL across a variety of organisational levels. Since TFL theory is basically about transforming organisations, it is important to realise that the multilevel framework is substantial to support both followers' attitude and utilise climate heading for organisational change (DeCelles et al., 2013). The two main sections of the framework systematically consider the connections between top-down and bottom-up to predict appropriation for applying such model in managerial context (Pourkarimi et al., 2016). It is obvious that outcomes are relevantly interconnected with cognitive mechanisms and motivational pathways via the impact of the multilevel TFL (Dumay & Galand, 2012).

The KWL framework is consistent with the TET constructs; it emphasises the optimism of training and led under range of perspectives, including professionals KWrs' retention (Dias & Silva, 2016). Conversely, losing such professional KWrs' after having trained them will mean an expensive loss of knowledge and skills, in the same way as training the new KWrs as a substitute (Dias & Silva, 2016).

The above related literature shows that TFL behaviours and TET theory positively influence the KWrs performance. The combination of these two theories do not oppose but complement each other to develop the research logic rational. Therefore, this study advances the following:

Proposition (6a). Adequate specialised training can positively impact on (TET) macro level changes.

3.4 Relevant Theories

This section will discuss and justify the relevant theories use to back up the concept of framework and the study.

3.4.1 Transformation Leadership Theory (TFL)

In Chapter 2, section 2.2.3, TFL is explored in-depth. This section discusses the distinctive features, which are used to conceptualise the Multilevel TFL model. Bass (1985) has conceptually advanced and extended Burn's (1978) authentic concept of TFL, applying it to managerial contexts. Since then, a considerable amount of literature has expanded the

concept of TFL. However, there is consensus on the central emphasis of the theory that encourages followers to perform beyond their expectation by the influence of four dimensions: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration, based on Bass and Riggio's (2006) study.

The TFL theory is essential to use in many governmental sectors to provide standards level needs such as vision and inspirational motivation (Taylor, 2017). This theory is may be suitable to characterising the job work of knowledge workers (Demerouti et al., 2017). Evidence presented in literature has proven that Individual performance is elevated through TFL leaders behaviours (i.e., motivational, engagement, vision and admirable) to involvement identification with institutional targets (Bommer et al., 2018). This view is supported by Fourie and Höhne (2017) who write that TFL theory determines what kind of leaders with transformational leadership behaviours will transfer the working environment to best fit the knowledge workers' productivity. It is important to realise that TFL is considered distinct empirically, and developed in terms of task performance and organisational citizenship behaviours (Aguinis & Gottfredson, 2017). As shown by Belausteguigoitia and De Clercq (2017), they have notably emphasised that when followers (i.e., KWrs) are leaded by TFL leaders, they encourage challenging assumptions during conflict situations and inspire them to come with novel solutions which can be beneficial for them and for the organisation's well-being. Leaders that adopt TFL theory are normally trusted by their followers to as a result of sharing the similar goals and values based on clear vision (Cai et al., 2016). Authors such as Das et al. (2017) set out for the long run the need for supportive TFL to contribute to the institutional learning and knowledge management for development innovative performance, taking into consideration that KWrs are responsible for innovation and creation. Consequently, "transformational leadership promotes change in value internalisation and that this partially explains its influence on follower performance" (Hannah et al., 2016, p.252) as this is necessary for KWrs identification in the organisations context.

In line with previous research studies (e.g., Bommer et al., 2018; Hannah et al., 2016), one of the objectives of this research is to explore that TFL has empirical validity for insight outcomes, attitudinal and behavioural of followers (i.e., KWrs). Another reason for applying this theory because it is in line with notion of developing KWrs in order to cultivate them with more leadership roles and responsibilities for future orientation (Avolio et al., 2009). Additionally, the primary empirical concept of the research is to explore if the TFL puts the

leader at the core leadership process and if organisations effectiveness through KWrs commitment and attributes' are more oriented to TFL dimensions perceptions (Alkema et al., 2014). Another fundamental reason to use TFL theory is the ability to predict future orientation. For example, followers' commitment to organisational change (Pearce et al., 2014) could be easily accepted by KWrs associated with adequate leadership style and training.

According to the theory concept, workplace climate is a learning process where employee KWrs' failure and mistakes are part of development (Henderson & Sun, 2016). Despite the criticisms that TFL theory has received in terms of its failures in transforming the followers in some aspects, it has proven its ambition to encourage a common understanding among followers of how the institution should achieve desirable goals (Andersen et al., 2016). For example, in a recent study by Echevarria et al. (2017) emphasise the incumbent of TFL theory in a knowledge-based organisation. To clarify, their findings revealed that TFL theory is desirable and effective form for nurse managers since they are seeking continuous acquisition knowledge.

To demonstrate, the influence of the theory may impact altruistic helping behavior and performance management in government sector human resource systems (Campbell et al., 2016). In such a sector, the TFL theory creates an adaptable environment specifically in an extreme context such as time pressure or stress, which is believed to be effective in improving followers' performance (Geier, 2016). Surprisingly, the effectiveness of TFL dependent on the leader-follower gender dyad, where male followers are more strongly influenced by the theory than female followers (Kim & Shin, 2017a).

Having said that, sophisticated TFL in an organisation may enhance the level of training, knowledge and thrive of KWrs (Akbari et al., 2017). 'Interestingly, transformational leadership (TFL) has been proposed to unfold its effects by transforming followers' identifications and could thus be a powerful way to actively manage identification' (Boer et al., 2017, p.280), in particular KWrs. Furthermore, followers' 'KWrs' creativity, capabilities and self-determination are nurtured by TFL to develop a creative work atmosphere (Dhar & Mittal, 2015). Hence, 'KWrs' are responsible for producing high quality performance in public organisations (i.e., concern process and product in term input, output and outcome), tier effectiveness is believed associated with TFL behaviours (Andersen et al., 2016; 2017).

Jimmieson et al. (2017) has reported a significant increase in the thriving relationship between TFL dimensions perceived by employees ‘as knowledge workers’.

Supporters of the TFL theory agree that followers need to be inspired to attain great outcomes by utilising meaning toward the vision that is assigned to learning, job experience and organisational position (Richard et al., 2017). Consequently, the theory stimulates personal involvement using inspiration, enthusiasm, and building followers’ confidence for achieving the objectives and empowering followers (i.e., the KWrs) to engage in their task based on their individual ways (Jauhari et al., 2017). The theory construct highlights the importance of identifying individual differences in followers ‘KWrs needs’ in order to elevate and improve their role in managerial decision making (Chong et al., 2017).

The theory dimensions may create a supportive context for followers to seek new prospects via the adopting of an institutional level high performance work system (Chang & Messersmith, 2017), which is consistent with the proposed multilevel framework of this study.

- **Transformational Leadership Dimensions**

In his major study, Bass (1985) identified three characteristics of TFL: intellectual stimulation (IS), Idealized Influence (II) and Individualised Consideration (IC). Bass and Avolio (1990) have added a new factor or dimension to the TFL theory: Inspirational Motivation (IM). The following subsections explore in detail each dimension.

- **Idealised Influence (II)**

Idealized influence dimension is based on Burns’ theory (1978), which has overlapping meanings; the qualities of leaders’ traits; emotional relationship between leader and led; and general expectations that there are knowledgeable and powerful. Whereas, Bass and Riggio (2006) have emphasised that leaders with idealized influence capability are well-regarded, appreciated, and trustworthy by their followers; in addition, their followers want to imitate their act as role models. The TF leader implements innovative changes; it also appears when the leader is ambitious by morals that drive him to be concern with what is best for the followers (Bass, 1999; Bass et al., 2003). In particular, leaders of this behaviour are counted

on to do things right with confidence that hindrances will be solved consistently rather than arbitrarily; in a nutshell, they are risk-takers (Bass & Riggio, 2006).

The internalisation of the leader's assignments through the charismatic leader's emotional influence may lead to elevating employees to a higher level of accomplishment (Ashkanasy et al., 2015; Avolio & Bass, 2004). Hence this interpretation of leaders are keen to think through their followers' needs beyond their own (Anderson & Sun, 2015).

- **Individualised Consideration (IC)**

According to a number of authors (Bass, 1985; Chang et al., 2017; Chen et al., 2009; Jønsson et al., 2018; Waldman et al., 2015), one factor of individualised consideration is keeping each individual completely aware about the progress by conversation in person or on the telephone, rather than by memo notification; in this case, conversation between them takes place rather than there being a one-sided transmission (i.e., leader to follower). Leaders here act as mentors and coaches to help their followers to attain their desired goals by affording them a learning atmosphere that develops their skills and provides new learning opportunities (Bass et al., 2003; Anderson & Sun, 2015). Other authors highlighted that individual consideration is the focus component of TFL that fits professionals' desired recognition and cares about followers' well-being (Dóci & Hofmans, 2015; Jacobsen, 2015). Satisfaction and productivity of followers will be maintained by individualised consideration relations that are embedded between them and leader consistently (Bass, 1985).

Further analysis of individual consideration showed that the attitudes and behaviours could be enhanced by individual consideration factor of TF leaders, as well as a group level which will be influenced in the form of team potency (Meuser et al., 2016). This is in line with Bass' (1985) study which stated that leaders act in way that elevate followers self-confidence by affording opportunities for development through assigning particular task for them. By drawing on the concept of individualised consideration (see Table 3.1), Bass (1985) has been able to show appreciation for a task that is well accomplished and of great importance to this concept; consequently, leaders here should indicate the weakness of followers proficiently. Bass (1985) mentioned that consideration is the pivotal process on the followers' needs to develop their participation in decisions involving their occupation.

Table 3.2: Multilevel Dimension of Individualised Consideration

Construct: Individualised consideration	Operational Definition	Items
Within-Person level	Equity is more focused than equality; requirements, interest and competences are concern accounted	<ol style="list-style-type: none"> 1- Leader acknowledges each followers' desires 2- Leader spends his time coaching his followers
Group Level	Development of the group members capabilities and is often considered	<ol style="list-style-type: none"> 1- Each member advises his colleague to elevate needs 2- Group members as a whole consider their individual needs
Organisational Level	Performance will make the most of Individualised Consideration by developing human resources Organisation's philosophy values contains trust and respect	<ol style="list-style-type: none"> 1- Values are the most effective driver of the followers' development 2- Organisational development solely rely on individuals existence

Source: Bass & Avolio (1995)

- **Inspirational Motivation (IM)**

In this component, leaders motivate followers to share portraying future states; such an attitude should be embedded with optimism and enthusiasm (Barbuto & Searle, 2013; Bass & Riggio, 2006). To clarify, TFL leader inspires followers to take risks and champion innovation (Wang et al., 2013). Generally, followers are motivated by giving meaning and challenge to their task by inspiring them to imagine an attractive future in order to increase team spirit, optimism and enthusiasm; in addition, they are inspired by symbolic actions and their optimism is fostered though leader behaviour (Anderson & Sun, 2015; Avolio & Bass, 2004).

Theoretically, both idealised influence and inspirational motivation components are derived from TFL factor (i.e., charismatic-inspirational leadership) which is emulated to charismatic

leadership theory behaviours (Bass & Riggio, 2006). Accordingly, Ashkanasy et al. (2015) have suggested that idealised influence and inspirational motivation factors are linked to behaviours such as communication that affects the whole group, while, conversely, individualised consideration and intellectual stimulation factors are connected to actions such as providing personal development to each follower.

- **Intellectual Stimulation (IS)**

In this dimension, the beliefs and values of followers are changed in addition to their awareness of problems and their interplay to solve these workplace problems through sophisticated imaginary thoughts matter (Bass, 1985). In addition, intellectual stimulation behaviours are presented when the leader motivates followers to challenge their traits such as accustomed assumptions and beliefs to exchange them to think for themselves (Dóci & Hofmans, 2015). Leaders traits are very effective, especially if their attitude is amalgamated with emotional stimulation, intellectual stimulation can modify into elevating attentiveness and thinking rehabilitation (Bass, 1985). Leaders urge their followers to approach old situations in novel ways and to develop creative and innovative approaches (Bass et al., 2003; Anderson & Sun, 2015). Based on Caillier's (2015, p. 460) research, TFL leaders “stimulate employees intellectually by encouraging followers to challenge the status quo. Under this practice, they also create new learning opportunities and encourage innovation”.

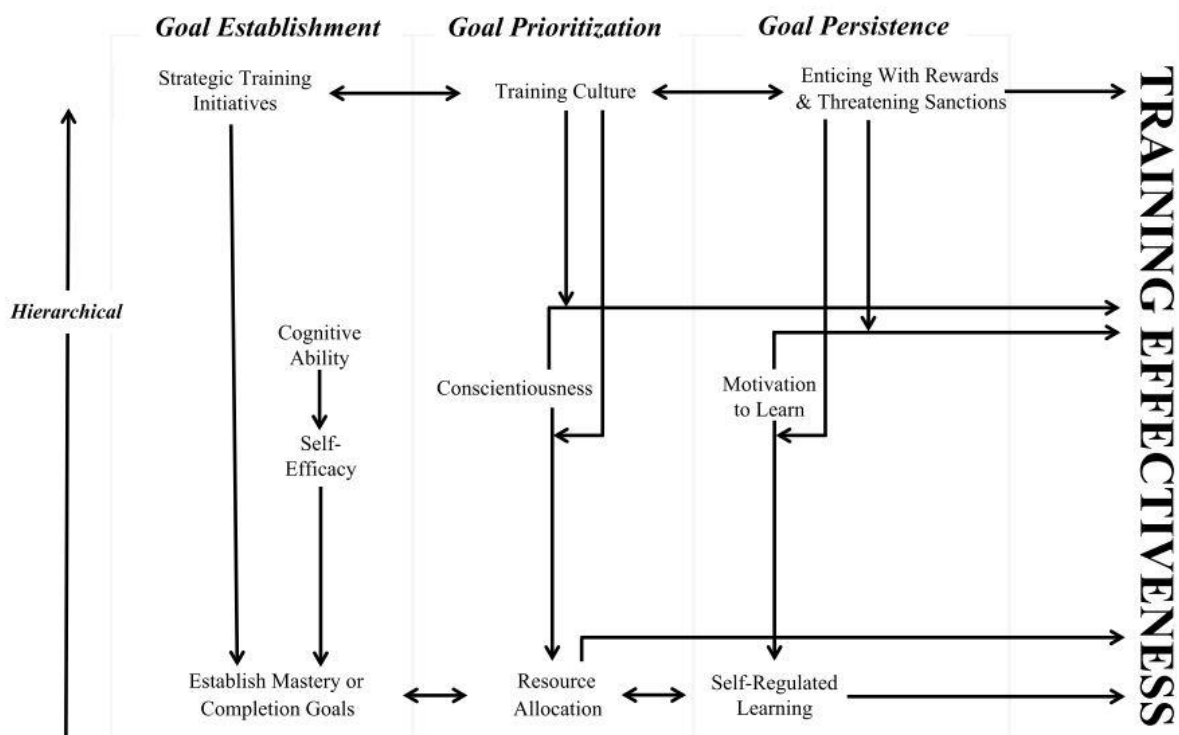
The next section discusses the Training Engagement Theory (TET), the supplement construct establishing the conceptualisation of the (KWL) model.

3.4.2 Training Engagement Theory (TET)

Investment in training practice as well as development is impactful when embedded with human capital (i.e., KWrs), which is assumed to perform beyond expectations, especially in knowledge based firms such as Research and Development (Mahoney et al., 2017). As stated by Kroll and Donald (2015, p. 418), “any training is better than no training”, thereby emphasising the managerial support is essential in the case of gaining the benefits of training programs at the core levels of the organisation (i.e., individual level and team level), specifically for positive transfer of training (Ellström & Ellström, 2014). Moreover, training transfer is essential to fulfil task goals and outcomes based on pertinent behaviour at work such as performance (Blume et al., 2017).

The motivation to enhance work through learning by social support like organisational assistance and co-worker collaboration may impact the training transfer in such case (Ahmad & Ng, 2018). Based on Chuan et al.'s (2018) findings, in order to identify professionals 'KWrs for this research' who have the capability to be leaders, managers should stimulate creativity and support involvement (i.e., coaching), in order to boost performance in the workplace. With this in mind, "training produces only capability, not performance" (Brinkerhoff & Dressler, 2015, p.39). Obviously, performance is attained via capability. In addition to training programs, it is theoretically believed that adopting self-regulated learning may expand the conceptualisation understanding of learning engagements through work learning and training (Horn et al., 2017). Another point is that establishing a platform for consistent training enhancement and creating robust managerial instruments for employees' engagement is essential for the functionality of the theory (Langmann & Thomas, 2017). Furthermore, these processes emerge before, during and after the end of training sequentially; with this in mind, this research model intends to influence training effectiveness (i.e., starting training goals, prioritising those goals and persisting training) (Sitzmann & Weinhardt, 2018). The Training Engagement Theory model is depicted in Figure 3.4 below.

Figure 3.4: Training Engagement Theory Model



Source: Sitzmann & Weinhardt (2018, p. 735)

The essential nature of the Training Engagement Theory (TET) is recognising the processes at different levels in the organisational context, which affect each another either by success or failure of the training contexts (Sitzmann & Weinhardt, 2018). Taking into consideration that TET implication in this research may be consistent with the evidence presented in literature that confirms that there is significant job satisfaction for both males and females from variety types of training programs in government sector (Georgellis et al., 2015). The basis of the theory is constructed from Colquitt et al.'s (2000, p. 678) definition of training motivation “as the direction, intensity, and persistence of learning-directed behaviour in training contexts”. The theory is conceptualised in three levels (i.e., the macro, between-person and within-person). At the macro level, it defines the relationship between supervisor and subordinate, in divisions such as the HR system, the training culture, and at the strategic level of the institution. The between-person level illustrates the differences between individuals; for example, cognitive ability or conscientiousness is at various levels in individuals, which could affect the training engagement. At the within-person level, the changes of the person throughout the training process are recognised (Sitzmann & Weinhardt, 2018).

There is suggestion that the TET theory should be empirically examined through linking learning and training with work contexts, bearing in mind the changes that occur over time in the motivation to learn and transfer (Baldwin et al., 2017). The TET theory implementations could result in high levels of use of performant information by trained managers which enhance decision-making (Kroll & Donald, 2015). Moreover, managerial contexts need training engagement to overcome challenges that related to KWrs acquiring skills and knowledge (Kroll & Donald, 2015). Furthermore, the theory implication highlights the process where motivation to transfer at highest level via peer support and the transfer of training is strong through adequate feedback and coaching (Gegenfurtner et al., 2018). For example, coaching should be implemented by human resource management (HRM) directly through TFL theory (i.e., creativity stimulation and listening to KWrs concerns and needs) and indirectly via TET (i.e., KWrs learning, training and development) (Guillaume et al., 2016). Another key point is employees' expertise; KWrs could share their experience with peers in the training class (Ellington et al., 2015).

As stated by Kauffeld et al. (2017, p. 78), “the organisation should ensure before the training (i.e., TFL theory implementation on training transfer motivation), that trainees receive enough information about the training, supervisors provide support (e.g., by discussions

about training goals)”. KWrs require specialised strategic training programs (i.e., TET theory) that advance their knowledge and skills in order to improve their performance. Consequently, an organisation adopting TFL theory should incorporate on-the-job training in order to perform effectively (Adnan et al., 2016). Conversely, it is obvious that employees will not engage in goal striving through the workday; the TET particularises the processes that are identified when the employees are involved in achieving their goals rather than dawdling at the workplace, and when training is prioritised over challenging task goals (Sitzmann & Weinhardt, 2018). Embedding TET in organisational activity is practically important since the realisation steps of training normally emerge after a certain period, which sheds light on underlying evaluation training criteria in variety periods of time (Langmann & Thomas, 2017). Consistent with the TFL theory concept, TET provides intense support system via training environments to help thrive the capabilities of the unconfident employees who resist participating in training programs (Sitzmann & Weinhardt, 2018).

Motivational behaviour is one of the essentials of the theory, and that suits the TFL theory. The training transfer process comprises knowledge, skills acquisition and intention to convey these important mechanisms via the involvement feeling and enthusiasm by training (Carpenter et al., 2015). Another reason for applying TET theory is related to the assertiveness of transfer training by the trainee because of the relevant connection between high-level goal and training (Blume et al., 2017), especially if it is related to their career goals. With this in mind, examining KWrs’ performance in the government sector based on TET theory should consider four themes: trainee identification ‘KWrs’, training context, training standards, and training platform and transfer (Bell et al., 2017). According to Kroll and Donald's (2015) study, KWrs may enhance their relationships with each other more through training in terms of functional behaviours to create their own mental model.

Organisations that are comprised of ‘KWrs’ should take into consideration the adequate process (i.e., training engagement theory) via which knowledge acquired by ‘KWrs’ entails improved performance (Choi & Roulston, 2015). Empirical evidence shows that training plays a critical role in improving the productivity, prosperity and competitive advantage of an organisation, specifically if combined with programs that focus on developing knowledge (Kim & Ployhart, 2014). It obvious that trainees soon enhance their performance capabilities by acquiring new skills and knowledge via training programs in order to overcome challenges associated with work routines (Curado et al., 2015). According to Sitzmann and Weinhardt

(2017), employees 'KWrs' may elevate their knowledge capabilities from novice to expert status not only through training but also by engaging in self-regulation, which is consistent with the domain of TET. Significantly, training effectiveness and self-regulation are positively affected by motivation in the lack of rewards and sanctions (Sitzmann & Weinhardt, 2018).

It is important to realise that TET in the research considers the team context (i.e., KWrs team), which attempts to connect to the relationship between individual initial knowledge owing to job performance, in order to attain noteworthy shared skill transfer (Blume et al., 2015). Additionally, a number of observances need to be noted regarding the present study such as: (1) training effectiveness may turn to strategic goals, and (2) organisational predetermined outcomes (i.e., performance) may be targeted via managing training practices (Baraldi & Cifalindò, 2015). However, managerial involvement in such situations (i.e., training, coaching learning and transfer) determines which competences developed from 'KWrs' should be motivated to transfer (Govaerts et al., 2017).

As shown previously, the transfer of training to the job and advancing learning skills that occur at the end of training period, are a consequence of training engagement implementation (Friedman & Ronen, 2015). Therefore, this research further expands these notions by including relevant concepts relationships of TFL with TET constructor in one conceptual framework in order to expose the outcomes.

3.5 Chapter Conclusion

In this chapter the developed conceptual framework from the literature has been presented and discussed. Also, the conceptualisation of the Knowledge Workers Leadership KWL framework including the constructs and propositions has been developed from critical literature review and the two relevant theories (Transformational Leadership TFL and Training Engagement Theory TET) which are used as the bases for the study. Section 3.2 provides a constructive illustration of the rational justification of the choice of these two theories that enable this research to achieve its aim and objectives. Section 3.3 contains in-detail explanation of the proposed framework. The study suggested that the multilevel of KWL (i.e., individual-focused and group-focused TFL) can motivate KWrs via TFL dimensions and develop their skills via training and learning. This process will cross over a variety of an organisation's sub-levels parallel with the TEL levels (i.e., macro, between-

Chapter 3: Conceptual Framework and Relevant Theories

person and within-person). On the whole, six propositions are presented with the aim to empirically explore the framework validity.

The next chapter discusses the research methodology in-depth, in addition to identifying the sampling and empirical questions.

Chapter 4: Methodology and Research Design

4.1 Introduction

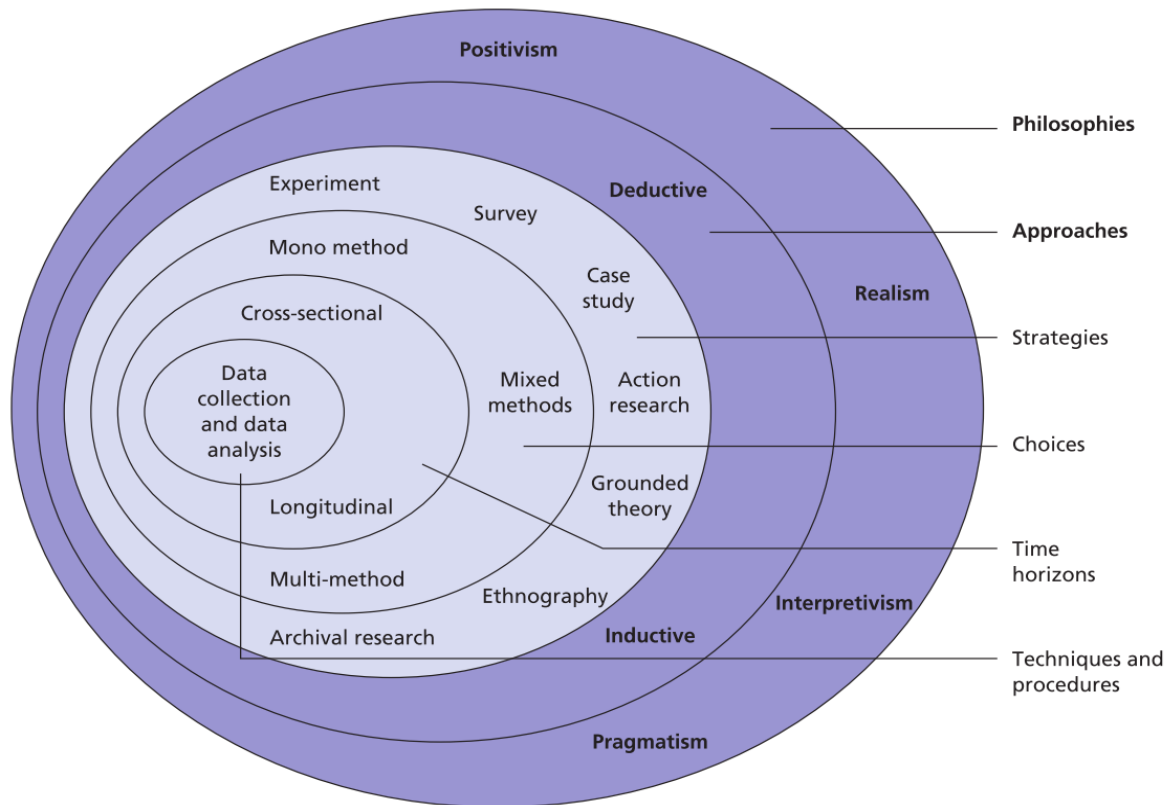
The purpose of this chapter is to discuss in detail the research methodology adopted in this research study, and the reasoning behind using the relevant particular tools and techniques. The adopted methodology was essential to addressing and answering the research questions stated in Chapter 1, section 1.5, to help address the research gaps. For that reason, both qualitative and quantitative methods were extensively looked at and only those appropriately and are associated with this research are considered. Consequently, the design of this research is consistent with its research philosophy perspectives in terms of ontology, epistemology and axiology that is related to nature of the phenomenon under study. Yin (2018, p. 288) defines research design as “a plan that logically links the research questions with the evidence to be collected and analysed in a case study, ultimately circumscribing the types of finding that can emerge”.

Based on Yin’s (2018) definition above, this research adopted a multiple case study strategy with inductive approach in order to understand and consider how to collect and analysis data. Moreover, prior to collecting the data, a sampling strategy to identify particular participations from the targeted population has been developed by the researcher (e.g., CEOs and knowledge workers). The next sections explain in detail the adopted research methodology.

4.2 Research Design

According to authors such as Saunders et al. (2019), the research procedure can be demonstrated as an onion (Figure 4.1). The notion of onion is to divide the research process into several layers. Each layer has its own approach and should be conducted subsequently and consistently before the core of the onion, data collection and data analysis is specified. Another key point is that the research design can be framed based on the research’s aim and objectives (Brinkmann & Kvale, 2015). More details about this research’s layers include philosophy, approach, strategy, choice, time horizons, and techniques and procedures, are explained in the following subsections.

Figure 4.1: Research Design ‘Onion’



Source: Saunders et al. (2019)

4.2.1 Research Philosophy

There is often a debate in the research field in terms of the adequate research philosophy perspectives, either positivist or interpretivist (Saunders et al., 2019). Different scholars have illustrated research philosophy in a variety of ways. In the case of Merriam and Tisdell (2015), they demonstrate that qualitative researchers are more involved in how individuals interpret their lives and experiences. In general, research philosophy has three major ways of thinking: ontology, epistemology and axiology. Each covers significant differences that lead the researcher to think about the research process influentially (Saunders et al., 2019). Research philosophy can differ according to the researcher's view of the nature of being or reality (Ontology); the researcher's view regarding the nature of what frames knowledge (epistemology) and the researcher values in the research as part of what has been researched (axiology) (Tracy, 2013). Therefore, "the link between epistemology, methodology, and methods needs to be substantiated" (Vannoni, 2015, p.350).

According to Corley et al. (2018), interpretivists are more interested in controlling variability to understand why it exists, and are less interested in capturing variance. According to a

philosophical point of view provided by Yilmaz (2013), qualitative research explores the subjective meanings of social reality phenomena based on a constructivist (Interpretivism) epistemology perspective. Accordingly, acceptable knowledge is socially constructed via an in-depth exploration of the phenomenon from the perceptions of the participants involved (Yilmaz, 2013). By contrast, interpretivism is considered as an epistemological condition that is involved subjective meaning of social action should be comprehensively understood by the social scientist (Bryman et al., 2019).

Since this research study is exploratory and interpretative in nature, the researcher has perceived behaviours of knowledge transfer phenomena across a variety of levels in organisations as socially constructed instead of objective social actors (Dolfsma & Wilhelm, 2018). It is important to realise that when obtaining knowledge about human activities, qualitative research combined with the interpretive approach is well suited for in -depth exploration and understanding (Dolfsma & Wilhelm, 2018; Johnson et al., 2007). Moreover, interaction, communication and practice are the effect of researchers mediating the reality and knowledge which are, in this regard, constructed and reproduced as a consequence (Tracy, 2013).

From the research's philosophical perspective, this research study has intended to use participants' real-life words and transcribe them to quotes and themes as an ontological assumption. Moreover, as for epistemological assumptions, the researcher was part of what has been researched in order to spend more time with interviewees and provide cooperation. Hence, the axiological assumptions emphasise the role of values in the research that entails comprehensive interpretation of the researcher's synchronism with the participants (Creswell & Poth, 2018). The researcher during this layer process reflects his assumptions, opinion and views of the study in order to understand the nature of reality (Creswell, 2014). Thus, these assumptions are developed through the association between the development of knowledge and the process that are the consequence of the choice of a specific research philosophy influenced by the researcher (Saunders et al., 2019).

The researcher's worldviews depend on participants' views of the phenomenon being studied based on his beliefs and inclinations that lead to adopting a qualitative approach in his/her research (Creswell, 2014). In addition, the researcher is familiar with the term of knowledge workers, since, as a government employee, he used to be one. Accordingly, having been part

of the research context, the researcher has been able to understand the selected organisations managerial context at all levels. Moreover, this step generated reciprocal trustworthiness with the participants that share the same values and knowledge with the researcher (Flinchbaugh et al., 2017).

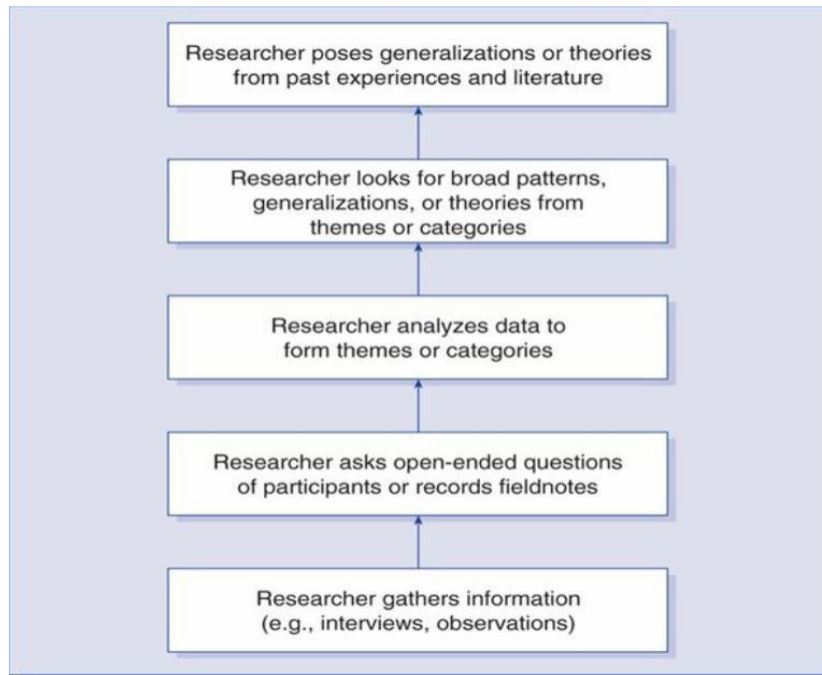
4.2.2 Research Approach

The research approach is divided into two approaches: qualitative and quantitative. With the quantitative approach, the data will be used to test the theory through hypotheses that are extracted from the literature (Eisenhardt & Graebner, 2007; Saunders et al., 2019). By contrast, with the qualitative approach, results such as themes, concepts, typologies, and categories are inductively obtained from qualitative data (Merriam & Tisdell, 2015). Therefore, the inductive approach is mostly appropriate in new grand challenges or an understudy's empirical context as a cornerstone of qualitative research (Graebner et al., 2016; Bansal et al., 2018; Nadkarni et al., 2018). Consequently, through qualitatively inductive studies, a researcher can produce new concepts based on the methods and approaches that fit the purpose of the study (Corley et al., 2018).

Arnold et al. (2016, p.18) state that “as qualitative research typically proceeds inductively from data to theory, it can explore domains and questions”. On the other hand, the process of inductive approach involves developing or building theory based on the results of the data collected and its analysis (Eisenhardt & Graebner, 2007; Saunders et al., 2019). To clarify, it is the linkage between the theory constructed from literature and research to the extent that the previous facts are generated from the latter conclusion (Bryman et al., 2019). Therefore, theory building from cases is an inductive approach (Corley et al., 2018).

Alternatively, Kingstone et al. (2018) have emphasised that it is not logical to state the number of informants beforehand in order to produce a comprehensive understanding of what is needed to know. Interestingly, differences in the gender and class can significantly draw the researcher's attention to the way participants responded during the interview and this alteration needs to be addressed before qualitative methods can commence (Isaacs, 2014). As a part of the research plan, the researcher intended to explore the data inductively and analyse it in order to develop a theory based on what has been shown in the relevant literature (Bougie & Sekaran, 2020; Saunders et al., 2019). Figure 4.2 shows the process of inductive approach according to Creswell's concept (2014).

Figure 4.2: Inductive Approach Process



Source: Creswell (2014)

The evidence presented in the literature shows little studies on transformational leadership and knowledge workers' performance (Bansal et al., 2018; Graebner et al., 2016), have been conducted. Therefore, this research study believes that substantial attention about knowledge workers' innovation and creativity will be progressively received through the use of qualitative approach (Bekkers et al., 2016). As the qualitative approach explores the relationship between TFL and KWrs in-depth, we will be able to understand the phenomena under study.

4.2.3 Research Strategy, Choices, and Time Horizons

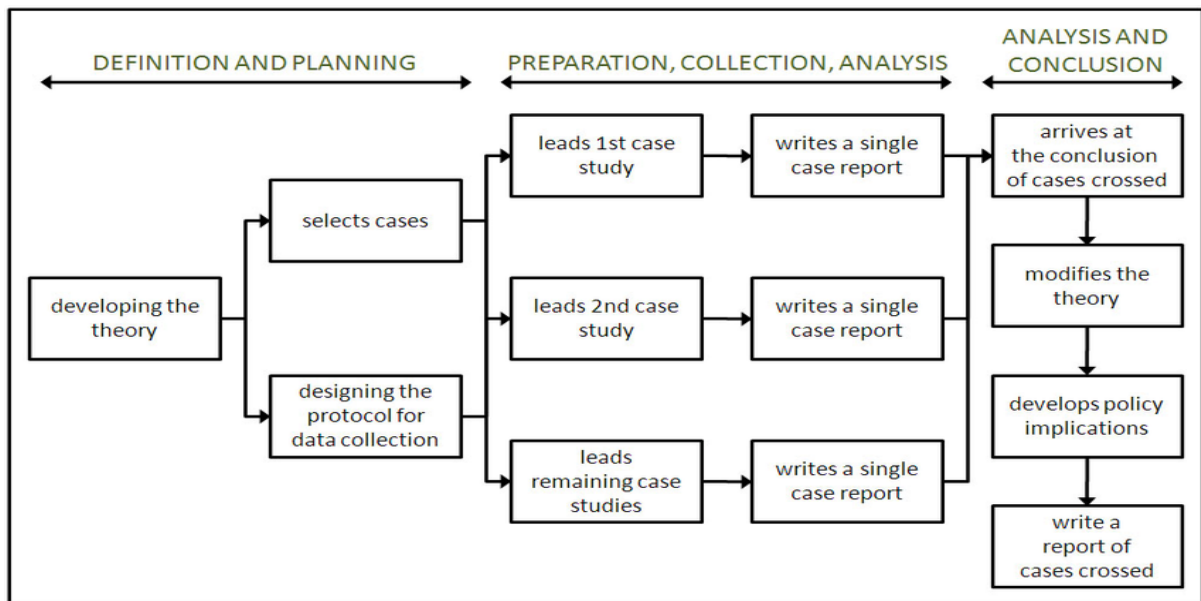
Several prominent authors such as Creswell (2014), Hyett et al. (2014), Merriam and Tisdell (2015) and Yin (2018) have contributed to methodological developments, which have drawn attention away from the interpretivism approach and toward the qualitative case study research, which encourages interaction between the case and the researcher personally. However, Bryman et al. (2019) and Corley et al. (2013) have emphasised the possibility of generalising outcomes only if the case produces perceptions and philosophies with clear significance to other fields to the conduct of social research. The case study is a strategy of qualitative research in which the researcher is able to inquire into several fields that entail evaluation of activity, event, program, and one and more individuals (Bryman et al., 2019).

According to the methodological literature, case studies and qualitative research are appropriate for theory development (MacVaugh et al., 2018; Tsang, 2014). While a variety of definitions of the terms case study have been suggested, this research will use the definition provided by Yin (2018), who describes it as an in-depth concentrated research of situation, group, or person that their real-world context studied over time. As shown in previous studies, the case study strategy is increasingly popular among scholars (Hyett et al., 2014).

The research paradigm, study design, and choice of variety methods are the form of current qualitative case study approaches (Creswell, 2014; Hyett et al., 2014; Merriam & Tisdell 2015; Yin, 2018). Authors like Creswell (2014) and Yin (2018) advise qualitative researchers to have a well-developed database and well-documented procedures such as a protocol in multiple case study strategy for findings replication purposes. As Yin (2018) shows in his book entitle ‘Case Study Research - Design and Methods’, single case studies are applicable for un-researched subjects; nevertheless, multiple case study forms are appropriate when the researchers attempt to build or develop a theory based on rich explanation. Moreover, by taking into consideration the protocol in the multiple case study strategy of this research study, the researcher has chosen two theories building/development to explore and examine the research questions. It is very important tool for several reasons, such as to ensure gather the targeted data within particular schedule in the research.

Theory development has a robust base, due to the use of multiple case studies, unlike single case studies that only present rich information of the presence phenomenon (Eisenhardt & Graebner, 2007; Siggelkow, 2007; Yin, 2018). More details about multiple case study procedure are illustrated in Figure 4.3.

Figure 4.3: Multiple Case Study Procedure



Source: Yin (2018)

Moreover, the use of qualitative case studies is a well-established approach in situational constraints and local context that consider aspects and interdependencies as long as the phenomenon is portrayed clearly without any predictions (Bell & Cooper, 2018). By contrast, phenomena in the real life context is richly emphasised through exploratory case studies (Eisenhardt & Graebner, 2007; Bertoldi et al., 2018).

Since this research aims to explore the concept of knowledge boundaries in-depth, it is advisable to adopt a case studies strategy to extract those concepts which are unobservable (Dolfsma & Wilhelm, 2018). Exploratory research is often conducted via multiple cases study strategy to attest if the findings that occurred in the first case can be repeated and compared in other cases, as a consequence based on generated answers to questions such as 'Why' and 'How' (Eisenhardt & Graebner, 2007; Bansal et al., 2018; Saunders et al., 2019; Yin, 2018). It is obvious that multiple case studies as a method is aimed at exploring in-depth the institutions response via specific data sources that address the research objectives to the transformation process (Charles et al., 2015; Creswell & Poth, 2018). In the current research, based on Vannoni's suggestion (2015), comparing multiple case studies will show the mean degree of important influence from the differences and similarities that can be delivered to the literature. Figure 4.4 shows the overall process of this research design stage-by-stage.

Among different types of case studies are illustrative case and critical instance case. This research study used an exploratory case study aimed to identifying the research questions and at helping direct possible research approaches (Yin, 2018). Notably, there is paucity of empirical research on enhancement of knowledge workers performance in practice. Therefore, the researcher of this study adopted an exploratory research methodology (Yin, 2018; Bertoldi et al., 2018). This research used multiple case study design which is typically associated with the inductive approach. Accordingly, the multiple case study of this research highlights all the aspects of contextual events and their divergences and procedures by a combination of individuals and focus group interviews (Cooper & Schindler, 2014).

Surprisingly, there is no consensus in the adequate number of multiple case studies that should be conducted for research. For example, Yin (2018) recommends at least six cases to have a sound qualitative evidence, whereas Bryman et al. (2019) and Creswell (2014) recommend between three and five cases for comparative purposes. Conversely, Stake (2006) states that several multiple case studies in previous studies have less than four or more than 15 cases.

This research study has taken time and activity into consideration, since the data collection procedure will be during a constant period of time (Bryman et al., 2019). Data will be collected from knowledge-based entities under government sector role between November 2018 and January 2019 to explore the effect of transformational leadership behaviours in enhancing the knowledge workers performance. The data will be collected only once for this specific research study, and it had not been collected prior to this specific research (Bougie & Sekaran, 2020). Furthermore, the researcher has taken other authors' recommendations about the time constraints in conducting the research on a particular phenomenon at a particular point in time (Creswell, 2014; Saunders et al., 2019). Such a procedure is called one-shot or cross-sectional (Bougie & Sekaran, 2020; Saunders et al., 2019). Therefore, the potential of this research to conduct semi-structure interviews qualitatively over a short period of time; hence it tends to be appropriate options for multiple case study strategy and its prevalent approach (Bryman et al., 2019; Saunders et al., 2019).

4.2.4 Techniques and Procedures (Qualitative Methodology)

The research methodologies can be categorised into three main approaches: quantitative, qualitative, or mixed methods/hybrid (Bryman et al., 2019; Creswell, 2014; Saunders et al., 2019). There are several reasons why qualitative methods have become so dominant. This is because the evidence shows in the literature that, it provides high resources and richness of data (Cardon et al., 2013; Easterby-Smith et al., 2015). Surprisingly, the qualitative methods are high-risk and time consuming, and are not immune to bias pitfalls (Cardon et al., 2013; Easterby et al., 2015). The key aspects of qualitative methodology can be listed as they rely on text and image data, uniquely data analysis; in addition, participants are the key behind learning their problem or issues such as gender, culture and history (Creswell, 2014). Furthermore, qualitative methodology is an umbrella which contains processes such as documents, observations of interviews that are necessary for understanding connotations, patterns, focus group and relationships (Tracy, 2013). In view of that, the researcher adopted face-to-face interviews since they are believed to provide an in-depth understanding of the phenomenon with regard to the decision makers who care about participants' opinions and personal well-being (Choy, 2014; Saunders et al., 2019).

Consequently, the researcher has recognised ways of efficiently conducting his research objectives. For instance, the researcher, by conducting qualitative methods, has the advantage of recognising and addressing the response from participants if these responses are biased, rather than doing so afterwards, via data analysis that produces textual data (Choy, 2014; Saunders et al., 2019). In addition, an empirical research methodology process has been formulated based on the development of propositions which can be seen in Figure 4.4, due to the carrying out of this research methodology roadmap process in a specific order. Therefore, the research methodology may follow Janesick's (2016) three stages suggestion: research design, data collection and data analysis. The justification for chosen these stages, and the process explanation, is given in sections 4.2 and 4.5.

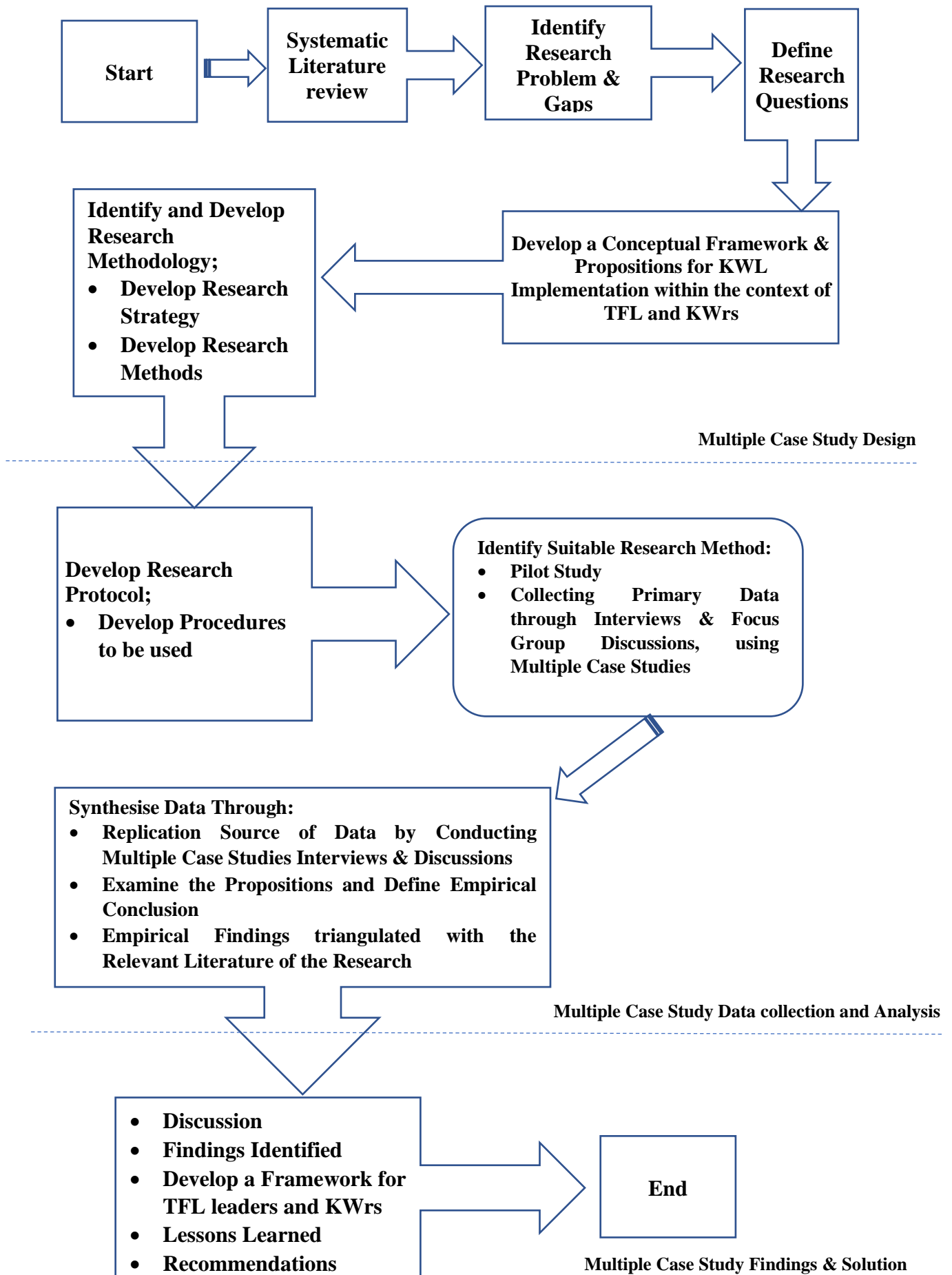


Figure 4.4 Empirical Research Methodology Roadmap of the PhD

4.3 Research Paradigm

One of the two main approaches to research methodology in social science is qualitative research. Qualitative research is receiving increasing attention in remote data collection methods (Guest et al., 2017). Creswell (2014), describes qualitative research as a process to explore and understand human problems in society based either individually or groups. A further definition is given by Bougie and Sekaran (2020) and Roger and Sekaran (2013) who describe qualitative research as a technique that researchers use to examine the phenomena that they confront in reality and their implications. On the other hand, Tracy's argument (2013) relies too heavily on qualitative research, on the rich description of individuals' actions that emerge from positioned difficulties in the workplace and the frameworks that foster, form and force such actions via either formal or informal guidelines.

Qualitative research is a commonly-used approach in studies. Bertoldi et al. (2018), for example, used it to scrutinise the role of knowledge leaders in changing environments in-depth. Furthermore, researchers who adopt this procedure in research often seek to understand the context or the setting of the informants by visiting this context and collecting information by themselves (Creswell, 2014). To demonstrate, Saunders and Townsend (2018) identify that the core benefit of the qualitative research is providing informative outcomes. Also, they present the range of challenges to the researcher that can be overcome before the process commences via planning.

In particular, the researcher explores the facts in a natural setting via generating a complex holistic portrait in order to report the viewpoint of the participants (Creswell, 2014). According to Bryman et al. (2019) and Creswell (2014), the strategy of qualitative research can be outlined as inductive, constructionist and interpretivist, as formed by the researcher's acquisition of experiences and background. Aligned with this notion and via this research methodology, the researcher is able to extract the most significant elements of the qualitative research i.e., participants' real opinions of phenomena rather than guiding them to predetermined inferences (Alberti et al., 2018; Moll et al., 2006).

While a variety of definitions of the term qualitative research have been suggested, this research will use the definitions given by Creswell (2014, p.32) which state that qualitative research is "the process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from

particulars to general themes, and the researcher making interpretations of the meaning of the data”. That is based on the aim of this research mentioned in Chapter 1, section 1.4.

In order to satisfy objective 2 of this study (see section 1.4), this chapter explores the techniques such as in-depth focus group discussions, individual interviews and case studies. These techniques were interpreted by the researcher based on decoding, translation and description in order to understand and have a meaning of the phenomena under study (Choy, 2014; Cooper & Schindler, 2014). Particularly, this chapter discusses in-depth the main segment of the methodology; qualitative methodology, as shown in following subsection.

4.4 Assessment of Research

According Merriam and Tisdell (2015), qualitative and quantitative researchers are keen to contribute to knowledge with trustworthy and believable morals as a result of conducting the exploration based on an ethical concern. Alternatively, different authors have defined reliability and validity in a variety of ways and in general aspects. For instance, Saunders et al. (2019) illustrate reliability as the degree to which data techniques and procedures will produce comprehensive findings. Validity, according to Saunders et al. (2019), is the interest of confirming whether the findings are certainly relevant to what they seem to be, whereas in the field of qualitative research, various definitions of reliability and validity exist. According to a definition provided by Bryman (2012, p.169), reliability is “the consistency of a measure of a concept”. When considering reliability as a measurement for a research outputs, it should employ three outstanding factors: Stability, Internal reliability and Inter-observer consistency (Bryman et al., 2019). More arguments affecting validity and reliability have been summarised by Merriam and Tisdell (2015) who illustrate that both measurements can be approach strategy for either qualitative or quantitative based on attentiveness to research’s conceptualisation and the research methods used.

4.4.1 Validity

Validity is a tool of measurement used by researchers to test what they intend to measure owing to identify the true differences that are reflected from participants selected from the population (Cooper & Schindler, 2014; Bryman et al., 2019). In addition, it is the degree to which an assessment process or device measures what it is intended to measure and tests whether it is the right concept that entails confirming the scientific rigor of the research study

(Roger & Sekaran, 2013). A further explanation was given by Creswell (2014) who describes the qualitative validity as an instrument used by researchers to examine the precision of the results by engaging certain processes which lead to a significant interpretation of data. Easterby-Smith et al. (2015) emphasise the need to include adequate number of perceptions for validity during the research process, and the research should be clearly stated the grant access to practices of those in the research status. Therefore, validity is prominent in the measurement of qualitative methods (interpretivist assumptions) that is normally comprehended only within phenomena context under research (Collis & Hussey, 2014). However, careful attention to the study's error free, stability and consistency should be taken into consideration during the measurement process across time and several items (Roger & Sekaran, 2013). On the whole, considerably qualitative researchers use the expressions such as trustworthiness, authenticity, neutrality, credibility or transferability in their discussion of the concepts of validity (Yilmaz, 2013).

4.4.2 Reliability

While a variety of definitions and explanations of the term reliability have been suggested, Tracy (2013) describes reliability as a vital instrument for positivist research and quantitative methods that is adequate to use for replication in reliable studies and stability over time. This definition is close to that of Creswell (2014, p.295) who refers to reliability as being “whether scores to items on an instrument are internally consistent (i.e., are the item responses consistent across constructs?), stable over time (test-retest correlations), and whether there was consistency in test administration and scoring”. On the other hand, it is important to realise that reliability should employ transparency for data collection and interpretation in addition to gaining similar observations from other observers' precisely and consistency (Cooper & Schindler, 2014; Easterby-Smith et al., 2015; Yin, 2018; Bryman et al., 2019). Equally, positivist assumptions are more reliability concerns. In the case of quantitative data, findings are considered repeatable to minimise the biases, usually precise and can be found at variety contexts at any point in time (Collis & Hussey, 2014; Yin, 2018).

4.5 Data Collection

4.5.1 Methods of Data

According to the research plan, data has been collected over a three month-long period. This includes 30 to 90 minutes of recorded interviews with the participants which the researcher was granted permission to do. The researcher proposed using face-to-face interviews with CEOs, senior leaders and focus groups discussions. All interviews and discussions were digitally recorded and transcribed, which will be destroyed in line with the U.K 1998 Data Protection Act (Bryman, 2012). Before employing these methods to explore the research aim, it is necessary to take them into consideration that access to interviewees' social worlds, building trust with them and the ability to get the most from them, is the success of qualitative interview process (Reich, 2015).

Therefore, the data collection for this research has been conducted in three phases. First, the researcher visited six organisations sites to conduct the interviews. Secondly, the researcher carried out a series of in-depth semi-structure interviews and focus group discussions with these selected participants from 1st November 2018 to 1st February 2019. Yin (2018) realised the importance of a series of semi-structured interviews to increase the construct validity that allows the subjects to produce ideas according to integrated questions. Two sets of empirical questions guidelines were used for individuals and focus group discussions (see Appendix F). Both sections consisted a series of an open-ended questions (e.g., specific and probes) that were aimed at gathering information about transformational leadership behaviours, training development and knowledge workers performance (Cooper & Schindler, 2014). In addition, at the end of each section, the researcher will have the opportunity to ask supplementary question in response to what are seen as substantial replies. Another point is that all interviews and discussion were conducted in quiet places and some focus group discussions were conducted in meeting rooms for greater comfort.

The interview and discussion guide initially designed the questions in the English language. In order to raise the quality of the data and to contribute to the validity of the study, the researcher collected the data in the English language. In addition, all participants were English medium graduated and most were from Western universities.

The research questions and empirical questions are answered through an aggregating information process such as interviews and focus group discussions. Such procedure is called data collection (Creswell, 2014; Saunders et al., 2019). As stated beforehand, the interview process will be the main method for data collection throughout the exploratory phases of the research (Bougie & Sekaran, 2020). However, all questions of this research are open-ended that are addressed for individuals and focus groups discussions, since they have expertise and are a rich source of data (Bougie & Sekaran, 2020). The researcher focused exclusively on reporting how the participants respond to the given questions that were selected because of their narrow descriptive themes and their connection to transformational leadership and knowledge workers' performance.

4.5.2 Methodological Journey

For this research, first step was the researcher used his contacts to foster access to the selected case studies, i.e. knowledge-based organisations, and to select the participants randomly, in addition to what source of data should be used in the research. The researcher has confronted some difficulties to arrange a meeting with senior leaders and CEOs; for instance, one senior leader did not show up for the interview and one CEO agreed to the interview but never called to arrange it. Another example with an organisation, they did not return my calls neither my e-mails in order to arrange for interviews. I have had to walk to their premises and managed to make appointment to meet with people from HR, who helped me to make interviews and focus group discussion.

In view of this, the researcher contacted the human resources department in each selected organisation and described the research process, the aim of the research, and the kind of assistance needed in distributing the nomination sheets and arranging for interviews. At the early stages, extensive calls have been conducted with several organisations to arrange these interviews and discussions. Surprisingly, only the personal networks worked to obtain access to some organisations, which later agreed to conduct the research study later.

4.5.3 Pilot Study

The pilot study was conducted prior to data collection with the aim of confirming the clarity and to determine how well the research qualitative approach work (Bryman et al., 2019). In order to satisfy the number of research participants, the researchers adopted a basic sampling

strategy where employees nominated by at least six of their colleagues qualified to serve as participants in the research (Brown & Marshall, 1995). This strategy provided the researcher with some experience of using it before administering the structure interview and discussion scheduled to the study's sample. A pilot study allowed the researcher of this study to consider sampling size issues in early stages, in addition to consider explore and examine the research methods (Bryman et al., 2019). It is important to realise that nomination should be from each organisation selected in order to meet the characteristics provided in the nomination scale based on Brown and Marshall's (1995) basic sampling strategy. The reason behind nominations should be for six peers is to meet the model recommendation for focus group size required in the literature from each organisation (Guest et al., 2017). The nomination process endures until the researcher finds that respondents begin to reiterate names to the degree that further rounds of nominations are unlikely to yield significant new participants from each organisation (Tansey, 2007). It is important to realise that the researcher has taken extra attention to ensure that employees did not share their peer nominations as a result of avoiding potential ethical problems (Avgeri et al., 2018). According to Creswell & Poth, (2018) and Saunders et al. (2019), this process in early stage, is important to ensure data validity of the examining instrument. Also, it is essential for enhancing the semi structure interview guidelines and focus group discussion questions. Moreover, conducting pilot study provided insights about governmental knowledge-based organisations in Oman.

It was decided that the best method to adopt for nomination, was to develop a short peer nomination scale (Balda et al., 2005; Appiah et al., 2018). The nomination strategy is the most commonly used traditional (Appiah et al., 2018). The researcher instructed individuals in the six organisations to nominated randomly at least six of their colleagues – females should be among them - whom they considered to meet the following characteristics: high degrees of expertise, education or experience and the primary purpose of their jobs involving the creation, distribution or application of knowledge (Davenport, 2015). Additionally, they helped to make decisions, solve problems and they collaborate and communicate extensively with other people in the course of doing their own work (Davenport, 2015). The pilot study interviews, and focus group discussions were from a governmental knowledge-based organisation, which carried out with participants (i.e. members sample) who did not employ in the full study. Therefore, two individuals interviews, and a focus group discussion contains six knowledge workers, were chosen for the pilot study. Participants were chosen from senior leaders and employees considered as knowledge workers based on nominations. This pilot

study has provided the researcher with in-depth interview techniques as well as the structure of the focus group discussion. The times for completing the interviews and focus group discussion were between 25 and 60 minutes. Therefore, the researcher moved to the main study data collection.

4.5.4 Target Population Size

Based on the research's philosophy positions i.e. epistemological and ontological, the data classification usually determines the actual size of sample, the purpose of the research and the methodology selected (Saunders & Townsend, 2018). The population for this research is comprised of CEOs, senior leaders and employees who are considered to belong to knowledge-based organisations in government sector of Oman are the focus of this research (Miles et al., 2020). Accordingly, the selected participants are more familiar with the kind of information in which the researcher is interested. Specifically, since there are no rules for sample size, the researcher has the flexibility to choose the size based on what he wants to know to be true, what to accomplish with limited resources and time, and what is the purpose of the inquiry (Patton, 2015). With this in mind, "there is no single, objective answer as to how many interviews or hours of observation are sufficient" (Arnold et al., 2016, p.18). Conversely, as Isaacs (2014) illustrates, the adequate sample size for qualitative research is the one that has answers to the theoretical questions.

Thus, the researcher is aware of the term "data saturation" that is used in the literature. Based on Cardon et al.'s (2013) study, saturation has been expanded from grounded theory researches and could be implemented to all qualitative research methods. This is contrary to Guest et al. (2017) who stated that saturation is confirmed merely throughout or once data is analysed. This research is more online with the saturation described by Creswell (2014, p.296) who states that "in qualitative data collection, the researcher stops collecting data because fresh data no longer sparks new insights or reveals new properties".

Therefore, the current research's sample size is based on the recommendations above from Creswell (2014) and Yin (2018). Qualitative data has been collected from six knowledge-based organisations as case studies, six focus groups discussions containing 29 knowledge workers i.e., one from each case study, and 17 individuals interviews i.e., CEOs and senior leaders, a total of 46 participants (see Table 4.1). As mentioned in the research strategy, replication of evidence will be enabled only if the researcher selected the case organisation

and embedded case units for the purpose of the case study research (Eisenhardt, 2009; Yin, 2018). Table 4.1 shows the chosen sample size from a given populations.

Table 4.1: Overview of Multiple Case Study

Cases	Organisation	Ownership	Activity	Number of individuals' Interviews and Focus Group Discussions
Case 1	Special Economic Zone Authority (SEZAD)	Government	Improves the business environment of Duqm by building its human-resource capabilities	5 interviews: (5) Participants
				1 discussion: (4) Participants
Case 2	Innovation Development Oman (IDO)	Government	Develops innovation into all sectors within the country	2 interviews: (2) Participants 1 discussion: (4) Participants
Case 3	Oman International Logistic Group (ASYAD)	Government	Provides diverse services aimed at supporting the growth and development of the country	2 interviews: (2) Participants
				1 discussion: (6) Participants
Case 4	Muscat National Development and Investment Company (ASAAS)	Government	Plans to achieve the economic development and diversification target of the country	3 interviews: (3) Participants 1 discussion: (5) Participants
Case 5	Oman Aviation Group (OAG)	Government	Fosters and develops the aviation sector in the Sultanate of Oman	2 interviews: (2) Participants
				1 discussion: (5) Participants
Case 6	The Public Authority for Civil Aviation (PACA)	Government	Building globally recognised technical and leadership capabilities	3 interviews: (3) Participants 1 discussion: (5) Participants
Total				17 Interviews & 6 Discussions = (47) Participants

4.5.5 Sampling Strategy

The researcher believes that features such as reducing cost, willingness to cooperate and gaining access to the informants are good reasons to choose the non-probability method (Tansey, 2007; Huang et al., 2014; Palinkas et al., 2015; Marin-Garcia et al., 2018). Those informants typically have “certain categories that have a unique, different, or important perspective on the phenomenon in question” (Robinson, 2014, p. 32). On the other hand,

Hammersley (2015) argues that the qualitative researcher's concentration is often on which participants are sampled, but not how many are sampled.

Qualitative researchers usually use non-probability techniques to choose a small group of informants to provide critical non-statistical information that answer relevant research questions (Cooper & Schindler, 2014; Saunders, 2018). Other authors such as Merriam and Tisdell (2015) recommend that sites, participants and times should be included beforehand to define the non-probability sampling based on the research's questions and the aim of the qualitative research. A sample of the concentrate research was then carefully chosen into the exploratory case study such as a non-probability sample (Saunders et al., 2019). This technique can be divided into four categories: quota, purposive, volunteer (e.g., snowball and self-selection) and haphazard (Saunders & Townsend, 2018). Accordingly, a snowball sampling is believed to be the most practical and commonly used for identifying participants or physically located from targeted population (Merriam & Tisdell, 2015; Saunders, 2018; Saunders et al., 2019).

“Initially the researcher relies on her or his judgement to choose an initial participant” (Saunders & Townsend, 2018, p.10). The researcher made initial contact with relevant employees who met the criteria, and then through them used the peer nominations scale (for more details see the next subsection) to establish contacts with focus group members (Tracy, 2013; Bryman et al., 2019). Therefore, this research will use snowball technique (volunteer) for several reasons. First, the selected participants for the research are subset of the population that frame the listing of selected organisations for the research. Second, this sampling strategy is in line with the research strategy i.e., a multiple case study which is specifically a qualitative approach (Patton, 2015). Lastly, this is frequently employed method for in-depth interviews with ‘knowledge workers’ because of the paucity of identifiable those in government sector in Oman based on what is shown above of selecting criteria (Craig & Kodate, 2018).

4.5.6 Data Analysis

The data analysis used NVivoV.12 a recognised computer software program for assisting qualitative data analysis. Methodology gurus such as Saunders et al. (2019), recommended using the exploratory data analysis (EDA) approach in these initial phases. As the researcher

would expect, NVivoV.12 and EDA approaches will guide the choice of analysis techniques through exploring and understating the data based on research questions and objectives (Saunders et al., 2019).

4.6 Ethical considerations

In accordance with Brunel University London Ethical Policy Guidelines, it is important to obtain signed consent letters (see Appendix D) from all participants in the interviews and discussions (i.e., CEOs, senior leaders, and knowledge workers) to carry out the research. This is because, in social science studies, ethical considerations play an essential role and characterise the set of behavioural principles and rules, beginning with the initial phase of the research to the end stage (Sekaran & Bougie, 2020). In any qualitative inductive approach, complications and problems must be addressed before, during and after the data is conducted. Based on Saunders et al. (2019), therefore, the following key ethical issues should be taken into considerations before, during and after the research stages concluded:

- Privacy of potential and actual participants.
- Participation is strictly voluntary.
- Participants have the right to read the Participant Information Sheet.
- Participants for this research have right to withdraw from the research at any time, for any reason and without prejudice.
- Participants agree that the data collected will be used for academic purposes only, will be stored electronically at the university, and is password-protected.

The researcher presented to the selected population the supporting letters that he received from the Omani Cultural Attaché (the Omani Embassy) in London, from the principle supervisor, the approval letter from Brunel University London Ethics Committee, to facilitate conducting the interviews and discussions. In addition, each participant was asked to read the Participant Information Sheet, which explains the research topic and the main goal of the study in addition to what interviews and discussions involved. Also, the signed consents letters from all participants allowed the researcher to digitally record all the interviews and discussions in order to transcript them for analysis later. Appendices A1, A2, B, C, D, and E contain copies of the aforementioned documents.

4.7 Chapter Summary

This chapter has provided and discussed in detail the different, the research philosophy aspects, the process in research methods, and the adopted methodology of this study. This is followed an interpretive stance which entails attaining an in-depth understanding on assimilating the transformational leadership behaviours, knowledge workers and the process of training development. Due to adopting interpretivism study, selecting the qualitative inductive approach was explained and justified. Consequently, this research adopted multiple case studies as a relevant research strategy which has then justified.

Designing a multiple case study strategy includes the development of protocol (e.g., interview guide and sampling strategy) after identification of the primary sources in order to ensure the validity in data collection. The source of data was applied via 23 semi-structure interviews and discussions. Because of the scarcity of knowledge workers term in managerial context of Oman, the researcher has developed a peer nomination scale in order to select particular participants that are consistent with the research aim and objectives.

Chapter 5: Results and Findings

5.1 Introduction

This chapter presents the qualitative results, findings, and discussion of the data collected across the six case studies (Case1. Special Economic Zone Authority (SEZAD); Case2. Innovation Development Oman (IDO); Case3. Oman International Logistic Group (ASYAD); Case4. Muscat National Development and Investment Company (ASAAS); Case5. Oman Aviation Group (OAG); and Case6. The Public Authority for Civil Aviation (PACA)). The data was gathered from interviews with 17 CEOs and senior leaders, in addition to six focus groups discussions from six government organisations. This chapter is divided in five main sections: 5.1 introduction; 5.2 participants' characteristics; 5.3 data analysis process; 5.4 qualitative results report and main findings; and 5.5 summary. The empirical data analysis is gathered based on semi-structured interviews and discussion in order to answer the two research questions that explore the effects of leadership on enhancing knowledge workers' performance.

- **Terminology Used in this Chapter**

For the purpose of this research study, the terms such as group chief sector, director general, group chief-corporate support officer and other relevant terminologies, have been grouped in one category as senior leaders in this chapter. These terminologies are relevantly linked to the context of this study (see Chapter 3, section 3.4.1) e.g., they set a vision, establish strategic direction, drive of career transition, impact organisation's success, and influence knowledge workers' engagements (Shiri, 2013; Smith, 2014; Longenecker & Insch, 2018; Reynolds et al., 2018; Terblanche et al., 2018).

5.2 Participants' Characteristics

The selected participants were chosen according to non-probability techniques. This technique assists in gathering data from particular characteristics of participants who are more familiar with the kinds of evidence in which the researcher is interested. Consequently, the technique used for this research is snowball sampling, where several participants were identified who are fit for the research strategy and study criteria, and then requesting these participants to recommend other participants who also fit the study criteria (see section 4.5.2).

Table 5.1 illustrates the selection of 17 individuals interviewed and Table 5.2 presents the chosen of six professionals focus groups involved in the discussions.

Table 5.1: Individual Interviews Participants

Participants Code	Interview Type	Organisation	Age Group	Gender	Position	Education	work experience
P1_SEZAD	Individual	SEZAD	26-35	Female	Acting Manager for Urban Planning	Bachelor	4 years
P2_SEZAD	Individual	SEZAD	36-45	Male	Manager of Lease Management Department	Bachelor	6 years and half
P3_SEZAD	Individual	SEZAD	56-Above	Male	CEO of the Special Economic Zone Authority	Post Graduate	6 years
P4_SEZAD	Individual	SEZAD	46-55	Male	Director General of Regulatory and Compliance	Bachelor	4 years
P5_SEZAD	Individual	SEZAD	36-45	Male	Manager Partnership and Development	Master	3 and half years, has p
P6_IDO	Individual	IDO	36-45	Male	Senior Head of Management	Post Graduate	over 2 years
P7_IDO	Individual	IDO	26-35	Male	Investment Manager	Post Graduate	almost 2 years, has pr
P8_ASYAD	Individual	ASYAD	36-45	Male	Group chief-Corporate Support Officer	Master	4 years
P9_ASYAD	Individual	ASYAD	36-45	Male	acting executive direction of Oman Logistic Cent	Bachelor	4 years and half
P10_ASAAS	Individual	ASAAS	36-46	Female	Senior Analyst-Corporate Performance and Rep	Post Graduate	Almost 5 hyears
P11_ASAAS	Individual	ASAAS	26-35	Male	IT Operation Lead	Bachelor	1 year
P12_ASAAS	Individual	ASAAS	36-45	Male	Marketing and Corporate Communication Mana	Post Graduate	3 years
P13_OAG	Individual	OAG	46-55	Male	Head of Development and Information Team	Post Graduate	6 months for OAG, ha
P14_OAG	Individual	OAG	36-45	Male	Group chief-Sector Development&Prmotion	Bachelor	three months ,has prev
P15_PACA	Individual	PACA	56-above	Male	Director General of Civil Aviation Regulation	Master	8 years as a director g
P16_PACA	Individual	PACA	46-55	Male	Director General of Meteorology	PhD	27 years
P17_PACA	Individual	PACA	46-55	Male	CEO of the Public Authority for Civil Aviation	PhD	6 years

Chapter 5 – Results and Findings

As indicated from table 5.1, the participants for interviews were comprised of two CEOs from the governmental organisations and fifteen senior leaders (i.e., top managers, middle managers), whom are relevantly connected to leadership behaviours and the cause to enhance performance (as noted in section 2.2.3). Additionally, table 5.2 demonstrates participants for the focus groups discussions who considered knowledge workers (see section 2.3.1). On the whole, all participants are employees on knowledge-based organisations in the government sector of Oman.

Table 5.2: Focus Group Discussions Participants

Participants Code	Interview Typ	Organisation	Age Group	Gender	Position	Education	work experience
FG1_SEZAD	Focus Group	SEZAD	26-35	Male	Invrionental Inspector	Bachelor	1 year & 8 months
FG2_SEZAD	Focus Group	SEZAD	26-35	Male	Soiner electrical Engineer	Bachelor	4 year & 4 months
FG3_SEZAD	Focus Group	SEZAD	26-35	Female	Urrban Palmer	Post Graduate	4 years
FG4_SEZAD	Focus Group	SEZAD	26-35	Male	Leading the Electronic Service-Secretary of E-government in SEZAD	Bachelor	3 years
FG5_IDO	Focus Group	IDO	26-35	Female	an Investment Analyst	Bachelor	1 year & 8months
FG6_IDO	Focus Group	IDO	26-35	Male	an associate deal analysis and sourcing	Post Graduate	4 months
FG7_IDO	Focus Group	IDO	26-35	Male	an associate deal analysis and sourcing	Master	6 months
FG8_IDO	Focus Group	IDO	26-35	Male	Soiner Investment Analysit	Master	2 years
FG9_ASYAD	Focus Group	ASYAD	26-35	Male	Human Capital Strategist	Bachelor	10 months
FG10_ASYAD	Focus Group	ASYAD	26-35	Male	Legal Advisor	Post Graduate	3 years & half
FG11_ASYAD	Focus Group	ASYAD	26-35	Male	Leading Human Capital	Post Graduate	1 year
FG12_ASYAD	Focus Group	ASYAD	26-35	Female	Quantity Surveyor/Contract Engineer	Bachelor	5 years
FG13_ASYAD	Focus Group	ASYAD	26-35	Female	Accountant	Bachelor	5 months
FG14_ASYAD	Focus Group	ASYAD	26-35	Female	Technical Assistant for the Freight and Finance Department	Bachelor/Cur	5 months
FG15_ASAAS	Focus Group	ASAAS	26-35	Male	Network Engineer	Post Graduate	2 years and half
FG16_ASAAS	Focus Group	ASAAS	18-25	Female	Performance Analysis	Bachelor	7 months
FG17_ASAAS	Focus Group	ASAAS	26-35	Female	HR Gereralist	Bachelor	3 years
FG18_ASAAS	Focus Group	ASAAS	26-35	Male	HR - in charge of recuirment and training	Bachelor	2 years
FG19_ASAAS	Focus Group	ASAAS	26-35	Male	Communication Officer	Post Graduate	1 year
FG20_OAG	Focus Group	OAG	36-45	Male	Director of Real Estate Development/Department of Airport Cities	Master	6 years
FG21_OAG	Focus Group	OAG	36-45	Female	Executive Vice President for Human Capital	Bachelor	2 years
FG22_OAG	Focus Group	OAG	36-45	Male	Director of Cyber Risk Audit	Bachelor	3 months, previously 1
FG23_OAG	Focus Group	OAG	26-35	Male	an associate product development for aviation and tourism	Bachelor	8 months
FG24_OAG	Focus Group	OAG	46-55	Male	Head of Development and Information Team	Post Graduate	6 months for OAG, ha
FG25_PACA	Focus Group	PACA	26-35	Female	Meteorologist/Dead of Media Department	Master	7 years
FG26_PACA	Focus Group	PACA	36-45	Female	Acting Director of Planning and Development in the Department of Planning	Master	12 years
FG27_PACA	Focus Group	PACA	26-35	Female	Acting Safety Regulations Director	Bachelor	8 years
FG28_PACA	Focus Group	PACA	36-45	Male	Head of Planning and Meteorological Business Development	Master	14 years
FG29_PACA	Focus Group	PACA	26-35	Male	State Safety Program Project Director	Master	6 years

Table 5.1 and Table 5.2 show that the study adopts the use of coding of quotations to distinguish between data sources. To clarify, interviewed participants are referred to as (P1) to (P21), and focus group discussion participants as (FG1) to (FG39). Furthermore, each organisation referred to code merges with the participant code for more anonymity and confidentiality. For more clarity, the next example is demonstrated as follows: targeted population from Innovation Develop Oman case study, interview participant (P6_IDO) and focus group discussion participant (FG5_IDO). This process is applied to the rest of the case studies.

5.3 Data Analysis Process Using NVivo V12

The researcher conducted, re-conducted, analysed and personally transcribed all the interviews and focus groups discussions in all six organisations: Special Economic Zone Authority (SEZAD), Innovation Development Oman (IDO), Oman International Logistic Group (ASYAD), Muscat National Development and Investment Company (ASAAS), Oman Aviation Group (OAG), and The Public Authority for Civil Aviation (PACA). In this stage, extensive reading, coding, browsing and searching are carried out to identify themes to answer the research questions. Consequently, the researcher takes into great consideration to upload the transcriptions and analysis the contents via using qualitative data analysis software (QDA), particularly NvivoV12, the latest edition. Since the researcher has collected raw data from six organisations, Nvivo allowed the researcher to follow comparable analytical procedure which certifies the thoroughness of the results.

As it can be seen in Figure 5.1, the screen shot from the analysis of the software NvivoV12, shows the structure of themes and subthemes described. As mentioned, after extensive work, themes as parent nodes, were identified relating to the exploration of the relevant transformational leadership style behaviours and knowledge workers. Following this, the identified themes assisted the researcher to broaden the themes which were broken down into sub-themes. These parent nodes, are as follows:

1. Set of actions
2. Idealised influence
3. Inspiration motivation
4. Individualised consideration
5. Intellectual stimulation
6. cultural and workplace dimensions

- 7. Training and development
- 8. Standardised framework

The screenshot displays the Nvivo V.12 software interface with a table of nodes. The table columns are: Name, Files, References, Created On, Created By, Modified On, and Modified By. The nodes are organized into a hierarchy, with parent nodes expanded to show their sub-themes.

Name	Files	References	Created On	Created By	Modified On	Modified By
Leadership Structures Effects on KWis Performance		23	588 07/07/2019 13:57	TALAL	29/10/2019 05:38	TALAL
Culture&Workplace Dimensions		23	120 07/07/2019 17:20	TALAL	15/11/2019 10:19	TALAL
Empowerment		19	26 07/07/2019 17:24	TALAL	15/11/2019 10:19	TALAL
Extra Mile		20	27 07/07/2019 17:23	TALAL	15/11/2019 10:19	TALAL
Females Responsibility&Culture		18	26 07/07/2019 17:24	TALAL	15/11/2019 10:19	TALAL
Handicaps		15	18 07/07/2019 17:25	TALAL	15/11/2019 10:19	TALAL
Idealised Influence		23	55 07/07/2019 17:16	TALAL	15/11/2019 10:19	TALAL
Learn by Model&Initiative		13	17 07/07/2019 17:26	TALAL	15/11/2019 10:19	TALAL
Transparency		12	14 07/07/2019 17:36	TALAL	15/11/2019 10:19	TALAL
Individualised Consideration		23	53 07/07/2019 17:18	TALAL	29/10/2019 06:05	TALAL
Listen to KWis Voice		21	30 07/07/2019 17:36	TALAL	15/11/2019 10:19	TALAL
Satisfaction & Feedback		18	23 07/07/2019 17:36	TALAL	15/11/2019 10:19	TALAL
Inspirational Motivation		23	84 07/07/2019 17:17	TALAL	21/10/2019 13:42	TALAL
Delegation Tasks		9	11 07/07/2019 17:28	TALAL	15/11/2019 10:19	TALAL
Great Sense of Purpose		18	26 07/07/2019 17:28	TALAL	15/11/2019 10:19	TALAL
Optimum Goals		14	15 07/07/2019 17:30	TALAL	15/11/2019 10:18	TALAL
Ownership		9	11 07/07/2019 17:27	TALAL	15/11/2019 10:19	TALAL
Recognition		10	12 07/07/2019 17:29	TALAL	15/11/2019 10:18	TALAL
Trust		9	9 07/07/2019 17:29	TALAL	15/11/2019 10:19	TALAL
Intellectual Stimulation		21	47 07/07/2019 17:18	TALAL	21/10/2019 13:43	TALAL
Confront Challenges		17	18 07/07/2019 17:38	TALAL	15/11/2019 10:19	TALAL
Creativity		12	13 07/07/2019 17:37	TALAL	15/11/2019 10:18	TALAL
Intellectual Curiosity		14	16 07/07/2019 17:38	TALAL	15/11/2019 10:19	TALAL
Set of Actions		22	75 07/07/2019 17:16	TALAL	21/10/2019 13:42	TALAL
Decision Making		13	13 07/07/2019 17:35	TALAL	15/11/2019 10:18	TALAL
Directions and Dedication		15	19 07/07/2019 17:34	TALAL	15/11/2019 10:19	TALAL
Encourage Thinking		15	17 07/07/2019 17:34	TALAL	15/11/2019 10:19	TALAL
Future Outlook		11	12 07/07/2019 17:33	TALAL	15/11/2019 10:19	TALAL
Sense of Transition Planning		10	14 07/07/2019 17:31	TALAL	15/11/2019 10:19	TALAL
Standardised Framework		19	38 07/07/2019 17:21	TALAL	21/10/2019 13:43	TALAL
Training and Development		23	116 07/07/2019 17:19	TALAL	21/10/2019 13:43	TALAL

Figure 5.1: Structure of themes and their sub-themes in NvivoV.12

Figure 5.1 shows that eight main themes are coded as the parent nodes (set of actions, idealised influence, inspirational motivation, individualised consideration, intellectual stimulation, cultural and workplace dimensions, training and development, and standardised framework), and the other sub-themes (e.g., Decision making, encourage creative thinking, future outlook, and sense of transition planning) fall under them. Accordingly, these are the main themes for this research which affect the relationships and impacts (see Figure 5.4). The software computer package Nvivo helps to organise and present them graphically and visually via links between themes. In addition, the software has assisted the researcher to save time and has enabled enhancing the quality of the data presentation. This process indicates each eight main themes (Nodes in Nvivo) splitting into thirty children nodes, where the

inspirational motivation theme has the most sub-themes emerged. Significantly, new themes and most of the sub-themes have emerged (e.g., great sense of purpose, ownership, and female’s responsibility and culture) and crafted from the interviews and discussions direct quotes captured for the accuracy of the research.

Since Nvivo is a qualitative tool for data analysis, it helps to code references that are gathered from raw audio data which was recorded at the time with the permission of the people involved, which is based on 17 individuals interviewed and six focus group discussions which took place six case studies i.e., organisations. Each reference has been worded or phrased in a way that is directly and linked to particular theme and sub-themes for each case study. As shown in Figure 5.2, clicking on each theme or sub-theme will give a flat representation of the interviews and discussions, the number of references in each the case studies, as well as the percentage converge of the references with regard to each particular interview or discussion.

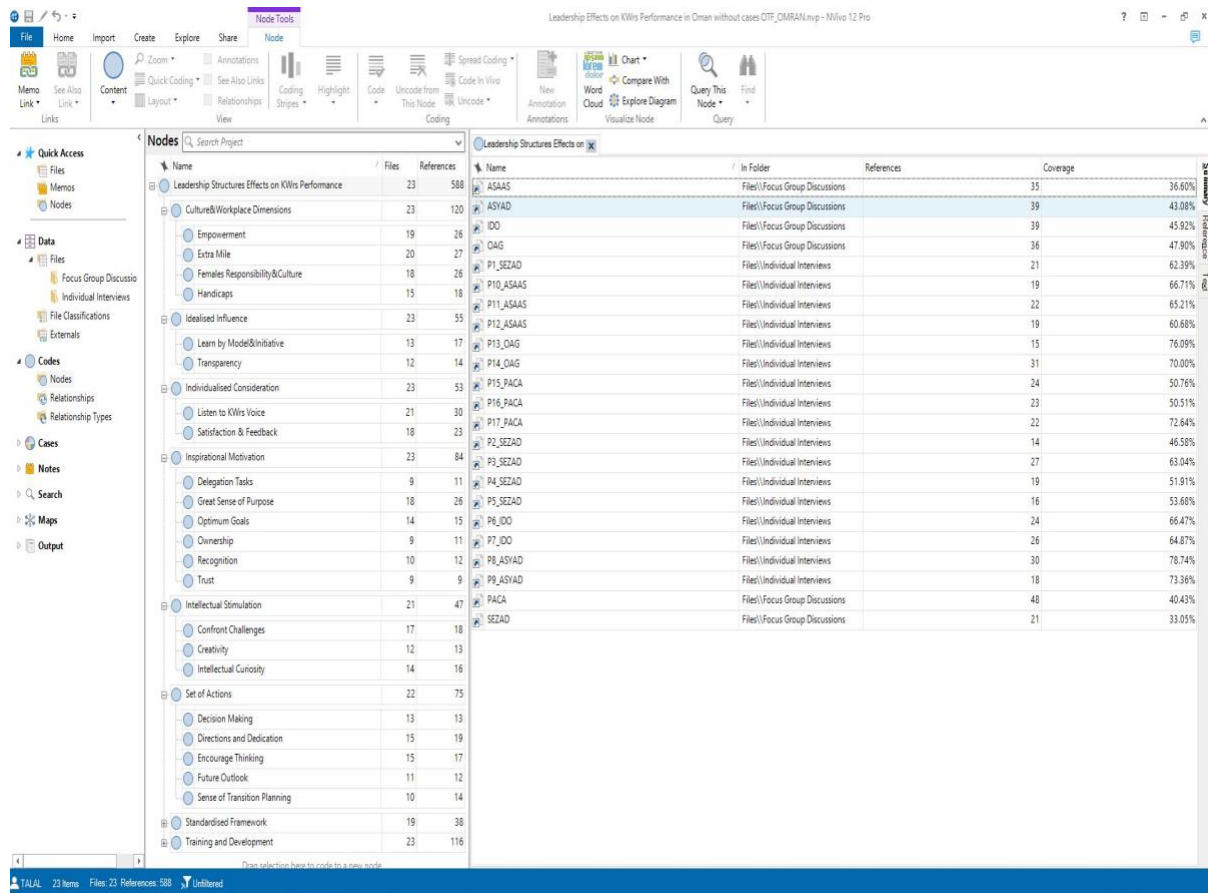


Figure 5.2: References of Themes and their Sub-Themes Based on Six Case Studies Analysis

The Table of Themes and Sub-Themes Descriptions (see Appendix J) provides full descriptions and definitions of dominant themes and their sub-themes. It is important to realise that the most dominant themes and their sub-themes have been constructed and based on the actual responses' comments and answers of the participants. This table explains in detail the impact of the leadership style and its behaviours on knowledge workers' performance improvement in the government sector. However, these are reported with regard to a variety of experiences of participants from both interviews and discussions in all of the case studies. Notable, the entire table been imported to this document by using Nvivo12, which allows the researcher to be very organised and precise to capture the row data from interviews and discussions for this table. As a result, it can be indicated that total references were 734 based on 29 files or sources (i.e., interviews and discussions) that made comments, views and feelings which impacted on these themes.

As shown in Table Themes and Sub-Themes Descriptions (see Appendix J), the theme 'Cultural and Workplace Dimensions' has the most referenced comments from all 29 respondents at 155 referenced direct quotes. This indicates and implies that many participants shared the theme and thus raises the concern that this phenomenon is worth exploring further and investigating the transformational leadership behaviours and its effects in the government sector.

5.4 Results and Main Findings

- **Template of Themes Analysis Findings**

The final stage in the analysis process was to categorise the themes and their sub-themes in order to develop the knowledge workers' leadership final framework (see Chapter 6, Figure 6.1). Accordingly, as noted from screenshot of Figure 5.3 in NvivoV.12, this section will explore further the themes' groups, results with empirical evidence and the findings justification.

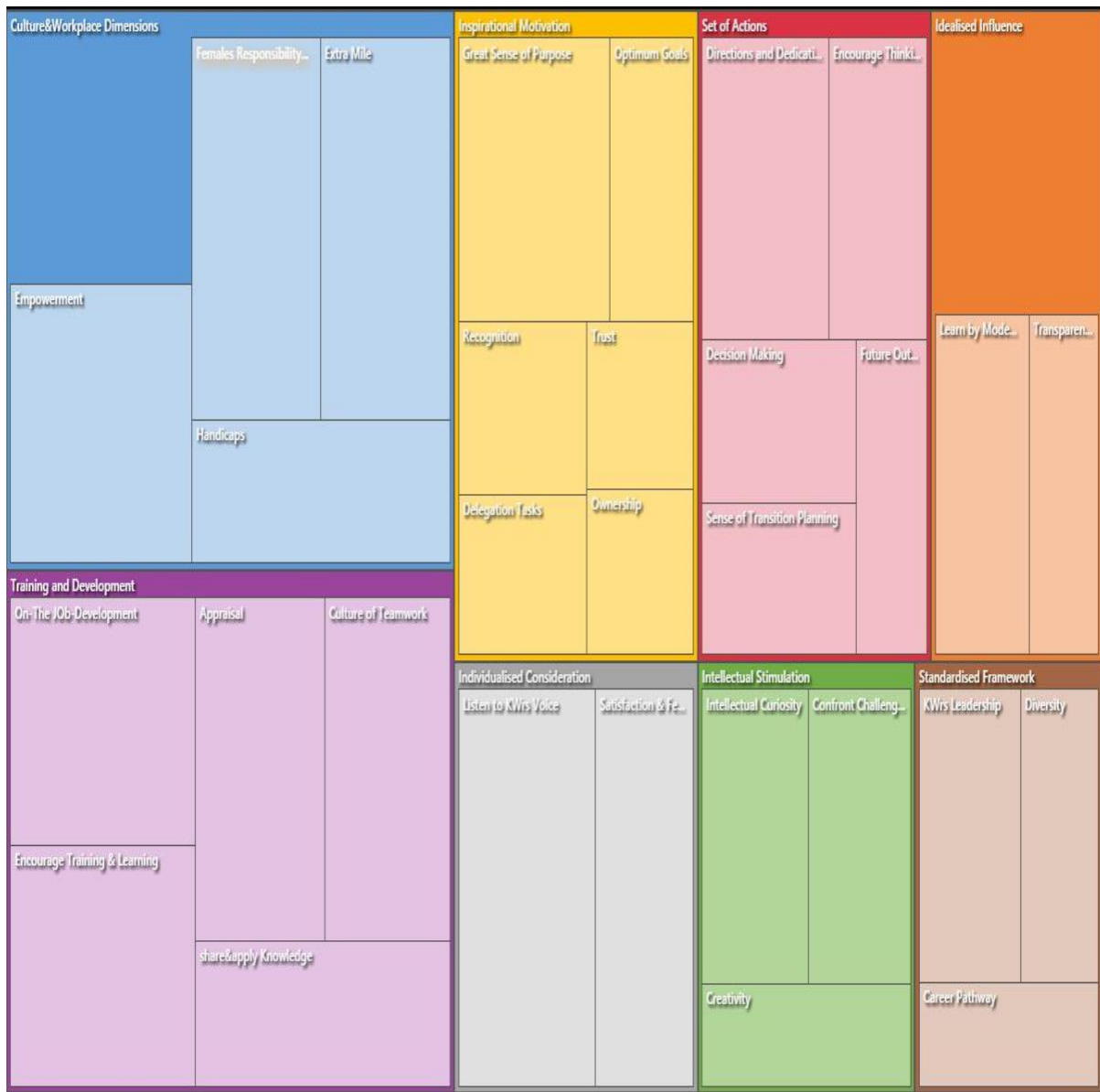


Figure 5.3: Eight Main themes Coded Figure based in NvivoV.12

As shown in Figure 5.3, the parent nodes covered the eight main themes and the sub-themes fall under them of the study. Accordingly, the parent nodes arrangements determined the basis for discussion. In addition, the area of each main theme (nodes and sub node) corresponds to the references made to it and therefore the significance of that particular factor to the subject being studied.

In this light, Figure 5.4 gives an overall graphical demonstration of the situation in the eight main themes (i.e. set of actions, idealised influence, inspirational motivation, individualised consideration, intellectual stimulation, cultural and workplace dimensions, training and development, and standardised framework) for more clarity. These are the main themes

which effect the relationships and impacts. As shown in Figure 5.4, the Nvivo V.12 helps to organise and present them graphically visually between nodes. Consequently, the case studies have been chronologically reported for research accuracy, as is explored in the following sub-sections.

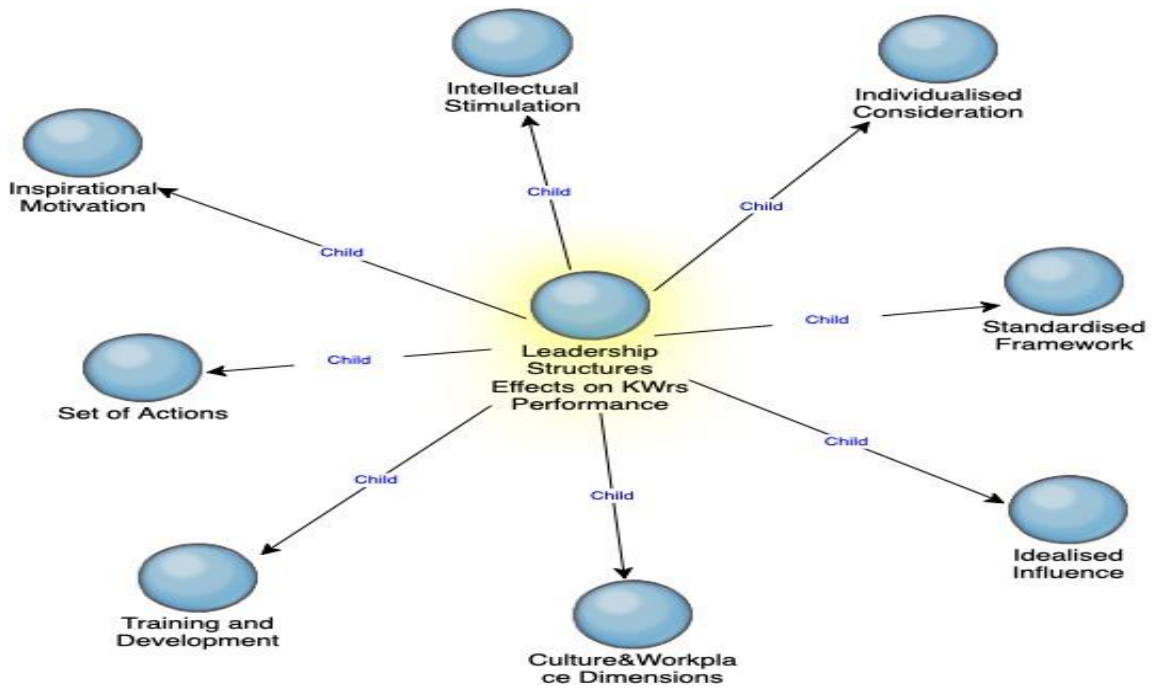


Figure 5.4: Tree Structure of Nodes in Nvivo V.12 for this Research

5.5 Case Study 1- The Special Economic Zone Authority of Duqm (SEZAD)

5.5.1 Introduction of SEZAD

“SEZAD is the biggest special economic zone in the Middle East region, situated in the Arabian Sea in the Al Wusta Governorate in central-eastern Oman. This large size has allowed for the establishment of various mega projects (e.g., Duqm Airport, Renaissance Village Duqm and Refinery and Petrochemical Complex). The Omani government has taken into consideration that the area allows a wide range of business activities to meet the needs of investors. The area is divided into eight main areas that include the port, the ship dry dock, the oil refinery, the regional airport, the heavy - medium and light industries complex (e.g., Natural Gas Supply and Power & Water Generation and Distribution), and the residential – commercial and tourism area in addition to logistic services area. Necessary measures have been taken while preparing the designs to ensure an ecological balance and allow residents to move from one area to another smoothly using the main and sub road networks” (Duqm, 2018).

- **Vision**

‘The Special Economic Zone at Duqm is a regional hub for maritime transportation and logistics services; a safe haven for investments in export processing industries based on petrochemicals, mineral resources and fisheries; and an attractive tourism destination on the Arabian Sea. Thus acting as an important leverage for the economic growth of Oman and the enhancement of the quality of lives of the local communities of Al Wusta Governorate’ (Duqm, 2018).

- **Mission**

‘To improve the business environment of Duqm; develop its infrastructure services; manage its strategic assets and facilities; and build its human-resource capabilities in order to attract local inward and foreign direct investments in transportation and logistics services, high-value-added industries, and tourism in accordance with the approved master plan, best international practices, good governance and the sustainable use of natural resources’ (Duqm, 2018).

This organisation is in line with the research aim and objectives. It meant to value the individuals’ responsibilities and suitability of decision making. A total of four individual

interviews and one focus group discussion have been conducted. Among the interviews were five participants ranked as CEO and Director General. The four focus groups members' positions are connected to the urban planner (only two of them are females) and others are meant to be knowledge based.

a. Set of Actions

The majority of those who responded to this item shared a common view with the set of actions theme as one of leadership style behaviours in existence at variety levels. Specifically, analysis results show that there is potential to decide the right leadership behaviour suitable for the organisation. But there is no clear agreement on this point. The following five sub-themes are the participants' viewpoints on the leader's set of actions theme based on the results.

- **Decision Making**

It was explored that this organisation tries to create an environment for employees to progress and feel responsible, since the majority of them are young, according to the results. However, knowledge workers have been given responsibility to take a decision on their productivity. As evidence, a participant who is manager for partnership and development in the organisation indicated that giving employees the freedom to decide how to allocate their time for the work results in increasing the productivity. A variety of experience featured during the interviews and discussion from **FG3_SEZAD**: *“When I feel that my suggestion has been taken and made the change, it motivates you to suggest more for the benefit of the entire organisation”*. On supporting to this theme, his peer **P4_SEZAD** said: *“Participation in goals setting and decision - making are important. These issues do not exist in managerial role in many organisations. In addition, many staff are marginalised in this matter”*.

But, surprisingly, the CEO turns the entire argument on its head by expressing this sub-theme in a completely different dimension. It is important to realise that, since the establishment of this organisation, many employees have come from other government bodies. Sometimes it is very hard to all of them to learn new tricks to improve the service quality, which is very important for development. Therefore, as articulated by **P3_SEZAD**, who is the CEO **SEZAD**: *“every organisation has challenges. Some of them have involved the previous decision making. Therefore, no one wants to admit that they made a mistake in the past”*.

- **Directions and Dedication**

The development of Duqm Authority started from scratch. Consequently, results suggest that transformational leadership in this case has to take the right directions and be open to new ideas. Therefore, how to help the organisation, country and how to move forward, is linked to what is exercised in the workplace. On the other hand, it was alluded that the term leadership should be understood in society, obviously in the organisation as well because the subject matter and the concept of leadership have been misunderstood. **P2_SEZAD**, who is Manager of Lease Management Department with six years and a half years' working experience with SEZAD, indicates that *“If you are a leader and you cannot understand your staff, in order to develop and improved them, it is not possible that it would be able to provide the performance required”*.

In addition, supporting knowledge workers via direction, encouragement and giving feedback is important to improve staff performance and correct any mistakes in their work. The CEO, in his response to this item, has given an entirely different view with regard to direction and dedication. He expressed the belief that leadership is very important to shape the personality of employees with directions that are accompanied with norms. This view has been articulated by a participant who said: *“Trust, dignity and transparency in the organisation very important for leadership to be functional. If these are not given, then no progress will be there”* (**P3_SEZAD**).

- **Encourage Creative Thinking**

SEZAD, as mentioned, is responsible for develop master plans for the Duqm area. The results confirmed that working in this organisation is never routine. Every day the employees confront business that is unforeseen. A small number of those who participated indicated that they exercise and encourage creative thinking before accomplishing any task in the organisation. For example, before implementing a master plan, leaders direct knowledge workers to study everything related to it in-depth; in addition, they have to explain the case rationale. Every organisation has challenges, and encourage creative thinking is seen to have some doubters in this organisation. This is reflected in the following statement: *“Planning takes time. If you plan to fail, you fail to plan. If we don't plan properly the implementation time will become very costly. It is not easy, if it is, then no need to be here. How can we do*

project in better way? Think out of the box. It is easy people say it, but are they really thinking out of the box?” (P3_SEZAD).

By contrast, a variety of experiences featured during the interviews and discussion showed a completely different dimension, which yielded the following responses: *“the most important thing is that I give them responsibility for any idea they generated, and I liked it. Such things are intellectually incentive for further creativity in their work” (P2_SEZAD);* and *“we have proposing suggestions and be accepted by leaders who eventually appreciate it. This way is a catalyst for a staff member to do more” (FG3_SEZAD).*

- **Future Outlook**

The majority of those who responded to this item share a common belief that leadership behaviours most be supportive of the key mentors in order to make a positive change in the future. Precisely, leaders along with their members of staff can achieve the organisation’s objectives. Of course, this indicates that employees know in which direction they are heading. However, this is related to several factors such as the clarity of the organisation objectives that is aligned with procedures. As a result, participants were asked about their experience with a future outlook and perspective, which has been expressed by the following responses: *“It’s important that there is a clear vision of the staff member where he/she’ll be five years later” (P2_SEZAD);* another participant said: *“my leader has a clear version of goals attainments. We are all working to achieving that goal. We believe on the project of the SEZAD itself” (FG3_SEZAD).*

- **Sense of Transition Planning**

The overall response of this sub-theme was positive. When the participants were asked about their views on leadership behaviours, the majority commented that the organisation was trying to cascade through the teams, starting from top management to the fresh graduate staff. They are trying to enhance the leadership in the organisation by preparing second line employees for greater responsibilities. Accordingly, opinion was varied, and the experiences of respondents were expressed as follows: *“In my view, the leader I should be working with, is the one who makes me a leader as well and not just an employee. He develops the skills and leadership capabilities into me to be the leader of his place” (FG4_SEZAD).* On the other hand, young knowledge workers do not follow their senior leaders because they are

asked, but because they believe that they are future leaders and they should prepare for these responsibilities. It is very important that leaders who believe in such behaviour should pass it on and its reflection to their teams. Taking about this issue is a participant who is manager of partnership and development: *“My focus is to make sure that I pass on as much as I can because my true belief is that if I can invest in the youth and my staff today, they are the leaders of tomorrow. I make sure that the next generation is occupied with the right tools, the right knowledge and with the right attitude” (P5_SEZAD).*

On the other hand, **P1_SEZAD**, who is an acting manager for urban planning has different point of view, says: *“We are lacking of leadership style in our case (in her department) as I am acting manager for the team, I don’t feel that I am the real manager of the team. I try to develop my skills in leading the team. Meanwhile, I am facing challenges currently with this situation”*. Surprisingly, this is aligned with what she been asked, whether the organisation will promote her to be a manager of the department. She answered whether position needs at least 15 years of working experience and above, she has been here for almost seven years. There is definitely a big gap in the working experience.

b. Idealised Influence

- **Learn by Model and Initiative**

Almost a quarter of those who responded to this item believe in the importance of initiative behaviour to inspire knowledge workers. Because soon these employees will be in their way alone with many responsibilities, they should be embedded with techniques and skills as a matter for the organisation’s progress. For instance, the observation of partnership and development department has confirmed that the employees have different unique work process than other departments in this organisation. Because they engage directly with investors, partners and clients, and they should cooperate with them in case confront any investment issues. Notable, they have learned from their senior leader how to allocate the time for work they do, based on what they have done for the day they start with in priority, and, what they don’t complete they will pass on for the next day. One interviewee was passionate about this and said: *“each day my employees come to my office and find that all my employees have planner from the start of each day. They start the day with the planer that outline all the work that they need to do and then the priorities all the work that they need to do” (P5_SEZAD, manager of partnership and development department).*

Alternatively, his peer who is acting manager of urban planning expressed the belief that acting as manager and as an employee to accomplish tasks will make the employees consider her as role model. In particular, based on observation, the department was confronting problems such as a shortage of staff and a workload which was increasing every day. This view was shared by the manager who noted: *“If my employees see me doing such things and not transferring my work to them, they will notice that I am facing exactly the same situation, as a leader that I am overloaded but I am try to accomplish both duties”* (P1_SEZAD).

- **Transparency**

Only a small number of respondents indicated that leaders in organisations are responsible for making all aspects of work and objectives clear, as well as a discipline to commitment. However, the data showed that the way to suitable productivity is via transparency during continuing openness and communication. One individual stated that *“my office is close to theirs, in the same station, so we can have discussions all the times. In this case, there is no chance to hide any problems or situation that they are facing”* (P1_SEZAD); another commented, *“The staff members are also participating in our meetings, directions and participation in matters of work through their participation in a small task forces of existing projects. This way staff are partners in the system”* (17_SEZAD).

Nevertheless, transparency practice exists, but it should be more prevalent in such organisation which are meant to help the country to move forward. Encouraging openness and removing barriers between the leaders and employees would make important issues more achievable. Surprisingly, P3_SEZAD turns the entire argument on its head by throwing in a completely new dimension: *“What you can do for your country. Unfortunately, many of them do not understand the contribution for the country. How the expectations can bring us to the next level”*.

c. Inspirational Motivation

- **Delegation Tasks**

This section of the interviews and discussion required respondents to provide information on how leaders inspire their knowledge workers to be more dedicated and to achieve their personal goals along with the organisation’s goals. Only one participant expressed the belief that his direct manager assigns projects to be accomplished by his employees as part of his

duty to give them with experience that contributes to innovation and creating appropriate solutions for existing problems. Granting knowledge workers with such delegation will prepare them for accomplishing tougher and complex projects and make the appropriate decisions in any situation they faced. The following response represents the participant on this issue: *“this way, the directors are granting the employees the opportunity to challenge and here I mean freedom to find solutions”* (FG2_SEZAD),

- **Great Sense of Purpose**

A variety of perspectives from interviews and discussion were expressed that everybody has their own agenda, i.e., own incentives, and own thinking. A great sense of purpose as encouragement is a way to motivate. For example, the SEZAD area is a dream for Oman, because by 2030 SEZAD shall be the destination of choice for diverse economic activities, logistic and quality of life in the Gulf Cooperative Countries (GCC). Accordingly, employees may produce beyond expectation if they know that this area is full of fortunes (e.g., fisheries, oil and gas). To illustrate, SEZAD is three times the size of Singapore. This place for them and is the future and for their children. However, they need to be reminded about the national vision of the organisation that would affect the economy and will affect them as well. As clarified by the participant who links the national goals with the organisation goals: *“I am doing my best to encourage them by saying this is situation we are all facing right now and hard for everyone. We have to do our best because it’s not only about salary, it’s our reputation as staff and department”* (P1_SEZAD).

This way, the organisation motivates knowledge workers to follow and support the vision and mission by enabling them to be contributors to the national goals. Results confirmed that some knowledge workers will not be interested in such contribution unless they have been engaged officially. An interviewee speaks of this sub-theme by referring to his personal experience: *“Staff participation in some enterprise projects and the young engineers commission because the institution will benefit greatly because they are creative and have different insight into things”* (FG3_SEZAD).

- **Optimum Goals**

A minority of those who responded to this item suggested that, to achieve the objectives, the physical incentive is the only stimulus for productivity. Since most employees have different abilities, the environmental factors of the organisation should contribute to developing this matter and embrace it as inspiration for directing knowledge workers toward certain goals. Therefore, in this case the knowledge workers will make an effort. An example that has been recently adopted by the organisation in this regard is clarified by a participant who is a director general: *“the organisation has recently applied the following stimulus equation: 10% above expectations (Special accomplishment), 20% from direct manager and 70% from (KPIs). The employee here cannot get 100% of the stimulus unless he is able to get 10% as a suggestion for example, that contributes to ease of procedures and shorten the time”* (P4_SEZAD).

On other hand, the CEO has supported this view and asserted that the encouragement is the optimum practice to direct knowledge workers to achieve their goals by explaining it to them or giving them a chance as a challenge to accomplish them. The CEO was passionate about this and said: *‘if you have a vision you can develop for the next 50 or 100 years. They know i.e., knowledge workers, where we are going where the advantages are and are the surrounding ideas. There are building something for the country. Therefore, their part of the team is to develop Duqm’* (P3_SEZAD).

- **Ownership**

While opinion was divided, a small number who responded to this item suggested that a good business environment should have an appropriate working policy that forces the employees to treat any investment as their own. Notably, the results showed that many of employees have come from other government bodies. Sometimes it is very hard for all of them to know this practice and to improve the service quality which is very important for good business. This view has been articulated by the CEO who says: *“Employees here should not act like government services; they should act like they are partners with investor by providing a good service to investors and customers”* (P3_SEZAD).

On contrast, P2_SEZAD who is manager of a lease management department shares different view in this regard, by stating the notion that employees should act as if these investments are

their own. For instance, employees should not be aggressive with investors; instead, they should be passionate and treat them as real partners. He speaks of this sub-theme by reflecting on his personal experience: *“we try this case to advise them that whatever it is they've been provoked by the other party as some silly motions. The staff must be tranquilized and equitable and eroded investor rage and bring this position into cooperation and understanding”* (P2_SEZAD).

- **Recognition**

Recognition has a great role in motivating employees and motivation for them to accomplish what is beyond expectations. Unfortunately, only one participant alluded to the importance of this behaviour in this regard. However, apparently based on the previous results, it is very hard to motivate someone beyond remuneration or physical rewards, and this is a challenge in this organisation. According to one participant: *“In addition to the personal appreciation to knowledge workers from the direct Administrator or the Director General in commending the staff performance efforts, this could inspire them to achieve their goals”* (P4_SEZAD).

- **Trust**

Confidentiality between leaders and their knowledge workers is the core of bond relationship and trust, where employees feel they are up to the responsibilities. The results showed two optimum examples of this sub-theme are exercised in this organisation. The manager partnership and development department has created a unique environment by cultivating trust among his knowledge workers. For instance, he came up with an idea that if *“any employee needs to go somewhere they don't need to ask just to go, why? Because of that belief that we exchange trust, and they don't want to give away the trust. Alternatively, if the trust is gone it gone forever, as long as you have done your work does not matter what else you need to do”* (P5_SEZAD). Therefore, this indicates that employees are provided with freedom and flexibility at work based on trust. However, it does not mean that they should not get benefit from spare time. Instead, they should develop themselves and learn something new.

While the CEO has given very good example of cultivating trust by assigning projects to young engineers in order to accomplish a project connected to urban plan, unfortunately, they were not professional enough to handle such a project. The CEO did not ignore them by

shifting the responsibility of this issue to them. Instead, he confronted the administration board and took responsibility for their failure. The following quote highlights this impact: *“For instance, the chairman once was very upset with me because I have given approved to investor to start a job based on my approval to 2 subordinates whom I trusted their decision. What I have learned from this situation that maybe I have not trained them enough to the level required”* (P3_SEZAD).

d. Individualised Consideration

- **Listen to Knowledge Workers (KWrs) Voice**

A common view amongst participants was that paying attention to individual needs and listening to their concerns has impacted their understanding of the challenges that knowledge workers face in produce more creative work. This is illustrated by continuous communication with knowledge workers, and listening to their voice if they have certain challenges or obstacles that need to be solved. The results confirmed that this practice exists between either the senior leader, director of any department or at personnel level. This is reflected in the following quote: *“For example sometimes they are facing personal problems, I get them to my office via friendly conversations with them to know what is bothering them. This atmosphere allows them to freedom express about themselves. I made them trusted me”* (P1_SEZAD). The same view has been shared by P3_SEZAD, in his professional capacity as a CEO gave a well-balanced view, who states: *“as a leader, I should very careful, when I fulfil the needs, they start to raise expectations!. Expectations are endless. They ask and they never see what they have contributed to the organisation”* (P3_SEZAD).

On contrast, there was suggestion that it is unprofessional to link personal with practical life, but sometimes it is beyond control in cases of illnesses situations or a lack of resources; all should show flexibility to come out with satisfactory solution. A quote backing-up this point is as follows: *“the leader is not obligated to meet needs or hear the concerns of the staff, because he may have a different perspective from the staff member and is able to convince staff not to accomplish those concerns”* (FG4_SEZAD).

- **Satisfaction and Feedback**

This sub-theme was consistent with the previous one, and was confirmed by the majority of participants who expressed the belief that satisfaction and constructive feedback are very important over time. The workplace atmosphere will be their second home, as a family, and that will play a big role in the work dedication. Accordingly, caring about knowledge working well-being could be achieved by creating an environment for them which helps them progress and feel comfortable in what they are doing. Moreover, providing them with continues constructive feedback has been confirmed to enhance their knowledge and level of understanding of the business, which improves performance in return. As a result, respondents have shared their experiences with this sub-theme, which is captured in the following responses: “*Creating an environment where an individual feels that he is wanted he is field until he find that himself start to develop*” (P5_SEZAD); his peer noted, “*this is one of the roles of the leader to hear the concerns and needs of their staff. And not just watching them what they have accomplished*” (P2_SEZAD).

Conversely, the CEO has tuned the notions into a completely new dimension, indicating that sometimes challenges emerged between leaders and employees. For instance, creating a better environment for them in the remote Duqm area is a challenge, where employees feel that they have been in an unfair situation. Even though all living facilities have been provided for their comfort, resistance to go there still exists. This is reflected in the following quote: “*we have more unique issues and very unique position. The Duqm is in very remote area. Nobody wants to go to the site. Therefore, how is he satisfied there? I think it is a big challenge*” (P3_SEZAD).

e. Intellectual Stimulation

- **Confront Challenges**

This organisation is in charge of establishing urban planning, it is obvious that intellectual stimulation is the core practice in this stage. The results indicated that the organisation is currently developing a master plan for the entire city of Duqm and for the industrial area. However, caution should be taken into consideration, for several reasons. Duqm is the most economic area in the country; employees should be careful with the communication with the culture of local entrepreneurs in the area and consultants who are designing the master plan. A variety of experiences featured during interviews and discussion from FG3_SEZAD: “*Yes,*

but challenging especially in the field I am working on something new because the idea has not been understood in the organisation and outside it, because planning is new thing in Oman and when I took over this department, I instructed my staff to have better communication with the consultant like having daily conversations with them even through WhatsApp” (P1_SEZAD). Accordingly, this daily conversation pushed the consultant to do their best, unlike the old fashion where communication was via an official letter that has to come from the manager’s office.

- **Creativity**

There was a lack of response to this item, but the result showed a perspective expressed that, in order for the knowledge workers to be creative, they should like what they do. This is illustrated by the notion of giving them more responsibilities rather than directing them to contribute to innovation and generate new ideas. Obviously, this practice intellectually incentivises further creativity in their work as a way of creating appropriate solutions. One participant was passionate about this and reported that: *“in any environment you should have mix dynamic and mix characteristic to create a new environment and new culture in order to compete in the global market. We need to empower our employees to recruit more women” (P5_SEZAD).*

- **Intellectual Curiosity**

It is important to realise that the entire world is going through a revolutionary period towards a knowledge-based economy. Consequently, the way of thinking is changing in this period. Significantly, the result indicated that one senior leader has created a unique practice to motivate his employees to be intellectual curious in gaining knowledge and information. To exemplify, he gives his team members a task that has problems which need to be solved; he allows them to understand it and find a solution for it by searching for knowledge and thinking. They usually come up with something fresh and with new ideas that they had never thought about. This view has been articulated by **P5_SEZAD** who is manager of partnership and development department: *“the mind-set of our team members are different than the mind-set of people we used to work years and years ago. Research is as important as your work today; we have the Internet which has so much knowledge, so they are best practices and there are better ways to do things”.*

f. Cultural and Workplace Dimensions

- **Females Empowerment**

The analysis has shown that the actual core of the infrastructure development has few females nowadays. However, many of females in the organisation are environmentalists; they depend on their capabilities and willingness to show their responsibilities. Empirical evidence has confirmed that females are given opportunities to grow and be part of this huge contribution process to economy. Based on the result from a female knowledge worker who is an urban planner, it has been indicated that there are no differences between both genders as long as they achieve their tasks; despite the overload work, she has been given more responsibilities. She voiced her views in this quote: *“I have been sent abroad I have been given field work and I go to site visits. So that the organisation shows that differences between males and females. We do work with males colleagues and we achieve together”* (FG3_SEZAD). In addition, the same view was shared by another participant who stated: *“I am a big believer of empowering women I totally feel they have a lot to offer. It has been a paradigm shift in the last 10 years; women have taken leadership roles. This year 2018 for the first time we had women’s day celebration we organised some sweets and roses and speeches”* (P5_SEZAD).

Nevertheless, a different point of view has been expressed by another female who is acting manager of for urban planning. The notion that urges the females to get more opportunities could create differences, for instance, making sure that they can serve and contribute to the organisation by sort of empowering them to grow. Of course, the leaders here are a key cause for their empowerment; a good example is the Duqm area where the workplace environment is providing them with accommodation as well as transportation from the capital to Duqm and vice versa, and catering. They are just required to adapt to the nature of living and work in the SEZAD area. Furthermore, the situation was considered by a female participant as a matter of empowering females: *“if the females want to develop here skills there is a chance, otherwise it’s up to her. I don’t see it as an organisation role it’s more a personal attitude her”* (P1_SEZAD). Evidence confirmed that currently there are three females working in this remote area (Duqm).

- **Extra Mile in Supporting Females**

The overall response to this sub-theme was very positive. When the participants were asked how to improve female knowledge workers participation in the male-dominated fields, the majority commented that if females have the ability, they are encouraged to work in such an environment. CEO and senior leaders advocate supporting and encouraging females to develop themselves to do more. **P3_SEZAD**, who is a CEO, indicated that he *“encourages females to part of this organisation, they give services, like communication talk to customers and to investors in better positions. They pay attention to small things; they can help customers. Females are more attentive in small details. Unlike males, who generalise things”*.

Significantly, they have much to offer because the way that they think is different to males’ colleagues; they bring dynamism to a meeting. Based on the result, they have certain characteristics in their approaches because women bring more emotional tactics or strategy to the table in the meeting than males’ colleagues. In addition, females reached a very high position in different organisations and that is an incentive for other females. This is reflected in the following quote: *“that is indication that females are interested to be in such fields even though there are male dominated. When I graduated, I always had that feeling that when I attend a meeting, I will be the only girl, but that feeling has disappeared by time and now I am attending meeting where I am the only girl”* (**P1_SEZAD**). The same point of view has been shared by female knowledge workers: *“by doing better and achieving goals, I could be a role model for other females”* (**FG3_SEZAD**). As evidence of attending meeting or conferences outside Oman with no conservative from females, based on results, this encourages other females to be part of such contribution to the country’s development.

- **Female Responsibility and Culture**

Again, results showed that females are hard workers. Moreover, they are more conscious of who is able to accomplish several things simultaneously. However, once they get married, they cannot work in remote areas, for instance. They are more attached to their families, which obviously became very important for them in certain aspects. Based on these facts, the only problem is that the working environment in such areas is still not acceptable in terms of the difficulty in stabilising females’ contributions, due to their personal circumstances. **P1_SEZAD**, in their professional capacity gave a well-balanced view, stating: *“the*

management here has noticed that females are more conservative about moving there than males do. This may be true to some extent because the female staff will have more commitment regarding their families especially in our culture. Families here are more dependent than males”.

To resolve this problem, results are shown from the interview of the director general. Because female employees have not been able to adapt to this area, and the duty rotation between them has been implemented where every week one of the three females should be based in this area. Talking about this issue, he alluded: *“there is a specificity for female employees, such as the nature of their personal lives, as well as the community sympathetic to females”* (P4_SEZAD). The same view was shared by a female participant who commented: *“Minor differences basically when it comes with cultural background for instance. The trips to Duqm area, females have less trip othere. The females who are based in Duqm have personal cars provided for them by the organisation”* (P1_SEZAD).

- **Handicaps**

Consistent with other previous evidence, during the interviews it was revealed that there are cultural differences where females have some restrictions in how they talk to their senior leaders. For example, senior leaders cannot ask them to come to their offices alone to do certain job; they need to have other members of the team to accompany them. Obviously, this issue causes sometime challenges because females need to focus in a particular area such as sharing offices with female colleagues, and they do not want to be influenced by something else. Based on this result, the following quote highlights this impact: *“the main difference is the cultural difference but not at work itself. For instance, the female in the department will not go to a meeting unless her father takes her! You can’t have a closed office meeting because it’s unacceptable with someone who is not your wife or sister”* (P5_SEZAD).

Surprisingly, interviews and discussion have revealed another hindrance to empowering females knowledge workers with promotion, for example. Basically promotions, according to HR policy, there are certain qualifications in order to get promoted; surprisingly, it happens that males usually get promoted even though they are not qualified according to the basis. One contrast is clarified by a female participant: *“moreover, if female is qualified and she is not competing with anyone for certain position, she will not be promoted for it. There is all based in some people who make decisions here, their mind-set is male-dominated”*

(P1_SEZAD). Conversely, results confirmed that females have opportunities to grow, and that they have been supported by CEO and other senior leaders. But this organisation is a special case, unlike other organisations in the country, it should be based in a remote area in the near future. Accordingly, this is an essential issue for the organisation. This view has been articulated by a participant who says: *“usually, the employment opportunities are there, but very little females applied for these jobs. For these reasons, female knowledge workers prefer to work in other organisations”* (P2_SEZAD).

g. Training and Development

- **Appraisal**

In order for the leaders to identify their staff strengths and weakness, appraisal practice should be implemented before any developmental programme executive. Based on the results, some participants expressed the belief that appraisal works as signposting to direct employees to the customised programme most suitable for them based on the work requirements. As regards the appraisal process, leaders should be fair-minded when evaluating their knowledge workers' job status to allocate the training programs that they need or to who the specific training program should be allocated. KWrs' strengths should also be considered, but their weaknesses should be rectified. One individual stated that *“At the beginning of each year, I request that the employees target the training needs for the following year. For instance, for 2019 we have already targeted some training courses through communication to HR. the HR will communicate to suitable institutions, either locally or abroad, that we need to get this training to our staff”* (P1_SEZAD); another commented, *“based on all the weaknesses I have noticed, I submit a training request in certain areas and pass on, very straightforward”* (P5_SEZAD).

Alternatively, the validation of previous training and development sessions in which employees participated is in order to give fair opportunities to all, or to promote to a higher level; this process must continue daily. However, another participant referred to the notion of *“the annual reward must not be distributed without considering these matters”* (P2_SEZAD).

- **Culture of Teamwork**

The culture of teamwork behaviours is important to the organisation's leadership. To demonstrate, the team members from different departments speak to each other in order to accomplish certain projects. Notably, it has been confirmed that teams in this organisation have close relationships and the organisation's culture encourages this. For instance, an organisation has projects that require knowledge sharing between employees. Currently, they are two employees handling such a project one based in Muscat and the other in Duqm i.e., remote area. Talking about this issue, a participant said: *“most of the business here is through task forces as an investigation into a particular business issue for example. Here's the transition from individual work to teamwork takes through. This is where expertise is transferred through reporting. The new employee gains experience from the most experienced staff member in working methods”* (P4_SEZAD). Moreover, in order to enhance performance via this practice, interviews results indicated that flexibility has a role to play in enhancing harmony between employees. For instance, any staff member can request vacation at any time, because their workload can be distributed among his/her colleagues, based on sharing of each other experiences. This point of view was captured as: *“In the face of this theory, a good motivational method is to cultivate a spirit of cooperation between staff”* (P2_SEZAD).

But then, P2_SEZAD turns the entire argument on its head by throwing in completely new highlights where it is very important to advocate teamwork in this organisation; conversely, teamwork concept is unacceptable here or it is weird. In addition, many of these cases are highly personalised matters. Based on that, he voiced this notion as *“an example of a staff member of the team, he does not like his fellow in the same team. Accordingly, he does not have the right to replace him with another member in the team. Cooperation should be with each other”*.

- **Encourage Training and Learning**

Generally, motivation is the key of development. However, it is difficult to design a course for knowledge workers in this organisation that have specialised in particular products such as petrol chemicals. These specialised employees should often be involved in such process. The training in this organisation organised via the HR, even though senior leaders should be involved directly in the staff training or programmes. A participant voiced this as follows:

“Because I have noticed some of the staff going only for more technical training. As a leader I have to advise them to take other training courses that improve their soft skills. In cooperation with the HR, I need to instruct my staff to the right courses” (P1_SEZAD). The empirical evidence from analysing the interview confirms that knowledge workers attended specialised training program such as leadership. Based on the results, the program helps those who attended to be a strategic manager and has had direct benefits on their field; in addition, the program was perfectly appropriate in its timing. A CEO speaks of this sub-theme by referring to his professional experience: *“as I have mentioned our business is unique, we have to be able to communicate in the same language with other investors. This will be fulfilled by understanding the business industry via proper training courses and what the requirements is” (P3_SEZAD).*

- **On-the-Job Development**

When the participants were asked about opportunities and development practices, the minority commented that it is important part to gain and master skills. For instance, employees based in Duqm (a remote area) take culture training courses with local Small and Median Entrepreneurs (SMEs). This practice helps the employees to understand the Duqm area more especially with the investor of the local community. Generally, on-the-job development programs organised via the HR based on senior leaders’ recommendations. Results have indicated that because of the uniqueness of the organisation, leaders are having difficulty finding developmental programs appropriate for such specialities.

Therefore, to find solutions to this problem, they came up with solutions where knowledge workers can have the chance to learn by dealing with other government entities and investors. The following quotes by respondents **P4_SEZAD** and **P1_SEZAD** confirm this, respectively: *“coordination has been made with the Ministry of Environment and Climate Affairs. Because this ministry is a member of many international organisations and participates with certain actors. Staff from this organisation are involved in the effectiveness of the ministry, including conferences, workshops or training opportunities organized by these international organisations” (P4_SEZAD); “As for on-the-job development, whenever we have project that required consultant(s), we have workshops and training within the project for the staff like to teach them new software or how to deal with the new master plan. As part of the project, the staff will have a workshop via the consultant” (P1_SEZAD).* In addition, by providing the tool that helps them solve problems and fully understand them.

- **Share and Apply Knowledge**

There was a sense of sharing and applying the knowledge gained from the workshops amongst respondents; which employees will share and transfer the knowledge to the job development or training programs. The results showed that their senior leaders usually meet with them after concluding such programs and have a discussion to make sure that the employees who did not attend these programs will get at least the main highlights of what their peers gained benefit from. Moreover, *“those employees been asked to produce reports or presentations for their peers in the department in order they benefit through shared knowledge”* (FG1_SEZAD).

Besides having foreign expertise in the organisation, every time they have been assigned for a specialised task, they have to be supervised and involve other employees who are less experience in these tasks. The following quote represents a participant response to this issue: *“Such ways are thought that they are suitable for the transfer of expertise, especially with the encouragement of the new staff member to communicate with experience through inquiry or question”* (P4_SEZAD).

h. Standardised Framework

- **Career Pathway**

The majority of participants failed to raise the importance of a standardised framework that is specialised for managing knowledge workers during interviews and discussion. However, the previous results are consistent with the notion that managing knowledge workers should be based on a predefined working framework. This view was shared by participants who remarked that: *“training and rehabilitation for future positions are important. Such culture must be inherent in staff from the beginning”* (P4_SEZAD).

- **Diversity**

The only issue in this case is the remote area of Duqm, where many females have refused to work. The infrastructure of this area is under development for the time being. Of course, issues such as personal safety and security are considered. However, CEOs and senior leaders try to encourage females to accept such environment by providing them with incentives and

allowance. As a result, respondents were expressing their opinions on this issue: “*I encourage everybody regardless of their gender. As long as he/she is doing the work*” (P3_SEZAD) who is the CEO; “*although this organisation grants 15% allowances and provided females with privileges, no other government sectors exist in the same region that do the same*” (P4_SEZAD) who is general director.

- **KWrs Leadership**

Few participants shared the belief that the organisation is having challenges with KWrs leadership. For example, there is a lack of expertise in the fields of master and urban planning, which is the actual work core of the organisation. However, another suggestion has been raised about the need to establish a knowledge workers union for all of the knowledge-based sector in order to highlight the importance of contribution to the economy and organisation. As a result, these factors will generate a competitive edge for Oman in the near future, only if the managerial environment bridges the gaps of knowledge workers. The CEOs suggested that “*some attitudes are so entrenched in the culture. A new labour law is needed that states the right to fire the employee who does not perform. The law is currently very general. Based on it, you are not able to proceed in a unique situation like SEZAD*” (P3_SEZAD).

- In conclusion, these finding showed that CEOs and senior leaders have been able to assist the performance of knowledge workers, particularly females, based on the themes and the sub-themes, as is summarised in Table 5.3.

Table 5.3: The Effectiveness of Transformational Leadership Behaviours at the Performance in Case Study 1 (SEZAD)

Themes	Sub-Themes	Fully presented	Occasionally presented	Not presented
Set of Actions	Decision-Making		✓	
	Directions and Dedication		✓	
	Encourage Creative Thinking		✓	
	Future Outlook		✓	
	Sense of Transition Planning		✓	

Idealised Influence	Learn by Model and Initiative		✓	
	Transparency		✓	
Inspirational Motivation	Delegation		✓	
	Tasks			
	Great Sense of Purpose	✓		
	Optimum Goals	✓		
	Ownership			✓
	Recognition		✓	
Individualised Consideration	Trust	✓		
	Listen to knowledge workers' voice		✓	
Satisfaction & Feedback			✓	
Intellectual Stimulation	Confront Challenges	✓		
	Creativity		✓	
	Intellectual Curiosity		✓	
Cultural and Workplace Dimensions	Female Empowerment	✓		
	Extra Mile in Supporting Females	✓		
	Females Responsibility and Culture		✓	
	Handicaps	✓		
Training and Development	Appraisal	✓		
	Culture of Teamwork		✓	

Standardised Framework	Encourage Training & Learning	✓		
	On-The Job-Development	✓		
	Share and apply Knowledge	✓		
	Career Pathway		✓	
	Diversity	✓		
	Knowledge workers Leadership		✓	

✓ **Code presented:** Indications of evidence recorded from interviews and discussion
 O **Occasionally presented:** Indications of evidence recorded from interviews OR discussion
 × **Code not presented:** No indications recorded

The next section 5.6.1 discusses the eight knowledge worker leadership themes (set of actions, idealised influence, inspirational motivation, individualised consideration, intellectual stimulation, cultural and workplace dimensions, training and development, and standardised framework), within Case Study 2 Innovation Development Oman (IDO) context.

5.6 Case Study 2: Innovation Development Oman (IDO)

5.6.1 Introduction of IDO

The IDO was established in 2016 by the Omani government. “Supporting the growth of a knowledge-based economy, IDO Investments is the Sultanate’s first strategic venture capital firm. IDO invests in established international and local companies which deliver disruptive and innovative products or solutions to address real-world challenges in Oman and beyond. IDO’s investment strategy is dynamic, adjusting to the needs of Oman. IDO’s primary focus is solutions in the Life Sciences, Energy and Water, Food and Agriculture sectors as well as other related technologies; with the aim of delivering tangible benefits to the people and industry of Oman through knowledge transfer, technology advancement, and socioeconomic development, all while allowing the founders to achieve their ambitions, whether it be locally or in their respective geographies” (IDO, 2018).

The organisation’s mission and vision are in line with this research study’s objectives as indicated earlier. The data is gathered from this organisation based on two methods: in-depth

exploratory interviews with two individuals (i.e., senior leaders), and one focus group discussion which consists of four members. Most of the focus group members' roles in the organisation are related to investment, dealing and sourcing analysis. There was only one female participant involved in the discussion; the other females did not show up because of illness. In addition, the two male senior leaders are a vice president and a leader of an investment team.

a. Set of Actions

A recurrent set of actions theme that should be embedded in the transformational leadership style in the interviews is essential amongst the participants through the strategy, which is very important for the vision of the organisation. IDO created a working environment that participants repeatedly called quite flat. Consequently, the leader's set of actions provide flexibility to all employees, even at the lower stage of hierarchy, to have significant responsibility and authority. The following five sub-themes are the participants' views of set actions by the leader.

- **Decision Making**

A minority of participants indicated that there has to be very empowering workforce in the way that there is accountability on the decision made by the workforce. The results show that the span of control is spread throughout the organisation. The following extract highlights the impact of providing knowledge working with self-rule in decision: *“accountability is high, as well as autonomy in decision making with a certain level of scrutiny and awareness of the leader. That's, I think, where an organisation and leadership can be complemented”* (FG6_IDO). It is clear that knowledge workers here have enough power to make an investment deal. The vice president (VP) of the organisation has extended this view into a cultural mind-set that needs to be changed. He clarifies, *“I think there is little change of culture which needs to happen and we need to empower the youth a bit more to let them make decisions, but at the same time we don't give them total flexibility; we have to guide them in things that make them motivated”* (P6_IDO).

- **Directions and Dedication**

IDO consists of a small team which makes it easier to know each worker's needs. Directing and guiding seems to be via open dialogue between the senior leaders and knowledge workers. The data finds that this dialogue provides knowledge workers with the directions

physically and even so remotely, since the members of IDO travel a lot to make deals and investment abroad (e.g., human capital services, biotechnology, and innovation technical solution). The following illustrates this result: *“As you know, we have, as team members we travel quite a lot, but even if we're in a different place in the world, it's no excuse not to attend and be present in a team meeting by making a phone call. And the leaders or their supervisors, CEOs, they make it, they make an effort to ensure that they are on the call and then they expect us to be there” (FG8_IDO)*. There was a feeling that the hardest part of the leadership here is that it is difficult to let go and give knowledge workers the freedom to do whatever they want to do. Conversely, the knowledge workers from the younger generation perhaps need guiding and directing from experienced colleagues. A participant speaks of this sub-theme by referring to his personal experience: *“there are always people coming to my desk asking questioning and talking about things they were working on and try to get additional insights, and I am always going to check other people disks following that kind of style” (P7_IDO)*.

- **Encourage Creative Thinking**

There was an absent presentation of this sub-theme during interviews and discussion. This sub-theme has been asked through the discussion on how the leaders could stimulate knowledge workers to think about solutions that never thought of previously. Based on one participant, it has showed that leaders encourage them to spend more time in producing an evaluation with a different approach. This is reflected in the following quote: *“we regularly set down as a team and we go through knowledge gaps related to inventor capital that could be to understand the deal terms better and what the implications of those terms are” (P7_IDO)*.

- **Future Outlook**

Creating a road map or vision for knowledge workers has proven very successful and beyond financial or positions gains. This could be accomplished by giving them the responsibilities, which eventually helps them to achieve their goals and their recognitions. This view has been articulated by a participant who stated: *“What we have done is sit down with the employees and ask them to spend time thinking about their vision of the experience that they want have here, what they want to get out of it, and how that interacts with their goals for their future professionals resumés” (P7_IDO)*.

- **Sense of Transition Planning**

Unfortunately, the interviews and discussion failed to present this sub-theme in the data as a direct quote due to a lack of exercising transition planning in the organisation. However, signs from other themes and sub-themes show the organisation's readiness to produce quick replacement or successors to leaders who leave their duties for whatever reason.

b. Idealised Influence

- **Learn by Model and Initiative**

Quite a large number of participants did share this view in general, claiming that the roles of a leader are reflective of the roles that the juniors or the other members of the team undertake. It is linked to leaders' actions that can be replicated by knowledge workers. **FG6_IDO**, in his professional capacity as deal and sourcing analyst, gave a well-balanced view, stating: *“the analysis is something that the leader does as well as the management and the workers do and the employees do. And the closing, presenting to the IC, presenting to the board committee, to the Board of Directors is something that the leader does but also us as employees do”* (**FG6_IDO**). Furthermore, results show that most participants are a younger generation. It is very important to build relationships with them to what is likely to lead by example, especially for new recruits. Obviously for them, things are unclear at the beginning; whenever they deviate, leaders always be there to guide them. This was confirmed by participant as senior leader at the IDO, who reported that: *“the younger generation know more about technology, however sometime their business experiences are less, so when it comes to meeting and comes to forward the face of the organisation we always and almost every time we take the junior member with us to these meetings and they are able to see how we interact with other people to see how we develop relationships”* (**P6_IDO**). A participant dealing with deal and sourcing analyst volunteered similar perspectives: *“the deals that I've looked at, our CEO tells us, teaches us some of the things that we need to look at. So, and with time also, you get to understand from people in higher management, the red flags that you need to be aware of when you look at certain deals”* (**FG7_IDO**).

- **Transparency**

Unfortunately, the interviews and discussion failed to present this sub-theme in the data as a direct quote. However, signs from other themes and sub-themes show that the daily basis operating seems to have encouraged openness between senior leaders and employees.

c. Inspirational Motivation

- **Delegation Tasks**

The issue of delegating tasks does exist to some extent, but from different dimension. For example, the second person in the organisation seems to be a big believer that every person here has a unique skill or quality. Surprisingly, he tries to push knowledge workers to use that skill or quality to specific tasks or jobs. Accordingly, in this case, he delegates specialised tasks toward them based on their skill and quality, as reflected by a participant's perspective: *“we have a member she is very good at communicating and very good not been push around in business development, so whenever I have something that requires something more tangible which required communication, I will use her. Its cultivating their quality and using them for advantage” (P6_IDO)*. Different results showed completely different views in this regard. Leaders in this organisation encourage and authorise the employees to create their own work structure. There are very flexible in terms of time, hence they do not have any form of signing system. But this is related to the profession which creates more motivation to do well. The following illustrates this finding: *“because of the fact that the work for the leaders, and the acknowledgement that you have to be flexible, this makes people work better, more effectively, more efficiently and more productively” (FG6_IDO)*.

- **Great Sense of Purpose**

This sub-theme which recurred throughout the discussion of obligation is that Omanis have to learn the best practices around the world to and try to adopt in their society as much as possible, but also to learn from the society and take knowledge abroad when they visit different countries to bring investment. These purposes motivate employees to drive toward affecting the national economy that leads to the emergence of the great sense of purpose sub-theme from the discussion. This view has been articulated by a participant who reported: *“I think to the point that sometimes there's lots of things that we're doing cannot be measured by quantity or numeric figure but it's all very soft, such as the application to Oman. And that is a very soft spot for all of us. Doing something good for Oman is a huge motivator beyond just salary” (FG6_IDO)*. In addition, based on the results, continually seeing different opportunities from different countries to be invested in Oman is very motivating and makes

participants obliged to show their contribution to the country. It is obvious that they believe in it, and leaders push them toward this track. A participant, who is a team leader, expresses his belief in this sub-theme by referring to his personal experience: *“I am getting exposure to other cultures to other ways of thinking to other economic systems and to other political systems; these are the essential for the knowledge economy. I think giving people kind of well experience to draw from for their home country”* (P7_IDO). For example, the organisation sent a participant to visit a water desalination organisation abroad. This trip will enhance their understanding to what the challenges are in getting quality water to the public in Oman. In another example, they took a trip to the largest commercial farm to see how to convey their experience to the Omani farmers and produce, and how to provide a supply to public, and what they do to the supply chain. Going out physically and seeing gives them more motivation and is much stronger motivator than reading. Furthermore, the situation was considered by a participant as a matter of great sense of purpose: *“we are trying to get the best technology to help Oman in the future and if we can get the younger in our team members how to understand the challenges rather than reading about it or hear about it from friends”* (P6_IDO).

- **Optimum Goals**

Not many results from interviews and discussion were indicated about this sub-theme. The only notation was that knowledge workers are personally motivated by the success they achieve and the responsibilities that are granted. Based on the results, the senior leaders provide the knowledge workers with tools that assist them to achieve their goals. The following illustrates this finding: *“what I see is that, in IDO that we're aligning the interest of the organisation and the goals with the tasks that we do by explaining that because the companies we do invest in”* (FG8_IDO). Significantly, knowledge workers get more excited when knowing this practice can impact the country. The same view was shared by another participant captured: *“you inspire by giving responsibility. With responsibility not only for work to be done but also putting responsibility on the employee to achieve their goals and their recognitions”* (P7_IDO).

- **Ownership**

This organisation is mostly focused on sourcing and assessing the execution of investment opportunities. It is obvious that employees act as if it is their own project, because there is

always someone else involved with them outside the organisation's scope. Participants were passionate about this, with one saying: *“you get guidance from team, like different team members regardless of their organisation and level. At the same time, you as the deal leader, you have full ownership and you get to make decisions based on your analysis”* (FG6_IDO). It has been confirmed that ownership is a key to success in making deals and investments. In this regard, P7_IDO remarked: *“one of the key characteristics that we find attractive is allowing the people in the team to go off on their own and do the work required to come with those conclusions”*.

It has been indicated that, unlike other organisations, this organisation is quite flat; senior leaders lack specifics that are relevant for males or females who can officially work to accomplish mostly indulgence and can assess the quality of investments opportunities.: *“I think both females in the organisation are very driven; they are an analytical and professional and they take ownership for their work. This what we expect from all the employees and their performance is really strong”* (P7_IDO).

- **Recognition**

Based on the data, analysing recognition brings the benefits of managerial and personal development. Apparently, it is very hard to motivate someone more than through salary, also that is a challenge and that happens quite frequently in the organisation. According to one participant, *“I think with the younger generation there is now this mentality especially with the millenniums where they want to address problems in the world and we try with the staff here that through IDO you can address such problems this is exactly what we are trying to do”* (P6_IDO). The advantage of recognition as a motivation behaviour has indirectly practiced, but has not been considered as a core practice.

- **Trust**

The results show that this organisation is a very important entity in the government sector and has been working. Consequently, truthful and trust are suggested to be at a highest level in return for the same expectation from the senior leaders. The following quotation represents a participant's response on this issue: *“I think motivation itself is automatically there, but our CEO gives, enhances that for us in a way. I mean treating us with respect and giving us all the-- I mean all the allocation of resources that we need, and he provides us with all the training that we might require. And he's always available to ask for any questions if there are*

any concerns or doubts, and yeah” (FG7_IDO). Another participant expressed a similar viewpoint, stating that “If is expected honestly I give honestly if I expect trust and sharing their concerns, I will do the same that kind my approach to it” (P7_IDO). Therefore, trust is a reciprocal attitude between leaders and employees as one aspect of motivation.

d. Individualised Consideration

- **Listen to KWrs Voice**

When the participants were asked how their leaders attend to each knowledge worker’s needs and concerns, most commented that concerns and needs are usually discussed in a café located in the same location, which seems a natural place. This view has been expressed by a participant who reports *“They’re able to recognise that there’s a doubt on several occasions and we’ll go down for coffee. Even once or more than once, I was or when you’re outside of the country, when I was outside the country, I just say, ‘let me call you’. He gets on the phone with me” (FG8_IDO).*

It has been confirmed that this atmosphere allows knowledge workers to select their own directions in terms of how they handle concerns related to work. Even when their leaders are travelling abroad, they still can discuss any concerns and comfort them about the situation. In addition, the working environment supports knowledge workers to simply walk towards the senior leaders’ desk and reveal whatever concerns or need that they have followed by a private talk. Talking about this view, a participant said: *“having a small team makes it easier to know what each worker needs and open dialogue is something that I tried to have within the team in discussions for both myself and the team members” (P7_IDO).*

- **Satisfaction and Feedback**

Interview results show that the working environment itself is very comforting for participants. The evidence shows that participants can raise any issue if they are not comfortable with anything that has been discussed within the team meeting. In this regard, knowledge workers get feedback about any question they ask, even if it a simple one, which ultimately leads to satisfaction at work. This supports the following comment by a participant, who asserted that satisfaction is mainly a result of feedback: *“Most of us here are quite comfortable with the status quo; they usually require something major to happen before people take action to change it. I think by creating an environment we can open a dialogue on the future, it helps to reflect on the existing problems” (P7_IDO).* Another participant

shared the same view stating that: *“And just like touching base more on the training aspect, as we can see from the office itself it's like an open door. We don't have doors actually so whenever you have a doubt, you have a question, he is always there standing. And he just explains it in depth on the board beside him, so it's always an open environment, you can ask whatever you want, if you have any concerns” (FG5_IDO).*

e. Intellectual Stimulation

- **Confront Challenges**

In response to the question connected to this sub-theme, it was elicited by only a small number of participants who indicated that it is all about ownership to address any slight doubt before taking a decision. This raises an important consideration to confront challenges by a collective and deep understanding of the situation first, from all aspects. Talking about this concern, a participant responded by: *“in terms of the challenges, they want you to dig deeper into the problem even though that he may have been agreed beforehand, even if what the decision wants, but he'll ask you to revisit that question and rethink about it and see if this situation is actually applicable to the decision you made before and to get conviction about” (FG8_IDO).* Another participant added similar perspectives but from different angles: *“We have been challenging the youngest staff to challenge each other and we try to keep an open form every team meeting we push everyone to challenge each other” (P6_IDO).* Moreover, it is very interesting practice that encourages employees to think creatively and learn from each other over how to find solutions to difficult challenges. The only hindrance, as identified in this regard, is the cultural perspectives. The common notion has been tagged by **P6_IDO**, who tries to encourage staff to speak up during meetings in order to raise the profile of their opposing opinions. This is borne out in this quote: *“Arab culture is very respectful to older; whenever someone from senior management comes with an idea it goes against the greater challenge of that idea” (P7_IDO).*

- **Creativity**

Creativity is meant to be the central role in this organisation. The data indicates that senior leaders inspire knowledge workers to look for creative solutions, and to travel abroad to diversify revenues and income and not rely solely on oil. This is accomplished via brainstorming sessions, where all are involved to discuss what the future will look like. In

addition, what technology will be suitable for such issues that are being focused on, whether it is an artificial intelligent (AI) or block chain and so on and so forth. Creatively, in fact it is very stimulating as is noted by one participant: *“one more thing about stimulating creativity. If there is a problem that we discussed or someone has come up with, we try to brainstorm it. So, we try to think about solutions that we never thought of previously or try to think outside the box or split, take ourselves outside of the picture to get the main picture”* (FG6_IDO). Notably, finding new solutions for diversifying rather than relying on oil and gas need inspiring creativity such as interest in a technology start-up. This is expressed by another participant with a similar point of view, who notes: *“how could we use technologies affect all an existing problem. That’s the way I think to unleash a bet of creativity in everyone and also start looking at industries and problems with the perspective of the future”* (P7_IDO).

- **Intellectual Curiosity**

This sub-theme came up in base discussions on what aspects to be fully successful in knowledge economy or in a knowledge-focused organisation. This view surfaced mainly in what is important, what lesson to learn and how it can be applied in Oman. In this regard, because leaders here have tried to push knowledge workers to understand patterns and what is going on in the market with the underlying aim; they need to make a profit when they are making investment. This view has been articulated by a participant who stated: *“Just because something is the best technology we will not necessary do the investment because we ask the team to think about all the other external factors come with that does that will be accepted in Oman is culturally acceptable?”* (P6_IDO). Furthermore, since there is too much information nowadays and so many different experiences to be shared, flexibility and willing to change the current views is presented with better information than previously. This is voiced in this reflection: *“showing them intellectual curiosity through work looking at different sectors of technology and other industries like healthcare, energy, agriculture, which are key areas of our focus and try to be curious how they do work how people view the next 10 to 20 years for those industries and have some force to do that”* (P7_IDO).

f. Cultural and Workplace Dimensions

- **Female Empowerment**

The majority of those who responded to this item felt that females in the team can get better access to deals connected to treasure capital funds because of female to female bases. For example, some business is allocated to females’ sector, which would only ensure ways to

attract more female customers or deal with female investors and better serve them. To demonstrate, statistics show that founders and CEOs females in the kind of organisations which IDO is investing in receive efficient service from females KWrs compared to the male counterpart. A variety of perspectives were expressed. For instance, **P7_IDO** commented: *“because you need to have focus in different perspectives, different experiences and also from the population’s standpoint you want to be everyone involved in the knowledge economy and not just males and females too because of different perspective that can be brought through different gender that can be different perspective from different country and different industry this all things add to the knowledge”*. A female knowledge worker expresses the same view and noted that *“yeah, we’re always supportive of other female entrepreneurs, even when we deal with female leaders within different sectors. There’s always support. There’s always some sort of consideration”* (**FG5_IDO**).

The results have confirmed that the organisation starts to choose females to be interviewed by the press as a marketing face for the organisation. In addition, there was a question whether this practice would affect the other roles in the government sector due to female empowerment. Significantly, the organisation board member recently took one of the females because she was the best person not only because she is female, but because she was good in her job. This issue is presented in the following statement: *“For us, the reason why we are doing that to show that look this is possible right for females to be in this sector and in knowledge-based sector. Using them as the face of the organisation is defiantly one way would like to contribute”* (**P6_IDO**).

- **Extra Mile in Supporting Females**

A common view amongst participants was that both genders in the organisation are very driven. They are analytical and professional, and take ownership of the work they do. This is what leaders expect from all the employees and their performance is really strong. A participant voiced this as follows: *“They don’t hesitate –females- to share their views and to be engaged where in open discussion and debate. Overall, I don’t see any major differences in term performance and in terms of participating with the team”* (**P7_IDO**). Interestingly, it has been confirmed that this organisation, when they advertise for job opportunities, do not just hire female analysts but hire the best analysts that they can find, who eventually happens to be female. Therefore, this practice shows that females have gone the extra mile along with males in such fields, where the concept is meant to be a male-dominated field.

However, **P6_IDO** turns the entire view on its head by throwing in a slightly new dimension. Since he advocated it, there should be no difference and females KWrs in terms of being treated the same in the organisation, he stated that culture needs to change in line with supporting females. This view has been articulated in his comment: *“I appreciate there are cultural limitations, especially when it is come like travel and things like that and families of the females been uncomfortable, and we try to be accommodating as much as we can frame our policies. For example, one of them did a secondment for one month in investment fund and there were able to take one of their family members with them. We don’t want a female to miss an opportunity because of cultural issues”* (**P6_IDO**).

- **Females Responsibility and Culture**

For illustration, there is no form of segregation in terms of opportunities. No one is prioritised according to their gender in terms of giving a certain role or a certain deal specifically to IDO. Only one participant expressed his view in this regard: *“Give them the responsibility and seeing them achieve it and even go beyond that and seeing the satisfaction they get from it, that’s a powerful motivation. Give them ownership and the resources”* (**P7_IDO**).

- **Handicaps**

A minority of participants indicated that the working environment in this organisation can be a bit challenging for the typical Omani in terms of culture aspects and females responsibilities. Results indicated that it is different than any government entity in the country. This is due to the layout of the workplace; all offices are in an open area, where everyone can see each other and talk to each other. In addition, females admitted they are encouraged to attend meetings with other government entities where it happened on several occasions that they were the only females present. A female participant reflected here that: *“you need to have some sort of the right quality to be in such an environment, probably the travel schedule and the working hours. There is no definite working hours and it's by choice”* (**FG5_IDO**). Notably, it can be a bit challenging for females to work in such an environment where working hours are different than any government organisations in Oman, where working hours are between 7.30 am up to 2.30 pm. Unlike IDO, the majority of employees start their work before 7.30 am and leave after 6 pm.

g. Training and Development

- **Appraisal**

Assessment in this case has a different approach, such as understanding the current markets' status to be involved along with the other aspects related to developing. This is an area where an organisation identifies and presents its plan. In addition, the senior leaders should be very supportive in ensuring that their employees are provided with the tools to develop. Based on the previous discussion with individuals and focus group members above, this sub-theme has emerged. The results indicate that knowledge workers could evaluate their requirements and choose the sufficient sorts of development for them, not just things related to work but also interpersonal issues, either negotiation skills or communications. Only one participant expressed his view in this regard as follows: *“On a yearly basis, the plan is to sit down with the leader and discuss what are your training needs, areas of opportunities, weaknesses that you think you can better personally in the professional world” (FG6_IDO). P6_IDO*, in his professional capacity, gave a well-balanced view: *“The other thing we do is our CEO hold appraisals every six months and we get a lot of detailed feedback, we understand what educational gaps there are they want to or if they want to do any courses if they feel that they want to develop other skills set. We just trying to keep an open dialogue as well”*.

- **Culture of Teamwork**

Participants' opinions aligned with the notion of working together toward common objectives. For instance, everyone in the organisation is supported by one another; if someone likes a particular thing that team members are looking at they there are more than welcome to get involved, including senior leaders. As clarified by a participant in this regard: *“He –his senior leader- tries to always affirm the notion that we are a team and we need to work towards a primary objective. So, we're working towards the same objective” (F4_IDO)*. As an example, **FG7_IDO** would be an expert in something (e.g., biotechnology), and would help **FG8_IDO** with a certain thing such as how-to analysis an investment deal in biotechnology before taking a decision. In this case, the expertise employee could help the team in certain science disciplines. This perspective is supported by **P6_IDO**, who adds: *“I think collaboration is linked to every one's expertise as I have been mentioning that everyone has something they stand out and whoever we have idea like this we have to look at it from every angle which why we have our weekly meeting these ideas come out and people with different experience in these different areas can add to it, and we encourage that a lot*

because for one person to come up with one idea and go out and trying to implement it's not the right way I think”.

Interestingly, the organisation has implemented collaboration learning program recently i.e., internship. This program has given the organisation good opportunities for its team with gaining new skills such as financial analytics and financial statement project, which could increase knowledge workers' practical knowledge sharing and transfer. This notion is supported by a participant: *“I think of the whole open environment that has been identified since the beginning just helps us to approach each other whenever there's a specific area that I'm sure leaders can help me with. You can see our offices like you can just—put your head back and just talk to the other person, it more directive and effective” (FG5_IDO).*

- **Encourage Training and Learning**

There was a significant positive correlation between performance and encouraging to learn amongst participants. These views surface mainly with regard to the freedom that knowledge workers have been given in relation to the choice of what type of training they require. However, senior leaders do occasionally become involved in the programs that they select. This view was captured as: *“If you want to focus on a specific industry or specific technology, then you can just look for whatever conference or training that can enhance the knowledge and it's never a huge issue here” (FG5_IDO).* On the other hand, training courses are divided into two sections; one is educational training where knowledge workers have online courses. The other is about the policy in organisation, where they have several learning platforms, where team members could choose any training course in these platforms which sponsored by the organisation. As one participant put it: *“there are very nice courses on Harvard Business School like online learning platforms, and he says that we can take these courses and I recommend that you take this module, and you will be remunerated for it after you pass it” (FG6_IDO).*

But then, **P6_IDO** turns the entire argument on its head by throwing in a completely new dimension: *“As a leader I am always listening and listening more questions; instead of just talking through the training, ask questions to see if someone else add value. A new cultural norm that I have noticed it is that does not happen as much as it occurred back home U.S, and that something we have been working a lot with our team” (P7_IDO).* Consequently,

results confirmed that this practice has been enforced by senior leaders which created great collaboration among the team members.

- **On-the-Job Development**

The majority of those who responded to this item have indicated that the organisation tries to send them abroad for training programmes with investment organisation or at venture capital investment organisation. It has been noticed that the learning by doing is essential and learning in the workplace has many advantages for development. It might be more value added than learning from a textbook. Anyone can memorise the theories but to apply it to something is different. Participants were passionate about this and one said: *“In order to get external support, we have a relationship with other inventors firms, we do secondments we allow employees to get training and get work experience with other firms who do things differently in their different geographical areas ” (P7_IDO)*. The same view was shared by another participant: *“it’s very vital because we have to understand the difference in culture in different societies and us being in this sector, we have to really be cautious of the legal aspects of the structuring, the documentation, etc. So learning by doing again, it is key” (FG6_IDO)*. Therefore, this is a very valuable experience for knowledge workers because they go and see how it works in certain regions and share the knowledge. Furthermore, they see how operations work and see the difference between what they do and what others do.

On the issue of secondment as optimal practice for on-the-job and self-development, it has been confirmed that this attitude is an incentive for knowledge workers to develop. However, it is hard to motivate someone more than salary; hence this is a challenge and that happens quite frequently in the organisation. One senior leader admitted that they spend considerable time on developing knowledge workers in the organisation/ As he clarifies, *“we send them out to conference with others capital funds so they get chance to go to other part of the world and work with other funds who are doing similar things but they get to see from different perspectives, they get different experience different exposure” (P6_IDO)*.

- **Share and Apply Knowledge**

Half of those who responded to this sub-theme reported that this is where the organisation finds opportunities for every employee to share knowledge when it is applicable with others, instead of keeping it with one person. For example, at the moment the organisation is looking at renewable energy where they are organising now secondment programmes with energy

fund association; the idea is that the person goes up there and learn more about energy and come back with new ideas and knowledge, and implement that energy experience and knowledge gained into what the organisation is doing. Consequently, this is something important on how they use the information and how they do share it among the team members and which could be a challenge. As one participants stated, *“during the training we like the team member after the training come back with something whether its deals or writing up what they learned and also we send them to places where we need expertise”* (P6_IDO); another commented: *“we had the training recently on corporate governance, specifically board membership, and some of us have more experience than others on important situations as well as one member of the team in particular has more knowledge in the legal aspect of it. So it was, they help the rest of the team understand how the legal setup in Oman is, how the legal set up in the UK is to get a sense of how that differentiates and how its most relevant to our organisation. That's from a training point of view from an organisation”* (FG6_IDO).

By contrast, P7_IDO, gives a different dimension which indicates that the knowledge is there but sharing the knowledge is not. However, senior leader have worked much with their team on embracing this practice. This view is articulated by an interviewee who says *“I think people are starting to feel comfortable with it but it seen there is a bit of cultural norm to NOT SHARE. I have noticed that because of feeling maybe they don't want to feel embarrassed at all”* (P7_IDO). It is important to realised that it could be a new cultural norm that is noticed, which does not happen as much as it occurred in other organisations or countries.

h. Standardised Framework

- **Career Pathway**

The interviews and discussion have failed to present this sub-theme in the data as a direct quote. However, based on the previous results, the entire organisation, senior leaders and knowledge workers seem to know where they are heading, which is obviously connected to the organisation's objectives and its working framework.

- **Diversity**

This organisation was among others that are supported to employ females as diversity. Despite the results indicating that females do not travel to attend conferences abroad, because

of the cultural limitations such as their parents not allowing them to travel alone. The senior leader makes sure that females do not miss an opportunity because of cultural issues. In addition, they believe that the females in the team are very proactive. Also, they find that it creates a good balance in the team in terms of majority, because females are more creative in their way of thinking. This support the following comment by a senior leader who asserted that females, especially young ones, need to be taken into consideration: *“If 50% of the population are female and you are not including them in work force in knowledge based economy, you going to fall behind as country relative to others” (P7_IDO).*

- **KWrs Leadership**

Creating a framework which leads knowledge workers with standardised themes is important. Some participants expressed the belief that, in Oman generally and in many organisations specifically, there is important and widespread knowledge that is kept in silos because the holder of that knowledge does not feel that sharing will add value. However, participants suggested adopting a knowledge worker leading framework, which would be beneficial for Oman in general to create a more competitive edge in the future. In addition, a minority suggested that to link the team KPIs – as knowledge workers - with this framework in order to achieve the objectives. A participant speaks of this sub-theme by referring to his personal experience: *“So essentially, if you don't collaborate, you would not meet the KPIs and next year is also going to be-- we're going to implement smart KPIs and which means that if you don't collaborate, if one member of the team decides not to collaborate, it becomes difficult for the rest to reach that. So, it's very important” (FG6_IDO).*

- Therefore, the leaders, by execution the themes and their sub-themes, expedited the knowledge workers performance process, as illustrated in Table 5.4.

Table 5.4: The effectiveness of Transformational Leadership behaviours at the performance in Case Study 2 (IDO)

Themes	Sub-Themes	Fully presented	Occasionally presented	Not presented
Set of Actions	Decision Making	✓		
	Directions and Dedication	✓		
	Encourage Creative Thinking		✓	

	Future Outlook		✓	
	Sense of Transition Planning		✓	
Idealised Influence	Learn by Model and Initiative	✓		
	Transparency		✓	
Inspirational Motivation	Delegation	✓		
	Tasks			
	Great Sense of Purpose	✓		
	Optimum Goals	✓		
	Ownership	✓		
	Recognition		✓	
Individualised Consideration	Trust	✓		
	Listen to knowledge workers Voice	✓		
	Satisfaction & Feedback	✓		
Intellectual Stimulation	Confront Challenges	✓		
	Creativity	✓		
	Intellectual Curiosity	✓		
Cultural & Workplace Dimensions	Female Empowerment	✓		
	Extra Mile in Supporting Females	✓		
	Female Responsibility and Culture		✓	
	Handicaps		✓	
Training and Development	Appraisal	✓		
	Culture of Teamwork	✓		
	Encourage Training & Learning	✓		
	On-The Job-	✓		

	Development			
	Share and apply Knowledge		✓	
Standardised Framework	Career Pathway		✓	
	Diversity		✓	
	Knowledge Workers Leadership		✓	

✓ Code presented: Indications of evidence recorded from interviews and discussion
O Occasionally presented: Indications of evidence recorded from interviews OR discussion
× Code not presented: No indications recorded

The next section 5.7.1 discusses the eight knowledge workers leadership themes (set of actions, idealised influence, inspirational motivation, individualised consideration, intellectual stimulation, cultural and workplace dimensions, training and development, and standardised framework) within the context of case study 3 (ASYAD).

5.7 Case Study 3: The leading logistics group in the Sultanate of Oman (ASYAD)

5.7.1 Introduction of ASYAD

“ASYAD is the most comprehensive end-to-end logistics provider in the Middle East, covering ports, free zones and multimodal transportation. Their mission is to propel the development of Oman as a global logistics hub contributing to economic growth through a group of competitive and integrated companies that operate on the international stage” (asyad, 2019). This organisation has been chosen because it considered to be part of Oman’s knowledge society. The organisation makes sure that national logistics strategies are implemented from the perspective of human capital development ensuring that Omanis has the capability to achieve the long-term strategy. Data is gathered based on two methods in-depth exploratory interviews in addition to one focus group discussion consist of six members (i.e., three males and three females). All participants’ positions are linked to create, share and apply knowledge, such as human capital strategic and leading human capital in addition to two male senior leaders as chief of group ranked.

Technology is a key transformation pillar in SOLS2040 (see Chapter 2, section 2.4.1) and can usher in exponential change in the logistics practices in the Sultanate of Oman. The focus is on improving the use of logistics technologies throughout the logistics sector within Oman.

“The objectives are to identify, adopt and facilitate the use of innovative technologies from within the Sultanate’s technology sector as well as globally established technology players along the four domains as below, with the aim to use and promulgate business intelligence tools and technologies to bring transparency in governance, visibility for operational effectiveness and simplify scorecards to evaluate performance” (ASYAD, 2019).

a. Set of Actions

A common view amongst interviewees was that the leader should be a problem solver of issues that appear in day-to-day challenges. One of the vital attributes is being resilient and agile in any situation, and manoeuvring or providing a positive outcome for the organisation. In addition, a minority of participants indicated that believing in a leader is the most important component for the success of a team and organisation. To demonstrate, the knowledge workers need to know where their leaders are taking them and that they are in the right direction. The following five sub-themes contain the participants’ overall views on the leader’s set of actions.

- **Decision-Making**

Some participants expressed the belief that acting like leaders and following their behavioural skills, management skills and leadership skills, is making a decision to follow the leader’s path. Only a small number of those participants suggested that providing lowers level with authority is essential to encouraging them to be part of decision-making. One individual stated that *“Another role of leadership is empowering the staff and going more authority delegation they can play the role of taking decision and giving the time to exercise some leadership roles by empowerment more delegation”* (P9_ASYAD). Another commented, *“I used to act like him especially in having the initiative to take the decisions and from that point, he finds that I’m more capable of handling more responsibility and taking the initiative to do any task, even where it’s not under my objectives or the job description”* (FG14_ASYAD). This indicates that it is not necessary to interact with leaders on daily bases, but it is the monitoring of their achievements, communication and encouragement, which transfers them into good decision makers.

- **Directions and Dedication**

From the analysis of the data, the existence of the leaders' directions to support knowledge workers and transfer them to dedicated employees has been confirmed. The leader should provide positive and encouraging support to knowledge workers when they confront situations, as it has been proved these directions could develop KWrs. A participant suggested that leaders should work together with their employees instead of just delegating the task to them. This situation caused the participant to put it as follows: *“So they all will work as one team instead of delegations. The thing about it is the work enhancement that leaders look after their employees to enhance their skills and knowledge”* (FG9_ASYAD). Another participant mentioned that dedication should be in a way that the leader or the manager should not look only for mistakes or look at the end year performance to change the employee's score. Instead, sometimes focus on the positive way for the employees dedicate more if the leader is focusing on the negative side such as being late for work. As one participant said: *“Having been positive with the employees it's really affecting their performance and their achievement believing that my managers not only hunting my mistakes but trying to improve my skills. I believe in this behaviour”* (P9_ASYAD).

- **Encourage Creative Thinking**

The participants were asked about their experience with regard to encouraging creative thinking which yielded different opinions. As the role of this organisation in terms of logistic and the strategy, all employees have to view the big picture of things. This view will make things move smoothly via thinking before implementing. This is needed to enhance knowledge workers' abilities, because it is related to the completeness of the country. However, it is challenging that leaders need to pay attention to the KWrs, to understand if they are suffering from working process, and leaders need to believe in their proposal to change it in order to enhancing overall performance.

It can be noted that throughout the following quotes there were common and great sense of agreement among participants that encouraging creative thinking makes WKrs committed to performing their roles efficiently in the organisation. The following narratives by participants, P9_ASYAD, P9_ASYAD and FG13_ASYAD respectively show the encouragement of the creative thinking effect: *“what we do, we encourage people here only to think. We believe that employees have the knowledge and have the basic and allow them to view the big picture of everything”* (P9_ASYAD); *“Sometimes it is a challenge for me on how can I highlight it but I didn't expect this answer but this everyone is telling you to do, to*

do it and then work hard to deliver a new process or new solution” (FG13_ASYAD); “If he comes with new idea to improve that process I will believe in him more than other person that never been to that position or process. Enhancing the business is a practice” (P9_ASYAD).

- **Future Outlook**

This sub-theme that emerged from the discussion took place in highlighting the substantial leadership behaviours. Only one participant indicated that three prominent roles of leaders are with the vision in place. Leaders, in their accounts of the events surrounding their employees, need to clarify where they are heading as an indication of a clear future outlook that should be proven by leaders. This view was captured as: *“Then ensuring this first one, setting the vision. The second one is the aligning people toward that vision. Ensuring that you don't have people that are diverting outside of that vision. The nature of humans is that they might sometimes go out of track, so they need to be aligned into that vision” (FG11_ASYAD).*

- **Sense of Transition Planning**

During this discussion, the identifying of the critical role of leader has been raised; organisation should also plan to identify who are the successors for that role. For example, sometimes knowledge workers have a leader who is good in leading the business leading the unit toward the success. But, unfortunately, they are not looking at the second layer of the staff who are not ready for the leader's role. Accordingly, this sub-theme emerged from this notion i.e., successors. **P9_ASYAD**, in his professional capacity gave a well-balanced view stated: *“Leadership should complement the organisation by creating successors and look to importance of having business succession plan which really secure the business; in terms of that, leaders leave the organisation we have quick replacement instead of taking time to replace with other new leaders who can fit that position”*. **FG12_ASYAD** supported this participant and put it: *“I believe that we should have also a roadmap which the leadership can prepare future leaders”*. In addition, this view is articulated by a participant who says *“I had a mentor who was mentoring me for one year or more with a clear vision from the VP and from the director that I have to be able to take his role within a certain time. So basically, I was learning from my mentor all the time” (FG13_ASYAD).*

b. Idealised Influence

- **Learn by Model and Initiative**

It gives the impression that the empowerment of the individual is often at the executive management level of the organisation. A participant was passionate about this and said: *“These things exist in the employees personally and the way they act, they will be at the level of leader once they have that energy that online with commitment and ownership and will expand their knowledge based on this. This is what I believe and practice” (P9_ASYAD)*. Based on this notion, the staff now follow his style of leadership and support his initiatives. They believe that this kind of behaviour works very well in the organisation’s environment. On the other hand, punctuality is seen as a good point to highlight. When the leader is seen by knowledge workers as punctual, the first one to enter the office and the last one to leave, knowledge workers will definitely follow him or her. Furthermore, taking the initiatives and being confident enough to make positive changes in an organisation is one of the main causes of enhancing KWrs’ performance. This view has been articulated by a participant who said: *“In terms of the quality of the work that he presents, when he’s great in public speaking and you see the standard the way he is portraying himself and the way he is sending the message, I think that’s definitely something that when you see the leader of an organisation through that you do follow pursuit and it does influence you in one way or another” (FG10_ASYAD)*.

- **Transparency**

The issue of transparency was not particularly prominent in the interview conducted for this case study. This sub-theme came up, for example, in the discussion of enhancing teamwork competency with openness and communication that lead to the future growth and prosperity of KWrs. This is reported in the quote: *“Another thing which I believe that extremely vital is transparency. I think a leader who’s afraid of transparency should reassess his leadership skills. People need to, as I said, they need to believe in the captain of the ship, so he needs to be very transparent in his strategies, objectives, and plans to take you from point A to point B” (FG10_ASYAD)*. This process will avoid the barriers between leaders and knowledge workers in the organisation.

c. Inspirational Motivation

- **Delegation Tasks**

Knowledge workers appreciate and respect it when given the authority to accomplish tasks. However, a minority of participants indicate that when knowledge workers are authorised to fulfil certain tasks, it is vital to develop the members of staff, enhancing the business and looking after opportunities. A participant was passionate about this and said: *“so to give you an example in my own organisation when I join, they have a lot of problems and issues and in the first day of CEO I met him and basically said that ‘Look! We have all these problems that have been going for a while and this is why we hired you, to solve them’”* (FG10_ASYAD). This evidence confirmed that the leaders and knowledge workers in this organisation believe this kind of behaviour works very well in their environment. A quote backing-up this point states, *“I plied the influence by giving delegation and by trusting them to delegating my delegation’ also its more like full picture from my level to bottom line”* (P9_ASYAD).

- **Great Sense of Purpose**

Only one participant firmly believes that if a leader creates a sense of purpose where knowledge workers are going and the end potential result, this would keep people very inspired and engaged. However, not all the time. Everybody has ups and downs and there will be times where people might be desperate either due to a lack of motivation that they receive or because they lack a purpose for working. This is a human nature, but it is always the role of leadership to bring that momentum again. This is reflected in the following quote: *“I believe that one of the main motivational tools in any organisation or that keep the engine running all the way is the sense of purpose. So, if the organisation has a clear sense of purpose and that sense of purpose have been translated from higher level in the organisation up to the lowest level, which will keep the engine on”* (FG11_ASYAD). Therefore, based on the previous result, this sub-theme has emerged.

- **Optimum Goals**

There was much emphasis placed on the importance of setting a goal for knowledge worker by few participants. Factors such as work environment and the people they work with and enjoy the work they do all drive them to put in more effort. They will know and visualise where they want to be in five years’ time. In addition, everything they do in the organisation will help them to achieve their optimum goal. A common view amongst participants was that *“you always have organisational goals and objectives. But then, individually, every person also has his personal career development goals and objectives. So once the two objectives are aligned, you will basically believe that I’m in the right place and everything that I’m*

doing not only contributes to my organisation, the company's objective but it also contributes to my own personal objectives” (FG35_ASYAD). Surprisingly, leadership style can change the attitude of knowledge workers’ performance. For instance, a knowledge worker in this case was really impacted by his performance his work, because that direct manager only focused on his punctuality and neglected the positive part of him. The manager was always complaining that this person is not in the right position because of his attendance. A participant speaks of this sub-theme by referring to his personal experience as Group Chief-Corporate Support Officer in the organisation: *“But when I have changed the style of leading, for instance, focusing more on the positive part, there is a huge change in performance efficiently, achieving their goals without any delays. We have noticed that this employee is trying to change his attitude of punctuality not perfect, but at least better than before” (P9_ASYAD).*

- **Ownership**

Ownership was viewed by one participant as an important factor, where a leader clearly delegates the sense of ownership to his or her knowledge workers. This is a sign that everybody has responsibility in a team, or anyone considered in a leadership position is considered as a leader in his area, then they can fall under that category. This was reflected in the following quote: *“If I may give another example is ownership. I've seen this organisation have a strong sort of emphasis on the ownership of a task or a project or initiative. So, whenever there is initiative, there should be an owner of it. Yes, you have to have a team that will work with you in several tasks or milestone or KPIs. But there should be ownership, a full responsibility, and accountability of someone who has to drive it successfully no matter how” (FG11_ASYAD).*

- **Recognition**

A variety of perspectives were expressed for the need of recognition behaviour that will encourage employees to take the initiative and lead projects. This is illustrated by senior leaders; when they achieve any task, even it’s a small project, they have to celebrate and recognise all the work has been done. When it comes to full achievement, it is not one-person achievement but a team achievement. One participant commented: *“When employees see this thing happening here, it encourages everyone to be at that level of accomplishment. They feel proud, especially the leaders of projects and the members of team with him feel the exiting at*

the same level because it is their achievement” (P9_ASYAD). In addition, this process will give them the collective feeling that the leader is close to the knowledge workers who have genuinely motivated them. This view was captured in statements such as: “A small word like (thank you) gives them the feeling that you are happy about their tasks and their achievement, really motivating them” (P9_ASYAD); supported by (FG10_ASYAD) “Now the leader is that uses the word ‘We’ more than ‘I’, collectively you give everyone that sense of contribution and he believes that okay, I will work more because at the end, we collectively will take credit for the project that we're doing or delivering”.

- **Trust**

The knowledge workers are trying to prove themselves in a task that gives them the drive with minimum support from the leader. The trust part of this is really creating the influence of the staff where they feel that this person is one who I should really inspired by. Normally, closing the gap between leader and the employees is through trusting each other. Sometimes their style is different in giving instruction, and they are trying to push their staff to accomplish their tasks. This could be due to a gap in trust. As a result, participants were asked about their experience with regard to trust which yielded the following responses: *“trust here should be reciprocal between leader and employees, so each one will complement each other” (P9_ASYAD) and “some people not micromanaging and tell people go to this. I trust you will do it. Then come back with better results. So, I think that's basically what makes a good manager, an excellent manager and up to a leader manager” (FG10_ASYAD).*

d. Individualised Consideration

- **Listen to KWrs Voice**

A recurrent sub-theme in the interviews was a sense amongst participants that the purpose of regular meetings that a leader arranges with knowledge workers is to highlight any outstanding matters, any matters that maybe requires intervention from senior management, and any impasse that they reached and challenges and just regularly updating him/her on issues that leaders need to be aware of. In such meetings, they share knowledge, information and challenges. The leader listens to any problems there are facing, any challenges. While opinion was recurrent, experiences of participants narrated covered the grounds as follows: *“so basically you can say it's just a transparent conversation where you feel free to express yourself if it's especially the challenges that you're facing. You also feel that you have the backing and support of your manager. That's how we do it so it's very simplistic approach”*

(FG35_ASYAD). This is supported by FG11_ASYAD: *“So whenever I have concern, I always with me my line manager and my colleagues. I will always pop up say whatever I wanted to say. Clearly and frankly with all the transparency. It doesn't matter whether he agrees with me or disagrees, this is what I'm doing. This is the way of doing it. It does not mean that if I do disagree with someone that I have to say it in front of her and everybody”*. Significantly, by listening to the knowledge workers, leaders can have a deeper understanding of the challenges which may not be visible to leaders. This process is accomplished via a weekly meeting with the team, where each knowledge worker has the chance to present his/her concerns and put anything else in the table. Everyone should understand it and should contribute to it. This is reflected in the following quote: *“I tell the team members don't leave your concerns in the table or do not limit it with your line manager, instead of one person has initiative to generate ideas, everyone will do the same. Fortunately, employees like it and feel this is serious and their thoughts are recognised”* (P9_ASYAD).

- **Satisfaction and Feedback**

Constructive feedback from leaders is a driving force and is seen a key to employee satisfaction. Satisfaction was viewed as taking care of knowledge workers' well-being in order to avoid any problem related to work. This process can be practiced by the leader as a coach who provides guidance and shares the knowledge workers concerns, problems or needs. A small number of participants suggested that *“I believe that leader should put attention to both needs and concerns, if he blocks their needs, eventually the employees will seek request to higher level in the organisation such as the board member to deliver their message or their voice”* (P9_ASYAD). Another participant, who is a Technical Assistant for the Freight and Finance Department, indicated that *“because he believed that our leaders are key of the success of the department. So, if I'm satisfied, of course I'll perform more and I'll perform well that will lead to the achievement of the performance of the department as well the company or goals”* (FG14_ASYAD).

e. Intellectual Stimulation

- **Confront Challenges**

Weekly meetings are held by senior leaders in this organisation. It seems that new ideas and the new challenges are monitored and the ways to accomplish them are discussed. For example, knowledge workers need to pay attention to understanding if they are suffering from a process that hinders their progress. In addition, their proposal to change or to accept

challenges need to be trusted by leaders in order to enhance the overall performance. **P9_ASYAD**, Group Chief-Corporate Support Officer, indicated that *“instead of one person has initiative to generate ideas, everyone will do the same. Fortunately, employees like it and feel this is serious and their thoughts are recognised”*. By contrast, the response from one knowledge worker reveals a different view in this issue. Responses from the data provided have shown that when a new process (e.g., ownership or delegating tasks) has been proposed by new employees to expedite it, it might receive resistance from the manager who has spent 10 years following the process which is obviously slow. This attitude from the manager has impacted his performance and he will not propose any new idea, having the feeling that he is not ready, or he is not the right person to propose for any change. This has been mentioned out in the quote: *“in my experience throughout this approach is almost not there. We are overloaded with day-to-day tasks which keeps us away from rethinking how to do things differently. So, in my experience this approach is almost not there”* (**FG9_ASYAD**). However, this is supported by **P9_ASYAD** who does not see an easy way to really understand how this process will impact the business by trusting that knowledge worker if he is really leading that position and if he is spending too much time doing that process. This is reflected in the following quote: *“Measurement tools unfortunately is a challenge. We don't have for each new idea created by KWrs a kind of tools that will measure the impact of that process is it going to enhance of delay or impact the business negatively or positively”*.

- **Creativity**

It was notable that creativity was not mentioned during the interview process. Interestingly, one of chief group believes in brainstorming practice. He has many employees under him as managers. He expressed his belief, captured as: *“what I used to do, I selected 5 teams from different departments we called it ‘Creative Team’. Member of this team role is to think outside the box. First of all, they work together even though they are from different departments, but they think together”* (**P9_ASYAD**). The interpretation of this sub-theme is supported by **P7_ASYAD** in the following reflection: *“an idea delivers from second- or third-layer employee could be better from the one provided by manager”*.

- **Intellectual Curiosity**

It has been stated that there are experts being hired from outside the organisation to deal effectively with intellectual curiosity. Whenever the organisation has an issue with an ongoing process, they engage as a group of people outside the organisation. Such an issue

may be not possible to be seen by the organisation, but the outsiders usually figure out and propose a solution or come up with new ideas. A quote backing-up this point states: *“so I think engaging people from outside they might look at it from different angles and that is, for instance, we do like task force from outside the organisation. We engage them with the program that might influence them, but they are totally outside the organisation”* (FG13_ASYAD). This process allows knowledge workers to learn how to act with such issues and what is required from them is to think outside the box for better solutions. Talking about this issue, a participant noted: *“the team members usually provide us with something that we would not think about it. This process is currently practising in the organisation. This process encourages employees to be creative and feel very happy that they are contributing to the problem solving, for example”* (P9_ASYAD).

f. Cultural and Workplace Dimensions

- **Female Empowerment**

Participants have confirmed that they have been given the chance equally, i.e., everyone is equal. In this organisation, if any employee needs to improve their skills or knowledge, they can do that in respect if they are males or females. The following observations express variety opinions in this regard: *“I think here in the organisation there is no differentiation, any position that advertises gender is not a criterion. Male, female as long as you are qualified you can apply to it and then you can be in the job”* (FG10_ASYAD). Consequently, and based on the results, the overwhelming measurement of empowerment is a well-balanced labour law that accommodates females’ rights. Each female believes that they have list of government obligation customised for Omani females. For example, their rights, which sometimes are not clear in every level in the government sector. This view has been articulated by a participant who: *“Female employees mix these rights for every Omani woman and the women who work in the government sector. Raise awareness in this area is needed by providing workshops”* (P8_ASYAD). In order to provide all of them with the opportunities equally, it has been confirmed that if any employees need to improve their skills or knowledge, then this can be verified through the organisation’s initiative to support and accommodate females in its sector. As expressed in this quote: *“We have a lot of campaigns in the country and we have initiative called ‘SAWAUD-ARMS’. Through this initiative we visit schools and educational institutions like universities. We provide students with information about logistic sector. Surprisingly, everyone now wants to be part of the organisation, either males or females”* (P9_ASYAD).

- **Extra Mile in Supporting Females**

A hardworking environment has given Omani males the possibility to move to higher positions by appreciating their efforts and performance. This kind of motivational task helps the females to accept working in such environment. It is a challenge, but moving towards a better understanding from the female side in order to have a chance to move to a higher level in their career. They feel that this will challenge them, but it's an opportunity to learn more from partial work that could expand their experience and knowledge. This is reflected in the following quote: *“another example, a female quantity surveyor has accepted to do survey for Oman rail in the desert for three days. That job was only accepted by males, but recently we have noticed that females now requesting to be part of this project they like to go site visit and do surveys (P9_ASYAD).*

A common view amongst interviewees was that the organisation trying to push the mind-set of females instead of just sitting in front of a computer. Significantly, the culture is changing even though it will take time, but is better than before. As one female participant said: *“I was supported, I was protected, I was respected, let me say it the first thing, I was guided, I was... in all aspect I was comfortable and still comfortable, since I managed my career with men and I am blessed that I come from there. I am blessed and I think I claimed the strong personality from the male environment that I was with and still with” (FG12_ASYAD).* Results showed that senior leaders in this case send everyone to meet government officials to deliver a presentation. This is what P9_ASYAD noted: *“In case it is a female presenting and convincing these officials to do initiatives and showing them that females can manage projects to achieve the milestone, it is indirectly showing to public and influencing the leaders in government sector that females can contribute”.*

- **Female Responsibility and Culture**

Significantly, a minority of participants, when were asked about their view on cultural dimensions, commented that the government sector is changing and is not like before. Females are taking on roles and responsibilities. It is not the government or the ministries or whatsoever; it is the culture itself that is changing. One participant stated that *“if you want to change, you change the culture. It's different, generation from generation is changing and developing and the things that, lets me say it's not—for example now we can travel, we can*

go but our parents would say we cannot do it. They can't travel, they cannot go for courses. They cannot do things for themselves. The mentality is changing” (FG12_ASYAD). However, some projects required males rather than females. For example, outside the capital, there are remote areas where they should conduct research and meet people. For some group of people, the Omani society, it unacceptable for females to participate in tasks in remote areas. Conversely, females see it as matter of choice and opportunity; however, this they need to convince their parents to grant them permission from a member of their family. A quote backing-up this point stated *“impressively, we have females in our team doing the extra mile. They go to remote areas such as the borders between Oman and Yemen. It's hard to send a female in such area, but you can see the level of education and the ownership these employees have” (P9_ASYAD).*

- **Handicaps**

The notion that there is no difference between the two genders in the organisation has been recurrent in the previous sub-themes. Nevertheless, the other part of difference is the masculinity/femininity culture characteristics (see Chapter 2, section 2.3.4). For instance, a male leader will treat a female employee differently because of reasons linked to cultural background. This type of work affects males only, because females simply express that they cannot do it. The mind-set still not mature enough to accept certain types of jobs such as engineering. **P9_ASYAD**, in his professional capacity, gave a well-balanced view: *“For example, staying after duty hours, it's easy to ask male staff to work additional hours, he will accept it and will not give any excuse, but females will give several excuses that she can't stay for longer hours or up to night. This is not because of the work but I think culture background reason”.*

g. Training and Development

- **Appraisal**

The knowledge workers evaluation performs in this organisation is applied to everyone, and not just to a particular employee at the end of each year, based on the results. For example, knowledge workers keep an eye on growing their personal development skills. These skills can be done in several ways, either by engaging in a certain task or workforce or by customising training courses, training programs whether regional, domestic or international. This can be achieved by understating the job profile which is linked to the list of competencies. As stated in the quote, *“the customised training program should reflect the*

gap between the current employee skills set and that affecting the performance and deliver all the business” (P9_ASYAD). Consequently, the HR is getting involved in regard to what is suitable to be approved in line of expectations between employer and the employee which has to be clear in the annual appraisal. It has been suggested that emphasising the intervention of leadership in this situation. This can be designed by the employee and the senior leaders in relation to requirements. This view was captured in the following quote: “So, you have the KPIs and you also have the personal development skills and you agree that at the beginning of the year with your line manager, and then at the end of the year you review it and you see how successful it was and what have you achieved” (FG10_ASYAD).

- **Culture of Teamwork**

Surprisingly, only two pieces of empirical evidence in this case show collaboration among knowledge workers. It is basically a culture of teamwork. It is illustrated by the following comment: *“when we create teams or committees to think this is done when there is a project so you have, let’s say, a committee with people and members like legal members like finance, commercial, risk management, operations and technical people and we need to basically find a collaborative approach to the task and start sharing information to each other” (FG10_ASYAD). Furthermore, it is quite important to understand that, this process will not just increase the knowledge workers’ competencies; they will comprehend the practical implication based on the team’s morale. In this regard, FG10_ASYAD remarked: “I think team morale is quite important as well. There’s no organisation that will function or deliver based on individual performances. It’s all about collectiveness and collective efforts from different disciplines and departments. So, ensuring that team morale is always high, and people are always motivated to contribute to the company and where it’s going”.*

- **Encourage Training and Learning**

Most participants failed to present data in this sub-theme, even though evidence has confirmed that there is encouragement to learn among staff. Here, **FG14_ASYAD** confirmed that *“in our department in terms of training and development, we have something called the Pepsi challenge. Joey (participant’s direct manager) likes to call it like that. The Pepsi challenge is I’m a technical assistant in the department and they have the strategy. So, he assigns like an assignment for the strategy and he said ‘I will help you. This task, this task’ something totally far away from my knowledge, my experience but I’m learning from that point searching and expanding my knowledge and my ability to do things in the future. So, he*

is preparing us for the next level of responsibilities by doing it before. So, this is for all members of the team". One of the senior leaders raised a factor that is exposed to the issue of knowledge transfer during training sessions, where communication and discussion are more notable. Based on his reflection, *"training courses should accommodate all variety of levels in management, for example, time management training course, should contain leaders, top managers, line managers, and employees. During these courses experience from all participants will be exchanged among them"* (P9_ASYAD).

- **On-the-Job Development**

A recurrent sub-theme in the interviews was a sense amongst participants that the best development is the one that senior leaders provide to knowledge workers, when they participate in practical training. Consequently, knowledge workers benefit much from the real corporate work under real timelines. In addition, factors such as the pressure and stress that they might face will enhance their capabilities. Evidence shows that on-the-job development is the best form of training than sitting in a class. As one participant put it: *"I believe that the best form of training is exposure and experience"* (FG10_ASYAD). Notably, this practice should be based on requirements and the business needs. This can be illustrated from a knowledge's worker confirmation with regard to his leader: *"I have been learning, I have been developing under his supervision but he is a type of a leader that will give you the task and he will let you make mistakes, then you will come to ask him what to do and how it can develop myself in that area"* (FG11_ASYAD). Another speaks of this sub-theme by referring to his personal experience: *"I have expert employees from Australia and from different countries, I inject with them and encourage the Omani employees to be close to them. I have clearly stated that to those experts, you are here to transfer knowledge to Omani employees. And to the Omani employees should learn quickly from these experts"* (P9_ASYAD). Accordingly, the senior leader in this stage ensures that this process should occur by the entire team. It has been successfully confirmed.

- **Share and Apply Knowledge**

A common view amongst participants was that the competency framework in this organisation is related to the development of each employee. Teamwork is one technique that should be focused on, and to enhancing the teamwork competency. This is voiced in this quote: *"By assigning the assignment by two, like the one who is expert and the one who have simple knowledge on it, but he will assign the more difficult point to the one who is not expert*

and he will just say ‘you will have to search and bring the result’ then share it with the expert one” (FG12_ASYAD). Another participant has a different view in this regard, saying: “we have monthly knowledge sharing. Each member will provide others with knowledge training. For instance, tell them what this initiative is about and, what are the challenges and the way to solve them and to hear the success story behind it” (P9_ASYAD).

A different approach has been confirmed from a senior leader that he practices assigning an expert employee with joiners to work together. In this case, all questions and clarifications will be handled. This view has been articulated by an interviewee who said: *“For our organisation, sometime we do hire person who has experience of 10 years in his area, so leader or the decision-makers feel that training no need because that person who has experience, has the competency and has the knowledge to deliver the scope that is assigned to him” (P9_ASYAD).* Another suggestion which has emerged here is to prepare rotation policy across the organisation. For instance, if any staff member has rich experience in some area or some functions, but feel that he/she needs additional knowledge in different function (e.g., performance analysis or leading human capital).

h. Standardised Framework

- **Career Pathway**

This sub-theme came up in discussions of the avoidance of competency framework in most organisations, which is related to the development of each employee. This construct in the framework is essential for development process. Consequently, this framework (see Figure 6.1), will assist the employees to know where they are heading in five or ten years’ time, especially within the knowledge-based society. Not much substantial insight emerged from analysing the data in this case, except the view that has been articulated by the following participant: *“Training is attached to competency framework that each organisation should believe in. This practice unfortunately it’s not up to standard currently as a challenge within the region and internationally” (P9_ASYAD).*

- **Diversity**

As indicated in the participant characteristic table, the focus group discussion members were 50% females, and only two senior leaders participants were all males. In response to this sub-theme, only one participant indicated that the working environment provides good working conditions for females. There are social reasons and other cultural considerations which

maintain the notion that these types of industries (e.g., corporate support services or integrated logistics services), are not females friendly. Nevertheless, diversity notably exists in this organisation, as stated by **FG10_ASYAD** *“I think the females are more presented than men in the company”*.

- **KWrs Leadership**

The evidence shows the importance of having a special leadership style to lead specific employees such as knowledge workers. In addition, it is important to take into consideration cultural aspects; it is impracticable to copy another framework and just apply it to the context of Oman. Instead, senior leaders can adopt other frameworks and apply them according to Oman’s culture if they are relevant. A participant was unpleasant about this and mentioned: *“unfortunately, each organisation in the government sector, we don’t have standardised framework of managing workers”* (**P9_ASYAD**). The existing framework in the country focuses on the workforce but does not reflect the dynamic change of the business, which is eventually related to employees. Furthermore, this situation was considered by another participant as a matter of knowledge workers’ leadership: *“I think the most important thing it is what you do what you learn. So, you could have someone who is very knowledgeable, knows a lot of things but he doesn’t put his knowledge into action and practice that would be sort of unfair for himself”* (**FG13_ASYAD**). This is an indication of the need for this practice in the organisation.

- Accordingly, the leaders in this organisation, by implementation the themes and their sub-themes, eased the knowledge workers’ performance process, as illustrated in Table 5.5.

Table 5.5: The Effectiveness of Transformational Leadership Behaviours at the Performance in Case Study 3 (ASYAD)

Themes	Sub-Themes	Fully presented	Occasionally presented	Not presented
Set of Actions	Decision-Making	✓		
	Directions and Dedication	✓		
	Encourage Creative Thinking	✓		
	Future Outlook		✓	
	Sense of Transition	✓		

	Planning			
Idealised Influence	Learn by Model and Initiative	✓		
	Transparency		✓	
Inspirational Motivation	Delegation	✓		
	Tasks			
	Great Sense of Purpose		✓	
	Optimum Goals	✓		
	Ownership		✓	
	Recognition	✓		
Individuatised Consideration	Trust	✓		
	Listen to knowledge workers Voice	✓		
	Satisfaction & Feedback	✓		
Intellectual Stimulation	Confront Challenges	✓		
	Creativity			
	Intellectual Curiosity	✓		
Cultural & Workplace Dimensions	Female Empowerment	✓		
	Extra Mile in Supporting Females	✓		
	Female Responsibility and Culture	✓		
	Handicaps		✓	
Training and Development	Appraisal	✓		
	Culture of Teamwork	✓		
	Encourage Training & Learning	✓		
	On-The Job-Development	✓		
	Share and apply Knowledge	✓		

Standardised Framework	Career Pathway		✓	
	Diversity		✓	
	Knowledge workers Leadership	✓		

✓ **Code presented:** Indications of evidence recorded from interviews and discussion
O Occasionally presented: Indications of evidence recorded from interviews OR discussion
 × **Code not presented:** No indications recorded

Section 5.8.1 discusses the eight knowledge workers’ leadership themes (set of actions, idealised influence, inspirational motivation, individualised consideration, intellectual stimulation, cultural and workplace dimensions, training and development, and standardised framework), within the context of case study 4 (ASAAS).

5.8 Case Study 4: Muscat National Development and Investment Company (ASAAS)

5.8.1 Introduction of ASAAS

“ASAAS’ vision is to enrich life in Oman with a strong commitment to generating sustainable economic returns. Its mission to initiate, collaborate and deliver businesses that improve the well-being of society (e.g., actively participate in developing community, culture, and environment) as well as to drive shareholder value and contribute to the national agenda for economic diversification. ASAAS operates under a number of core brand values, such as ASAAS’ key competency being built upon its ability to identify investment opportunities, in addition to its commitment to meet public demand with intelligent solutions that counter existing challenges, and its pursuit of original ideas defined by resourcefulness, efficiency and pragmatism’. With a view to becoming one of the Sultanate’s main development and investment arms, ASAAS has produced a strategy centred on sustainability and operational efficiency. Its workforce is comprised purely of national talent and the quality that has established Oman as an attractive investment climate of prosperity. The shareholders of ASAAS alone are a profound testament to this. By harnessing some of the nation’s finest business leaders and principal corporate practitioners, ASAAS is now striving to evolve as a brand of excellence for local people, as well as the ‘partner of choice’ in Oman” (asaas, 2019).

This organisation has been selected for this PhD study for several reasons. First, the organisation online of the Oman 2040 vision to create ‘Oman Knowledge Society’, Chapter 2 (section 2.4.1) has been discussed at length this vision. Second, ASAAS used to host an annual knowledge-sharing program titled “intelligence talk”. Subsequently, this program illustrates the organisation’s plans where creative solutions, hard challenges, and hard decisions have to be taken to achieve the economic development and diversification to targets. This is eventually fulfilled by adequate leadership style and the right people.

Third, in-depth exploratory interviews with senior leaders, in addition to one focus group discussion consisting of five knowledge workers, are conducted. The participants are well-placed in their positions and some have expertise in personnel specialising in performance analysing, and communication (see Tables 5.1 & 5.2). Their expertise enables them to manage the overall performance in the organisation and to translate the strategy into operational level.

The following section discusses the eight Knowledge Workers Leadership Framework (KWL) themes within ASAAS context.

a. Set of Actions

It was stressed more than once by participants that leadership is one of the most important characteristics that the manager or the line manager or even the level entry employee should have. The leadership that the leader may influence on others to achieve a certain objective is already set. Accordingly, this section aims to explore how leadership takes actions in any organisation to help increase the level of performance in the organisation.

Respondents were asked to present their views on how they see leadership as complementary in their organisation in order to achieve high performance. Following the subsection of this theme, the five sub-themes emerged as a result of data analysis in relation to adequate leadership style are presented.

- **Decision Making**

Only a small number of respondents indicated that Leadership is a skill or style. It is different to being a manager or a high-ranking position. This skill or style that a leader has, can contribute to the team to perform a better or reach high level of task-by-task or day-by-day

activities (e.g., performance analysing or strategic planning). Apart from this, leadership should help the employees empower them, by using the suitable approach and tools in order to provide the right solution/action for the kind of job that they do and keep them responsible for coming up with ideas and recommendations. For instance, perhaps the organisation has certain issues regarding the system that they adapted (**P10_ASAAS**), in her professional capacity as senior analyst corporate performance, gave a well-balanced view: “*we ask our employees to do pinch marking and case studies for other organisations. In this way, we give them the tool, in return we help them to give us recommendations*”. The leader here authorised his followers to scan the organisations around them and to follow the exact system and work with them for couple of days. The same view was shared by another participant: “*I think also through the share decision and not all of things comes from one part, from all the parts from the whole thing. If the member in the team should give his decision in order to forsake or pursue a certain goal*” (**FG18_ASAAS**, in charge of recruitment and training).

- **Directions and Dedication**

The second sub-theme is to support all efforts and collectively to that direction. The notion here demonstrates that everyone should have some leadership skills in one way or another. as long as there should not be barriers between leadership and knowledge workers. Only one interviewee voiced this in the following way: “*So it complements the organisation by making sure that things happen, and things happen in the direction that the organisation needs. Without a leader, you don't have a sense of direction*” (**FG15_ASAAS**, Engineer).

- **Encourage Creative Thinking**

In order to enhance the competences, employees need to be influenced by keep informing them and engaging them in whatever they are doing. This process will assist and formulate their ideas. As one interviewee put it, “*We have brainstorming sessions. Where everyone in the room are equal. Everyone can present his or her idea. I find this process very effective. Also, there is a chance during the brainstorming sessions where we can encourage those employees who are low in performance and maybe they need a boost in self-confidence*” (**P12_ASAAS**). The same view was shared by another participant: “*From my experience, every single idea I have given to my manager, I didn't feel that there was a sense of resistance from him or something. Instead have the chance to give any idea. That's why I didn't feel any resistance from him to any specific idea or something. This increases the sense of the activity and the sense of freedom in order to bring a new solution*” (**FG18_ASAAS**).

- **Future Outlook**

This sub-theme emerged from two participants who have a common view that the leadership style from the prospective of everyone in the organisation should work towards the same goals and towards the key achievement. This will lead to an increase of employee morale and show at the end of the year the accomplishments of the project and that commitment each employee has given to the organisation. One individual stated that *“if the leader has clear vision and he passes it to his followers, then that will assist everyone to talk the same language. This also enhance and develop and helps other to sharpen their skills”* (P12_ASAAS). Another commented, *“from my perspective, a clear strategy should be developed for the employees; definitely it’s going to assist in idea generation and problem solving”* (P11_ASAAS).

- **Sense of Transition Planning**

Preparing employees to be future leaders is the third sub-theme. A leader should just instruct his junior followers to do tasks for the organisation’s sake. The leader would probably understand the difficulties and the challenges. She/he would know, after a while, the strengths and weaknesses of his/her workers. A respondent stated: *“.... but also, to give him tasks or instruct him to do things in a way that is going to be for his own benefit because it is expected that the leader is probably experienced enough to have gone through the same path as people under him”* (FG18_ASAAS). So, the steps that a leader takes to improve any weaknesses e.g., motivation, confidence whatever, then he should be able to pinpoint and guide them to the right direction; hence, the knowledge worker is bound to align and contribute to improve in his organisational goals as a whole.

b. Idealised Influence

- **Learn by Model and Initiative**

This is one of the core themes of this research study, which emerged during the exploration and the analysis the data. It refers to leader actions embedded with behaviours such as punctuality, disciplined, intuitive and commitment. For example, if there is task which is required, further things pop up after working hour (e.g., urgent meetings or visiting construction sites); accepting it and handling by leader will emphasise the crucial respect of handling many things and leading by example. The leader plays very important role in

transferring these behaviours to workers, either directly or indirectly. As a result, respondents were asked about their experience with this sub-theme, which yielded the following responses: *“Also a very good method for teach and learning. When employees see the actions and behaviours of their leaders in front of them, they will learn to be like them, if they have the potential to improve their performance ” (P12_ASAAS); “In addition, if my employees see me always bringing new topics and information and share it with them, they will be encouraged to keep learning. If my subordinate sees me really working hard and meeting the deadlines with the top management, then, they will follow me. In contrast, if I am late and not respecting punctuality, it will be hard to convince them to be committed and it will obviously see them that they are not on track” (P10_ASAAS); “Attendance is one, I am trying to make sure that I am the first one to show in. to show case that for person to be here you are not reflecting the opposite way of asking the employee to be on time or demanding time and you are not showing yourself on time” (P11_ASAAS).*

- **Transparency**

The leader encourages openness with the employees, and gives them the chance to express their views in relation to what is happening at the workplace and in case they have any ideas to develop the workplace or the department. The following is illustrative of the outcome of transparency in frames: *“I think the culture here in ASAAS that we don't have some files to sit with managers and-- we are free in daily that we can sit with managers and discuss some issues and to kind of find some solution for some tasks” (FG19_ASAAS).* Consequently, leaders encourage employees as a matter of transparency to share their knowledge that they have with their peers, since the work has to progress in case someone leaves or is going to leave the organisation. As one interviewee put it, *“fostering openness always weekly meetings setting in an open area. Socialising greatly emphasises developing better relationships, collaborating and sharing knowledge smoothly” (P11_ASAAS).*

c. Inspirational Motivation

- **Delegation Tasks**

This sub-theme, along with others, emerged during the discussion where the participants were asked to describe their thoughts about how to inspire their motivation. For instance, the IT operations in ASAAS, of which the organisation gets daily new technology integration such as software for projects. The hierarchy in the organisation does not see the value of such

latest technologies at the beginning, since they are still in experimental stage. Consequently, top management in the organisation authorises the employees to go ahead with these ideas and supporting delegation; this view was captured in the following statement: *“by allowing ideas out of the box to be experimented on and implementing then later”* (P11_ASAAS). The following quote by respondents FG17_ASAAS confirms this: *‘I think delegation of authority is really helpful and has been successful and they made it in this organisation. So, also, it announces to distribute the workload fairly among all employees’*.

- **Great Sense of Purpose**

As part of motivation, it is preferable to make the KWrs do tasks that they feel confident about. This strategy will help them be more motivated and be more productive beyond expectations. Accordingly, this target can be achieved based on just one participant who commented: *“With two goals. First, by reminding them with the national agendas. There are a lot of gaps in different sectors in this country, and we know that we can do more. Our country provided us with good education either locally or abroad. This is kind of reminder that our country deserves more from us”* (P10_ASAAS).

- **Optimum Goals**

KWrs could be directed and supported towards a certain direction if they will be provided with the tools required (e.g., skills and knowledge to rich personal or professional goals). This could be achieved by predefined strategic objectives within the overall strategy. As stated by a small number of participants: *“By aligning the knowledge worker's personal goals as a professional goal with the goals of the organisation. By showing the employee that by doing tasks explains it, and exceeding in them will benefit not only the organisation but the knowledge workers own skills, basically”* (FG15_ASAAS). This was supported by (P10_ASAAS): *“We make sure that the employees are really occupied in terms of skills and knowledge in order to meet the target in the following year”*.

- **Ownership**

Based on the delegation of tasks sub-theme, this theme was generated as support to opinions given that KWrs will have their own way of doing tasks. So, at the end of the day, you reach the same goals not the leadership ones. A minority of participants indicated that, *“By providing some sort of freedom in doing some tasks, there is no certain way to give your*

employees some sort of freedom. As long as you reach a certain goal” (FG18_ASAAS). A similar comment was made by another participant: “One key aspect is their honesty and the ownership. Once they take the ownership, they follow it to the end” (P11_ASAAS).

- **Recognition**

Unfortunately, recognition as a reward to accomplish tasks or reaching goals by KWrs has not been cited by participants. This is despite this sub-theme being under one of the main themes of this research study i.e., inspirational motivation in particular if it is intangible or emotional. The majority failed to raise it important as a motivational aspect. This is what **P12_ASAAS** noted: *“Recognition not always financial or rewards, but thankful expressions make a big difference”*. What is apparent from this comment is that recognition helps in the development of motivation beyond the salary as a financial motivation.

- **Trust**

In relation to enhancing motivation by inspiring KWrs, one respondent described her perspective in this regard by describing the CEO decision assigned to her for a position as acting manager. Top management along with the CEO found her very capable in comparison to others. They started engaging her with attending strategic meeting and making decisions. The CEO gave her a chance, and she proved that she could do it. Now she is engaged in different tasks, including top management meetings and others; as this comment shows: *“I think she grow because of the trust and the chance provided from the top management” (P10_ASAAS)*. This employee proved that she is capable compared to others, and that she can be trusted by the CEO.

d. Individualised Consideration

- **Listen to KWrs Voice**

Considering KWrs opinions and listening to their suggestions, either during meetings or at social gatherings, catalyses all KWrs to raise any concerns in order to improve the overall performance. Leaders in this stage can discuss their problems with KWrs and can reach solutions. Also, the leaders can suggest solutions based on their previous experience if they face like certain problems. Therefore, they can transfer their knowledge and experience to their subordinates. Here, **FG16_ASAAS**, with her exposure to KWrs concerns, had this to

say: *“We do a quarterly gathering with the CEO each quarter. All employees. Last quarter, what we do is raise a book and if any employees have certain issue or any problem, or any question you can just insert whatever we want to ask and CEO in front of the employees will answer the question. This is reflecting the new way of addressing the problems of employees”*.

Certain issues could be clarified before they started at the weekly strategy meeting. This notion was agreed by **FG19_ASAAS**, who believed that is a really helpful way of a leader listening and sharing concerns: *“So they're just brief meetings that just talk about what we achieved the week before and what we aimed to achieve this week and maybe we'll discuss one or two things on what's the action plan, how to do it and basically just to give you like my an extra push or motivation to achieve those tasks that you haven't”*.

- **Satisfaction and Feedback**

There are very simple things which can enhance the relationship between the leader and his subordinate(s) in the working environment. This might include tone of voice, when providing feedback in daily basis to KWrs that need help, especially if needed by their job, whether they mind generating ideas and thinking. As captured by (**F31_ASAAS**): *“The way that leader is speaking to his subordinate is a very effective. So, this is a very simple thing but really it will, really mean too much with regard to the relationship between the subordinate and the leader.”* Another interviewee, in line with his peers, said: *“If we notice that one employee’s productivity going down, we can have a personal meeting with him or her. We will help him; maybe he is struggling with something inside the organisation, or maybe he does not understand certain activities in certain tasks”* (**P10_ASAAS**).

Significantly, this can be fulfilled if the leaders provide the right working atmosphere. Accordingly, this process will help to tackle any weaknesses and turn it into a strong action immediately, not waiting until the end of the year’s appraisal. The following quotes by participants **FG17_ASAAS** and **P12_ASAAS** confirm this: *“creating a good atmosphere where all of his subordinates can give maximum of their efforts. So basically, the environment itself helping the employees to generate more outcomes”* (**FG17_ASAAS**); *“by creating a productive working place atmosphere via encourage creativity that leads to enjoyment of what the employees are doing”* (**P12_ASAAS**).

e. Intellectual Stimulation

- **Confront Challenges**

This sub-theme came up, for example, when organisation faces issues such as implementing complex projects, they come up with ideas such as the need for a training program for any new project. The challenge for the leaders is how to get the KWrs resources that enable them to implement these ideas. Leaders in this stage should eliminate as much as possible any obstacles. This is a situation where leaders should interfere more than they should encourage knowledge workers to generate ideas. As one interviewee said, *“time streaming. It does push employees to figure out genuine ideas in solving certain line of business-related issues”* (P11_ASAAS). Alternatively, a good leader should address the concerns and issues faced by employees and help employees to identify the best solution by themselves. In other words, let the employees think what the best approach is in order to address any kind of problem. For instance, a participant who is a human resource generalist shares the same view, based on her experience with her leader: *“He just gives hints or lets the employees go through the right path but the employees themselves should by themselves try to identify or come up with the best solutions in order to overcome any problem or to solve any issue or to close any gaps in the department”* (FG17_ASAAS).

- **Creativity**

A common view amongst interviewees was that having a certain platform to work was meant to help employees be more creative and innovative and generate ideas. Chapter 2 explores the view of this issue considerably (please see section 2.3.1). There was a sense of creativity amongst the interviewees, for example, FG18_ASAAS noted: *“increase the creativity that employees have the freedom to do the work in his own way that leads to the specific prediction or a certain output that the work need or that function needs”*. Building on that, a corporate communication manger sheds more light: *‘As supervisor, I am already in the level of expertise to solve problems based on effective ideas, I prefer to be a coach to KWrs; that is, guiding them how to come up with creative ideas and solve problems without my involvement.’* P12_ASAAS. In line with this notion, an interviewee suggested that: *“Innovation and creativity should be taken care in the organisation. In addition, we need to develop lots of activities and workshops that help employees to be more creative”*. (P10_ASAAS). Even though creativity is a core feature of KWrs, it should be given more attention in knowledge-based organisations, which is clearly indicated by a few participants.

- **Intellectual Curiosity**

The last sub-theme in this subsection is the urge to do brainstorming sessions on a continuous basis. Surprisingly, this issue has not been paid more attention to by the participants. For example, if the KWrs have any issue or concerns regarding any matter whatsoever, they should come all together to a one table, sit together and discuss regarding any matter in order to overcome the issue. Accordingly, in the brainstorm sessions they come up with many ideas, and then select the best idea or approach to resolve the issue in question. The agreement is then seen in **FG15_ASAAS**' remarks: *“when HR hold a brainstorming session, they include us in IT and they include communications and they include many other departments when it comes to pretty much everything. We try to do that as much as possible by getting opinions from different backgrounds. We can improve creativity basically”*. The last comment has confirmed the advantages of intellectual curiosity, by involving as many stakeholders as in brainstorming sessions to generate as many ideas and solutions as possible.

f. Cultural and Workplace Dimensions

- **Female Empowerment**

All participants expressed the belief that both genders receive equal opportunities in the organisation. To point out, whenever they have certain issues at strategic level, the leadership involves both females and males in different strategic decisions. They are given a chance and they have proved themselves. This is in line with the government's perspectives to empower females in the country. Thus, a variety of experiences featured during the interviews from **P12_ASAAS**: *“our government is doing very well in this stage and given good attention to them. We have a lot of females working. We have the woman days; one is locally celebrated; the other is international”*; **FG17_ASAAS** added: *“I think we should educate the females regarding this matter that to give them the confidence to give them the support in all aspects. This is really essential to educating them, female starting from earlier grades even schools”*. However, **P11_ASAAS** turns the entire argument on its head by throwing in a completely new dimension. Where males usually get more opportunities for employment in such industries than females, it is because of their diversified experiences. He had this to say on this matter: *“I think males have head start back in the day, so usually have the experience. Whenever there is a job, usually males are selected because of the experience they have. It is*

matter of time. Since females getting into the entry levels, there is going to be equality with males”.

- **Extra Mile in Supporting Females**

It is notable from the participants’ statements at the interviews and discussion, especially females KWrs, that they are encouraged to become involved in and even conduct meetings, as part of exposing themselves more. In addition, considering the general understanding of the whole society, females have proved in recent years that they can engage in difficult tasks such as strategic roles. These roles need much consideration and critical thinking. But unfortunately, females get an equal chance to expose and take on the challenges set by the leader in comparison to their male peers or colleagues, who usually engage more in such organisations. As noted previously, **P10_ASAAS** narrates her experience as: *“I have experienced this myself, when we started this organisation, I was the only one with the CEO. I went through lots of pressure. However, working in strategic role, it needs a lot of attention and critical thinking, I saw how to develop and I can do it but it still challenging. Fortunate, in our organisation they have started to trust females”.*

Conversely, **P11_ASAAS** has a different perspective since he is in information technology lead team. According to him, females should engage more in the jobs that do not have a physical aspect. He insisted, *“I think that can be rectified. For instance, system administration, software related tasks, compliance related aspect of IT, and dealing with virtual service as of now discipline as related to that”.* Consequently, they still contribute and expose themselves in different job descriptions hand-by-hand with their male colleagues. However, the organisation encourages female KWrs to take part in several tasks, such as presenting the organisation in meetings. His peer **P12_ASAAS** said on this matter that *“we have several females who have equal opportunities like males and they are doing very well. For example, we do have three engineering females who work with international organisation for six months as secondment”.*

- **Females Responsibility and Culture**

There is a general societal perception in Oman about females, specifically that they can work only in a limited type of jobs such as education and health. Accordingly, this perspective requires females to deal with specific type of audience or target audience e.g., females-to-females. It is obvious that many females have graduated from international educational

institutions and now work in a variety of fields. This was the case of a female respondent: *“In addition, nothing will stop a productive female from doing her best to accomplish a task. Moreover, females need to raise their voice to be heard. The environment capable of accepting females, but I think females side have to play more of a role in raising themselves by keeping learning and developing”* (P10_ASAAS). This view was supported by another female respondent: *“I think in this regard, hence I am involved in this organisation, I consider myself a lot more fortunate than many other places”* (FG15_ASAAS).

Raising awareness in any culture should start with families and at schools, who should work together to rectify the perception from a certain group of people in the society who do not believe in the ability of females. Females need to change the understanding, improve their confidence, remedy their fear of failure and prove themselves. As noted by one respondent: *“Here in Oman, the culture pushes people ways from this aspect. But if we are talking about concept of technical person as developer, it does not make sense, but it is a cultural thing more than an actual difference between males and females”* (P11_ASAAS).

- **Handicaps**

Surprisingly, a female manger has expressed her belief that, as females, they trust that a man can lead better, which an indication of a cultural issue and a belief that female KWrs are not ready to lead in the future, even though both genders have equal opportunities for training and growing. A participant stated that: *“The female’s presentation in the organisation is still low compared to males in certain fields. But there is respect for the females”* (P10_ASAAS). An interviewee responded to this sub-theme by referring to his previous personal experience: *“I’m not going to state the organisation, or when this happened but I will tell you about something that I have experienced on my very own, we were looking to hire an employee. Additional to our department, and some people in leadership positions were insistent that that employee should be male. And when I asked on acquired about why that is, they said well, because ‘we can expect the man to work harder and longer hours and we can also expect them and to be able to go off site and conduct jobs in different places’. Yet, a female cannot do that. That was their opinion and thankfully that was overruled in that case. But that is one sentiment that I have seen in workplaces here in Oman”* (FG15_ASAAS). There is no significance of this issue in ASAAS; however, it is indicated in P10_ASAAS’ view that females need to be more present in the organisation in certain positions such as leadership or strategic positions.

g. Training and Development

- **Appraisal**

This sub-theme came up, for example, in discussions of how KWrs acquire knowledge, what is the best way to meet employees' needs and requirements in order to gain a proper knowledge that lets them perform their role or their task in a proper way. Consequently, this could be identified by evolution of the skills employees have, before deciding which training or development programmes are suitable for them. One individual stated that *“the leader identifies where the employee fits in those areas? Either governance skills or the master even, and based on identifying where the employees fit in any of those areas, he start to prepare an agenda with his subordinates and agree upon the outlines, that should be covered in the training in order to let the employee is to fulfil his requirements”* (FG16_ASAAS). Another commented that *“observing their performance consistently and highlight in there is any gaps we can cover them. Meanwhile, highlight the achievements too. We need to cover both sides”* (P12_ASAAS). Accordingly, leaders meet with the employees, and go through the challenges and gaps where they need more development and according to that, certain courses are suggested, based on the employee's requirements.

- **Culture of Teamwork**

The working environment should support employees to put more effort in the team. It probably depends of the leadership style implemented in such an organisation. Surprisingly, the overall response to this sub-theme was poor. This might be due to a lack of practicing the teamwork techniques in the organisation. Only one respondent indicated that there is a transformation of knowledge among those in the team. As the interviewee put it, *“also in terms of collaboration or in terms of teamwork, the leader can enforce such kind of culture, make to work in teams, this can also help in making employees work or giving their maximum effort. One of them is by fostering a culture of teamwork, in the workplace itself and another thing is, by assigning a mentor for each junior in a team, so that the experience employees can give as much as he or she can to the junior themselves”* (FG17_ASAAS).

- **Encourage Training and Learning**

This section of the interview required respondents to give information on the ideal steps to transfer expertise or knowledge, either through the organisation or among employees. Based on the nature of this organisation, which is specialised in training and learning, this could be the best way to inspire the knowledge workers and to boost their own confidence, owing to the development in the organisation and the sharing and transferring of knowledge between employees. In response to this sub-theme, only one interviewee indicated that *“there's another way is to inspire the leadership to inspire knowledge is through employees to invest by their self-investment. Like they can search for themselves or go to workshop and courses and then they can implement these knowledges in the workplace”* (FG16_ASAAS).

- **On-the-Job Development**

Based on analysis of the results, this is linked to the yearly appraisal to allocate the weak points that each employee has, consequently acquiring training that is very specific to that particular employee. In addition, with the guidance of HR department, leaders in this organisation emphasise the importance of interpersonal skills that KWrs should gain by participating in developmental programs. Furthermore, the situation was considered by two interviewees as a matter of organisational development. For instance, **P12_ASAAS** as Corporate Communication Manager confirmed his vision on the development: *“What we do here, I engage the employees to highlight the gaps that they have. This process will facilitate a lot. If there is an area that has a big gap that the employees cannot discover it. I need to highlight it to them, and they need to recognise it. This process helps to cover 70% of gaps. In this case, the employees will recognise this process as chance to develop not a criticism. And they really need this to be cover via training or learning sessions”*.

Furthermore, this process is accomplished one-to-one (i.e., leader and knowledge worker), based on the business requirements and their performance. For instance, both parties sit together face-to-face and discuss the adequate development program; as a result, the decision of certain development programs will be decided. **P11_ASAAS**, in his professional capacity, gave a well-balanced view: *“Any new project that we are going to implement, we always have to include training for employees to be efficient either new technology or new aspect of the new technology. This is usually how we do mandate with any new project”*.

- **Share and Apply Knowledge**

A common view amongst interviewees was that during the training or learning sessions, leaders encourage those who attended to come back and share the ideas learned in the department which they belong to. This has obviously been adopted in the organisation. This is the only way that leaders can judge if the training does meet the expectations of, and is beneficial to, the KWrs.

As a result, respondents were asked about their experiences with regard to sharing and applying knowledge, which yielded the following responses: *“And also if we feel that employees who have good knowledge in specific area, even if it’s not related to the work for example personal social media, we ask them to do small sessions. In this case, the employees will increase their confidence and personal skills; meanwhile, their colleagues will gain new knowledge” (P12_ASAAS)*; *“Via our different activities, we show our collaboration, for instance, when new employees hired, they attend induction sessions to have knowledge about the vision and mission of our organisation” (P10_ASAAS)*; *“Allowing certain trainees to come in and require each employees to get benefit of the knowledge from this trainee in a week-long period of time or whatever is useable from that person” (P11_ASAAS)*.

h. Standardised Framework

- **Career Pathway**

It is essential to indicate the areas to be developed between the KWrs and their leaders in a very systematic way. This process should be embedded in performance framework suggested by this research study (see section 6.11) in all knowledge-based organisations in Oman. The Key Performance Indicators KPI’s should be developed in KWrs to enable it to grow. Not many responses are cited on this sub-theme except from one participant who commented: *“Each individual in the organisation, have certain KPI’s; we call it the performance contract. So we link directly the training or area has to be developed with the employee’s growth” (FG17_ASAAS)*.

- **Diversity**

With regard to this sub-theme, one participant recognised the need of a variety of genders in the organisation. Since Oman is a nation, the gender here is 50% to 50%. The culture and the society are changing. In the past ten or twenty years, females are not encouraged to work in

any field. But now things have been changed, and they can do any type of work and jobs. It is important to realise the local culture has already passed that mind-set. This owes to the significant shift of females studying to become KWrs or studying to do STEM, science, technology, engineering and mathematics, for example. An interviewee voiced the following opinion: *“So perhaps this issue starts far before we get to the stage where we are being employed and looking for jobs. If the majority of your talent pool is male, then of course the majority of your employees are also going to be men”* (FG15_ASAAS). In this case, the knowledge-based industries will have more female KWrs entrants due to equal opportunities provided for both genders.

- **KWrs Leadership**

Having a certain diversified platform work is meant to help employees to be more creative and innovative by generating ideas, which is essential for a knowledge-based organisation. According to one participant: *“I think any organisation that has employed such a platform can survive, because management goes deep to operational meetings and discussion a lot of details, especially in regard of strategic planning or analyses for external environment. This process will give continuous improvement and development”* (P10_ASAAS). With this in mind, strong evidence of this sub-theme is shown, when ASAAS developed a program that aims to encourage knowledge workers to generate ideas and support them to implement in certain projects such as economic development and diversification. Talking about the above sub-theme, an interviewee said: *“Part of development as well, we do have graduate development programs each graduated in ASAAS shift involved in these programs. It’s actually two years program, and each year, they graduate as you go through assessment”* (FG17_ASAAS). It is an entire plan with the financial implication, but it is important to realise at the end of this program, that, the graduates will move to a new, higher position. This could also help in terms of monitoring and guiding them to create, share and apply knowledge.

- Therefore, the leaders, by implementing, the themes and their sub-themes shown in Table 5.6, will facilitate the knowledge workers’ performance process.

Table 5.6: The effectiveness of Transformational Leadership behaviours at the performance in Case Study 4 (ASAAS)

Themes	Sub-Themes	Fully presented	Occasionally presented	Not presented
Set of Actions	Decision-Making	✓		
	Directions and Dedication		✓	
	Encourage Creative Thinking	✓		
	Future Outlook	✓		
	Sense of Transition Planning		✓	
Idealised Influence	Learn by Model and Initiative	✓		
	Transparency	✓		
Inspirational Motivation	Delegation	✓		
	Tasks			
	Great Sense of Purpose		✓	
	Optimum Goals	✓		
	Ownership	✓		
	Recognition		✓	
Individualised Consideration	Trust		✓	
	Listen to knowledge workers Voice	✓		
Individualised Consideration	Satisfaction & Feedback	✓		
Intellectual Stimulation	Confront Challenges	✓		
	Creativity	✓		
	Intellectual Curiosity		✓	
Cultural & Workplace Dimensions	Female Empowerment	✓		
	Extra Mile in Supporting Females	✓		
	Female Responsibility & Culture	✓		

	Handicaps	✓		
Training and Development	Appraisal	✓		
	Culture of Teamwork		✓	
	Encourage Training & Learning		✓	
	On-The Job-Development	✓		
	Share and apply Knowledge	✓		
Standardised Framework	Career Pathway		✓	
	Diversity		✓	
	Knowledge workers Leadership	✓		

✓ Code presented: Indications of evidence recorded from interviews and discussion
O Occasionally presented: Indications of evidence recorded from interviews OR discussion
× Code not presented: No indications recorded

Section 5.9.1 provides detailed discussions on the eight knowledge workers leadership themes (i.e., set of actions, idealised influence, inspirational motivation, individualised consideration, intellectual stimulation, cultural and workplace dimensions, training and development, and standardised framework), within the context of case study 5 OAG.

5.9 Case Study 5: Oman Aviation Group (OAG)

5.9.1 OAG Introduction

“OAG established in Muscat in February 2018 with 126 employees, the organisation is driven by talented people – teams predominantly composed of the finest Omani airmen, but also international professionals, who nurture an environment of continuous progress as Oman strives towards an integrated aviation supercentre that will benchmark sector successes in the years to come. Comprised of Oman Air, Oman Airports and Oman Aviation Services, it plans to grow organically and in an economically viable manner; serving the people of Oman, the region and the world. With the organisation’s mandate to foster and develop the aviation sector in the Sultanate, Oman Aviation Group has mobilised internal resources to identify

sector gaps and capture its many opportunities, while being the driving force behind strategic alliances and master project developments for airlines, airports, aviation services, air navigation and meteorology in Oman” (oag, 2019).

The selected organisation meant to be the centre of Oman aviation sector. Its role is to lead all Oman airports under its command in addition to the aviation service organisations in the country. Therefore, the organisation’s mission and vision are aligned with the objectives of this research, since the people who work on it are talented and are considered to be knowledge workers. Two senior leaders have been interviewed in addition to one focus group discussion consisting of five knowledge workers, conducted to gather the data. Only one female knowledge workers attended the discussion.

“Oman Aviation Group is the result of a vision; a future direction where talent, expertise, innovation, capital and commercial determination are joined together in a single entrepreneurial cluster to deliver a sustainable enterprise that will lead Omani national aviation interests well into the future” (oag, 2019).

a. Set of Actions

The overall participants’ impression about the set of actions theme as a leadership style behaviour is the core of this strategic organisation. The results from the interviews have shown that leadership is crucial for the organisations. The following five sub-themes (decision making, direction and dedication, encourage creative thinking, future outlook and sense of transition planning) are the participants’ perspectives on the leader’s set of actions theme.

- **Decision-Making**

Only a small number of participants indicated that it is very important for a leader to not only extend his knowledge to employees, but also to make them part of decision-making, since their character creates, shares and applies knowledge. The results suggest that leader has to practice this behaviour throughout his/her experience and make knowledge workers part of his/her decision-making. The following quote represents a participant in this issue: “*They need to be decision-making, they need to be delegate also the responsibility to their staff that's what probably how the leadership I think should be*” (FG20_OAG). Another

participant added: *“for me, it’s definitely very important that leader making them part of the decision making, this is happening in OAG”* (FG22_OAG).

- **Directions and Dedication**

Interestingly, in terms of leadership behaviours, many of the employees in OAG are not actually experts in their area where they work, including some leaders. However, the majority of those who responded to this item felt that their role is fundamentally about leadership of the sector. Therefore, directions and dedication be essential in this regard. One individual stated that: *“I think my view here on leadership is a bit of an action; you have to set a direction then you support all effort and collectively to that direction”* (F13_OAG). Another commented, *“leadership exists in every level of the organisation and every department. So, any person who's in that position has to act as a leader to his staff and also employees”* (FG20_OAG).

In addition, this process proved its effectiveness in meeting the organisation’s objectives and missions via the adequate directions and support. As voiced by one participant, *“for example, work very close with assist management and project team. Our input from factions affects greatly their final performance. Their input affects greatly my final project”* (P14_OAG). Therefore, this sub-theme influences knowledge workers from a daily basis, professionally or even in personal life based on results.

- **Encourage Creative Thinking**

As one of the strategic organisations in the country, the results suggested that leaders should direct knowledge workers to be thinkers in order to enhance the competences of the country. That is because of the nature of operating, which is different from the other business units that are operating. For instance, other units are more related to airports operations like selling tickets. On the other hand, OAG is driving the strategy of the aviation sector in Oman. In this regard, FG21_OAG remarked: *“our leader is to make sure that they extend the knowledge and then we use that knowledge to drive the initiatives and strategies that we have. But then also all of us should see ourselves as leaders in what we do, and we share knowledge that we can actually drive delivery”*.

Furthermore, the situation was conveyed by another participant who presented a very important reason for encouraging creative thinking, which is an essential component in leadership. To demonstrate, the aviation sector in this part of the world competes against very large aviation organisations in the Gulf region, such as Emirate group and Qatar group. It is obvious via encouraging thinking; this organisation can compete with others. This view has been articulated by a participant, who noted: *“we have a lot of challenges and we don’t look at the problem and think of it as something that will stop us, but we think the other opportunity side of the problem. How we can turn this problem into opportunity. I always encourage my team to think via unconventional solutions”* (P14_OAG).

- **Future Outlook**

A small number of those interviewed suggested that it is a leader’s responsibility to make knowledge workers believe in the objectives and the vision of the organisation. If they do not believe in the vision, they will not know where there are heading. Moreover, they will be just chasing after their salaries at the end of the month. In contrast, if they focus on that vision and believe in it, they will be inspired to work towards it. A participant expressed his opinion of this sub-theme by referring to his professional experience: *“they know where they are heading and they know their future, and where their future is going. They will be more inspired because they will always see that there is something waiting for them there”* (FG20_OAG). Knowledge workers’ current work aligns with the vision and mission which will affect the lives of the people in the OAG’s subsidiaries and the life of small and median enterprises in the country. Any decision taken can make a difference to a lot of these entrepreneurs. The following is illustrated by this outcome: *“They have always need to visualise that and I always need to remind them about that vision, why we are here today, and what are we doing and how would it affect our country and our economy”* (P14_OAG).

- **Sense of Transition Planning**

This theme came up during discussions about the leadership’s impact on the organisation by emphasising the importance of transition planning process to create future leaders or successors. This practice is supported by participants, who believe that it could build capabilities of skills and competences, where leaders will be able to create future successors to follow through in their vision and mission. As clarified by one participant: *“it’s very important to make sure you have creating successor, because the current employee is not a*

good strategy to any team. Creating successors and sharing leader's knowledge is very important" (FG22_OAG). Moreover, the results indicate that leaders are associated with creating a successor by extending their knowledge at the strategic level, which is actually in line with transition planning. This aspect was identified by one participant: *"I think in the Oman Aviation Group, the leadership does not only extend to your direct leader but actually, we all are leaders in what we do"* (FG21_OAG).

b. Idealised Influence

- **Learn by Model and Initiative**

Using learn by model as a motivation component is highly important for such organisations due to practical issues. It is obviously critical when developing skills via giving chance to the most joiner knowledge workers in the meetings, for instance. Leading by example in this specific instance shows that a senior leader does not shy away in giving the work and getting the work done. According to the results, the senior leader, when he wants a task done, he usually initiates the work by himself no matter how simple it is, for example, writing the minutes of any first meeting; later on, he will assign this task to other employee(s) to take it over in the second meeting. Only one of the participants expressed his point of view on the group chief as his senior leader in this regard: *"Even its writing meetings minutes, because even though sometimes employees might consider that minimal or a simple task, not in the job description but it's crucial; still, work to be done needs to take place"* (P14_OAG). Therefore, it sets the scene, with the leader's team needing to do what is needed to get the job done, regardless of the type of activity.

- **Transparency**

Transparency is very important; however, it should not always be easy and based on the common notion of the minority participants responded. Those who responded to this item felt that opening up in a confined and appropriate way is of huge importance way to fostering collaboration. This view is clarified by a participant who noted: *"transparency creates knowledge transfer and sharing stuff. But it is not about knowing how fast and how important. It's how you have to talk about, you have to walk people through. You have to take time and effort, which will reduce your productivity. But long term, one enhances it by building up the team"* (FG24_OAG). However, results reveal that it is very important for leaders to accommodate transparency, both externally and internally, for the teams in the organisation and for the business unit. For instance, transparency makes the working

processes for knowledge workers clear and, in expectation, it might help them to meet the organisation's objectives. This is supported by the following comment by one of the senior leaders in the organisation, who urged that transparency is a must in managerial practice: *“What I do is copy emails to people; I want to know the information, I invite people to meetings and I try to open processes or rather than keeping information to myself”* (P13_OAG).

In contrast, their peer P14_OAG shares same view, but in a different aspect stated that leaders in this situation should not make their employees become desperate, in their professional relationship, as bosses and subordinates: *“I like the spirit of the team to be parent though real example not through speeches or drop an example from the book you have read. It's great but as the same time they need to see from you actions as a leader”* (P14_OAG).

c. Inspirational Motivation

- **Delegation of Tasks**

Quite a few participants, with regard to this point, mentioned that it is crucial for all leaders in organisations to exercise leadership from top to bottom and in between a variety of levels. As this organisation is meant to lead different large departments, the notion of delegating tasks should be practiced on a daily basis, such as authorising decision-making, otherwise it would be an overly centralised process as a manager and employee relationship, i.e., top to bottom only. This is illustrated by one participant, who refers to his personal experience about this: *“First thing I do I ask them to build up a proposal and then research from an economical perspective why would this make sense for us to do as a group. If they can prove to me from the financial perspective that this will add values for the country, then my role is to fight for that idea”* (P14_OAG).

- **Great Sense of Purpose**

The results of the interviews and discussions show that it is extremely important that senior leaders should show and present their teams with the big picture, i.e., why there are doing something? The purpose should be beyond knowledge workers' monthly salaries, beyond their sets of KPIs that they agreed on in the first few years, and beyond their monitory aspect of doing the job, getting the job done and finalising the project. Hence the organisation is not

just chasing profit, significantly, it is “*part of the higher purpose of the country to increase GDPs, to increase tourism, and to increase cargo all of which have multiple effects on the country*”, as articulated by participant **FG24_OAG**. In addition, the results have shown that all employees feel that they are there for a greater purpose, which is inspirational for fulfilling the goals of the country. The same view was shared by another participant: “*our target is essentially the national target to bring benefit not only to the group but in the broader sector and for the broader community that we are living in. I think we are quite able to talk about inspiration about what we have doing been for national goals and national objectives*” (**P13_OAG**).

While previous opinions were similar, **P14_OAG** had a different point of view in this regard. He suggested that everyone in the organisation should not only focus on the specific goal linked to the country economy. But, other objectives are aligned with the national pillars, such as development of small and median enterprises. A participant was passionate about this and mentioned that “*there is a huge multiplayer effect that takes place to the economy in activity that we do. So, we don't have only to focus in getting the job done and we need to think of the small and median enterprises that will benefit out of the work that we are doing today in the median and long run*” (**P14_OAG**).

- **Optimum Goals**

A small number of those participants suggested that it is the leader's responsibility to inspire knowledge workers toward certain directions to achieve their assigned goals. They should be inspirational at this stage and will encourage them not to work for their salary only or the end of year bounce, and instead to be more passionate to work and achieve the corporate objectives. A variety of experiences featured were mentioned during the interviews, for example from **P14_OAG**: “*We need to think about the opportunities that will get created and keep that as a goal, not only task-oriented style but the overall vision and the missions of the organisation*”; and also from **FG22_OAG**: “*align personal objectives with corporate objectives. So there's an alignment of two objectives*”.

- **Ownership**

This item of the interviews did not return with sufficient results. There was only one response to this sub-theme, which indicated that the employees in this organisation should take into consideration other entrepreneurs' business connected to their practice, and be considered as

their personal projects. For example, when knowledge workers have the ownership to work at any project, they will have the freedom to act and interfere with others for the public good. Due to this, their decision might be effective and in line with the mission. This view was captured as *“I want them to feel proud that part of the effect that took place, it’s their work they need to have the ownership over and responsibility that is not only their task to accomplish, but they need to show an extra effort”* (P14_OAG), who is Group Chief-Sector Development and Promotion in the organisation.

- **Recognition**

The issue of recognition has been raised in interviews and has indicated that this is its role in the motivation which could lead to improved performance. As indicated previously, it is not only financial rewards that drive employees to achieve their set goals. But recognition has been proven to drive employees more. In discussing this issue, a participant stated that *“it’s very important, once you understand the value that’s you’re adding into the organisation you feel you are an important member and part of the leadership to make sure everyone is a valuable member”* (FG22_OAG). Therefore, understanding the value of recognition does serve to increase knowledge workers’ motivation; it is shows that the success of a team equates to the success of every member within that team.

- **Trust**

The senior leader, particularly the Group Chief-Sector Development and Promotion, provides trust as one of the adequate leadership behaviours for his employees, in order to close the gap between them. Significantly, it is very important that knowledge workers feel that their leaders are approachable; moreover, it is very important to set the scene of transparency so that they feel that knowledge workers are safe and confident when talking to them. This view is articulated by a participant who stated: *“what happens within their department, if they don’t know how to be able to support you, they will eventually lose interest to be part of the team; they just focus in their task and leave immediately once they are done with their task”* (P14_OAG).

d. Individualised Consideration

- **Listen to KWrs’ Voice**

It can be observed that throughout the interviews that there was a common feeling of observing the influence of listening to knowledge workers' concerns and needs as the main motivator, and hence the obligation to perform their roles, as long as leaders generally care and listen to their employees and tend to their issues. The best approach suggested is by addressing knowledge workers' concerns and needs through both a formal process through HR and the informal way i.e., encourage openness. A participant speaks of this sub-theme based on his professional experience: *“I listen a lot, I hope I am able to follow many if not most of the concerns and always they see it worth being transparent. It's not about the physical performance it's about well-being; I think you do have to understand how it works sometimes and how people think ”* (P13_OAG).

It is important to realise that a good leader knows how to meet his/her employees' needs and how to listen to their concerns, especially if they are work-related. As evidence, a participant stated: *“I think he's very good at this. So, he will always listen very carefully and he is very proactive. Most of the time he will question himself, saying what drives you to think like that. What have I not done right? So, he always taking care, in the sense, he wants to make sure things are done properly”* (FG12_OAG).

The Group Chief-Sector Development and Promotion is open to different approaches in order to contribute to the employees' overall satisfaction. However, through the interview, it was clear that he is not interested in the job's title, but in knowing who is working with him for long hours, i.e., knowledge workers. This practice sends a message to knowledge workers that their senior leader is approachable at any moment. He gave a well-balanced view, stating: *“I am available for friendly chat for one to one session people who report directly to me. I have schedule half hours weekly with them bases that's their time not my time. Even the agenda of that half hour is decided by them not by me”* (P14_OAG).

- **Satisfaction and Feedback**

Based on previous results reported in listening to KWrs' voice sub-theme, it has been noted that it is important for knowledge workers to feel satisfied with a view to enhancing their performance. Backed up by the importance of being transparent, approachable and talking openly to employees, leaders will appear to be satisfied and to be taking care of knowledge workers' well-being. The following quotes by participants P13_OAG and P14_OAG, respectively, confirmed this: *“We have weekly meeting called (Keep and Touch- kit). I ask*

them to bring to the meeting everything that they need to discuss anything I have done or anyone else in the organisation; even higher up I want to hear that concern” (P13_OAG); “It’s open for any issues (i.e., discussion and feedback), about their work, their personal or about their team or need idea or concept. On other hand, I pass by to make sure they are OK, I encourage them to communicate if they have great ideas, concept or new proposals they want to talk about” (P14_OAG).

e. Intellectual Stimulation

- **Confront Challenges**

Again, this organisation meant to be responsible in developing strategic plans. It is obvious that it is employees who possess specialised skills and capabilities who will be creative and find solution to difficult problems. Results have indicated that from the leadership perspective, there is a belief to encourage self-challenge, as a way to develop and confront challenges behaviour on knowledge workers. To demonstrate, leaders and employees are facing current challenges in the organisation in the aviation sector. This is because of the way of the business unit does things in a traditional fashion (e.g., replicate previous solutions to confront challenges) which does not always work in the modern world, particularly with institutional technology. Accordingly, in order to drive higher revenues and a high margin, leadership should be involved in such a way. This point of view has been expressed by a participant who was passionate about this issue; he indicated that *“I even got to say that challenge is inherent in the very essence of OAG. Everything was fine with all the units in the sense we actually wouldn’t exist. So almost by definition, we are here to challenge” (F14_OAG)*. However, any new change will confront barriers such as resistance. Therefore, as part of knowledge workers’ characteristics, they should aim for potential initiatives such as confronting challenges. This view has been highlighted by a participant who is Group Chief-Sector Development and Promotion captured as: *“We have high inspiration, for me every single day I think what the competitive advantage is for us as a group that makes us compete with neighbours or others like India for instance in next 14 years there are building 100 airports we need to keep that in our minds” (P14_OAG)*.

- **Creativity**

It is obvious that certain projects related to aviation, such as development strategic plans to compete large aviation organisations, need to generate new ideas and be creative. In particular, creativity, based on results of the interviews, needs to be a continuous process, where leaders have to inspire the entire teams in the organisation. Usually, this could be done by encouraging creativity when facing problems. A common view amongst participants was that to “*set the culture of creativity like exposing them to all varieties of knowledge where they can elevate these knowledges even if it's not directly linked to the career*” (FG23_OAG). However, this initial stage of adoption should be encouraged at all levels on the organisation and in all subsides underneath it, as a result of encouraging creativity. This is reflected in the following response: “*But at the beginning we need good bases that come through innovation, so I need to encourage that culture and think outside the box and think in competitive solution and something that can be taken and implemented immediately and that will add our value for us as group as for us as a sector*” (P14_OAG).

- **Intellectual Curiosity**

Very few participants who responded to this item felt that part of the challenge is coming up with creative initiatives to drive development progression. For example, as far as the employees are concerned, they are encouraged to drive the strategy plan for the OAG business unites, and to be more curious in what exactly the add value will be, and then they consolidate collectively based on the strategic objectives that will be delivered within a set number of years. This indicates an optimum example where knowledge workers, rather than being told what they need to do, they think about it, not being experts in the field. This view was expressed as follows: “*in my case, my leader did not necessarily say, this is what you need to do, and this is what you need to try. He actually enabled us to think through what we needed*” (FG21_OAG).

f. Cultural and Workplace Dimensions

- **Extra Mile in Supporting Females**

Leadership involvement reflects the role of females in contribution to efficiency and the accountability perspective. The results from the discussion indicate that a minority of participants confirmed that it obvious there are more females in the sector at different levels. However, one of drivers of this is that senior leader in the decision-making process are responsible for this, and they need to exercise and expand on supporting females more in the

organisation. In terms of females being responsible for exposing themselves, this view was captured as: *“I attended sometimes training and I think at times whether females themselves or I don't know the dynamics within the group at least I saw and in one of the training people were asked to take leadership and there was a female representative in every group but none of the females in the group took the leadership position”* (FG21_OAG). This indicates that female knowledge workers have support but few of them are in leadership positions in the organisation. However, there is no signs of differentiating based on gender with regard to providing opportunities.

- **Females Responsibility and Culture**

Noticeably, female knowledge workers are occasionally responsible for not being able to adapt to knowledge-based organisations for several reasons. For instance, it is noticeable that leaders do not see many females in the gathering e.g., employees' social gathering. Furthermore, this situation was considered by few participants as the leadership's responsibility, as expressed by a participant based on his senior leader action: *“he would say that I want for next meeting I want to see more females. So, it's also the leadership. People who are in that position they need to drive for to give that opportunity to female”* (FG22_OAG). As shown previously, this supports the notion that the cultural background has a role with regard to females' hesitation. Moreover, this explains the lack of leadership positions taken by females as highlighted in the previous section i.e., Extra Mile. This is voiced in this quote: *“I was asking myself the question when I attended that. Why they did not volunteer or something in the group dynamics did not allow them to volunteer. So, the question I think is from both ends”* (FG21_OAG), referring to senior leaders and female knowledge workers.

However, following from the above, P13_OAG, who is the head of development and information team, turns the entire argument on its head by throwing in a completely new dimension, indicating that the organisation does have several high-profile females. The leaders in the organisation try to highlight their role in the media as there are role models via giving a broadening knowledge that females can be pilots, for example. He stated that *“When it comes to do presentation, always male set to present but I personally insist that females too have to do it even though they are not volunteered, because I would like to see females standing in front of the room; I think that provides a positive presence to our broader stakeholders”* (P13_OAG). His peer shares the same view, commenting that *“for me as a*

leader I need her to try; if she is successful, she will get it. Again, it's not about the gender, it's about the opportunity to present themselves. In my perspective, it's much tougher for females, especially mothers” (P14_OAG).

- **Females Empowerment**

With regard to the issue of empowerment, the staff confirmed by the results this is one job of leaders' exercise in the organisation, regardless of their gender. However, the statistics shows that females have not been given the chance to grow. To make sure that they all get the opportunities to grow, they need to be empowered. Obviously, there is the potential, but there is reluctance in females as individuals, even though there is a push by females themselves. But eventually they might be reluctant because of fear of failure. In response to this sub-theme, only one participant expressed view that *“if you deliver (i.e., females) you will get your opportunity in the organisation regardless if you are male or female, and vice versa. Room for errors is always there, since we are owned by the government, we can't be comfortable when it comes to mistakes that costs us money regardless who is leading it male or female in the end its public money” (P14_OAG).* Surprisingly, the results failed to identify female' point of view in this regard, because there was no response from female knowledge workers.

- **Handicaps**

There are no formally differences between males or females, i.e., everyone is treated the same and there is equal opportunity for all. Notwithstanding, the results from the interviews indicated that on boarding meeting the differences are in the 'attitude' which is more passive than active. Therefore, this new theme emerged in discussions of the expectations of females in the workplace from the males, which are definitely different because inevitability is evident and embedded in the culture. This is supported by the following comment by two senior leaders in their professional capacity: *“But in most workplaces as culture imbalance and it has the prejudice against females and the west as well. I think it's much stronger here because of culture background definitely” (P13_OAG); ‘Sometimes you need to push, according to our local culture, there is little bet of reluctances for cultural reasons” (P14_OAG).*

g. Training and Development

- **Appraisal**

The appraisal process has an effective role prior to the development and training programs deciding on selection. According to interviews and discussion results, during this process, employees will be asked as much as possible to undertake appraisal so that they link the training to what they are supposed to achieve. Therefore, it is linked to the business and to the individual development plan. However, there was suggestion from a participant that KPIs should be linked to this appraisal as a requirement, indicating which set of training and what is important to the organisation in its business. This what **FG22_OAG** noted: “*a leader should understand the gap that you have and tailor you KPI to cover these gaps because on-the-job training, I think it is the most effective, when it comes to learning. So, a part of tailoring you KPI's is very important to learn on the job*”. Furthermore, the results from this organisation indicate the leader encourages knowledge workers to research what type of training that they want in line with their passion. Accordingly, this is reflected by group chief-sector development and promotion who added: “*I set with them and chat with them about what are they trying to achieve and trying to understand, what makes them wake up every single morning and look forward to coming to work*” (**P14_OAG**), as a notion to link their appraisal with their passion.

- **Culture of Teamwork**

Notably, the quarter meetings’ agenda held by the organisation is decided by the team but the objective of the meeting is knowledge sharing. For the senior leader, there is more than the question of why he would do that. Significantly, there is a team building aspect, for which the team becomes closer especially working on a proposal. This view is articulated by an interviewee who said that “*sometimes it’s amazing the amount of knowledge and passion that you have within your team, but because you did not bother to ask a question or did not take the opportunity before, you missed the opportunity to find a very good side and be interesting to someone who shares an office with you and you meet every day*” (**P14_OAG**). Controversially, this harmony between employees is unlikely to exist if this culture of openness is absent. Another participant, when discussing this item, said: “*what mostly how teams handle group task is split the task into sub-tasks and treat it as an individual task. Which does not help to like share knowledge and experience. What's most affected is to group task should be done with the group together; the full task, not split it but share it. So that's how influencing-- Knowledge Workers, collaboration's crucial*” (**FG23_OAG**).

- **Encourage Training and Learning**

Training and development are an important part to enhance the knowledge of knowledge workers, because all they have is ‘knowledge’ and do not have the practical skills to implement their knowledge. It has been observed that the team here are young. Hence, they need a lot of training and development to bring them up to the level of expertise required. Nevertheless, results indicated that the organisation really put a great emphasis on training and development. This view was shared by the participants and voiced as: *“as an organisation, we have a set of training courses that are organised about 20 of them, I always encourage my team to join them. Some of those are ‘knowledge based like aviation’ and some of them are business skills like negotiation”* (P13_OAG).

Furthermore, when senior leaders want to draw process mapping or business case. they provide knowledge workers with a deeper understanding of their characteristics, by this training process encouraging them to train and learn. Generally, this process is handed with the collaboration of HR. Everyone will get the opportunity to have different training that they select according to their requirements and needs, as clarified by the participant as follows: *“I will encourage them to attend training, exhibitions, or conferences that will add value to their knowledge and build up the connections network for them to successes to build up and realising that proposal”* (P14_OAG).

- **On-the-Job Development**

Learning by doing shows that is worth doing and leads to an increase in the knowledge in a way that has practical implications. In addition, on-the-job development is very important for knowledge workers to understand how they are going about their work. A participant stated the importance of this notion: *“as a leader, I make sure my staff are serious about their development. When I give them mission, they should build up a proposal and research it; if they don’t come back to me this means that are not serious about it”* (P14_OAG). Accordingly, if the knowledge workers are passionate about their developments and the mission, then it is up to their senior leader job to fight for them and make it a reality with the collaboration of HR. For example, secondment programs for knowledge workers should be nominated by leaders to HR as a form of support provided to them.

- **Share and Apply Knowledge**

Sharing knowledge is key in the training and development process. Collaboration between the workers to exchange and transfer knowledge and experience is important. Only one participant expressed the view that during this process which is usually held in specialised meetings: *“every individual will have the opportunity to present what they are working on and propose the idea. Every individual will have the chance to talk about their passion, skills that they have and good at, and I will ask them to pass it on to the rest of the team”* (P14_OAG).

h. Standardised Framework

- **Career Pathway**

Gaining skills and qualifications will enhance their knowledge, but managing knowledge workers based on standardised framework specialised for them will reflect their capabilities toward the dynamic of the organisation, which is extremely important. This supports the following comment by a participant working in a development and information team who mainly focuses on knowledge workers career: *“it's also highly personal, it depends on the person who's working for your knowledge and capabilities and that great destination on what the organisation wants that person to do”* (F14_OAG).

- **Diversity**

The majority of those who responded to this item suggested that, in order to unlock the potential where females can become more involved in knowledge-focused organisations, the government needs to raise the awareness of female knowledge workers. For example, how much money does the government spend on female education? Statistically, it has been confirmed that females scoring higher than males. With this in mind, when engaging in discussions of this issue, generally people do not like to discuss it. Females make up 50% of the community, but their presence is less pronounced in knowledge-focused organisations. While opinion was divided, the experiences of respondents can be stated as follows: *“I think you know, opportunities can lead our best. And the idea is how do you then look at that to presenting themselves i.e., females”* (FG21_OAG).

In contrast, the results stated that working law regulations in Oman should be amended to force organisation to increase female presentation. To exemplify, it has been confirmed by results that females bring balance to any working team, in particular knowledge workers where they are in charge of strategic planning. However, it could have some downsides

connected to the cultural background. But, if the organisation’s goals are to increase the number of female knowledge workers, it will be the only way to do. A small number of participants were passionate about this issue, saying : *“in my opinion, its 50-50 opportunity if it has happened to be female successful, you have all the opportunity to grow within the organisation. As a leader, we need to empower our staff regardless the gender”* (P14_OAG). His peer P13_OAG added that *“based on my wide experience, I think if you really want to address it, you have to address it institutionally and you have to have quotas. So, you have a board you have to say 40% goes for females”*.

- **KWrs Leadership**

Again, knowledge workers need to be led by a specialised labour law, e.g., a knowledge workers leadership framework. As reflection in this suggestion, it might be relevant to practice transformational leadership behaviours in this organisation, because leaders will be sure about what is acceptable in order to lead knowledge workers. Participant fail to present evidence on this item, except for what was expressed by Group Chief-Sector development and promotion who suggested that knowledge workers need to be developed and managed with specialised programs designed for them: *“I am very interested in that side of development when it comes to my staff. Then, it’s my role as a leader to convince the management to invest in that trainer, for that certain individual refers to my staff”* (P14_OAG).

- Consequently, these findings show that senior leaders have been able to facilitate the performance of knowledge workers based on executing the themes and their sub-themes, demonstrated in Table 5.7.

Table 5.7: The effectiveness of Transformational Leadership behaviours at the performance in Case Study 5 (OAG)

Themes	Sub-Themes	Fully presented	Occasionally presented	Not presented
Set of Actions	Decision-Making	✓		
	Directions and Dedication	✓		
	Encourage Creative Thinking	✓		
	Future Outlook	✓		
	Sense of Transition	✓		

		Planning			
	Idealised Influence	Learn by Model and Initiative		✓	
		Transparency	✓		
	Inspirational Motivation	Delegation		✓	
		Tasks			
		Great Sense of Purpose	✓		
		Optimum Goals	✓		
		Ownership		✓	
		Recognition		✓	
		Trust		✓	
	Individualised Consideration	Listen to knowledge workers Voice	✓		
		Satisfaction & Feedback	✓		
Intelligent Stimulation		Confront Challenges	✓		
		Creativity	✓		

	Intellectual Curiosity		✓	
Cultural & Workplace Dimensions	Female Empowerment		✓	
	Extra Mile in Supporting Females	✓		
	Female Responsibility and Culture		✓	
	Handicaps	✓		
Training and Development	Appraisal	✓		
	Culture of Teamwork	✓		
	Encourage Training & Learning	✓		
	On-The Job-Development		✓	
	Share and apply Knowledge		✓	
Standardised Framework	Career Pathway		✓	
	Diversity	✓		
	KWrs Leadership		✓	

✓ **Code presented:** Indications of evidence recorded from interviews and discussion
O Occasionally presented: Indications of evidence recorded from interviews OR discussion
 ✗ **Code not presented:** No indications recorded

The next section 5.10.1 provides discusses of the eight knowledge workers leadership themes within (i.e., set of actions, idealised influence, inspirational motivation, individualised consideration, intellectual stimulation, cultural and workplace dimensions, training and development, and standardised framework), within case study 6 (PACA) context.

5.10 Case Study 6: Public Authority for Civil Aviation (PACA)

5.10.1 Introduction of PACA

PACA has been established in 2012 with total of 1143 employees. “Where the decree was catalytic and supportive to achieving the goals and vision of PACA and achieve the highest levels of safety on air and land. The work of the Commission in the regulatory and service aspects in terms of enacting and implementing regulations and regulations governing civil aviation in the Sultanate of Oman, and the issuance of licenses necessary for crews and stations Maintenance, held bilateral air agreements between the Sultanate and other countries, and the development of policies and controls to ensure the security of airports and air transport safety. And set the foundations for the development of revenues of the Sultanate airports and their facilities and maintain those investments and encourage investment opportunities. As for the functions of the service, the body creates and manages the operation and maintenance of air navigation systems development and organisation of air traffic and the granting of transit and landing permits, monitoring, inspections and investigations in the field of competence on the institutions and airlines operating in the Sultanate operations” (paca, 2019).

The reason for selecting this organisation is due to its core objectives in nurturing technical and leadership skills of the Omanis knowledge workers. Moreover, leadership capabilities and human development are part of the PACA mission to support and develop Oman’s civil aviation interests globally. Data is gathered based on three individual interviews and one focus group discussion. One of the individual participants is ranked as Excellency, who is the CEO of this organisation. Surprisingly, this case study has the most female participants in discussion, with three of them. Furthermore, participants’ positions are connected to strategy planning and development and the civil aviation regulation.

a. Set of Actions

Any organisation that does not have the right leadership will struggle to move forward. Accordingly, the results showed conflicting and inconsistent responses from a majority of participants. Where CEOs and senior leaders have a common points of view on the leadership “set of actions” theme, the focus group discussion members indicated opposing and varied perspectives on this matter. It has been confirmed that this is due to the reforming of the

managerial process which recently took place in the organisation. Therefore, some leadership's behaviours towards the overall requirement of PACA will take time to be adopted by individuals and groups.

- **Decision-Making**

The organisation has carried out an analysis of senior leaders to identify the gaps and align the leadership strategy that are consistent with the PACA mission and vision. A variety of views are exposed in the response to this sub-theme; notably, focus group members share a common belief that it is very important in any organisation to have strong leadership, otherwise, as in their case, there are many things that might not function. Furthermore, they expressed the notion that the most important factor is to involve employees from the beginning in what leaders do, in order to maintain their loyalty. Talking about this issue, two participants had similar perspectives: *“We know this exactly because we face it every single day. The things are pending, we cannot take a decision and it's difficult. Leadership is the person who knows the way and he makes a decision without being hesitant” (FG27_PACA); “So you cannot work on parallel with those groups if you don't get those people or employees involved in what you are doing” (FG29_PACA).*

However, **P17_PACA** who is a CEO and **P15_PACA** who is the director general of civil aviation regulations turn the entire argument on its head by sharing a completely new aspect. They both expressed the belief that their employees have excellent leadership skills and functional skills. In addition, they confirmed that these skills, if combined together in the organisation, will be complementary and achieve its goals, as alluded to in the recent reform of the managerial process. The following quotes by two respondents highlighted this: *“We do have teams with members that have set of skills such as technical, decision making, problem solving” (P17_PACA); “In addition, when I meet the employees in these departments, they have to convince me that this is the move, and then I will take the decision even its required to do more research in that information” (P15_PACA).*

- **Directions and Dedication**

While opinion was divided, the experiences of focus group participants responding to this item was that directions and dedication have to come from the top level to the lower down levels because, without it, nobody can follow the regulations and the rules. In addition, there

was confusion on such awareness of leadership behaviours. For instance, employees believe in leadership about title, power, fancy office and the number of staff. As one participant put it, *“and also having proactive actions, not reactive actions and that is what is happening at all government entities. They are waiting for the problem. When it comes, then okay let us look for the solutions. We should understand and study what is going to happen I”* (FG27_PACA). Another participant shared the same view: *“leaders have to tell employees exactly what they have to do. Most of those people in the field they are working from their head. Actually, the leadership skills have to get people to be in that involvement”* (FG29_PACA). It is clear that results from the focus group discussion have indicated that an adequate leadership style is absolutely compulsory in this regard.

Controversially, there was suggestion that directions behaviours from leaders have to be given to employees, so that leaders get the best out of KWrs in organisation. However, this is not the case based on the previous responses which contradicted the senior leaders’ interview results. Their results indicated that usually people who implement leadership are experienced, knowledgeable and confident to run the business. These facts will indicate the characteristics of the people that leaders depend on. This view was captured in the following statement: *“People who implement leadership will not come to ask for such things, they indicate their time to accomplish tasks regularly and efficiently even though some tasks are not in their job description”* (P15_PACA). His peer reported that *“the CEO since then has requested this process should be implemented in entire PACA”* (P16_PACA).

- **Encourage Creative Thinking**

The organisation is responsible for maintaining the civil aviation regulation and roles; it is obvious that employees behind this construction should be encouraged to think and should be supported by their senior leaders. Surprisingly, it is different in this organisation, where employees shared the same feelings that they have not been supported in enhancing their competencies. For instance, when they are assigned complicated tasks which require deep thinking, they struggle and let themselves confront it without directions i.e., guiding them to what to do and to build on their knowledge. This view has been clarified by one participant who said: *“the first question they ask whenever you come about new ideas or new initiatives, not thank you very or good thing. No, from where did you get this? This is the first question I got. Search, why you search? You have some documents and just refer to that. This is the problem we face actually”* (F24_PACA).

On the other hand, senior leaders shared a different point of view in this regard. Similar perspectives were expressed that this behaviour is usually exercised by giving the employees ownership for their new ideas, eventually based on results, and they will put extra effort to fulfil their needs. A participant expressed this as “*sometimes when an idea is raised by one group, I call the person who generated it and appreciate his idea and ask him to lead us how to implement it*” (P16_PACA). This view was also captured in the statement that “*what I like personally in the organisation is helping the employees to think outside the box and to have a very open mind-set*” (P17_PACA, CEOs).

- **Future Outlook**

The minority who responded to this item had a strong opinion that it is the leader who should take care of this issue as a maximum priority. Knowledge workers have the notion that production will go on. But they need to understand where they are heading and how to reach the strategic goals. This view was expressed in the following response: “*also putting people in the same places and not on the right places, we have a problem in this. I think one of the biggest problems in PACA is this problem. That everyone is not in the right place, so the productivity in each section will be very slow. Because in that section, the head of that section or that director is not in his best production*” (FG28_PACA).

Alternatively, setting the vision should be aligned with the national’s visions and that of the organisation. However, this belief is not certain for the knowledge workers; perhaps their senior leaders have not delivered it to them. Accordingly, the director general of civil aviation regulation shared the notion that when the employees understand where they are going, they will be ready for any new positions that they can handle. He speaks of this sub-theme expressed as: “*They will have the confidence to face any challenge and they will know how to cope with them*” (P15_PACA).

- **Sense of Transition Planning**

Obviously, the foregoing results in this case study fail to present this sub-theme as being prominent for leadership behaviours. Only one of the interviewees and non-discussion participants indicated the importance of taking care of those who the organisation feels that will be the future leaders, guiding them and raising their enthusiasm. P15_PACA was

passionate about this, saying: “*we need to focus more in the second line of employees. I believe that current leaders will not last for long, after they leave, there must be somebody ready to take over the new position*”.

b. Idealised Influence

- **Learn by Model and Initiative**

Nurturing the talents is an important aspect that would render the leader as a role model in the organisation. They are no two people who are identical in personality, attitude or values. Consequently, the results suggest that there is an association between idealised influence and employees’ performance, where leaders in this stage indirectly show employees who take the initiative to accomplish tasks and who are punctual. These behaviours will affect knowledge workers. In this regard, **P16_PACA** remarked: “*I even help in admin jobs like drafting a letter and organise a table for example. Sending the message that this is not a bad job. Even when it comes with writing minutes of meetings, the writing duty circulates with all members even at the director generals’ level*”. The same view was shared by another participant about her senior leader: “*He is welcoming, our leader is welcoming and accepting all of our initiatives and any suggestion regarding the ways on how to solve our problems. So whatever we are coming up with, he is accepting. And that's a very good point*” (**FG26_PACA**).

- **Transparency**

Transparency in this organisation is very important, particularly for knowledge-based organisations. Conversely, the concept of a leader still in the organisation is not well-reflected. Employees do not really understand what a leader is. For a small number of participants who responded to this item is more than just the type of title. For instance, it indicated that openness and communication seem to be unclear, especially in terms of being assigned to a position in the organisation. This is clarified by the participant who stated: “*honestly speaking me being in this position I was kept in this position. They did not even consult me. They did not even ask me. They just submitted an admin order by the state ‘You have been officially assigned in this and that’. So I took it as a challenge and it was not easy for me at all and I struggled a lot, especially not having any background, not having any knowledge transfer*” (**FG27_PACA**).

On the other side, the concept of transparency is not centralised for the entire organisation as a core behaviour. For example, the directorate general of meteorology has the policy of open-door offices, where senior leaders visit their employee office to speak or discuss their concerns. This working environment creates behaviours that reduce the load of the employees who are having difficulties with their immediate head of sections or directors. **P16_PACA**, as director general, speaks of this sub-theme by referring to his personal experience: *“now we are lucky we don't have compliance coming up from individuals. I prefer to go down and search for these issues if it exists because some staff either are shy or too polite to come to me”*.

c. Inspirational Motivation

- **Delegation Tasks**

In order to render the environment more effective and more positive, “delegation tasks” behaviour proved to be useful in this issue. Engaging knowledge workers with few tasks that senior leaders give them the power to do will make them highly capable and confident and will obviously build up their skills. For example, in the Planning and Development Department it has been observed that developing a plan is not the only thing that employees can do. They have many functions that they need to concentrate on. They need to develop new KPIs. This could be achievable by mandating employees with bigger tasks. This is reflected in the following quote: *“we want to come up with a new methodology of communication, so we are not going to struggle in the future. So, after finishing this, I am telling that by the next year I was told that only one staff will work as a coordinator. She has nothing to know with the plans and developments. She previously worked 4 years in strategic planning, and she said: ‘I have done nothing in developing the business plans even at a call, I didn't a call’. Now she can send emails. She communicates also with the DGs. She is reviewing all the plans and she is making the progress report and follow up intensively. She is now very good. Before she has done nothing in that department”* (**F21_PACA**).

Therefore, this behaviour allowed employees, especially those in second layer positions, to learn much in a short period of time. A director general responded by expressing his experience in this regard: *“I have assistance directors and also, I have six directors, I rotate with them when I do meetings or spend them to overseas trips. By this process, they will have the knowledge not only by their department but others how they work”* (**P15_PACA**).

- **Great Sense of Purpose**

A very few participants mentioned the importance of sense of purpose sub-theme amongst employees, which might motivate them toward satisfying future with they believe such as national values. Despite the fact the working environment is not supportive of creating such enthusiasm, knowledge workers should have self-awareness of this issue as it is a personal code of behaviour. In this regard, **FG27_PACA** remarked: *“we're still moving on because we believe like ‘No, we can make a change, why not?’ Even though we have the closed door but end of the day we will reach it”*.

By contrast, her peer shared a different perspective which suggested that this is a leadership in the organisation’s responsibility to encourage employees and to push them to perform for the sake of the country’s growth and prosperity; otherwise leadership might fail. This view as expressed as follows: *“I think if that leader will be put in that organisation, the organisation will collapse sooner or later”* (**FG28_PACA**).

- **Optimum Goals**

The results revealed that it is definitely not healthy to achieve goals without certain directions or motivation toward their goals. Talking about this issue, a participant said: *“here comes the leadership. Then you can lead them or direct them to the best way in reaching their goals. I think this is one of the main issues that we still complain, and we don't have that”* (**FG28_PACA**).

Alternatively, **P16_PACA**, a director general, claimed that when adopting unique leadership concepts e.g., no boundaries between leaders and knowledge workers, others will criticise this process because it is understood differently. To demonstrate, he shared his view: *“It doesn't come from up to down, but we request head of sections to set with their staff and come up with their goals for the coming years”* (**P16_PACA**).

- **Ownership**

The majority of participants failed to present this sub-theme, which might be because leaders seem not to provide this behaviour in the organisation. However, the few who responded share a belief that the best practice is to authorise the KWrs to act in accomplishing tasks as it is their own personal project. They have to work and feel that the kind of thing that they are doing takes them to some next step or is something that benefits them and the country. It is

not only about how to be motivated or the need to do something, but to be the owner of the project or task or what they do. This seems the case for this organisation, as is illustrated in this statement: *“actually, when working, there is a difference between micro and macro management. Most of the government sector is working in bureaucracy and micromanagement which blocks the motivation and the ownership of the stuff that you are doing”* (FG29_PACAP).

- **Recognition**

Motivation could be achieved by saying a few good words such as ‘Thank you’ for their excellence achievement, or by paying a visit to that particular employee. As a soft reward, one could touch his shoulder and saying thank you to show appreciation. The results confirmed that in the first quarter of each year senior leaders in this organisation ask the head of sections individually to present their goals and their achievements in front of everybody. After that, senior leaders invite the CEOs to attend this recognition, and he usually acknowledges that this is work done by individuals or sections as a team, not by the director-general presenting on behalf of the whole partners. As a result, respondents were asked about their experience with this item, which yielded the following responses: *“Every six months we send news letters to all of them as appreciation of the work they did”* (P15_PACA); *“When the employees feel that they are the owner of an idea, recognition is key. I let them feel the ownership of what they do”* (P16_PACA).

- **Trust**

In order to create bond relationship between leaders and knowledge workers, it is very important to provide them with trust, which eventually inspires them to perform efficiently. Surprisingly, a small number of respondents to this sub-theme indicated that there is a big failure for the leadership in terms of trust, because leaders here respect the titles more than employees. This is clarified by the participants who commented: *“That's why I could say they lose the loyalty of the employee unless someone really has very strong courage to go and tell them that. But in the end its okay because they will close the door in front of you”* (FG25_PACA).

d. Individualised Consideration

- **Listen to KWrs’ Voice**

The analysis of the discussion revealed that it is very important to listen to the knowledge workers and their concerns. Listening helps learning. Some participants confirmed that they have pressure at work and that it is important for a leader to have open and clear communication between them. One participant commented in this regard: *“there is a big difference between listening and really paying attention to what I'm saying because sometimes some leader will just shake their heads. Yes, they're not actually listening”* (FG27_PACA). Furthermore, listening to knowledge workers' concerns and needs but without any response from leaders to solve and fulfil them is really frustrating and can end up with demotivation. As one participant stated, *“it's not how much you talk and it's not how much you represent your needs. It's how much they listen and make a decision behind your complaint because we have very little decision makers in our organisation”* (FG26_PACA).

The CEOs and senior leaders have failed to indicate this sub-theme as prominent behaviour for motivation in the interview data. Based on the discussion results, some leaders in this organisation are listening but not paying attention to knowledge workers' concerns and needs. This is due to the absence of open communication between leaders and employees. In addition, it might be related to the cultural background in some people's mind-set that females are just subordinates and need to listen to their leaders because the majority of leadership positions are males (see section 5.9.1 f).

- **Satisfaction and Feedback**

Taking care of employees' well-being, either mentally or physically, is confirmed as being motivating for them. Therefore, it is important for leaders to engage with their employees, give them the trust, give them the confidence, let them initiate, and let them do mistakes. In addition, allocate time to sit with them or having a monthly lunch gathering at any house of the workers and rotated among all of them, is suggested as being associated with higher levels of employee satisfaction. A similarity of experiences featured during the interviews from (P17_PACA): *“as for their personal needs, the social side very important. As a leader, we attend to do that by default. We look after the employees social and personal needs”*; and (P15_PACA) *“This gathering very important, it take us out from the work's pressure and also its gives the feeling that we are taking care of each other and thinking about each other. The leader should be a good example, because these days we have a challenge to motivate employees”*.

On other hand, finding ways to encourage personnel to do more in the job is a challenge. Another participant alluded to the workplace atmosphere itself, which encourages enhanced performance. This is not only the building but also the high standardised facilities, such as meeting rooms, rest rooms and proper internet connections. This is what (P16_PACA) noted: *“three ways, either an individual approaches me directly or an email requests to set and discuss ideas, or directors and head of sections meet me; we are one family and we discuss quite a lot even in the corridors”*.

e. Intellectual Stimulation

- **Confront Challenges**

The focus group discussion about this sub-theme resulted in much controversy and conflict among the interviewees. Some participants of focus group indicated that the challenge here is to defeat KWrs contribution, not to encourage them to generate ideas or hunt potential initiative to performance. Quite often, this is because some senior leaders does not belief in a younger employee’s ability to confront challenges; instead, they confine knowledge workers in virtual boxes without any intention to let them grow. As observed, knowledge workers sometimes handle such positions and create chances to generate ideas without senior interference. One participant stated that *“I think that it is, you will be very lucky if you have a leader who admire or who will push in the struggle for his works to be knowledgeable, to be creative and to be honest, it is very rare here with us if you have that kind of person or leader, you are very lucky in your life, I think”* (FG28_PACA). Another commented, *“the challenges mean here is how to shut your lips. It's like this, whenever I challenge you I do want to bring the best of the best from your mind, squeeze your mind to get the best ideas, it just to prove you have no creativity talent”* (FG29_PACA).

On contrast, senior leaders have completely different perspectives in this regard. They suggested that challenges are usually solved by concerns departments or in meetings. This practice is confirmed as being based on results, as it reduces the tension and gives the employees the encouragement to solve any problems. This view was captured in the following statement: *“Every week I have meeting with each director individual for at least hours to see what challenges they are facing is”* (P15_PACA), and is supported by P16_PACA who noted that *“challenging tasks they are there forever. Whenever we face a challenge, raise compliance, I set with individual and explain it to him and request them to think about it and come up with a suitable solution”*.

- **Creativity**

From the previous results in the confront challenges sub-theme, it was indicated that this issue should be embedded in the entire organisation. For instance, there was feeling that senior leaders are encouraging KWrs to be creative. These behaviours definitely demotivate knowledge workers from developing and performing with efficiency. Two participants added similar perspectives: *“From a number of initiators here in PACA to be honest. Very few employees can initiate new tasks for the department”* (FG26_PACA); *“The leadership should care about everyone in the organisation or in his department because the creativity and productivity will start from the basic leader”* (FG28_PACA).

- **Intellectual Curiosity**

Only a small trace of intellectual curiosity was indicated in interviews and in the discussion. These standpoints were connected with direct encouragement to be intellectually curious or to take advantage of artificial intelligence, as suggested by the CEO. Hence the direct encouragement could have role in developing the knowledge workers’ skills; it might help them to convert an idea to reality that might drive performance. In this regard, P17_PACA remarked: *“I think today what we have as a challenge is artificial intelligence. If the organisation does not prepare for it or the employees either, we will be left behind. For this reason, I think employees should take advantage of new technology”*. Another participant speaks about this sub-theme by referring to her personal experience: *“I would say because my boss is really helping me to create and think about new topics”* (FG25_PACA).

f. Cultural and Workplace Dimensions

- **Female Empowerment**

Empowering females in this organisation is in line with the vision of the country that both genders are equal. It is important here from the leadership’s perspective to observe the indications of what type of jobs are physically suitable for females. This is the reason indicated in some departments in this organisation that can find few females KWrs compared to males KWrs. However, a senior leader has given a chance for females to prove that they are capable of growing, but they showed they are not accepted as part of a team in some working environments, such as in the airport, where males are more dominant. Notable, the leadership in this situation has a role in empowering and supporting females that they can

continue in such atmosphere and successes. This view has been articulated by a female participant, who says that *“we were the first three females in air and aviation services. The environment was totally not accepting us as females, but we had a boss who gave us the green light, who always gave us the power”* (FG27_PACA).

Again, giving females KWrs the opportunity to grow via workshop and seminars in order to target more females to employee in this sector, would create fair opportunities for both genders. If every organisation in Oman applies such a process, then they will raise the awareness of the females and their important roles. For instance, air traffic control work is very complicated perhaps more than any other job in PACA. Therefore, encourage females KWrs to get employed more in males-oriented jobs. It is believed that, in their role, they added much value. P17_PACA, in his professional capacity, gave an example of female empowerment: *“another example, a female here, I used to call here ‘strong lady’ I had a female engineer who did an amazing job supervising the new Muscat Airport construction. Generally, these jobs were previously carried out by males, but now females have taken the lead”*.

- **Extra Mile in Supporting Females**

The results showed a positive impact of giving females the chance to express their capabilities and contribution. Females in this organisation have positions related to knowledge based, such as director of HR and IT director, because they believe that they can influence some positions. This is due to females interacting with senior leaders and other employees. It is an indication that female knowledge workers ‘expose themselves’ and can contribute. A female participant stated: *“and we're always there and we are always present in meetings and we are strong enough to state our opinion. Maybe that's the reason they put us in this position”* (FG27_PACA). On the other hand, another female knowledge worker indicated that female workers need more development in terms of controlling and making a decision to prove themselves that there exist and contribute. In this regard, FG2_PACA, a female, remarked: *“Yeah, and they to want to prove themselves, they fight, they take wrong actions in order to prove themselves. I don't want to say all the females like that, but I notice they are”*.

Believing that females in this organisation have the capabilities and are accountable, these females have encouraged other females to join aviation sector and compete with males for jobs such as pilots, engineers and air traffic controllers. Before females apply for any job vacancies, they should first have an idea about the employment position in question. For instance, whenever an organisation advertises for a job vacancy, it tends not to state whether they need males or females for the vacancy. It is open for both genders. However, leaders acknowledged that females usually bring more to the table. The following quote illustrated this: *“in my point of view, females are better than males. We have quite few directors’ females. We females in very specialised jobs like meteorology and air traffic controllers”* (P17_PACA).

- **Females Responsibility and Culture**

The challenge here in Oman is not how knowledgeable females are, but how females can be expert in their fields. The problem is that when they are fresh and new to the organisation, they will be very active but later their productivity slowly reduces after getting married and having a family, which becomes an issue. The results revealed that some females, due to cultural background, are not exposed or do not interact with males in the workplace or in a social gathering.

However, because of the good willingness to empower females and encourage them to grow their capabilities, cultural perspectives will change gradually. What is important is to give them trust, look after them, believe in their abilities, develop them in the way they should developed and listen to them. For instance, there are quite a few PACA managers who work up to 6 pm and throughout the weekend. For the ones who prove themselves responsible and capable, senior leaders have promoted them from a normal employee to a leading position. As a result, participants shared their experience with females’ responsibility, which yielded the following responses: *“Because we have seen that they are very knowledgeable and talented. Today they are directors, honestly, they work for long hours than males do”* (P17_PACA); *“I was surprised by females’ colleagues. We have a few females here. But some of them are really smart, and I mean it. They are devoted and very keen to learn beyond expectation”* (P16_PACA); *“Before, some females resist to work at night shift in airports which was very challenging. Today and because of the changing cultural background, we have seven females working there on the night shift”* (P16_PACA).

- **Handicaps**

Some participants expressed the belief that the majority of people do not culturally accept this kind of role for females, even though all the opportunities are open for everyone without any discrimination. Since they consider this a common issue worldwide. In the regulation side, the organisation has directors and head of sections who are females and also inspectors. The majority are still males because of the kind of the work and the cultural background. Speaking about this issue, a participant commented that *“what is important is that females knowledge workers should not shy away; they should be given trust and encouraged to work in these particular fields. In case there are no male knowledge workers in an organisation to accomplish a specific task, it’s unfair avoid this change of empowering females knowledge workers just because they are females”* (P17_PACA).

Another prominent cultural handicap revealed by the results is the difficulty to adopt a certain strategy to remedy some of these handicaps, such as family interference, which plays a role in their progress and prosperity. To demonstrate, sometimes senior leaders decide that a particular female is the right person to go for a mission, or to do this job, or to participate in developmental programs especially if abroad. Surprisingly, an unexpected reaction is comes from females in these situations: *“Despite that, organisers of such events have chosen here based on her qualification, unfortunately, females refuse to participate because they don’t get permission from their families”* (P16_PACA).

Conversely, few females expressed the belief that male knowledge workers do not have barriers talking to male leaders, even though the conversation is not related to work. However, females sometimes feel shy to talk to male leaders at their office or even to male knowledge workers because of these cultural boundaries. This is clarified by a female participant who said that: *“for me, it's really difficult and there is a big difference especially when our leader is not giving me everything that is on his desk. He just giving me a very specific issue that's related to my job”* (FG26_PACA). This is also the case with male co-workers who often share the exact attitude with their female colleagues.

g. Training and Development

- **Appraisal**

As for enhancing the performance, some senior leaders have done employee analyses to determine their strengths and weaknesses. They have put efforts into these individuals after assessing what is required from them and the capabilities that they need, and then they will get better results to enhance the performance in the organisation. This is what **P16_PACA** noted: *“on 2018 we have conducted a project. We have a training section here. We requested them to do a training gap analysis. This program will see the minimum requirements for each individual to be able to function and doing his job with the required amount of training”*. Therefore, those gaps will be filled in. This process makes them more productive and puts them in the right track. In addition, they will be developed to be leaders in the future. Notably, the organisation adopted an appraisal program meant to develop the technical, analytical and also leadership skills, because employees are not dealing with each other but also dealing with a whole aviation sector. A variety of experiences featured during data analysis from **P17_PACA** *“we carry out for these talented employees a TNA program (Training Needs Analysis) before they get trained in specific area. This program provides what gaps in trainings they have”* *“So you have to have these skills, communication skills, soft skills. You need them to convince some time—I think all of us lacking this side”* (**F42_PACA**).

- **Culture of Teamwork**

A minority of participants mentioned that despite the numerous problems that they face, they can solve them with the teams and concern departments. As indicated, team members have been guided to prioritise their work as facilitating obstacles in the workplace. In this regard, **P15_PACA** noted: *“what we do prioritises the problems. Then we take the most important and the most urgent one and try to solve it”*. Moreover, leaders foster collaboration by enforcing it in the team. What the CEO does in PACA is to send these knowledge workers away on a training course. For instance, they have sent seven of the directors to South Africa. The director general initially brought them from different places in the organisation. As he explains, *“they meet in a pantry and they take the course together. One of the aims was to enhance and foster collaboration among them”* (**P17_PACA**).

Alternatively, **P15_PACA**, who is ranked as director-general, revealed a completed new perspective by expressing that they have big problems in the aviation sector with the fact that most people in the field are working alone and with no collaboration. Markedly, the

leadership has to get employees involved and engaged, but this is an issue of behaviour and not practice. This is reflected in the following quote: *“most of the departments and most of the industries here are working in silos. We don't have that integration that whatever we are doing you know what we are doing”* (FG29_PACA).

- **Encourage Training and Learning**

A variety of perspectives were expressed on this matter. A minority mentioned that encouragement to learn should be always come from employees themselves. For example, when dealing with work and tasks, employees can learn a lot from documents to develop new working environment. This view was shared by a participant who said that *“training here is very important to come up with new ideas. But as you say, it is not going to affect our productivity and performance, the work is going to be done, but training will enhance our abilities and methodologies of doing the work”* (FG26_PACA).

Others agreed that knowledge workers are encouraged to learn more by attending specialised programs structured for them. CEO and one of senior leaders admitted that they encourage employees to participate in such programs because some of them provide to the individuals with international recognition. In addition, leaders give rewards to those who participate. Therefore, the participants will know that they will receive benefits such as financial reward, recognition and making relationships with the knowledge-based community. Participants added similar perspectives: *“As CEO, personally I give very high attention to training in PACA; what we do, we have annual training program based on TNA for every employee. While we are setting training program we concentrate on those talented employees and knowledge workers staff, so we can develop them to be more productive and efficient”* (P17_PACA); *“Aside with have training sessions, we have a centre of excellence for training which is recognised internationally. We use this centre to have a one-week course once or twice a year for national staff and international staff”* (P16_PACA).

- **On-the-Job Development**

The issue related to on-the-job development was to some extent prominent in the data. However, a few participants stated that they usually contact specialised institutions overseas and locally to organise workshops in the organisation as part of the learning-by- doing process. The empirical evidence indicates that this is the best way to build confidence in the

employees; even though they have the theoretical art, they need the practical side in order to know what they are doing. Therefore, based on the results, this process applied to all the operators. Two director- generals, in their professional capacities, shared similar perspectives: *“workshops are good for updating; it’s not only a training, for example, for of our engineers, they had a course in US once they returned back. They worked in the organisation for 3 months to learn about the office work and regulation issues”* (P15_PACA). The other director general highlighted the importance of on-the-job development, especially in their field where new things are coming up all the time and new ideas. Obviously, this requires training for them before involvement in real work. However, the development itself is divided into process, related to new equipment and developing the right person to such a task. The director-general was passionate about this, saying: *“this is online with our projects whenever we have one, we make sure part of this project is providing training to individuals who are going to use it in our work”* (P16_PACA).

- **Share and Apply Knowledge**

The majority of those who responded to this sub-theme felt that leadership cannot be affected if they do not believe in knowledge transfer and knowledge sharing. This is because knowledge-sharing should be taken into initiative by experts to transfer it to others and make it a general practice in the organisation. Surprisingly, the results revealed that some senior leaders feel that they do not accept that knowledge workers are more knowledgeable than them. If knowledge workers are more knowledgeable than senior leaders, then they are a threat and they will be ignored by leaders in this organisation. They expressed the notion that senior leaders do not push workers in the direction of sharing and applying knowledge in the organisations. A participant voiced this, *“when I saw that environment, I decided to quit. I will not continue with this kind of mentality and that was what I faced. They have already elaborated more but this is the only part of working in a government sector. Knowing is a threat or knowledge is a threat”* (FG29_PACA). On the other hand, his peer FG27_PACA felt that mostly the knowledge and transfer of knowledge occurs between the staff and the employees. KWrs with expertise are the ones who provide the knowledge, the experience and the feedback of the training, and who share the ideas and thoughts among each other. *“But from a leader to an employee, it's very rare, to be honest”* (FG27_PACA).

But then, P15_PACA and P16_PACA turn the entire argument by throwing in a completely new dimension. With regard to encouraging the sharing and applying of knowledge, they

always refer to experts from the International Civilisation of Aviation Organisation (ICAO), which provide PACA with the best experts in specialised fields. In addition, they also request the employees to attend such programs and to do a presentation even for senior managers or experts. This is because experts might receive questions from joiner staff. This refresher course will keep everyone to up-to-date with all their duties. These experiences were confirmed from participants **P15_PACA** and **P16_PACA**: *“but we do have Omani expert where their duty is to transfer knowledge which is stated in their work contract. They provide us with a monthly report and we follow them every 3 months to see how much our employees gain from them and also when they finish we send them to the operators to test them to see how much they learned” (P15_PACA); “In addition, we have refresher courses. Where those who are more experienced and more knowledgeable and advanced, they will transfer the knowledge to other staff. We make sure that DGM and DGM staff are participating in this process” (P16_PACA).*

h. Standardised Framework

- **Career Pathway**

As with the other organisations, quite a few participants suggested that this organisation has to structure a specialised framework for KWrs. If the organisation does not have the career pathway which contains all the requirements for developing knowledge workers, it would be difficult to have a clear road map for their work and what kind of skills that they need to improve. Talking about this sub-theme, a participant said: *“we need to have programs, not training courses. We need to have programs allocated for each position, they should study what skills he has, where we want him to reach and what can we give him to improve his skills and his knowledge and everything. And that's all should be reflected in the training career path” (FG27_PACA).*

Controversially, **P15_PACA**, a director-general, indicated that, in the aviation sector in general, there is something new and therefore all are required to keep updating, especially knowledge workers. In his professional capacity, he states that *“we have a road map three years map from the directors for division through all the way to all the staff. For instance, a program for 2019, employees will know that they plan to go through for this training”.*

- **Diversity**

It was observed in foregoing sub-themes, e.g., extra mile in Supporting Females, females responsibility and culture, and handicaps, that females prefer certain jobs because of the cultural backgrounds such as staying at work until late. Nevertheless, the results indicated a willingness to support diversity by worshipping and seniors targeting female knowledge workers. If every organisation in Oman applies such a process, then they will raise the awareness of the females' roles. This view was captured in the following statement: *“it's very challenging because in Oman there is no law stating that any organisation has to take a certain percentage of females to be recruited. They are all equal when they apply for announced jobs and opportunities which are for everyone”* (P16_PACA).

- **KWrs Leadership**

Before introducing of such a framework, it is necessarily to embed it with the adequate leadership style for knowledge workers. It has been indicated that it is the leader's main role to ensure transfer of this kind of behaviours in the organisation. This is because the environment of aviation is a specialised industry. One participant commented: *“some workers have the intentions, but they need some help to be a knowledgeable worker. I think the leader or directors, or the bosses should play a very important role here. To plant this kind of roots in their workers”* (FG28_PACA).

Furthermore, another participant conveyed his belief that before new knowledge workers practice the real job, a framework should be specialised to manage them, which does not exist in this organisation. Accordingly, the newcomers, without guidance and directions, will not be able to function as they are supposed to be, and will end by managing themselves to gain directions or knowledge. As one participant put it, *“and this will lead you finally to go and search yourself pop in in everywhere trying to seek any time, from anywhere”* (FG29_PACA).

As shown in previous findings, the CEO and senior leaders are marginally capable of facilitating the improvement of knowledge workers' performance in some themes and their sub-themes, but have failed on other themes and sub-themes, Table 5.8 demonstrates these findings.

Table 5.8: The effectiveness of Transformational Leadership behaviours at the performance in Case Study 6 (PACA)

Themes	Sub-Themes	Fully presented	Occasionally presented	Not presented
Set of Actions	Decision-Making		✓	
	Directions and Dedication		✓	
	Encourage Creative Thinking		✓	
	Future Outlook		✓	
	Sense of Transition Planning		✓	
Idealised Influence	Learn by Model and Initiative	✓		
	Transparency		✓	
Inspirational Motivation	Delegation		✓	
	Tasks			
	Great Sense of Purpose		✓	
	Optimum Goals		✓	
	Ownership		✓	
	Recognition		✓	
Individualised Consideration	Trust		✓	
	Listen to knowledge workers' Voice	✓		
	Satisfaction & Feedback		✓	
Intellectual Stimulation	Confront Challenges	✓		
	Creativity			✓
	Intellectual Curiosity	✓		
Cultural and Workplace Dimensions	Female Empowerment	✓		
	Extra Mile in Supporting Females	✓		
	Female Responsibility and Cultural	✓		

	Handicaps	✓		
Training and Development	Appraisal	✓		
	Culture of Teamwork		✓	
	Encourage Training & Learning	✓		
	On-The Job-Development	✓		
	Share and Apply Knowledge		✓	
Standardised Framework	Career Pathway		✓	
	Diversity		✓	
	Knowledge workers Leadership		✓	

✓ **Code presented:** Indications of evidence recorded from interviews and discussion
O Occasionally presented: Indications of evidence recorded from interviews OR discussion
 × **Code not presented:** No indications recorded

5.11 Significant Findings

The key findings of this research study suggest that transformational leadership behaviours are typically used in knowledge-based organisations as an approach to improve and enhance knowledge workers performance. Nevertheless, there is little knowledge about how TFL behaviours’ process adaptation can be conceptualised within the government sector, as it has been identified, justified and contextually interpreted in the literature (Chapter 2, section 2.2.4). The findings also helped to answer research question 1 (RQ1) by identifying the appropriate adequate leadership style to lead KWrs through the in-depth data analysis undertaken in Chapter 5 and discussed in Chapter 6.

The researcher attempted to address and find answers to research question 2 (RQ2) by concentrating on the characterisation, behaviours and attitudes of KWrs and their development process based on the data analysis on the research in Chapters 5 and 6. This is

due to making KWrs applicable and creative through an implementation of what they learned and trained for the sake of knowledge-based organisations success. These concepts and factors were described and overcame the great level of ambiguity ascribed to the KWrs developmental process (Chapter 2, section 2.3.8).

However, the key outcome of this research study, with regard to the findings and the originality contributions based on the research propositions and objectives, is highlighted as follows. First objective was to critically review the relevant literature on TFL, knowledge workers’ performance at the government sector. The relevant factors of TFL have been identified to meet this objective and its direct impact of enhancing knowledge workers’ performance (see sections 2.2.3 and 2.3.1). The second objective was to propose a conceptual framework to determine the TFL process and its factors enhancing knowledge workers’ performance in knowledge-based organisations in the government sector. The third objective concerns particular tools and techniques that help to examine and analyse empirically how TFL in government sector can enhance the KWrs’ performance. The fourth and final objective of this research study was to explore the findings in order to develop the final conceptual framework (section 6.3, Figure 6.1) to be implicated for academics and practitioners. Table 5.9 summarises these findings and linked with the propositions from Chapter 6 as follows:

Table 5.9: A Summary of The Outcome of This Research with regard to the Findings

Propositions (P)	Findings	Validity
P1a & P1b. The impact of individualised consideration & intellectual stimulation behaviours is positively connected with knowledge worker performance at Interpersonal and Within-Person sub-levels	The findings reveal that TFL leaders are advocating making knowledge workers more passionate to be creative in findings optimum solutions and new process in the workplace by turning to a creativity coach and allowing their knowledge workers to generate creative ideas or to solve problem with the leader’s direct involvement (Tables 6.5 & 6.6)	Confirmed
P2a & P2b. The impact of idealised influence & inspirational motivation	The research findings confirm the positive impact by focusing on the emotional relationship	New Confirmed

behaviours is positively connected with knowledge workers group performance	between leaders and knowledge workers e.g., trust, delegation tasks, recognition, and ownership (Tables 6.3 & 6.4)	
P3. The standardised framework facilitates the transformational leadership at two main levels by practicing the set of actions behaviours	Some participants responded about the need to adapt recruitment law, states to take a certain percentage of female knowledge workers, and to show leaders how to lead knowledge workers in knowledge-based organisations (Table 6.9)	New Confirmed
P4. The transformational leadership behaviours facilitate the cultural and workplace dimensions theme via the set of actions behaviours at individual and group focus levels	This study’s findings were significant with regard to creating a positive notion that females are sustaining successes and are full and worthy to be empowered. Despite the common mind-set about females (section 6.3.6), the TFL leaders effect innovation via enhancing empowerment climate based on adopting particular intermediate mechanisms e.g., empowering females knowledge workers (Table 6.7)	New Confirmed
P5. The impact of the set of actions theme based on facilitating transformational leadership is positively connected to enhancing knowledge workers’ performance	Based on findings, achieving specific outcomes is only through embedding practices such leaders’ directions, creating business succession, and a clear vision in the organisation professionally (Table 6.2)	
P6a, P6b, & P6c. Adequate training and development can positively impact knowledge workers at macro, between-person, and within-person levels performance	Responses from all case studies confirm the combination of TFL behaviours with training and learning, impacting knowledge workers motivation via developing their skills (Table 6.8)	Confirmed

- **P1a.**The impact of individualised consideration behaviours is positively connected with knowledge workers’ performance at Interpersonal and Within-Person sub-levels.

- **P1b.**The impact of intellectual stimulation behaviours is positively connected with knowledge worker performance at Interpersonal and Within-Person sub-levels.
- **P2a.**The impact of idealised influence behaviours is positively connected with knowledge workers' group performance.
- **P2b.**The impact of inspirational motivation behaviours is positively connected with knowledge workers' group performance.
- **P3.** The standardised framework facilitates the transformational leadership at the main levels by practicing the set of actions behaviours.
- **P4.** The transformational leadership behaviours facilitate the cultural and workplace dimensions theme via the set of actions behaviours at individual and group focus levels of TFL.
- **P5.** The impact of the set of actions theme is based on facilitating transformational leadership main levels, standardised framework, and cultural and workplace dimensions, and is positively connected to enhance knowledge workers performance via training and development.
- **P6a.** Adequate training and development can positively impact knowledge workers at macro level performance based on the combination of transformational leadership and training engagement theories.
- **P6b.** Adequate training and development can positively impact knowledge workers at between-person level performance based on the combination of transformational leadership and training engagement theories.
- **P6c.** Adequate training and development can positively impact knowledge workers at within-person level performance based on the combination of transformational leadership and training engagement theories.

5.12 Chapter Summary

This chapter has presents in detail the interviews, discussion and analysis using a qualitative approach in this research study. The data is gathered based on 17 semi-structure interviews and six focus group discussions. The responses are from 46 employees, comprising 17 individuals and 29 focus groups members. The data is collected from six different case studies i.e., organisations (Special Economic Zone Authority (SEZAD), Innovation Development Oman (IDO), Oman International Logistic Group (ASYAD), Muscat National

Development and Investment Company (ASAAS), Oman Aviation Group (OAG), and The Public Authority for Civil Aviation (PACA)). A description of each, with empirical evidence practicing leadership behaviours, was explored and reported. Taking into consideration these descriptions of the case studies was regulated in order to develop the conceptual framework. Moreover, for the validity of the research, one must collect the right data from the right sources; each case study has a brief description at the beginning about its vision and mission in order to make others aware of the remaining five cases. The structure of the six case studies was taken into consideration in developing the proposed conceptual framework.

The findings indicate that the transformational leadership style affects knowledge workers' performance. It has been noted that organisations have the potential to embrace a suitable leadership style which is consistent with the characteristics of knowledge workers in several perspectives, in particular with the nature of organisation's services. Significantly, the findings from this exploration have indicated that productivity and performance in the workplace are more on favour of females than males as findings indicated that they showed extra mile and wellness to develop their abilities for the better. It is unsurprising that cultural perspectives play a significant role in decreasing their ability to adapt to working in remote areas, and in particular with females knowledge workers. In addition, nevertheless, there is evidence of growing support for females. These findings underline that the need to implement a standardised framework to lead specialised employees such as knowledge workers. Consequently, this could then become the culture of the organisation.

The next chapter discusses and compares the findings on the leadership effectiveness to enhance knowledge workers performance in each case study with the support of the empirical evidence from data and literature review in order to validate the conceptual framework mentioned in chapter 3, section 3.3 (Figure 3.2).

Chapter 6: Discussion and the Developed Framework

6.1 Introduction

This chapter aims to deliberate what new findings emerged from the data analysis and link to chapters 2 and 3. The chapter is divided into three main sections. The first section (6.2) highlights the overall research aim and objectives, briefs on the conceptual framework process, methodology and data analysis process in order to answer the research questions. The second section (6.3) Final and Developed Framework of Knowledge Workers Leadership (KWL) explains the interpretations of the findings in all of the case studies in order to provide a comparison with the current literature review. Accordingly, this section will synthesise (sub-sections 6.3.1 to 6.3.8) all the outcomes into final and developed framework with additional themes based on empirical findings to modify proposed theories. It is important to realise that each theme in the conceptual framework is discussed in this chapter along with interpretation by summarising the supporting evidence for the propositions. However, the findings of this research were mostly supportive of the propositions in the conceptual framework. The final section (6.4) is a summary of the chapter.

6.2 Overview of the Research Study

This research set out with the aim to assess and explore in-depth the importance of adequate leadership style in leading specific employees, namely knowledge workers in the government sector. To demonstrate, the purpose is determine the primary contextual factors most to be expected to have a significance influence on enhancing the performance of knowledge workers within the context of six government organisations across the Sultanate of Oman. These organisations are responsible for developing innovation in all sectors in the country and for providing diverse services aimed at supporting the growth and development of the country. Accordingly, this thesis draws on the conceptual model of Ashkanasy et al. (2015), who claim that the full structure of transformational leadership (TFL) should be reconceptualised as a multilevel model (i.e., individual-focused and group focused). Furthermore, authors such as Kim and Shin (2017b), have called for more research to adapt the integrative model (i.e., Multilevel TFL) to be conducted in an organisational context, as reported in Chapter 2, section 2.2.3.

Consequently, from this overview, the study has explored the proposed conceptual framework (Chapter 3, section 3.3 Figure 3.2) empirically based on these factors to address

the nature of transformational leadership behaviours to improve performance of knowledge workers. It should be emphasised that, via the empirical evidence that emerged from the data analysis, the framework will be validated. As summarised in Table 6.1, this research has achieved its aim and met objectives as proposed in Chapter 1.

Table 6.1: The Achievement of Research Objectives

Objective	Chapter
<p>(1)</p> <ul style="list-style-type: none"> • Critically review the relevant literature on transformational leadership and knowledge workers' performance at the government sector. • Identifying relevant factors of transformational leadership and its direct impact, enhancing knowledge workers' performance. 	<ul style="list-style-type: none"> • It has been achieved in Chapter 2 (sections 2.2, 2.3, and 2.4)
<p>(2)</p> <ul style="list-style-type: none"> • Proposing a conceptual framework to determine the transformation leadership process and its factors to enhance knowledge workers' performance. 	<ul style="list-style-type: none"> • It has been achieved in Chapter 3 (section 3.3, Figure 3.2).
<p>(3)</p> <ul style="list-style-type: none"> • Reasoning behind using particular tools and techniques that assists in examining and analysing empirically how transformational leadership in the government sector can enhance knowledge workers' performance. 	<ul style="list-style-type: none"> • It has been achieved in Chapter 4 (section 4.5) and in Chapter 5 (section 5.3)
<p>(4)</p> <ul style="list-style-type: none"> • Exploring the findings in order to validate the proposed conceptual framework to be implicated for academics and practitioners. 	<ul style="list-style-type: none"> • It has been achieved in Chapter 6 (section 6.3)

With the intention of fulfilling the aforementioned objectives, Chapter 3 (Figure 3.2) has propositions (see section 3.3.1) that emerged from the literature review and are connected to the four dimensions of transformation leadership theory (idealised influence, individualised consideration, inspirational motivation and intellectual stimulation). However, this chapter contains three new propositions which appeared from data. Subsequently the research was exploratory and adopted a qualitative approach to deeply understand the transformational leadership behaviours that affect the performance of knowledge workers. As reported in Chapter 4 section 4.4.3, a multi-case study strategy has been followed to identify themes;

moreover, it has clarified how the data collected from participants was employed and by whom.

Transformational leadership style is necessary for affecting knowledge workers' performance, as is explained in detail in Chapter 5. Consistent with this research, Azadegan et al. (2015) call for raising attention to growing knowledge workers skills in knowledge-based organisations. This could be achieved via on-the-job development and training in the workplace, based on training engagement theory (Sitzmann & Weinhardt, 2018). Accordingly, this research has expanded their work as is shown in the following sections. The organisation of following sections based on chronological order derived from Chapter 5.

6.3 Final and Developed Framework of Knowledge Workers Leadership (KWL)

Based on the comprehensive findings' discussion with the existing relevant literature, the conceptual knowledge workers framework is further extended and presented in this chapter. The original conceptual framework (Chapter 3, section 3.3 Figure 3.2,) has been modified in accordance with the findings from the analysis of the data as illustrated in Figure 6.1. Moreover, according to the empirical findings of this chapter, the conceptual framework provides an in-depth understanding about the effect of transformational leadership behaviour on knowledge workers' performance in knowledge-based organisations.

Figure 6.1: Final and Developed Framework of Knowledge Workers Leadership (KWL)

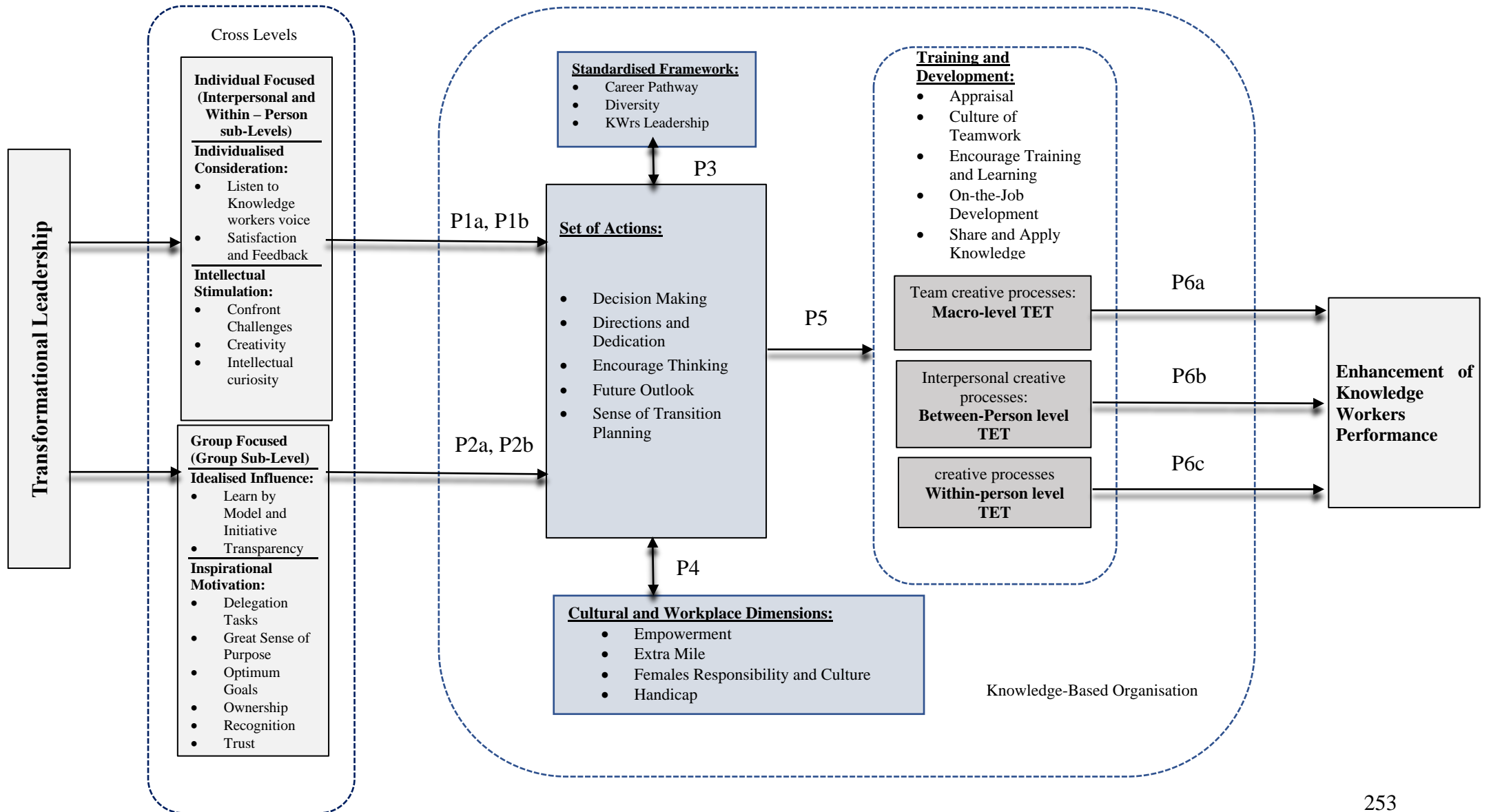


Table 6.2: Propositions of Final and Developed (KWL) Framework

Initials	Propositions
P.1a	The impact of individualised consideration behaviours is positively connected with knowledge workers' performance at Interpersonal and Within-Person sub-levels.
P.1b	The impact of intellectual stimulation behaviours is positively connected with knowledge worker performance at Interpersonal and Within-Person sub-levels.
P.2a	The impact of idealised influence behaviours is positively connected with knowledge workers' group performance.
P.2b	The impact of inspirational motivation behaviours is positively connected with knowledge workers' group performance.
P.3	The standardised framework facilitates the transformational leadership at the main levels by practicing the set of actions behaviours.
P.4	The transformational leadership behaviours facilitate the cultural and workplace dimensions theme via the set of actions behaviours at individual and group focus levels of TFL.
P.5	The impact of the set of actions theme is based on facilitating transformational leadership main levels, standardised framework, and cultural and workplace dimensions, and is positively connected to enhance knowledge workers performance via training and development.
P.6a	Adequate training and development can positively impact knowledge workers at macro level performance based on the combination of transformational leadership and training engagement theories.
P.6b	Adequate training and development can positively impact knowledge workers at between-person level performance based on the combination of transformational leadership and training engagement theories.
P.6c	Adequate training and development can positively impact knowledge workers at within-person level performance based on the combination of transformational leadership and training engagement theories.

Chapter 6: Discussion and Developed Framework

The final and developed framework presented in Figure 6.1 shows transformational leadership theory is responsible for encouraging knowledge workers to perform beyond their expectation by the influence of four dimensions: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Training engagement theory emphasises the importance of training and development procedures under a range of perspectives. These two theories do not oppose each other, but they complement each other.

At the framework's input process (transformational leadership), the cross levels are divided into two main levels (individual focused TFL and group focused TFL). The construct at the individual focused TFL contains two sub-levels (interpersonal and within-person) which are linked to two themes i.e., individualised consideration and intellectual stimulation. The construct at group focused contains one sub-level i.e., group sub-level linked to two themes: idealised influence and inspirational motivation. Both constructs in the original conceptual framework (Figure 3.2) lack sub-themes that describe the relationship between transformational leadership behaviours and enhancing knowledge workers' performance. However, the final and developed framework has new sub-themes which emerged from the results at both main levels i.e., individualised consideration theme (listening to Knowledge workers voice and satisfaction & feedback) and intellectual stimulation theme (confronting challenges, creativity, and intellectual curiosity). At the group focused level i.e., there is the idealised influence theme (learning by model and initiative and transparency) and the inspirational motivation theme (delegation tasks, great sense of purpose, optimum goals, ownership, and recognition).

At the framework's process stage (set of actions, cultural and workplace dimensions, standardised framework, and training and development) the framework suggests three new constructs, along with the transformational leadership theory, which influence the knowledge workers' performance process. First, the set of actions theme provides actions that help increase the level of performance at cross levels by five sub-themes (decision making, directions and dedication, encourage creative thinking, future outlook and sense of transition planning). Second, the cultural and workplace dimensions theme aims to raise public awareness of the female knowledge workers' roles in the government sector comparing to the notion of having been respected as housewives in society by four sub-themes (i.e., females empowerment, extra mail in supporting females, females responsibility and culture, and handicap). In this stage, national culture will be taken into consideration in certain aspects

such as the differences between genders in the workplace. Third, standardised framework theme helps to embed transformational leadership behaviours within the improving and enhance the knowledge workers genders performance by transferring these behaviours in the organisation based on the three sub-themes (i.e., career pathway, diversity, and KWrs leadership).

On the basis of original conceptual framework, three constructs were suggested to describe the process of training and engagement theory (TEL) (i.e., macro level, between-person level, and within-person level). However, the final and developed framework's process, based on the findings, has merged these constructs into one construct: training and development theme. This construct provides new five sub-themes (appraisal, culture of teamwork, encourage training & leaning, on-the-job development, and sharing and applying knowledge) that will be applied within the TEL levels and in parallel with the framework main levels (i.e. individualised focused and group focused). The framework emphasises that trainings and the provision of development opportunities are granted based on transformational leadership behaviours along with the new constructs (i.e., set of actions, cultural and workplace dimensions, and standardised framework).

According to Yin (2018), case study research should commence with a statement of propositions – answers to “how” and “why” questions – to be tested with the data gathered. Cases which confirm the propositions enhance confidence in the validity of the concepts and their relationships; cases which disconfirm the relationships can provide an opportunity to refine the theory. A proposition explains the logical linkage among certain concepts by asserting a universal connection. Propositions may also be presented in qualitative studies. Like hypotheses, these are statements about the likelihood of two or more concepts working together. A proposition is a loose statement and not meant to be as precise as a hypothesis.

The final and developed framework shows that combing the transformational leadership theory with the training and engagement theory result in enhancing knowledge workers' performance consistently. This developed framework explains a particular phenomenon in different perspectives than has been previously suggested in the two theories based on new propositions built up from the data (i.e., P1a, P2b, P2a, P2b, P2b, P3, P4, P5, P6a, P6b, P6c).

The following sub-sections provide an in-depth explanation of these relationships.

6.3.1 At Individual and Group Focus Levels of TEL (Set of Actions)

In the current research findings (Chapter 5), comparing multiple case study showed the mean degree of important influence from the differences and similarities that can overlap with the literature (Vannoni, 2015). Particularly, the findings showed that the set of actions theme has been exercised, but it needs to be more precise in both of the framework's main levels. However, the CEOs and senior leaders in the case studies are trying to empower employees with leadership behaviours that are consistent with the type of work that they do.

The findings observed in this study mirror those of the previous studies that have examined the impact of the set of actions theme, as one of leadership behaviours on knowledge workers' productivity improvement (Fischer et al., 2016; Guay & Choi, 2015; Yukl, 2013). Notably, the overall practice of this theme and its sub-themes is mostly positive; however, the findings also accord with the need to adopt an adequate leadership style for knowledge-based organisations (Edgar et al., 2015; Hahn et al., 2015; Seth & Lee, 2017).

- **Decision-Making**

It was obviously indicated that most case studies in this research are doing something new in Oman and the region i.e., a knowledge-based economy (Chapter 5, see section 5.4). Consequently, there are signs of decision delegation provided to knowledge workers; thus they are connecting directly to internal and some external partners, for instance, they are investing in some international and local funds (Arjoon et al., 2016; Burmeister et al., 2017; Chong et al., 2017; Davenport 2005; Mládková et al., 2015). However, since this is a type of newer organisations, knowledge workers need a proper guideline on how to take the right decision. In particular, during the establishment, the CEO and other senior leaders joined from another organisation e.g. OAG. It is worth noting that both Burmeister et al. (2017) and Chong et al. (2017) did not highlight this issue as a strategy for knowledge-based organisation with knowledge workers.

While this research advances their work by finding that a sufficient amount of decision-making exercise indicated that the role of the senior leaders enhances the capacity of knowledge workers to accomplish tasks that they believe cannot be done. Obviously, this study provides findings which corroborate the findings of much of previous work in this field

(Arjoon et al., 2016; Davenport, 2005; and Mládková et al., 2015). As suggested by Al Hadi and Al Rawahi (2014), authorising knowledge workers to make a decision which will enhance their abilities and capabilities to reveal the senior leaders' faith in them.

- **Directions and Dedication**

The findings of this research (Chapter 5) revealed that proper directions provided by senior leaders will be of additional value to knowledge workers. The previous studies showed that this could be achieved via the necessary skills and competences (Cheong et al., 2017; Hasson et al., 2016; Langmann & Thomas, 2017; Offermann & Coats, 2017). Moreover, they shared the belief of good leaders that will be followed by others, and they will be considered as direct mentors to other employees by explaining their concerns. In line with these studies, the findings of this research showed that understanding the direction of the organisation, the direction of the country, will add value by being involved in the organisation's directions.

However, these findings have expanded the above studies by focusing on knowledge workers performance in knowledge-based organisations. To demonstrate, in order to achieve an efficient performance and to accomplish tasks, a certain directing philosophy needs to be implemented according to findings of this research. It is an informal process whereby the senior leader looks at different things and at each knowledge worker and considers himself/herself to be a boss to the knowledge worker. But the senior leader is still responsible for directing knowledge workers to influence their behaviours which lead to enhancing their performance with dedication.

- **Encourage Creative Thinking**

The findings confirm that encouraging creative thinking is often exercised in the organisation, hence the uniqueness of its tasks that are required to do so. Furthermore, knowledge workers are encouraged to address questions or concerns about any issues with senior leaders facing them before coming up with any solution. Therefore, these practices are encouraged by senior leaders and usually get measured on the knowledge workers' reports as a progress of their self-development (Caillier, 2015; Dóci & Hofmans, 2015). However, these findings differ from their published studies as this study is focusing on the need of senior leaders to develop their leadership skills in this matter. It is encouraging to compare these findings with that found by Al Riyami et al. (2014) who found that thinking involvements

should be considered to enhance productivity improvement by exquisite leadership skills such as the capability to plan, organise and coordinate.

This research finds that senior leaders' role is to extract out and to encourage the capabilities of the knowledge workers to accomplish tasks that they think cannot be achieved. Therefore, once knowledge workers have these powerful and relevant skills of behaviour, the remaining behaviours will follow to lead creative and intellectual curious individuals. Lord et al. (2017) also support the advantage of these behaviours by enabling knowledge workers to think about a particular solution for a problem and its purpose for senior leaders, rather than coming up with questions on how to solve this problem.

- **Future Outlook**

It was shown in Chapter 5 (sections 5.7.1a and 5.8.1a) that the findings corroborate the ideas of Akdere et al. (2015) and Deichmann and Stam (2015) who suggested that vision and mission should be to clarified more by the CEOs and senior leaders. Thus, based on the findings, one achieves specific outcomes only by embedding this practice in the organisation professionally. These findings are in agreement with Jacobsen and Andersen's (2017) findings which showed that clear vision is the cause of motivating followers to fulfil organisation goals in their own self-interest. This research expands their work by emphasising the need to assess the current situation to make sure that knowledge workers know where they are heading.

On the other hand, issues related to future outlook were highlighted in the analysis data. These results indicated that the vision and mission of the organisation are clear to all employees. However, there was a suggestion that vision and mission should share similar goals and values in order to take the organisation into the next phase that comes (Cai et al., 2016). These factors may explain the relatively good correlation between adequate leadership style and future outlook in order to execute the task that knowledge workers have been assigned.

- **Sense of Transition Planning**

Contrary to expectations, this study did not find a significant association between leadership and creating business succession. In reviewing the literature, very little data was found on the association between transformational leadership behaviours and transition planning in terms

of setting a transition period, as according to Hlupic (2016). However, the current study found that knowledge workers have been mandated with tasks that could develop their leadership skills e.g. decision-making. However, these findings differ from Hlupic (2016) by highlighting the importance of creating a unique work culture or specific behaviours that can be passed on after leaders leave their positions. A possible explanation of this might be that other can deliver what they have learned from other for the long-term.

It was explored, in order to have a quick replacement of vacant leadership positions, that the succession plan as a strategy to secure the business t, it was not particularly prominent in the interviews data. However, this study focused on this important issue as a matter of the organisation’s survival in the future. As shown in Table 6.3, this research explored that leaders should aspire knowledge workers to grow in the organisation and what they can provide them to promote them and to take successful steps to help them reach leadership positions and occupy those positions successfully.

Table 6.3: Leadership Behaviours During the Set of Actions Theme

Theme	Sub-themes	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6
Set of Actions	Decision Making	O	✓	✓	✓	✓	O
	Directions and Dedication	O	✓	✓	O	✓	O
	Future Outlook	O	O	O	✓	✓	O
	Sense of Transition Planning	O	O	✓	✓	✓	O

✓ **presented:** Indications of sub-theme fully presented at all case studies
 O **Occasionally presented:** Indications of sub-theme partially presented at case studies
 × **Not presented:** No indications recorded at any case study

Proposition (P.5): The impact of the set of actions theme is based on facilitating transformational leadership main levels, standardised framework, and cultural and workplace dimensions, and is positively connected to enhance knowledge workers performance via training and development.

6.3.2 At Group Focus Level of TEL (Idealised Influence)

- **Learn by Model and Initiative**

This research's findings further expand the notion that the idealised influence theme is just a bottom line to help deliver results that were created via a natural working environment. Frequently, these practices exist in knowledge workers' daily bases behaviours most likely acquired from their leaders such as dealing with stress, the intensive work loads and being initiative and punctual (Anderson & Sun, 2015; Ashkanasy et al., 2015; Bachrach et al., 2015). These authors argue that that no knowledge workers show up every day to his/her office and try to look and act like their boss, as long as they been influenced and motivated by their leaders.

However, the findings of the current research expand the above-mentioned studies by focusing on the emotional relationship between leaders and knowledge workers. It is difficult to explain this finding, but it might be connected to the ability of leaders to understand and manage the different personality in their team, in particular encouraging them to be punctual in accomplishing tasks or being committed to work, based on Mladkova's (2015) suggestion. As this research indicated in Chapter 2 (section 2.4), it seems possible that these findings are connected to the nature of knowledge workers tasks at knowledge-based organisations.

On the other hand, the present findings seem to be consistent with other research studies which found that, in order to inspire knowledge workers, leaders should take the lead Deinert et al. (2015) (see section 2.2.4, Chapter 2). However, this study's findings emphasise that knowledge workers should have the readiness to undertake tasks, which might well be learned from their senior leaders. On the whole, showing employees that senior leaders take the initiative and are capable of accomplishing tasks will send a message to them that they are ready to act like their senior leaders.

- **Transparency**

It was discussed in the data analysis (Chapter 5, sections 5.7.1b and 5.8.1b) that the best practice to encourage openness and communication is by adopting transparency between leaders and knowledge workers in the workplace. The results of data analysis indicated proactive behaviour such as encouraging openness with knowledge workers usually by senior leaders. A recent study by Azadegan et al. (2015) suggests that knowledge hording is most likely transferred in an open organisational environment structure that encourages transparency across functions. This research on transparency has shown some engagement in the process of avoiding barriers between senior leaders and knowledge workers. Moreover,

the findings confirmed that transparency allows senior leaders to understand and manage the different personality of knowledge workers and their expectations in the workplace.

Consistent with this finding, past studies highly acknowledge the effectiveness of transparency in raising the enthusiasm of knowledge workers (e.g., Al Hadi and Al Rawahi, 2014; Mládková et al., 2015). This finding has important implications for developing the conceptual premise which does affect daily basis practices between senior leaders and knowledge workers to several aspects, such as openness, express views during meetings and allow them to be more honest. However, more research on this topic needs to be undertaken before the association between transparency and performance is more clearly understood. This could be more in favour of openness and communication advocate. Transparency has been rarely cited as it should be based on the advocating on this behaviour to enhance the performance, especially for knowledge-based organisation. For example, studies by Boer et al. (2015) and Hwang et al. (2015) reported that openness and transparency are the central role of information in knowledge workers’ jobs. However, these studies did not identify who the transparency behaviour should be practiced by. This study, as shown in Table 6.4, found that transformational leaders are more open to transparency, for example, allowing employees to make mistakes in order to learn.

Table 6.4: Leadership Behaviours During Idealised Influence Theme

Theme	Sub-themes	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6
Idealised Influence	Learn by Model and Initiative	O	✓	✓	✓	O	✓
	Transparency	O	O	O	✓	✓	O

✓ **presented:** Indications of sub-theme fully presented at all case studies
 O **Occasionally presented:** Indications of sub-theme partially presented at case studies
 × **Not presented:** No indications recorded at any case study

Proposition (P.2a): The impact of idealised influence behaviours is positively connected with knowledge workers’ group performance.

6.3.3 At Group Focus Level of TEL (Inspirational Motivation)

- **Delegation Tasks**

These research findings, suggest that inspirational motivation behaviour is very important as a performance motivator by delegating tasks to the knowledge workers. However, the

findings of the current study support the previous research by proving that delegation tasks are helpful and successful based on the fairness of workload distribution among all knowledge workers. Align with Atapattu and Ranawake (2017) findings, the absence of delegation task practice in knowledge-based organisations will significantly affect the performance of knowledge workers. Some of the issues emerging from these research findings are related specifically to delegation tasks, not only passing the duty to another employee but also providing them with responsibility and authority. This practice will enhance and develop knowledge workers and sustain their capabilities via the right instructions such as given authority to knowledge workers to accomplish task or creating appropriate solutions for exist problems. A possible explanation for these findings might be to providing knowledge workers with the authority to express their view in meetings and do what they think is right without getting approval from their leaders.

Prior study such as by Yukl (2013) have noted the importance of delegation tasks which involves embedding primary responsibility to an individual or group, which consistently aligns with the proposed conceptual framework in Chapter 3, sections 3.3. This gives the impression that knowledge workers have the authority and ability to decide when and how to accomplish their tasks. Hence, their type of work is different from other governmental organisations. A further study with more focus on delegation tasks in therefore suggested.

- **Great Sense of Purpose**

Based on the findings, there was a high and positive support from participants on the great sense of purpose sub-theme as one behaviour of inspirational motivation. Notably, leaders and knowledge workers seem to share a common passion about the obligation to serve the national economy in the best way to make this behaviour be highly considered. These findings are consistent with other studies, as was confirmed by findings that providing male and female knowledge workers with a great sense of purpose that could enhance their performance, such as their contribution will affect the national economy (Bronkhorst et al., 2015b; Ministry of Information, 2015). However, these behaviours, as the results showed, are generally intangible, such as adding values to change the attitudes of knowledge workers that align with social community norms. Consequently, male and female knowledge workers in this case and whenever they face situations like pressure for example, are encouraged to accomplish their task as they expected to do in the case of Oman, which have not been focused on in previous suggestions.

Additionally, a national obligation should be consistent with interest in what a knowledge-based organisation is doing, and those who are involved in working in this organisation should like their jobs. The results of the data analysis have shown that male and female knowledge workers need to be imbued with such behaviours and to be passionate toward these initiatives. In reviewing the literature, very little was found on the association between providing knowledge workers with a great sense of purpose and enhance performance. Accordingly, this thesis advanced the work of Janssen et al. (2015), who focused more on the knowledge workers' personal needs and ideals rather than affecting the overall national economy of the country. This study found that leaders need to change the attitude of knowledge workers to bring out the best of them so that they can have a high performance in the future.

As shown above, the main aim of establishing such organisations is to put Oman firmly on the map of knowledge-based economy preferred dictation. Therefore, there is abundant room for further progress in determining where it could affect the national economy and citizens simultaneously by considering sense of purpose as a practice behaviour.

- **Optimum Goals**

Optimum goals were highlighted in the research data analysis by giving the overall understanding that knowledge workers aligned their personal goals with their organisation goals. It seems possible that these findings are due to raising enthusiasm among knowledge workers either by reminding them about the importance of this organisation to the country or by engaging them in its projects. The issue of optimum goals has been highlighted by previous studies (e.g., Ashkanasy et al., 2015; Baird & Su, 2017; Tse & Chiu, 2014) by giving the impression that transformational leadership style can change the attitude of knowledge workers' performance for the better. For instance, this view surfaced in case study 2 findings mainly in what provides the best conditions for meeting a goal or accomplishing tasks. Therefore, it is the leadership's duty to drive knowledge workers towards specific direction and facilitates them with all the possible support needed to enable them to achieve their goals, which are relevant and connected to the organisation's goals.

Around the same sub-theme the existing studies suggest that this behaviour emphasises that leaders may influence knowledge workers to attain their goals effectively by giving meaning

to the tasks to attain determined future goals efficiently (Anderson & Sun, 2015; Chen & Farh, 2017). It was revealed that participants value this behaviour by indicating the need for transformational leadership to adequate leaders who have the capability, the skills to change and lead the knowledge workers. It can therefore be assumed that the leaders need to achieve the objectives of the organisation itself by better motivation practice.

- **Ownership**

Contrary to expectations, this study did not find a significant relationship between providing ownership attitude and enhancing performance. For instance, findings from case study 1 (SEZAD) have a lack of exposure to the ownership practice at the senior leaders, whereas this component has huge role in emphasising development leading to efficient performance. In addition, leadership behaviours have not been strong predictors to enhance performance and knowledge workers' enthusiasm on this matter. These findings further support the idea that ownership should be in the structure of any business via providing knowledge workers with power to command the operations or the functions as it is their personal projects (Rasmussen-Barr et al., 2018; Yukl, 2013).

The effectiveness of embedding such a platform in a knowledge-based organisation is more effective when allowing more autonomy to younger knowledge workers and detect what they want to do to be more effective and productive. For example, senior leaders in case study 2 believe that ownership can be practiced by knowledge workers. They are involved in projects that deliver knowledge transfer, technology advancement and socioeconomic development for the people of Oman, notably, they engage with it as it their own. This research expands previous findings such as that of Amar and Vlatka (2016), by emphasising the importance of this practice as a strategy that has been exercised broadly in case study 2 and proved its association with performance. Therefore, ownership is an important issue for future research.

- **Recognition**

It was found in Chapter 5 (see section 5.6.1c) that senior leaders appraised their knowledge workers, their efforts are valued, their ideas are welcome and their efforts appreciated. In addition, there was the belief that honouring knowledge workers for their level of service is encouraging and motivating, which ultimately enhances their performance. A possible explanation for these findings may be the adequate behaviour from leaders such as show appreciation and thanking them in front of others for any task that they have carried out.

There are similarities between the attitudes expressed by recognition in this study and those described by Cho et al. (2016) and Edgar et al. (2015). They suggested that recognition allows leaders to understand where knowledge workers fit in bigger picture and whether their work is meeting expectations. However, the work of Cho et al. (2016) focuses on social exchange theory perspectives, and Edgar et al. (2015) found that there is a strong relationship between recognition and high performance associated with transformational leadership style, while not describing how.

With this in mind, this research extends the previous findings by highlighting the recognition behaviour as one of the core motivations. Notably, findings confirm that appreciation attitude seems to be preferable amongst the knowledge workers as recognition for their accomplishments. This is consistent with the work of Dóci and Hofmans (2015) and Jacobsen (2015) who consider that recognition is the focus component of transformational leadership that fits professionals desire for recognition and concerns about followers' well-being.

- **Trust**

Findings in this thesis have revealed values such as integrity and faithfulness, which are the cause of trust between senior leaders and knowledge workers. Accordingly, senior leaders, whenever they say something, should make sure that they perform at their highest capacity in order to meet the commitments they have promised; otherwise, knowledge workers will start to not trust them. As a result, mistrust will affect the productivity at work. The findings of data analysis showed that trust might be a predictor to a strong performance if the senior leaders elevate this behaviour and consider it as one of the motivation factors. It is suggested that trust behaviour affects the knowledge workers via the idealised influence theme as leaders act as a role model for them (Anderson & Sun, 2015). However, this research findings differ from Anderson and Sun's (2015) estimate of trust, but they are broadly consistent with Cai et al.'s (2016) findings. They argue that leaders with a transformational leadership style are normally trusted by their followers as a result of sharing the similar goals and values based on clear vision. The findings of this thesis may be explained by the fact that trust is advocated as an inspirational motivator behaviour. Table 6.5 shows these findings as follows:

Table 6.5: Leadership Behaviours During Inspirational Motivation Theme

Theme	Sub-themes	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6
Inspirational Motivation	Delegation Tasks	✓	✓	✓	✓	O	O
	Great Sense of Purpose	✓	✓	O	O	✓	O
	Optimum Goals	✓	✓	✓	✓	✓	O
	Ownership	×	✓	O	✓	O	O
	Recognition	O	O	✓	O	O	O
	Trust	✓	✓	✓	O	O	O

✓ **presented:** Indications of sub-theme fully presented at all case studies
 O **Occasionally presented:** Indications of sub-theme partially presented at case studies
 × **Not presented:** No indications recorded at any case study

Proposition (P.2b): The impact of inspirational motivation behaviours is positively connected with knowledge workers' group performance.

6.3.4 At Individual Focus Level and Within-Person sub-level of TEL (Individualised Consideration)

- **Listen to Knowledge Workers Voice**

In reviewing the literature (see section 3.4.2), very little indication was found on the association between enhancing performance and listening to knowledge worker concerns and needs directly through TFL theory (Guillaume et al., 2016). However, their work did not explain where this practice should fit in with transformational leadership theory, while this study found that listening to knowledge voice was the most prominent in this research. These behaviours were notably presenting on daily bases of the managerial practice at different levels in all study cases except case study 1, which occasionally presented (see Table 6.6).

For instance, data analysis revealed that leaders set a weekly meeting where communication is open with the knowledge workers to hear their ideas or problems and try to accommodate them. According to knowledge workers' view, it has been noticed that their concerns raised sometimes via written reports that were presented quarterly to the CEOs during a special gathering in several case studies.

Consequently, results indicated that, via this behaviour, employees could be understood by senior leaders, which obviously helps them to identify the best solution for any concerns. Therefore, findings confirmed that knowledge workers have been able to deliver their concerns clearly and that these concerns will be resolved and strengthens building of the potential theories for this research by triangulating of evidence. This combination of findings provides some support for the conceptual framework that could assist in opening communication between leaders and knowledge workers in order to allow them to express their feelings. It can therefore be assumed that more leaders know about knowledge workers personally, the better they are able to assess them.

- **Satisfaction and Feedback**

In reviewing the literature, little evidence was found on the association between satisfaction and knowledge workers performance. Outcomes such as employee satisfaction with the leader, employee work satisfaction, leader efficiency, and task performance, are extremely relevant to leadership (Banks et al., 2016; Kianto et al., 2016). The current study found that issues of satisfaction and constructive feedback are highly cited by CEO and senior leaders as prominent behaviour for taking care of employees' well-being. Moreover, feedback has been confirmed by findings that leaders usually support knowledge workers' ideas and make leaders believe in their abilities and in their knowledge. Therefore, this attitude shows that leaders care about knowledge workers' career and well-being (see sections 3.3.2, Chapter 3 for more details).

Nevertheless, this research extends the previous studies (Anderson & Sun, 2015; Chun et al., 2016; Ng, 2016) by expressing the belief that motivations such as salary and bonuses do not amount to a career satisfaction nowadays, nor as a a priority motivation for employees. Other things which come from knowledge workers is how to develop their career or how to grow in a supportive working environment. As described in Chapter 2, section 2.2.1, the robust interactions between job satisfaction and follower satisfaction are a good illustration of the accomplishment of elevated levels of leadership efficiency and follower performance (Banks

et al., 2016). There are, however, other possible explanations. The findings indicate that in working environment it is preferable to be practical with knowledge workers, because sometimes when they mix their professional needs with personal ones, they will turn to emotional needs and creates problems. They can find a perfect environment even if the salary is less than 20% of other environment, based on data analysis. Moreover, these findings of the current study are consistent with those of Arvey et al. (2015) who have shown that leadership in different cultures desire ongoing development and enrichment.

Table 6.6: Leadership Behaviours During Individualised Consideration Theme

Theme	Sub-themes	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6
Individualised Consideration	Listen to KWrs Voice	O	✓	✓	✓	✓	✓
	Satisfaction and Feedback	O	✓	✓	✓	✓	O

✓ **presented:** Indications of sub-theme fully presented at all case studies
 O **Occasionally presented:** Indications of sub-theme partially presented at case studies
 × **Not presented:** No indications recorded at any case study

Proposition (P.1a): The impact of individualised consideration behaviours is positively connected with knowledge workers’ performance at Interpersonal and Within-Person sub-levels.

6.3.5 At Individual Focus Level and Within-Person sub-level of TEL (Intellectual Stimulation)

- **Confront Challenges**

Again, it is important to realise the nature of the work of the research case studies is quite a unique and new concept to Oman. Accordingly, the results showed apparently that there are some challenges facing the staff either related to analysing cases or the concept of working process. To clarify, results confirmed whenever knowledge workers face problems, they been guided by their senior leaders to think creatively to solve them and return back with solutions but not with another problems. However, very little relevant literature has addressed this behaviour as an improvement of knowledge workers performance in the managerial context. For instance, Curado et al. (2015) and Kroll and Donald (2015), argue that, enhancing knowledge workers’ performance capabilities is done by acquiring new skills and knowledge. Accordingly, these skills will overcome challenges associated with work routines.

It is interesting to note that all six case studies used in this thesis expressed the belief of having been creative while facing any challenges, especially at knowledge-based organisations. The observed relationship between confronting challenges and enhancing performance may have something to do with encouraging the generation of ideas. For example, it has been discussed in case study 5 (see section 5.8.1d) that there is an association between senior leaders' actions to hunt potential opportunities and the motivation to confront any challenges hindered knowledge workers to progress e.g., cultural perspectives (see section 5.5.1e) or overloaded with day to day tasks (see section 5.6.1e). These research findings highlight the responsibility of knowledge-based organisations for developing the future growth of the national economy via building lifestyle communities and providing unique investment opportunities. It is obvious that the leaders' responsibility to provide knowledge workers with immediate guidelines. A further study with more focus on encouraging knowledge workers to confront challenges is therefore encouraged.

- **Creativity**

The findings of this thesis confirm that intellectual stimulation behaviour has a positive relationship between creativity and performance. This has been noted from observation of the organisations' sites. Case study 2's site, for instance, in order to look into opportunities and solve problems creatively, knowledge workers used to write on the wall at the common discussion room. Hence, this organisation is meant to be a knowledge-focused organisation, senior leaders proved that they are advocating for making knowledge workers more passionate to be creative in finding optimum solutions and new process in workplace for example. The present findings seem to be consistent with prior studies which showed that leaders prefer to turn to a creativity coach by allowing his knowledge workers to generate creative ideas or solve a problem with a leader's direct involvement (Bao & Zhu, 2017; Chuan et al., 2018). In addition, Guillaume et al. (2016) also confirm that leaders should embed innovation and creativity programs in the organisations to assist knowledge workers to be more creative.

It is interesting to note that neither the existing literature relevant to Oman context nor the observation of other case studies have come across the exact concept of stimulating creativity in workplace. Consequently, the uniqueness of the case studies required knowledge workers to work creatively. The findings of the data analysis showed that the implementation stage

starts by emphasising transformational leaders to have a role in bringing this attention and making it best practice to encourage creativity. Specifically, their type of work is required to think outside the box and come up with something new.

On the other hand, the observed relationship between creativity and performance might have something to do with having different creative teams in an organisation. Such development, planning, commutation and technicians or other different backgrounds knowledge workers in these sessions could improve creativity. These teams will have a role in improving the process via creating proper internal working policies, procedures and practice to generate ideas and solve problems.

- **Intellectual Curiosity**

A strong relationship between intellectual curiosity and enhancing performance has been reported in the literature (Anderson & Sun, 2015; Caillier, 2015; Dóci & Hofmans, 2015). When leaders employ intellectual stimulation behaviour, they encourage knowledge workers to confront the status quo via approaching routine tasks in novel practices, that are embedded with imaginary thinking (Anderson & Sun, 2015; Bass et al., 2003; Caillier, 2015; Dóci & Hofmans, 2015). As explored in Chapter 5 (see sections 5.5.1e and 5.6.1e), knowledge workers have to undertake research and search for more knowledge, taking into consideration that they should be keen to broaden their knowledge. Consistently, adapting to the reality logically underlines that there is never a problem that cannot be solving via implementing different thinking process. Similar to Darr and Warhurst (2008), the empirical evidence of this research showed that knowledge workers are professional-managerial class and intellectual workers who solve problems via their own perspectives.

However, the need to implement intellectual curiosity in this study corroborates these earlier findings. For instance, as explained in Chapter 5, case studies 2, 3 and 6 have had success in presenting this behaviour prominently in leading knowledge workers due to practicing such behaviours in their organisations. On the other hand, the intellectual stimulation behaviour occurs only occasionally in some case studies (case studies 1,4, and 5, specifically); see Table 6.7 for comparison. Therefore, this thesis emphasises that gaining information and knowledge needs to be a good initiative even though if there is no solution for a problem, but starting talking about it is an initiative step. For instance, knowledge workers do not need to wait for

guidelines or instructions; instead, they should ask colleagues with experience to discuss and then arrive at different solutions.

Table 6.7: Leadership Behaviours During Intellectual Stimulation Theme

Theme	Sub-themes	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6
Intellectual Stimulation	Confront Challenges	✓	✓	✓	✓	✓	✓
	Creativity	O	✓	✓	✓	✓	✓
	Intellectual Curiosity	O	✓	✓	O	O	✓

✓ **presented:** Indications of sub-theme fully presented at all case studies
 O **Occasionally presented:** Indications of sub-theme partially presented at case studies
 × **Not presented:** No indications recorded at any case study

Proposition (P.1b): The impact of intellectual stimulation behaviours is positively connected with knowledge worker performance at Interpersonal and Within-Person sub-levels.

6.3.6 At Individual and Group Focus Levels of TFL (Cultural and Workplace Dimensions)

- **Empowerment**

This research explored that empowering female knowledge workers is prevalent in the majority case studies accompanied with willingness to support them and treat them equally with male knowledge workers. The present study was designed to determine the effect of culture and workplace in motivating female knowledge workers abilities to perform by giving them the opportunity to grow in both main levels. Contrary to expectations, this study's findings were significant in terms of creating a positive notion that females are sustaining successes full and worthy of empowerment. These findings corroborate the ideas of Chang (2016), who suggested that transformational leaders effect innovation by enhancing empowerment climate based on adopt particular intermediate mechanisms, for example, empowering females knowledge workers.

Cultural dimension such as beliefs, norms, behaviours and values, found in this case, are associated with calls that females knowledge workers should be more involved in knowledge-

based organisation as a part of empowerment (Govindasamy et al., 2016). It does not matter if an employee is male or a female, because they are going to do the same job. For instance, case study 2, used to have internship programs that both males and females apply for, providing a fair opportunity. This process will indirectly increase the numbers of female knowledge workers in these organisations, and transformational leaders become aware of female empowerment. It can be noted that throughout the findings from all six case studies that there is willingness to empower which is due to the raising of awareness of females' contribution to development and the growth of the economy alongside with males, as explored in Chapter 5, section 5.5.1f, and in Table 6.8.

The Omani government is trying to create awareness and encouraging females to be on the front lines, for example, women ministers and senior women leaders in organisations. As for knowledge-based organisations, there are events broadcast on the TV and radio in occasions, specialised for females workers in order to raise awareness about them.

- **Extra Mile in Supporting Females**

As mentioned in the literature review chapter (see section 2.4.1), this research study tries to raise public awareness of the female knowledge workers roles in the government sector compared to the notion of being respected as housewives in society (Kemp & Madsen, 2013; Al-Ani et al., 2017). It is somewhat surprising that the findings showed female knowledge workers, have a different way of thinking. They can look into issues from a more creative perspective and usually have a different point of view on most matters. A notion was proposed that females have to do that extra mile at work. However, the findings of the current study do not support the previous research in this regard. These findings differ from a published study (Bear et al., 2017) which states that male knowledge workers are more competent in knowledge-based organisation than females.

However, it is just a matter of time for Omani culture to catch up in this regard. Significantly, females have proven that they are excellent candidates and amazing, but it is a matter of time for them to become at ease in their roles. However, improving productivity and performance at workplace is more noticeable by females than males as findings indicated that they go the extra mile and are willing to develop their abilities for the better. This research findings confirmed that they worth to be supported, encouraged, and trusted to take on responsibilities, just as their male knowledge workers colleagues (Edgar et al., 2015). The empirical evidence

indicated there is not much in terms of differentiation between both genders; additionally, every employee should run their task as they should.

Some authors have speculated that females are more sensitive concerning acknowledging a knowledge sharing culture generally (Govindasamy et al., 2016). Similarly, the data analysis of this thesis supported this argument. The reason for this may have something to do with females expressing themselves, since they need to be recognised as reliable and accountable employees and they can deliver tasks especially in fields that are mainly dominated by males. These findings were unexpected and consistent with other case studies in this research. For instance, empirical evidence confirmed that in the last five years some projects connected to design have been led by female engineers in the organisation. Moreover, there is always equality especially in terms of engineering and internal designers in the organisation, but in some projects and tasks females are more knowledgeable. Despite them being qualified and reliable, this research suggests they could expose themselves as knowledge workers at any opportunities available.

- **Females Responsibility and Culture**

Females play a big role to be recognised and have been given incredible opportunities to prove themselves as reliable at work. It was therefore necessary to address the issue of female knowledge workers responsibilities in this research. As explained in Chapter 2, section 2.4.2 and Chapter, 5 section 5.8.1f, that the cultural background globally affects the females' performance, it is not only local matters (Al-Badi et al., 2016). This research argues that females' involvement and participation in the workforce have been spoken by everyone recently. The empirical evidence from data analysis indicated that the cultural background has somewhat hindered females to progress. For instance, according to the uniqueness working environment of this organisation, they have to meet people in the evening at work for business. This does not mean that they do not have the motivation but the priorities for them are different, such as family issues related to children and husband. Similar to these findings, Koivunen et al. (2017) and Kowal (2017) find that females knowledge workers are clearly different to their males peers in terms of maximising their performance due to time pressures and cultural responsibilities.

Moreover, it was noted that transformational leaders do empower females in this organisation by involving them in very critical tasks such as strategic decisions. In Oman, 'it is

indisputable that women must be integrated into the process of community development and be given the opportunity to practice their social roles effectively for a modern knowledge-age society to develop', states Al-Ani et al. (2017, p.2). Conversely, their percentage is still low compared to males in particular fields. With this in mind, socio-cultural standards may prevent female knowledge workers from being more productive in certain situations, consequently to maternity leaves or family responsibilities contradictory to males knowledge workers (Belwal & Belwal, 2016). The possible explanation for these findings is that, due to cultural responsibilities, females are more family-bound, where their priorities are to take care of their family than to work.

On the other hand, females have proven their reliability and willingness to take on responsibilities. However, the empirical evidence indicated that culture is changing in favour of female participation in knowledge-based organisations. In order for females to be able to balance their social life and job duties, some case studies have mandated rules and regulations or procedure to create a working environment that does not differentiate between either gender. Therefore, sharing responsibilities with them would raise awareness of female knowledge workers as determined by research objectives.

- **Handicaps**

There is substantial evidence from the data analysis of this study that, the culture embraces the changes made by females as consequence of their responsibilities and contribution to the overall government sector. The only pitfall is related to cultural handicaps that exist in the mind-set of some group of people. For example, from the cultural dimensions perspective, the relationship between male leaders with female knowledge worker usually has certain boundaries in terms of leadership orientations, in addition to the scarcity of females in the Omani government sector as knowledge workers (Belwal & Belwal, 2016; Kemp & Madsen, 2013; Mujtaba et al.,2010). As has been found in some case studies (i.e., 1, 4, 5 and 6), some people in society have a common mind-set about females e.g., that they are not capable of working in certain organisation or handling specific tasks or duties.

However, as explored in Chapter 5 section 5.9.1f, findings have confirmed that culture has a role in preventing females from progress in several aspects, one of them being that family interferes with their career. Traditionally, their families want them to get a certain job such as teachers or nurses. How to convince more females Omanis to come to this area is still a

problem. In addition, many Omani families do not accept their wives or daughters working from 7 am to 6 pm for five days a week due to the cultural mind-set of some people in the society that females are responsible for raising the family. The findings of the current study are consistent with those of Leon (2015) who argue that cultural patterns such as thoughts, beliefs, norms, behaviours and values, could have a role in attaining the performance of knowledge workers. Despite females being more qualified than their male colleagues, somewhat surprisingly, they do not work in such organisations because of the long working hours, up to 6 pm in case study six, for example.

In addition, to achieve strategic goal for the long run, which is to increase females knowledge workers’ productivity and participation in Oman’s knowledge-based organisations, the current Omani socio-cultural norms need to reconceptualised (Belwal & Belwal, 2016). A possible explanation for these findings may be connected to transformational leadership behaviours. According to previous studies’ suggestions, transformational leaders should emphasise the importance of offering opportunities for Omani females via changing values and believes in the Omani government sector (Al-Ani et al., 2017; Al-Badi et al., 2016; Grunewald et al., 2014; Rajasekar & Khan, 2013).

It is therefore likely that such connections exist due to the cultural perspective of generalising that males are more reliable, active and responsible than females. Consequently, this will result in demotivating females from enhancing their performance. These findings further support the idea of Elnaggar (2008), who suggested that female knowledge workers are at a higher risk of being relegated from today’s knowledge-based organisations, due to factual findings related to a traditionally male-dominated sector.

Table 6.8: Leadership Behaviours During Cultural and Workplace Dimensions Theme

Theme	Sub-themes	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6
Cultural and Workplace dimensions	Empowerment	✓	✓	✓	✓	O	✓
	Extra Mile	✓	✓	✓	✓	✓	✓
	Females Responsibility and Culture	O	O	✓	✓	O	✓
	Handicaps	✓	O	O	✓	✓	✓

✓ **presented:** Indications of sub-theme fully presented at all case studies
 O **Occasionally presented:** Indications of sub-theme partially presented at case studies
 × **Not presented:** No indications recorded at any case study

Proposition (P.4): The transformational leadership behaviours facilitate the cultural and workplace dimensions theme via the set of actions behaviours at individual and group focus levels of TFL.

6.3.7 At Individual and Group Focus Level of TFL (Training and Development-TEL)

- **Appraisal**

Significantly, the findings show that the appraisal process predicts which training and development programs are more effective in enhancing knowledge workers' competences, whose dignity results in improving performance. Leaders should be aware of their competencies and their weaknesses and how they complement each other and how they collaborate in order to have winning formula. Similar to this research, AL-Sinawi et al. (2015) and Jabr (2010) find that organisation performance will improve via regular performance appraisal. Empirical evidence indicated that the evolution process assists in understanding knowledge workers' needs and their expectations and put them where leaders think where they are fit in. The findings showed that knowledge workers have the chance to look for the different kinds of programs and training based on them submit their recommendation; if it's a good recommendation, their senior leaders will discuss with them and then the best program will be selected. Notably, knowledge workers who work together to develop for example eco-system, are collaborating and discuss what all these matters that are important. It is desirable to have evaluation across all knowledge workers in this level that identify which among them gained an advantage from training (Sitzmann & Weinhardt, 2017), in particular individual skills.

The data analysis from all six case studies of this research confirmed that appraisal is the leaders' responsibility who can identify the weakness of their subordinates from daily interaction, as illustrated in Table 6.8. Consequently, selecting the right training or development program might fulfil these gaps, especially if they are connected to knowledge workers' career. These findings support previous research into this brain area which links daily appraisal and enhancing performance in the government sector (Karpinska et al., 2015; Langmann & Thomas, 2017).

However, this research advances the previous work by proposing to implement a system of measuring achievements program. For example, case study 3 has implemented a program

called PEPSI CHALLENGE. This is where leaders challenge their knowledge workers as part of a strategy to prepare them for the next level of responsibilities by doing it before, such as assigning them with advanced task. Case study 6 also has a specialised program called Training Needs Analysis (TNA), before knowledge workers get trained in specific area. This program provides a process to identify the training and development requirements are needed for employees to improve their performance. There is abundant room for further progress in determining the association between appraisal and enhancing performance via transformational leadership theory.

- **Culture of Teamwork**

The findings confirmed that creating a culture at teamwork would transfer knowledge and experience among knowledge workers. In addition, all employees on board get a total knowledge of the task or subject that others are involved in, either after the achievement or within the development or the progress of that task. Notably, this practice provides a deep understanding of process and increases the harmony among knowledge workers. This study's findings are consistent with existing literature which has found that team structure strategy leads to enhanced performance and attaining noteworthy shared skill transfer (Blume et al., 2015; Kim & Vandenberghe, 2017).

However, this thesis explores whether culture of teamwork should be enforced by leaders. The observed correlation between the culture of teamwork and performance could be attributed to fostering collaboration and exchanging experience. A possible explanation for this might be that 60% or 70% of knowledge workers' time during the workday is working together as a team, while others consider that all their work concerns are their main channel directly. However, the difference here is that leadership is required for leaders who know how to lead these specialised employees 'KWrs' and allowing their team members to express their opinions and do some work creatively. Eventually, this indirectly keeps consistently transferring the knowledge. Generally, followers are motivated by giving meaning and challenge to their task by inspiring in order to increase team spirit, optimism and enthusiasm, which is fostered through leaders' behaviour (Anderson & Sun, 2015; Avolio & Bass, 2004). Hence, it conceivably could be proposed that interaction happen via a group effort. For example, senior members would delegate tasks to those who are less senior to accomplish them. In this stage, and under the supervision of senior members, they keep providing them with consistent feedback until they improve. An implication of this is the possibility that they

will keep gaining knowledge of something that they are not directly related to; whenever it comes to their time, they would be aware of how to do this specific task (Sitzmann & Weinhardt, 2017; Chen & Jiang, 2016).

- **Encourage Training and Learning**

It was explored during the data analysis Chapter 5, section 5.5.1g, that motivating knowledge workers should be a continuous process in all aspects, in particular learning and training. The uniqueness work of these organisations makes it different than others in terms of encouraging learning and training. There is a strong advocate for encouraging learning based on the data analysis. However, this research expands the work of Baldwin et al. (2017) who suggested that the training engagement theory should empirically explored through linking learning and training with work contexts (see Chapter 3, section 3.4.2).

These research findings argue that the transformational leadership behaviours via training engagement theory have a role in encouraging knowledge workers to attend training courses or development programs. A recent study by Scott (2017) showed that leadership development is generally seen as a factor that is strongly related to action learning and problem-based learning. Similar to Scott (2017), this thesis found that the training comes from top leaders who emphasise that training programs should be based on knowledge workers' special requirements.

Nevertheless, as learning encouragement, these research findings confirm that knowledge workers have been given the flexibility to choose the right course that make them understand the basis of any issues. In case study 2, for example, there is a policy on organisation where they have several platforms, where team members can choose any training course in these platforms where they are allowed to and where it is sponsored by the organisation. What is important is that knowledge workers should know exactly what they want to learn because and take advantage from online materials to teach them the basics. Notably, these platforms courses are organised through Harvard Business School; naturally, the leaders in case study 2 sometimes get involved by recommending which course or module knowledge workers take. This practice is consistent with training and engagement theory concept, which is designed experiences with ultimate learning aims through the training courses (Sitzmann & Weinhardt, 2018).

- **On-the-Job Development**

It is suggested that leaders should act as mentors and coaches to help and support their followers to attain their desired goals by offer them a learning atmosphere that develops their skills and providing new learning opportunities (Bass et al., 2003; Anderson & Sun, 2015). Unlike prior studies, this research explores how transformational leaders managed to create learning, training and development opportunities for knowledge workers. Strong evidence for this sub-theme was found in case study 4 as a part of development. Case study 4 published new graduates development programs (i.e., new recruitments), each new graduates should be involved in these programs. It's two years program, and each year, they graduate as they go through assessment.

According to the theory concept, the workplace climate is a learning process where employed knowledge workers' failure and mistakes are part of development (Henderson & Sun, 2016). It was not surprising that on-the-job development practice was significantly highlighted in the data analysis as a significant approach to elevate knowledge workers' competences. This is consistent with UNCTAD (2014) report, which urged the Omani government to work harder on implementing motivation factors, such as encouraging job development, establishing a culture of lifelong learning and enabling tacit knowledge to be explicit.

Very little was found in the literature on the secondment as a strategy of on-the-job development for knowledge workers in particular (Atapattu & Ranawake, 2017). In addition, secondment has been practiced in some case studies of this research as an optimal practice for on-the-job development behaviour in order to broaden knowledge workers' horizon. The findings showed that some knowledge workers in case study 2 were given opportunities to go and spend some time with more established organisations abroad in order to have exposure and gain knowledge. Case study 4 sent three females engineers to work with an international organisation for six months as secondment contract. These findings are consistent with the concept of training and engagement theory, where on-the-job development are applicable with the transformational leadership theory concepts, which are believed to expand knowledge by learning in the workplace (Sitzmann & Weinhardt, 2018).

Therefore, learning by doing is a business domain where knowledge workers should not take developmental program outside the business boundary. Accordingly, by understanding each knowledge workers job profile, they are encouraged to attend programs that are linked to

enhancing their competencies. The reason for this practice is to make sure that they are gaining the core of the development that they want. When knowledge workers intend to transfer training content at within-person level, this indicates that they have utilised gained knowledge and skills via training successfully in the job context (Sitzmann & Weinhardt, 2017).

- **Share and Apply Knowledge**

As explained in Chapter 2, section 2.4.4, and Chapter 3, section 3.3.2, knowledge workers are encouraged to share their knowledge that is linked to innovation and creativity, only if they are to lead through leaders with TFL behaviours that could influence their performance (Wu et al., 2017). It was proposed that knowledge workers are urged to provide others with the knowledge or experience that they gained during training or secondment with another organisation. In this research, sharing and applying knowledge was indicated in all of the case studies, even with the high-level employees making sure that they benefit by attending such programs. This is similar to a prior study that has noted the importance of expertise knowledge workers to share their experience with peers during either training classes or at after returning from class (Ellington et al., 2015).

It was noted that sharing and applying knowledge has been advocated as a valuable experience for knowledge workers because they get the chance to gain knowledge from other institutions or to attend conferences abroad or from other experts. As indicated, this is common since that there is no point in attending a training course without coming up with a conclusion or some recommendation for any exercise that aims to improve performance. These research findings are consistent with the study by Różewski et al. (2015) who found that knowledge workers have a common behaviour to transfer knowledge to their colleagues and seek to accomplish high level of competence by following the organisational objectives. In addition, these findings are consistent with the existing literature relevant to Oman, which has found that learning, sharing and application of knowledge as part of knowledge management actions could improve the employability of the employees.

This combination of findings provides some support for the conceptual premise, which is connected to case study six's implication illustrated in Table 6.9. To clarify, case study six has implemented a program entitled 'The Fresher Courses'. Whenever knowledge workers attending a training course, leaders make sure that they should transfer what they learned to

other employees. This could be done by making a presentation and sharing with his/her colleagues the knowledge or information or any new ways what he/she has learned from that training or program. Very little was found in the literature on Oman context, except the study by Al-Badi et al. (2016) who suggested that organisations in this case can exploit the lessons learned from training and development programs by employees to share and implement them with other peers and colleagues.

Table 6.9: Leadership Behaviours During Training and Development Theme

Theme	Sub-themes	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6
Training and Development	Appraisal	✓	✓	✓	✓	✓	✓
	Culture of Teamwork	O	✓	✓	O	✓	O
	Encourage Training and Learning	✓	✓	✓	O	✓	✓
	On-the-Job Development	✓	✓	✓	✓	O	✓
	Share and Apply Knowledge	✓	O	✓	✓	O	O

✓ **presented:** Indications of sub-theme fully presented at all case studies
 O **Occasionally presented:** Indications of sub-theme partially presented at case studies
 × **Not presented:** No indications recorded at any case study

Proposition (P.6a): Adequate training and development can positively impact knowledge workers at macro level performance based on the combination of transformational leadership and training engagement theories.

Proposition (P.6b): Adequate training and development can positively impact knowledge workers at between-person level performance based on the combination of transformational leadership and training engagement theories.

Proposition (P.6c): Adequate training and development can positively impact knowledge workers at within-person level performance based on the combination of transformational leadership and training engagement theories.

6.3.8 Individual and Group Focus Levels at TFL (Standardised Framework)

- Career Pathway

As explained in Chapter 3, section 3.3, knowledge workers have the knowledge and the skills to achieve efficient performance; however, they need to be led based on a standardised framework that reflects their abilities and capabilities more in the organisation (Edgar et al., 2015; Tempest & Coupland, 2016). As for knowledge-based organisations, findings indicate that knowledge workers usually interact with much external matter; they should be involved in a process that is in line with their expectations that there is always something waiting for them. Consequently, career pathway links with knowledge workers' growth, but it has not been more highlighted in the relevant literature to Oman as transformational leadership concern. Even though it has been advocated to embed career pathway as a prominent component of leading knowledge workers, the assumption to implement the standardised framework for leading them in knowledge-based organisations was not highlighted much in case studies (see Table 6.10).

- **Diversity**

Contrary to expectations, this research study found a significant increase in profitability and the reputation for the organisation and the country when involving female knowledge workers in such working environments. However, it is interesting to note that in some case studies there were calls for diversity to be pushed by the government sector as it is important within the organisations. These findings are consistent with previous results by Ashikali and Groeneveld (2015), who acknowledge the advantage of diversity in the government sector's affective commitment. However, their study did not focus on knowledge-based organisations and on specialised employees i.e., knowledge workers. The findings of this research focus is on diversity to impact knowledge workers' skills and abilities via fair competition between both genders.

Empirical evidence confirms that there is a need for a new specific labour law to implement diversity with adequate leadership style for knowledge workers in the government sector. This research suggests that the framework should take into consideration the cultural perspectives in terms of supporting diversity and accommodating female knowledge workers, which is obviously consistent with Al-Ani et al.'s (2017) suggestion. The findings showed that contribution has been proven from both genders, both of whom are capable and qualified. Taking into consideration the importance of diversity where an adequate balance in teams or employees, i.e., 50% male and 50% female, could bring more positives in meetings and workplace. This is contrary to what Al-Harathi (2011) found, where the local labour market in

Oman is more in favour of employing male knowledge workers than females. Future studies with more focus on diversity in knowledge-based organisations are therefore recommended, as shown in Table 6.10.

- **Knowledge Workers Leadership**

It was explained in Chapters 3 and 5, leading knowledge workers need to manage the transfer of the kind of knowledge needed by the organisation, taking into consideration that this process should be measured and overseen by leaders. Establishing a knowledge workers leadership framework with standardised constructs would help to raise awareness of these specialised employees in government or society. Similar to Mladkova (2015) and Ng (2016), the framework will assist in making them communicate consistency and share a common ground i.e., create, share and apply knowledge, under the supervision of transformation leadership behaviours. Leaders are responsible for guiding knowledge workers to share knowledge either at an individual level or group level. This is consistent with a study by Gu et al. (2015), who suggested that the relationship between the main two sections of the framework may offer a practical understandings to foster innovation and creativity, which in turn enhance performance. This proposed framework thus supplements the conceptualisation of how organisations can foster transformational leadership across variety organisational levels (Pourkarimi et al., 2016).

Nevertheless, this study extends the existing research by showing that this process makes knowledge workers understand the basic of any issue. Additionally, leading them to share and apply knowledge assists their colleagues to a rich certain level of experience and gain great knowledge. Such a framework can help any organisation survive because the implementation of knowledge workers leadership process provides developments in such strategic organisations. The findings provide further support for a prior study by Rajasekar and Khan, (2013), who suggested the need for an integrated managerial system in Omani government that could accommodate creativity and innovation.

Table 6.10: Leadership Behaviours During Standardised Framework Theme

Theme	Sub-themes	Case 1	Case 2	Case 3	Case 4	Case 5	Case 6
Standardised Framework	Career Pathway	O	O	O	O	O	O
	Diversity	✓	O	O	O	✓	O

	KWrs Leadership	O	O	✓	✓	O	O
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✓ **presented:** Indications of sub-theme fully presented at all case studies
 O **Occasionally presented:** Indications of sub-theme partially presented at case studies
 × **Not presented:** No indications recorded at any case study

Proposition (P.3): The standardised framework facilitates the transformational leadership at the main levels by practicing the set of actions behaviours.

6.4 Chapter Summary

In this chapter, a comprehensive comparison was provided between the empirical findings derived from Chapter 5, to be triangulated to the relevant literature of the research (Chapters 2 and 3) in order to provide a constructive and rich discussion that justifies the final and developed framework. The conceptual framework of this research was revised after arguing and justifying the leadership style, in particular transformational leadership behaviours, indicating the effectiveness of these behaviours’ process on enhancing the knowledge workers’ performance.

Eight themes were constructed from the relevant literature and data analysis in the context of six knowledge-based organisations from the Omani government sector. This chapter shows a new perspective about the relationship between transformational leadership behaviours and specialised employees entitled ‘knowledge workers’. The discussion indicated that reconceptualised multi-model of transformation leadership dimensions, combined with training and development, contributes to raising awareness on these employees, especially female knowledge workers. Surprisingly, these research findings reveal that female knowledge workers play a role to be recognised and have given opportunities to prove themselves as reliable at work and willing to take on responsibilities. This contradicts Bear et al. (2017) who believe that male knowledge workers are more competent in knowledge-based organisation than females.

According to the findings of this research, the percentage of female knowledge workers remain low compared to males in particular knowledge-based organisations, as is discussed

in section 5.7.1f. They have been given equal opportunities and empowered to grow as males do, but female knowledge workers are at a higher risk of being relegated from today's knowledge-based organisations due to factual findings related to a traditionally male-dominated sector. It has been noted that there is considerable room for improvement in the implication of transformation leadership behaviours in raising awareness of female knowledge workers.

Therefore, based on the final and developed framework, transformational leadership behaviours can positively influence on the performance of knowledge workers who have worked at a knowledge-based organisation in the Omani government sector. The next chapter will provide a summary of research, and the contributions to knowledge and practitioners will be discussed along with research limitations.

Chapter 7: Conclusion and Reflections

7.1 Introduction

In the previous chapter, the final and developed framework was evaluated based on the findings of the six case studies and discussed them in relation to the relevant literature. This chapter concludes the thesis by highlighting the most significant objectives of the research. It is organised as follows. Firstly, the research overview and findings are presented and explained. Secondly, a synopsis of each stage of the research, including the literature review, methodology data analysis and discussion, is briefly presented. Thirdly, knowledge and practitioners' contributions are discussed and presented. Finally, the limitations of this research and future directions for research on the relationship between transformational leadership and knowledge workers performance are presented.

7.2 Research Overview

The main aim of this research is to critically explore in-depth the effect of transformational leadership behaviours enhancing knowledge workers' performance in Oman's government sector. Using a qualitative methodology approach, and to address the following two research questions:

RQ1: How does TFL affect knowledge workers to improve and enhance their performance in the government sector? And why?

RQ2: How to enhance knowledge workers performance? And what can be done?

To address these two research questions and to fill the research gaps in this research area, this research explored relevant and published studies, to provide an in-depth understanding on how some knowledge-based organisations are successful in adopting the transformational leadership style. The following sections present the main points mentioned in the previous chapters of this thesis. Table 7.1 summarises the research gaps, questions, and how they were addressed.

Table 7.1: Summary of Research Gaps and Questions, and How they were Addressed in this Research Study

Research Gaps	Research Questions	Research Findings
Criticism in Conceptualisation of TFL multi-dimensional measure of knowledge workers' performance	RQ1: How does TFL affect knowledge workers to improve and enhance their performance in the government sector? And why?	TFL practices from both leaders and knowledge workers have achieved the objective performance with varying behaviours of motivation, directions, encourage creativity, transparency and national cultural considerations (Tables 6.2, 6.3, 6.4, 6.5, & 6.6)
The awareness and paying of attention to the KWrs concept and their development process have not appeared significantly or still confront ambiguity	RQ2: How to enhance knowledge workers performance? And what can be done?	Specific developmental programs needed to be designed based on the Multilevel model of TFL for knowledge workers' performance outcomes across a variety of organisational levels (Tables 6.7, 6.8 & 6.9)

Chapter 1 of this thesis provided an introduction to the topic, explained the background to the research and provided the motivation for undertaking this research study on the effect of transformational leadership behaviours on knowledge workers' performance. Enhancing knowledge workers' performance is important for specialised organisations such as knowledge-based organisations via adequate leadership style e.g. transformational leadership. In addition, this research study aim has been achieved through raising public awareness about female KWrs roles in the government sector, connected to the notion of being respected as housewives in society. There were works have been carried out by Ashkanasy et al. (2015) and Kim and Shin (2017b) who claim that the full structure of transformational leadership should be reconceptualised as a multilevel model (i.e., individual-focused and group-focused). However, as a motivation of this thesis, it was important to explore how leaders in knowledge-based organisations lead knowledge workers to increase their performance, which remains an interesting issue for both academics and practitioners (Davenport, 2015). This chapter also included the main aim, research gaps, research questions, and objectives of this thesis. In addition, the structure of this thesis is also outlined.

Chapter 2 provided a systematic and critical review of the existing literature which relates to areas of the research e.g., leadership, knowledge workers, and female knowledge workers in the Omani government sector. This chapter focused on exploring the leadership styles and theories in order to select the most appropriate for the research study. By and large, it provides a clear understanding which facilitates the development of the effective themes of transformational leadership relating to performance. Following this, an in-depth discussion and analysis of knowledge workers' terminology and conceptualisations dimensions related to leadership and performance. The research gaps from previous studies in these themes were reviewed and analysed at the end of each main section. This chapter also describes different characteristics of knowledge workers, and the necessity of training and education absorption to enhance the overall performance of followers and organisations under the umbrella of applicable leadership style and behaviours i.e., transformational leadership. The last section (2.4) of this chapter shed light on insights of previous studies' findings and limitations in relation to the context of Oman, which is the primary purpose of the research. The concept of knowledge workers needs to be raised awareness of in Oman, and it would be more feasible if this practice were associated with compatible managerial process such as transformational leadership.

Chapter 3 presented and discussed the conceptual framework of this thesis, which has been developed from critically analysing the literature review and relevant theories (i.e., Transformational Leadership TFL and Training Engagement Theory TET). The conceptual framework provides a constructive presentation of the rational and justification of the chosen two theories mentioned above, that enable this research to achieve its set aim(s) and objectives. Moreover, it contains detailed explanations of the conceptual framework at two main levels: individual-focused level and group-focused level, which can motivate knowledge workers via transformational leadership theory dimensions and develop their skills in combination with training engagement theory. This process will cross over a variety of organisation's sub-levels parallel with the transformational leadership levels (i.e., macro, between-person and within-person). Seven propositions are presented that aim to empirically explore framework validity.

The research methodology with all its aspects has been discussed in **Chapter 4**. The researcher has clearly explained the research philosophy aspect. This is then followed by an

interpretive stance which entails attaining a comprehensive understanding of assimilating the transformational leadership behaviours, knowledge workers and training development. Due to adopting interpretivism approach, the selected qualitative inductive approach was explained and justified. Consequently, this research adopted multiple case studies as a research strategy and is then justified (Yin, 2018). This thesis conducted six qualitative case studies: Special Economic Zone Authority (SEZAD), Innovation Development Oman (IDO), Oman International Logistic Group (ASYAD), Muscat National Development and Investment Company (ASAAS), Oman Aviation Group (OAG), and the Public Authority for Civil Aviation (PACA).

Designing a multiple case study strategy comprises the development of protocol (e.g., interview guide and sampling strategy) after the identification of the primary sources in order to ensure the validity in data collection. The source of data was applied via semi-structure interviews. Because of the scarcity of knowledge workers term in managerial context of Oman, the researcher has developed a peer nomination scale in order to select particular participants that are consistent with the research aims and objectives. It should be taken into consideration that the researcher used NvivoV12 to manage and code the data during the analysis process.

Chapter 5 has demonstrated the process of qualitative analysis of this research, where raw data was gathered from 46 participants, based on 17 semi-structure interviews and six focus group discussions that contain 29 knowledge workers. The data collected from six case studies i.e., organisations, where each description of them with empirical evidence practicing leadership behaviours was explored and reported separately. Moreover, the structure of the six case studies was taken in consideration in order to develop the proposed conceptual framework.

This research study found that the adequate leadership style affects knowledge workers' performance and confirmed the proposed conceptual framework (Chapter 3, section 3.3 Figure 3.2). It has been noted that organisations have the potential to embrace a suitable leadership style that is consistent with knowledge workers' specialisations in several perspectives, in particular the nature of organisation's services. Significantly, the findings from this exploration have indicated that productivity and performance at the workplace favour females more than males, as the findings indicated that they showed additional effort

and willingness to develop their abilities for the better. It is not surprising that cultural perspectives play a significant role in decreasing their ability to adapt to working in remote areas, for instance. Nevertheless, the study presented evidence of supporting females to grow. These findings show that there is a need to implement standardised framework leading specialised employees such as knowledge workers; it could then become the culture of the organisation.

Chapter 5 is a comprehensive comparison provided between the empirical findings and derived to the relevant literature of the research (Chapters 2 and 3) in order to provide an in-depth constructive discussion that leads the researcher to revise the conceptual framework in Chapter 6 due to new constructs and a disappearing one. The conceptual framework of this research was modified after arguing and justifying the leadership style, in particular transformational leadership behaviours, indicating the effectiveness of these behaviours process on enhancing knowledge workers' performance. As an outcome, the final and developed framework was formulated.

Eight themes were constructed from the relevant literature and data analysis in the context of six knowledge-based organisations from the Omani government sector. This thesis showed new perspective about the relationship between transformational leadership behaviours and specialised employees entitled 'knowledge workers'. The results also indicated that a reconceptualised multi-model of transformation leadership dimensions combined with training and development contribute to raising awareness of these employees, especially female knowledge workers. Surprisingly, this thesis revealed that female knowledge workers are playing a role to be recognised and have given opportunities to prove themselves as being reliable at work and willing to take on responsibilities.

7.3 Research Contribution and Implications

The key contribution of this research is the development of a robust, multi-level framework that clarifies the promising phenomenon of the knowledge workers leadership process. This final and developed framework (Figure 6.1) demonstrated the factors that have a definite impact on enhancing knowledge workers' performance in the six government organisations. This multi-level framework will extend the notion of knowledge workers leadership in the following two main sections below, 7.3.1 and 7.3.2.

7.3.1 Contributions to Knowledge

This study has contributed to the two areas of leadership and KWrs at governmental organisations in Oman. This study confirms previous findings in chapters 5 and 6 and contributes additional evidence that provides an insightful understanding into the nature of transformational leadership behaviours enhancing knowledge workers' performance. The major theoretical contribution of this thesis is the development of a novel framework of knowledge workers leadership in the light of transformational leadership behaviours to increase performance, as proposed in Figure 6.1. Unlike previous studies by Ashkanasy et al. (2015) and Kim and Shin (2017b), this study measures the multi-level framework of the knowledge workers' leadership process at the comprehensive level which is considered as a methodological contribution to the area of transformational leadership research. This study provides six contributions to the knowledge, which are as follows:

- The multi-level conceptual framework, which was finalised in Chapter 6 after confirming and validating the original conceptual framework through data collection (section 6.3), provides evidence to substantiate a worthwhile conclusion. Thus, the research shows a new and fresh perspective on transformational leadership behaviours to enhance knowledge workers' performance and to widen the understanding of their relationships. Adopting and applying such techniques in a new context like the Omani government sector will show the practicality and applicability of the framework to new situation. As it is still in a state of flux despite attracting much research, this framework will allow academics to have a better understanding of multi-level transformational leadership power in the identification of knowledge workers' factors and its influence on their performance.

In addition, the framework highlights the effectiveness of training engagement theory that will assist leaders to expand the existing conceptualisations of training and on-the-job development. The empirical findings in this research provide a new understanding of knowledge workers' interactions with their identity by shedding light on the ways in which they can continue to aspire to improve performance. Furthermore, this research draws attention to the theoretical underpinnings of knowledge workers development in knowledge-based organisations for a more nuanced understating of daily bases experience of knowledge work.

- Based on the work that carried out by Ashkanasy et al. (2015) and Kim and Shin (2017b), a comprehensive structure of transformational leadership framework has been reconceptualised as a multi-level framework (i.e., individual-focused and group focused).

It is aimed that the final and developed framework of this research study will assist both academics and leaders to understand the step-by-step process of using knowledge worker leadership process in enhancing KWrs' performance in knowledge-based organisations. The empirical findings in this study provide a better understanding of a transformational leadership theory responsible for encouraging knowledge workers to perform beyond their expectation under the influence of four dimensions: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. The group-focused (i.e., idealised influence and inspirational motivational) leaders will enhance the knowledge workers performance with the support of training and learning. Individual-focused level leaders affect knowledge workers' performance at an intellectual stimulation dimension by extending developmental opportunities and at an individualised consideration dimension through mentoring.

Using the training and engagement theory, has enabled the researcher to recognise the processes at different levels in the organisational context. At the macro level, this research study defines the relationship between leaders and knowledge workers, in divisions such as the HR system, the training culture and at the strategic level of the organisation. At the between-person level, it illustrates the differences between individuals, for example, cognitive ability or conscientiousness is various levels in individuals which could affect the training engagement. At the within-person level, the changes of the person throughout the training process are recognised.

Furthermore, an additional and intended goal of this study is to advance the literature on national culture working explore in certain aspects such as the differences between genders in the workplace at the three sub-levels of the framework. This research study aims to raise public awareness of the female knowledge workers' roles in the government sector. The framework highlights the theoretical underpinnings of four new perspectives: females knowledge workers empowerment, extra mile, female responsibility and culture, and encouraging diversity in knowledge-based organisations. Therefore, this is the first time that transformational leadership theory and training engagement theory have been used combine

to explore in-depth how to empower female knowledge workers, support them and treat them equally with their male peers.

The empirical findings in this study provide a fresh understanding of the set of actions themes and its sub-themes: decisions making, directions and dedication, encourage thinking, future outlook and sense of transition planning. Thus, the researcher was able to present a final and developed conceptual framework (see Figure 6.1) which provides an insight into the transformational leadership effect on knowledge workers' performance for both genders. Obviously, this final and developed framework will assist academics, practitioners and leaders to understand its process in-depth at the framework main levels to enhance the knowledge workers' performance.

- The existing studies have fallen short in shedding light on processes in which organisations and particular employees i.e., knowledge workers, achieve continual performance in a systematic way (Ashkanasy et al., 2015; Kim & Shin, 2017b; Sitzmann & Weinhardt, 2018). This means that there is lack of understanding on how the multi-levels process result in enhancing knowledge workers' performance. By validating the multi-levels conceptual framework, this thesis showed that the transformational leadership behaviours process enable leaders in knowledge-based organisations to systematically enhance performance. Furthermore, this will allow leaders to understand the everyday experience of knowledge work by facilitating methods and tools to individual and group at variety organisational levels. In addition, the mapping of these factors and concepts has been confirmed through the case studies research carried out in government knowledge-based organisations in Oman.
- In addition, the thesis contributes to the transformational leadership theory by adopting a qualitative approach (see Chapter 2, section 2.2.4). As mentioned in Chapter 2, a large number of previous studies have used the quantitative approach. Therefore, this thesis by demonstrating a concept of multi-levels framework via qualitative research, contributes to the advancement of knowledge on the association between transformational leadership theory and knowledge workers success. Adopting a qualitative strategy revealed the importance of standardised framework theme and its sub-themes that reflect knowledge workers' abilities and capabilities more in knowledge-based organisations. This research explored and examined the influence of transformational leadership behaviours by

focusing on new perspectives such as career pathway and diversity on the increasing knowledge workers performance. Such exploration adds to a growing body of literature by making theoretical and empirical extensions to the current theorisation of transformational leadership and knowledge workers' relationship.

Hence, the study contributes to the knowledge and the literature regarding transformational leadership behaviours impact on knowledge workers performance by leading them effectively and efficiency. The extended knowledge also supplements the conceptualisation of how knowledge-based organisations can foster transformational leadership across a variety of organisational levels. More importantly, establishing a knowledge workers leadership framework with standardised constructs would assist in raising awareness of these specialised employees in the government or society.

- Another contribution is development of a novel and new framework of knowledge worker leadership influence on performance at the competencies and components of both leaders and knowledge workers characteristics. In so doing, the researcher articulated how the final and developed framework complements and strengthens existing theories (i.e., transformational leadership theory and training engagement theory). This may, however, be used by researchers who are interested in understanding the linkage between the two theories. In addition, implicating these two theories is likely to encourage and energise knowledge workers' performance towards knowledge-based organisations processes and be put into practice. The attempt to use these two theories in knowledge-based organisation will assist leaders in choosing the appropriate leadership behaviours together with their respective effects on knowledge workers' performance, where very few studies has addressed this concern so far. This advances the existing body of literature on knowledge workers in the government sector by highlighting the relevant connection between transformational leadership theory and training engagement theory as explained in Figure 6.1 (see section 6.3).

7.3.2 Contributions to Practitioners

Based on the analysis and findings, this thesis shows in detail the significant contributions of transformation leadership behaviours to enhance performance, by leading the skills and experience of knowledge workers. Without adopting and implementing a strategy, the benefits of additional insights of knowledge workers might be less. The benefit of knowledge

worker leadership framework will extend the effects of these insights to a broader range of product development efforts. Therefore, two contributions to the practitioners are as follows:

- The results and findings of the analysis have shown that there is a direct relationship between transformational leadership and knowledge workers' commitment to increase performance. This research has confirmed that this relationship should be understood as a direct relationship based on providing transparent and efficient information for knowledge workers to improve their performance. Another way to raise awareness of knowledge workers is by adopting a new labour law that will clear career pathway and developmental planning for them in knowledge-based organisations. Therefore, this final and developed framework will help in creating a relevant set-up of the restructuring of knowledge-based organisations in order to create a more competitive edge to the future of Oman.

The final and developed framework presented in Chapter 6 (Figure 6.1) sheds the light on how leaders are leading, supporting, and directing the skills and experience of knowledge workers to enable them to do a good job, and to enhance their performance and capabilities. On a practical level, the adoption of this framework appears necessary in order to search for a new way to facilitate the effectiveness of transformational leadership through increasing knowledge workers' performance. The empirical evidence clearly shows the development of the knowledge workers is a consequence of providing them with motivational tools and the reshaping of organisational culture to promote the creation, application and sharing of knowledge. As for personal policy, the developed framework provides a categorised constructs of knowledge workers performance factors such as recognition, providing great sense of purpose and delegation tasks for them.

- It has been noted that there is a room for improvement in the implication of transformation leadership behaviours in raising awareness of knowledge workers, in particular females. Even though females have been given equal opportunities and empowered to grow as males do, female knowledge workers are at a higher risk of being relegated from today's knowledge-based organisations. This is a result of factual findings related to a traditionally male-dominated sector. According to the empirical findings, it is very challenging because in Oman there is no law requiring that an organisation has to

recruit a certain percentage of females. All are equal when they apply for the jobs, and the opportunities are for everyone. Therefore, implementing this framework in an environment will help to have a combination of characteristics to create a new environment and a new vibrant managerial working culture that could accommodate KWrs' characteristics.

Another important practical implication is shown by the findings (see section 6.3.7) that training, and development programs are more effective to enhance knowledge workers competences, which definitely result in improving performance. Leaders in knowledge-based organisations should be aware of knowledge workers' competencies and weaknesses. There is, however, a definite need for a framework that focuses on the development of knowledge workers and the management of their career paths. Notably, this practice provides a deep understanding of process and increases the harmony among knowledge workers. Moreover, it determines the kind of knowledge or skills that they need to gain or develop which should contribute to improving their results in the future. Moreover, developing a training and development culture positively influences the flow of knowledge within and between knowledge workers at a variety of levels (i.e., macro-level, between-person level and within-persona level). This motivates leaders to observe knowledge workers and assess their current status either through working with other peers e.g., culture of team work, or encouraging knowledge workers to share their experience with peers e.g., share, practice and apply knowledge.

- Empirical evidence has proven that leading knowledge workers is a true challenge for knowledge-based organisation because they have a major impact on the future of the organisations and the country. However, it will positively impact the workforce by the useful information provided by the framework, which will support leaders in such organisations. For example, allowing knowledge workers to acquire new skills and knowledge. As their role is frequently changing, the entire managerial system should adopt such a framework in order to recognise the contribution of knowledge workers who create, apply and share knowledge. An implication of this is that by providing several possibilities (e.g., KWrs must be supported by their ability to think critically and creatively and must be given the authority to use their capability to innovate), as is presented in the final and developed conceptual framework.

As shown above, the framework, to the best of researcher's knowledge, appears to be the first to screen and accommodate collectively all the components, which have been confirmed and validated. It has also been generalised to enable extensions to another similar knowledge-based organisation in another context via practices and motivation in order to change the leadership philosophy in Oman.

7.4 Limitations and Future Work

The research has evidently demonstrated the effect of transformational leadership behaviours over enhancing knowledge workers performance in Omani's government sector. However, this research study, as with most studies, has certain limitations which are worth being explored by future researchers.

One of the limitations lies in the fact that the researcher based the argument in this study on only three (interpersonal, within-person and group) of the five levels in the Ashkanasy et al.'s (2015) conceptual framework of transformational leadership. The other various perceptions i.e., between-persons and organisation-wide levels in Ashkanasy's framework may influence the relationships in developed framework of this research. For instance, the approach for research is based on qualitative research which explores the subjective meanings of social reality phenomena based on the constructivist (Interpretivism) epistemology perspective. This focuses specifically more on affect real life words of people performance. On the other hand, the organisation-wide level relates more to objective social factors focusing on the process, rather than on people. The between-persons level focuses on positive affectivity and negative affectivity that have not been addressed. Consequently, they lie outside the scope of the research theorising. Future research should therefore concentrate and explore the relationship between-persons and organisation-wide levels in other organisations or which might lead to a different understanding and development of knowledge workers leadership framework.

Another limitation lies in the fact that the sample in this study is restricted to a single geographical location; therefore, the generalisations are limited to the context of the Sultanate of Oman's government sector. In addition to the limitation to a sample of government sector only, i.e., knowledge-based organisations, it is believed that the findings might be applicable only to those contexts. Consequently, the findings need to be interpreted with some attention. However, the study contributes to the understanding of the knowledge workers' leadership process in a non-Western and Middle Eastern managerial context, and discovers the different

managerial impact(s) on performance. Thus, it is recommended that future research be undertaken with a wider geographical scope such as Gulf Countries Cooperation (GCC) and in different sectors such as technology sector. Moreover, it can include the generalised to similarity, e.g., GCC, due to the similarity of both culture and working culture and practice.

Some interesting future research opportunities can be derived from this emerging evidence. For example, the number of female participants was very small due to the cultural background. With a sample size of female knowledge workers in this study of 28.26 percent, some caution is in order. The underrepresentation female knowledge workers response rate compromised the generalisability of the findings to the population (the Omani government sector). However, by including more female knowledge workers, the findings might have been different and more representative. Relatedly, further research should seek to explore female knowledge workers only. It is important to realise that diversity could play a significant role in this regard, especially with knowledge-based organisation.

However, the final and developed conceptual framework of this study aims at encouraging female knowledge workers, before they are employed or look for jobs, to study fields that prepare them to be knowledge workers. Accordingly, to achieve this diversity, leaders should be willing to ensure that 50% of the workforce is composed of females and to give them equal opportunity for employment. Nevertheless, the cultural background unfortunately forces females to make a choice between pursuing a career and being a housewife, according to the findings of this research.

In addition, the study used one approach for the data by collecting the responses from participants via interviews and focus group discussions, which may increase common method bias. The researcher paid careful attention during the initial process of interviews and focus group discussions designs with a view to reducing the problem of common methods bias. The issue could be addressed by using different approaches, such as a qualitative approach as principle strategy and quantitative approach as supplemental in order to integrate multiple sources of data i.e., mixed method approach. Furthermore, the mixed method strategy will allow a wider number of participants to express their view; hence, the participants of this research only represent 8.66% of 531 employees from all six case studies.

7.5 Recommendations for the Omani Government Policy

The calls of transformational leadership reconceptualization have received a great deal of attention in the academic literature in the past decade. However, there is still a limited amount of empirical research exploring its effect on knowledge workers' performance. This research recommends that future studies pay more attention to on-the-job development strategy for knowledge workers. The expectation is that greater exposure to development will make it likely that leaders and knowledge workers will be more cautious regarding the strategic goals and performance in an organisation.

Considerably more work will need to be done to create a developing-oriented work environment; hence, there is no defined national strategy for knowledge workers that provides them with the necessary developmental tools. Such tools will motivate them to act intelligently and creatively, and assists them to move their mind-set towards a future orientation of predictable positive job-related results for both themselves and their organisations. The leaders who adopted transformational behaviours have to play an active role to make this environment achievable throughout the Omani government sector. This would validate the findings of this study and may yield further interesting and complementary perceptions to encourage Omani leaders to be more hands on.

This research has examined and explored the effects of transformational leadership behaviours on the influence of knowledge workers performance. Future research could learn from examining this research's final and developed framework with additional leadership styles such as strategic leadership, visionary leadership and democratic leadership. Conceivably, these leadership styles might demonstrate either a direct or an indirect effect on knowledge workers' contextual and task performance in the government sector.

Although the study was specific in examining the influence of transformational leadership behaviours on knowledge workers' performance, further research could be utilised to study other outcomes such as sense of purpose, transition planning or transparency. According to the findings of this research, these themes were the least cited from participants. In this light, these themes within transformational leadership behaviours may have an important effect on knowledge workers' performance, and should be further explored with constructs such as organisational culture. This study has provided an interesting and valuable insights to both academics and practitioners.

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Appendix A1: Ethical Approval Acceptance Letter



College of Business, Arts and Social Sciences Research Ethics
Committee
Brunel University London
Kingston Lane
Uxbridge

UB8 3PH
United Kingdom
www.brunel.ac.uk 28 September 2018

LETTER OF APPROVAL

Applicant: Mr Talal Al-Yaqoobi
Project Title: Transformational Leadership in Oman
Reference: 8396-LR-Sep/2018- 14221-1

Dear Mr Talal Al-Yaqoobi

The Research Ethics Committee has considered the above application recently submitted by you.

The Chair, acting under delegated authority has agreed that there is no objection on ethical grounds to the proposed study. Approval is given on the understanding that the conditions of approval set out below are followed:

- The agreed protocol must be followed. Any changes to the protocol will require prior approval from the Committee by way of an application for an amendment.

Please note that:

- Research Participant Information Sheets and (where relevant) flyers, posters, and consent forms should include a clear statement that research ethics approval has been obtained from the relevant Research Ethics Committee.
- The Research Participant Information Sheets should include a clear statement that queries should be directed, in the first instance, to the Supervisor
- (where relevant), or the researcher. Complaints, on the other hand, should be directed, in the first instance, to the Chair of the relevant Research Ethics Committee.

Approval to proceed with the study is granted subject to receipt by the Committee of satisfactory responses to any conditions that may appear above, in addition to any subsequent changes to the protocol.

The Research Ethics Committee reserves the right to sample and review documentation, including raw data, relevant to the study.

You may not undertake any research activity if you are not a registered student of Brunel University or if you cease to become registered, including abeyance or temporary withdrawal. As a deregistered student you would not be insured to undertake research activity. Research activity includes the recruitment of participants, undertaking consent procedures and collection of data. Breach of this requirement constitutes research misconduct and is a disciplinary offence.

A handwritten signature in black ink, appearing to read 'David Gallear'.

Professor David Gallear/ Chair College of Business, Arts and Social Sciences Research Ethics Committee Brunel University London

Appendix A2: Supporting letter from the Supervisor to the Participants



Brunet
University
London

London
Date: 1st October 2018
College of Business,
Arts and Social
Sciences
Brunel Business School
Brunel University London
Kingston Lane
Uxbridge
UB83P
United Kingdom
www.brunel.ac.uk

Omani Cultural Attaché

TO WHOM IT MAY CONCERN

Subject: Mr Talal Al-Yaqoobi — Help with Data Collection

Dear Sir and Madam,

I am the supervisor of Mr Talal Al-Yaqoobi, the PhD candidate in Brunel Business School, Brunel University, UK. Mr Al-Yaqoobi's PhD research is focusing on a current topic, "Exploring the Effect of Transformational Leadership on Knowledge Workers Performance; The Case of Oman".

I would be very grateful if you can help us in facilitating the dialogue and to open the discussions with the relevant government sector in Oman. Your help and support will be appreciated to enable Talal carrying out his questionnaire/interviews with senior management, and members of staff management who are working in the above sector. The collected data is crucial for Tala's PhD research, He will collect data via interviews physically (face-to-face), from 1st November 2018 until 1st February 2019.

Please note that, the data will be confidential, completely anonymised and will only be used for the purpose of Talal's PhD study.

Thank you in advance, and please do not hesitate to contact me if needed.

Yours sincerely

Dr Wafi Al-Karaghoul
Senior Lecturer, Undergraduate and Postgraduate Admissions Director
Eastern Gateway Building
Brunel Business School
Brunel University London
Uxbridge
Middlesex UB8 3PH

Appendix B: Supporting letter from the Embassy of the Sultanate of Oman, London – U.K to Participants

Embassy of the Sultanate of Oman
The Office of the Cultural Attaché



سَفَارَةُ سُلْطَانَةِ عُمَانَ
الملاحية الثقافية - لندن

To Whom It May Concern

This is to certify that **Mr. Talal Al Yaqoobi** is a PhD student under the sponsorship of the government of The Sultanate of Oman Embassy- Office of the Cultural Attaché/London for the duration of his study and is currently registered at the University of Brunel.

Mr. Talal is in the process of collecting data in the area of Leadership and the title of his dissertation is “*Exploring the Effect of Transformational Leadership on Knowledge Workers Performance: The case of Oman*”

He will assure you that all data will be processed on an ANONYMOUS basis and responses will be treated as STRICTLY CONFIDENT. No details related to any individual or organization will be available to any other party

Any assisted given to him will be highly appreciated

Sincerely,


Mr. Musallam Al Amri

Cultural Attaché



Appendix C: Supporting letter from the Researcher's Employer to Participants

Sultanate of Oman
Ministry of Foreign Affairs



سُلْطَانَةُ عُمَانَ
وَزَارَةُ الْخَارِجِيَّةِ

لَمَنْ يَهْمُهُ الْأَمْرُ

تود الوزارة الإفادة بأن الفاضل طلال بن حمد اليعقوبي يعمل لدى هذه الوزارة ومبتعث للدراسة في مرحلة الدكتوراه (تخصص القيادة الإدارية)، في جامعة Brunel University London حيث يقوم المذكور حالياً بإعداد دراسة بحثية حول (أثر القيادة التحويلية لرفع إداء موظفي المعرفة في العمل) والتي تتطلب جمع معلومات ميدانية لأغراض البحث. عليه، نرجو التكرم بتسهيل قيام المذكور بالدراسة المطلوبة، ولزيد من الاستفسار يمكنكم التواصل معه على الرقم التالي: ٠٠٩٦٨٩٢٦٢٢٩٣٩. والبريد الإلكتروني: tyaqoobi99@hotmail.com

وبناءً على طلبه مُنحت له هذه الإفادة دون تحمّل الوزارة أدنى مسؤولية تجاه ذلك.

السفير د. عبدالله بن حمد البادي
رئيس دائرة الموارد البشرية



Appendix D: Consent Letter



Title of research: Exploring the Transformational Leadership on Knowledge Workers Performance: The Case of Oman

Researcher: Talal Hamed Said AlYaqoobi
Brunel Business School, Brunel University, UK
Contact information: Talal.al-yaqoobi@brunel.ac.uk
Cell Phone# +96892622939

PARTICIPANT CONSENT FORM

I agree to take part in the above research. I have read the Participant Information Sheet, which is attached to this form. I understand what my role will be in this research, and all my questions have been answered to my satisfaction. I have been informed that the confidentiality of the information that I provide will be safeguarded. I understand that I am free to withdraw from the research at any time, for any reason and without prejudice.

I have been provided with a copy of this form and the Participant Information Sheet.
Data Protection: I agree to the University processing the personal data that I have supplied. I agree to the processing of such data for any purposes connected with the Research Project as outlined to me.

I permit the researcher to record the interview [] []

Name and participant's signature
Date.....
Researcher's signature Date
.....

Appendix E: Participation Information Sheet



PARTICIPANT INFORMATION SHEET

Title of research: Exploring the Effect of Transformational Leadership on Knowledge Workers Performance: The case of Oman

Researcher: Talal Hamed Said AlYaqoobi
Brunel Business School, Brunel University, UK

Contact information: Talal.al-yaqoobi@brunel.ac.uk
Cell Phone# +96892622939

Invitation Paragraph:

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

What is the purpose of the study?

The main aim of this research is to critically explore and examine in depth the effect of transformational leadership behaviours in government sector in enhancing knowledge workers' performance.

What is involved?

This research inquiry requests for your voluntary participation in in-depth interview of the role you deal in your organisation. The interview will take about 45-60 minutes. The interview will be digitally recorded in audio format and will be anonymously transcribed for analysis purpose only.

Do I have to take part?

As participation is entirely voluntary, it is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason.

Voluntary nature of participation and confidentiality:

All information which is collected about you during the course of the research will be kept strictly confidential. Any information about you which leaves the University, will have your name and address removed so that you cannot be identified from it. The data collected will be used for academic purpose only and has been approved by the Brunel Business School ethics committee. Your participation is strictly voluntary. Please be assured that the data collected from you and others are stored electronically at the university and are password protected.

Passage on Research Integrity:

Brunel University is committed to compliance with the Universities UK [Research Integrity Concordat](#). You are entitled to expect the highest level of integrity from our researchers during the course of their research.

Thank you for your contribution in sharing your experiences and opinions

Interview CEOs and Senior Leaders			
Exploring the Influence of Transformational Leadership Style on Knowledge Workers Performance: The case of Oman			
Organisation			
Department			
Job Title			
Date/ Time		Place	
Interviewee Code		Phone/Email	
Personal Information:			
<ul style="list-style-type: none"> • What is your gender? <input type="checkbox"/> Male <input type="checkbox"/> Female • Which age group? <input type="checkbox"/> 18-25 <input type="checkbox"/> 26-35 <input type="checkbox"/> 36-45 <input type="checkbox"/> 46-55 <input type="checkbox"/> 56-above • How long have you worked for this Organisation? • What is your position? • What is your level of education? <input type="checkbox"/> High Sc<input type="checkbox"/>l <input type="checkbox"/> Ba<input type="checkbox"/>or <input type="checkbox"/> Post Graduate • Can you explain your role in the Organisation and enhancing performance? 			
Leadership:			
Importance of Leadership and Overall Performance			
<ul style="list-style-type: none"> • How can leadership be Complementary in your organisation? 			
Leadership dimensions in Group Focused (Group Sub-Level)			
<ul style="list-style-type: none"> • (Idealised Influence) Please explain how you as a leader provide a good model for Knowledge Workers to follow you? For instance, leading by example. • (Inspirational Motivation) How do you inspire Knowledge Workers to work not only for salary but also for achieving their goals and recognition? 			
Leadership Dimensions in Individual focused (Interpersonal and Within Person Sub-Levels)			
<ul style="list-style-type: none"> • (Interpersonal Level Question-Individualised consideration) How do you as a leader attend to each Knowledge Worker's needs and listen to his/her concern(s)? • (Within Person Level Question-Intellectual Stimulation 'Creativity') Please explain how you as a leader challenge Knowledge Workers to think about old problems in new ways? 			
Training and Development:			
Importance of Training and Development (Macro, Between Person & Within Person Levels)			

- **(Macro Level Question)** Please describe how you as a leader actually acted in terms of providing training opportunities and developmental practices for Knowledge Workers?
- **(Between Person Level Question)** How do you as a leader foster collaboration among knowledge workers to exchange experience during training and in the workplace?
- **(Within Person Level Question)** How do you provide customised training programs to a Knowledge Worker?

Female Knowledge Workers:

- Can you please provide me with any differences between females and males in your organisation?
- How can you help in raising awareness of the female Knowledge Workers' roles in the government sector? And why should you?
- How does your organisation ensure that it improves female Knowledge Workers' participation in the male-dominated fields such as knowledge based organisations? And why?

Knowledge Workers:

- Do you have further comments with regard to enhancing Knowledge Workers' performance in your organisation?

-Thank you for your time-

Appendix F1: Interview Guide for Leaders and Senior Leaders

Focus Group Discussion Guide for Employees			
Exploring the Influence of Transformational Leadership Style on Knowledge Workers Performance: The case of Oman			
Organisation			
Department			
Job Title			
Date/ Time		Place	
Interviewee Code		Phone/Email	
Personal Information:			
<ul style="list-style-type: none"> • What is your gender? <input type="checkbox"/> Male <input type="checkbox"/> Female • Which age group? <input type="checkbox"/> 18-25 <input type="checkbox"/> 26-35 <input type="checkbox"/> 36-45 <input type="checkbox"/> 46-55 <input type="checkbox"/> 56-above • How long have you been working for this Organisation? • What is your position? • What is your level of education? <input type="checkbox"/> High School <input type="checkbox"/> Bachelor <input type="checkbox"/> Post Graduate • Can you explain briefly your role in the Organisation? 			
Leadership:			
Importance of Leadership and Overall Performance			
<ul style="list-style-type: none"> • How can leadership be Complementary in your organisation? 			
Leadership dimensions in Group Focused (Group Sub-Level)			
<ul style="list-style-type: none"> • (Idealised Influence) Please explain how your leader provides a good model for Knowledge Workers to follow him/her? For instance, leads by example. • (Inspirational Motivation) How your leader do inspires Knowledge Workers to work not only for salary but also for achieving their goals and recognition? 			
Leadership Dimensions in Individualised Focused (Interpersonal & Within Person Sub-Levels)			
<ul style="list-style-type: none"> • (Interpersonal Level Question-Individualised consideration) How your leader attends to each Knowledge Worker's needs and listen to his/her concerns? • (Within Person Level Question-Intellectual Stimulation 'Creativity') Please explain how your leader Challenges Knowledge Workers to think about old problems in new ways? 			
Training and Development:			
Importance of Training and Development (Macro, Between Person & Within Person			

Levels)
<ul style="list-style-type: none"> • (Macro Level Question) Please describe how your leader actually acts in terms of providing training opportunities and developmental practices for Knowledge Workers? • (Between Person Level Question) How your leader fosters collaboration among knowledge workers to exchange experience during training and workplace? • (Within Person Level Question) How your leader does provide customized training programs to Knowledge Worker? • What training programs do think suits you?
Female Knowledge Workers:
<ul style="list-style-type: none"> • Can you please provide me with any differences between females and males in your organisation? • How can you help in raise awareness of the females Knowledge Workers roles in government sector? And why? • How does your organisation ensure to improve females Knowledge Workers participation in the male dominated fields such as knowledge based? And why? • (Question for Females) Do you have the same opportunities like males?
Knowledge Workers:
<ul style="list-style-type: none"> • Do you have further comments in regards to enhancing Knowledge workers performance in your organisation?

-Thank you for your time-

Appendix G: Short Peer Nomination Scale

Short Peer Nomination Scale			
Exploring the Effect of Transformational Leadership on Knowledge Workers Performance: The case of Oman			
Organisation			
Department			
Date/ Time		Place	
Phone/Email			
Definition of Knowledge Workers: Knowledge Workers have a high degree of expertise, education or experience, and the primary purpose of their jobs involves the creation, distribution or application of knowledge. They help to make decisions and solve problems, and they collaborate and communicate extensively with other people in the course of their own work.			
Nominate six of your Colleagues – females should be among them - Who you Consider to meet the following characteristics:			
<ul style="list-style-type: none"> • Effective: They follow an effective and productive process • Problem-solvers: Opportunities are more of a concern for them than problems are. • Decision-makers: Taking decisions are very important for them. • Idea-generators: They generated achievement plans. 			

Nominated Code	Job Title	Gender

Appendix H: Sample Transcript of CEOs & Senior Leader

Participant Code: P2_IDO

Case Study 2: IDO

Interview date 13-12-18

Duration 28 minutes

His role in Organisation:

P2_IDO

My current role is to lead our investment efforts, mostly focused in sourcing and assessing the execution of investment opportunities. Unlike other organisations, our organisation is quite flat; the reason I say that because there is always someone else involved with me and involved with others and with all sorts of aspects related to sourcing investments. What I do to enhance the performance is I create framework of who we can officially work together to accomplish mostly indulgence and assessing the quality of investments opportunities. So the framework we created helps to provide every team member of the foundation with what we look for in an investment opportunity. One of the key characteristics that we find it attractive, allowing the people in the team to go off on their own and do the work required to come with those conclusions.

Question: How can leadership be Complementary in your organisation?

P2_IDO

Once it's though the strategy, which is very important for the version of the firm. And also by achieving the accomplishment of what we have and have given supports the ideas that the directors have been given by our shareholders. I think you need strong leadership to help people to reach their potential by providing them with the feedback with training to improve their skills.

Question: Please explain how you as a leader provide a good model for Knowledge Workers to follow you? For instance, leading by example.

P2_IDO

(The knowledge economy required intellectual curiosity). If you don't show case your intellectual curiosity and also flexibility in your views and opinions, I don't think you will be fully successful in the knowledge economy or in a knowledge-focused organisation. One thing I try to do in terms of leading by example is by showing them intellectual curiosity through work, looking at different sectors of technology and other industries like healthcare, energy, agriculture which are key areas of our focus, and try to be curious about how they do work people view the next 10-20 years for those industries, and have some force to do that. The second part is that related to having been flexible is that we have so much information in

data now and so many different experiences that are shared that I think that we are willing to change the views a little if presented with better information than we had previously.

Question: How do you inspire Knowledge Workers to work not only for a salary but also for achieving their goals and recognition?

P2_IDO

You inspire by giving responsibility. With responsibility not only for work to be done but also putting the responsibility on the employee to achieve their goals and recognitions. What we have done is that setting with the employees and asking them to spend time thinking about their vision for the experience that they want have here, what they want get out of it, and how that supports their goals for their future professionals resumes. I find it quite successful that something I found to be quite helpful in providing in terms of motivation is by creating a road map or vision for them beyond financial or positions gains. Give them the responsibility and seeing them achieve it and even go beyond that and seeing the satisfaction they get from it, that's a powerful motivation. Give them ownership and the resources.

Question: How do you as leader attend to each Knowledge Worker's needs and listen to his/her concerns?

P2_IDO

(impression that's a really great question) having a small team makes it easier to know each worker needs and open dialogue is something that I have tried to have within the team in discussion for both myself and the team members. If I expect honestly, I give honestly, and if I expect comfortable and sharing their concerns, I will do the same that kind my approach to it. In terms of workplace needs, we have a lot of imprint to meetings, and imprint to discussions where if you observe the office a few days you will say that there is always people coming to my desk asking question talking about things about they were working on and try to get additional insights and I am always going around other employees' desks following up on that kind of style.

Question: Please explain how you as leader Challenge Knowledge Workers to think about old problems in new ways?

P2_IDO

One thing we have done, we have had brainstorming sessions where we talk about what the future will look alike. And what technology will do for the issues that we are focusing on. Whether it is artificial intelligence or blockchain 3D simulation and so on and so forth, we brainstorm together. How could we use technologies that affect all of the existing problems. That's the way I think to unleash a bet of creativity in everyone and also start looking at

industries and problems with the perspective of the future. Most of us here are quite comfortable with the status quo; they usually require something major to happen before people take action to change it. I think by creating an environment we can open a dialogue on the future as it help to reflect on the existing problems.

Question: Please describe how you as a leader actually acted in terms of providing training opportunities and developmental practices for Knowledge Workers?

P2_IDO

I actually kindly disagree. I mean if its bad training it's worse than any training, that's my perspective on it. We spend a lot of time on training here. In order to get external support, we have a relationship with other inventors' firms. We do recommence; we allowed employees to get training and get work experience with other firms who do things differently in their different geographical areas. And we expect our employees to bring that back here. And then internally, we regularly set down as a team and we go through knowledge gaps related to inventor capital that could be understanding the deal terms better and what the implications of those terms are. We could be spending more time in producing evaluation with different methods that we use for various things, so there are technical skills as well; we try to work on and develop and those gaps, become a parent, and when we are working in life deals and you sign someone in the team, we say can you please work on this and work on that. And you start to say what sort of gaps there are.

Question: How do you as leader foster collaboration among knowledge workers to exchange experience during training and workplace?

P2_IDO

What I like to do is put you on the spot (in job side of it)! I remember that Hamood had a gap with evaluation analysis; he worked very hard we set down and we fixed it and he was able to gain some experience with it. And now, I have noticed another employee facing the same difficulties, so instead of me coming in and providing the training or acting as an overviewer, I have asked Hamood to help them since he had the same problem. I think that is great because we enforce what they learned; in addition, we create great collaboration among the team members. As a leader I am always listening and listening more questions instead of just talking through the training ask questions to see if someone else adds value. A new cultural norm I have noticed it is that does not happen as much as it occurred back home (US)!!!! And that something we have been working a lot with our team. I think people are starting to feel comfortable with it but it is seen that there might be a cultural background not shared with others l. (the knowledge is there, but sharing the knowledge is not there)

Question: How do you provide customized training programs to Knowledge Workers?

P2_IDO

I don't think we provide customised training programs, we are more focusing on empowering the employees to be more intellectually curious to go out and see and seek new knowledge through training programs that are informal and also through secondments and through the discussion with the team e.

Question: Can you please provide me with any differences between females and males in your organisation?

P2_IDO

I don't have specifics that are relevant for males or females. I think both females in the organisation are very driven; they are analytical and professional and they take ownership for the work they do. This is what we expect from all the employees and their performance is really strong. They don't hesitate to share their views and to be engaged where in open discussion and debate. Overall, I don't see any major differences in terms of performance and of participating in the team.

Question: How can you help raise awareness of the female Knowledge Workers roles in the government sector? And why?

P2_IDO

To me this just makes sense, because you need to have focus in different perspectives, different experiences and also from the challenges' standpoint, you want everyone to be involved in the knowledge economy and not just males and females too because of different perspective that can be brought through different genders that can be different perspective from different country and different industry; this all things add to the knowledge. If you have 50% of the population are females and you are not including them in the workforce in a knowledge-based economy, you going to fall behind as a country relative to others. So that's what I think has to stay clear, if that properly explains then you can create a sense of urgency maybe, but its start when they are young.

Question: How does your organisation ensure to improve females Knowledge Workers participation in the male dominated fields such as knowledge based? And why?

P2_IDO

Has been answered previously.

Question: Do you have further comments with regard to enhancing Knowledge workers performance in your organisation?

P2_IDO

I think given the younger more exposure, I think it's really important. This is based on my personal experience, I was born and raised in US, when I was 19 I moved to Russia. I lived in Russia for few years and in the EU for some time and now I'm here in Middle East. I have gotten exposure to other cultures to other ways of thinking to other economic systems and to other political systems these are the essential for the knowledge economy. I believe in giving people a kind of good experience to draw from for their home countries.

Appendix I: Sample Transcript of Focus Group Discussion

Participants Codes: FG1_IDO, FG2_IDO, FG3_IDO, FG4_IDO

Case Study 2: IDO

Date of Discussion: 13-12-18

Duration of Discussion: 53 minutes

Interviewer: Thank you very much. Good morning everyone. Thank you very much for being willing to participate. I do appreciate your time to show up. Let me first explain the purpose of the research: to explore critically the effects of leadership behaviours on knowledge workers' performance. But before I go through to the key questions, I would like that please each one of you to provide me with personal information. And if we could answer please kindly the first four or five questions. Should we start first from the right?

FG1_IDO

So my name is I'm an Investment Associate recently and I've joined IDO about a year and eight months ago. Should I mention my age?

Interviewer: Yes, please, could you kindly.

FG1_IDO

I'm 26 years old. I have a Bachelor's degree in Finance from SQU and I previously worked at the bank in corporate banking. So I have a bit of a banking background. I think that's it.

Interviewer: For the last question, can you explain briefly your role in the position?

FG1_IDO

So since I started I was hired as an Investment Analyst. So the nature of my work-- my role involves looking into this due diligence and getting all the required information to present it to our investment committee for-- to be recommended for investment. So that's basically it.

Interviewer: Thank you very much. Next one please.

FG2_IDO

My name is I'm also an associate at IDO. My prime objective is to work on both the deal analysis and sourcing, as well as argumentation of our portfolio and the impact-- of creating impact in the local market. I'm 26 years old. My background, I got a bachelor from Bond University Australia and a Masters' from Kingston University London. And it's only my, going into my fourth month here and my background has been in private equity and start-ups abroad.

FG3_IDO

Appendix I: Sample Transcript of Focus Group Discussion

My name is I'm 31 years old. I've been working for IDO for about six months. My position is an associate, sort of an investment associate. First education, I have an MBA from University of Manchester and undergraduate from George Mason University in the US. So my role in the organisation as an associate is from deal sourcing. So identifying deals that, networks or other opportunities to validating it to doing due diligence and then sometimes with the rest of the team presents it to the IC and eventually to the board as well as other responsibilities include marketing, finance, portfolio management, and other tasks as we are a small office, we do share everyone's responsibilities.

FG4_IDO

I'm I'm a Senior Investment analyst at IDO. I'm 28 years old and I've been with the organisation for about two years. I have a Bachelor's in Biotechnology from Sota University and also a Master's in Business Studies Major in Finance from the Massey University in New Zealand and my role in IDO is I'm part of the deal team. So what we do is we source deals and we review them and we recommend them to the Investment Committee for approval. And there are some other aspects that I work on, for example, I help someone working in the Oman government implementation as support for the organisation.

Interviewer: Thank you very much. Thank you.

Question: How can leadership be complementary in your organisation?

FG3_IDO

So in our organisation particularly we're quite flat structure so unlike large organisations where there's a strict hierarchy our leadership isn't top down but it's more of guidance and giving us direction of where to go but not informing us what to do and that is my opinion of how the leadership works in this organisation.

FG2_IDO

Question: Generally speaking, how are we going to know how an organisation leadership can be implemented in an organisation?

Interviewer: Yes.

FG2_IDO

There has to be a very empowering workforce in a way that there is accountability on the workforce, even the-- if we look into the span of control it's spread throughout the organisation, accountability is high, as well as autonomy in decision making with a certain level of scrutiny and awareness of the leader. That's, I think, where an organisation and leadership can be complemented.

Interviewer: Nice.

Appendix I: Sample Transcript of Focus Group Discussion

FG2_IDO

Just to support to optimise what Mason said, in terms of accountability, I think especially in IDO investments that's the deal and it comes like in various levels, from the deal sourcing to take ownership of the deal itself. You get guidance from team, like different team members regardless of their organisation and level. At the same time, you as the deal leader, you have full ownership and you get to make decisions based on your analysis. So yeah.

FG4_IDO

So the structure in IDO was, he already said, it has been quite flat. And what I really like also is the fact that even the-- you know, even the employees at the lower stages of hierarchy have a lot of accountability. So you as an analyst, for example, you can have enough power to kill a deal and you will be accountable for example, for sourcing a deal or you'll be accountable for not seeing some red flags in a certain deal.

Question: Please explain how your leader provides a good model for knowledge workers to follow him or her? For instance, leading by example.

FG3_IDO

Our CEO used to at least in my experience, I mean in the deals that I've looked at, our CEO tells us, teaches us some of the things that we need to look at. So and with time also, you get to understand from people in higher management, the red flags that you need to be aware of when you look at certain deals.

FG3_IDO

Yeah, he does, definitely. I mean, he tells me direct things to look at. And he gets me to the right direction whenever I started to deviate and in my first year in the organisation, I mean things are a little bit unclear because it was it's my first job here at IDO actually, and it was very helpful for him to always keep me in the right direction.

Question: please explain how your leader provides a model for knowledge workers to follow him or her, for instance, leading by example?

FG2_IDO

I think back to the point that Maria mentioned, the leader-- leading by example means that the roles that a leader does are reflective of the roles that the juniors or the other members of the team do. So the deal sourcing as Ali mentioned is something that the leadership does as well as what the team does. The analysis is something that the leader does as well as the management and the workers do and the employees do. And the closing, presenting to the IC, presenting to the board committee, to the Board of Directors is something that the leader does

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but also us as employees do. And that is, I think, an example of leading by example. It's not like the leaders are doing it and we cannot replicate. That's one thing and also I think he's always willing to listen, take the mode of facilitating, brainstorming instead of setting what we have to do.

FG4_IDO

If I may, I think an example that I have is in IDO we have weekly team meetings. So we have two hour team meetings that are done physically but also remotely. As you know, we have, as team members we travel quite a lot, but even if we're in a different place in the world, it's no excuse not to attend and be present in a team meeting by dialling into a phone call. And the leaders or their supervisors, CEOs, they make it a, they make an effort to ensure that they are on the call and then they expect us to be there.

[Laughter].

FG1_IDO

But it doesn't-- at the same time, it doesn't feel forced or it's like you're doing something out of the working hours, it just feels natural. It's your job and we just need to be there for it.

FG4_IDO

And it's beneficial to be part of it because we're a team and sharing what we learn and insights within each other and being in a team is a platform to share information of new happenings, as Mason has mentioned, that they work on implementing, the company has been investing locally, so they have recent news and things that are happening. So it's a good place to share. But I think that is an example that I have on good model and leading.

Question: How your leader does inspire Knowledge Workers to work not only for salary but also for achieving their goals and recognition?

FG2_IDO

So I think to the point that sometimes there's lots of things that we're doing cannot be measured by quantity or numeric figure but it's all very soft, such as the application to Oman. And that is a very soft spot for all of us. Doing something good for Oman is a huge motivator beyond just salary. That is one key area. Another I think, is the fact that there's a lot of emphasis on training and development. We're all-- if anything we are obliged to participate in interactive training and always make sure that we're professionally developing our skills knowledge and attributes. We have been sent abroad or have done courses relevant to our field in Oman, conduct speaking to very influential people in the field that we work on as well.

Interviewer: Nice.

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FG1_IDO

And just like touching base more on the training aspect, as we can see from the office itself it's like an open door. We don't have doors actually so whenever you have a doubt, you have a question, he is always there standing up. And he just explains it in depth on the board beside him, so it's always an open environment, you can ask whatever you want, if you have any concerns. He even he keeps on asking any complaints every single day. Yeah, so the environment itself is so comforting you can raise an issue if you're not comfortable with anything that's been discussed within the team meeting as Ali said. There is a discussion, you know any question or suggestion is stupid or underestimated. So it's pretty good.

Question: Yeah, but how do you see him as an aspiring? Does he inspire somehow to achieve the organisation goals?

FG3_IDO

So I think being in this industry, it's actually very, very interesting for all of us and we get to see very influential people and we're a very important organisation in the country. So, I think motivation itself is automatically there, but our CEO gives, enhances that for us in a way. I mean treating us with respect and giving us all the-- I mean all the allocation of resources that we need, and he provides us with all the training that we might require. And he's always available to ask for any questions if there are any concerns or doubts, and yeah.

Question: Does he provide meaningful tasks? Meaning, you know when he gives you a task to do, does he provide it with a meaning for you?

FG4_IDO

I think just to group everyone's comments and what was mentioned about the jobs that we do and what been beneficial to Oman. So he's-- what I see is that, in IDO that we're aligning the interest of the organisation and the goals with the tasks that we do by explaining that because the companies we do invest in, we do want to have a positive impact on and because we're personally motivated by the success, identifying good deals and motivated by ensuring good deals don't-- I mean bad deals don't get invested. We get personally motivated and we if don't want to do good deals go through, we don't get extra money. We still get a salary but knowing that there's an impact in the country gets us excited. How about, should I mention Aloria and tell that's--

FG4_IDO

Sure. So I once worked on a deal called Aloria, a company called Aloria. They invest in, it's a company that produces gas that you will take it orally, it takes a space in the stomach and for help in weight loss. And every time we know that, because we invested in their company

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in Oman that people are using the product and they are having positive reviews of it, we feel better about it. And that's our motivation to continue seeing different opportunities. And so he doesn't tell us you have to do this because it's your country. He lets us ... we believe in it ourselves. And that pushes us to do.

FG1_IDO

And I think it goes back to what Mason was saying about ownership. You just feel that this deal is yours. It's like your baby so you need to work that extra hour or that extra effort in order to, for that deal to go through. So it's more of ownership and it's not about the salary or the extra hours that you have to work in order for it.

Question: How does your leader attend to each Knowledge Worker's needs and listen to his/her concerns?

FG4_IDO

So we have coffee downstairs. Whenever I have a concern or something, I don't even ask him to have a coffee. He knows directly. They're able to recognise that there's a doubt on several occasions and we'll go down for coffee. Even once or more than once, I was or when you're outside of the country, when I was outside the country, I just say, "Let me call you." He gets on the phone with me, I don't know where he is in the word and we discuss it and he gives me comfort on the situation.

FG2_IDO

Yeah, there's one example. Maybe it's personal but it's also related to the profession as well people here have families and they have different times of work that they prefer, etc. So we created a work structure that is very flexible in terms of time, and not the usual government sort of 7:30 to 2:30 schedule.

Interviewer: Okay.

FG2_IDO

And adversely, which means that we are actually working more hours than-- because we have this flexible time rather than say 7:30 to 2:30 because of the fact that the work for the leaders, and the acknowledgement that you have to be flexible, this makes people work better, more effectively, more efficiently and more productive. We're spending more time more than 7:30 to 2:30. Actually most people are here by 7:30 and they are out of here by probably 6:00, 7:00 p.m. sometimes. So that flexibility creates more motivation to do well.

Question: Please explain how your leader Challenges Knowledge Workers to think about old problems in new ways?

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FG4_IDO

So before joining IDO, I used to work in the bank and also in a consulting firm and if I would—first of all one of those organisation that I would share an idea, at that moment when I was surprised, he would say, “give me an opposing opinion, question why I'm doing it at the moment.” They don't agree with it and there's no reason to fight. But here, in terms of the challenges, They want you to dig deeper into the problem even though that he may have been agreed beforehand, even if what the decision wants, but he'll ask you to revisit that question and rethink about it and see if this situation is actually applicable to the decision you made before and to get conviction about. It's all everyone's mentioning, it's ownership you know, if you have that slight doubt or slight conviction to a deal, continue thinking about it even though there was an old decision. So that's it.

FG2_IDO

I think, I don't know if it's exactly as you mean but I think one problem that maybe from a national level we see is our reliance on oil for revenue, oil revenue, not in the workforce of course. But here the leader inspires us to look for creative solutions to go away to diversify from oil because in the end, we are investors. That's what we do. So there is an old mentality of how do we to do diversify but here there's a creative solution of how to diversify not just let's say look into logistics, etc. Here we're finding new solutions, creative solutions such as investing in technology start-ups to diversify from oil and gas.

FG1_IDO

I think even not necessarily talking about problems, but any form of approach. You get to select your own route in terms of how do you want to handle this issue or this deal or whatever it is. So going back to the original, it's all about ownership. It's all about because, like with us, you get to work on deals from different industries every time every couple of months, so you just define the route itself the way you want it until you get conviction.

FG2_IDO

One more thing about stimulating creativity. If there is a problem that we discussed or someone has come up with, we try to brainstorm it. So we try to think about solutions that we never thought of previously or try to think outside the box or split, take ourselves outside of the picture to get the main, so it's the main picture or what do they call it get ...

FG1_IDO

And even when we work like if, someone is working on a deal and he has to present it to the entire team. Probably we have never heard of the company, we don't know anything, so that

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discussion or that opposing ideas helps him to even like have a more, like a uniform decision of, he wants to take it forward or not. So yeah.

FG4_IDO

And even if, I'm not sure if this makes sense but even if there is an old problem existing, for him, it doesn't mean that there can't be any solutions to it. You know, so he always enhances us to think of creative ways to solve whatever problem there is, you know, whether it's operational or...

Interviewer: Thank you very much. There's a saying that any training is better than no training, but training it's alone with only produces capability but not performance.

Question: Please describe how your leader actually acts in terms of providing training opportunities and developmental practices for Knowledge Workers?

FG3_IDO

He always motivates us to take courses, for example, there are certain courses that we can take online in different fields. And he says, for example, that if you take this course and you pass, I'm pretty sure that you're going to pass the company will reimburse you. That's one thing. Another thing is they tried to send us out for example, as a deal team they try to send us out for training opportunities with investment companies abroad. So that also is a very, is a very valuable experience for us because we go and we see how it works in certain regions. And we see how operations work and we see the difference between what we do and they do.

FG1_IDO

You can also add to just what he said, we're given the choice in terms of what type of training you want. If you want to focus on a specific industry or specific technology, then you can just look for whatever conference or training that can enhance the knowledge and it's never a huge issue here.

FG2_IDO

: On a yearly basis, the plan is to sit down with the leader and discuss what are the training needs, areas of opportunities, weaknesses that you think you can better personally in the professional world. So maybe someone is what, needs to, for example, better--

FG2_IDO

: --understanding of markets, etc., marketing. That's an area you identify and you present your plan and the leader will be very supportive to ensure that you in that tier-- is you could put you into sufficient sorts of development medium as well as not just things related to work, but it could be something interpersonal, so if it is your negotiation skills or maybe your communications—

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FG2_IDO

presentation. Yeah, so things that you probably are-- Maybe someone would say less relevant to the work specifically but more important for you as a person, the leader will also support that.

Interviewer: Good point.

FG4_IDO

An example that I think of when we did the whole collaboration learning is—in intern can we have many interns that come in some of the city of New York or somewhere, work with us and share knowledge. One of them worked on a start-up project for their Master's program and they developed, he developed, his team developed a financial model on projections and built financial statements. So he asked me to look at it but then this became a good opportunity to have the team to sit and we all go went through these the students' financial model and I mean it's an opportunity to learn about financial analytics, analysis, financial statement projections and other metrics. But so, this is where we find opportunities where one, instead of benefiting one person we tried to pull in everyone and share the knowledge when it's applicable.

Question: How does your leader foster collaboration among knowledge workers to exchange experience during training and workplace?

FG4_IDO

He tries to always affirm the notion that we are a team and we need to work towards a primary objective. So we're working towards the same objective. So, for example, Ali would be an expert in something and he would help me with a certain thing and for, example, I would have some experience in biotechnology because I studied biotechnology so maybe I can help the team in certain science disciplines. Maria as well can help in certain disciplines.

FG1_IDO

So I think of the whole open environment that has been identified since the beginning it just helps us to approach each other whenever there's a specific area that I'm sure FG2_IDO can help me with. Mason owned their man add it so it's always, you can see our offices like you can just—put your head back and just talk to the other person. So

FG2_IDO

Yeah, we had the training recently on corporate governance, specifically board membership, and some of us have more experience than others on important situations as well as one member of the team particularly has more knowledge in the legal aspect of it. So it was, they help the rest of the team understand how the legal setup in Oman is, how the legal set up in

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the UK is to get a sense of how that differentiates and how its most relevant to our organisation. That's from a training point of view from an organisation. From the workplace point of view, I think one way it is key is that's why we collaborate is because we have team KPIs.

Interviewer: KPIs, yeah.

FG2_IDO

That's very, very important. Team KPIs, that are very obvious to everyone. Everyone knows that this year, we have to do this. So essentially, if you don't collaborate, you would not meet the KPIs and next year is also going to be-- we're going to implement smart KPIs and which means that if you don't collaborate, if one member of the team decides not to collaborate, it becomes difficult for the rest to reach that. So it's very important.

Interviewer: Yeah, it's very important. I'm sorry, you want to add something?

FG4_IDO

Yeah, I'll just use the same example, in my time here we had one-on-one training course for all of us who were attending. Some of us...

[cross talk]

Question: How does your leader provide customized training programs to Knowledge Workers?

FG4_IDO

I guess customized is by-- so we have access to online education platform. It's sort of providing customised training programs by giving direct information that you can access and training course on the platform that suits you best.

Interviewer: Yeah exactly what suits you.

FG4_IDO

So he, they don't say, "Okay, this course is for you." "This is the range of courses, which one do you think is most applicable?" That's the way to answer the question.

FG2_IDO

Yes, so he does, he always recommends that we for example, do certain courses. For example, there are very nice courses on Harvard Business School like online learning platforms and he says that we can take these courses and I recommend that you take this module, you take this module and you will be remunerated for it after you pass it.

Interviewer: Okay. What training program do you think suits you? Now that you have mentioned that the CEO recommended this program for you, what would you think is that? What kind of programs do you think suits you?

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FG2_IDO

: I mean, if you asked me personally, I'd like to take the financial accounting course from Harvard Business School because it would, I mean, that's a sector that I'd like to explore further and just understand better.

Interviewer: How about the others?

FG1_IDO

I think for me, I usually learn more by doing so any form of training that requires me to implement the material itself, so say various from time to time.

Interviewer: Someone...

FG4_IDO

It's not necessarily a program but more also on training, working with companies and large corporates in Oman, as well as government-owned, stakeholder enterprises in Oman to understand better the dynamics of Oman, the macro environment, etc. So that's something that I really want to excel in, in the future. So that's something also that the leader, it's not as you said provided by the leader to say do it but it's something within that I want to get a good understanding of the Oman market. So I'm participating in such conferences, workshops engaging with these companies and entrepreneurs.

FG4_IDO

Venture capital investments. But, as my colleagues mentioned, learning by doing is really essential and learning in the workplace has a lot. It might be a lot more value than learning from a textbook. You can memorise the theories but apply it to something is different.

FG2_IDO

: Yeah and to that point, that the first point you mentioned, is the negotiation, it's very vital because we have to understand the difference in culture in different societies and us being in this sector, we have to really be cautious of the legal aspects of the structuring, the documentation, etc. So learning by doing again, this is key. It's something that we all need to always, year by year if not rather just once but year by year, review and go back to this, looking at how we did the document every year.

Interviewer: And most of those programs that you have mentioned at least to create and share and plan which is the umbrella of what you call personal knowledge management. Alright, so the following question will only be addressed for the female if you don't mind. Feel free to listen and you can free to express yourself.

Question: Can you please provide me with any differences between females and males in your organisation?

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FG1_IDO

I don't see the difference to be honest, like I don't know. I don't see that there is any form of segregation between how—you mean how the leaders is, it's female versus male or?

Man 2: Either if based on the culture, is based in the workplace. Whatever you—

FG1_IDO

Yeah, I don't see the differences. There's definitely some sort of respect, consideration. But I think that goes for both genders. But yeah, they're very considerate, the personnel issues, like if there's any personnel issues or—yeah.

Interviewer: Alright, You can say that 90% males, 20% only females.

Question: How can you help raise awareness of female knowledge workers through individual sector and why?

FG1_IDO

I think for this organisation it can be a bit challenging for the typical Omani and I don't want to generalise but I did, like our work environment is a bit different than any government entity I don't know. Mason, you've been to both sides, you'd know that it's relatively different. You need to have some sort of the right quality to be in such an environment, probably the travel schedule and the working hours. There is no definite working hours and it's by choice, raise awareness. I don't really know how can I raise awareness but I don't know if you guys call a cognitive—

FG1_IDO

Yeah, we're always supportive of other female entrepreneurs, even when we deal with female leaders within different sectors. There's always support. There's always some sort of consideration for the saying.

Question: How does your organisation ensure to improve female Knowledge Workers' participation in the male-dominated fields such as knowledge-based ones? And why?

Interviewer: IDO is a knowledge-based industry amongst others like OD ES or and this is in line of the vision of 2014 to convert a mind to a man or a society. That's why units or organisation has been created like IDO and others 5, 4 or 5 of them?

Question: how does your organisation, how does your workplace ensure improving knowledge female workers like you in order to participate in more in male-dominated fields?

FG1_IDO

So I think goes back to that to my first answer. There's no any form of segregation in terms of opportunities. No one is prioritised gender-wise in terms of giving them a certain role or a certain deal specifically to IDO. So I think us as women, we need to push our sense, that

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extra mile, probably work harder to take more leadership roles, state our opinions, because sometimes us females are a bit hesitant to, especially with male-dominating organisations, as you mentioned, and I've been to couple of meetings where I'm the only female and it's a bit—

Question: Do you feel that you are Knowledge Workers? And why?

FG2_IDO

I think we are because we do use knowledge to personally make good deals and good quality deals to invest in technologically-innovative companies that can transfer good technologies and knowledge in order to Oman eventually.

FG4_IDO

Actually, yeah. Our work experience, our education, we apply into something new. We're on the operations in some sense, we're not just keeping the machine running. We're trying to create something new and try to develop what's current and existing.

FG2_IDO

: I completely agree about the knowledge worker statements because in essence, what we are dealing with is knowledge. We buy and sell knowledge, not--. That is what the market is. The investment world today is based on knowledge-based economy. It's a knowledge-based economy so knowledge has more value than as I mentioned than, let's say, manufacturing. But knowledge, today the soft knowledge has become even more valuable than ...

Interviewer: Exactly.

FG2_IDO

And for us, we do have an inherent obligation as Omanis to learn the best practices around the world and try as much as possible to convey it in our society, but also learn from the society and take the knowledge abroad when we can.

FG1_IDO

I think I totally agree with the team. Definitely we're knowledge workers and its applied on our day to day operations in terms of what we do on a daily basis from working on these deals and learning different aspects of it, sharing that knowledge between each other and yeah, and bringing that knowledge as Mason said to Oman.

Question: Do you have further comments in regard to enhancing Knowledge Workers' performance in your organisation?

FG2_IDO

Creating a culture of knowledge sharing is important.

Interviewer: Okay.

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FG2_IDO

The more knowledge we share, I think we had in Oman generally, and lots of organisations, I talked to generally Oman, we have a lot of knowledge that is kept in silos because the holder of that knowledge does not feel that sharing it adds value but there's a lot of silos in that sense. But if we create an open knowledge sharing society, I think it will be better for Oman in general to create a more competitive edge in the future for Oman.

FG3_IDO

But I think as well that providing people with empowerment and ownership to use their education to allow and for their leaders is to allow them to improve them and improve their workplace and improve, make suggestions and to listen to them. So instead of just for knowledge workers to be valuable within knowledge-based organisation but in any organisation and for everybody to identify themselves as having the opportunity to make a difference because they don't have to be knowledge workers.

[END]

Table Appendix J: Themes and Sub-Themes Descriptions based on Direct Quotes from Participants

Appendix J: Table of Themes and Sub-Themes Descriptions Based on Direct Quotes from Participants

Themes/ Sub-Themes	Description	Files	References
Leadership Structures' Effects on Knowledge Workers' performance		23	588
Cultural and Workplace Dimensions	National cultural patterns such as thoughts, beliefs, norms, behaviours and values, could have role in attaining the performance of female knowledge workers.	23	120
Empowerment	Gives females the chance to shine by making sure that they get all the opportunities to grow professionally.	19	26
Extra Mile	Female knowledge workers 'expose themselves' as an indication that they can contribute.	20	27
Females Responsibility and Culture	The organisation tries to push the mindset of females instead of just sitting in front of a computer. A Hardworking environment has encouraged male Omanis to move to higher positions by appreciating their efforts and their performance; this kind of motivational task helps the females to accept working in such an environment.	18	26
Handicaps	Decline in the bad perception from a certain group of females who are not very reliable at work. Change the perspectives of generalising that males have been more active and more outgoing and generally have a high profile than females.	15	18
Idealised Influence	Refers to charismatic actions of the leader that embody values, beliefs, and mission; refers to the socialised charisma of the leader by which the leader is perceived as being confident and powerful, focusing on higher-order ideals and ethics.	23	55
Learn by Model and Initiative	Punctual in accomplishing tasks with professionalism. These behaviours exist in the employees personally and the way they act such as punctuality, disciplined intuition and commitment; and they will expand their knowledge based on these	13	17

Table Appendix J: Themes and Sub-Themes Descriptions based on Direct Quotes from Participants

Themes/ Sub-Themes	Description	Files	References
	and based on what they learn directly from leaders.		
Transparency	Encourages openness and communication in addition to clarity and unhindered honesty. There should not be any barriers between leadership and subordinates.	12	14
Individualised Consideration	Refers to a leader's behaviours that contribute to followers' satisfaction by advising, supporting, paying attention to individual needs of followers, and developing followers' skills through coaching.	23	53
Listen to knowledge workers Voice	Each employee has the chance to present his/her concerns or anything else on the table. By listening to the employee, leaders can enrich themselves with a deeper understanding of challenges which may not be visible.	21	30
Satisfaction & Feedback	Leaders care about their career and future and their mental and physical well-being.	18	23
Inspirational Motivation	Refers to the ways in which leaders energise their followers with optimism, ambitious goals, and an idealised achievable vision.	23	84
Delegation Tasks	Making decision authority, part of the second layer of the staff, which passes the same delegation to the third layer.	9	11
Great Sense of Purpose	This initiative, if an employee accomplishes it on time, will affect the national economy.	18	26
Optimum Goals	What drives knowledge workers towards a certain direction and provides them with every tool that they need to achieve their goals.	14	15
Ownership	Employees will act as if it is his/her personal project and they believe in taking action when it falls within their responsibility to do so.	9	11
Recognition	When it comes to full achievement, it's not one-person achievement but everyone in the team. Recognition of achievement and appreciation of it, this being one core of motivation.	10	12

Table Appendix J: Themes and Sub-Themes Descriptions based on Direct Quotes from Participants

Themes/ Sub-Themes	Description	Files	References
Trust	Creating the influence of the staff where they feel that this is the person who employees should really inspired by. Normally, closing the gap between leader and the employees is achieved by giving additional trust.	9	9
Intellectual Stimulation	Leader's actions that appeal to followers' sense of logic, challenging followers to think creatively and find solutions to difficult problems.	21	47
Confront Challenges	Hunting potential initiatives to performance and the efficiency of the work. Ideas generators.	17	18
Creativity	Think outside the box by providing something that employees would not think about.	12	13
Intellectual Curiosity	Converting an idea to service or practice in order to drive higher revenues or high margin and that will not come from doing the same old things in the same old way.	14	16
Set of Actions	A whole entire organisation relies on leadership actions and directions. Employees need to know where their leaders are taking them and that they are going in the right direction. These actions show how leadership increases the level of performance in any organisation.	22	75
Decision Making	Encouraging employees to be part of decision making will build capabilities.	13	13
Directions and Dedication	Support all effort and collectively to that direction.	15	19
Encourage Thinking	Employees have the knowledge and the basics, which allow them to view the big picture. This influence them on what to do first and what are the priorities that they need to work with in order to enhance the competence of the country.	15	17
Future Outlook	Setting the vision. The employees need to understand where they are going.	11	12
Sense of Transition Planning	The importance of creating a unique work culture or specific behaviours that can be passed on after leaders leave their positions, for example, regular duties and	10	14

Table Appendix J: Themes and Sub-Themes Descriptions based on Direct Quotes from Participants

Themes/ Sub-Themes	Description	Files	References
	responsibilities. This process will create future leaders or successors.		
Standardised Framework	Standardised framework of managing knowledge workers that reflect the dynamic change of the organisations.	19	38
Career Pathway	Know where they are heading and they know their future, where their future is going. They will be more inspired because they will always see that there is something waiting for them.	7	9
Diversity	A more diverse group of people is more likely to challenge, and that challenge is positive. For instance, 50% males and 50% females.	12	12
Knowledge workers Leadership	The gap that knowledge workers have should be understood and tailored with their KPI to cover these, because it is the most effective when it comes to developing.	13	17
Training and Development	A common form of human capital investment for individual and organisational improvements. Orientating and providing the knowledge workers with challenges and support that meet the requirements of development (e.g., knowledge, skills, attitudes and behaviors).	23	116
Appraisal	Link the training plan to what the person is supposed to achieve. It is training that will allow the development of what that person is supposed to be delivering.	19	22
Culture of Teamwork	Implementing teamwork techniques. The team contains people from different background. This process will not just increase the knowledge workers theoretical knowledge, but they will understand the practical implications of it in the workplace.	16	22
Encourage Training & Learning	Transfer of expertise, especially with the encouragement of the new staff member to communicate with experience through inquiry or question.	17	25
On-The Job-Development	Understating the job profile which links to	19	26

Table Appendix J: Themes and Sub-Themes Descriptions based on Direct Quotes from Participants

Themes/ Sub-Themes	Description	Files	References
	a list of competencies. Moreover, it is an important part of leading knowledge workers because all what they have is 'knowledge'; they do not have practical skills.		
Share and apply Knowledge	Each member will provide others with knowledge training. For instance, tell them what this initiative is about, what are the challenges, the way to solve them and to hear the success story behind it.	16	21